

# Oakland Fund for Children and Youth Strategic Plan

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*2010-2013*



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## **VISION STATEMENT**

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city. — *September 11, 2009*

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## Oakland Fund for Children & Youth Mission, Vision & Values

The vision, mission and values had been developed during the previous strategic planning process and were reviewed and revised slightly by the SPSC during the first part of the process. They were reproduced for all meetings and used as a point of reference during all decision-making processes.

*OFCY emerged from a grassroots, community effort to improve the wellbeing of children and youth. We value children and youth as our greatest asset and enter into these efforts with a strong desire to encourage the full potential of all of Oakland's children and youth. We are guided by the following framework:*

### VISION

All children and youth in Oakland are celebrated and supported by a caring network of community members and organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

### MISSION

We provide opportunities and resources for Oakland's children and youth (0–20 years old) to become healthy, productive, ethical, and successful community members. We achieve this by funding organizations, creating policy, building capacity and ensuring accountability to encourage these outcomes. We work collaboratively through partnerships with children, youth, and families, community organizations, public agencies, schools and other funders.

### VALUES

**Social & Economic Equity:** Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

**Child & Youth Development:** We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.

**Community and Collaboration:** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

## Acknowledgments

The Oakland Fund for Children & Youth Strategic Plan 2010-2013 could not have been developed without the involvement of dozens of community members who either served formally as Mayoral or City Council appointed representatives or who served on Task Forces convened explicitly to provide input into the strategic plan. The roles of the various representatives in the process are outlined below followed by a listing of all the individuals who contributed to the development of this plan.

### **OAKLAND FUND FOR CHILDREN & YOUTH PLANNING AND OVERSIGHT COMMITTEE**

The OFCY Planning and Oversight Committee (POC) was responsible for assigning POC members to the Strategic Planning Sub-Committee (SPSC), receiving monthly reports from the chair of the SPSC, Maurilio Leon, or his designee, and providing input to the SPSC and consultants throughout the process. On September 16, 2009, the POC reviewed the initial draft of the strategic plan providing comment and suggestions and approving the plan as amended. The POC is comprised of Mayoral and City Council appointed representatives, both youth and adult, and has responsibility for oversight of the development and implementation of the strategic plan, the programs funded to support that plan and the evaluation designed to measure the degree to which funded programs are implementing strategies as planned and having the intended impact.

### **OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE**

The OFCY Strategic Planning Sub-Committee (SPSC) was made up of representatives of the overall POC. Four adults and 2 youth members were assigned from the POC as representatives, in addition to the Education Advisor from the Mayor's office. The SPSC oversaw the strategic planning process and develop-

ment and finalization of the strategies. Eight SPSC meetings took place during the 9 month planning period, each focusing on a different aspect of the plan.

### **OAKLAND FUND FOR CHILDREN & YOUTH TASK FORCE**

Four Task Forces were developed to represent and provide input on the four age groups the OFCY strategic plan addresses: 0-5; 6-10; 11-14; and 15 & up. The Task Forces were comprised of providers, representatives of youth-serving agencies and youth and met 3 times during the planning process. The Task Forces were asked to provide input into the community and youth indicator data, review best practices research and recommend/ prioritize strategies to the SPSC.

[FOR A FULL LIST OF ALL PLANNING PARTICIPANTS,  
PLEASE SEE APPENDIX A.](#)

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## Executive Summary



The Oakland Fund for Children and Youth was established in November 1996 when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives. See Appendix E for a copy of Article XIII Kids First! Oakland Children's Fund.

Established through a special election held on July 23, 2009 Measure D reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year rather strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age, and reaffirms responsibilities of the Planning and Oversight Committee, which includes overseeing the development and approving a three-year Strategic Investment Plan to guide the allocation of funds.

### OVERVIEW OF PLANNING PROCESS

The OFCY strategic planning process was highly participatory and consisted of:

- ◆ Eight meetings of the Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC), in addition to monthly meetings of the full POC;
- ◆ Review of a wide range of data in order to complete a full community and youth indicator analysis;
- ◆ A comprehensive review of best practice literature;
- ◆ A community input process that included 29 key informant interviews, 13 focus groups, an online provider survey with 65 respondents and 2 community caucus meetings in East and West Oakland; and
- ◆ Three Task Force meetings involving 90 stakeholders who were each part of a workgroup distinctive to the age group they most clearly represented.

During and in between SPSC and Task Force meetings, best practices research was reviewed and strategies were developed. All meetings were open to the public and SPSC routinely had 10-20 community members present providing comment that was incorporated into deliberations. Youth played a significant role in the process with a Youth Planning Team comprised of interns from MetWest High School working with consultants to design, plan and facilitate focus groups with youth and to participate in planning meetings to ensure a youth voice. Five youth also participated on the Older Youth Task Force providing input into youth needs and strategies that would best address those needs.



Several key themes arose out of the 2010-2013 OFCY strategic planning process. These ideas were mentioned by many of the participants in the process and also were confirmed as best practices in the literature. In addition, OFCY staff and potential partners confirmed the importance of the following:

- ◆ Increased funding allocation for the early childhood (0-5) programs and services
- ◆ Increased alignment and integration of services with other partners
- ◆ Emphasis on higher need children and youth who might otherwise “slip through the cracks”
- ◆ Emphasis on family engagement and support for family caregivers
- ◆ Emphasis on applied learning
- ◆ Emphasis on peer-to-peer learning
- ◆ Affirmation of youth development principles

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the commu-

nity. In addition to the public meetings, and ongoing conversation with stakeholders and major partners has created a shared understanding of how OFCY funds can be used.

[A ONE-PAGE SUMMARY OF THE HIGH-PRIORITY STRATEGIES THAT COMPRISE THE STRATEGIC PLAN 2010-2013 CAN BE FOUND ON THE FOLLOWING PAGE.](#)



STRATEGY DESCRIPTION
Early Childhood Development (0-5 Years)
<p><b>Mental health and developmental consultation for early care settings:</b> Comprehensive prevention and early intervention activities in early care and education settings.</p> <p><b>Family/child enrichment, learning and developmental opportunities:</b> Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.</p>
Out of School Time Healthy Development and Academic Success (5-14 years)
<p><b>After school programs feature applied learning and skill building in education, arts, and leadership in schools, communities year round and during the summer months:</b> Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school or community setting.</p> <p><b>Applied learning and improved opportunities for health:</b> Increase access to nutrition activities through school-based garden and fitness programs that promote healthy eating choices and active living with curricula that is aligned with the school day academic curriculum.</p> <p><b>Family engagement in out of school time linked with the school day:</b> Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with family support activities that are linked between the after school hours and the school day.</p>
Wellness and Healthy Transitions (11- 20 Years)
<p><b>Transition programming in school settings:</b> Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).</p> <p><b>Health and wellness education with emphasis on peer education and youth development:</b> Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment, including programs integrated with school based health clinics.</p> <p><b>Conflict resolution skills:</b> Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.</p>
Older Youth Transitions to a Healthy Adulthood (15-20 Years)
<p><b>Support services for academic and career success:</b> Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.</p> <p><b>Comprehensive supports and enrichment programs for youth transitioning to adulthood:</b> Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth.</p>



## Section 1: Background

The Oakland Fund for Children and Youth was established in November 1996, when Oakland's voters passed the Kids First! Initiative (Measure K). Measure K amended the City Charter, setting aside 2.5% of the City's unrestricted General Purpose Fund to support direct services to youth under 21 years of age for a twelve-year period. Measure K also established OFCY's Planning and Oversight Committee as responsible for strategic planning, funding recommendations, and evaluation of OFCY initiatives.



Kids First! Oakland Children's Fund legislation (Article XIII of the Oakland Municipal Charter) was established by the passage of Measure D on July 23, 2009. It reauthorizes funding for the Oakland Fund for Children and Youth for 12 years (2010-2022). Measure D sets aside 3% of the City's unrestricted General Purpose Fund and requires a three-year strategic plan to guide the allocation of funds. Measure D reaffirms commitment to support direct services to youth under 21 years of age and reaffirms responsibilities of the Planning and Oversight Committee.

The goals of Measure D are outcome-based and focus on improving early healthy child development, improving student success in school, preventing violence and gang involvement and preparing older youth for a successful transition to adulthood. The goals as they are listed in the legislation are as follows:

1. Support the healthy development of young children through pre-school education, school-readiness programs, physical and behavioral health services, parent education and case management.
2. Help children and youth succeed in school and graduate high school through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression.
3. Prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service-learning, and arts expression.
4. Help youth transition to productive adulthood through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service-learning and arts expression.

The measure also stipulates that a Strategic Investment Plan be created every three years and that its development be overseen by the POC. This strategic plan covers the period of July 1, 2010- June 30, 2013.

## Section 2: Planning Process

The strategic planning process took place between January and September of 2009. Gibson & Associates (G&A) and Resource Development Associates (RDA) worked with City staff and community stakeholders to develop a strategic plan that reflects authentic community input, as well as the priorities of the City of Oakland. A participatory planning process was designed explicitly to encourage stakeholder involvement in every facet of planning. Among the participatory elements to the process:

- ◆ Extensive collaboration between consultants and OFCY staff in the community input process and in the scope and focus of the needs assessment;
- ◆ Extensive community input process including: key informant interviews, focus groups, community caucus meetings and a provider survey;
- ◆ A Youth Planning Team comprised of MetWest High School interns who worked throughout the spring designing, organizing and conducting focus groups with youth throughout the City and who participated in planning meetings to ensure a youth voice and a youth perspective into the process;
- ◆ SPSC development of decision-making criteria;
- ◆ Sharing with OFCY staff, SPSC and Task Force members preliminary drafts of needs assessment and best practice research summaries to allow for input into the direction of this work;
- ◆ Ongoing meetings with stakeholders and major OFCY partners to explore how best to leverage resources, integrate strategies, and align efforts; and
- ◆ Open public SPSC meetings encouraging input from community members throughout all deliberations and priority setting activities.

Participatory processes allow the community to be part of the thinking process and, as such, share pre-



liminary thinking before it is fully formulated. The result is a process where stakeholders feel a sense of ownership. Before decisions have been nearly formalized, authentic debate and input has been provided. What emerges is a plan where most stakeholders recognize their imprint. While the process of arriving at consensus is not always easy, the consensus achieved in the end is authentic and the plan should enjoy broad support from the community as it is not only the SPSC's plan, but a plan that is also developed by Task Force members, key informants, community representatives and youth.

FOR MORE DETAILED INFORMATION ON THE OVERALL PLANNING PROCESS AND THE ACTIVITIES INVOLVED, PLEASE SEE APPENDIX B.

## Section 3: Community and Youth Indicator Report

### COMMUNITY ASSESSMENT GENERAL THEMES

This section describes a number of themes that emerged from the community input and needs assessment process. The community assessment identified a

children 0-5. The table to the below ([fig. 3.1](#)) shows that children 0-5 represent 28% of the population of Oakland's children 19 and under. Based upon Census

AGE RANGE	2000	2000 % OF YOUTH POP.	2005-2007	2005-2007 % OF YOUTH POP.
Total Population	399,484		372,247	
Under 5 years	28,292	26%	27,032	28%
5 to 9 years	30,134	27%	24,158	25%
10 to 14 years	26,502	24%	22,520	23%
15 to 19 years	24,664	23%	22,377	23%
Total Youth 0-19	109,592		96,087	

**Figure 3.1**

number of themes or needs that spanned all ages. This summary was used as context by both the Task Forces in their third meeting and by the Strategic Planning Subcommittee during its retreat and final committee meetings where strategies were finalized. Excerpts from the summary were also incorporated into the presentation to the City Council on September 29, 2009.

### HISTORIC YOUTH POPULATION DATA

The population of Oakland has shifted over the years with a general decline in the total population. However, one age group has continued to grow in size,

data, age groupings almost exactly mirror OFCY funding groupings.

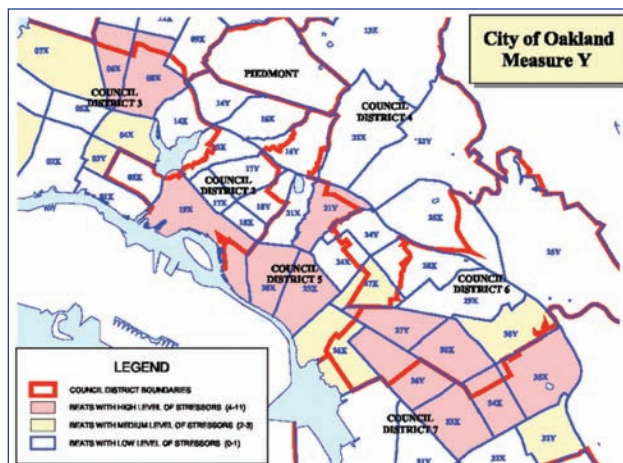
### POVERTY DATA

A high proportion of Oakland children live in poverty as the table on page 9 ([fig. 3.3](#)) reveals. Families living in poverty are far less likely to be able to access recreation, counseling, enrichment, and other services and supports that require fees. Furthermore, research indicates that children living in poverty are far more likely to be served by low-performing schools and experience health disparities. In short, children living in poverty are in need of the kinds of services and supports funded by OFCY.

### NEIGHBORHOOD POVERTY AND STRESS

One of the most important themes identified relates to geographic disparities in Oakland. What follows are a series of indicators that describe the community environment in which Oakland children live and the impact that this environment can have on the ability of children and youth to thrive.

The map at left ([fig. 3.2](#)) identifies neighborhoods that have high levels of 'stress.' The shaded neighbor-



**Figure 3.2**

Source: Oakland Police Department

hoods are high stress neighborhoods. Stress has been defined by 11 key community indicators:

- ◆ Number of arrests of youth 18 years and under;
- ◆ Arrests for young adults age 19-29;
- ◆ Incidents of domestic violence;
- ◆ Incidents of child abuse;
- ◆ Incidents of violent crime;
- ◆ Incidents of Part I and Part II offenses (a common list of serious offenses both violent and property);
- ◆ Unemployment rate;
- ◆ Percent of families living below poverty level;
- ◆ Percent of families living on public assistance;
- ◆ Number of Chronic Truants;
- ◆ Violent Suspensions.

These indicators capture a combination of the environment in which our children reside (poverty, crime, public assistance, violence, family violence, unemployment) and the ways in which children function in this environment (truancy, suspensions, youth and young adult crime).

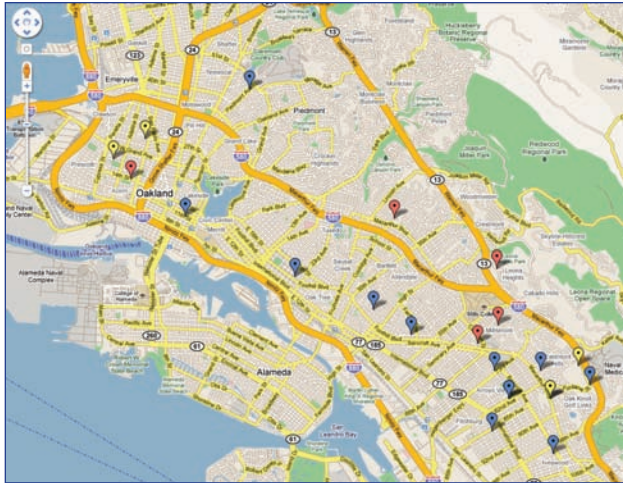
As the maps on page 10 illustrate (*fig. 3.4 and 3.5*), children who live in these neighborhoods also attend low performing schools, are more likely to be truant.

A view of student truancy gleaned from OUSD data illustrates that schools with high truancy tend to be located along the I-80 corridor with the most high truancy schools located in East and West Oakland and in parts of San Antonio and Fruitvale. In the map on page 10 (*fig. 3.4*), schools with the highest truancy are projected with yellow being high schools, red being middle schools and blue being elementary schools. High truancy was defined as having 10 or more absences in the current school year (2008-09). Many studies correlate high truancy with high drop out rates and low school performance. Indeed, the second map on page 10 (*fig. 3.5*) depicts elementary, middle and high schools with 'similar schools' Academic Performance Index (API) ratings of 1. API ratings range from 1-10 with 1 being the lowest. 'Similar schools' means that the ratings are adjusted to rank schools only against other schools with similar poverty levels and proportions of students of color attending. As with the previous map on truancy, these schools are heavily concentrated in East and West Oakland, with a couple of schools in San Antonio-Fruitvale and one in North Oakland. None can be found north of I-580.

AGE BY POVERTY STATUS, CHILDREN 17 YEARS AND YOUNGER				
	Below 200% of Poverty		Above 200% of Poverty	
Age Cohort	Number	Percent	Number	Percent
Under 5 years	14,005	52%	13,104	48%
5 years	3,212	57%	2,448	43%
6-11 years	19,832	56%	15,556	44%
12 to 17 years	15,723	53%	13,746	47%
Total	52,772	54%	44,854	46%

**Figure 3.3**





**Figure 3.4**

California Department of Education data demonstrate that OUSD students drop out at more than double the rate than that of other communities in Alameda County.

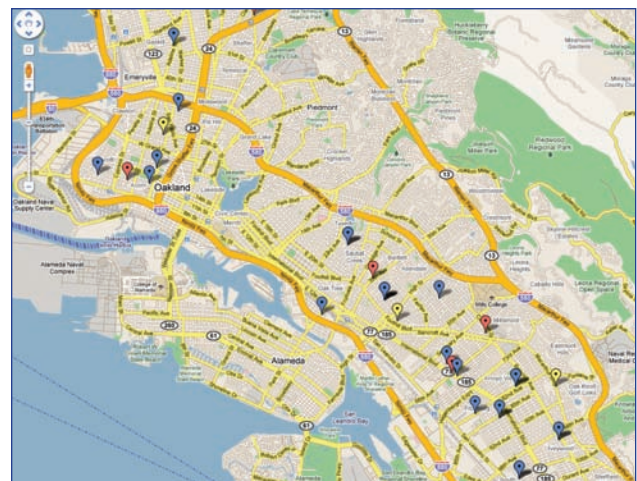
In short, poverty, crime, delinquency, truancy, unemployment, child welfare, domestic violence, and low school performance are concentrated along the I-80 corridor. If resources target ‘high-need’ children, one way to achieve this would be to concentrate its investments in these higher-need communities. Another strategy mentioned by key informants was to use a portion of OFCY funds to target a specific high need neighborhood and develop a focused initiative that spanned ages 0-20, as has been done in New York in the Harlem Children’s Zone.

### EARLY CHILDHOOD INDICATORS

First 5 Alameda County conducted an analysis of kindergarten age children in low-performing elementary schools in San Lorenzo, Livermore and Oakland Unified School Districts to determine the degree to which children served by low-performing schools were ‘ready’ for kindergarten upon entry into school. Over 575 children were assessed, an assessment that included surveys of parents and kindergarten teachers. Data collected in an Alameda County school

readiness assessment underscores the challenges that are present both in low API schools and among many of the families of the students. From the 575 children studied in this research:

- ◆ Sixty-three percent of the students were English Learners.
- ◆ Forty-nine percent of students spoke Spanish as their primary language, 36 percent spoke English, and six percent spoke Chinese. Small percentages spoke Filipino/Tagalog, Vietnamese, Farsi/ Dari, or another language as their primary language.
- ◆ Fifty-two percent of children had a mother whose highest level of education was high school or less.
- ◆ Many families were struggling financially; 51 percent indicated that their household income was less than \$35,000, 39% were on MediCal, and 10% were receiving insurance through Healthy Families.
- ◆ Almost one in ten students (9%) had been born to a teen mother; almost one in four (23%) were from single parent households, and another 23 percent of parents had lost a job in the past year.



**Figure 3.5**

This data underscores the need for interventions with children at risk of developmental delays prior to children entering kindergarten, something that was noted during key informant interviews and Task Force meetings where stakeholders described the critical need for services both to parents and child care staff working with children with developmental, emotional and behavioral problems, referring to a high proportion of children being expelled from pre-school. While local data was not available, research Pre-K students are expelled at a rate more than three times that of children in grades K–12, according to Yale University’s Walter Gilliam study, “Pre-kindergartners Left Behind: Expulsion Rates in State Prekindergarten Systems.” The study showed that for every 1,000 preschoolers enrolled in state pre-K programs, 6.67 are being tossed out of school, compared with 2.09 per 1,000 students in elementary, middle, and high schools according to the research. Expulsion rates are even higher for preschoolers enrolled in community-based programs. The thought of preschoolers’ being ejected also suggests to some experts that pre-K teachers—many of whom do not have college degrees—need more training in how to handle difficult youngsters. Orange County, just completed a two-year program that utilized trainings followed by on site TA tailored to the needs of the program. The TA involved assistance with children about to be expelled. The success rate for this service in ECE programs was impressive. Out of 42 observations: 30 continued to be enrolled, 5 moved, 2 went to special ed, 4 went to K and only 1 was discharged due to behavior (biting).

## STUDENT SCHOOL SUCCESS

Success in school is the single greatest predictor of positive adult outcomes. Higher income, future home ownership, better health, and non-involvement in the criminal justice system are all highly correlated with success in school. In the increasingly competitive employment market, a high school diploma will be critical but still likely an insufficient requirement for

future success. As a result of the importance of school success, we have summarized the historic trajectory of Oakland students beginning in the second grade and following test score data through 11th grade<sup>1</sup>. Among the major points of interest:

- ◆ At the earliest age of testing (2nd grade), OUSD students are 5% behind the state average in both reading and math and over the last four years have made steady incremental advances.
- ◆ A general trend is that as OUSD students progress through school, lower percentages of students achieve proficiency. Note for example, that from 2nd to 5th grade, students drop by 3% in English proficiency and by 8% in math.
- ◆ Sixth grade is a critical year, as it signifies the transition from elementary to middle school. At this point in time, OUSD students tend to experience a steep decline in achievement, and the difference between OUSD and the State average spreads. In 5th grade OUSD students were 7% behind the State in English and 10% behind in math. However in 6th grade, the difference becomes 20% in English and 17% in math. What is more significant, the percent of students proficient in reading declines from 40% to 27% in English and from 48% to 27% in math. Many key informant interviews highlighted the transition from 5th to 6th grade as a particularly difficult transition year.
- ◆ While test scores continue to decline after 6th grade, the trajectory here mirrors the State average.
- ◆ OUSD drop out rate is twice the rate for Alameda County, so while test scores do not necessarily decline in 9th-11th grade, this is when students begin to drop out in large numbers.

<sup>1</sup>*It has been noted that district wide test scores may overstate declines in test scores at times when disproportionate numbers of families are removing their children from OUSD, as is the case when children are moving into middle school. This factor may inflate the decline in test scores in the 6th grade.*

- ◆ OUSD CAHSEE exit exam pass rates are 20% lower than the state average in both math and English, approximately mirroring the difference in test scores from 6th-11th grades.

Since the mission of OFCY is to help Oakland children and youth “become healthy, productive, ethical, and successful community members” and since Measure D focuses OFCY upon improving early child development, school success, and successful transitions to adulthood as well as to reducing youth, crime, violence and gang involvement, it makes sense that OFCY would target resources to youth who are at risk of not becoming healthy, productive, ethical and successful community members.

## TRANSITIONS

Throughout the key informant interview process, it was noted that one of the key systemic challenges faced by Oakland is to address the special needs of youth as they go through transitions from one developmental level to the next. These transitions are marked by the movement from early childhood to kindergarten, moving from elementary to middle school and the movement from middle school to high school.

**Transition to Elementary.** While there is little local data on the transition into elementary school, there is an abundance of research that shows that many children enter elementary school up to two years behind developmentally, a gap that never disappears. According to data from Every Child Counts, Alameda County (First 5), children are statistically significantly more ready for school when they have experienced pre-k activities and even more ready when they have preschool experience. In Alameda County, only about half of children entering kindergarten are considered well-prepared, and data from the First 5 study that indicates children living in neighborhoods served by low-API schools and children of parents who are English Language Learners are particularly at risk of not being prepared for kindergarten<sup>2</sup>.

**Transition to Middle School.** As the data on page 13 (*fig. 3.6*) illustrates, the transition is especially difficult when students move from elementary school to middle school. It is here where scores plummet, truancy increases, and a commitment to school and community erode. As the Healthy Kids Survey indicates, by the time youth reach ninth grade, their sense of connection to the community declines and their connections with caring adults diminish. It is in middle school that youth also feel most unsafe and the highest proportion of youth feel the need to carry weapons.

**Transition to High School.** While test scores do not decline precipitously in high school, it might be said that in middle school most struggling students remain in school and just do poorly, while in 9th and 10th grade these struggling students begin to drop out. Furthermore, for youth who ultimately drop out, specific strategies to either re-engage them in education or prepare them for the workforce are essential.

## CHILD HEALTH & OBESITY

The prevalence of childhood obesity was a theme that reoccurred in key informant interviews and was also found as an important health issue in a review of the research, particularly in high poverty communities, such as Oakland. Local data from the Alameda County School District (*fig. 3.7*) on page 14 affirms that children in Oakland have much higher prevalence for obesity than do children in other Alameda County cities. Obesity is a marker for other costly, but preventable diseases, such as hypertension, cardiovascular disease, and most commonly for diabetes.

OFCY has historically supported programs that address the health of youth through its support for school-based sports programs, asthma education and HIV prevention. In addition, Alameda County, the Atlantic Foundation, and OUSD have invested significant resources in developing a plan for installing school-based health centers in 14 Oakland schools

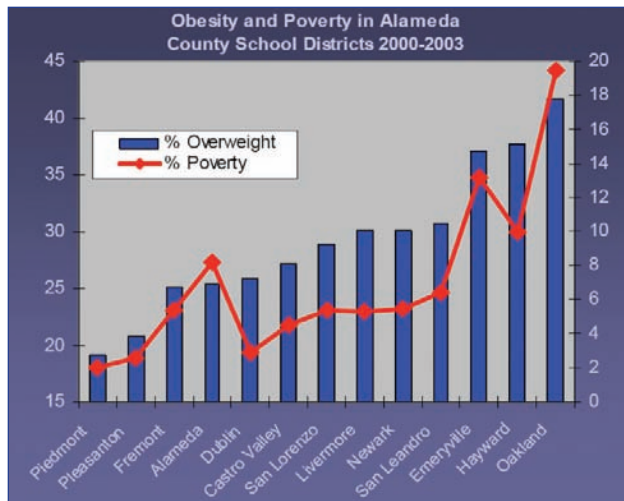
<sup>2</sup>School Readiness in Alameda County, 2009. Results of a 2008 Pilot Study by Applied Survey Research for Alameda County First 5.



GRADE-YEAR	ANALYSIS	ENGLISH LANGUAGE ARTS	MATH
<b>5TH GRADE</b>	Note that test scores drop from 2 <sup>nd</sup> to 5 <sup>th</sup> grades, although not by large amounts. This is a trend that persists throughout the school experience of OUSD students.		
<b>2008</b>		40%	48%
<b>2008 State Average</b>		48%	44%
<b>2007</b>		35%	41%
<b>2006</b>		33%	39%
<b>2005</b>		33%	38%
<b>6TH GRADE</b>	This is a transition year with students having moved from elementary to middle school. Note the precipitous drop in test scores, 13% in English and 21% in math. Note also that the state average does not decline at all, so that at this point OUSD falls significantly behind the state average.		
<b>2008</b>		27%	27%
<b>2008 State Average</b>		47%	44%
<b>2007</b>		25%	23%
<b>2006</b>		23%	24%
<b>2005</b>		21%	23%
<b>9TH GRADE</b>	This is also a transition year with students moving from middle to high school. The decline experienced between 5 <sup>th</sup> and 6 <sup>th</sup> grades does not occur here.		
<b>2008</b>		27%	46%
<b>2008 State Average</b>		49%	66%
<b>2007</b>		26%	49%
<b>2006</b>		23%	46%
<b>2005</b>		23%	38%
<b>10TH GRADE</b>	Test scores begin a significant decline in 10 <sup>th</sup> grade particularly in math, a decline that worsens in 11 <sup>th</sup> grade.		
<b>2008</b>		22%	15%
<b>2008 State Average</b>		41%	36%
<b>2007</b>		19%	19%
<b>2006</b>		19%	14%
<b>2005</b>		19%	11%
<b>CAHSEE PASS RATES</b>			
The gap in pass rates between the state and OUSD approximates the gap in annual test scores in math and English that begins in the 6 <sup>th</sup> grade and remains throughout middle and high school.			
		Oakland	CA
<b>Math</b>		61%	78%
<b>English Language Arts</b>		60%	79%

Figure 3.6

ensuring broader access to primary care and affording the City and OUSD opportunities to build around these centers through health promotion, prevention, peer and parent health education, and nutrition education efforts. OFCY strategies included an opportunity for after school programs to incorporate gardening programs that introduced children to healthier dietary options while also providing opportunities to apply science and math concepts introduced in school.



**Figure 3.7** Source: Alameda County Dept. of Public Health

## SAFETY

As the table page on page 15 (*fig 3.8*) indicates, the prevalence of violent crime is much more predominant in Oakland than in other Alameda County cities. Surveys, focus groups, and key informant interviews revealed that a primary concern among parents and youth was personal safety. What is more, the 'stressor' chart shows that the preponderance of violence and crime is concentrated in the low-income neighborhoods of East and West Oakland and to a somewhat lesser degree in North Oakland, San Antonio and Fruitvale. Finally, Healthy Kids Survey data for OUSD students show that middle school is the age when students feel least safe and surprisingly the age when youth are most commonly carrying weapons to school.

## OTHER THEMES FROM THE COMMUNITY INPUT PROCESS

A variety of other themes and/or special populations emerged from the key informant interviews, focus groups, community caucus meetings and taskforce meetings.

### Needs of Special Sub-Populations.

A number of populations either have been explicitly funded, have been considered for funding in the past, or have been raised by stakeholders or youth as worthy of being considered. Among these special populations are LGBTQ youth, foster youth, migrant or new immigrant youth, children with disabilities, or simply youth who are deemed 'at-risk' for any number of reasons.

### Staff and Parent Training and Education.

Historically OFCY has limited parent training and education to providing education and training to parents of children 0-5. The Task Forces have advanced strategies that might provide training and support to parents at all levels; indeed, family involvement and support was a recurrent theme, and strategies that fostered family involvement also were prominently considered. There is also significant research that shows that staff training of early childhood programs and child care programs in literacy and child development and identification of behavioral issues contribute to very positive outcomes for children. As a result of community input and research supporting the importance of staff consultation and training, funding was increased to 0-5 mental health consultation and collaboration as well as to 0-5 child-parent enrichment. Additionally, strategies at the elementary and middle school levels emphasized parent engagement and efforts to connect parents to available parent support services.

### Cultural Competency.

Addressing the needs of children and youth in a culturally competent manner was emphasized in most

task forces and in many key informant interviews. Identifying culturally competent services is best addressed by awarding priority points to applicants who demonstrate culturally competent approaches in all program strategies.

### Housing.

Housing is simply not a strategy that has been addressed by OFCY as the costs and the ability to serve anything like the number of older youth in need of housing far outstrips OFCY's funding. However, this issue was raised quite vigorously by members of the Older Youth Task Force, and housing as a priority and need in the community should be identified, even if funding is not available.

### Collaboration and Service Integration.

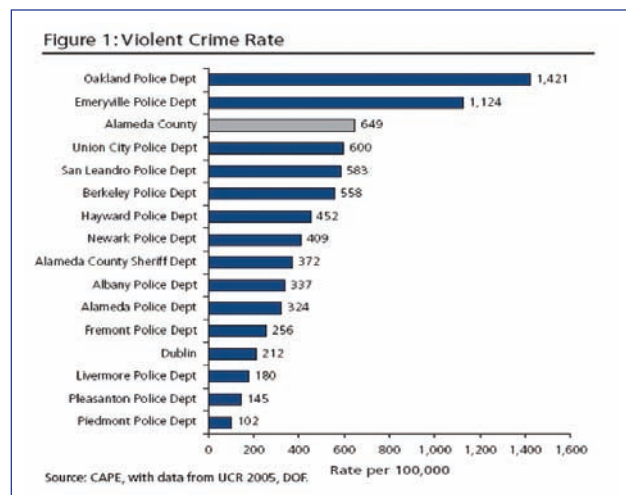
Improved ongoing communication within and among programs, schools and community was viewed as essential to delivering integrated services. Integration comes in many forms. It can be found in after school programs that offer tutoring, enrichment, sports, and parent-child activities. It can be found in programs that use service learning or projects such as community gardens in a way that links to science and math instruction and involves parents and older youth with

children. It can be found in programs that use peer educators from high schools delivering health promotion and prevention messages to middle school youth, thereby addressing multiple needs simultaneously with high school youth learning leadership and communication skills and middle school youth hearing about health issues from peers they respect.

### Learning and Skill Building.

Key informants and youth indicated the desire to use enrichment activities to provide youth with opportunities to apply skills and capacities developed in school in the community or in activities that were chosen by youth. This could include community gardens, video and computer graphics, peer education, service learning and other after school or community-based activities. Strategies at the elementary and middle school levels emphasized opportunities for youth to apply the skills they are developing in school through service learning and applied learning enrichment activities. Internships, community service, peer education and peer leadership were identified as important strategies for both middle and high school youth.

**Systemic Approaches:** This issue also covers many facets. First, it is concerned with OFCY promoting greater collaboration, leveraging of resources and integration of services that improve outcomes for children and youth. Certainly the Oakland After School Program initiative is one example where viewing after school services systemically resulted in improved after school programs in Oakland and district-wide leveraging of State funding. Other systemic opportunities exist and can be explored. For example, the community school initiative is a key goal of OUSD's Complimentary Learning Program. OFCY's continued support for after school programs could become a key component of a larger OUSD-led effort to create community schools. Similarly, OFCY support for peer health, health education and leadership development services could be linked to the developing OUSD-Alameda County Health Care Services plans



**Figure 3.8** Source: Alameda County Dept. of Public Health



for creating a network of school-based health centers. Finally, OFCY discussions with Every Child Counts Alameda County (First 5) and Oakland Parks & Recreation and funding for 0-5 child enrichment and development activities continues to cultivate growth in early childhood programming throughout the city. In these ways, OFCY can play a role in system-thinking and system development for services for children and youth.

Continued conversations between the City and OUSD and Alameda County Health Care Services Agency will further integrate and align resources through the development of a system of school-based health centers and the creation of community schools. Each of these strategies represent slight departures from the prior plan and are indicative of how OFCY is responding to community input and emerging opportunities.

## Section 4: Strategies

### OVERVIEW

This section begins with a discussion of the major themes that are incorporated throughout the strategies. Following the discussion of themes, brief summaries of all the strategies are presented. Finally, a table is presented on page 24 (*fig. 4.1*) that summarizes the connection between each strategy and the outcomes of Measure D. For a complete summary of each strategy, please refer to Appendix F.

### Major themes incorporated into strategies

- ◆ Strategies emphasize integration of services or alignment with other major school district, city and county initiatives.
- ◆ Strategies emphasize scale.
- ◆ Strategies focus on integration of academic and enrichment programming through applied learning.
- ◆ Strategies focus on family engagement.
- ◆ Strategies focus on the needs of high-need children and youth.

### Strategies Emphasize Integration of or Alignment with Services with Other School District, City and County Initiatives.

Several OFCY strategies represent efforts to align resources with other school district, city and county initiatives. In 0-5, both strategies are aligned with and fill gaps in Alameda County's First 5 initiative and particularly its Screening Assessment Referral and Treatment (SART) approach to early identification of children with mental health and developmental conditions or with parents and caregivers who need consultation to effectively parent children with behavioral issues. The After School Program funding leverages school district-managed state funding, supports the city's desire to create universal access to after school enrichment programming, and could contribute to the district's emerging plan to develop



community schools throughout the city. In addition, the Transitions Programs strategy supports a new district initiative targeting youth in transition.

### Strategies Emphasize Scale and City-Wide Impact.

The importance of providing quality programming has been a key theme throughout the strategic planning process. In addition to quality, the interest in supporting a large number of certain types of programs throughout the entire City, particularly in low-resource areas, has been stressed. The mental health and developmental consultation strategy for the early childhood age group will allow much needed services in many of the Child Development Center, Head Start and neighborhood-based sites throughout Oakland. Also in the early childhood strategy area, the number of family/child enrichment activities will be increased and are likely to reach many families in community-based settings. After school programs will be far-reaching and receive funding for high-quality, applied learning programming. In particular, innovative programs will have opportunities to reach children and youth who are in need of physical activity, gardening/nutrition and family engagement activities. Oakland youth will also have many summer options from which to choose.



### **Strategies Focus on Integration of Academic and Enrichment Programming through Applied Learning.**

The importance of supporting applied learning was by far the most recommended component of the after school strategies by the Task Force participants. Providers recognize the high need for both academic support outside of the school day and enriching, hands-on activities that are fun and demonstrate alignment with curriculum. In addition, applied learning is recognized in the literature as a best practice for successful after school programming. OFCY can support a variety of these programs so that ideally children and youth are able to discover their best skills and interests. Gardening activities are good examples as they can take place right at a school or community site, incorporate interest in planting and nature, can develop a variety of math and science skills, and also tie into understanding where food comes from, how to eat healthy and various nutrition education lessons.

### **Strategies Focus on Family Engagement.**

The community and youth indicator analysis, in addition to input from the Task Force, led to family engagement being one of the top priorities in the 2010-2013 strategic planning process. All of the strategy areas incorporate family engagement into one or more of the strategies. In particular, the two early childhood strategies highlight family consultation, engagement and support. The strategies allow family caregivers to connect better with their children and their communities. Additionally, the school-based after school program strategies are linked to sub-strategies in funding amounts that will allow for a variety of activities to increase family involvement with a child's academic and enrichment activities and also provide resources that parents identified as being a high need.

### **Strategies Focus on the Needs of High Need Children and Youth.**

The needs of high-risk children and youth were deep concerns of community input process participants, the

Task Force members, as well as members of the SPSC. The mission, vision and values and goals of Measure D also point to the importance of programs and services reaching hard to reach children and youth. In addition, the City of Oakland Measure Y funding cuts leave gaps in funding that OFCY can partially fill. The early childhood strategies reach high-need children and families both by providing consultation and screening some may not otherwise get and by introducing developmental and enrichment programs that families may not otherwise have access to. The RFP process will highlight the requirement of school-based after school programs, community-based out-of-school programs and summer programs to reach children from lower resource neighborhoods and also provide special focus on children with high needs. The health and wellness strategies focus on hard to reach youth by supporting transition and conflict resolution programming. These strategies focus on preventing youth from "slipping through the cracks," such as newly immigrated or homeless youth, who are often missed and not given the same opportunities as other youth. The second older youth strategy provides access to supports and services for all youth, increasing access to enrichment opportunities delivered in a range of community settings.

### **Strategies Emphasize Partnerships around Financial Leverage, Technical Assistance, Coordination and Planning.**

One of the three values developed by the SPSC for its Mission, Vision and Values statement includes a commitment to community and collaboration. OFCY staff were/ are working with identified partners to develop opportunities for leveraging resources and financial opportunities, collaborating on technical assistance and planning for the future. Potential partners are reflected in all 11 strategy descriptions.

## Overview of strategies

This section outlines strategies organized in the following priority areas:

- ◆ Early Childhood (Ages 0-5)
- ◆ Out of School Time (Ages 6-14)
- ◆ Wellness and Healthy Transitions (Ages 11 & up)
- ◆ High School and Older Youth (Ages 15 & up)

Each strategy is described briefly, including the anticipated proportion of funding to be allocated to each strategy. These allocation levels are expressed in ranges and are to be viewed as approximate funding levels. Actual funding levels may vary considerably based upon the quality of proposals submitted.

### Early Childhood Strategies

#### 1. Mental health and developmental consultation.

Comprehensive prevention and early intervention activities will be provided to support optimal child development primarily in early care and education settings. **Possible programs include:** family consultation, education and counseling; training of preschool providers; one-on-one work with identified children; and mental health, developmental, speech and language assessments. **Possible partners include:** Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, Alameda County First Five, Community-Based Organizations and East Bay Community Foundation. **Possible outcomes include:** 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; early care providers have improved strategies to support children's positive behavior and emotional health; and reduced preschool expulsion rates. **Funding range:** 7-10% of OFCY funding available for allocation.

2. **Family/enrichment activities.** Increased access to family/ child opportunities which engage families, prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports. **Possible programs include:** family-to-family programming on topical and supportive issues related to children's development; guided family/ child enrichment and learning activities; developmental consultation; advocacy for accessing family resources; and referrals for family support services. **Possible partners include:** Alameda County First Five, Community-Based Organizations, Oakland Parks & Recreation Department (OPR) and Oakland Public Library. Possible outcomes include: families' involvement in their children's learning and growth is increased; children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased; 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. **Funding range:** 7-10% of OFCY funding available for allocation.

### Out of School Time Strategies

3. **School-based after school programming for elementary school-aged children.** Increase access to after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategies are also listed below. **Possible programs include:** applied learning; experiential science; literacy arts; cooking; and music education. **Possible partners include:** Community-Based Organizations, Department of Education After School Education



and Safety (ASES) funding, Oakland Community After School Alliance and OUSD After School Programs Office. **Possible outcomes** include: increased academic success; increased child literacy and critical thinking skills; increased meeting with state standards such as compare and contrast learning; decreased truancy; and increased connection to caring adults. **Funding range:** 30-35% of OFCY funding available for allocation.

**3a. School-based after school programming for elementary school-aged children-physical activity augmented funding.** Increased access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles. **Possible programs include:** fitness programs, non-competitive sports programming, martial arts. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office. **Possible outcomes include:** increased enjoyment of/ connection to physical activity and healthy lifestyle; increased fitness levels; increased confidence; and increased social skills.

**3b. School-based after school programming for elementary school-aged children-nutrition/gardening augmented funding.** Increased access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum. **Possible programs include:** applied learning through gardening and nutrition education. **Possible partners include:** ASES funding, Community-Based Organizations, East Bay Community Foundation, OUSD After School Programs Office. **Possible outcomes include:** increased enjoyment of/ connection to healthy eating and healthy lifestyle; increased healthy eating choices; increased connection to

nature/ the environment; and increased science and math skills.

**3c. School-based after school programming for elementary school-aged children-family engagement augmented funding.** Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work are increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/ school engagement and support; and increased caregiver awareness of child's developmental milestones.

**4. School-based after school programming for middle school-aged children.** Increased access to After school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting. Additional augmented sub-strategy is also listed below. **Possible programs include:** youth leadership programs; community service activities; career exploration opportunities; peer-to-peer programs; arts-focused activities and fitness programs. **Possible partners include:** ASES funding, Community-Based Organizations, and OUSD After School Programs Office. **Possible outcomes include:** increased attachment to school through increased attendance data; increased self-esteem/

confidence; and increased connections to caring adults. **Funding range:** 15-20% of OFCY funding available for allocation.

**4a. School-based after school programming for middle school-aged children-family engagement augmented funding.** Opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work increased through augmented funding. **Possible programs include:** caregiver education and peer support on child rearing; information sharing on school and community resources; and academic events demonstrating children's learning. **Possible partners include:** ASES funding, Community-Based Organizations, OUSD After School Programs Office and OUSD Family & Community Office. **Possible outcomes include:** increased caregiver knowledge about resources; increased caregiver/child engagement; increased caregiver/school engagement and support; and increased caregiver awareness of child's developmental milestones.

**5. Community-based out of school time programming for elementary and middle school-aged children.** Neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework are supported during after school, evening and weekend hours. **Possible programs include:** community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports. **Possible partners include:** Community-Based Organizations, Oakland Parks and Recreation (OPR) and other City of Oakland agencies. **Possible outcomes include:** increased academic success; increased communi-

ty engagement; increased confidence/self-esteem; increased fitness levels and increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

**6. Summer programming for elementary and middle school-aged children.** Community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities are supported within a youth development framework. **Possible programs include:** exploratory trips in nature; to museums and to science centers; creative arts programs; fitness opportunities and other applied academic learning programs. **Possible partners include:** Community-Based Organizations, OPR and other City of Oakland agencies. **Possible outcomes include:** maintain GPA through summer months, increased community engagement, increased confidence/self-esteem, increased fitness levels, increased connection to caring adults. **Funding range:** 5-7% of OFCY funding available for allocation.

#### *Wellness and Healthy Transitions Strategies*

**7. Transition programs for youth.** Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade) are supported. **Possible programs include:** counseling; family engagement and peer support; youth development programming in leadership; enrichment; tutoring; applied learning; field trips; college and career exploration. **Possible partners include:** Community-Based Organizations, OUSD and Safe Passages. **Possible outcomes include:** increased attachment to school; increased school attendance; decreased drop-out rates; reduction in suspensions; and reduction in number of violent acts at school; increased participation in pro-social peer groups;

improved decision-making around daily choices and life goals. **Funding range:** 3-5% of OFCY funding available for allocation.

8. **Youth leadership programs.** Increased access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment are increased. **Possible programs include:** peer health education; peer leader training communication, outreach by older youth to middle school youth and other youth development activities linked to school-based health centers. **Possible partners include:** Alameda County Health Care Services Agency, Community-Based Organizations and OUSD. **Possible outcomes include:** youth leaders have increased confidence to address and resolve problems in social and physical health and increased ability to make better decisions about their health and well-being. **Funding range:** 3-5% of OFCY funding available for allocation.
9. **Conflict resolution programs for middle-school aged youth.** Support for non-violence promotion through peer leadership/ learning using conflict resolution programs that are embedded in the goal of creating a positive school culture. **Possible programs include:** peer led training for conflict mediators and conflict resolution services for middle school youth. **Possible partners include:** Community-Based Organizations and OUSD Violence Prevention Program. **Possible outcomes include:** reduction in suspensions; increased attendance rates; reduction in number of violent acts at school; and increased sense of empowerment. **Funding range:** 1%-2% of OFCY funding available for allocation.

#### *High School and Older Youth Strategies*

10. **Support services for academic and career success for older youth.** Career preparedness and academic success programs that reinforce college,

work readiness and paid employment are supported. **Possible programs include:** job shadowing; participation in temporary subsidized work, apprenticeships and paid/unpaid internships; tutorial assistance in passing high school exams and college application assistance by college students. **Possible partners include:** City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21st Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD. **Possible outcomes include:** 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. **Funding range:** 7-10% of OFCY funding available for allocation.

11. **Comprehensive supports for youth transitioning to adulthood.** Increase access to neighborhood-based programs that support youth such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance. **Possible programs include:** peer support; life skills education; youth leadership activities; legal and financial counseling; enrichment activities; drop-in services; "safe space" and youth center programming. A key objective for this strategy is to provide a broad range of opportunities and venues where older youth can congregate, be engaged in activities that respond to their interests and be encouraged to pursue other academic and career supports. **Possible partners include:** Community-Based Organizations, Federal 21st Century Funding and OUSD. **Possible outcomes include:** increased community engagement; increased graduation rates; increased academic success. **Funding range:** 7-10% of OFCY funding available for allocation.



### **Relationship of Strategies to Measure D Outcomes**

The table on page 24 ([fig. 4.1](#)) presents the final list of recommended strategies that will be included in the Request for Proposal process in the fall 2009 and will be implemented with OFCY funding between July 2010 and June 2013. The table also illustrates how each strategy will address Measure D outcomes.

For a complete summary of strategies see Appendix F. In this appendix, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- ◆ Rationale for the strategy being prioritized and included in the plan;
- ◆ Description of the needs being addressed;
- ◆ Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- ◆ Intended outcomes;
- ◆ Relationship to Measure D outcomes; and
- ◆ OFCY funding level expressed in a percent of the total funding.

PRIORITY STRATEGIES	MEASURE D OUTCOMES			
	Support the healthy development of young children	Help children and youth succeed in school and graduate high school	Prevent and reduce violence, crime and gang involvement among children	Help youth transition to a productive adulthood
I. Early Childhood (Ages 0-5)				
1 Mental health & developmental consultation	X	X	X	
2 Family/ child enrichment activities	X	X	X	
II. Out of School Time (Ages 6-14)				
3 School-based after school programming (Ages 6-10)		X	X	
4 School-based after school programming (Ages 11-14)		X	X	
5 Community-based out of school time programming (Ages 6-14)		X	X	
6 Summer programming (Ages 6-14)		X	X	
III. Wellness & Healthy Transitions (Ages 11-14; 15 & up)				
7 Transition programs (Ages 11-14; 15 & up)		X	X	X
8 Youth leadership programs (Ages 11-14; 15 & up)		X	X	X
9 Conflict resolution programs (Ages 11-14)		X	X	
IV. High School & Older Youth (Ages 15 & up)				
10 Support services for academic and career success (Ages 15 & up)		X	X	X
11 Comprehensive supports for all youth transitioning to adulthood (Ages 15 & up)		X	X	X

Figure 4.1



## Section 5: Next Steps & Emerging Opportunities

By necessity, a Strategic Plan provides a point-in-time vision of how to implement strategies. Given time constraints to the process and the fluidity of resource availability in the current economic crisis, circumstances are likely to change over the duration of the plan. Furthermore, a number of promising initiatives are under development, and OFCY's role in these efforts is still being formulated. For example:

- ◆ **Community Schools.** The community schools model is an education strategy that maximizes city, school and community resources to improve outcomes for children and their families. By keeping public school open beyond school hours and turning them into hubs for a broad range of health and social services, afterschool programs, adult education, and student and family engagement opportunities, this approach addresses some of the main barriers to student success. OUSD is the lead in developing community schools in Oakland.
- ◆ **School-Based Health Centers.** OUSD, Alameda County Health Care Services Agency, and the City have been developing plans for developing 14 school-based health centers and many more Family Wellness Centers at other OUSD sites. This plan requires significant investment in infrastructure from all three partners, and would benefit from strong alignment of several OFCY strategies.
- ◆ **Community-based Family & Early Child Development Activities.** A key 0-5 strategy is the development of a range of community-based child development and child enrichment programs. These programs were launched in the 2006-2010 strategic plan with many operating at Oakland Parks & Recreation sites.
- ◆ **Place-based Strategies: The California Endowment Building Healthy Communities Initiative.** East Oakland is 1 of 14 communities

in California selected to be part of a 10-year initiative with a commitment to advance policies and forge partnerships to build healthy communities. The effort focuses on the promotion of safe neighborhoods and schools, activities that support the healthy development of children and the attainment of specified outcomes for children and the community as a whole over a ten-year period. The initiative will increase opportunities to leverage OFCY strategies with new efforts identified through East Oakland's planning efforts. The Promise Neighborhood is a new US Department of Education initiative and could be another opportunity for Oakland to access resources to develop other place-based strategies such as the one being developed in East Oakland. There are plans to create 20 new Promise Neighborhoods in areas with high crime levels throughout the Nation. Through the Promise Neighborhood initiative targeted investments in specific neighborhoods will connect children and families with a comprehensive network of services and supports.

Finally, the strategic plan provides direction as to the kinds of strategies to be funded by OFCY and many of the qualities and characteristics that should define those strategies. These emerging initiatives may generate opportunities to leverage foundation or federal funding by aligning strategies identified through this planning process, or to consider additional strategies that further meet the vision, goals and outcomes identified through the strategic planning process. OFCY's grantmaking effort also provides the opportunity to refine strategies, develop program requirements, and define funding criteria to better align with goals. The evaluation system will provide feedback on the success and implementation of the strategies, the quality of programs, and ultimately the attainment of outcomes for children and youth.

## **CONCLUSION**

The strategic planning process obtained input from several hundred residents and had the benefit of significant ongoing involvement of dozens of Oakland stakeholders in Task Force meetings and through public comment at SPSC public meetings. This high level of authentic participation has ensured that the plan itself will enjoy broad support from the community. Indeed, at the last SPSC meeting when the plan priorities were finalized, most every speaker commended OFCY staff, planning committee, and consultants for conducting such an open, authentic process. In addition to the public meetings, ongoing conversation with stakeholders and major partners has created a shared understanding of how OFCY funds can be used.

With the broad support of the community and OFCY partners and the guidance of the POC and OFCY staff, the OFCY Strategic Plan 2010-13 will provide a clear framework for allocating funds, monitoring implementation and evaluating the effectiveness of program strategies.



## APPENDICES

### APPENDIX

## APPENDIX A: OFCY PLANNING PARTICIPANTS

**OFCY PLANNING PARTICIPANTS:** The City of Oakland is deeply appreciative of the time, energy and expertise contributed by the following individuals.

### OAKLAND FUND FOR CHILDREN & YOUTH PROGRAM OVERSIGHT COMMITTEE MEMBERS:

Name	Appointed by
McKayla Brekke, Youth Appointee	Councilmember Jane Brunner, District 1
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Lande Ajose, Adult Appointee	Councilmember Pat Kernighan, District 2
Brandon Sturdivant, Adult Appointee	Councilmember Nancy Nadel, District 3
Kamaya Surrell, Youth Appointee	Councilmember Nancy Nadel, District 3
Barley Anastos, Youth Appointee	Councilmember Jean Quan, District 4
David Kahn, Adult Appointee	Councilmember Jean Quan, District 4
Rosa Govea, Youth Appointee	Councilmember Ignacio De La Fuente, District 5
Maurilio Leon, Adult Appointee	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Christina Francis, Youth Appointee	Councilmember Larry Reid, District 7
ShaCora Cowart, Youth Appointee	Councilmember Rebecca Kaplan, At Large
Maya Dillard Smith, Adult Appointee	Councilmember Rebecca Kaplan, At Large
Nina Horne, Adult Appointee	Mayor Ron Dellums

### OAKLAND FUND FOR CHILDREN & YOUTH STRATEGIC PLANNING SUB-COMMITTEE MEMBERS:

Name	Appointed by
David Klein, Adult Appointee	Councilmember Jane Brunner, District 1
James Mathews, Youth Appointee	Councilmember Pat Kernighan, District 2
Maurilio León, Adult Appointee, Chair	Councilmember Ignacio De La Fuente, District 5
Renato Almanzor, Adult Appointee	Councilmember Desley Brooks, District 6
Nina Horne, Adult Appointee	Mayor Ron Dellums
Kitty Kelly Epstein, Director of Education, City of Oakland, Adult Appointee	Mayor Ron Dellums

**TASK FORCE MEMBERS:** Task Forces were organized by the age of the children or youth to be served.

Name	Affiliation or Organization
<b>Children 0-5 Task Force</b>	
Judy Appel	Our Family Coalition
Abby Banks	East Bay Community Foundation
Tracy Black	City of Oakland Head Start
Elizabeth Crocker	City of Oakland Head Start
Renee Cordsen	City of Oakland Head Start
Wendy Davis	Regional Center of East Bay
Allison Delgado	East Bay Agency for Children (EBAC)
Kerry Forbord	Oakland Ready to Learn

Name	Affiliation or Organization
Sue Greenwald	Children's Hospital and Research Center Oakland
Patricia Hannum	Museum of Children's Art (MOCHA)
Rebecca Hawley-Cooper	Museum of Children's Art (MOCHA)
Renee Herzfeld	4 C's of Alameda County
Angela Louie Howard	Lotus Bloom
Deb Montesinos	Making Connections Oakland
Grace Orenstein	The Link to Children (TLC)
Bessy Portillo	Bananas
Jacqueline Portillo	East Bay Agency for Children (EBAC)
Malia Ramler	First 5 of Alameda County
Marcella Reeves	Family Paths
Lynn Rodezno	Oakland Unified School District
Lew Chien Salee	East Bay Asian Youth Center (EBAYC)
Ani Sharma	La Clinica de la Raza
Carol Singer	Jewish Family and Children's Svc. of the East Bay
Audree Taylor	Oakland Parks and Recreation
Nadiyah Taylor	Alameda Childcare Planning Council
Deborah Turner	First 5 of Alameda County
Liz Varela	Building Futures with Women and Children
<b>Children K-5 Task Force</b>	
Aurora Barabas	Spanish Speaking Citizen's Foundation
Rich Bolecek	Oakland Discovery Centers
Langan Courtney	OUSD: Refugee Assistance Program
Susan Curry	Spanish Speaking Citizen's Foundation (SSCF)
Steve Ebert	East Bay Agency for Children (EBAC)
Judy Glen	Girls, Inc
Nancy Grant	Art, Research and Curriculum (ARC)
Patricia Hannum	Museum of Children's Art (MOCHA)
Elizabeth Kendall	East Bay Boxing
Reka Lal	East Bay Agency for Children (EBAC)
Jennifer LeBarre	OUSD: Nutrition Services
De-Ann Lott	OUSD: Mental Health Services
Julia Ma	OUSD: After School Programs
Michelle Mapp	Our Family Coalition
Aileen Moffitt	Prescott Circus Theatre
Marie Olson	Learning For Life
Mirella Rangel	Oakland Leaf Foundation
Quisqueya Rodriguez	Play Works (Sports 4 Kids)
Jennifer Ross	Prescott Circus Theatre
Alicia Rozum	OUSD: Complementary Learning
Jenna Stauffer	Lighthouse Community Charter
Tim Tabernik	HTA Consulting

Name	Affiliation or Organization
<b>Middle School Youth Task Force</b>	
Samantha Blackburn	CA School Health Centers Association
Claudia Briones	La Clinica de la Raza
Alex Briscoe	Behavioral Healthcare Services Agency
Tatiana Colon	Family Violence Law Center
Mariela Donis	Girls, Inc.
Noel Gallo	Oakland Unified School District
Bob Goetsch	Be A Mentor, Inc.
Karis Griffin	Oakland Parks and Recreation
Amana Harris	Attitudinal Healing Connection
Edward Hennman	Oakland Community After School Alliance (OCASA)
Stephanie Hochman	Bay Area Community Resources (BACR)
David Kakishiba	East Bay Asian Youth Center (EBAYC)
Emily Marsh	Seneca Center
Josephina Mena	Safe Passages
Ed Mullins	Be A Mentor, Inc.
Lloyd Nadal	CANFIT
John Oda	Mind Body Awareness Project
Rebecca Raymond	American Indian Child Resource Center
Kimi Sakashita	Behavioral Healthcare Services Agency
Katharine Sullivan	Safe Passages
Mary Trimble-Norris	American Indian Child Resource Center
Liz Vollmer	Regional Center
Lydell Willis	Alameda County Foster Youth Alliance
Rose Works	Safe Passages
<b>High School and Older Youth Task Force</b>	
Alejandra Acosta *	Unity Council
Sergio Arroyo	Eastside Arts Alliance
Jahsin Asabishakir *	Leadership Excellence
Rany Ath	East Bay Asian Youth Center (EBAYC)
Sara Bedford	Measure Y
Tamika Bennett	Juma Ventures
Kayton Carter *	College Track
Nhi Chau	OASES
Jay Conui	Asian Pacific Islander Youth Promoting Advocacy & Leadership (AYPAL)
George Dewey	100 Black Men
Danielle Drakes	Youth Uprising
Ignacio Ferrey	La Clinica de la Raza
Corrina Gould	American Indian Child Resource Center (AICRC)
Mark Henderson	Measure Y
Melissa Jones	Youth Uprising

Name	Affiliation or Organization
Gabriel Kram	The Mind Body Awareness Project
Sharaonda Lacy *	Youth Uprising
Louisa Larkin	Unity Council
Debbra Lindo	College Track
Danyelle Marshall	Project Reconnect
Hana McQuinn	Oakland Based Urban Gardens (OBUGS)
Scott Means	Oakland Parks and Recreation
Alex Mendez	Girls, Inc.: Mental Health
Kennedy Mullins *	
Muhammad Nadhiri	100 Black Men
Jane Nicholson	Oakland Unified School District (OUSD)
Keren Osman *	Leadership Excellence
David Philoyene *	Leadership Excellence
Rebecca Raymond	American Indian Child Resource Center
Brittney Robinson*	
Crystal Salas	Native American Health Center
Christie Saxton	First Place for Youth
Elena Sorano	Eastside Arts Alliance
Nikka St. Claire	Dreamcatchers
Janny Tran	East Bay Asian Youth Center (EBAYC)
Monica Vaughan	Oakland Unified School District (OUSD)

#### **OFCY STAFF MEMBERS:**

Name	Title
Andrea Youngdahl	Human Services Department Director
Kelsey Crowe	Program Planner
Jasmine Dawson	Program Analyst
Marchelle Huggins	Program Assistant
Sandy Taylor	Manager, Children and Youth Services

#### **G&A/ RDA STAFF:**

Staff Name	Title
Gibson & Associates	
Paul Gibson	President
Michelle Oppen	Associate
Liz Baham	Associate
Yoshiie Allen	Intern
Rachelle Ruiz	Intern
Resource Development Associates	
Patricia Bennett	President & Chief Executive Officer
Nishi Moonka	Managing Director
Kayce Rane	Senior Associate

## APPENDIX B: PLANNING PROCESS

Community input was obtained through a variety of planning strategies. Strategy development was informed by the OFCY vision, mission and values, research into best and promising practices and a participatory, youth-focused and asset driven community input process. Major planning activities included:

MAJOR PLANNING ACTIVITIES			
Date (s)	Participants	Activity	Result or Outcome
1/22/09, 2/17/09, 3/3/09, 4/21/09, 6/2/09, 7/11/09, 7/20/09, 8/20/09	SPSC Members, Public Participation, OFCY Staff, G&A/ RDA Consultant Team	Series of SPSC Planning meetings to develop planning process steps, timeline, vision, mission, values, and priority setting criteria	Planning process overview; Community input process & participation; Community & youth indicator analysis overview & input; Task force process & participation; Strategy development; Strategy approval
2/09-5/09	G&A/ RDA Consultant Team	Community and Youth Indicator Analysis	Community & Youth Indicator Data
5/9/09 & 5/16/09	Community Representatives; G&A/ RDA Consultant Team	Community Caucuses	2 meetings in East & West Oakland resulting in 6 Focus Groups with 40 participants providing input on needs, gaps and innovative ideas
5/09	Community Representatives; Oakland Community After-School Alliance (OCASA)	Youth Listening Campaign	4 meetings in Oakland Districts 2,3,4 & 5 resulting in focus groups with 150 participants providing input in needs, gaps and innovative ideas
4/09- 5/09	G&A/ RDA Consultants; Community Leaders	Key Informant Interviews	Input on needs, gaps and opportunities
4/09-5/09	G&A/ RDA Consultants; Youth; Community Leaders	Focus Groups	Input on needs, gaps and opportunities
5/09	Providers of child- and youth-serving local agencies	Provider Survey	Input on gaps, opportunities and model programs
6/10/09; 7/1/09; 7/31/09	Providers and leaders of child- and youth-serving local agencies; OFCY Staff; G&A/ RDA Consultants	Task Force Meetings	Input on community & youth indicator data; Development of strategies; Prioritization of strategies

### OFCY Strategic Planning Sub-Committee (SPSC) of the Planning and Oversight Committee (POC)

Each City Councilmember appointed 2 Oakland residents, one of whom was under 21 years of age, to the POC, and the SPSC was made up of 8 of these members. G&A and RDA staff facilitated 8 OFCY SPSC

meetings over the 9 month planning period. The SPSC developed the OFCY vision, mission and values by reviewing the previous version, thinking through the missing pieces and receiving input from the public. The approved vision, mission and values were then used as guidance throughout the rest of the planning process. The SPSC informed the entire planning process, approved all community input activities, reviewed needs assessment and community input data. The committee developed priority-setting criteria, developed strategies for the Task force to review and approved the strategies and full report. In addition 15-20 community members attended every SPSC meeting in order to provide public comment and feedback into the process, the indicator data, the development of strategies and the approved strategies. This input was welcomed and considered by the SPSC members.

### **Community and Youth Indicator Analysis**

A comprehensive analysis of community and youth indicators and outcomes was done as a first step in the OFCY strategic planning process. Quantitative data from city, county, state and national reports were reviewed to identify the academic, health (physical, mental and behavioral), safety and other needs of children and youth in Oakland. Whenever possible, indicators were disaggregated by neighborhood, age and ethnicity and comparisons were made to state, county and similar city data.

### **Community Input**

A variety of forums were developed in order to ensure a participatory process that captured the various voices of all that are affected by OFCY strategies. This ensured that Oakland youth, parents, providers and residents had the opportunity to share their perspectives and provide input into the plan. The results of this community input were integrated with the analysis of community and youth indicators and summarized in a *Community Input & Assessment Summary* that identified major themes, opportunities, needs and gaps that were identified through this process. This summary was shared with the task force workgroups and the SPSC and used to inform the development of strategies. Community input components included:

- ☐ *Key Informant Interviews*
- ☐ *Focus Groups*
- ☐ *Provider Survey*
- ☐ *Community Caucus Meetings*
- ☐ *Stakeholder Consultations*

### **Key Informant Interviews**

Key informant interviews allowed community leaders to share their perspectives about needs and opportunities within their communities. Twenty-nine key informant interviews were conducted with representatives from child- and youth-serving organizations, as well as cultural, religious and linguistic minority groups and organizations.

Key informant interviews were conducted with leaders of the following organizations:

<b>Organizations Participating in Key Informant Interviews</b>	<b>Key Informants</b>
1) 100 Black Men	George Dewey
2) Alameda County Community Child Care Coordinating Council (4 C's)	Renee Herzfeld
3) Alameda County Department of Public	Evette Brandon



Organizations Participating in Key Informant Interviews	Key Informants
Health, CAPE Unit	
4) First Five Alameda County	Janice Burger
5) City of Oakland Head Start	Tracey Black
6) Alameda County Health Care Services Agency	Alex Briscoe
7) Asian Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Arlene Graham
8) Bananas	Arlyce Curry
9) Building Futures with Women and Children	Liz Varela
10) City Council Member Kaplan's Office	Andre Jones
11) City Council Member Kernighan's Office	Jennie Gerard
12) City Council Member Quan's Office	Sue Piper
13) Family Violence Law Center	Cherri Allison
14) Henry Robinson Multi-Service Center	Cathy Rodriguez
15) Making Connections-Oakland	Deb Montesinos
16) Native American Health Center	Crystal Solace
17) Oakland Museum	Suzanne Pegas
18) Oakland Parks and Recreation Department	Audree Jones-Taylor
19) Oakland Public Library	Carmen Martinez
20) Oakland Unified School District Administration	Laura Moran and Brad Stam
21) Oakland Unified School District After School Programs Office	Julia Ma
22) Oakland Unified School District Alternative Education	Monica Vaughan
23) Oakland Unified School District Family and Community Office	Langan Courtney
24) Our Family Coalition	Judy Appel
25) Regional Center of the East Bay	Bernadette Lufrano
26) Safe Passages	Josefina Alvarado Mena
27) San Francisco Mayor's Office of Economic and Workforce Development	Glen Eagelson
28) Spanish Speaking Citizen's Foundation	Susan Curry
29) Youth Uprising	Olis Simmons

### **Focus Groups**

Focus groups were designed to gain input from community members about their needs, existing resources and ideas about new opportunities. Since the majority of the focus groups were with youth, adult researchers worked with youth interns to plan and facilitate the discussions (see Youth Perspective below). Thirteen focus groups were conducted reaching approximately 140 participants. Eleven focus groups were conducted with youth (approximately 10 participants each), 1 focus group was conducted with the

Interagency Children's Policy Council of Alameda County (15 participants) and 1 focus group was conducted with OUSD elementary school principals (15 participants). Below is a list of completed focus group participants:

Organizations Participating in Focus Groups	
1.	American Indian Child Resource Center (Youth)
2.	East Oakland School of the Arts (Youth)
3.	Leadership Excellence-McClymonds High School (Youth)
4.	Interagency Children's Policy Council of Alameda County (mental health, employment, health and criminal justice partners that work with children)
5.	Oasis High School (Youth)
6.	OUSD elementary school principals (Principals)
7.	Probation youth support group- Sunnyside Recreation Center (Youth)
8.	Roosevelt Middle School (Youth)
9.	SMAAC Youth Center (Youth)
10.	Spanish Speaking Citizen's Foundation (Youth)
11.	Youth Together- Skyline High School (Youth)
12.	Youth Uprising (Youth)
13.	Zapata Street Academy (Youth)

### **Provider Survey**

An online survey was developed for youth-serving agencies to obtain their input as to youth needs, community assets and opportunities for the most effective use of OFCY resources. Respondents were also asked about gaps in services and ideas about partnerships and model programs. Sixty-five local providers of programs for children and youth responded to the survey.

### **Community Caucus Meetings**

Two community caucus meetings took place on May 9, 2009 in East Oakland and on May 16, 2009 in West Oakland in order to bring together community members (parents and youth) and providers to share information on gaps in services, needs in their communities and priorities for children and youth. At each meeting a presentation was made outlining the OFCY process and it's the possible use of its funds. After the presentations, small groups were formed allowing for residents to exchange ideas, effectively creating six focus groups, one of which was conducted in Spanish with 40 residents participating. In addition, an outside agency organized 4 additional meetings through its Youth Listening Campaign in Oakland Districts 2,3,4 and 5, with approximately 150 participants.

Transcripts from the key informant interviews, focus groups, community caucus meetings and Youth Listening Campaign and results of the provider survey were reviewed and incorporated into the *Community & Youth Indicator Report*.

### **Task Force**

Three task force workgroups were organized with one for each of the age groups served by OFCY: early childhood (0-5), elementary school-aged children (6-11), middle school-aged children (11-14) and older youth (15 & up). Three task force meetings, each three hours in length, took place with approximately 90

members representing child and youth-serving organizations throughout the city of Oakland. The task force for older youth also included six youth members.

Through the 3 meetings, participants were able to meet the following goals: 1) to react to and provide input into the community needs assessment data; 2) provide suggested strategies based on the community input data and best practices research; and 3) prioritize strategies for inclusion in the strategic plan.

### **Stakeholder Conversations**

In conjunction with OFCY's value of commitment to community and collaboration, ongoing conversations and meetings with engaged community stakeholders and major OFCY partners became a critical part of the planning process. These conversations took place with the goal of exploring how resources could best be aligned and how best to align and integrate school district, city and county initiatives. Some of the key partners include: Oakland Community After School Alliance (OCASA); Alameda County Health Care Services Agency (ACHCSA); Alameda County First Five; Oakland Unified School District (OUSD); City of Oakland Workforce Investment Board (WIB); and others. Some of the initiatives and partnerships discussed included:

- ❑ *Community schools:* OUSD and other organizations are working on a city-wide effort to incorporate the community schools model into Oakland. This would allow schools to be the "neighborhood center" and open up many community-based activities to exist. OFCY supports this initiative and language to reflect this is included in the strategies.
- ❑ *Early childhood initiative:* Alameda County First Five can serve as a technical assistance and training agency for organizations providing family/child enrichment activities.
- ❑ *Family engagement:* The OUSD Family and Community Office, Adult Education Office and After School Programs Office are interested in partnering with OFCY to provide support and resources for the family engagement strategies.
- ❑ *School-Based Health Centers:* Led by ACHCSA, the school-based health center initiative is in the process of expanding in Oakland through partnerships with OUSD, the ACHCSA and other agencies. With the wellness and healthy transitions strategies in this plan, there are opportunities for OFCY to partner on this effort.

### **Youth Perspective**

Throughout the community input process, youth involvement was a major area of focus. G & A partnered with MetWest High School in order to work with 2 youth interns throughout the process. G&A consultants provided a 2 month-long training period on facilitation and strategic planning. This prepared them to be active members of the consulting team and also provided skills-training that they could take away with them and use in other settings. The interns primarily worked on all aspects of designing the tools, facilitating and analyzing the results of the youth focus groups, but also participated in planning meetings to contribute a youth focus into all of the community input activities. As mentioned, the interns were successful in participating in 11 youth focus groups. The interns also presented findings and recommendations to the POC at their meeting on June 3, 2009. Additionally, 6 youth participated in the older youth task force workgroup. The SPSC also consisted of 2 youth members.

### **Meetings with the Evaluator**

OFCY staff and consultants also met several times with the consultants selected to evaluate the 2010-2011 funding cycle. These meetings were designed to align outcomes identified in the strategic plan with those

that will be incorporated in the evaluation. This will ensure that the evaluation will be better able to measure the impact of strategic plan strategies.

## APPENDIX C: NEEDS AREAS AS IDENTIFIED BY TASK FORCES

### Needs Areas as Summarized by the Task Forces

The Task Forces reviewed the community input and needs assessment data above referenced above and other data presented by consultants. Below is a summary of the prioritized needs areas that were identified by each age-specific Task Force. The table also illustrates how addressing each need could contribute to addressing outcomes identified in Measure D.

OFCY Strategic Planning Taskforce Summary of Priority Needs		
Age Group: Young Children 0-5		
Need	Description	Related D Outcome
Family Support	There is a need for families and caregivers to be engaged with and supportive of the healthy development of their child; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children
Early Childhood Education Interventions	There is a need for ECE programs and their staff to be able to respond appropriately to support children and their parents when children display developmental delays, challenging behaviors, disabilities, or mental health issues so that children can continue to learn, thrive, and succeed in school.	Help Children and Youth succeed in School  Support the Healthy Development of Young Children
Unconnected Children	There is a need to identify and engage young children and their parents who are not connected to ECE opportunities or other formal care and support programs.	Help Children and Youth succeed in School  Support the Healthy Development of Young Children
At-Risk Children	There is a need to identify and engage families with young children who have multiple risk factors (family violence, family substance use, homelessness, maternal depression, poor nutrition, etc) in order to provide interventions to stabilize the families so that children can under conditions which support healthy development; inclusive of healthy cognitive, social, and emotional development.	Support the Healthy Development of Young Children

OFCY Strategic Planning  
Taskforce Summary of Priority Needs

**Age Group: Elementary School-age Children 6-11**

Need	Description	Related D Outcome
1. Access to comprehensive after-school programs.	<p>All children in Oakland should have access to after-school programs that incorporate or focus on the following:</p> <ul style="list-style-type: none"> <li>--Literacy</li> <li>-Mental Health</li> <li>-Healthy Lifestyle (Nutrition &amp; Physical Activity)</li> <li>-Social Skills (Conflict Resolution &amp; Communication)</li> </ul> <p>In addition, ensure inclusion of children with disabilities.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
2. Coordinate after school programs with school and other services.	<p>There is a need to create a mechanism to coordinate the flow of services so that components of certain curriculum, programs or services are not lost as children and families go from system to system. To support this infrastructure, technical assistance and professional development opportunities are also needed. In addition, there is a need to increase the awareness of resources amongst community members and providers.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school</p>
3. Family/ Parent/ Caregiver support	<p>There is a need to offer opportunities to develop parenting/ caregiver skills. In addition, programs should incorporate family engagement and involvement.</p>	<p>Support the Healthy Development of Young Children</p> <p>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement</p>



OFCY Strategic Planning  
Taskforce Summary of Priority Needs

**Age Group: Middle School-age Children 12-15**

Need	Description	Related D Outcome
1. Parent Training, Involvement and Advocacy	There is a need to engage parents and caregivers in the lives of their middle school-aged youth, and to provide them with the requisite tools needed to help their child grow into healthy, productive adults. Enhancing protective factors such as effective parenting practices will decrease the likelihood that children will engage in problem behaviors.	Healthy development of young children  Help children and youth succeed in school and graduate high school
2. Improved Access to Physical and Mental Health Services	There is a need for the provision of basic health services accessible to youth regardless of income status to support the healthy development of youth into adulthood.  All youth in Oakland should have access to basic services including: -Mental health -Healthy Lifestyle (Nutrition & Physical Activity) -Prevention Education	Healthy development of young children  Help transition youth to a healthy adulthood
3. Skill Building and Application	Middle school aged youth need the opportunity to develop skills that extend beyond the academic realm. They need opportunities to develop the tools needed to successfully negotiate their world, apply what they have learned in creative and productive ways and be given opportunities to develop emerging leadership skills.	Help youth transition to productive adulthood  Help children and youth succeed in school and graduate high school
4. Effective integration and collaboration	To create the best possible social, academic and emotional environment for youth - schools, families and communities must chart a common course together. Strong connections between the home, school, and the community are a means of reducing barriers to student achievement.	Help children and youth succeed in school and graduate high school
5. Safety and violence prevention	During the middle school years youth witness and take part in more problem behaviors than at any other time in their educational careers. Subsequently, there is an expressed need to prevent or reduce aggression, interpersonal violence and other destructive behaviors.	Prevent and reduce violence, crime and gang involvement  Help children and youth succeed in school and graduate high school

**OFCY Strategic Planning  
Taskforce Summary of Priority Needs**

**Age Group: Older Youth 16-20:**

Need	Description	Related D Outcome
Education	There is a need to engage and re-engage youth academically in schools, increase high school graduation rates and improve youth readiness for and access to post secondary education and career path development opportunities.	Help Youth Succeed in School and Graduate HS  Help transition youth to healthy adulthood
Integrated Health Care	There is a need for a continuum of health and mental health services accessible to both students and young adults no longer enrolled in school, providing prevention education, early identification and appropriate treatment in support of the healthy development of youth into adulthood.	Healthy Development  Help transition youth to a healthy adulthood
Employment/ Workforce Development and Leadership	There is a need for training and meaningful youth employment opportunities that utilize youth leadership skills and encourage the development of career pathways through service learning, civic engagement, internships and paid positions.	Help youth transition to productive adulthood
Housing	There is a need for the growing population of transitional age youth, not eligible under foster care provisions, to access emergency or sustainable housing opportunities.	Help youth transition to productive adulthood. While the Older Youth Task Force persists in identifying housing as a key need for older youth, this is not a strategy that OFCY has ever supported. It should be noted that Measure OO regulations would not prohibit funding housing if it were viewed as directly supporting the needs of older youth.

## APPENDIX D: COMPARISON OF STRATEGIES, 2006-2010 & 2010-2013

### Early Childhood (Ages 0-5)

2006-2010 Strategy	2006-2010 Strategic Plan Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<b>1. Intensive services for children with special needs</b>	<ul style="list-style-type: none"> <li>Services were a mix of neighborhood and child care consultation models.</li> <li>The strategy was not intended to fund mental health programs at a city-wide scale (3-4 child care sites and 2-3 neighborhood sites funded.)</li> </ul>	<b>1. Mental health and developmental consultation</b>	<ul style="list-style-type: none"> <li>OFCY intends to support mental health funding in Oakland and fund at greater scale OUSD and Head Start sites, in addition to neighborhood sites.</li> </ul>
<b>2. Parent-child learning opportunities</b>	<ul style="list-style-type: none"> <li>Services were a mix of playgroup models. Some served parents and children anchored in community settings, and others served child care centers primarily targeting children and classroom teachers.</li> <li>OFCY initiated intentional development of a neighborhood-based infrastructure of service to children and parents not enrolled in preschool settings by giving preference to community-based models in the RFP.</li> </ul>	<b>2. Family/ child enrichment activities</b>	<ul style="list-style-type: none"> <li>Model will focus on families with children not enrolled in preschool, supporting services that are anchored in a neighborhood-based site.</li> <li>Potential continued partnerships with organizations to provide capacity building support.</li> <li>Programs are funded explicitly in neighborhood institutions and settings, not in preschool sites, and will continue to grow the number of programs available to families.</li> </ul>

## Out of School Time (Ages 6-14)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
1. School-based after school programming	<ul style="list-style-type: none"> <li>OFCY supported the goal of universal after school enrichment programming by funding the majority of Prop 49-funded schools.</li> <li>OFCY increased the number of children enrolled in school-based after school programs receiving a holistic array of programming that supported enrichment at state funded Prop 49 sites.</li> <li>Program models for elementary and middle schools were not differentiated, both reflected an emphasis on enrichment programming with a youth development focus.</li> <li>School-based and community-based program support integrated into one strategy.</li> </ul>	1. School-based after school programming	<ul style="list-style-type: none"> <li>"Enrichment" programming is expanded to include experiential and applied learning activities that promote academic success and alignment with OUSD academic goals.</li> <li>OFCY will continue to support holistic after school programming, but at a lower scale of Prop 49 funded elementary school sites due to limited funding.</li> <li>The middle school model emphasizes peer leadership and career exposure activities.</li> <li>The elementary and middle school models have optional supplemental programming grants for: <ul style="list-style-type: none"> <li>*Family and community engagement</li> <li>*Physical fitness</li> <li>*Gardening</li> </ul> </li> <li>Middle school models have optional supplemental grants for: <ul style="list-style-type: none"> <li>*Family and community engagement</li> </ul> </li> </ul>
2. Community-based after school programming	<ul style="list-style-type: none"> <li>This strategy emphasized comprehensive academic and enrichment programming, and provided an alternative to children and youth not engaged in school-based after school programs.</li> </ul>	2. Community-based after school programming	<ul style="list-style-type: none"> <li>"Enrichment" programming is expanded to include experiential and applied learning activities that promote academic success.</li> <li>Neighborhood sports is also considered a community out of school program.</li> </ul>
3. Summer Programming	<ul style="list-style-type: none"> <li>OFCY innovated support of a neighborhood-wide infrastructure of free summer enrichment programming offered by nonprofit and public agencies.</li> </ul>	3. Summer programming	<ul style="list-style-type: none"> <li>A stronger emphasis on applied learning and preventing academic lags over the summer months.</li> </ul>

## Wellness and Healthy Transitions (Ages 11-14; 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
<b>1. Behavioral and physical health services</b>	<ul style="list-style-type: none"> <li>OFCY supported services to children and youth promoting healthy development and avoidance of high-risk behavior.</li> <li>Funded models were highly diverse in age and service. Programs targeted children 0-5, mentorship for middle schoolers, and general support and transitional support to vulnerable older youth (i.e. foster youth, LGBTQ youth, newly arrived immigrant youth) and to youth and their families. Programs also supported older youth peer education in the high schools and middle schools addressing topics like health and violence prevention.</li> <li>OFCY supported physical health activities in the after school hours that promoted physically active lifestyles and education and applied learning on healthy eating choices.</li> </ul>	<ol style="list-style-type: none"> <li><b>Mental health and developmental consultation (early childhood)</b></li> <li><b>School- and community-based after school programming (elementary and middle school)</b></li> </ol>	<ul style="list-style-type: none"> <li>Behavioral and physical health strategies have been integrated throughout strategies in all age groups. <ul style="list-style-type: none"> <li>*0-5 mental health is folded into the early childhood strategy.</li> <li>*Physical activity is part of after school programming</li> <li>*Family engagement programming is folded into the elementary and middle school after school program.</li> </ul> </li> </ul>
		<p><b>Wellness and Healthy Transitions</b></p> <ol style="list-style-type: none"> <li><b>Transition programs (middle school and older youth)</b></li> <li><b>Youth leadership programs (middle school and older youth)</b></li> <li><b>Conflict Resolution programs (middle school)</b></li> </ol>	<ul style="list-style-type: none"> <li>Year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade) <ul style="list-style-type: none"> <li>*Peer support</li> <li>*Family Engagement</li> <li>*Academics</li> <li>*Counseling</li> </ul> </li> <li>Youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment. <ul style="list-style-type: none"> <li>*Provide peer health education training and programs such as HIV prevention and nutrition education.</li> </ul> </li> <li>Promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture. <ul style="list-style-type: none"> <li>*Peer-led training for conflict</li> </ul> </li> </ul>

			mediators *Conflict resolution services
	•	3.	•



### High school and older youth (Ages 15 & up)

2006-2010 Strategy	2006-2010 Strategic Plan/ Award Deliverables	2010-2013 Draft Strategies	2010-2013 Draft Strategy Details
1. Career and Academic Success	<ul style="list-style-type: none"> <li>Support career preparedness programs and activities that reinforce high school graduation, preparation for college, work readiness, and paid employment through the following activities:               <ul style="list-style-type: none"> <li>*Support services to transition from high school to college with tutorial assistance and college application help.</li> <li>*Youth centers where youth could learn transition skills like financial literacy, and get paid internships for job readiness. Services could also serve vulnerable youth.</li> <li>*After School work experience and career exposure through internships.</li> </ul> </li> </ul>	<p>1. Career exploration and job readiness</p> <p>2. School and transitional success for vulnerable youth</p>	<ul style="list-style-type: none"> <li>Older youth strategies were further developed to meet the school and career readiness needs of young people.</li> <li>Career Exploration and Job Readiness will focus on exposing youth to career jobs in health, green technology, the arts, etc with an emphasis on linkages to employers and training to employers and youth as well as stipended positions.</li> <li>Also allows for integration of transition high school to college with tutorial assistance.</li> <li>Will also focus on life skills and peer support.</li> </ul>
2. Comprehensive services for youth	<ul style="list-style-type: none"> <li>Youth are peer mentors and trainers</li> <li>Youth-to-youth grantmaking</li> <li>Service learning projects</li> <li>Service learning projects where youth participate in advisory committees and decision making bodies to create social change.</li> </ul>	<p>1. Career exploration, job readiness and school success</p> <p>2. Comprehensive supports for transitional success for older youth</p> <p>3. Wellness and healthy transitions: youth leadership programs</p>	<ul style="list-style-type: none"> <li>Services focus on supporting needs for re-engaging youth by providing a range of enrichment activities and comprehensive supports.</li> <li>School and transitional success for vulnerable youth will focus on youth who are disengaged or at risk of being disengaged from school. It supports socio-behavioral supportive services like peer support and transition planning counseling with linkage to tutorial services and college application services with a goal of helping young people complete high school, earn a GED, and/or enter college.</li> </ul>

## **APPENDIX E: MEASURE D LEGISLATION**

### **INSERT ARTICLE XIII KIDS FIRST! OAKLAND CHILDRENS' FUND**

#### FULL TEXT OF MEASURE D

An Amendment To The Oakland City Charter Section 1300 to Provide Funding For the Kids First! Oakland Fund For Children And Youth In The Amount Of Three Percent (3.0%) Of The Actual Unrestricted General Purpose Fund (Fund 1010) City Revenue

WHEREAS, The Kids First! Oakland Fund for Children and Youth was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth, such as after-school programs, mentoring programs, recreational programs, pre-school and job training programs; and

WHEREAS, it is critical to continue funding to services and programs that benefit Oakland's children and youth at a level that is fiscally responsible; and

WHEREAS, in 2008 the voters repealed Measure K and replaced it with Measure OO; and

WHEREAS, the Council wishes to amend City Charter section 1300, Measure OO; now therefore be it

RESOLVED: That the City Council of the city of Oakland does hereby submit to the voters at the next municipal election the following:

AN AMENDMENT TO THE OAKLAND CITY CHARTER TO PROVIDE FUNDING FOR THE KIDS FIRST! OAKLAND FUND FOR CHILDREN AND YOUTH IN THE AMOUNT OF THREE PERCENT (3.0%) OF THE ACTUAL UNRESTRICTED GENERAL PURPOSE FUND (FUND 1010) CITY REVENUE

Be it ordained by the People of the City of Oakland:

##### Section 1. Title.

This Act shall be known and may be cited as "Kids First! - The Oakland Fund for Children and Youth Act."

##### Section 2. Findings and Purpose.

The people of the City of Oakland hereby make the following findings and declare their purpose in enacting the Act is as follows:

(a) Teens and young adults comprise too many of Oakland's homicide victims every year. Many of these deaths are due to gun violence.

(b) Many students in Oakland public schools do not graduate from high school. The percentage of Oakland students who do not graduate high school is much higher than the statewide average.

(c) It is critical to address root problems before they start by providing support services for children and youth and their families, like after-school and community based programs that keep children and youth out of trouble, encourage parent involvement and teach non-violent conflict resolution.

(d) The Kids First! - Oakland Fund for Children and Youth was established by a voter approved ballot measure in 1996. The measure set aside two and one-half percent (2.5%) a portion of the City's actual unrestricted general purpose fund (Fund 1010) revenues every year for services benefiting children and youth, such as after-school programs, mentoring, recreational programs, job training

and pre-school programs. The set aside supplemented a base line amount that the City already provided to fund programs for children and youth.

(e) Kids First! The Oakland Fund for Children and Youth puts money into programs that work. The Center on Juvenile and Criminal Justice reported that Oakland has a 69 percent drop in juvenile crime from 1995 to 2005, making Oakland the city with the lowest juvenile crime rate out of the eight largest cities in California. This is because of programs funded through measures like Kids First!

(f) In order to This Act will provide increase funding for after-school programs, sports and recreation programs, youth gang prevention and other programs for children and youth, the City of Oakland shall set aside three percent (3.0%) of the City's actual unrestricted General Purpose fund (Fund 1010) revenues for the Oakland Fund for Children and Youth, to two and a half percent of all City revenue.

(g) This Act will protect and expand the services that help keep Oakland children and youth on the right track. Programs funded by this measure will provide after-school programs that give children and youth positive alternatives and safe places away from the negative influences of the streets.

(h) ~~This Act makes the Oakland Fund for Children and Youth a permanent part of the Oakland City budget.~~

##### Section 3. Amendment to Article XIII of the City Charter of the City of Oakland.

Article XIII of the City Charter of the City of Oakland is hereby amended to read as follows:

##### ARTICLE XIII KIDS FIRST! OAKLAND CHILDREN'S FUND

##### Fund Revenue

**Section 1300.** Notwithstanding any other provision of law, effective July 1, 2009 and continuing through June 30, ~~2011~~ 2021, the KIDS First! The Oakland Fund for Children and Youth ("Fund") shall receive revenues in an amount equal to ~~1.5%~~ three percent (3.0%) of the City of Oakland's annual ~~total~~ actual unrestricted General Purpose Fund (Fund 1010) revenues and appropriated as specified in this Act each year, together with any interest earned on the Fund and any amounts unspent or uncommitted by the Fund at the end of any fiscal year. The actual funds deposited in the Fund pursuant to this Act shall only come from actual unrestricted General Purpose Fund (Fund 1010) revenues of the City of Oakland. For purposes of this Act, Fund shall mean the fund established pursuant to Measure K which was approved by the voters of Oakland in 1996 and which shall continue in existence:

The annual amount of actual unrestricted General Purpose Fund (Fund 1010) revenues shall be estimated by the City Administrator and verified by the City Auditor. Errors in calculation for a fiscal year shall be corrected by an adjustment in the set aside depending upon whether the actual unrestricted General Purpose Fund (Fund 1010) revenues are greater or less than the estimate. Actual unrestricted General Purpose Fund (Fund 1010) revenues shall not include funds granted to the City by private agencies or by

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**APPENDIX F: SUMMARY OF STRATEGIES**

Beginning on the following page, strategies are presented according to priority areas that are generally age-defined. Each strategy is described briefly along with examples of the kinds of activities that might be funded. The summary also includes:

- ☐ Rationale for the strategy being prioritized and included in the plan;
- ☐ Description of the needs being addressed;
- ☐ Identification of potential partners and existing resources and how the strategy is aligned with or supports other school district, city or county initiatives;
- ☐ Intended outcomes;
- ☐ Relationship to Measure D outcomes; and
- ☐ OFCY funding level expressed in a percent of the total funding.

## PRIORITY AREA I: EARLY CHILDHOOD STRATEGIES (AGES 0-5)

Priority Area I: Early Childhood (Ages 0-5)	Strategy # 1: Mental health and developmental consultation	Strategy Description: Provide comprehensive prevention and early intervention activities to support optimal child development primarily in early care and education settings
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Caregiver (Family) consultation/ education/ counseling</li> <li><input type="checkbox"/> Regular consultation with preschool providers</li> <li><input type="checkbox"/> Regular sessions with the child</li> <li><input type="checkbox"/> Screening and assessment</li> <li><input type="checkbox"/> Speech and language assessment</li> </ul>		
<b>Rationale:</b> Early screening and identification of at-risk children will enhance the ability of family caregivers (parents, foster parents, other family members) and early childcare education providers to support the optimal development and well-being of infants and young children. Mental health and developmental consultations that the research has found effective include family consultation, education and counseling; consultation with preschool providers on a regular basis; one-on-one work with the identified child on a regular basis; mental health and developmental assessments and speech and language assessments. Engaging parents and early childhood caregivers early and helping them to better meet the needs of children 0-5 has far-reaching, long-term benefit as lessons learned by parents will enable those parents to provide better ongoing support for their child's healthy development and the consultations with caregivers will build their capacity to serve other children in the future. Among models that should be considered, see SAMHSA recommended evidence based model, <i>Incredible Years</i> , promising practice, <i>Caring Kids</i> , and local model, <i>The Link to Children</i> .		
<b>Needs Addressed:</b> Task Force members and First 5 staff all indicated that the critical gap in First 5's Screening Assessment Referral and Treatment (SART) was caregiver/preschool provider/parent consultations (below). Key informants from OUSD indicated that a high proportion of children enter kindergarten unprepared to learn and with significant behavioral issues. Data from a study on school readiness conducted by Every Child Counts, Alameda County found a critical need for early childhood development support for parents, particularly those living in neighborhoods served by low-API schools and/or families where the parents are English Language Learners. Finally, concern over preschool expulsion rates in Oakland was voiced in key informant interviews and had been the focus of a community meeting sponsored by Supervisor Keith Carson.	<b>Partners:</b> Alameda County Behavioral Health Care Services, Alameda County Child Care Planning Council, First Five Alameda County, Community-Based Organizations, East Bay Community Foundation, Regional Center of the East Bay. Consultations are a key part of the SART process that is a core strategy in First 5's strategic plan and so OFCY resources will leverage First 5 funding and also extend the impact of First 5 investments.	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Children have increased ability to establish and maintain positive relationships with peers and adults</li> <li><input type="checkbox"/> Families show increased understanding of their child's developmental needs</li> <li><input type="checkbox"/> Early care providers have improved strategies to support children's positive behavior and emotional health</li> <li><input type="checkbox"/> Reduced preschool expulsion rates</li> <li><input type="checkbox"/> Improved kindergarten readiness</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Healthy development of young children; Help children and youth succeed in school and graduate high school</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halflon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson).		
<b>Funding Range: 7-10% of OFCY funds available for allocation.</b>		

Priority Area I: Early Childhood (Ages 0-5)	Strategy # 2: Family/ child enrichment activities	Strategy Description: Increase family/ child opportunities which engage families, prepare children for kindergarten, strengthen attachments, enhance child development and build peer supports.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Family-to-family programming on topical and supportive issues related to children's development</li> <li><input type="checkbox"/> Guided family/child enrichment and learning activities</li> <li><input type="checkbox"/> Family advocacy for accessing resources</li> <li><input type="checkbox"/> Referrals for family support services</li> </ul>		
<b>Rationale:</b> Neighborhood-based programs are needed to provide more opportunities for parents and caregivers to engage with their children and strengthen attachments. Increasing access to these family-child activities will significantly benefit high-need populations such as newly immigrated families, families coping with high levels of social stress, families who are geographically isolated or have little access to transportation and families with special needs children. As with the consultation strategy above, early interventions with families develops capacities of parents to nurture the healthy development of the child as he or she grows older and enables the parent to apply their improved understanding of healthy child development to other children they may have.		
<b>Needs Addressed:</b> Interviews with key informants and input from the 0-5 Task Force suggested that there were very few early childhood enrichment programs available for families and even through the Oakland Parks and Recreation, most programming was targeted toward older children. It was felt that an investment in this strategy might encourage more programming for this population from OPR and other community based providers. As with the child development consultation strategy, this strategy will also help parents prepare their child developmentally, socially, and emotionally for entry into kindergarten, as well as address pre-school expulsion rates.	<b>Partners:</b> First Five Alameda County, Community-Based Organizations, Oakland Parks & Recreation Department, Oakland Public Library	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Families' involvement in their children's learning and growth is increase</li> <li><input type="checkbox"/> Children learn social skills, participate actively, take turns, follow directions, and working cooperatively is increased</li> <li><input type="checkbox"/> Children are read to, told stories or sung songs at home on a daily basis</li> <li><input type="checkbox"/> Children demonstrate an eagerness to learn about and discuss a growing range of topics</li> <li><input type="checkbox"/> Families are less isolated and more knowledgeable about resources in their community supporting their child's healthy development</li> <li><input type="checkbox"/> Children are more prepared to enter kindergarten</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Healthy development of young children; Prevent and reduce violence, crime, and gang involvement among children and youth</i> Research indicates that brain development in the first 5 years are critical as new neural pathways are being developed which shape a child's ability to learn, emotionally regulate themselves, and form appropriate connections to peers and adults throughout their childhood (see research by Shonkoff and Halfon). Attachment to parents and other caregivers are critical to healthy brain development as infants and young children learn to "trust" and to "take appropriate initiative" (see research by Piaget and Erickson).  Higher rates of child maltreatment are found in families in which there are high levels of parent stress. Opportunities for parents to safely and engagingly connect with their children are important mechanisms to both reduce parental stress and ensure stronger attachments between the parent and child. Family advocates and peer families can ensure that parents with high stress levels have a 24/7 resource when they need support. The activities also educate parents about a variety of strategies, activities and environmental factors that can contribute to healthy early child development and kindergarten readiness.		
<b>Funding Range: 7-10% of OFC funds available for allocation.</b>		



Priority Area II: Out-of-School Time (Ages 6-14)	Strategy # 3 School-based after school programming for elementary school-aged children (Ages 6-10)	Strategy Description: Increase after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Experiential learning in science and math</li> <li><input type="checkbox"/> Applied or service learning</li> <li><input type="checkbox"/> Literacy and technology arts</li> <li><input type="checkbox"/> Physical activity and sports</li> <li><input type="checkbox"/> Music</li> <li><input type="checkbox"/> Other forms of enrichment</li> </ul>		
<b>Rationale:</b> OFCY emphasizes enrichment activities while OUSD after school funding tends to support tutoring and other forms of academic supports creating a balance between the two. OFCY out-of-school-time activities will emphasize more project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process. The Buck Institute for Education was used as a resource for the development of this strategy ( <a href="http://www.bie.org/index.php/site/PBL/overview_pbl/">http://www.bie.org/index.php/site/PBL/overview_pbl/</a> ).		
<b>Needs Addressed:</b> Funding for school-based after school programs supports the City vision of universal access to high quality after school programs. Engaging after school programs have been demonstrated to improve school attendance and academic performance, both key outcomes for OFCY.	<b>Partners:</b> Community-Based Organizations, Department of Education After School Education and Safety (ASES) funding, OUSD After School Programs Office	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased academic success</li> <li><input type="checkbox"/> Increased child literacy and critical thinking skills</li> <li><input type="checkbox"/> Increased meeting with state standards</li> <li><input type="checkbox"/> Decreased truancy</li> <li><input type="checkbox"/> Increased connection to caring adults</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.		
<b>Funding Range:</b> 30-35% of total OFCY funds available for allocation.		

During the planning process key informants, youth, and Task Force members indicated the need to ensure that three strategies were integrated into the fabric of out-of-school-time: 1) family involvement; 2) nutrition education and involvement in garden programs; and 3) sports or physical activities. Funding levels for each of these program augmentations will be relatively modest, ranging from \$5000-\$10,000 per site for each augmentation.

<b>Priority Area II: (AUGMENTATION FUNDING): OUT OF SCHOOL TIME STRATEGIES (AGES 6-14):</b>	<b>Strategy # 3a: School-based after school programming for elementary school-aged children-physical activity augmented funding (Ages 6-10)</b>	<b>Strategy Description:</b> Increase access to high-quality after school time physical fitness programming that promotes physical health and cooperative social skills with a curriculum that supports youth development principles through augmented funding.
<b>Potential Activities:</b> <input type="checkbox"/> Team sports <input type="checkbox"/> Physical education/exercise, jogging, and other forms of exercise <input type="checkbox"/> Exposure to health promoting activities that can become part of a child's daily routine e.g. yoga, Tai Chi, etc.		
<b>Rationale:</b> Augmented funding for physical activity implementation allows after school programs to run their traditional activities and add the benefits of team-sports, cooperative sports and other forms of physical activity if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.		
<b>Needs Addressed:</b> High prevalence of obesity and diabetes in Oakland strongly suggest the need for a consistent regimen of physical activity	<b>Partners:</b> ASES funding, Community-Based Organizations, OUSD After School Programs Office	<b>Outcomes:</b> <input type="checkbox"/> Increased enjoyment of/ connection to physical activity and healthy lifestyle <input type="checkbox"/> Increased fitness levels <input type="checkbox"/> Increased confidence <input type="checkbox"/> Increased social skills
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school</i> Maintaining good health and reducing absences due to obesity related diseases all contribute to higher school attendance and improved academic success. Further, sports and physical activities are magnets for children who might otherwise not participate in after school programs.		

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<b>Priority Area II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</b>	<b>Strategy # 3b: School-based after school programming for elementary school-aged children-nutrition/ gardening augmented funding (Ages 6-10)</b>	<b>Strategy Description:</b> Increase access to applied learning nutrition activities through school-based garden programs that promote healthy eating choices and education aligned with the school day curriculum.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Planning planting, watering and pruning activities</li> <li><input type="checkbox"/> Nutrition education related to fruits and vegetables in the garden</li> <li><input type="checkbox"/> Cross-age and parent/caregiver-child shared activities</li> </ul>		
<b>Rationale:</b> : Augmented funding for nutrition education and gardening program implementation provides additional resources to maintain the gardens and create a framework for service learning, experiential learning and parent/caregiver-child activities. It allows after school programs to run their traditional activities and add the benefits of gardening as an applied learning activity, nutrition education and applied science if the program has the interest and capacity to do so. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.		
<b>Needs Addressed:</b> Key informants indicated that a significant investment had been made in school gardens and that these gardens were often under-utilized. Further, working with school-based gardens provide opportunities to reinforce OFCY commitment to service or applied learning, health education, and nutrition.	<b>Partners:</b> ASES funding, Community-Based Organizations, and OUSD After School Programs Office	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased enjoyment of/ connection to healthy eating and healthy lifestyle</li> <li><input type="checkbox"/> Increased healthy eating choices</li> <li><input type="checkbox"/> Increased connection to nature/ the environment</li> <li><input type="checkbox"/> Increased science and math skills</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school</i> Fostering a love of learning requires helping children engage with subject matters in innovative, relevant, and engaging manners. It also is important to help each child discover their own areas of excellence and how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. In particular, gardens offer an opportunity to apply math and science learning in more relevant, experiential contexts.		

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<b>Priority Area: II: AUGEMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</b>	<b>Strategy # 3c: School-based after school programming for elementary school-aged children-family engagement augmented funding (Ages 6-10)</b>	<b>Strategy Description:</b> Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer support related to child rearing</li> <li><input type="checkbox"/> Information sharing and referral related to school and community resources</li> <li><input type="checkbox"/> Academic events demonstrating children's learning</li> <li><input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children</li> </ul>		
<b>Rationale:</b> Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning.		
<b>Needs Addressed:</b> One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.	<b>Partners:</b> ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased caregiver knowledge about resources</li> <li><input type="checkbox"/> Increased caregiver/child engagement</li> <li><input type="checkbox"/> Increased caregiver/ school engagement and support</li> <li><input type="checkbox"/> Increased caregiver awareness of child's developmental milestones</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Prevent and reduce violence, crime and gang involvement among children</i> As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases and positive behaviors such as school attendance and academic performance improve. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.		

Priority Area II: <i>OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</i>	Strategy # 4: School-based after school programming for middle-school-aged children (Ages 11-14)	Strategy Description: Increase after school programming that promotes academic success tied to core academic subject areas through applied learning and enrichment activities that support a youth development framework in a community school setting.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Youth leadership</li> <li><input type="checkbox"/> Community service</li> <li><input type="checkbox"/> Career exploration</li> <li><input type="checkbox"/> Peer to peer programs</li> <li><input type="checkbox"/> Arts</li> <li><input type="checkbox"/> Fitness activities</li> </ul>		
<b>Rationale:</b> OFCY out-of-school-time activities will emphasize project based and service learning models instead of using traditional models of teaching or tutoring. Programs should focus on a child's inherent drive to learn, his/her capability to do important work, and the need to be taken seriously by being at the center of the learning process. In addition, experiential learning activities help youth increase self-esteem and broaden communication and social skills. At the middle school level it is also important to expose youth to possible career options and service learning, internships, and community service opportunities that afford children opportunities to apply what their skills to activities related to possible career interests. Middle school strategies will also incorporate opportunities for youth leadership, community service, and peer-to-peer programs. The Buck Institute for Education was used as a resource for the development of this strategy ( <a href="http://www.bie.org/index.php/site/PBL/overview_pbl/">http://www.bie.org/index.php/site/PBL/overview_pbl/</a> ).		
<b>Needs Addressed:</b> Direct input from youth through focus groups and Task Force input suggested the importance of emphasizing active learning and activities that exposed youth to possible career alternatives. Enrichment and service learning activities would be balanced by tutoring and other forms of academic support provided through OUSD and ASES funding. Enrichment activities funded by OFCY would be the magnet drawing students to the After School Program.	<b>Partners:</b> ASES funding, Community-Based Organizations, OUSD After School Programs Office and linkages to emerging employment development activities created through stimulus funding.	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased attachment to school through increased attendance data</li> <li><input type="checkbox"/> Increased self-esteem/confidence</li> <li><input type="checkbox"/> Increased connections to caring adults</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school and crime; Prevent and reduce violence, crime and gang involvement among children</i> After school programs provide a safe venue for children after school when the highest rate of youth crime occurs. After school programs also afford opportunities to stimulate interest in learning and obtain support in areas where students are struggling in school. Consistent attendance in quality after school programs is correlated with higher attendance and improved student outcomes. Middle School out-of-school time strategies can be augmented with funding to support conflict resolution strategies that can reduce school suspensions, fighting, and youth violence. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.		
<b>Funding Range: 15-20% of OFCY funding available for allocation.</b>		

The following sub-strategy is an augmented funding option that school-based after school programs for elementary school-aged children can apply for as part of the Request for Proposals (RFP) process.

<b>Priority Area II: AUGMENTATION FUNDING: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</b>	<b>Strategy # 4a: School-based after school programming for middle school-aged children-family engagement augmented funding (Ages 11-14)</b>	<b>Strategy Description:</b> Increase opportunities for family involvement and connection to a child's educational, cultural and emotional life with activities that link to existing school-based family support and community engagement work through augmented funding.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer support related to child rearing;</li> <li><input type="checkbox"/> Information sharing and referral related to school and community resources;</li> <li><input type="checkbox"/> Academic events demonstrating children's learning; and</li> <li><input type="checkbox"/> Service learning and community service projects involving parents/caregivers and children.</li> </ul>		
<b>Rationale:</b> Augmented funding for family engagement implementation allows after school programs to run their traditional activities and add the benefits of caregiver education and peer support on child rearing, information sharing on school and community resources and academic events demonstrating children's learning if the program has the interest and capacity to do so.		
<b>Needs Addressed:</b> One of the themes most commonly expressed throughout the planning process was the need to better engage parents and families, especially at the elementary and middle school levels.	<b>Partners:</b> ASES funding, Community-Based Organizations, OUSD After School Programs Office, OUSD Family & Community Office	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased caregiver knowledge about resources</li> <li><input type="checkbox"/> Increased caregiver/child engagement</li> <li><input type="checkbox"/> Increased caregiver/ school engagement and support</li> <li><input type="checkbox"/> Increased caregiver awareness of child's developmental milestones</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Parents can play an important role in fostering their child's love of learning and becoming more involved in activities that connect students with their natural interests while building upon skills introduced in the classroom. Through parent-youth service learning or community service activities parents can help their child discover their own areas of excellence and explore how to celebrate and foster that success. Enrichment programs that provide hands-on learning opportunities, creative experiences, and new and innovative teaching techniques are important complements to school-day curriculums. The Complementary Learning Model from the Harvard Family Research Project was used as a resource for the development of this strategy.  As family and engagement and involvement increases, negative behaviors such as violence, alcohol use and antisocial behavior decreases. Family engagement can also lead to lower rates of domestic violence and verbal abuse in the home environment.		

Priority Area II: <i>OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</i>	Strategy # 5. Community-based out of school time programming for elementary and middle school-aged children (Ages 6-14)	Strategy Description: Support neighborhood-based community programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness and peer support activities within a youth development framework during after school, evening and weekend hours.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Community service projects</li> <li><input type="checkbox"/> Career exploration</li> <li><input type="checkbox"/> Arts and technology</li> <li><input type="checkbox"/> Fitness</li> <li><input type="checkbox"/> Peer circles</li> <li><input type="checkbox"/> Applied science and math;</li> <li><input type="checkbox"/> Youth leadership and peer-to-peer activities</li> <li><input type="checkbox"/> Neighborhood sports</li> </ul>		
<b>Rationale:</b> Neighborhood-based programs tend to reach youth who are not interested in additional involvement in school activities and therefore serve an important need that school-based programs may not be able to meet. Applied learning activities such as community service projects, career exploration opportunities, fitness activities, arts programs, peer circles, applied science and neighborhood sports are important components of youth programming. In addition, there are not many other opportunities for these community-based programs to receive funding.		
<b>Needs Addressed:</b> Addresses needs of youth who are disenfranchised with school or who are not meeting their academic potential.	<b>Partners:</b> Community-Based Organizations	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased academic success</li> <li><input type="checkbox"/> Increased community engagement</li> <li><input type="checkbox"/> Increased confidence/self-esteem</li> <li><input type="checkbox"/> Increased fitness levels</li> <li><input type="checkbox"/> Increased connection to caring adults</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Like school-based after school programs, site-based programs for middle school youth provide a safe, stimulating environment during the time frame where most youth crime occurs. It also provides opportunities for academic support and exposure to activities that can increase interest in learning. Participation in after school programs is correlated with improvement in school attendance and performance. (see. Complementary Learning Model, Harvard Family Research Project).		
Providing activities and safe places to spend time in out of school time hours reduces opportunities for violence and gang involvement. Research shows, in particular, that it is highly critical to provide opportunities during the hours of 3-6 pm. For youth who may not feel a deep connection to their school environment, have higher needs or schedules that will not allow for typical after school programming, community-based out of school programming may offer engaging opportunities.		
<b>Funding Range: 5-7% of OFCY funding available for allocation.</b>		



<b>Priority Area II: OUT OF SCHOOL TIME STRATEGIES (AGES 6-14)</b>	<b>Strategy # 6: Summer programming for elementary and middle school-aged children (Ages 6-14)</b>	<b>Strategy Description:</b> Support community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities within a youth development framework.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applied science</li> <li><input type="checkbox"/> Creative arts</li> <li><input type="checkbox"/> Fitness</li> <li><input type="checkbox"/> Exploratory trips to nature, museums, and science centers</li> <li><input type="checkbox"/> Career exploration</li> </ul>		
<b>Rationale:</b> Summer programs coordinated collaboratively or individually by a community-based organization or a public agency offer children and youth an exciting and broad range of youth development and enrichment opportunities. Activities could include exploratory trips in nature, to museums and to science centers, creative arts programs, fitness opportunities and other applied academic learning programs.		
<b>Needs Addressed:</b> Interviews with parents revealed that summer school is viewed as a critical need for families as there are few affordable, structured programs available. Key informant interviews revealed that community-based agencies find it difficult to obtain funds for summer programs, creating another kind of need for this kind of funding.	<b>Partners:</b> Community-Based Organizations, OUSD	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Sustained learning through summer months reduces "learning loss" commonly attributed to summer vacation and being away from school</li> <li><input type="checkbox"/> Increased community engagement</li> <li><input type="checkbox"/> Increased confidence/self-esteem</li> <li><input type="checkbox"/> Increased fitness levels</li> <li><input type="checkbox"/> Increased connection to caring adults</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> There is also the opportunity to use summer programming to develop transitions between 5 <sup>th</sup> and 6 <sup>th</sup> grades and 8 <sup>th</sup> and 9 <sup>th</sup> grades. (see. Complementary Learning Model, Harvard Family Research Project). Research conducted in Baltimore demonstrates that reading levels and other academic performance markers often decrease during the summer months, particularly for low-income children. Applied learning and appropriate developmental activities can prevent this from occurring.		
Providing activities and safe places to spend time during summer hours reduces opportunities for violence and gang involvement. Social skills and self-esteem may be boosted by the types of activities offered in the summer, increasing confidence to resist other influences. In addition, participation in creative and fun summer programs will increase youth investment into the community.		
<b>Funding Range: 5-7% of OFCY funding available for allocation.</b>		

Wellness and Healthy Transitions Strategies mostly target middle and high school students with the exception of strategies related to address the needs of youth transitioning from 5<sup>th</sup> to 6<sup>th</sup> grades. Three strategies were identified related to wellness and healthy transitions. These strategies emphasize peer-to-peer structures like peer-leadership, peer education, peer health education, as well as service learning, internships, career exploration and career development. Peer health education and peer leadership strategies could be embedded in the school-based health center initiative, strengthening those programs while addressing the needs of middle and high school age youth.

Priority Area # III: <b>WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 &amp; UP)</b>	Strategy # 7: Transition programs for youth (Ages 11-14; 15 & up)	Strategy Description: Support year-round programs that focus on children at risk of disengaging from school during their transition to and from middle school (5 <sup>th</sup> to 6 <sup>th</sup> grade and 8 <sup>th</sup> to 9 <sup>th</sup> grade).
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counseling / life skills</li> <li><input type="checkbox"/> Family Engagement</li> <li><input type="checkbox"/> Peer support</li> <li><input type="checkbox"/> Career exploration</li> <li><input type="checkbox"/> Enrichment opportunities</li> <li><input type="checkbox"/> Academic support / applied learning</li> </ul>		
<b>Rationale:</b> The transition to and from middle school mark pivotal moments in a child's academic and developmental life. Children moving from elementary to middle school are transitioning from childhood to adolescence, becoming more independent and forming deeper relationships with peers. This time period has also been associated with a decline in academic achievement, performance motivation, and self-perceptions. At this age, youth are likely to experiment with at-risk behaviors but also have the opportunity to make key decisions about career choices. Youth going from middle to high school have higher rates of expulsions and academic course failure as social matters or family issues often become more important. Transition programs can be highly effective in improving the lives of higher risk youth. Innovative ideas and promising practices will be explored and developed through this initiative.		
<b>Needs Addressed:</b> OUSD data showed a dramatic drop in test scores for OUSD 6 <sup>th</sup> graders when compared with the state average, suggesting that the transition from 5 <sup>th</sup> -6 <sup>th</sup> grade is particularly challenging. After this gap develops between OUSD student performance and the state, the gap is never significantly narrowed and other data suggests that during the next transition from 8 <sup>th</sup> -9 <sup>th</sup> grade is when OUSD begins to see a significant increase in student dropouts.	<b>Partners:</b> Community-Based Organizations, OUSD, Safe Passages	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased attachment to school</li> <li><input type="checkbox"/> Increased school attendance</li> <li><input type="checkbox"/> Decreased drop-out rates</li> <li><input type="checkbox"/> Reduction in suspensions</li> <li><input type="checkbox"/> Reduction in number of violent acts at school</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children</i> Youth are at higher risk of low academic performance and dropping out of school during transition periods. Addressing issues during these key periods is critical to continuing with and progressing in school, as well building resilience to reduce risk of gang involvement and acting out violently. To address the Measure D mandate to improve student outcomes, and to reduce violence and youth criminal activity will require targeting resources to those who are at greatest risk of school failure or involvement in crime, gangs and violence. The transitions programs will focus on these youth.		
<b>Funding Range: 3-5% of OFCY funding available for allocation.</b>		

<b>Priority Area III: WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14; 15 &amp; UP)</b>	<b>Strategy # 8: Youth leadership programs (Ages 11-14; 15 &amp; up)</b>	<b>Strategy Description:</b> Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer health education (HIV, nutrition, physical activity)</li> <li><input type="checkbox"/> Peer education about positive choices for school and life</li> <li><input type="checkbox"/> Peer leader training in communication, content and workshop facilitation</li> <li><input type="checkbox"/> Outreach by older youth to middle school youth</li> </ul>		
<b>Rationale:</b> A growing body of research on the clustering of risk-taking behavior and adolescent health problems suggest that several factors contribute to adolescent resiliency including having a sense of physical, emotional and economic security; having connections with adults and peers; being able to make contributions to their communities; believing that others have high expectations of them; and having opportunities for participation in challenging and engaging activities. Peer education and peer-led programs, with their grounding in social learning theory, utilize the existing social networks of youth to engage them in providing leadership and prevention among their peers. Linking peer health and peer leadership activities to the school-based health centers can also serve to increase use of those resources, further improving health outcomes for those using the services.		
<b>Needs Addressed:</b> High prevalence of obesity and rising rates of teen pregnancy. Healthy Kids Survey data describes high use of alcohol and marijuana. Data on youth crime, violence, and academic performance indicate the need for more programs that build resiliency.	<b>Partners:</b> Alameda County Public Health Department, Alameda County Health Care Services Agency, Community-Based Organizations, OUSD	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Youth leaders have increased confidence to address and resolve problems in social and physical health.</li> <li><input type="checkbox"/> Increased ability to make better decisions about their health and well-being.</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent, reduce violence, crime and gang involvement among children; Help youth transition to productive adulthood.</i> Youth who are physically and mentally healthy are better able to focus on academics and other activities that will allow them to graduate from high school. Youth who have developed leadership skills and feel engaged in their community have developed resilience and as a result, are also better able to avoid risky behaviors, such as violence and crime. They will also use their knowledge to encourage their peers to follow a similar path. In addition, involvement in youth leadership activities may lead to advocacy efforts for safer environments for youth. Youth involved in leadership and peer-led activities are better prepared for college, employment opportunities and "real-world" situations.		
<b>Funding Range: 3-5% of OFCY funding available for allocation.</b>		

<b>Priority Area III: : WELLNESS AND HEALTHY TRANSITIONS (AGES 11-14, 15 &amp; UP)</b>	<b>Strategy # 9: Conflict resolution programs for middle-school aged youth (Ages 11-14)</b>	<b>Strategy Description:</b> Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.
<b>Potential Activities:</b> <input type="checkbox"/> Peer-led training for conflict mediators <input type="checkbox"/> Provide conflict resolution services for middle school youth		
<b>Rationale:</b> By teaching young people how to manage conflict, conflict resolution education can reduce juvenile violence, chronic truancy, suspensions and create an overall safer school environment and positive school climate. Peer-led programs also provide lifelong decision-making schools. Involvement in school-based conflict resolution programming has also led to improvement with family members and in the community. The reduction of Measure Y funding for school-based violence prevention activities will be addressed through this strategy.		
<b>Needs Addressed:</b> Suspension rates, drop out rates and youth crime levels strongly suggest the need for conflict resolution programming.	<b>Partners:</b> Community-Based Organizations, OUSD Violence Prevention Program	<b>Outcomes:</b> <input type="checkbox"/> Reduction in suspensions <input type="checkbox"/> Increased attendance rates <input type="checkbox"/> Reduction in number of violent acts at school <input type="checkbox"/> Increased sense of empowerment
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement among children.</i> Youth who deal with behavioral and emotional issues are better able to focus on academics and other activities that will allow them to graduate from high school. In addition, a safer school environment enables more students to focus and thrive. The purpose of conflict resolution programs is to decrease violent behavior. Involved youth learn and practice alternatives to violence, lessons they can carry with them outside of their school environment and beyond their school years.		
<b>Funding Range: 1%- 2% of OFCY funding available for allocation.</b>		

<b>Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 &amp; UP)</b>	<b>Strategy # 10: Support services for academic and career success for older youth (Ages 15 &amp; up)</b>	<b>Strategy Description:</b> Support career preparedness and academic success programs that reinforce college, work readiness and paid employment.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supervised work in various organizations including arts skill development, music and entrepreneurial projects</li> <li><input type="checkbox"/> Job shadowing and career portfolio development</li> <li><input type="checkbox"/> Life skills and peer support</li> <li><input type="checkbox"/> Temporary subsidized work, apprenticeships, and paid and un-paid internships</li> <li><input type="checkbox"/> Tutorial assistance for passing high school exams</li> <li><input type="checkbox"/> College entrance and career counseling</li> </ul>		
<b>Rationale:</b> Recent research demonstrates that young job entrants are not prepared to join the workforce and that many Oakland youth are not graduating from high school. They do not have the basic knowledge, workplace skills, or applied skills to gain and retain employment. In addition, the majority of youth do not feel prepared to enter the workforce when they leave high school. This was reiterated through the community input process, particularly from focus group input. Youth benefit from supervised work in various settings, such as music, technology, arts and other entrepreneurial opportunities. Skills could be developed via job shadowing, participation in temporary subsidized work, apprenticeships and paid/unpaid internships. Programs that attract youth by offering career related activities can also provide academic supports to encourage students to remain in school and succeed academically.		
<b>Needs Addressed:</b> National, state and local unemployment rates suggest that youth will have an especially difficult time entering the workforce, particularly youth who have not been successful in school and/or had prior work or internship experience. In focus groups, older youth indicated quite strongly that career preparation support was their highest priority and that it can serve as a magnet keeping them engaged in school. In addition to career preparedness, access to academic support, such as tutorial assistance in passing high school exams and college application assistance by college students are needs that would be met through this strategy. Historically Oakland has had a high drop out rate and while test scores and CAHSEE pass rates have improved, the drop out rate remains higher than other urban districts in the region.	<b>Partners:</b> City of Oakland local businesses, City of Oakland Workforce Investment Board, Federal 21 <sup>st</sup> Century Funding, Community-Based Organizations, Federal Stimulus Funding (inclusive of youth employment), OUSD	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased confidence about accessing educational and/ or career related job opportunities.</li> <li><input type="checkbox"/> Increased ability to develop personal, academic, and career goals.</li> <li><input type="checkbox"/> Connection to caring adults</li> <li><input type="checkbox"/> Increased graduation rates</li> <li><input type="checkbox"/> Increased academic success</li> <li><input type="checkbox"/> Increased CAHSEE scores</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Help youth transition to productive adulthood.</i> Increasing opportunities for academic support and development outside of the school day will lead to success in school and assist youth in graduating high school and potentially moving on to college. Funding academic programs for older youth demonstrates the city of Oakland's investment and support for this age group. Career readiness programs build youth confidence and skill level while also helping to construct a work history, all critical factors in preparing for the transition to adulthood. In addition, high school graduation and college readiness are key factors to the transition to adulthood.		
<b>Funding Range: 7-10% of OFCY funding available for allocation.</b>		

<b>Priority Area IV: HIGH SCHOOL AND OLDER YOUTH (AGES 15 &amp; UP)</b>	<b>Strategy # 11: Comprehensive supports for vulnerable youth transitioning to adulthood (Ages 15 &amp; up)</b>	<b>Strategy Description:</b> Increase access to neighborhood-based programs that support youth including vulnerable youth, such as English-language learners, those with special needs and youth generally disengaged from school with high truancy or low academic performance as well as other youth who may be just looking for ways to develop their personal interests and capacities in a community setting. This strategy would provide a range of enrichment opportunities and sites where youth can plug into enrichment activities responding to their interests. While educational and career supports might be part of the programming offered, the emphasis under this strategy is to address the spectrum of needs and activities that may support or complement school engagement. This strategy seeks to develop resources and opportunities for a broad range of youth.
<b>Potential Activities:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer support and life skills education</li> <li><input type="checkbox"/> Youth leadership</li> <li><input type="checkbox"/> Legal and financial counseling</li> <li><input type="checkbox"/> College application assistance and mentoring by college students</li> <li><input type="checkbox"/> Enrichment activities</li> <li><input type="checkbox"/> Drop-in services;</li> <li><input type="checkbox"/> "Safe space" and youth center programming</li> <li><input type="checkbox"/> Tutorial assistance for passing high school exams</li> <li><input type="checkbox"/> College entrance and career counseling—Paul—do these belong here or strategy #10?</li> </ul>		
<b>Rationale:</b> In key informant interviews, stakeholders indicated a lack of adequate funding for youth who are not being successful in school. Many youth do not have access to the familial or social supports they need to do well academically or transition successfully to adulthood. They may have faced family hardship, poverty, language barriers, been part of the foster care system, the juvenile justice system or are physically or mentally challenged. Vulnerable youth deserve opportunities to adjust and move forward to adulthood. Sample interventions include peer support programs, life skills education, youth leadership activities, legal and financial counseling, drop-in services and "safe space" programming, in addition, there is a general lack of funding for vulnerable youth so OFCY would be fulfilling a major funding gap. But this strategy extends beyond vulnerable youth and seeks to provide enrichment opportunities for all older youth.		
<b>Needs Addressed:</b> Low CAHSEE pass rate, high dropout rate, low scores on CST and low completion rate on state university required A-G courses.	<b>Partners:</b> Community-Based Organizations, Federal 21 <sup>st</sup> Century Funding, OUSD	<b>Outcomes:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Increased community engagement</li> <li><input type="checkbox"/> Increased graduation rates</li> <li><input type="checkbox"/> Increased academic success</li> </ul>
<b>Relation to Measure D Outcomes:</b> <i>Help children and youth succeed in school and graduate high school; Prevent and reduce violence, crime and gang involvement; Help youth transition to productive adulthood.</i> There is a high need for funding programs geared towards special populations of older youth. Providing support for a variety of activities allows youth to accomplish all they can academically and steer them away from becoming involved with crime and contribute to the community in a positive way. Providing a range of pro-social opportunities that could tap into the personal interests of youth can increase		
<b>Funding Range:</b> 7-10% of OFCY funding available for allocation.		



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