

SUMMER PROGRAMS EVALUATION FINDINGS REPORT 2012-13

Oakland Fund for Children and Youth

Revised, April 2013

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what matters.]

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What's in the *Findings Report*:

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

Overview of the 2012 OFCY Summer Programs Evaluation

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

Program Performance

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

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

Point of Service Quality

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

Youth Outcomes

Out of School - Summer

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

Older Youth - Career

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

Wellness & Healthy Transitions - Transitions

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

INTRODUCTION

The Oakland Fund for Children and Youth funds 117 youth service programs serving children and youth from birth to age 20 in a variety of community and school based settings. Programs operate under one of four funding strategy areas: Early Childhood, Out of School, Wellness & Healthy Transitions and Older Youth.

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

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

Table 1: Number of Grantees by Funding Strategy

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

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

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

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

¹ The descriptions included here are derived from the City of Oakland Request for Proposals for independent evaluation of Oakland Fund for Children and Youth 2012-13 grantees in all strategies, released May 2012.

YOUTH SERVED

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

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

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

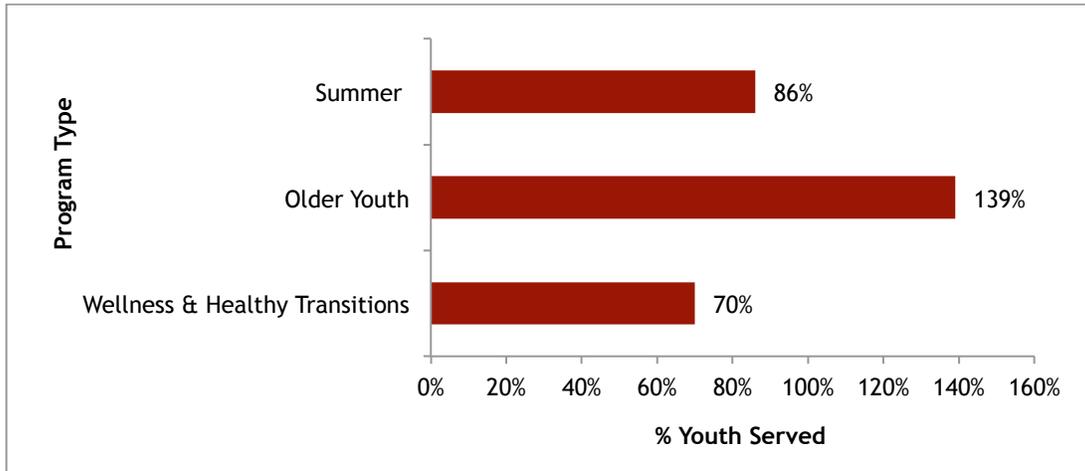
Grant Strategy			
Out of School Time - Summer			
Youth Ethnicity	Male	Female	Overall
African American	43%	57%	46%
Asian/Pacific Islander	53%	47%	17%
Caucasian	49%	51%	2%
Latino	46%	54%	25%
Multiracial or Biracial	39%	61%	6%
Native American/Alaskan Native	67%	33%	-
Other	48%	52%	2%
Unknown	41%	59%	2%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

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

PROGRAM PERFORMANCE

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

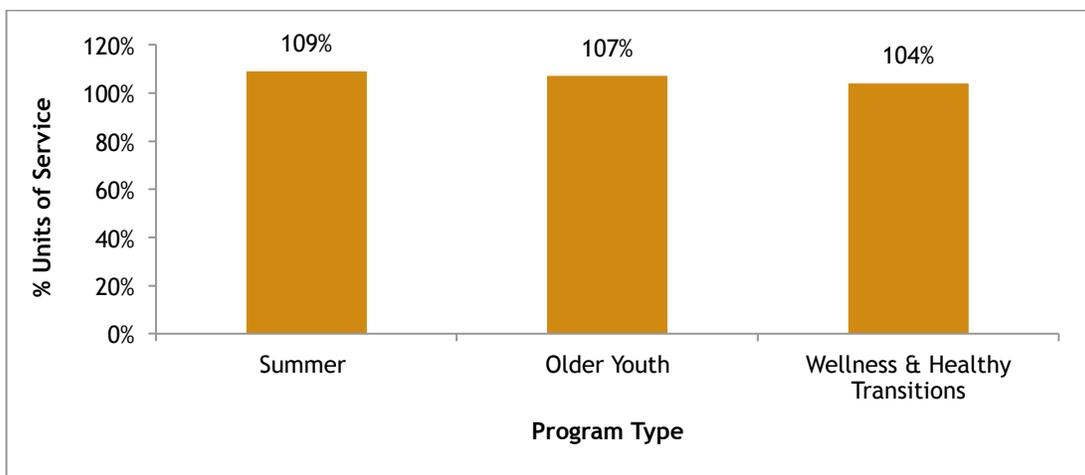
Figure 1: Progress Towards Targeted Number of Children Served



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

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

Figure 2: Progress Toward Contracted Units of Service



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

PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

Table 3: Summer Program Performance

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

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

PROGRAM PERFORMANCE: SUMMER PROGRAMS BY GRANT GROUP

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

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

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

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

Promising Practice

Facilitating Youth Voice and Opportunities for Goal Setting at Camp Destiny

Key Takeaway: *In Camp Destiny, youth have the opportunity to set goals, plan, and share ideas during a group discussion. This builds motivation, strategic thinking, communication skills, and encourages a sense of program ownership.*

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

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

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

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

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

POINT OF SERVICE QUALITY

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

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

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

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

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

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

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

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

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

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

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

Table 4: Point of Service Quality Ratings

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

Source: Point of Service Quality Ratings, Summer 2012.

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

Promising Practice

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

Key Takeaway: *In the Kinship Summer Youth Program, youth have the opportunity to create their own class, share their stories and experiences, and create a collaborative project of their own design.*

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

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

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

POINT OF SERVICE QUALITY

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

Agency	Program	Point of Service Quality Status ¹³	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite						
Out of School Time - Summer										
Aim High for High School	Aim High - Oakland	Thriving 4.51	5.00	83%	4.61	89%	4.25	78%	4.17	72%
Destiny Arts Center	Camp Destiny	Thriving 4.79	5.00	80%	4.85	97%	4.66	87%	4.66	80%
College Track	College Track Summer Program	Thriving 4.84	5.00	90%	4.78	100%	4.67	95%	5.00	68%
Girls Incorporated of Alameda County	Concordia Park Summer Program	Performing 4.21	4.51	77%	4.48	89%	4.42	68%	3.42	60%
Girls Incorporated of Alameda County	Eureka! Summer Program	Thriving 4.61	5.00	95%	4.61	98%	4.50	97%	4.33	68%
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving 4.72	5.00	100%	4.48	100%	4.67	100%	4.83	100%
Leadership Excellence	Oakland Freedom School	Performing 4.15	4.80	69%	4.08	87%	4.37	76%	3.33	63%
Oakland Asian Students Educational Services	OASES Summer Science Series	Performing 4.42	4.60	80%	4.07	91%	4.66	79%	4.33	76%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Performing 4.48	4.84	79%	4.73	96%	5.00	96%	4.54	92%
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	Thriving 4.74	5.00	90%	4.71	98%	4.66	85%	4.58	83%
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	Performing 3.73	4.90	71%	4.40	90%	4.38	83%	3.92	86%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	Performing 4.46	5.00	74%	4.61	85%	4.25	78%	4.17	64%
	Average/Total	4.47	4.86	82%	4.53	93%	4.54	85%	4.27	76%

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

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

POINT OF SERVICE QUALITY

Agency	Program	Point of Service Quality Status ¹³	Safe		Supportive		Interaction		Engagement	
		Summer 2012	Domain Score	Youth Survey Composite						
Older Youth										
Youth Employment Partnership	Career Try-Out	Performing 4.18	5.00	93%	4.51	98%	4.04	76%	3.16	64%
Pivotal Point Youth Services	Project EEVE	Performing 4.33	4.50	99%	5.00	97%	4.17	73%	3.66	46%
	Average/Total	4.26	4.75	96%	4.76	97%	4.11	74%	3.41	55%
Wellness & Healthy Transitions										
East Bay Asian Youth Center	Bridge to Success	Performing 4.34	5.00	79%	4.36	91%	3.83	86%	4.17	74%
Aspiranet	LEAP	Performing 3.97	5.00	78%	4.72	78%	3.50	57%	2.83	51%
	Average/Total	4.15	5.00	79%	4.54	85%	3.67	72%	3.50	63%

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

Promising Practice

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

Key Takeaway: *The San Antonio Summer Learning Initiative uses a comprehensive curriculum, which benefits students academically by focusing on a skill or concept, and providing multiple pathways for students to explore that concept and/or develop a particular skill.*

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

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

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

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

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

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

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

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

OUT OF SCHOOL TIME - SUMMER

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

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

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

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

Boys are particularly likely to benefit.

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

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

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

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

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

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

PROGRESS TOWARDS OUTCOME MEASURES

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

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

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

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

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

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

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

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

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

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

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

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

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

PROGRESS TOWARDS OUTCOME MEASURES

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

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

Prepare young people for healthy and productive adulthood.

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

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

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

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

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

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

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

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

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

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

Promising Practice

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

Key Takeaway: *At the College Track Summer Program, youth work in small groups, which facilitates motivation, retention of facts, intergroup relations, and fosters a sense of accountability among participants.*

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

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

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

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

OLDER YOUTH - CAREER

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

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

Prepare young people for healthy and productive adulthood.

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

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

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

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

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

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

WELLNESS AND HEALTHY TRANSITIONS - TRANSITIONS

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

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

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

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

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

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

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

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

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

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

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

PROGRESS TOWARDS OUTCOME MEASURES

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

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

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

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

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

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

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

PROGRESS TOWARDS OUTCOME MEASURES

Prepare young people for healthy and productive adulthood.

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

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

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

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

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

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

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

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

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

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

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

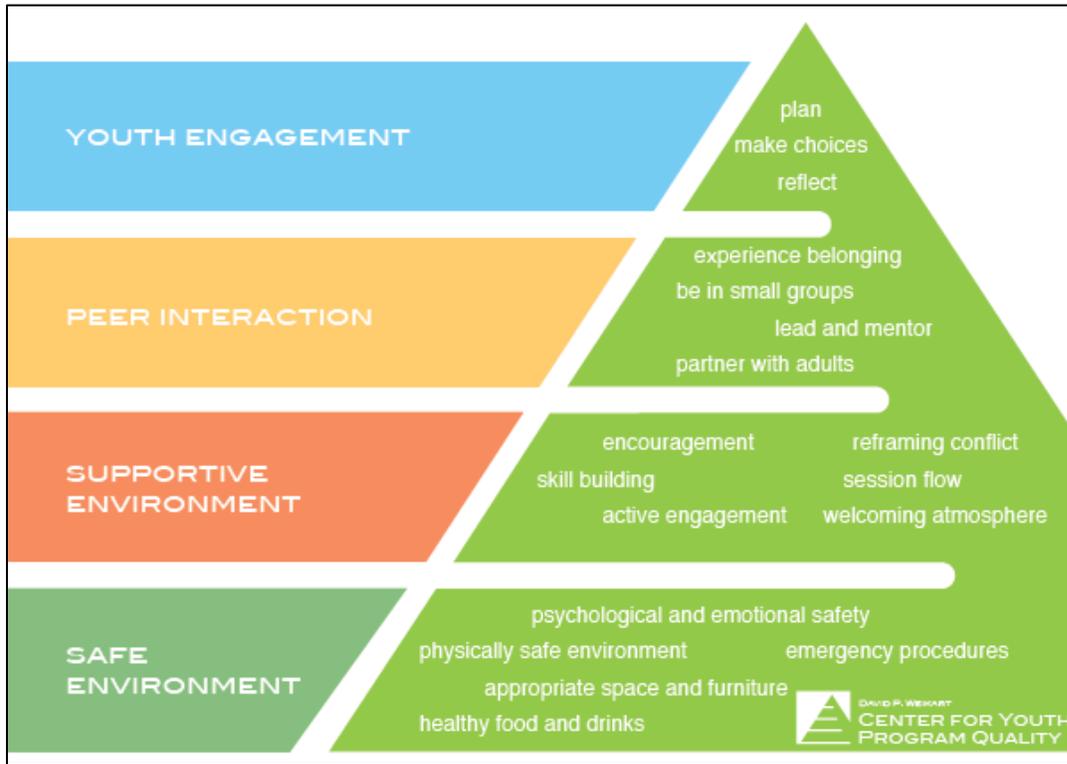
The PQAs include four domains:

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

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

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

Figure 3: Program Quality Assessment Domains



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

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

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

Sites are categorized by three point of service quality categories:

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

APPENDIX B: COUNT OF YOUTH SERVED BY AGE

Table 6: Count of Youth Served by Age³⁵

Agency	Program	Age Range					Total N
		0-5	6-10	11-14	15-20	21+	
Out of School Time - Summer							
Aim High for High School	Aim High - Oakland	0	35	161	1	0	197
Destiny Arts Center	Camp Destiny	0	84	14	0	1	99
College Track	College Track Summer Program	0	0	63	28	0	91
Girls Incorporated of Alameda County	Concordia Park Summer Program	6	56	14	0	0	76
Girls Incorporated of Alameda County	Eureka! Summer Program	0	0	82	0	0	82
Family Support Services of the Bay Area	Kinship Summer Youth Program	0	13	25	9	0	47
Leadership Excellence	Oakland Freedom School	30	84	29	4	2	152
Oakland Asian Students Educational Services	OASES Summer Science Series	0	47	0	0	0	47
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	0	24	6	1	0	31
East Bay Asian Youth Center	San Antonio Summer Learning Initiative	0	242	16	1	0	260
City of Oakland - Office of Parks and Recreation	Summer Camp Explosion	56	339	57	0	1	453
East Oakland Youth Development Center	Summer Cultural Enrichment Program	18	157	111	17	0	303
	Total	110	1081	578	61	4	1838
Older Youth							
Youth Employment Partnership	Career Try-Out	0	0	44	11	0	55
Pivotal Point Youth Services	Project EEVE	0	0	10	164	1	175
	Total	0	0	54	175	1	230

³⁵ Participant ages are reported for those youth with a valid birth date reported in CitySpan attendance records; ages are estimated as of June 1, 2012.

APPENDIX B: COUNT OF YOUTH SERVED BY AGE

Agency	Program	Age Range					Total N
		0-5	6-10	11-14	15-20	21+	
Wellness & Healthy Transitions							
East Bay Asian Youth Center	Bridge to Success	0	44	19	0	0	63
Aspiranet	LEAP	0	64	95	0	0	159
	Total	0	108	114	0	0	222

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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