OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

2017-18 EVALUATION FINDINGS REPORT

OFCY
OAKLAND FUND FOR
CHILDREN & YOUTH

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

CITY OF OAKLAND
HUMAN
SERVICES
DEPARTMENT
Helping our City grow strong!

[public profit]

ACKNOWLEDGEMENTS

IMAGES

Cover Bay Area Community Resources | Page 11 – Oakland Leaf | Page 26 – Safe Passages

TABLE OF CONTENTS

EXECUTIVE SUMMARY

ABOUT OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

Youth in Oakland deserve access to the positive youth development experiences that help youth thrive and become successful in school and beyond. In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges aligned with their interests. After school programs can provide these very elements for youth in the critical hours after school.[1]

Moreover, youth who live in under-resourced communities, who may be living in poverty, or for whom English is not their first language, may face barriers to academic achievement and school success. These are the students most in need of high quality developmental experiences.[2]

For Oakland youth, these conditions are common. A large majority of Oakland public school students (74%) qualify for free and reduced-price meals and nearly one-third are English Language Learners. An estimated one-third of Oakland families with school-aged children live below the federally-defined poverty level and half of all students test below grade level on statewide standardized tests.

In order to address the need in Oakland, both the City of Oakland and Oakland Unified School District (the Oakland School-Based After School Partners) invest in a variety of strategies to support youth and their families, including school-based after school programs. The Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. The Partners blend local, state, and federal dollars and provides them to programs to ensure quality services that are free or low-cost. Currently, the Partnership invests in 81 programs across Oakland. This report includes information collected at those 81 school-based after school programs.

ABOUT THE EVALUATION

This report summarizes the evaluation findings from the evaluation of the 2017-18 programs, including attendance data from programs, youth survey reports on the quality of the programs and participant outcomes, site visit observations using a validated rubric, interviews and other qualitative data from Agency Directors on program scope, family need, and community demand for after school programs. This report also includes an analysis of outcomes such as school day attendance and literacy.

---

[1] Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.
[2] Afterschool Alliance. (2016). America after 3PM special report: afterschool in communities of concentrated poverty.

OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE A DIVERSE POPULATION OF YOUTH

In the 2017-18 program year, Oakland school-based after school programs served 14,821 youth. OUSD-funded and OFCY-funded programs jointly served 8,321 youth, those funded only through OUSD served an additional 5,876, and 4 charters funded only by OFCY served a further 624 youth. Slightly more than half of the youth (51%) served in Oakland school-based after school programs were boys. Nearly half of all youth (47%) in Oakland school-based programs are Latino/a. Almost one-third (30%) served were English Language Learners.
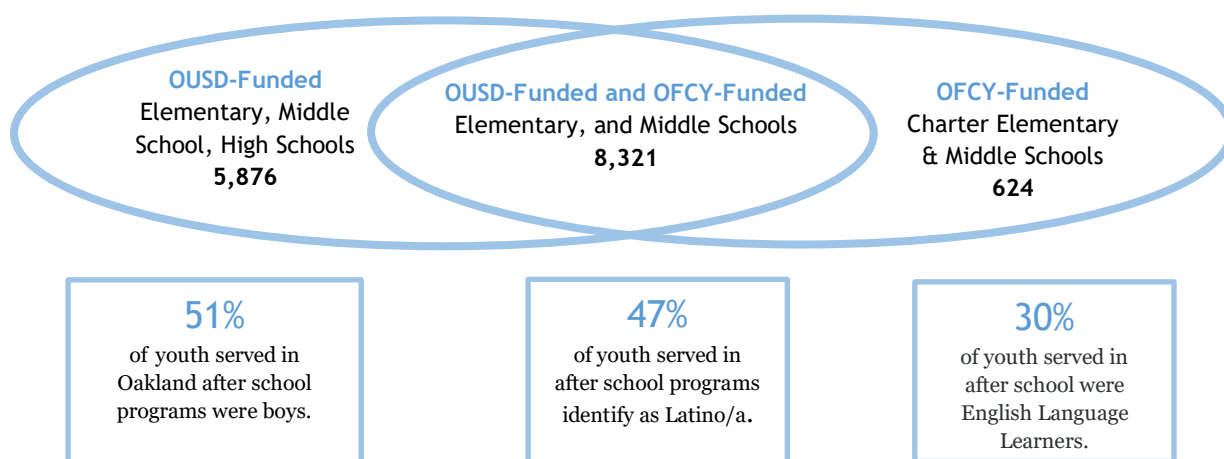
OUSD-Funded
Elementary, Middle School, High Schools
5,876

OUSD-Funded and OFCY-Funded
Elementary, and Middle Schools
8,321

OFCY-Funded
Charter Elementary & Middle Schools
624

51%	47%	30%
of youth served in Oakland after school programs were boys.	of youth served in after school programs identify as Latino/a.	of youth served in after school were English Language Learners.

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018

PROGRAMS MET OR EXCEEDED ENROLLMENT AND ATTENDANCE TARGETS

To better understand the extent to which youth are regularly participating in after school programs, the evaluation analyzed Oakland after school programs' attendance, enrollment, and hours of service. Elementary and high school programs exceeded their attendance target, while middle school program met CDE's required target (85%). Elementary and middle school programs surpassed OFCY's units of service target (108% and 105% respectively). Elementary (124%) and middle school (120%) programs also exceeded OFCY's enrollment targets.
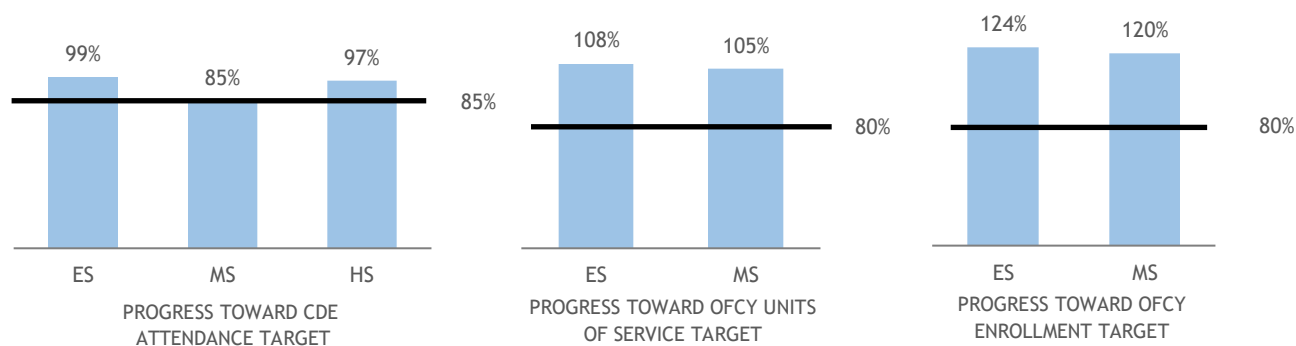
PROGRESS TOWARD CDE ATTENDANCE TARGET: ES 99%, MS 85%, HS 97% (target line 85%)

PROGRESS TOWARD OFCY UNITS OF SERVICE TARGET: ES 108%, MS 105% (target line 80%)

PROGRESS TOWARD OFCY ENROLLMENT TARGET: ES 124%, MS 120% (target line 80%)

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018

THERE IS A STRONG NEED FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS IN OAKLAND

Many families in Oakland rely heavily on after school programs to balance the demands of employment, education, and other responsibilities that keep them out of the home. In order to best serve students across Oakland, particularly those with a strong academic, social emotional, or socioeconomic need, after school programs implemented several strategies to manage quality and capacity at their sites: waitlists, OFCY supplemental funding, and program fees.

Waitlists

Some programs, but not all, implemented waitlists at their sites initially because of overall program limitations—which included lack of staff and funding to serve more students—and high demand for programs among working families. When program space became available, programs prioritized students with academics needs, social emotional learning needs, and other special circumstances needs.

Program Fees

The majority of Oakland school-based after school programs did not charge program fees for the 2017-2018 program as they saw it as a financial burden and barrier for families they already served. Of the few programs that charged program fees, the money provided additional funding for activities, staff wages, and administrative fees that were not covered through existing grants.

OFCY Supplemental Funding

OFCY dedicated supplemental funds to build program capacity to more effectively serve and support high need populations. The majority of programs reported using OFCY supplemental funding to enhance enrichment capacity and to improve program quality. Most coordinators mentioned they were able to provide specialized programming to youth by employing staff and contractors who taught students specific skills, including: drumming, arts, robotics, dance, and STEM.

OAKLAND AFTER SCHOOL PROGRAMS PROVIDE AND SUPPORT YOUTH WITH HIGH QUALITY PRACTICES

Program Quality Assessment (PQA) scores showed that Oakland after school programs provided youth with a safe and supportive environment to thrive in. Although programs scored within an acceptable performance range in the Interaction domain (above 3.0), elementary programs promoted stronger practices than middle and high school programs. Most after school programs exhibited acceptable scores in the Engagement domain but could improve further. Overall, PQA scores indicated that Oakland after school programs serve youth with high quality practices that lead to successful developmental and educational outcomes.
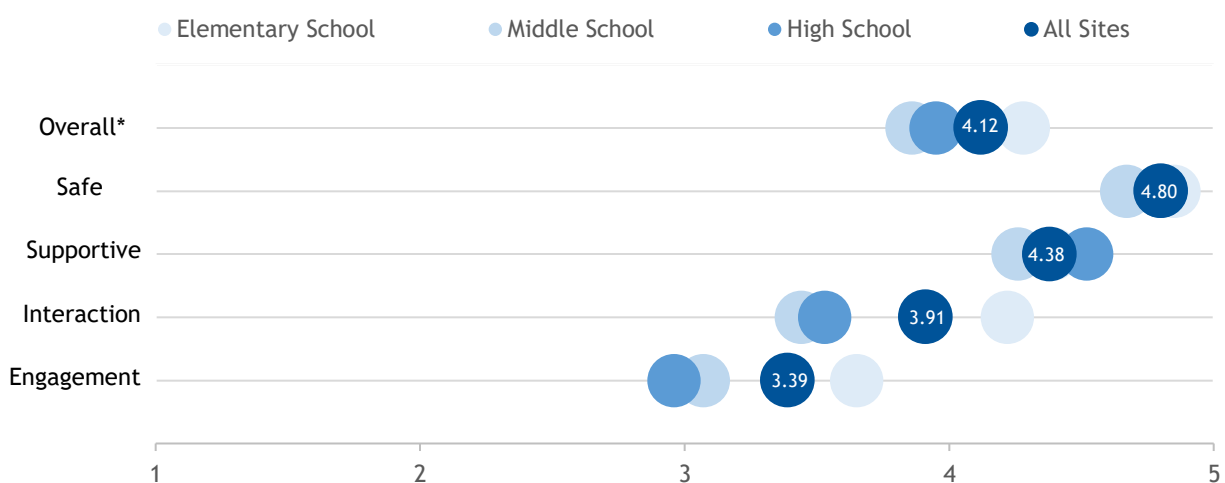
Source: Site visits were conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.

YOUTH SELF-REPORTS OF PROGRAM QUALITY ECHO THESE FINDINGS

Overall, youth survey findings echoed site visit scores. Youth felt their program provided them with a safe and supportive environment to learn and grow. Youth also reported opportunities to interact with their peers and program staff. Youth were less likely to report sufficient engagement opportunities, which echoes findings from site visit observations. On average, middle school youth were less likely to respond positively than both elementary and high school youth across all domains.
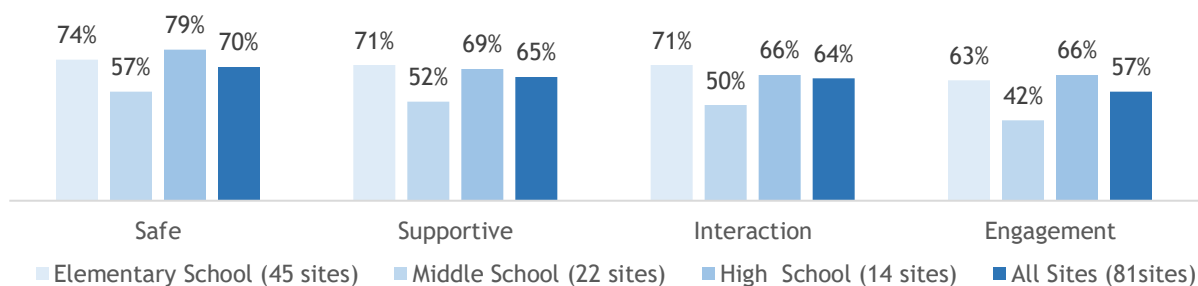
Source: Youth participant surveys administered spring 2018, n=4,924

YOUTH IN OAKLAND AFTER SCHOOL PROGRAMS GAINED SKILLS AND KNOWLEDGE TO BE SUCCESSFUL IN THE SCHOOL DAY

ACADEMIC BEHAVIORS
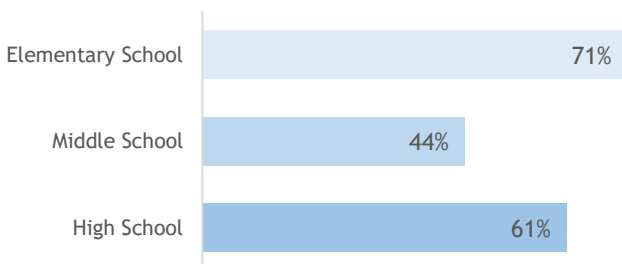
Elementary School — 71%
Middle School — 44%
High School — 61%

Academic behaviors, such as studying and completing homework, are habits youth develop so they can successfully learn academic content. When youth are engaged in these types of academic behaviors, they are more likely to increase their academic performance in school. Youth survey findings showed that a higher proportion of elementary youth (71%) reported gaining positive academic behaviors in their after school program than middle (44%) and high school (61%) youth.

SENSE OF MASTERY

A sense of mastery comes from being appropriately challenged to try new things. After school programs can provide youth with opportunities to build their confidence in trying new things. Due to the opportunities provided to youth in their after school program, about six in 10 youth (62%) in Oakland after school programs felt more competent in their skills.
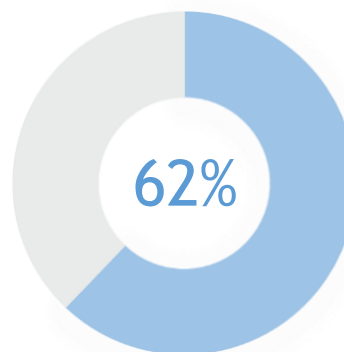
62%

SOCIAL AND EMOTIONAL SKILLS

Elementary School — 63%
Middle School — 41%
High School — 59%

Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. Elementary (63%) and high school (59%) youth were more likely than their middle school peers (41%) to report gaining social and emotional skills in their after school program.

Source: Youth participant surveys administered spring 2018, n=4,924

WELLNESS BEHAVIORS

Most youth agreed their program helped them learn ways to be healthy, such as engaging in more physical activity and having a well-balanced diet. While many elementary school youth (71%) and more than half of high school (56%) youth reported learning behaviors that promote physical well-being, less than half of middle school youth (47%) reported learning these behaviors in their after school program.

Elementary School — 71%

Middle School — 47%

High School — 56%

SCHOOL ENGAGEMENT

Elementary School 68%
Middle School 46%
High School 63%
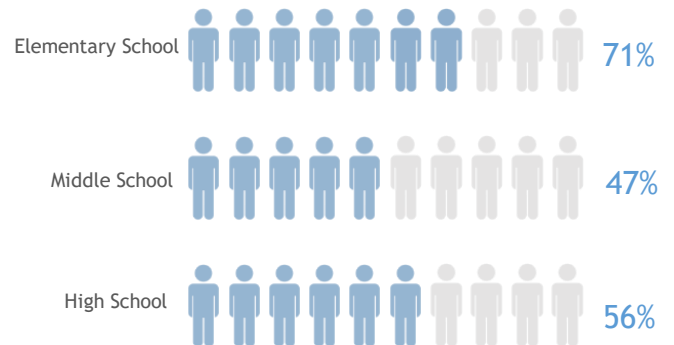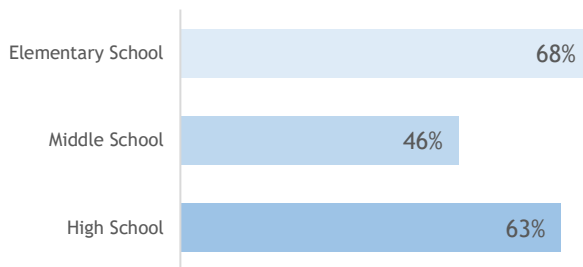
When youth are connected and engaged with their school, they are more likely to participate in school activities and feel that they belong. Youth are also more likely to talk about what happens at school with their families. Elementary (68%) and high school (63%) youth were more likely to report feeling that they belong in and are engaged by their after school program than middle school youth (46%).

COLLEGE AND CAREERS

College and career exploration activities are opportunities that support youth to think about their future. These activities help them to identify both the skills that relate to careers of interest and the post-secondary degree programs needed to pursue those careers. More than half of high school youth (69%) reported exploring college and career opportunities. Elementary and middle school youth do so as well although to a lesser degree, as expected.
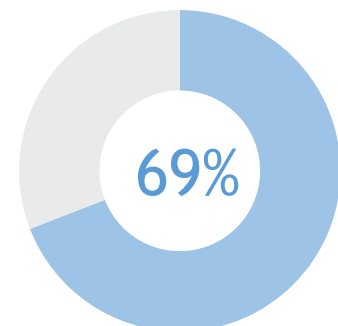
69%

Source: Youth participant surveys administered spring 2018, n= 4,924

YOUTH IN OAKLAND AFTER SCHOOL PROGRAMS ATTENDED SCHOOL AT A HIGHER RATE THAN THEIR NON-PARTICIPANT PEERS

In 2017-18, the rate of school day attendance was higher for after school program participants than compared to their non-participant peers for elementary (95% and 94%) and middle school students (96% and 94%). These differences, though small, are statistically significant. This indicates that after school participation has a positive association with school day attendance, itself highly correlated with academic success, for these grade levels. The opposite, however, is true for high school students, where participants had lower rates of school day attendance than their non-participant peers (89% compared 93%).
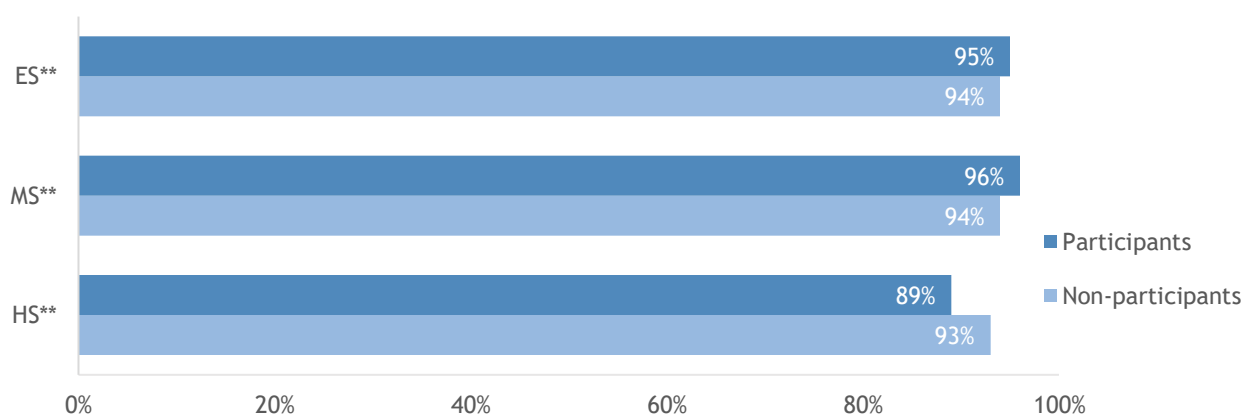
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched participants n=13,805, non-participants n=19,455. ** p< .01.

ELL PARTICIPANTS WERE MORE LIKELY TO BE REDESIGNATED AS ENGLISH PROFICIENT THAN THEIR NON-PARTICIPANT PEERS

A key measure of success for English Language Learner students is whether or not they are redesignated as English proficient. Across all grade levels, after school participants were more likely to be redesignated (11%) than their non-participant peers (9%); though small, this difference is statistically significant for elementary and middle school groups.
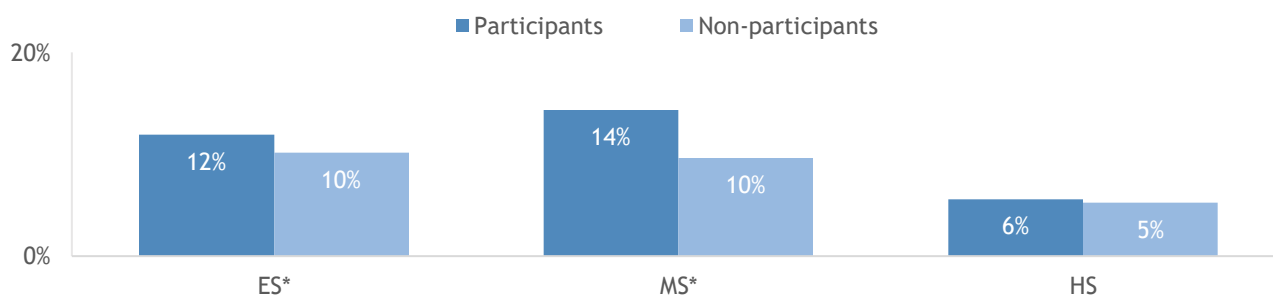
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, for those who were English Language Learners (ELLs) at the start of the 2017-18 school year, matched ELL participants n=4,234, ELL non-participants n=5,498. *p < .05.

OAKLAND'S
AFTER SCHOOL PROGRAMS

Youth in Oakland deserve access to the positive youth development experiences that help youth thrive and become successful in school and beyond. In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges aligned with their interests. After school programs can provide these very elements for youth in the critical hours after school.[3]

Moreover, youth who live in under-resourced communities, who may be living in poverty, or for whom English is not their first language, may face barriers to academic achievement and school success. These are the students most in need of high quality developmental experiences.[4]

For Oakland youth, these conditions are common:
- A large proportion of students in Oakland public schools (74%) qualify for free and reduced-price meals (FRPM).[5]
- As of 2016, an estimated one-third of Oakland families with school-aged children (30%)[6] live below the federally-defined poverty level, which was $24,339 for a family of 4 at the time.[7]
- Half of all students test below grade level on the statewide standardized math (51%) and English Language Arts (46%) test.[8]
- A meaningful proportion of all students in Oakland public schools (31%) are English Language Learners.[9]

In order to address the needs in Oakland, both the City of Oakland and Oakland Unified School District invest in a variety of strategies to support youth and their families. One critical strategy is school-based after school programs, the strategy covered in this report. The City of Oakland's Oakland Fund for Children and Youth and the Oakland Unified School District's After School Programs Office formed the School-Based After School Partnership in 2004 (The Partnership).

---

[3] Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.

[4] Afterschool Alliance. (2016). America after 3PM special report: afterschool in communities of concentrated poverty.

5 California Department of Education. (2018). 2017-18 Free and reduced prices lunch eligibility. Retrieved from https://dq.cde.ca.gov/dataquest.

[6] U.S. Census Bureau. (2016). Selected economic characteristics, 2012-2016 American community survey 5-year estimates. Retrieved from: https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=bkmk. Indicated as the percentage of families and people whose income in the past 12 months is below the poverty level in 2016.

[7] U.S. Census Bureau. (2018). Poverty thresholds. Retrieved from https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html. The federal poverty threshold for a family of four increased to $24,858 in 2017.

[8] California Department of Education. (2017). California assessment of student performance and progress (CAASPP) test results. Retrieved from https://caaspp.cde.ca.gov/sb2017/Search. Math results for 17,940 students; ELA results for 17,647. California standardized tests taken by students in grades 3-8 and grade 11.

[9] California Department of Education. (2018). 2017-18 English learners. Retrieved from https://dq.cde.ca.gov/dataquest. English Learner student proportions calculated by EL counts divided by total student enrollment.

The Partnership aims to provide equitable access to high quality after school programs that help children to be:

- Engaged and successful in school;
- College and career ready; and
- Physically and emotionally well.

These goals are aligned with other efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and OUSD's Full Service Community Schools initiative to provide health, education, and social services to youth, their families, and the community.

The Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. The Partners blend local, state, and federal dollars and provides them to programs to ensure quality services that are free or low-cost. Currently, the Partnership invests in 81 programs across Oakland. This report includes information collected at those 81 school-based after school programs.

ABOUT THE OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 148 programs for children and youth in a variety of community- and school-based settings. OFCY programs support children and youth throughout the formative periods of their lives, from birth through age 20. These programs play an important role for children, youth, parents, caregivers, and the community as a whole. OFCY funds programs to address four legislated goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.

OFCY's funding for school-based after school programs represents Oakland's investment in no- or low-cost quality after school programs to support students and their families. OFCY's school-based strategy specifically supports 59 elementary and middle school after school programs and is OFCY's largest funding strategy. The City of Oakland invests nearly one-third (32.7%) of total OFCY annual funding into the school-based after school funding strategy.

This strategy provides base funding to elementary schools to deliver enrichment, arts, sports, technology, literacy, and other youth development and leadership programming, along with academic support. Middle school funding invests in after school programming that builds on youth interests and assets and develops a positive attachment between young people and their schools. These programs include science, technology, arts, sports, linked learning, and other school-based enrichment programming. At sites with high proportions of students qualifying for free or reduced-price meals, supplemental funding supports enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expanded program capacity; and/or other site needs (page 42).

OFCY grantees served a total of 29,783 youth in the 2017-18 program year. The 59 programs in the school-based after school strategy served 30% of those youth (n=8,945).

ABOUT THE OUSD AFTER SCHOOL PROGRAMS OFFICE

Oakland Unified School District (OUSD) supports the school-based after school programs through the After School Programs Office (ASPO). With the support of the ASPO, Oakland school-based after school programs align with the school district's Pathway to Excellence strategic plan. This plan articulates the vision that all students will find joy in their academic experience while graduating with the skills needed to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To achieve this vision, OUSD aims to build full service community schools that focus on high academic achievement while serving the whole child. Oakland after school programs contribute to the community school model by providing youth multiple, aligned supports in the following key areas: academic support, social emotional learning, college and career readiness, and parent engagement.

The 2017-18 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program-level outcomes.

ABOUT FUNDING FOR SCHOOL-BASED AFTER SCHOOL

The School-Based After School Partners, OUSD's After School Programs Office (ASPO) and OFCY, leverage funds to support a breadth of programs across Oakland. OUSD's ASPO applies for and receives state and federal funds to support school-based after school programs at elementary, middle, and high school sites, and leverages OFCY's investment as matching funding. OFCY's

school-based after school strategy supports non-profit agencies to serve as lead agencies for after school programs for youth in grades K-8 that receive ASES (After School Education and Safety) funding and operate at schools where more than 50% of students qualify for free and reduced-price meals. OFCY funding provides a local match to provide the resources needed for quality and enriching programming. In total, 55 of the 81 programs are mutually supported by OFCY and OUSD; OFCY also funds four (4) programs operating at OUSD-sanctioned charter schools. Twenty-one (21) programs, including 7 elementary and middle school programs and 14 high schools which are not funded by OFCY's grant strategy, are supported by state and federal after school funding through OUSD. Table 1 presents the 2017-18 funding levels from these sources.

Table 1. Funding by ASES, 21st CCLC, ASSETS & OFCY GRANTS

PROGRAM TYPE	ES (n=45)	MS (n=22)	HS (n=14)	Total (n=81)
ASES, 21st CCLC, ASSETS*	$6,199,951	$3,695,791	$3,128,450	$13,024,192
OFCY Funds*	$3,252,073	$1,608,700	___	$4,860,773
Matched Funding**	$1,497,917	$675,301	___	$2,173,218
Total	$10,949,941	$5,979,792	$3,128,450	$20,058,183

Source: OFCY and OUSD Grant Records and OFCY Matched Funding report August 2018.
*Approximately 15% of ASES, 21st CCLC and ASSETS funding is retained by OUSD to cover grant administration; 85% goes to program sites; 100% of OFCY funds listed here go directly to sites.
**Matched funding data is reported to OFCY by programs; no data on matched funding is provided for non-OFCY funded programs, including all high schools; therefore, matched funding information is under-reported here.

The Partnership makes a significant financial investment in Oakland's youth. Through the Student Success in School strategy, OFCY provides over $4.8 million in funds to 59 elementary and middle school programs, with base grants at $72,000 for elementary programs and $85,000 for middle schools. An additional 16 high need sites receive between $18,870 and $20,000 in supplemental funds. These high need sites have a particularly high rate of students who quality for free or reduced-price meals (85% of students or greater).

OUSD funds 77 programs through the After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education (CDE). OUSD receives $12.8 million in state and federal grants, including $3.1 million for the 14 high schools; roughly 85% of this goes to fund programs at the sites while 15% supports District administration.

Programs report over $9.2 million in additional funding leveraged by the public dollars. These funds come from a range of sources including in-kind donations, program fees, community donations, philanthropic grants, and contracts/service agreements with other local agencies. (For more on program fees paid by families, see page 38.)

ABOUT THE EVALUATION

The guiding evaluation questions are:

Table 2. Evaluation Questions & Oakland School-Based After School Partnership Goals

EVALUATION QUESTION	SCHOOL-BASED PARTNERSHIP GOAL
What progress have school-based after school programs made toward target enrollment and daily attendance rates?	Youth have access to free or low-cost after school programming and attend after school regularly
How do Oakland school-based programs manage need and demand for programs? How do programs use waitlists, parent fees and supplemental funding to support the student and family need at their sites?	Youth have access to free or low-cost, high quality after school programming
In what ways are school-based After School programs providing high quality services?	Youth experience high quality after school programs
Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success; b) college and career readiness; and c) physical and emotional well-being?	Youth are: • Engaged, attending, and succeeding in school, • College and career ready, and • Physically and emotionally well.

For more information about the 2017-18 school-based programs evaluation including data sources and methodology, see the Data Companion at the end of this report.

Oakland school-based after school programs seeks to serve as many youth from their host school as their capacity allows. After school programs are open to all students[10] at the program's host school at low or no cost.[11]

YOUTH SERVED

In the 2017-18 program year, Oakland school-based after school programs served 14,821 youth across Oakland: 8,321 were served through programs jointly funded by OUSD and OFCY; 5,876 were served through OUSD funded programs; and 624 were served through OFCY-funded programs.

Figure 1. Number of Youth Served
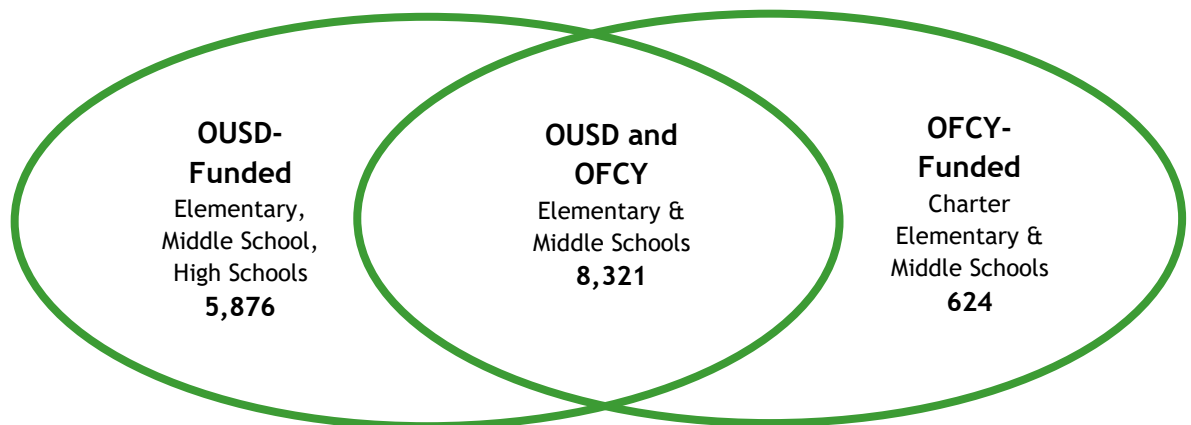
OUSD-Funded
Elementary, Middle School, High Schools
5,876

OUSD and OFCY
Elementary & Middle Schools
8,321

OFCY-Funded
Charter Elementary & Middle Schools
624

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018.

More than four in 10 after school youth are Latino/a (47%), making up the highest proportion of participants. About one-third of participants are African American (33%) followed by smaller proportions of Asian/Pacific Islander (12%) and White (6%) youth. African American enrollment is disproportionally higher in after school programs than in the school day, which suggests that programs may be a critical strategy to address racial equity issues Oakland. Boys and girls

---

[10] Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs. For more information, see the "Capacity for Quality" section starting on page 38.
[11] 21st Century and ASES programs may charge a fee but may not turn away youth for inability to pay.

are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend after school programs.

Table 3. After School Participants Come from Diverse Backgrounds

RACE/ETHNICITY	ES ASP	ES OUSD	MS ASP	MS OUSD	HS ASP	HS OUSD	ALL ASP	ALL OUSD
Latino/a	43%	43%	52%	47%	49%	48%	47%	46%
African American	36%	24%	28%	24%	36%	24%	33%	24%
Asian/Pacific Islander	13%	13%	13%	13%	11%	14%	12%	13%
White	6%	12%	7%	9%	5%	8%	6%	10%
American Indian/Alaskan Native	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other/Multi-Racial	<1%	5%	<1%	3%	<1%	2%	<1%	4%
Unknown/Not Reported	<1%	2%	<1%	1%	<1%	2%	<1%	2%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018 and California Department of Education's Dataquest data for 2017-18.

ABOUT THE SCHOOLS AND THEIR COMMUNITIES

In the 2017-18 program year, Oakland school-based after school programs evaluated by Public Profit included 45 elementary schools, 22 middle schools, and 14 high schools. The majority of Oakland school-based after school programs are located below the 580 corridor.

Figure 2. Most Programs Are Located Below 580 Corridor
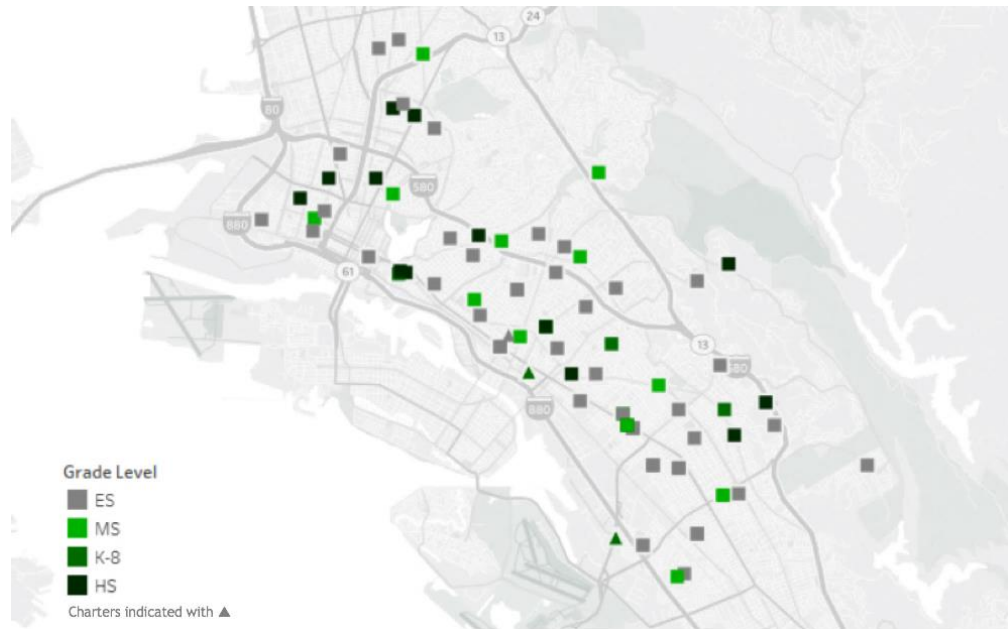
Source: Grantee documents from OFCY and OUSD 2017-18. Site locations provided by OUSD.

Nearly half (51%) of participants resided in three zip codes: 94601, 94621, and 94603 (Figure 3). These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

Figure 3. Nearly Half of Participants Reside in East Oakland Areas
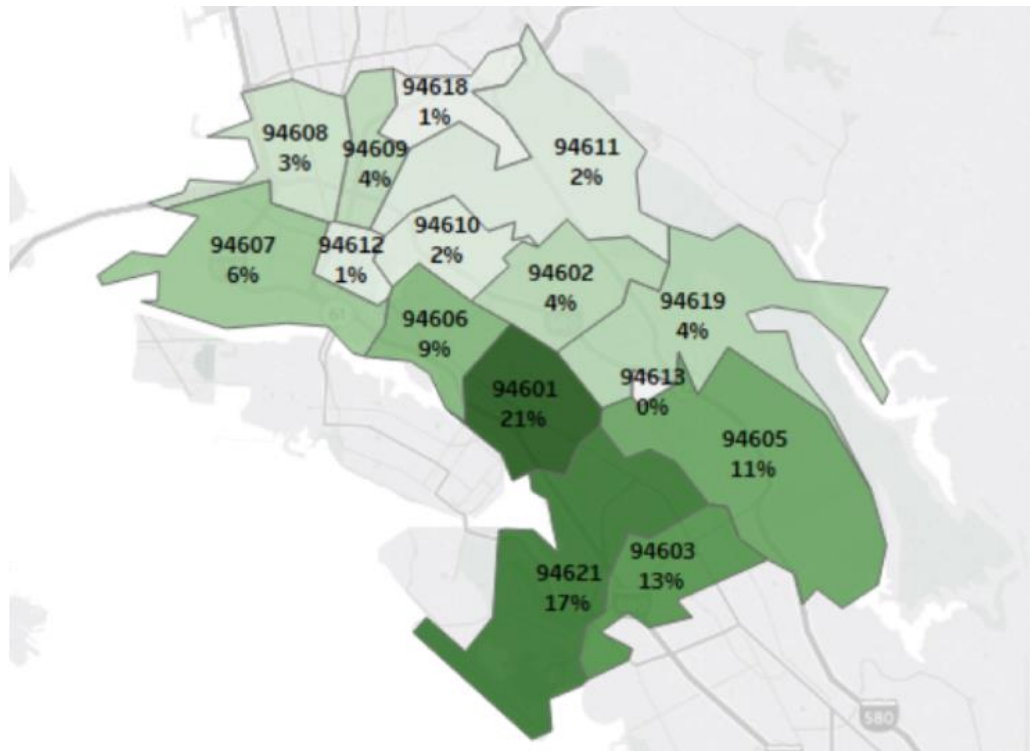
Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018. Darker shaded areas represent areas where more participants reside in.

Most of the host schools serve youth who are eligible for free and reduced-price meals (FRPM), a measure of poverty among the school population. All of the schools funded by OFCY have FRPM eligibility rates of 50% or greater[12]. For more on the FRPM rates for school-based after school sites, see Data Companion D. For more on need and demand in Oakland, including information about how programs prioritize students for enrollment, see the Capacity for Quality section starting on page 38.

---

[12] OFCY funded school-based after school programs with FRPM eligibility rates of 50% or greater with the exception of Cleveland Elementary being funded in the 2017-2018 program year with a FRPM rate at 49% (See Data Companion D). In prior years, OFCY funded Cleveland Elementary at a higher FRPM rate.

To better understand the extent to which Oakland's youth participate regularly in after school programs, this evaluation measures program participation through enrollment, hours (units) of service, California Department of Education's attendance measure, average days attended per youth, and participation rate, a measure of retention.

Enrollment - The number of youth served in after school. This information is reported for all programs, and progress towards enrollment goals are calculated for programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

Units of Service - The number of service hours provided to youth during the program year. This information is reported for programs receiving OFCY funding.

Attendance Goals - Progress towards this goal is measured as the sum of the number of days each youth attends the program. Per the California Department of Education (CDE), after school programs funded by ASES and 21st CLCC must meet at least an 85% attendance target.

Average Days Attended - The average number of days youth attended a given program. There is no program-level goal for this measure; but research suggests that the more days youth attend the after school program, the more they benefit from the program.

Participant Attendance Rate - This measures youths' ongoing involvement with the program. The rate is calculated as the number of days attended divided by the number of days enrolled in the after school program. There is no program-level goal for this measure; rather, this measure helps programs understand the extent to which they are retaining youth.

ENROLLMENT

Oakland school-based after school programs strive to serve as many youth from their host schools as program capacity will allow. In total, 14, 821 youth were served by school-based after school programs. School-based programs served nearly-half of students (40%) who attended their collective host schools. This proportion varied across grade level. Elementary programs served 35% of their host schools' collective enrollment, middle schools served 51%, and high schools 47%. Elementary programs are designed to engage students five days a week, providing a safe and supportive after school program for students to participate in enrichment and receive academic support on a consistent basis. Middle school programs expect students to participate 3 days a week.

High school programs are designed to offer greater choice in how – and how often – students participate, and have no expected weekly participation targets like elementary and middle school. Therefore, over the course of the year high school programs have the capacity to serve a larger proportion of host school students. On the other hand, elementary and middle schools are designed to serve a consistent set of enrolled students attending more frequently. As a result, these programs tend to serve a lower proportion of the host school overall, but each youth tends to attend more days of programming.

Table 4. Percent of Host School Students Attending School-Based After School Programs

GRADE LEVEL	TOTAL NUMBER OF PARTICIPANTS	% OF HOST SCHOOLS
Elementary School Programs (n=45)	6,378	35%
Middle School Programs (n=22)	3,747	51%
High School Programs (n=14)	4,696	47%
Overall (n=81)	14,821	40%

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018 and California Department of Education's Dataquest data for 2017-18.

Each year OFCY-funded programs set a goal for the number of youth they intend to serve. At minimum, programs are expected to serve 80% of this figure, which serves as their enrollment target. Throughout the course of the year, elementary and middle school programs exceeded their enrollment targets (124% and 120%, respectively).

UNITS OF SERVICE

Units of Service represents the average number of hours individual elementary and middle school youth in OFCY-funded programs spent in a given activity or content area during the program year. These hours are tracked as programs record activity attendance. This information describes how often the average young person participated in subject area hours during the academic year.

OFCY funded programs developed a comprehensive scope that projects activity hours by program type. Elementary and middle school programs are exceeding the minimum performance threshold for their units of services (108% and 105% respectively).

Figure 4. Progress Towards OFCY Units of Service Target
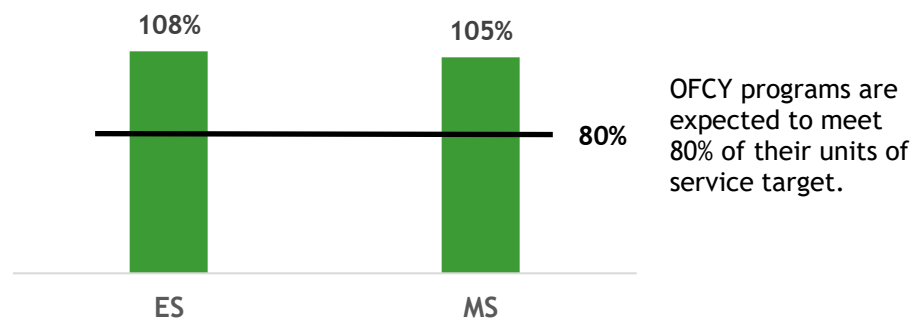
OFCY programs are expected to meet 80% of their units of service target.

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

Youth spend an average of 355 hours in activities in programs funded through OFCY's school-based after school grant strategy. The amount of time spent in each activity varied by grade level, as expected given the difference in program design and dosage. On average, youth participated more in academic and enrichment programming than character education programming.

Table 5. Average Hours of Service per Participant

ACTIVITY TYPE	ELEMENTARY PROGRAMS	MIDDLE SCHOOL PROGRAMS	OVERALL
Academic	161	119	145
Enrichment	152	118	139
Character Education	77	48	66
Total	397	264	355

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

PROGRESS TOWARD ATTENDANCE GOALS

Attendance is measured by the number of days any youth attends program. This information is reported for any programs receiving state and federal funding. All after school programs must meet at least 85% of their attendance target. This threshold is established by the California Department of Education (CDE) and is required for programs to sustain funding. On average, elementary (99%) and high school (97%) programs exceeded this threshold. Middle school programs met CDE's threshold.

Figure 5. Progress Toward Attendance Targets
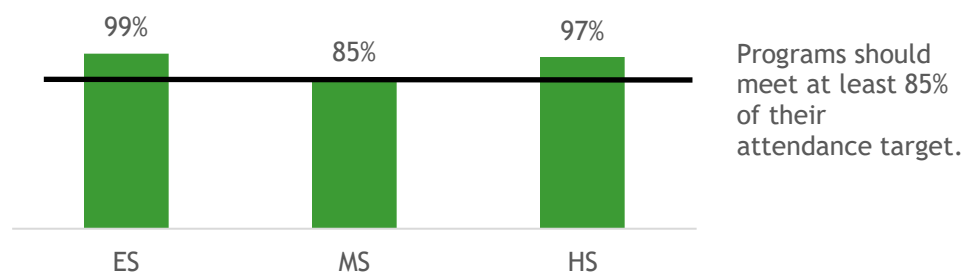
Programs should meet at least 85% of their attendance target.

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

AVERAGE DAYS ATTENDED

On average youth in school-based after school attended 92 days of programming. Attendance varied by grade level, with elementary participants attending 126 days on average, middle school participants attending an average of 104 days, and high school participants attending 36 days on average (See Table 6).

Table 6. Average Days Attended by Grade Level

GRADE LEVEL	AVERAGE DAYS ATTENDED
Elementary School Programs (n=45)	126
Middle School Programs (n=22)	104
High School Programs (n=18)	36
Overall (n=81)	92

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

PARTICIPANT ATTENDANCE RATE

Participant attendance rate measures youths' ongoing participation in the program while enrolled. Participation rates are calculated by taking the number of times a youth attended the program divided by the number of days they were enrolled in the program; drop-in activities are excluded from the calculation. The participation rate can give a sense how much youth were actively engaging during their time in the program.

Figure 6. Participant Attendance Rate by Grade Level
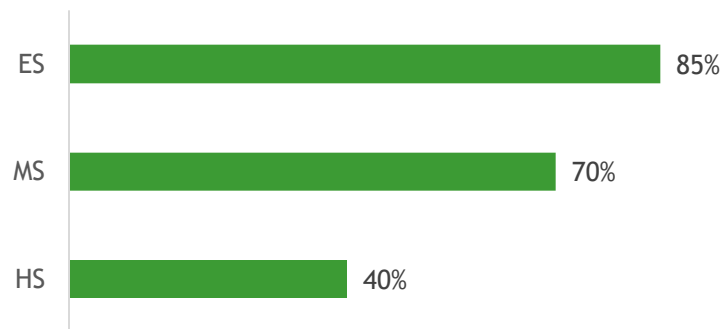
Grade Level	Attendance Rate
ES	85%
MS	70%
HS	40%

Source: Cityspan Attendance System for attendance records July 1, 2017 through June 30, 2018.

AFTER SCHOOL QUALITY AND OUTCOMES IN OAKLAND

OAKLAND AFTER SCHOOL THEORY OF ACTION

The Theory of Action for Oakland's after school programs informs this evaluation and is the foundation for the Oakland School-Based After School Partnership's goals for its programs. Access to high quality after school programs helps children and youth who attend these programs regularly to be engaged and succeeding in school prepared for college and career, and physically and emotionally well. Evidence that youth are making progress toward these longer-term (contributory) outcomes includes a range of direct outcomes: improvement in social and emotional skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic skills and behaviors.

Figure 7. Oakland School-Based After School Theory of Action

Regular Participation	In High Quality Programs	Direct Youth Outcomes	Contributory Youth Outcomes
Program Attendance	-Safe -Supportive -Interactive -Engaging -Supports Academics -Accessible -Engages Families & Communities	·Social & Emotional Skills ·Sense of Mastery ·Sense of Physical & Emotional Safety ·Physical Activity ·College & Career Explorations ·Academic Behaviors ·School Connectedness	·School Engagement* ·Academic Success ·College & Career Readiness* ·Physical Well Being* ·Emotional Well Being*

Note: Items In grey are not measured in the evaluation due to data limitations.
* We use direct outcomes as indicators of progress toward items with an asterisk (*) because long-term assessments are unavailable.

PROGRAM QUALITY

In order for youth to thrive, they need to feel safe, have positive relationships with caring adults, feel that they belong, and experience appropriate and engaging challenges.[13] High quality programs can provide youth with these important developmental experiences. These opportunities, in turn, lead to positive developmental outcomes. In particular, research has shown repeatedly that high quality school-based programs promote students' social emotional development and improve attitudes towards self and others, positive social and emotional skills, and academic performance.[14] These positive developmental outcomes contribute to long-term positive outcomes for youth.[15]

For Oakland school-based after school programs, program quality is measured in two ways. Point-of-service observations conducted in the 2017-18 program year provide a snapshot of program quality, and self-reported survey data from youth (page 34) provides insight into youth experiences. Together, this information allows the Partnership and individual programs to understand how programs support the development of youth and in what ways programs can improve.

OBSERVATIONS OF PROGRAM QUALITY

Point-of-service quality is measured during site visits using either the School-Age Program Quality Assessment (SAPQA - for programs serving elementary-age youth) or the Youth Program Quality Assessment (YPQA - for programs serving middle school, K-8, and high school-aged youth). Both the SAPQA and YPQA – hereafter collectively referred to as PQA – are research-based observation tools used by out-of-school-time programs nationally. Figure 8 provides a brief description of the PQA; for further detail please refer to Data Companion C on page 69 of this report.

---

[13] Gambone, M.A., Klem, A.M., and Connell, J.P. (2002). Finding out what matters for youth: testing key links in a community action framework for youth development. Philadelphia: Youth Development Strategies, Inc., and Institute for Research and Reform in Education.
[14] Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., and Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. Child Development. 82(1): 405-32.
[15] Ibid.

Figure 8. How to Read the PQA Scores

Site visits are conducted using the SAPQA or YPQA tools.		Each domain is scored by averaging the scores of a series of items in that domain.		Each site is classified into one of three point-of-service quality categories.
•The tool measures five quality domains: •Safe Environment •Supportive Environment •Peer Interaction •Youth Engagement •Academic Climate •Assessors observe programs for corresponding practices within each domain.		•Each item is scored a 1, 3, or 5. •The lowest score, 1, means best practice for a given item was not observed. •The highest score, 5, means the practice was implemented consistently and well across staff and activities.		•Based on their average score across the four core quality domains, a site is classified as: •Emerging (score <3) •Performing (between 3 and 4.5) •Thriving (4.5 and higher)

Source: Adapted from PQA Handbook by High/Scope Educational Research Foundation, 2013.

In the 2017-18 program year, many Oakland school-based after school programs were designated as "Thriving" (25%), most (74%) of programs were designated as "Performing," and only one program (1%) was categorized as "Emerging." In other words, the majority of programs demonstrated that they use moderate to high quality practices across all quality domains (Figure 9).

Figure 9. 2017-18 Point-of-Service Quality Status in Oakland
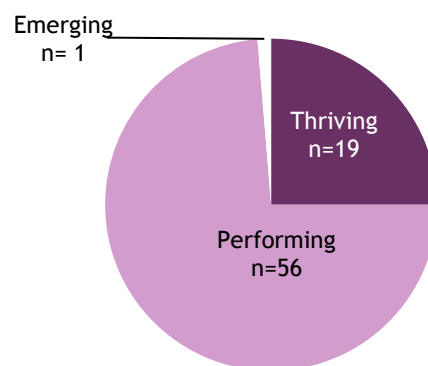
Emerging
n= 1

Thriving
n=19

Performing
n=56

Source: Site visits observations conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.

Grade level results from PQA site visits show that 2017-18 Oakland school-based after school programs are providing high quality programming to youth (Figure 10). PQA ratings demonstrate that programs at all levels provided youth with physically and emotionally safe programs, and offered supportive environments characterized by opportunities for learning and positive relationships. Many programs also had high ratings in the more advanced staff practices assessed in the Interaction and Engagement domains. Middle and high school programs, although generally within an acceptable range (above 3.0), scored lower than elementary school programs in almost all domains.

Figure 10. Oakland School-Based After School Program Provided Youth with High Quality Experiences
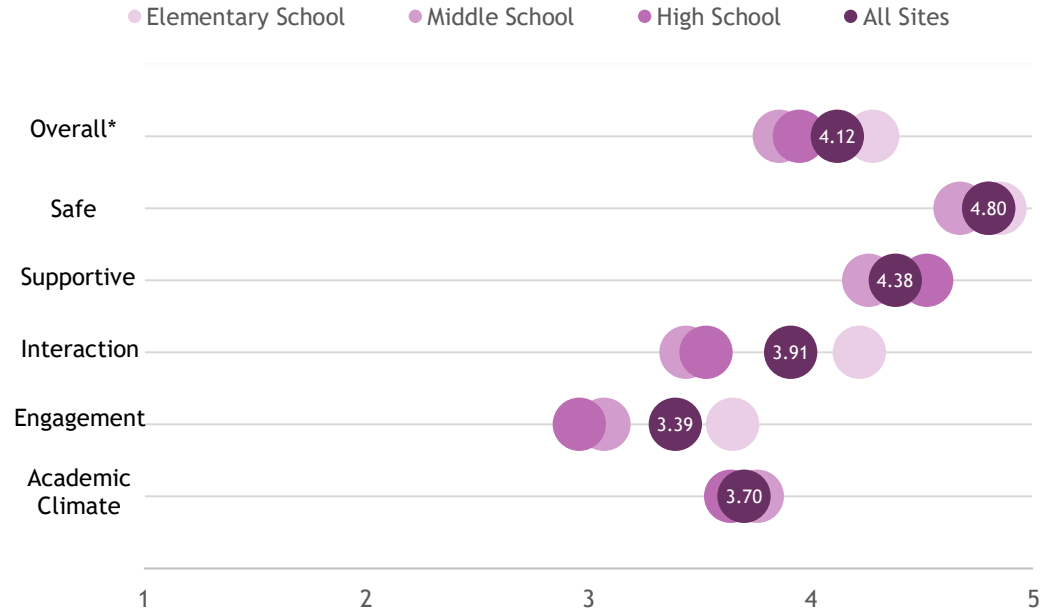
Source: Site visits observations conducted by External Assessors with the School-Age Program Quality Assessment tool and the Youth Program Quality Assessment tool in Fall 2017. In the 2017-18 program year, only 76 programs received a site visit.
*By convention, Academic Climate was not included in the calculation for the overall average.

Figure 11. Details about Oakland School-Based After School Program Quality and PQA Scores by Grade Level

Safe Environment
Programs provided an emotionally and physically safe environment for all participants.

On average, elementary programs scored 4.85 in this domain, middle school programs scored a 4.67, and high school programs scored a 4.80. Together these indicate that the practices associated with promoting Safe Environments were observed to be implemented consistently and well in the programs.

Supportive Environment
Programs offered all participants a supportive environment and positive relationships with adults.

On average, elementary programs scored 4.39 in this domain, middle school programs scored 4.26, and high school programs scored 4.52. This indicates that the practices associated with promoting Supportive Environments were observed to be implemented consistently and well in the programs.

Interaction
Programs gave meaningful opportunities for interaction with peers and adults among elementary school participants.

On average, elementary programs scored 4.22 in this domain. This indicates that the practices associated with promoting Interaction were observed to be implemented consistently and well in the program. On the other hand, middle school and high school programs scored 3.44 and 3.53 respectively, which indicate that the practices associated with promoting positive Interaction were observed to be implemented well in many but not all programs. More than a quarter of middle school programs (28%) and 14% of high school programs scored below a 3, while only 5% of elementary schools scored below a 3 in this domain. While average middle and high school program scores fell in an acceptable range, staff at some programs could provide more opportunities for youth to lead and collaborate with their peers.

Engagement
Programs engaged many youth with positive experiences to pursue learning.

On average, elementary programs scored 3.65 in this domain, middle school programs scored 3.07, and high school programs scored 2.96. This indicates that the practices associated with promoting Youth Engagement were observed to be implemented well in some but not all programs and were particularly well implemented in elementary programs. Over a third of elementary programs (36%) scored at least a 4, while only 22% of middle school programs and 14% of high school programs scored at least a 4 in this domain. A lack of intentional reflection activities and opportunities for youth choice and planning in activities contributes to the lower scores in middle and high school programs.

Academic Climate
Programs provided youth with activities to strengthen and build academic skills and knowledge.

On average, elementary programs scored 3.71, middle school programs scored 3.76, and high school programs scored 3.64. These indicate that the practices associated with promoting Academic Climate were observed to be implemented well in many but not all programs. While most program scores fell in an acceptable range, programs could improve by linking academic content to youths' prior knowledge and using specific, intentional academic skill building activities.

Variation in quality ratings across elementary, middle, and high school programs reflect national program quality ratings from a sample of programs across the United States (See Figures 12 and 13 below). Notably, 2017-18 PQA scores for both School-Age (elementary) and Youth (middle and high) Oakland school-based after school programs exceeded the national sample in all domains.

Oakland school-based after school programs maintained relatively high program quality ratings compared to the prior program year. As depicted in Figures 12 and 13 on the following page, average scores were slightly higher in the current program year among all domains of the School-Age (elementary) PQA scores compared to that of the 2016-17 program year. On the other hand, average scores were higher in the current program year only among the Supportive Environment, Engagement, and Academic Climate domains of the Youth PQA scores compared to that of the 2016-17 program year.

Figure 12: 2-Year Comparison of SAPQA Scores (2016-17 & 2017-18)
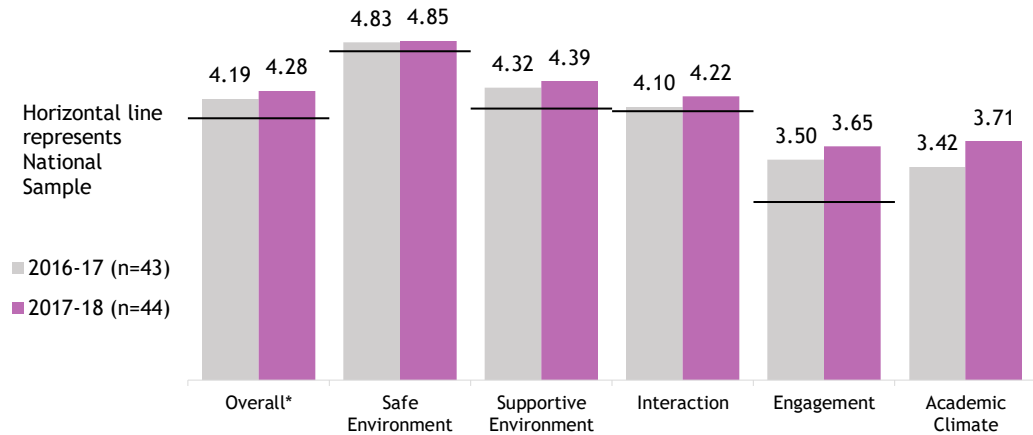
Source: Site visits conducted by External Assessors to School-Based After School programs, October 2016 through January 2017, n=43, October 2017 through January 2018 n=44. Some programs did not receive a visit in either 2016-17 or in 2017-18.
National sample data provided by the Center for Youth Program Quality, 2016, n=2,067.
*Overall SAPQA scores exclude Academic Climate domain because national sample data is not available for Academic Climate domain.

Figure 13: 2-Year Comparison of YPQA Scores (2016-17 & 2017-18)
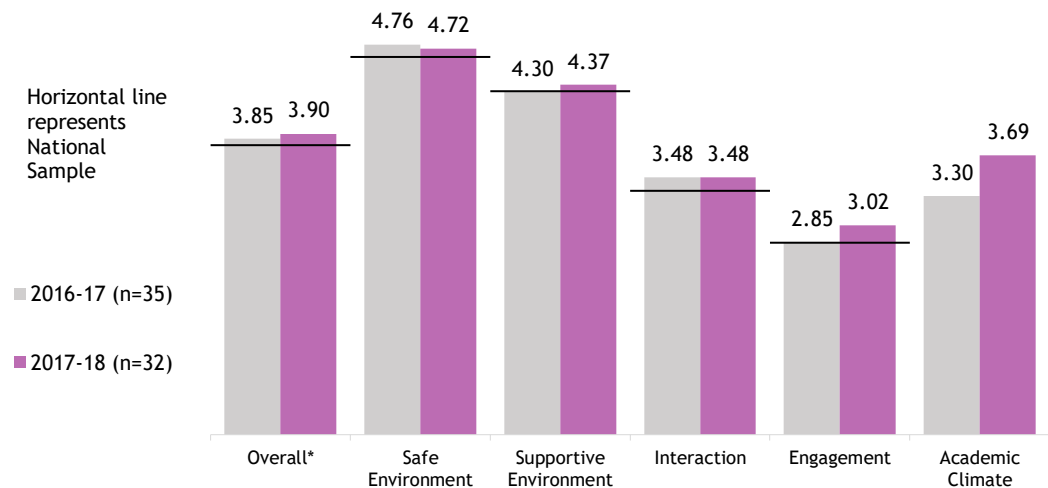
Source: Site visits conducted by External Assessors to School-Based After School programs October 2016 through January 2017, n=35; October 2017 through January 2018, n=32. Some programs did not receive a visit in either 2016-17 or in 2017-18.
National sample data provided by the Center for Youth Program Quality, 2016, n=1,626.
*Overall YPQA scores exclude Academic Climate domain because national sample data is not available for Academic Climate domain.

YOUTH EXPERIENCE OF QUALITY

To provide a greater understanding about program quality and to provide youth the opportunity to give feedback about their experience in after school, youth were asked survey questions that aligned with the youth development domains in the Program Quality Assessment (PQA) Tool.

The majority of youth reported that they felt safe and supported in their after school program. In addition, nearly two-thirds of youth (64%) in Oakland school-based after school programs reported feeling that they belong, get to help others, and make new friends (Interaction). Compared with middle school youth (42%), a greater percentage of elementary (63%) and high school (66%) youth reported that their after school program provided them with opportunities to choose or try new activities (Engagement).

Overall, youth survey findings echoed site visit scores. Youth felt their program provided them with a safe and supportive environment to learn and grow. Youth also reported opportunities to interact with their peers and program staff. Similar to program quality scores, youth were less likely to report sufficient engagement opportunities. Also, on average, middle school youth were less likely to respond positively than both elementary and high school youth across all domains.

Youth Survey Composites – A composite is used as a global measure of each quality domain. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that quality theme. For example, a youth who answers positively to at least two of the three related survey questions in the Supportive Environment domain is "positive" on that domain's composite. Survey composites are reported separately for elementary, middle, and high school youth. (See also Data Companion G on p. 84).

Figure 14. Youth Self-Reports Mirror PQA Findings (Survey Composites)
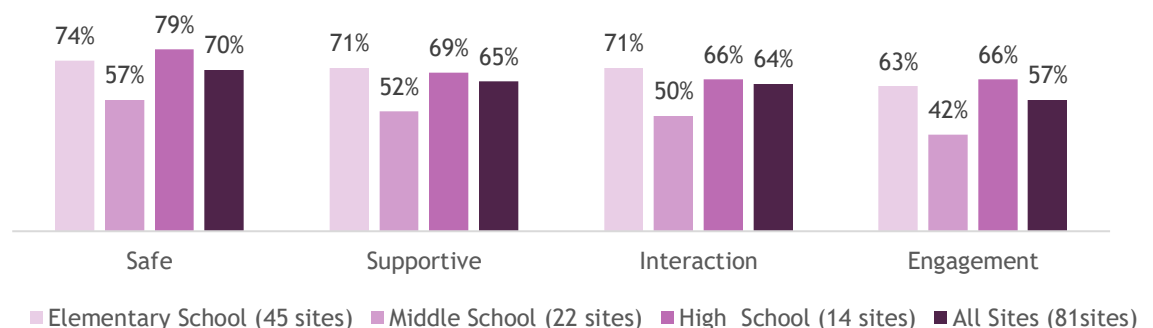
Source: Youth participant surveys administered spring 2018, n=4,924. Detailed youth survey results are included in Data Companion G: Youth Survey Results by Program on page 84.

AFTER SCHOOL CLIMATE: A COMPARISON OF AFTER SCHOOL AND THE SCHOOL DAY

Comparing the experiences of youth in Oakland after school programs with the experiences of their in-school counterparts sheds light on the impact of Oakland school-based after school programs. Youth in Oakland after school programs are asked similar questions as the California Healthy Kids Survey (CHKS) asks of in-school youth.[16] This allows for a rough comparison of youth experiences. Three findings from this comparison highlight how the experiences of youth in Oakland after school programs compare with their in-school counterparts:

Safe Environment — In general, more after school youth across all grade levels felt safer in their programs compared to how their in-school counterparts felt during the school day.

Supportive Environment — Compared to their in-school counterparts, fewer middle youth in after school programs reported that adults listened to them.

School Engagement — High school youth in Oakland after school consistently responded more positively compared to their in-school counterparts about feeling engaged in school. In particular, a much greater proportion of high school youth in after school programs reported that they felt happy and a part of their school compared to their in-school counterparts.

Table 7. Eight After School Program Survey Items Align with CHKS

Domain	After School Programs Survey	California Healthy Kids Survey (CHKS)
	How many times in this program have you been pushed…?	Do other kids hit or push you at school when they are not just playing around?
	How many times in this program have you had mean rumors or lies spread about you?	Do other kids at school spread mean rumors or lies about you?
	If someone bullies my friends or me at this program, an adult steps in to help.	If you tell a teacher that you've been bullied, will the teacher do something to help?
	I feel safe in this program.	Do you feel safe at school?
	There is an adult at this program who really cares about me.	Do the teachers and other grown-ups at school care about you?
	The adults in this program listen to what I have to say.	Do the teachers and other grown-ups at school listen when you have something to say?
	This program helps me to feel like a part of my school.	Do you feel like you are part of this school?
	This program helps me feel happy to be at this school.	Are you happy to be at this school?

---

[16] For more information, see the "California Healthy Kids Survey" Data Companion I of the Appendix starting on page 103.

Figure 15. More High School Youth in Oakland After School Programs Felt Safe, Supported, and Engaged Compared with In-School OUSD Students

Safe Environment

More youth in Oakland after school programs felt safe in their programs than in-school OUSD students felt in their school. This trend appears across all grade levels, with greater differences observed among high school youth. Across all grade levels more after school youth felt that adults would intervene if they were being bullied compared to in-school OUSD students. Middle school youth and high school youth reported similar levels of physical and verbal bullying.[17]

Supportive Environment

More middle and high school youth in Oakland after school programs felt that there was an adult in the program who cared about them compared to in-school OUSD students.[18] Similarly, more high school youth in Oakland ASP felt that there was an adult in their program who listened to what they had to say compared to in-school students. In contrast, fewer middle school youth in Oakland ASP felt that there was an adult in their program who listened to what they had to say compared to in-school students.

School Engagement

A much greater percentage of Oakland after school high school youth felt happy to be at their school and a part of their school compared with in-school OUSD students. A similar percentage of elementary schoolers and middle schoolers, both Oakland after school program participants and in-school students, felt happy to be at their school and a part of their school.

These findings should be interpreted with caution. For both the in-school CHKS survey and the after school survey, responses represent only a sample of youth. In particular, only 20% of all high school participants responded to the after school survey. Therefore, these findings may not represent the full population of students and participants. See also Data Companion I.

---

17 Note: Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD's CHKS survey.
18 Ibid.

CONTINUOUS QUALITY IMPROVEMENT

Oakland after school programs strive to serve children, youth, and families with high quality programs that provide youth with opportunities to grow, learn, and lead in their communities. To help programs do their best work with youth, the School-Based After School Partnership supports on-going continuous quality improvement (CQI) efforts.

The Partners require that programs develop a program quality improvement action plan that improves specific program practices based on their PQA scores and triangulated with youth survey reports and other data. As part of this process, programs conduct a self-assessment using the PQA, review external site visit scores and other available data, submit an improvement plan, and work to carry out the steps identified in their plan.

Figure 16. Oakland School-Based After School Partnership CQI Goals

Assess: Program Quality Assessment and Stakeholder Surveys
- Programs assess their program using observations and youth reports.
- Programs identify strengths and areas for growth.

Plan and Improve: Data Review and Staff Training and Coaching
- Programs interpret their data.
- Programs build data-driven program improvement plans and then implement those plans.
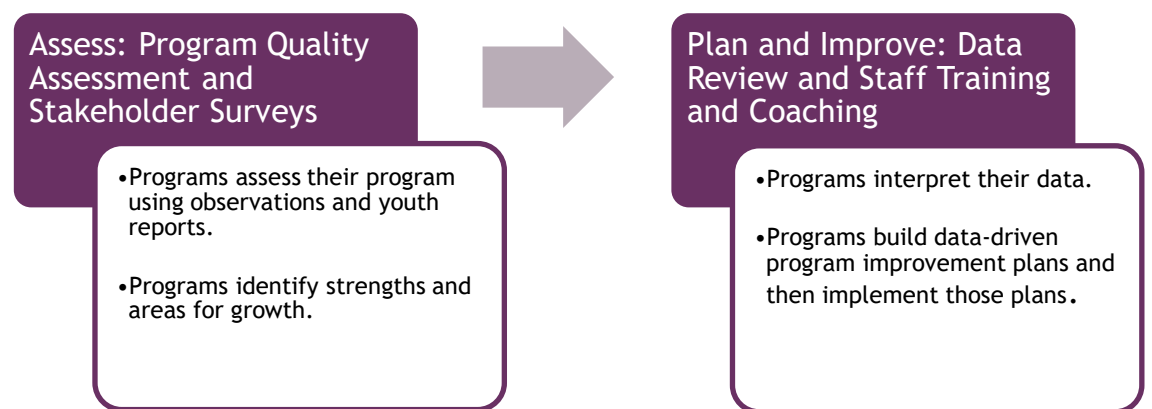
The Partners support programs to engage across all steps in the CQI process - Assess, Plan, and Improve:
- Trainings to build staff capacity to use the PQA for self- and peer-assessment and to lead the quality improvement process.
- A series of trainings linked to practices called out in the PQA tools.
- Professional learning communities (PLCs) for program staff.
- On-site coaching and technical assistance.

Moreover, as part of these efforts, many staff from the lead agencies have become certified PQA assessors and conduct observations of programs run by other agencies. This experience can build a sense of shared purpose among the Oakland after school programs.

About two-thirds of programs (52) submitted a PQA self-assessment in 2017-18, and 59 programs submitted an improvement plan based on their self-assessment, external assessment, or both. This demonstrates that most programs, although not all, are actively engaging in the CQI cycle.

CAPACITY FOR QUALITY

Oakland school-based after school programs serve diverse communities, and high quality after school programs play an important role in the lives of Oakland's youth and their families across the city. Many families seek a safe and supportive environment for their children while they balance the demands of employment, education, and other responsibilities that keep them out of the home. In addition, many of Oakland's youth need the academic support, social emotional development, and college and career enrichment offered by after school programs.

Over the course of 2017-18, the evaluation team took a qualitative approach to understanding need and how programs manage program demand in Oakland. The following summarizes the findings from these data collection efforts.

NEED AND DEMAND FOR AFTER SCHOOL IN OAKLAND

The need and demand for after school programs varies at the many school sites across Oakland. Program staff see differences in demand across communities that are often linked to cultural or socioeconomic differences in the population. Some programs serve more working families who require after school care for their children until six o'clock every day. Other programs find that many families have an adult in the home – a parent or another family member such as an aunt, cousin, grandmother –who picks up children at the end of the school day. Some programs see the need for a safe space for youth after school because of a lack of neighborhood safety. For example, in communities where many families rely on walking as their primary mode of transportation, families prefer that youth leave their program before it gets dark. In the winter months, this means some youth leave long before six o'clock. Additionally, program staff report that, primarily in schools that serve high populations of African American youth, families are leaving OUSD for neighboring cities with a lower cost of living.

Regardless of the need for care, staff report that parents want high quality, engaging academic and social emotional enrichment opportunities for their children. Many youth in Oakland would not otherwise get this support at home or be able to access enrichment opportunities for free or at such a low cost. It can be difficult for parents who work or attend school, or for whom English is not their primary language, to help their children with homework or the development of literacy and math skills. High quality after school programs address this need. As the cost of living continues to rise while wages stagnate, Agency Directors and Site Coordinators anticipate the demand for after school programs will continue to grow.

School-based program staff and Agency Directors, particularly those that serve the highest population of students from low-income homes, cited the need for two additional types of programming: trauma-informed care and Transitional Kindergarten (TK)/Kindergarten care. However, in order to provide high quality programming in these areas, significant investment is necessary in the training of staff to deliver this type of specialized care. Several program staff noted that specialized early childhood providers are necessary for providing high quality programming for children younger than 1st grade – expertise that is currently not held by most after school staff.

In order to best serve students across Oakland, particularly those with a strong academic, social emotional, or socioeconomic need, Oakland after school programs employed several strategies to manage quality and capacity. At some sites, demand exceeded capacity. This requires programs to develop and maintain waitlists to manage how interested students join the program when new slots become available. Some programs charged fees to some families in order to increase their capacity to serve more students. Similarly, OFCY provided supplemental funding to sites with particularly high student need in order to increase their capacity in gardening, literacy, and other types of high quality programming.

The evaluation team investigated all three of these strategies to better understand how programs manage waitlists, how and why some charge program fees, and how programs use the OFCY supplemental funds to extend program capacity. Taking a qualitative approach, the evaluation conducted a series of open-ended surveys, a brief focus group, and interviews with Agency Directors to see how programs used these strategies to better serve students across Oakland.

WAITLISTS

Elementary schools and middle schools had large waitlists in the beginning of the school year, but the waitlists decreased as the school year progressed. Programs had waitlists initially because of overall program limitations—which included lack of staff and funding to serve more students—and high demand for programs among working families. Programs also had waitlists initially because families delayed planning after school arrangements until after the school year started. However, waitlists generally diminished as the school year progressed as students found other activities or spaces became available.

No high schools had waitlists. High school program staff cited higher enrollment capacity and more after school program funding and staffing as the primary reasons why waitlists are not a feature of high school programs. Agency Directors noted that no high schools had waitlists because all students are welcome in the after school programming – whether at the drop-in center or study hall. Furthermore, because no minimum attendance is required, any number of

students could attend after school programs for any length of time—thereby eliminating the need for programs to have waitlists. High school program staff also reported that they had the capacity to fundraise, hire subcontractors, and partner with school day staff to provide after school programming to serve any interested youth, themes not brought up in relation to the younger grade levels.

When elementary and middle school programs were able to add students from the waitlists, they often prioritized students because of their academic needs, social emotional learning needs, students' special circumstances, parent/families' circumstances, or program needs (Table 8).

Table 8. Reasons for Program Acceptances from Waitlists

REASONS STUDENTS OFF WAITLIST	RESPONSES GIVEN BY AGENCY DIRECTORS
Students' academic need	**Literacy Support ♦ ♦ ♦ ♦ ♦** **Multiple years behind in math/or literacy**
Students' social emotional learning needs	**SEL ♦ ♦ ♦ ♦ ♦ ♦** **Some teachers recognize ongoing mentoring in program; students recommended for emotional support** **Newcomer ♦** **Neighborhood Safety**
Students' special circumstances	**Foster care ♦ ♦ ♦ ♦** **Homeless ♦ ♦ ♦ ♦ ♦** **Special cases and special needs**
Parent/Families' circumstances	**Single-parent working families need support ♦** **Work ♦ ♦ ♦ ♦** **Kinder siblings ♦ ♦ ♦**
Program needs	**May depend on grade level to ensure 1:20 ratio**

Source: Focus group with Agency Directors on February 7, 2018, approximate n=17. ♦ Reflects how often this response was "seconded" during data collection gallery walk.

Program Fees

Evidence suggests that the majority of programs did not charge program fees to participating families during the 2017-18 program year. However, evidence about program fees is inconsistent across available data sources. Of the 56 programs for which Agency Directors completed surveys mid-year, most (39 programs) did not charge program fees. In particular, no high school programs did so. At the conclusion of the year, sites provided data to OFCY on their funding match. Among all 59 sites funded by OFCY in this strategy, only five programs reported that they charged program fees as part of their matched funding, totaling just over $49,000 collectively. However, given that agencies may not submit all possible matched funding, and the number of sites that said they would charge

parent fees that did not report them on their matched funding report, the total dollar amount and number of programs may be higher.

At the mid-year survey, Agency Directors gave two overarching reasons why programs did not charge fees. Either programs did not have a financial need to charge fees, or programs served a low-income community where fees would be a barrier for student access to the program. As one Agency Director explained: *"Serving a very low-income community means we would rather shoulder the burden of fundraising than asking those with more pressing concerns to [pay for the program]."*

Programs with no financial need to charge program fees report that they rely on grants or fundraisers to supplement costs for their programs. The matched funding report completed at the end of the year indicates that programs raised nearly $1,500,000 dollars in donations and foundation grants. Again, this may be underreported.

One Agency Director mentioned that while their program did not charge fees currently, they would likely do so in 2018-19 after conducting further research into the feasibility of implementing a fee.

For the programs that did charge program fees, Agency Directors described different amounts and frequencies:

- Programs charged families fee amounts that varied by the number of children attending the program from the same family. Agency Directors noted that some programs offered sibling discounts and others offered discounts if families paid the fee on an app. Programs also offered fee waivers or rates on a sliding scale, taking into account a families' ability to pay.

- Programs charged these fees at varying frequencies with fees due on a monthly, quarterly, or annual basis.

- The amount collected per program varied widely. Programs that are both funded by OFCY and collect program fees estimated at mid-year that they would collect $20,000 over the course of the year; a few programs estimated as high as $60,000. Among the five OFCY-funded programs that reported program fees as part of their matching funds, the actual amounts tended to be lower. The actual amount per program ranged from $6,000 to $20,000.

- Among the 17 programs that estimated program fees as of the mid-year survey, four have low rates of eligibility for Free or Reduced Price Meals

(FRPM) and are not funded by OFCY (Peralta, Melrose Leadership Academy, Sequoia Elementary and Montera Middle School). Among this group, the mid-year estimates ranged from $20,000 to $250,000. Most of the remaining 13 programs are run by an agency that has made parent fees part of its parent engagement strategy (East Bay Asian Youth Center).

- Agency Directors who oversee these programs noted several advantages. Program fees allowed programs to have additional funding for activities, to pay for administrative fees not covered by existing grants, to pay staff higher wages, to train and retain quality staff, and to generate higher buy-in and commitment from parents.

Supplemental Funding

In response to requests for support from sites that serve particularly high need populations, OFCY dedicated additional, supplemental funds to build program capacity to more effectively serve their students. Programs were able to apply the funding to support specialized enrichment programming, to expand program capacity, or to fund another site need as described in their application.

OFCY funds programs at school sites with a 50% or higher free and reduced-price meal (FRPM) rate. Starting in the 2016-17 grant cycle, supplemental funding requests were awarded to 16 elementary, K-8 and middle school sites with FRPM rates above 85% (Table 9 on the following page).

Figure 17. Supplemental Funding Sites Located Across East Oakland
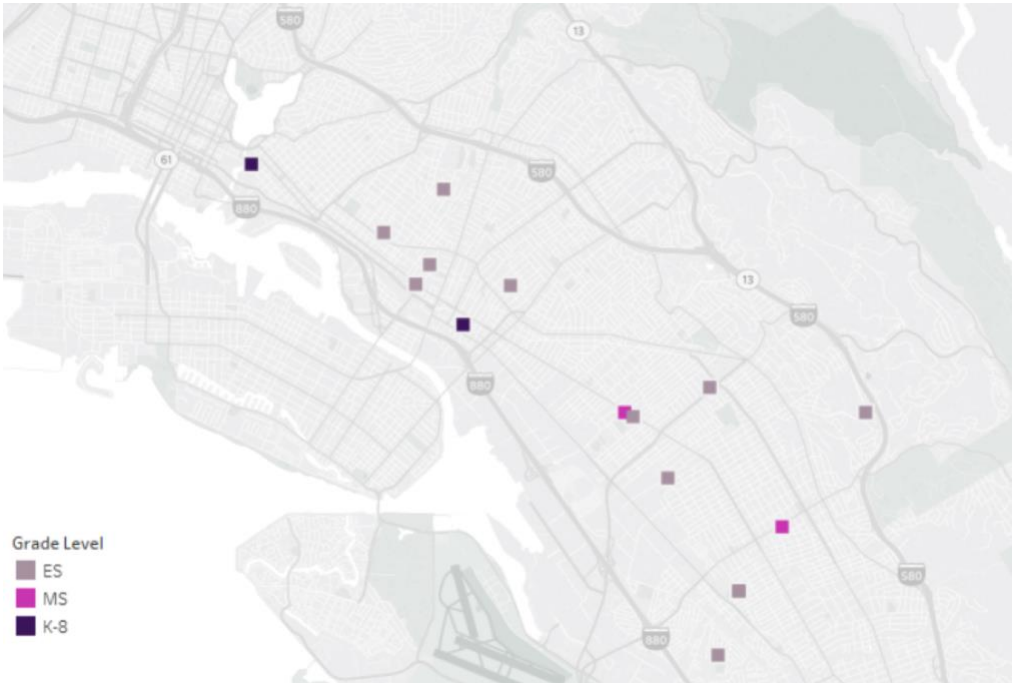
Source: Grantee documents from OFCY and OUSD 2017-18. Site locations provided by OUSD.

Table 9. Sites That Received Supplemental Funding and Their Free and Reduced-Price Meals Eligibility Rates by Program's Lead Agency

SITE	SCHOOL SITE FRPM RATE
Bay Area Community Resources	
Alliance Academy (MS)	96%
Esperanza Academy (ES)	95%
Fred T. Korematsu Discovery Academy (ES)	92%
Howard Elementary (ES)	89%
Markham Elementary (ES)	97%
Citizens Schools	
Roots International Academy (MS)	97%
East Bay Agency for Children	
Achieve Academy (ES)	95%
East Bay Asian Youth Center	

SITE	SCHOOL SITE FRPM RATE
Garfield Elementary (ES)	93%
La Escuelita (K-8)	91%
Manzanita Community (ES)	92%
Girls Incorporated	
ACORN Woodland Elementary (ES)	92%
High Ground Neighborhood Development Corporation	
Madison Park Academy (ES)	93%
Oakland Leaf	
ASCEND (K-8)	87%
International Community School (ES)	91%
Learning Without Limits (ES)	89%
Safe Passages	
Community United Elementary School (ES)	95%

Source: OFCY School-Based After School Supplemental Award List 2017-2018 and California Department of Education's Dataquest data for 2017-18.

Interviews conducted with Agency Directors and Site Coordinators that received supplemental funding in the 2017-18 school year illustrated the ways in which programs used funding to better support youth. The majority of coordinators reported using the funding to enhance enrichment capacity and therefore improve program quality. Furthermore, most coordinators mentioned they were able to provide specialized programming to youth by employing staff and contractors who taught students specific skills, including: drumming, arts, robotics, dance, and Science, Technology, Engineering and Math (STEM).

"It's nice to partner with these different youth serving organizations and very nice to have specialized enrichment that comes to kids... Our staff aren't able to teach music or dance in a professional way, so it really brings up the quality of the program."

"They have a staff member whose main focus is STEM, who actually has more hours than just a regular line staff. He is focused on putting together curriculum and different projects. Not many of our sites have a designated person to do that, because they don't

usually have the funding for it…. He's a really valued instructor. He's a really good person to connect school day and after school around STEM."

"A cool thing about Destiny Arts is they have a lot of that youth development and PQA lens; so that's been really super helpful to have providers that actually understand what youth development best practices are and are able to actually implement that in their offerings."

Research from a recent RAND Corporation report on the value of out of school time suggests that specialty programs, such as the ones made possible by supplemental funding, contribute to new experiences, opportunities, and skill development – outcomes that benefit youth beyond foundational multipurpose programs.[19] Agency Directors and Site Coordinators noted the following impacts on program quality (Table 10).

---

[19] McCombs, J., Whitaker, A., Yoo, P. (2017). The value of out-of-school time programs. Santa Monica, CA: RAND Corporation, 2017.

Table 10. Supplemental Funding Use and Impact on Program Quality

TOP USES OF SUPPLEMENTAL FUNDING	EXAMPLES	IMPACT
• Specialized enrichment provider • Stem programming • Literacy programming • Investment in program fieldtrips and materials • Additional hours for line staff • Investment in professional development for staff	• Hired subcontractors such as *Destiny Arts Center, Tiny Techs, Oakland Youth Chorus, AmericaScores, Today's Future Sounds, Attitudinal Healing* • Investment in STEM materials and dedicated space on school campus for storage of materials • Shift in a line staff's role to a case-manager model focused on literacy • Restorative Justice facilitator provided services to after school students and expanded to school day • Additional paid hours during school day for after school line staff to collaborate with school day staff and administration and plan curricula	• Higher quality programming • Greater capacity for specialized enrichment • Greater access to high quality materials and curriculum • Increased school day collaboration and curriculum alignment • Equitable provision of high quality enrichment opportunities • More opportunities for individualized support and lower staff to student ratio • Greater capacity to partner with programs on a shared-site campus and coordinate events and activities

Source: Interviews conducted with Agency Directors whose sites receive supplemental OFCY funding, n=11, June-July 2018.

Similar to last year's findings, program leaders reported that investing in staff and high quality contractors resulted in greater collaboration between shared-site programs, with community partners, and with the school day administrators and teachers. While only three programs were able to serve a greater number of youth, two coordinators reported they were able to provide greater individualized support to youth and were able to reduce the ratio of staff to youth in their programs because of the additional funding. Programs are able to provide low-income youth with opportunities to engage in high quality enrichment, which they otherwise would not have access to because of a lack of family resources.

> *"For a child to be able to participate in a full year of beat making and knowing how to produce music or a composition, or for kids to know how to do their own drum circle...they are programs that parents probably would not have been able to afford had it not*

been for us having it in our program.... It just brings so much light to our after school program that's severely needed in Oakland."

"We wanted to be intentional about providing programs to both [schools on a shared site]. They get to see each other's work in progress and are able to discuss and have a similar language because they are getting the same kind of services. That was impressive to see; on a shared campus, it felt more equitable."

"It impacted program quality by allowing us to serve smaller amounts of children at one time... so it allowed us to increase our interaction with them. It also allowed us to have richer engagement types of conversations [about the] future, goal setting, and how STEM integrates in with air quality, illegal dumping – that happens a lot over in that area."

STUDENT OUTCOMES

As discussed previously, when youth participate in high quality after school programs they are likely to experience positive outcomes. Many outcomes are direct, immediate outcomes in line with the program model. As one example, after school programs in Oakland work to build academic behaviors in youth participants such as study habits and homework planning and completion. After school programs also use restorative practices and discussion groups to support participants' social and emotional skills. These direct outcomes, in turn, contribute to medium-term outcomes such as improved academic performance. After school contributes to these medium-term outcomes alongside many other influences, including the school day, community, and families, that impact a student's academic achievement.

In Oakland's school-based after school programs, the Partners and partner agencies strive to provide high quality programming that prioritize seven outcome areas. As defined in the Theory of Action (page 28), these outcome areas represent the near-term and medium-term benefits that regular participation in high quality programs can help youth to achieve. These, in turn, should contribute to longer-term outcomes such as stronger academic achievement over time.[20]

Figure 18. Oakland School-based After School Outcome Areas

ACADEMIC BEHAVIORS

SCHOOL ENGAGEMENT

SENSE OF MASTERY

COLLEGE & CAREER EXPLORATION

SOCIAL & EMOTIONAL SKILLS

ACADEMIC OUTCOMES

PHYSICAL WELL-BEING

---
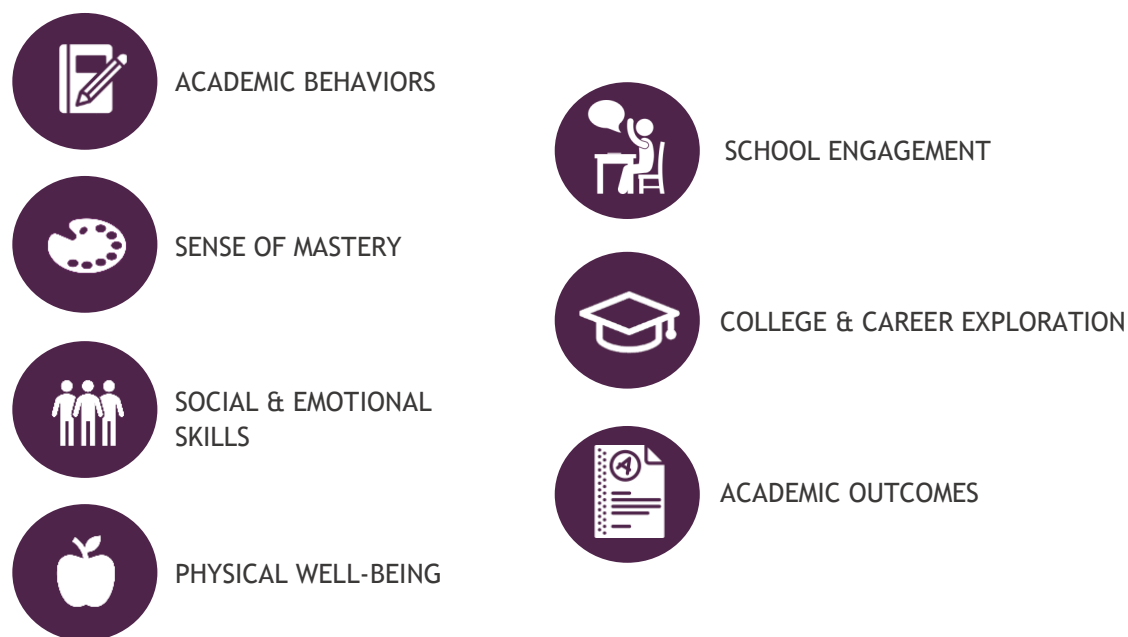
[20] Nagaoka, J., Farrington, C.A., Ehrlich, S, Heath, R. (2015). Foundations for young adult success: a developmental framework. Chicago: University of Chicago Consortium on Chicago School Research.

The following pages outline youth reports on their outcomes across the six direct outcome domains. The extent to which young people experience positive direct outcomes is assessed through youth surveys (N=4,924), including composite survey measures.

About Youth Survey Composites – A composite is used as a global measure of each outcome area. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that outcome theme. For example, a youth who answers positively to at least two of the three related survey questions in the Physical Well-Being domain is "positive" on that domain's composite. Survey composites are reported separately for elementary, middle, and high school youth. (See Data Companion G on p. 84).

In addition, the evaluation team conducted an analysis on the academic achievement data of participants to assess the seventh outcome domain, Academic Outcomes (page 61). Evidence from these analyses shows:

- In 2017-18, the rate of school day attendance was higher for after school program participants than compared to their non-participant peers, for elementary (95% and 94%) and middle school students (96% and 94%). These differences, though small, are statistically significant. This indicates that after school participation has a positive association with school day attendance for these grade levels.
- The opposite, however, is true for high school students, where participants had lower rates of school day attendance than their non-participant peers (89% compared 93%).
- After school participants in elementary school were less likely to be chronically absent compared to their non-participant peers (13% and 17% respectively). This trend continues in middle school (9% and 14%).
- Participants in high school, however, are more likely than their non-participant peers to be chronically absent (30% and 19%).
- After school participants were more likely to be behind in reading compared to their non-participant peers. Both groups improved in 2017-18 at nearly equal rates.
- Across all grade levels, after school participants who began the school year as English Language Learners were more likely to be redesignated as English proficient (11%) than their non-participant peers (9%); though small, this difference is statistically significant for elementary and middle school groups.

ACADEMIC BEHAVIORS

Academic behaviors, such as studying and completing homework, are habits youth develop so they can successfully learn academic content. When youth consistently engage in positive academic behaviors, they are more likely to improve their academic performance.[21] Oakland after school programs provided academically enriching environments that helped youth develop academic behaviors (Figure 19). Specifically:

- More than half of all youth (61%) developed positive academic behaviors as a result of their involvement in after school – 71% of elementary, 44% of middle school, and 61% of high school youth reported developing a range of academic behaviors *(survey composite)*.

- Many, though not all, youth learned to set goals in their after school programs – about two-thirds of elementary (66%) and high school youth (63%) reported being better at setting goals, while under half of middle school youth (43%) felt the program helped them set goals.

- Some after school participants improved their study skills – 62% of elementary youth, 39% of middle school, and 58% of high school youth reported learning ways to study.

- Youth learned better homework habits – eighty percent (80%) of elementary, 57% of middle, and 60% high school youth reported that their program helps them complete their homework.

- Fewer middle school youth (44%) reported developing academic behaviors in 2017-2018 than in the 2016-2017 year (52%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing academic behaviors in 2017-2018 compared with in 2016-2017 *(survey composite)*.

---

[21] Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of noncognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

Figure 19. Youth Developed Positive Academic Behaviors

Elementary School Composite	71%
This program helps me learn ways to study	62%
This program helps me get my homework done	80%
This program helps me set goals for myself	66%
Middle School Composite	44%
This program helps me learn ways to study	39%
This program helps me get my homework done	57%
This program helps me set goals for myself	43%
High School Composite	61%
This program helps me learn ways to study	58%
This program helps me get my homework done	60%
This program helps me set goals for myself	63%

Source: Youth participant surveys administered spring 2018, n=4,924.

SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill fully and confidently. When youth have a sense of mastery, they feel competent in their skills and see themselves as leaders.[22] A sense of mastery comes from being appropriately challenged to try new things. After school enrichment programming and project based learning, such as learning to play music, joining a soccer team, or painting a community mural, give youth an opportunity to develop a sense of mastery in a new skill. Oakland after school programs helped youth to develop their sense of mastery (Figure 20):

- Six in 10 (62%) of youth reported experiences that support a sense of mastery – 69% of elementary school, 47% of middle school, and 65% of high school youth *(survey composite)*.

- Many youth reported becoming more competent at a new skill – elementary school (69%), middle school (48%), and high school (63%) youth reported being better at something they used to think was hard.

- Many after school participants feel more confident about their skills – 72% of elementary, 49% of middle school and 65% of high school youth felt more confident about what they can do.

- Many youth see themselves as leaders – 62% of elementary, 43% of middle school, and 59% of high school students reported feeling like more of a leader as a result of the program.

- Fewer middle school youth (47%) reported developing a sense of mastery in 2017-2018 than in the 2016-2017 year (55%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing a sense of mastery in 2017-2018 compared with in 2016-2017 *(survey composite)*.

[22] Hui, E. K. P. & Tsang, S. K. M. (2012). Self-determination as a psychological and positive youth development construct. The Scientific World Journal. 2012, 7. doi: 10.1100/2012/759358.

Figure 20. Youth Developed a Sense of Mastery

Elementary School Composite	69%
I feel good about what I can do	72%
I am better at something that was hard	69%
I am more of a leader	62%
Middle School Composite	47%
I feel good about what I can do	49%
I am better at something that was hard	48%
I am more of a leader	43%
High School Composite	65%
I feel good about what I can do	65%
I am better at something that was hard	63%
I am more of a leader	59%
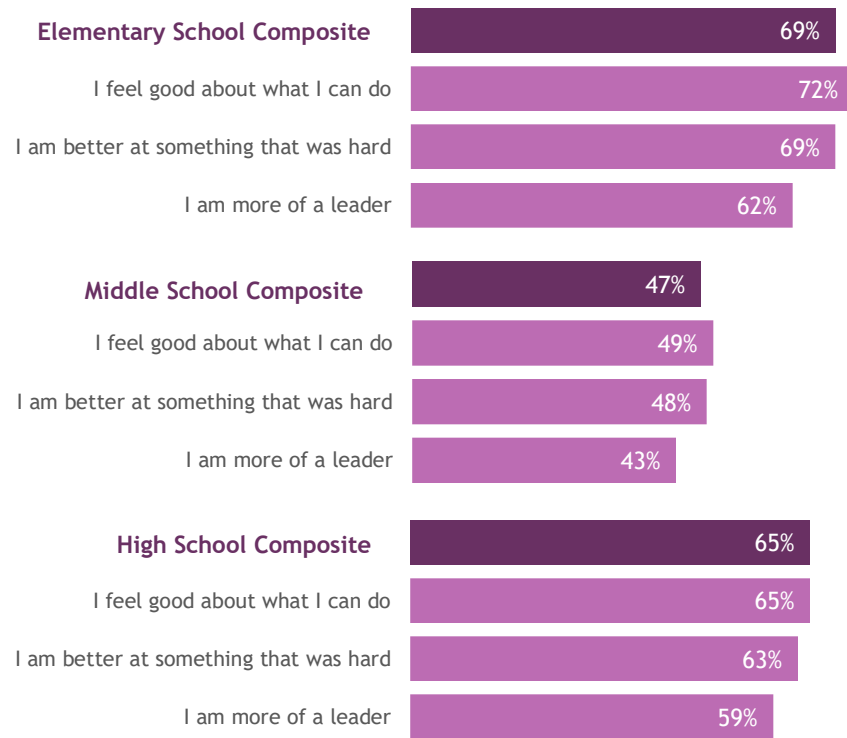
Source: Youth participant surveys administered spring 2018, n=4,924.

SOCIAL AND EMOTIONAL SKILLS

Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. These skills are known to help young people to be successful in school and in life.[23] Survey responses showed that youth gained social and emotional skills because of their after school program (Figure 21):

- Most elementary and high school youth report that they built social and emotional skills – 63% of elementary, 41% of middle, and 59% of high school youth reported building these skills in their program *(survey composite)*.

- Most youth in all grade levels got along better with others – in particular, 67% of elementary youth reported getting along better with peers. Forty-nine percent (49%) of middle school and 61% of high school youth reported the same.

- Youth are better at getting along with children who are different than them – most youth (69% of elementary youth, 49% of middle school youth, and 63% of high school youth) reported getting along better with those different than them.

- Participants get along with adults well – 67% of elementary youth, 48% of middle school youth, and 63% of high school youth felt the program helps them get along with adults.

- Fewer middle school youth (41%) reported developing social and emotional skills in 2017-2018 than in the 2016-2017 year (49%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported developing social and emotional skills in 2017-2018 compared with in 2016-2017 *(survey composite)*.

---

[23] Gootman, L., & Schoon, I. (2013). The impact of non-cognitive skills on outcomes for young people: literature review. London: Institute of Education and Social Research, University of London.

Figure 21. Youth Developed Positive Social and Emotional Skills

Elementary School Composite — 63%

This program helps me get along with people my age — 67%

This program helps me get along with adults. — 67%

This program helps me get along with kids who are different from me — 69%

This program helps me understand how others feel — 66%

Middle School Composite — 41%

This program helps me get along with people my age — 49%

This program helps me get along with adults. — 48%

This program helps me get along with kids who are different from me — 49%

This program helps me understand how others feel — 45%

High School Composite — 59%

This program helps me get along with people my age — 61%

This program helps me get along with adults. — 63%

This program helps me get along with kids who are different from me — 63%

This program helps me understand how others feel — 61%

Source: Youth participant surveys administered spring 2018, n=4,924.

PHYSICAL WELL-BEING

Activities that promote physical well-being are those that engage youth in physical activity, such as exercising, and help youth develop healthy habits, such as eating a balanced diet.[24] Large majorities of youth in each grade group agreed that their program helped them learn ways to be healthy (Figure 22):

- Many youth reported learning about how to promote their physical well-being – seven in 10 elementary youth (71%), nearly half of middle school youth (47%), and over half of high school youth (56%) reported learning behaviors to promote their wellness *(survey composite)*.

- After school participants learned to make positive choices related to their well-being – many elementary (71%), and over half of middle school (53%) and high school (61%) youth reported their after school program helped them to say "no" to things they know are wrong.

- Many youth said the program helped them exercise more – 71% of elementary, 49% of middle school, and 49% of high school youth reported that they exercise more.

- Some youth learned healthy habits – close to half of both middle and high school youth (44% and 56% respectively) reported learning how to be healthy at their after school programs. Almost two-thirds of elementary youth (65%) did so.

- In aggregate, youth reports about physical well-being did not change significantly when compared to the prior year.

---

[24] Macera, C. A. (n.d). Promoting healthy eating and physical activity for a healthier nation. Centers for Disease Control and Prevention. Retrieved from: https://www.cdc.gov/healthyyouth/publications/pdf/pp-ch7.pdf.

Figure 22. Youth Developed Positive Wellness Behaviors

Elementary School Composite — 71%

This program helps me say "no" to things I know are wrong — 71%

This program helps me exercise more — 71%

This program helps me learn how to be healthy — 65%

Middle School Composite — 47%

This program helps me say "no" to things I know are wrong — 53%

This program helps me exercise more — 49%

This program helps me learn how to be healthy — 44%

High School Composite — 56%

This program helps me say "no" to things I know are wrong — 61%

This program helps me exercise more — 49%

This program helps me learn how to be healthy — 56%

Source: Youth participant surveys administered spring 2018, n=4,924.

SCHOOL ENGAGEMENT

Youth are connected to and engaged with their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families. Students who increase school connectedness are more likely to attend school and therefore receive the benefits of more schooling.[25] Together, these can improve a student's academic achievement. Youths' self-reports about their degree of school engagement were fairly consistent across grade levels (Figure 23):

- Many youth in after school felt more engaged with their school because of their program – about two-thirds of elementary (68%) and high school (63%) youth reported more connection with their schools since attending their after school program. About half of middle school youth (46%) reported the same *(survey composite)*.

- Youth felt happy to be at their school – 66% percent of elementary youth reported feeling happy to be at their school since coming to after school. Close to half of middle school youth (45%) and over half (58%) of high school youth reported the same.

- In particular, youth felt like a part of their school – about two-thirds of elementary (71%) and high school (63%) youth reported feeling like a part of their school since coming to the after school program. About half of middle school youth reported the same (48%).

- Youth felt excited to learn in school – nearly two-thirds of elementary (61%) and high school (64%) youth felt excited to learn in school. About half of middle school youth (48%) reported the same.

- Fewer middle school youth (46%) reported feeling engaged in school in 2017-2018 than in the 2016-2017 year (54%), a decrease of eight percentage points. In contrast, similar levels of elementary and high school youth reported feeling engaged in school in 2017-2018 compared with in 2016-2017 *(survey composite)*.

---

[25] Blum, R. W. (2005). A case for school connectedness. The adolescent learner. 62(7), 16-20.

Figure 23. Youth Reported Greater Engagement in School

Elementary School Composite — 68%

This program helps me feel happy to be at this school — 66%

This program helps me feel like a part of my school — 71%

This program helps me feel excited to learn in school — 61%

Middle School Composite — 46%

This program helps me feel happy to be at this school — 45%

This program helps me feel like a part of my school — 48%

This program helps me feel excited to learn in school — 48%

High School Composite — 63%

This program helps me feel happy to be at this school — 58%

This program helps me feel like a part of my school — 63%

This program helps me feel excited to learn in school — 64%

Source: Youth participant surveys administered spring 2018, n=4,924.

COLLEGE AND CAREER

College and career exploration activities are opportunities that support youth to look towards the future by helping them identify both the skills that relate to careers of interest and the post-secondary degree programs needed to pursue those careers.[26] Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels may introduce students to these concepts. Youth survey findings show that many high school youth report exploring college and career opportunities. Younger youth do so as well, although to a lesser degree (Figure 24):

- High school youth reported exploring college and career opportunities – 69% of high school youth reported opportunities in their after school program for college and career exploration. Elementary (65%) and middle school (55%) youth also reported the same opportunities *(survey composite)*.

- Many high school youth learn about college – 64% of high school youth reported learning more about college options in their after school program. Less than half of elementary (44%) and middle (46%) school youth reported doing so.

- Over half of all youth across grade levels learned about potential future careers – 65% of elementary school youth, 55% of middle school youth, and 69% of high school youth reported that they learned about jobs they could have.

- Middle school students were asked particularly if their program helps them feel ready to go to high school. Close to half (49%) reported that it did so.

- In aggregate, youth reports about college and career activities did not change significantly when compared to the prior year.

[26] Hynes, K., Greene, K. M., & Constance, N. (2012). Helping youth prepare for careers: what can out-of-school time programs do? Afterschool Matters. Retrieved from: https://files.eric.ed.gov/fulltext/EJ992134.pdf.

Figure 24. Youth Learned About College and Career Opportunities

Elementary School Composite — 65%

I learned about jobs I can have — 58%

I learned more about college — 44%

Middle School Composite — 55%

This program helps me feel ready to go to high school. — 49%

I learned about jobs I can have — 43%

I learned more about college — 46%

High School Composite — 69%

I learned about jobs I can have — 59%

I learned more about college — 64%
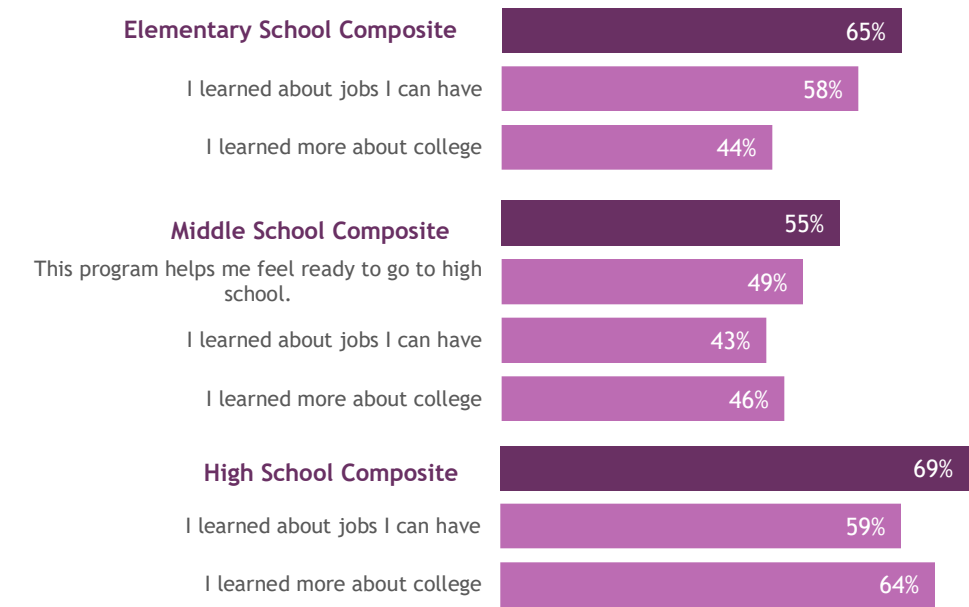
Source: Youth participant surveys administered spring 2018, n=4,924.

ACADEMIC OUTCOMES

Academic outcomes, such as assessment scores and school attendance, are indicators of youths' progress in school. Research shows that youth who attend high quality after school programs can improve their academic outcomes.[27] The school-based after school evaluation focused on youths' school day attendance and chronic absenteeism, both of which are critical predictors of academic success.[28] The evaluation also examined available measures of student literacy. Analysis focused on describing differences between after school participants and non-participants at the same schools and any trends from the previous school year.

School Day Attendance

In 2017-18, the rate of school day attendance was higher for after school program participants than compared to their non-participant peers, for elementary (95% and 94%) and middle school students (96% and 94%). These differences, though small, are statistically significant. This indicates that after school participation has a positive association with school day attendance for these grade levels. The opposite, however, is true for high school students, where participants had lower rates of school day attendance than their non-participant peers (89% compared 93%). Again, this difference is statistically significant. The average rate of school day attendance decreased slightly for both participants and non-participants from 2016-17 to 2017-18.

Figure 25. After School Participants in Elementary and Middle School Attended More School Days Than Their Non-Participant Peers
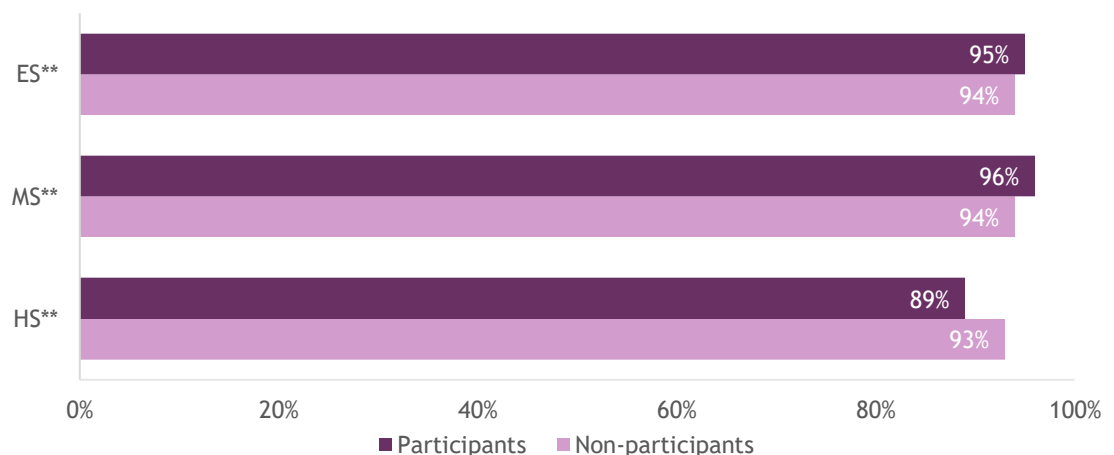
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=13,805, non-participants n=19,455. ** p< .01.

---

[27] Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? a review of the literature. American Journal of Community Psychology. 45(3-4), 310-24.
[28] The 2018-19 evaluation report will include a longitudinal analysis of youth literacy, school day attendance (chronic absence), and available math and English Language Arts (ELA) benchmarks.

Chronic Absenteeism

Being chronically absent – missing 10% or more of school days – is strongly correlated with poor school performance and, in the upper grades, with an increased risk of dropping out of school. Similar to school day attendance, differences between after school participants and their non-participant peers varied by grade level. After school participants in elementary school were less likely to be chronically absent compared to their non-participant peers (13% and 17% respectively). This trend continues for participants in middle school (9% and 14%). Participants in high school, however, are more likely than their non-participant peers to be chronically absent (30% and 19%). All differences are statistically significant. Compared to 2016-17, participants were slightly more likely to become chronically absent in 2017-18 than their non-participant peers.

Figure 26. After School Participants in Elementary and Middle School Were Less Likely Than Their Non-Participant Peers to be Chronically Absent
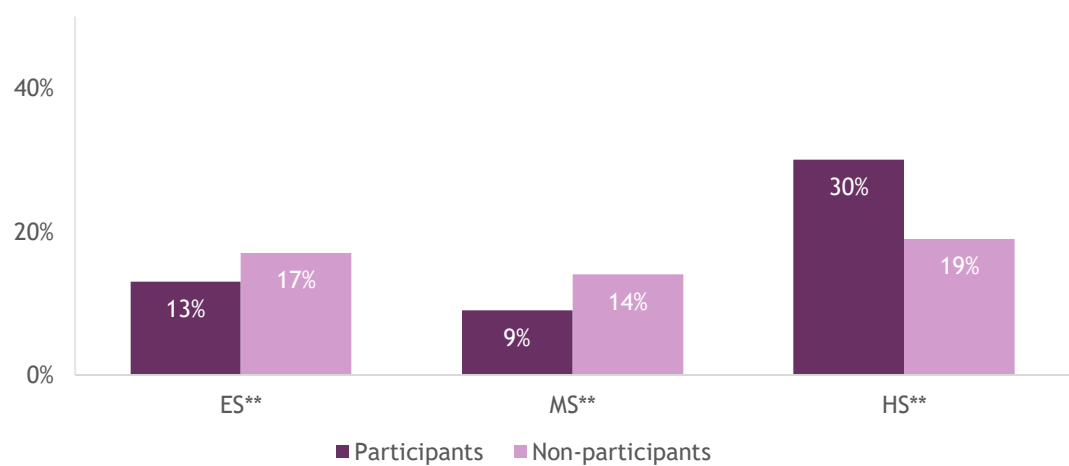
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=13,805, non-participants n=19,455. ** p< .01

Literacy

A few times a year, student literacy is assessed through the Scholastic Reading Inventory (SRI). Students are assessed by their teachers and are determined to be at or above grade level for reading, one year below or even multiple years below. Most students at the after school programs' host schools, whether they are in the program or not, are at least one year below grade level in reading. Overall, after school participants were more likely to be below grade level than their non-participant peers. On the fall assessment, only 27% of after school participants were at or above grade level, compared with 37% of non-participants. Both groups improved on the spring assessment at similar rates: 18% of participants increased their assessed level, compared to 19% of non-participants.

Figure 27. After School Participants Were More Likely to Read Below Grade Level Than Their Non-Participant Peers
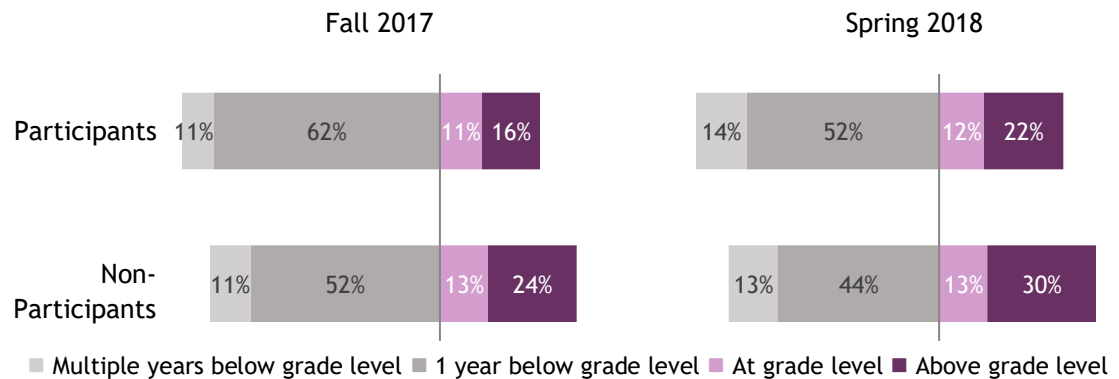
	Fall 2017	Spring 2018
Participants	11% / 62% / 11% / 16%	14% / 52% / 12% / 22%
Non-Participants	11% / 52% / 13% / 24%	13% / 44% / 13% / 30%

■ Multiple years below grade level ■ 1 year below grade level ■ At grade level ■ Above grade level

Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, matched n=10,103, non-participants n=11,938.

English Language Learners and English Proficiency

English Language Learner students, who comprise nearly one-third of all students at the programs' host schools, are often behind grade level in literacy. So, it is important to review their progress toward English language proficiency when evaluating literacy. A key measure of success for English Language Learner students is whether or not they are redesignated as English proficient, a district-specific process that takes into account student performance on the new English Learner Proficiency Assessments for California (ELPAC), the SRI assessments, and student writing, among other criteria.

Across all grade levels, after school participants were more likely to be redesignated (11%) than their non-participant peers (9%); though small, this difference is statistically significant. This significance persisted for elementary and middle school students in particular. The greatest difference was in middle school, where participants were more likely to be redesignated than their peers by four percentage points (14% of participants who started the year as English Language Learners compared to 10% of such non-participants). After school participants in high school were redesignated at a similar rate as their non-participant peers.

Figure 28. ELL After School Participants Were More Likely to be Redesignated to English Proficient Than Their Non-Participant Peers
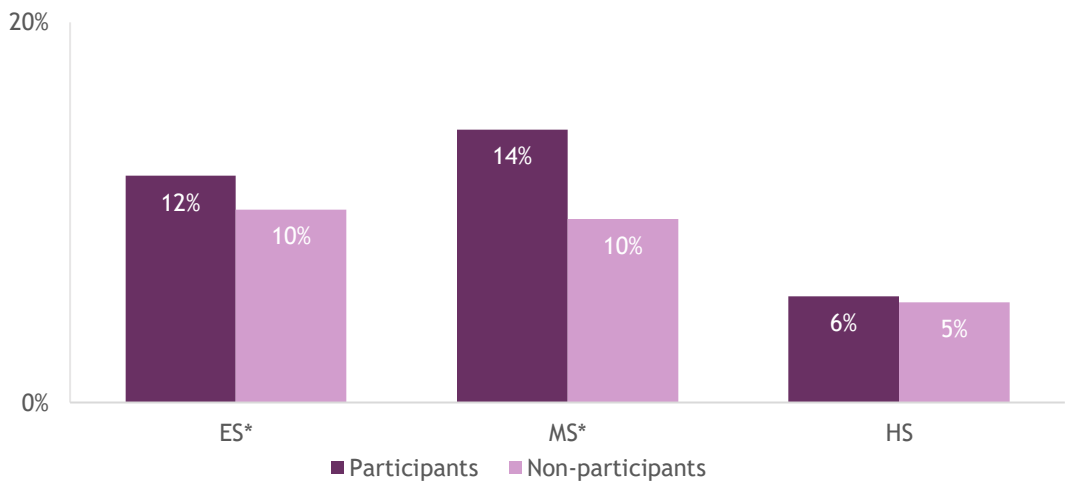
Source: Cityspan participant records matched to OUSD academic data for both participants and non-participants at the host schools, for those who were English Language Learners (ELLs) at the start of the 2017-18 school year, matched ELL participants n=4,234, ELL non-participants n=5,498. *p < .05.

CONCLUSION

Oakland school-based after school programs provide much-needed support for students and their families in Oakland. By keeping students safe, providing enriching opportunities, and promoting academic outcomes, Oakland's school-based after school programs provide access to opportunities students would not otherwise receive, which in turn support their positive development and academic success. As the City of Oakland and Oakland Unified School District Partners continue to support students through school-based after school, data from this year's evaluation suggests some possible next steps. These include both programming recommendations and recommendations for additional investigation:

SUPPORT FOR PROGRAMS

Prioritize strategies that support English Language Learners. About one-third of all students in the after school programs are English Language Learners (ELLs). Programs that intentionally support ELL students, such as through intentional structured reading, opportunities for youth to talk with each other in pairs or small groups, and support to develop academic vocabulary, will support the academic achievement of all students.

Continue to support peer leadership for Continuous Quality Improvement. Continuous Quality Improvement (CQI) efforts in Oakland have built a community of organizations that can mutually support each other to create high quality experiences for youth in Oakland. The Partners may want to continue to support site visits across agencies and programs in order to continue to support this community of organizations.

Explore opportunities to expand staff capacity to serve very young children. Agency Directors shared that their programs struggle to provide after school programming for the youngest grades, particularly transitional kindergarten (TK) and kindergarten. Staff for these positions may need specialty training in early childhood practices. Also, serving these grades can stretch existing staff to youth ratios. The Partners may want to explore

ADDITIONAL AREAS FOR ANALYSIS

Trace participation in after school over the past decade. As Oakland's demographics and needs shift, participation (attendance patterns and participant demographics) may have changed significantly over time. The Partners may want to use the wealth of data collected over the past decade to map these trends.

Measure the association between academic performance and participation in after school over time. How does participation in programs affect academic outcomes? The Partners may want to use available participation and academic data to measure the association between participation in after school over the past three years or so and academic markers such as redesignation, literacy assessments, and school day attendance.

Conduct qualitative data collection with middle school students. Middle school students consistently rate their experiences in after school programs lower than either elementary or high school students. Moreover, middle school girls tend to rate their experiences lower than middle school boys. The Partners may want to conduct focus groups with middle school youth to investigate their experience in Oakland programs and how this experience differs among subgroups.

Conduct qualitative data collection with high school students. High school students attend programs at much lower rates than younger students. Moreover, very few complete the annual survey so little is known about the possible range of high school student experience in after school programs. The Partners may want to take a qualitative approach to investigate how high school programs engage and support high school students. This could include focus groups with students, focus groups with staff, high school-specific observations, or a case study approach drawing on a range of data sources.

Monitor program fees and the impact on program access. Some programs charge fees on a sliding scale, but little is understood about how these program fees impact families. In order to better understand this, the Partners may want to monitor program fees more closely. The Partners may also want to conduct focus groups with impacted families or staff to better understand how program fees are collected and the impact they have on student participation.

DATA COMPANION A: AFTER SCHOOL LOCATIONS AND PARTNERS

Grade Level
- ES
- MS
- K-8
- HS

Charters indicated with ▲
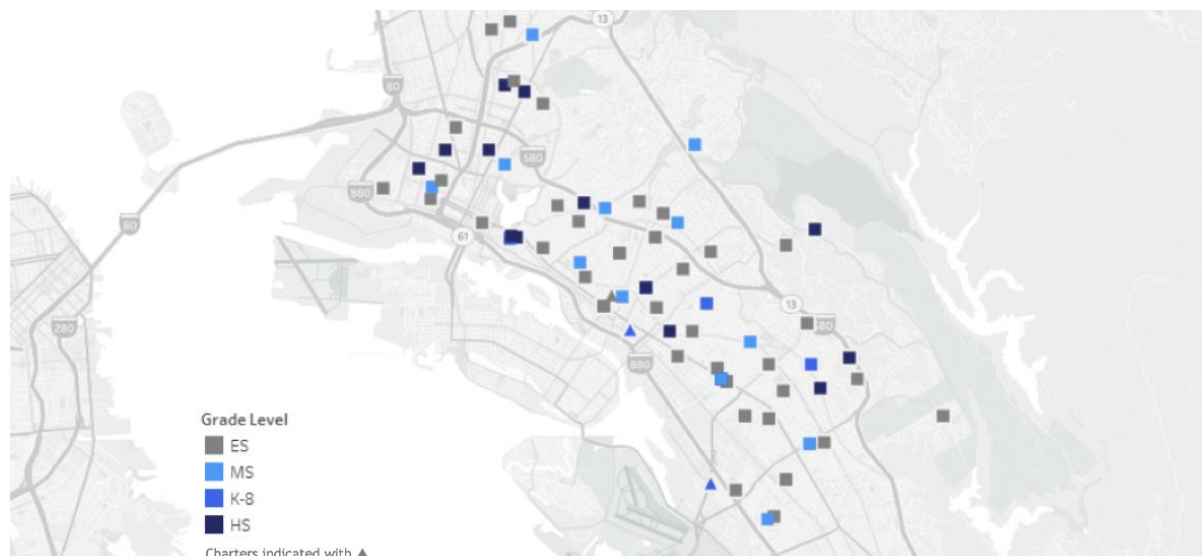
PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

Number of Programs in Parenthesis

After School All Stars (1)

Alternatives in Action (4)

Bay Area Community Resources (25)

Citizen Schools (2)

East Bay Agency for Children (4)

East Bay Asian Youth Center (18)

Girls Inc. of Alameda County (5)

Higher Ground (4)

Love. Learn. Success (1)

Lighthouse Community Charter (1)

Love Learn Success (1)

Oakland Kids First (1)

Oakland Leaf (5)

Safe Passages (5)

Ujimaa Foundation (2)

AFTER SCHOOL PROGRAM LOCATIONS

ELEMENTARY
- Achieve Academy
- Acorn Woodland
- Allendale
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview
- Global Family School
- Grass Valley
- Greenleaf
- Horace Mann
- Howard
- International Community School

- Lafayette
- Laurel
- Learning Without Limits
- Lincoln
- Madison Park Academy (Lower)
- Manzanita Community School
- Manzanita SEED
- Markham
- Martin Luther King, Jr.
- New Highland Academy
- Peralta
- Piedmont Avenue
- PLACE @ Prescott
- Reach Academy
- Rise Community
- Sequoia
- Think College Now

MIDDLE SCHOOLS
- Alliance Academy
- ASCEND
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Elmhurst Community Prep

- La Escuelita
- Life Academy MS
- Lighthouse Community Charter
- Madison Park Academy (Middle)
- Melrose
- Montera
- Parker
- Roosevelt
- Roots
- Sankofa Academy
- United For Success
- Urban Promise Academy
- West Oakland Middle
- Westlake

HIGH SCHOOLS
- Bunche
- Castlemont High
- Dewey
- Fremont Federation
- Life Academy HS
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale

DATA COMPANION B: DATA SOURCES BY REPORT SECTION

Data for the 2017-18 Oakland School-Based Evaluation Findings Report came from the following sources:

Data Collected for the Evaluation:

- **Program Quality Assessment (PQA) Scores:** Collected via structured site visits to program sites. For more on this data source, see Data Companion C.
- **Youth Surveys:** Administered in March-May 2018. For more on this data source, see Data Companion C.
- **Attendance Data:** Demographics and performance data (including enrollment, attendance, and service) entered over the course of the year by programs into the Cityspan Attendance system.
- **Agency Director Input:** Qualitative data collected for the evaluation on funding, fees, need and demand. Surveys conducted fall 2017 and spring 2018; focus group conducted spring 2018; interviews conducted summer 2018.

Additional Data Used in this Report:

- **School Day Outcomes:** Data provided by OUSD's Research, Assessment, and Data office, matched to participants.
- **General School Information:** Publicly available data provided by the California Department of Education, including school and District demographics.
- **Population Data:** Publicly available U.S. Census data.

DATA COMPANION C: EVALUATION METHODOLOGY

C.1 Site Visit Methodology

Site visits provide observational data about key components of program quality, as research has demonstrated that higher quality programs are more likely to promote positive outcomes for youth. Oakland school-based after school programs use the Program Quality Assessment (PQA) observation tool, a research-based point-of-service quality observation tool used by out-of-school time programs nationally. The PQA is based on extensive research about the program features and practices that are most likely to positively affect young people's development. Public Profit, OUSD, and CBO-based site visitors are certified frequently as statistically reliable raters by the Weikart Center for Youth Program Quality. Assessors were certified in fall 2016 or fall 2017.

SITE VISITS USING THE SAPQA AND YPQA TOOLS

All external assessors conducted site visits using the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-age youth. In K-8 school sites, external assessors used the PQA tool that reflected the majority of program participants, generally the YPQA. The Program Quality Assessments are research-based point-of-service quality observation tools used by out-of-school time programs nationally that measure the following five domains:

Safe Environment – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

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.

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.

Engagement – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

Academic Climate – Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In

general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

Figure 29. Program Quality Assessment Domains
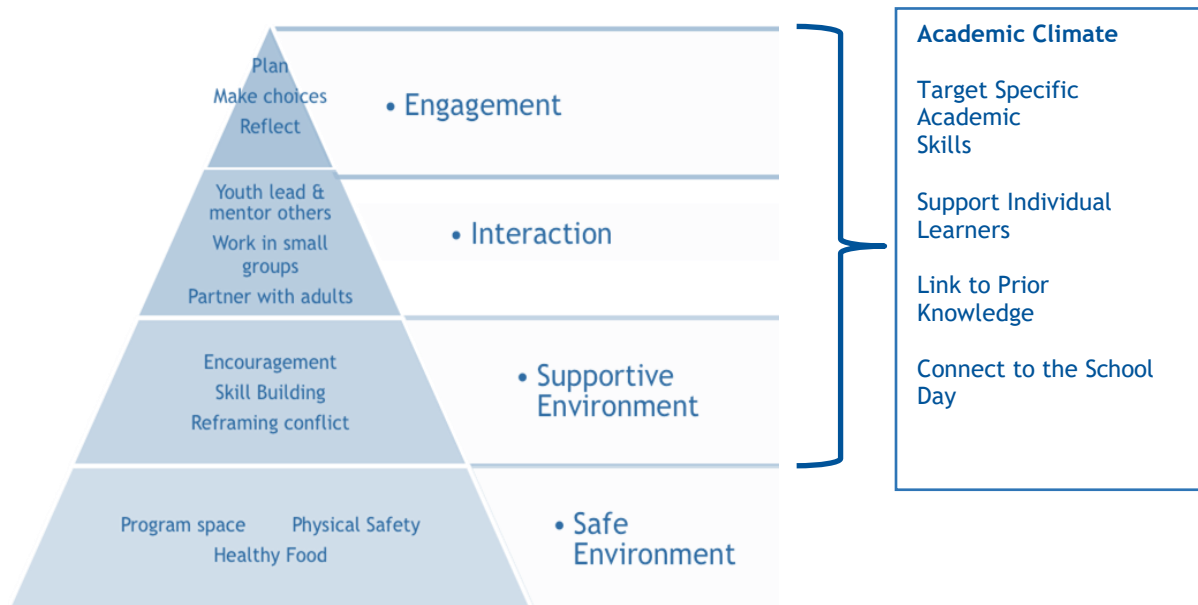
Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2013.

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, the ratings indicate the following levels of performance:

Figure 30: Program Quality Assessment Ratings

1	3	5
(Lowest score)	→	(Highest score)
The practice was not observed while the visitor was on site, or the practice is not a part of the program.	The practice was implemented relatively consistently across staff and activities.	The practice was implemented consistently and well across staff and activities.

Source: Adapted from Youth PQA Handbook by High/Scope Educational Research Foundation, 2013.

Sites as a whole are then classified into one of three point-of-service quality categories based on their average score across the four core domains: Safe Environment, Supportive Environment, Interaction and Engagement. Note: Academic Climate is excluded from this average.

Thriving – The program provides high quality services across the quality domains and practice areas. Defined as a site with an average of 4.5 or higher.

Performing – The program provides high quality service in almost all program quality domains and practice areas with a few areas for additional improvement. Defined as a site with an overall average score across the four core domains between 3 and 4.5.

Emerging – The program is not yet providing high quality service. Defined as a site that has an overall average score across the four core domains that is lower than 3.

SITE VISIT WALK THROUGH METHOD

Oakland's school-based after school programs use the walk-through method to measure program quality at a single point in time. This method was developed with and approved by the Weikart Center for comprehensive after school programs such as those in Oakland. This method involves visiting 3-4 activities, each for a substantial amount of time (30 minutes or so). The walk through method requires visitors to observe the start or conclusion of activities to have a chance to observe the key quality practices that normally occur at the beginning and end of program.

SITE VISITS CONDUCTED BY PEER-ASSESSORS

Starting in the 2015-16 school year, the After School Programs Office created the Program Quality Fellowship. This created a network of Program Quality leaders that fosters connections and improvements among agencies across different community-based providers. Site Coordinators and Agency Directors apply to participate in the program, which provides training and resources for participants to become certified PQA assessors. Fellows then focus on program quality in two capacities. First, they serve as certified external peer assessors, bringing the benefit of lived experience and context to their site visits. Second, they increase their own depth of knowledge about the PQA tool, which benefits their own programs and staff teams. In 2017-18, eight staff from six agencies participated in the Fellowship. An additional nine staff

from the partner agencies were certified as external peer assessors and conducted site visits alongside three staff from the After School Programs Office.

C.2 Survey Methodology

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

SELECTION OF YOUTH

Program staff are asked to administer the youth survey to as many of their youth participants as possible in grades 3 and up. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program (adjusted for grades 3 and up). For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=4,924) represents 65% of the 7,525 youth who attend Oakland After School programs on the average day. The survey count represents 33% of the 14,821 youth served by after school programs during the course of the program year.

PROCEDURE FOR ADMINISTERING THE SURVEY

The evaluation team distributed online surveys and paper surveys to programs in March 2018 and collected surveys in May 2018. Surveys were available in English, Chinese, Spanish and Vietnamese to meet the language preferences of the vast majority of Oakland public school students.

SURVEY RESULTS

Survey questions are listed on pages 83-84. Results for individual questions are listed in several sections, starting on page 85.

INTERPRETING RESULTS: LIMITATIONS

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution. Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors. Moreover, the surveys are only collected in the spring and answered only by participants who are attending the program at that time. Notably, this excludes any youth who attended only in the beginning of the year and left the program by spring. Notably, many high schools had low response rates compared to their total participants who attended the program at some point during the year.

DATA COMPANION D: PARTNERSHIP FUNDING AND FREE AND REDUCED-PRICE MEALS ELIGIBILITY FOR 2017-2018

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21ST CLCC/ASSETS FUNDING
ELEMENTARY SCHOOL PROGRAMS					
Futures	294	99%	X	X	
Martin Luther King, Jr.	269	98%	X	X	X
Rise Community	242	98%	X	X	
New Highland Academy	351	97%	X	X	
Global Family	442	97%	X	X	
Markham	340	97%	X	X	
Bridges Academy	442	96%	X	X	
East Oakland Pride	351	96%	X	X	
Hoover	278	95%	X	X	X
Achieve Academy	675	95%	X	X	
Esperanza	352	95%	X	X	
Community United Elementary	367	95%	X	X	
Horace Mann	345	94%	X	X	
EnCompass Academy	326	94%	X	X	
Madison Park Academy (TK-5)	304	93%	X	X	
Garfield Elementary	654	93%	X	X	
Brookfield Elementary	296	93%	X	X	
Fred T. Korematsu Discovery Academy	339	92%	X	X	
ACORN Woodland	300	92%	X	X	
Manzanita Community	438	92%	X	X	
Franklin	702	91%	X	X	
International Community	306	91%	X	X	
Sankofa Academy	187	90%	X	X	X

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21ST CLCC/ASSETS FUNDING
Think College Now	307	90%	X	X	X
Preparatory Literary Academy of Cultural Excellence	181	90%	X	X	X
Lafayette	165	89%	X	X	X
Howard	214	89%	X	X	
Learning Without Limits	426	89%	X	X	
Fruitvale	367	86%	X	X	
Burckhalter	248	86%	X	X	
Reach Academy	397	83%	X	X	
Allendale	361	82%	X	X	
Laurel	510	81%	X	X	
Bella Vista	447	79%	X	X	
Lincoln	744	77%	X	X	
Grass Valley	260	74%	X	X	
Carl B. Munck	236	74%	X	X	
Emerson	314	74%	X	X	
Piedmont Avenue	334	71%	X	X	
Manzanita SEED	400	66%	X	X	
Cleveland*	411	49%	X	X	
Glenview	455	36%		X	
Sequoia	436	33%		X	
Peralta	329	18%		X	
Total**	16,142	83%			
MIDDLE SCHOOL / K-8 / 6-12 PROGRAMS					
Roots International Academy	309	97%	X	X	
Alliance Academy	358	96%	X	X	
West Oakland Middle	202	96%	X	X	

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21ST CLCC/ASSETS FUNDING
Urban Promise Academy	372	96%	X	X	
United for Success Academy	359	95%	X	X	X
Elmhurst Community Prep	371	95%	X	X	X
Greenleaf	638	95%	X	X	X
Coliseum College Prep Academy (6-12)	475	95%	X	X	X
Madison Park Academy (Middle)	772	94%	X	X	X
Roosevelt Middle	548	94%	X	X	X
Frick Middle	227	93%	X	X	
Life Academy (6-12)	464	92%	X	X	X
La Escuelita (K-8)	417	91%	X	X	
Parker (K-8)	370	90%	X	X	
Bret Harte Middle	591	86%	X	X	X
ASCEND (K-8)	487	87%	X	X	
Westlake Middle	360	85%	X	X	
Lighthouse Community Charter (K-8)	507	85%	X	X	
Edna Brewer Middle	805	63%	X	X	X
Montera Middle	774	54%			X
Melrose Leadership Academy (K-8)	508	50%		X	
Claremont Middle	474	45%		X	
Total**	**10,388**	**83%**			
HIGH SCHOOL PROGRAMS*					
Oakland International High	367	96%			X
Fremont High	827	94%			X
Castlemont High	858	92%			X
Dewey Academy	240	89%			X
McClymonds High	401	88%			X

SITE	ENROLLMENT	FREE AND REDUCED-PRICE MEALS RATE (FRPM)	RECEIVED OFCY FUNDING	RECEIVED ASES FUNDING	RECEIVED FEDERAL 21ST CLCC/ASSETS FUNDING
Oakland High	1,568	87%			X
Street Academy (Alternative)	108	87%			X
Ralph J. Bunche High	100	87%			X
Rudsdale Continuation	187	80%			X
MetWest High	174	76%			X
Skyline High	1,756	74%			X
Oakland Technical High	1,998	49%			X
Total**	8,584	77%			

Source: California Department of Education Dataquest for OUSD enrollment records for FY 2017-2018.

*Even though OFCY funded programs in the 2017-18 program year with FRPM rates of 50% or greater, Cleveland Elementary was funded at a FRPM rate at 49%. In prior years, OFCY has funded Cleveland Elementary at a higher FRPM rate.

**Free and Reduced-Price Meal grade level totals were calculated using weighted averages from the site-level data.

Note: OFCY's School Based after school grant strategy supports CBOs as lead agencies for elementary and middle school sites. Through OFCY's other funding strategies, CBOs operating as lead agencies for HS also may receive OFCY funds to support complementary programming, such as transition programs for rising 9th graders and specialized academic support across all grade levels. At many of the high schools listed above, additional CBOs funded by OFCY provide further complementary services, including tutoring, case management, mentorship, work experiences, restorative justice, and support for immigrant and refugee students.

DATA COMPANION E: PROGRAM REACH AND ATTENDANCE

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE			YOUTH PARTICIPATION		
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
ELEMENTARY SCHOOL PROGRAMS									
Bay Area Community Resources									
Bridges Academy	100	143	143%	504,48	48,306	96%	99%	104	81%
Emerson	100	110	110%	63,178	53,262	84%	101%	138	84%
Esperanza	100	110	110%	52,868	48,880	92%	95%	129	87%
Fred T. Korematsu	100	116	116%	51,740	46,532	90%	96%	124	83%
Fruitvale	100	104	104%	58,559	45,772	78%	89%	128	85%
Futures	120	130	108%	48,945	55,018	112%	105%	121	90%
Glenview	_	98	_	_	_	_	97%	148	95%
Global Family	100	110	110%	42,168	55,873	133%	117%	160	93%
Grass Valley	110	98	89%	53,943	99,428	184%	94%	144	76%
Greenleaf (K-5)	110	100	91%	49,297	47,070	95%	92%	137	91%
Hoover	110	137	125%	52,028	70,921	136%	80%	133	90%
Howard	110	104	95%	55,259	49,134	89%	85%	122	78%
Markham	100	132	132%	48,892	48,589	99%	97%	110	71%
M.L.K Jr***	_	_	_	_	_	_	97%	170	99%
Lafayette***	200	234	117%	102,921	117,808	114%	54%	153	99%
PLACE@ Prescott	110	117	106%	49,104	39,041	80%	59%	120	78%
Sankofa Academy (K-5)	200	155	78%	58,408	66,432	114%	56%	121	84%
East Bay Agency for Children									
Achieve Academy**	100	136	136%	53,910	61,429	114%	_	118	83%
Rise Community	100	114	114%	53,093	52,553	99%	98%	124	82%
Peralta	_	251	_	_	_	_	178%	106	70%
Sequoia	_	100	_	_	_	_	99%	148	87%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE			YOUTH PARTICIPATION		
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
East Bay Asian Youth Center									
Bella Vista	75	116	155%	44,044	55,002	125%	114%	148	96%
Cleveland	75	110	147%	44,044	52,448	119%	109%	148	73%
Franklin	100	129	129%	58,344	64,810	111%	96%	157	93%
Garfield	150	251	167%	88,650	102,306	115%	103%	123	80%
Lincoln	130	170	131%	76,830	94,685	123%	106%	168	97%
Manzanita Community	75	114	152%	44,044	50,813	115%	107%	140	92%
Manzanita Seed	150	150	100%	51,480	69,188	134%	143%	143	85%
Girls Incorporated of Alameda County									
ACORN Woodland	117	146	125%	59,766	62,884	105%	126%	129	89%
Allendale	100	131	131%	53,309	44,388	83%	84%	97	73%
East Oakland Pride	100	104	104%	53,309	39,895	75%	80%	116	73%
Horace Mann	100	136	136%	54,365	49,680	91%	95%	105	81%
Reach Academy	100	136	136%	53,855	57,244	106%	104%	114	85%
Higher Ground Neighborhood Development Corp									
Brookfield	100	139	139%	45,777	51,019	111%	101%	110	85%
Madison Park Elementary)	100	298	298%	49,403	52,384	106%	93%	48	85%
New Highland	100	102	102%	51,437	54,558	106%	96%	143	91%
Oakland Leaf Foundation									
EnCompass	120	134	112%	48,756	51,192	105%	109%	122	86%
International Community	90	109	121%	32,495	45,004	138%	90%	123	84%
Learning Without Limits**	85	132	155%	47,409	47,443	100%	_	118	78%
Think College Now	90	136	151%	45,093	59,166	131%	108%	120	81%
Safe Passages									
Communities United Elementary School (CUES)	98	110	112%	52,416	53,216	102%	90%	123	87%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE			YOUTH PARTICIPATION		
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Laurel	84	116	138%	57,613	63,517	110%	107%	139	81%
Uijmaa Foundation									
Burckhalter	100	145	145%	63,384	67,731	107%	126%	131	83%
Carl B. Munck	109	119	109%	51,265	58,190	114%	114%	143	89%
YMCA of the East Bay									
Piedmont Avenue	115	117	102%	47,352	49,162	104%	104%	134	87%
Elementary School Overall	**4,433***	**5,949**	**124%***	**2,219,201**	**2,401,973**	**108%**	**99%**	**126**	**85%**
MIDDLE SCHOOL / K-8 PROGRAMS									
After School All-Stars									
Claremont	_	100	_	_	_	_	64%	99	80%
Alternatives in Action									
Life Academy Middle School	193	207	107%	77,775	56,655	73%	86%	141	84%
Bay Area Community Resources									
Alliance Academy	130	194	149%	51,522	42,950	83%	88%	71	46%
Elmhurst Community Prep	165	236	143%	57,811	76,108	132%	94%	95	64%
Madison Park (Middle)	360	204	57%	45,894	46,151	101%	56%	87	61%
Montera	_	280	_	_	_	_	97%	69	44%
Citizen Schools									
Greenleaf (6-8)	_	92	_	_	_	_	64%	104	67%
Roots International Academy	130	147	113%	46,146	28,851	63%	67%	59	44%
East Bay Asian Youth Center									
Edna Brewer	145	196	135%	84,388	99,546	118%	101%	158	89%
Frick	81	140	173%	41,038	47,596	116%	91%	107	86%
La Escuelita (K-8)	85	132	155%	51,480	63,299	123%	99%	149	96%
Roosevelt	255	324	127%	148,500	145,408	98%	92%	151	88%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE			YOUTH PARTICIPATION		
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Urban Promise Academy	100	256	256%	63,580	65,275	103%	110%	80	57%
Westlake	120	135	113%	48,620	44,769	92%	87%	103	74%
Higher Ground Neighborhood Development Corp.									
Parker (K-8)	125	141	113%	62,813	64,011	102%	85%	119	85%
Love.Learn.Success									
Melrose Leadership (K-8)	_	259	_	_	_	_	91%	132	75%
Lighthouse Community Charter School									
Lighthouse (K-8)**	200	195	98%	61,427	72,018	117%	_	119	84%
Oakland Leaf Foundation									
ASCEND (K-8)**	125	161	129%	52,215	61,081	117%	_	107	78%
Bret Harte	160	206	129%	43,938	68,556	156%	82%	100	68%
Safe Passages									
Coliseum College Prep Academy (CCPA)	200	212	106%	48,248	52,316	108%	125%	116	80%
United For Success Academy	160	199	124%	68,205	76,540	112%	73%	106	76%
YMCA of the East Bay									
West Oakland	130	160	123%	50,781	50,881	100%	85%	74	52%
Middle School Overall	**2,864**	**4,176**	**120%***	**1,104,381**	**1,162,011**	**105%**	**85%**	**104**	**70%**
HIGH SCHOOL PROGRAMS									
Alternatives in Action									
Fremont Federation	_	776	_	_	_	_	61%	19	16%
Life Academy High School	_	269	_	_	_	_	55%	49	65%
McClymonds	_	490	_	_	_	_	69%	27	32%
Bay Area Community Resources									
Oakland Technical	_	319	_	_	_	_	173%	12	16%
Ralph J. Bunche	_	48	_	_	_	_	218%	67	63%

LEAD AGENCY/ PROGRAM	ENROLLMENT			UNITS OF SERVICE			YOUTH PARTICIPATION		
	Goal	Actual	Progress Towards Annual Goal (shaded if below 80%)	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 85%)	Average Days Per Youth	Participant Attendance Rate
Rudsdale	_	258	_	_	_	_	82%	30	46%
Street Academy	_	135	_	_	_	_	114%	79	52%
East Bay Asian Youth Center									
Dewey	_	370	_	_	_	_	101%	67	62%
MetWest	_	161	_	_	_	_	129%	144	82%
Oakland High	_	150	_	_	_	_	92%	34	55%
Oakland International	_	251	_	_	_	_	101%	13	34%
Oakland Kids First									
Castlemont	_	512	_	_	_	_	89%	9	41%
Safe Passages									
Coliseum College Prep Academy (High School)	_	274	_	_	_	_	110%	99	73%
Youth Together									
Skyline	_	683	_	_	_	_	82%	24	33%
High School Overall	_	**4,696**	_	_	_	_	**97%**	**36**	**40%**

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018.

*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding; grade level totals for Enrollment Goal and % Progress Towards Enrollment Goal exclude programs that do not receive OFCY funding.

**Progress towards attendance goals is not available for charter-based programs.

***Martin Luther King Jr. Elementary School and Lafayette Elementary School combined programs for the 2017-18 program year. OFCY Progress Toward Enrollment Target and Units of Service Target are reported under Lafayette Elementary.

DATA COMPANION F: YOUTH SURVEY ITEMS

COMPOSITE	ELEMENTARY	MIDDLE	HIGH (IF DIFFERENT THAN MIDDLE)
Program Quality – Safe	I feel safe in this program.		
	If my friends or I get bullied at this program, an adult steps in to help.	If someone bullies my friends or me at this program, an adult steps in to help.	
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality – Supportive	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
	In this program, I tell other kids when they do a good job.	In this program, I tell other youth when they do a good job or contribute to the group.	
Program Quality – Interaction	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	
Program Quality – Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	I am interested in what we do in this program.		
Academic Behaviors	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me get my homework done.	Because of this program, I am better at getting my homework done.	
	This program helps me learn how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	

COMPOSITE	ELEMENTARY	MIDDLE	HIGH (IF DIFFERENT THAN MIDDLE)
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	-- no question --	This program helps me feel ready to go to high school.	-- no question --
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	This program helps me get better at things that I used to think were hard.		
	This program helps me feel like more of a leader.		
School Engagement (Academic Outcomes	This program helps me feel excited to learn in school.	This program helps me feel more motivated to learn in school.	
	This program helps me to feel like a part of my school.		
	This program helps me feel happy to be at this school.		
Social and Emotional Skills	This program helps me try to understand how other people feel.		
	This program helps me get along with adults.	This program helps me get along better with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
	This program helps me get along with kids who are different from me.	This program helps me get along with people my age who are different from me.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	This program helps me exercise more.		

DATA COMPANION G: YOUTH SURVEY RESULTS BY PROGRAM

The following survey percentages represent the proportion of students in mild or full agreement with the statements on the particular theme.

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
ELEMENTARY PROGRAMS												
Bay Area Community Resources												
Bridges Academy	68	162%	81%	63%	77%	68%	77%	69%	68%	70%	70%	72%
Emerson	63	143%	56%	66%	63%	54%	72%	59%	67%	69%	56%	54%
Esperanza	61	156%	68%	64%	60%	37%	60%	39%	60%	55%	57%	73%
Fred T. Korematsu	63	162%	72%	81%	79%	84%	84%	74%	75%	77%	72%	93%
Fruitvale	52	141%	98%	98%	98%	90%	98%	73%	100%	96%	100%	98%
Futures	49	111%	62%	69%	70%	53%	77%	91%	72%	76%	67%	74%
Glenview	46	118%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Global Family	76	155%	87%	61%	77%	68%	75%	63%	78%	76%	71%	74%
Grass Valley	42	105%	71%	65%	83%	59%	64%	54%	77%	74%	56%	67%
Greenleaf (K-5)	48	123%	98%	96%	98%	93%	96%	75%	96%	98%	91%	98%
Hoover	47	92%	69%	80%	69%	64%	70%	65%	72%	71%	65%	81%
Howard	29	83%	37%	25%	39%	21%	24%	21%	26%	19%	11%	20%
Lafayette	58	141%	91%	97%	100%	93%	100%	95%	98%	82%	95%	100%

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Markham	58	93%	62%	40%	56%	50%	53%	73%	55%	52%	36%	56%
M.L.K Jr.	66	103%	98%	98%	100%	92%	100%	97%	98%	100%	98%	100%
PLACE @ Prescott	40	36%	84%	78%	79%	54%	74%	75%	69%	68%	61%	76%
Sankofa Academy (K-5)	38	92%	41%	57%	47%	44%	54%	64%	67%	58%	47%	65%
East Bay Agency for Children												
Achieve Academy	33	120%	88%	88%	84%	72%	79%	70%	76%	73%	76%	91%
Rise Community	43	105%	90%	93%	89%	95%	100%	95%	95%	95%	92%	98%
Peralta	70	91%	90%	79%	76%	59%	41%	28%	64%	66%	66%	60%
Sequoia	50	119%	62%	72%	50%	47%	57%	30%	54%	53%	47%	53%
East Bay Asian Youth Center												
Bella Vista	56	117%	56%	56%	62%	48%	54%	75%	38%	44%	42%	60%
Cleveland	54	115%	63%	56%	61%	59%	67%	57%	58%	50%	44%	45%
Franklin	94	162%	81%	73%	70%	74%	78%	87%	65%	56%	61%	66%
Garfield	98	113%	94%	92%	94%	94%	94%	92%	95%	91%	95%	94%
La Escuelita**	49	64%	91%	81%	68%	80%	77%	70%	77%	73%	70%	83%
Lincoln	130	160%	59%	38%	45%	54%	46%	61%	41%	45%	24%	48%
Manzanita Community	57	127%	73%	92%	81%	83%	84%	70%	86%	83%	83%	85%
Manzanita Seed	56	90%	77%	71%	70%	45%	61%	44%	58%	69%	62%	68%

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Girls Incorporated of Alameda County												
ACORN Woodland	59	113%	70%	75%	74%	59%	81%	48%	68%	74%	68%	75%
Allendale	31	91%	41%	59%	36%	37%	61%	72%	52%	54%	27%	52%
East Oakland Pride	40	129%	62%	62%	53%	42%	62%	55%	71%	54%	62%	59%
Horace Mann	49	123%	47%	56%	58%	43%	60%	52%	50%	49%	47%	54%
Reach Academy	31	69%	67%	66%	78%	70%	82%	65%	72%	70%	73%	63%
Higher Ground Neighborhood Development Corp												
Brookfield	33	85%	63%	64%	66%	67%	77%	79%	55%	63%	64%	67%
Madison Park (Elementary)	27	79%	65%	64%	58%	44%	63%	65%	65%	52%	56%	59%
New Highland	54	138%	94%	94%	94%	92%	94%	89%	94%	94%	92%	94%
Parker**	41	66%	65%	44%	61%	30%	58%	54%	49%	32%	33%	41%
Lighthouse Community Charter School												
Lighthouse**	21	22%	65%	57%	43%	45%	71%	33%	44%	59%	47%	71%
Love.Learn.Success												
Melrose Leadership**	48	83%	69%	60%	70%	58%	45%	33%	59%	63%	55%	57%
Oakland Leaf Foundation												
ASCEND**	42	63%	75%	68%	77%	50%	70%	69%	68%	74%	61%	73%
EnCompass	50	106%	64%	82%	67%	44%	66%	63%	74%	65%	55%	59%

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
International Community	31	82%	80%	63%	87%	58%	63%	47%	60%	71%	60%	69%
Learning Without Limits	63	134%	91%	81%	81%	58%	77%	56%	81%	85%	76%	75%
Think College Now	32	68%	74%	55%	61%	53%	63%	50%	50%	43%	52%	57%
Safe Passages												
Communities United Elementary School (CUES)	47	131%	60%	66%	63%	47%	71%	67%	70%	50%	51%	80%
Laurel	54	117%	57%	52%	51%	44%	51%	40%	49%	44%	45%	56%
Uijmaa Foundation												
Burckhalter	52	100%	62%	57%	55%	41%	63%	39%	60%	68%	55%	56%
Carl B. Munck	39	80%	76%	63%	66%	62%	46%	54%	69%	48%	49%	67%
YMCA of the East Bay												
Piedmont Avenue	54	120%	65%	74%	61%	58%	76%	65%	75%	65%	60%	63%
Elementary School Overall	**2,592**	**106%**	**74%**	**71%**	**71%**	**63%**	**71%**	**65%**	**69%**	**68%**	**63%**	**71%**
MIDDLE SCHOOL PROGRAMS												
After School All-Stars												
Claremont	21	38%	84%	95%	90%	86%	86%	90%	84%	83%	79%	89%
Alternatives in Action												
Life Academy Middle School**	75	45%	59%	49%	47%	43%	48%	50%	31%	35%	31%	33%
Bay Area Community Resources												

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Alliance Academy	74	87%	63%	57%	51%	41%	38%	54%	55%	49%	40%	53%
Elmhurst Community Prep	23	18%	59%	57%	65%	48%	57%	65%	50%	57%	57%	59%
Madison Park (Middle)	54	62%	57%	59%	54%	51%	46%	54%	59%	57%	50%	72%
Montera	69	59%	51%	28%	36%	26%	22%	32%	29%	25%	23%	27%
Citizens School												
Roots International Academy	35	73%	42%	59%	53%	40%	33%	71%	41%	50%	41%	40%
East Bay Asian Youth Center												
Edna Brewer	160	92%	61%	50%	45%	35%	33%	51%	37%	40%	38%	38%
Frick	83	98%	48%	44%	46%	39%	46%	51%	43%	41%	36%	42%
La Escuelita**	49	37%	58%	59%	57%	46%	57%	54%	46%	43%	41%	67%
Roosevelt	100	36%	50%	52%	48%	34%	47%	68%	51%	51%	42%	47%
Urban Promise Academy	88	75%	45%	43%	39%	36%	38%	44%	41%	40%	39%	40%
Westlake	58	73%	62%	62%	61%	54%	63%	88%	61%	60%	52%	57%
Higher Ground Neighborhood Development Corp.												
Parker**	19	31%	47%	28%	35%	28%	12%	22%	29%	31%	22%	22%
Love.Learn.Success												
Melrose Leadership**	26	45%	85%	68%	65%	54%	50%	50%	56%	50%	58%	56%
Lighthouse Community Charter School												

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Lighthouse**	7	7%	50%	43%	57%	29%	67%	57%	33%	33%	50%	40%
Oakland Leaf Foundation												
ASCEND**	33	49%	52%	38%	48%	33%	28%	30%	45%	45%	33%	42%
Bret Harte	73	58%	74%	78%	82%	71%	65%	69%	70%	75%	70%	62%
Safe Passages												
Coliseum College Prep Academy (CCPA)**	165	114%	57%	45%	35%	34%	36%	46%	46%	35%	30%	42%
United for Success Academy	117	95%	66%	55%	58%	53%	57%	61%	57%	57%	51%	60%
YMCA of the East Bay												
West Oakland	63	84%	58%	57%	58%	55%	55%	61%	56%	52%	41%	53%
Middle School Overall	**1,412**	**59%**	**57%**	**52%**	**50%**	**42%**	**44%**	**55%**	**47%**	**46%**	**41%**	**47%**
HIGH SCHOOOL PROGRAMS												
Alternatives in Action												
Fremont Federation	31	48%	72%	65%	72%	58%	60%	71%	60%	67%	53%	58%
Life Academy High School**	48	77%	76%	60%	50%	48%	33%	46%	40%	36%	40%	41%
McClymonds	55	81%	68%	61%	61%	61%	59%	75%	65%	58%	49%	58%
Bay Area Community Resources												
Oakland Technical	76	44%	76%	66%	69%	71%	63%	66%	67%	70%	58%	53%
Ralph J. Bunche	50	68%	76%	51%	34%	33%	42%	47%	33%	29%	27%	16%

LEAD AGENCY/ PROGRAM	N	N/ ADA*	YOUTH SURVEY RESULTS: PROGRAM QUALITY				YOUTH SURVEY RESULTS: YOUTH OUTCOMES					
			Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social & Emotional Skills	Physical Well-Being
Rudsdale	47	75%	87%	74%	57%	68%	55%	70%	64%	64%	59%	72%
Street Academy	54	84%	68%	54%	53%	58%	52%	56%	58%	54%	45%	54%
East Bay Asian Youth Center												
Dewey	152	115%	91%	89%	86%	89%	86%	88%	85%	84%	85%	83%
MetWest	68	51%	82%	74%	82%	83%	74%	85%	71%	78%	66%	55%
Oakland High	77	64%	80%	75%	67%	63%	49%	67%	63%	57%	61%	49%
Oakland International	58	67%	86%	77%	66%	71%	70%	78%	75%	77%	61%	59%
Oakland Kids First												
Castlemont	34	53%	87%	70%	68%	62%	87%	82%	68%	74%	67%	55%
Safe Passages												
Coliseum College Prep Academy**	81	56%	49%	30%	31%	21%	20%	36%	27%	19%	22%	26%
Youth Together												
Skyline	89	82%	87%	84%	84%	84%	74%	76%	86%	84%	81%	70%
High School Overall	**920**	**70%**	**79%**	**69%**	**66%**	**66%**	**61%**	**69%**	**65%**	**63%**	**59%**	**56%**

Source: Youth participant surveys administered spring 2018, n= 4,924

*N/ADA is the survey response rate; ADA drawn from the start of the year through 2/20/18.

** This program submitted surveys for more than one age group.

DATA COMPANION H: YOUTH SURVEY RESPONSE DIFFERENCES BY RACE/ETHNICITY, GENDER, AND GRADE LEVEL

Youth surveys are used to assess the extent to which participating young people experience positive benefits and report high quality programs.

We present the results of an analysis youth surveys in the three ways described below. Survey questions are presented by quality and outcome themes aligned with the organization of the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Race/Ethnicity** and **Grade Level** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available, from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables but included in aggregate analysis within the Findings Report.

H1. YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

	MALE		FEMALE		OVERALL	
	N	%	N	%	N	%
ELEMENTARY SCHOOOL PROGRAMS						
Latino/a	455	48%	490	52%	945	100%
African American	291	46%	345	54%	636	100%
Asian/Pacific Islander	214	56%	169	44%	383	100%
White	59	45%	72	55%	131	100%
Unknown/ Not Reported	30	60%	20	40%	50	100%
American Indian/ Alaskan Native	6	60%	4	40%	10	100%
MIDDLE SCHOOOL PROGRAMS						
Latino/a	274	50%	271	50%	545	100%
African American	128	42%	176	58%	304	100%
Asian/Pacific Islander	105	52%	97	48%	202	100%
White	16	31%	36	69%	52	100%
Unknown/ Not Reported	16	64%	9	36%	25	100%
American Indian/ Alaskan Native	1	50%	1	50%	2	100%
HIGH SCHOOOL PROGRAMS						
Latino/a	99	52%	92	48%	191	100%
African American	80	54%	69	46%	149	100%
Asian/Pacific Islander	25	42%	35	58%	60	100%
White	4	44%	5	56%	9	100%
Unknown/ Not Reported	3	38%	5	63%	8	100%
American Indian/ Alaskan Native	2	100%	0	0%	2	100%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth surveys administered in spring 2017.

Note: We were unable to match 1,220 surveys to a known participant; their gender and race/ethnicity are unknown.

H2. DIFFERENCE IN YOUTH SURVEY RESPONSES BY RACE/ETHNICITY, GRADE LEVEL, AND GENDER

The following section contains differences in responses by three youth characteristics.[29] Notable results are discussed in the "Differences in Youth Outcomes" section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

Analysis was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items. [30,31]

Survey items are presented by outcome theme and annotated to indicate items for which statistically significant differences (at p<.05) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull's-eye or star symbol (as denoted within each table). The bull's eye ⊙ indicates a statistically significant difference by ethnicity; the star ✪ indicates a statistically significant difference by gender. Additionally, any statistically significant differences greater than +/- 5% are shaded.

Note: Latino/a students are the reference group for the analysis in survey responses by ethnicity. This is because they are the largest group, in keeping with recommended analysis practice. Therefore, the column with survey responses by Latino students will never be shaded. Rather, any group where differences are statistically significant, and greater than +/- 5% *compared to Latino students*, will be shaded.

---

[29] Survey results are presented for youth responses where matched demographic data was available.
[30] Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded since they represented only 3% of the total sample.
[31] For analysis, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland school-based after school programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted.

ELEMENTARY SCHOOL: QUALITY

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS		GENDER			ETHNICITY		
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
SAFE ENVIRONMENT								
☉	In this program, other kids hit or push me when they are not just playing around.	15%	15%	13%	14%	12%	17%	7%
✿☉	When I am in this program, other kids spread mean rumors or lies about me.	21%	21%	19%	17%	19%	23%	11%
✿☉	If my friends or I get bullied at this program, an adult steps in to help.	71%	70%	75%	64%	73%	75%	72%
✿☉	I feel safe in this program.	78%	75%	81%	72%	80%	78%	86%
SUPPORTIVE ENVIRONMENT								
✿☉	There is an adult at this program who cares about me.	78%	75%	82%	66%	79%	83%	82%
✿☉	In this program, I tell other kids when they do a good job.	51%	49%	56%	43%	54%	55%	56%
✿☉	The adults in this program listen to what I have to say.	70%	68%	73%	61%	74%	70%	77%
INTERACTION								
✿☉	I feel like I belong at this program.	70%	68%	72%	59%	73%	72%	71%
✿☉	In this program, I get to help other people.	69%	65%	74%	59%	71%	74%	75%
✿☉	This program helps me to make friends.	68%	68%	68%	61%	72%	67%	67%
ENGAGEMENT								
	I am interested in what we do in this program.	68%	66%	70%	65%	69%	68%	70%
	In this program, I get to choose what I do and how I do it.	42%	41%	43%	46%	42%	39%	40%
☉	In this program, I try new things.	69%	67%	73%	69%	72%	70%	66%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	HIS/LAT	AF AM	WHITE
SAFE ENVIRONMENT								
✪	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	26%	29%	21%	20%	24%	30%	17%
	How many times in this program have you had mean rumors or lies spread about you?	22%	20%	21%	17%	20%	25%	16%
	If someone bullies my friends or me at this program, an adult steps in to help.	56%	58%	58%	55%	60%	57%	58%
	I feel safe in this program.	62%	66%	62%	61%	66%	61%	76%
SUPPORTIVE ENVIRONMENT								
	There is an adult at this program who really cares about me.	59%	59%	61%	60%	57%	64%	63%
	In this program, I tell other youth when they do a good job or contribute to the group.	39%	42%	37%	38%	39%	39%	58%
	The adults in this program listen to what I have to say.	53%	58%	53%	57%	57%	50%	58%
INTERACTION								
	I feel like I belong at this program.	51%	55%	50%	51%	52%	51%	55%
	In this program, I get to help other people.	51%	51%	51%	49%	51%	49%	67%
✪	Since coming to this program, I am better at making friends.	50%	55%	47%	50%	51%	50%	47%
ENGAGEMENT								
	I am interested in what we do in this program.	48%	50%	48%	42%	51%	48%	52%
✪	In this program, I get to choose what I do and how I do it.	32%	39%	27%	36%	31%	30%	43%
	In this program, I try new things.	48%	49%	49%	43%	52%	48%	47%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	API	HIS/LAT	AF/AM	WHITE
SAFE ENVIRONMENT								
	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	6%	4%	1%	0%	2%	5%	0%
	How many times in this program have you had mean rumors or lies spread about you?	8%	6%	4%	0%	4%	8%	13%
	If someone bullies my friends or me at this program, an adult steps in to help.	71%	76%	83%	80%	77%	80%	86%
	I feel safe in this program.	77%	84%	88%	87%	85%	88%	71%
SUPPORTIVE ENVIRONMENT								
	There is an adult at this program who really cares about me.	72%	79%	85%	78%	82%	84%	88%
	In this program, I tell other youth when they do a good job or contribute to the group.	59%	65%	74%	72%	70%	70%	63%
	The adults in this program listen to what I have to say.	71%	81%	84%	85%	82%	83%	75%
INTERACTION								
	I feel like I belong at this program.	67%	76%	81%	75%	79%	81%	75%
	In this program, I get to help other people.	64%	70%	75%	70%	73%	74%	63%
	Since coming to this program, I am better at making friends.	57%	65%	70%	63%	68%	68%	100%
ENGAGEMENT								
	I am interested in what we do in this program.	65%	74%	80%	72%	76%	81%	63%
	In this program, I get to choose what I do and how I do it.	60%	67%	70%	62%	66%	76%	63%
✪	In this program, I try new things.	67%	75%	84%	83%	78%	81%	88%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS		GENDER			ETHNICITY		
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
SCHOOL ENGAGEMENT								
✿⊙	This program helps me to feel like a part of my school.	71%	69%	74%	64%	74%	72%	74%
✿⊙	This program helps me feel happy to be at this school.	66%	64%	69%	55%	71%	66%	71%
✿⊙	This program helps me feel more motivated to learn in school.	61%	58%	63%	48%	66%	63%	50%
ADACEMIC BEHAVIORS								
⊙	Because of this program, I am better at getting my homework done.	80%	80%	81%	77%	84%	78%	82%
⊙	This program helps me to learn good study skills (like reading directions, taking tests).	62%	61%	64%	55%	67%	67%	45%
⊙	Since coming to this program, I am better at setting goals for myself.	66%	65%	68%	59%	69%	71%	48%
SENSE OF MASTERY								
⊙	This program helps me feel like more of a leader.	62%	61%	65%	50%	63%	71%	52%
✿⊙	This program helps me get better at things that I used to think were hard.	69%	67%	71%	58%	73%	71%	64%
✿⊙	This program helps me to feel more confident about what I can do.	72%	70%	75%	62%	76%	75%	68%
COLLEGE AND CAREER EXPLORATION								
⊙	In this program, I learn about the kinds of jobs I'd like to have in the future.	58%	57%	59%	58%	59%	62%	40%
⊙	This program helps me feel more confident about going to college.	44%	42%	47%	49%	43%	49%	26%
PHYSICAL WELL-BEING								
⊙	This program helps me exercise more.	71%	73%	70%	65%	75%	70%	70%
⊙	This program helps me to learn how to be healthy.	65%	63%	66%	54%	71%	64%	51%
⊙	Since coming to this program, I am better at saying "no" to things I know are wrong.	71%	70%	74%	63%	75%	73%	71%
SOCIAL AND EMOTIONAL SKILLS								

⊙	Since coming to this program, I get along better with other people my age.	67%	65%	70%	53%	73%	68%	74%
⊙	This program helps me get along better with adults.	67%	67%	68%	57%	72%	68%	67%
✪⊙	This program helps me get along with people my age who are different from me.	69%	67%	72%	56%	75%	69%	73%
✪⊙	This program helps me try to understand how other people feel.	66%	64%	68%	59%	69%	67%	63%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 93).

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS		GENDER		ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
SCHOOL ENGAGEMENT								
✪	This program helps me feel more motivated to learn in school.	48%	53%	45%	49%	50%	48%	42%
✪	This program helps me to feel like a part of my school.	48%	56%	44%	45%	52%	50%	37%
✪	This program helps me feel happy to be at this school.	45%	51%	42%	46%	46%	47%	44%
ADACEMIC BEHAVIORS								
✪	Because of this program, I am better at getting my homework done.	57%	61%	53%	63%	57%	53%	50%
✪	This program helps me to learn good study skills (like reading directions, taking tests).	39%	46%	34%	39%	41%	42%	31%
✪	Since coming to this program, I am better at setting goals for myself.	43%	49%	40%	43%	44%	48%	41%
SENSE OF MASTERY								
✪⊙	This program helps me feel like more of a leader.	43%	49%	40%	38%	44%	51%	37%
✪	This program helps me get better at things that I used to think were hard.	48%	54%	46%	49%	51%	49%	42%
	This program helps me to feel more confident about what I can do.	49%	55%	46%	45%	53%	50%	44%
COLLEGE AND CAREER EXPLORATION								
✪⊙	In this program, I learn about the kinds of jobs I'd like to have in the future.	43%	48%	42%	51%	41%	48%	52%
	This program helps me feel more confident about going to college.	46%	52%	44%	47%	48%	49%	47%
	This program helps me feel ready to go to high school.	49%	53%	47%	49%	51%	52%	40%
PHYSICAL WELL-BEING								
✪⊙	This program helps me exercise more.	49%	56%	42%	45%	54%	46%	35%
✪	This program helps me to learn how to be healthy.	44%	51%	39%	40%	47%	46%	38%
✪	Since coming to this program, I am better at saying "no" to things I know are wrong.	53%	56%	54%	52%	56%	56%	47%

SOCIAL AND EMOTIONAL SKILLS

✪	Since coming to this program, I get along better with other people my age.	49%	58%	44%	47%	52%	51%	44%
✪◉	This program helps me get along better with adults.	48%	53%	45%	52%	52%	43%	35%
✪	This program helps me get along with people my age who are different from me.	49%	53%	47%	48%	53%	48%	46%
✪	This program helps me try to understand how other people feel.	45%	49%	43%	39%	48%	48%	40%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page re93).

SIGNIFICANT (at p<.05)	SURVEY QUESTIONS		GENDER		ETHNICITY			
		OVERALL	BOY	GIRL	API	HIS/LAT	AF AM	WHITE
SCHOOL ENGAGEMENT								
	This program helps me feel more motivated to learn in school.	64%	74%	78%	75%	76%	77%	75%
	This program helps me to feel like a part of my school.	63%	74%	78%	80%	76%	76%	86%
	This program helps me feel happy to be at this school.	58%	69%	74%	72%	69%	76%	63%
ADACEMIC BEHAVIORS								
	Because of this program, I am better at getting my homework done.	60%	69%	73%	75%	69%	73%	86%
	This program helps me to learn good study skills (like reading directions, taking tests).	58%	66%	74%	67%	69%	72%	71%
	Since coming to this program, I am better at setting goals for myself.	63%	71%	77%	75%	74%	74%	75%
SENSE OF MASTERY								
	This program helps me feel like more of a leader.	59%	70%	68%	65%	65%	77%	63%
	This program helps me get better at things that I used to think were hard.	65%	76%	79%	82%	74%	78%	100%
	This program helps me to feel more confident about what I can do.	63%	71%	77%	78%	73%	74%	100%
COLLEGE AND CAREER EXPLORATION								
	In this program, I learn about the kinds of jobs I'd like to have in the future.	59%	70%	69%	63%	71%	72%	75%
	This program helps me feel more confident about going to college.	64%	75%	76%	72%	75%	79%	75%
PHYSICAL WELL-BEING								
☉	This program helps me exercise more.	49%	61%	60%	64%	54%	69%	63%
	This program helps me to learn how to be healthy.	56%	67%	67%	59%	68%	69%	71%
	Since coming to this program, I am better at saying "no" to things I know are wrong.	61%	68%	72%	78%	69%	69%	83%

SOCIAL AND EMOTIONAL SKILLS							
Since coming to this program, I get along better with other people my age.	61%	73%	74%	75%	72%	78%	75%
This program helps me get along better with adults.	63%	73%	74%	76%	72%	74%	75%
This program helps me get along with people my age who are different from me.	63%	73%	74%	78%	70%	76%	75%
This program helps me try to understand how other people feel.	61%	70%	74%	67%	71%	77%	63%

Source: Cityspan Attendance System for attendance records from July 1, 2017 through June 30, 2018. Youth participant surveys administered in spring 2018, n=4,924. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 94).

DATA COMPANION I: CALIFORNIA HEALTHY KIDS SURVEY

The California Health Kids Survey (CHKS) is a statewide survey of factors that promote resilience and positive youth development in schools. OUSD administers the CHKS survey annually to youth in grades 3 and higher. Eight selected survey items in the Oakland after school student survey roughly aligned to CHKS, allowing a comparison of in-school and after school responses in Oakland.

Because the 2017-18 ASP survey and CHKS differed in response option number and types, a methodology was developed to draw conclusions from the data. The highest response option categories were compared in each overlapping survey item on the ASP and CHKS survey. When comparing survey items across the Oakland ASP survey and CHKS, differences greater than or equal to 10 percentage points indicated a meaningful finding.

Figure 31. ASP Reported Similar Instances of Physical Bullying for Middle and High Schoolers Compared to Their In-School Counterparts[32]
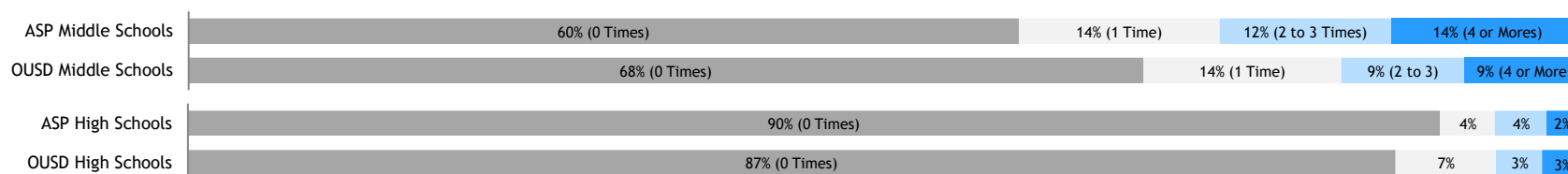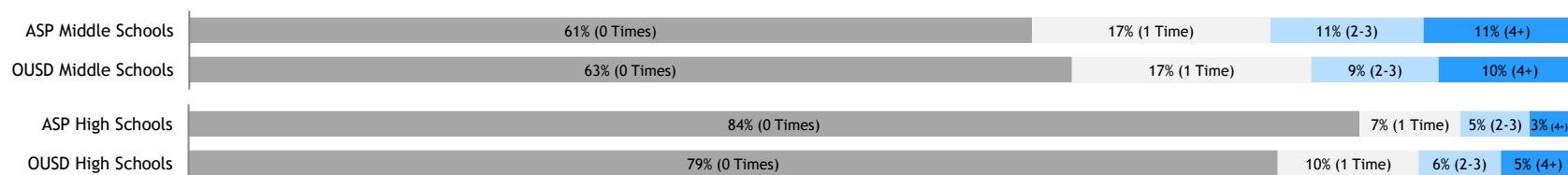

Figure 32. ASP Reported Similar Instances of Verbal Bullying for Middle and High Schoolers Compared to Their In-School Counterparts[33]

---

[32] Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD's CHKS survey.
[33] Ibid.

Figure 33. More ASP Youth Across All Grade Levels, Especially Middle and High Schoolers, Felt Strongly That an Adult Would Intervene When They Were Being Bullied Compared to Their In-School Counterparts

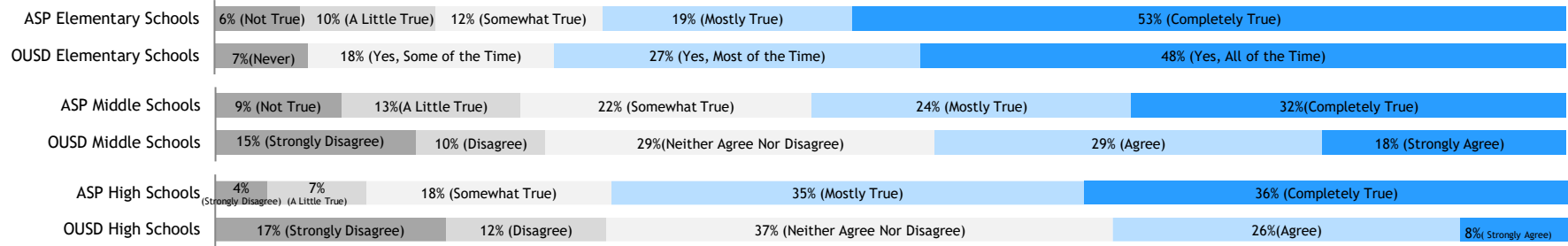|					
ASP Elementary Schools	6% (Not True)	10% (A Little True)	12% (Somewhat True)	19% (Mostly True)	53% (Completely True)
OUSD Elementary Schools	7%(Never)	18% (Yes, Some of the Time)	27% (Yes, Most of the Time)	48% (Yes, All of the Time)	
ASP Middle Schools	9% (Not True)	13%(A Little True)	22% (Somewhat True)	24% (Mostly True)	32%(Completely True)
OUSD Middle Schools	15% (Strongly Disagree)	10% (Disagree)	29%(Neither Agree Nor Disagree)	29% (Agree)	18% (Strongly Agree)
ASP High Schools	4% (Strongly Disagree)	7% (A Little True)	18% (Somewhat True)	35% (Mostly True)	36% (Completely True)
OUSD High Schools	17% (Strongly Disagree)	12% (Disagree)	37% (Neither Agree Nor Disagree)	26%(Agree)	8%(Strongly Agree)

Figure 34. More ASP Youth Across All Grade Levels Felt Strongly That They Were Safe in Their Program Compared to Their OUSD In-School Counterparts

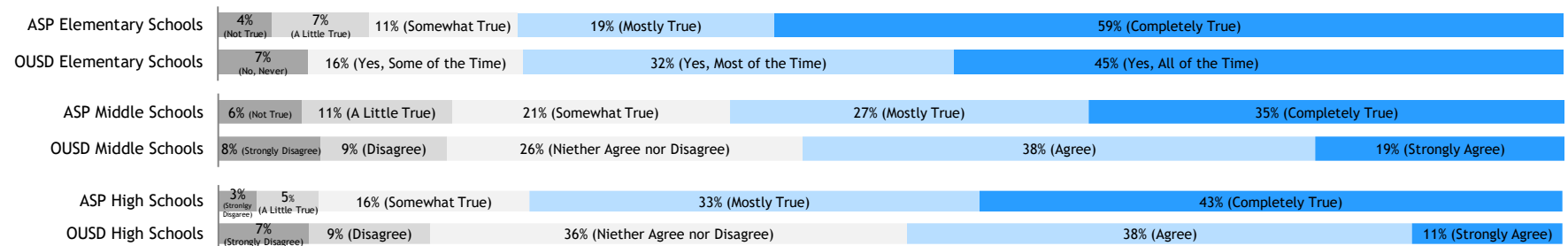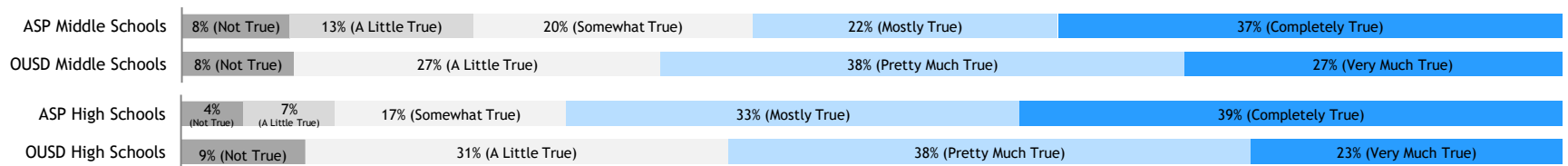|					
ASP Elementary Schools	4% (Not True)	7% (A Little True)	11% (Somewhat True)	19% (Mostly True)	59% (Completely True)
OUSD Elementary Schools	7% (No, Never)	16% (Yes, Some of the Time)	32% (Yes, Most of the Time)	45% (Yes, All of the Time)	
ASP Middle Schools	6% (Not True)	11% (A Little True)	21% (Somewhat True)	27% (Mostly True)	35% (Completely True)
OUSD Middle Schools	8% (Strongly Disagree)	9% (Disagree)	26% (Niether Agree nor Disagree)	38% (Agree)	19% (Strongly Agree)
ASP High Schools	3% (Strongly Disagree)	5% (A Little True)	16% (Somewhat True)	33% (Mostly True)	43% (Completely True)
OUSD High Schools	7% (Strongly Disagree)	9% (Disagree)	36% (Niether Agree nor Disagree)	38% (Agree)	11% (Strongly Agree)

Figure 35. More ASP Middle School and High School Youth Felt Strongly That Adults in The Program Cared About Them Compared to Their In-School Counterparts[34]

ASP Middle Schools	8% (Not True)	13% (A Little True)	20% (Somewhat True)	22% (Mostly True)	37% (Completely True)
OUSD Middle Schools	8% (Not True)	27% (A Little True)	38% (Pretty Much True)	27% (Very Much True)	
ASP High Schools	4% (Not True)	7% (A Little True)	17% (Somewhat True)	33% (Mostly True)	39% (Completely True)
OUSD High Schools	9% (Not True)	31% (A Little True)	38% (Pretty Much True)	23% (Very Much True)	

---

[34] Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD's CHKS survey.

Figure 36. More ASP High Schoolers Felt Strongly That Adults in The Program Listened to What They Had to Say, However Less ASP Middle Schoolers Felt the Same Way Compared to Their in-School Counterparts[35]

ASP Middle Schools	9% (Not at All True)	14% (A Little True)	23% (Somewhat True)	27% (Mostly True)	26% (Completely True)
OUSD Middle Schools	9% (Not at All True)	22% (A Little True)	36%(Pretty Much True)		33% (Very Much True)
ASP High Schools	4% (Not True) / 7% (A Little True)	18% (Somewhat True)	33% (Mostly True)		39% (Completely True)
OUSD High Schools	9% (Not at All True)	26% (A Little True)	38% (Pretty Much True)		27% (Very Much True)

---

[35] Elementary school comparisons could not be made because the question was not analyzed at the elementary school level in OUSD's CHKS survey.

DATA COMPANION J: PROGRAM PROFILES

[To be inserted once they are available and after Partners' fall review of draft report.]