



OAKLAND FUND FOR
CHILDREN & YOUTH

Final Report FY2017-2018

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TABLE OF CONTENTS

Acknowledgements.....	1
Introduction	1
Data Sources.....	1
Overview of the Report	2
Programs	2
Location.....	4
Budget and OFCY Funding.....	4
Staffing and Professional Development.....	6
Partnerships	8
Program Evaluation – Continuous Program Quality Improvement	9
Participants	10
Participant Characteristics	10
Services Received.....	13
Recruitment and Retention.....	14
Performance.....	16
Quality	19
Safe and Healthy Environment	20
Supportive Environment.....	22
Interaction and Leadership	25
Planning, Choices, and Reflection	27
Diversity and Inclusion.....	29
Partnerships	31
Additional Dimensions of Early Childhood Quality	33
Outcomes	35
Early Childhood Outcomes	35
Youth Development Outcomes	40
Conclusion.....	42
Appendix 1: Program Performance	44
Appendix 2: Program Quality Assessment.....	51

Oakland Fund for Children and Youth

Final Evaluation Summary - FY2017-2018



The Oakland Fund for Children and Youth (OFCY), created in 1996 through a ballot initiative, represents a large investment on the part of Oakland residents to support the dreams of young people and their families. OFCY provides strategic funding to programs for children and youth, with the goal of helping them to become **healthy, happy, educated, and engaged**, community members.

This Final Evaluation Report focuses on the performance, quality, and outcomes of 89 OFCY community-based programs that fall into four strategy areas:¹

Early Childhood programs include *Parent Support and Education* programs, which build parenting skills in order to strengthen families, as well as *Early Childhood Mental Health Consultation*, which supports early childhood educators to promote healthy socioemotional development of children in childcare centers.

Youth Development and Empowerment programs provide enriching programming while nurturing youth leadership, promoting community involvement, and creating safe environments.

Student Success in School programs help youth feel connected to school and engaged in their own learning by providing targeted academic support, enrichment, and case management.

Transitions to Adulthood facilitates the transition to college and career by providing opportunities to explore career opportunities through *Career Awareness and Academic Support for Older Youth*.

“

Our youth bring their funds of knowledge that come from their own families or the communities they come from—whether it's West Oakland, or the American South, Oaxaca, Guatemala. Each one brings their different life experiences.

-Staff member, Brothers on the Rise-Brother's Unite!

”

Programs at a Glance

\$9,944,618

invested

\$15,924,374

matched funds secured

20,838

youth served

89

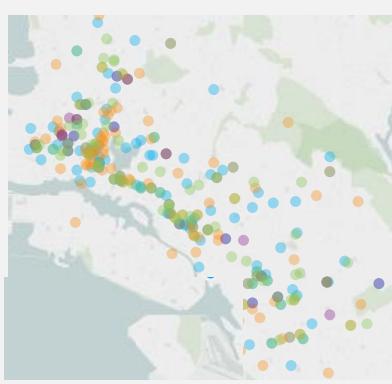
programs funded

72

agencies funded

485

program sites



¹ Data was drawn from Cityspan data, OFCY's participant surveys, site visits to 18 programs, and Program Quality Self-Assessments completed by 81 programs. Due to data limitations, evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

Overview of Participants

Key findings for participants:

Programs served children and youth from across the city.

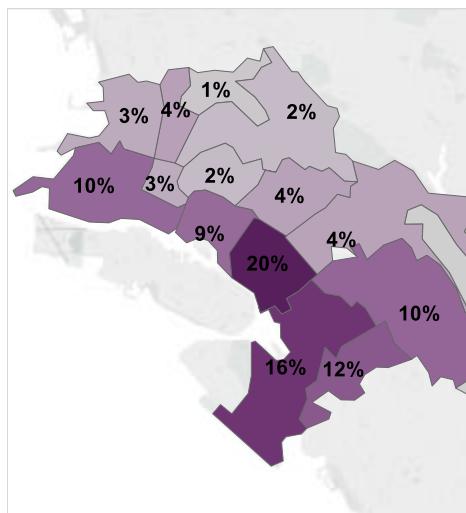
The majority of participants came from East Oakland. One-fifth of participants lived in the Fruitvale District.

The vast majority of OFCY youth participants were children and youth of color. Hispanic/Latino and African American children and youth made up most of the participants, followed by Asian/Pacific Islander, multiracial, and Middle East/ North African children.

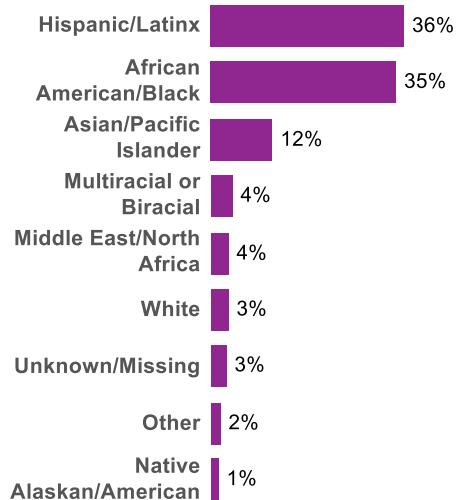
The time youth spent in programming varied greatly. 20% of youth received “intensive” services (120 hours or more), while 30% received “light touch” services (fewer than 10 hours). Two groups received the highest levels of service: elementary-aged youth in Youth Development and Empowerment programs and older youth in Career Awareness programs.

During FY 2017-2018, OFCY programs served 20,838 youth and 2,310 adults across all neighborhoods in Oakland, with 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and almost 50% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. Youth characteristics are illustrated below.

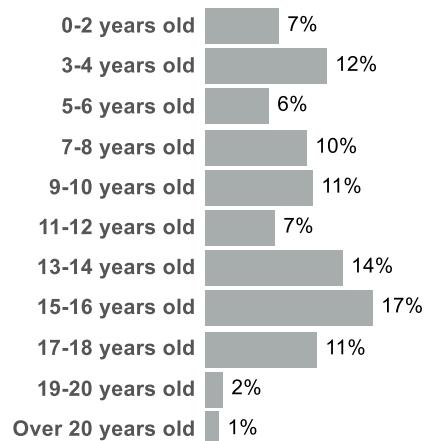
Zipcode of Residence



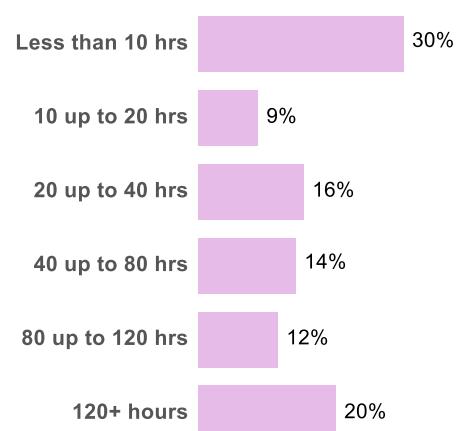
Ethnicity



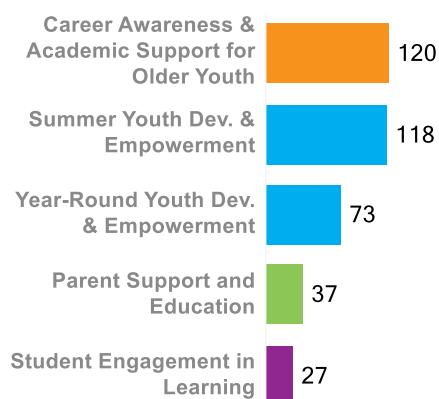
Age



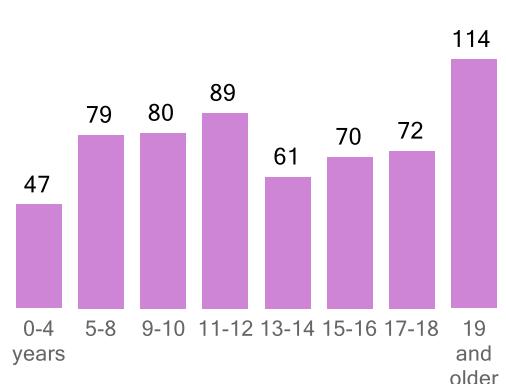
Distribution of Service Hours



Average Hours by Strategy



Average Hours by Age



Performance

Key findings for performance:

Programs made good progress toward enrollment and units of service projections. Across all programs, 86% met the threshold for enrollment, and 81% met the threshold for units of service.

Only 30% of participants submitted surveys.

Although this is a 5% increase from 2016-2017, the OFCY and SPR hope to increase survey response rates in FY2018-2019.

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also used two additional measures, including percentage of participants who receive 40 or more hours of service (43% of all participants) and percentage of participants who complete a participant survey (30% of all eligible participants).

Percent of Programs Meeting Core Performance Thresholds



Percent of Participants Meeting Additional Performance Thresholds



Quality

Key findings for program quality:

Overall, participants and staff gave high quality ratings. Results point to the generally high quality of OFCY programs.

Parent support programs that served at least 50 children received higher quality ratings than smaller programs. They received particularly high ratings in responsiveness and supportive environment. This may reflect higher capacity among these programs.

Youth in smaller programs generally rated quality higher than youth from larger programs.

Smaller programs may be able to provide more personalized attention or foster closer relationships between youth and adults and between peers.

OFCY draws on multiple data sources to assess program quality, including the annual participant surveys and program staff ratings from the Program Quality Self-Assessment tool.

Participant Surveys

Scale of 1 to 5

	Youth	Parents/Caregivers	Educators
Safe and Healthy Environment	4.18	4.69	4.41
Planning, Choices & Reflection	4.14	4.68	4.38
Interaction & Leadership	4.09	4.66	4.20
Supportive Environment	4.05	4.64	4.15
Diversity & Inclusion	3.98	4.56	4.09
	Partnerships	4.48	Partnerships

Program Quality Assessments

Scale of 1 (exploring) to 4 (exemplary)



Outcomes

Key findings for early childhood outcomes:

Parents, caregivers, and educators gained increased access to resources and support. Surveys revealed the most progress in this outcome, with an average of 93% of parents and 86% of caregivers agreeing to questions tied to it.

Parents and caregivers also report increased knowledge of child development and skills to support their children.

Over 90% of parents also report that early childhood programs increased and improved their relationships with teachers and key service providers.

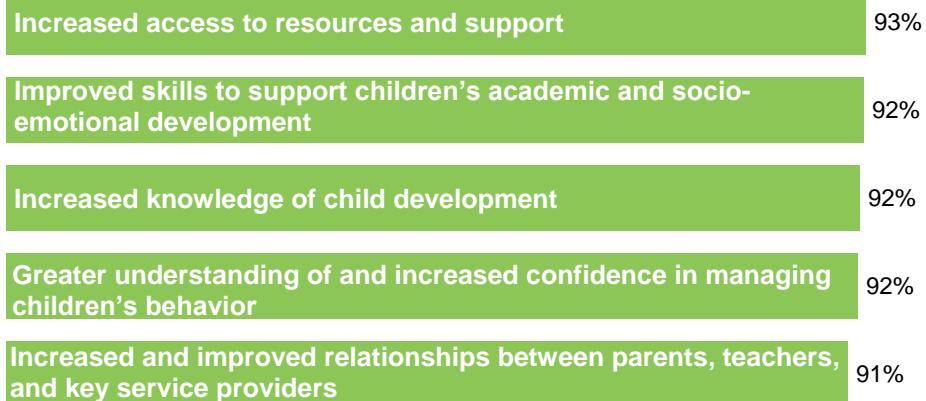
Key findings for youth development outcomes:

Youth reported strong youth development outcomes, especially in the area of development and mastery of skills. In particular, 88% of young people report that the OFCY programs they attend give them the opportunity to “try new things.”

Older participants reported higher youth development outcome scores. Youth in grades 11 and 12 or who are out-of-home may engage more deeply in leadership and higher-level youth development tasks than those that are younger. They also likely have more choice in the types of programs they attend.

OFCY's goal is to put young people on the “right track” so that they can thrive and become healthy and happy members of Oakland’s community. Results from participant surveys indicate that programs are making strong progress towards this goal:

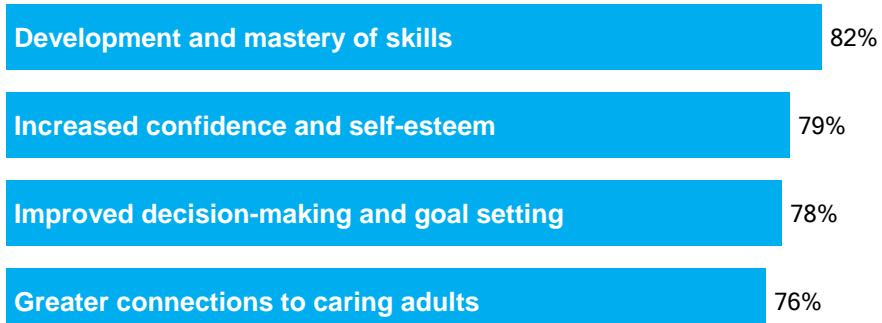
Early Childhood Outcomes (parent support and education)



Early Childhood Outcomes (mental health consultation)



Youth Development Outcomes



STRATEGY-LEVEL REPORTS

SUMMER YOUTH DEVELOPMENT AND EMPOWERMENT PROGRAMS: FY 2017-18



“ Maybe at home they don't have anyone to be with, or maybe they have to hang out with their parents at work. Here they're learning skills, they're socializing ... A lot of those kids who didn't like to be 'all out there' at first, now they're dancing, they're participating, they're helping out.

-Staff, Edventuremore's Camp Edmo ”

The Summer Youth Development and Empowerment programs funded by OFCY help youth stay engaged in learning while developing leadership skills, contributing to their community, and having fun. Children and youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Half of these programs operated community-based summer camps throughout the city and half provided enrichment activities for students enrolled at OUSD summer school programs. In the summer of 2018, we visited two programs (Edventuremore's Camp Edmo and Prescott Circus Theatre's Summer Program) to learn more about this strategy.

The Summer Youth Development and Empowerment Strategy at a Glance

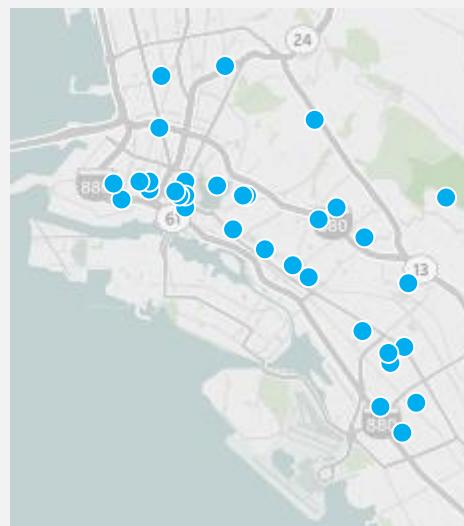
\$1,043,901 invested

2,648 youth served

12 programs funded

40 program sites

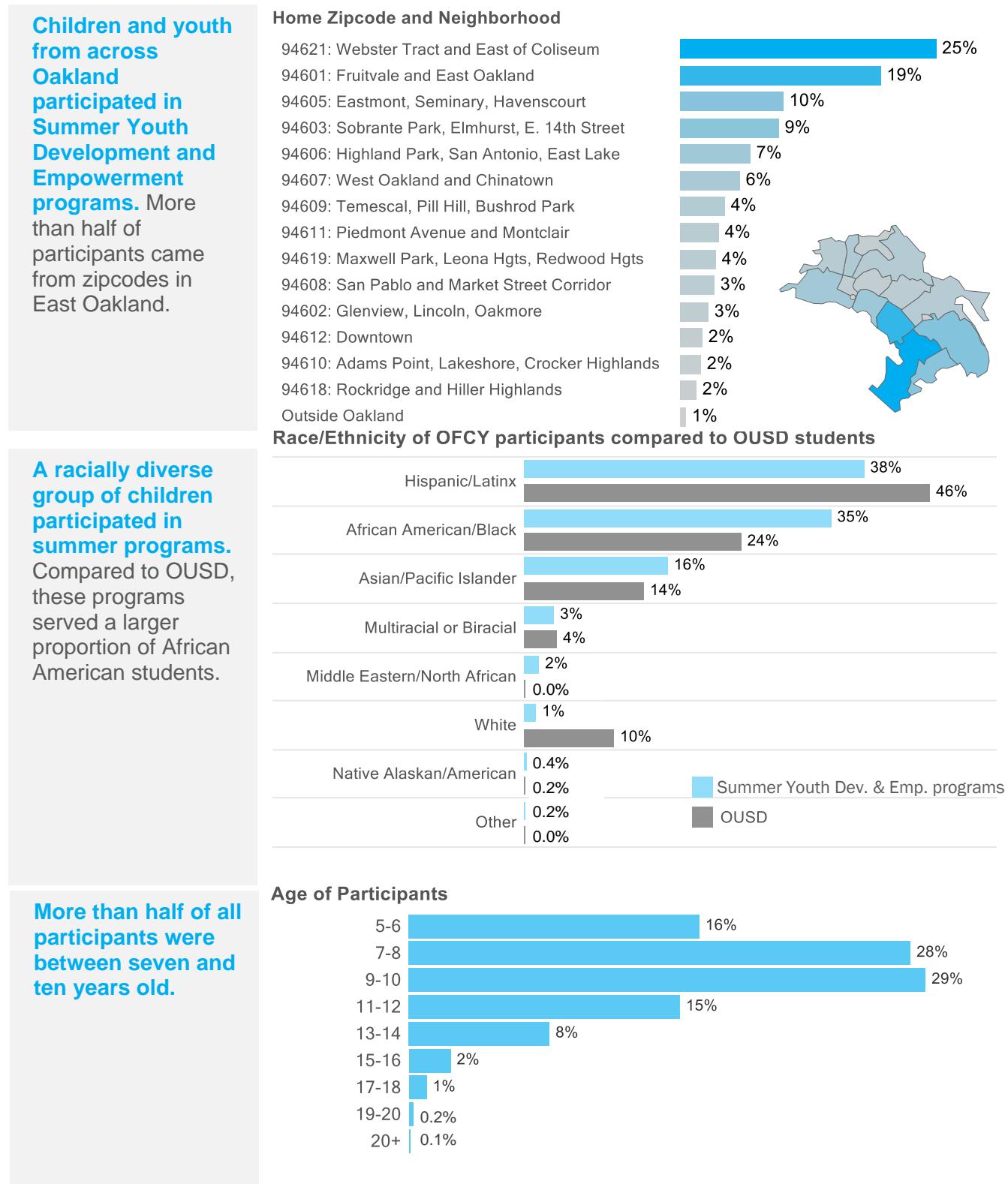
- Aim High for High School - Aim High/Oakland
- Destiny Arts Center - Summer with Destiny
- East Bay Asian Youth Center - Camp Thrive
- East Oakland Youth Development Center - Summer Cultural Enrichment Program
- Edventuremore! - Camp Edmo
- Family Support Services of the Bay Area - Kinship Summer Youth Program
- Girls Incorporated of Alameda County - Concordia Summer
- Lincoln Child Center - Oakland Freedom Schools
- Oakland Leaf Foundation - Oakland Peace Camp (OPC)
- Prescott Circus Theatre - Prescott Circus Theatre Summer Program
- Rose Foundation for Communities and the Environment - New Voices are Rising
- Social and Environmental Entrepreneurs (SEE), Inc. - Acta Non Verba: Youth Urban Farm Project



Participants

During FY2017-2018, 2,648 children and youth participated in *Summer Youth Development and Empowerment* programs. Key demographic findings are displayed below.

Summer Youth Development and Empowerment Participants



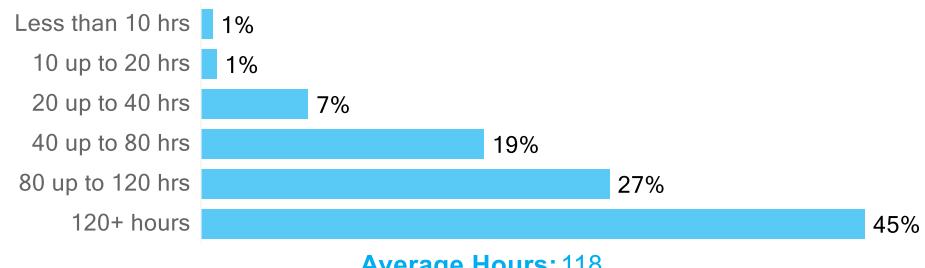
Services Received

On average, children and youth spent 118 hours engaged in *Summer Youth Development and Empowerment* programs. Key findings related to service patterns and participation are displayed below.

Services Received by Summer Youth Development and Empowerment Participants

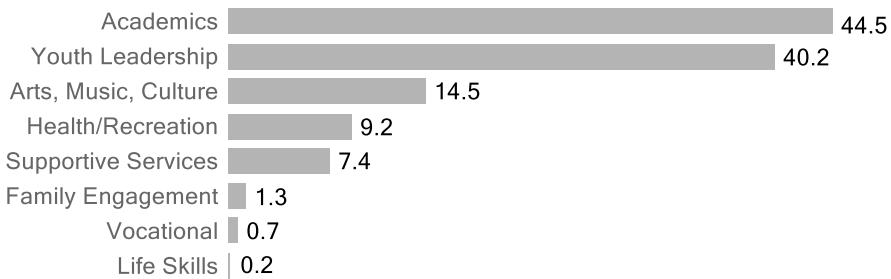
A little less than half of youth received intensive services (120 hours or more). Only 1% received fewer than 10 hours of service.

Distribution of Hours



Youth spent the most time engaged in academics, youth leadership and civic engagement, and arts and culture.

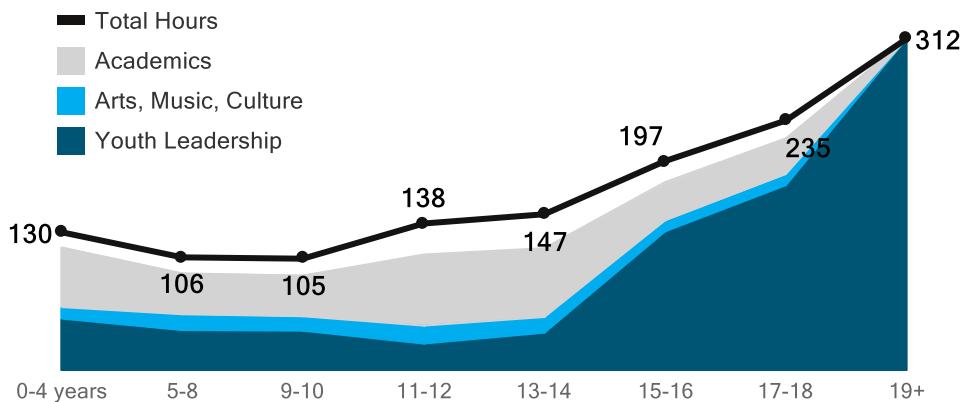
Average Hours by Category



Older youth spent more time engaged in youth leadership and civic engagement.

Middle school youth spent more time participating in academic activities.

Average Hours of Service by Age and Type of Activity



My favorite part about going to Prescott is performing, especially when I'm on stilts because you get to see people happy, like "yay, look at that tall person up there." And then when you do your tricks, they are so happy because they have never seen them before.

-Youth, Prescott Circus Theatre Program

Program Activities

Programs offered a diverse set of activities appropriate for the interests and age of participants.

Academics

- literacy support
- project-based learning
- STEM activities

Lincoln's Oakland Freedom Schools uses an integrated reading curriculum that ties together books, enrichment activities, and field trips to reinforce a love for reading.

Camp Edmo grounds its program in science, technology and nature, engaging youth in Maker Projects that combine collaborative design challenges with art and individual expression.



Leadership and Civic Engagement

- service learning projects
- youth-led enrichment classes
- youth farming
- conflict resolution training
- community activism
- public speaking

Youth leaders at **Rose Foundation for Communities and the Environment's New Voices are Rising** participate in group discussions, field trips, environmental restoration work, community presentations and advocacy activities to promote environmental justice.

Prescott Circus has created a development tier for students to move along as they progress through the program. Middle school youth on the "Leadership Team" teach fundamental skills and explain the program culture to new students. High school youth who serve as "Apprentices" receive additional responsibilities. As "Class Assistants," young adults are paid minimum wage to assist adult staff in coaching youth participant on their circus skills. Students from all tiers contribute to the day-to-day operations of the program.

Art/Culture

- | | | |
|-----------------|----------------|---------------|
| • graffiti arts | • dance | • fashion |
| • music | • martial arts | • mixed media |
| • poetry | • drumming | • drawing |
| • cooking | • field trips | • theater |

At **Camp Destiny**, youth learn hip hop dance, martial arts, visual arts, and theater with an emphasis on mindfulness at Destiny Art Center.

Prescott Circus Theatre participants build circus skills, including juggling, acrobatics, improvisation, balancing, unicycling, stilting, hip hop dance, hambone body percussion, and clowning.

We get to learn a lot of new skills and tricks. We get to learn different cultures. Right now, we are learning hambone, a type of body percussion. It was something that was used by the enslaved Africans when their drums were taken away during slavery, so they used bodies to communicate with each other.

-Youth, Prescott Circus
Theatre Program

Outcomes of Children and Youth

At the end of the summer, 1,298 children and youth completed surveys to reflect on their experience in their program. Participants' survey responses reveal their progress towards four youth development outcomes, as shown in the exhibit below.

Progress toward Youth Development Outcomes

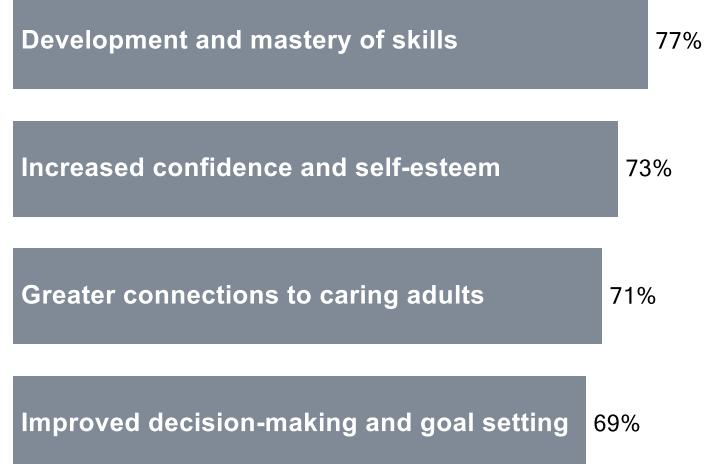
To build confidence and self-esteem, programs create safe environments where children and youth can open up and express themselves. During interviews, staff from Camp Edmo and Prescott Circus discussed the importance of creating a safe space for youth to make friends and experiment with self-expression.

It's not just the academic part. It's also the emotional [part]. These kinds of programs really help those **kids who are really shy to open up**. You'll see them singing, dancing, and speaking up. -*Staff, Camp Edmo*

It's a space where kids, who are not on the heteronormative or gender-binary normative line, have **a place where they fully express themselves**. It's a place for them to explore that in a safe way because it's clowning, it's circus, it's costuming.
-*Staff, Prescott Circus Theatre*

Youth reported strong progress in youth development outcomes, especially in *Development and Mastery of skills*. Most notably, 87% of respondents reported that they try new things in their program, one of the survey items tied to this outcome. This suggests that these programs provide experiences that children and youth may not otherwise have access to. Programs discussed the importance of offering a variety of experiences to allow youth to find their strengths.

There are so many different skill disciplines that we offer that **every student finds something that they're good at**. There are some students who are not quite as agile in acrobatics, but they are an amazing clown. -*Staff, Prescott Circus Theatre*



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

87%
reported they try new things in the program.

77%
reported that adults in the program tell them what they are doing well.

78%
reported that there was an adult who cared about them in the program.

I can be myself in the program – be funny and do what I would like to do.
-*Youth, Prescott Circus Theatre*

Progress toward Youth Empowerment Outcomes

Older youth reported the strongest progress toward youth empowerment outcomes. These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution.

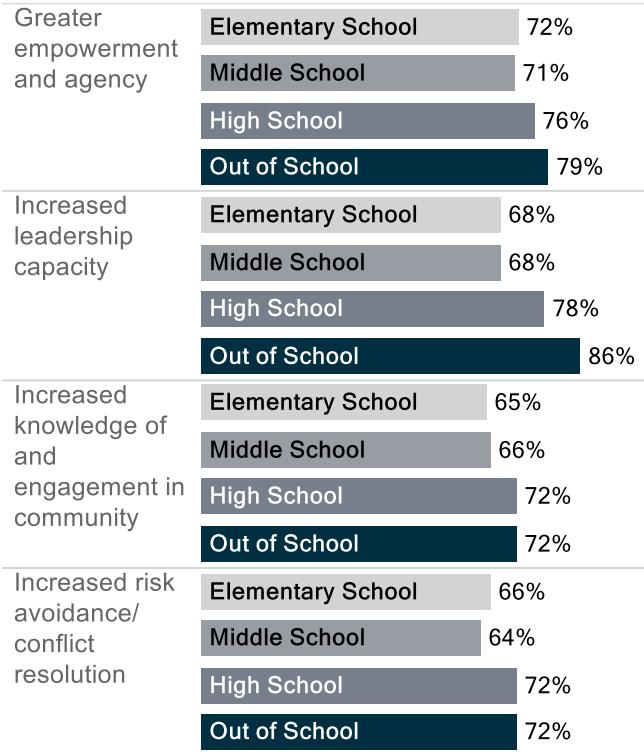
Programs identify strategies to boost youth empowerment that are appropriate for their age group and program focus. Strategies include providing opportunities to investigate community issues, allowing older youth to lead activities for younger participants, and embedding issues relevant to youth's community in enrichment activities. For example, Prescott Circus gives opportunities for participants to perform in the community both to bring joy to others and raise awareness of the participants.

In some shows, the youth are coming out as entertainers. But other times, it's approached as community service where we'll specifically go to populations that are more isolated or alienated, such as a health care center where our children are bringing a lot of joy and also interacting with populations they may not normally interact with on a daily basis.

- Staff, Camp Edmo

Both summer programs visited this year intentionally incorporate conflict resolution and mindfulness in youth activities.

If you don't have any positive activities to be engaged in, they might sit at home and watch TV and just play games and get into trouble versus if they came to, for example, Camp Edmo, you have all these different types of enrichment activities they can engage in and being able to teach them conflict resolution skills and things like that. - Staff, Prescott Circus Theatre



(Percentages reflect how often youth agreed to questions tied to each outcome area.)

77%

reported that adults in the program listen to what they have to say.

73%

reported that the program has taught them how to stand up for themselves.

72%

reported that they feel like they can make more of a difference since coming to the program.

The program has taught me mindfulness because when other people get angry, you can calm them down with mindfulness and just tell them, "take a couple deep breaths", and then they're all good, and the person that they got into the conflict with, they can both be friends again!"

-Youth, Prescott Circus Theatre

INTRODUCTION

The Oakland Fund for Children and Youth (OFCY) serves a critical role in supporting and connecting agencies and organizations throughout the city of Oakland to serve its children and youth. Since its inception in 1996, OFCY has been providing strategic funding for programs that serve children and youth from birth through age 20. OFCY works to promote a vision of social and economic equity and to ensure that Oakland's children and youth are healthy, happy, educated, engaged, powerful and loved members of the community.

This Final Report describes 89 community-based programs funded by OFCY that collectively served over 20,000 children and youth in FY2017-2018.¹ The report highlights progress towards performance measures and outcomes and provides a broad overview of the services provided to children, youth, and adults served by these programs during FY2017-2018. Youth and adults enrolled in at least one program activity or an internship are included in this Final Report.

Data Sources

The Final Report draws on quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, track progress towards outcomes, capture program quality, and assess programs' progress towards meeting service projections at the end of FY2017-2018.

Exhibit 1: Data Sources

Data Source	Description
Cityspan	OFCY's client management system, Cityspan, is used to track youth and adult characteristics and hours and types of services received. Youth and adults enrolled in at least one program activity were included in the Mid-Year Report. During FY2017-2018, data were available for 20,799 children and youth and 2,220.
Participant Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 4,483 youth surveys were completed by youth in grade 3 or higher in programs that focus on serving children and youth. Parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 156 educators and 420 caregivers submitted surveys.
Program Quality Self-Assessment	During spring and summer 2018, SPR deployed a program quality self-assessment to help OFCY-funded programs identify their strengths and priorities for growth. The assessment also identified requests for additional supports, peer-learning opportunities, and capacity-building needs among OFCY grantees. In total, 380 individuals completed the assessment, representing 81 of the 89 organizations in the evaluation. ² The assessment was completed by program staff and managers, executive directors, administrative staff, board members, and volunteers.
Site Visits	During spring and summer 2018, SPR visited 18 programs from the following strategies: Early Childhood: Parent Engagement and Support (2), Student Engagement in Learning (2), Youth Development and Empowerment: Year-Round (7), Youth Development and Empowerment: Summer (2), and Career Awareness and Academic Support (3). During these visits, which included staff interviews, participant focus groups, and program observations, SPR gathered

¹ In total, OFCY funded 148 programs. This report excludes the School-based After School strategy, which covers 59 programs and is separately evaluated by Public Profit.

² This represented 96% of the organizations asked to complete the assessment and did not include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) or the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

	information on program and participant characteristics, outreach and recruitment, program quality and best practices, and participant outcomes.
Youth-Led Evaluation Data	During spring 2018, SPR convened a group of 5 youth weekly, training them on research practices, data collection and analysis. Youth then exercised their research skills by developing a research question, creating and executing a data collection and analysis plan, and presenting their findings to OFCY staff and programs. Through this project, youth interviewed or surveyed 33 of their peers about their experience in OFCY.

Overview of the Report

This report summarizes the evaluation of OFCY's 89 community-based programs, beginning with strategy-level summaries, followed by general findings. The general findings begin with a descriptive overview of OFCY's *programs*, including program size, funding and location. The next section summarizes characteristics of OFCY's program *participants* and the services they receive. The section on *performance* provides an overview of progress made toward OFCY performance measures. The remaining two sections cover *program quality* and progress towards *outcomes* in youth development and early childhood development. Finally, the report concludes with a section focused on considerations as we look forward to OFCY's 2018-2019 program year.

PROGRAMS

Accounting for \$9.94 million of OFCY's investment in FY2017-2018, the 89 programs included in this evaluation fall under four main strategy areas:

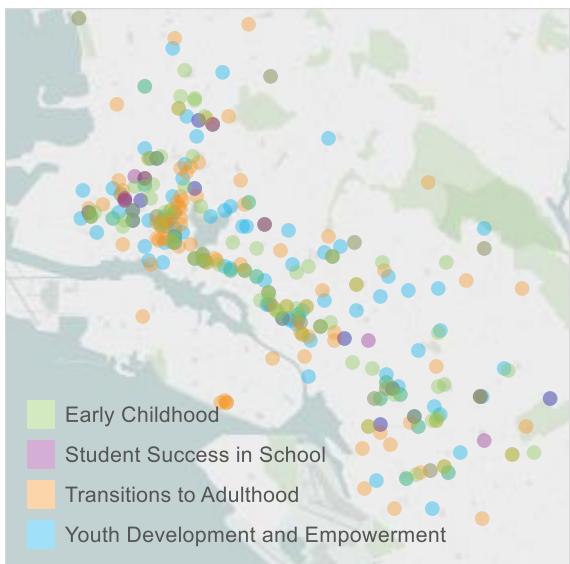
- **Early Childhood programs** includes early interventions and supports for families and young children to set the stage for healthy development and future outcomes. Specific strategies in this area include: *Early Childhood Mental Health Consultations* (3 programs) and *Parent Support and Education* (15 programs).
- **Student Success in School programs** support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. One of the two funding strategies in this area, *Student Engagement in Learning* (9 programs), is included in this report.³
- **Youth Development and Empowerment programs** are designed to provide safe and supportive environments for youth while providing enriching, high quality programming, and to nurture youth and community leadership. Under this area, OFCY funds both *Year-Round Youth Development and Empowerment* (36 programs) and *Summer Youth Development and Empowerment* (12 programs).
- **Transition to Adulthood programs** address two critical needs facing youth as they grow into self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications to be able to achieve their career goals. Both of these are addressed by the *Career Awareness and Academic Support for Older Youth* strategy (14 programs).

Exhibit 2 illustrates key characteristics of OFCY community-based programs. These programs are diverse in size, capacity, and design. In this section, we present an overview of programs, including their location, budget and funding level, staffing, and partnerships.

³ This strategy area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (59 programs), which are not included in this report.

Exhibit 2: Program Characteristics

Location



Program Location (Zipcode and Neighborhood)

94601: Fruitvale, East Oakland	13%
94621: East Oaknald: Webster Tract, East of Colise..	11%
94606: Highland Park, San Antonio, East Lake	11%
94612: Downtown	10%
94609: Temescal, Bushrod Park	7%
94605: Eastmont, Seminary, Havenscourt, Millsmont	6%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	5%
94610: Adams Point, Lakeshore, Crocker Highlands	4%
94603: Sobrante Park, Elmhurst, E. 14th Street	4%
94602: Glenview, Lincoln, Oakmore	3%
94608: San Pablo and Market Street Corridor	3%
94618: Lower Broadway Terrace and Rockridge	1%

Note: Zipcodes with fewer than 1% of program locations: 94611: Piedmont Avenue and Montclair

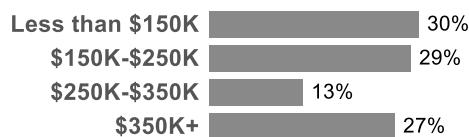
Funding

Youth Dev. & Empowerment	\$4,584,445
Early Childhood	\$2,474,280
Transitions to Adulthood	\$2,125,533
Student Success in School	\$760,360

Budget

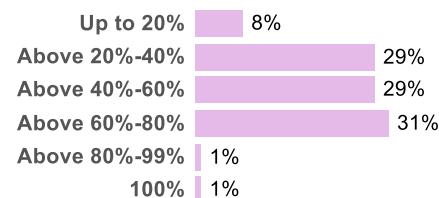
Program Budget

Average: \$256,745



Grant as Percentage of Program Budget

How much of the budget comes from OFCY?



Funding by Strategy

Year-Round Youth Development & Empowerment	\$3,540,544
36 programs	

Summer Youth Dev. & Empowerment	\$1,043,901
12 programs	

Career Awareness and Academic Support for Older Youth	\$2,125,533
14 programs	

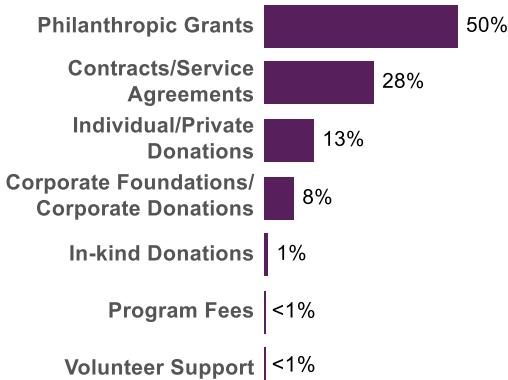
Parent Support and Education	\$1,724,280
15 programs	

ECMH	\$750,000
3 programs	

Student Engt. in Learning	\$760,360
9 programs	

- Youth Dev. & Empowerment
- Transitions to Adulthood
- Early Childhood
- Student Success in School

Type of Match Funds



Location

Location is very important. We strive to find locations that feel safe and comfortable to the communities.

-Staff member, Safe Passages' Baby Learning Communities (Interview)

OFCY programs take place at sites located throughout Oakland. The largest percentage of program sites are in West Oakland/Chinatown (16%, 94607), followed by East Oakland/East of Coliseum (15%, zip code 94621) and clustered along International Boulevard in Fruitvale (13%, 94601). Generally, program sites are clustered in areas where most participants live (West Oakland, East Oakland, Fruitvale) or that are readily accessible by public transportation (Downtown).

About two-thirds of programs offer services at multiple sites. Programs that provide internship opportunities, for instance, place students at a wide variety of locations, including hospitals, schools, and community-based organizations. Other programs operate out of multiple locations to ensure that OFCY programming is accessible across communities. For example, Safe Passages' Baby Learning Communities offers playgroups and parent education for families with young children at three different elementary school sites in high need communities across Oakland. In addition to ensuring accessibility, their school-based model provides an opportunity for families, particularly immigrant, Latinx, and African American communities who may have been marginalized by the education system in the past, to build trust in schools and become comfortable accessing resources at school sites. According to program staff "rebuilding trust with schools is key at the very beginning of child rearing" and a central component of their program model.

Budget and OFCY Funding

While OFCY programs vary significantly in size, most tend to be small, with average annual budgets of just over \$250,000. In this grant cycle, Vision Awareness and Education for Low-income Oakland Families (\$41,000) and Prescott Circus Theatre Summer Program (\$50,000) had the smallest program budgets. The largest programs were College Track Oakland (\$1,619,000) and Oakland Health Careers Collaborative (\$1,245,000). Because *Career Awareness and Academic Support for Older Youth* programs build in costs for youth stipends and internships, they tended to have the largest budgets (average of over \$400,000). In contrast, programs under *Student Engagement in Learning* tended to have the smallest budgets (average of just under \$175,000).

During FY2017-2018, OFCY invested \$9,945,000 in the 89 programs included in this report. On average, programs received \$112,000 in funding, with grants ranging from \$30,000 (4 programs) to \$300,000 (4 programs, including two *Early Childhood Mental Health Consultation* programs and two *Career Awareness and Academic Support for Older Youth* programs).⁴ A total of eight programs received grants of less than \$50,000 (6%), and seven programs received grants of \$200,000 or more (8%).

OFCY programs are expected to diversify their funding sources and draw on outside funding to support their programming. Specifically, programs are expected to secure a match of at least 20% of their program budget. Overall, **programs secured almost \$16 million in matching funds** from the following sources: foundations, private donations, and corporations; contract and service agreements; in-kind and leveraged support; and volunteer support. The top sources of OFCY

⁴ Programs receiving the smallest grants include Prescott Circus Theatre Summer Program, Vision Awareness & Education for Low-income Oakland Families, Oakland Peace Camp, and Middle School Engagement in Learning. Programs receiving the largest grants were Integrated Early Childhood Consultation Program, a collaborative of three agencies; Integrated Early Childhood Consultation Program, Building Green Futures, and Oakland Health Careers Collaborative.

matched funds are displayed in Exhibit 3. At the conclusion of FY2017-2018, all but two programs met the 20% match target.⁵ Key findings related to matched funds are:

- **Philanthropic grants, ranging in size from \$300 to \$885,000, made up half of matched funds reported by programs.** Grants were provided by large national foundations, such as Atlantic Philanthropies, as well as foundations operating at the state and local level. Lynne and Marc Benioff provided the most funding with a single grant of \$885,999 to support Oakland Promise's Brilliant Babies. State and local foundations that supported OFCY programs included the California Arts Council, East Bay Community Foundation, Oakland Public Education Fund, the California Endowment, and the San Francisco Foundation. Numerous family foundations supported programs, including well-known foundations like Walter & Elise Haas Foundation.
- **About one quarter (28%) of matched funds came from contracts and service agreements, including both government grants and fee-for-service payments.** Both Alameda County and OUSD provided significant support (over \$1 million each). Support from Alameda County came from a wide range of departments, from public health to transportation to probation offices. Examples of funding from the City of Oakland included the Oakland Housing Authority, Oakland Unite, Oakland Parks and Recreation, Head Start, and Port of Oakland. Other public funding sources included the Department of Labor and the Office of Statewide Health Planning and Development (OSPHD).
- **Individual/ private donations made up 13% of all matched funds.** These donations ranged from as small as \$100 to \$250,000.

⁵ This was calculated as actual matched funds reported in Cityspan divided by actual OFCY grant expenditures. Not all programs fully expended their OFCY grants. Oakland Park and Recreation's Sandboxes to Empowerment and Covenant House's CHC Transitional Services did not meet their match targets.

While all programs met their match targets, many rely on OFCY as a major source of funding: on average, OFCY funding made up 49% of program budgets, reflecting its critical role in supporting early childhood and youth programming in Oakland. Programs in the *Early Childhood Mental Health Consultations* strategy were the most dependent on OFCY funding (72% of program budget on average) while programs in the *Career Awareness and Academic Support* strategy were the least dependent (40% of program budget on average). As in the previous grant cycle, smaller programs with budgets under \$150,000 were significantly more likely to rely on OFCY funding than programs with budgets over \$350,000.⁶ OFCY grants comprised, on average, 66% of smaller program budgets versus 32% of larger program budgets.

Exhibit 3: Top 12 Sources of Matched Funds



Staffing and Professional Development

We try to be as inclusive as possible, with the board and the staff, of different races and ethnicities, so that we can be reflective of our community. We want the boys who come to our program to be able to identify with the staff and the board and say, "Hey look, that person looks like me," even the group leaders...It was very important to make sure that these guys were coming from within this community, had lived here, had grown up here, went away to college and now are coming back and saying, I want to give back somehow.

– Staff Member, Brothers on the Rise's Brothers Unite! (Interview)

Youth programs rely on motivated and caring staff to make their programs work. In our program survey and interviews, we asked about the composition and characteristics of program staff. We also asked how long staff had worked at the organization and their experiences recruiting, hiring, and retaining staff who represent the children, youth and families that they serve. Finally, we asked staff to share the types of professional development that their staff received. Key findings include:

- **As with overall program budget, the staff size of programs varied significantly (from 1 to 106).** Despite this range, most programs tended to be on the smaller side of this spectrum, with a median staff size of 9 and an average of 15. Thirty programs (34%) had a staff of five or less, while only four programs (4%) had a staff of more than 50. Programs with the

⁶ Programs with budgets under \$150,000 comprised 30% of all programs and programs with budgets over \$350,000 comprised 27% of all programs.

highest number of staff included Aim High/Oakland, Concordia Summer, FLY Leadership, and Youth Law Academy.

- **Most survey respondents did not identify staff retention as a challenge.** In open ended responses, only 13 programs identified staff recruitment or retention as a challenge. Over a third of programs (34%) had relatively low turnover, in that they did not have any staff that had been with the program less than 6 months. Other programs, such as summer programs, have a cyclical hiring pattern, and thus didn't view retention as a high priority.
- **Of those programs that found staff recruitment and retention challenging, key issues included finding individuals with the right skill set and offering competitive salaries.** Of the 13 programs that identified retention as a challenge in their open-ended responses, four indicated it was due to their inability to offer competitive salaries, while the others indicated that it was challenging recruiting and retaining staff that have the skills needed to work with the young people served by their program.
- **Most OFCY-funded program staff are Oakland residents.** 62% of programs had a staff that was comprised of at least half Oakland residents.⁷ At 17 programs (20%) 90-100 percent of staff were Oakland residents. Only two small programs had no Oakland residents on their staff.
- **Most OFCY-funded program staff are people of color, reflecting a concerted effort on the part of programs to hire staff that represent the programs they serve.** In our survey, 79% of program directors reported that their staff was more than 50% people of color (POC).⁸ In fact, at nearly 58% of programs, at least 80% of the staff was POC and a third of programs (27) had an all POC staff. In open-ended responses, survey respondents emphasized the importance of hiring staff that reflect the diversity of young people and families that they serve. While most programs did not find it difficult to find racially diverse staff, one said it was challenging to recruit men, and two said that it was challenging to find POC with experience in the specific skill-set that was the focus of their program.
- **Fourteen programs indicated that they actively recruit alumni to be members of their staff.** Respondents said that the advantage of hiring former participants is that they understand the community and program model, connect well with current participants, and they are well known by existing staff, which makes it easier to connect them with tasks that are a good fit for their talents and interests.

It is very helpful to be able to recruit, hire and retain staff who represent the population that we serve. Having LGBTQ identified staff with diverse backgrounds supporting LGBTQ parents with children helps us to deliver the highest quality programs. This is [because] staff are culturally competent when dealing with families and are able to understand the challenges and needs of LGBTQ families and their children.

– Staff member, Our Families Coalition, Building Strong Children in LGBTQ families (Survey)

⁷ Three programs did not respond to this question and two programs submitted a number that was out of range (e.g. the number of Oakland residents on staff outnumbered the total number of staff).

⁸ Three programs did not complete this question and another five programs submitted a number that was out of range (e.g. the number of people of color on staff outnumbered the total number of staff).

- **Almost all (94%) of programs provided professional development to their staff members in the 12 months preceding the program survey.** The most common type of professional development was internal agency training (86% of programs), followed by internal training provided by external providers (70%), training provided outside the agency (69%), and conferences (57%). Professional development resources included CBO partners, such as Partnership for Children and Youth, Compass Point, OUSD, Alameda County, and First Five. Furthermore, approximately 10% of programs indicated that they rely on online professional development resources to train staff.
- **The top four most needed areas for staff professional development include: trauma-informed care and crisis response; cultural sensitivity and responsiveness; coaching, mentoring, and counseling; and family engagement.** Within these four areas, respondents identified trauma-informed care and professional development on coaching as being the least accessible to their staff. Survey respondents generally thought that their staff had the *time* to participate in trainings, but that factors such as cost or location of training were a barrier.

As the program has grown and strengthened over the years, an increasing percentage of our summer staff positions have been filled by program graduates (former participants) who are attending college. These young people rise up through the ranks of our progressive high school leadership component and receive stipends, and they are the first ones we want to hire and pay when they are of age. Last summer, all but two of our staff were former participants.

– Staff member, Family Support Services of the Bay Area’s Kinship Summer Youth Program (Survey)

Partnerships

OFCY youth programs are part of a network of organizations and coalitions that work to improve outcomes for children, youth and families. Partner organizations can help to provide vital wrap-around services, enrichment experiences, serve as referral sites, and provide professional development and training to program staff. Key survey findings related to partnerships are highlighted below.

- **The most common type of partner for OFCY programs were academic-support partners, which included numerous local colleges (College of Alameda, Peralta Community Colleges, UC Berkeley, and CSU East Bay), OUSD, and nonprofit organizations.** The most common type of academic support was on-site tutoring. Thirteen agencies, some of which had multiple programs, partnered with educational partners to provide tutoring or other academic supports to youth as part of their programs, while seven referred participants to partners to receive academic tutoring or support services. Eight programs also have academic partners facilitate workshops for their participants.
- **The second most common type of partner are mental health programs, with the most frequent partners being Alameda County Department of Health, Fred Finch Youth Center, Oakland Children’s Hospital, Asian Health Services, and La Clinica de la Raza.** Mental health partners were most likely to provide mental health services as part of the program or to serve as a referral site for participants seeking mental health services. They also provided case conferencing and helped to facilitate trainings for participants at the program site.
- **Workforce partnerships, which were reported by 30% of programs, were broadly spread across different organizations and employers—very few partners were mentioned by more than one program.** The few programs identified as a partner more than once included Youth Uprising (3 programs) and Youth Employment Partnership (3 programs). By far the most frequently cited role of employer partners was to provide work experience opportunities to

participants as part of the program, followed by providing work experience to participants referred by the program. Eight programs reported that they had employer partners provide workshops for participants, while five reported that partners identified unsubsidized employment opportunities for their participants.

- **Partners that provided arts and recreation services were most likely to be community-based organizations providing direct service to program participants.** The most frequently cited partners were East Side Arts Alliance (3 programs) and Youth Spirit Artworks (3 programs). Other partners that were identified by more than one program included Destiny Arts Center, Soccer without Borders, and Youth Uprising, along with OUSD and the Oakland Parks and Recreation Department.
- **OFCY programs partnered with a variety of community-based organizations to provide services to specific populations.** The most common priority populations were young people who identified as LGBTQ youth (8 programs), Latinx (6 programs), African American (5 programs), newcomers (5 programs), and foster youth (3 programs). Three programs partnered to provide services to Asian youth and three partnered to enrich services for single or new mothers. Other populations included homeless youth, Native American youth, and youth within certain target age groups (e.g. elementary age youth).

Program Evaluation – Continuous Program Quality Improvement

A primary goal of OFCY is to strengthen the quality of programs for children, youth and families in Oakland. Through regular grantee meetings, the SPR evaluation team and OFCY program officers share data with program staff and support peer exchange on best practices. 81% of programs report that they use the annual OFCY survey results to inform program planning. Over half of programs also use the survey data and the bi-annual program profiles SPR produces to inform professional development for staff and share it with program stakeholders as a measure of how effective they are at reaching their goals. Although only 4 programs have the resources to pay for their own external evaluator, nearly three-quarters (73%) of programs collect and analyze their own data to track progress towards the specific goals of their programs.

- At least 30% of programs administer their own participant or client surveys to track outcomes or assess participant satisfaction;
- At least 16% use a database other than Cityspan, such as Efforts to Outcomes (ETO), to track participation and participant characteristic data; and
- At least 12% use assessments, such as the Basic Reading Inventory assessment, to track participant outcomes.

PARTICIPANTS

All of our youth are amazing. We see their potential.

-Staff member, Lincoln Child Center's West Oakland Initiative (Interview)

During FY2017-2018, 20,838 children and youth and 2,310 adults participated in OFCY-funded community-based programs. Programs under the area of *Youth Development and Empowerment* served the most participants (53%), followed by *Early Childhood* (21%), *Student Success in School* (16%), and *Transitions to Adulthood* (10%). Enrollment also varied by individual programs: seven programs served fewer than 50 participants while six served more than 1,000. While children and youth participants were spread across all programs and funding strategies, all adults participated in *Early Childhood* programs.

This section describes the characteristics of child, youth, and adult participants in OFCY programs, how they were recruited, and the hours of services they received.⁹

Participant Characteristics

(Our participants are) incredibly resilient and articulate. They have an innocence that allows them to see the world in a different way than adults do... They are excited about their futures, confident, truthful, extremely creative.

-Staff member, Attitudinal Healing Center's West Oakland Legacy and Leadership Program (Interview)

OFCY programs served participants from all neighborhoods in Oakland, with 19% of youth and adult participants living in 94601, around Fruitvale and along International Boulevard, and 47% coming from other neighborhoods in East Oakland.¹⁰ Although nearly 9% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code. According to staff interviews, many OFCY participants experience instability in their lives, have been directly or indirectly exposed to violence, and demonstrate signs of trauma. Despite these challenges, staff frequently described the resilience, compassion, and curiosity they observe in participants.

Following are trends in participant characteristics, illustrated in Exhibit 4:

- **OFCY programs reach a very diverse population of children and youth.** The vast majority of OFCY participants were children and youth of color, with Hispanic/Latino (36%) and African American (35%) children and youth making up most of the youth participants, followed by Asian/Pacific Islander (12%), Middle Eastern/North African (4%), and multiracial children and youth (4%). White children and youth made up 3% of those served. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic/Latino and White youth. The diversity of

⁹ The following sections draw on data available for 20,799 children and youth and 2,220 adults, representing 99% of participants who received services. Due to their unique service delivery models, two *Parent Support and Education* programs (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning) did not collect comprehensive demographic and dosage data for all participants, which accounts for the difference between the number of children, youth, and adults served and the number with data available for this report.

¹⁰ Including 94621, 94605, 94606, and 94603.

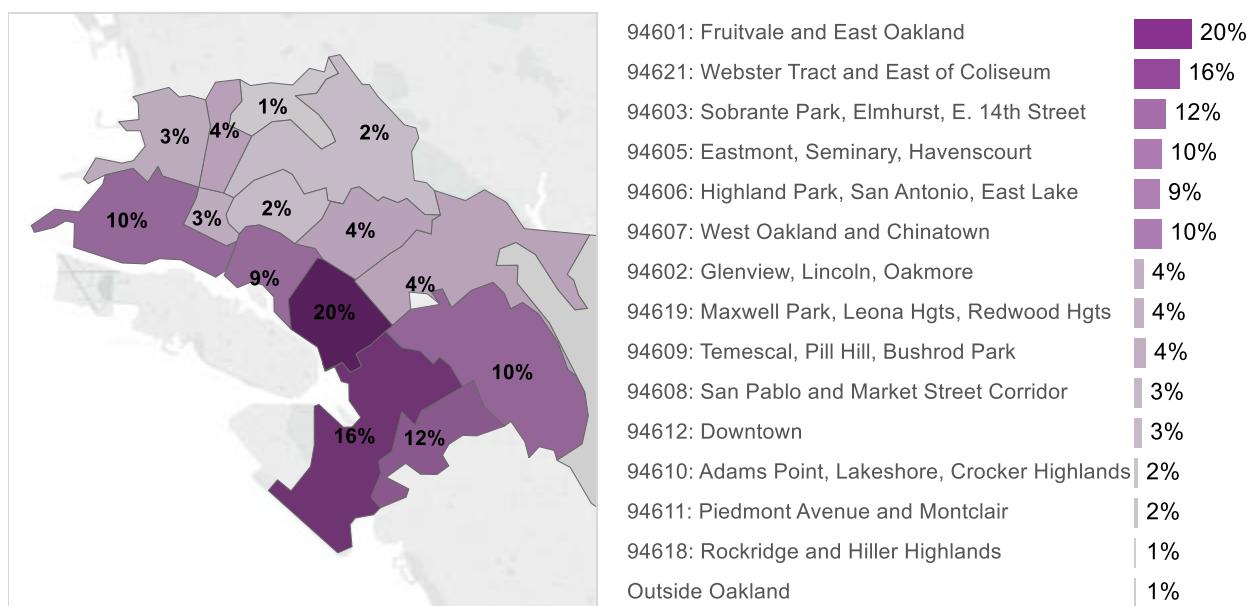
populations served went beyond race and ethnicity. Other target populations not captured in Cityspan data included migrant populations, new immigrants, and LGBTQ families.

- **Over 15% of programs served predominantly one racial/ethnic group.** Programs with more than 75% of participants from one racial/ethnic group included programs sponsored by ethnic-specific agencies, such as LIBRE at East Bay Spanish Speaking Citizens' Foundation (92% Hispanic/Latino) as well as broader community programs such as Summer Cultural Enrichment Program at East Oakland Youth Development Center (94% African American).
- **The race and ethnicity of participants varied by strategy.** Programs in certain funding strategies tended to reach different racial/ethnic populations. For example, programs serving older youth tend to reach a greater proportion of African Americans; 42% of participants in *Career Awareness and Academic Support for Older Youth* programs were African American compared to 24% of children in *Parent Support and Education* programs and 32% of participants in *Student Engagement in Learning* programs. This may be at least partially explained by broader city demographics, given that African American children make up a smaller proportion of the 0-5 population than of the population of older youth.

Exhibit 4: Overview of Youth Participant Characteristics

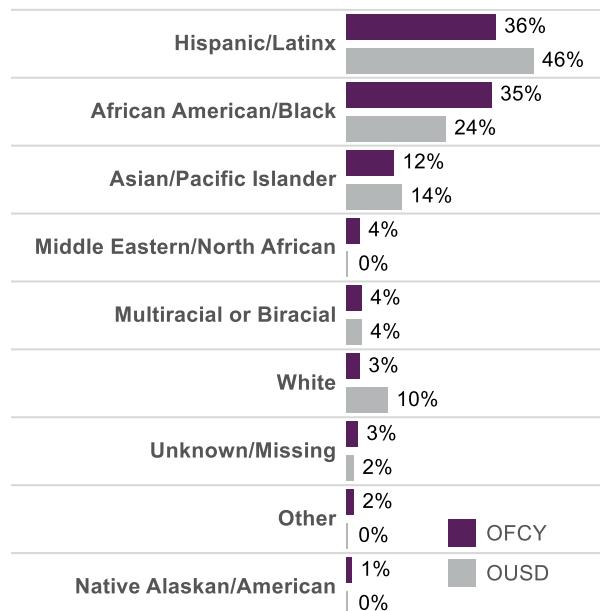
Home Neighborhoods and Zip Code of Youth Participants

Darker areas correspond to more participants



Youth Demographics

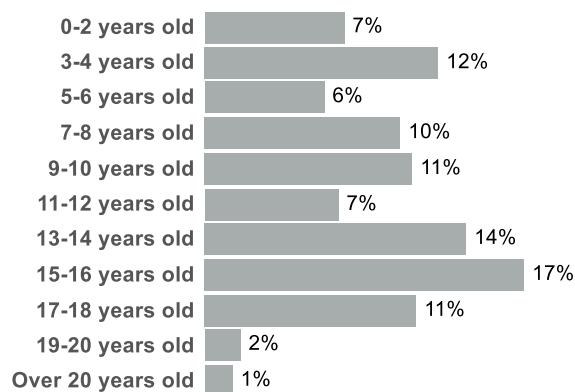
Ethnicity



Gender



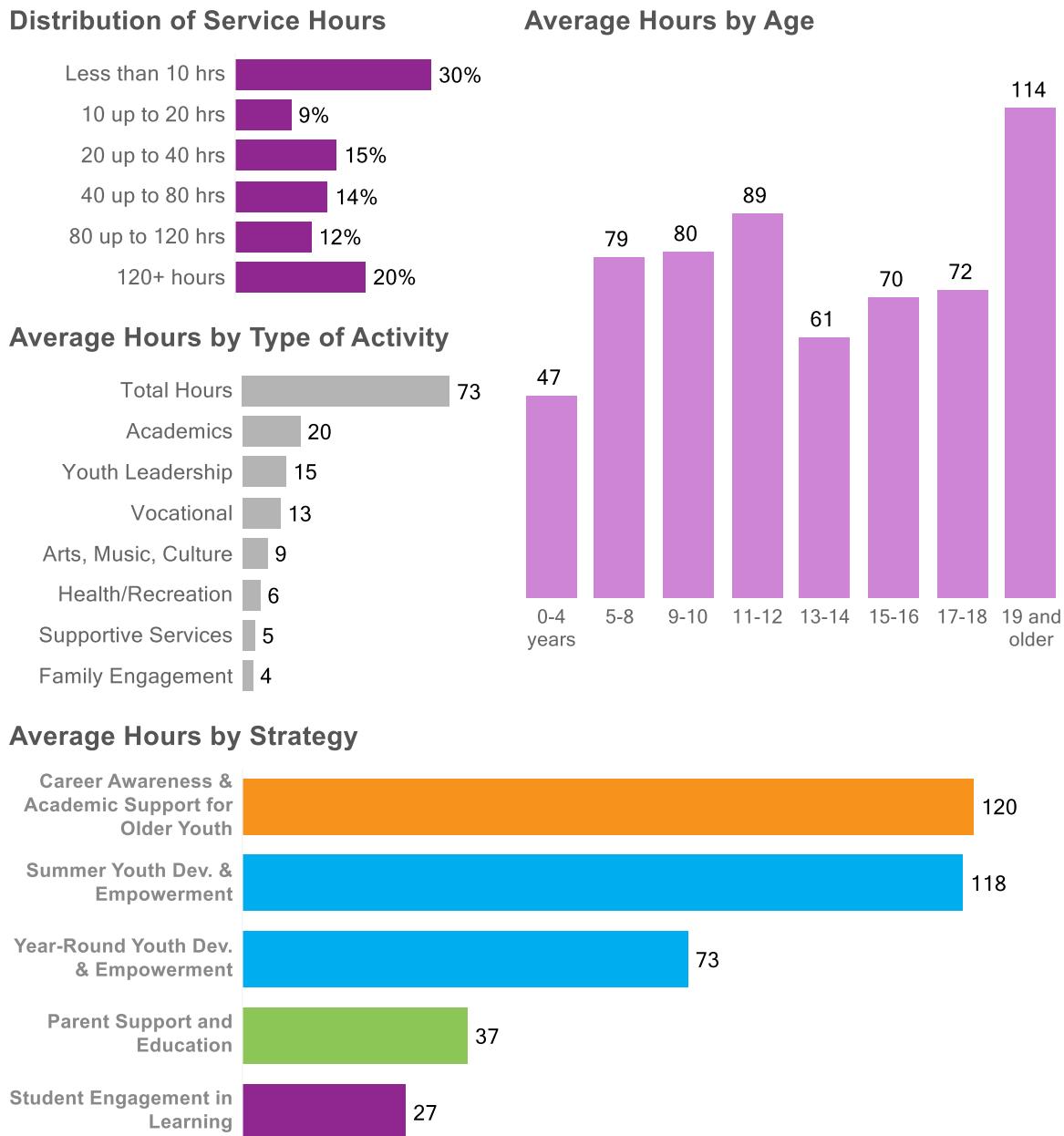
Age



Services Received

OFCY programs provided a broad range of services that varied in intensity depending on the particular program and the target population. As illustrated in Exhibit 5, the three largest service areas for youth participants in OFCY programs were 1) academics, 2) youth leadership and civic engagement, and 3) vocational services.¹¹

Exhibit 5: Services Received by Children and Youth



¹¹ The chart above does not include children you received services from Early Childhood Mental Health Consultation programs.

Key findings about services received by youth include the following:¹²

- **About one-third of youth received “light touch” services (fewer than 10 hours) while 20% received “intensive” services (120 hours or more).** While there are multiple reasons for variations in intensity of services across programs, likely explanations are related to program goals, the nature of the service being offered, and the timing of the service. Workshops and transition services, for example, are designed to be light touch and to reach a broad audience. Summer programs, on the other hand, are typically designed to be all-day programs and thus summer programs typically average much higher intensities of service.
- **Older youth receiving vocational services and those enrolled in Summer Youth Development and Empowerment programs received the most intensive services.** Youth aged 19 and older (3% of youth participants) received the most hours. Most were enrolled in *Career Awareness and Academic Support for Older Youth* programs, receiving an average of over 200 hours of service while engaged in career awareness services, internships, and subsidized employment. High school aged youth (aged 15 and older) enrolled in Summer Youth Development and Empowerment programs received a similar level of service (217 on average).¹³

Recruitment and Retention

“A lot of our students come to us just by word of mouth. The program has a reputation, students are hearing about it.”

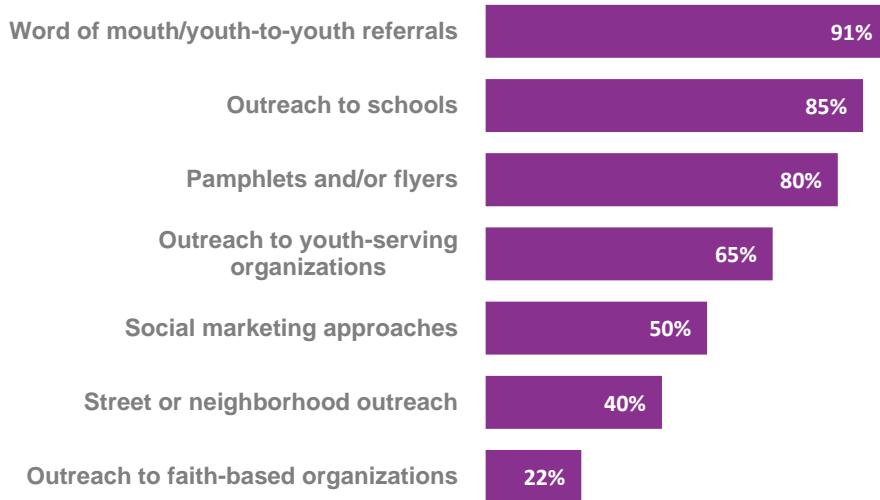
– Program Staff, Alameda Health System’s Oakland Health Careers Collaborative (Interview)

Of the program staff we interviewed, most said that recruitment went well during the FY2017-2018 program cycle. As shown in Exhibit 6, which illustrates the most common outreach strategies used by programs, 91% of program staff who responded to our survey indicated that their most valuable source of recruitment is word of mouth or youth referrals. The second most valuable outreach strategy is presentations at schools: program staff described that it can be particularly valuable to develop close relationships with individual teachers or school administrators, who can serve as advocates for the program. Similarly, flyers posted at schools or youth-serving organizations are a helpful recruitment tool for most organizations. A sizable proportion of programs use street or neighborhood outreach (40%) and outreach to faith-based organizations. Some programs, particularly for older youth, also receive referrals from public agencies, such as the foster care or juvenile justice system.

¹² The findings related to average hours of service do not include programs in the *Early Child Mental Health and Consultation* strategy because services for that strategy are provided at a classroom, not participant, level.

¹³ Career Awareness and Academic Support served 213 youth aged 19 and older, and Summer Youth Development Empowerment programs served 96 youth over 15 years old.

Exhibit 6: Percent of Programs Using Outreach Strategies



In addition to the strategies highlighted above, program staff emphasized the importance of engagement and relationship building with the community as an outreach and recruitment strategy. Staff at parent support programs, for instance, described how important it is that their staff have close ties with community groups, and that they tailor their approach to different populations. A staff member from Safe Passages Baby Learning Community said, “the outreach in this type of program is definitely undervalued. The science that it required to do community outreach and engagement is not deeply documented.”

Although recruitment is generally not a challenge, program staff did indicate that—for a variety of reasons—they sometimes struggle with retention and attendance. Once students enter middle school or high school, programs are competing with many different opportunities for students’ time, such as school clubs, sports, part-time jobs, and other OFCY-funded enrichment programs. According to program staff, some youth also face challenges with transportation, instability in housing (including evictions), as well as exposure to violence and trauma.

Quality and trusting relationships, coupled with flexibility, are a core component of helping youth navigate these challenges and demands on their time so that they can stay engaged with the program over time. In the words of one staff member (Attitudinal Healing), “the most important thing of keeping a child engaged is them knowing you’re invested in them.” Staff also said that family connections are key for long-term retention, because the program has someone to reach out to if a young person suddenly stops attending. A staff member at another program (Brothers on the Rise) described, “If we get the parent engaged, that kid’s going to show up. That kid’s going to show up more and more regularly than the kid who has a parent who’s not as engaged.”

PERFORMANCE

OFCY has two official performance measures for funded programs: program enrollment and progress towards projected units of service (total hours of service). At the beginning of each fiscal year, programs estimate their anticipated enrollment and units of service in their work plans. Each quarter, programs are checked against their targets. The specific performance thresholds for the end of the year include:

- **OFCY Thresholds for Enrollment by the End of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth¹⁴ for the fiscal year.
- **OFCY Thresholds for Units of Service by the End of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected units of service for the fiscal year.

In addition to these official performance measures, the evaluation team developed two additional performance measures for OFCY programs, which are designed to provide targets for OFCY programs in the areas of levels of service and survey completion rate.

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that hours of participation in youth development programming is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the level of service provided to youth participants, and to encourage programs to aim for higher levels of service when appropriate.¹⁵
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes. Programs are asked to administer surveys to participants in grade 3 or higher. Roughly 70% of participants were eligible to complete a survey.¹⁶

¹⁴ OFCY asks programs to project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including participants served by programs under *Early Childhood*.

¹⁵ This metric is not used for programs in the Early Childhood funding area. This metric may not be appropriate for all programs in the other funding areas, as some, such as OUSD Student Engagement in Restorative Justice, are designed to reach a large group of participants with less intensive services.

¹⁶ Survey respondents include youth in grades three and above (estimated by age), parents and caregivers in the *Parent Support and Education* programs, and educators in the *Early Childhood Mental Health Consultations* programs. The *Early Childhood Mental Health Consultations* programs were not included in the count of participants who completed a survey because these programs did not have a target survey completion rate.

Findings related to performance, summarized in Exhibit 7 on the following page, include:¹⁷

- **More than three-quarters of programs met their targets for enrollment and units of service.** Across all strategies, 86% met the threshold for enrollment and 81% met the threshold for units of services.¹⁸ Only six programs fell short in both areas and 63 programs met the threshold for both performance measures.
- **Across all programs, 43% of participants received 40 or more hours of service.**¹⁹ Youth in *Summer Youth Development and Empowerment* programs were the most likely to receive 40 or more hours (91%) while youth in *Student Engagement in Learning* programs were least likely to do so (15%). At seven programs, *all* participants received at least 40 hours of service.
- **Overall, about one-third of eligible OFCY participants completed a participant survey.** This represents an increase over last year's response rate of 25%. The response rate was highest for participants in *Summer Youth Development and Empowerment* programs (69%) and lowest for participants in *Parent Support and Education* programs (20%). Programs that enrolled fewer participants and provided more intensive services had higher response rates than other programs.²⁰

¹⁷ For progress toward enrollment and units of service goals by individual program, see Appendix A.

¹⁸ This excludes three programs within the *Parent Support and Education* strategy that did not set targets for youth enrollment and/or did not serve youth participants.

¹⁹ This analysis excludes participants at the three *Early Childhood Mental Health Consultation* programs and the two *Parent Support and Education* programs that use different service delivery models (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) as these five programs do not enter complete dosage data into Cityspan.

²⁰ The average response rate across programs that served fewer than 150 participants was 49% compared to 31% for larger programs. The average response rate among programs that provided at least an average of 40 hours of service per participant was 45%, compared to 29% for programs that provided a lower average level of service per participant.

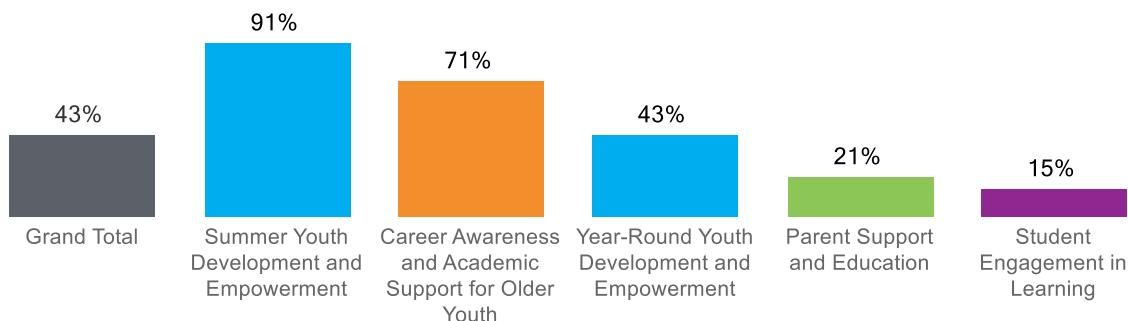
Exhibit 7: Performance by Funding Strategy

Percent of Programs Meeting Performance Thresholds

Overall	Enrollment	 86%
	Units of Service	 81%
Capacity Building, Outreach & Service	Enrollment	N/A
	Units of Service	 100%
Early Childhood Mental Health Consultations	Enrollment	 100%
	Units of Service	 100%
Parent Support and Education	Enrollment	 75%
	Units of Service	 85%
Summer Youth Development and Empowerment	Enrollment	 92%
	Units of Service	 100%
Year-Round Youth Development and Empowerment	Enrollment	 81%
	Units of Service	 75%
Student Engagement in Learning	Enrollment	 100%
	Units of Service	 89%
Career Awareness and Academic Support for Older Youth	Enrollment	 93%
	Units of Service	 64%

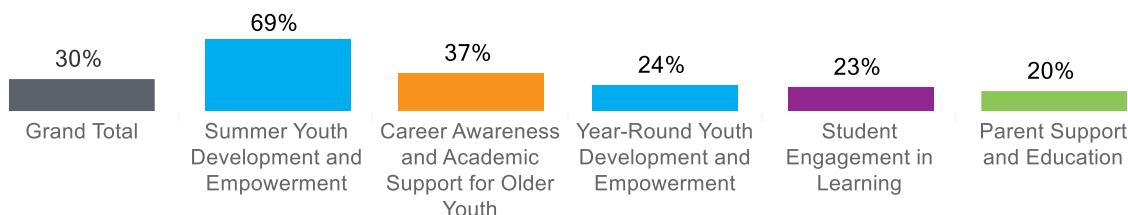
Participants Receiving 40+ Hours

Across all participants and by strategy



Survey Completion Rates

Across all eligible participants and by strategy



QUALITY

OFCY and the evaluation team draw on multiple data sources to assess program quality, including a quality self-assessment survey and annual participant surveys. **Both the self-assessment tool and the surveys are aligned to the dimensions of program quality that research has identified as important for ensuring high quality programs:** 1) safe environment; 2) supportive environment; 3) interaction and leadership; 4) planning, choices and reflection, 5) diversity, and 6) partnerships. In addition to these five dimensions, the Program Quality Assessment, the parent/caregiver survey, and mental health educator survey also include a sixth dimension of *partnerships*, and the parent/caregiver and educator surveys capture *relevance/accessibility* and *responsiveness*.²¹ Given the unique differences across funding strategies, youth, parents/caregivers, educators, and program staff were asked to assess dimensions of quality in different ways. We highlight those differences in our in-depth discussion on findings for each quality dimension.

In general, the data reflect the perceived high quality of OFCY programs across participants and program staff. While there were differences in relative ordering of dimensions of quality across participants and program staff, ratings were consistently high across most dimensions of quality. From the youth perspective, no quality dimensions were rated below a 3.87 (on a scale of 1 to 5). From the adult perspective, no dimensions were rated below an average of 4.48 among parents and caregivers or 3.98 among mental health educators (on scales of 1 to 5). Finally, from the staff perspective, no quality dimensions were rated below a 3.1 on a scale of 1 to 4.

The 2017-2018 quality results were very similar for both participants and staff to the 2016-2017 program cycle, suggesting that programs are well-developed and stable. Key findings include:

- Parent Support programs that served at least 50 children consistently received higher quality ratings than smaller programs, especially in the areas of Responsiveness and Supportive Environment. For example, programs that served at least fifty children received an average score of 4.73, compared to an average score of 4.56 for smaller programs.
- In general, smaller youth programs—those that served less than 150 youth—received higher quality ratings from youth. Similarly, staff from programs that served less than 150 youth rated their programs higher in the area of Safe & Healthy Environment than did staff in larger programs. This finding is consistent with previous evaluations—in smaller programs, youth may be able to receive more individualized attention, leading to more positive perceptions of program quality.
- Programs that were grantees in the previous grant cycle and those that provided more service were rated higher in Planning, Choices & Reflection and Interaction & Leadership. Staff from returning programs also rated their programs higher in Diversity & Inclusion as well as Interaction & Leadership. Many reasons could account for these differences. First, some of the new grantees are new or emerging programs and lower scores may reflect where they are in their organizational life cycle. Second, returning programs may be working with youth they have served over multiple years, giving them time to develop strong relationships that promote program quality. Finally, it could also be that programs that were previously funded by OFCY are more familiar with the aspects of program quality valued by OFCY and are able to provide programming that youth, parents, caregivers, and staff see aligned with OFCY's vision of quality.

²¹ These additional quality areas were developed in partnership with grantees under Early Childhood Education, who identified these areas as important dimensions of their work. Appendix 2 provides more detailed information about the new Program Quality Assessment tool developed by SPR.

The following sections explore in-depth each of the dimension of quality, by drawing on both quantitative and interview data.

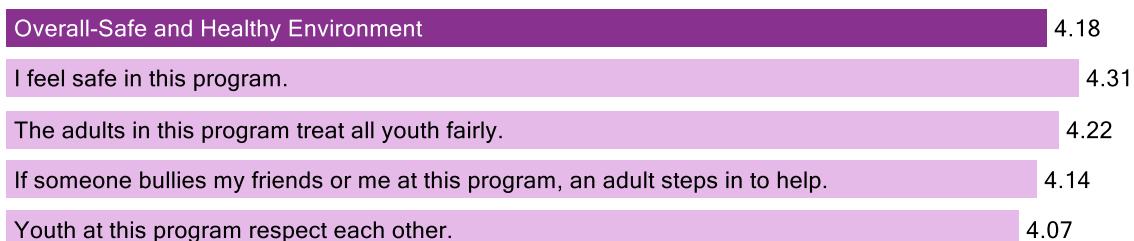
Safe and Healthy Environment

Program safety encompasses two broad components: physical environment and healthy environment. Aspects of physical environment include perceived safety, respect and fairness, equipment and space, cleanliness, procedures for arrival and dismissal, and gender inclusive policies. Aspects of healthy environment include access to healthy food, safe drinking water, and awareness of participants' medical needs. Youth, parent/caregiver, and program staff assessments of are summarized in Exhibit 8 on the next page.

Exhibit 8: Safe and Healthy Environment

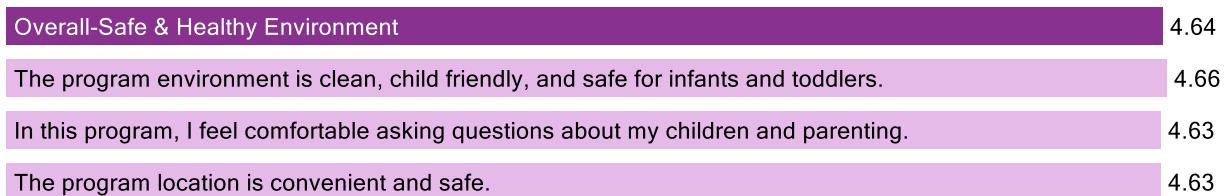
Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to safe and healthy environment include:

- **Youth rated program safety highest of all dimensions of program quality.** Across all the program quality questions, youth provided the highest rating for *I feel safe in this program* (4.31), reflecting the strength of OFCY programs in providing safe environments for youth.
- **Programs create safe spaces for parents and caregivers to ask questions and learn from each other.** *Safe and healthy environments* was rated in the middle of the quality dimensions by parents (still high, averaging nearly a 4.49 out of 5).
- **Program staff feel confident about their efforts to provide physically safe programs and promote healthy behaviors.** On average, program staff rated questions in this area 3.39 (on a scale of 4). The lowest rated question with the most room for growth was Healthy Food is available for participants (average of 3.2).

In keeping with the finding above, the most common area of need identified by staff for enhancing quality in this area was increased funding to support healthy snack options and water. Staff also indicated that their programs would benefit from additional trainings for volunteers and staff (such as CPR, first aid and trauma reduction training), more time to develop and practice protocols for emergencies (earthquake kits, earthquake preparedness training), and supports for gender expansive programming and transgender youth.

Participant and Staff Quotes on Safe and Healthy Environment

In our community it can be violent and it's also a place where a lot of things happen for silly reasons. It's important to know where to be and not to be because that's important. And being here [in this program] is a safety thing so I know they feel safe... We have our own community so it's a little bit different from actually being outside the community. – Youth Leader, East Oakland Youth Development Center's After School Leadership Academy (Focus Group)

I think it's interesting to get to know other parents in the broader community. It's not that easy because ... a lot of the culture is to keep your kid in your house to stay safe, because the streets aren't always that safe, or some of the moms here have to take their kids [to childcare] when they go to work. It can be hard to get to know other families around, which I think has made this [playgroup] extra nice and special. It was pretty isolating before. –Parent, Prescott Joseph Center's Pre-Preschool Program (Focus Group)

There's not bullying at all and people share with each other no matter what. We can trust each other if we're feeling some type of way. Anything personal. I wouldn't tell anybody in school some of the stuff I would tell people in dance. Especially the teachers. They've seen me grow up basically. –Youth Participant, Dimension Dance Theater's Rites of Passage (Focus Group)

To ensure a healthy and safe environment at our programs, we regularly try to see from child's-eye view. We will get down to the children's height and walk or crawl around the space. By looking at the space from the child's viewpoint, we may see accidents waiting to happen... [We also] arrange our program space wisely. Often the way the child care space is organized can make a difference in how children behave. If a space is too open, you may find children running wildly. We set up shelves and other furniture to divide the room into separate learning and play areas. This will cut down on running and help children find activities more easily. –Staff Member, Building Strong Children in LGBTQ Families' Our Family Coalition (Quality Self-Assessment)

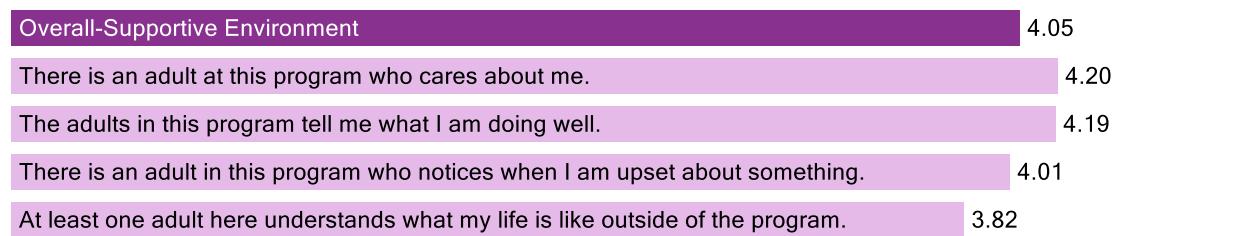
Supportive Environment

A supportive environment provides a welcoming space and opportunities for participants to express their thoughts and viewpoints, build their skills, promote active learning, and build positive relationships with adults. As shown in Exhibit 9 and 10 on the following pages, both participants and program staff rated this dimension highly: participants gave an average rating above a 4 (on the survey scale of 1 to 5) and staff gave an average rating above a 3.4 (on the Program Quality Assessment scale of 1 to 4).

Exhibit 9: Supportive Environment-Participant Feedback

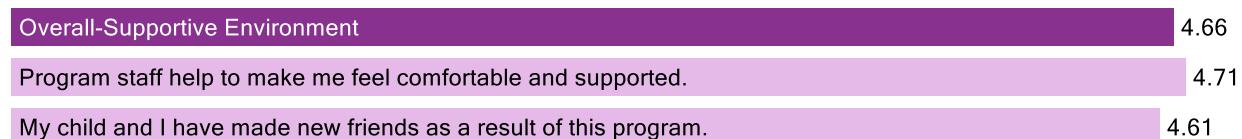
Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)

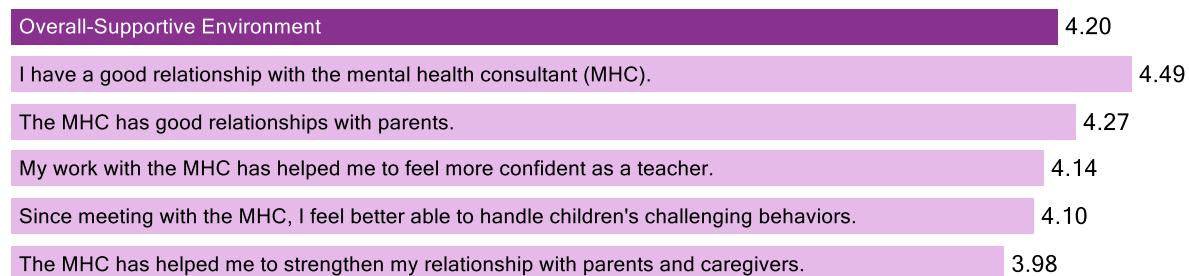
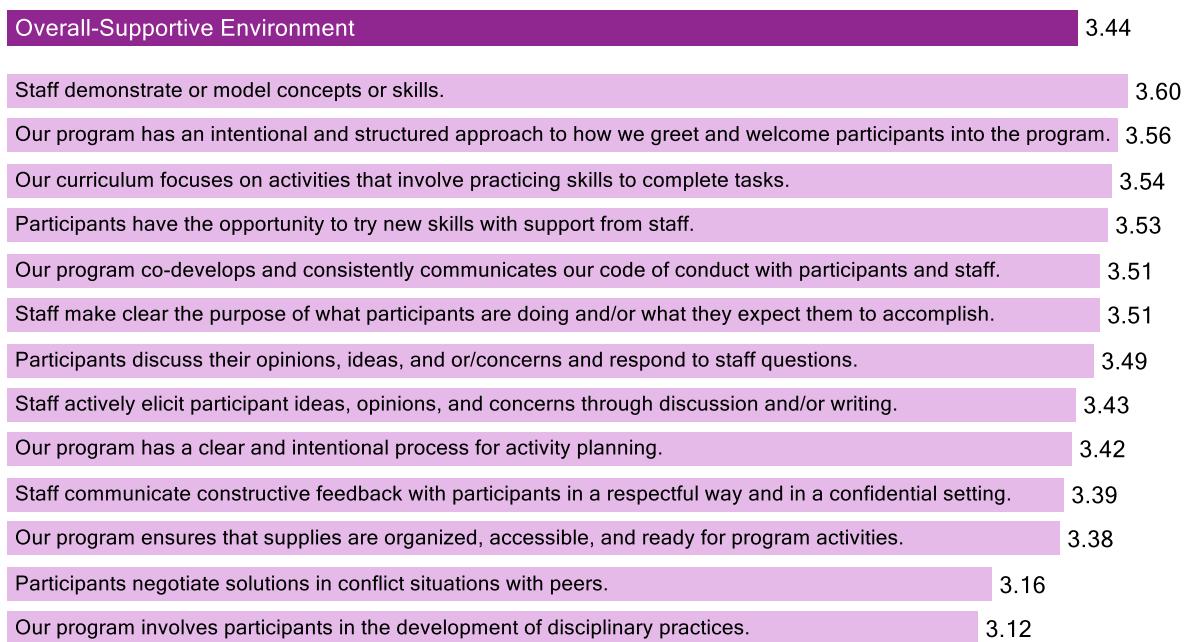


Exhibit 10: Supportive Environment-Staff Feedback

Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to supportive environment include:

- **Youth value their relationships with adults in OFCY-funded programs.** On average, youth rated this dimension a 4.05, with the highest ratings for questions related to adults caring about youth and telling them they are doing well. One area where programs could improve, from the youth perspective, is to better understand youth's lives outside the program (3.82).
- **Parents and caregivers rated their relationships with program staff and other families highly.** On average, parents and caregivers rated these questions a 4.66, reflecting that they feel supported by the program and have developed new friendships.
- **Educators have strong and positive relationships with their mental health consultants.** Of the questions on the educator survey, the highest rated question was *I have a good relationship with my mental health consultant* (4.49). While the overall rating for this area was high (4.20 out of 5), responses reflect that mental health consultants could continue supporting and strengthening educators' relationships with parents and caregivers (3.98).
- **Program staff rated the Supportive Environment dimension of quality highest across all quality dimensions.** Assessment scores suggest that programs implement strong practices that build supportive environments. The highest rated practice was related to staff demonstrating and modeling concepts or skills. Survey responses reveal that programs are less likely to involve participants in negotiating solutions to conflicts with their peers and in developing disciplinary practices.

The most common area of need identified by staff for enhancing quality in this area was increased training for staff on conflict resolution strategies, disciplinary practices and group agreements, strategies for how to greet and welcome youth and participants into the program in a consistent way, and ensuring equal or distributed participation among young people. Several program staff also

indicated that it would be useful to have increased access to mental health and therapy supports for participants, including parents.

Staff and Participant Quotes on Supportive Environment

I can't find the words, but it just makes me [feel] loved and cared for, and I love being part of Prescott Circus because I get to meet many new people. – Youth Participant, Prescott Circus Theatre Summer Program (Focus Group)

My favorite thing about the program is that I have other people to talk to about my issues. It was really hard, when I first started here, having my marriage falling through the floor, then getting my sister from foster care. There were so many times when I wanted to give up because I felt like I was failing [my daughter]. "I don't know what to do!" ... Having [the staff member] and the other moms, [saying] "Maybe you can try this. You need to talk to her. Don't give up on her." That really helped me. – Parent, Prescott Joseph Center's Pre-Preschool (Focus Group)

I particularly like [the staff members'] support, like verbally somedays I don't feel like coming in or something like that. I still come here because I know I could talk to somebody or I can just go sit somewhere and I'll get my work done and just be okay. Also, [the program provides] resources, because there was a time where it was hard getting to work. So, the bus pass was a help. – Youth Participant, Civicorps' Academic and Professional Pathway (Focus Group)

Our curriculum consists of the "Circle" in which students are welcomed and introduced to the purpose of each class. Student participants also have the opportunity to share how they are doing in this time of check in. We also close with a check in where students appreciate what they have gained from the class. This give the participants a clear sense of purpose and allows them to provide feedback. Our group agreements are guided by our principles which include respect, reciprocity, and fun. —Staff Member, Music is Extraordinary's Preparatory Studies in Music (Quality Self-Assessment)

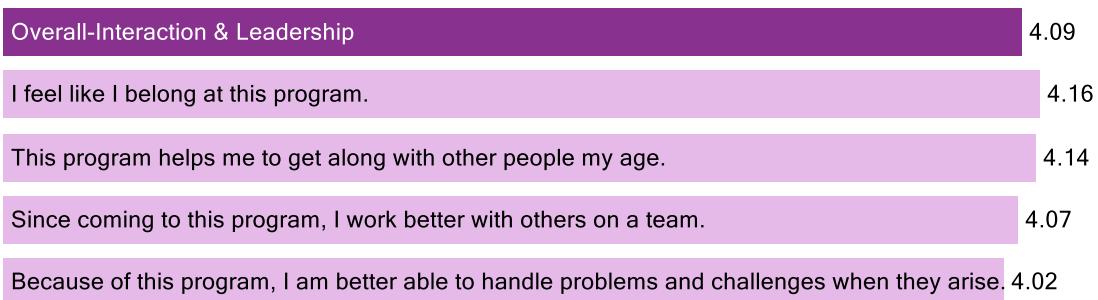
Interaction and Leadership

Interaction and leadership describes an environment that provides opportunities for participants to get to know each other and work collaboratively, encourages a sense of belonging, promotes leadership and opportunities to partner with staff, and showcases participants' work. This dimension is focused on program activities that encourage positive relationships and interactions between participants and with program staff while promoting leadership opportunities. Youth and program staff assessments for this dimension of quality are summarized in Exhibit 11.

Exhibit 11: Interaction and Leadership

Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to interaction and leadership include:

- **Programs provide youth with a sense of belonging and encourage teamwork.** Youth feel they belong at OFCY programs and learn how to get along with others (4.16 and 4.14). However, youth were less positive that their participation in the program strengthened their ability to handle problems and challenges when they arise (4.02).
- **Program staff rated their programs high for interaction and leadership.** Overall, staff provide an average rating of 3.40 (out of 4) for interaction and leadership. Within this area, program staff provided the highest ratings for structure/content encouraging positive interaction and/or teaching interpersonal skills (3.6). Program staff also indicated that participants have a strong sense of ownership and belonging in the program (3.5). While this dimension was rated highly overall, programs have room for growth in sharing control of activities and allowing participants the opportunity to lead (3.2).

The most common area of need identified by staff for enhancing quality in this area was increased internship and paid learning opportunities for youth (including incentives), more opportunities for youth to showcase their work to the broader community (including access to space for these presentations), and more training for staff and volunteers on how to support youth leadership (including building youth excitement and setting the conditions for success).

Participant and Staff Quotes on Interaction and Leadership

I have two [favorite things about the program]. One is qualifying in things because it makes me feel special. Everyone claps for you like, "yay, good job." Two is the friends you make after so it's not just like you meet here and then we're done. – Youth participant, Prescott Circus Summer Program (Focus Group)

We have to give them an opportunity to fail. To learn from their mistakes, to have those follow-up conversations around how you could have done this differently. You have to have opportunities to put the lessons in motion, to fall down... to get feedback from other people, peers and adults. – Staff member, Alternatives in Action's Youth Development Leadership Communities (Interview)

These kids come to the program alone, as one, but when they're done, they leave as a band of brothers. They all come in with different learning levels, they all learn differently, and you immediately see who has the stronger learning abilities.... The kids with a stronger ability begin to support the younger kids with the reading, with the writing, with the understanding of what is going on. –Staff member, Brothers on the Rise's Brothers Unite! (Interview)

We insist on creating opportunities for youth to lead classes, create lesson plans, implement art activities, and lead mural projects. By giving the youth the task of creating their own direct-action plan and presenting it to the group, they gain a sense of community engagement, outreach, and proposals. We provide the youth with internships in urban arts related positions at the program and provide them with the tools they request for their workshops. –Staff Member, Safe Passages' Get Active (Quality Self-Assessment)

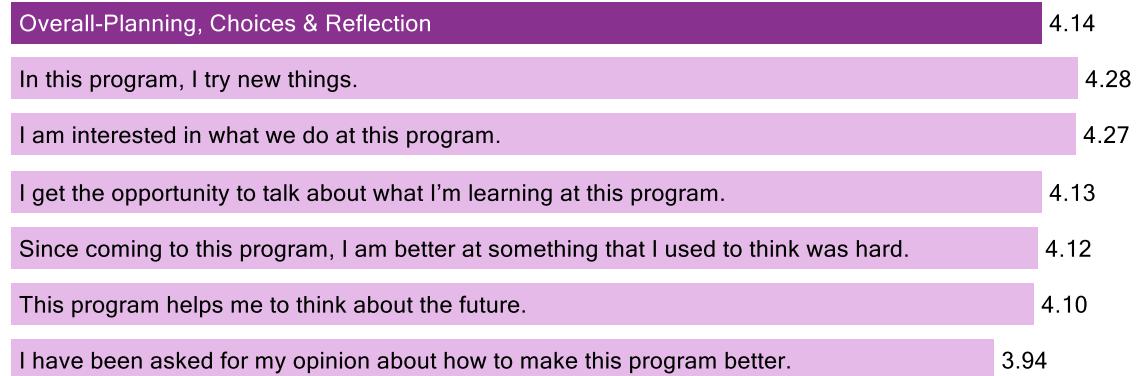
Planning, Choices, and Reflection

Opportunities for planning, choices, and reflection encourage participant engagement in the development and refinement of program activities. This dimension focuses on opportunities for participants to plan activities, make choices, reflect on their own progress, and provide program feedback. Youth and program staff assessments are summarized in Exhibit 12.

Exhibit 12: Planning, Choices, and Reflection

Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to planning, choices, and reflection include:

- **Youth are engaged and interested in their programs.** Overall, youth rated this quality dimension second highest (4.14). Youth responded most positively to the prompt *In this program, I try new things* (4.28). Within this dimension, youth responded least positively to the prompt *I have been asked for my opinion about how to make this program better* (3.94).
- **Program staff rated planning, choices, and reflection the lowest of the quality dimensions.** On average, staff rated questions under this dimension 3.24 (on a scale of 4). The highest rated item was on providing structured opportunities for participants provide feedback on program activities (3.4) and the lowest rated item was related to engaging participants in planning using multiple strategies (3.1).

In their quality assessments, staff who identified areas for growth in this area indicated that they would like exposure to different models for engaging participants in program planning, as well as providing choices and reflection opportunities for participants with different learning styles and/or levels of competency. Staff at programs that were very focused on skill development also reflected on the tension between providing participants with choice and making sure that they have the “fundamentals” they need to succeed.

Staff and Participant Quotes on Planning, Choices and Reflection

Being in this program helped me learn more about my history and about my present. I'm always learning more about my community and that has helped make me want to be involved in, not this kind of work, but community work. I want to go to college and I want to get my law degree and I want to give back to my community. I want to make sure that people's rights are being protected. –Youth Participant, Alternatives in Action's Youth Development Leadership Communities (Interview)

For us, a really big part of it is really building into our curriculum a lot of opportunities for young people to practice.... There is research that shows that literally having young people go through a role play where they are practicing a skill can support them in the moment when they get into the real world and try to practice that skill. So that is something that we've been really focused on. – Staff member, Alameda Health System's Oakland Health Careers Collaborative (Interview)

Students are given the opportunity to demonstrate that they know something by themselves. Having the support of the rest of the class while you do something by yourself is huge....Just letting them know that it's ok not to get something right... you're not a failure if you didn't get it right the first time. –Staff Member, Dance Dimensions Theatre's Rites of Passage (Interview)

It's kind of taking control of their own learning, end development and success and giving them the language and the vocabulary rubric to be able to name what success is. They don't really have to be turning to somebody... What we call choice time gives them time where they can choose what they want to focus on. –Staff member, Prescott Circus Theatre Summer Program (Interview)

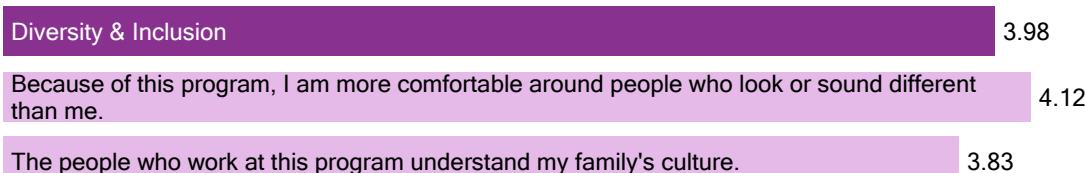
Diversity and Inclusion

All quality tools include measures of diversity and inclusion to explore the ways in which programs recognize, support and encourage diversity and inclusion among participants. Assessments focus on participant and staff diversity, opportunities for participants to explore and share their cultures and identities, availability of program information in participants' home languages, and practices for supporting accessibility of participants with disabilities. Exhibit 13 summarizes youth, parent/caregiver, educator, and staff assessments of diversity and inclusion. While youth participants rated this dimension of quality lower than the others, adult participants, including parents/caregivers and educators, rated diversity and inclusion relatively high.

Exhibit 13: Diversity and Inclusion

Youth Surveys

4,483 youth, 72 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



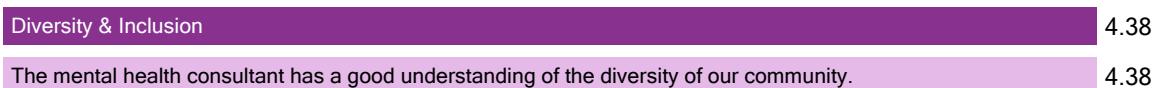
Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



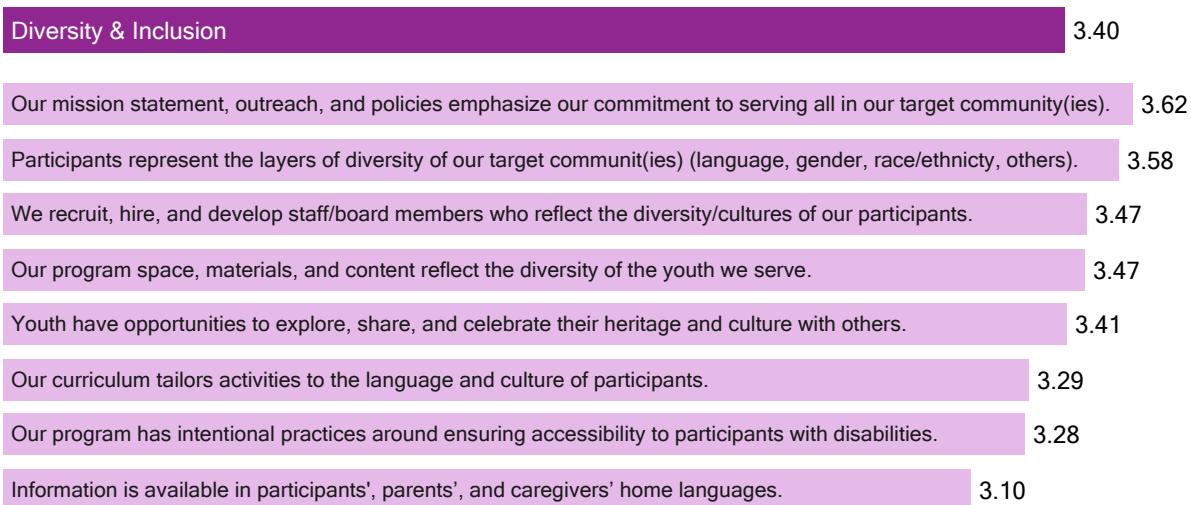
Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



Findings related to diversity and inclusion include:

- **For youth respondents, diversity and inclusion was the lowest rated dimension of quality.** This dimension included the lowest rated question on the youth survey: *The people who work at this program understand my family's culture* (3.83). Youth rated programs higher for helping them feel comfortable around others who are different from them (4.12).
- **Parents and caregivers rated diversity and inclusion highest.** Although only captured by one question, parents and caregivers rated programs' ability to work well with families of different background (4.69) highly.
- **Educators also rated diversity and inclusion high.** Educators' ratings reflect mental health consultants have a good understanding of the diversity of communities the educators work with (4.38)
- **Staff perspective on diversity and inclusion was mixed.** Overall, staff rated this dimension 3.40. The highest rated item was: *Our mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in our target community(ies)* (3.6). Some programs noted not having resources for translation services, which is becoming even more challenging given the increasing diversity of their families (including multiple newcomer populations). This contributed to the lower average rating for *Information is available in participants', parents', and caregivers' home languages* (3.1).

In keeping with the findings above, the most common area of need identified by staff for enhancing quality in this area was how to better serve participants with varying levels of ability and who speak languages other than English and Spanish. Staff indicated that they need help with translating materials and in engaging staff and volunteers who speak the home language of young people and their parents. Programs also described the need for additional support on how to reach specific populations that they felt were under-represented in their programs.

Participant and Staff Quotes on Diversity and Inclusion

I feel like being a person of color, it is harder to have confidence in yourself because you don't see many people of color in medicine and I felt like being surrounded by people of color who are also interested in medicine and being in this environment made me confident [in my ability to say] that I wanted to be in medicine.—Youth Participant, Alameda Health System's Oakland Health Careers Collaborative (Interview)

In the other programs that I've been in I've never really had the opportunity to talk to people of the same race or the same background. But in this program, I met so many people I could talk to and have a lot in common with because of our backgrounds or families or nationality. I find that kind of rare. —Youth Participant, La Clinica de La Raza's Youth Brigade (Interview)

I can't express enough how important it is to be represented as being queer. I never met another trans Latino youth or successful trans Latino, but here I can be unapologetically myself. —Youth Participant, La Clinica de La Raza's Youth Brigade (Interview)

We try to as much as possible to have programs and events that cross all language groups and cultures, field trips, things like that, but at the same time we want to make sure that families are feeling safe in the way they talk and the way they're understood, and that they're being heard.—Staff Member, Safe Passages' Baby Learning Communities

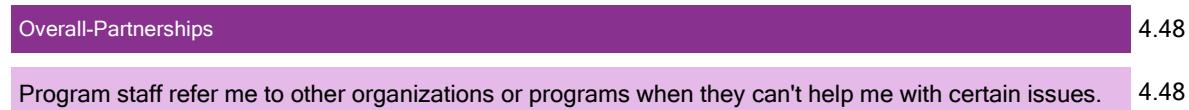
Partnerships

As discussed previously in the Programs section of this report, programs partner with other agencies to recruit participants, provide referrals and additional services, and enhance programming. The quality dimensions around partnerships capture the degree to which programs establish meaningful collaborations, share information and make referrals, and have regular communication with their partners. Exhibit 14 summarizes parent/caregiver, educator, and staff perspectives on partnerships.

Exhibit 14: Partnerships

Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



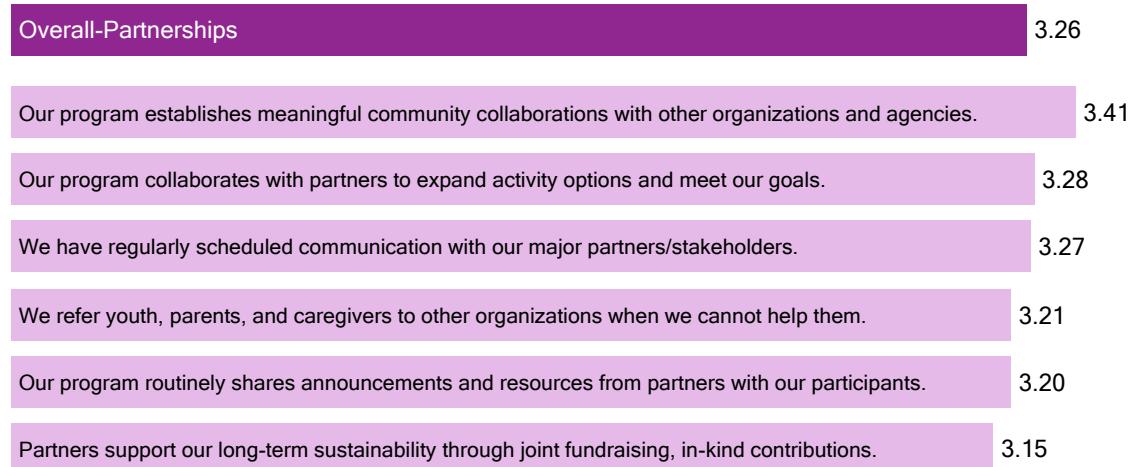
Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

380 adults, 81 programs, scale 1 (exploring) to 4 (exemplary)



To encourage and support partnerships among grantees, OFCY organizes in-person community meetings throughout the year, providing space for peer-to-peer learning and networking. Despite these opportunities some staff reported that they still find it challenging to find the time to meet regularly with their partners to exchange information. Others indicated that they would benefit from additional support around developing partnerships and proposed additional vehicles that OFCY could implement to connect likeminded organizations, such as “summits” and topical listservs on key areas of interest.

Staff Quotes on Partnerships

In the LGBTQ community, we're very lucky that our staff knows a lot of agencies catering to this population and in calling them and emailing them, we always hear of conferences, opportunities, and other events that we think would be good for our youth. —Staff member, La Clinica de la Raza's, Youth Brigade (Interview)

We have this benefit of being part of this very formal partnership with Oakland Unified School District...I think that it is really significant having that person inside OUSD who is our liaison. Beyond that, we've benefited from having [staff] who came from OUSD and had relationships already with school sites and so that has also helped us tremendously... —Program Staff, Alameda Health System's Oakland Health Careers Collaborative (Interview)

The Brilliant Baby program model is decentralized: Specific staff at five organizations are trained and certified to sign babies up for a BB College savings account seeded with \$500 and make referrals into our financial coaching program. We put a lot of effort into these key relationships, and more is needed. Maintaining a highly functional partnership for service delivery requires a lot of communication and trust. —Program Staff, Oakland Promise: Brilliant Baby, Oakland Public Education Fund (Quality Self-Assessment)

This is huge! Where we live it is critical to know and be able to refer clients based on their needs. Our program cannot be of any value to our clients if in their time of need we do not have real resources to refer them to. We have referred students to homeless shelters, transitional housing, clinics and even financial institutions for financial assistance. When we help support the clients with other areas of their life that are of concern, then even more so help set them up for success. —Staff Member, Marriott Foundation for People with Disabilities' Bridges from School To Work (Quality Self-Assessment)

Additional Dimensions of Early Childhood Quality

OFCY-funded *Early Childhood* programs operate differently than youth programs. With a goal of promoting the healthy development of young children, these programs focus on providing services to adults—parents, caregivers, and early childhood educators—who are central to this goal. Quality measures for this strategy cover eight domains—six of which are common with the other strategies (safe and healthy environment; supportive environment; interaction and leadership; planning, choice, and reflection; diversity and inclusion; and partnerships). The two additional dimensions that are unique to the early childhood strategy are relevance and responsiveness. Exhibit 15 summarizes parents', caregivers', and early childhood educators' assessments of these dimensions.

Exhibit 15: Responsiveness, Relevance and Accessibility

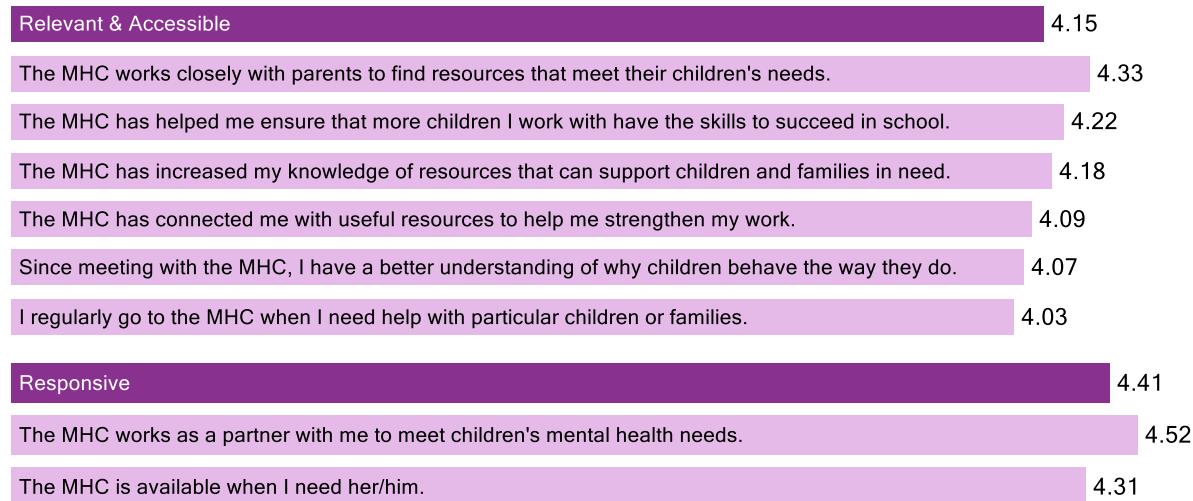
Parent/Caregiver Surveys

420 adults, 14 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Educator Surveys

156 adults, 4 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Key findings:

- **Parents, caregivers, and educators rated responsiveness highest across all domains of quality.** Programs are “responsive” if they have a clear process for assessing and responding effectively to participant needs. Parents/caregiver ratings reflect how well program staff answer questions and concerns (4.68). Educators ratings averaged 4.41, reflecting that they felt that they had established good relationships with mental health consultants.
- **Parents, caregivers and educators also felt that the programs were relevant and accessible.** Parents indicate that staff are knowledgeable about children’ needs (4.66) and that through the program they are learning how to better meet their child’s needs (4.55). Similarly, educators felt that the strength of the mental health program was that they connected parents to resources so that they could better manage their child’s needs (4.03).

Staff and Participant Quotes on Responsiveness and Relevance

We started removing the barriers to participation and providing gift cards so they wouldn't have to forgo income on Saturday. (We provide) transportation if needed. —Staff Member, Safe Passages' Baby Learning Communities (Interview)

We're learning to parent in a different way than how we were parented... Positive way of parenting instead of just yelling at your child and letting your child yell at you... I actually sit with my three-year-old and talk about what she did. Before [I was in this program], I would have been like, "You know what? You're in time out." Time out, it doesn't work, because they're like, "Whatever. I'm just sitting here." They lose interest....[Because of the skills I learned in the program] my three-year-old will sit there and she'll tell me, "I don't like you right now." I'm like, "Well, what did I do to you that you don't like me?" "You said I couldn't have a cookie." She'll talk about why she's upset, why I made her upset, or we'll talk about it... she's more vocal, she's more expressive. —Parent, Prescott Joseph Center's Pre-Preschool (Focus group)

OUTCOMES

The OFCY evaluation draws on participant surveys and qualitative data to assess five distinct sets of outcomes that align with the OFCY funding areas: a set of outcomes for early childhood programs, a set of general youth development outcomes for youth participants grade 3 and higher, and tailored sets of outcomes for the three youth-focused funding areas: Youth Development and Empowerment, Student Success in School, and Transitions to Productive Adulthood. This section includes an overview of progress toward early childhood outcomes for parents, caregivers, and educators, followed by a discussion of general youth development outcomes. Discussion of the strategy-specific outcomes for youth are included in the Strategy Reports.

Early Childhood Outcomes

We give parents the resources, give them the tools, give them the awareness. And then, allowing them the flexibility to do it on their own is giving them the power to help them improve and support their own kids.

-Staff Member, Prescott Joseph Center's Pre-Preschool Program (Interview)

Programs under the *Early Childhood* funding area concentrate on improving outcomes for adults (parents, caregivers, and educators) that care for children ages 0-5. This funding area encompasses two unique strategies: *Early Childhood Mental Health Consultation* (3 programs) and *Parent Engagement and Support* (16 programs). The participants surveyed for this funding area were: (1) parents and caregivers participating in community support and education groups, (2) parents and caregivers whose children were participants in the summer pre-kindergarten program, and (3) educators receiving support from mental health consultants. Adult participant surveys, parent and educator focus group data, and interview data with directors of early childhood programs make up our key data sources for measuring progress towards early childhood outcomes.

Key outcomes for this funding area are illustrated in Exhibit 15 below.

Exhibit 15: Early Childhood Outcomes

Early Childhood Outcomes



1. Increased knowledge of child development



2. Increased access to resources and support



3. Greater understanding of and increased confidence in managing children's behavior



4. Improved skills to support children's academic and socio-emotional development



5. Increased involvement by parents/caregivers in their children's learning and growth

Parent and Caregiver Outcomes

My daughter is (now) involved with kids her age. She's not just at home with me all day, waiting for her older siblings to come home, and that's all she has to play with. She comes here and she has kids that are her size, littler than her, and she can interact more. This is her environment, her

comfort zone, and she takes what she's learned here and she brings it at home, and has everyone doing the ABCs, or she has everyone ... "You didn't pick up your plate. You have to pick up your plate and take it in here." She's learned a little structure herself, so it's helped me a lot.

-Parent, Prescott Joseph Center's Pre-Preschool Program (Focus Group)

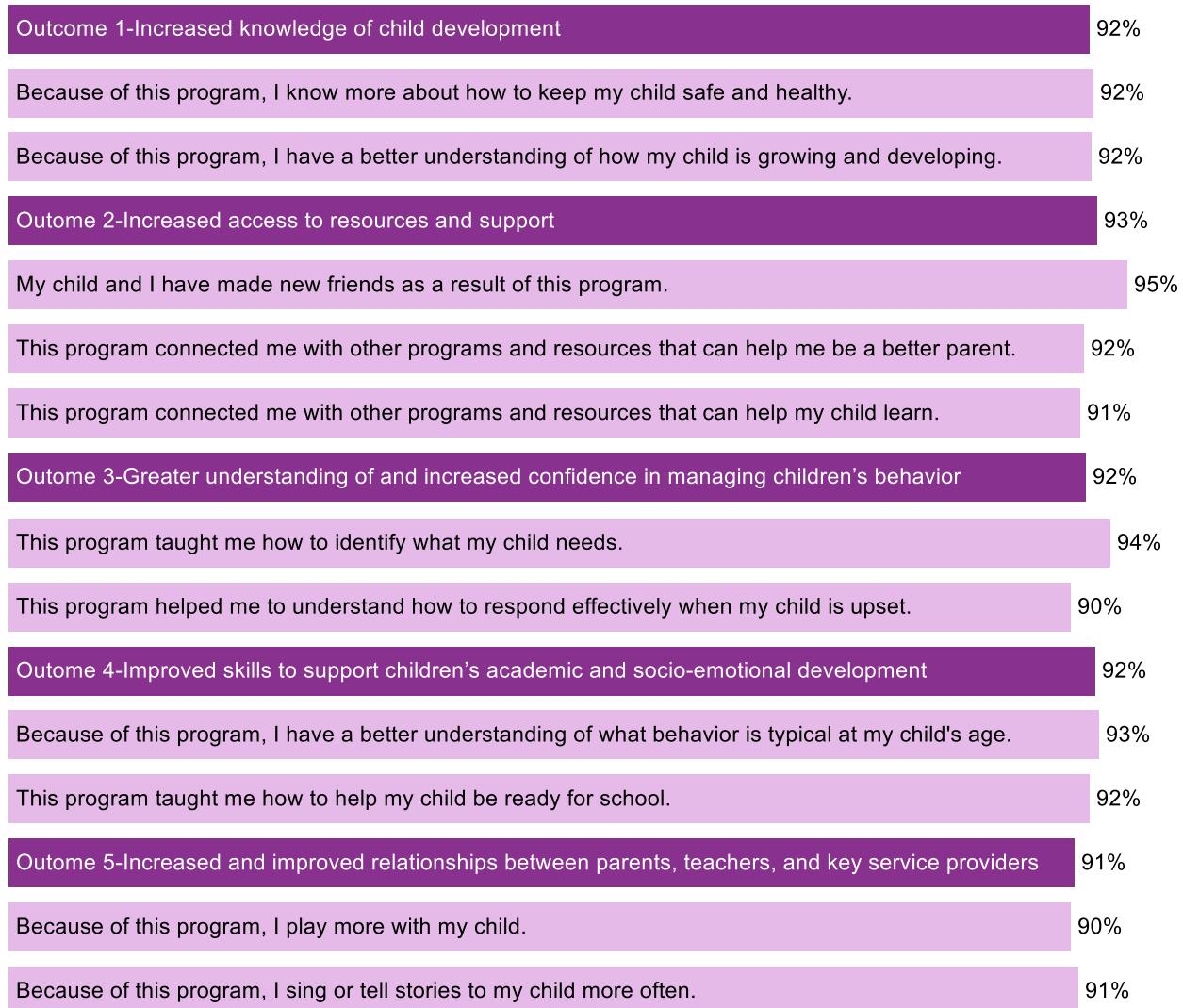
In total, 420 parents and caregivers across 13 programs completed the OFCY participant surveys.²² Results from parent and caregiver surveys were consistently positive across all outcome areas. As shown in Exhibit 16 below, parents and caregivers reported very high outcome scores across all early childhood outcomes. Notably, **parents and caregivers who had been attending for at least one month reported greater progress towards outcomes**. For example, 94% of participants who had been attending programs for at least one month at the time of the survey reported having greater confidence in managing children's behavior, compared to 81% of participants who had attended programming for less than one month.²³ Unlike in previous years, we did not observe a difference in survey scores between those who had attended programming for one to six months and those who had attended programming for longer.

²² Surveys were not collected at two *Parent Support and Education* programs (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in Early Learning) because of the nature of their service delivery model.

²³ Overall, 11% of participants reported attending the program for less than one month at the time of answering the survey.

Exhibit 16: Parent and Caregiver Outcomes

Percentage of youth who agree or strongly agree
(420 parents/caregivers in 13 programs)



Educator Outcomes

The mental health consultant has taught me a lot about working with children who have trauma. I have learned about being compassionate and giving students the space they need to be calm and safe.

—Educator, Lincoln Child Center's Early Childhood Mental Health Consultation (Survey)

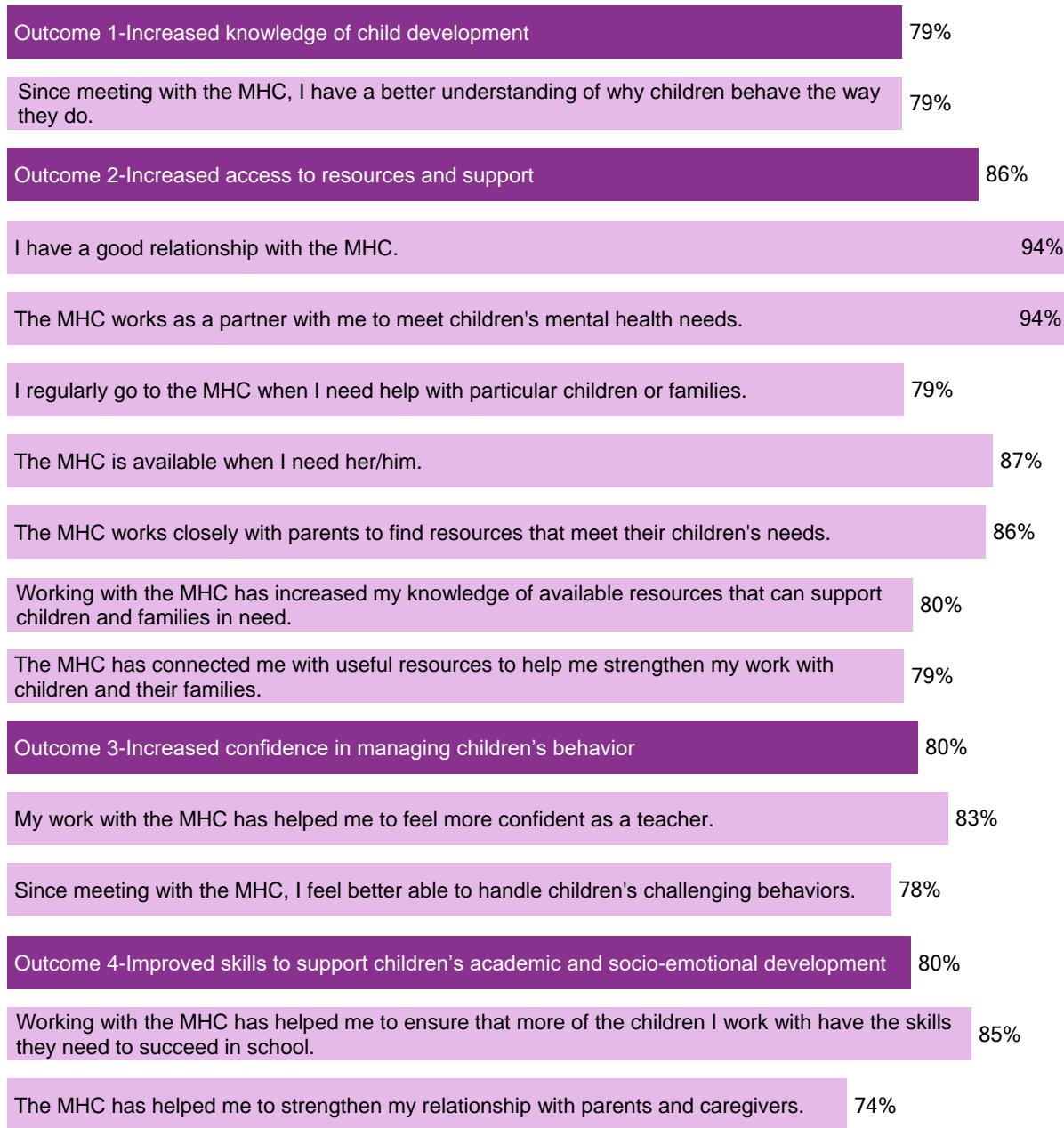
A central goal of this strategy is to augment child development knowledge among educators that work with very young children. Across the three *Early Childhood Mental Health Consultation* programs, 156 educators completed the OFCY participant surveys. Seventy-nine percent of survey respondents felt that working with mental health consultants has increased their understanding of children's behavior and development. These survey results are consistent with interview and consultant focus group responses from previous years. In the past, several program respondents spoke about the importance of closely partnering with educators to support mental health needs of children.

Key findings related to educator outcomes, illustrated in Exhibit 17, are:

- **Early childhood mental health consultants are doing well in their efforts to establish strong and helpful relationships with the educators they support.** Educator responses were similar to responses from FY2016-2017.
- **The outcome area of increasing access to resources and support showed the most progress.** With an average of 86% of educators agreeing or strongly agreeing with questions mapped to this area, survey results reveal that educators consider mental health consultants to be an important resource in their work. Questions that received the strongest agreement ratings overall fell in this outcome area: 94% of respondents agreed that they had a good relationship with their mental health consultant and 94% agreed that their mental health consultant works as a partner to meet children's mental health needs
- **Educators may benefit from more support around strengthening their relationship with parents and caregivers.** Similar to what was observed in FY2016-2017, educators were least likely to agree that the consultant has helped them to strengthen their relationship with parents and caregivers (74%).

Exhibit 17: Early Childhood Educator Outcomes

Percentage of educators who agree or strongly agree
(156 educators in 4 programs)



Youth Development Outcomes

The unique things about (our circus arts program) is there's so many different skill disciplines that we offer that every student finds something they're good at. There are some students who are not quite as agile in acrobatics, but they are an amazing clown. And some students are very, very shy, so things like clowning is a good thing. Some of the skills building like unicycle or stilt dancing gives them a chance to be on stage, but they're focused on a skill that's their thing and they love doing that."

-Staff, Prescott Theatre Summer Circus Theater (Interview)

OFCY youth programs are assessed on their ability to support four core youth development outcomes, as illustrated in Exhibit 18.

Exhibit 18: Overall Youth Outcome Measures

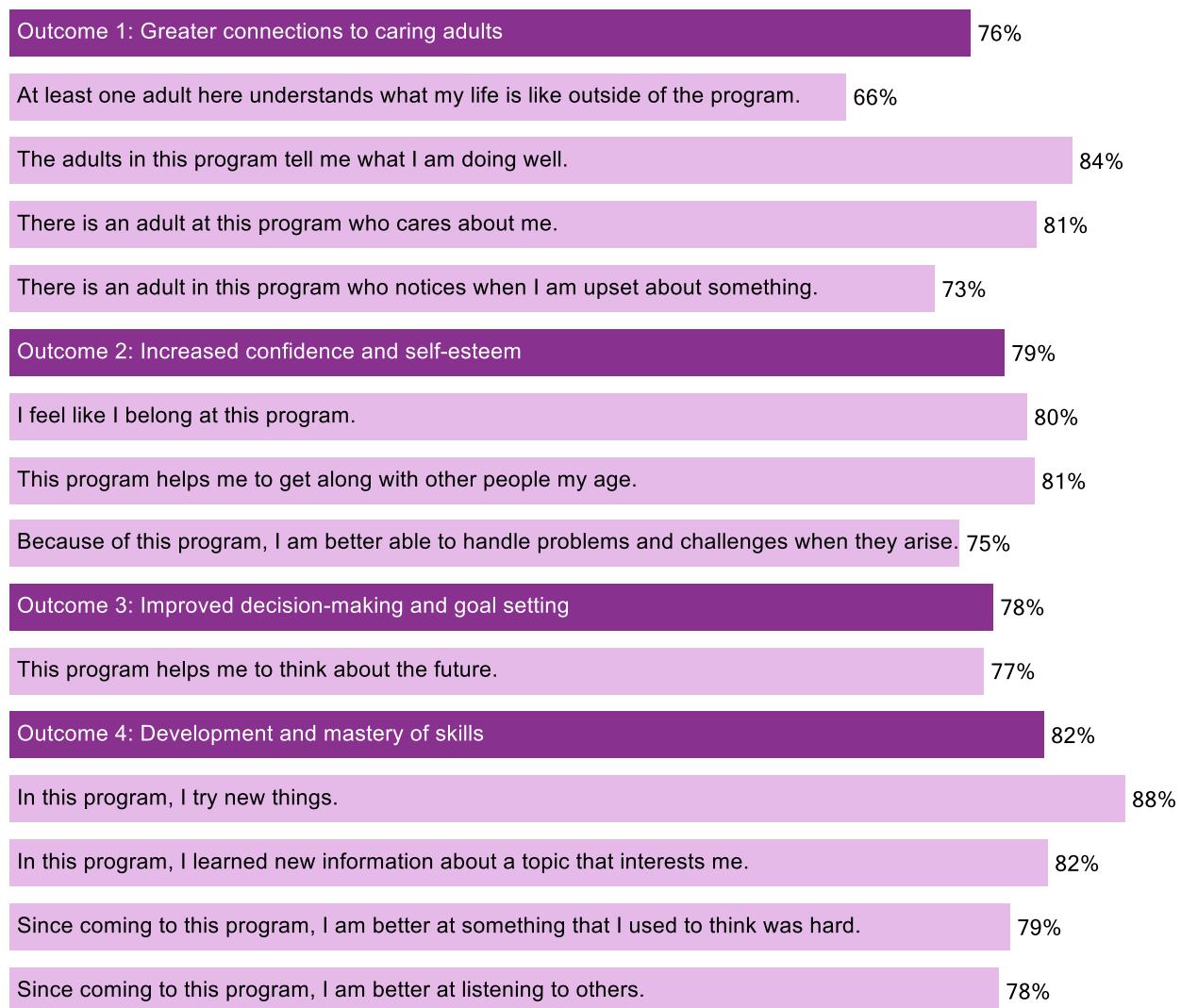


We assessed progress by drawing on 4,483 surveys from 71 programs; the results are displayed in Exhibit 19. Key findings mirrored the findings from FY2016-2017:

- **Youth generally reported very positive youth development outcomes.** As in FY2016-217, youth showed the most progress in the area of *developing and mastering skills* and were least likely to agree or strongly agree with the statement "*at least one adult here understands what my life is like outside the program*" (64%). Youth were most likely to agree with the statement "*in this program, I try new things*" (87%).
- **Older youth showed the strongest progress toward general youth development outcomes.** Youth in grades 11 and 12, as well as those that are out-of-school, reported the highest ratings in general youth development outcomes. The area of greatest difference was *improved decision-making and goal setting*, perhaps because older youth are more interested in thinking about the future and planning ahead. On average, 90% of older youth agreed or strongly agreed with the questions mapped to *decision-making and goal setting* compared to 72% of youth in 10th grade and below.

Exhibit 19: Youth Development Outcome Scores

Percentage of youth who agree or strongly agree
(4,483 youth in 71 programs)



CONCLUSION

As the 2017-18 program year ends, the results of our evaluation indicate that OFCY plays a key role in ensuring that programs in Oakland can effectively support Oakland's children and youth to be safe, healthy, and productive. The following are recommendations for how OFCY can continue to support programs over the final program year of the funding cycle.

- **Over 20,000 children and youth participated in OFCY-funded programming, receiving a broad range of services, including enrichment, academic support, work-based learning, and supportive services.** As demonstrated by their continued participation and their feedback via participant surveys, Oakland's children, youth, and families find meaningful opportunities tailored to their needs and interests in the 89 diverse programs funded by the city.
- **Community-based programs continue to make strong progress toward their intended outcomes.** According to surveys from youth, parents/caregivers, and early childhood educators, programs are making an impact in the areas of youth development, academic success, workforce readiness, and caregiver support.
- **As in previous years, there is a strong desire among grantees for OFCY to continue to support capacity building and networking.** OFCY grantees are eager to exchange resources and lessons learned, and they view OFCY as uniquely positioned to broker resources and make connections through opportunities like the grantee convenings it hosts. Some suggest that OFCY might build on the grantee convenings and find additional ways to connect organizations that have complementary needs or goals, such as hosting "summits" in common issue areas, developing a listserv where grantees could announce upcoming activities, or organizing "virtual" learning groups on issues of interest.
- **Language and translation services are an area of need.** A central theme arising from the quality assessments, surveys and site visits, was the difficulty that programs face in meeting the language needs of diverse participants. Programs could benefit from connections to translation resources as well as information on best practices related to recruiting staff and volunteers who speak specific languages.
- **Social-Emotional Learning (SEL) and trauma informed approaches are increasing perceived as central components of effective youth development and family engagement.** There is a strong emphasis among programs on using trauma-informed approaches and promoting skills such as emotional regulation, social understanding, and resilience. SEL is an arena where youth programs can make a real difference, particularly if they align with the SEL work being implemented within OUSD. Furthermore, these are areas where it would be useful for OFCY to help support learning.
- **OFCY may want to consider gathering broader feedback from parents and families related to the benefits of youth programming.** Youth programming provides value not just for the young people who participate, but for their parents. The value of OFCY programs for parents, other than those receiving direct services through the early childhood program area, is not captured by the current evaluation, but could be if programs were willing to administer a parent survey. Dimension of interest may include whether programs help parents to remain in employment or education.

OFCY plays a critical role in sustaining and strengthening programs for children, youth and families in Oakland. It provides vital grant funds, helping to create a rich ecosystem of programs tailored to the

needs of distinct aspects of the Oakland community, while also promoting continuous improvement and high quality programming.

APPENDIX 1: PROGRAM PERFORMANCE

The following table provides program-level performance information at the conclusion of FY2017-2018, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year; actual units of service and progress towards projected units of service. Where applicable, the tables include: average hours of service per youth and adult participants, the percentage of youth and adult participants receiving 40 or more hours, and the percentage of participants completing surveys.

Progress towards projected enrollment and units of service draws on the Cityspan Administrative Reports and includes adult hours of service while enrollment only includes children and youth. Red shading indicates programs that did not meet their enrollment or units of service targets at the end of the year.

Early Childhood Mental Health Consultations

Agency	Program	Youth Enrollment			Total Units of Service		
		Projected	Actual	% Projected	Projected	Actual	% Projected
Family Paths, Inc.	Early Childhood Mental Health Collaborative	616	690	112%	3,892	3,624	93%
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	695	562	81%	1,757	1,710	97%
Lincoln Child Center	Early Childhood Mental Health Consultation	910	1,114	122%	3,837	4,397	115%

Parent Support and Education

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	
East Bay Agency for Children	Parent Child Education Support Program	68	45	66%	68	36	53%	6,956	7,267	104%	89	71%	91	72%	39%
East Bay Community Recovery Project	Project Pride	20	22	110%	30	51	170%	2,269	4,249	187%	40	41%	66	52%	18%
Family Paths, Inc.	Abriendo Puertas/Opening Doors Parent Education	34	26	76%	66	72	109%	2,063	825	40%	5	0%	10	0%	39%

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey Adults (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	
Lincoln	New Highland-Rise Family Resource Center	150	283	189%	280	320	114%	4,380	5,420	124%	3	0%	14	5%	9%
Lotus Bloom	Multicultural Family Resource Centers	120	260	217%	120	207	173%	33,220	38,381	116%	76	56%	90	59%	27%
Lotus Bloom	School Readiness Playgroups	25	76	304%	25	73	292%	10,095	14,206	141%	95	69%	96	67%	47%
Northern California Society to Prevent Blindness	Vision Awareness & Education for Low-income Oakland Families	-	-	-	116	161	139%	236	237	100%	-	-	-	-	-
Oakland Parents Together	Listening to Children Parent Cafes	150	68	45%	150	61	41%	8,576	12,700	148%	128	84%	66	76%	52%
Oakland Parks and Recreation	Sandboxes to Empowerment	100	162	162%	100	96	96%	19,250	31,542	164%	114	61%	136	61%	33%
Oakland Public Education Fund	Oakland Promise: Brilliant Baby	-	-	-	150	204	136%	1,432	1,244	87%	-	-	6	0%	9%
Oakland Unified School District	Summer Pre-K Program	72	70	97%	72	73	101%	3,635	2,467	68%	33	22%	2	11%	25%
Our Family Coalition	Building Strong Children in LGBTQ Families	260	322	124%	320	454	142%	4,092	6,854	168%	10	3%	8	3%	4%
Prescott-Joseph Center for Community Enhancement, Inc.	Prescott Joseph Center's Pre-preschool Program	36	71	197%	40	53	133%	5,354	9,960	186%	84	42%	75	37%	9%
Safe Passages	Safe Passages Baby Learning Communities Collaborative	600	689	115%	400	447	112%	10,574	10,861	103%	9	4%	11	5%	28%

Student Engagement in Learning

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey 8+ yr olds (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Alternatives in Action	FOCUS: Fremont - Our Community United for Success	300	308	103%	29,288	12,780	44%	41	33%	10%
Destiny Arts Center	DAC: Havenscourt Artists-at-School Residency	264	582	220%	26,132	21,893	84%	38	8%	66%
East Bay Asian Youth Center	9th Grade Transition	100	208	208%	5,850	10,890	186%	52	41%	34%
Girls Incorporated of Alameda County	Daytime Literacy Intervention and Engagement	250	248	99%	8,271	6,891	83%	28	19%	56%
Lincoln	West Oakland Initiative	50	54	108%	3,238	3,738	115%	69	50%	142%
Oakland International High School / Oakland Unified School District	OIHS Immigrant & Refugee Wellness Program	250	472	189%	3,968	6,097	154%	13	8%	13%
Oakland Unified School District	OUSD Student Engagement in Restorative Justice	809	1092	135%	3,930	6,904	176%	6	4%	3%
Student Program for Academic and Athletic Transitioning	Middle School Student Engagement in Learning	250	209	84%	5,184	15,384	297%	74	35%	41%
Youth Alive	Youth ALIVE! Targeted Engagement for Youth Exposed to Violence	25	57	228%	1,026	1,813	177%	32	28%	7%

Summer Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Aim High for High School	Aim High/Oakland	360	317	88%	59,220	49,509	84%	156	100%	46%
Destiny Arts Center	Summer with Destiny	290	411	142%	7,739	19,115	247%	47	67%	81%
East Bay Asian Youth Center	Camp Thrive	500	675	135%	40,630	56,568	139%	84	99%	96%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	230	224	97%	49,357	47,556	96%	212	99%	45%
Edventuremore!	Camp Edmo	345	412	119%	58,305	51,600	88%	125	83%	28%
Family Support Services of the Bay Area	Kinship Summer Youth Program	55	55	100%	9,199	9,601	104%	175	100%	83%
Girls Incorporated of Alameda County	Concordia Summer	74	100	135%	10,488	13,124	125%	131	100%	87%
Lincoln	Oakland Freedom Schools	180	189	105%	32,220	28,553	89%	151	97%	71%
Oakland Leaf Foundation	Oakland Peace Camp (OPC)	150	136	91%	9,636	13,268	138%	98	93%	80%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	38	127%	4,760	5,674	119%	149	92%	83%
Rose Foundation for Communities and the Environment	New Voices are Rising	16	17	106%	3,104	3,261	105%	192	100%	94%
Social and Environmental Entrepreneurs (SEE), Inc.	Acta Non Verba: Youth Urban Farm Project	100	74	74%	8,903	14,788	166%	200	96%	149%

Year-Round Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Alameda Family Services	DreamCatcher Youth Services	100	103	103%	1,058	2,111	200%	20	14%	23%
Alternatives in Action	Youth Development Leadership Communities (YDLC)	650	577	89%	33,195	35,416	107%	61	42%	17%
American Indian Child Resource Center	Culture Keepers	30	41	137%	7,351	5,603	76%	137	56%	39%
Asian Pacific Environmental Network (APEN)	AYPAL: Building API Community Power	100	80	80%	21,436	20,730	97%	259	93%	107%
Attitudinal Healing Connection, Inc.	West Oakland Legacy & Leadership Project	245	318	130%	10,183	12,099	119%	38	26%	31%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey 8+ yr olds (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Bay Area Girls' Rock Camp	Girls Rock After School Program (GRASP) and Girls Rock Summer Camp	101	76	75%	4,882	3,481	71%	46	83%	98%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	40	65	163%	4,421	4,267	97%	66	23%	62%
Boys & Girls Clubs of Oakland	Educational Programs for the Youth of Oakland	1600	1086	68%	28,719	87,697	305%	81	53%	13%
Brothers on the Rise	Brothers, UNITE!	150	182	121%	15,457	15,958	103%	88	68%	11%
Chapter 510 INK	Dept of Make Believe	400	182	46%	5,474	2,671	49%	15	2%	29%
College Track	College Track Oakland	248	320	129%	43,008	31,663	74%	99	85%	25%
Communities United for Restorative Youth Justice	Homies 4 Justice	20	23	115%	3,840	4,186	109%	182	100%	39%
Community Works West Inc	Project WHAT	20	22	110%	2,984	1,406	47%	64	59%	36%
Covenant House California	CHC Transitional Services	160	235	147%	2,736	2,333	85%	10	6%	13%
Dimensions Dance Theater, Inc.	Rites of Passage	140	129	92%	20,080	23,343	116%	181	64%	57%
East Bay Asian Local Development Corporation	Lion's Pride	105	148	141%	33,387	29,468	88%	199	55%	14%
East Bay Spanish Speaking Citizens' Foundation	LIBRE (Leading the Independence of our Barrios for Raza Empowerment)	60	109	182%	5,508	5,738	104%	53	25%	21%
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	600	400	67%	75,258	84,304	112%	211	75%	16%
East Oakland Youth Development Center	After School Leadership Academy	130	374	288%	58,289	48,067	82%	129	56%	15%
First Place for Youth	First Steps Community Resource Center	200	247	124%	5,324	9,561	180%	39	23%	8%
Fresh Lifelines for Youth, Inc	FLY Leadership Program	50	87	174%	2,579	2,536	98%	29	21%	86%
Health Initiatives for Youth (HIFY)	Youth Development and Empowerment	24	62	258%	1,352	1,811	134%	29	23%	52%
La Clinica de La Raza, Inc	Youth Brigade	160	251	157%	4,928	6,361	129%	25	18%	16%
Music is Extraordinary, Inc.	Preparatory Studies in Music	120	227	189%	10,482	9,328	89%	41	35%	25%
Native American Health Center, Inc.	Community Wellness Department Youth Services	180	433	241%	26,055	31,067	119%	72	34%	24%
Oakland Kids First	REAL HARD Youth Leadership	60	207	345%	10,093	8,738	87%	42	32%	14%
Oakland Leaf Foundation	Love Cultivating Schoolyards	25	52	208%	6,020	5,945	99%	114	71%	8%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey 8+ yr olds (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Oakland Parks and Recreation	Oakland Discovery Centers	400	300	75%	30,722	28,060	91%	94	63%	27%
Oakland Public Education Fund	Media Enterprise Alliance	110	252	229%	11,232	20,031	178%	79	69%	29%
Project Re-Connect Inc.	Family Connections/Leaders Connect	32	50	156%	1,433	914	64%	18	2%	72%
Refugee Transitions	Newcomer Community Engagement Program	550	1,282	233%	30,083	43,044	143%	34	27%	19%
Safe Passages	Get Active	97	136	140%	15,315	15,034	98%	111	82%	60%
Teen Success, Inc	Supporting Teen Mothers Program	48	17	35%	1,374	284	21%	17	12%	40%
Youth Alive	Teens on Target Youth Leadership	52	103	198%	5,442	8,170	150%	79	71%	17%
Youth Speaks, Inc.	Arts in Education	165	208	126%	7,147	4,316	60%	21	16%	37%
Youth UpRising	LOUD - Loving Our Unique Design	126	51	40%	964	519	54%	10	2%	25%

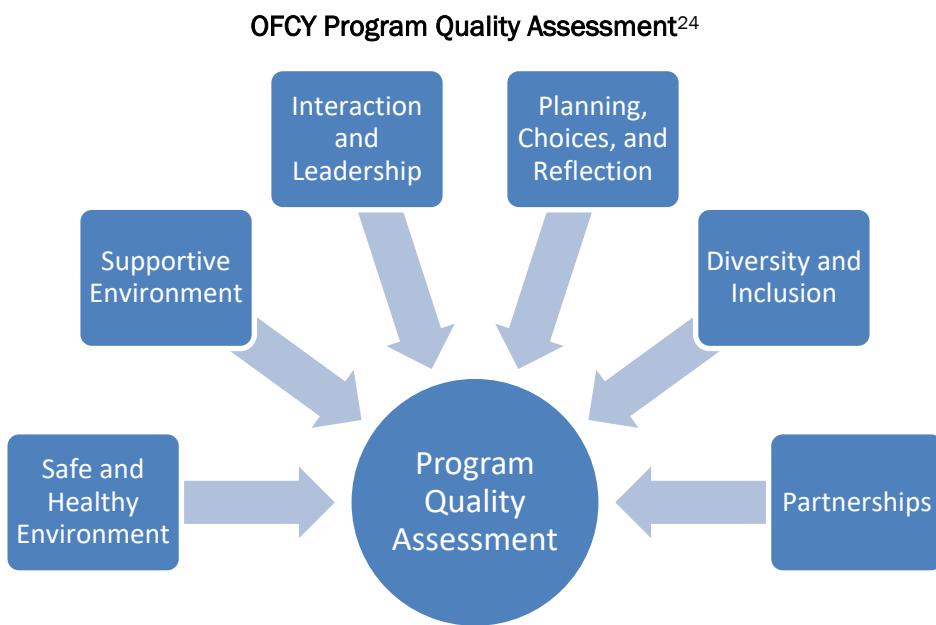
Career Awareness and Academic Support for Older Youth

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey 8+ yr olds (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Alameda Health System	Oakland Health Careers Collaborative	396	440	111%	31,143	32,760	105%	74	58%	25%
Better Health East Bay Foundation	Youth Bridge Workforce Development Program	80	187	234%	22,382	25,750	115%	138	90%	85%
Beyond Emancipation	GROW Oakland	24	50	208%	6,158	3,906	63%	78	28%	24%
Center for Media Change, Inc.	A-Team	225	94	42%	6,472	2,003	31%	21	24%	3%
Center for Media Change, Inc.	Hack the Hood Bootcamp	45	46	102%	10,080	7,560	75%	164	100%	89%
Centro Legal de la Raza	Youth Law Academy	71	67	94%	3,697	3,908	106%	58	66%	37%
Civicorps	Academic and Professional Pathway	76	75	99%	28,926	55,936	193%	746	92%	17%
East Bay College Fund	Oakland Promise College and Career Access and Success Program	400	326	82%	44,911	19,645	44%	60	69%	1%
Juma Ventures	Pathways to Advancement	75	98	131%	14,069	4,252	30%	43	36%	13%
Marriott Foundation for People with Disabilities	Bridges from School to Work	40	70	175%	7,638	8,251	108%	118	64%	61%
Oakland Unified School District	Exploring College and Career Options	250	308	123%	37,120	32,992	89%	107	100%	88%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey 8+ yr olds (%)
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	
Spanish Speaking Unity Council of Alameda County, Inc.	Oakland Youth Engaged (OYE)	50	79	158%	5,849	6,029	103%	76	48%	32%
Youth Employment Partnership	Building Green Futures	40	54	135%	18,080	15,666	87%	290	94%	17%
Youth Radio	Digital Communications Pathways	96	171	178%	20,618	28,489	138%	167	84%	19%

APPENDIX 2: PROGRAM QUALITY ASSESSMENT

Social Policy Research Associates (SPR) created this tool specifically for OFCY programs, using field-tested measures for assessing program quality in community-based programs as well as OFCY grantee feedback and insights on facets of program quality. With the exception of the Early Childhood Mental Health Consultation strategy, staff from all OFCY programs completed the assessment. The survey is divided into six dimensions that, together, provide helpful information about program quality and priority areas.



For each question, respondents were asked to rate the progress of their organization on a scale of 1 to 4 (Exploring, Developing, Satisfactory, and Exemplary). SPR developed a scale that is growth-oriented, recognizing that all organizations have areas of strength as well as those which may not be as well developed and which may need more attention. The tool also includes a four-point priority scale for each item (Not a Priority, Low Priority, Moderate Priority, and Top Priority). Taken together, data on progress and priority-level for each quality dimension can help organizations think strategically about where to invest in terms of program improvement. For this report, however, only progress ratings are reported because the priority scale was intended for programs' internal use. Each program received a Program Quality Assessment report that provided useful program data on strengths, needs, and priorities with the goal of encouraging internal discussion and informing improvements. The OFCY and SPR team will use aggregated results to identify opportunities for group-level capacity building and for peer learning. SPR will also use aggregated results to document program quality, strengths, and needs across OFCY's strategies.

²⁴ SPR drew from the best available measures for assessing program quality in community-based programming along with incorporating current OFCY grantees' feedback on program quality to design a customized tool. Specifically, SPR reviewed the David P. Weikart Center for Youth Program Quality's Youth Program Quality Tool (Y-PQA), New York State After School Network's (NYSAN) Program Quality Self-Assessment (QSA) Tool, California After School Network's California After School Program Quality Self-Assessment (QSA) Tool, Policy Studies Associates' Out-of-School Time Observation (OST) Tool, Wisconsin Center for Education Research and Policy Studies Associates' Promise Practices Rating System (PPRS).