



## Oakland Fund for Children and Youth Meeting of the Planning and Oversight Committee (POC)

November 4<sup>th</sup>, 2015 – 6:00 p.m. – 9:00 p.m.

**Oakland City Hall, Hearing Room 4**

*1 Frank H. Ogawa Plaza, 2<sup>nd</sup> Floor*

*Oakland, CA 94612*

### AGENDA

1. Call to Order
  - *Introductions &Announcements*
  - *Agenda Review/Modifications*
2. Open Forum
3. Adoption of Prior Meeting Minutes from September 2<sup>nd</sup> and October 7<sup>th</sup> 2015 *action*
4. City of Oakland Public Ethics Overview by the City Attorney's Office *discussion*
5. OFCY FY2014-2015 Program Evaluation Reports
  - *Social Policy Research Associates – OFCY Final Report FY2014-2015* *action*
  - *Public Profit, LCC – Oakland School-Based After School FY2014-15 Findings Report*
6. Update on RFP Development for 2016-2019 Funding *discussion*
7. Administrative Matters
  - *General Announcements*
  - *Upcoming Meetings/ Scheduling*
8. Adjournment

**Public Comment:** The POC welcomes you to its meetings and your interest is appreciated.

- If you wish to speak before the POC, please fill out a speaker card and hand it to the staff of the POC.
- If you wish to speak on a matter not on the agenda, please sign up for Open Forum and wait for your name to be called.
- If you wish to speak on a matter on the agenda, please approach the Committee when called, give your name, and your comments.

Please be brief and limit your comments to the specific subject under discussion. Only matters within the POC's jurisdiction may be addressed. Time limitations shall be at the discretion of the Chair.

*In compliance with Oakland's policy for people with chemical allergies, please refrain from wearing strongly scented products to meetings. In compliance with the American Disabilities Act, if you need assistance to participate in the meetings for the Oakland Fund for Children and Youth Planning & Oversight Committee, please contact the Oakland Fund for Children and Youth at 510-238-6379. Notification 48 hours prior to the meeting will enable the City of Oakland to make reasonable arrangements to ensure accessibility. If you have questions regarding this agenda or related materials, please contact our office at the number above.*

**MINUTES TO BE APPROVED**  
Oakland Fund for Children and Youth (*OFCY*)  
*Planning and Oversight Committee (POC) Meeting*  
Oakland City Hall, 1 Frank H. Ogawa Plaza, Hearing Room 4, Oakland, CA 94612  
**Wednesday, September 2, 2015**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Kathy Teng Dwyer, Sheilagh Polk, Steven Wirt, Karen Lara, Isaac Ruelas, Kisha Jackson, Bolor-Erdene Erdenebat, Kevin Wong, Ajani Torres-Cedillo, M Shawn Cunningham II, Jared Utley, and Marcus Montague

Committee Members absent: Fredrick Price, Julie Waters

Staff Members present: Sandy Taylor, Mike Wetzel, Scott Kim

**I. Call to Order**

The meeting was called to order at 6:09 p.m.

**II. Open Forum for Youth or Families with Small Children**

There were four speakers.

**III. Adoption of Prior Meeting Minutes from May 20<sup>th</sup> and June 24<sup>th</sup> 2015**

Marcus Montague made a motion, which was seconded by Sheilagh Polk, to approve the meeting minutes from the May 20, 2015 POC meeting. Steven Wirt made a motion, which was seconded by Kisha Jackson, to approve the meeting minutes from the June 24, 2015 POC meeting. The POC unanimously approved the minutes of both meetings.

**IV. Presentation on the Oakland Promise Initiative by David Silver, Director of Education, Office of the Mayor**

David Silver, Director of Education, Office of the Mayor and Diane Dodge, Executive Director, East Bay College Fund presented the Oakland Promise Initiative. Its vision statement is “We as a community will ensure every child in Oakland graduates high school with expectations, resources, and skills to complete college and be successful in the career of their choice.” Oakland Promise aims to achieve its vision through multiple initiatives: Brilliant Baby, Kindergarten to College, Future Centers, College Scholarships, and College Completion Support.

**V. Review and Adoption of FY2016-2019 Strategic Investment Plan**

OFCY staff presented an overview of the FY2016-2019 Strategic Investment Plan including the planning process, summary of community input, OFCY goal areas, strategies, and allocations. Strategic Plan Subcommittee members Isaac Ruelas and Steven Wirt expressed support for the plan and how it reflected the feedback received through the community input process.

Isaac Ruelas made a motion, which was seconded by Marcus Montague, to adopt the FY2016-2019 Strategic Investment Plan. The POC unanimously approved the motion.

There was one speaker for public comment.

**VI. Election of POC Co-Chairs for FY2015-2016**

Marcus Montague made a motion, which was seconded by Sheila Polk, for Kathy Dwyer to serve as the POC adult chair for FY2015-2016. The POC unanimously approved the motion.

Ajani Torres-Cedillo, Jared Utley, M Shawn Cunningham II, and Kevin Wong all expressed interest in being the POC youth chair. The POC voted and elected Ajani Torres-Cedillo to serve as the POC Youth chair for FY2015-2016.

**VII. Review and Revision of OFCY By-Laws**

OFCY staff presented revisions to the POC By-Laws. A motion to approve the changes was made by Isaac Ruelas, and was seconded by Sheila Polk. The POC unanimously approved the revisions.

**VIII. Administrative Matters**

The FY2016-2019 Strategic Investment Plan will be presented to the Education Partnership Meeting on September 15<sup>th</sup> at 4:00pm at Oakland City Hall as an informational update, and to the Life Enrichment Committee of the Oakland City Council for adoption on October 13<sup>th</sup> at 4:00pm at Oakland City Hall. If adopted by the Life Enrichment Committee, the plan will go to Oakland City Council on October 20<sup>th</sup>.

The next POC meeting is scheduled for October 7, 2015.

**IX. Adjournment**

The meeting was adjourned at 8:20 p.m.

**MINUTES TO BE APPROVED**  
Oakland Fund for Children and Youth (*OFCY*)  
*Planning and Oversight Committee (POC) Meeting*  
Oakland City Hall, 1 Frank H. Ogawa Plaza, Hearing Room 4, Oakland, CA 94612  
**Wednesday, October 7, 2015**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Steven Wirt, Karen Lara, Bolor-Erdene Erdenebat, Ajani Torres-Cedillo, M Shawn Cunningham II, Jared Utley, Gerald Williams, Marcus Montague

Committee Members absent: Fredrick Price, Julie Waters, Kathy Dwyer, Sheilagh Polk, Isaac Ruelas, Kevin Wong, Kisha Jackson

Staff Members present: Sandy Taylor, Mike Wetzel, Scott Kim

**I. Call to Order**

The meeting was called to order at 6:18 p.m.

**II. Open Forum**

There were four speakers.

**III. Adoption of Prior Meeting Minutes from September 2nd 2015**

POC could not adopt the September 2, 2015 POC Meeting minutes due to lack of quorum.

**IV. Update on OFCY Strategic Investment Plan for 2016-2019 and RFP development**

The Strategic Investment Plan for 2016-2019 that the POC adopted in September was presented to the Education Partnership Committee and is scheduled to be presented to the Life Enrichment Committee and City Council in October.

OFCY plans on releasing two separate RFPs, one for School Based After School strategy and another for all other strategies. OFCY staff provided an overview of the 2016-2019 OFCY RFPs including overview, eligibility, key requirements, strategies, funding, format, and timeline.

There were no speakers for public comment.

**V. OFCY Orientation Training**

OFCY staff presented an overview of OFCY, Measure D, POC responsibilities, Rosenberg's Rules, Brown Act and Sunshine Ordinance. Each POC member received a 2015-2016 POC Manual documenting all items covered in the presentation.

There were no speakers for public comment.

**VI. 2015-2016 POC Workplan Overview**

OFCY staff presented an overview of the projected 2015-2016 POC meeting schedule and activities. The workplan for the Evaluation, Review and Appeals subcommittees were also presented. Ajani Torres-Cedillo, Steven Wirt, M Shawn Cunningham II, Gerald Williams and Jared Utley expressed interest in serving on the Evaluation Subcommittee. M Shawn

Cunningham II, Gerald Williams and Jared Utley expressed interest in serving on the Review Subcommittee. Steven Wirt, Marcus Montague and Karen Lara expressed interest in serving on the Appeals Subcommittee.

There were no speakers for public comment.

**VII. Administrative Matters**

The next POC meeting is scheduled for November 4, 2015.

**VIII. Adjournment**

The meeting was adjourned at 7:20 p.m.

## **Government Ethics Act Summary of Laws**

<b>PROVISION</b>	<b>RULE</b>	<b>SOURCE</b>	<b>PRACTICAL EFFECT/COMMENTS</b>
<b>IV. Conflicts of Interest and Personal Gain</b>			
A. Financial Conflicts of Interests	A public servant shall not make, participate in making, or influence a decision in which he or she has a financial interest, as defined by the CA Political Reform Act (PRA).	CA Gov Code 87100-87505; Oakland City Charter sec. 1200	Codifies the existing conflict of interest rule of the CA Political Reform Act (PRA) and incorporates the related provisions locally by reference; also references the same conflict of interest provision of City Charter section 1200. (Rec 1.2 of the Ethics and Good Government – EGG – Working Group)
B. Statement of Economic Interests (Form 700) Disclosure	Requires elected officials and designated public servants to file a Form 700 Statement of Economic Interest pursuant to the CA PRA.	CA Gov Code 87100 – 87350; Oakland Conflict of Interest Code	Consolidates existing Form 700 disclosure requirements already applicable, authorizing the PEC to enforce. (Rec 1.1 of the EGG Working Group)
C. Conflicts of Interests in Contracting	A public servant may not make a contract in which he or she has a financial interest.	CA Gov Code 1090-1097	Codifies existing conflicts of interest in contracting provisions of the CA Government Code and authorizes the PEC to enforce.
D. Confidential Information	A public servant may not disclose confidential information acquired in the course of his or her official duties to another person for pecuniary gain, personal advantage or private interest.	CA Gov Code 1098	Codifies existing state law, adding “personal advantage or private interest” to the restriction, and authorizes the PEC to enforce. (Rec 1.11 of the EGG Working Group)
E. Incompatible Public Offices	A public servant may not hold two public offices that are incompatible.	CA Gov Code 1099	Codifies existing state law and authorizes the PEC to enforce.
F. Conflict in Office	Neither the Mayor nor members of City Council may hold other City office or employment with the City during their term and for one year following their term.	Oakland City Charter 1202	Mirrors existing Charter language into the Ethics Act, authorizing the PEC to enforce.
G. Influencing Prospective Employment	A public servant may not make or influence a government decision affecting a future employer.	CA Gov Code 87407, Reg 18747	Restates state law more simply, authorizing the PEC to enforce. (Rec 1.12 paragraph 2 of the EGG Working Group, but based on state law instead of Los Angeles Municipal Code)

<b>V. Leaving Public Service “Revolving Door” Restrictions</b>			
A. Permanent Post-Service Restriction on Representing or Assisting Non-City Parties in Particular Matters	Prohibits a public servant from leaving the City to work for a non-City person or entity other than oneself on the other side of a particular issue in which they personally and substantially participated while employed with the City. Certain exceptions apply, and this rule is subject to waiver by the PEC upon the request of the public servant. Includes a presumption that assumes the existence of representation if a former public servant is compensated by the party to a particular matter or a party intending to influence a particular matter within 12 months before or after the communication. Also includes an exception for a public servant providing testimony pursuant to a subpoena.	San Francisco Campaign and Governmental Conduct Code 3.234, also similar to federal law as it relates to federal employees	New provision to Oakland (Rec 1.12.1 of the EGG Working Group)
B. One-Year Post-Service Restriction on Supervisors Representing Non-City Parties	Prohibits a public servant from leaving the City to work for another person or entity on the other side of an issue in which the public servant served as a supervisor of an employee who personally and substantially participated in a particular matter, as defined by V(A).	Federal law as it relates to federal employees (18 USC 207)	New provision to Oakland
C. One-Year Restriction on Representing Other Persons Before Former Department	Restricts a public servant, for one year after they leave City service, from influencing their former department or unit on behalf of another person. This rule is subject to waiver by the PEC in limited situations upon the request of the public servant.	SF Campaign and Gov Conduct Code 3.234	New provision to Oakland (Rec 1.12.2 of the EGG Working Group)
D. Employment by a Party to a City Contract on Which the Public Servant Worked	Prohibits a public servant from working for a person or entity that entered into a contract with the City within the preceding one year where the public servant personally and substantially participated in the award of the contract. This rule is subject to waiver by the PEC in limited situations upon the request of the public servant.	SF Campaign and Gov Conduct Code 3.234	New provision to Oakland (Rec 1.12.3 of the EGG Working Group)
E. Waiver by the Public Ethics Commission	Authorizes the PEC to waive the restrictions in sections V(A) – V(C) under certain circumstances.	SF Campaign and Gov Conduct Code 3.234	This allows an “out” for situations where these restrictions might be too onerous for the individual or not in the interest of justice because of the circumstances. It would require the PEC to

			establish a process to grant waivers and ensure consistent application of waivers. (Rec 1.12 of the EGG Working Group)
<b>VI. Perks of Office and Misuse of City Resources or Position for Private Gain</b>			
A. Misuse of City Resources or Position	<p>A public servant may not use or permit others to use public resources for campaign activities or for personal or non-City purposes not authorized by law.</p> <p>A public servant may not use his or her authority or power of position for private advantage.</p>	CA Gov Code 8314	Codifies state law locally and authorizes the PEC to enforce. (Rec 9 of the EGG Working Group, but based on state law/8314 instead of LA Code)
B. Prohibitions Related to Political Activity and Solicitation of Contributions	<p>A public servant's political activities shall not be restricted, except as otherwise provided in federal, state, or local law.</p> <p>A public servant may not use his or her office or authority to help secure a position with the City in exchange for a vote or other political influence.</p> <p>A public servant, in addition to an Oakland School Board candidate, may not solicit a political contribution from another public servant, except as part of mass communications to a large group of the general public.</p> <p>A public servant may not participate in political activities while in uniform.</p>	CA Gov Code 3203  CA Gov Code 3204  CA Gov Code 3205  CA Gov Code 3206	Codifies state law locally and authorizes the PEC to enforce. (Rec 10 of the EGG Working Group, but based on state law instead of SF Code)
C. Restriction on Gifts	<p>Restricts a public servant or candidate from receiving a gift when it is reasonably foreseeable that the public servant would be influenced by the gift.</p> <p>Requires a public servant to comply with the gift requirements and restrictions in the Political Reform Act.</p> <p>Imposes a \$250 annual gift limit for public servants, except gifts from restricted sources, such as lobbyists and persons doing business with or seeking to do business with the City, which would be limited to \$50 in gifts per year per source.</p>	CA Political Reform Act; and a blend of SF Campaign and Gov Conduct Code 3.216 and LA Code 49.5.8	Codifies state gift rules locally and imposes lower annual gift limits, authorizes PEC to enforce. Note: the state-imposed gift limit is \$420 per calendar year for all gifts, although the state has a \$10 annual gift limit for lobbyist gifts to state legislators. (Rec 5 of the EGG Working Group)
D. Prohibition on City Officers Contracting with the City	Prohibits "City officers," as defined more narrowly than "public servant," from entering into contracts of more than \$10,000 with the City while they are	SF Campaign and Gov Conduct Code 3.222	New provision to Oakland (Rec 4a of the EG Working Group)

	serving in their public service positions. The language includes exceptions, such as for contracts with a nonprofit organization or with an entity in which the City officer does not exercise management and control over the business. Also allows the Commission to waive the prohibition for a city officer who must, by law, be appointed to represent any profession, trade, business, union, or association.		
<b>VII. Fair Process</b>			
A. Prohibition on Bribery	No person shall offer or make, and no public servant shall solicit or accept, anything of value in exchange for the performance of any official act.	CA Penal Code 68, SF Code 3.216	Codifies general bribery law and CA Penal Code section 68, and mirrors SF Code, and authorizes the PEC to enforce. (Rec 6 of the EGG Working Group)
B. Prohibition on Payment for Office or Appointment	A public servant may not give or promise to give to any person anything of value in exchange for nomination, appointment, support, or election to any office or employment.	San Diego Ethics Ordinance 27.3572	New provision to Oakland, though this overlaps with the prohibition on bribery. (Rec 7 of the EGG Working Group)
C. Prohibition on City Public Servant Influencing Contracts with Former Employer	A public servant may not use his or her official position to influence a decision regarding a contract with a party with whom the public servant was previously employed within the preceding 12 months.	LA Code 49.5.13	New provision to Oakland. (Rec 4(c) of the EGG Working Group)
D. Prohibition on Nepotism	Incorporates City Charter section 907 (nepotism) by reference, which gives the PEC the authority to enforce the Charter provision.  A public servant may not make or influence an employment or contract action involving a relative, as defined.	Oakland City Charter 907  SF Code 3.212	Codifies City Charter sec 907, giving the PEC authority to enforce. (Rec 8 of the EGG Working Group)  New provision to Oakland. (Rec 8 of the EGG Working Group)
E. Non-Interference in Administrative Affairs	City Council may not give orders, coerce or influence City administrative staff and should deal with administrative services through the City Administrator, Mayor, or other designees.	Oakland City Charter 218	Codifies City Charter sec 218, giving the PEC authority to enforce.
<b>VIII. Public Ethics Commission Role and Responsibilities</b>			
A. Prevention	Requires the PEC to provide advice, assistance and training to City public servants and candidates who would be subject to the Ethics ordinance.	Oakland Municipal Code 2.24 (PEC)	Specifies the educational duties referenced in the PEC's enabling ordinance to state the PEC's specific duties regarding ethics education.

		Enabling Ord)	(Rec 15 of the EGG Working Group)
B. Implementation	Allows the PEC to adopt, amend, and rescind rules and regulations to carry out the purposes and provisions of the Government Ethics Act.	Oakland Municipal Code 2.24.070	Similar to the PEC's enabling ordinance allowing the Commission to promulgate regulations subject to City Council veto.
C. Enforcement	Adds criminal, civil, and administrative penalties for violations of the Government Ethics Act, and adds an injunctive relief remedy for any person residing in the City. Requires five commissioners (rather than four) to approve the commencement of a civil action brought by the PEC. Imposes a statute of limitations for actions to be brought within four years of the date of the violation, with a reasonable discovery clause. Prohibits the filing of false charges and imposes a duty to cooperate with an investigation upon request, except that this duty shall not be construed to require the identification of a whistleblower, as defined by the Oakland Whistleblower Ordinance.  Violations occurring prior to passage of this ordinance may not be enforced, except for continuing violations after proper notice.	CA PRA 91000 et seq.; SF Code 3.242, LA Code 49.5.19; SD Code 26.0413	Adds new ethics enforcement penalties and remedies not currently existing in Oakland. Penalties are modeled after the CA Political Reform Act, SF, LA, and San Diego.  (Rec 17 of the EGG Working Group)
<b>IX. Miscellaneous Provisions</b>			
A. References to Other Laws in this Act	States that all laws referenced in this section are referenced in their most current form.		To ensure the ordinance is a living document that reflects ongoing changes in other laws that are referenced.



## Final Report FY2014-2015

Prepared by:

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## **ACKNOWLEDGEMENTS**

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SPR would like to thank the Oakland Fund for Children & Youth staff members who have worked with us on this evaluation project, including Sandra Taylor, Mike Wetzel, Scott Kim, Debra Chester, and Terry Hill.

Thanks also to the OFCY Planning and Oversight Committee for their ongoing feedback and support.

Finally, we would like to give a special thanks to the staff, participants, and volunteers of the OFCY programs for completing surveys, hosting observation visits, and generously sharing insights about their programs.



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# Oakland Fund for Children and Youth

## Final Evaluation Summary - October 2015

### FY2014-2015

### Background

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 and voices 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, engaged, powerful, and loved community members.

This Final Evaluation Report focuses on the performance, quality, and outcomes of 66 OFCY community-based programs. Data was drawn from Cityspan data, OFCY's youth survey, surveys of parents and instructors engaged in early childhood programs, interviews with 29 program staff, observations of 41 programs using the Program Quality Assessment (PQA), and information gathered during site visits to 5 programs. Due to limitations in the data, the evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

*"We wouldn't be able to do this program, never would have started this program, without OFCY funding and they've been a really fantastic partner."*

—Executive Director, Center for Media Change's Hack the Hood Summer program

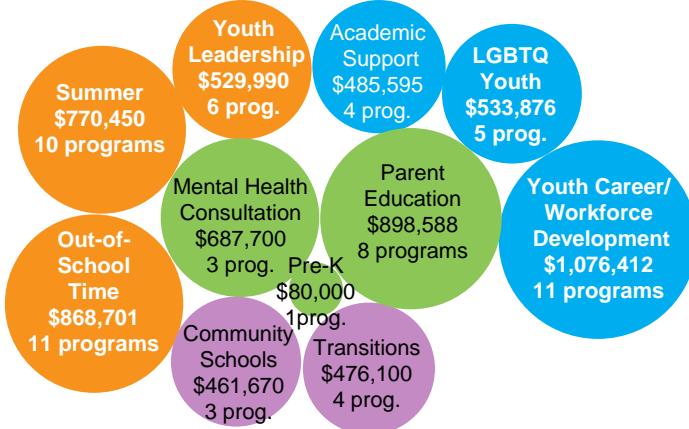
*"I think OFCY staff gets it....They seem to really get what is meaningful about what our youth are accomplishing."*

Policy Director, Safe Passages' Get Active Urban Arts program

### Overview of Programs

OFCY funds a wide variety of programs in order to meet the diverse needs of youth and families. While they share a common focus on empowering Oakland residents, programs vary considerably along many dimensions, including their size, target populations, and approaches to youth development. The 66 programs summarized in this report include programs with a focus on early childhood, student success in school, youth leadership and community safety and the transition to adulthood, including youth workforce development.

OFCY programs provide direct services to support children and youth from birth to 20 years. OFCY funding strategies have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families.



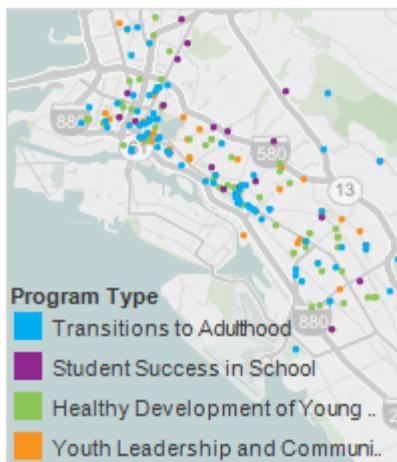
#### Key findings on programs:

- During FY2014-2015, OFCY committed \$6,869,081 to programs, excluding school-based after school programs. On average, OFCY programs received \$104,077 in funding.
- OFCY funding made up, on average, 49% of programs' projected budgets, reflecting the pivotal role OFCY plays in supporting early childhood and youth programming in Oakland.
- While projected annual budgets averaged just under \$250,000, the budgets ranged from \$40,000 to over \$800,000.
- Over half of program leaders who were interviewed indicated that they were "stretched" in terms of staffing and resources. Administrative support, social media expertise, and translation services are areas where programs could particularly use additional support.

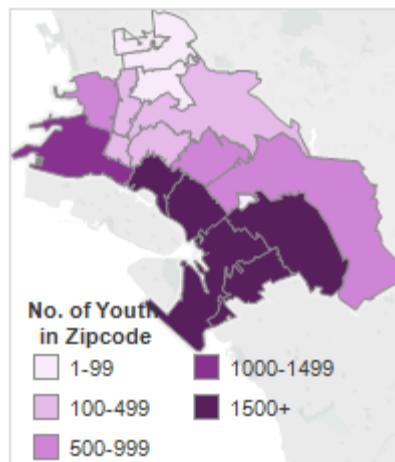
# Overview of Participants

During FY2014-2015, OFCY programs served 17,217 youth and 2,197 adults across all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. The *Student Success in School* (36%) strategy served the most participants, followed by *Youth Leadership and Community Safety* (29%), and *Healthy Development of Young Children* (20%).

## Program Site Location



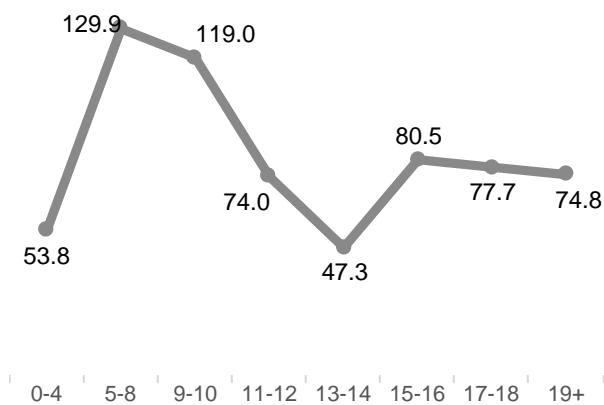
## Participants' Home Zipcode



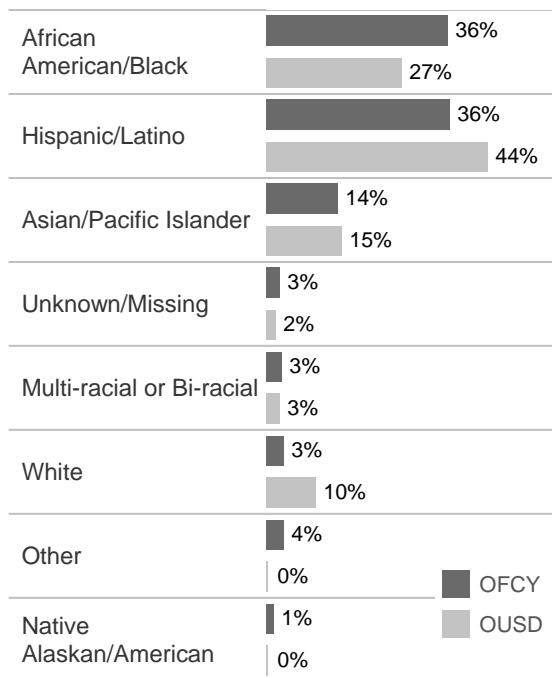
### Key findings on participants:

- The vast majority of OFCY youth participants were children and youth of color, with African American (36%) and Hispanic (36%) children and youth making up most of the participants, followed by Asian/Pacific Islander (14%), multiracial (3%), and Caucasian/White (3%) children and youth.
- Just over 40% of youth receiving services from OFCY-funded programs received “light touch” services (fewer than 10 hours), while 25% received “intensive” services (120 hours or more).
- Average hours of service peaked for children aged 5-8 (130 hours) and youth aged 9-10 (119 hours) with a considerable dip for youth aged 13-14 (47 hours). This dip may be due to high participation in *Transitions* programs, which are light-touch services.

## Avg. Hours of Service by Age



## Ethnicity



## Avg. Hours of Service By Funding Area



Note: This graphic includes ethnicity information for youth enrolled in OUSD for FY14-15.

# Performance

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 piloted two additional measures, including percentage of participants who receive 40 or more hours of service (69% met this threshold) and percentage of participants who complete a participant survey (43% of all participants).

## Percent of Programs Meeting OFCY Performance Threshold



### Key findings for program performance:

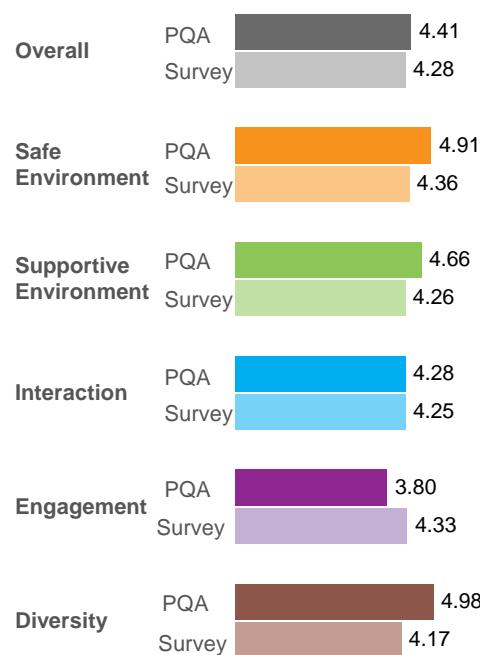
- Nine out of ten programs reached the performance threshold of 80%.
- Programs made good progress toward enrollment and units of service projections. 92% met the enrollment threshold, and 89% met the threshold for units of service. Only one program fell short in both areas.
- About three-quarters of programs provided an average of at least 40 hours of service to youth participants.

# Quality

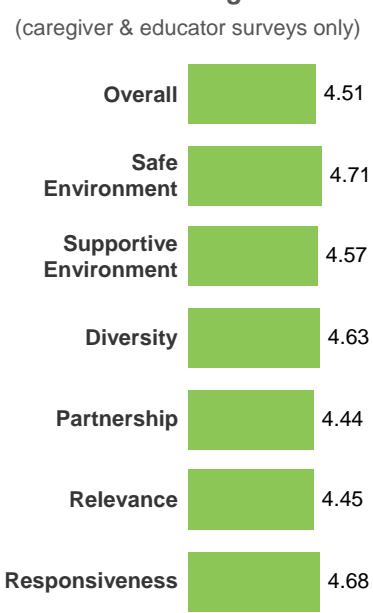
OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. The survey and PQA tool capture quality along five dimensions on a 5-point scale. SPR added *diversity* to these dimensions and, responding to grantee feedback, we also added *partnerships, relevance, and responsiveness* for *Healthy Development of Young Children* programs.

## Program Quality Scores

### Youth Programs



### Healthy Development of Young Children Programs



### Key findings for program quality:

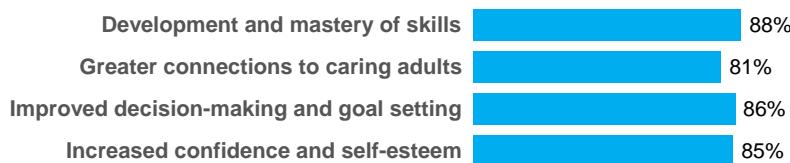
- Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high.
- Youth gave higher ratings to programs that provided more hours of service to participants.
- Program quality was related to small program size. On average, youth gave higher ratings in all areas to programs that served less than 100 youth over the program year.
- Youth perception of program quality differed by ethnicity. With the exception of safety, Hispanic youth and Asian/Pacific Islander gave the highest scores and African American and Caucasian youth gave the lowest scores.

# Outcomes

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:

## Percent of Participants Achieving Outcomes

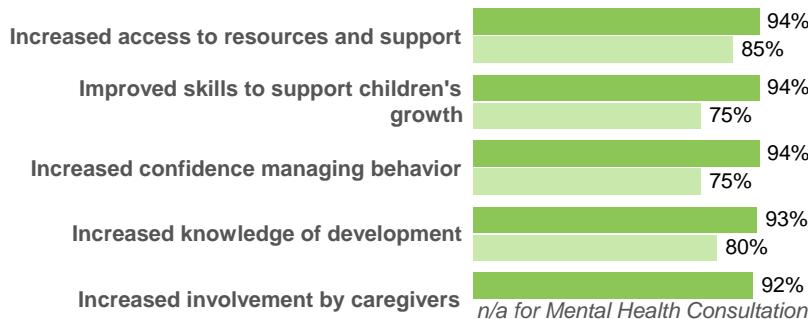
### General Youth Development Outcomes



### Select Framework-Specific Outcomes



### Early Childhood Outcomes



Parent & Child Engagement

Mental Health Consultation

### Youth Quotes from Focus Groups

*Juma has helped me to see myself differently because before Juma... I was just going down the wrong path and stuff wasn't really going good in my life, but then...[at Juma] we get a lot of motivation and inspiration, and then opportunities.... It turned my life upside down, basically, and put me on the right track.*

—Juma Ventures' Pathways to Advancement program

*[The program] is making me more focused, more aware, helping me to improve in school, and giving me life skills.*

— Alta Bates Summit Foundation's Youth Bridge program

*AYPAL teaches you how to educate yourself first and use your voice in a positive way. We talked about acts of social injustice and how we can be better leaders in our community.*

— East Bay Asian Youth Center's API Youth Promoting Advocacy and Leadership Program (AYPAL)

### Key findings for youth outcomes:

- Although youth outcomes were very positive overall, outcomes varied by program and participant characteristics.
- Youth in programs with smaller enrollment reported more progress towards youth development outcomes.
- Youth in programs that provided an average of 40 hours or more of services exhibited greater progress towards all youth development outcomes.
- High-school age youth showed the most progress towards general youth outcomes while middle school-age youth exhibited the least.
- Youth in workforce development programs showed the greatest progress towards youth development outcomes.

### Key findings for caregivers and instructors participating in early childhood programs:

- Overall, results from parent and caregiver surveys are extremely positive across all outcome domains, with agreement ratings for all measures being above 90%.
- Survey results indicate that parents and caregivers increased understanding of child development (94%), their ability to identify what their child needs (95%), and their understanding of behavior that is typical at their child's age (94%).
- Surveys to educators receiving services from programs in the Mental Health and Developmental Consultations indicate that programs were strongest in the area of increased access to resources and support (85%).

## INTRODUCTION

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*We're really about choice and voice for the young people that we work with....we really want to invite them to dream and to expand their view of what is possible, and then support them to really live that dream.*

—Executive Director, Beyond Emancipation: Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program

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 and voices 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, engaged, powerful, and loved community members.

In 2014, OFCY engaged Social Policy Research Associates (SPR) to evaluate 66 early childhood and youth programs that represent 52% of the programs funded by OFCY during FY2014-2015. Taken together, these 66 community-based programs operate throughout the city of Oakland and reach young people of all ages, from infancy through young adulthood. The early childhood programs also serve adults that interact with and support young children, particularly parents, caregivers, and educators. (Program descriptions are included as Appendix A.) This Final Report includes a description of the children, youth, and adults served by these programs during FY2014-2015, as well as an assessment of the services provided, program quality and performance, and outcomes.

### 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, measure program quality, assess programs' ability to meet service projections for FY2014-2015, and explore progress towards outcomes.

#### 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 Final Report. During FY2014-2015, data were available for 17,217 children and youth and 2,197 adults that received program services.
Youth Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 2,893 youth surveys were completed by youth in grade 3 or higher. In the summer of 2014, 1,434 youth surveys were administered at 14 programs using the 2013-2014 survey tool. The survey tools were updated with feedback from grantees in the fall of 2014, and the updated tools were administered to 1,459 youth across 46 programs in spring 2015 near the end of program completion. <i>All programs that administered surveys received their results, but due to incomparability, only the revised 2014-2015 surveys are used for the quality and outcomes analysis in this report.</i>

Parent and Educator Surveys	Parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 123 educators and 257 caregivers submitted surveys.
Program Quality Assessment (PQA) Observations	During fall 2014, certified site visitors conducted structured observations at 41 community-based programs (62%) using the Weikart Program Quality Assessment (PQA) tool. Program quality at the remaining programs (all Early Childhood strategies, Career and Youth Workforce Development, and Youth Leadership and Community Safety) were assessed through interviews and in-depth site visits in spring 2015.
Program Director Interviews	During spring 2015, program directors at all Early Childhood strategies (12 programs), Career and Youth Workforce Development (11 programs), and Youth Leadership and Community Safety programs (6 programs) were interviewed. These interviews gathered information on (1) agency program and background, (2) program structure, (3) recruitment and youth characteristics, (4) program approaches, (5) diversity and inclusion, (6) evaluation processes, and (7) program strengths and challenges.
In-depth Site Visits	During spring 2015, half-day site visits were conducted to 3 Career and Youth Workforce Development programs and 2 Youth Leadership and Community Safety programs. Each visit consisted of an interview with the program director (see above), focus groups with youth participants, an interview with a program partner (when applicable), and an observation of program activities. The purpose of these site visits was to gain an in-depth understanding of these types of programs, as well as to surface promising practices and lessons learned.

### Overview of the Report

The report begins with an overview of OFCY community-based programs, including information about program size, location, and capacity. It then describes the characteristics of OFCY program participants (e.g. age ranges, race and ethnicity, gender, neighborhoods where participants live) and the types and intensity of services they received. The report draws on all of our data sources to lift up findings on program performance and quality and highlight key youth development outcomes. We conclude with a high-level summary of findings and considerations for OFCY and for grantees as they continue their efforts to strengthen programs to ensure positive outcomes for Oakland children and youth.

## PROGRAMS

*A program like [Youth Bridge Career and Workforce Development Program at Alta Bates] can have a great impact on someone's life. Keeping the kids out of the streets is extremely important. I feel that if they have guidance, someone who can motivate them, someone they can look up to, it can make a great impact on their lives and their future.*

—Internship Mentor, Administrative Support Coordinator for the Emergency Department, Alta Bates Summit Foundation

For FY2014-2015, OFCY committed to investing \$11.2 million to support programs located throughout Oakland.<sup>1</sup> OFCY funds a wide variety of programs in order to meet the diverse needs of youth and families. While they share a common focus on empowering Oakland residents, programs vary considerably along many dimensions, including their size, target populations, and approaches to youth development. The 66 programs summarized in this report fall under four main areas, each composed of multiple funding strategies:

- **Healthy Development of Young Children programs** include early interventions and supports for families and young children to set the stage for healthy development and outcomes. Specific funding strategies in this area include: *Mental Health and Developmental Consultations in Early Childhood Care* (3 programs), *Parent and Child Engagement in Early Learning and Development* (8 programs), and *Pre-Kindergarten Summer Camp* (1 program).
- **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. Specific funding strategies in this area include: *Transition Programs for Youth into Middle and High School* (4 programs) and *Youth Leadership in Community Schools* (3 programs).<sup>2</sup>
- **Youth Leadership and Community Safety programs** are designed to provide safe and supportive environments and enriching, high quality programming for youth while also nurturing youth and community leadership. Specific funding strategies in this area include: *Community-Based Out-of-School Time* (11 programs), *Summer Programs* (10 programs) and *Youth Leadership and Community Safety* (6 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. Specific funding strategies in this area include: *Youth Career and Workforce Development* (11 programs), *Academic Support for Older Youth* (4 programs), and *Safe Community Spaces for LGBTQ Youth* (5 programs).

During FY2014-2015, the *Community-Based Out-of-School Time* and *Youth Career and Workforce Development* funding strategies made up the largest percentage of the grantees (17% each), followed by *Summer Programs* (15%). The smallest funding strategies were *Pre-Kindergarten Summer Camp* (2%; 1 program), *Mental Health and Developmental Consultations in Early Care and Education* (5%; 3 programs), and *Youth Leadership in Community Schools* (5%; 3 programs).

Exhibit 2 illustrates key characteristics of OFCY programs, including the location of their sites, OFCY funding, program budget, and OFCY grant as a percentage of program budget.

#### **Location**

*We have Fruitvale pride. Even people that don't necessarily live in this area, but they go to school here have that. It's really united.*

—Program Coordinator, The Unity Council: Oakland Youth Engaged (OYE)

OFCY programs were located throughout Oakland, from North Oakland and Temescal to West Oakland and Downtown, to East Oakland and Fruitvale. During FY2014-2015, the greatest

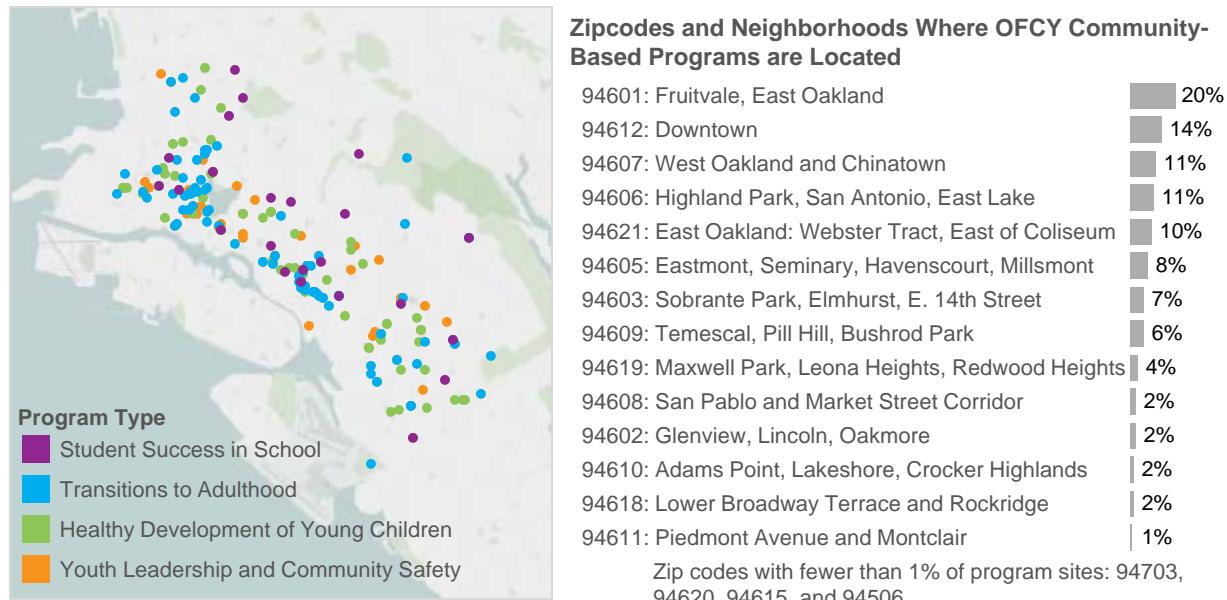
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<sup>1</sup> Of the \$11.2 million invested by OFCY, \$6.9 million supported the 66 youth programs covered in this report and \$4.3 million supported the 62 school-based after school programs not included in this report.

<sup>2</sup> This area also includes programs under the *School-Based After School Programming for Elementary and Middle School Children* funding strategy (62 programs), which are not included in this report.

## Exhibit 2: Overview of OFCY Programs in FY2014-2015

### Location



### Budget

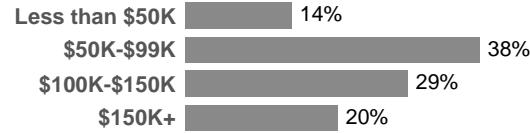
#### Average Projected Program Budget

\$247,081



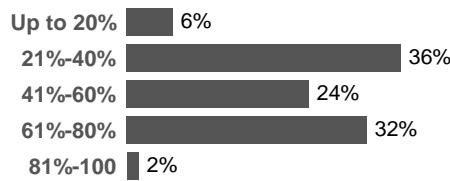
#### Average Grant

\$104,077



#### Avg. Grant as Percentage of Program Budget (How much of the budget comes from OFCY?)

49%



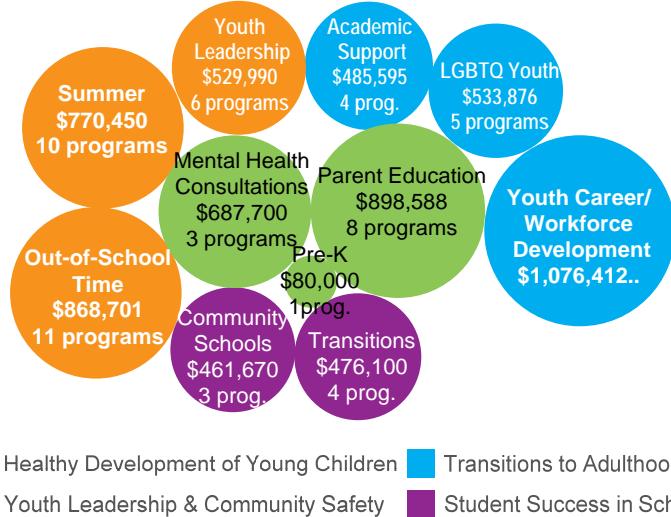
### Funding

#### Total Funding

\$6,869,081

#### By Funding Area

Youth Leadership & Community Safety	\$2,169,141
Transitions to Adulthood	\$2,095,882
Healthy Development of Young Children	\$1,666,288
Student Success in School	\$937,770



concentration of program sites was in 94601 (20%), clustered along International Boulevard and in Fruitvale. The second largest concentration was in 94612 (14%), with clusters of programs in Uptown and Downtown Oakland, including a number of programs along the Broadway corridor from Ogawa Plaza to Pill Hill. Programs with the widest distribution across Oakland were under *Healthy Development of Young Children*, which has a strong presence in Downtown and Fruitvale and is also scattered across neighborhoods in the Southeast edges of Oakland, including Eastmont and Elmhurst.

Several program staff indicated that location is a challenge for their programs, due to safety issues and lack of direct access to public transportation. Safety was identified as a problem particularly for younger youth, in that parents were uncomfortable with either where the programs were located or the types of public transit that youth would need to take in order to get to the programs.

Despite location challenges, it is clear that staff and youth from these same programs see their neighborhoods as assets and are actively engaged in transforming their community. Safe Passages: Get Active Urban Arts program, for instance, works with business owners along International Blvd. in East Oakland to transform graffiti-covered store-fronts into murals that celebrate community. Staff described it as “powerful” and “validating” for youth to engage positively with local business owners.

### Program Capacity

*As with most nonprofits, [the biggest challenge] is always funding. I would say the second [biggest challenge] is competing with technology and social media.*

*—Program Director, Project Re-Connect, Inc.*

OFCY programs vary significantly in annual budget size and in staffing level. While projected annual budgets averaged just under \$250,000, programs supported by OFCY funding ranged from smaller summer programs like Prescott Circus Theatre Summer Program (\$40,000) to large programs like College Track-Oakland (\$874,233). During FY2014-2015, OFCY funding made up, on average, 49% of programs’ projected budgets, reflecting the pivotal role OFCY plays in supporting early childhood and youth programming in Oakland.

In our interviews with OFCY project directors, over half indicated that they were “stretched” in terms of staffing and resources. Administrative support, social media expertise, and translation services are areas where programs could particularly use additional support. Limitations in staffing made it challenging for programs to coordinate with teachers or parents or to provide the kinds of individualized support to youth that they would like. Instead of providing one-on-one support, for example, some programs needed to meet with youth in small groups to provide individualized support. Youth workforce programs found it challenging to place youth in unsubsidized employment because they did not have the staffing to conduct job development.

There were several ways that programs sought to address these limitations. Programs often engage youth as interns, apprentices, or “team leaders” within the program and also rely on volunteers. Another way that programs sought to expand their capacity is through strategic partnerships. East Bay Asian Youth Center (EBAYC): API Youth Promoting Advocacy and Leadership: program (AYPAL), for instance, refers youth to The Spot, a neighboring partner organization, to provide youth with academic support or assistance with college and

During FY2014-2015, OFCY committed \$6,869,081 to programs, excluding school-based after school programs. On average, OFCY programs received \$104,077 in funding.

financial aid applications. The two organizations share a common goal of serving Asian Pacific Islander youth, and they are able to provide complementary services. AYPAL also partners with counselors to address young people's mental health needs.

Similarly, the program director for Our Family Coalition: Building Strong Families in LGBTQ Communities program emphasized that strategic partnerships are critical to the success of their work because they are "population-based and not neighborhood-based, [and they] try to cover a lot of geography so having a stable long-term relationship with well-respected local venues is really important." To that end, they cited numerous partner organizations, including Bananas (the local Child Care Resource and Referral Agency), and Lotus Bloom, which they described as a "stalwart partner."

## PARTICIPANTS

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*At our program, we don't dismiss a student because they get bad grades. Similarly we don't fire students because of bad performance at the ballpark.... As long as a student is engaged, as long as they're willing to work, we work with them.*

—Program Manager, JUMA Ventures: Pathways to Advancement Program

During FY2014-2015, 17,217 youth and 2,197 adults participated in the OFCY programs summarized in this Final Report. Including children, youth, and adult participants, programs under the area of *Student Success in School* served the most participants (36%), followed by *Youth Leadership and Community Safety* (29%) and *Healthy Development of Young Children* (20%). Enrollment also varied significantly across individual programs: while three programs served less than twenty-five youth participants, one program (Pass 2 Peer Mentoring Program, Oakland Kids First) served over 2000. While children and youth participants were spread across all programs and funding strategies, over 67% of adult participants received services through *Parent and Child Engagement in Early Learning and Development* programs.

This section describes the characteristics of participants in OFCY programs and the hours of services they received. Due to limited available data on adult participants, the discussion of participant characteristics focuses on youth served by OFCY programs, summarized in Exhibit 4.<sup>3</sup>

### Recruitment

Recruitment efforts varied based on the target populations for the programs. The child and parent engagement programs typically publicized programs broadly, sometimes putting out flyers and going door to door. Typically, these programs also work closely with partners that host programming, such as Unity Council, Through the Looking Glass, Brighter Beginnings, Lotus Bloom, Oakland Pride, Bananas, West Oakland Health Center, and Mosswood Recreation Center. Early Childhood programs also held

*Traditionally it's been really difficult to get families to participate in programming in West Oakland, so we are really trying to maximize our outreach and provide a lot of leisure programming there for families that is free of charge. We've also tried to provide childcare when needed and other incentives.*

—Program Manager, Safe Passages Baby Learning Communities, Safe Passages

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<sup>3</sup> Demographic information on adult participants was limited because there are no required demographic fields for adult participants in Cityspan. In 2015-2016, OFCY will require basic demographic information on adult participants served.

workshops and put on community events that helped to engage families and get the word out about their programs.

Programs for school-age youth often worked in partnership with Oakland Unified School District (OUSD) to recruit youth. EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL), for instance, conducts outreach and recruitment primarily during lunchtime at schools. Similarly, the Alameda Health System's Model Neighborhood Program relies on "champions" at schools like Life Academy to recruit youth into their program. Some parent and child engagement programs also operate at school sites. Safe Passages, for instance, operates play groups from family resource centers at some full service community schools so that they can "catch families early on" and "start familiarizing them with the school and the resources at the family resource centers."

Although many programs work collaboratively with the schools to recruit and work with youth, respondents frequently said that they wish their partnerships with OUSD were more centralized so that they could better coordinate the timing of services. For instance, one challenge for programs serving school age youth is that it is often difficult working around individual school schedules. Respondents said that "time is always a problem" and that the programs are responsible for working around the schedules of individual schools, which in turn limits the number of schools that they can work with. For instance, the Director of Peace Development Fund's Bay Peace Better Alternatives for Youth program said, "It would be great if all the schools would agree when the internship [should occur] because that way we could more easily serve other schools." Similarly, programs like the OUSD College & Career Readiness Office: Exploring College & Career Options in Oakland (ECCO!) that work closely with teachers to deliver career and college exploration experiences say that it is a lot of additional work for the teachers and "they do it valiantly, some better than others, but it is a whole other half of their already difficult job." Respondents felt that more support from the school district for creating time for these types of rich work-based experiences is needed.

Programs for older or at risk youth work with schools but also reached out to the broader community. Beyond Emancipation: Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program, for instance, does outreach to probation officers, social workers, housing providers, and other community-based organizations. Programs also needed to negotiate with these partners, as the program schedule can sometimes conflict with the "requirements of other systems or organizations that they're involved in," such as the foster care system.

In many ways, workforce programs find it somewhat easier to recruit youth participants because "kids want jobs" and they can incentivize participation, but recent shifts in the minimum wage have been challenging for those programs that pay students hourly wages rather than stipends. The Executive Director for Youth Employment Partnership: Career Try-Out described:

*When I implement \$12.25, I have 30% less teens...So it is a hard dynamic for us. It's hard to say no to young people you know would be a good fit for the program when there are so few other funded opportunities for them.... We are very pro-increase in minimum wage, but it is the only minimum wage ordinance in the entire nation that never carved out any exemptions for teens in job training. Unfortunately, it really migrates opportunities away from high-risk 14 year olds.*

Finally, program staff said that they try to over-recruit for programs because, given the target population for their programs, they expected and planned for a certain amount of "dropoff" in participation over time. They reported that participation drops off because school or work schedules change, participants are faced with having to contribute more to their families, their housing becomes unstable, or they experience some type of trauma or family challenge that interferes with their participation.

## Participant Characteristics

OFCY programs provide direct services to children and youth from birth to 20 years and their parents. Within this broad age group, specific OFCY funding strategies have a more focused target population including children from birth to 5 and their parents, middle school students transitioning to high school, and LGBTQ youth and families. During FY2014-2015, OFCY programs served participants from all neighborhoods in Oakland, with over 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and 40% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located. Although nearly 15% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code.

Following are trends in participant characteristics, illustrated in Exhibit 3:

- **OFCY programs reached a very diverse population.** The vast majority of OFCY youth participants were children and youth of color, with African American (36%) and Hispanic (36%) children and youth making up most of the participants, followed by Asian/Pacific Islander (14%), and multiracial children and youth (3%). Caucasian/White children and youth made up only 3%. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic and Caucasian/White youth. Approximately 9% of programs targeted specific racial/ethnic group for services. These programs included programs sponsored by ethnic-specific agencies, such as Youth Law Academy at Centro Legal de La Raza and EBAYC: API Youth Promoting Advocacy and Leadership. Diversity of populations served went beyond race and ethnicity. For example, early childhood programs targeted special populations that were not captured in Cityspan data, including migrant populations, new immigrants, children with disabilities or developmental delays, and LGBTQ families.
- **The ethnicity of participants varied by the type of program.** For example, though OFCY programs served a higher percentage of African American youth overall, close to half of participants among Healthy Development of Young Children programs were Hispanic and less than one quarter were African American. Only 18% of child participants in the Parent and Child Engagement strategy were African American and 52% were Hispanic. In comparison, 42% of participants from Transitions programs were African American and 33% were Hispanic.
- **Ages of participating children and youth varied greatly, depending on program and funding strategy.** Across all programs, the age ranges most frequently served were 13-14 year olds (23%), 15-16 year olds (15%), 11-12 year olds (14%), and 3-4 year olds (13%). As to be expected, the vast majority of children under the age of 5 were served through programs funded through *Healthy Development of Young Children*; the average age of these participants was 4. On the other end of the spectrum, the majority of youth aged 19 and above were served through programs under *Transitions to Adulthood*. The average age for participants in these programs was 16. Across all programs, less than 1% of youth participants were older than 20 years old, the upper range of OFCY's target age range.

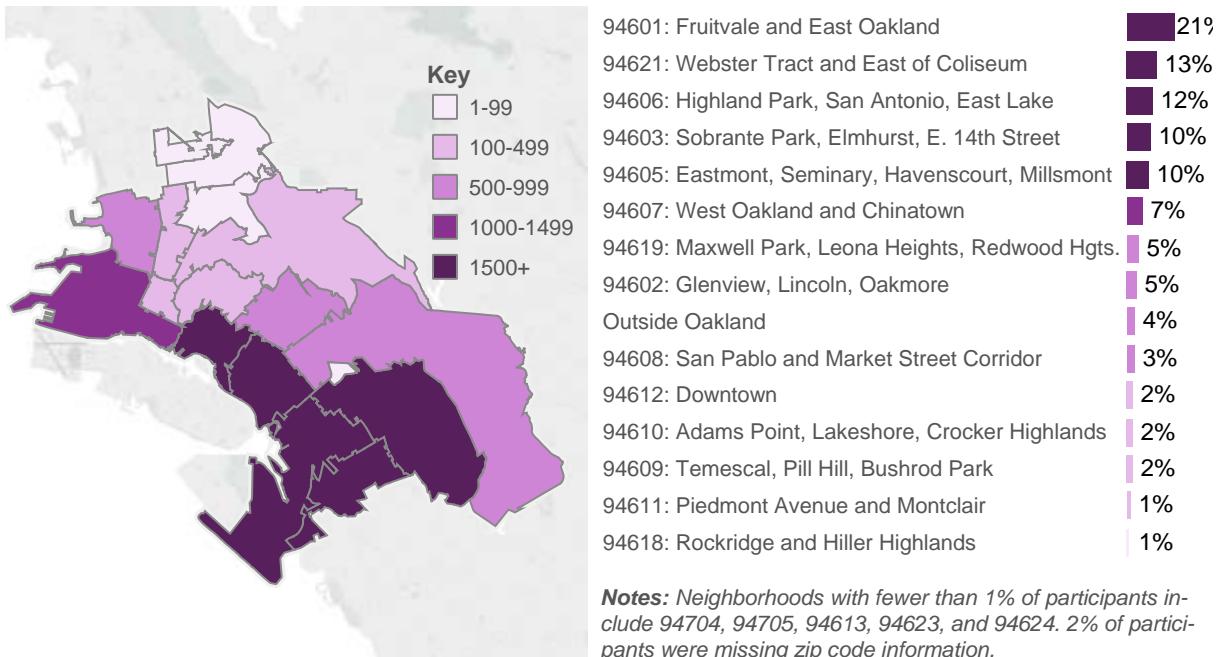
*The children are from high risk families and so they're overcoming issues of trauma. There is so much trauma in the community we serve.... There are lockdowns all the time, drive-by shootings in front of schools and in front of kids' homes. Kids come to school hungry.*

—Director of Clinical Services,  
Jewish Family & Children's  
Services of the East Bay:  
Integrated Early Childhood  
Consultation Program

### Exhibit 3: Overview of Participants

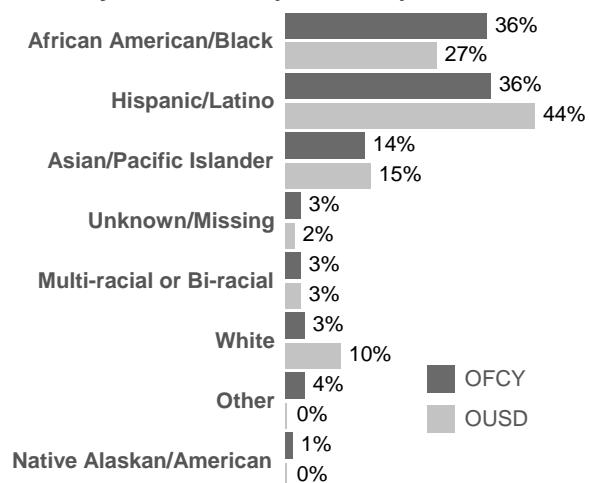
#### Home Neighborhoods and Zip Code of Participants

Darker areas correspond to more participants



#### Youth Characteristics (17,217)

##### Ethnicity: OFCY Participants Compared to OUSD

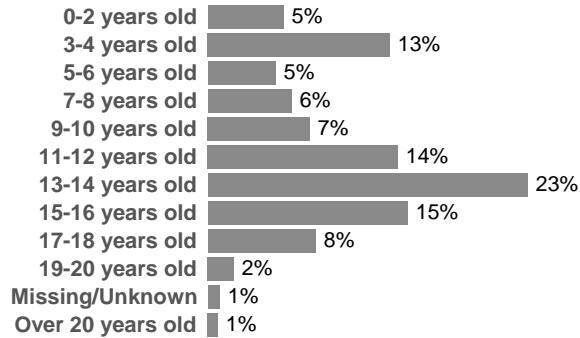


##### Gender



**Note:** Fewer than 1% of youth either identified as transgender or were missing gender information.

##### Age



Beyond demographic characteristics, respondents often spoke of how inspiring and resilient the youth and families are that they work with, while also acknowledging the ongoing challenges of working with and in communities that have experienced high levels of trauma. Staff spoke of the violence that participants face within their communities and families, housing instability, the requirements of paying financial restitution for themselves or family members, and a generally high level of financial stress. In addition, because some programs focus on particular at risk populations—whether they be LGBTQ, foster care youth, families with disabilities, immigrant or refugee populations—they must take into account the unique barriers and consideration of these particular groups as well.

### **Services Received**

OFCY programs provide a broad range of services that vary in intensity depending on the particular program and the target population. As illustrated in Exhibit 4, the three largest service areas for youth participants in OFCY programs were academics, youth leadership and civic engagement, and health and recreation. In comparison, adult participants received the most hours in family engagement, followed by supportive services.

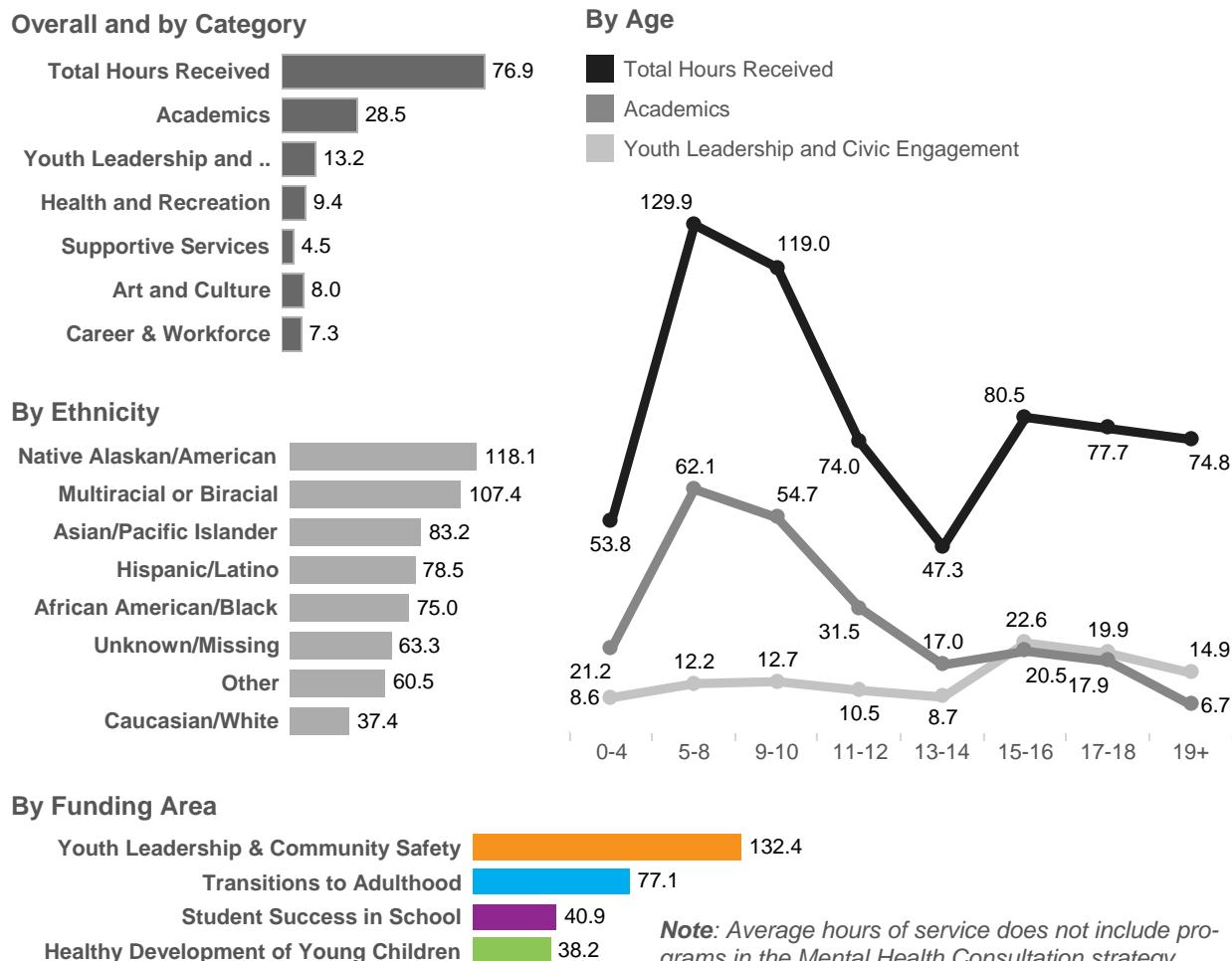
Key findings about services received include the following:<sup>4</sup>

- **Over 40% of youth receiving services from OFCY-funded programs received “light touch” services (fewer than 10 hours), while 25% received “intensive” services (120 hours or more).** There are likely several reasons that participants tend to fall into either “light touch” or more “intensive” services. First, some services provided by OFCY programs, such as workshops or transition services, are designed to be light touch but with a broad reach. Second, programs experience higher rates of attrition at the start of their programs, as individuals may “try out” a number of programs and activities before committing for a longer period. As a result, participants appear to have received lighter touch services.
- **Average hours of service was highest for children aged 5-8.** Average hours of service peaked for children aged 5-8 (130 hours) and youth aged 9-10 (119 hours) with a considerable dip for youth aged 13-14 (47 hours). The marked decline in hours of service for youth aged 13-14 could be explained by the participation of a high number of 13-14 year olds in *Transitions* programs, most of which delivered relatively light-touch services in the spring, possibly in the form of workshops or transition support for moving into high school the following fall.
- **Average hours of service varied widely across funding strategies and programs.** At the end of FY2014-2015, programs under the Safe Community Spaces for LGBTQ Youth funding strategy had the fewest average hours of service (14) per youth participant while Summer Programs had the most (156). Other funding strategies that, on average, provided a high-level of service to children and youth were *Youth Leadership and Community Safety* (117), *Youth Career and Workforce Development* (117), and *Community-based Out-of-School Time Programs* (113). Summer programs provide more hours of service because youth are able to attend the programs for full days over the summer. Variations in hours of service for year-round programs likely are due to program design, in that some programs have a more light touch service model.

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<sup>4</sup> The findings related to average hours of service do not include programs in the Mental Health and Developmental Consultation in Early Care and Education strategy.

#### Exhibit 4: Total and Average Hours of Service Received for Children and Youth



- Although Native American/Alaskan youth made up only 1% of participants, on average, they received the highest average hours of service (118). The high rates of services within this group likely is due to the fact that the majority attended Native American Health Center: Indigenous Youth Voices and Culture Keepers, two culturally-specific programs that provided a high number of service hours. Multiracial and Asian/Pacific Islander youth also received more than the overall average (107 and 83 hours).
- Younger youth were more likely to receive academic services, whereas older youth were more likely to participate in youth leadership and civic engagement. In terms of types of services, youth aged 11 and younger received high levels of academic services, recreation, art, and family engagement. Older youth received more hours in youth leadership, life skills training, and vocational training. This is in keeping with national trends, in that older youth are more likely to participate in programs that encourage autonomy, leadership, and/or that build skills useful for the transition to adulthood.
- Children and youth in programs with lower enrollment received significantly more hours of service than children and youth in larger programs. Youth in programs that had enrolled fewer than 150 participants had received, on average, 111 hours, compared to 70 hours for youth in programs with 150 or more participants. These differences were most pronounced

for services in the areas of youth leadership, vocational training, and arts and culture. These findings confirm that smaller programs that serve fewer youth were generally more successful in providing more intensive services.

### In-Depth Look at Youth and Career Workforce Programs

In Spring of 2015, SPR interviewed staff from each of OFCY's 11 Youth Workforce programs, including in-depth site visits to three programs (JUMA, Youth Bridge, and Youth Radio). The following is a description of core services provided by these programs:

**Work readiness skills/soft skills.** Programs focus on time management, punctuality, professional appearance, communication, conflict mediation, working with a supervisor, making eye contact, and shaking hands. Some programs, like Center for Media Change: Hack the Hood, offer specific workshops on these topics while others integrate the content into "squad meetings" or discussions.

**Career exploration.** Several programs, such as Youth Employment Partnership: Career Try-Out and Youth Radio: Pathways to Digital, do formal career assessments. Some programs, like The Unity Council: Oakland Youth Engaged (OYE) have youth do independent research on careers. JUMA takes youth on career tours to locations such as Google, UCSF, and Hotel Nikko. Likewise, Alta Bates Summit Foundation: Youth Bridge and Alameda Health System: Model Neighborhood Program bring in guest speakers or have youth interview people with different careers.

*I find speakers who are engaging and who work in the more popular departments that a lot of these students want to be a part of. I always have to go find somebody from the NICU to talk about the babies. I get someone from the emergency room and physical therapy... I make sure I have speakers who can give [students] the day-to-day, real life experiences in regards to what they do, the educational path they've taken, and that can answer any questions students might have.*

—Program Director, Alta Bates Summit Foundation: Youth Bridge Career and Workforce Development Program

**Financial Literacy.** While financial literacy is a central component of most programs, it was also highlighted as a particular need. Youth Radio: Pathways to Digital uses the "Hands on Banking Curriculum," which is a five-week series to build financial literacy, whereas other programs like Exploring College & Career Options in Oakland (ECCO!) focus more on one-time workshops.

*Financial literacy, it's just a constant need...We discovered when we hand kids their stipend check at the end of the summer, a lot of them turned to us and said, "where do I cash this?"...So, now, we have a bank partner coming to help with a workshop for all the kids at the internship readiness fair at the end of the month.*

—Program Leader, OUSD College & Career Readiness Office: Exploring College & Career Options in Oakland (ECCO!)

**Job skills training.** This varies based on the particular vocational area. Youth Radio, for instance, focuses on preparing youth for careers in digital media. In addition to coming to the program, youth attend a Multi-Media Arts course at Berkeley Community College so that they earn college credit. In programs where youth work in hospitals, such as Youth Bridge and Model Neighborhood Program, youth go through extensive training before starting so that they

*know how to negotiate those settings.*

*They go through a training that prepares them to be professional overall, but particularly in a healthcare work environment... They learn things like the hospital emergency codes. They have a code card and if their code is called they know what protocol to cover... They also learn what the organization expects of employees.*

—Development Coordinator, Alameda Health System: Model Neighborhood Program

**Internships/Subsidized Employment.** Programs vary significantly in the length of the pre-internship training and in how much time is spent on the job. GAIN, a culinary training program, places youth for six days total over the last four weeks of their program. They partner with a restaurant to provide these opportunities and to act as mentors to the youth. They also do two days at either a farm harvesting or at a farmers market. Youth receive a \$100 a week stipend. JUMA uses a different approach. JUMA engages youth as ballpark employees. They begin working in April of their sophomore year and continue until they graduate high school, working as many hours as they want as long as they work a minimum of 9 hours a month. They receive minimum wage, bonus commissions, and tips.

**Job Placement.** Although programs encourage and support youth in their efforts to find jobs, most do not have the staffing to do post-program job placement. Program leaders described that “although this is the end goal,” it is “very, very challenging.” The youth face a lot of challenges that get in the way of them taking on permanent positions. The exception is Youth Radio, which helps youth find full-time employment. Similarly, at the time of SPR’s site visit, Center for Media Change: Hack the Hood had just been awarded the resources to hire a job developer to assist with job placement.

## PERFORMANCE AND QUALITY

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*I don't want to be locked into a definition [of quality]....I know what it feels like... We really want kids to feel like they know how to communicate with adults better, how to hold themselves together professionally, and to be confident to take on another internship opportunity if it comes along. .*

—Youth Coordinator, Alameda Health System: Model Neighborhood Program,

There are many ways to define program quality, performance, and outcomes, and given the large variety of programs funded by OFCY, it is not possible that the full breadth of their work could be captured by a common set of evaluation measures. During interviews with OFCY project directors, they talked about the need to assess young people’s growth in an individualized way, which takes into account where they start and where they end. Other common themes include measuring whether youth are staying on track (in school, out of jail, etc.), assessing hard skills learned in the program (job training, college readiness, art skills), and gauging young people’s level of engagement in trainings and activities. Early childhood program directors also expressed challenges with aggregated methods of measuring quality. They noted that quality can be difficult to measure in their work because quality is so deeply rooted in the nature of their relationships with their clients.

The OFCY performance measures and program quality data are a feedback mechanism for OFCY staff, OFCY-funded programs, and key stakeholders across the city. Because they can’t capture the nuances of what quality means at each OFCY program, they focus on the most universal of program

elements, many of which were also highlighted by program leaders: Is the program enrolling youth or participants? Is the program safe? Are participants engaged? Are participants staying with the program long enough to get a significant level of service? Do participants have opportunities to provide input on the program and how it provides services?

Over the past few years, OFCY has measured program quality through structured program observations using Weikart Program Quality Assessment (PQA) tool and participant surveys. In addition to summarizing progress towards OFCY's performance standards and program quality as traditionally measured, this section also explores progress towards potential additional performance measures by program and participant characteristics. It also surfaces qualitative themes on program quality, lifting up the voices of program staff and participants.

### OFCY Performance Measures

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 set 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 are the following:

- **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 youth<sup>5</sup> for the fiscal year.
- **OFCY Thresholds 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, this Final Report explores two additional performance measures for OFCY programs. In contrast to the performance thresholds above, which are used to inform re-granting decisions, the intent of the proposed performance measures is to provide targets for OFCY programs in the areas of levels of service and survey data collection.

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that the amount of hours of services youth receive is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the amount of service provided to youth participants, and to encourage programs to aim for higher levels of service.
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates for the participant survey 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.

Findings related to progress towards projections, summarized in Exhibit 5, include:<sup>6</sup>

- **Programs made good progress toward enrollment and units of service projections.** Across all programs, 92% met the threshold for enrollment, and 89% met the threshold for units of service. Only one program fell short in both areas.
- **There was some variation in progress by both overall funding area and specific funding strategy.** Programs under *Youth Leadership and Community Safety* made the most consistent progress towards both enrollment and units of service, with 96% of programs

<sup>5</sup> OFCY asks programs project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including children served by programs under *Healthy Development of Children*.

<sup>6</sup> For progress toward enrollment and units of service goals by individual program, see Appendix A.

meeting its units of service target and 93% meeting its enrollment target. Programs under *Healthy Development of Children* and *Transitions to Adulthood* were the least likely to meet their performance targets in both areas.

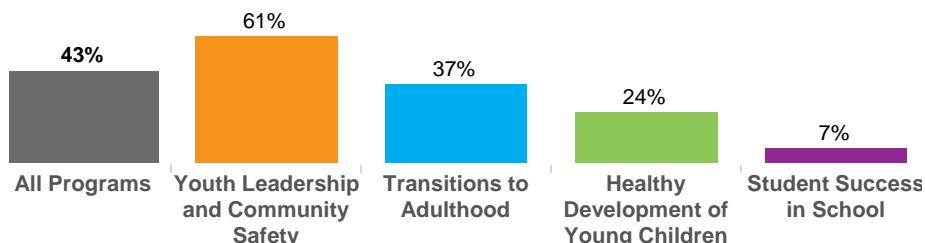
- **Overall, 43% of OFCY participants completed a participant survey.**<sup>7</sup> The response rate was highest in the Youth Leadership and Community Safety programs and lowest in the Student Success in School programs. Programs that served less than 100 youth had a higher response rate than programs that served more youth (66% versus 31%).
- **Close to three-quarters of programs provided an average of at least 40 hours of service to youth participants.** Youth Leadership and Community Safety programs were the most likely to meet this target.

### Exhibit 5: Performance by Funding Strategy

#### Percent of Programs Meeting Performance Thresholds

	Enrollment	92%
All Programs	Units of Service	89%
	Hours of Service	73%
<b>Healthy Development of Young Children</b>	Enrollment	92%
	Units of Service	83%
	Hours of Service	44%
<b>Student Success in School</b>	Enrollment	100%
	Units of Service	86%
	Hours of Service	71%
<b>Transitions to Adulthood</b>	Enrollment	89%
	Units of Service	84%
	Hours of Service	74%
<b>Youth Leadership and Community Safety</b>	Enrollment	93%
	Units of Service	96%
	Hours of Service	81%

#### Rate of Participant Survey Completion

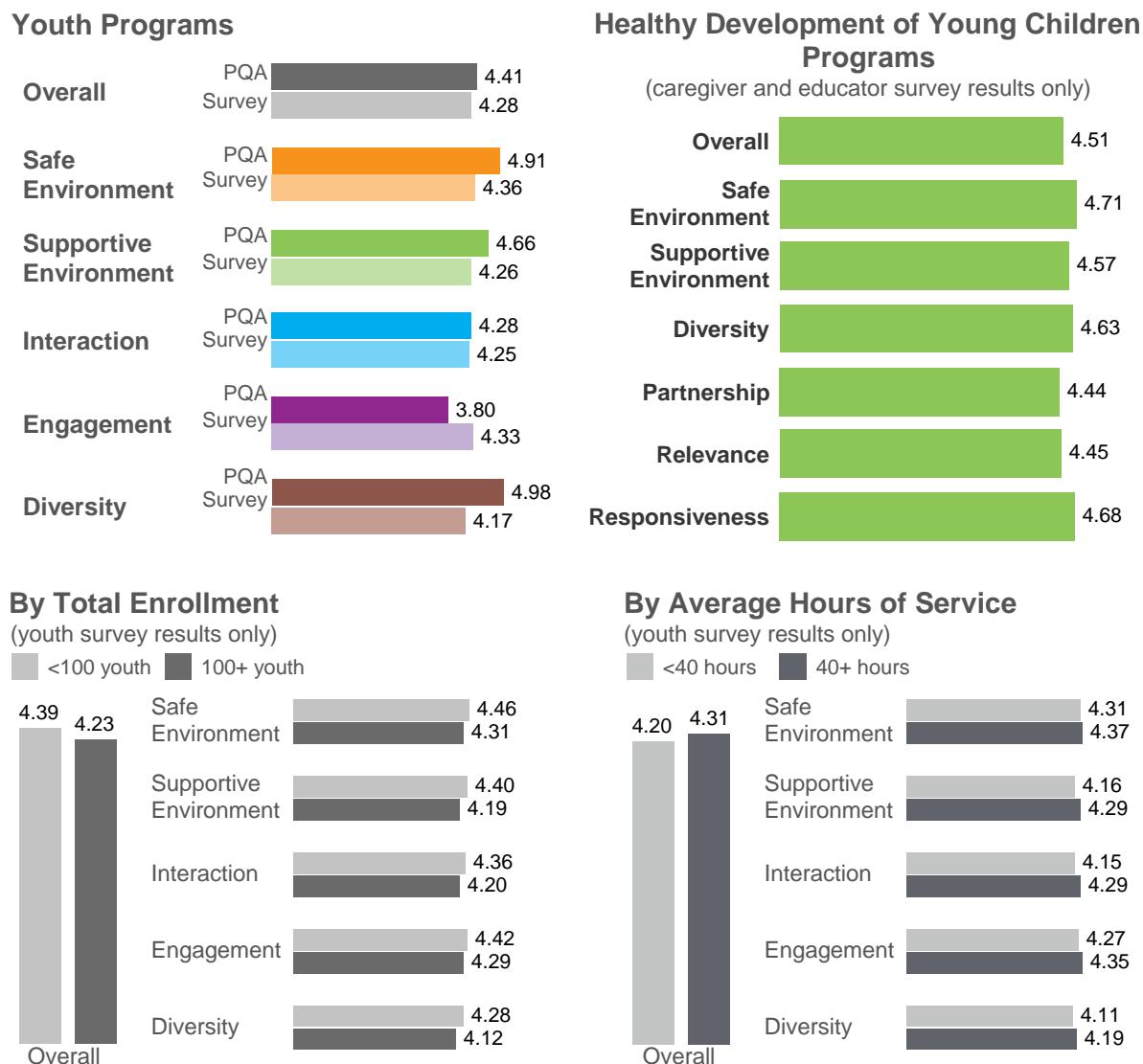


<sup>7</sup> Survey respondents include youth eight years and older, caregivers in the *Parent and Child Engagement in Early Learning and Development* programs, and educators in the *Mental Health and Developmental Consultations* programs.

## Quality

OFCY draws on multiple data sources to assess program quality, including structured observations using the Program Quality Assessment (PQA) and the annual participant surveys. Both the structured observation tool and the youth surveys are aligned to five dimensions of program quality that research has identified as important for ensuring high quality youth programs: 1) safety; 2) supportive environment; 3) interaction; 4) engagement, and 5) diversity.<sup>8</sup> In this section, we highlight findings on each of these core dimensions of program quality by drawing on PQA, youth survey data, and qualitative interview data.

**Exhibit 6: Average Program Quality Scores**



<sup>8</sup> SPR added the dimension of diversity to the PQA observation tool and surveys in fall 2014. All of the programs visited in Summer and Fall 2014 received overall scores of either *Performing* or *Thriving*, the two highest categories of performance. Programs that received overall scores of 4.5 or higher (on a 5 point scale) across all four dimensions were categorized as *Thriving*. Programs that received average scores between from 3.0 up to 4.5 were categorized *Performing*.

## **Safe Environment**

*No matter how many people come and go, you have that feeling that you're home. You have a family that can provide you with emotional support.*

—Youth, La Clinica De La Raza: Youth Brigade,

The PQA tools define program safety as “physical and emotional safety” along with assessments of whether the physical environment is “adequate” and “sanitary” and the food is “nutritious.” Survey results and site visit scores were highest in the safety domain, indicating that programs excel in providing a safe environment for children and youth. Although consistently high across all respondent groups, youth perceptions of safety varied by ethnicity: On average, Caucasian youth reported the highest level of safety (4.37), while African American and Native American/Alaskan Native youth reported lower levels (4.29 and 4.23, respectively).

When talking about the level of safety they feel in their programs, youth who participated in focus groups underscored the importance of emotional safety and the strong role that staff play in bringing about that feeling of safety. They shared that the staff check in with them often and can sense when something is wrong. Youth in three of the five programs we visited likened these staff to "second family." For instance, a youth at Youth Radio described her program leader as an "older sister that's really helpful, who knows what you need to do, who's gone through everything already." While the nurturing, family feeling is important to feeling “safe” in their programs, the youth also emphasized the importance of truth telling in creating a safe space, even if those truths are hard. They appreciated the fact that program staff did not try to “candy coat everything,” which ultimately helped to build a greater sense of trust between students and staff. As a youth from the Youth Bridge and Career program described, “it is really refreshing how he just tells you how it is.”

Programs use different strategies to create that sense of safety, including establishing ground rules, doing “check-ins,” having youth create reflection journals, and making sure that youth have opportunities to participate through a mix of small-group, individual, and large-group activities. For youth workforce programs, safety means making sure youth know how they are supposed to behave on the worksite and interact properly with workforce supervisors and also that they know their rights. Programs teach this through job safety and sexual harassment workshops.

## **Supportive Environment**

*We can actually go to [staff member] for personal problems. She isn't like a person you would go to just for school, because your personal life and your school life can easily affect one another. Stuff that goes on at home always puts me in a bad mood ... so I like going to [her] for personal stuff more than school stuff just because she helps out a lot.*

—Youth, Juma Ventures: Pathways to Advancement

The PQA tool defines a supportive environment as one that allows “adults to support youth in learning and growing and by providing opportunities for active learning, skill building, and the development of healthy relationships.” This dimension, therefore, reflects the ability of youth to form positive relationships with adults within the organization in a way that supports their own autonomy and growth.

In general, site visitors ranked programs relatively high on the dimension of supportive environment (4.7 on a 5 point scale)<sup>9</sup>. Program staff went out of their way, for instance, to welcome students by name as they came into the program and to clearly explain activities. Only a few programs received lower scores on this dimension, primarily because the observed activities did not actively engage youth in skill-building.

Youth surveys, however, rated this dimension less positively than other dimensions of quality. In particular, the lowest rating on the survey was in response to the prompt, “at least one adult here understands what my life is like outside of the program.”

In focus groups, youth emphasized that staff members provide emotional support primarily through regular “check-ins” and “one-on-one” conversations, which a few youth identified as their favorite part of the program. In several of the focus groups, youth said that staff members make it clear that they care about them as individuals and work to provide them with resources when they are needed. In some cases, youth said that staff members show support by communicating high expectations.

Program directors indicated that staffing is a key variable that plays into their ability to connect one on one with participants. For those programs that have the staffing capacity, staff members are often required to do regular one-on-one check-ins. In more intensive programs, staff members may be required to check-in weekly, whereas others may require that staff check-in every several weeks. Staff also reiterated the value of listening to youth without judgement with a focus on taking them “where they are at” and focusing on “harm reduction.”

### Interaction

*When we come in here, it's like we're working as a team, not so much like a family, but [we have] a sense of community because we all respect one another and we are all trying to get to the same goal and have the same mindset... I feel like we all encourage one another and kind of persuade each other to do better.*

—Youth, Juma Ventures

The PQA tool defines interaction as the promotion of “a positive peer culture where youth support each other, experience a sense of belonging, participate in small groups as members and as leaders, and have opportunities to partner with adults.” This dimension, therefore, focuses on opportunities for participants to positively interact with one another and includes aspects of youth leadership.

Although this dimension was high overall (4.3 on a 5 point scale), it ranked on the lower end of the core quality dimensions. Programs received lower scores on dimensions such as “youth actively participate in all activities” and youth get opportunities to “lead a group” or “mentor other youth.” In

*Having a strong relationship with an adult is really a motivator, the key to unlock people's desire to try things that might be hard or challenging.*

—Executive Director, Center for Media Change: Hack the Hood Summer Bootcamp

<sup>9</sup> The tool uses a scale of 1, 3, and 5 with descriptions of the ratings at each level for each of the questions. In general, a rating of 1 indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program, a rating of 3 indicates that the practice is implemented relatively consistently across staff and activities, and a rating of 5 indicates that the practice was implemented consistently and well across staff and activities.

the case of these latter dimensions, it is unclear whether this was due to a lack of such opportunities in the program or just in the particular activities observed by the site visitor.

On average, in surveys youth indicated that they experienced a strong sense of belonging and the programs have helped them to get along with other young people. They were less positive about whether programs have supported their ability to work in teams.

In the youth focus group, participants stressed that their programs provide opportunities to interact with young people from other schools and areas of the city that they might not usually have the opportunity to interact with. Youth also spoke about how staff members helped to create a sense of community in the program by encouraging them to get to know each other.

Program staff often emphasized the role of their curriculum in helping to encourage quality interaction between participants. The director for Bay- Peace Better Alternatives for Youth, for instance, said that the central focus of their program is to form “a really tight family-like community” and to challenge youth to take on new levels of leadership. They encourage youth to take turns leading a “warm-up” for the group, and do a presentation on themselves as part of a program “spotlight,” where they share a “passion in their life” that their peers might not know about.

## Engagement

*AYPAL helped me speak up a lot and use my voice in an effective way. Through this program, I was able to gain knowledge of what is happening in my community and bring it to my school.*

—Student, EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

The PQA tool defines engagement as the promotion of youth agency and leadership, particularly the opportunity for young people to “plan, make choices, reflect, and learn from their experiences.” This dimension overlaps with “interaction” in key respects, particularly when it comes to opportunities for youth to lead their peers, but is focused more narrowly on opportunities for youth to provide feedback, make plans, and have choices about what they do in the program.

Site visitors gave programs the lowest ratings for engagement. One reason for the relatively lower PQA scores in engagement is that some dimensions are difficult to assess during a one-time observation. Programs, for instance, received lower scores in dimensions related to youth having the “opportunity to make plans” and to exercise choice over program activities. Programs performed more positively on PQA measures associated with youth’s ability to “exercise independence” and provide feedback.

In contrast, youth survey results show engagement to be one of the highest rated dimensions of quality. On average, a high percentage of youth said that the programs provide them with opportunities to try new things, that they are interested in program activities, and that they talk about what they are learning in the program.

*The entire curriculum is based on recognizing the leadership capacity of kids...There's a lot of peer mentorship. Youth who have been in the program a quarter longer will co-teach the younger or newer youth.*

—Policy Director, Get Active Urban Arts Program, Safe Passages

Youth focus groups highlighted several key themes related to engagement, discussed further in the outcomes section. Youth participating in leadership focused programs, such as API Youth Promoting Advocacy and Leadership (AYPAL) and La Clinica de La Raza, described how the program had increased their awareness of issues facing their communities and their ability to make a difference. Youth in workforce programs talked about how participation had increased their confidence, public speaking skills, and helped to clarify their goals for the future.

Staff in youth leadership programs talked about the incremental process of developing and supporting leadership. To keep older youth engaged over time, they needed to move beyond skill building, and provide them opportunities to make decisions and lead activities. One way that they make this process transparent to youth is to create a formal leadership pathway, where youth can move into positions that receive a stipend or a wage as they take on higher levels of leadership.

## Diversity

*We really, really pushed for having therapists who spoke the family's language, because it's extremely difficult to have such an extensive program that's a personal program when you're working through a third-party translator. So things like that we have advocated for deeply and often. Also the inclusion of families with disabilities and ensuring that they have a place where they feel understood has also been a really big focus of the program and the partnership with Through the Looking Glass.*

—Program Director, Safe Passages: Safe Passages Baby Learning Communities

Oakland's rich diversity is one of the city's greatest strengths. In order to explore the ways in which programs understand, support, and embrace the diversity of children and youth served by OFCY programs, SPR added diversity-focused measures to all data collections tools (i.e. the PQA as well as all surveys and interview protocols.) These questions aim to provide greater understanding of (1) program staff's ability to understand and work well with participants from diverse backgrounds, (2) the extent to which attending to diversity is a priority for the program, (3) specific activities programs engage in to address diversity, and (4) the extent to which programs support youth in feeling comfortable in diverse settings.

Questions around diversity yielded a wide range of results. Site visitors rated most programs fairly high on diversity, indicating that most programs reflected the diversity of their participants in their program spaces (where possible), that staff engaged in tolerant and inclusive attitudes and behaviors, and that youth expressions of diversity were celebrated and encouraged. Parent surveys from early childhood programs rated program staff high in their ability to work well with families from different backgrounds (4.74 average). However, average youth survey ratings on the level of program staff's understanding of their families' cultures were relatively low (3.98). At the same time, students gave fairly positive ratings when asked whether, because of their program participation, they feel more comfortable being around people who were different from them (4.21 average).

Program directors in general acknowledged the importance of attending to issues of diversity. While it is not always possible to have staff that directly mirror the participant population, program directors recognized the importance of cultural competency in their staff. At least two program directors emphasized the importance of intentionality in staff recruitment processes to ensure greater staff cultural competency. While one program director noted the importance of recruiting multiracial staff members to better reflect the diversity of their students, another emphasized the importance of not only racial/ethnic and language alignment, but also ensuring that recruitment processes pull from the actual communities served.

### **Additional Early Childcare Quality Dimensions**

SPR developed a framework for assessing early childcare programs, in collaboration with OFCY grantees, that had three quality domains in common with other youth focused programs (safety, supportive environment, and diversity) and the three additional domains. Because EC programs operate very differently than other OFCY youth programs, they did not receive PQA site visits to assess quality. Instead, SPR used surveys of parents, caregivers, and educators, coupled with interview data, to assess quality. On average, EC survey results on issues of safety, supportive environment, and diversity were slightly higher than received by youth programs. A more detailed assessment of the other three domains is included below.

- **Partnerships.** Programs score higher on this domain if they strategically build and leverage partnerships to improve service delivery. EC programs described leveraging partnerships to meet translation needs, support activities to ensure mental and behavioral health, and to connect participants with community support networks. Survey results were strong in this area, with educators' average agreement ratings at 4.24 and parent average agreement ratings at 4.47.
- **Relevance.** This dimension assesses the program's ability to promote access to relevant, high quality content and curriculum. In this area, average parent agreement ratings were favorable (4.5), with the highest ratings in this domain being in response to the prompt *the staff seem knowledgeable about children's needs* (4.75). Educator scores were somewhat lower in this domain (4.15), however 90% of respondents agreed that the mental health consultants worked closely with parents to find resources to meet the needs of their children.
- **Responsiveness.** Program are “responsive” if they have a clear process for assessing and responding effectively to participant needs. This quality area was applied to the Mental Health and Developmental Consultations strategy, and data indicate that, despite some capacity issues for both teachers and consultants, programs were doing well in this area, with average agreement ratings from educator surveys that were again fairly positive (4.39). Moreover 90% of respondents agreed that their mental health consultant served as a partner in meeting children’s needs and 93% felt they had a “good relationship” with their mental health consultant.

### **Overall Findings Related to Program Quality**

- **Data consistently points to the generally high quality of OFCY programs.** Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high. When looking across both the PQA and the youth survey results, engagement (3.8 on the PQA) is the only area where programs averaged less than a 4 (on a 5 point scale).
- **Youth gave higher ratings to programs that provided more hours of service to participants.** Average hours of service was associated with higher ratings. Although this association was only statistically significant for *interaction*, the association approached statistical significance for *diversity, support*, and overall composite scores.

- **Program quality was related to small program size.** On average, youth gave higher ratings in all areas to programs that served less than 100 youth over the program year. The correlation was statistically significant for all areas except for safety, which approached significance.
- **Youth perception of program quality differed by ethnicity.** The differences were statistically significant in all areas except for *interaction*. With the exception of safety, Hispanic youth and Asian/Pacific Islander gave the highest scores and African American and Caucasian youth gave the lowest scores.

## OUTCOMES

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*Juma has helped me to see myself differently because before Juma... I was just going down the wrong path and stuff wasn't really going good in my life, but then...[at Juma] we get a lot of motivation and inspiration, and then opportunities.... It turned my life upside down, basically, and put me on the right track.*

—Youth, Juma Ventures: Pathways to Advancement

The overarching goal of OFCY programs is to put young people on the “right track” so that they can thrive and become healthy and happy members of Oakland’s community. Yet programs differ in their approach to achieving this overarching goal and therefore have a unique set of programmatic features and desired outcomes.

In order to understand these differences, we developed four evaluation frameworks: youth engagement, youth workforce, academics, and early childhood development.<sup>10</sup> These frameworks, which were developed with feedback from OFCY grantees, articulate how the key characteristics of programs and measures of program quality contribute to key outcomes in each of these areas. In addition to the four framework areas, programs for youth grade 3 and higher all capture a set of general youth development outcomes, which allows for broader comparisons across types of programs as well as types of youth served.

Progress towards outcomes is measured with the OFCY participant surveys and complemented by information gathered during in-depth interviews. Exhibit 7 illustrates the specific outcomes that the evaluation is tracking in each of these areas. As illustrated, youth surveys include questions mapped to the general youth development outcomes and one of the three framework areas (engagement, workforce, or academics). Meanwhile, the parent, caregiving and educator surveys capture their own set of outcomes for early childhood programs.

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<sup>10</sup> For the evaluation frameworks and a mapping of programs to the frameworks, see Appendix B. For the most part, these frameworks align with OFCY’s funding strategies for the 2013-2016 funding cycle, although some adjustments were made in mapping specific programs to frameworks, based on input from programs.

## Exhibit 7: OFCY Evaluation Frameworks and Outcomes

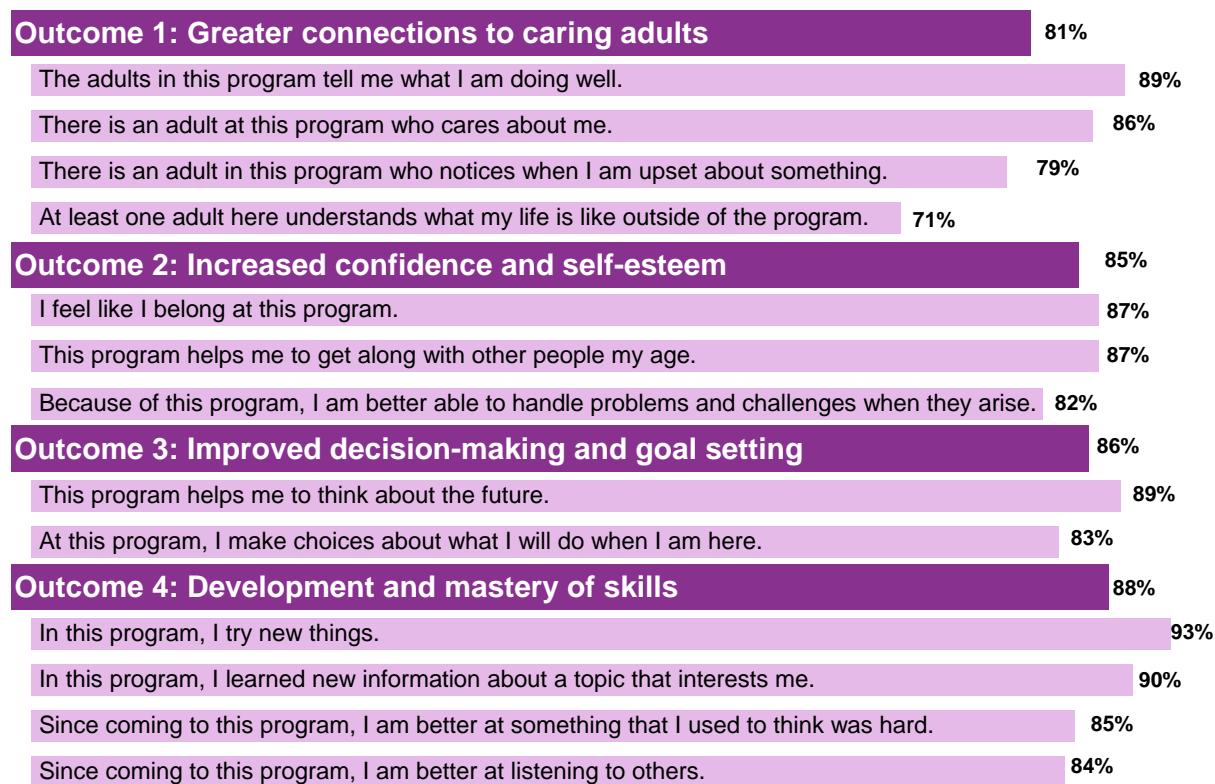
Youth Development Outcomes	Youth Engagement	Early Childhood Outcomes
 <p>Greater connections to caring adults</p>	<ul style="list-style-type: none"> <li>• Increased knowledge of and engagement in community</li> <li>• Increased leadership capacity</li> <li>• Increased risk avoidance and conflict resolution</li> <li>• Increased sense of empowerment and agency</li> </ul>	 <p>Increased knowledge of child development</p>
<p>Increased confidence and self esteem</p>	<ul style="list-style-type: none"> <li>• Increased awareness of educational requirements for different careers</li> <li>• Increased knowledge of careers and career paths</li> <li>• Increased connections to working professionals</li> <li>• Increased professionalism</li> <li>• Placement into internship or job</li> </ul>	<p>Increased access to resources and support</p>
<p>Improved decision making and goal setting</p>	<p>Academics</p>	<p>Greater understanding of and increased confidence in managing children's behavior</p>
<p>Development and mastery of skills</p>	<ul style="list-style-type: none"> <li>• Increased confidence in accessing academic opportunities</li> <li>• Increased ability to develop academic goals</li> <li>• Improved school attendance</li> <li>• Increased leadership capacity</li> <li>• Increased college readiness</li> </ul>	<p>Improved skills to support children's academic and socio-emotional development</p>
		<p>Increased involvement by parents/caregivers in their children's learning and growth</p>

### Youth Development Outcomes

With the exception of early childhood programs, we examined progress towards the following youth development outcomes for all programs: (1) *connections to caring adults*, (2) *increased confidence and self-esteem*, (3) *improved decision-making and goal setting*, and (4) *development and mastery of skills*. These outcomes represent core youth development principles that are central to effective youth programming.

As illustrated in Exhibit 8, **youth generally reported very positive outcomes**. Youth showed the most progress in the area of *developing and mastering skills*, followed by *improved decision making and goal setting*. Youth showed the most room for growth in developing *greater connections to caring adults*. Across all of the questions mapped to youth development outcomes, youth 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” (71%) and most likely to agree with the statement “in this program, I try new things” (93%).

**Exhibit 8: Progress Towards Youth Development Outcomes**  
*(Percent of respondents who agree or strongly agree)*  
*(n = 1,458 youth in 35 programs)*



#### **Other findings related to general youth development outcomes:**

- **Youth in programs with smaller enrollment reported more progress towards outcomes.** Youth in programs that enrolled fewer than 150 youth for FY2014-2015 were 3-8% more likely to report positive youth development outcomes than youth in larger programs. For example, on average, 86% of youth in smaller programs agreed or strongly agreed with the questions mapped to *greater connections to caring adults* compared to 79% of youth in larger programs. These findings suggest that programs that enroll more than 150 youth could benefit from additional support to promote general youth development outcomes, perhaps drawing on some of the best practices from the smaller programs.
- **Youth in programs that provided an average of 40 hours or more of services exhibited greater progress towards all four youth development outcomes.** These differences were particularly strong for the first outcome, *connections to caring adults*. On average, youth

in programs that provided more average hours of service were 10% more likely to agree or strongly agree with these questions (84% compared to 74%).

- **High-school age youth showed the most progress towards general youth outcomes while middle school-age youth exhibited the least.** Youth in grades 9-12 reported the greatest progress towards general outcomes. For example, 90% of high-school age youth agreed or strongly agreed with the questions mapped to development and mastery of skills compared to 86% of the elementary-age youth and 83% of the middle-school age youth.
- **Youth in workforce development programs showed the greatest progress towards outcomes.** Youth enrolled in programs that fell within the youth workforce development framework exhibited the strongest general youth development outcomes. For example, 88% of youth in workforce programs reported that they agreed or strongly agreed with questions related to forming *caring connections to adults* compared to 82% at youth engagement programs and 75% at academic programs.

### Youth Perspectives on Youth Development Outcomes

#### Connections to Caring Adults

*My favorite part [of the program] is how [the instructor] pushes you, because I feel like you don't get that push anywhere else, unless from your parents, and you don't want to listen to them. So, having somebody else push you to do your best, it is really refreshing.* — Alta Bates Summit Foundation:Youth Bridge Career and Workforce Development Program

#### Increased Confidence and Self Esteem

*I now feel more confident to tell someone who is bullying another student to stop. Before, that is something I wouldn't do.* — La Clinica de La Raza: Youth Brigade,

*Before, I was stuck inside my shell. Because of AYPAL, I have begun to come out of my shell. I have stayed in AYPAL because of the community I have been able to build. It is an empowering space for me to be in.* — EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

*[I've learned] a lot of public speaking skills. If you weren't comfortable speaking, I'm pretty sure that by the end of this program you would be. So that was good, giving us confidence to speak in front of other people.* — Alta Bates Summit Foundation:Youth Bridge Career and Workforce Development Program

#### Improved Decision-Making and Goal Setting

*[The youth development coordinator] taught me time management skills because before that I couldn't manage my schedule at all...Ever since I started Juma, I've been more on track with my things with a checklist and planners and all that... I just feel more on top of things.* — Juma Ventures: Pathways to Advancement

#### Development and Mastery of Skills

*[The program] is making me more focused, more aware, helping me to improve in school, and giving me life skills.* — Alta Bates Summit Foundation:Youth Bridge Career and Workforce Development Program

## Youth Engagement Outcomes

Youth engagement is the first of the four focal framework areas. The majority of OFCY programs fall into the category of youth engagement, including transition programs, community-based afterschool programs, and youth leadership and community safety. As illustrated in Exhibit 9, youth enrolled in programs mapped to the youth engagement evaluation framework completed questions, designed to capture progress towards the following youth engagement-specific outcomes: (1) *knowledge of and engagement in community*, (2) *increased leadership capacity*, (3) *increased risk avoidance and conflict resolution*, and (4) *increased sense of empowerment and agency*.

**Exhibit 9: Progress Towards Youth Engagement Outcomes**  
(Percent of respondents who agree or strongly agree)  
(n = 868 youth in 21 programs)



Youth showed the most progress in the areas of *increased sense of empowerment and agency* (85%) and similar progress in areas of *increased risk avoidance* (79%) and *increased leadership capacity* (79%). Youth in the youth engagement programs showed the most room for growth in developing an *increased knowledge of and engagement in community* (77%), likely because not all programs focused equally on community engagement. Looking across all of the questions mapped to youth engagement outcomes, youth were least likely to agree or strongly agree with the statement “Since coming to this program, I did volunteer work or community service” (67%) and most likely to agree with the statement, “In this program, adults listen to what I have to say” (88%).

In keeping with the youth development findings, youth at programs that enrolled fewer than 150 youth reported greater outcomes, particularly in the areas of *knowledge of and engagement in*

community (80% versus 74%) and sense of empowerment and agency (87% versus 82%). Similarly, youth in more high intensity programs—those where youth received an average of 40 hours or more of services—also showed greater progress.

### Youth Perspectives from Two Community Leadership Programs

#### Knowledge of and Engagement in Community

*I love this program. We focus on everything that is going on in Oakland. There are so many obstacles that my community faces. AYPAL has helped me become aware of my surroundings.* —API Youth Promoting Advocacy and Leadership (AYPAL)

*Most of the program participants are Mexican American so we created a banner to show that we are in solidarity with what is going on with the Ferguson case and the missing students in Mexico. We also were able to see how these events tie back to the Oscar Grant case, which happened in Oakland.* —La Clinica de La Raza: Youth Brigade

#### Increased Risk Avoidance and Conflict Resolution

*We know how to create healthy outlets for protesting in a peaceful manner and express ourselves in a healthy way.* — La Clinica de La Raza: Youth Brigade

#### Increased Sense of Empowerment and Agency

*[This program] has strengthened my identity as a Chicana and as an activist in the community. I am more confident about speaking up about issues that matter to me.* — La Clinica de La Raza: Youth Brigade

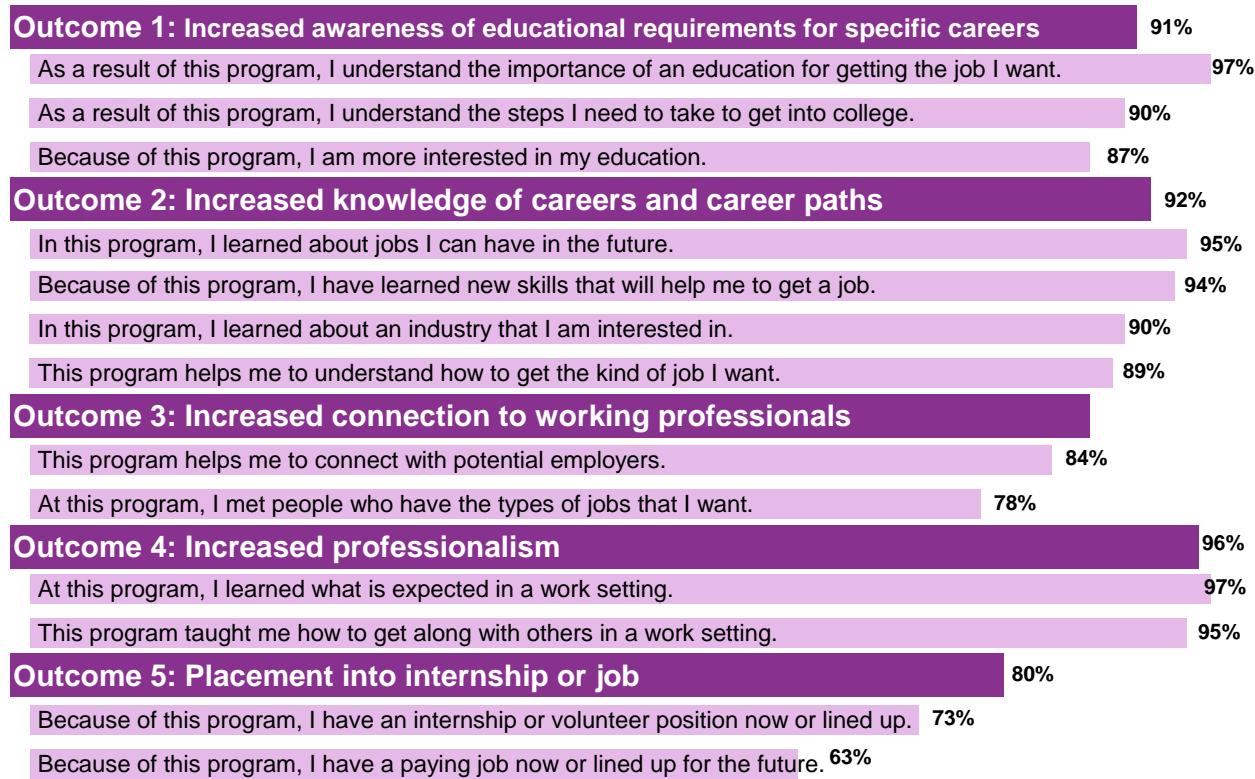
*AYPAL teaches you how to educate yourself first and use your voice in a positive way. We talked about acts of social injustice and how we can be better leaders in our community.* —EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

### Youth Workforce Development Outcomes

Youth workforce development is the second of the four focal framework areas. As illustrated in Exhibit 10, youth enrolled in the eleven year-round youth workforce programs completed additional questions, designed to capture progress towards the following youth workforce development-specific outcomes: (1) increased awareness of educational requirements for specific careers, (2) knowledge of careers and career paths, (3) connections to working professionals, (4) increased professionalism, and (5) placement into internships or jobs.

Youth in these programs made the most progress in the areas of increased professionalism (96%), increased knowledge of careers and career paths (92%), and increased awareness of educational requirements for specific careers (91%). Youth showed less progress in the other two outcome areas: increased connections to working professionals (81%) and placement into internship or job (80%). Lower outcomes in this area no doubt reflect the challenges of connecting youth to working professionals and placing youth into jobs and internships.

**Exhibit 10: Progress Towards Youth Workforce Development Outcomes**  
*(Percent of respondents who agree or strongly agree)*  
(n = 216 youth in eight programs)



\*Note: Outcome 5 identifies the percentage of youth who were placed into an internship or a job. Therefore, the percentage of youth met Outcome 5 is greater than the average of the those who met the sub-outcomes under Outcome 5.

Across all of the questions mapped to workforce development-focused programs, youth were least likely to agree or strongly agree with the statement “Because of this program, I have a paying job now or lined up for the future” (67%). Given that placing youth into paying jobs remains a challenge for youth workforce development programs, it seems that 67% is a relatively high percentage. Youth were most likely to agree or strongly agree with the statements: “At this program, I learned what is expected in a work setting” (97%) and “As a result of this program, I understand the importance of an education for getting the job I want” (97%).

## Youth Perspectives from Two Youth Workforce Programs

### Increased Professionalism

*[I've learned] work ethic, definitely, because there is no room to be lazy in this program. If you are lazy, you are not going to make it, so it definitely prepares you for a strong work ethic in a professional environment.* — Alta Bates Summit Foundation: Youth Bridge

*I remember my first day working, I was very nervous, and there was this customer that was so rude, and he was screaming and yelling and cussing. You had to take a step back, and it's like, "Oh." How I normally react, I wanted to physically react to it, but then I had to take a step back and be like, "Okay, I need to be professional because the customer is always right, I guess." So I had to take a step back.* — Juma Ventures: Pathways to Advancement

*You actually need to be professional and be there on time and you have other duties around there so it helps you mature a lot.* — Juma Ventures: Pathways to Advancement

### Placement into an Internship or Job

*This is a rare opportunity, even for college students, to get an internship working side-by-side with a physician or a nurse, so spots were limited... students need to be very on point with their time, their assignments, patient care, and patient policies.* — Alta Bates Summit Foundation: Youth Bridge

*They helped to build up our resumes and beef it up so it looks nicer...I want to work with kids, so she helped me apply for [a job with kids], and I got the job, so I'm an aide there and help work with special education kids... so, yeah, looking for jobs and applying for jobs, they've helped us a lot.*—Juma Ventures: Pathways to Advancement

## Academic Outcomes

Academic focused programs mapped to the third of the framework areas. As illustrated in Exhibit 11, youth enrolled in programs mapped to the academic evaluation framework completed additional questions, designed to capture progress towards the following academic-specific outcomes: (1) *confidence in accessing educational opportunities*, (2) *ability to develop academic goals*, (3) *improved school attendance*, (4) *increased leadership capacity*, and (5) *college readiness*.

Youth in academic-focused programs showed the most progress in the areas of *increased college readiness* and *increased ability to develop academic goals*, followed by *increased confidence in accessing educational opportunities*. Across all academic outcomes questions, youth were least likely to agree or strongly agree with the statement “Because of this program, I participate in more class discussions and activities at school” (70%) and most likely to agree with the statement “I learned how to do things in this program that help with my school work” (87%).

As was true of the general youth development findings, programs that enroll fewer youth and that provided 40 hours or more of services exhibited considerably more progress towards academic outcomes. These programs were able to provide more intensive services, which likely helped to support stronger outcomes. Because we did not interview any youth from academic focused programs, we do not have qualitative perspectives on these programs.

**Exhibit 11: Progress Towards Academic Outcomes**  
*(Percent of respondents who agree or strongly agree)*  
(n = 365 youth in six programs<sup>11</sup>)



### Early Childhood Outcomes

The last of the focal frameworks is focused on capturing early childhood outcomes. Programs focused on early childhood differ significantly from youth-focused programs, as this strategy concentrates on improving outcomes for children ages 0-5, an age group that requires a completely different set of supports and that therefore warrants a different set of expected outcomes. Key outcomes for this funding strategy are (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*.

Another key difference to note for programs focused in early childhood is that while it is focused on improving outcomes for our youngest children, it does so largely by focusing its support efforts on the *adult population* charged with caring for these children (i.e. parents, caregivers, and educators.) This is therefore the only funding category in the evaluation wherein the participants surveyed were adults--namely, parents and caregivers participating in community playgroups, and educators

<sup>11</sup> Of the 375 surveys completed by youth enrolled in academic-focused programs, 10 surveys did not have completed academic-specific questions, the second page of the survey.

receiving support from mental health consultants. These adult participant surveys and interview data with directors of all early childhood programs make up our key data sources for measuring progress on outcomes in this area.

### Parent Outcomes

Overall, results from parent and caregiver surveys are extremely positive across all outcome domains, with agreement ratings for all measures being above 90%. The statement with the lowest agreement rating —*This program connected me with other programs and resources that can help me be a better parent*—still received an impressive average agreement rating of 91%. The statement that received the highest average agreement rating (97%) was *My child and I have made new friends as a result of this program*. This indicates that programs are meeting their key goals of fostering community relationships and reducing parents' sense of isolation. One program director described the importance of this goal:

*Reduction in isolation [as an outcome] would be huge. Evidence of their reduction, their sense of reduced isolation would be that they continue their relationships outside of the playgroup. That's one of our happiest results when we see people making playdates at the end of a playgroup which happens a lot. And we basically are just doing the touchdown dance inside whenever we see that.*

—Program Director, Our Family Coalition:Building Strong Children in LGBTQ Families

**Exhibit 12: Progress Towards Early Childhood Outcomes-Parent and Child Engagement Programs**  
*(Percent of respondents who agree or strongly agree)*  
(n = 257 caregivers in eight programs)



Having a strong understanding of child development at different ages and stages, and being able to apply that understanding, provides a strong foundation for parents and caregivers to effectively nurture and support their children. Survey results indicate that parents and caregivers made tremendous progress on this front, particularly in their increased understanding of child development (94%), their ability to identify child needs (95%), and in their greater understanding of what kinds of behavior is typical at their child's age (94%).

### **Educator Outcomes**

Surveys to educators receiving services from programs in the Mental Health and Developmental Consultations in Early Care and Education strategy indicate that programs were strongest in the area of *increased access to resources and support* (85%). Results indicate that educators viewed the mental health consultants themselves as strong resources, with 90% of respondents reporting that their mental health consultant works closely with parents to find resources to meet their children's needs, and describing their mental health consultant as a partner in meeting children's mental health needs. Moreover, 93% of respondents reported having a *good relationship with the mental health consultant*, which is the highest scoring measure across all domains.

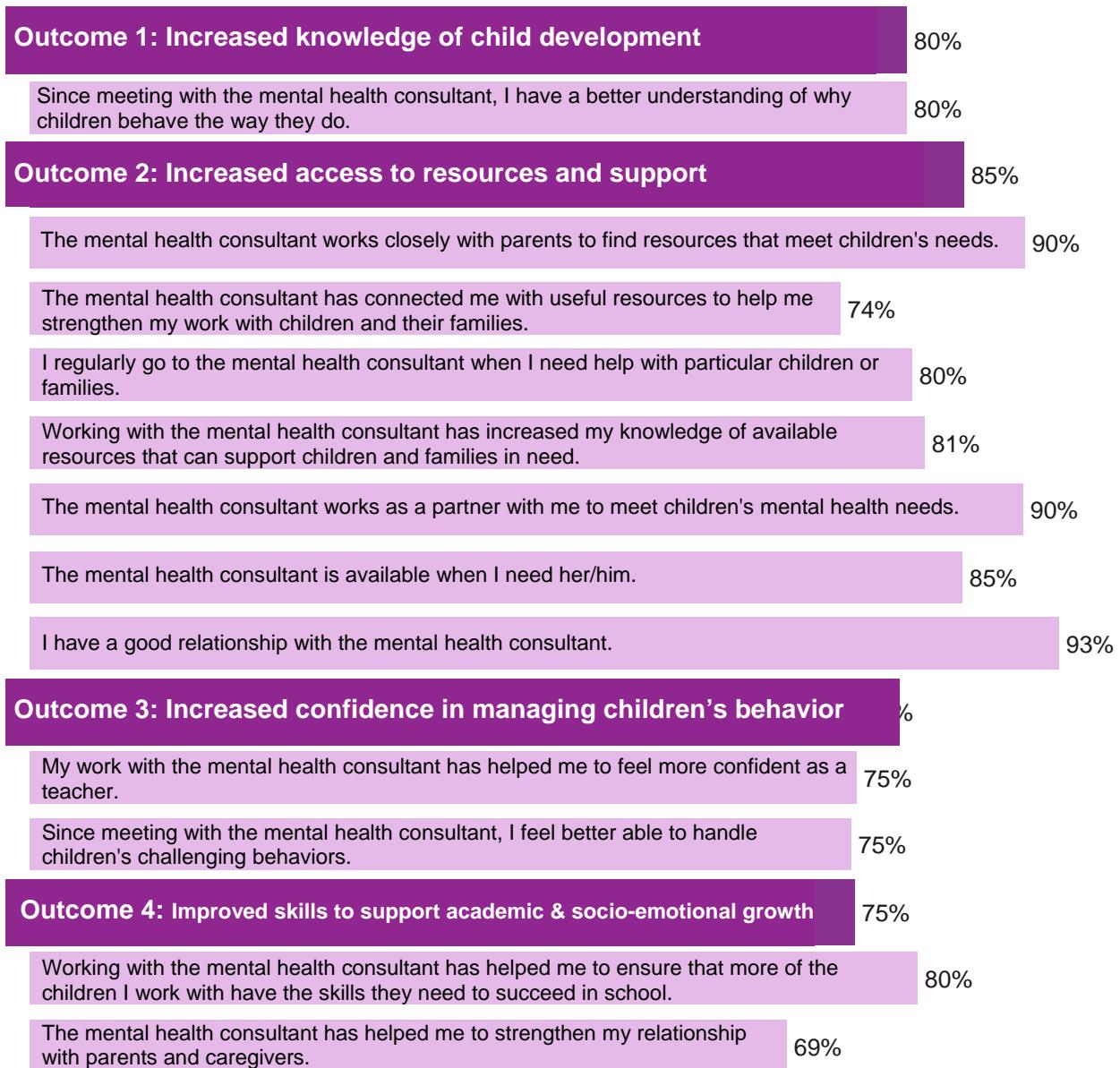
The outcome area that received the lowest average scores, signaling an area for growth, is around educators' *confidence in managing children's behavior* (75%). For program directors in this strategy, building teacher confidence is an area of critical importance to their work. One program director described her goal as supporting teachers to "feel more empowered," while another described their goals as supporting teachers to feel confident in their knowledge and skills and "to feel good about the work they are doing....because that really impacts the kids." Two program directors connected confidence with having a sense of "self-efficacy," because both stem from an acknowledgement of their own strengths as well as access to knowledge and resources to confidently "deal with what they have to deal with in their jobs."

Providing support for strengthening educator relationships with families emerged as an area for improvement. The lowest scores overall were in response to the following prompts: *The mental health consultant has helped me to strengthen my relationship with parents and caregivers* (69%) and *The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families* (74%). Program directors recognize how important it is for educators to build strong relationships with parents and caregivers. One program director noted that supporting better communications with teachers and parents is important in general because "this is relationship-based work." She also noted that building strong relationships helps in reducing the "blame game" that sometimes occurs when sensitive issues arise. Another director affirmed that in this work, strong relationship building across multiple groups is key to supporting healthy growth of young children:

*Relationships are a key, both the relationships they have with each other, the relationships they can have with kids, and that they have with families, is a key to helping kids be able to grow and do well.*

—Clinical Supervisor, Family Paths: The Early Childhood Mental Health Collaborative

**Exhibit 13: Progress Towards Early Childhood Outcomes-Mental Health Consultation Programs**  
*(Percent of respondents who agree or strongly agree)*  
(n = 123 educators in three programs)



## CONCLUSION

*I think OFCY staff gets it. In my experience, and I've done this work a long time, when you work with highly marginalized youth, there's some tension between translating the reality of those kids [into] the grant deliverables. [OFCY Staff], they get it... They seem to really get what is meaningful about what our youth are accomplishing.*

—Policy Director, Safe Passages: Get Active Urban Arts

*We wouldn't be able to do this program, never would have started this program, without OFCY funding and they've been a really fantastic partner.*

—Executive Director, Center for Media Change:Hack the Hood Summer Bootcamp,

As these quotes demonstrate, OFCY support is critical for youth programs in Oakland and also provides vital guidance on processes related to continuous improvement and program quality. **Nine out of ten programs are reaching performance targets. Programs are also reaching a high standard of quality, as evidenced by PQA scores and more intensive site visit and interview data.**

Program leaders also highlighted a number of areas where they could use additional support. These include professional development opportunities for staff, administrative capacity, job developers and placement staff, supportive and mental health services, translation services, guidance on evaluation and ability to capture program outcomes, and opportunities to network with and partner effectively with other community-based organizations. Furthermore, in some programs, youth recruitment and retention appear to be a challenge. The following are recommendations to consider as OFCY works to deepen the influence of its programs in the 2015-2016 funding cycle.

- **Provide grantees with more capacity building and networking opportunities.** Several respondents discussed the comparative lack of professional development and networking opportunities for staff from Oakland, compared to their experiences in San Francisco. For instance, one respondent said, “San Francisco is very community-based organization rich, and there’s a way that they do it there where they really partner and talk to each other. I don’t see that much here in Oakland.” These staff suggested that OFCY may be able to play a larger role in building the capacity of organizations and also helping to connect like-minded organizations so that they can partner and leverage each other’s strengths.
- **Promote efforts to increase retention of youth.** We know from the research that continuity of participation is key to programs’ success. As presented in the report, 40% of participants receive fewer than 10 hours of service. Although some of the individuals participated in one-time workshops or short-term interventions, a good proportion likely simply stopped attending the program. Thus, it may be useful for OFCY to direct some thought and resources to the issues of retention, including sharing promising practices associated with retention.
- **Provide continued support to grantees around evaluation.** Many of the program leaders we spoke with are eager to capture the unique aspects of their programs that are not fully captured by the overall OFCY evaluation. OFCY provides continuous improvement tools for programs, but there might also be opportunities to support evaluation capacity building through workshops or the sharing of tools.
- **Consider setting targets for the pilot performance measures and/or additional performance measures.** For this round of grantees, SPR piloted two additional performance measures. One performance measure was associated with the percent of youth that received an average of 40 or more hours of service. The second measure was the percent of participants that completed surveys. Each of these performance measures point programs in the direction of good practice. It would be good, however, if OFCY set specific targets for these measures to help grantees better OFCY’s expectations. Furthermore, OFCY might consider additional performance measures based on its goals and priorities.

Program leaders and community members look to OFCY to support continued innovation in youth programming and to expand the collective capacity of youth programs throughout the city. As illustrated throughout this report, OFCY programs are making a difference in the lives of children and families throughout the city.

## APPENDIX A: PROGRAM-LEVEL INFORMATION

The following table provides program-level information at the mid-point of FY2014-2015, 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 for the fiscal year, average hours of service per youth participant, and overall PQA score, if applicable. Please note that 1) programs that operate in the summer do not have Overall Survey Scores because they utilized a different survey tool and 2) not all programs received a Program Quality Assessment site visit and therefore do not have a PQA score.

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Save Our LGBTI-Youth (SOL)	AIDS Project East Bay	Safe Community Spaces for LGBTQ Youth	243	97%	6,173	33%	25	4.23	4.57
Aim High / Oakland - 3 Sites	Aim High for High School	Summer Program	319	98%	53,750	98%	169	3.85	
Model Neighborhood Program	Alameda Health System	Youth Career and Workforce Development	219	100%	16,870	150%	77		4.3
Youth Bridge Career and Workforce Development Program	Alta Bates Summit Foundation	Youth Career and Workforce Development	219	243%	25,773	125%	118		4.27
Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Alternatives in Action	Transition programs for youth into middle and high school	813	370%	35,148	70%	43	4.81	

<sup>12</sup> For programs in the Parent and Child Engagement in Early Learning and Development strategy, Units of Service includes service provided to both children and parents, while Average Hours only includes hours of service provided to child participants.

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Life Academy	Alternatives in Action	Youth Leadership in Community Schools	823	127%	95,411	114%	115	4.82	
Culture Keepers	American Indian Child Resource Center	Community-based Out-of-School Time Programs	35	117%	5,609	94%	159	3.49	3.92
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Community-based Out-of-School Time Programs	56	124%	4,947	116%	74	4.44	4.55
Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Beyond Emancipation	Youth Career and Workforce Development	32	133%	6,315	111%	197		4.43
Hack the Hood Summer Bootcamp	Center for Media Change	Youth Career and Workforce Development	19	106%	2,423	115%	128	4.62	
Youth Law Academy	Centro Legal de la Raza	Academic Support for Older Youth	66	86%	3,025	108%	46	4.37	4.34
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	Parent and Child Engagement in Early Learning and Development	178	274%	9,755	87%	29		4.43

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Oakland Discovery Centers	City of Oakland - Office of Parks and Recreation	Community-based Out-of-School Time Programs	461	102%	36,107	119%	78	4.38	4.14
Sandboxes to Community Empowerment	City of Oakland - Office of Parks and Recreation	Parent and Child Engagement in Early Learning and Development	144	144%	20,005	145%	74		4.56
Summer Camp Explosion	City of Oakland - Office of Parks and Recreation	Summer Program	408	136%	106,420	147%	261	3.95	
College Track Oakland	College Track	Academic Support for Older Youth	268	105%	28,774	126%	107	4.49	4.26
College Track Summer Program	College Track	Summer Program	120	167%	10,696	127%	89	4.65	
Media After School (MAS)	Community Initiatives	Community-based Out-of-School Time Programs	91	91%	11,672	181%	128	4.94	4.25
Camp Destiny	Destiny Arts Center	Summer Program	165	87%	6,264	64%	38	4.64	
Moving in the Movement	Destiny Arts Center	Safe Community Spaces for LGBTQ Youth	25	28%	4,322	76%	173	4.48	4.85
Rites of Passage	Dimensions Dance Theater, Inc.	Community-based Out-of-School Time Programs	108	90%	21,922	152%	203	4.94	4.21

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Parent Child Education Support Program	East Bay Agency for Children	Parent and Child Engagement in Early Learning and Development	118	164%	10,992	261%	51		4.63
Lion's Pride Afterschool and Summer Youth Program	East Bay Asian Local Development Corporation	Community-based Out-of-School Time Programs	112	140%	29,638	90%	264	4.33	4.03
API Youth Promoting Advocacy and Leadership (AYPAL)	East Bay Asian Youth Center (EBAYC)	Youth Leadership and Community Safety	139	46%	24,462	116%	176		4.46
Break The Cycle	East Bay Asian Youth Center (EBAYC)	Transition programs for youth into middle and high school	316	158%	16,197	147%	51	4.51	4.25
Summer Matters	East Bay Asian Youth Center (EBAYC)	Summer Program	683	195%	83,754	140%	123		4.49
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Community-based Out-of-School Time Programs	556	79%	103,015	157%	185	4.6	4.45
Summer Cultural Enrichment Program	East Oakland Youth Development Center	Summer Program	205	103%	33,965	101%	165		4.11

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
ArtWorks at ESAA	East Side Arts Alliance	Youth Career and Workforce Development	76	51%	22,965	94%	302		4.53
The Early Childhood Mental Health Collaborative	Family Paths	Mental Health and Developmental Consultations in Early Care and Education	929	81%	3,628	96%	n/a		4.09
Kinship Summer Youth Program	Family Support Services of the Bay Area	Summer Program	53	96%	8,559	102%	161	4.75	
Concordia Park Summer Program	Girls Incorporated of Alameda County	Summer Program	83	112%	14,152	125%	171	4.47	
Girls in Oakland Achieve and Lead	Girls Incorporated of Alameda County	Community-based Out-of-School Time Programs	205	146%	7,783	108%	38	4.45	4.12
Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	Health Initiatives for Youth (HIFY)	Safe Community Spaces for LGBTQ Youth	221	260%	1,507	209%	7	3.7	
Friday Night in the Park Program	Human Services Department	Youth Leadership and Community Safety	40	167%	1,670	109%	42	4.8	

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	Mental Health and Developmental Consultations in Early Care and Education	859	118%	4,602	174%	n/a	4.24	
Pathways to Advancement	Juma Ventures	Youth Career and Workforce Development	127	192%	6,398	95%	50	4.3	
Juntos	La Clinica de La Raza	Safe Community Spaces for LGBTQ Youth	102	128%	315	21%	2	4.34	3.91
Youth Brigade	La Clinica de La Raza	Youth Leadership and Community Safety	32	107%	4,265	92%	132	4.31	
Early Childhood Mental Health Consultation	Lincoln Child Center	Mental Health and Developmental Consultations in Early Care and Education	406	116%	2,352	103%	n/a	4.64	
Oakland Freedom School	Lincoln Child Center	Summer Program	133	133%	22,097	127%	166	4.22	
Multicultural Playgroups	Lotus Bloom Child & Family Center	Parent and Child Engagement in Early Learning and Development	242	202%	33,732	113%	72	4.51	
Indigenous Youth Voices	Native American Health Center	Community-based Out-of-School Time Programs	334	209%	35,538	120%	100	4.27	4.26

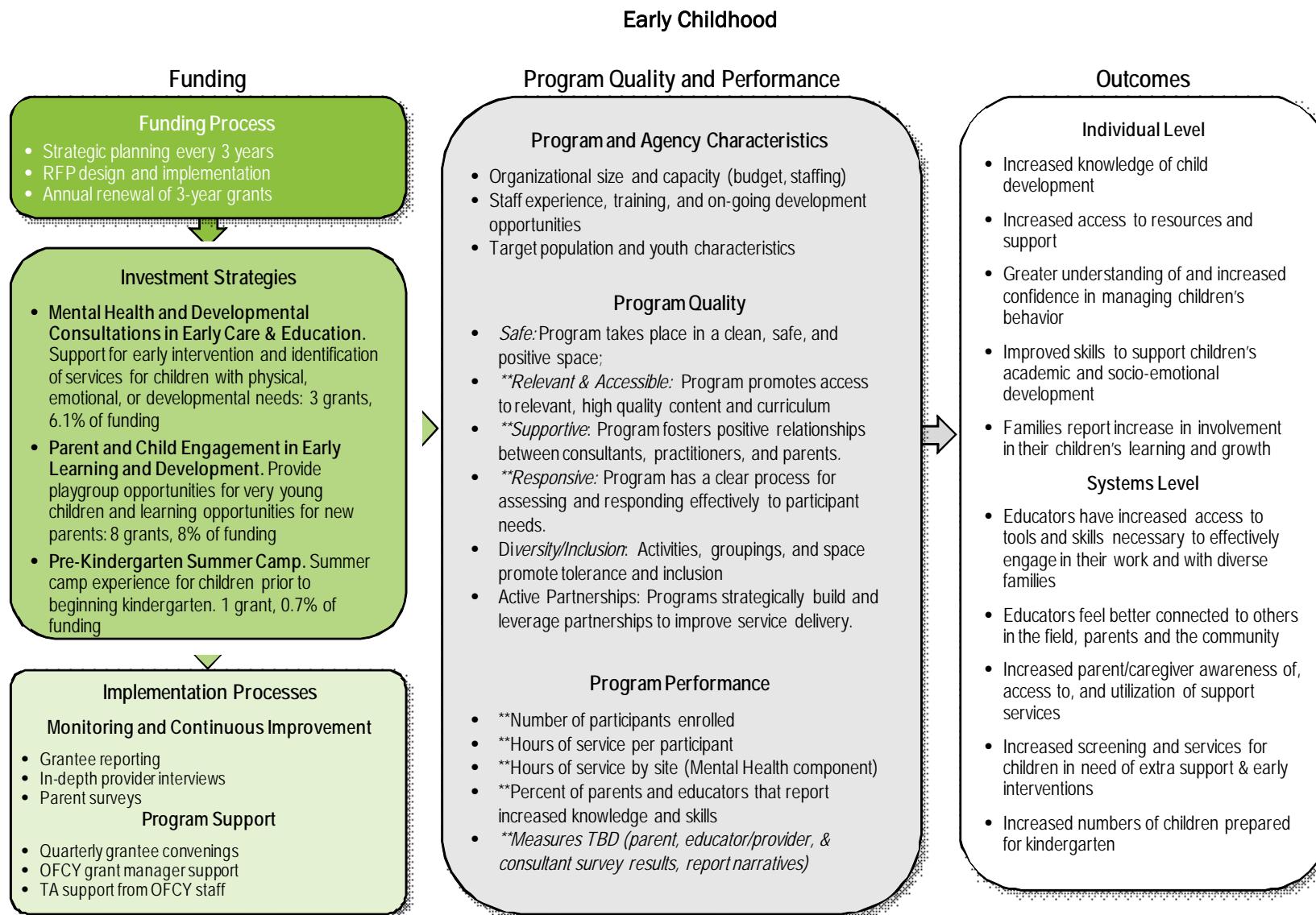
Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
PASS-2 Peer Mentoring Program	Oakland Kids First	Transition programs for youth into middle and high school	2070	115%	19,747	86%	10	4.74	3.79
Listening to Children Parent Cafes	Oakland Parents Together	Parent and Child Engagement in Early Learning and Development	96	120%	3,536	77%	16		4.59
OUSD Peer Restorative Justice Program	Oakland Unified School District	Youth Leadership in Community Schools	1496	109%	6,559	152%	4	4.54	4.03
OUSD Summer Pre-K	Oakland Unified School District	Pre-Kindergarten Summer Camp	60	200%	2,318	69%	39		
Building Strong Children in LGBTQ Families	Our Family Coalition	Parent and Child Engagement in Early Learning and Development	176	160%	3,334	114%	8		4.81
Exploring College & Career Options in Oakland (ECCO!)	OUSD College & Career Readiness Office	Youth Career and Workforce Development	87	100%	12,738	128%	146	4.31	
BAY-Peace: Better Alternatives for Youth	Peace Development Fund	Youth Leadership and Community Safety	83	104%	9,091	130%	110		4.35

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Summer Program	38	127%	4,353	116%	115	4.88	
Project Re-Connect	Project Re-Connect	Youth Leadership and Community Safety	105	263%	2,743	124%	19		4.57
Newcomer Community Engagement Program	Refugee Transitions	Community-based Out-of-School Time Programs	284	227%	13,698	92%	26	3.78	4.32
Get Active Urban Arts Program	Safe Passages	Youth Leadership and Community Safety	89	120%	15,927	135%	179		4.48
Safe Passages Baby Learning Communities	Safe Passages	Parent and Child Engagement in Early Learning and Development	277	79%	7,699	102%	17		4.93
Safe Passages Transitions Program	Safe Passages	Transition programs for youth into middle and high school	529	106%	62,354	193%	118		4.78
Brothers, UNITE!	San Francisco Study Center (Brothers on the Rise)	Community-based Out-of-School Time Programs	121	242%	10,118	105%	84	4.52	4.18

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	Youth Leadership in Community Schools	217	189%	21,880	115%	100	3.88	3.91
Oakland Youth Engaged (OYE)	The Unity Council	Youth Career and Workforce Development	82	155%	13,677	91%	163	4.6	
Chatterbox	Through the Looking Glass	Parent and Child Engagement in Early Learning and Development	17	94%	1,462	92%	41	4.16	
Career Try-Out	Youth Employment Partnership	Youth Career and Workforce Development	167	232%	15,865	112%	95	3.89	
Pathways to Digital	Youth Radio	Youth Career and Workforce Development	186	266%	20,014	114%	108	4.43	
Pathways to Higher Education and Careers	Youth Radio	Academic Support for Older Youth	237	296%	4,518	96%	19	4.77	4.31
Youth Together's Academic Support For Older Youth	Youth Together, Inc.	Academic Support for Older Youth	193	95%	4,872	38%	25	4.33	
YU Excel	Youth UpRising	Youth Career and Workforce Development	9	113%	698	89%	78	4.05	

Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
YU's Queer & Allies Initiative	Youth UpRising	Safe Community Spaces for LGBTQ Youth	148	125%	801	85%	5	4.26	4.18

## APPENDIX B: EVALUATION FRAMEWORKS



## Academic Support

### Funding

#### Funding Process

- Strategic planning every 3 years
- RFP design and implementation
- Annual renewal of 3-year grants

#### Investment Strategies

- **Transition Programs for Youth into Middle and High School.** Provide services to support student transitions: 4 grants awarded, 4.2% of funding
- **Youth Leadership in Community Schools.** Creating safe and supportive environments at school: 3 programs, 4.1% of funding
- **Academic Support for Older Youth.** Provide academic support to lead to attainment of GED, high school equivalency degree, or re-entry into high school: 4 grants awarded, 4.3% of funding

### IMPLEMENTATION PROCESSES

#### Monitoring and Continuous Improvement

- Grantee reporting in cityspan
- Site visits and observations
- Youth surveys

#### Program Support

- Quarterly grantee convenings
- OFCY grant manager support
- TA support from OFCY staff

#### Program and Agency Characteristics

- Organizational size, tenure, and capacity (budget, staffing)
- Staff experience, training, and on-going development opportunities
- Target population and youth characteristics

#### Program Quality

- *Safe:* Program is physically and emotionally safe for youth
- *Supportive:* Program is welcoming, staff plan engaging activities and implement positive behavioral guidance techniques
- *Interactive:* Youth have the opportunity to develop a sense of belonging and to build their leadership skills
- *Engaging:* Activities are youth-centered and offer participants the chance to make plans and reflect on their progress
- *\*\*Diversity/Inclusion:* Activities, groupings, and space promote tolerance and inclusion

#### Program Performance

- Number of participants enrolled versus projected number of participants
- *\*\*Average hours of service per participant*
- *\*\*Percent of participants that complete youth survey*
- *\*\*Measures TBD (i.e., percent of students that report being more academically prepared to do well in school)*

#### General

- Greater connections to caring adults
- Increased confidence and self-esteem
- Improved decision-making and goal setting
- Development and mastery of skills

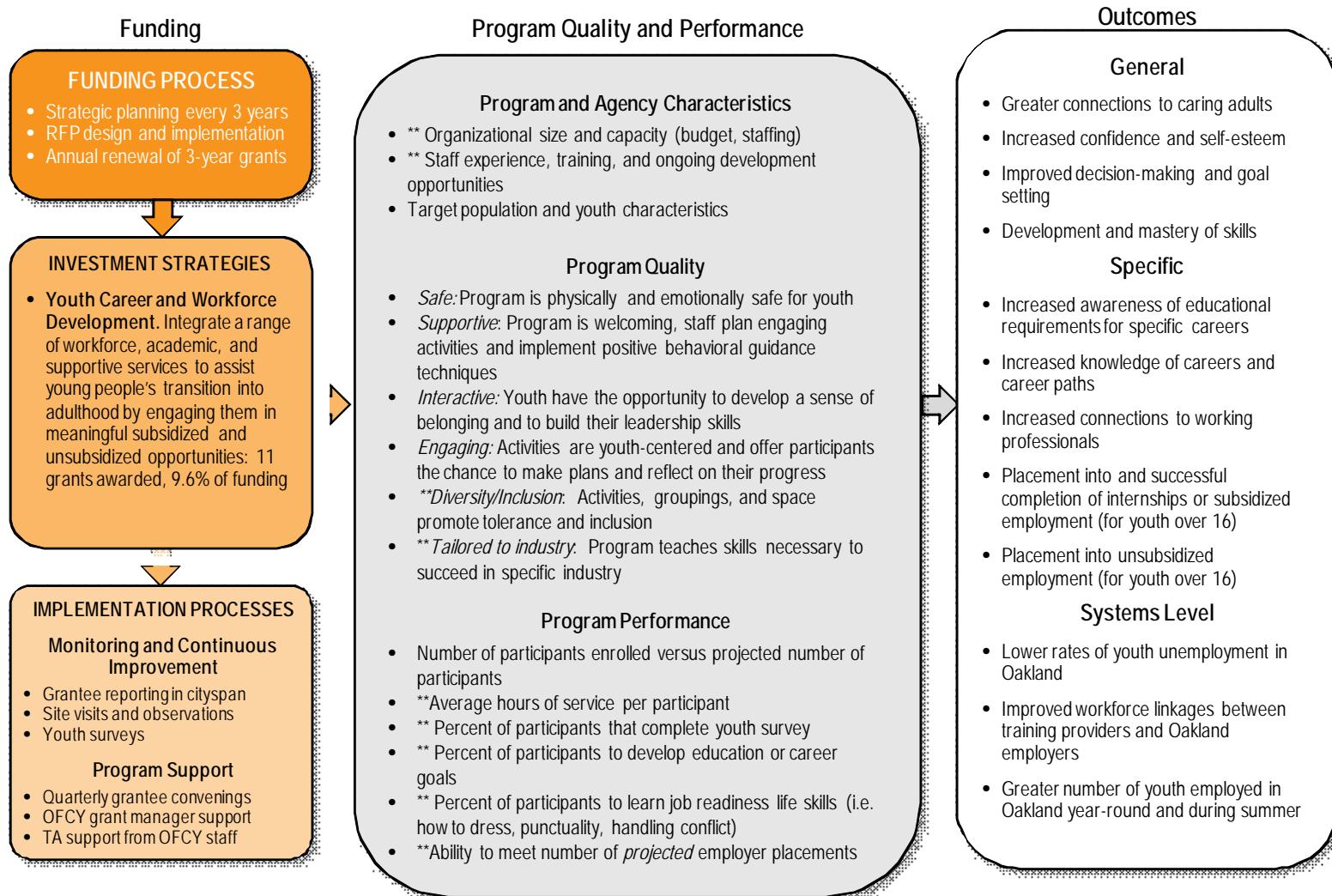
#### Specific

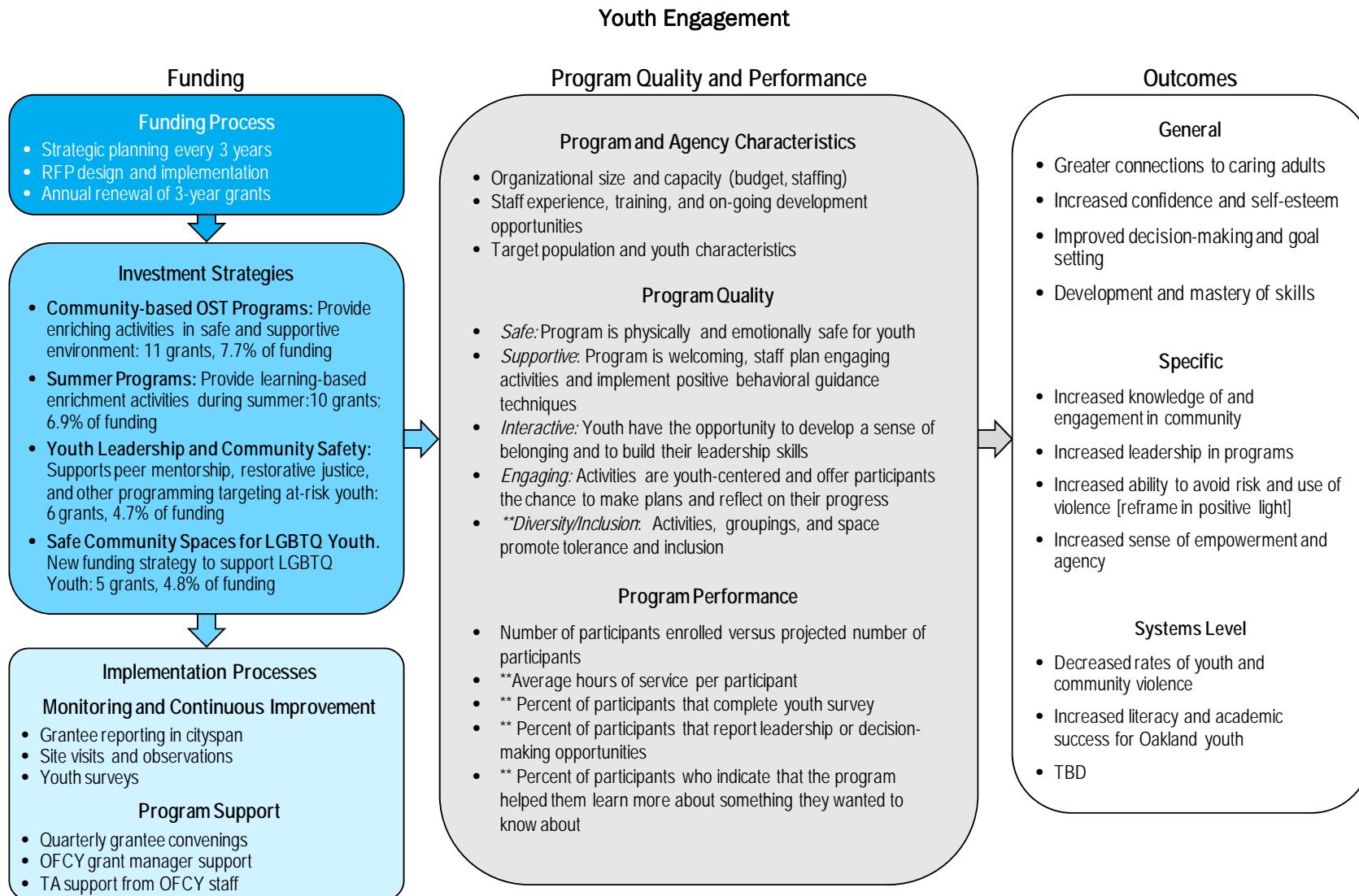
- Increased confidence in accessing educational opportunities
- Increased ability to develop academic goals
- Improved school attendance
- Increased leadership capacity
- Increased college readiness

#### Systems Level

- Increased literacy and academic success
- Improved school graduation rates
- Participation in career exploration and readiness services prior to graduation.

## Youth Workforce Development





## Appendix C: Mapping of Programs to Frameworks by Funding Strategy

<b>Program</b>	<b>Agency</b>	<b>Framework</b>	<b>Funding Strategy</b>
Early Childhood Mental Health Consultation	Lincoln Child Center	ECE	Mental Health and Developmental Consultations in Early Care and Education
Integrated Early Childhood Consultation Program	Jewish Family & Children's Services of the East Bay	ECE	Mental Health and Developmental Consultations in Early Care and Education
The Early Childhood Mental Health Collaborative	Family Paths	ECE	Mental Health and Developmental Consultations in Early Care and Education
Building Strong Children in LGBTQ Families	Our Family Coalition	ECE	Parent and Child Engagement in Early Learning and Development
Chatterbox	Through the Looking Glass	ECE	Parent and Child Engagement in Early Learning and Development
Integrated Developmental Playgroups Program	Children's Hospital & Research Center Oakland	ECE	Parent and Child Engagement in Early Learning and Development
Listening to Children Parent Cafes	Oakland Parents Together	ECE	Parent and Child Engagement in Early Learning and Development
Multicultural Playgroups	Lotus Bloom Child & Family Center	ECE	Parent and Child Engagement in Early Learning and Development
Parent Child Education Support Program	East Bay Agency for Children	ECE	Parent and Child Engagement in Early Learning and Development
Safe Passages Baby Learning Communities	Safe Passages	ECE	Parent and Child Engagement in Early Learning and Development
Sandboxes to Community Empowerment	City of Oakland - Office of Parks and Recreation	ECE	Parent and Child Engagement in Early Learning and Development
OUSD Summer Pre-K	Oakland Unified School District	ECE	Pre-Kindergarten Summer Camp
Break The Cycle	East Bay Asian Youth Center (EBAYC)	Academic	Transition programs for youth into middle and high school
Fremont Initiative for Reaching Success Together (FIRST) Transitions Program	Alternatives in Action	Academic	Transition programs for youth into middle and high school
PASS-2 Peer Mentoring Program	Oakland Kids First	Academic	Transition programs for youth into middle and high school
Safe Passages Transitions Program	Safe Passages	Academic	Transition programs for youth into middle and high school
Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	Spanish Speaking Citizens' Foundation	Academic	Youth Leadership in Community Schools
Life Academy/ McClymonds	Alternatives in Action	Academic	Youth Leadership in Community Schools
Aim High / Oakland - 3 Sites	Aim High for High School	Academic	Summer Program
College Track Summer Program	College Track	Academic	Summer Program
College Track Oakland	College Track	Academic	Academic Support for Older Youth
Pathways to Higher Education and Careers	Youth Radio	Academic	Academic Support for Older Youth
Youth Law Academy	Centro Legal de la Raza	Academic	Academic Support for Older Youth
Youth Together's Academic Support For Older Youth	Youth Together, Inc.	Academic	Academic Support for Older Youth
OUSD Peer Restorative Justice Program	Oakland Unified School District	Youth Engagement	Youth Leadership in Community Schools

<b>Program</b>	<b>Agency</b>	<b>Framework</b>	<b>Funding Strategy</b>
Brothers, UNITE!	San Francisco Study Center (Brothers on the Rise)	Youth Engagement	Community-based Out-of-School Time Programs
Culture Keepers	American Indian Child Resource Center	Youth Engagement	Community-based Out-of-School Time Programs
Girls in Oakland Achieve and Lead	Girls Incorporated of Alameda County	Youth Engagement	Community-based Out-of-School Time Programs
Indigenous Youth Voices	Native American Health Center	Youth Engagement	Community-based Out-of-School Time Programs
Lion's Pride Afterschool and Summer Youth Program	East Bay Asian Local Development Corporation	Youth Engagement	Community-based Out-of-School Time Programs
Media After School (MAS)	Community Initiatives	Youth Engagement	Community-based Out-of-School Time Programs
Newcomer Community Engagement Program	Refugee Transitions	Youth Engagement	Community-based Out-of-School Time Programs
Oakland Discovery Centers	City of Oakland - Office of Parks and Recreation	Youth Engagement	Community-based Out-of-School Time Programs
Rites of Passage	Dimensions Dance Theater, Inc.	Youth Engagement	Community-based Out-of-School Time Programs
SmartMoves Education and Enrichment Program	East Oakland Boxing Association	Youth Engagement	Community-based Out-of-School Time Programs
Sports & Recreation for Youth with Physical Disabilities	Bay Area Outreach & Recreation Program	Youth Engagement	Community-based Out-of-School Time Programs
Camp Destiny	Destiny Arts Center	Youth Engagement	Summer Program
Concordia Park Summer Program	Girls Incorporated of Alameda County	Youth Engagement	Summer Program
Kinship Summer Youth Program	Family Support Services of the Bay Area	Youth Engagement	Summer Program
Oakland Freedom School	Lincoln Child Center	Youth Engagement	Summer Program
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Youth Engagement	Summer Program
Summer Camp Explosion	City of Oakland - Office of Parks and Recreation	Youth Engagement	Summer Program
Summer Cultural Enrichment Program	East Oakland Youth Development Center	Youth Engagement	Summer Program
Summer Matters	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Summer Program
API Youth Promoting Advocacy and Leadership (AYPAL)	East Bay Asian Youth Center (EBAYC)	Youth Engagement	Youth Leadership and Community Safety
BAY-Peace: Better Alternatives for Youth	Peace Development Fund	Youth Engagement	Youth Leadership and Community Safety
Friday Night in the Park Program Support	Human Services Department	Youth Engagement	Youth Leadership and Community Safety
Get Active Urban Arts Program	Safe Passages	Youth Engagement	Youth Leadership and Community Safety
Project Re-Connect	Project Re-Connect	Youth Engagement	Youth Leadership and Community Safety
Youth Brigade	La Clinica de La Raza	Youth Engagement	Youth Leadership and Community Safety
Health Initiatives for Youth's LGBTQIQ Youth Safe Space Initiative	Health Initiatives for Youth (HIFY)	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Juntos	La Clinica de La Raza	Youth Engagement	Safe Community Spaces for LGBTQ Youth

<b>Program</b>	<b>Agency</b>	<b>Framework</b>	<b>Funding Strategy</b>
Moving in the Movement	Destiny Arts Center	Youth Engagement	Safe Community Spaces for LGBTQ Youth
Save Our LGBTI-Youth (SOL)	AIDS Project East Bay	Youth Engagement	Safe Community Spaces for LGBTQ Youth
YU's Queer & Allies Initiative	Youth UpRising	Youth Engagement	Safe Community Spaces for LGBTQ Youth
ArtWorks at ESAA	East Side Arts Alliance	Youth Workforce	Youth Career and Workforce Development
Career Try-Out	Youth Employment Partnership	Youth Workforce	Youth Career and Workforce Development
Exploring College & Career Options in Oakland (ECCO!)	OUSD College & Career Readiness Office	Youth Workforce	Youth Career and Workforce Development
Gaining Resources and Opportunities for Work (GROW): a Culinary Training Program	Beyond Emancipation	Youth Workforce	Youth Career and Workforce Development
Hack the Hood Summer Bootcamp	Center for Media Change	Youth Workforce	Youth Career and Workforce Development
Model Neighborhood Program	Alameda Health System	Youth Workforce	Youth Career and Workforce Development
Oakland Youth Engaged (OYE)	The Unity Council	Youth Workforce	Youth Career and Workforce Development
Pathways to Advancement	Juma Ventures	Youth Workforce	Youth Career and Workforce Development
Pathways to Digital	Youth Radio	Youth Workforce	Youth Career and Workforce Development
Youth Bridge Career and Workforce Development Program	Alta Bates Summit Foundation	Youth Workforce	Youth Career and Workforce Development



## OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

# 2014-15 FINDINGS REPORT



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

*Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office.*



## ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District's After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually below. We appreciate the Evaluation Subcommittee for their guidance, leadership, and commitment to independent evaluation, with special thanks to Chair Julie Waters.

Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

### 2014-15 OAKLAND PLANNING AND OVERSIGHT COMMITTEE (POC) MEMBERS\*

District	POC Member - Adult	POC Member - Youth
Mayor	Marcus Montague	
At Large	Julie Waters	Vacant
District 1	Richard Raya	Bolor-Erdene Erdenebat
District 2	Kathy Teng Dwyer	Kevin Wong
District 3	Sheilagh Polk	Yuliza Rios-Oregon
District 4	Steven Wirt	Ajani Torres-Cedillo
District 5	Isaac Ruelas	Kenna Castillo
District 6	Derrick Muhammad	Brandon Aninipot
District 7	Kisha Jackson	Briana Dunn

\*As of April 2015.

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## IMAGES

Images courtesy of Lead Agency partners

**Cover Images** - Top row from left to right: East Bay Agency for Children at East Oakland Pride, Bay Area Community Resources at Bridges Academy, East Bay Asian Youth Center at Cleveland, Bay Area Community Youth Center at Markham; Bottom row from left to right: Bay Area Community Resources at Howard, SFBAC Learning for Life at Manzanita SEED, Oakland Leaf at ASCEND, YMCA of the East Bay at West Oakland MS.

**Evaluation Highlights** - Page 6 from left to right: East Bay Agency for Youth at East Oakland Pride, Lighthouse Community Charter.

**About Oakland School-Based After School Programs** - Page 8: Oakland Leaf Foundation at Learning Without Limits (Jefferson)

**Promising Practices** - Page 39: Girls Incorporated of Alameda County at Acorn Woodland; Page 43: Bay Area Community Resources at Esperanza Academy; Page 53: Oakland Leaf at Bret Harte.

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## INTRODUCTION

In 2014-15 the Oakland School-Based After School Partnership funded 82 programs serving over 16,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office (ASPO) that supports comprehensive school-based after-school programs. Together, the School-Based Partners dedicate over \$18 million to programs, which includes over \$2 million garnered from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies. With this investment, the Partnership aims to provide equitable access to high quality after school programs that help children to be:

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

An annual evaluation assesses the ways in which school-based after-school programs promote these desired outcomes in youth. The 2014-15 evaluation is guided by the Theory of Action shown on page 5 that states, *“Young people who attend high quality after school programs regularly experience direct outcomes and over time are supported to be physically and emotionally well, engaged and succeeding in school, and ready for college and career”*.

In accordance with the Theory of Action, this report presents how often youth attend school-based after school programs, the quality of the programs, and the direct outcomes, or most immediate benefits to participating children and youth. Academic outcomes, such as school day attendance, are also discussed. Prior to presenting evaluation findings, background information on school-based programs such as the characteristics of youth served, the types of program activities, and funding is reviewed. In addition, the **Oakland After School Evaluation Highlights**, starting on page 5, provide an overview of the 16,000 youth served by school-based programs and include a list of the programs and partner agencies operating school-based programs across Oakland.

The evaluation findings that are tightly tied to the Theory of Action are depicted on page 5. Other key evaluation findings show that:

- All (100%) school-based after school programs met or exceeded local program quality standards as measured by a nationally recognized, research-based quality assessment. On a 5-point scale, the average score for elementary, middle and high school programs are 4.33, 4.11, and 4.06, respectively.
- Ninety-two percent (92%) of elementary school youth report that their programs help them to do their homework.
- Eighty-three percent (83%) of middle school youth report learning ways to organize their time to finish their school work.
- Ninety-two percent (92%) of high school youth report feeling more confident in their skills. The same amount of high school youth also report feeling good about themselves when they are in their after school program.

# 2014-15 OAKLAND AFTER SCHOOL EVALUATION HIGHLIGHTS

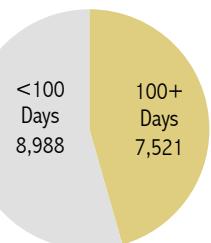
## EVALUATION FINDINGS ALIGNED WITH THE THEORY OF ACTION

“

Young people who attend high quality after school programs regularly experience direct outcomes and over time are supported to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.”



### REGULAR PARTICIPATION



Nearly half (46%) of youth attended their program 100+ Days

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.

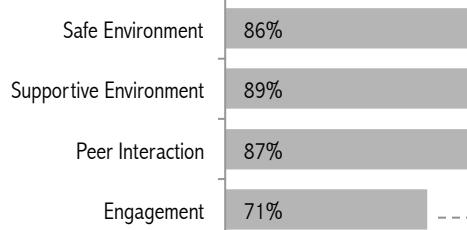
#### Average Days Attended by Grade

Elementary	127 days
Middle	88 days
High	34 days



### IN HIGH QUALITY PROGRAMS

#### Positive Youth Responses about Program Quality



#### Program Quality Differences based on Days Attended

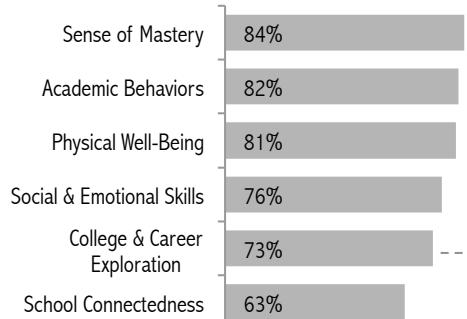
Middle and elementary-aged youth who attended 100 or more days reported that they participate in challenging activities in their after school program at a higher rate than those who participated less than 100 days.

	100+ Days	<100 Days
Elementary	51%	44%
Middle	55%	46%



### DIRECT YOUTH OUTCOMES

#### Positive Youth Responses by Outcomes



#### Youth Outcome Differences based on Days Attended

Elementary-aged youth who attended 100 or more days reported higher rates of college and career readiness.

	100+ Days	<100 Days
Learned about career	73%	64%
Confidence going to college	57%	47%

Sources: Youth attendance records from Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015; Youth participant surveys administered in Spring 2015. Group differences discussed for results where there was a statistically significant difference between group responses at the p<.05 level using a Pearson Chi-Square test.

## ABOUT YOUTH PARTICIPANTS



### NUMBER OF PARTICIPANTS

In 2014-15, 16,505 youth attended Oakland school-based after school programs.

### ENGLISH LEARNERS

More than 1 in 4 after school youth (28%) is an English Learner.

### EQUITABLE ACCESS

Roughly half (46%) of students at host schools attend the after school program at their school.

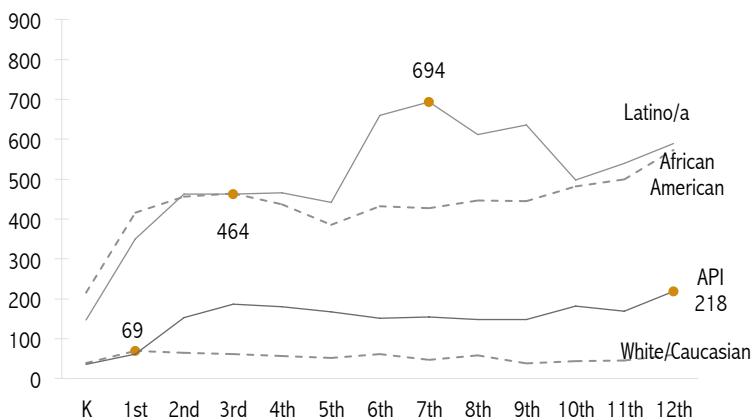
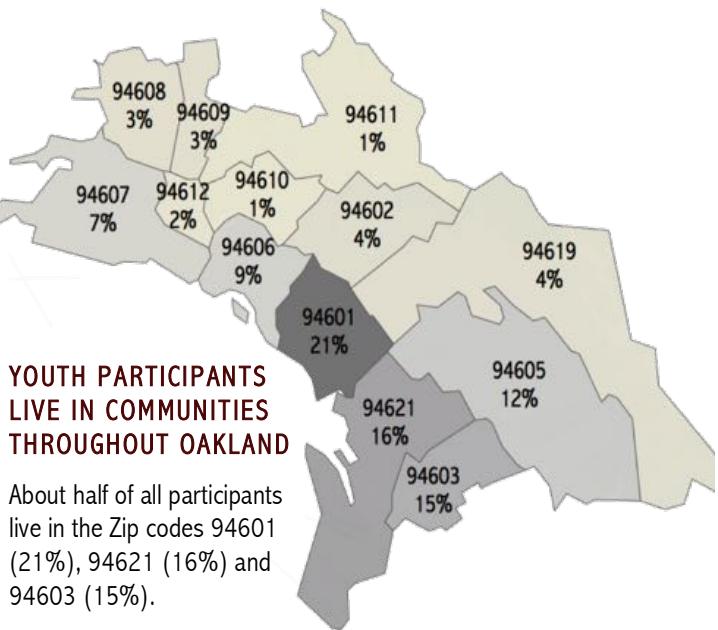
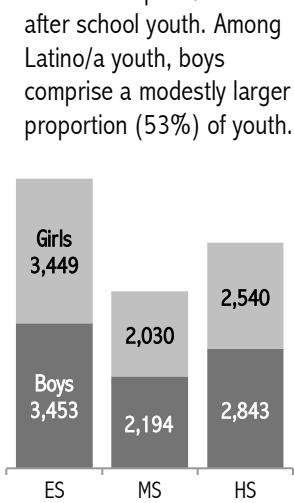
### LOW-INCOME STUDENTS

8 in 10 (82%) youth at after school host schools are eligible for free/reduced priced lunches.

### YOUTH PARTICIPANTS' GENDER BY RACE/ETHNICITY

	Boys	Girls
Latino/a	3,799	3,580
African American	2,970	2,897
Asian/ Pacific Islander	1,071	939
White	284	259
American Indian/ Alaskan	127	120
Other/ Multiple or Bi-Racial	17	22
Unknown/Not Reported	222	202

See detailed counts by grade level in Data companion



### YOUTHS' GRADE LEVEL BY RACE/ETHNICITY

After school youth come from diverse racial/ethnic backgrounds. Latino/a youth make up 43% of after school youth, followed by smaller proportions of African American (37%), API (13%) and to White (5%) youth overall. Among middle school youth, Latino/a youth make up closer to half (48%) of all youth.

The proportion of American Indian/Alaskan Native, Other, Multi-racial make up less than 5% of the total and excluded from this figure. See detailed counts in the Data Companion.

Sources: Participants' EL status and grade level from Oakland Unified School District, QAA; Zip code data from Cityspan Attendance System for 16,287 participants with valid Zip codes; Participants' race/ethnicity from Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015 and DataQuest for host school enrollment and Free or Reduced Price Meals figures.

## AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. In the 2014 -15 program year, the School-Based Partnership, a joint funding venture between the City of Oakland and the Oakland Unified School District, supported 18 community-based organizations operating 82 K-12 programs across Oakland.



### PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

Number of Programs in Parenthesis  
 Alternatives in Action (4)  
 Bay Area Community Resources (28)  
 Citizen Schools (1)  
 Eagle Village Community Center Youth & Family Services, Inc. (3)  
 East Bay Agency for Children (4)  
 East Bay Asian Youth Center (11)  
 East Oakland Youth Development Cntr. (2)  
 Girls Incorporated of Alameda County (1)  
 Higher Ground (5)  
 Lighthouse Community Charter (1)  
 Oakland Leaf (6)  
 Safe Passages (6)  
 SFBAC, Learning for Life (4)  
 Spanish Speaking Citizens' Foundation (1)  
 Ujimaa Foundation (1)  
 YMCA of the East Bay (2)  
 Youth Together (1)  
 Youth Uprising (1)

### AFTER SCHOOL PROGRAM LOCATIONS

#### ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- ASCEND
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview

• Global Family School

- Grass Valley
- Greenleaf
- Hoover
- Horace Mann
- International Community School
- La Escuelita
- Lafayette
- Laurel
- Lazear
- Learning Without Limits
- Lighthouse
- Lincoln
- M.L. King, Jr.
- Manzanita Community School
- Manzanita Seed
- Markham
- New Highland Academy
- Parker
- Peralta
- Piedmont Avenue

• Place @ Prescott

- Reach Academy
  - Rise
  - Sankofa
  - Sequoia
  - Sobrante Park
  - Think College Now
- MIDDLE SCHOOLS**
- Alliance Academy
  - Bret Harte
  - Claremont
  - Coliseum College Prep Academy MS
  - Edna Brewer
  - Elmhurst
  - Frick
  - Greenleaf MS
  - Life Academy MS
  - Madison
  - Melrose Leadership
  - Montera
  - Roosevelt
  - Roots
  - United For Success

- Urban Promise Academy
- West Oakland Middle
- Westlake

#### HIGH SCHOOL

- Bunche
- Castlemont High
- Coliseum College Prep Academy
- Dewey
- Fremont Federation High School
- Life Academy
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

### AFTER SCHOOL PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population.

Academic Support

Physical Activity

Enrichment

College & Career

Leadership Development



Sources: 2014-15 Oakland School-Based Programs roster provided by OUSD and OFCY.

## ABOUT OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

The Oakland School-Based After School Partnership funded 82 programs located across Oakland, which served 16,505 children and youth in the 2014-15 program year.



### SNAPSHOT OF AFTER SCHOOL PROGRAMS

Oakland after school programs offer a critical support to schools, youth, and their families. Research indicates that after school programs are more than just a safe haven for youth. High quality after school programs can support youth academically and socially.<sup>1</sup> Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially important for these young people.<sup>2</sup>

In the 2014-15 program year, the School-Based After School Partnership funded 82 after school programs that operated at OUSD or public charter schools. Specifically, there are 50 elementary, 18 middle, and 14 high school programs. Throughout this report evaluation findings are reported by grade level acknowledging that youth at various developmental stages have different needs. Eighteen partner agencies, listed on page 5, manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities (see example categories on page 5). The 82 school-based after school programs serve youth from across Oakland and participants' home zip code data indicates that about half of all youth (51%) reside in the Coliseum, Fruitvale, and East Oakland areas.<sup>3</sup>

<sup>1</sup> Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

<sup>2</sup> Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

<sup>3</sup> Percentages by Zip codes references in these areas are: 94601 (21%), 94621 (16%) and 94603 (15%)

## ABOUT AFTER SCHOOL PARTICIPANTS

In the 2014-15 program year, school-based programs served 16,505 youth across Oakland. After school participants are a diverse group comprised of mostly ethnic/racial minorities. As shown in Table 1, more than 4 in 10 after school youth are Latino/a (45%), making up the highest proportion of participants. About one-third is African-American (36%), followed by smaller proportions of Asian/Pacific Islander (12%) and White (3%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs

TABLE 1: ASP PARTICIPANTS' RACE/ETHNICITY

Racial/Ethnic Category	ES	MS	HS	Total
Latino/a	43%	50%	42%	45%
African American	37%	30%	38%	36%
Asian/Pacific Islander	12%	11%	14%	12%
White	5%	<1%	3%	3%
Unknown/Not Reported	2%	4%	2%	3%
American Indian/Alaskan Native	1%	4%	1%	1%
Other/Multi-Racial	<1%	<1%	<1%	<1%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

After school programs are open to all students<sup>4</sup> at the program's host school at low or no cost.<sup>5</sup> Just over 1 in 4 (28%) of ASP youth are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

## ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The School-Based After School Partnership funds comprehensive school-based after school programs for Oakland's children and youth. The Oakland Unified School District's After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004. More about each of these organizations can be found in the funder summaries at the end of this section starting on page 11

The goals of the Partnership are to provide equitable access to high quality after school programs that help children to be:

<sup>4</sup> Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

<sup>5</sup> Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

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

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

## FUNDING

The school-based after school programs are jointly funded through a planned and committed investment of local funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 82 school-based after school programs. Fifty-nine (59) of the 82 programs are mutually supported by the School-Based After School Partnership, 5 programs are supported exclusively by OFCY grant funds, and 18 programs are supported exclusively by OUSD. Table 2 presents the 2014-15 funding levels from these sources.

Taking a look at the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland's youth (See Table 2). OFCY supports 64 elementary, middle, and high school afterschool programs and OUSD funds 77 programs<sup>6</sup> through the After School Education and Safety (ASES), 21<sup>st</sup> Century Community Learning Center (21<sup>st</sup> CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

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<sup>6</sup> OUSD supports after school programs operating at 45 elementary schools, 18 middle schools, and 14 high schools. OFCY supports 47 elementary school programs, 15 middle school programs, and 2 high school programs.

TABLE 2: FUNDING BY ASES, 21ST CCLC, ASSETS, & OFCY GRANTS<sup>7</sup>

Program Type	ES (n=50)	MS (n=18)	HS (=14)	Total (n=82)
ASES + 21st CCLC /ASSETS	\$5,479,312	\$3,001,307	\$2,841,539	\$11,322,158
OFCY Funds	\$2,894,000	\$1,461,000	\$162,000	\$4,517,000
Matched Fundings <sup>8</sup>	\$1,475,226	\$574,407	\$322,137	\$2,371,769
Total	\$10,079,538	\$4,805,714	\$3,325,676	\$18,210,927
Per Student Investment*	\$2,246	\$2,088	\$2,801	\$2,283

Source: OUSD grant records, OFCY Matched Source report accessed via Cityspan Attendance tracking system.

\*Based on Average Daily Attendance.

In addition, OFCY programs report over **\$2 million** in leveraged funding from sources such as in-kind donations, philanthropic grants, and contracts/service agreements with other local agencies. OUSD sites leverage more than \$200,000 in funds to support their programs. Most recent calculations reveal that high school programs have the highest per student investment per average daily attendance (ADA), followed by elementary and middle school programs.

Funding is used by Oakland's after school programs to operate with the following goals for each grant, which share a focus on supporting children's development of physical, academic skills, and social and emotional skills.

**ASES grant goals** – programs provide children and youth with safe and educationally enriching alternatives during non-school hours, including literacy, academic enrichment, and safe constructive alternatives.

**21st CCLC and ASSETS grant goals** – These programs are intended to:

- Improve academic achievement.
- Provide enrichment services that reinforce and complement the academic program.
- Provide family literacy and related education development services.

**OFCY grant goals** – OFCY's goals for school-based after school are:

- Youth have increased connectivity with the school, peers and adults.

<sup>7</sup> Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.

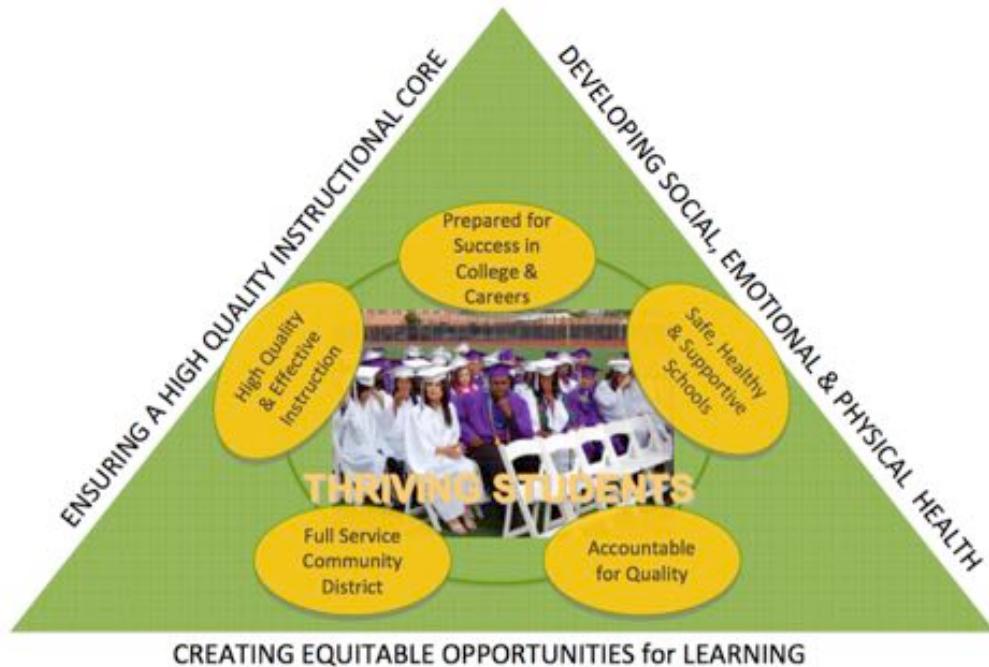
<sup>8</sup> Matched funds that programs receive through donations, in-kind support, and service agreements are not reported for 8 OUSD only funded programs.

- Youth have increased sense of mastery and accomplishment of new skills.
- Youth have increased self-esteem.
- Youth have improved communication and social skills.
- Increased family engagement in school and after school activities.

## OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland After School Programs Office (ASPO) is committed to supporting the Oakland Unified School District's (OUSD) vision of developing "Community Schools, Thriving Students."

FIGURE 1: OUSD'S COMMUNITY SCHOOLS MODEL FOR CHANGE AND ACTION



### HOW AFTER SCHOOL SUPPORTS THE COMMUNITY SCHOOLS MODEL

The Oakland Unified After School Programs Office keeps the OUSD's Community Schools Model at the forefront of their planning and program decisions. OUSD's larger goal is to develop each school into a Full Service Community School (FSCS), which will make OUSD one of the first Full Service Community Districts in the country. The above figure is used to illustrate the primary supports needed to develop schools into FSCS. These supports are shown as circles in the figure above and include:

- High quality and effective instruction.
- Preparing youth for success in college and careers.
- Safe, healthy and supportive schools.
- Accountability for quality.
- A full service community district.

The Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports. The 2014-15 after school programs evaluation describes the supports provided to young people in the 77 OUSD-funded after school programs – serving 15,687 youth - and assesses the resulting youth and program level outcomes.

## OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 127 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

FIGURE 2: OFCY FUNDS FOUR GRANT STRATEGIES THAT SUPPORT CHILDREN AND YOUTH FROM BIRTH TO ADULTHOOD



### ABOUT OFCY

The 127 programs funded by the Oakland Fund for Children and Youth (OFCY) play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

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

OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OFCY funded programs help promote social and economic equity, child and youth development, and community collaboration under four leading youth outcome areas (shown above).

OFCY grantees served 27,712 youth in the 2014-15 program year. The 62 programs in the *School-Based After School Strategy* served nearly 37% of youth (10,162).<sup>9</sup>

<sup>9</sup> Enrollment totals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools, which served an additional 823 youth in the 2014-15 program year, is funded through OFCY's Youth Leadership in Community Schools funding and are not included in this figure.

## EVALUATION OVERVIEW

This evaluation assesses Oakland's Theory of Action, that widespread access to high quality youth development programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.

FIGURE 3: THEORY OF ACTION FOR OAKLAND AFTER SCHOOL PROGRAMS

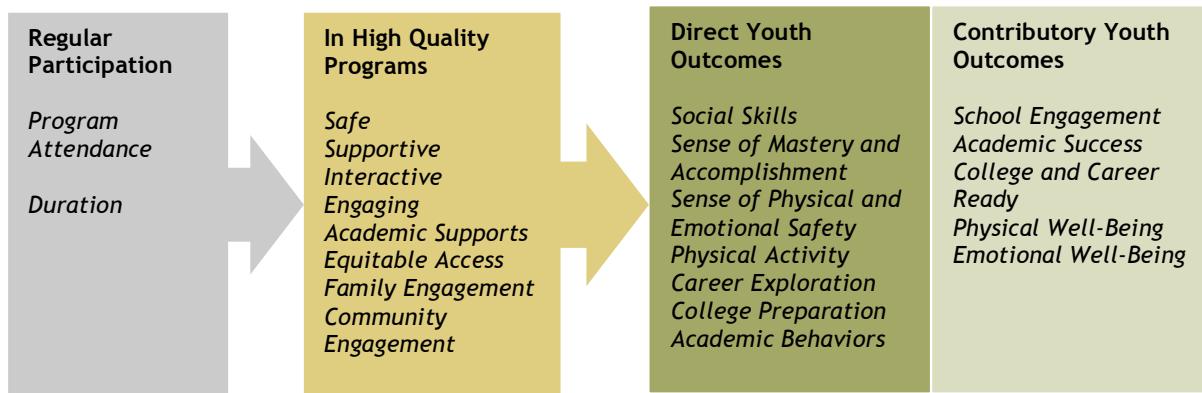


TABLE 3: EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS

SCHOOL-BASED PARTNERSHIP GOAL	EVALUATION QUESTION
Youth have widespread access to after school programming	What progress have Oakland after school programs made toward target enrollment and daily attendance rates?
Youth experience high quality after school programs	In what ways are Oakland after school programs providing high quality services?
Youth are: Engaged and succeeding in school College and career ready and; Physically and emotionally well	Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success b) college and career readiness; and c) physical and emotional well-being?

The Theory of Action above informs the 2014-15 Oakland school-based after school programs evaluation. It is expected that access to high quality after school programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate - or direct - outcomes include improvement in social skills, a sense of emotional and physical safety, an increase in physical activity, college and career exploration and consistent practice of academic behaviors and other skills. The Theory of Action is the basis for the Oakland School-Based After School Partnership's goals for programs.

The evaluation questions presented above assess progress made on each of the three components of the Theory of Action; access, program quality, and youth outcomes. Multiple data sources demonstrate progress, including surveys taken by youth, program observations, youth attendance, and academic achievement measures. The relevant data sources are described in each section. A Data Companion accompanies this report that describes site visit and survey methodology, and presents the results from supplemental data analysis.

## ACCESS & ATTENDANCE IN OAKLAND AFTER SCHOOL PROGRAMS

Oakland after school programs provide widespread access to children and youth. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.

FIGURE 4: 2014-15 PROGRESS TOWARDS OFCY ENROLLMENT TARGET

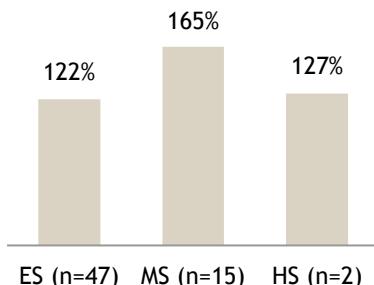


FIGURE 5: 2014-15 PROGRESS TOWARDS CDE ATTENDANCE TARGET

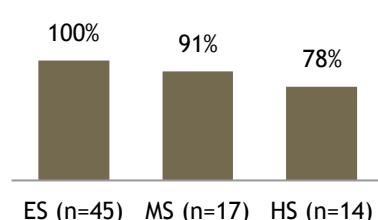
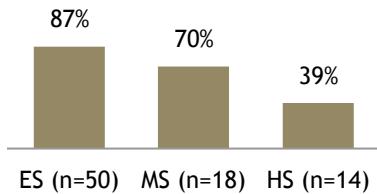


FIGURE 6: 2014-15 PARTICIPANT ATTENDANCE RATE



Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

### ATTENDANCE & RETENTION

The School-Based After School Partnership seeks to provide widespread access to Oakland's after school programs. Regular attendance is also needed for young people to experience the benefits of after school programs. Three measures of attendance – attendance, retention, and average days per youth – are used in this evaluation to better understand the extent to which Oakland's youth are participating regularly in after school programs.

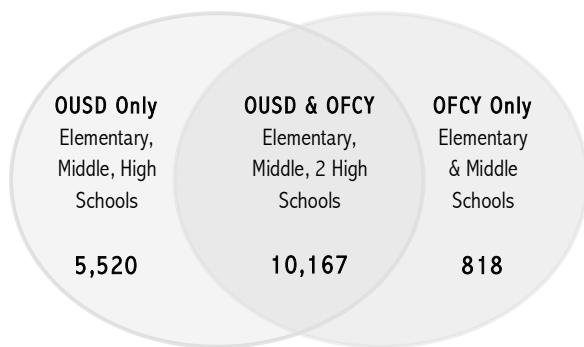
OFCY grantees are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level.

Figure 4 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals.

Attendance is the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet an 85% attendance target established by the California Department of Education to sustain funding. Figure 5 highlights the average progress toward attendance targets for elementary, middle, and high school programs. On average, elementary programs meet their attendance targets. Middle, and to a lesser extent, high school programs are approaching their attendance targets.

Participant attendance rates measure youths' ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants' attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Figure 6 shows the average participant attendance rate for elementary, middle, and high school programs. Elementary school students are required to attend programs five days a week, for middle school students the requirement is three days a week, and high school students do not have an attendance requirement.

FIGURE 7: NUMBER OF YOUTH SERVED



Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

## ACCESS & ATTENDANCE

Oakland school-based after school programs make an effort to serve as many youth in their host schools as their program capacity will allow.

Available evidence indicates that school-based programs serve just under half of the students in their host schools. The proportion of youth served varies by type of program, as shown in Table 4.

TABLE 4: PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS<sup>10</sup>

Program Type <sup>11</sup>	% of Host School
Elementary School Programs (n=49)	35%
Middle School Programs (n=15)	54%
High School Programs (n=14)	62%
Overall Average (n=78)	46%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015 and DataQuest for host school enrollment figures.

Research suggests that youth are most likely to benefit from participating when they attend roughly one hundred days per year.<sup>12</sup> While this is not a hard and fast rule, exploring the extent to which participants attend for roughly 100 days can demonstrate whether programs tend to retain youth long enough to have a positive influence. Table 5 shows the percent of elementary, middle, and high school programs in which the average days per youth exceed 100. This proportion varies by type of program ranging from 7% for high school programs to 96% for elementary programs. Based on the attendance of individual youth, 46% or 7,521 youth attended their programs more than 100 days. These youth are likely to benefit the most from their experiences at after school programs.

TABLE 5: PERCENT OF PROGRAMS WITH AN AVERAGE NUMBER OF DAYS ATTENDED EXCEEDING 100 DAY BENCHMARK

Program Type	% of Programs
Elementary School Programs (n=50)	96%
Middle School Programs (n=18)	44%
High School Programs (n=14)	7%
Overall Average (n=82)	70%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

<sup>10</sup> Percentage of host school figures are based on total enrollment figures.

<sup>11</sup> Enrollment figures not available for Lazear Charter Academy, Life Academy Middle School, Greenleaf Middle School, and Coliseum College Prep Academy.

<sup>12</sup> Raley, Rebecca, Jean Grossman and Karen E. Walker. November 2005. *Getting It Right: Strategies for After School Success*. Public/Private Ventures.

Table 6 provides detailed information regarding each school-based after school program's enrollment, attendance, and participation rates in 2014-15. Programs enter data presented in Table 6 into Cityspan, a citywide enrollment and attendance database.

The performance measures reported are:

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

**Units of Service** - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The benchmark for this service goal is set at 80% by OFCY.

**Progress Towards Attendance Goals** - Per California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. Progress towards that goal is measured by the number of times any youth attends the program.

**Average Days Attended** - The average number of days participants attended this program. There is no program level goal for this measure, instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In the 2014-15 year, OUSD based programs were open for approximately 180 school days.<sup>13</sup>

**Participation Rate** - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

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<sup>13</sup> Some programs were open during school breaks; the figure reported reflects days where school was in session only.

TABLE 6: ENROLLMENT, ATTENDANCE &amp; RETENTION BY PROGRAM

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 80%)	Youth Participation		
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)	
<b>ELEMENTARY SCHOOL PROGRAMS</b>										
<i>Bay Area Community Resources</i>										
Bridges Academy	115	127	110%	27,501	35,424	129%	89%	109	85%	
Emerson	115	107	93%	58,235	57,765	99%	101%	147	89%	
Esperanza Academy	120	127	106%	50,674	57,286	113%	110%	131	93%	
Fred T. Korematsu	116	113	97%	53,177	46,605	88%	97%	132	85%	
Glenview	NA	129	NA	NA	NA	NA	128%	154	88%	
Global Family Learning Without Limits	110	139	126%	53,551	50,380	94%	98%	113	92%	
Grass Valley Elementary	116	117	101%	54,141	60,163	111%	112%	149	90%	
Greenleaf	95	124	131%	40,293	46,279	115%	82%	115	92%	
Hoover	115	143	124%	59,269	61,181	103%	75%	136	93%	
Horace Mann	112	131	117%	61,867	62,794	101%	110%	130	82%	
Howard	100	145	145%	56,106	61,548	110%	111%	120	96%	
Lafayette	120	212	177%	66,745	116,912	175%	90%	133	96%	
Markham	105	120	114%	35,786	34,835	97%	92%	120	80%	
Martin Luther King, Jr.	157	194	124%	62,640	81,572	130%	77%	117	85%	
PLACE @ Prescott Elementary	125	166	133%	57,022	45,977	81%	80%	113	85%	
Reach Academy	133	178	134%	78,066	73,894	95%	119%	102	84%	
Sankofa Academy	210	234	111%	65,581	92,818	142%	83%	126	82%	
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>										
Parker	100	144	144%	63,456	64,173	101%	115%	124	81%	
<i>East Bay Agency for Children</i>										
Achieve Academy	100	120	120%	46,286	57,499	124%	NA	121	90%	
East Oakland Pride	115	175	152%	63,059	61,031	97%	114%	86	84%	
Peralta	NA	213	NA	NA	NA	NA	141%	99	59%	
Sequoia	NA	100	NA	NA	NA	NA	90%	138	90%	

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)

#### East Bay Asian Youth Center

Bella Vista	75	106	141%	44,775	47,840	107%	93%	130	96%
Cleveland	75	92	123%	43,350	45,456	105%	89%	150	91%
Franklin	100	126	126%	57,800	61,109	106%	87%	148	93%
Garfield	140	223	159%	80,920	95,971	119%	92%	122	85%
La Escuelita	75	89	119%	44,063	46,877	106%	92%	161	97%
Lincoln	120	154	128%	70,427	88,532	126%	92%	168	98%
Manzanita Community School	75	102	136%	43,350	43,677	101%	88%	124	96%

#### East Oakland Youth Development Center

Futures Elementary	120	127	106%	56,768	52,391	92%	101%	114	87%
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#### Girls Incorporated of Alameda County

Acorn Woodland	115	126	110%	46,981	46,004	98%	93%	115	89%
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#### Higher Ground Neighborhood Development Corp.

Allendale	100	112	112%	51,599	56,672	110%	93%	129	88%
Brookfield	100	102	102%	47,550	49,978	105%	93%	145	93%
New Highland Academy	100	103	103%	51,526	53,256	103%	98%	149	93%
Rise Community School	100	110	110%	51,380	52,176	102%	95%	135	92%
Sobrante Park	100	117	117%	47,300	52,157	110%	93%	129	91%

#### Lighthouse Community Charter School

Lighthouse Community Charter	200	232	116%	81,677	86,760	106%	NA	129	88%
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#### Oakland Leaf Foundation

ASCEND	131	157	120%	41,471	44,470	107%	NA	117	88%
Encompass Academy	85	124	146%	57,964	44,581	77%	91%	113	91%
International Community School	85	101	119%	21,710	29,578	136%	86%	131	87%
Learning Without Limits	85	120	141%	44,312	47,242	107%	NA	113	91%
Think College Now	120	97	81%	31,867	42,526	133%	96%	131	88%

#### Safe Passages

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Community United	120	143	119%	58,301	59,707	102%	115%	121	92%
<b>SFBAC, Learning for Life</b>									
Carl B. Munck	130	119	92%	58,948	49,896	85%	110%	144	90%
Fruitvale	100	162	162%	56,067	58,244	104%	116%	112	85%
Laurel	84	90	107%	57,534	49,451	86%	86%	149	95%
Manzanita Seed	120	167	139%	80,466	84,420	105%	153%	143	88%
<b>Spanish Speaking Citizens' Foundation</b>									
Lazear Charter Academy	160	189	118%	58,850	58,336	99%	NA	103	75%
<b>Ujimaa Foundation</b>									
Burckhalter	100	135	135%	68,202	65,939	97%	119%	135	85%
<b>YMCA of the East Bay</b>									
Piedmont	105	104	99%	53,411	47,507	89%	100%	148	91%
Elementary School Overall/Average	5,299	6,887	122%	2,562,019	2,728,885	107%	100%	127	87%
<b>MIDDLE SCHOOL PROGRAMS</b>									
<b>Alternatives in Action</b>									
Life Academy	NA	239 <sup>†</sup>	NA	NA	NA	NA	69%	125	78%
<b>Bay Area Community Resources</b>									
Alliance Academy	110	432	393%	69,829	64,102	92%	274%	102	74%
Claremont	95	208	219%	53,128	31,463	59%	87%	65	63%
Elmhurst Community Prep	220	180	82%	53,183	53,041	100%	72%	87	68%
Madison	320	452	141%	61,146	46,777	77%	93%	72	56%
Melrose Community Bridges Program	120	159	133%	54,074	42,254	78%	69%	94	75%
Urban Promise Academy	140	325	232%	47,629	41,462	87%	98%	59	46%
<b>Citizen Schools</b>									
Greenleaf	NA	NA	NA	NA	NA	NA	82%	115	92%
<b>Eagle Village Community Center Youth and Family Services, Inc.</b>									
Montera	NA	275	NA	NA	NA	NA	71%	53	68%

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Westlake	120	171	143%	40,989	49,455	121%	88%	105	78%
<i>East Bay Asian Youth Center</i>									
Roosevelt	160	349	218%	95,520	154,032	161%	86%	130	91%
<i>East Oakland Youth Development Center</i>									
Roots International Academy	140	277	198%	53,170	42,415	80%	95%	67	60%
<i>Oakland Leaf Foundation</i>									
Bret Harte	112	265	237%	26,272	40,246	153%	72%	78	71%
<i>Safe Passages</i>									
Coliseum College Prep Academy	179	182	102%	23,380	28,862	123%	116%	112	69%
Edna Brewer	171	178	104%	29,794	36,986	124%	68%	126	92%
Frick	95	139	146%	16,837	20,583	122%	78%	110	89%
United For Success	120	250	208%	37,521	47,322	126%	57%	89	74%
<i>YMCA of the East Bay</i>									
West Oakland Middle School	144	150	104%	35,198	31,639	90%	53%	64	55%
Middle School Overall/Average	2,246	3,992	165%	697,669	730,636	105%	91%	88	70%
<b>HIGH SCHOOL PROGRAMS</b>									
<i>Alternatives in Action</i>									
Fremont Federation High School	NA	826	NA	NA	NA	NA	75%	11	33%
Life Academy***	650	823	127%	83,730	95,411	114%	96%	54	58%
McClymonds***							81%	36	33%
<i>Bay Area Community Resources</i>									
Bunche	NA	142	NA	NA	NA	NA	26%	22	49%
Met West	NA	168	NA	NA	NA	NA	113%	124	74%
Oakland Technical	NA	336	NA	NA	NA	NA	70%	31	63%
Rudsdale Continuation	NA	250	NA	NA	NA	NA	78%	49	58%

Lead Agency /Program	Enrollment*			Units of Service			Progress towards Attendance Goals** (Shaded if less than 85%)	Youth Participation	
	Goal	Actual	% Progress Towards Annual Goal (Shaded if < 80%)	Goal	Actual	% Progress Toward Annual Target (Shaded if < 80%)		Average Days Per Youth	Average Attendance Rate (Excludes drop-in activities)
Street Academy	NA	156	NA	NA	NA	NA	57%	47	45%

#### East Bay Asian Youth Center

Dewey	NA	405	NA	NA	NA	NA	74%	46	47%
Oakland High	NA	759	NA	NA	NA	NA	92%	23	38%
Oakland International High	NA	387	NA	NA	NA	NA	88%	37	21%

#### Safe Passages

Coliseum College Prep Academy	NA	255	NA	NA	NA	NA	103%	62	54%
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#### Youth Together

Skyline	NA	553	NA	NA	NA	NA	70%	21	41%
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#### Youth Uprising

Castlemont High	NA	566	NA	NA	NA	NA	70%	31	19%
High School Overall/Average	650	5,626	127%	83,730	95,411	114%	78%	34	39%

Source: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

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

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

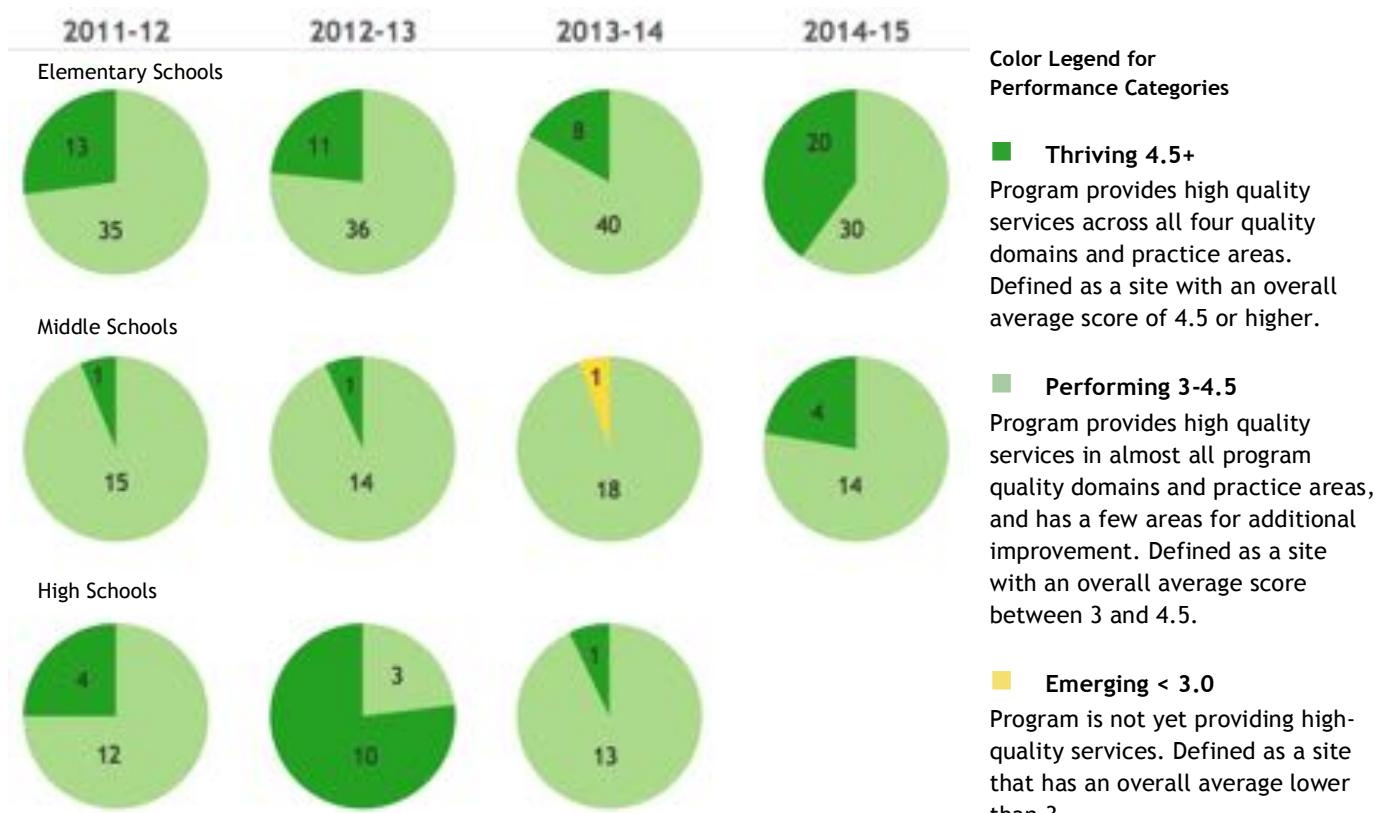
\*\*\*Enrollment and Units of Service Goals and Actuals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools are shared between sites. The program is funded by OFCY through the Youth Leadership in Community Schools funding strategy.

<sup>†</sup>This figure represents the number of unique middle school students attending Life Academy Middle School program.

## PROGRAM QUALITY

Point-of-service quality captures youths' experience in activities, and for youth to achieve positive outcomes in after school programs, they need to regularly participate in high quality programs. Site visit results indicate that all 2014-15 programs are considered either Performing or Thriving. Performing programs provide high quality services in almost all practice domains. Thriving programs provide high quality service in all practice domains. Youth perspectives were well aligned with site visit ratings of program quality.

FIGURE 8: MORE OAKLAND AFTER SCHOOL PROGRAMS ARE THRIVING IN 2014-15 THAN IN ANY OTHER YEAR



Sources: Site evaluation visits conducted by Public Profit during the 2011-12 through 2014-15 program years. Numbers listed in the figure above are a total count of programs for each category. High school level data not shown for the 2014-15 program year due to insufficient sample size.

## HIGHLIGHTS

Point-of-service quality (POS) captures youths' experience in activities, and was measured by one observation using the Youth or School-Age Program Quality Assessment (PQA) at 76 programs. Youth surveys (N = 5,814) complement program observations.

Year-over-year data reveals programs are steadily improving program quality (Figure 8) and that after school programs in Oakland consistently meet or exceed local standards. In the 2014-15 program year, 24 of 68 (35%) programs were designated as "Thriving" or exceeding local standards, and no programs were categorized as "Emerging". The performance categories make it easy to identify trends in program quality, which can signal either supports or celebrations.

## OAKLAND'S QUALITY IMPROVEMENT CYCLE

In 2009, the Oakland School-Based Partnership adopted the Program Quality Assessment (PQA) tools as part of its ongoing commitment to supporting program quality. At that time, The Partnership also adopted the performance categories (Emerging, Performing, and Thriving). Taken together, site visit data and the performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each grantee to prepare a quality action plan that documented programs' quality and youth outcome related goals.

In 2013, Oakland shifted to thinking beyond a snapshot of program quality to empowering programs to engage in a continuous quality improvement process: Assess, Plan, and Improve. During this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit a program improvement plan, and carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools.
- Ten professional learning communities for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online support system. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that supports can be provided as needed.

Table 10 (page 28) shows that 87% of programs conducted a self-assessment in 2014-15 and 72 out of 82 programs submitted a quality action plan. By and large, the data demonstrates that programs are actively engaged in the continuous quality improvement cycle.

## PROGRAM QUALITY FINDINGS

Public Profit conducted one site visit at each jointly-funded program using the PQA, a research-based observation tool used by out of school time programs nationally.<sup>14</sup> The PQA has two versions - the School-Aged

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<sup>14</sup> A certified assessor from OUSD After School Programs Office visited programs that only received funds from OUSD. Public Profit visited all other programs.

Program Quality Assessment (SAPQA) for grades K-5 and the Youth Program Quality Assessment (YPQA) for grades 6-12. The PQA includes five quality domains<sup>15</sup>: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.<sup>16</sup> Scores on the PQA range from 1 – 5, with higher numbers indicating stronger quality.

Table 7 describes the average scores for elementary, middle, and high school programs. Detailed site level scores on the PQA and the performance category for all of the Oakland after school programs are included in Table 10, starting on page 29.

TABLE 7: PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=50)	Middle (n=18)	High* (n=8)
Overall Rating**	4.33	4.11	4.06
Safe	4.84	4.68	4.99
Supportive	4.40	4.45	4.36
Interaction	4.18	3.71	3.77
Engagement	3.89	3.60	3.12
Academic Climate	3.76	3.77	***

Source: Site visits representing 76 out of 82 programs, October 2014 through April 2015.

\*Site visit ratings are not available for 6 out of 14 high school programs.

\*\*Overall Rating excludes the Academic Climate domain average.

\*\*\*High school sites did not receive Academic Climate scores.

PQA ratings demonstrate that elementary, middle, and high school programs provided youth physically and emotionally safe programs and offered supportive environments including opportunities for learning and developing relationships. Elementary programs scored highest overall in each of the domains except for safety and support. The eight high schools that received a site visit scored nearly a 5 in the safety domain.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. Staff in elementary school programs consistently exhibited practices that promoted peer interaction. Middle and high school programs rated lower on Interaction and Engagement than elementary school programs, though these programs were still in acceptable performance ranges. All programs could benefit from an intentional focus on fostering youth engagement defined as opportunities for choice, reflection, and planning.

<sup>15</sup> Please refer the Data Companion for a detailed description of each of the quality domains.

<sup>16</sup> The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

## YOUTH REPORTS OF QUALITY

A sample of youth participants answered a series of questions on program quality (N=5,814), specifically about features of the after school program that may not be apparent during site visits.<sup>17</sup> Table 8 presents the percent of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high.

Elementary, middle, and high school youth found their programs to be supportive and to promote positive interaction among youth and staff. All programs may need additional support in promoting engagement based on youth survey responses, which echo the PQA ratings. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

TABLE 8: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=2,902)	Middle (n=1,788)	High (n=1,124)
Safe	87%	79%	94%
Supportive	92%	83%	92%
Interaction	90%	81%	90%
Engagement	71%	64%	82%
Academic Climate	87%	74%	82%

Source: Youth participant surveys administered in Spring 2015.

There were modest differences<sup>18</sup> between male and female participants' perspectives of program quality. Most notably, middle school aged boys reported higher levels of program engagement. For example, 66% of middle school-aged boys reported having opportunities in their ASP to "choose what I do and how I do it," compared to 59% of girls. Similarly, 78% of middle school-aged boys agreed with the statement, "I am interested in what we do at this program," compared to 71% of girls.

There were also some differences between youth of different race/ethnic groups in their views about program quality. Among high school-aged youth, Latino/a participants were less likely to report opportunities for choice in their program. Seventy-seven percent (77%) of Latino/a high school participants agreed with the statement, "in this program, I get to choose what I do and how I do it," compared to 85% of their peers. Forty-four percent (44%) of elementary-aged Latino/a youth reported feeling challenged by activities at their ASP compared to 53% of their peers.

<sup>17</sup> The sample represents 35% of the total youth served (16,505) in 2014-15. A summary of the survey methodology is described in the Data Companion.

<sup>18</sup> Chi-square test for association at p<.05 level. Only notable statistically significant differences are discussed here. Additional detail is available in the Data Companion.

The gender and race differences point to specific aspects of engagement to which programs can direct their attention; providing youth with choices and challenging activities, particularly for middle school girls and Latino/a youth. As noted previously, Latino/a youth comprise the majority of after school participants; therefore, increasing engagement for these youth will significantly impact the overall engagement level in Oakland's after school programs.

A couple noteworthy differences in youth perceptions of program quality were found among youth who attended the programs 100 days or more.<sup>19</sup> Due to their participation level, these youth are more likely to experience positive outcomes and they also have a more holistic view of their programs. Middle and elementary-aged youth who attended 100 or more days were more likely to report feeling engaged with their program compared to youth who attended less than 100 days. For example, 51% of elementary-aged youth who attended 100 or more days agreed that they participate in challenging activities, compared to 43% of their peers. Similarly, 55% of middle school-aged youth who attended 100 or more days reported that they are challenged by their after school activities compared to 46% of their peers.

Youth perceptions of safety in their after school program are measured by their experience of bullying in after school. As shown in Table 9, roughly 80% of middle school youth and 95% of high school youth report no physical or verbal bullying during after school. The majority (85%) of all youth agreed that “an adult steps in to help” when bullying occurs.

TABLE 9: MIDDLE AND HIGH SCHOOL YOUTH SURVEY RESPONSES REGARDING BULLYING

Survey Question <sup>20</sup>	Middle (n=1,788)	High (n=1,124)
Youth reporting they have not been pushed, shoved, slapped, hit or kicked by someone in their after school program.	80%	95%
Youth reporting that they have not had mean rumors or lies spread about them in after school.	81%	94%

Source: Youth participant surveys administered in Spring 2015.

<sup>19</sup> Gender and racial differences are discussed in program quality and outcomes are discussed in Differences in Youth Outcomes section. Additional information about other statistically significant differences are shown in the Data Companion.

<sup>20</sup> Survey questions are modified for clarity. Youth were asked to report how frequently they experienced physical or verbal bullying in after school. Results reported here indicate the proportion of respondents who indicated 1 or fewer incidents in after school.

## POINT OF SERVICE QUALITY RATINGS BY PROGRAM

TABLE 10: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS PQA SCORES BY GRANTEE

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
<b>ELEMENTARY SCHOOLS</b>										
<i>Bay Area Community Resources</i>										
Bridges Academy	Performing	Performing	3.96	4.84	4.08	3.83	3.08	2.89	Yes	Yes
Emerson	Thriving	Thriving	4.59	4.72	4.80	4.17	4.67	5.00	Yes	No
Esperanza Academy	Performing	Performing	4.49	4.90	4.40	4.67	4.00	3.94	Yes	Yes
Fred T. Korematsu	Performing	Performing	4.47	4.90	4.44	4.61	3.92	3.89	Yes	Yes
Glenview	Thriving	Performing	4.82	5.00	4.90	4.88	4.50	5.00	No	No
Global Family Learning Without Limits	Thriving	Performing	4.65	5.00	4.64	4.39	4.58	3.78	Yes	Yes
Grass Valley Elementary	Thriving	Performing	4.67	5.00	4.59	4.61	4.50	4.61	Yes	Yes
Greenleaf	Thriving	Performing	4.62	5.00	4.92	4.39	4.17	3.72	Yes	Yes
Hoover	Thriving	Performing	4.79	5.00	5.00	5.00	4.17	4.33	Yes	Yes
Horace Mann	Performing	Performing	4.18	4.51	3.93	4.11	4.17	2.72	No	No
Howard	Thriving	Performing	4.67	5.00	4.80	4.44	4.42	4.78	Yes	Yes
Lafayette	Thriving	Performing	4.71	4.84	4.73	4.83	4.42	3.56	Yes	Yes
Markham	Performing	Performing	3.45	4.80	4.57	2.50	1.92	5.00	Yes	Yes
Martin Luther King, Jr.	Performing	Performing	4.30	4.60	3.97	4.44	4.17	2.50	Yes	Yes
PLACE @ Prescott Elementary	Performing	Performing	3.83	4.43	4.44	3.71	2.75	2.94	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
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Reach Academy	Performing	Performing	3.44	4.80	2.73	3.22	3.00	1.56	Yes	Yes
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Sankofa Academy	Performing	Performing	3.34	4.87	2.76	3.22	2.50	3.11	Yes	No
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<b>Eagle Village Community Center Youth and Family Services, Inc.</b>										
Parker	Performing	Performing	4.45	4.79	4.90	4.38	3.75	4.11	Yes	Yes

<b>East Bay Agency for Children</b>										
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Achieve Academy	Performing	Performing	3.85	4.84	3.73	3.67	3.17	2.83	Yes	Yes
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East Oakland Pride	Thriving	Performing	4.77	4.84	4.57	4.83	4.83	3.89	Yes	Yes
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Peralta	Performing	Performing	4.25	4.93	4.46	4.38	3.25	3.72	Yes	Yes
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Sequoia	Thriving	Performing	4.91	5.00	4.81	5.00	4.83	5.00	Yes	Yes
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<b>Easy Bay Asian Youth Center</b>										
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Bella Vista	Performing	Thriving	4.08	4.80	4.40	3.54	3.58	4.56	Yes	Yes
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Cleveland	Performing	Thriving	3.97	5.00	3.84	3.88	3.17	2.61	Yes	Yes
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Franklin	Thriving	Performing	4.91	5.00	4.87	4.78	5.00	5.00	Yes	Yes
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Garfield	Thriving	Performing	4.79	5.00	4.51	4.83	4.83	4.22	Yes	Yes
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La Escuelita	Performing	Performing	4.11	5.00	3.79	4.33	3.33	4.61	Yes	Yes
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Lincoln	Thriving	Thriving	4.71	5.00	4.87	4.39	4.58	3.89	Yes	Yes
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Manzanita Community School	Thriving	Thriving	4.69	4.80	4.51	4.61	4.83	4.17	Yes	Yes
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<b>East Oakland Youth Development Center</b>										
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Futures Elementary	Performing	Performing	4.04	4.80	4.15	3.44	3.75	2.94	Yes	Yes
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<b>Girls Incorporated of Alameda County</b>										
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Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Acorn Woodland	Performing	Performing	4.39	4.84	4.73	3.89	4.08	3.56	Yes	Yes
<b>Higher Ground Neighborhood Development Corp.</b>										
Allendale	Performing	Performing	4.18	4.80	4.21	3.63	4.08	2.61	Yes	Yes
Brookfield	Thriving	Performing	4.87	5.00	4.87	4.63	5.00	4.11	Yes	Yes
New Highland Academy	Thriving	Performing	4.83	5.00	4.59	5.00	4.75	3.50	Yes	Yes
Rise Community School	Thriving	Performing	4.66	4.80	5.00	4.00	4.83	4.22	Yes	Yes
Sobrante Park	Thriving	Thriving	4.83	5.00	4.83	5.00	4.50	3.78	Yes	Yes
<b>Lighthouse Community Charter School</b>										
Lighthouse Community Charter	Performing	Performing	3.70	4.79	3.27	3.33	3.42	1.72	Yes	Yes
<b>Oakland Leaf Foundation</b>										
ASCEND	Performing	Performing	4.23	4.77	4.31	4.44	3.42	3.39	Yes	Yes
Encompass Academy	Thriving	Performing	4.75	5.00	5.00	4.67	4.33	4.83	Yes	Yes
International Community School	Performing	Performing	4.37	4.90	5.00	4.17	3.42	3.94	Yes	Yes
Learning Without Limits	Performing	Performing	3.88	4.84	3.93	3.92	2.83	3.39	Yes	Yes
Think College Now	Performing	Performing	4.34	5.00	4.51	4.00	3.83	3.78	Yes	Yes
<b>Safe Passages</b>										
Community United	Performing	Performing	4.01	4.76	4.52	3.78	3.00	4.56	Yes	No
<b>SFBAC, Learning for Life</b>										
Carl B. Munck	Performing	Thriving	4.47	4.80	4.57	4.17	4.33	3.94	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Fruitvale	Performing	Performing	3.97	4.37	4.17	4.00	3.33	4.17	Yes	Yes
Laurel	Thriving	Performing	4.62	5.00	4.76	4.29	4.42	4.17	Yes	Yes
Manzanita Seed	Performing	Thriving	4.43	4.54	4.47	4.88	3.83	4.22	No	No
<b>Spanish Speaking Citizens' Foundation</b>										
Lazear Charter Academy	Performing	Performing	3.19	4.64	3.55	2.72	1.83	1.33	Yes	Yes
<b>Ujimaa Foundation</b>										
Burckhalter	Performing	Performing	3.80	4.80	3.85	3.04	3.50	3.06	No	Yes
<b>YMCA of the East Bay</b>										
Piedmont	Performing	Performing	4.46	4.58	5.00	4.28	4.00	4.78	Yes	Yes
<b>Elementary School Overall/Average</b>			4.33	4.84	4.40	4.18	3.89	3.76		
<b>MIDDLE SCHOOL PROGRAMS</b>										
<b>Alternatives in Action</b>										
Life Academy	Thriving	Thriving	4.83	5.00	5.00	4.83	4.50	5.00	Yes	Yes
<b>Bay Area Community Resources</b>										
Alliance Academy	Performing	Performing	3.75	4.41	4.29	3.13	3.17	3.11	Yes	Yes
Claremont	Performing	Emerging	4.34	5.00	4.85	4.00	3.50	3.83	Yes	No
Elmhurst Community Prep	Performing	Performing	3.15	4.48	3.61	2.33	2.17	2.83	Yes	Yes
Madison	Performing	Performing	3.55	4.87	4.13	2.71	2.50	3.22	No	Yes
Melrose Community Bridges Program	Performing	Performing	3.15	4.56	4.11	2.25	1.67	1.50	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Urban Promise Academy	Performing	Performing	4.48	5.00	4.69	3.58	4.67	3.83	Yes	Yes
<b>Citizen Schools</b>										
Greenleaf	Performing	Performing	4.02	4.70	4.36	3.67	3.33	4.17	Yes	Yes
<b>Eagle Village Community Center Youth and Family Services, Inc.</b>										
Montera	Performing	Performing	4.06	4.77	4.42	3.71	3.33	4.56	Yes	Yes
Westlake	Thriving	Performing	4.62	4.28	4.68	4.67	4.83	4.61	Yes	Yes
<b>East Bay Asian Youth Center</b>										
Roosevelt	Thriving	Performing	4.71	4.84	5.00	4.50	4.50	4.39	Yes	Yes
<b>East Oakland Youth Development Center</b>										
Roots International Academy	Performing	Performing	4.27	4.46	4.71	3.92	4.00	4.56	Yes	Yes
<b>Oakland Leaf Foundation</b>										
Bret Harte	Thriving	Performing	4.59	4.92	4.33	4.29	4.83	4.61	Yes	Yes
<b>Safe Passages</b>										
Coliseum College Prep Academy	Performing	Performing	3.99	4.80	4.55	3.29	3.33	3.39	No	No
Edna Brewer	Performing	Performing	4.48	4.76	4.80	4.21	4.17	3.33	Yes	Yes
Frick	Performing	Performing	3.67	4.03	3.88	3.75	3.00	3.17	Yes	Yes
United For Success	Performing	Performing	3.99	4.72	4.16	3.92	3.17	3.50	No	Yes
<b>YMCA of the East Bay</b>										
West Oakland Middle School	Performing	Performing	4.34	4.62	4.47	4.08	4.17	4.33	Yes	Yes

Lead Agency/Program	2014-15 POS Rating	2013-14 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
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Middle School Overall/Average

4.11      4.68      4.45      3.71      3.60      3.77

## HIGH SCHOOL PROGRAMS

### Alternatives in Action

Life Academy*	Thriving	Thriving	4.83	4.92	4.71	4.67	5.00	--	No	Yes
McClymonds*	Thriving	Performing						--	No	Yes

### Bay Area Community Resources

Bunche	Performing	Performing	3.88	5.00	4.22	3.63	2.67	--	Yes	No
Oakland Technical	Performing	Performing	4.13	5.00	4.39	3.96	3.17	--	Yes	Yes
Rudsdale Continuation	Performing	Performing	3.28	5.00	3.80	2.00	2.33	--	Yes	Yes

### East Bay Asian Youth Center

Dewey	Performing	Performing	4.33	5.00	4.73	4.08	3.50	--	Yes	Yes
Oakland International High	Performing	Performing	3.81	5.00	4.29	3.79	2.17	--	Yes	Yes

### Youth Together

Skyline	Performing	Performing	4.17	5.00	4.37	4.29	3.00	--	Yes	Yes
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High School Overall/Average

4.06      4.99      4.36      3.77      3.12      --

Source: Site visits representing 76 out of 82 programs, October 2014 through April 2015.

Site visit ratings are not available for 6 out of 14 high school programs. High school sites that did not receive site visits include Fremont Federation High School, Met West, Street Academy, Oakland High, Coliseum College Prep Academy (High School), Castlemont High.

High school sites did not receive Academic Climate scores.

\*Only one site visit to Life Academy to represent both Life Academy and McClymonds. Based on their OFCY grant, these sites are considered to be a single program with multiple sites, and therefore received one visit. In 2015 - 16 the two sites will be visited separately.

# SCHOOL-BASED AFTER SCHOOL OUTCOME DOMAINS

## OUTCOME DOMAINS INTRODUCTION



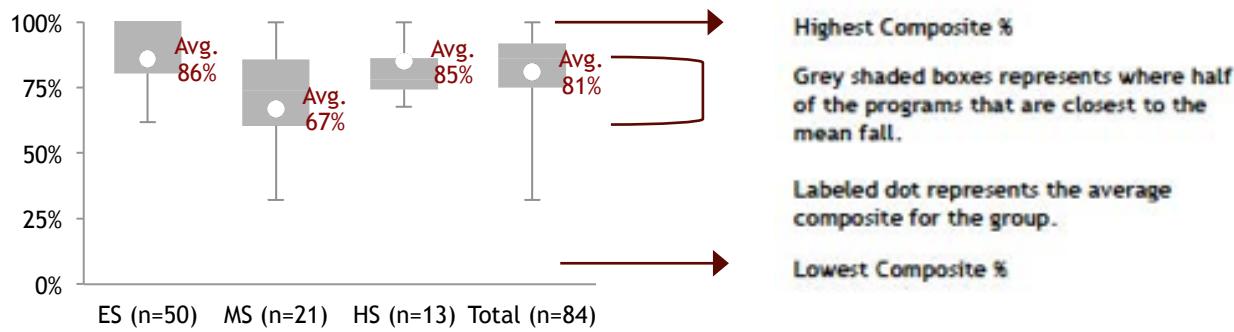
This report features seven outcome domains prioritized by the School-Based After School Partnership. Differences in outcomes by gender, grade level, race, and English Language proficiency are discussed when they are statistically significant.

Youth surveys (N=5,814) are used to assess the extent to which participating young people experience positive benefits. The Data Companion explains the survey methodology.

The youth survey findings are discussed at two levels:

**Youth Survey Composites** – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth.

**Grade Level** – Each section includes a description of the percent of youth in elementary, middle, and high school programs that had positive responses to the outcome composites. Grade level composites are presented using a box and whisker plot located on the second page of every outcome section. To the right of the example plot below there are instructions on how to read the diagram.

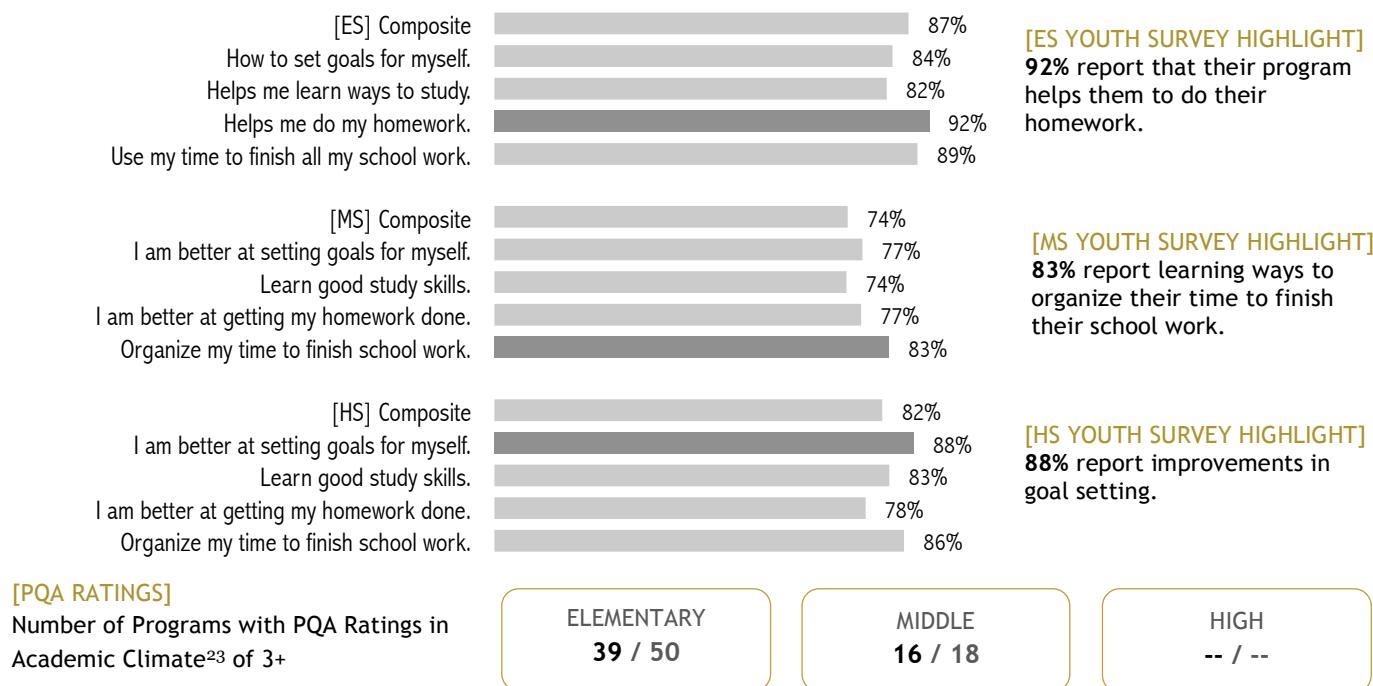


PQA Scores demonstrates the program quality domain that is most related to each outcome and is used to help explain youth outcome results.

## ACADEMIC BEHAVIORS

Academic behaviors are the habits that show youth are making an effort to learn,<sup>21</sup> such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.<sup>22</sup>

FIGURE 9: ACADEMIC BEHAVIORS AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

## HIGHLIGHTS

- About 8 out of 10 youth are developing academic behaviors** – Over 80% of elementary and high school youth and nearly three-quarters (74%) of middle school youth developed academic behaviors.
- Youth learned to set goals in their after school programs** – Over 75% of elementary, middle and high school youth reported being better at setting goals.
- After school participants improved their study skills** – Roughly three-quarters (74%) of middle school youth and over 80% of elementary and high school youth gained study skills.
- Youth learned better homework habits** – Ninety-two percent (92%) of elementary, 77% of middle and 78% of high school youth reported improvements in homework completion. Over eighty percent of elementary, middle, and high school youth practiced organizing their time to finish their school work.

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

<sup>22</sup>Ibid.

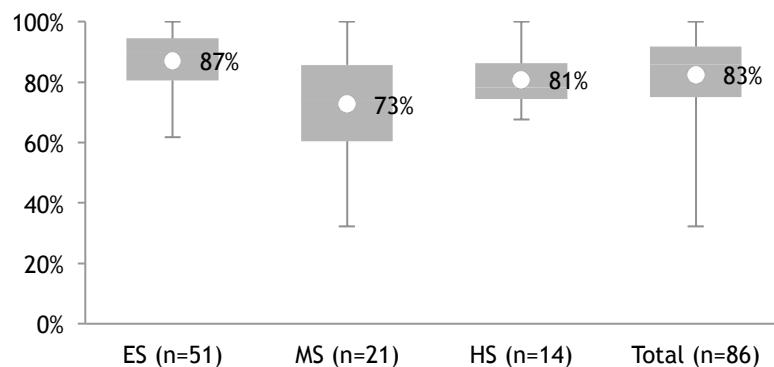
<sup>23</sup>High school programs did not receive ratings in the Academic Climate domain.

## ACADEMIC BEHAVIORS FINDINGS

PQA Academic Climate ratings indicate that roughly 55 out of 68 programs score 3.0 or higher, indicating that Oakland after school programs provide academically enriching environments. The quality learning environment likely contributes to 8 out of 10 youth reporting that they developed academic behaviors. However, youth in middle school programs could use more support practicing academic behaviors, especially study skills.

The chart below presents the average percent of youth in a program that responded positively to the academic behavior survey composite by grade level. This provides an estimate of how many youth in a program are developing academic behaviors. On average, 83% of youth in a single program reported improving their academic behaviors.

FIGURE 10: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT IMPROVED ACADEMIC BEHAVIORS BY GRADE LEVEL



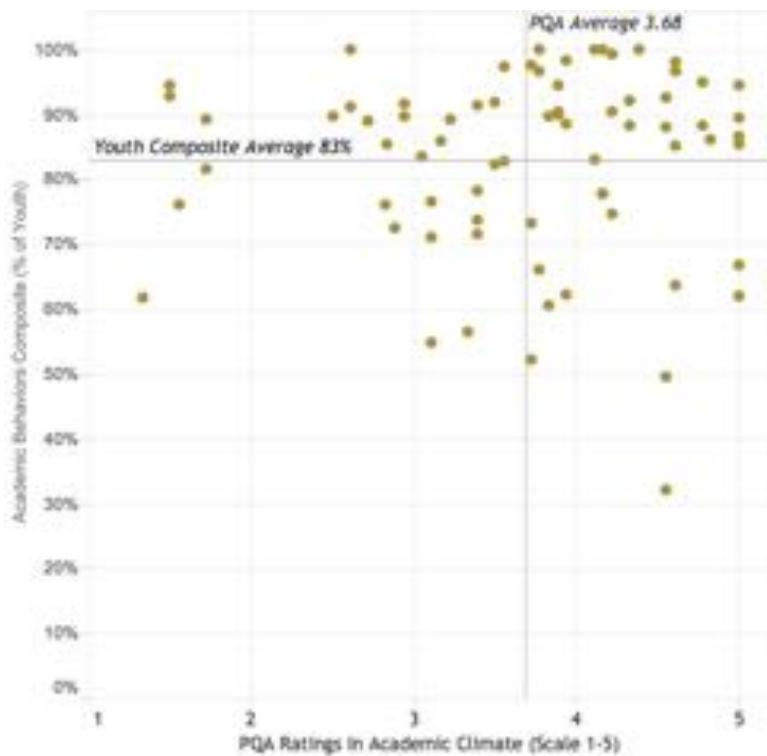
Source: Youth participant surveys administered in Spring 2015.

Among elementary programs, an average of 87% of participants report improving their academic behaviors. The level of agreement for half of elementary programs ranges from 80% - 94%, as shown by the grey box. Among middle school programs, an average of 73% of youth report improved academic behaviors. The level of agreement for half of the middle school programs ranges from 60% - 86%. In high schools, an average of 81% of participants report improving their academic behaviors with a level of agreement that is 74% - 86% for half of the programs. The findings indicate that, on average, elementary, middle, and high school programs promote academic behaviors at a similar rate. A wide range of participants report improved academic behaviors in middle school programs.

The Theory of Action guiding this evaluation posits that higher program quality will result in positive outcomes for youth. Figure 11 presents youth survey results and program quality data together to explore this assertion. The vertical axis represents the average percent of youth in a program who responded positively to the academic behavior composite. The horizontal axis represents programs' PQA ratings of Academic Climate. Each dot is represents a program and the spread of the dots in the figure indicate how varied PQA and youth survey results are among programs.

On average, programs are “Performing” when it comes to Academic climate and 83% of all youth report developing academic behaviors. Yet, there is substantial variation in surveys and PQA scores that is not apparent in overall averages. The 29 programs (40%) in which youth report improved academic behaviors, concurrent with above average academic climate ratings, are displayed in the upper right quadrant in Figure 11. Programs in the other three quadrants were below the Oakland average in either youth composites or PQA ratings or in both areas.

**FIGURE 11: AVERAGE PERCENT OF YOUTH WHO REPORT IMPROVED ACADEMIC BEHAVIORS BY PQA RATINGS IN THE ACADEMIC CLIMATE DOMAIN<sup>24</sup>**



Sources: Youth participant surveys administered in Spring 2015, n=4,626, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=68.

<sup>24</sup> Figure includes programs that submitted youth surveys and received PQA ratings in the referenced PQA domain only; high school programs did not receive ratings in the Academic Climate domain and are not included in this figure.

**SKILL BUILDING: SUPPORTING YOUTH  
TO ACCOMPLISH CHALLENGING TASKS**

Acorn Woodlawn, Girls Inc.



In the after school program at Acorn Woodland, children have opportunities to try out a variety of new skills, as well as develop those they have already begun to learn. The Girls, Inc. program at Acorn Woodland has a strong literacy focus, and aims to align closely with school day learning to increase instructional time, to increase reading and talking time, build phonics skills, and provide opportunities for independent reading. Program participants are able to choose from a variety of enrichment activities that are designed with these goals in mind.

During the site visit to Acorn Woodland, staff encouraged children to try new skills. For more complex tasks, instructors provided step-by-step instructions for youth and provided additional supported for those youth who struggled to complete tasks. These program practices create an environment where children have opportunities, and are encouraged, to grow and improve.

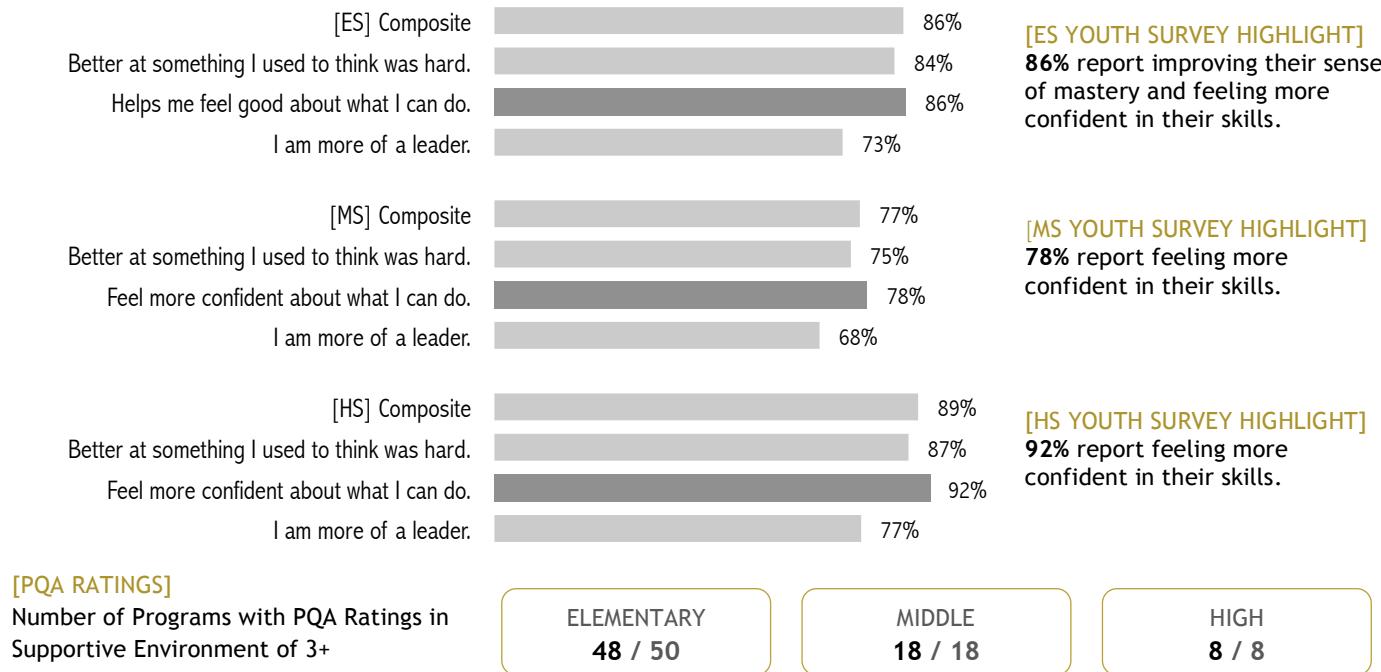
During the “book club” activity, children took turns reading a book aloud. After each passage, the staff member facilitated a short discussion of the text, encouraging students to explain their opinions by asking follow-up questions such as “why do you think that?” or “do you agree or disagree with [his/her] opinion?” Asking youth to express their opinions can help them to better understand what they have just read. In a leadership activity, youth practiced for an upcoming presentation at the school assembly. Staff routinely encouraged students to improve their section of the presentation and gave suggestions on how to do so. The staff also asked for suggestions from the youth on how to perfect the performance as a whole. Public speaking is a difficult task at any age and with thoughtful suggestions from peers and staff, children at Acorn Woodlawn practiced this skill.

By encouraging students to practice skills, like public speaking, reading aloud, and assessing their performance, staff promoted children’s learning and skill building. The children participating in these activities attempted new and/or challenging tasks in a supportive setting.

## SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders.

FIGURE 12: SENSE OF MASTERY AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

## HIGHLIGHTS

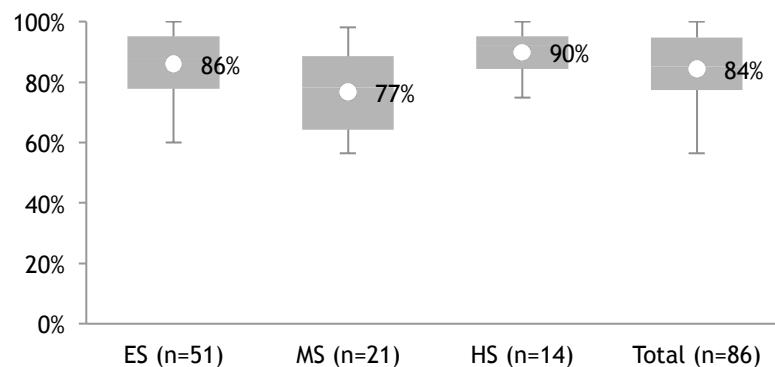
- About 8 out of 10 youth are developing a sense of mastery** – Over 85% of elementary and high school youth and about three-quarters (77%) of middle school youth report developing a sense of mastery.
- Youth reported becoming more competent at a difficult skill** – Nearly 9 out of 10 high school (87%) youth reported being better at something they used to think was hard. Over 75% of elementary, middle and high school youth reported similar growth in their skill-building.
- After school participants feel more confident about their skills** – Roughly three-quarters (78%) of middle school youth and over 85% of elementary and high school youth feel more confident about what they can do.
- More than 7 in 10 youth see themselves as leaders** – Nearly three-quarters of elementary and high school youth and 68% of middle school youth report being more of a leader.

## SENSE OF MASTERY FINDINGS

Seventy-four (74) out of 76 programs received a PQA rating of 3.0 or more for Supportive Environment, the domain that measures the skill-building practices of staff. This suggests that program staff encourage and support youth to learn new skills. More than 8 in 10 (84%) youth report growth in this area. In particular, elementary (86%) and high school (90%) youth report benefitting from these supports.

The chart below presents the percent of youth in elementary, middle, and high school programs that responded positively to the supportive environment composite. This provides an estimate of how many programs are successfully supporting youth to learn new skills and become more confident about what they can accomplish. On average, 84% of youth in a single program reported developing a sense of mastery.

FIGURE 13: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT AN IMPROVED SENSE OF MASTERY BY GRADE LEVEL

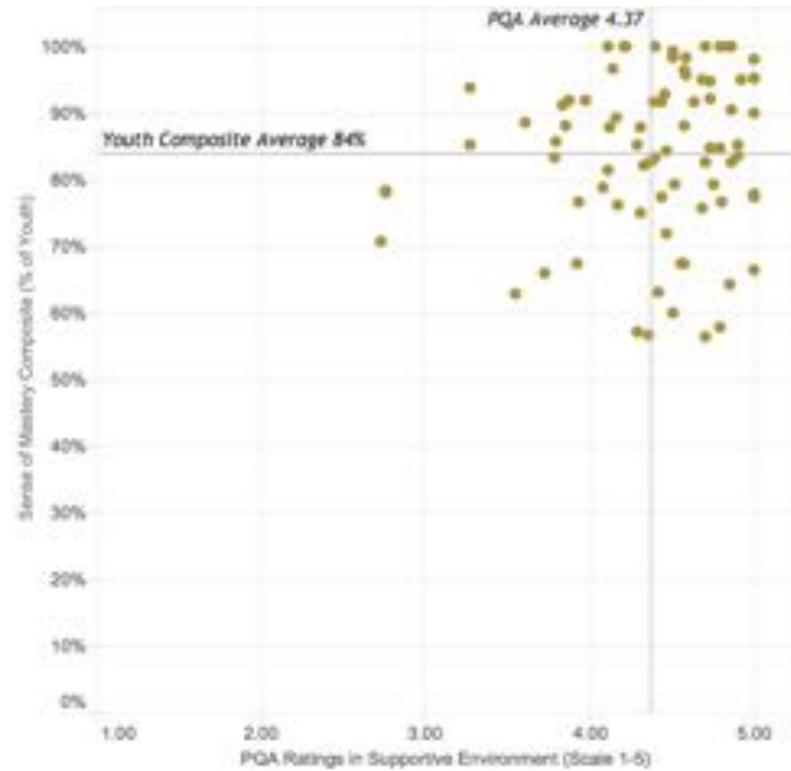


Source: Youth participant surveys administered in Spring 2015.

Among elementary programs, an average of 86% of participants report a sense of mastery. The level of agreement for half of elementary programs ranges from 78% - 95%. Among middle school programs, an average of 77% of participants report support for skill- building with a level of agreement for half of the programs ranging from 64% - 89%. An average of 90% of youth in high school programs report support for skill-building. The level of agreement for half of the high programs ranged from 84% - 95%. The findings show that elementary and high school youth consistently report high rates of skill-building, particularly compared to middle school youth. Middle school programs may consider expanding leadership activities as a way to improve in this area.

Oakland after school programs excel at providing a supportive environment for youth and fostering new skills in youth. A high PQA average in the Supportive Environment (4.37) domain and a youth composite average of 84% (See Figure 14) demonstrate the proposed trend in the Theory of Action; high quality is accompanied by positive youth outcomes. The tightly clustered dots around the average lines for PQA ratings in Supportive Environment and youth reports of skill building indicates strong practices across all programs.

FIGURE 14: AVERAGE PERCENT OF YOUTH WHO REPORT SKILL-BUILDING BY PQA RATINGS IN THE SUPPORTIVE ENVIRONMENT DOMAIN



Sources: Youth participant surveys administered in Spring 2015, n=5,234, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=76.

## PROMISING PRACTICE



The after school program at Esperanza Elementary offers diverse programming such as Zumba, Mocha Art, and gardening while also emphasizing the importance of academic success. The staff at Esperanza incorporates youth leadership into their weekly program structure. At the end of each week, youth and staff gather for a program-wide presentation in which each grade shares the results of their projects. The youth select who among their peers will present their work.

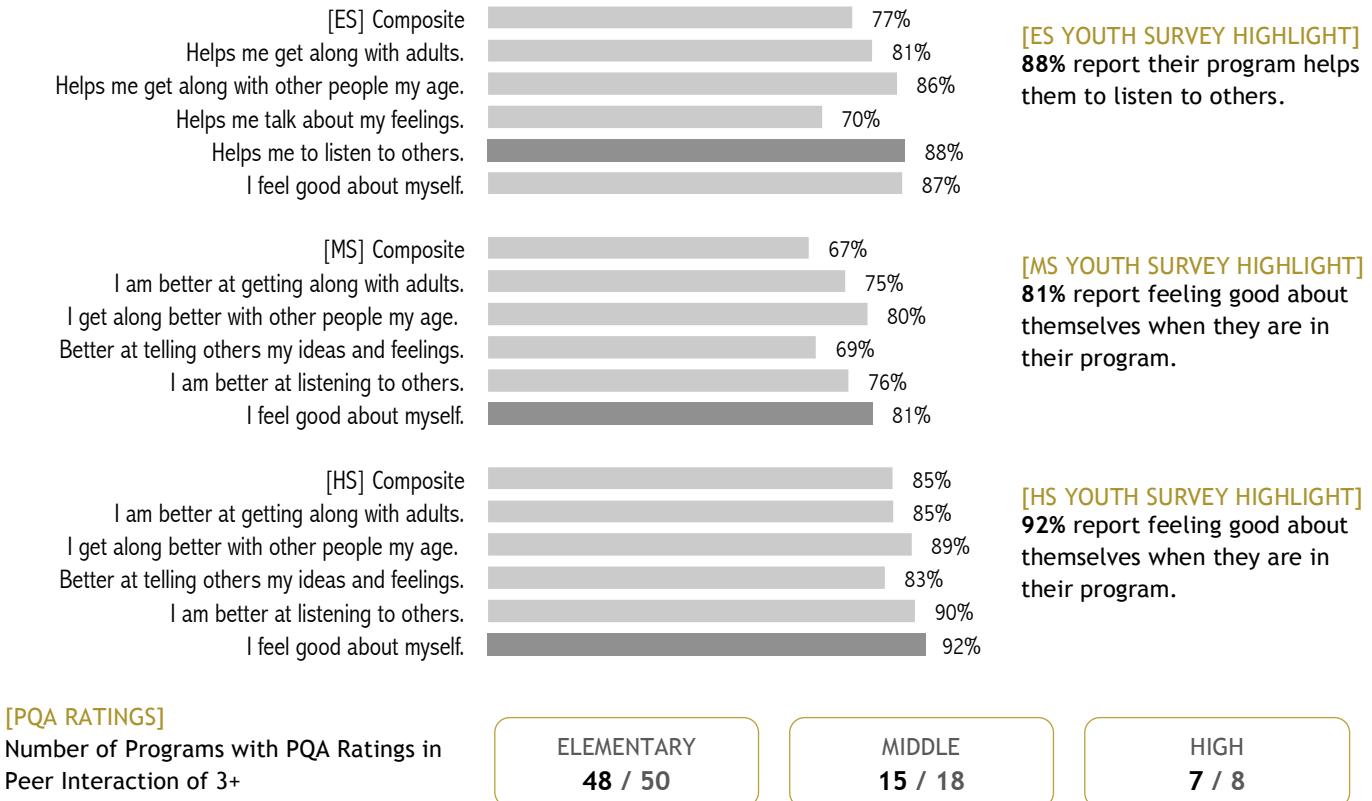
Fall was the theme for the presentations in late October. An older youth served as the Master of Ceremonies and introduced the diverse presentations that his peers had prepared. Reading from note cards and using ribbon to illustrate their points, a group of fourth grade youth showed how to properly measure a pumpkin's height, diameter, circumference, and radius. The first and second grade youth danced to an upbeat tune rotating midway through so that each youth was able to be front and center. The third grade presentation was about jack-o-lanterns and demonstrated that youth discovered different shapes, such as pentagons and diamonds, and used these shapes to craft unique versions of the classic jack-o-lantern. The young presenters in fifth grade took on the role of "Pumpkin Investigators" and shared their findings from dissecting a pumpkin.

These ongoing presentations represent an innovative approach that empowers youth to choose topics of interest to explore during program activities and provides an opportunity for youth to practice their leadership skills and public speaking.

## SOCIAL & EMOTIONAL SKILLS

Social and emotional skills are used to initiate and maintain positive relationships with peers and adults, manage and communicate one's emotions and understand one's capabilities. These skills are gaining attention for the ways in which they help young people be successful in school and in life.<sup>25</sup>

FIGURE 15: SOCIAL & EMOTIONAL SKILLS AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

## HIGHLIGHTS

- High school youth are consistently building social and emotional skills** – About 85% of high school and more than two-thirds of elementary (77%) and middle (67%) school youth report building social and emotional skills in their program.
- More than 8 in 10 youth across all grade levels get along better with others** – Eighty-nine percent (89%) of high school and over 80% of elementary and middle school youth report getting along better with their peers.
- After school participants feel good about themselves when they are in their programs** – Roughly 9 out of 10 elementary and high school youth and 81% of middle school youth report feeling good about themselves in their program.
- High school youth are better at communicating their ideas and feelings** – Eighty-three percent (83%) of high school and more than two-thirds of elementary (70%) and middle (69%) school youth are better at talking about their feelings.

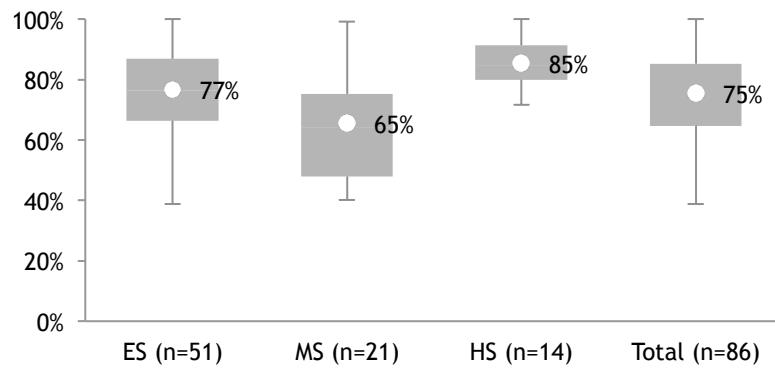
<sup>25</sup> Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London

## SOCIAL & EMOTIONAL SKILLS FINDINGS

PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicate that almost all elementary school programs (96%) have a rating of 3.0 or higher. Similarly, 7 out of 8 high school programs that received a PQA visit have ratings of 3.0 or higher. A modestly smaller proportion of middle school programs (83%) have ratings of 3.0 or higher in the Peer Interaction domain. This suggests that Oakland after school programs provide youth a quality environment in which youth can gain social and emotional skills. However, youth reports of social emotional skill development are slightly inconsistent with the PQA findings, particularly when looking across grade levels. Middle and elementary school youth report comparably lower rates of agreement than high school youth in the social and emotional skill composite and in expressing their feelings.

The chart plot below presents the percent of youth in elementary, middle, and high school programs who responded positively to the Peer Interaction composite. This provides an estimate of how many programs are successfully fostering social and emotional skill development in youth. On average, 75% of youth in a single program reported stronger social and emotional skills.

**FIGURE 16: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS BY GRADE LEVEL**

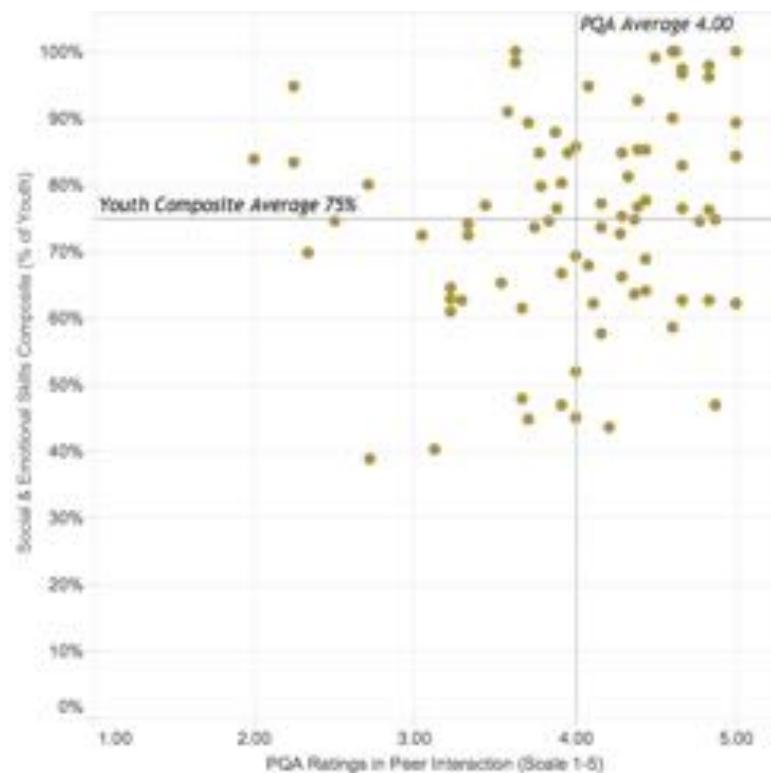


Source: Youth participant surveys administered in Spring 2015.

On average, 77% of youth in elementary programs report stronger social and emotional skills. The level of agreement for half of the elementary programs is 66% - 87%. Among middle school programs, 65% of youth report improved social and emotional skills. The level of agreement for half of the middle school programs ranges from 48% - 75%. Among high school programs, an average of 85% of participants agree that they are supported in developing their social and emotional skills and half of the high school programs have a level of agreement between 80% - 91%. High school programs stand out as exemplars for developing social and emotional skills.

Supporting youth to cultivate social and emotional skills is a complex endeavor as the data depicted in Figure 17 suggests. The PQA average of 4.0 in the Peer Interaction domain and the survey composite average of 75% indicate programs are strong in this area, yet the program level composite averages are varied.

FIGURE 17: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS BY PQA RATINGS IN THE PEER INTERACTION DOMAIN

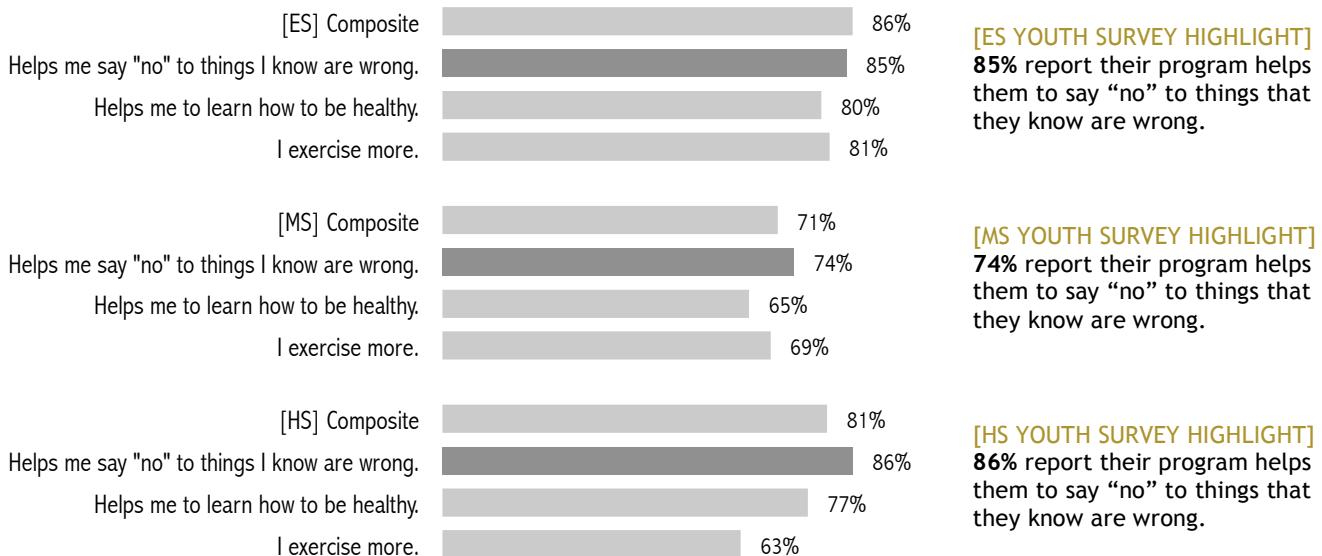


Sources: Youth participant surveys administered in Spring 2015, n=5,234, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=76.

## PHYSICAL WELL-BEING

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet.

FIGURE 18: PHYSICAL WELL-BEING HIGHLIGHTS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

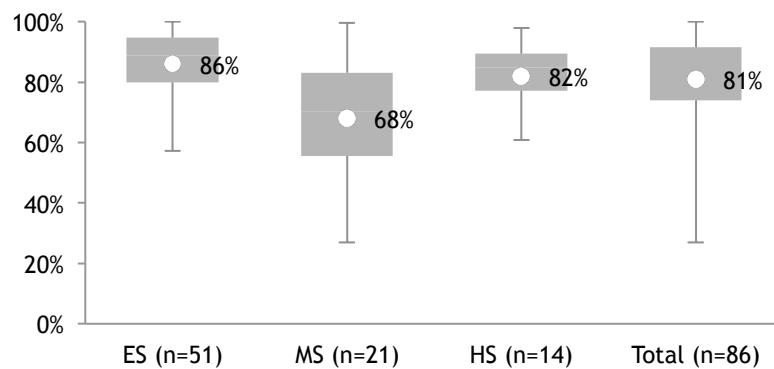
## HIGHLIGHTS

- **Eight out of 10 youth report learning about how to promote their physical well-being –** More than 80% of elementary and high school youth and roughly two-thirds of middle school (71%) youth report learning ways to promote their physical well-being.
- **After school participants make positive choices related to their well-being –** More than 85% of elementary and high school and roughly three-quarters of middle school (74%) report their after school program helps them to say “no” to things they know are wrong.
- **Youth learn healthy habits –** Over 75% of elementary and high school youth and 65% of middle school youth report learning how to be healthy at their after school programs.
- **Nearly three-quarters of youth exercise more –** Over 60% of middle and high school youth and 81% of elementary school youth exercise more.

## PHYSICAL WELL-BEING FINDINGS<sup>26</sup>

Elementary and high school youth report the strongest growth in learning about wellness behaviors overall. The chart below presents the percent of youth in elementary, middle, and high school programs who responded positively to the Physical Well-Being composite. This provides an estimate of how many programs are successfully promoting increased physical activity and healthy eating skills in youth. On average, 81% of youth in a single program report improved wellness behaviors.

FIGURE 19: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER WELL-BEING BEHAVIORS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2015.

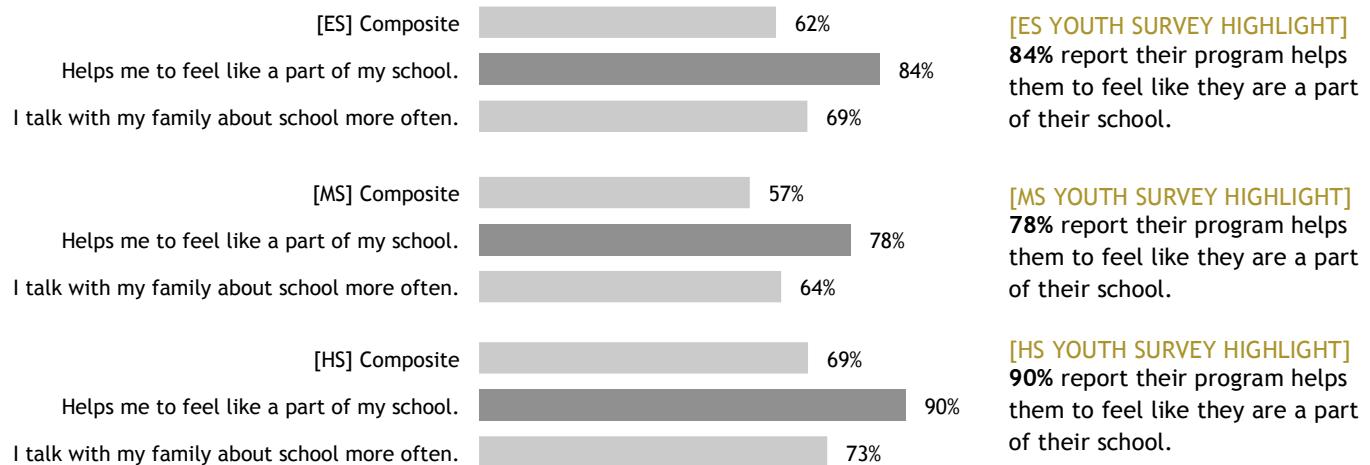
An average of 86% of youth in elementary programs report stronger well-being behaviors. The level of agreement for half of the elementary programs ranges from 80% - 95%. In middle school programs, an average of 68% of youth report improved well-being with a level of agreement for half of these programs ranging from 56% - 83%. Among high school programs, an average of 82% of participants report improved well-being. Half of the high school programs have a level of agreement that is 77% - 89%. To address these findings, middle school can increase the amount of physical activity offered in their program and expand activity content to include wellness behaviors.

<sup>26</sup> This outcome section is not mapped to a specific quality domain because scores for an associated quality domain are unavailable. Therefore, there is no scatterplot displaying quality alongside youth reports of wellness behaviors.

## SCHOOL CONNECTEDNESS

Youth are connected to their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families.

FIGURE 20: SCHOOL CONNECTEDNESS AT-A-GLANCE



Source: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

## HIGHLIGHTS

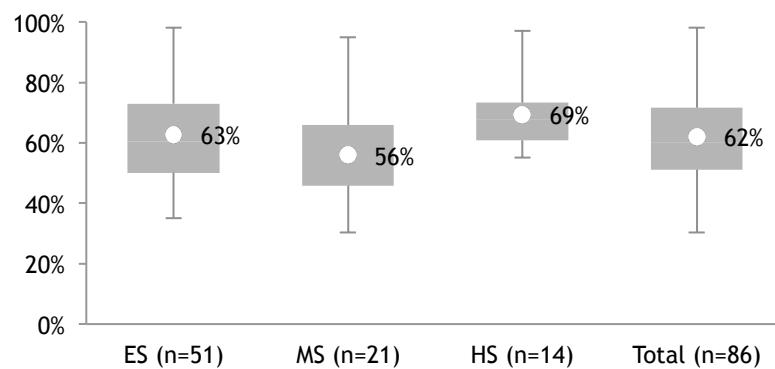
- ***Nearly two-thirds of after school youth feel more connected to their school*** – About 7 in 10 (69%) of high school youth reported feeling more connected with their schools. Sixty-two percent (62%) of elementary and 57% of middle school youth reported the same.
- ***Youth feel like a part of their school*** – Nine in 10 (90%) high school youth reported feeling like a part of their school. Eighty-four percent (84%) of elementary and 78% of middle school youth reported the same.
- ***Youth talk with their families about school*** – More than 60% of elementary, middle, and high school youth increased how often they talked with their families about school.

## SCHOOL CONNECTEDNESS FINDINGS<sup>27</sup>

On a whole, about 6 in 10 youth (62%) report stronger school connectedness. Due to the limited number of questions in this composite, youth were required to answer ‘yes’ to each question to be considered as responding positively to the school connectedness composite. This is a slightly more strict agreement requirement than other outcome areas. Of the two questions included in the composite, youth consistently reported lower rates of talking with their families about school.

The chart plot below presents the percent of youth in elementary, middle, and high school programs who responded positively to the School Connectedness composite. This provides an estimate of how many programs are successfully helping youth to develop stronger connections to their school. On average, 62% of youth in a single program reported stronger school connectedness.

FIGURE 21: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SCHOOL CONNECTEDNESS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2015.

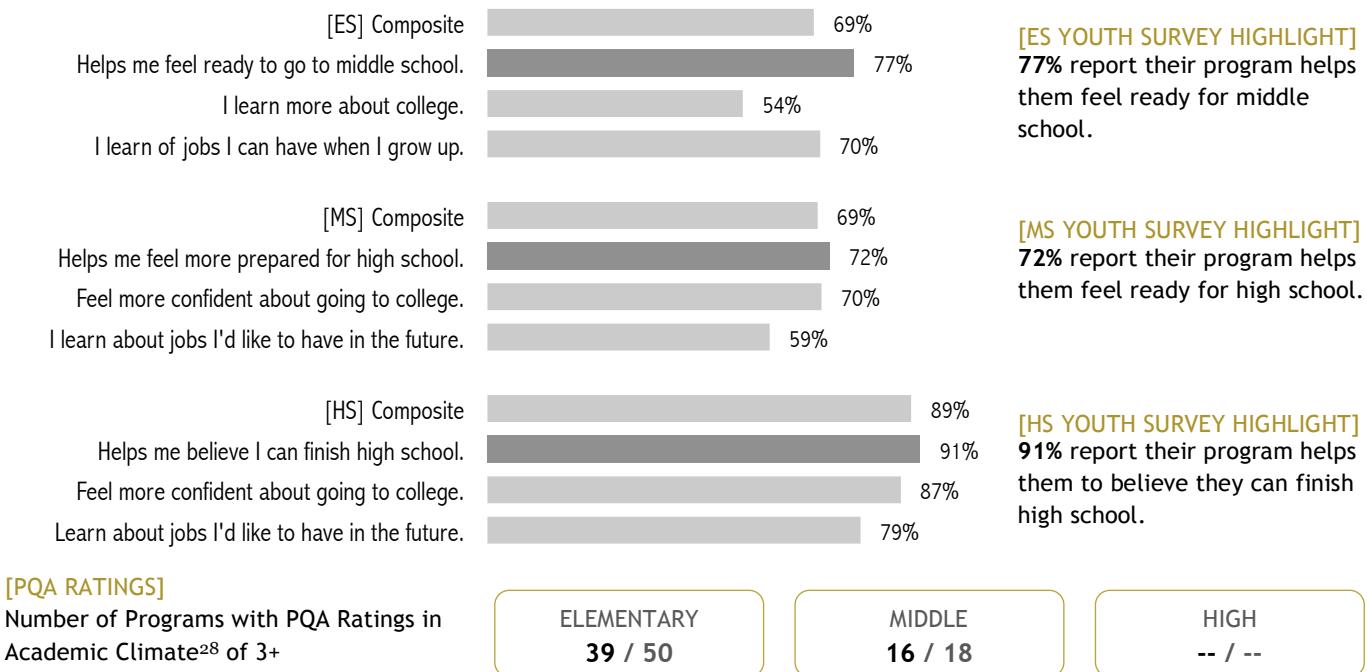
Among elementary programs, an average of 63% of youth report feeling connected to their school. The level of agreement for half of elementary programs ranges from 50% - 73%. Among middle school programs, an average of 56% of participants report feeling like they are connected to their school. The level of agreement for half of the middle school programs ranges from 46% - 66%. On average, 69% of youth in high school programs report that the program helped them to feel more connected to their schools with the level of agreement for half of the high school programs ranging from 61% - 73%.

<sup>27</sup> This outcome section is not mapped to a specific quality domain because scores for an associated quality domain are unavailable. Therefore, there is no scatterplot displaying quality alongside youth reports of school connectedness.

## COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future, by helping them identify skills that relate to careers of interest as well as the degree programs needed to pursue those careers.

FIGURE 22: COLLEGE & CAREER EXPLORATION AT-A-GLANCE



Sources: Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS); site evaluation visits conducted by Public Profit, October 2014 through April 2015.

## HIGHLIGHTS

- **High school youth report exploring college and career opportunities** – About 9 in 10 (89%) high school youth report opportunities in their after school program for college and career exploration. Sixty-nine percent (69%) of elementary and middle school youth reported the same opportunities.
- **Youth reported feeling ready for their next academic step** – About 9 out of 10 high school youth (89%) report feeling more confident about finishing high school. Seventy-seven percent (77%) of elementary youth feel ready for middle school and 72% of middle school youth feel ready for high school.
- **Middle and high school youth learn more about college** – Nearly 9 out of 10 high school youth (87%) and 70% of middle school youth reported learning more about college options. More than half of elementary (54%) youth reported doing so.
- **Learning about career options are a part of high school programs** – About 8 in 10 (79%) of high school youth report learning about future occupations. Seventy percent (70%) of elementary and 59% of middle school youth learned more about jobs they'd like to have in the future.

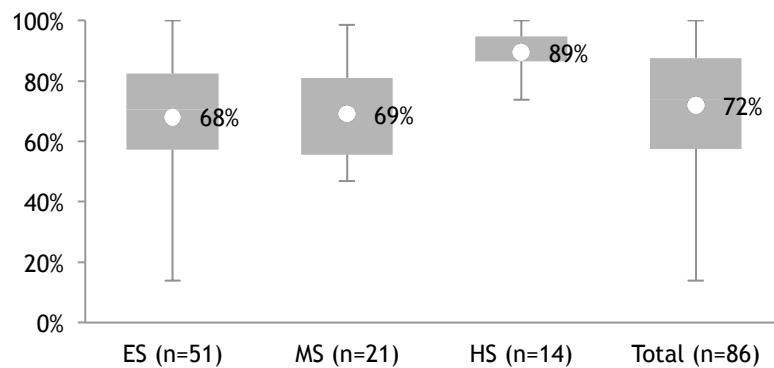
<sup>28</sup> High school programs did not receive ratings in the Academic Climate domain.

## COLLEGE & CAREER EXPLORATION FINDINGS

Available PQA ratings of Academic Climate indicates that 89% middle school and 78% of elementary school programs are offering youth quality academic enrichment activities. Nine in 10 high school youth report exploring college and career opportunities in their after school program. Elementary and middle school survey results were mixed. Sixty-nine percent (69%) of middle school youth report becoming familiar with college and career options. Middle school programs may improve in this area by greater focus on college and career choices as a way to address these findings. At the elementary school level, roughly half (54%) of youth report learning more about college suggesting the need for more college - focused activities in programs.

The chart below presents the percent of youth in elementary, middle, and high school programs who positively responded to the college and career exploration composite. This provides an estimate of how many programs are successfully promoting youth to explore future college and career options. On average, 72% of youth in a single program report learning about college and career options.

FIGURE 23: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL

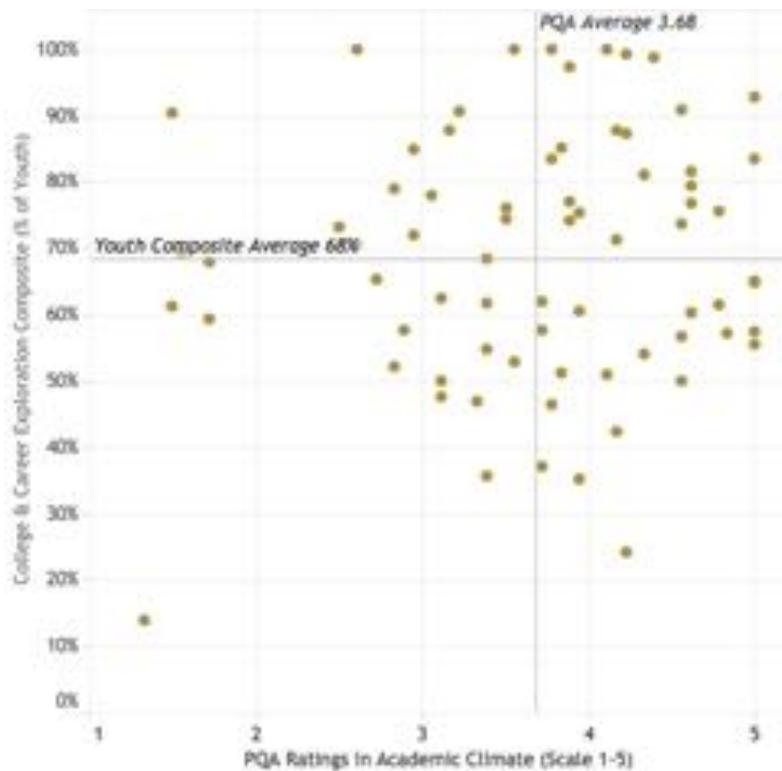


Source: Youth participant surveys administered in Spring 2015.

An average of 68% of youth in elementary programs report feeling more prepared for the future. The level of agreement for half of the elementary programs ranges from 57% - 82%. Among middle school programs, an average of 69% of participants report learning about future college and career options. The level of agreement for half of the middle school programs ranges from 55% - 81%. An average of 89% of high school participants report feeling prepared for their future college and career choices. The level of agreement for half of the high school programs ranges from 87% - 100%. This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement; yet, there are some high performing sites at each grade level.

Figure 24 reveals that while “Performing” in Academic Climate, roughly two-thirds (68%) of elementary and middle school youth report exploring their college and career options. Elementary and middle school programs vary widely in this outcome domain (See Figure 24).

FIGURE 24: AVERAGE PERCENT OF YOUTH WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY PQA RATINGS IN THE ACADEMIC CLIMATE DOMAIN<sup>29</sup>



Sources: Youth participant surveys administered in Spring 2015, n=4,626, site evaluation visits conducted by Public Profit, October 2014 through April 2015, n=68.

<sup>29</sup> Figure includes programs that submitted youth surveys and received PQA ratings in the referenced PQA domain only; high school programs did not receive ratings in the Academic Climate domain and are not included in this figure.

### ACTIVE ENGAGEMENT: YOUTH PRACTICE PLANNING AND COLLABORATION

Bret Harte Middle School, Oakland Leaf



Oakland Leaf's after school program at Bret Harte middle school provides youth opportunities to be creative through project-based classes. In these activities students get to be innovative, think critically, and collaborate with their peers. The intention of these project-based classes is for youth to develop their creativity and push them towards academic success.

In the observed storytelling enrichment class students wrote stories, planned skits, and presented to their peers. Students' work expressed their personal experiences with racism. To prepare, staff gave youth the opportunity to discuss how racism affects them and their community. Staff formed small groups of youth and asked them to create a short skit about a time when they were stereotyped. Youth made connections with their own experiences and collaborated with their team to present a scene to the entire group. Students planned their skit and the staff member also participated as well. Students were engaged and one student at the end of the class said, "I love this class".

This enrichment class is an example of active engagement. Youth collaborated in small groups to talk about their personal experiences. Students shared their personal experiences with their peers while working on the main objective of refining their storytelling techniques. Students' critique of the scenes stimulated discussions and served to improve the final product.

## DIFFERENCES IN YOUTH OUTCOMES

There may be some youth who benefit more from after school programs than others. To explore the extent to which this is the case in Oakland, Public Profit examined youth outcomes by gender, race/ethnicity, and by 100 or more days of attendance. Only notable<sup>30</sup> statistically significant differences of 10-percentage points or more are reported here. Smaller differences are noted in the Data Companion (starting at page 58).

Gender comparisons showed that middle school aged boys were more likely, than girls of the same age, to report strengthening their physical wellbeing and improving their college and career readiness.

TABLE 11: MIDDLE SCHOOL GENDER DIFFERENCES IN YOUTH OUTCOMES

	Boys	Girls
Physical Well Being		
Since coming to this program, I exercise more.	78%	62%
This program helps me to learn how to be healthy.	71%	59%
College & Career Readiness		
This program helps me feel more confident about going to college.	76%	65%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=1,626.

Table 11 shows that 71% of boys reported learning ways to be healthy in their after school program compared to 59% of girls. Additionally, more middle school boys, than girls, reported that their after school program helped them to feel more confident about going to college. Smaller statistically significant differences between middle school boys and girls exist in academic behaviors, school engagement, mastery and social and emotional skills. These can be found in the Data Companion.

### DIFFERENCES BY YOUTHS' RACE/ETHNICITY

All differences between racial groups were less than 10-percentage points and are noted in the Data Companion.

### DIFFERENCES BY YOUTHS' ATTENDANCE

Survey results showed mostly small differences in outcomes based on youths' attendance. These differences are noted in the Data Companion in the social emotional and academic behavior outcome domains. One noticeable difference is that 57% of elementary youth who attended their after school program for 100 days or more report learning more about college compared to 47% of youth who attended less than the 100-day benchmark. The results suggest that more attendance may provide greater opportunities for elementary youth to learn about college.

<sup>30</sup> Based on the group sizes a 10-percentage point difference represents approximately 250 youth in terms of gender and race, and 120 – 390 in terms of attendance. Chi-squared statistical tests are used to identify statistically significant group differences.

## ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Youth who attend programs for multiple years are more likely to improve their academic outcomes.<sup>31</sup>



The academic outcomes examined in the school-based after school evaluation includes school day attendance and scores on the Scholastic Reading Inventory (SRI), an OUSD literacy assessment.

In 2014-15, the rate of school day attendance for after school participants and non-participants was similar. On average, after school participants attended 96% of all school days and non-participants attended 95%. The analysis indicates that after school participation has a small, positive association with school day attendance.<sup>32</sup> After school participants experience less than half a percentage point increase in their school day attendance rate. Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. About 11% of after school youth were chronically absent, compared to 14% of non-participants.<sup>33</sup> The analysis shows that the 3- percentage point difference is significant. In practical terms, there are 1,047 fewer after school participants who are chronically absent.

OUSD uses SRI scores to classify students' reading levels as below, at, or above their grade level. By spring of the school year 32% of after school participants read at or above grade level compared to 43% of non-participants.<sup>34</sup> The analysis shows that after school participants are less likely to be at or above reading levels compared to non-participants. The recruitment of academically struggling youth into after school programs may help explain the difference between participants and non-participants. At the start of the school year 77% of after school participants had SRI scores below grade level compared to 68% of non-participants.

<sup>31</sup> Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

<sup>32</sup> Regression analysis is used to examine how after school participation and youths' personal characteristics (gender, race, English Learner status and grade level) are related to academic outcomes. Ordinary least squares regression analysis is used to predict school day attendance. Logistic regression is used to predict SRI reading levels; at, or above grade level. An approach called clustering is used in regressions because the youth are grouped in schools. This approach provides a more accurate estimate of how youth characteristics and program participation are related to youth outcomes.

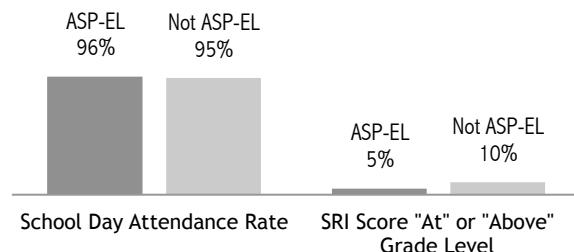
<sup>33</sup> Statistically significant at p<.05 level using Chi-squared test for association.

<sup>34</sup> Statistically significant at p<.05 level using Chi-squared test for association.

## ACADEMIC OUTCOMES FOR ENGLISH LEARNERS

Figure 25 compares the school day attendance rate for English Learners (EL) who participate in an after school program to those who do not. EL students who participate in an after school program have a small but statistically significant higher school day attendance rate (96% versus 95%). Compared to EL students who do not participate in after school, there are slightly fewer EL after school participants (5% versus 10%) who have spring SRI scores that indicate reading levels at or above grade level. This difference is statistically significant.

FIGURE 25: SCHOOL DAY ATTENDANCE AND STUDENT READING INVENTORY (SRI) FOR ENGLISH LEARNERS\*



Source: OUSD Research, Assessment and Data, 2014-15, n=9,585(School Day Attendance), n=6,235 (SRI results for Spring test period).

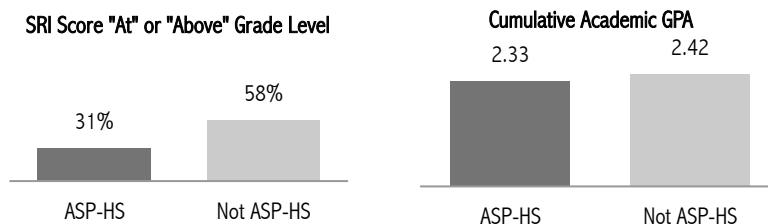
\*T-tests indicate differences in school day attendance and chi-squared tests indicate differences in reading level all findings are significant at the p<.05 level.

## ACADEMIC OUTCOMES FOR HIGH SCHOOL YOUTH

Figure 26 compares academic GPA for high school students who participated in an after school program to those who do not. High school students who participated in an after school program have a small but statistically significant lower cumulative GPA (2.33 versus 2.44).

Compared to non-participating high school students, there are fewer high school after school participants (31% versus 58%) who have SRI scores that indicate reading levels at or above grade level.

FIGURE 26: CUMULATIVE ACADEMIC GPA AND STUDENT READING INVENTORY (SRI) FOR HIGH SCHOOL STUDENTS\*



Source: OUSD Research, Assessment and Data, 2014-15, n=6,359 (GPA), n=6,359 (SRI results for Spring test period).

\*T-tests indicate differences in GPA and chi-squared tests indicate differences in reading level all findings are significant at the p<.05 level.

## DATA COMPANION

### DATA COMPANION A. DATA SOURCES BY DATA TYPE

The table below describes the data sources for each section in the 2014-15 Oakland School-Based Evaluation Findings Report.

Report Section	Data Sources
Access & Attendance in the Oakland After School Programs	<ul style="list-style-type: none"><li>• Program enrollment and attendance data from Cityspan.</li><li>• Program targets based on OFCY performance goals.</li><li>• Program targets based on OUSD service goals determined by CDE.</li></ul>
Program Quality	<ul style="list-style-type: none"><li>• <b>Point of Service Quality Assessments (Site Observations):</b> Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assess program quality in the following domains: Safe, Supportive, Engagement, Interaction, and Academic Support.  <i>Elementary school programs</i> were evaluated using the School-Aged version of the Program Quality Assessment Tool (SA-PQA).  <i>Middle and high school programs</i> were evaluated using the Youth version of the Program Quality Assessment Tool (Y-PQA).</li></ul>
School-Based After School Outcome Domains	<ul style="list-style-type: none"><li>• <b>Youth Surveys:</b> Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in April and May of 2015 to investigate their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e. social skill development, academic attitudes, etc.).</li><li>• <b>Program enrollment and attendance data from Cityspan:</b> Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes.</li><li>• <b>Academic Data from the OUSD Quality, Accountability, and Analytics Department:</b> Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes.</li></ul>

## DATA COMPANION B. SITE VISIT METHODOLOGY

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

Each program received one visit by the evaluation team between October 2014 and February 2015. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high school were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality observation tools used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

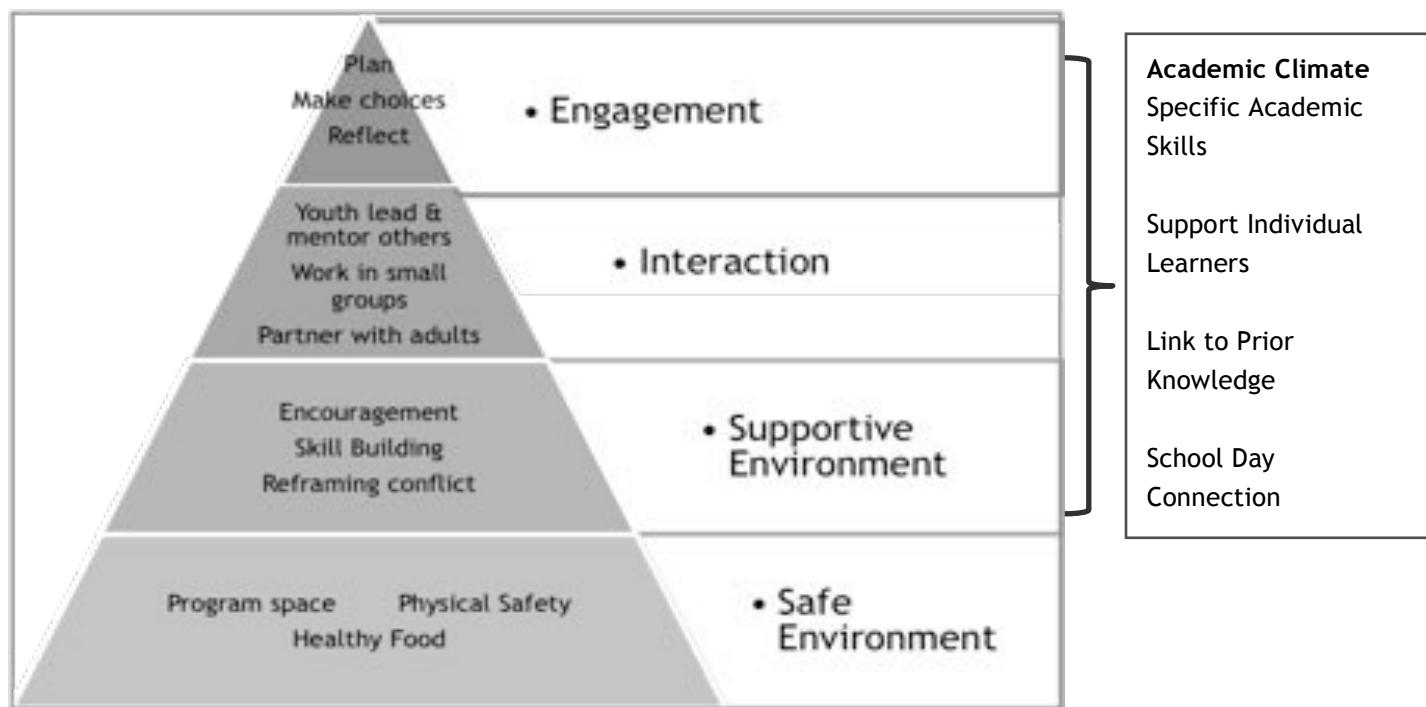
The YPQA includes five domains:

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

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

Figure 27 characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

FIGURE 27: PROGRAM QUALITY ASSESSMENT DOMAINS



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

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

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

## **DATA COMPANION C. SURVEY METHODOLOGY**

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

### ***Selection of Youth***

Program staff are asked to administer the youth survey to as many of their youth as possible. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program. For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,814) represents roughly 73% of the 7,977 youth who attend Oakland After School programs on the average day. The survey count (N=5,814) represents 35% of the 16,505 unduplicated total youth served by after school programs during the course of the program year.

### ***Procedure for Administering the Survey***

The evaluation team distributed hard copy and online surveys to programs in February 2015 and collected surveys in May 2015. Programs selected the survey format (online or hardcopy) most suitable for their participants. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

### ***Survey Results***

Survey questions are listed on pages 61 - 63. Results for individual questions are listed in the Data Companion, starting on page 72.

### ***Interpreting Results***

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors. One measure to determine the accuracy of youth responses is the inclusion of the following question on the 2014-15 survey: "Choose 'no' to this question." Sixteen percent (16%) of respondents answered this question incorrectly (by choosing 'yes'). While this alone is not sufficient evidence to exclude cases, it does suggest that the self-report survey is not without limitations.

## DATA COMPANION D. YOUTH SURVEY COMPOSITES

**Youth Survey Composites** – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least 2 of the 3 related survey questions. The table below (Table 12) includes the survey questions that were used for each composite.

**TABLE 12: DESCRIPTION OF YOUTH SURVEY COMPOSITES\***

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Safe	I feel safe in this program.		
	If someone bullies my friends or me at this program, an adult steps in to help.		
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality - Supportive	In this program, there is an adult who wants me to do my best.	The adults in this program expect me to try hard to do my best.	
	The adults here tell me what I am doing well.		
	The adults in this program listen to what I have to say.		
Program Quality - Interaction	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	In this program, I do things that are too easy for me.		
	I am interested in what we do in this program.		
Academic Behavior	In this program, I learn how to use my time to finish all my school work.	In this program, I learn how to organize my time to finish my school work.	
	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me do my homework.	Because of this program, I am better at getting my homework done.	
	Since coming to this program, I know how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	This program helps me feel ready to go to middle school.	This program helps me feel more prepared for high school.	This program helps me believe I can finish high school.
Community Engagement	No Elementary Version	This program helps me to feel like a part of my community.	
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	Since coming to this program, I am better at something that I used to think was hard.		
	Since coming to this program, I am more of a leader.		

Quality Domain / Outcome Composite	Elementary	Middle	High
School Engagement	This program helps me to feel like a part of my school.		
	Since coming to this program, I talk with my family about school more often.		
Social Emotional Learning	When I'm in this program, I feel good about myself.		
	This program helps me talk about my feelings.	Since coming to this program, I am better at telling others about my ideas and feelings.	
	This program helps me to listen to others.	Since coming to this program, I am better at listening to others.	
	This program helps me get along with adults.	Because of this program, I am better at getting along with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
	This program helps me to learn how to be healthy.		
Physical Well-Being	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know are wrong.	
	Since coming to this program, I exercise more.		

\*The survey question "Choose the answer 'no' to this question" which appeared on the youth surveys is omitted from this table. The question was used to detect positive response bias, and results are not reported in this document.

## YOUTH SURVEY COMPOSITES BY PROGRAM

TABLE 13: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SITE VISIT SCORES AND YOUTH SURVEY RESULTS BY PROGRAM

Lead Agency/Program	N=	Program Quality				Youth Outcomes						
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being	
<b>ELEMENTARY SCHOOLS</b>												
<i>Bay Area Community Resources</i>												
Bridges Academy	52	77%	85%	84%	47%	73%	58%	79%	61%	75%	82%	
Emerson	49	98%	98%	98%	88%	85%	83%	100%	60%	77%	89%	
Esperanza Academy	62	97%	100%	100%	85%	98%	75%	100%	74%	97%	98%	
Fred T. Korematsu	54	83%	89%	85%	75%	90%	74%	77%	47%	58%	62%	
Glenview	68	91%	93%	87%	85%	87%	93%	85%	60%	75%	90%	
Global Family	60	95%	98%	98%	82%	97%	83%	92%	49%	77%	98%	
Grass Valley Elementary	60	98%	100%	100%	92%	97%	77%	98%	80%	90%	100%	
Greenleaf	40	95%	97%	98%	85%	98%	58%	95%	73%	93%	88%	
Hoover	63	97%	94%	95%	81%	92%	54%	95%	83%	84%	95%	
Horace Mann	49	85%	79%	80%	57%	89%	65%	77%	57%	62%	73%	
Howard	42	83%	88%	90%	74%	95%	76%	85%	71%	78%	80%	
Lafayette	81	100%	99%	100%	96%	97%	100%	95%	77%	96%	100%	
Markham	58	89%	96%	93%	56%	89%	65%	96%	59%	75%	95%	
Martin Luther King, Jr.	52	73%	78%	92%	57%	90%	73%	92%	44%	69%	78%	
Melrose Leadership	43	94%	100%	100%	89%	94%	61%	100%	95%	95%	95%	
PLACE @ Prescott Elementary	54	84%	98%	96%	63%	90%	85%	92%	59%	89%	91%	
Reach Academy	57	52%	75%	76%	62%	76%	69%	71%	41%	63%	65%	

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Sankofa Academy*	54	40%	78%	76%	31%	77%	50%	78%	49%	65%	76%
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>											
Parker	56	77%	85%	85%	61%	83%	51%	84%	60%	64%	71%
<i>East Bay Agency for Children</i>											
Achieve Academy	46	71%	88%	84%	46%	76%	52%	66%	51%	61%	80%
East Oakland Pride	61	92%	95%	93%	72%	90%	77%	88%	78%	76%	95%
Peralta	99	96%	98%	99%	83%	73%	37%	93%	55%	75%	84%
Sequoia	49	91%	91%	83%	65%	67%	57%	77%	42%	62%	80%
<i>Easy Bay Asian Youth Center</i>											
Bella Vista	66	95%	76%	79%	68%	88%	91%	83%	55%	65%	89%
Cleveland	34	90%	100%	97%	85%	91%	71%	91%	64%	88%	91%
Franklin	92	85%	93%	83%	75%	94%	65%	83%	65%	74%	85%
Garfield	142	100%	100%	100%	99%	99%	99%	99%	96%	98%	100%
La Escuelita	49	88%	96%	88%	80%	98%	82%	83%	73%	81%	94%
Lincoln	76	92%	97%	99%	80%	95%	97%	91%	68%	85%	95%
Manzanita Community School	57	100%	100%	100%	98%	100%	88%	98%	84%	100%	100%
<i>East Oakland Youth Development Center</i>											
Futures Elementary	60	69%	93%	97%	78%	92%	72%	97%	55%	77%	85%
<i>Girls Incorporated of Alameda County</i>											
Acorn Woodland	52	94%	98%	94%	71%	83%	53%	85%	63%	76%	94%
<i>Higher Ground Neighborhood Development Corp.</i>											

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Allendale	55	95%	100%	100%	98%	100%	100%	100%	98%	98%	100%
Brookfield	47	100%	100%	100%	98%	100%	100%	100%	98%	100%	100%
New Highland Academy	50	95%	94%	94%	58%	92%	76%	96%	65%	89%	92%
Rise Community School	48	85%	90%	94%	67%	90%	87%	95%	76%	86%	95%
Sobrante Park	45	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%
<b>Lighthouse Community Charter School</b>											
Lighthouse Community Charter*	49	69%	86%	84%	70%	89%	59%	85%	60%	72%	72%
<b>Oakland Leaf Foundation</b>											
ASCEND*	37	94%	97%	97%	70%	91%	62%	88%	66%	85%	85%
Encompass Academy	36	100%	94%	92%	47%	86%	57%	78%	56%	83%	89%
International Community School	53	79%	88%	83%	67%	88%	60%	77%	62%	74%	85%
Learning Without Limits	57	79%	93%	75%	36%	78%	36%	67%	45%	67%	80%
Think College Now	56	75%	78%	68%	44%	66%	46%	60%	47%	52%	79%
<b>Safe Passages</b>											
Community United	54	91%	98%	96%	68%	92%	74%	79%	47%	85%	92%
<b>SFBAC, Learning for Life</b>											
Carl B. Munck	55	72%	90%	79%	50%	62%	35%	67%	39%	58%	58%
Fruitvale	68	88%	91%	89%	62%	78%	42%	76%	61%	69%	81%
Laurel	59	88%	85%	80%	64%	78%	71%	79%	47%	66%	88%
Manzanita Seed	80	83%	80%	75%	53%	75%	24%	72%	35%	47%	67%
<b>Spanish Speaking Citizens' Foundation</b>											

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Lazear Charter Academy	37	62%	74%	64%	26%	62%	14%	63%	49%	39%	57%
<i>Ujimaa Foundation</i>											
Burckhalter	51	87%	78%	82%	63%	83%	78%	88%	61%	72%	76%
<i>YMCA of the East Bay</i>											
Piedmont	52	88%	96%	92%	73%	88%	62%	90%	51%	73%	90%
Elementary Overall	2,902	87%	92%	90%	71%	87%	69%	86%	62%	77%	86%
<b>MIDDLE SCHOOL PROGRAMS</b>											
<i>Alternatives in Action</i>											
Life Academy	147	75%	79%	72%	51%	62%	55%	66%	44%	63%	70%
<i>Bay Area Community Resources</i>											
Alliance Academy	151	58%	64%	57%	40%	55%	48%	57%	35%	40%	47%
Claremont	45	66%	67%	66%	40%	60%	51%	64%	45%	45%	44%
Elmhurst Community Prep	91	91%	91%	95%	74%	85%	79%	89%	60%	70%	78%
Madison	76	99%	96%	92%	77%	89%	91%	88%	67%	80%	84%
Melrose Community Bridges Program	43	88%	98%	86%	65%	93%	90%	81%	69%	83%	79%
Sankofa Academy*	48	56%	79%	85%	54%	71%	63%	78%	52%	61%	56%
Urban Promise Academy	81	100%	96%	99%	88%	90%	85%	95%	77%	91%	88%
<i>Citizen Schools</i>											
Greenleaf	24	42%	65%	59%	60%	52%	62%	57%	46%	48%	61%
<i>Eagle Village Community Center Youth and Family Services, Inc.</i>											
Montera	30	69%	69%	75%	61%	32%	50%	63%	50%	45%	27%

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Westlake	68	74%	76%	79%	58%	64%	60%	76%	46%	63%	60%
<i>East Bay Asian Youth Center</i>											
Roosevelt	218	99%	100%	100%	98%	100%	99%	98%	95%	99%	100%
<i>East Oakland Youth Development Center</i>											
Roots International Academy	111	68%	73%	68%	49%	50%	57%	56%	30%	47%	49%
<i>Lighthouse Community Charter School</i>											
Lighthouse Community Charter*	60	86%	92%	92%	76%	82%	68%	94%	74%	74%	77%
<i>Oakland Leaf Foundation</i>											
ASCEND*	44	70%	74%	80%	51%	74%	68%	75%	58%	64%	66%
Bret Harte	106	84%	91%	88%	82%	85%	79%	82%	58%	75%	86%
<i>Safe Passages</i>											
Coliseum College Prep Academy	106	74%	73%	69%	38%	71%	55%	67%	55%	63%	63%
Edna Brewer	143	73%	68%	73%	45%	56%	47%	58%	34%	44%	45%
Frick	49	67%	91%	92%	61%	86%	88%	92%	58%	73%	88%
United For Success	86	80%	89%	87%	71%	82%	74%	89%	66%	80%	83%
<i>YMCA of the East Bay</i>											
West Oakland MS	61	77%	89%	88%	70%	88%	81%	84%	56%	68%	80%
Middle School Overall	1,788	79%	83%	81%	64%	74%	69%	77%	57%	67%	71%
<b>HIGH SCHOOL PROGRAMS</b>											
<i>Alternatives in Action</i>											
Fremont Federation High School	64	95%	93%	97%	82%	76%	97%	95%	69%	91%	81%

Lead Agency/Program	N=	Program Quality				Youth Outcomes					
		Safe Environment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Life Academy	76	82%	89%	87%	78%	73%	78%	83%	62%	76%	85%
McClymonds	185	97%	99%	99%	99%	97%	99%	100%	94%	97%	98%
<b>Bay Area Community Resources</b>											
Bunche	36	100%	100%	100%	97%	100%	100%	100%	97%	100%	97%
Met West	97	99%	99%	97%	82%	81%	94%	96%	68%	92%	91%
Oakland Technical	60	93%	93%	93%	87%	76%	93%	92%	75%	85%	87%
Rudsdale Continuation	49	96%	90%	85%	73%	79%	89%	86%	67%	84%	88%
Street Academy	20	100%	95%	100%	95%	90%	95%	95%	74%	80%	90%
<b>East Bay Asian Youth Center</b>											
Dewey	38	100%	97%	86%	76%	69%	87%	92%	62%	95%	65%
Oakland High	115	98%	92%	93%	83%	82%	92%	94%	59%	85%	76%
Oakland International High	83	97%	94%	87%	89%	77%	91%	85%	72%	80%	81%
<b>Safe Passages</b>											
Coliseum College Prep Academy	181	85%	79%	74%	63%	74%	76%	75%	55%	72%	63%
<b>Youth Together</b>											
Skyline	81	96%	96%	91%	86%	88%	86%	83%	56%	85%	61%
<b>Youth Uprising</b>											
Castlemont High	39	97%	95%	79%	70%	68%	74%	84%	61%	76%	84%
High School Overall	1,124	94%	92%	90%	82%	82%	89%	89%	69%	85%	81%

Source: Youth participant surveys administered in Spring 2015.

\*This program submitted both elementary (3<sup>rd</sup>-5<sup>th</sup>) and middle school (6<sup>th</sup>-8<sup>th</sup>) surveys.

## DATA COMPANION E. AFTER SCHOOL PARTICIPANTS' DEMOGRAPHIC INFORMATION

**TABLE 14: COUNT OF PARTICIPANTS' GENDER & RACE BY PROGRAM TYPE**

	Male	Female	Total
<b>Elementary Schools Overall</b>	3,453	3,449	6,902
Latino/a	1,454	1,513	2,967
African American	1,265	1,282	2,547
Asian/Pacific Islander	441	384	825
White	172	174	346
Unknown/Not Reported	94	73	167
American Indian/Alaskan Native	21	16	37
Other/Multiple or Bi-Racial	6	7	13
<b>Middle Schools Overall</b>	2,194	2,030	4,224
Latino/a	1,121	1,008	2,129
African American	631	644	1,275
Asian/Pacific Islander	263	193	456
Unknown/Not Reported	92	88	180
White	79	93	172
American Indian/Alaskan Native	6	4	10
Other/Multiple or Bi-Racial	2	0	2
<b>High Schools Overall</b>	2,843	2,540	5,383
Latino/a	1,224	1,059	2,283
African American	1,074	971	2,045
Asian/Pacific Islander	367	362	729
White	106	81	187
Unknown/Not Reported	49	36	85
Other/Multiple or Bi-Racial	14	16	30
American Indian/Alaskan Native	9	15	24

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015.

## DATA COMPANION F. YOUTH SURVEY DATA

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2014-15 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the four ways described below. Survey questions are presented by outcome sections aligned with the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
  - **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
  - **By Gender and Race/Ethnicity** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.
  - **By Days Attended** – We describe the percent of youth in elementary, middle and high school programs by the number of days youth attended their afterschool program. Results presented are those who had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses when available<sup>35</sup>, from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to 5 are excluded from detailed tables, but included in aggregate analysis in the Findings report.

## YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 15: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	ELEMENTARY		MIDDLE		HIGH	
Race/Ethnicity Category	N	%	N	%	N	%
Latino/a	1,076	37%	710	40%	418	37%
African American	949	33%	498	28%	387	34%
Asian/Pacific Islander	407	14%	253	14%	114	10%
White	294	10%	272	15%	171	15%
American Indian/Alaskan Native	119	4%	40	2%	30	3%
Other/Multiple or Bi-Racial	37	1%	13	1%	1	0%
Unknown/Not Reported	20	1%	2	0%	3	0%
<b>Total</b>	<b>2,902</b>	<b>100%</b>	<b>1,788</b>	<b>100%</b>	<b>1,124</b>	<b>100%</b>

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015.

<sup>35</sup> Demographic information for community-based charter programs is based on youths' self-reports. Of the total 5,814 surveys, 330 are from youth participants at community-based charter programs.

**TABLE 16: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY**

	MALE		FEMALE		MISSING/DECLINE		OVERALL	
	N	%	N	%	N	%	N	%
<b>ELEMENTARY SCHOOLS</b>								
Latino/a	504	47%	571	53%	1	0%	1,076	37%
African American	444	47%	504	53%	1	0%	949	33%
Asian/Pacific Islander	219	54%	188	46%	0	0%	407	14%
Unknown/Not Reported	77	26%	47	16%	170	58%	294	10%
White	58	49%	61	51%	0	0%	119	4%
Other/Multiple or Bi-Racial	18	49%	19	51%	0	0%	37	1%
American Indian/Alaskan Native	10	50%	10	50%	0	0%	20	1%
Total	1,330	46%	1,400	48%	172	6%	2,902	100%
<b>MIDDLE SCHOOLS</b>								
Latino/a	353	50%	357	50%	0	0%	710	40%
African American	227	46%	271	54%	0	0%	498	28%
Asian/Pacific Islander	150	59%	103	41%	0	0%	253	14%
Unknown/Not Reported	58	21%	52	19%	162	60%	272	15%
White	19	48%	21	53%	0	0%	40	2%
Other/Multiple or Bi-Racial	9	69%	4	31%	0	0%	13	1%
American Indian/Alaskan Native	2	100%	0	0%	0	0%	2	0%
Total	818	46%	808	45%	162	9%	1,788	100%
<b>HIGH SCHOOLS</b>								
Latino/a	201	48%	217	52%	0	0%	418	37%
African American	211	55%	176	45%	0	0%	387	34%
Asian/Pacific Islander	59	52%	55	48%	0	0%	114	10%
Unknown/Not Reported	8	5%	3	2%	160	94%	171	15%
White	16	53%	14	47%	0	0%	30	3%
Other/Multiple or Bi-Racial	0	0%	1	100%	0	0%	1	0%
American Indian/Alaskan Native	1	33%	2	67%	0	0%	3	0%
Total	496	44%	468	42%	160	14%	1,124	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015.

## DIFFERENCES IN YOUTH SURVEY RESPONSES BY PARTICIPANTS' GENDER, DAYS ATTENDED (100 DAYS), AND RACE/ETHNICITY

The following section contains differences in responses by three youth characteristics<sup>36</sup>. Notable results are discussed on page 55 in the section, “Differences in Youth Outcomes.” The tables in this section are presented at the grade level; detailed results by gender, ethnicity or days attended (100 +) follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Days attended (100 days) and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items.

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences ( $p < .05$ ) were found. To see results for individual sub-groups, continue on to the next sections where detailed results are presented by gender and race/ethnicity.

**TABLE 17: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT**

Survey Question	Elementary	Middle	High
How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	89%	80%  	95%
How many times in this program have you had mean rumors or lies spread about you?	82% 	81%  	94% 
If someone bullies my friends or me at this program, an adult steps in to help.	87%	80%	91% 
I feel safe in this program.	89%	85%	95% 
 Gender difference is statistically significant ( $p < .05$ )		 100 days difference is statistically significant ( $p < .05$ )	
		 Ethnicity difference is statistically significant ( $p < .05$ )	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

<sup>36</sup> Survey results are presented for youth responses where matched demographic data was available. Survey respondents from Community Charter schools self-reported demographic information used in the results presented in this section.

**TABLE 18: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT**

Survey Question	Elementary	Middle	High
The adults in this program expect me to try hard to do my best.	96%	90%	95%
The adults here tell me what I am doing well.	87%	82%	92%
There is an adult at this program who really cares about me.	93%	84%	91%
The adults in this program listen to what I have to say.	86%	80%	93%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 19: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION**

Survey Question	Elementary	Middle	High
I feel like I belong at this program.	85%	78%	89%
In this program, I get to help other people.	87%	78%	86%
This program helps me to make friends.	84%	75%	86%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 20: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT**

Survey Question	Elementary	Middle	High
I am interested in what we do in this program.	86%	74%	90%
In this program, I get to choose what I do and how I do it.	61%	62%	82%
In this program, I try new things.	92%	83%	88%
In this program, I do things that are too easy for me. (Results reversed to positive)	50%	53%	54%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 21: POSITIVE YOUTH SURVEY REPSONSES REGARDING SCHOOL CONNECTEDNESS**

Survey Question	Elementary	Middle	High
Since coming to this program, I talk with my family about school more often.	69%	64%	73%
This program helps me to feel like a part of my school.	84%	78%	90%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)		Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 22: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED ACADEMIC BEHAVIORS**

Survey Question	Elementary	Middle	High
This program helps me do my homework.	92%	77%	78%
This program helps me learn ways to study (like reading directions).	82%	74%	83%
Since coming to this program, I know how to set goals for myself.	84%	77%	88%
In this program, I learn how to use my time to finish all my school work.	89%	83%	86%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)	Ethnicity difference is statistically significant (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 23: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED SENSE OF MASTERY**

Survey Question	Elementary	Middle	High
Since coming to this program, I am more of a leader.	73%	68%	77%
This program helps me feel good about what I can do.	86%	78%	92%
Since coming to this program, I am better at something that I used to think was hard.	84%	75%	87%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)		Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 24: POSITIVE YOUTH SURVEY REPSONSES REGARDING PHYSICAL WELL-BEING**

Survey Question	Elementary	Middle	High
Since coming to this program, I exercise more.	81%	69%	63%
This program helps me to learn how to be healthy.	80%	65%	77%
Since coming to this program, I am better at saying “no” to things I know are wrong.	85%	74%	86%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)		Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 25: POSITIVE YOUTH SURVEY REPSONSES REGARDING COLLEGE & CAREER EXPLORATION**

Survey Question	Elementary	Middle	High
In this program, I learn of jobs I can have when I grow up.	70%	59%	79%
In this program, I learn more about college.	54%	70%	87%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	72%	91%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)		Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

**TABLE 26: POSITIVE YOUTH SURVEY REPSONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS**

Survey Question	Elementary	Middle	High
When I'm in this program, I feel good about myself.	87%	81%	92%
This program helps me to listen to others.	88%	76%	90%
This program helps me talk about my feelings.	70%	69%	83%
This program helps me get along with other people my age.	86%	80%	89%
Because of this program, I am better at getting along with adults.	81%	75%	85%
Gender difference is statistically significant (p<.05)	100 days difference is statistically significant (p<.05)		Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,902 (ES), n=1,788 (MS), n=1,124 (HS).

## YOUTH SURVEY RESPONSES BY GENDER - POINT OF SERVICE QUALITY

TABLE 27: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
How many times in this program have you not been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?*	89%	89%	81%	81%	95%	96%
How many times in this program have you not had mean rumors or lies spread about you?*	81%	83%	85%	79%	96%	93%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	87%	82%	80%	92%	93%
I feel safe in this program.	90%	89%	87%	85%	96%	97%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

\*Responses presented for this question represent youth who reported either "0 or 1 time" (MS/HS) or "no, never/yes, once" (ES).

TABLE 28: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
The adults in this program expect me to try hard to do my best.	96%	96%	91%	91%	96%	97%
The adults here tell me what I am doing well.	88%	86%	83%	81%	92%	92%
There is an adult at this program who really cares about me.	93%	95%	84%	85%	92%	92%
The adults in this program listen to what I have to say.	87%	84%	84%	78%	93%	95%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 29: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
I feel like I belong at this program.	85%	85%	79%	78%	91%	90%
In this program, I get to help other people.	87%	88%	78%	80%	84%	88%
This program helps me to make friends.	84%	84%	78%	74%	86%	89%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

**TABLE 30: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>	<i>Male</i>	<i>Female</i>
I am interested in what we do in this program.	86%	87%	78%	71%	90%	92%
In this program, I get to choose what I do and how I do it.	61%	62%	66%	59%	84%	81%
In this program, I try new things.	91%	92%	82%	85%	88%	91%
In this program, I do things that are too easy for me. (Results reversed to positive)	49%	51%	54%	53%	55%	55%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

## YOUTH SURVEY RESPONSES BY GENDER - OUTCOME DOMAINS

TABLE 31: POSITIVE YOUTH SURVEY REPSONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
Since coming to this program, I talk with my family about school more often.	66%	73%	68%	60%	73%	74%
This program helps me to feel like a part of my school.	83%	86%	82%	77%	91%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 32: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
This program helps me do my homework.	92%	92%	81%	75%	81%	77%
This program helps me learn ways to study (like reading directions).	83%	83%	78%	72%	86%	82%
Since coming to this program, I know how to set goals for myself.	83%	85%	81%	75%	88%	92%
In this program, I learn how to use my time to finish all my school work.	89%	90%	87%	81%	89%	85%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

TABLE 33: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary		Middle		High	
	Male	Female	Male	Female	Male	Female
Since coming to this program, I am more of a leader.	73%	75%	70%	68%	76%	80%
This program helps me feel good about what I can do.	87%	86%	82%	76%	93%	93%
Since coming to this program, I am better at something that I used to think was hard.	84%	85%	78%	74%	88%	89%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

**TABLE 34: POSITIVE YOUTH SURVEY REPSONSES REGARDING PHYSICAL WELL-BEING**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
Since coming to this program, I exercise more.	83%	81%	78%	62%	65%	61%
This program helps me to learn how to be healthy.	80%	81%	71%	59%	79%	77%
Since coming to this program, I am better at saying “no” to things I know are wrong.	84%	87%	76%	74%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

**TABLE 35: POSITIVE YOUTH SURVEY REPSONSES REGARDING COLLEGE & CAREER EXPLORATION**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
In this program, I learn of jobs I can have when I grow up.	70%	71%	64%	55%	82%	78%
In this program, I learn more about college.	55%	53%	76%	65%	89%	88%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	78%	77%	69%	94%	91%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

**TABLE 36: POSITIVE YOUTH SURVEY REPSONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Female</b>
When I'm in this program, I feel good about myself.	87%	88%	84%	79%	94%	92%
This program helps me to listen to others.	87%	89%	78%	75%	90%	91%
This program helps me talk about my feelings.	67%	73%	72%	67%	84%	85%
This program helps me get along with other people my age.	87%	86%	83%	78%	90%	91%
Because of this program, I am better at getting along with adults.	81%	81%	79%	72%	87%	87%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,730 (ES), n=1,626 (MS), n=964 (HS).

## YOUTH SURVEY RESPONSES BY RACE/ETHNICITY - POINT OF SERVICE QUALITY

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as “(\*)”.

**TABLE 37: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT**

<b>Survey Question</b>	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
How many times in this program have you <i>not</i> been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	88%	89%	94%	85%	97%	76%	83%	86%	(*)	78%	96%	94%	98%	(*)	96%
How many times in this program have you <i>not</i> had mean rumors or lies spread about you?	76%	85%	89%	80%	89%	76%	85%	89%	(*)	75%	96%	93%	98%	(*)	90%
If someone bullies my friends or me at this program, an adult steps in to help.	86%	88%	89%	85%	87%	80%	82%	85%	(*)	68%	95%	89%	92%	(*)	100%
I feel safe in this program.	87%	91%	95%	90%	94%	83%	86%	91%	(*)	82%	96%	95%	98%	(*)	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 38: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT**

<b>Survey Question</b>	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
The adults in this program expect me to try hard to do my best.	95%	97%	96%	95%	97%	89%	92%	94%	(*)	79%	96%	96%	96%	(*)	100%
The adults here tell me what I am doing well.	87%	89%	88%	85%	86%	81%	81%	91%	(*)	70%	94%	91%	92%	(*)	93%
There is an adult at this program who really cares about me.	94%	93%	95%	95%	96%	89%	83%	87%	(*)	75%	94%	89%	95%	(*)	100%
The adults in this program listen to what I have to say.	82%	88%	89%	79%	87%	76%	81%	90%	(*)	78%	96%	91%	96%	(*)	97%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 39: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
I feel like I belong at this program.	86%	84%	88%	80%	87%	78%	76%	89%	(*)	63%	94%	87%	90%	(*)	93%
In this program, I get to help other people.	85%	87%	91%	85%	90%	79%	77%	86%	(*)	70%	91%	82%	84%	(*)	83%
Since coming to this program, I am better at making friends.	81%	87%	86%	70%	82%	72%	76%	86%	(*)	56%	91%	85%	86%	(*)	93%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 40: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
I am interested in what we do in this program.	86%	88%	88%	85%	86%	75%	73%	85%	(*)	60%	93%	87%	96%	(*)	100%
In this program, I get to choose what I do and how I do it.	60%	62%	66%	45%	72%	59%	58%	79%	(*)	68%	87%	77%	85%	(*)	83%
In this program, I try new things.	91%	92%	95%	95%	95%	82%	83%	92%	(*)	75%	91%	86%	91%	(*)	97%
In this program, I do things that are too easy for me. (Results reversed to positive)	53%	44%	60%	70%	45%	49%	51%	69%	(*)	58%	50%	55%	68%	(*)	67%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

## YOUTH SURVEY RESPONSES BY RACE/ETHNICITY<sup>37</sup> - OUTCOME DOMAINS

Survey results presented in this section include racial categories that exceed a sample size of 5 for each grade level and for youth respondents who have complete racial/ethnic data in known categories. Results omitted due to sample size is listed as “(\*)”.

TABLE 41: POSITIVE YOUTH RESPONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
Since coming to this program, I talk with my family about school more often.	69%	71%	69%	55%	66%	59%	64%	73%	(*)	46%	78%	72%	63%	(*)	77%
This program helps me to feel like a part of my school.	84%	84%	89%	85%	76%	74%	79%	91%	(*)	68%	94%	88%	95%	(*)	93%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

TABLE 42: POSITIVE YOUTH RESPONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary					Middle					High				
	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT	AF AM	HIS/LAT	API	NAT AM	WHT
In this program, I learn how to organize my time to finish my school work.	87%	90%	93%	90%	87%	83%	83%	93%	(*)	63%	92%	84%	76%	(*)	87%
Because of this program, I am better at getting my homework done.	89%	94%	93%	90%	88%	74%	77%	92%	(*)	68%	87%	75%	71%	(*)	67%
This program helps me to learn good study skills (like reading directions, taking tests).	81%	85%	85%	70%	70%	70%	76%	87%	(*)	50%	90%	82%	74%	(*)	77%
Since coming to this program, I am better at setting goals for myself.	84%	85%	86%	80%	72%	77%	76%	88%	(*)	57%	92%	88%	89%	(*)	90%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

<sup>37</sup> Race ethnicity categories with fewer than 5 respondents not included.

**TABLE 43: POSITIVE YOUTH RESPONSES REGARDING IMPROVED SENSE OF MASTERY**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
Since coming to this program, I am more of a leader.	78%	72%	71%	75%	70%	75%	63%	71%	(*)	53%	87%	72%	68%	(*)	83%
This program helps me to feel more confident about what I can do.	86%	87%	92%	80%	87%	77%	78%	88%	(*)	68%	95%	91%	93%	(*)	93%
Since coming to this program, I am better at something that I used to think was hard.	84%	85%	86%	70%	82%	75%	75%	85%	(*)	50%	94%	83%	89%	(*)	87%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 44: POSITIVE YOUTH RESPONSES REGARDING PHYSICAL WELL-BEING**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
Since coming to this program, I exercise more.	79%	84%	88%	75%	70%	66%	70%	79%	(*)	42%	63%	62%	63%	(*)	70%
This program helps me to learn how to be healthy.	80%	81%	88%	65%	72%	61%	65%	78%	(*)	35%	84%	74%	70%	(*)	73%
Since coming to this program, I am better at saying "no" to things I know are wrong.	86%	85%	87%	80%	85%	74%	73%	86%	(*)	67%	91%	85%	84%	(*)	77%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 45: POSITIVE YOUTH RESPONSES REGARDING COLLEGE AND CAREER EXPLORATION**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
In this program, I learn of jobs I can have when I grow up.	71%	67%	83%	75%	65%	59%	57%	72%	(*)	45%	86%	76%	76%	(*)	73%
In this program, I learn more about college.	54%	53%	70%	35%	34%	70%	69%	82%	(*)	50%	94%	82%	89%	(*)	93%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	77%	78%	85%	60%	67%	68%	73%	83%	(*)	53%	95%	89%	96%	(*)	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

**TABLE 46: POSITIVE YOUTH RESPONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS**

<b>Survey Question</b>	Elementary					Middle					High				
	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>	<b>AF AM</b>	<b>HIS/LAT</b>	<b>API</b>	<b>NAT AM</b>	<b>WHT</b>
When I'm in this program, I feel good about myself.	87%	88%	89%	85%	89%	83%	79%	89%	(*)	73%	96%	90%	91%	(*)	93%
This program helps me to listen to others.	87%	89%	91%	95%	85%	72%	76%	87%	(*)	60%	93%	89%	89%	(*)	90%
This program helps me talk about my feelings.	69%	72%	75%	65%	62%	66%	69%	78%	(*)	51%	90%	80%	81%	(*)	83%
This program helps me get along with other people my age.	83%	88%	89%	84%	83%	76%	81%	90%	(*)	54%	89%	91%	93%	(*)	93%
Because of this program, I am better at getting along with adults.	80%	82%	85%	80%	78%	70%	76%	86%	(*)	62%	88%	86%	86%	(*)	80%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, n=2,571 (ES), n=1,503 (MS), n=952 (HS).

(\*) Reponses have been suppressed due to respondent count of less than 5.

## YOUTH SURVEY RESPONSES BY DAYS ATTENDED (100 DAYS) - POINT OF SERVICE QUALITY

TABLE 47: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SAFE ENVIRONMENT

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
How many times in this program have you not been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	93%	90%	88%	80%	96%	94%
How many times in this program have you not had mean rumors or lies spread about you?	87%	82%	85%	82%	95%	94%
If someone bullies my friends or me at this program, an adult steps in to help.	92%	88%	84%	81%	93%	91%
I feel safe in this program.	90%	91%	85%	86%	97%	94%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 48: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - SUPPORTIVE ENVIRONMENT

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
The adults in this program expect me to try hard to do my best.	96%	96%	91%	91%	97%	95%
The adults here tell me what I am doing well.	89%	88%	85%	81%	93%	91%
There is an adult at this program who really cares about me.	97%	94%	83%	86%	92%	92%
The adults in this program listen to what I have to say.	92%	86%	87%	79%	95%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

**TABLE 49: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - INTERACTION**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
I feel like I belong at this program.	85%	87%	78%	79%	91%	88%
In this program, I get to help other people.	88%	88%	78%	78%	87%	83%
This program helps me to make friends.	89%	84%	79%	75%	89%	85%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

**TABLE 50: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY - ENGAGEMENT**

<b>Survey Question</b>	<b>Elementary</b>		<b>Middle</b>		<b>High</b>	
	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>	<i>Less than 100 Days</i>	<i>100 or More Days</i>
I am interested in what we do in this program.	90%	87%	76%	75%	93%	87%
In this program, I get to choose what I do and how I do it.	69%	63%	64%	62%	85%	77%
In this program, I try new things.	93%	92%	85%	83%	90%	87%
In this program, I do things that are too easy for me. (Results reversed to positive)	43%	51%	46%	55%	54%	56%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

## YOUTH SURVEY RESPONSES BY DAYS ATTENDED (100 DAYS) - OUTCOME DOMAINS

TABLE 51: POSITIVE YOUTH SURVEY REPSONSES REGARDING SCHOOL CONNECTEDNESS

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
Since coming to this program, I talk with my family about school more often.	76%	70%	62%	64%	75%	68%
This program helps me to feel like a part of my school.	84%	85%	81%	79%	92%	91%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 52: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED ACADEMIC BEHAVIORS

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
This program helps me do my homework.	89%	93%	79%	77%	81%	74%
This program helps me learn ways to study (like reading directions).	81%	84%	78%	74%	85%	82%
Since coming to this program, I know how to set goals for myself.	84%	85%	81%	77%	91%	87%
In this program, I learn how to use my time to finish all my school work.	88%	90%	83%	84%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

TABLE 53: POSITIVE YOUTH SURVEY REPSONSES REGARDING IMPROVED SENSE OF MASTERY

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
Since coming to this program, I am more of a leader.	70%	76%	69%	69%	78%	77%
This program helps me feel good about what I can do.	88%	88%	81%	78%	94%	92%
Since coming to this program, I am better at something that I used to think was hard.	86%	85%	75%	76%	89%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

**TABLE 54: POSITIVE YOUTH SURVEY REPSONSES REGARDING PHYSICAL WELL-BEING**

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
Since coming to this program, I exercise more.	85%	83%	66%	70%	62%	64%
This program helps me to learn how to be healthy.	84%	81%	67%	65%	79%	74%
Since coming to this program, I am better at saying “no” to things I know are wrong.	89%	86%	79%	74%	87%	86%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

**TABLE 55: POSITIVE YOUTH SURVEY REPSONSES REGARDING COLLEGE & CAREER EXPLORATION**

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
In this program, I learn of jobs I can have when I grow up.	64%	73%	64%	59%	82%	74%
In this program, I learn more about college.	47%	57%	70%	71%	90%	84%
This program helps me feel ready to go to middle school (ES)/more prepared for high school (MS)/feel believe I can finish high school (HS).	78%	79%	75%	72%	93%	92%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).

**TABLE 56: POSITIVE YOUTH SURVEY REPSONSES REGARDING STRONGER SOCIAL AND EMOTIONAL SKILLS**

Survey Question	Elementary		Middle		High	
	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days	Less than 100 Days	100 or More Days
When I'm in this program, I feel good about myself.	89%	88%	82%	82%	94%	89%
This program helps me to listen to others.	89%	88%	75%	76%	92%	88%
This program helps me talk about my feelings.	75%	71%	69%	69%	86%	80%
This program helps me get along with other people my age.	88%	86%	80%	81%	91%	89%
Because of this program, I am better at getting along with adults.	88%	81%	76%	75%	88%	84%

Sources: Cityspan Attendance System for attendance records from July 1, 2014 through June 30, 2015. Youth participant surveys administered in Spring 2015, Less than 100 Days n=210, 100 or More Days n=2302 (ES); Less than 100 Days n=329, 100 or More Days n=1211 (MS); Less than 100 Days n=698, 100 or More Days n=266 (HS).



# Oakland Fund for Children and Youth

## FY2016 – 2019

# Request for Proposals

### **EARLY CHILDHOOD**

Parent Support and Education  
Early Childhood Mental Health Consultations

### **STUDENT SUCCESS IN SCHOOL**

Student Engagement in Learning  
School Based After School (see separate RFP)

### **YOUTH DEVELOPMENT AND EMPOWERMENT**

Year-Round Youth Development and Empowerment  
Summer Youth Development and Empowerment

### **TRANSITION TO ADULTHOOD**

Career Awareness and Academic Support for Older Youth

*\*For School-based After School Services – See Separate RFP*

**RFP Released: November 13, 2015**

Bidders Conference by Goal Area

- Early Childhood and Student Success in School:  
Wednesday, November 18, 2015 from 3:00 p.m. to 5:00 p.m.  
1 Frank Ogawa Plaza, Oakland City Hall, Council Chambers
- Youth Leadership & Empowerment and Transition to Adulthood:  
Friday, November 20, 2015 from 10:00 a.m. to 12:00 p.m.  
1 Frank Ogawa Plaza, Oakland City Hall, Council Chambers

Online Proposal Due: January 13, 2016, Before 5:00 p.m.

Hard Copy Submission Due: January 14, 2016 – Before 5:00 p.m.

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# OVERVIEW

## INTRODUCTION

The Oakland Fund for Children and Youth (OFCY) is pleased to release the 2016-2019 Request for Proposals (RFP) to solicit program proposals from non-profit organizations and public agencies to provide services to children and youth in Oakland, California. We look forward to the opportunity to partner again with strong community agencies to best serve the needs of Oakland's children and youth. This RFP covers six funding strategies outlined in the 2016-2019 Strategic Investment Plan, which can be found on OFCY's website ([www.ofcy.org](http://www.ofcy.org)). Applicants for School Based After School programs will apply through a separate RFP. All applicants are strongly encouraged to read the 2016-2019 Strategic Investment Plan in addition to this RFP before starting the application process.

Grants awarded through this RFP process will be for an initial one-year period, July 1, 2016 to June 30, 2017, which can be renewed up to two additional one-year periods contingent on past year's grant performance. The total projected amount available for FY2016-2017 grant awards through this RFP is approximately \$13.5M.

OFCY seeks to award funds to programs and collaborations that propose to address the goals and objectives outlined in each of the eleven funding strategy areas in order to best support children and youth from birth to twenty years of age in Oakland.

## THE OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children & Youth (OFCY) was established in November 1996, when over three-fourths of Oakland voters expressed a powerful commitment to their children and youth by passing the Kids First! Initiative (Measure K). Oakland voters reauthorized funding for OFCY for another 12 years in July 2009 by passing Measure D. The revised provisions set aside 3% of the city's General Purpose fund for services to children and youth to fulfill the four goals of Measure D:

1. Support the healthy development of young children
2. Help children and youth succeed in school and graduate high school
3. Prevent and reduce violence, crime & gang involvement among children and youth
4. Help youth transition to a productive adulthood

OFCY is guided by a 17 member Planning and Oversight Committee (POC) composed of adults and youth appointed by the Mayor and City Council. The POC oversees the annual grant-making process of the Fund, as well as the completion of a Strategic Plan every three years and the annual evaluation of OFCY. The current OFCY 2016-2019 Strategic Investment Plan can be downloaded from the Oakland Fund for Children and Youth website at [www.ofcy.org](http://www.ofcy.org).

## OFCY VISION, MISSION, AND VALUES STATEMENTS

**VISION:** All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives.

**MISSION:** We provide strategic funding to support Oakland's children and youth from birth to 20 years of age to become healthy, happy, educated, engaged, powerful and loved community members. Leveraging our efforts with partners for greater collective impact towards social and economic equity, we build the capacity of community agencies to work together to fully develop each child's potential, achieve positive outcomes, and promote the positive contributions of children and youth to Oakland's greatness.

### **VALUES:**

Social and Economic Equity – All children and youth have a fundamental right for a safe and healthy life and a quality education. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Child and Youth Development – We support efforts to promote the social, emotional, physical, cognitive and spiritual development of children and to instill individual and community pride and leadership. We believe that youth development requires the collective responsibility of the community and the active engagement of family and caregivers for children and youth to achieve their full expression of potential.

Community and Collaboration – We embrace the idea that by pooling our resources and working together, we can accomplish great things. We support strengthening families within our communities to make our children and our city strong. We see that the wellbeing of our youth is dependent on the strength of their families, and the strength of the families is dependent upon the strength of the community. Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.

## OFCY 2016-2019 STRATEGIES FUNDING ALLOCATION

The following chart provides a summary of projected allocations for all strategy areas, based on an estimated \$13.5 million in total available grant funding for FY 2016-2017. For more comprehensive strategy summaries and guidelines, please refer to the Funding Strategies section (pages 14-24) and the 2016-2019 Strategic Plan which can be found on OFCY's website ([www.ofcy.org](http://www.ofcy.org)).

estimated % of total funds	
<b>Goal Area 1: Early Childhood</b>	<b>16%</b>
1) Parent Support and Education	11%
2) Early Childhood Mental Health Consultations	5%
<b>Goal Area 2: Student Success in School</b>	<b>42%</b>
3) School Based After School*	37%
4) Student Engagement in Learning	5%
<b>Goal Area 3: Youth Development and Empowerment</b>	<b>28%</b>
5) Year-Round Youth Development and Empowerment	21%
6) Summer Youth Development and Empowerment	7%
<b>Goal Area 4: Transition to Adulthood</b>	<b>14%</b>
7) Career Awareness and Academic Support for Older Youth	14%

Total estimated annual funding: **\$13.5M**

\*See separate RFP for details on the School Based After School strategy.

# APPLICATION PROCESS

## WHO IS ELIGIBLE?

An applicant must be either a public agency or be tax-exempt under section 501(c)(3) of the Internal Revenue Code. For-profit agencies are not eligible for funding. Applicants must upload an IRS statement certifying their organization's nonprofit status under section 501(c)(3) dated **2013** or later. To obtain this letter, call IRS at 1-877-829-5500 (Note: in some cases it can take over two weeks to obtain this form).

Applicants must also demonstrate proof of "Active" status with the Office of the California Secretary of State, and that they are authorized to carry out business activities in the state of California. Information on status with the Office of the California Secretary of State can be found at <http://kepler.sos.ca.gov/>.

Organizations (other than public agencies) that do not have 501(c)(3) status must apply using a fiscal sponsor. In this case, the fiscal sponsor is the applicant and, if a grant is awarded, would be the organization that contracts with the City of Oakland and is legally liable for all aspects of the contract including program implementation, fiscal management, and communication with the City regarding subcontractor or fiscal partner activities.

The fiscal sponsor would be expected and authorized to oversee and manage all aspects of the contract including finances; to monitor and implement program activities of subcontracting or partner agencies; to terminate contracts with subcontracting or fiscal partner agencies with the approval of the City, if necessary; and to assume full fiscal responsibility for the contract, subcontracts, and fiscal partnership. A public agency must apply on its own behalf and may not use a fiscal sponsor.

### TYPE OF APPLICANTS & NUMBER OF APPLICATIONS

#### **Single Agency Applicants**

A Single Agency Applicant is one agency applying for OFCY funding. This applicant is also referred to as the lead agency and will be the agency that contracts with the City of Oakland. The lead agency applicant shall receive the majority of funds requested through the application. This Single or Lead Agency Application must have the fiscal and management capacity to support subcontractors (if applicable) by issuing payments in a timely and professional manner. Applicants in this category have an organizational budget over \$350,000, not including the OFCY grant request.

#### **Collaborative Applicants**

A Collaborative Applicant must consist of three or more agencies, each contributing substantial participation toward a mutual goal, and at least two of which are proposed to receive OFCY funds. Substantial participation includes providing direct services, planning and coordinating services, and having equal partnership in decision making around program design and implementation. No one agency should receive more than eighty percent (80%) of the funding. OFCY strongly encourages collaboration

between private nonprofit and public entities to create and/or to strengthen linkages that maximize the cost-effectiveness and quality of service delivery.

The lead agency of a collaborative will be the agency that contracts with the City of Oakland. Collaboratives must choose a lead agency that has the fiscal and management capacity to support the other partners or subcontractors by issuing payments in a timely and professional manner. All partners of a collaborative must have the capacity to provide services according to the schedule of the Activities List submitted by the fiscal sponsor for the collaborative.

The collaborative should examine how the involvement of other partners will be best coordinated within the model. OFCY will not consider subcontractors or lead agencies that act simply as a fiscal pass through. All agencies, schools, and/or program sites must be active parts of program implementation.

### **Small and Emerging Applicant**

The Small and Emerging designation focuses on smaller organizations and assists new grass root organizations to be funded by OFCY. Eligible small and emerging organizations must have completed at least two years of service in the program strategy for which they are seeking support by the time they apply to OFCY. They may have recently received their 501(c)(3) status, after having been fiscally sponsored.

If the organizational budget is under \$350,000, you must apply as a Small and Emerging Applicant. However, if the organization is a current OFCY grantee in good standing and have a budget under \$350,000, it may choose to apply as a single agency applicant. All conditions (i.e. total request % of organizational budget, match requirements, indirect rate and grant limits) pertaining to the single agency applicant apply, including the requirement of having recently audited financial statements available.

If the organization does not have a 501(c)(3) status, it has to apply using a fiscal sponsor. If the organization has 501(c)(3) status, it may still choose to use a fiscal sponsor.

An applicant applying as a Small and Emerging Applicant cannot be a public agency.

### **Number of Applications**

Applicants may submit separate proposals for their own program and be part of a collaborative proposal, as long as the proposals are substantially different.

Applicants may not receive funds as a single agency and as part of a collaborative for the same program.

Applicants may not submit the same proposal to different strategies.

Applicants may submit two or more proposals to one or more OFCY strategy areas for significantly different programs only. Significantly different programming is defined as having a different program design, staffing, program location, or target population receiving services.

## HOW MUCH CAN I APPLY FOR?

### FUNDING PARAMETERS

Each grant award amount will depend on the frequency of service, the amount of service, the number of service sites, the number of children and families served and the range and depth of expertise provided. Please use the following funding parameters as a guide to determine how much funding is appropriate and allowed.

#### **Single Agency Applicant**

- Single agency applicants may apply for between \$25,000 and \$150,000.
- No more than 11% may be allocated to indirect costs, as a percentage of total direct costs.
- Single Agency Applicants must limit their total and/or combined OFCY request(s) to no more than 35% of their current year overall organizational budget excluding current OFCY funding. This includes any requests submitted by the agency through the separate OFCY 2016-2019 RFP for all other funding strategies to support programming in addition to school based after school.

**Example:** An organization with an annual budget of \$500,000 could request one or more grants for a maximum funding of \$175,000.

#### **Collaborative Applicant**

- Collaboratives may apply for between \$50,000 and \$300,000. Applicants for the early childhood consultation and support services may apply for up to \$350,000.
- No more than 15% may be allocated to indirect costs, as a percentage of total direct costs.
- Collaboratives must limit their total and/or combined OFCY request(s) to no more than 35% of the lead agency's current year overall organizational budgets excluding current OFCY funding.

#### **Small and Emerging Applicants**

- A Small and Emerging applicant request size must be between \$25,000 and \$75,000.
- No more than 20% may be allocated to indirect costs, as a percentage of total direct costs.
- Small and Emerging Applicants must limit their total and/or combined OFCY requests to no more than 50% of their overall, organizational budget. This includes any requests submitted by the agency through the separate OFCY 2016-2019 RFP for all other funding strategies to support programming in addition to school based after school.

**Example:** An organization with an annual budget of \$300,000 could request one or more grants for a maximum funding of \$150,000.

**Summary Table by Application Type**

<b>Application Type</b>	<b>Minimum Match Requirement</b>	<b>Total OFCY Request as % of Org. Budget</b>	<b>Minimum Grant Request</b>	<b>Maximum Grant Request</b>	<b>Maximum Indirect Rate</b>	<b>Audit Upload Requirements*</b>
Single/Lead Applicant	25% of OFCY grant request (up to 5% in-kind and minimum 20% cash match)	35% of Budget	\$25,000	\$150,000	11%	Audited Financial Statements as part of application
Collaboratives	25% of OFCY grant request (up to 5% in-kind and minimum 20% cash match)	35% of Lead Agency Budget	\$50,000	\$300,000**	15%	Audited Financial Statements of lead agency as part of application
Small and Emerging	25% of OFCY grant request (up to 15% in-kind and minimum 10% cash match)	50% of Budget	\$25,000	\$75,000	20%	If applying without a fiscal sponsor, upload the most recent fiscal year Profit & Loss and Balance Sheet and IRS Form 990 dated within the past two years. If the proposal is recommended for funding, submit a CPA Review of Financial Statements no later than July 1, 2016.

\*All Audited Financial Statements must be from within the past two years. If an Applicant is a public agency, other than the City of Oakland, the applicant must submit proof of the existence of an independent single audit.

\*\* Programs applying as Collaboratives in the Early Childhood Mental Health Consultation strategy may apply for up to \$350,000

## HOW CAN FUNDS BE USED?

1. The proposed program must provide direct services to children and youth, ages 0 to 20, who live in Oakland.
2. Funds may NOT be used for:
  - a. Any service that merely benefits children and youth incidentally.
  - b. Acquisition of any capital item not for primary and direct use by children and youth.
  - c. Acquisition, other than by lease for a term of 12 months or less, of any real property.
  - d. Maintenance, utilities, or similar operating costs of a facility not used primarily and directly by children and youth (e.g., costs associated with an off-site office or location).
  - e. Any service for which state or federal law mandates a fixed or minimum level of expenditure, to the extent of the fixed or minimum level of expenditures.
  - f. Housing costs
  - g. Child care slots
  - h. Religious worship, instruction, or proselytization (recruiting someone to join one's religion or faith).
3. OFCY does not spend limited resources supplanting services that should be provided by school or other public funds.

## MATCHING FUNDS (ALL APPLICANTS)

1. Matching Funds refers to all program funding above the OFCY award that are necessary to provide the services at the proposed levels. Proposals must demonstrate, and if awarded will be held accountable for, raising and documenting 25% of the program match (25% of the OFCY grant award). This minimum 25% match may be contributions of cash and/or in-kind services and must support the cost of the proposed program.

Example: An organization is seeking \$100,000 from OFCY to run a youth program. If awarded a \$100,000 grant from OFCY, the organization would be held accountable for raising and documenting a minimum of 25% match of the grant, which is \$25,000.

2. **Single/Lead Agency & Collaboratives:** In-kind match can be no more than 5% of the OFCY Grant Request and a minimum 20% dollar match is required.
3. **Small and Emerging Applicants:** Direct costs such as Volunteer Hours (In-kind) can be no more than 15% of the program cost, used towards documenting match funds. Minimum 10% match must be contributions of cash.

4. Grantees may **NOT** use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant. Further, a collaborative may not use an OFCY grant received by one of its partners or subcontractors as a match.
5. School site facility or regular school costs, such as "head of school", may not be used as match for an OFCY proposed program.

## FUNDING PERIOD

This RFP represents a three-year grant cycle. The initial contract is for a one year period (July 1, 2016 through June 30, 2017) with the option to renew for two additional one year periods based on fund balance, satisfactory evaluation, grant monitoring reports, and overall grant performance. The second and third grant period will run from July 1, 2017 through June 30, 2018 and July 1, 2018 through June 30, 2019. Selected applicants will not receive their first disbursement of funds until they submit all required contract documents. After all contract documents are received it takes 6-8 weeks before the contract is executed. Additionally, any open contracts, invoices, or reports that remain from any previous fiscal year must be closed before selected applicants may receive their first disbursement of grant funds.

## **HOW TO APPLY?**

### STARTING YOUR PROPOSAL

The OFCY online application process is through Cityspan. The system requirements for Cityspan are:

- Internet connection
- Turn off your pop-up blocker

Contact the Cityspan Help Desk at 1-866-469-6884 for all technical issues and questions regarding the online application system. Cityspan Help Desk will be available Mon-Fri, 8AM-5PM, PST. DO NOT call Cityspan about the RFP content related questions.

You may begin your online application on November 13, 2015. Please refer to Proposal Instructions Section on page 25 for more detailed instructions. **Step 1 - Registration and Login** and **Step 2 - Cover Page** should be completed in order. Until you complete and submit the Cover Page, the Narrative, Budget and Uploads sections will not be available to you. The other steps can be entered in any order you choose after completing the registration and Cover Page.

You may enter your application over multiple sessions. Remember to save often and log out when you have finished a session. Cityspan will log you out automatically after 90 minutes of inactivity. All changes that have not been saved when logging out will be lost.

## SUBMITTING YOUR PROPOSAL

The final step is to click “submit” for each form. Please review the elements of your application including all uploads. Excluding the Cover Page, we recommend that you wait until the entire application is complete before submitting each form. Once you submit, you will not be able to edit any of your work. If for any reason you need your submitted form unlocked, please contact Cityspan Help Desk at 1-866-469-6884.

Print and save your receipt of submission. Cityspan will not accept proposals after 5:00 p.m. on January 13, 2016. This will be strictly enforced. Do not wait until the last minute to submit your proposal to avoid any unforeseen technical issues.

You will also need to deliver two copies of your submitted proposal by January 15, 2016, to the OFCY office (150 Frank Ogawa Plaza, Suite 4216 Oakland CA 94612) before 5:00 p.m. For more information, please refer to section **Step 8 –Submit**.

## **BIDDERS' CONFERENCES, TRAINING SESSIONS & TECHNICAL ASSISTANCE**

### BIDDERS' CONFERENCES

To provide general information and guidance to all potential applicants, OFCY will hold Bidders' Conferences by strategy area. All potential applicants are strongly encouraged to attend the Bidders' Conferences. Please RSVP for the bidder's conference at <http://www.ofcy.org/request-for-funding-proposals/>. Register through the Google Forms link on the OFCY website.

### TRAINING SESSIONS: APPLYING ONLINE THROUGH CITYSPAN

To provide assistance in navigating the Cityspan online application process, OFCY will offer multiple Training Sessions. All locations will be at 150 Frank Ogawa Plaza, 2<sup>nd</sup> Floor. Seating availability is based on a first come first serve basis (only 1-2 staff per agency). Please see “Important Dates” below. To sign-up for a training session, visit <http://www.ofcy.org/request-for-funding-proposals/>. Register through the Google Forms link on the OFCY website.

### GENERAL TECHNICAL ASSISTANCE BY EMAIL

General Technical Assistance (TA) by e-mail begins Monday November 16, 2015, EXCEPT no TA during the Thanksgiving holiday (November 26 & November 27) and Winter holiday (December 21, 2015 through January 1, 2016). TA ends the week before proposal deadline, on Thursday, January 7, 2016 at 5:00 p.m. E-mail TA questions to Scott Kim, [sskim@oaklandnet.com](mailto:sskim@oaklandnet.com). This assistance answers questions about eligibility, funding parameters, and required information and documents for online submission, including Activities and Budget. This TA is provided by email only. All questions received and responses will be publicly posted to the OFCY website. **No phone or in-person technical assistance will be provided.**

## IMPORTANT DATES

Item	Date
Request for Proposals (RFP) Released	November 13, 2015 Check <a href="http://www.ofcy.org">www.ofcy.org</a> or call (510) 238-2209
Bidders' Conferences by Strategy Area	<ul style="list-style-type: none"> <li>◆ <b>Early Childhood and Student Engagement in Learning:</b> Wednesday, November 18, 2015 from 3:00 p.m. to 5:00 p.m., 1 Frank Ogawa Plaza, City Hall, Council Chambers</li> <li>◆ <b>Youth Leadership &amp; Empowerment and Transition to Adulthood:</b> Friday, November 20, 2015 from 10:00 a.m. to 12:00 p.m., 1 Frank Ogawa Plaza, City Hall Council Chambers</li> </ul>
General Technical Assistance by E-mail Available	November 16 to January 7 <sup>th</sup> , 2016. <ul style="list-style-type: none"> <li>➤ No TA questions will be reviewed over Thanksgiving holiday (November 26 and 27, 2015) and Winter holiday break (December 21 2015 through January 1, 2016)</li> </ul>
Online Training Sessions (all locations will be at 150 Frank Ogawa Plaza, 2 <sup>nd</sup> Floor, Lab A. Register through <a href="http://www.ofcy.org">www.ofcy.org</a> )	December 3, 2015, 10am-12pm December 4, 2015, 10am-12pm December 8, 2015, 10am-12pm December 9, 2015, 10am-12pm
General Technical Assistance by E-mail Ends	January 7, 2016, 5:00p.m.
Online Proposals Due	January 13, 2016 <b>BEFORE</b> 5:00 p.m. through Cityspan An online receipt will be produced upon submission. Proposals submitted after the deadline will not be considered for review. This deadline will be strictly enforced.
Hard Copy Proposals Due	January 14, 2016 <b>BEFORE</b> 5:00 p.m. Must be hand delivered to OFCY located at: 150 Frank Ogawa Plaza, 4 <sup>th</sup> Floor Oakland, CA 94612
List of Programs Recommended for Funding Emailed to Applicants	March-April 2016 <i>Exact Date TBA</i>
Written Appeals from Applicants Due	April 2016 <i>Exact Date TBA</i>
City Council Approves Recommendations for Funding	May/June 2016
Grant Contracting Begins	June 2016
Program Year Begins	July 1, 2016

# FUNDING STRATEGIES for FY2016-2019

OFCY is soliciting proposals to implement six funding strategies under four main strategic categories. These strategic categories are aligned to OFCY's four main goals.

## OFCY FY2016-2019 Strategic Areas:

- 1) Early Childhood**
- 2) Student Success in School**
- 3) Youth Leadership and Empowerment**
- 4) Transition to Adulthood**

***For further information and details on program strategies please refer to the OFCY FY2016-2019 Strategic Investment Plan***

## **GOAL AREA I: EARLY CHILDHOOD**

OFCY is seeking to support programs through two funding strategies within the goal area of Early Childhood. OFCY will direct investments toward engaging parents in enhancing the healthy development of their children in their neighborhoods and communities and toward supporting preschool quality through early childhood mental health consultation to early childhood educators in formal and informal settings.

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### **#1: Parent Support and Engagement**

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OFCY will support programs that are designed to meet the holistic needs of young children by building parenting skills and knowledge and providing services and supports in community locations that are accessible, safe, and desired by families. OFCY supports parent engagement, parent leadership, home visiting, and peer connection opportunities for parents to learn from and connect with other families in their communities, including Family Resource Center development or programming in high-priority neighborhoods. This strategy supports efforts to increase the school readiness of children, including summer pre-kindergarten and early literacy efforts.

#### **TARGET POPULATION:**

Young children and their parents/families/caregivers who reside in high-priority neighborhoods.

#### **PRIORITIES:**

OFCY will invest in services and supports that do the following:

- Deliver services in the community or neighborhood where parents of young children live
- Utilize a strengths-based or "Strengthening Families" approach

- Design and deliver services based on a partnership with parents and staff
- Capitalize on and leverage existing community resources and assets
- Support parents and children to develop kindergarten readiness among young children
- Operate in and serve children in high stress neighborhoods as identified by the Measure Z Stressor map (Appendix A). Services and supports delivered in schools and community locations, or at Family Resource Centers, that are accessible, safe, and frequented by parents

### **OVERALL PROGRAM GOALS:**

- Young children learn social skills and develop emotional literacy
- Young children are ready for kindergarten
- Young children receive the services, supports, and treatments they need to participate fully in learning
- Parents have access to information about and understand early childhood development and have the skills and capacity to support their child's social and emotional well-being
- Parent-and-child relationships, attachments, and interactions are strengthened
- Parents are connected with their peers and access to available community resources
- Parents experience less parental stress and isolation
- Parents take on leadership roles

### **POSSIBLE ACTIVITIES:**

- Parent and child interactive activities or playgroups
- Peer connection and supports and parent leadership
- Home visiting services and collaborations for children's healthy development
- Coordinated services to strengthen family supports
- Conduct developmental screenings and/or enrollment of families in Help Me Grow Developmental Screening programs
- Linkage to county or community resources, such as screening and referral, mental health services, or services for special-needs children and children with disabilities.
- Access to Family Navigation services supporting the basic needs of families, including child care and education, health, housing, medical or legal resources
- Information and education about parenting and child development provided in accessible locations (including community sites, family resource centers, schools, medical offices)
- Summer pre-kindergarten camp for children
- Early literacy and school readiness activities for young children and their families
- Parent skill building, including curriculum based approaches to support parents in children's healthy development and long term outcomes, including a financial skills and planning to support children's access to college

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## **#2: Early Childhood Mental Health Consultations and Support Services**

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This strategy seeks programs to strengthen the capacity of early childhood educators and parents to meet young children's behavioral, social-emotional, and developmental needs through the delivery of mental health and developmental consultations by licensed mental health professionals. OFCY will invest in programs that promote the social-emotional well-being of parents and young children through the delivery of trauma-informed and culturally relevant services and supports. This strategy continues support for services at Head Start, Early Head Start, and OUSD Childhood Development Centers, and expands eligible sites to include informal settings.

**TARGET POPULATION:**

Young children participating in Head Start, Early Head Start, Childhood Development Centers, or other informal settings.

**PRIORITIES:**

- Programs which demonstrate collaboration with First Five of Alameda County, neighborhood school sites and Oakland Unified School District, Head Start and Early Head Start sites, and/or linkages to other services and supports for families. Programs with services delivered at OUSD Child Development Centers, Head Start, or Early Head Start sites must demonstrate school site and system collaboration by submitting a Letter of Agreement between lead agency and OUSD Early Childhood or Head Start department.
- Programming that promotes the well-being of early childhood educators, parents/caregivers and young children through the delivery of trauma-informed and culturally relevant services and supports.
- Priority is for programs that operate in and serve children in high stress neighborhoods as identified by the Measure Z Stressor map (Appendix A).

**OVERALL PROGRAM GOALS:**

- Early childhood educators have access to information and understand early childhood development, trauma-informed approaches, and early childhood mental health.
- Early childhood educators have the skills and capacity to address developmental, social-emotional, and behavioral challenges in the classroom.
- Parents have access to information about and understand early childhood development.
- Parents have the skills and capacity to support their child's social and emotional well-being.
- Young children receive the services, supports, and treatments they need to participate fully in learning.
- Young children learn social skills and develop emotional literacy.
- Young children are ready for kindergarten.

**POSSIBLE ACTIVITIES:**

- Early Childhood mental health and developmental consultations to early childhood educators
- Coaching and professional development services related to trauma informed services and social emotional learning
- Support for implementation of social emotional teaching strategies
- Targeted social emotional supports for individual child or small group of children
- Assessment of individualized supports and interventions
- Participate in class team meetings to discuss individualized behavioral supports and interventions
- Parent/family group sessions/workshops
- Services to connect families to community resources and support developmental screening and linkages to the Help Me Grow Developmental Screening program
- Child and/or family centered direct therapeutic services supporting child's development and socio-emotional health

**GOAL AREA II: STUDENT SUCCESS IN SCHOOL**

OFCY's investments in this goal area ensure that children and youth ages 5 to 20 are connected to and engaged at school, attend high-quality schools, and have access to safe spaces and enriching experiences during out-of-school time. At a community level, OFCY investments contribute toward students' academic and social development across their educational journey to ensure that they meet key academic milestones along the way, such as reading at grade level, coming to school regularly, and graduating from high school ready for college or a career.

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**#3: School-Based After School**

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**Please see the separate OFCY 2016-2019 RFP for School Based After School.**

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**#4: Student Engagement in Learning**

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OFCY will support programming designed to support children and youth's attachment to school and achievements in learning in coordination with the school site and school district. The strategy includes investments in culturally responsive and targeted models to meet the needs of specific populations, including youth who are at risk of not graduating or who are experiencing disparities in academic outcomes.

**TARGET POPULATION:**

- Children and youth enrolled in grades K-12 in Oakland.
- Targeted populations: boys of color, youth transitioning to high school, and other specific populations.

**PRIORITIES:**

- Programs that support students successful transition from 8th to 9th grade, focusing on student populations most at risk for dropping out and not succeeding in high school.
- Programs that support students that exhibit early warning indicators of chronic absence, school suspension, and/or failing a core course work.
- Programs that demonstrate strong school site and district support for efforts in alignment with OUSD's Pathway to Excellence 2015–2020 strategic plan and the goals of Oakland Reads 2020. Programs should demonstrate school site and system collaboration of services by submitting a Letter of Agreement between lead agency, site leadership, and the OUSD Community School & Student Service Department, if operating at an OUSD school site.
- Programming that provides culturally relevant services and promotes caring relationships between youth and adults to help youth develop protective factors that support success in school.

**OVERALL PROGRAM GOALS:**

- Children and youth feel safe and connected to their school.
- Children and youth form caring relationships with peers and adults.
- Children and youth attend school regularly.
- Students and school staff solve conflicts using restorative justice techniques.
- Children and youth exhibit fewer early warning indicators (chronic absence, suspension, and academic performance issues) over time.

**POSSIBLE ACTIVITIES:**

- Meet the needs of targeted groups that experience barriers to engaging in school
- Restorative justice or other programming that creates inclusive learning environments for all students (especially middle and high school youth)
- Promote successful transition to ninth grade
- Engage young people in learning and/or address early warning indicators, such as chronic absences, suspensions, and academic performance issues
- Engage families in supporting literacy during the elementary school years and support literacy of school-age youth
- Services and supports aligned with school-site and OUSD priorities to strengthen children, youth and families

## **GOAL AREA III: YOUTH LEADERSHIP AND EMPOWERMENT**

OFCY will support programs that promote the social, emotional, physical, and cognitive development of children and youth. Youth thrive when they feel safe, develop supportive relationships with adults and peers, have meaningful opportunities for involvement and leadership, and access challenging and engaging activities and learning experiences. Support for positive youth development, youth leadership and empowerment programming is based on a wide body of research showing that access to these services promotes the healthy development and academic success of young people and is an effective strategy for reducing violence. Programs supported in this strategy area will deliver year-round and summer programming that builds on youth interests and assets delivered in community-based or school settings.

### **#5: Year-Round Youth Development and Empowerment Programs**

OFCY will support programs providing access to year-round activities that empower children and youth to develop leadership skills, build on their strengths, improve their connections to adults and peers, and contribute to their communities through arts, technology, entrepreneurship, sports, and other enrichment programming. Programs promote the social-emotional, cultural, physical, and cognitive development of young people. This strategy supports access to comprehensive services and trauma-informed supports that meet the needs of specific populations, such as LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

#### **TARGET POPULATION:**

Oakland children and youth who are ages 5–20 from high-priority neighborhoods. Specific populations for prioritization of services include LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

#### **PRIORITIES:**

- Programs that operate in and serve Oakland children and youth in high stress neighborhoods as identified by the Measure Z stressor map (Appendix A).
- Programs aligned to citywide goals and initiatives.
- Comprehensive services and supports to children and young people who are impacted by trauma in their families or communities or have population-specific needs, such as LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.
- Supports and services that are culturally relevant, asset based, and trauma informed, including mental health services and supports, positive youth development and empowerment opportunities, family engagement, and advocacy.

**OVERALL PROGRAM GOALS:**

- Children and youth form caring relationships with peers and adults.
- Children and youth have meaningful opportunities for involvement and membership.
- Children and youth participate in challenging and engaging activities and learning experiences.
- Children and youth develop new skills.
- Children and youth are healthy, active, and fit.

**POSSIBLE ACTIVITIES:**

- *Academic and Literacy Support:* Programming that promotes positive attachment to school, provides youth with academic support, and develops literacy in alignment with the broader goals of Oakland Reads 2020
- *Arts and Enrichment:* Programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression
- *Youth and Peer Leadership:* Peer mentoring, community advocacy, or other youth leadership activities in which youth receive targeted training and development and hold roles of responsibility and/or are empowered to participate in the design and delivery of programming to grow their leadership skills and experience
- *Innovation and Technology:* Programming that provides experiences and exposure to STEM (science, technology, engineering, and math), coding, and computer science, or that provides project-based or hands-on learning opportunities such as maker projects or do-it-yourself (DIY) projects, and promote skills and interests in technology, innovation, and entrepreneurship

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**#6: Summer Youth Development and Empowerment Programs**

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OFCY will support programs that provide enrichment and academic opportunities for children and youth during the summer months to help them stay engaged in learning, retain academic skills and knowledge, develop their voice and leadership skills, and make meaningful contributions to their communities. Supported programming prevents children and youth from losing academic knowledge and skills over the summer and leaves them more prepared for a successful start to the new school year.

**TARGET POPULATION:**

Oakland children and youth who are ages 5–20 from high-priority neighborhoods. Specific populations include LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

**PRIORITIES:**

- Programs that operate in and serve Oakland children and youth in high stress neighborhoods as identified by the Measure Z stressor map (Appendix A)

- Programs that serve specific populations that have need for services, including LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence
- Summer programs that incorporate academic support and enrichment programming to motivate children and youth to attend school regularly by building on their interests, while supporting the retention of skills and content learned during the school year.
- Access to academic programming that can help to offset summer learning loss and strengthen literacy.
- Activities and experiences that build on youth interests, strengths, and assets, including academic and literacy support, arts and enrichment, youth and peer leadership, and innovation and technology.
- Services are delivered in the community and may range from small and emerging programs to larger community collaborations. Services leverage available community and City assets, providing youth with access to high-quality summer activities and new experiences.

#### **OVERALL PROGRAM GOALS:**

- Children and youth retain academic skills and knowledge.
- Children and youth form caring relationships with peers and adults.
- Children and youth have meaningful opportunities for involvement and membership.
- Children and youth participate in challenging and engaging activities and learning experiences.
- Children and youth develop new skills.
- Children and youth are healthy, active, and fit.

#### **POSSIBLE ACTIVITIES:**

- *Academic and Literacy Support:* School-based services and programming that provide academic support and enrichment to promote positive attachment to school, support reading and literacy, and prevent summer learning loss.
- *Arts and Enrichment:* Programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression
- *Youth and Peer Leadership:* Peer mentoring, community advocacy, or other youth leadership activities in which youth receive targeted training and development and hold roles of responsibility and/or are empowered to participate in the design and delivery of programming to grow their leadership skills and experience
- *Innovation and Technology:* Programming that provides experiences and exposure to STEM (science, technology, engineering, and math), coding, and computer science, or that provides project-based or hands-on learning opportunities such as maker projects or do-it-yourself (DIY) projects, and promote skills and interests in technology, innovation, and entrepreneurship

## **GOAL AREA IV – TRANSITION TO ADULTHOOD**

OFCY will support programming that supports older youth in their transition to adulthood and contributes to the broader community goal that older youth graduate from high school ready for college and a career.

### **#7: Career Awareness and Academic Support for Older Youth**

This strategy supports programming that provides older youth (ages 15–20) with career awareness, exploration, and preparation within high-priority industries, as well as college and career advising and other academic supports to facilitate the transition to and persistence in college and to a career. The core activities supported by this strategy include the provision of academic support and career-development programming that builds on older youth's strengths and interests.

#### **TARGET POPULATION:**

Youth ages 15–20 in high priority neighborhoods in need of academic and career support, including opportunity youth (i.e., those who are disconnected from school and employment)

#### **PRIORITIES:**

- Programs that provide exposure to the workplace, entry-level work-readiness training, and work experience which enhance employability skills and raise awareness of careers or potential employment opportunities for youth
- Programs that help youth successfully graduate high school, navigate college enrollment and financial aid, and provide support for students to persist in college education
- Programming through re-engagement centers that help opportunity youth (disconnected from both school and employment) to gain employment experience while also working to achieve academic milestones
- Programs providing work-based learning and experience in high-priority industries in Oakland and that engage young people in key industries and career pathways supported by the City of Oakland and Oakland Unified School District
- Programming that provides youth with wages, stipends, or other financial incentives that incorporate financial literacy as a program component.
- Programs that connect with middle school students to engage them in career exploration through speaker panels, job shadowing, internships and other opportunities
- Applicants must be able to obtain the required work permits for all Oakland students employed during the school year or in the summer. Information about work permit rules can be obtained at [www.ousd.org/Page/157](http://www.ousd.org/Page/157)

**OVERALL PROGRAM GOALS:**

- Youth are aware of job and career options
- Youth access and complete internships and other work-experience opportunities, and achieve work-based skills and job readiness
- Youth graduate from high school, receive a GED, and enroll and persist in postsecondary training or college

**POSSIBLE ACTIVITIES:***Career Development Activities:*

- Providing opportunities for employment and career exploration through job shadowing, short-term paid work experience, soft-skill development, youth entrepreneurship, internships, and other career-development activities that provide exposure to the world of work and broaden their awareness of career options and possibilities
- Providing young people with career-exposure and career-exploration experiences that foster their interest in postsecondary training or educational opportunities
- Programming that incorporate job readiness, financial-literacy education, and employer support as program components

*Academic Support Activities:*

- Providing learning opportunities designed to help youth persist in and graduate from high school; attain a GED or diploma; continue on to college by helping youth complete high school prerequisites; navigate college enrollment; obtain assistance with the college and financial aid application process; and obtain skills that allow them to persist and succeed in college
- Providing academic supports and programming offered in tandem with career exposure/employability opportunities and dropout-recovery programs, including reengagement centers that reach youth who are not currently enrolled in school or working



Oakland Fund for Children and Youth

# FY2016 – 2019 Request for Proposals

## Student Success in School

### K-8 School Based After School

Base Funding  
and  
Supplemental Funding

*\*For All Other Strategies – See Separate RFP*

RFP Released: November 13, 2015

Bidders Conference for School Based After School Applicants:

Wednesday, November 18, 2015, 10:00 a.m. to 12:00 p.m.,  
1 Frank Ogawa Plaza, Oakland City Hall, Council Chambers

Online Proposal Due: January 13, 2015, Before 5:00 p.m.

Hard Copy Submission Due: January 14, 2015 – Before 5:00 p.m.

Oakland Fund for Children and Youth  
150 Frank Ogawa Plaza, Suite 4216  
Oakland, CA 94612  
phone 510.238.6379 • [www.ofcy.org](http://www.ofcy.org)

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# OVERVIEW

## INTRODUCTION

The Oakland Fund for Children and Youth (OFCY) is pleased to release the 2016-2019 Request for Proposals (RFP) to solicit proposals from non-profit organizations to serve as lead agencies in operating school based after school programs in elementary and middle schools in Oakland, California to serve students in Kindergarten through 8<sup>th</sup> grade. We look forward to the opportunity to partner again with strong community agencies to best serve the needs of Oakland's children and youth. This RFP covers the one funding strategy for **School Based After School** as outlined in the 2016-2019 Strategic Investment Plan, which can be found on OFCY's website ([www.ofcy.org](http://www.ofcy.org)). All applicants are strongly encouraged to read the 2016-2019 Strategic Investment Plan in addition to this RFP before starting the application process.

Grants awarded through this RFP process will be for an initial one-year period, July 1, 2016 to June 30, 2017, which can be renewed up to two additional one-year periods contingent on past year's grant performance.

## THE OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children & Youth (OFCY) was established in November 1996, when over three-fourths of Oakland voters expressed a powerful commitment to their children and youth by passing the Kids First! Initiative (Measure K). Oakland voters reauthorized funding for OFCY for another 12 years in July 2009 by passing Measure D. The revised provisions set aside 3% of the city's General Purpose fund for services to children and youth to fulfill the four goals of Measure D:

1. Support the healthy development of young children
2. Help children and youth succeed in school and graduate high school
3. Prevent and reduce violence, crime & gang involvement among children and youth
4. Help youth transition to a productive adulthood

OFCY is guided by a 17 member Planning and Oversight Committee (POC) composed of adults and youth appointed by the Mayor and City Council. The POC oversees the annual grant-making process of the Fund, as well as the completion of a Strategic Plan every three years and the annual evaluation of OFCY. The current OFCY 2016-2019 Strategic Investment Plan can be downloaded from the Oakland Fund for Children and Youth website at [www.ofcy.org](http://www.ofcy.org).

## OFCY VISION, MISSION, AND VALUES STATEMENTS

**VISION:** All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives.

**MISSION:** We provide strategic funding to support Oakland's children and youth from birth to 20 years of age to become healthy, happy, educated, engaged, powerful and loved community members. Leveraging our efforts with partners for greater collective impact towards social and economic equity, we build the capacity of community agencies to work together to fully develop each child's potential, achieve positive outcomes, and promote the positive contributions of children and youth to Oakland's greatness.

**VALUES:**

Social and Economic Equity – All children and youth have a fundamental right for a safe and healthy life and a quality education. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Child and Youth Development – We support efforts to promote the social, emotional, physical, cognitive and spiritual development of children and to instill individual and community pride and leadership. We believe that youth development requires the collective responsibility of the community and the active engagement of family and caregivers for children and youth to achieve their full expression of potential.

Community and Collaboration – We embrace the idea that by pooling our resources and working together, we can accomplish great things. We support strengthening families within our communities to make our children and our city strong. We see that the wellbeing of our youth is dependent on the strength of their families, and the strength of the families is dependent upon the strength of the community. Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.

## OFCY 2016-2019 STRATEGIES FUNDING ALLOCATION

The following chart provides a summary of projected allocations for all strategy areas, based on an estimated \$13.5 million in total available grant funding for FY 2016-2017. For more comprehensive strategy summaries and guidelines, please refer to the 2016-2019 Strategic Plan which can be found on OFCY's website ([www.ofcy.org](http://www.ofcy.org)).

estimated % of total funds	
<b>Goal Area 1: Early Childhood</b>	<b>16%</b>
1) Parent Support and Education	11%
2) Early Childhood Mental Health Consultations	5%
<b>Goal Area 2: Student Success in School</b>	<b>42%</b>
3) School Based After School*	37%
4) Student Engagement in Learning	5%
<b>Goal Area 3: Youth Development and Empowerment</b>	<b>28%</b>
5) Year-Round Youth Development and Empowerment	21%
6) Summer Youth Development and Empowerment	7%
<b>Goal Area 4: Transition to Adulthood</b>	<b>14%</b>
7) Career Awareness and Academic Support for Older Youth	14%
<i>Total estimated annual funding:</i> <b>\$13.5M</b>	

\*A separate RFP will be released for the **all other strategies except School Based After School.**

# APPLICATION PROCESS

## WHO IS ELIGIBLE?

An applicant must be either a public agency or be tax-exempt under section 501(c)(3) of the Internal Revenue Code. For-profit agencies are not eligible for funding. Applicants must upload an IRS statement certifying their organization's nonprofit status under section 501(c)(3) dated **2013** or later. To obtain this letter, call IRS at 1-877-829-5500 (Note: in some cases it can take over two weeks to obtain this form).

Applicants must also demonstrate proof of "Active" status with the Office of the California Secretary of State, and that they are authorized to carry out business activities in the state of California. Information on status with the Office of the California Secretary of State can be found at <http://kepler.sos.ca.gov/>.

Organizations that do not have 501(c)(3) status must apply using a fiscal sponsor. In this case, the fiscal sponsor is the applicant and, if a grant is awarded, would be the organization that contracts with the City of Oakland and is legally liable for all aspects of the contract including program implementation, fiscal management, and communication with the City regarding subcontractor or fiscal partner activities.

The fiscal sponsor would be expected and authorized to oversee and manage all aspects of the contract including finances; to monitor and implement program activities of subcontracting or partner agencies; to terminate contracts with subcontracting or fiscal partner agencies with the approval of the City, if necessary; and to assume full fiscal responsibility for the contract, subcontracts, and fiscal partnership.

### TYPE OF APPLICANTS & NUMBER OF APPLICATIONS

#### **Single Agency Applicants**

A Single Agency Applicant is one agency applying for OFCY funding. This applicant is also referred to as the lead agency and will be the agency that contracts with the City of Oakland. The lead agency applicant shall receive the majority of funds requested through the application. This Single or Lead Agency Application must have the fiscal and management capacity to support subcontractors (if applicable) by issuing payments in a timely and professional manner. Applicants in this category have an organizational budget over \$350,000, not including the OFCY grant request.

#### **Small and Emerging Applicant**

The Small and Emerging designation focuses on smaller organizations and assists new grass root organizations to be funded by OFCY. Eligible small and emerging organizations must have completed at least two years of service in the program strategy for which they are seeking support by the time they apply to OFCY. They may have recently received their 501(c)(3) status, after having been fiscally sponsored.

If the organizational budget is under \$350,000, you must apply as a Small and Emerging Applicant. However, if the organization is a current OFCY grantee in good standing

and have a budget under \$350,000, it may choose to apply as a single agency applicant. All conditions (i.e. total request % of organizational budget, match requirements, indirect rate and grant limits) pertaining to the single agency applicant apply, including the requirement of having recently audited financial statements available.

If the organization does not have a 501(c)(3) status, it has to apply using a fiscal sponsor. If the organization has 501(c)(3) status, it may still choose to use a fiscal sponsor.

An applicant applying as a Small and Emerging Applicant cannot be a public agency.

### **Number of Applications**

Applicants may submit separate proposals to serve more than one school site. Each application submitted will be for the agency to serve as lead agency for one school site; one proposal to serve multiple school sites will not be accepted.

Applicants may also submit proposals under the separate OFCY 2016-2019 RFP for all other funding strategies. For proposals submitted in response to the separate RFP, the instructions and restrictions on number of applications through the separate RFP apply.

## **HOW MUCH CAN I APPLY FOR?**

### **FUNDING PARAMETERS**

Agencies can apply to receive base grant awards for:

- **\$72,000** for elementary school sites and
- **\$85,000** for middle school sites.

Programs at school sites with free and/or reduced lunch rates of 85% or higher are eligible to apply for supplemental funding up to \$20,000 to support enrichment programming or to address other site needs. Programs that are dually funded by both After School Safety & Education (ASES) and 21<sup>st</sup> Century Community Learning Center funding are **NOT** eligible to apply for supplemental funding.

### **Single Agency Applicant**

- No more than 11% may be allocated to indirect costs, as a percentage of total direct costs.
- Single Agency Applicants must limit their total and/or combined OFCY request(s) to no more than 35% of their current year overall organizational budget excluding current OFCY funding. This includes any requests submitted by the agency through the separate OFCY 2016-2019 RFP for all other funding strategies to support programming in addition to school based after school.

**Example:** An organization with an annual budget of \$500,000 could request one or more grants for a maximum funding of \$175,000.

### **Small and Emerging Applicants**

- No more than 20% may be allocated to indirect costs, as a percentage of total direct costs.
- Small and Emerging Applicants must limit their total and/or combined OFCY requests to no more than 50% of their overall, organizational budget. This includes any requests submitted by the agency through the separate OFCY 2016-2019 RFP for all other funding strategies to support programming in addition to school based after school.

**Example:** An organization with an annual budget of \$300,000 could request one or more grants for a maximum funding of \$150,000.

### **HOW CAN FUNDS BE USED?**

1. The proposed program must provide direct services to children and youth, ages 0 to 20, who live in Oakland.
2. Funds may NOT be used for:
  - a. Any service that merely benefits children and youth incidentally.
  - b. Acquisition of any capital item not for primary and direct use by children and youth.
  - c. Acquisition, other than by lease for a term of 12 months or less, of any real property.
  - d. Maintenance, utilities, or similar operating costs of a facility not used primarily and directly by children and youth (e.g., costs associated with an off-site office or location).
  - e. Any service for which state or federal law mandates a fixed or minimum level of expenditure, to the extent of the fixed or minimum level of expenditures.
  - f. Housing costs
  - g. Child care slots
  - h. Religious worship, instruction, or proselytization (recruiting someone to join one's religion or faith).
3. OFCY does not spend limited resources supplanting services that should be provided by school or other public funds.

### **MATCHING FUNDS (ALL APPLICANTS)**

1. Matching Funds refers to all program funding above the OFCY award that are necessary to provide the services at the proposed levels. Proposals must demonstrate, and if awarded will be held accountable for, raising and documenting 25% of the program match (25% of the OFCY grant award). This minimum 25% match may be contributions of cash and/or in-kind services and must support the cost of the proposed program.

Example: An organization is seeking \$100,000 from OFCY to run a youth program. If awarded a \$100,000 grant from OFCY, the organization would be held accountable for raising and documenting a minimum of 25% match of the grant, which is \$25,000.

2. **Single/Lead Agency:** In-kind match can be no more than 5% of the OFCY Grant Request and a minimum 20% dollar match is required.
3. **Small and Emerging Applicants:** Direct costs such as Volunteer Hours (In-kind) can be no more than 15% of the program cost, used towards documenting match funds. Minimum 10% match must be contributions of cash.
4. Grantees may **NOT** use one OFCY grant as a match for another. For example, if a grantee has a \$150,000 grant from OFCY directly and subcontracts on another OFCY grant for \$15,000, the subcontractor dollars may not be used as a match for the direct grant. Further, a collaborative may not use an OFCY grant received by one of its partners or subcontractors as a match.
5. School site facility or regular school costs, such as "head of school", may not be used as match for an OFCY proposed program.
6. **School Based After School** programs must supply information regarding receipt of ASES funding award as proof of match. Proof of match for ASES funding should be the amount received by the CBO through Individual Service Agreement or other contractual mechanism.

#### FUNDING PERIOD

This RFP represents a three-year grant cycle. The initial contract is for a one year period (July 1, 2016 through June 30, 2017) with the option to renew for two additional one year periods based on fund balance, satisfactory evaluation, grant monitoring reports, and overall grant performance. The second and third grant period will run from July 1, 2017 through June 30, 2018 and July 1, 2018 through June 30, 2019. Selected applicants will not receive their first disbursement of funds until they submit all required contract documents. After all contract documents are received it takes 6-8 weeks before the contract is executed. Additionally, any open contracts, invoices, or reports that remain from any previous fiscal year must be closed before selected applicants may receive their first disbursement of grant funds.

## HOW TO APPLY?

### STARTING YOUR PROPOSAL

The OFCY online application process is through Cityspan. The system requirements for Cityspan are:

- Internet connection
- Turn off your pop-up blocker

Contact the Cityspan Help Desk at 1-866-469-6884 for all technical issues and questions regarding the online application system. Cityspan Help Desk will be available Mon-Fri, 8AM-5PM, PST. DO NOT call Cityspan about the RFP content related questions.

You may begin your online application on November 13, 2015. Please refer to Proposal Instructions Section on page 16 for more detailed instructions. **Step 1 - Registration and Login** and **Step 2 - Cover Page** should be completed in order. Until you complete and submit the Cover Page, the Narrative, Budget and Uploads sections will not be available to you. The other steps can be entered in any order you choose after completing the registration and Cover Page.

You may enter your application over multiple sessions. Remember to save often and log out when you have finished a session. Cityspan will log you out automatically after 90 minutes of inactivity. All changes that have not been saved when logging out will be lost.

### SUBMITTING YOUR PROPOSAL

The final step is to click "submit" for each form. Please review the elements of your application including all uploads. Excluding the Cover Page, we recommend that you wait until the entire application is complete before submitting each form. Once you submit, you will not be able to edit any of your work. If for any reason you need your submitted form unlocked, please contact Cityspan Help Desk at 1-866-469-6884.

Print and save your receipt of submission. Cityspan will not accept proposals after 5:00 p.m. on January 13, 2016. This will be strictly enforced. Do not wait until the last minute to submit your proposal to avoid any unforeseen technical issues.

You will also need to deliver two copies of your submitted proposal by January 15, 2016, to the OFCY office (150 Frank Ogawa Plaza, Suite 4216 Oakland CA 94612) before 5:00 p.m. For more information, please refer to section **Step 8 -Submit**.

## **BIDDERS' CONFERENCES, TRAINING SESSIONS & TECHNICAL ASSISTANCE**

### BIDDERS' CONFERENCES

To provide general information and guidance to all potential applicants, OFCY will hold Bidders' Conferences by strategy area. All potential applicants are strongly encouraged to attend the Bidders' Conferences. Please RSVP for the bidder's conference at <http://www.ofcy.org/request-for-funding-proposals/>. Register through the Google Forms link on the OFCY website.

### TRAINING SESSIONS: APPLYING ONLINE THROUGH CITYSPAN

To provide assistance in navigating the Cityspan online application process, OFCY will offer multiple Training Sessions. All locations will be at 150 Frank Ogawa Plaza, 2<sup>nd</sup> Floor. Seating availability is based on a first come first serve basis (only 1-2 staff per agency). Please see "Important Dates" below. To sign-up for a training session, visit <http://www.ofcy.org/request-for-funding-proposals/>. Register through the Google Forms link on the OFCY website.

### GENERAL TECHNICAL ASSISTANCE BY EMAIL

General Technical Assistance (TA) by e-mail begins Monday November 16, 2015, EXCEPT no TA during the Thanksgiving holiday (November 26 & November 27) and Winter holiday (December 21, 2015 through January 1, 2016). TA ends the week before proposal deadline, on Thursday, January 7, 2016 at 5:00 p.m. E-mail TA questions to Scott Kim, [sskim@oaklandnet.com](mailto:sskim@oaklandnet.com). This assistance answers questions about eligibility, funding parameters, and required information and documents for online submission, including Activities and Budget. This TA is provided by email only. All questions received and responses will be publicly posted to the OFCY website. **No phone or in-person technical assistance will be provided.**

## IMPORTANT DATES

Item	Date
Request for Proposals (RFP) Released	November 13, 2015 Check <a href="http://www.ofcy.org">www.ofcy.org</a> or call (510) 238-2209
Bidders' Conference	Wednesday, November 18, 2015 from 10:00 a.m. to 12:00 p.m., 1 Frank Ogawa Plaza, City Hall, Council Chambers
General Technical Assistance by E-mail Available	November 16 to January 7 <sup>th</sup> , 2016. ➤ No TA questions will be reviewed over Thanksgiving holiday (November 26 and 27, 2015) and Winter holiday break (December 21 2015 through January 1, 2016)
Online Training Sessions (all locations will be at 150 Frank Ogawa Plaza, 2 <sup>nd</sup> Floor, Lab A. Register through <a href="http://www.ofcy.org">www.ofcy.org</a> )	December 3, 2015, 10am-12pm December 4, 2015, 10am-12pm December 8, 2015, 10am-12pm December 9, 2015, 10am-12pm
General Technical Assistance by E-mail Ends	January 7, 2016, 5:00p.m.
Online Proposals Due	January 13, 2016 <b>BEFORE</b> 5:00 p.m. through Cityspan An online receipt will be produced upon submission. Proposals submitted after the deadline will not be considered for review. This deadline will be strictly enforced.
Hard Copy Proposals Due	January 14, 2016 <b>BEFORE</b> 5:00 p.m. Must be hand delivered to OFCY located at: 150 Frank Ogawa Plaza, 4 <sup>th</sup> Floor Oakland, CA 94612
List of Programs Recommended for Funding Emailed to Applicants	March-April 2016 Exact Date TBA
Written Appeals from Applicants Due	April 2016 Exact Date TBA
City Council Approves Recommendations for Funding	May/June 2016
Grant Contracting Begins	June 2016
Program Year Begins	July 1, 2016

# SCHOOL BASED AFTER SCHOOL

OFCY is soliciting proposals for Community Based Agencies (CBO) to serve as lead agencies to implement school based after school programs for Oakland elementary and middle schools to serve students in kindergarten through eighth grade.

***For further information and details on funding strategies please refer to the OFCY FY2016-2019 Strategic Investment Plan***

## GOAL AREA: STUDENT SUCCESS IN SCHOOL

OFCY's investments in this goal area aim to ensure that children and youth are connected to and engaged at school, attend high-quality schools, and have access to safe spaces and enriching experiences during out-of-school time.

### **School-Based After School**

OFCY will continue the existing school-based after school initiative to support access to free or low-cost academic and enrichment after school programming at elementary and middle school sites. OFCY provides local match funding to deliver programming at school sites that receive state After School Education & Safety Program (ASES) funding and where at least half the students are eligible for free and/or reduced lunch (FRL) rates. Programs operating at school sites with very high FRL rates (85% and above) are eligible to apply for supplemental funding for additional arts, literacy, gardening, and science, technology, engineering, and math (STEM) programming.

Supplemental funding will be available to enhance programs with additional arts, literacy, gardening, and science, technology, engineering, and math (STEM) programming, expand capacity, or meet other site needs, including meeting the gap in service for K-2 students at the school site (if applicable). Applicants are highly recommended to propose a program design that provides high quality enrichment and academic programming with the base funding award, and not rely on receiving supplemental funding to provide these integral activities and services.

#### **TARGET POPULATION:**

Elementary and middle school students (K-8) attending schools with high free and reduced lunch rates (50% and above). Supplemental funding is targeted for school sites with very high free and reduced lunch rates (85% and above).

## **FUNDING PARAMETERS:**

**Base Funding:** Each elementary school grant is for **\$72,000**, with additional ASES match. Each middle school grant is for **\$85,000**, with additional ASES match. K-8 schools are eligible to apply and receive **\$85,000**.

**Supplemental Funding:** Recognizing the higher costs and demand for services in schools with the highest FRL rates (85% and above), lead agencies may apply for a supplemental funding grant of up to \$20,000. Programs at school sites receiving both After School Education & Safety Program (ASES) and federal 21<sup>st</sup> Century Community Learning Center or ASSETS funding are **NOT** eligible to apply for supplemental funding.

## **REQUIREMENTS:**

- Must be a community based organization (CBO) lead agency that partners with school site to operate after school programming at a public elementary or a public middle school, OUSD or charter, serving K-8 students. A signed Letter of Agreement for FY 2016-17 between the school site administrator and CBO lead agency will be a required upload in the application process. CBO must be lead agency receiving ASES funding to provide comprehensive after school at the school site
- School site leadership and administrators must actively support after school programs' alignment with the school day by inviting their active participation in school-site planning, communication, and coordination of activities that promote academic success and look to leverage after school youth development programs when valuable
- Schools with free and reduced lunch (FRL) rates of 50% or greater as reported by the California Department of Education (most recent year's data available). Schools with free and reduced lunch (FRL) rates of 85% or as reported by the California Department of Education are eligible for supplemental grants.
- Schools that currently have ASES with funds that will be contracted to CBO applicant to serve as lead agency for after school programming and meet all funding requirements, including staffing, schedule and attendance
- If operating on an OUSD school site, CBO must comply with all OUSD requirements, including staff having 48 college units or proof of passing the Instructional Aide exam administered by Alameda County of Education and fingerprint clearances for both DOJ and FBI for all adults (both staff and volunteers) working with students.
- If operating on an OUSD school site, CBO must have participated and qualified to serve as a lead agency through the 2015 OUSD After School Lead Agency RFQ

## **PRIORITIES:**

- Programs which demonstrate strong support from school site administrator and alignment with the school's community school vision and/or plan or planning process. Services at school sites with strong commitment to CBO to serve as lead agency for after school services for duration of OFCY funding cycle (2016-2019)
- Programs that operate in and serve Oakland children and youth in high stress neighborhoods as identified by the Measure Z stressor map (Appendix A)

**OVERALL PROGRAM GOALS:**

- Children and youth feel safe and connected to their school
- Children and youth form caring relationships with peers and adults
- Children and youth acquire social-emotional skills
- Children and youth attend school regularly
- Children and youth are supported academically
- Low-income children and youth gain access to high-quality school-based after-school programming
- Children and youth have expanded access to literacy, arts, technology, and other enrichment

**POSSIBLE ACTIVITIES:****Base Funding:**

- Enrichment, academic support, arts, sports, technology, literacy, and other youth development and leadership programming
- Innovative after-school programming to middle school students, including science, technology, arts, sports, linked learning, and other school-based enrichment programming
- Applicants are highly recommended to propose a program design that meets provides high quality enrichment and academic programming with the base funding award, and not rely on receiving supplemental funding to provide these integral activities and services

**Supplemental Funding:**

- Additional enrichment through supplemental funds includes arts, STEM (science, technology, engineering, and math), literacy, and gardening programming, expand program capacity, and meet other site needs, including meeting gaps in service at the school site for students in grades K-2 (if applicable).