



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

May 20<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 April 1<sup>st</sup> 2015 *action*
4. Update on FY2016-2019 Strategic Planning *discussion*
5. Update on Kids First! in the City of Oakland Proposed Budget 2015-2017 *discussion*
6. Presentation by Urban Strategies Council on the Oakland-Alameda County Alliance for Boys and Men of Color *discussion*
7. Review of Funding Strategies and Allocations for 2016-2019 *discussion*
8. Administrative Matters
  - *General Announcements*
  - *Upcoming Meetings/ Scheduling*
9. 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, April 1, 2015**  
6:00 p.m. – 9:00 p.m.

Committee Members present: Bolor-Erdene Erdenebat, Kisha Jackson, Marcus Montague, Julie Waters, Ajani Torres-Cedillo, Steven Wirt, Isaac Ruelas, Brandon Aninipot, Derrick Muhammad, Kathy Dwyer, Sheilagh Polk, Kenna Castillo and Briana Dunn

Committee Members absent: Kevin Wong, Yuliza Rios-Oregon

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

**I. Call to Order**

The meeting was called to order at 6:15 p.m.

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

There were five speakers for Open Forum.

**III. Adoption of Prior Meeting Minutes from February 4<sup>th</sup> 2015**

Steven Wirt made a motion, which was seconded by Isaac Ruelas, to approve the meeting minutes from the February 4, 2015 POC meeting. The POC unanimously approved the minutes.

**IV. Update on FY2016-2019 Strategic Planning**

Staff and Strategic Plan Subcommittee members provided an update on the Oakland Youth Input Forum held on March 11, 2015 and the Community Input Forum #1 focusing on OFCY goal areas of Healthy Development of Young Children and Student Success in School.

**V. OFCY FY2014-2014 Mid-Year Evaluation Reports**

Public Profit presented the mid-term evaluation report for the school-based afterschool strategy. Social Policy Research presented the mid-term report for all other OFCY strategies. The reports were received and approved to be forwarded to City Council.

**VI. Adoption of OFCY Program Grant Renewals for FY2015-2016**

Staff presented the FY2015-2016 Grant Renewal Recommendations memo which recommended renewal of 126 out of 128 program grants totaling \$11,044,173. Staff did not recommend renewal funding in year three for Through the Looking Glass – Chatterbox and for Youth Uprising – YU Excel, based on underperformance in years one and two.

Isaac Ruelas made a motion, which was seconded by Kisha Jackson, to renew 126 out of 128 program grants totaling \$11,044,173 including 1) renewing AIDS Project East Bay at a reduced grant amount of \$90,000 to account for dropping their current subcontractor SMAAC Youth Center and 2) changing lead agencies at Horace Mann elementary school from Bay Area Community Resources to Girls Incorporated of Alameda County.

Kisha Jackson made a motion, which was seconded by Sheilagh Polk, to renew Through the Looking Glass – Chatterbox conditionally, guiding staff to revise the current scope of work and budget. The POC approved this motion.

Kisha Jackson made a motion, which was seconded by Steven Wirt, to refund Youth Uprising – YU Excel conditionally, giving staff authority to revise the current scope of work and budget. The POC rejected this motion and voted to receive staff recommendation not to renew Youth Uprising – YU Excel for year three.

There were seven speakers for public comment.

**VII. Administrative Matters**

The next POC meeting is scheduled for May 6, 2015.

District 1 adult representative Richard Raya resigned from the POC.

**VIII. Adjournment**

The meeting was adjourned at 9:00 p.m.

<b>OFCY Strategy Area 1: Healthy Development of Young Children</b>
<p>1. <i>Strengthen Preschool Quality through Consultation with Early Childhood Educators (Early Childhood Mental Health Consultation):</i> Strengthens 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. Promotes the social-emotional well-being of parents and young children through the delivery of trauma-informed and culturally relevant services and supports.</p>
<p>2. <i>Engage Parents in Promoting Early Learning and School Readiness in Their Neighborhoods and Communities:</i> Supports parent-education and socialization activities, home visiting, and community playgroups, as well as a Family Resource Center Initiative in low-income neighborhoods. Expands support for school-readiness efforts, including summer pre-kindergarten, early literacy, and early-learning and care-system collaborations to support school readiness among low-income children.</p>
<b>OFCY Strategy Area 2: Student Success in School</b>
<p>3. <i>Ensure Youth Access to High-Quality School-Based After-School Programs:</i> Supports access to school-based after-school programming and free or low-cost academic and enrichment programs at elementary and middle-school sites. OFCY provides local funding to school sites that receive state After School Education &amp; Safety Program (ASES) funding and where at least half of the students are eligible for Free and/or Reduced Lunch (FRL). Directs additional funding to support enrichment, literacy, arts, and other site needs through a supplemental funding pool for those sites with FRL rates of 75% or higher.</p>
<p>4. <i>Strengthen Student Engagement in Learning:</i> Supports system efforts and programming designed to support middle and high school age youth’s attachment to school. Invests in culturally responsive and targeted models to meet the needs of specific populations.</p>
<b>OFCY Strategy Area 3: Youth Development and Youth Leadership</b>
<p>5. <i>Create Access to Youth Development and Youth Leadership Opportunities Year-Round:</i> Expands 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. Expands access to comprehensive services and trauma-informed support that meet the needs of LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.</p>
<p>6. <i>Create Access to Enrichment and Academic Support in Summer Months:</i> Supports programs that provide enrichment and academic opportunities for children and youth during the summer months to help youth stay engaged in learning, retain academic skills and content, develop leadership skills, and make meaningful contributions to their communities.</p>
<b>OFCY Strategy Area 4: Transition to Adulthood</b>
<p>7. <i>Expand Access to Career Awareness and Academic Support for Older Youth:</i> Supports programming that provides older youth (ages 15–20) with career awareness, exploration, and preparation within high-priority industries, as well academic support to facilitate their transition to college and a career.</p>



## Early Childhood

**Goal:** To support the healthy development of young children through preschool education, school-readiness programs, physical- and behavioral-health services, parent education, and case management.

### Strategy 1: Strengthen Preschool Quality through Consultation with Early childhood Educators (Early Childhood Mental Health Consultation)

**Strategy:** This strategy strengthens 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 investments 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 expands eligible sites to include informal settings and continues services at Head Start, Early Head Start, and Child Development Centers.

**Supported Activities:** The core activities supported consist of the provision of mental health and developmental consultations to early childhood educators; workshops for parents on early childhood development, parenting, and mental health topics; linkages to community resources, such as Help Me Grow; and individual consultation and treatment for young children.

#### *Target Populations:*

- Young children participating in Head Start, Early Head Start, and Child Development Centers and other informal settings.

#### *Outcomes:*

- 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 access available community resources.
- Parents have the skills and capacity to support their child's social and emotional well-being.
- Young children receive the services, support, and treatments they need to participate fully in learning.
- Young children learn social skills and develop emotional literacy.
- Young children develop positive relationships with their peers, teachers, and parents.
- Young children are ready for kindergarten.

#### *Community and Stakeholder Perspectives*

- Provider agencies would like increased flexibility in terms of the sites they partner with. Some providers felt that less formal settings, such as playgroups, could benefit from developmental consultations, and that individual mental health consultations with children are needed.
- Many providers and system partners agreed that there is a need for more trauma-informed approaches in working with families and children in low-income neighborhoods.
- Stakeholders suggested that the early childhood mental health strategy provides an important service to the early childhood system (Head Start and OUSD) that would not otherwise be



funded, but that services could be provided with a more intentional focus (i.e., based on an assessment of site needs, and with a specific plan in a shorter time frame) to enhance their effectiveness.

*Changes to this Investment:*

- Greater emphasis on early childhood mental health consultation to a broader range of settings, including less-formal learning environments

*Purpose and Rationale:* Research shows that children who attend high-quality preschools or access other formal learning experiences are more likely to be ready for school and succeed academically. Early childhood educators play an important role in preparing young children for successful entry into kindergarten by creating learning environments that support their academic, social-emotional, and developmental progress. They also face enormous pressure in responding to the diverse needs and challenges that young children and their families may be facing, including exposure to trauma, poverty, community and family violence, behavioral challenges, and undiagnosed developmental delays and/or mental health challenges. Providing early childhood educators with mental health and developmental consultation helps them to acquire skills and practices that allow them to respond effectively to behavioral challenges and to support social-emotional competencies in young children. Research shows that parents who have access to information about early childhood mental health and development can better partner with their child's teacher to support learning and social-emotional growth. Children then receive the support they need to participate fully in classroom learning and, if warranted, the appropriate treatment and services. Mental health-development consultation is a key strategy for enhancing the quality of the early-learning experience for young children, which contributes to the broader goal of young children being ready for school.

## **Strategy 2: Engage Parents in Promoting Early Learning and School Readiness in their Neighborhoods and Communities**

*Strategy:* This strategy supports parent-education and parent/child education activities, home visiting, and community playgroups, as well as a Family Resource Center Initiative in low-income neighborhoods. This strategy also invests in school-readiness efforts, including summer pre-kindergarten, early literacy, and early learning and care system collaborations to support school readiness among low-income children.

*Supported Activities:* This strategy supports parent engagement in early learning programming, a Family Resource Center Initiative, and school-readiness programming.

*Parent Engagement in Early Learning:* In light of the powerful role parents play in supporting their young child's healthy development, OFCY will invest in programs and activities that provide parents with the opportunity to play with their infant or toddler, meet and connect with other parents, give and receive peer support, plan and/or facilitate activities and programs with program staff, receive information and education about parenting and child development, take on leadership roles and get connected with community resources. Supported activities include parent-and-child interaction activities, group learning, home visits, playgroups, screening and referral, coordinated mental health and trauma-informed resources and services, support for special needs, linkages to county or community resources or services, information and referral, recreation, community-building activities, and other support that builds on community strengths and responds to families' self-identified needs. Programming brings the parent and child together for all or some of the learning opportunity. Supported investments provide



opportunities for parent leadership, community outreach, parent education and collaboration. Services and supports are delivered in the community, at schools, in community locations, or at Family Resource Centers, which are accessible, safe, and frequented by parents.

*Family Resource Center Initiative:* This strategy also supports the development and expansion of comprehensive Family Resource Centers in low-income neighborhoods in partnership with other systems and investors. A Family Resource Center is a “welcoming community hub that provides access to services, support, and learning opportunities that strengthen family functioning and enhance community connections.” Services and supports reflect the needs, wants, and strengths of the community and span a broad continuum, from prevention to early intervention to safety-net services. As a community hub, a Family Resource Center collaborates with other systems, investors, and community-based partners to offer services and supports that respond to family needs, preferences and strengths. Funding supports planning efforts to develop new or expand existing Family Resource Centers; operation costs; and costs associated with the delivery of specific services and supports.

OFCY will invest in services and supports that are:

- Delivered in the community or neighborhood where parents of young children live
- Utilize a strengths-based or “Strengthening Families Approach”
- Are designed and delivered in partnership with parents and staff
- Capitalize on and leverages existing community resources and assets.

*School Readiness Programming:* This strategy also supports programming designed to support kindergarten readiness among young children who have not attended a formal preschool, community-based and early-learning and care-system collaborations to strengthen readiness, and other activities that prepare young children to enter school ready to learn.

*Target Populations:* Young children and their parents/families/caregivers who reside in low-income neighborhoods.

*Outcomes:*

- Young children experience early learning in a group setting.
- Young children learn social skills and develop emotional literacy.
- Young children are ready for kindergarten.
- Young children are positively attached to school.
- Young children receive the services, support, and treatments they need.
- Parents are connected to and able to navigate their child’s school.
- Parents have access to information about early childhood development and literacy.
- Parents access available community resources.
- Parent-and-child relationships, attachments, and interactions are strengthened.
- Parents ask for help in a time of need and give support to others during a time of need.
- Parents are connected with their peers and children.
- Parents experience less parental stress.
- Parents have the skills and capacity to support their child’s social-emotional growth.
- Parents take on leadership roles.

*Community and Stakeholder Perspectives:*



- Parent engagement in early-learning programs that are currently funded under OFCY have been very well received by Latino families. Agencies have used creative measures to increase participation from African American families, including linking to broader community events to recruit families into playgroups and parent cafes.
- There is significant interest in Family Resource Centers among providers and system stakeholders, though several system partners/investors suggested that further study and mapping of the Family Resource Centers is needed.
- Stakeholders agreed on the value of investing in place-based strategies in low-income neighborhoods.
- System partners and providers reported that Help Me Grow was a useful referral resource.
- Parents want places where they can socialize and enjoy their families in their communities, which decreases their overall level of stress.
- Stakeholders and providers agreed that families must be empowered and engaged in designing and delivering services.
- Some stakeholders emphasized the need to focus on engaging fathers.
- As some background information, in Oakland, there are a several examples of Family Resource Centers that have flourished and include OFCY investment for specific activities. Notably, the Hawthorne Family Resource Center and, more recently, the Room to Bloom are Family Resource Centers in Oakland. The Packard Collaborative, a convening of early care and learning investors and providers, is conducting a full assessment of the landscape of Family Resource Centers in Oakland. The Room to Bloom collaborative started from First 5 of Alameda County's place-based planning work under the Project LAUNCH grant. Activities began and were seeded with an OFCY grant to the lead service provider for a playgroup at the Youth UpRising Center. Room to Bloom is now funded by First 5 of Alameda County for comprehensive Family Resource Center services.
- Stakeholders noted the need for young children to strengthen their early literacy and attachment to school to improve overall readiness to learn.
- Early care and learning systems are supporting better coordination to enhance school readiness.
- There is a need to continue to support experiences for preschool-age children who do not have access to preschool.

*Changes to this Investment:* Supports a Family Resource Center Initiative to offer comprehensive services and learning opportunities to families of young children. Funding may support the planning and development of Family Resource Centers, operational costs, or funding to support specific programming components. OFCY may direct funds to selected grantees for basic staffing and support for hub services. This strategy provides continued support for parent-education opportunities through parenting support and parent/child interactive or community playgroup settings in low-income neighborhoods. This strategy supports growth of programming into high-priority communities.

*Purpose and Rationale:*

The first three years of life are the building blocks for future development. Parent/child interaction and attachment are critical factors in the healthy brain development of infants and toddlers. Research shows that providing parents with information about child development and with opportunities to connect with other parents in their community through group-learning opportunities provides parents with the skills to support the positive development of their young child. Delivering services and supports in the community helps engage more parents in programming and strengthens informal community ties and cohesion. Engaging parents in the design and delivery of services, the services are more responsive to



their needs and preferences. This strategy is based on research showing that strengthening families, empowering parents, and building parent capacity and connections are the most effective ways to support the healthy development and early literacy of young children.

Attending a high quality preschool improves children’s school-readiness skills and has been shown to engage families in the early learning of their children. A wide body of research shows that access to formal learning environments, helps young children learn about the structure and routine of school, develop pre-literacy skills, and interact with their peers. Research suggests that in order to improve school-readiness for young children throughout a city, public systems and investors must align and coordinate their activities and investments to strengthen pre-school quality. Through a grant from the Packard Foundation’s Starting Smart and Strong Initiative, system partners in Oakland are working to “create universal access to high-quality early-learning experiences that promote healthy child development and that result in kindergarten-ready children, regardless of race or family income level.” Along with key early care and education stakeholders—including Head Start, OUSD, First 5, and informal caregivers and providers—OFCY is a partner in aligning and integrating key systems to improve the quality of preschool in Oakland.



## Student Success in School

**Goal:** To help children and youth succeed in school and graduate from high school through after-school academic support and college-readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service learning, and arts expression.

### Strategy 3: Ensure Youth Access to High-Quality School-Based After-School Programming

*Strategy:* This strategy supports access to school-based after-school programming and free or low-cost academic and enrichment programs at elementary and middle-school sites. OFCY provides local funding to school sites that receive state After School Education & Safety Program (ASES) funding and where at least half of the students are eligible for Free and/or Reduced Lunch (FRL). Recognizing the higher costs and demand for services in schools with the highest FRL rates, OFCY also directs additional funding to support enrichment, literacy, arts, and other site needs through a supplemental funding pool for those sites with FRL rates of 75% or higher.

- *Base Funding:* OFCY will increase base funding from \$67,000 per elementary-school site to \$72,000 and increase funding from \$82,000 to \$85,000 per middle-school sites.
- *Supplemental Funding:* Schools with rates of Free and/or Reduced Lunch at 75% or higher will be eligible for a supplemental funding grant of up to \$20,000.

*Supported Activities:* This strategy provides base funding to elementary schools to support enrichment, academic support, arts, sports, technology, literacy, and other youth-development and leadership programming. Middle-school funding supports innovative after-school programming to middle-school students, including science, technology, arts, sports, linked learning, and other school-based enrichment programming, that builds on youth interests and assets and builds a positive attachment between young people and their schools. At sites with more than 75% of students qualifying for FRL, supplemental funding will support enrichment programming, such as arts, Science, Technology, Engineering, and Math (STEM), literacy, and gardening; expand program capacity; and/or meet other site needs.

#### *Target Populations:*

- Elementary and middle-school students (K–8) who attend schools with FRL rates of 50% or more.

#### *Outcomes:*

##### *System Outcomes*

- Ensures access to high-quality school-based after-school programming for low-income children and youth
- Expands children and youth's access to enrichment, arts, technology, and other programming

##### *Student Outcomes*

- Students feel safe and connected to their school, peers and adults
- Students acquire academic and social-emotional skills
- Students attend school regularly
- Students are supported academically

#### *Community and Stakeholder Perspectives:*



- OFCY funding and support for after-school programming is seen as necessary for the sustainability of school-based after-school programming by community stakeholders.
- Low-income schools in Oakland’s neighborhoods with the highest levels of poverty have higher costs of programming due to the need to cover security-officer costs, greater demand for services, and other site needs.
- High-quality programming at schools requires greater flexibility in programming and additional funding to support higher wages for after-school instructors and additional enrichment staff and to cover the costs of security guards at school sites in high-stress neighborhoods.
- Providers concurred that OUSD is placing additional requirements on lead agencies, without additional funding attached. Small community-based programs that have real relationships with the community are being pushed out and/or having a hard time continuing to serve children and youth. These pressures make it hard to retain qualified staff, a key factor in delivering a high-quality program.
- Most after-school programs are at capacity year-round, and many have waiting lists of students at the beginning of the year.
- Stakeholders and funders noted the opportunity for collaborations between organizations to support the offering of enrichment, technology, arts, sports, and other programming that youth enjoy.

*Changes to this Investment:*

OFCY will augment the amount of money available to each school site by increasing the base amount of funding available to school sites with at least 50% of students qualifying for FRL. A supplemental fund will meet additional program needs or support innovative efforts that create high-quality programming at sites with FRL rates of 75% or higher.

The funding tiers and supplemental fund respond to community-identified need for additional resources to strengthen the quality of programming. OFCY will increase base funding from \$67,000 per elementary-school site to \$72,000 and increase funding from \$82,000 to \$85,000 per middle-school sites.

	<i>Current (2013–2016)</i>	<i>Projected (2016–2019)</i>	<i>Supplemental</i>
Elementary	\$67,000	\$72,000	\$20,000
Middle	\$82,000	\$85,000	\$20,000

Approximately 25–30 schools may receive additional supplemental funding of up to \$20,000 per school site.

*Purpose and Rationale:* Children and youth (ages 5–15) thrive in school when they feel safe, supported, and connected to their school community. Providing young people with access to enrichment, academic support, and recreation programming that responds to their needs, interests, and strengths helps to create a positive attachment with the school. Over time, creating a nurturing and supportive school environment fosters youth’s development during their early school years and provides children with the support they need to succeed in school and later in life. This partnership supports the OUSD’s Pathway to Excellence Strategic Plan, which emphasizes access to high quality schools. OFCY supports this broader school district goal by investing in comprehensive after-school programming, providing Oakland children and youth with safe spaces during out-of-school time hours.



Funding Allocation: 38.5%

OFCY will continue to invest close to 40% (38.5%) of the fund to School Based After School Partnership. Projected growth in the fund will provide an additional \$650,000 annually in funding to support SBAS programming from 2016 to 2019.

	<i>SBAS</i>	<i>All OFCY Programs</i>	<i>% of Fund for SBAS</i>
<i>Current (2014–2015)</i>	\$4,355,000	\$11,224,081	38.8%
<i>Projected (2016–2019)</i>	\$5,000,000	\$13,000,000	38.5%

### Strategy 4: Strengthen Student Engagement in Learning

*Strategy:* This strategy supports system efforts and programming designed to support middle and high school age youth’s attachment to school. This strategy invests in culturally responsive and targeted models to meet the needs of specific populations.

*Supported Activities:* Supported investments include programming and activities designed to address the system barriers and meet the needs of targeted groups that experience barriers to engaging in school, including programming designed to support restorative-justice approaches in school settings, activities that promote a successful transition to high school, and other experiences that engage young people in learning and address early warning indicators. Services and supports will build on youth and family strengths and align with school site and district priorities. Through partnerships between community-based organizations and the school district, this strategy will strengthen system capacity to create inclusive learning environments for middle and high school youth in Oakland.

*Target Populations:*

- Children and youth enrolled in grades 6–12 in Oakland
- Targeted populations: boys of color, youth transitioning to high school and other special populations
- Parents and educators

*Outcomes:*

- Students are attached to school.
- Students attend school regularly.
- Students form positive relationships with peers and adults.
- Students and teachers solve conflicts using restorative-justice techniques.
- Schools suspend fewer youth.
- Students exhibit fewer early-warning indicators over time.

*Community and Stakeholder Perspectives:*

- Some stakeholders noted the need for additional programming for middle-school age youth.



- Stakeholders and community members emphasized the need to engage parents as partners in student success and learning and for strategies that build system capacity to decrease disproportionality of suspensions.
- There is a need for restorative-justice programming and efforts to reduce the achievement gap for students of color—boys in particular.

*Changes to this Investment: Notes for the POC:* This is a new strategy focused on engaging middle and high school age youth in school. Transition programming is no longer a stand-alone strategy. Transition programming focuses on the 8<sup>th</sup>-to-9<sup>th</sup> grade transition. Youth leadership in community schools is no longer emphasized. This strategy continues to support transition programming and restorative-justice programming that was supported in the last strategic plan. Transition programming will emphasize partnership between school sites and community-based organizations. Support for programming related to the Linked Learning goals of OUSD will be supported through the Transitions to Adulthood funding strategy. Youth development and leadership in school-based settings will also be supported through the Youth Development and Leadership funding strategy.

*Purpose and Rationale:* Early adolescence is a time marked by significant changes in cognitive, social, and physical development that may affect a student's engagement in their academic lives and their future success in school. During this time, gaps in academic achievement can widen for students who are at risk of not completing school. Students who feel disconnected from school are more likely to be chronically absent and more likely to be suspended or receive other punitive treatments for their behaviors. For students of color in particular, a punitive school climate can have a negative impact on their engagement, motivation, self-concept, and achievement in school. When young people and their families experience programming and activities that build on their strengths and interests, receive culturally relevant services and supports, and develop relationships with caring adults, they develop protective factors that help them succeed in school. When students, teachers, and other members of the school community learn and practice restorative-justice techniques to resolve conflict and address wrongdoing, students are able to participate fully and remain engaged in learning.

*Funding Allocation: TBD*



## Youth Development and Youth Leadership

**Goal:** To prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical- and behavioral-health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service learning, and arts expression.

### Strategy 5: Creating Access to Youth Development and Youth Leadership Opportunities Year-Round

**Strategy:** This strategy expands 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 community through arts, technology, entrepreneurship, sports, and other enrichment programming. This investment expands access to comprehensive services and trauma-informed support that meet the needs of LGBTQ youth, boys of color, unaccompanied minors, and youth exposed to violence.

**Supported Activities:** Supported programming includes activities and experiences that build on youth interests, strengths, and assets, including STEM, arts, recreation, sports, academic support, cultural development, service learning, leadership development, and mentoring programming. This strategy supports youth stipends or incentives for programming that builds job or career skills. Services are delivered in the community or in school-based settings and may range from small and emerging programs to larger community collaborations. Services may leverage existing community and city assets.

Supported youth development and leadership programming includes the following:

- **Arts and Enrichment:** OFCY will support programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression to promote the social, emotional, physical, cognitive, and spiritual development of young people.
- **Youth and Peer Leadership:** OFCY will support peer mentoring, community advocacy, or other youth-leadership activities in which youth receive targeted training and development and hold roles of responsibility. OFCY will support programs that empower youth to participate in the design and delivery of programming, help youth to develop transferable job skills and provide youth with work experience.
- **Academic and Literacy Programming:** OFCY will support programming that promotes positive attachment to school, provides youth with academic support, and develops literacy in alignment broader goals of Oakland Reads 2020.
- **Innovation and Technology:** OFCY will support programming that provides experiences and exposure to science, technology, engineering, 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. OFCY will support programming that promotes youth skills and interests in technology, innovation, and entrepreneurship.

This strategy also supports the delivery of 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 unaccompanied minors, LGBTQ youth, boys of color, and youth exposed to violence. Investments are directed to supports and services that are culturally relevant, asset based, and trauma



informed, including mental health services and supports, group services, positive youth development and leadership opportunities, family support, and advocacy.

*Target Populations:* Oakland children and youth who are ages 5–20 from low-income neighborhoods. Targeted populations include LGBTQ youth, unaccompanied minors, and youth impacted by violence.

*Outcomes:*

- Youth have positive relationships with adults and peers.
- Youth have meaningful opportunities for involvement and membership.
- Youth participate in challenging and engaging activities and learning experiences.
- Youth develop new skills.
- Youth learn to navigate systems.

*Community and Stakeholder Perspectives:*

- Stakeholders identified the need to articulate the role of violence prevention as a strategy within this goal area.
- Youth want programming that builds on their assets and capabilities, not their deficits.
- Youth from low-income neighborhoods want access to programming and suggested the need for additional outreach, especially to a broader range of youth.
- Stakeholders noted the need for supporting small and emerging programs, as well as science, technology, and other innovative programming.
- Stakeholders noted the need to reach special populations, such as unaccompanied minors, youth exposed to violence, and LGBTQ youth, but agreed that a targeted funding-pool approach was not viable.
- Stakeholders noted the need for trauma-informed approaches.

*Changes to this Investment:* Funding priorities have been expanded to support programming in both community- and school-based settings. Directs investments to services and supports for special populations, including LGBTQ youth, unaccompanied minors, and youth exposed to violence who are in need of comprehensive supports and services. Integrates services for LGBTQ youth into the overall youth leadership and development strategy, rather than being based on a population-specific strategy.

*Purpose and Rationale:* Youth development and leadership programming provides place-based services that build on youth assets. These activities help youth learn to be productive and connected members of their communities, with the ability to navigate and problem-solve. Research shows that increased support and opportunities for youth improve developmental outcomes and long-term outcomes in adulthood. Programming that provides youth with opportunities to build on their strengths, take on leadership roles, use their voice, and develop a strong sense of community and peer relationships, helps young people develop a greater sense of self-efficacy and empowerment. Building young people's capacity for leadership empowers them to be active agents of change in their own lives and in the growth of their communities. Young people who have experienced individual, family, or community trauma benefit from targeted, culturally relevant services and supports, which over time improves their social-emotional well-being and builds protective factors and resiliency.

*Funding Allocation:* TBD



## Strategy 6: Create Access to Academic Support and Enrichment in Summer Months

*Strategy:* Supports programs that provide enrichment and academic opportunities for children and youth during the summer months to help youth stay engaged in learning, retain academic skills and content, develop their voice and leadership skills, and make meaningful contributions to their community. Supported programming prevents children and youth from losing academic content and skills over the summer and leaves them more prepared for a successful start to the new school year.

*Supported Activities:* Supported programming includes activities and experiences that build on youth interests, strengths, and assets, including arts, recreation, sports, academic support, cultural development, service learning, leadership development and mentoring programming. 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. Supported programming includes the following:

- *Academic and Literacy Support:* School-based services and programming that provide academic programming and enrichment to promote school connectedness, support reading and literacy, and prevent summer learning loss.
- *Arts and Enrichment:* OFCY will support programming that provides youth with opportunities to develop their voice through arts, literature, sports, or other forms of expression to promote the social, emotional, physical, cognitive, and spiritual development of young people.
- *Youth and Peer Leadership:* OFCY will support peer mentoring, community advocacy, or other youth-leadership activities in which youth receive targeted training and development and hold roles of responsibility. OFCY will support programs that empower youth to participate in the design and delivery of programming, help youth to develop transferable job skills and provide youth with work experience.
- *Innovation and Technology:* OFCY will support programming that provides experiences and exposure to science, technology, engineering, math, coding, and computer science, as well as those that provides project-based or hands-on learning opportunities such as maker projects or do-it-yourself (DIY) projects. OFCY will support programming that promotes youth skills and interests in technology, innovation, and entrepreneurship.

*Target Populations:* Oakland children and youth who are ages 5–20 from low-income neighborhoods.

*Outcomes:*

- Youth have positive relationships with adults and peers.
- Youth have meaningful opportunities for involvement and membership.
- Youth participate in challenging and engaging activities and learning experiences.
- Youth develop new skills.
- Youth learn to navigate systems.
- Youth develop new skills and competencies.
- Youth retain academic skills and learning.
- Youth are healthy, active, and fit.

*Community and Stakeholder Perspectives:*

- Young people from low-income neighborhoods want access to enriching programs that build on their assets and strengths, not just their risk factors and deficits.



- There is strong community and stakeholder support for expanding access to enrichment programming for low-income children and youth.
- There are several community efforts focused on supporting literacy and mitigating summer learning loss.

*Purpose and Rationale:* There is a wide body of research showing that children and youth who have access to safe community spaces and meaningful opportunities for enrichment and academic support develop new skills, improve their connection to adults and peers, and make positive contributions to their communities. Summer programs that incorporate academic support and enrichment programming successfully motivate children and youth to attend regularly by building on their interests, while supporting the retention of skills and content learned during the school year. Programs that provide service-learning and leadership opportunities help youth to participate meaningfully in their community and develop a sense of self-efficacy. Access to academic programming can help to offset summer learning loss. This strategy meets the needs of low-income children and youth by expanding access to safe, engaging, and enriching activities that offset summer learning loss and prepare students for a successful start to the new school year.

*Funding Allocation: TBD*



## Transitions to Adulthood

**Goal:** To help youth transition into a productive adulthood through case management, physical- and behavioral-health services, hard-skills training and job placement in high-demand industries, internships, work experience, and leadership development, including civic engagement, service learning, and arts expression.

### Strategy 7: Expand Access to Career Awareness and Academic Support for Older Youth

*Strategy:* This strategy supports programming that provides older youth, ages 15–20, with career awareness, exploration, and preparation within high-priority industries, as well academic support to facilitate their transition to college and a career.

*Supported Activities:* 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.

*Career-Development Activities:* Supported programming includes 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. The focus of the programming is on providing young people with career-exposure and care-exploration experiences that provide leadership opportunities, rely on their strengths and assets, and foster their interest in postsecondary training or educational opportunities. OFCY will support programs that incorporate job readiness, financial-literacy education, and employer support as program components. This strategy supports the placement of young people in key industries and career pathways in sectors experiencing high growth and demand for workers.

*Academic-Support Activities:* Supported programming includes learning opportunities designed to help youth persist in and graduate from high school; attain a GED or diploma; continue on to further postsecondary education by helping youth to complete high school prerequisites; navigate postsecondary enrollment; and assist with the financial aid and application process for postsecondary education. OFCY will also support academic 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.

*Target Populations:* Low-income youth and youth who are disconnected from school and employment (“opportunity youth”), who are between 15 and 20 years of age.

#### *Outcomes:*

- 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/or enroll in postsecondary training or educational programs.



*Community and Stakeholder Perspectives:* Youth emphasized the need for programming opportunities for young people who live in low-income neighborhoods and may be the first to attend college but have not gotten into trouble yet.

- System stakeholders agreed that other workforce funding streams should prioritize enrollment of those with the highest risk.
- Older youth want programming that builds on their strengths and assets and provides opportunities for leadership and development.
- There is a need for educational opportunities to develop financial literacy among young people.
- There is a need for programs that support young people within the contexts of their families and communities.
- New workforce funding streams in Oakland allow OFCY greater flexibility. There is a need for more regular coordination among workforce funders.
- Career exposure at the middle-school age and younger ages is important as Oakland moves toward a linked-learning setting.

*Changes to this Investment:*

- This strategy combines career-preparation programming with academic-support programming into a single funding strategy, recognizing the linked aspect of both services toward transitions to adulthood and to encourage programming that addresses both needs simultaneously.
- Career-development programming through OFCY supports youth under the age of 21 and therefore will more strongly emphasize career awareness, career exploration, and career preparation as key to supporting work-based learning experiences.
- This strategy emphasizes access to programming for a broader range of low-income youth in moderate and high-stress neighborhoods.

*Purpose and Rationale:*

Older youth benefit from learning about the world of work and accessing experiences that help get them ready for a job or a career. For low-risk and at-risk youth alike, exposure to the workplace, entry-level work-readiness training, and work experience enhance their employability skills and raise their awareness of careers or potential employment opportunities. Young people who graduate from high school and go on to a postsecondary educational institution or vocational training become self-sufficient adults. Youth who experience and explore the world of work, employment, and careers are more likely to go to college or work than their peers are.

Numerous studies indicate that educational attainment is the strongest indicator of future earnings. Young people who do not graduate high school, pass the exit exam, or receive a GED have few options when it comes to getting a job or pursuing postsecondary education or vocational training. For many youth who do receive the necessary credentials, because they are often the first to attend college in their family, they need help applying for and enrolling in college or vocational programs. When youth who have disengaged from school or are at risk of dropping out receive academic-support programming, they obtain the necessary courses, credentials, or diplomas to access future educational and employment opportunities. Learning about college-entry requirements and receiving assistance navigating the application process is critical, particularly for low-income youth of color.

*Funding Allocation: TBD*

## OFCY Strategic Investment Plan - Funding Allocations by Strategy

Strategy	Proposed 2016-2017 Funding Range
<b>Healthy Development of Young Children</b>	
Consultation with Early Childhood Educators Parent Engagement in Early Learning and School Readiness*	<i>totals:</i> <b>\$2M - \$2.25M</b>
<b>Student Success in School</b>	
High-Quality School-Based After-School Programs Student Engagement in Learning**	<i>totals:</i> <b>\$5.5M - \$5.6M</b>
<b>Youth Development &amp; Leadership</b>	
Youth Development and Leadership Year Round*** Youth Development and Leadership in Summer	<i>totals:</i> <b>\$3.5M - \$3.6M</b>
<b>Transition to Adulthood</b>	
Career and Academic Success****	<i>totals:</i> <b>\$1.6M - \$1.7M</b>
	<b>\$12.6M - \$13.15M</b>

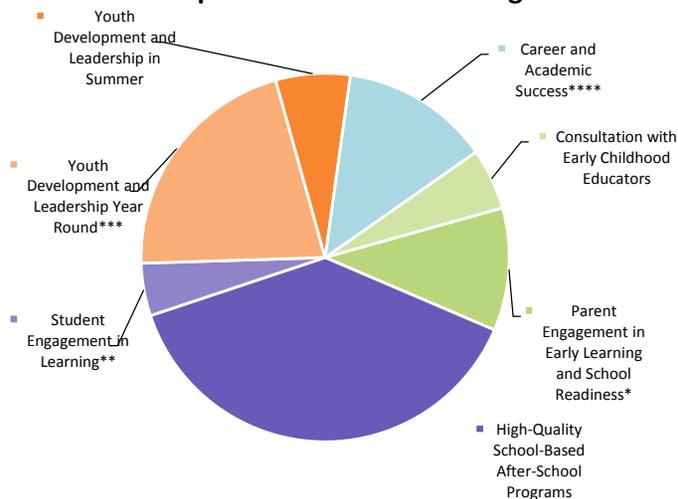
\* Parent Engagement: incorporates FY13-16 strategies of Parent Engagement and Summer Pre-K

\*\*Student Engagement: incorporates FY13-16 strategies of Transitions Programs and Youth Leadership in Community Schools.

\*\*\*YD&L - Year Round:incorporates FY13-16 strategies of CBO Out-of-School Time, Youth Leadership & Community Safety, and LGBTQ Youth Services

\*\*\*\*Career and Academic Success: incorporates FY13-16 Academic Support for Older Youth and Youth Workforce and Career Development strategies

**Proposed 2016-2017 Funding**



**2014-2015 Funding by Strategy**

