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.

Agenda Information:

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.
Committee Members present: Francois Barrilleaux, Julie Tinker Ward, Astrid Regalado, Leann Abdelrahman, Max Chacana

Committee Members absent: Kisha Jackson, Julie Waters, Hilda Ameyaw, Anakarita Allen, Gerald Williams, Betty Booker, Eugene Lee, Yota Omo-Sowho, Mayra Chavez

Staff Members present: Sandra Taylor, Mike Wetzel, Sachelle Heavens

1. Call to Order
   The meeting was called to order at 6:22pm.
   - Introductions & Announcements
     There were no announcements.
   - Agenda Review/Modifications

2. Open Forum
   There were two public speakers.

3. Adoption of Prior Meeting Minutes
   The adoption of the prior meeting minutes of April 11, was deferred to the next meeting due to lack of quorum.

4. Fiscal Update on Kids First! Revenues
   OFCY staff announced $16.5-17M as the anticipated total annual funding amount for the 2019-2022 grant cycle, starting in FY2019-2022. Revenue is increasing due to the city’s improved finances and increased revenue from adjustments to the budget, as well as inclusion of additional carryforward monies.

5. Modifications to the FY2018-2019 OFCY Grant Renewal Packet
   OFCY staff discussed a one-time 3% increase in total grant awards that raised the funding allocation across 147 programs for FY2018-2019 to a total of $15,210,000, providing programs with an annual cost of living increase adjustment. One program, Northern California To Prevent Blindness, has declined a continuation grant for 2018-2019 and was removed from the grant package recommendation going forward to Oakland City Council.
6. **Informational Update on Strategic Planning for FY2019-2022**
   OFCY staff presented an update to the POC on strategic planning for FY 2019-2022. The final community engagement event is scheduled for Thursday May 24th from 5pm-7pm, and will be at Oakland City Hall.

7. **Administrative Matters**
   - **General Announcements**
     The POC was informed of a July 2018 informational report to the Oakland City Council regarding the strategic planning for FY 2019-2022.
   - **Upcoming Meetings/Scheduling**
     June 6th is the next regular POC meeting.
     July 10 is the scheduled date for an informational report on OFCY strategic planning to be presented to the Life Enrichment Committee of the Oakland City Council.

8. **Adjournment**
The meeting was adjourned at 7:36pm.
ABOUT THE OAKLAND FUND FOR CHILDREN AND YOUTH

The OAKLAND FUND FOR CHILDREN AND YOUTH (OFCY) was established in 1996 as a result of a community-led drive to create a City fund expressly for the benefit of children and youth. OFCY provides strategic funding to support Oakland’s children and youth from birth to 20 years of age to help them become healthy, happy, educated, engaged, powerful, and loved community members. The Oakland Fund for Children and Youth is a program of the Human Services Department within the City of Oakland. The Planning and Oversight Committee (POC) provides direction to the Fund. www.ofcy.org

ABOUT SOCIAL POLICY RESEARCH ASSOCIATES

SOCIAL POLICY RESEARCH ASSOCIATES (SPR) is a small, employee-owned research, evaluation, and technical assistance firm, founded in 1991 and based in Oakland, California. SPR works nationally with clients in federal, county and local government, foundations, non-profits and the private sector. Our team of professionals has in-depth expertise in a wide range of methodologies, intervention strategies and fields. Visit us at www.spra.com.
# CONTENTS

**EXECUTIVE SUMMARY**

1

**INTRODUCTION**

3

The Oakland Fund for Children and Youth

3

The Planning and Oversight Committee

3

Guiding Values-based Investing

4

**MEASURING CHANGE**

8

**DEVELOPING THE 2019-2022 STRATEGIC INVESTMENT PLAN**

10

Community Engagement Process

10

Lessons from OFCY’s Evaluations

13

**2019-2022 STRATEGIES**

14

1. Parent Engagement and Support

15

2. Family Resource Centers (FRCs)

16

3. Socioemotional Well-Being in Preschool and Early Childhood Education Settings

17

4. Comprehensive After-school Programs

18

5. Engagement and Success for Elementary and Middle School Students

19

6. Summer Programming

20

7. Youth Development and Leadership

21

8. High School and Postsecondary Student Success

23

9. Career Awareness and Employment Support

24

**CITATIONS**

26
EXECUTIVE SUMMARY

Working on behalf of the citizens of Oakland, the Oakland Fund for Children and Youth (OFCY) has spent the last two decades investing in the city’s children, youth, and families. Recognizing that Oakland’s strength and spirit are its people, and that Oakland’s future depends on giving children and youth the foundational support they need to become the next generation of active, thriving community members, voters have twice approved ballot measures that set aside funds for programs and initiatives that support children, youth, and families. Since 1996, OFCY has disbursed over $200 million for programming and services that support the healthy development of young children; help children and youth succeed in school and graduate high school; prevent and reduce violence, crime, and gang involvement among children and youth; and help youth transition to productive adulthood.

Every three years, OFCY undertakes a strategic planning process in order to ensure that OFCY funding strategies meet the current needs of the city’s children, youth, and families. In the fall of 2017, OFCY began the process of developing the OFCY 2019-2022 Strategic Investment Plan. Plan development included extensive stakeholder engagement to learn how OFCY can leverage, complement, support, and lead different aspects of youth services across the city; over the course of nine months, OFCY hosted five community input events, conducted an online community survey, interviewed partners and elected officials, and held three provider focus groups. Plan development also included document and data review and took into account the results and findings from OFCY’s most recent evaluations.

The process of developing the 2019-2022 Strategic Investment Plan confirmed strong support for the work of OFCY and its approach to engaging with partners and providers to invest in key services for Oakland’s lowest resourced communities. At the same time, providers, parents and youth also expressed concern about a wide-range of issues that impact families in Oakland. Concerns included violence, entrenched discrimination and racism and the resulting lack of opportunity for low income youth and youth of color, as well as well as an extreme rise in the cost of housing (and operating youth programming) and the vulnerability of immigrant youth and unaccompanied minors. What echoed throughout the engagement process was that stakeholders see OFCY as a key partner in helping address these issues, and moreover, in finding real solutions.

OFCY’s on-going commitment to supporting the development of strong, productive, and loving community members has, in turn, strengthened the network of CBOs who serve children and youth and has started a vibrant dialog across city and county departments about shared investment in Oakland’s children and youth. In the 2019-2022 funding cycle, partnership with providers, institutions, and initiatives will remain a key tenant in how OFCY invests. Furthermore, these relationships have prompted the fund to look for other ways to hold each other accountable, such as shared use of a results based accountability framework, to most effectively create a city that supports, invests in, and celebrates its young people.
The 2019-2022 Strategic Investment Plan builds on OFCY’s twenty-two years of experience serving the young people of Oakland, building a community of direct service providers, and working with its partners. In the 2019-2022 funding cycle, OFCY anticipates awarding approximately $17 million each year to support the following strategies:

**2019–2022 OFCY FUNDING STRATEGIES**

1. Parent Engagement and Support
2. Family Resource Centers
3. Socioemotional Well-Being in Preschool and Early Childhood Education Settings
4. Comprehensive Afterschool Programs
5. Engagement and Success for Elementary and Middle School Students
6. Summer Programming
7. Youth Development and Leadership
8. High School and Postsecondary Student Success
9. Career Awareness and Employment Support

Now into its third decade of existence, OFCY remains committed to strengthening the capacity of families, the community, and its public and nonprofit sector partners to support children and youth in reaching their full potential and leading safe, healthy, and productive lives.
INTRODUCTION

The Oakland Fund for Children and Youth

The Kids First! Oakland Children’s Fund was established by the voter-approved Oakland Kids First! ballot initiative in 1996. It required the City of Oakland to allocate 2.5 percent of the city’s annual unrestricted General-Purpose Fund revenue to provide services and programming to support children and youth from birth to 21 years of age. The City of Oakland Charter specifies that this funding should be used exclusively to support the healthy development of young children; help children and youth succeed in school and graduate high school; prevent and reduce violence, crime, and gang involvement among children and youth; and help youth transition to productive adulthood. In 2009, Oakland voters reauthorized the Oakland Children’s Fund (known as the Oakland Fund for Children and Youth, or OFCY) for the next 12 years (2010–2022) through Measure D, which required the City of Oakland to designate 3 percent of its unrestricted general fund to continue these efforts.

OFCY makes grant awards to community based organizations (CBOs) and public agencies to deliver programming and services for children, youth, and families. Over the last two decades, OFCY has distributed over $200 million in funding and has become a key institution in the provision of high-quality, free or low-cost services for children and youth in Oakland. Continued funding has fostered a growing community of nonprofit providers that in turn have brought additional philanthropic and public dollars into the city to bolster the quality and reach of supportive services for children, youth, and their families. OFCY also works in collaboration with city departments and other public agencies, leveraging complementary efforts to address the needs of children and youth.

The Planning and Oversight Committee

OFCY is led by the Planning and Oversight Committee (POC), a public body that is comprised of youth and adult residents of Oakland who have been appointed by their city councilmembers.

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 21 years of age to become healthy, happy, educated, engaged, powerful, and loved community members.
The POC is responsible for developing and submitting a strategic investment plan to City Council every three years; soliciting funding applications and awarding grants to non-profit and public agencies to provide services; and reviewing the annual independent, third-party evaluation of OFCY programming and submitting the evaluation to City Council for adoption. As part of the 2019-2022 Strategic Investment Plan development, POC members supported and participated in community engagement events, reviewed information from stakeholder interviews, evaluation findings, and best practices research, and ultimately approved and submitted the Strategic Investment Plan to City Council.

**Guiding Values-based Investing**

The strategic investment plan, developed by the POC every three years, defines key investment strategies and serves as the basis for the solicitation of proposals that will ultimately result in the grant awards totaling approximately $17 million each year of the 2019-2022 cycle.¹ Annual investments reflect the investment plan’s specific strategies as well as OFCY’s guiding values, which are social and economic equity, child and youth development, and community and collaboration. Funding is directed to those communities that are most in need and most impacted by inequity, to providers and programming that operate from an asset-based youth development framework; and to partners that build on the resources in the greater Oakland community to serve and strengthen families.

---

**VALUE**

**SOCIAL AND ECONOMIC EQUITY**

All children and youth have a fundamental right to 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 towards youth with the greatest need.

Diversity—racial, cultural, ethnic, linguistic, family structure—is one of the things that community members raised throughout the community engagement process as something they love the most about living in Oakland. Oakland is home to approximately 87,500 families and approximately 93,000 children, the majority of whom are people of color, and many of whom speak languages other than English.²

---

¹ In 2020, OFCY’s charter will be up for voter reauthorization, which may introduce changes to funding and allocations mid-funding cycle.
² American Community Survey (ACS) 2016, 5-year estimates
73% of all Oaklanders and 85% of Oakland children are people of color

40% speak a language other than English at home

55 different native languages identified by OUSD

While Oakland’s diversity is a strength and is highly valued by the community, differential outcomes for people of color and those who speak a language other than English at home reveal strong inequities that need to be addressed. People of color and families who don’t speak English have lower rates of education, employment, and income and are disproportionately likely to be in poverty, perpetuating these same outcomes across generations.

Creating equitable outcomes for individuals starts with addressing inequity at the earliest stages of life, with continued support as children develop into adults. OFCY overwhelmingly directs program funds for enrichment and support to schools, communities and families most impacted by inequity. In the 2016-2017 program year, OFCY served over 32,000 youth at over 400 program sites.\(^3\) Funding reached primarily children and youth of color living in Oakland’s least resourced neighborhoods.

Below the poverty line

20% of Oaklanders
28.7% of children ages 0-19
24% of nonwhite people

Of families below the poverty level, 50% speak a language other than English at home
9% of White, non-Hispanic

32,000 youth served
96% of OFCY served participants are youth of color
75% of OFCY youth live in 94601, 94621, 94603, 94605, 94606, and 94607 zip codes

\(^3\) Note: This reflects the total number of children and youth served, based on enrollment reports from each program. Children and youth may participate in more than one program and thus may be counted more than once.
Over the last two decades, OFCY has invested in and supported the adoption of asset-based, positive youth development (PYD) as a paradigm for engaging Oakland’s youth. The concept of positive youth development was developed as a prevention strategy for averting negative experiences such as youth violence, crime, and gang involvement, and has since been adopted by communities all over the country as means of not just reducing negative outcomes but actively investing in positive outcomes ones. Positive Youth Development is about showing young people that their community believes they can be great and gives them the tools they need to thrive. This commitment to PYD is about investment – OFCY funds positive youth development programming – but more importantly it communicates a core OFCY value that youth are an asset to their community and that it is critical to invest in them, give them the skills they need to thrive, and that this, in turn, will pay dividends in the greater Oakland community. OFCY’s continued support for this model of engaging with youth is widely supported by the Oakland community.

OFCY recognizes that for programming to be effective it must work in the context of the community and the whole family. Programs engage not just children and youth, but also their parents and support systems. At the same time, OFCY realizes the value of affordable, safe, out-of-school experiences, supplementary academic enrichment, and employment and career pathway opportunities so that parents are supported in their efforts to provide a strong foundation for their children.

To support children, youth, and families, OFCY works within a network partner institutions and initiatives across the city and county to advance shared outcomes like kindergarten readiness, improved literacy and numeracy, increased graduation rates, postsecondary articulation, and youth employment, and to reduce incidents of violence and recidivism.
To provide this safe, enriching, and empowering programming for children, youth and their families, OFCY works in partnership with a host of institutions, including:

- Oakland Unified School District (OUSD)
- Oakland Head Start
- Oakland Unite/City of Oakland Department of Violence Prevention
- Oakland Starting Smart and Strong Initiative (OSSSI)
- My Brother’s Keeper
- Oakland Summer Learning Network
- Oakland Literacy Coalition
- Oakland Promise
- Youth Ventures Joint Powers Authority
- Opportunity Youth Incentive Fund
- ReCAST grant/City of Oakland Human Services Division
- Oakland Workforce Development Board
- City of Oakland Department of Parks, Recreation, and Youth Development (OPRYD)

In addition to its institutional partners, the work of OFCY in the community is carried out in partnership with the nonprofit and public sector who provide direct services to children, youth, and parents. In the last funding cycle, OFCY made awards to a total of 148 programs to support early childhood, youth development, and school-based afterschool interventions. As key stakeholders in their communities, these providers have been crucial in delivering community- and school-based services that affirm the cultures, worth and dignity of all children, youth, and families in Oakland.
MEASURING CHANGE

OFCY works with evaluation partners to measure grantee progress against strategy-specific goals and to document how much service was provided, the quality of those services, and the extent to which participants are making progress on outcomes associated with the provision of those services. These dimensions are measured through analysis of administrative data, annual participant surveys, interviews with providers and partners, participant focus groups, and a program quality self-assessment. Findings at the organizational, strategy, and initiative levels are shared with OFCY and its grantees to support grantee efforts at continuous program improvement as well as OFCY’s efforts to serve as a supportive partner to its grantees.

As OFCY continues to work in partnership with other organizations and agencies that share similar goals, it will use a results-based accountability (RBA) framework to contribute to efforts towards collective assessments of progress towards the positive development of children and youth. RBA offers a way to think about how many different partners contribute to solving complex social problems and whether the group is achieving its larger goals. RBA starts by identifying the results the group is trying to achieve. It then identifies population level indicators, as a shared measure of whether the group is making progress on their shared goals. RBA also identifies the strategies that partners are using to effect change. RBA is about measuring how effective the shared strategies are at making an impact on the population level indicators instead of trying to measure the individual impact of a specific provider or institution. To that end, while OFCY and its grantees will make a strong contribution to efforts around collective assessment, they will not be held accountable for the performance of their own participants on population-level outcomes. Below is a proposed framework for how OFCY and its partners might use RBA tools, language, and measures to evaluate their shared progress.
# Proposed RBA Framework for OFCY’s Programming and Strategies

<table>
<thead>
<tr>
<th>Result</th>
<th>Strategies</th>
<th>Population Level Indicators</th>
<th>Performance Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>What we want for children, families, and the community</td>
<td>What works to improve conditions?</td>
<td>How the group will measure success?</td>
<td>How do we know if a program is working?</td>
</tr>
<tr>
<td>OFCY’s Vision</td>
<td>OFCY’s 2019-2022 Strategies</td>
<td>Proposed OFCY Dashboard</td>
<td>Evaluation Data</td>
</tr>
</tbody>
</table>

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

- **1. Parent Engagement and Support**
- **2. Family Resource Centers**
- **3. Socioemotional Well-Being in Preschool**
- **4. Comprehensive Afterschool Programs**
- **5. Engagement and Success for Elementary and Middle School Students**
- **6. Summer Programming**
- **7. Youth Development and Leadership**
- **8. High School and Postsecondary Student Success**
- **9. Career Awareness and Employment Support**

- **% of Oakland children that are ready for kindergarten.**
- **Chronic absenteeism**
- **Third-grade reading level**
- **3rd/8th grade math performance**
- **OUSD high school graduation**
- **OUSD suspension rates**
- **Oakland juvenile arrests and incarceration**
- **Postsecondary enrollment**
- **# of youth participating in summer youth employment**
- **# of opportunity youth (not enrolled in school or employed ages 16-21)**

# of participants enrolled

Hours of programming

Data from:
- Participant Surveys
- Assessments of Program Quality
- Interviews with Program Staff
- Interviews with systems-level partners
DEVELOPING THE 2019-2022 STRATEGIC INVESTMENT PLAN

Strategic planning began in fall 2017 and continued through spring 2018, and included outreach to community stakeholders, consideration of citywide data on demographics, school quality and outcomes for children and youth, and a review of the results and findings from the OFCY evaluation. Information gathered through the process was then used to develop strategies.

Community Engagement Process

OFCY engaged youth, parents, community members, partners, and service providers to learn about the needs and priorities of Oakland’s children, youth, and families. Partners provided key insights into how OFCY funding supports and aligns with other city and county initiatives. Providers, parents, and youth shared information about priority services, concerns, and their vision for Oakland.

Stakeholders were engaged through:

- **Five community meetings held across the city.** OFCY hosted community events in partnership with the Oakland Youth Advisory Council at the United Roots - Youth Impact Hub, the Tassafaronga Recreational Center, the Cesar E. Chavez Branch Library, the West Oakland Branch Library, and Oakland City Hall. Community engagement events took on a range of topics from services for early childhood, to youth empowerment and leadership priorities, to economic equity. In total, 142 community members attended community engagement events to provide input on the 2019-2022 Strategic Investment Plan.

- **Interviews with key partners in the public and nonprofit sector.** OFCY consultants, Social Policy Research Associates and Communities in Collaboration, interviewed over 25 partners and civic leaders to learn about their priorities and how OFCY investments could continue to align with, complement, and leverage other activities and initiatives in Oakland. Representatives from Oakland City Council also participated in interviews.

- **Three focus groups with service providers.** Providers from the early childhood, afterschool and youth workforce community provided feedback on OFCY programming strategies and on the challenges encountered by providers as they seek to offer high quality, free or low-cost services to Oakland’s children, youth and families.
Individuals interviewed for the community engagement process represented the following organizations and initiatives:

- Alameda County First 5
- Alameda County Social Services Agency
- City of Oakland Department of Parks, Recreation & Youth Development
- City of Oakland Department of Violence Prevention/Oakland UNITE
- City of Oakland Human Services Department
- City of Oakland Head Start
- City of Oakland, Workforce Development Board
- East Bay Community Foundation
- Joint Powers Authority - Wealth Impact Table
- Oakland Community After School Alliance (OCASA)
- Oakland Literacy Coalition
- Oakland Promise
- Oakland Unified School District (OUSD)
- Oakland UNITE
- Oakland Youth Ally Alliance (OYAA)
- Partnership for Children and Youth

- The OFCY Community Input Survey. OFCY hosted an online community engagement survey (in English and in Spanish) on their website for 5 weeks in April and May of 2018. This survey was designed to solicit community input on OFCY’s strategies for serving children, youth and families and to learn what the community perceived as the most pressing issues and effective solutions. In total 31 individuals – youth, parents, providers – completed the survey.

Across the engagement process, key themes emerged that informed the 2019-2022 investment strategies.
Themes from the Community Engagement Process

**What OFCY does is important!** There is broad and deep support for OFCY’s current strategies from the community and key stakeholders. There is consensus around the need for continued investment in parent support programs, after school programs, youth development and arts programs, and programming to help youth gain employment experience.

**Oakland residents care.** Residents love Oakland and want to be involved in the decision-making process and advocacy for children, youth, and families. Providing space and opportunities for youth and parents to play a strong role in the design and delivery of services and programming is important, and it is also a key aspect of the positive youth development framework.

**There is no shortage of need.** There is still a strong need for programming for children, youth, and families across Oakland. Social and economic inequities continue to highlight this need across many demographic groups.

**The rising cost of living is a challenge for families and providers.** Rising costs for housing, transportation, and services puts stress on children, youth, and their families. Service providers are also affected by the rising cost of living in Oakland. CBOs need more resources to maintain operations in the city and to retain quality staff through competitive salaries.

**Changing demographics impact neighborhood-based services.** There is a declining African American population in Oakland and an increase in Latino, immigrant, refugee, and White residents. Changing populations require the public and nonprofit sector to provide culturally and linguistically responsive and appropriate services to new populations while maintaining services for long-term residents who are experiencing inequities, disparities, and displacement.

**Partnership and alignment are key.** To move towards greater collective impact around shared population-level outcomes, OFCY aligns its work with other key public agencies such as the Office of Violence Prevention, OPRYD, the Oakland Workforce Development Board, First 5 Alameda County, and OUSD.

**Safe and supportive environments must be provided.** OFCY funds programs that allow working parents to feel confident that their children are engaged in learning and enriching activities and that they have opportunities to experience new things in safe and supportive environments.
Lessons from OFCY’s Evaluations

Some key findings from the evaluations of programs\(^4\) in the 2016-2019 funding cycle affirm themes that emerged from the community engagement process and helped to inform the development of the goals and strategies of the strategic plan. These include:

- **Programming is reaching priority populations**: Participants were primarily children, youth, and families of color living in OFCY’s priority zip codes – with the majority coming from East Oakland. 75% of children and youth served were Latino/a or African American. OFCY also supports a variety of population-specific programs that successfully engage harder-to-reach populations, such as LGBTQ youth, immigrant and refugee populations, homeless youth, and boys and young men of color.

- **Programming is high quality**: Overall, survey results from participants and staff were very positive, particularly for and programs that served smaller numbers of youth.

- **Parents, caregivers, and youth are better off**: Parents and caregivers reported gains in knowledge of child development. Youth reported high levels of skills mastery, confidence, and connections to peers and adults. School-based afterschool participants had better attendance than their non-participant peers.

These key findings resonate with themes surfaced through the community engagement process, reinforcing OFCY’s role in providing vital services to Oakland’s youth. Community engagement and evaluation interviews with program directors also underscored one of OFCY’s most important functions: providing enriching experiences participants may not have otherwise had access to. OFCY supports the creation of safe, supportive environments where youth can break out of their comfort zone and try something new.

---

\(^4\) OFCY contracts with third-party evaluators to conduct an annual evaluation of its programs. In 2016-2017, the evaluation of OFCY’s non-school-based afterschool programs was conducted by Social Policy Research Associates and the Evaluation of the School-based After School Programs was conducted by Public Profit. The evaluations produce comprehensive annual reports, which are approved by the POC in the fall and subsequently shared with and approved by the Life Enrichment Committee of City Council.
2019–2022 STRATEGIES

The 2019–2022 funding strategies are built on OFCY’s long history of supporting key services in the community and also reflects current concerns and realities for Oakland’s children and youth. Themes from the stakeholder engagement effort underscore the importance of creating and maintaining safe spaces for children and youth to learn, play, explore, and grow alongside a pressing need to support families, youth, and providers as the cost of living exceeds the capacity of many of Oakland’s residents, exacerbating inequities experienced by its diverse communities. The following strategies were developed based on input gathered during the community engagement process, research that supports these strategies as important interventions, and OFCY’s own evaluation of its programming and providers. During the 2019–2022 funding cycle, OFCY will continue to work with its partners and the provider community to offer high quality, low- or no-cost programming and services to the people of Oakland. OFCY anticipates an increase in grant funding to $17 to $18 million annually for 2019-2020. Estimated funding is approximate for the strategy areas.

The 2019–2020 OFCY Funding Strategies and Approximate Allocations

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>APPROX. ALLOCATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Parent Engagement and Support</td>
<td>18-20%</td>
</tr>
<tr>
<td>2. Family Resource Centers</td>
<td></td>
</tr>
<tr>
<td>3. Socioemotional Well-Being in Preschool and Early Childhood Education Settings</td>
<td></td>
</tr>
<tr>
<td>4. Comprehensive Afterschool Programs</td>
<td>34-36%</td>
</tr>
<tr>
<td>5. Engagement and Success for Elementary and Middle School Students</td>
<td></td>
</tr>
<tr>
<td>6. Summer Programming</td>
<td>25-27%</td>
</tr>
<tr>
<td>7. Youth Development and Leadership</td>
<td></td>
</tr>
<tr>
<td>8. High School and Postsecondary Student Success</td>
<td>20-22%</td>
</tr>
<tr>
<td>9. Career Awareness and Employment Support</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL ESTIMATED GRANT FUNDING (FY2019-2020) $17M-$18M

OFCY Strategic Investment Plan 2019-2022
Parent Engagement and Support

This strategy creates and expands programs to strengthen the capacity of parents and caregivers to support the healthy development of their children through services offered in community-based settings, and is aligned with the family engagement initiatives of Head Start, First 5 of Alameda County, OUSD, Alameda County and community organizations across Oakland.

Supported programming

- Family engagement activities that promote attachment and positive parent-child interactions. Activities will include playgroups, parent-child activities, and early literacy efforts, as well as workshops and parent engagement services, parent leadership opportunities, home visits, peer connection, and community engagement opportunities.

Priority populations

- Parents and caregivers with young children, birth to age 8. Prioritization for low-income families, parents of color, immigrants, and refugees, and for services in neighborhoods with higher percentages of children and families—especially families with children living in poverty.

Rationale

Extensive research underscores the importance of quality early childhood programming and the inclusion of parents and caregivers. Increasing access to programs that strengthen parents’ and caregivers’ social support and promoting opportunities for positive parent-child interactions can have a significant positive impact on children’s developmental and health outcomes. Quality child-focused programming provides young children opportunities to develop socioemotional and cognitive skills and prepares them for school readiness and later success in life.

Community members emphasized the need for safe and quality family support services, especially in high-need neighborhoods and communities. In partnership with First 5 Alameda County, Head Start and Early Head Start, OUSD Early Learning, and philanthropic organizations, OFCY is working to build a strong network across Oakland that provides family support services in high-need neighborhoods.
Family Resource Centers (FRCs)

This strategy invests in creating and expanding access to Family Resource Centers (FRCs). FRCs will be welcoming centers in the community that offer comprehensive services and a range of activities and opportunities to meet the needs of families where they live to support the healthy development and learning of young children. This strategy builds on the existing parent and family engagement programming by funding general operating support for FRCs. It is aligned with the increased investment in neighborhood based programming and philanthropic support to coordinate and strengthen the network of FRCs in Oakland.

Supported programming

- Neighborhood-based FRC funding will support operating expenses and comprehensive programming in support of children and families. Services offered at FRCs can range and may include: early childhood playgroups; food and clothing assistance; healthcare benefits assistance; health and wellness workshops; developmental screenings for children; parent and caregiver workshops; parent leadership and engagement opportunities; computer access; literacy workshops; legal rights assistance services and classes; case management and linkages to resources; and culturally and linguistically responsive services in the neighborhood and larger community.

Priority populations

- Parents and caregivers with young children, birth to age 8. Prioritization of low-income families, parents of color, immigrants, and refugees, as well as services in neighborhoods with higher percentages of children and families—especially families with children living in poverty—with a strong focus on supporting FRC programming in East Oakland.

Rationale

FRC expansion is rooted in The Center for the Study for Social Policy's Protective Factors Framework: parental resilience, social connection, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children. OFCY’s experience in supporting school- and community-based FRC programming as well as past investments in organizations that build supports for families demonstrates the importance of fostering social connections between families and the community and helping families navigate systems of care. Community input has underscored the importance of family supportive services to bolster the healthy development of children and to sustain these crucial programs. OFCY is supporting FRC expansion to grow the network of centers that provide these critical services and to meet the diverse needs of families in Oakland, particularly in high-need neighborhoods and communities.
This strategy aligns strongly with the Oakland FRC Initiative’s Conceptual Framework developed by the Oakland Starting Smart and Strong Initiative, new funding for neighborhood based programming supported by First 5 of Alameda County through the Neighborhood Ready for School Initiative, as well as FRC programming supported by OUSD and Alameda County. Other sources of funding and programming in the city include school-based FRCs at OUSD schools and the central Lakeview FRC funded by Alameda County Measure A.

Socioemotional Well-Being in Preschool and Early Childhood Education Settings

This strategy connects consultants who are early childhood mental health professionals with early childhood education settings to build the capacity of teachers and families to promote the social, emotional, and behavioral health of children. Early childhood education consultants support preschool teachers on how to work with children who have high needs, respond appropriately to behavioral issues, and prevent, identify, and reduce the impact of mental health and developmental challenges among young children. Consultants also partner with family members and caregivers to develop family-centered strategies to support the socioemotional development of children. Partnering with OUSD Early Childhood Education and Oakland Head Start Child Development Centers, this strategy supports the healthy development of young children and promotes their readiness for kindergarten.

Supported programming

• Consultations between early childhood educators and mental health professionals that address attitudes, beliefs, practices and conditions and promote the effective integration of trauma-informed practices within early childhood settings.

• Development of individualized plans for children with early childhood educators and parents or caregivers. Planning will include how to support the child in group settings and will aim to strengthen the capacity of parents and early childhood educators to support children’s socioemotional development.

• Linkages to community resources for special needs, mental health services, and individual therapy or treatment for young children.

• Workshops, social groups, and linkages to educational resources for parents to help them understand developmental milestones and child behavior.

Priority populations

• Young children (ages 3–5), their families and caregivers, and early childhood educators at OUSD Child Development Centers and Head Start sites.
Rationale

Consultants are in a unique position to advance the important relationships between guardians, educators, and other community stakeholders by working with caregivers to understand child development, promote practices that strengthen families, and link families to the best resources for children. The most recent evaluation of OFCY highlighted that most educators found that the consultations with professionals gave them a better understanding of children’s behavior at different ages and stages and helped them better interact with parents and caregivers. Providers have noted that preschool teachers need and appreciate professional development to enhance and reinforce their skills.

This strategy aligns with early childhood education programs in Oakland, primarily Oakland Head Start and OUSD, and also with the city’s federal grant to promote trauma-informed practices in early childhood settings.

Comprehensive After-school Programs

This strategy funds a lead agency to coordinate comprehensive after-school academic and enrichment activities at Oakland public school sites, which will serve as a single-point-of-access to programming for students in grades K-8. Investments complement state After-School Education & Safety Program (ASES) and federal 21st Century funding for school-based after-school programming and provide local funding to support high-quality and enriching programming at no or low cost. The strategy will support programming at schools where the majority of students qualify for free or reduced lunch rates. OFCY also aims to provide funding support to address program capacity at sites with high need and demand for after-school services.

The lead agency will coordinate the after-school programming at each school site, including working with subcontractors to provide additional enrichment, academic, or supportive programming to students at the school. The lead agency will work in partnership with the school site leadership, the school district after-school programs office, and OFCY to best support students. The strategy is a partnership with OUSD to co-fund after-school programs citywide.

Supported programming

- Enrichment programming, such as music and arts, health and wellness, science and technology, sports and recreation; academic and literacy support, and youth development and leadership opportunities for positive youth engagement. Programming should address the specific needs of children and youth at their age and stage, including providing increased leadership

---

5 In 2016 the City of Oakland Human Services Department was awarded a $5 million grant by the Substance Abuse and Mental Health Services Administration. The Resiliency in Communities After Stress and Trauma (ReCAST) grant seeks to promote resiliency and equity for Oakland’s high-risk youth, families and adults most affected by trauma, violence and civil unrest.
opportunities and diverse programming for students in later grades to develop their strengths and interests.

Priority populations

- Students in kindergarten through 8th grade, attending Oakland public elementary and middle schools where more than half of the students qualify for free and/or reduced lunch.

Rationale

Participation in after-school programs is linked to better academic outcomes and school persistence, as it gives students an opportunity to receive extra academic support and interact with caring adults in a stimulating environment after the school day has finished. A large body of evidence shows that after-school programs can help children and youth develop an attachment to school, strengthen academic achievement, improve attendance, and prevent juvenile crime.6 Community and stakeholder input also emphasized the importance of opportunities for enrichment and learning after-school, and also cited safety as a key reason they appreciate after-school programs, particularly in communities where students experience a lot of trauma and high stress.

This strategy emphasizes the strong partnership between OUSD and OFCY around providing comprehensive academic and enrichment opportunities to youth in Oakland’s public elementary and middle schools that serve a majority of students who qualify for free and/or reduced lunch.

Engagement and Success for Elementary and Middle School Students

This strategy supports the academic achievement of elementary and middle school students through, literacy and science, technology, engineering, and math (STEM) programming. Programming will specifically address student attachment to school, school-day attendance, and improved literacy and numeracy outcomes. While the strategy addresses disparities in academic outcomes, programming will be delivered through an asset-based, positive youth development approach that provides students with interesting and enriching activities in a safe and supportive environment. Programming that is delivered at school sites during afterschool hours will be coordinated with the lead agency providing comprehensive afterschool programming at the site.

Supported programming: Programs designed to improve attendance, school connectedness, and academic performance (literacy and numeracy). Programs can be delivered at community-based locations or school sites and should engage elementary and middle school students, along with their parents, in any or all of the following:
• Addressing attendance-related issues, such as chronic absences and/or suspensions.
• Offering programming to enhance and boost literacy or numeracy.
• Offering STEM programming intended to inspire creativity, problem solving, experimentation and interest in STEM fields.

Priority populations

• Programs working with K-8 students who attend schools that are in East Oakland, Fruitvale, and West Oakland and that have high demonstrated need and high levels of school environmental stress, as well as programs that serve students with poor attendance outcomes.

Rationale

This strategy aims to help elementary and middle school students engage and thrive in school. To benefit from school-day and school-site programming, students first need to attend school regularly, and by addressing chronic absenteeism, programming can help improve reading, math, and graduation outcomes. Both attendance and reading at grade level at the end of third grade are strong predictors of school success, persistence, and graduation, and hands-on STEM programming has been shown to help students build problem-solving skills and confidence and increase their likelihood to pursue STEM coursework later on in school. The strategy directly supports key priorities of OUSD, the Oakland Reads 2020 Campaign and the Oakland Literacy Coalition, and the Oakland Joint Powers Authority (JPA).

6 Summer Programming

This strategy supports high quality summer programming and directs funding to school- and community-based programs with an asset-based youth development approach to promoting learning and attachment to school. During summer months, programming will provide opportunities for enrichment, exploration, and new experiences that build confidence, self-esteem, and other important life skills in a safe and supportive environment.

Supported programming

• School-based summer programs at school sites that provide enriching programming that promotes socioemotional skills development, culture, health and wellness, and cognitive development.
• Community-based summer programs that provide opportunities for learning and new experiences in areas such as the arts, STEM, and youth and community development, as well as field trips and explorations of nature. Programming
should also include activities that promote culture, cognitive development, socioemotional skills, and health and wellness.

Priority populations

- Children and youth (ages 5-14) in Oakland. Prioritization for children and youth of color as well as low-income youth, and for programming in East Oakland, Fruitvale, and West Oakland.

Rationale

By supporting summer programming, OFCY provides youth enrichment opportunities to promote year-round learning through activities and new experiences for children and youth. The strategy builds on the large body of research showing the beneficial effects of summer programming on children and youth. Quality opportunities for expanded learning can offset summer learning loss, leading to improved behavior, attendance, and academic performance. In addition, research shows that summer programs can help youth build resilience and positive social skills. Enrichment activities offer opportunities for children and youth to form positive relationships with caring adults, promote positive social interaction, and build conflict resolution skills to prevent engagement in violence.

Throughout the years, OFCY has consistently supported quality enrichment programming for Oakland’s children and youth during summer months and is one of the primary funders of such programs in Oakland. Community input has underscored the importance of supporting high-quality, free or low-cost summer programming opportunities for youth in Oakland, especially in neighborhoods that have gaps in services and particularly for opportunity youth. This strategy also supports the whole family by offering parents a safe and enriching option for their children during the summer.

Youth Development and Leadership

This strategy supports youth development and leadership programming that takes place year-round, during the school year, and in summer. Funding will support activities that encourage youth to develop leadership skills, engage in their communities, participate in art programming to support personal and cultural identity and growth, and participate in enrichment activities including sports, technology, nature exploration, and other activities that build on youth’s strengths to build positive peer and adult relationships and develop problem-solving skills. This strategy supports programming that is based in the community at neighborhood sites and provides a safe and supportive environment for children and youth after school and during summer months.
Supported programming will provide youth with enriching activities, skill building, connections to caring adults, and opportunities for direct mentorship. Particular focus may be given to:

- Arts, music, and recreation enrichment programs that provide youth with opportunities to explore personal and cultural identity through arts, literature, sports, or other forms of expression, and build their socioemotional, cultural, physical, and cognitive skills.

- Population-specific programming that is culturally relevant, asset-based, and trauma-informed, and provide social, emotional, and physical support for vulnerable populations such as LGBTQ youth, boys of color, immigrants, refugees, and other populations facing disparate health, academic, and social outcomes. Through the delivery of comprehensive services and supports to young people, programming will provide positive youth development, empowerment opportunities, and family support.

- Youth and peer leadership programming that provides youth with leadership skills and experiences such as peer mentoring, community advocacy, or other opportunities to practice leadership and hold roles of responsibility. Investments will focus on programming that includes youth in program design and delivery, empowering them to experience leadership that can boost their self-efficacy, educational achievements, and sense of community.

Priority populations

- Children and youth (ages 5–20) in Oakland. Prioritization for children and youth of color and low-income youth, and for programming in East Oakland, Fruitvale, and West Oakland, as well as for hard-to-serve populations including homeless youth, foster youth, commercially sexually exploited minors, immigrants, refugees, and other vulnerable groups.

Rationale

The strategy is responsive to community feedback that giving youth access to new opportunities to grow, connect, explore, and build their skills and dreams is fundamental to helping youth prepare for their futures. In their feedback, parents emphasized the importance of programming that provides opportunities for children to develop leadership skills and make meaningful contributions to the community. By providing low- or no-cost access to arts, leadership, and other enriching programming for children and youth, this strategy creates access for those who might not otherwise be able to participate. Programming also provides safe spaces for children and youth when they are not in school and helps them forge connections with caring adults who are not family members. By providing safe spaces for out-of-school time enrichment activities, this strategy will support not just children or youth but also their families. Moreover, these programs support positive asset building and resiliency, which have been shown to reduce engagement in risky behaviors and strengthen protective factors in youth.\(^{14}\) Participation in out-of-school enrichment activities can increase motivation and have positive impacts on school performance.\(^{15,16}\)
This strategy is aligned to the work of the City’s Department of Violence Prevention/Oakland UNITE, the Department of Parks, Recreation & Youth Development, and the policies of the Oakland Youth Commission in supporting vulnerable populations, including homeless youth and commercially sexually exploited minors.

High School and Postsecondary Student Success

This strategy supports high school and postsecondary student success and persistence by funding school and community-based programming designed to support achievements in learning, increase youth attachment to school, and facilitate older youth transitions into high school and postsecondary education. It directs funding to culturally responsive strategies that address the needs of older youth by helping to strengthen their skills to support their academic success and well-being.

Supported programming

• High school success programming that provides peer leadership, mentoring, community building, and other academic and social supports to engage youth in school.

• Transition programming that focuses on students moving from Grade 8 to Grade 9, with the goal of improving incoming high school students’ connections to their new school through early and targeted interventions, case management, and engagement in social, enrichment, and academic programming.

• Postsecondary access and success programming that provides college and postsecondary preparation such as college application support, course enrollment and advising, as well as persistence support such as college remediation courses, academic planning, mentoring, and scholarships.

• Conflict resolution and restorative justice programming that works to address and reduce student conflict, provide life coaching and case management, offer healing circles and mediation, build community organizing skills of youth, and advance service learning. (Conflict resolution and restorative justice programming is not restricted to high school environments and may be offered in middle schools as well.)

Priority populations

• Oakland youth, ages 14-20. Prioritization for youth of color and for programming in East Oakland, Fruitvale, West Oakland and at school sites with high levels of environmental stress.
Rationale

Oakland’s high school graduation rate has steadily improved over the past 10 years but remains approximately 20% lower than county and state rates, with persistent disparities by race and ethnicity.\textsuperscript{17} Community feedback has highlighted the effectiveness of and need for programming that supports youth to be engaged in high school, be connected to their school, and receive support and assistance to not only graduate high school but also attend, persist, and succeed in college and/or other postsecondary training. This is critical in ensuring the future success of Oakland’s youth; high school graduates earn more than high school dropouts, have better health outcomes, including a longer life expectancy, and are less likely to engage in criminal behavior.\textsuperscript{18,19,20,21} Youth who engage in high school persistence and college readiness programming attend school more frequently, have higher grade-point averages, enroll in and attend four-year colleges at higher rates, and have fewer disciplinary issues than peers who do not participate.\textsuperscript{22,23,24} This strategy aligns and supports the goals of OUSD, Oakland Joint Powers Authority, and the efforts of Oakland Promise.

9 Career Awareness and Employment Support

This strategy supports career awareness and employment support for older youth. Through career exploration, work readiness training, and employment, programming will provide youth with on-the-job experience, skill-building supports, and exposure to career options and pathways. This strategy will support both year-round and summer programs for students in school and for opportunity youth not connected to school or employment. The strategy will support programs that incorporate financial literacy into their program design.

Supported programming

- Programs for youth enrolled in high school that provide youth with career exposure, internship opportunities, and/or work experience during the school year and in summer months. Programming that focuses on helping youth learn about various occupations and industry sectors as well as acquire real, on-the-job experience as a means of encouraging and motivating students to complete high school and pursue postsecondary training.

- Programming for opportunity youth ages 16-21 who are not in school and not employed that offers comprehensive, supported work experiences for youth who face high barriers to self-sufficiency. Programming that includes employment experience along with support for academic achievement and wraparound supportive services.

- Summer work experiences that provide short-term, paid summer employment opportunities for school-aged youth in coordination with Earn & Learn, the Oakland Workforce Development Board’s Mayor’s Summer Jobs Program. Earn & Learn placements will provide youth with a supported work experience which
encompass on-the-job experience as well as job readiness training, ongoing case management support, and financial literacy training.

Priority populations

- Youth (ages 14-21) enrolled in school as well as opportunity youth, with priority for youth of color residing in East Oakland, Fruitvale, and West Oakland.

Rationale

Interventions that provide youth with career preparation and work experience are strongly supported by youth, parents, and community members. It provides youth a continuum of career awareness and work-based learning experiences. Work experience—both year-round and during the summer—offers youth a positive, productive activity during out-of-school time, builds critical socioemotional and problem-solving skills, and provides important monetary incentives in the form of wages and stipends. Research supports subsidized and supported employment as an effective intervention in improving later life employment and earnings, and Linked Learning is a promising strategy for increasing high school graduation, college enrollment, and college persistence.\textsuperscript{25,26} OFCY’s investment in youth workforce is aligned with work in OUSD Linked Learning Department, the Oakland Workforce Development Board, Oakland Promise, Oakland UNITE, and the Oakland Joint Powers Authority.


4 The current state of scientific knowledge on pre-kindergarten effects. Retrieved from https://www.brookings.edu/wp-content/uploads/2017/04/duke_prekstudy_final_4-4-17_hires.pdf


EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

The Early Childhood Mental Health Consultation programs funded by OFCY provide support to early childhood educators and parents to promote healthy emotional and social development. Licensed mental health professionals consult weekly with educators around the mental health and developmental needs of children in their classroom, deliver parenting workshops, and provide individual consultations to children and parents to help transform challenging behaviors. These programs support Head Start, OUSD Child Development Centers, and a handful of home-based preschools throughout Oakland.

The Early Childhood Mental Health Consultation Strategy at a Glance

- **$700,000** invested
- **2,071** children served
- **3** programs funded

- Family Paths, Inc. – *Early Childhood Mental Health Collaborative*
- Jewish Family & Community Services East Bay – *Integrated Early Childhood Consultation Program*
- Lincoln Child Center, Inc. – *Early Childhood Mental Health*

“We go out on site between two to five hours a week to build relationships with the staff, observe the children, help support both individual child needs and general programmatic needs. How the day is running, relationships between the staff, tricky spots with the day like supporting kids around separation or transitions or naptime, the whole range of natural struggles that happen in very young children.”

-Program Director

“"
Participants

During FY2016-2017, 2,071 children and 5 adults were engaged by educators who received services through Early Childhood Mental Health Consultation programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Children In Classrooms Served by Early Childhood Mental Health Consultation Programs

Children served came from across Oakland, with the majority coming from zip codes in East Oakland.

<table>
<thead>
<tr>
<th>Home zipcode and neighborhood</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>94621: Webster Tract and East of Coliseum</td>
<td>17%</td>
</tr>
<tr>
<td>94601: Fruitvale and East Oakland</td>
<td>15%</td>
</tr>
<tr>
<td>94603: Sobranter Park, Elmhurst, E. 14th Street</td>
<td>12%</td>
</tr>
<tr>
<td>94606: Highland Park, San Antonio, East Lake</td>
<td>10%</td>
</tr>
<tr>
<td>94607: West Oakland and Chinatown</td>
<td>8%</td>
</tr>
<tr>
<td>94619: Maxwell Park, Leona Hgts, Redwood Hgts</td>
<td>8%</td>
</tr>
<tr>
<td>94605: Eastmont, Seminary, Havenscourt</td>
<td>7%</td>
</tr>
<tr>
<td>94602: Glenview, Lincoln, Oakmore</td>
<td>6%</td>
</tr>
<tr>
<td>94612: Downtown</td>
<td>5%</td>
</tr>
<tr>
<td>94609: Temescal, Pill Hill, Bushrod Park</td>
<td>5%</td>
</tr>
<tr>
<td>94608: San Pablo and Market Street Corridor</td>
<td>4%</td>
</tr>
<tr>
<td>94611: Piedmont Avenue and Montclair</td>
<td>2%</td>
</tr>
<tr>
<td>94610: Adams Pt, Lakeshore, Crocker Highlands</td>
<td>1%</td>
</tr>
<tr>
<td>94618: Rockridge and Hiller Highlands</td>
<td>0%</td>
</tr>
<tr>
<td>Homeless/Transitioning</td>
<td>0%</td>
</tr>
</tbody>
</table>

The educators that received mental health consultation services taught a racially diverse group of children, the majority of whom were Hispanic/Latino and African American.

<table>
<thead>
<tr>
<th>Ethnicity of Children</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>41%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>31%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>19%</td>
</tr>
<tr>
<td>Unknown/Missing</td>
<td>3%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>2%</td>
</tr>
<tr>
<td>Middle East/North Africa</td>
<td>1%</td>
</tr>
<tr>
<td>Native Alaskan/American</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other</td>
<td>0.1%</td>
</tr>
</tbody>
</table>

“We try to open up an understanding that behavior has meaning: **What is the child trying to communicate**, what do we understand about what they might need, and how can we meet that need? We try to **expand the way challenging behaviors are seen** and understand them better, whether it’s developmental or sensory issues or trauma and emotional issues or even just general child development and understanding what is realistic for a two- or three-year-old.”

-Program Director
Outcomes

A central goal of this strategy is to augment child development knowledge of educators that work with young children. 185 educators completed the OFCY participant surveys that measure progress towards strategy-specific outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported educators in these areas.

Exhibit 4: Progress toward Early Childhood Mental Health Consultation Outcomes

Educators receiving mental health consultation reported the most progress in increased access to resources and support. Notably, an overwhelming majority of educators reported having a good relationship with their consultant.

Mental health consultants focus on building trusting, supportive relationships with teachers as a foundation for realizing other program outcomes.

“...It's not a “Here's what we prescribe and see you next week” kind of thing. It's very much a process of building relationships with the adults so that they can be more open and also so that we can put everybody's heads together to try to figure out what might work best on their site with this child."

-Program Director

“One of the things that makes the services meaningful is that you have these teachers who felt super unsupported who now have a safe person to bounce ideas off of. They know it's going to be taken seriously when they have a concern. And that in turn makes them better teachers. I think that's also hard to measure, the ripple effect of the relationship. We feel that relationships are the agent of change.”

-Program Director
The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations.

Parent Support and Education Strategy at a Glance

$1,782,991 invested

3,430 children and 4,084 caregivers served

16 program sites at 75 program sites

- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Oakland Parents Together - Listening to Children Parent Cafes
- Lotus Bloom - Multicultural Family Resource Centers
- Lincoln Child Center, Inc. - New Highland-Rise FRC
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- East Bay Agency for Children - Parent Child Education Support Program
- UCSF Benioff Children's Hospital Oakland - Pillars of Parenting Support (POPS) Program
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- East Bay Community Recovery Project - Project Pride
- Safe Passages - Safe Passages Baby Learning Communities Collaborative
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Lotus Bloom - School Readiness Playgroups
- Oakland Unified School District - Summer Pre-K Program

“I love this place. They saved us. I was concerned about my son and how shy and timid he was; he used to just sit in a corner. Now he’s more social and I have learned other strategies to help him share more with other kids.”

- Parent Program Participant
Participants

During FY2016-2017, 3,430 children and 4,084 adults participated in Parent Support and Education programs. Key demographic findings are displayed in Exhibit 2 below.

The Exhibit 2: Parent Education and Support Participants

<table>
<thead>
<tr>
<th>Home zip code and neighborhood</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94621: Webster Tract and East of Coliseum</td>
<td>17%</td>
</tr>
<tr>
<td>94603: Sobrante Park, Elmhurst, E. 14th Street</td>
<td>15%</td>
</tr>
<tr>
<td>94601: Fruitvale and East Oakland</td>
<td>14%</td>
</tr>
<tr>
<td>94607: West Oakland and Chinatown</td>
<td>11%</td>
</tr>
<tr>
<td>94605: Eastmont, Seminary, Havenscourt</td>
<td>9%</td>
</tr>
<tr>
<td>94606: Highland Park, San Antonio, East Lake</td>
<td>7%</td>
</tr>
<tr>
<td>94612: Downtown</td>
<td>4%</td>
</tr>
<tr>
<td>94609: Temescal, Pill Hill, Bushrod Park</td>
<td>4%</td>
</tr>
<tr>
<td>94602: Glenview, Lincoln, Oakmore</td>
<td>4%</td>
</tr>
<tr>
<td>94608: San Pablo and Market Street Corridor</td>
<td>3%</td>
</tr>
<tr>
<td>94610: Adams Pt, Lakeshore, Crocker Highlands</td>
<td>3%</td>
</tr>
<tr>
<td>94611: Piedmont Avenue and Montclair</td>
<td>3%</td>
</tr>
<tr>
<td>94619: Maxwell Park, Leona Hghts, Redwood Hghts</td>
<td>3%</td>
</tr>
<tr>
<td>94618: Rockridge and Hiller Highlands</td>
<td>2%</td>
</tr>
<tr>
<td>Homeless/Transitioning</td>
<td>0%</td>
</tr>
</tbody>
</table>

A racially diverse group of children and families participated in Parent Support and Education programs. Hispanic/Latino participants made up the largest group followed by African Americans.

Children ranged in age from 0-6 years old, with 0-2 year-olds making up the largest age group.

The majority of adult participants were female and nearly half of adult participants were between 30-40 years old.

<table>
<thead>
<tr>
<th>Ethnicity of Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>36%</td>
</tr>
<tr>
<td>Unknown/ Missing</td>
<td>19%</td>
</tr>
<tr>
<td>African American/Black</td>
<td>19%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>9%</td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>6%</td>
</tr>
<tr>
<td>White</td>
<td>6%</td>
</tr>
<tr>
<td>Middle East/ North Africa</td>
<td>4%</td>
</tr>
<tr>
<td>Native Alaskan/ American</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age of Children</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2 years old</td>
<td>48%</td>
</tr>
<tr>
<td>3-4 years old</td>
<td>21%</td>
</tr>
<tr>
<td>5-6 years old</td>
<td>12%</td>
</tr>
<tr>
<td>Over 6 years old</td>
<td>19%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Age of Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 20</td>
<td>3%</td>
</tr>
<tr>
<td>20 to 30</td>
<td>23%</td>
</tr>
<tr>
<td>30 to 40</td>
<td>48%</td>
</tr>
<tr>
<td>40 and older</td>
<td>27%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gender of Adults</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>82%</td>
</tr>
<tr>
<td>Male</td>
<td>15%</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>2%</td>
</tr>
<tr>
<td>Something else</td>
<td>1%</td>
</tr>
</tbody>
</table>
Services

On average, children in Parent Support and Education programs received 29 hours of service and adults received 24 hours. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Parent Support and Education Program Participants

<table>
<thead>
<tr>
<th>Participants spent the most time in family engagement activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Hours of Service by Category</td>
</tr>
<tr>
<td>Total Hours</td>
</tr>
<tr>
<td>Family Engagement</td>
</tr>
<tr>
<td>Art and Culture</td>
</tr>
<tr>
<td>Youth Leadership</td>
</tr>
<tr>
<td>Academics</td>
</tr>
<tr>
<td>Supportive Services</td>
</tr>
</tbody>
</table>

More than half of all children and adults received “light touch” services (fewer than 10 hours).

Distribution of Hours of Service

<table>
<thead>
<tr>
<th>Less than 10 hrs</th>
<th>57%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 up to 20 hrs</td>
<td>9%</td>
</tr>
<tr>
<td>20 up to 40 hrs</td>
<td>13%</td>
</tr>
<tr>
<td>40 up to 80 hrs</td>
<td>11%</td>
</tr>
<tr>
<td>80 up to 120 hrs</td>
<td>4%</td>
</tr>
<tr>
<td>120+ hours</td>
<td>6%</td>
</tr>
</tbody>
</table>

For adults, the hours of service were highest for participants between 20 and 40 years old and lower for adults under 20 and over 40.

Hours of Service by Age of Parent/Caregiver

- Program director, on the importance of engaging parents and children together

Having the parents and caregivers there, they can see what a circle time looks like and they are able to support their child to see those things first hand and I think that that really supports them in being ready for kindergarten.

Capacity-Building and Outreach Programs

Due to the nature of their service delivery model, Vision Awareness & Education for Low-Income Oakland Families and Community Capacity Building – Training in Early Learning did not enter complete demographic and dosage data for participants and did not submit participant surveys. Although these programs are not included in the discussion of participants, service, or outcomes in this report, they play an important role in promoting early literacy and socio-emotional development in Oakland.

Vision Awareness & Education for Low-Income Oakland Families provides workshops to families of low-income preschoolers around the importance of ensuring healthy eyesight for academic and socio-emotional development as well as one-on-one counseling to encourage consistency in wearing glasses.

Capacity Building – Training In Early Learning partners with Children’s Hospital Oakland, Refugee Transitions, and Aspire Education Project to provide in-depth training, resources, and literacy events for adults working with children and families outside of the formal care system to promote family engagement and early literacy.
Outcomes

Parent and caregiver surveys reveal participants’ assessments of their progress towards early childhood outcomes. The results, illustrated in Exhibit 4, were very positive, indicating that Parent Support and Education programs successfully supported parents and caregivers in these areas.

Exhibit 4: Percent of Caregivers Agreeing to Questions Tied to Early Childhood Outcomes by months spent in program

Parents and caregivers reported very strong progress in all outcome areas. All outcome areas received average agreement ratings of 90% or above.

Parents and caregivers who attended the program for six months or longer reported greater progress towards outcomes. Those who attended programs for six months or longer reported greater progress in all areas except confidence in managing a child’s behavior. The greatest difference was seen in access to resources and support, suggesting that ongoing relationships support programs’ ability to connect families with resources.

“Some families may think, “Well, I don’t even know how to read or write myself. This is really hard.” We recognize that it is, but there are ways around that. Even if you can’t read you can still point to the pictures in the book and talk about it. “Well what do you think these characters are saying? What are they doing,” or things like that. So, we’re really just trying to meet parents where they’re at.”

-Program Director on how to support families with early literacy
The Student Engagement in Learning programs funded by OFCY help children and youth feel connected to school and engaged in their own learning. Programs provide targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, boys of color, and students with chronic absences. In addition to academic support, participants may receive case management or participate in arts programming, restorative justice training, and socio-emotional learning activities.

The Student Engagement In Learning Strategy at a Glance

- **$835,360** invested
- **10 programs funded**
  - Alternatives in Action - Fremont: Our Community United for Success (FOCUS)
  - Destiny Arts Center - Havenscourt Artists-at-School Residency
  - East Bay Asian Youth Center - 9th Grade Transition
  - East Bay Spanish Speaking Citizens' Foundation - LIBRE
  - Girls Incorporated of Alameda County - Daytime Literacy Intervention and Engagement
  - Lincoln Child Center, Inc. - West Oakland Initiative
  - Oakland International High School - OIHS Immigrant & Refugee Wellness Program
  - Oakland Unified School District - OUSD Student Engagement in Restorative Justice
  - Student Program for Academic and Athletic Transitioning - Middle School Student Engagement in Learning
  - Youth Alive - Targeted Engagement for Youth Exposed to Violence
- **4,151 youth served**
- **28 program sites**
Participants

During FY2016-2017, 4,151 children and youth participated in Student Engagement in Learning programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Student Engagement In Learning Participants

Although children and youth came from across Oakland, more than one quarter came from the Fruitvale District.

A racially diverse group of children participated in academic programs. The racial composition of participants was similar to the OUSD student body.

Three-quarters of participants were between thirteen and eighteen years old.

Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>OFCY enrollment</th>
<th>OUSD enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>29%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>47%</td>
<td></td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>11%</td>
<td>15%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>1%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>Native Alaskan/American</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Age of participants

<table>
<thead>
<tr>
<th>Age range</th>
<th>OFCY enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 years old</td>
<td>5%</td>
</tr>
<tr>
<td>7-8 years old</td>
<td>8%</td>
</tr>
<tr>
<td>9-10 years old</td>
<td>7%</td>
</tr>
<tr>
<td>11-12 years old</td>
<td>5%</td>
</tr>
<tr>
<td>13-14 years old</td>
<td>32%</td>
</tr>
<tr>
<td>15-16 years old</td>
<td>28%</td>
</tr>
<tr>
<td>17-18 years old</td>
<td>14%</td>
</tr>
<tr>
<td>19-20 years old</td>
<td>1%</td>
</tr>
</tbody>
</table>
Services

Average hours of service for children and youth in Student Engagement in Learning programs was 21 hours. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Student Engagement In Learning Participants

Programs did not focus exclusively on academics; they also used art and youth leadership activities to engage youth in learning.

Younger youth spent the most time in programming and were most likely to participate in art and culture activities. Older youth spent more time engaged in youth leadership and civic engagement.

Over half of youth spent less than ten hours in programming. This was driven by a large number of youth who participated in restorative justice workshops.

Sampling of Student Engagement In Learning Activities

**Academic:**
- Literacy support
- Academic advising
- Project-based learning
- Credit recovery

Example: Girls Inc. facilitated small group and one-on-one literacy intervention services to elementary students through a curriculum that also promoted social-emotional learning.

**Art/Culture:**
- Beat making
- Music producing
- Cultural clubs
- Dance

Example: Destiny Arts brought professionally taught performing arts programs to 4th-8th graders during and after school to increase their sense of connection to their school.

**Leadership & Civic Engagement:**
- Mentoring and leading activities
- Restorative justice
- Organizing events
- Community impact project

Example: Students at Fremont FOCUS organized an antiviolence campaign and concert that focused on messages of antiviolence. At the concert, they deployed a youth survey that assessed how youth can tackle violence in their community.
Outcomes

Children and youth survey results reveal participants’ assessments of their progress toward academic outcomes. The results, illustrated in Exhibit 4, indicate that Student Engagement in Learning programs successfully supported youth in these areas.

### Exhibit 4: Percent of Youth Agreeing to Questions tied to Student Engagement in Learning Outcomes

<table>
<thead>
<tr>
<th>Overall</th>
<th>75%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased ability to develop academic goals</td>
<td></td>
</tr>
<tr>
<td>Increased confidence in accessing educational opportunities</td>
<td>72%</td>
</tr>
<tr>
<td>Improved school attendance</td>
<td>71%</td>
</tr>
<tr>
<td>Increased college readiness</td>
<td>68%</td>
</tr>
<tr>
<td>Increased leadership capacity</td>
<td>68%</td>
</tr>
</tbody>
</table>

77% reported they learned things that help with their schoolwork. 73% reported that the program helped them feel more confident about school work. 73% reported that they are more interested in their education because of the program.

#### By Grade Level

<table>
<thead>
<tr>
<th>By Grade Level</th>
<th>Increased ability to develop academic goals</th>
<th>8th Grade or Below</th>
<th>9th-10th Grade</th>
<th>11th-12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increased confidence in accessing educational opportunities</td>
<td>8th Grade or Below</td>
<td>9th-10th Grade</td>
<td>11th-12th Grade</td>
</tr>
<tr>
<td></td>
<td>Improved school attendance</td>
<td>8th Grade or Below</td>
<td>9th-10th Grade</td>
<td>11th-12th Grade</td>
</tr>
<tr>
<td></td>
<td>Increased college readiness</td>
<td>8th Grade or Below</td>
<td>9th-10th Grade</td>
<td>11th-12th Grade</td>
</tr>
<tr>
<td></td>
<td>Increased leadership capacity</td>
<td>8th Grade or Below</td>
<td>9th-10th Grade</td>
<td>11th-12th Grade</td>
</tr>
</tbody>
</table>

Youth reported strong progress in academic outcomes, especially in developing academic goals.

Younger youth (those in grade 10 and below) consistently reported greater progress toward academic outcomes. Youth in grades 9 and 10 generally reported the highest outcomes, while older youth (11th and 12th graders) reported the lowest outcomes.
We focus on critical thinking and problem solving and collaborative learning, so that whatever they learn over the summer is transferable, regardless of the content. We try to make the content relevant to our students’ lives and what they're experiencing. And we also never forget that it's summertime, and that learning should be fun and joyful.

-Program Director

The Summer Youth Development and Empowerment programs funded by OFCY help youth stay engaged in learning while developing leadership skills, contributing to their community, and having fun. Children and youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Half of these programs operated community-based summer camps throughout the city and half provided enrichment activities for students enrolled at OUSD summer school programs.

The Summer Youth Development and Empowerment Strategy at a Glance

$1,043,901 invested

12 programs funded

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

2,457 youth served

31 program sites
Participants

During FY2016-2017, 2,457 children and youth participated in Summer Youth Development and Empowerment programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Summer Youth Development and Empowerment Participants

Children and youth came from across Oakland, with the majority coming from zip codes in East Oakland.

A racially diverse group of children participated in summer programs. Compared to OUSD, these programs served a larger proportion of African American students.

Half of all participants were between seven and ten years old.

Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>OFCY enrollment</th>
<th>OUSD enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>36%</td>
<td>45%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>2%</td>
<td>10%</td>
</tr>
<tr>
<td>Native Alaskan/American</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Age of participants

<table>
<thead>
<tr>
<th>Age of participants</th>
<th>OFCY enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 years old</td>
<td>13%</td>
</tr>
<tr>
<td>7-8 years old</td>
<td>27%</td>
</tr>
<tr>
<td>9-10 years old</td>
<td>24%</td>
</tr>
<tr>
<td>11-12 years old</td>
<td>21%</td>
</tr>
<tr>
<td>13-14 years old</td>
<td>12%</td>
</tr>
<tr>
<td>15-16 years old</td>
<td>3%</td>
</tr>
<tr>
<td>17-18 years old</td>
<td>1%</td>
</tr>
<tr>
<td>19-20 years old</td>
<td>0%</td>
</tr>
</tbody>
</table>
Services

The average hours of service for children and youth in *Summer Youth Development and Empowerment* programs was 108 hours. Because these are primarily full- or half-day programs that take place over the course of several weeks, their average hours of service are fairly high. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Summer Youth Development and Empowerment Participants

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

Older youth spent more time engaged in youth leadership and civic engagement, while younger youth spent more time participating in academic activities.

Over half of youth received intensive services (120 hours or more). Only 2% received fewer than 10 hours of service.

Sampling of Summer Youth Development and Empowerment Activities

**Academic:**
- literacy support
- project-based learning
- STEM activities.

Example: Rising sixth graders engage in a cross-disciplinary curriculum focused on climate change that includes activities in the humanities, science, and math at Aim High for Youth.

**Art/Culture:**
- graffiti arts
- music
- poetry
- drawing
- fashion

Example: Youth learn hip hop dance, martial arts, visual arts, and theater with an emphasis on mindfulness at Destiny Art Center.

**Leadership and Civic Engagement:**
- Service learning projects
- youth-led enrichment classes
- youth farming
- conflict resolution training.

Example: Youth instructors lead all electives at East Oakland Youth Development Center.
Outcomes

Children and youth survey results reveal participants’ assessments of their progress towards youth development and empowerment outcomes. The results, illustrated in Exhibit 4, indicate that Summer Youth Development and Empowerment programs successfully supported youth in these areas.

Exhibit 4: Percent of Youth Agreeing to Questions tied to Youth Development and Empowerment Outcomes

Youth Development Outcomes

- Development and Mastery of Skills: 76%
- Increased Confidence and Self-Esteem: 73%
- Greater Connections to Caring Adults: 72%
- Improved Decision-Making and Goal Setting: 71%

85% reported they try new things in the program. 79% reported that there is an adult at the program who cares about them. 78% reported that the program helps the get along with other people their age.

Older youth reported strong progress in youth empowerment outcomes. These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution. Strategies to boost youth empowerment include embedding issues relevant to youth’s community in academic and enrichment activities, providing opportunities to investigate community issues, and providing mentorship and leading activities for younger participants.

- Increased Knowledge of and Engagement in Community
  - High School: 86%
  - Middle School: 70%
  - Elementary School: 60%

- Increased Sense of Empowerment and Agency
  - High School: 82%
  - Middle School: 74%
  - Elementary School: 65%

- Increased Leadership Capacity
  - High School: 82%
  - Middle School: 71%
  - Elementary School: 63%

- Increased Risk Avoidance and Conflict Resolution
  - High School: 73%
  - Middle School: 67%
  - Elementary School: 59%

73% reported that adults in the program listen to what they have to say. 72% reported that the program taught them how to stand up for themselves. 71% reported that they are more aware about what is going on in the community since coming to the program.
The Year-Round Youth Development and Empowerment programs funded by OFCY help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, usually in an afterschool setting, programs allow youth to build relationships with adults and mentors. Many of these programs also specifically support specific populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth.

Year-Round Youth Development and Empowerment at a Glance

$3,465,544 invested 9,336 youth served 35 programs 120 sites

Alameda Family Services - DreamCatcher Youth Services
Alternatives in Action - Life - ALAHS - McClymonds
American Indian Child Resource Center - Culture Keepers
Asian Pacific Environmental Network (APEN) - AYPAL: Building API Community Power
Attitudinal Healing Connection, Inc. - West Oakland Legacy & Leadership Project
Bay Area Girls' Rock Camp - Girls Rock After School Program and Girls Rock Summer Camp
Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities
Boys & Girls Clubs of Oakland - Educational Programs for the Youth of Oakland
Brothers on the Rise - Brothers, UNITE!
Center for Media Change, Inc. - Hack the Hood Bootcamp
Chapter 510 INK - Dept. of Make Believe
College Track - College Track Oakland
Communities United for Restorative Youth Justice - Homies 4 Justice
Community Works West Inc - Project WHAT
Dimensions Dance Theater, Inc. - Rites of Passage
East Bay Asian Local Development Corporation - Lion’s Pride
East Oakland Boxing Association - SmartMoves Education and Enrichment Program
East Oakland Youth Development Center - After School Leadership Academy
First Place for Youth - First Steps Community Resource Center
Fresh Lifelines for Youth, Inc - FLY Leadership Program
Health Initiatives for Youth (HIFY) - Youth Development and Empowerment
La Clinica de La Raza, Inc - Youth Brigade
Music is Extraordinary, Inc. - Preparatory Studies in Music
Native American Health Center, Inc. - Community Wellness Department Youth Services
Oakland Kids First - REAL HARD Youth Leadership
Oakland Leaf Foundation - Love Cultivating Schoolyards
Oakland Parks and Recreation - Oakland Discovery Centers
Oakland Public Education Fund - Media Enterprise Alliance
Project Re-Connect Inc. - Family Connections/Leaders Connect
Refugee Transitions - Newcomer Community Engagement Program
Safe Passages - Get Active
Teen Success, INC – Support Teen Mothers Program
Youth Alive - Teens on Target Youth Leadership
Youth Speaks, Inc. - Arts in Education
Youth UpRising - Queer & Allies Initiative
Participants

During FY2016-2017, 9,336 children and youth participated in Year-Round Youth Development and Empowerment programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Year-Round Youth Development and Empowerment Participants

Children and youth came from across Oakland, with the largest proportion coming from the Fruitvale District.

A racially diverse group of children and youth participated in this strategy. Compared to OUSD, these programs served a larger proportion of African American students.

While programs served children and youth from age five to twenty, over half of participants fell between the ages of 13 and 18.

Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>OFCY enrollment</th>
<th>OUSD enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>39%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td>45%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Native Alaskan/American</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Age of participants

<table>
<thead>
<tr>
<th>Age</th>
<th>OFCY enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6 years old</td>
<td>8%</td>
</tr>
<tr>
<td>7-8 years old</td>
<td></td>
</tr>
<tr>
<td>9-10 years old</td>
<td>12%</td>
</tr>
<tr>
<td>11-12 years old</td>
<td></td>
</tr>
<tr>
<td>13-14 years old</td>
<td></td>
</tr>
<tr>
<td>15-16 years old</td>
<td>24%</td>
</tr>
<tr>
<td>17-18 years old</td>
<td>11%</td>
</tr>
<tr>
<td>19-20 years old</td>
<td>2%</td>
</tr>
</tbody>
</table>
On average, participants in Year-Round Youth Development and Empowerment programs received 69 hours of service. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown in Exhibit 4.

Exhibit 3: Services Received by Year-Round Youth Development and Empowerment Participants

Youth participated in a wide range of activities, spending the most time in academic and youth leadership activities.

Elementary-aged children spent the most time in programming and were more likely to participate in academic activities. High-school aged youth were more likely to participate in youth leadership and civic engagement.

The amount of time youth spent in programming varied, with about 20% receiving more than 120 hours of service and one-third participating for less than ten hours.

Sampling of Year-Round Youth Development and Empowerment Activities

**Academic:**
- Tutoring
- STEM programs
- English classes

Example: Newcomer Community Engagement Program provided home-based tutoring and supplemental summer classes to newcomers.

**Art/Culture:**
- Music
- Media arts
- Woodworking
- Urban arts

Example: Girls aged 8-18 learned an instrument, formed a band, wrote an original song, and performed at Bay Area Girls Rock Camp.

**Leadership & Civic Engagement:**
- Facilitating classes & activities
- Peer tutoring
- Youth-led events
- Community revitalization projects

Example: Youth at Homies4Justice organized a reclaiming Cinco de Mayo block party to promote solidarity across different races.
Outcomes

Children and youth survey results reveal participants’ assessments of their progress towards youth development and empowerment outcomes. The results, shown in Exhibit 4, indicate that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

Exhibit 4: Percent of Youth Agreeing to Questions tied to Youth Development and Empowerment Outcomes

Youth Development Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Mastery of Skills</td>
<td>83%</td>
<td></td>
</tr>
<tr>
<td>Increased Confidence and Self-Esteem</td>
<td>82%</td>
<td></td>
</tr>
<tr>
<td>Greater Connections to Caring Adults</td>
<td>79%</td>
<td></td>
</tr>
<tr>
<td>Improved Decision-Making and Goal Setting</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

Youth reported strong progress in general youth development outcomes, especially in development and mastery of skills as well as increased confidence and self-esteem. In fact, 85% of youth reported that they feel like they belong in their program. Program staff identified the need for supportive staff and team-building among participants to create a safe space for taking healthy risks and developing self-confidence.

Older youth reported strong progress in youth empowerment outcomes. These outcomes encompass higher-level developmental tasks, such as community engagement, leadership, and conflict resolution. Many programs prioritized engaging youth in the community to build self-confidence and a sense of empowerment. Youth led community service activities, engaged in advocacy around issues that affect them, organized community events, and mentored younger youth.

Youth Empowerment Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Percentage</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Knowledge of and Engagement in Community</td>
<td>High School 78%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle School 68%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary School 63%</td>
<td></td>
</tr>
<tr>
<td>Increased Sense of Empowerment and Agency</td>
<td>High School 84%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle School 75%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary School 75%</td>
<td></td>
</tr>
<tr>
<td>Increased Leadership Capacity</td>
<td>High School 76%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle School 69%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary School 74%</td>
<td></td>
</tr>
<tr>
<td>Increased Risk Avoidance and Conflict Resolution</td>
<td>High School 77%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Middle School 69%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elementary School 69%</td>
<td></td>
</tr>
</tbody>
</table>

88% reported they try new things in the program. 86% reported that the adults in the program tell them what they do well. 85% reported that they feel like they belong at the program.

86% reported that adults in the program listen to what they have to say. 79% reported that they feel they can make more of a difference since coming to the program. 79% reported that they are more aware of what is going on in the community since coming to the program.
The Career Awareness and Academic Support for Older Youth programs funded by OFCY help youth explore career opportunities in in-demand industries and prepare for college and career success. Participants receive job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. Programs aim to give youth the tools they need for a smooth transition to college and their future career.

"Once they're at work, many teachers tell us, "People are doing better in school" because they're learning by doing at work, and they're feeling successful as learners. It helps boost confidence academically."

-Program Director

The Student Engagement In Learning Strategy at a Glance

$2,125,533 invested
2,663 youth served
14 programs funded
28 program sites

- Alameda Health System - Oakland Health Careers Collaborative
- Better Health East Bay Foundation - Youth Bridge Workforce Development Program
- Beyond Emancipation - GROW Oakland
- Center for Media Change, Inc. - A-Team
- Centro Legal de la Raza - Youth Law Academy
- Civicorps - Academic and Professional Pathway
- Covenant House California - CHC Transitional Services
- East Bay College Fund - Oakland Promise College and Career Access and Success Program
- Juma Ventures - Pathways to Advancement
- Marriott Foundation for People with Disabilities - Bridges from School to Work
- Oakland Unified School District - Exploring College and Career Options
- Spanish Speaking Unity Council of Alameda County, Inc. - Oakland Youth Engaged (OYE)
- Youth Employment Partnership - Building Green Futures
- Youth Radio - Digital Communications Pathways
Participants

During FY2016-2017, 2,663 children and youth participated in Career Awareness and Academic Support programs. Key demographic findings are displayed in Exhibit 2 below.

Although children and youth came from across Oakland, almost one quarter came from the Fruitvale District.

A racially diverse group of children participated in this strategy. Compared to OUSD and other OFCY strategies, these programs served a larger proportion of African American students.

About 85% of participants were over 15 years or older.

Exhibit 2: Career Awareness and Academic Support Participants

<table>
<thead>
<tr>
<th>Home zipcode and neighborhood</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>94601: Fruitvale and East Oakland</td>
<td>24%</td>
</tr>
<tr>
<td>94621: Webster Tract and East of Coliseum</td>
<td>12%</td>
</tr>
<tr>
<td>94605: Eastmont, Seminary, Havenscourt</td>
<td>12%</td>
</tr>
<tr>
<td>94606: Highland Park, San Antonio, East Lake</td>
<td>10%</td>
</tr>
<tr>
<td>94603: Sobrante Park, Elmhurst, E. 14th Street</td>
<td>9%</td>
</tr>
<tr>
<td>94607: West Oakland and Chinatown</td>
<td>6%</td>
</tr>
<tr>
<td>94602: Glenview, Lincoln, Oakmore</td>
<td>5%</td>
</tr>
<tr>
<td>Homeless/Transitioning</td>
<td>5%</td>
</tr>
<tr>
<td>94619: Maxwell Park, Leona Hgts, Redwood Hgts</td>
<td>4%</td>
</tr>
<tr>
<td>94609: Temescal, Pill Hill, Bushrod Park</td>
<td>3%</td>
</tr>
<tr>
<td>94608: San Pablo and Market Street Corridor</td>
<td>3%</td>
</tr>
<tr>
<td>94612: Downtown</td>
<td>2%</td>
</tr>
<tr>
<td>94610: Adams PL Lakeshore, Crocketer Highlands</td>
<td>2%</td>
</tr>
<tr>
<td>94611: Piedmont Avenue and Montclair</td>
<td>2%</td>
</tr>
<tr>
<td>94618: Rockridge and Hiller Highlands</td>
<td>1%</td>
</tr>
</tbody>
</table>

Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>OFCY enrollment</th>
<th>OUSD enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>44%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>25%</td>
<td>33%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>13%</td>
<td>15%</td>
</tr>
<tr>
<td>Multiracial or Biracial</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>White</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Native Alaskan/American</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

Age of participants

<table>
<thead>
<tr>
<th>Age of participants</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>11-12 years old</td>
<td>2%</td>
</tr>
<tr>
<td>13-14 years old</td>
<td>16%</td>
</tr>
<tr>
<td>15-16 years old</td>
<td></td>
</tr>
<tr>
<td>17-18 years old</td>
<td>44%</td>
</tr>
<tr>
<td>19-20 years old</td>
<td>31%</td>
</tr>
</tbody>
</table>
Services

Average hours of service for children and youth in Career Awareness and Academic Support programs was 108 hours. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Career Awareness and Academic Support Participants

<table>
<thead>
<tr>
<th>Hours of Service by Category</th>
<th>Total Hours</th>
<th>Vocational</th>
<th>Academics</th>
<th>Supportive Services</th>
<th>Youth Leadership/Civic Engagement</th>
<th>Health and Recreation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participants spent the majority of their time engaged in vocational activities. They also received academic and support services.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Older youth, especially those 19 and older, spent the most hours in programming. Many of these youth were out of school or participated in a program that combined work experience and non-traditional high school diploma programs.

The level of participation varied substantially, with more than one-quarter receiving less than ten hours of service and one-fifth receiving 120+ hours.

In addition to hours spent in programming, about half of youth also participated in internships and subsidized employment.

<table>
<thead>
<tr>
<th>Distribution of Hours of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10 hrs</td>
</tr>
<tr>
<td>10 up to 20 hrs</td>
</tr>
<tr>
<td>20 up to 40 hrs</td>
</tr>
<tr>
<td>40 up to 80 hrs</td>
</tr>
<tr>
<td>80 up to 120 hrs</td>
</tr>
<tr>
<td>120+ hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hours Spent in Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-14</td>
</tr>
<tr>
<td>15-49</td>
</tr>
<tr>
<td>50-99</td>
</tr>
<tr>
<td>100-199</td>
</tr>
<tr>
<td>200+</td>
</tr>
</tbody>
</table>

Employment Placement Example: Youth at Pathways to Advancement receive job readiness training and apply their newly developed skills as vendors and shift leaders at O.Co Coliseum.
Outcomes

Children and youth survey results reveal participants’ assessments of their progress toward youth development and career awareness and academic support outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported youth in these areas.

Exhibit 4: Percent of Youth Agreeing to Questions tied to Career Awareness and Academic Support Outcomes

For youth development outcomes, youth reported the highest progress in improved decision-making and goal setting.

<table>
<thead>
<tr>
<th>Youth Development Outcomes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved Decision-Making and Goal Setting</td>
<td>90%</td>
</tr>
<tr>
<td>Development and Mastery of Skills</td>
<td>86%</td>
</tr>
<tr>
<td>Increased Confidence and Self-Esteem</td>
<td>85%</td>
</tr>
<tr>
<td>Greater Connections to Caring Adults</td>
<td>74%</td>
</tr>
</tbody>
</table>

For career awareness outcomes, youth reported the highest progress in increased professionalism. Program staff emphasized the importance of both setting high expectations for professional behavior and providing tools to learn these expectations through job readiness training, modeling, and mentoring.

<table>
<thead>
<tr>
<th>Career Awareness and Academic Support Outcomes</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased professionalism</td>
<td>90%</td>
</tr>
<tr>
<td>Inc. awareness of educational reqs. for specific careers</td>
<td>86%</td>
</tr>
<tr>
<td>Increased knowledge of careers and career paths</td>
<td>84%</td>
</tr>
<tr>
<td>Increased connections to working professionals</td>
<td>74%</td>
</tr>
<tr>
<td>Placement into internship or job</td>
<td>63%</td>
</tr>
</tbody>
</table>

Because of the program...

- 91% understand the importance of an education for getting the job they want.
- 91% learned what is expected in a work setting.
- 90% learned how to get along with others in a work setting.

Distribution of Wages Earned by Participants

- Unpaid: 20%
- Less than $500: 45%
- $500-$999: 14%
- $1,000-2,999: 15%
- $3,000+: 6%

$819 average wages earned

Programs paid youth almost $900,000 in wages, not including wages earned from unsubsidized placements. About half of youth participated in internships or subsidized employment opportunities.¹

¹ Some programs support youth in unsubsidized placements that are not recorded in Cityspan. For example, although Bridges from School to Work at the Marriott Foundation for People with Disabilities placed youth with disabilities in unsubsidized employment with organizations and companies throughout Oakland, they only tracked case management services in Cityspan. OFCY will set up Cityspan to track unsubsidized employment for the 2017-2018 program year.
THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMMING FOR OAKLAND’S YOUTH.

SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE YOUTH REFLECTIVE OF THEIR DIVERSE COMMUNITIES.

16,991 YOUTH SERVED

- Latino/a: 44%
- African American: 34%
- Asian/Pacific Islander: 14%
- White: 7%

1 in 3 students is an English Learner

Oakland Unified School District (OUSD)
Oakland Fund for Children and Youth (OFCY)

$17M

$4.8M OFCY
$9.5M STATE & FEDERAL, MANAGED BY OUSD
$3.1M COMMUNITY AGENCIES

7,940 OUSD Youth
8,451 OUSD + OFCY Youth
600 OFCY

Boys, 51%
Girls, 49%
THE MAJORITY OF SCHOOL-BASED AFTER SCHOOL PROGRAMS MET OR EXCEEDED THEIR ENROLLMENT AND ATTENDANCE TARGETS.

AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE WERE LESS LIKELY TO BE CHRONICALLY ABSENT COMPARED TO THEIR NON-PARTICIPANT PEERS.

SCHOOL DAY ATTENDANCE RATE

<table>
<thead>
<tr>
<th></th>
<th>Participants</th>
<th>Non-Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>94%</td>
<td>93%</td>
</tr>
</tbody>
</table>

After school participation has a positive association with school day attendance.

Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.

THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT AND SUPPORTING PROGRAMS.

4.04

AVERAGE PQA SCORE (SCALE 1-5)

71%

OF YOUTH REPORT FEELING SAFE IN THEIR PROGRAMS

18

PROGRAM AND ASPO STAFF WERE CERTIFIED AS EXTERNAL PQA ASSESSORS

59

PROGRAMS DEVELOPED AN IMPROVEMENT PLAN

16

SUPPLEMENTAL FUNDING REQUESTS AWARDED

- Supported on-going literacy needs
- Supported middle school or rising middle school youth
- Supported culturally- or gender-responsive programming
- Drove opportunities for collaboration
In 2016-17 the Oakland School-Based After School Partnership funded 81 school-based after school programs serving nearly 17,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District’s After School Programs Office. Between them, the School-Based Partners leverage over $17 million to programs, which includes over $4.8 million annually in local funding through OFCY grants to community agencies to manage programs; a matching $9.5 million in state After School Education and Safety (ASES) funding and federal 21st Century Learning, which are managed through OUSD; and an additional $3.1 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

An annual evaluation assesses the ways in which the school-based after school programs promote positive outcomes in youth. The Theory of Action (see box at left) guides the 2016-17 evaluation. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, the direct outcomes and benefits to participating children and youth, as well on students’ academic outcomes in the context of their program participation.

Data sources for the 2016-17 evaluation include youth surveys, site visits, program attendance records and youth demographic records from Cityspan, and District academic data.
In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students at the program’s host school at low or no cost.

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (44%), making up the highest proportion of participants. About one-third of participants are African-American (34%), followed by smaller proportions of Asian/Pacific Islander (14%) and White (7%) 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.

After school programs served youth throughout Oakland (Figure 1 on page 13), but nearly half (49%) of participants were concentrated in three zip codes: 94601, 94621, and 94603. These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

Nearly one-third of after school participants 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.

---

1 Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.
2 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.
**PROGRAM ACCESS & ATTENDANCE**

- **Enrollment Targets:** OFCY grantees exceeded their 2016-17 program enrollment goals.

- **Units of Service:** OFCY grantees exceeded their 2016-17 goals for units of service (hours of service per participant).

- **Program Attendance:** Overall, youth attended an average of 83 days, with expected variations by grade level.

- **Program Access:** After school programs served 44% of the students in their host school.

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 2 on page 19 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 124% of their goal enrollment and middle school sites reaching 126%. OFCY grantees are also expected to reach 100% of their unit of service goals. Figure 3 on page 19 shows that elementary programs are surpassing their goals at 106% and middle school programs at 108%.

On average, children and youth in Oakland school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average. Available evidence indicates that Oakland school-based programs served almost half (44%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 20.
Site Visits: Measures of point-of-service quality assess youths’ experience in activities, and were captured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. Year-over-year data reveal that on the whole, programs continue to be of moderate to strong quality across grade levels. In the 2016-17 program year, 11 of 79 (14%) programs were designated as “Thriving” and only one program (~1%) was categorized as “Emerging.”

Youth Surveys: Youth surveys included questions about youths’ program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites’ PQA scores in each area. The majority of all youth reported feelings of safety in their program (74% of elementary, 65% of middle, and 76% of high school participants), a necessary precursor for youth to experience the other aspects of program quality. In addition, youth across all three grade-groups also reported strong levels of support in their programs, (73% of elementary, 60% of middle, and 71% of high school youth); these results align well with data from site visits.

Differences in Program Quality: There were only modest differences in 2016-17 between boy and girl participants’ perspectives of program quality, as measured through youth surveys. Most notably, high school girls reported they felt safer in their programs (83%) compared to boys (73%).

✓ Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths’ academic records (when available).

✓ Program Quality Assessments: The vast majority of the 79 programs observed were found to be Thriving (14%) or Performing (85%).

✓ Youth Surveys: Youth self-reported about their perceptions of their program’s quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).
Program Outcomes

Youth surveys also asked participants about their experiences and learning in certain key outcome areas: academic behaviors, mastery, social & emotional skills, physical well-being, school connectedness, and college & career exploration. In particular, youth reported developing a sense of mastery (64%) and improving their academic behaviors (63%). Similarly, 63% of youth reported they were exposed to information about college and career paths in the future.

**Differences in Outcome Domains:** Gender comparisons showed only modest differences in self-reported outcomes across most survey domains. However, middle school-aged boys were more likely than girls of the same age to report strengthening their academic behaviors in a few different dimensions.

**Differences in School Day Attendance:** The academic outcomes examined included school day attendance and chronic absence rates. Analysis focused both on highlighting the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2016-17, after school program participants had higher school attendance rates than their peers. On average, after school participants attended 94% of all school days and non-participants attended 93%; this difference, though small, is statistically significant. Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school programs were less likely to be chronically absent than non-participants: about 15% of after school participants were chronically absent, compared to 19% of non-participants; this difference is also statistically significant.

---

3 Statistically significant at p<.05 level using independent samples t-test.
4 Statistically significant at p<.05 level using independent samples t-test.