



**Final Report**  
FY2014-2015

Prepared by:

Heather Lewis-Charp  
Castle Sinicrope  
Rachel Estrella  
Mika Clark

Social Policy Research  
Associates (SPR)

## ACKNOWLEDGEMENTS

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**CONTENTS**

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Introduction ..... 1

    Data Sources ..... 1

    Overview of the Report ..... 2

Programs ..... 2

    Location ..... 3

    Program Capacity ..... 5

Participants ..... 6

    Recruitment ..... 6

    Participant Characteristics ..... 8

    Services Received ..... 10

Performance and Quality ..... 13

    OFCY Performance Measures ..... 14

    Quality ..... 16

Outcomes ..... 22

    Youth Development Outcomes ..... 23

    Youth Engagement Outcomes ..... 26

    Youth Workforce Development Outcomes ..... 27

    Academic Outcomes ..... 29

    Early Childhood Outcomes ..... 30

Conclusion ..... 33



# Oakland Fund for Children and Youth

## Final Evaluation Summary - October 2015

FY2014-2015

### Background

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

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

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

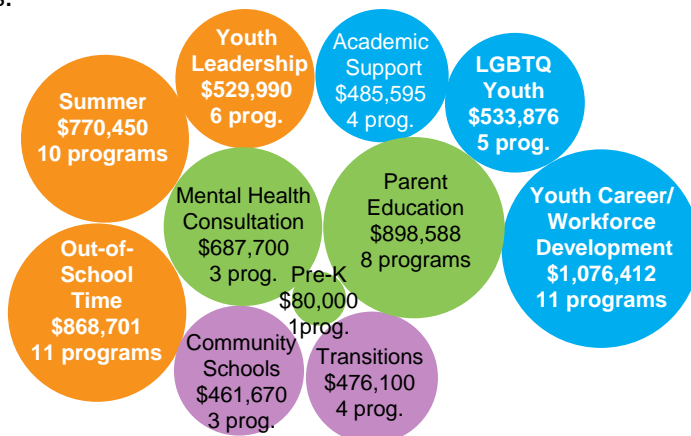
–Executive Director, Center for Media Change's Hack the Hood Summer program

*"I think OFCY staff gets it....They seem to really get what is meaningful about what our youth are accomplishing."*  
Policy Director, Safe Passages' Get Active Urban Arts program

## Overview of Programs

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

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



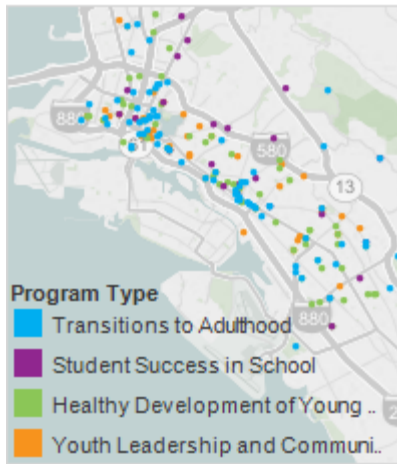
### Key findings on programs:

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

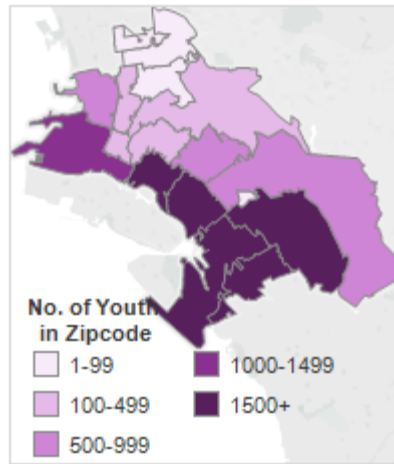
# Overview of Participants

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

## Program Site Location



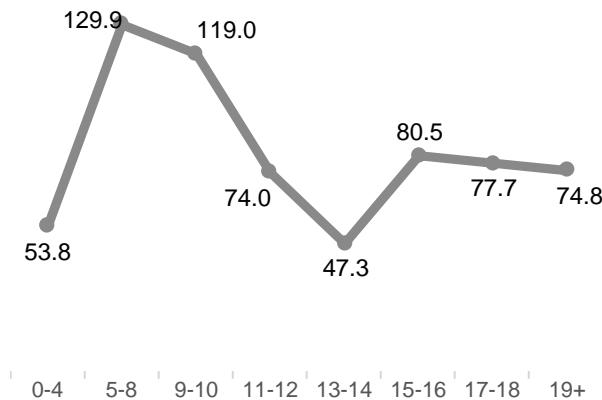
## Participants' Home Zipcode



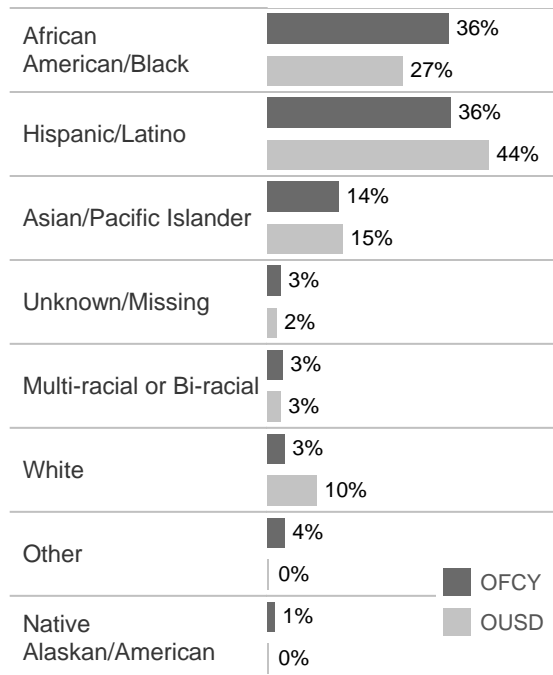
## Key findings on participants:

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

## Avg. Hours of Service by Age



## Ethnicity



## Avg. Hours of Service By Funding Area



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

# Performance

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also piloted two additional measures, including percentage of participants who receive 40 or more hours of service (69% met this threshold) and percentage of participants who complete a participant survey (43% of all participants).

## Percent of Programs Meeting OFCY Performance Threshold



### Key findings for program performance:

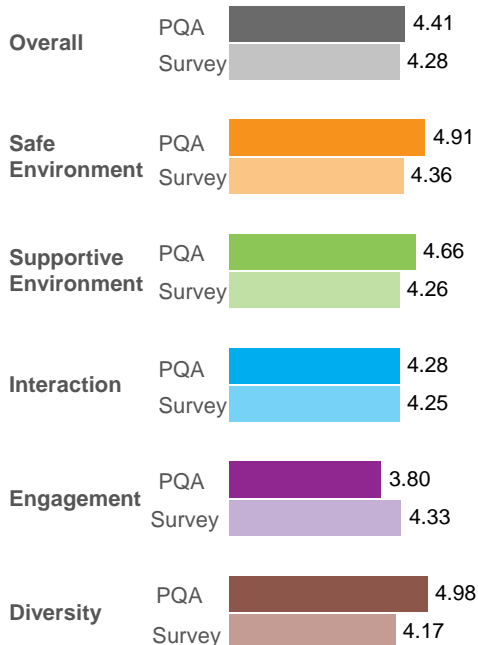
- Nine out of ten programs reached the performance threshold of 80%.
- Programs made good progress toward enrollment and units of service projections. 92% met the enrollment threshold, and 89% met the threshold for units of service. Only one program fell short in both areas.
- About three-quarters of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

# Quality

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

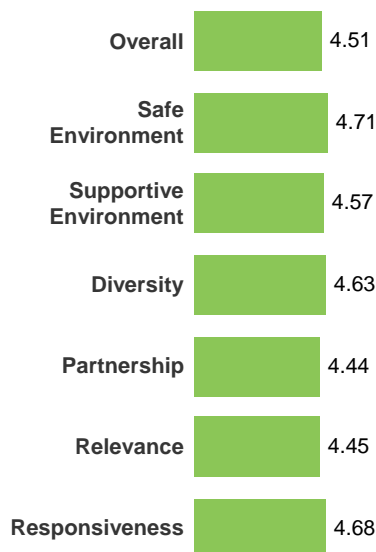
## Program Quality Scores

### Youth Programs



### Healthy Development of Young Children Programs

(caregiver & educator surveys only)



### Key findings for program quality:

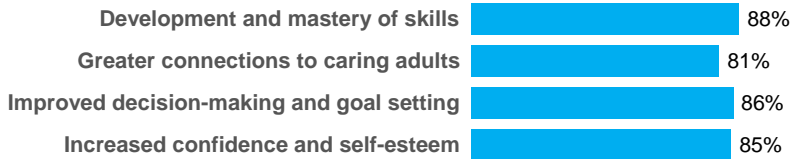
- Data consistently points to the generally high quality of OFCY programs. Although there are differences in how site visitors and youth rank different dimensions of program quality, the PQA and survey ratings are consistently high.
- Youth gave higher ratings to programs that provided more hours of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

# Outcomes

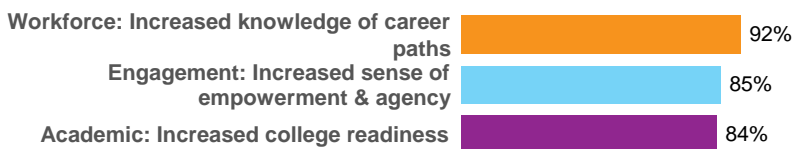
OFCY’s goal is to put young people on the “right track” so that they can thrive and become healthy and happy members of Oakland’s community. Results from participant surveys indicate that programs are making strong progress towards this goal:

## Percent of Participants Achieving Outcomes

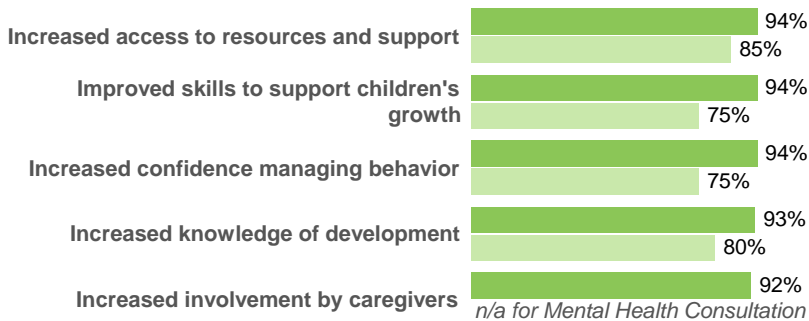
### General Youth Development Outcomes



### Select Framework-Specific Outcomes



### Early Childhood Outcomes



■ Parent & Child Engagement      ■ Mental Health Consultation

## Youth Quotes from Focus Groups

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

—Juma Ventures’ Pathways to Advancement program

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

— Alta Bates Summit Foundation’s Youth Bridge program

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

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

### Key findings for youth outcomes:

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

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

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



## INTRODUCTION

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

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

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

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

### Data Sources

The Final Report draws on quantitative and qualitative data sources, summarized in Exhibit 1. These data are used to describe OFCY programs and their participants, measure program quality, assess programs' ability to meet service projections for FY2014-2015, and explore progress towards outcomes.

#### Exhibit 1: Data Sources

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

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

## Overview of the Report

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

## PROGRAMS

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

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

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

- **Healthy Development of Young Children programs** include early interventions and supports for families and young children to set the stage for healthy development and outcomes. Specific funding strategies in this area include: *Mental Health and Developmental Consultations in Early Childhood Care* (3 programs), *Parent and Child Engagement in Early Learning and Development* (8 programs), and *Pre-Kindergarten Summer Camp* (1 program).
- **Student Success in School programs** support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. Specific funding strategies in this area include: *Transition Programs for Youth into Middle and High School* (4 programs) and *Youth Leadership in Community Schools* (3 programs).<sup>2</sup>
- **Youth Leadership and Community Safety programs** are designed to provide safe and supportive environments and enriching, high quality programming for youth while also nurturing youth and community leadership. Specific funding strategies in this area include: *Community-Based Out-of-School Time* (11 programs), *Summer Programs* (10 programs) and *Youth Leadership and Community Safety* (6 programs).
- **Transition to Adulthood programs** address two critical needs facing youth as they grow into self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications to be able to achieve their career goals. Specific funding strategies in this area include: *Youth Career and Workforce Development* (11 programs), *Academic Support for Older Youth* (4 programs), and *Safe Community Spaces for LGBTQ Youth* (5 programs).

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

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

### Location

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

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

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

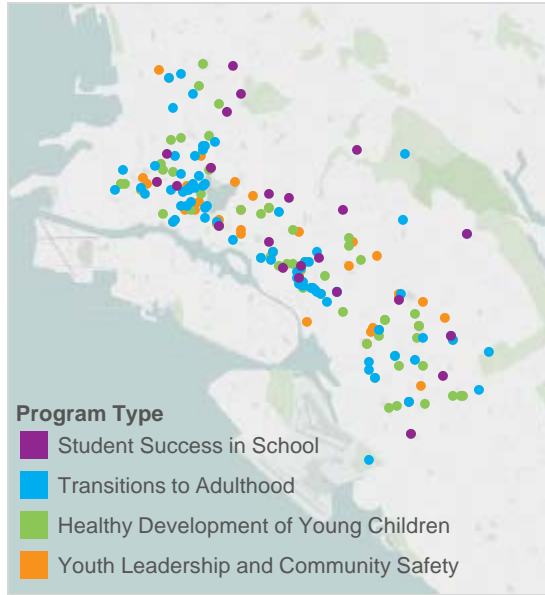
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<sup>1</sup> Of the \$11.2 million invested by OFCY, \$6.9 million supported the 66 youth programs covered in this report and \$4.3 million supported the 62 school-based after school programs not included in this report.

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

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

### Location



### Zipcodes and Neighborhoods Where OFCY Community-Based Programs are Located

94601: Fruitvale, East Oakland	20%
94612: Downtown	14%
94607: West Oakland and Chinatown	11%
94606: Highland Park, San Antonio, East Lake	11%
94621: East Oakland: Webster Tract, East of Coliseum	10%
94605: Eastmont, Seminary, Havenscourt, Millsmont	8%
94603: Sobrante Park, Elmhurst, E. 14th Street	7%
94609: Temescal, Pill Hill, Bushrod Park	6%
94619: Maxwell Park, Leona Heights, Redwood Heights	4%
94608: San Pablo and Market Street Corridor	2%
94602: Glenview, Lincoln, Oakmore	2%
94610: Adams Point, Lakeshore, Crocker Highlands	2%
94618: Lower Broadway Terrace and Rockridge	2%
94611: Piedmont Avenue and Montclair	1%
Zip codes with fewer than 1% of program sites: 94703, 94620, 94615, and 94506	

### Budget

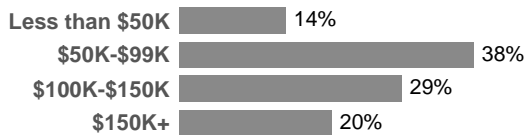
#### Average Projected Program Budget

\$247,081



#### Average Grant

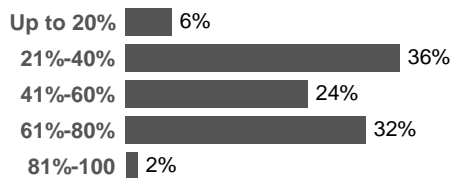
\$104,077



#### Avg. Grant as Percentage of Program Budget

(How much of the budget comes from OFCY?)

49%



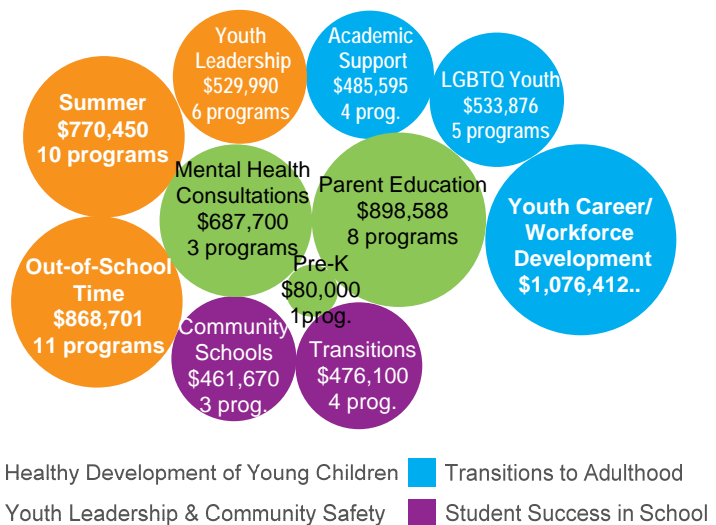
### Funding

#### Total Funding

\$6,869,081

#### By Funding Area

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



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

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

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

### Program Capacity

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

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

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

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

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

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



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

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

## PARTICIPANTS

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

—Program Manager, JUMA Ventures: Pathways to Advancement Program

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

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

### Recruitment

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

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

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

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

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

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

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

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

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

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

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

## Participant Characteristics

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

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

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

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

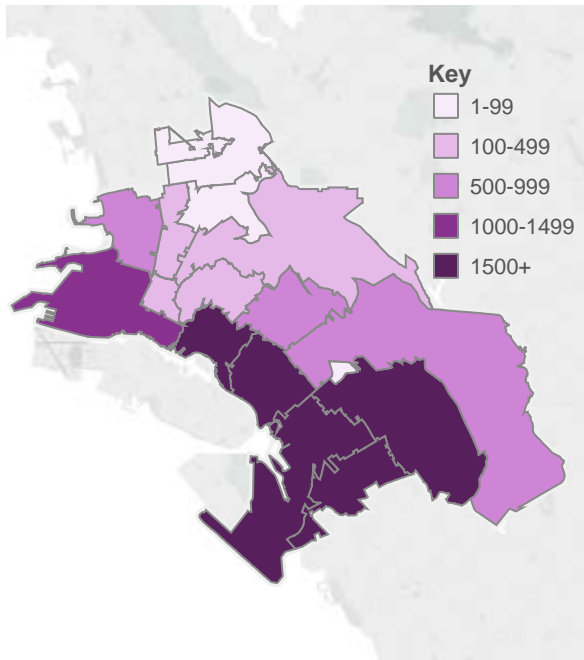
—Director of Clinical Services,  
Jewish Family & Children's  
Services of the East Bay:  
Integrated Early Childhood  
Consultation Program



### Exhibit 3: Overview of Participants

#### Home Neighborhoods and Zip Code of Participants

Darker areas correspond to more participants

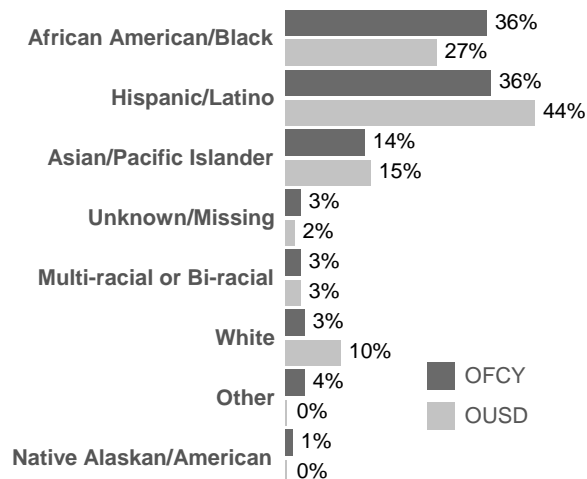


94601: Fruitvale and East Oakland	219
94621: Webster Tract and East of Coliseum	13%
94606: Highland Park, San Antonio, East Lake	12%
94603: Sobrante Park, Elmhurst, E. 14th Street	10%
94605: Eastmont, Seminary, Havenscourt, Millsmont	10%
94607: West Oakland and Chinatown	7%
94619: Maxwell Park, Leona Heights, Redwood Hgts.	5%
94602: Glenview, Lincoln, Oakmore	5%
Outside Oakland	4%
94608: San Pablo and Market Street Corridor	3%
94612: Downtown	2%
94610: Adams Point, Lakeshore, Crocker Highlands	2%
94609: Temescal, Pill Hill, Bushrod Park	2%
94611: Piedmont Avenue and Montclair	1%
94618: Rockridge and Hiller Highlands	1%

**Notes:** Neighborhoods with fewer than 1% of participants include 94704, 94705, 94613, 94623, and 94624. 2% of participants were missing zip code information.

#### Youth Characteristics (17,217)

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

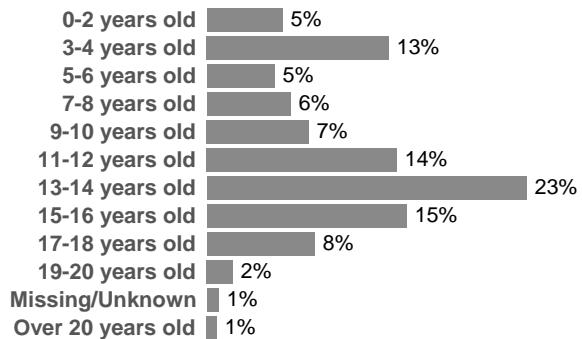


##### Gender



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

##### Age



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

### Services Received

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

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

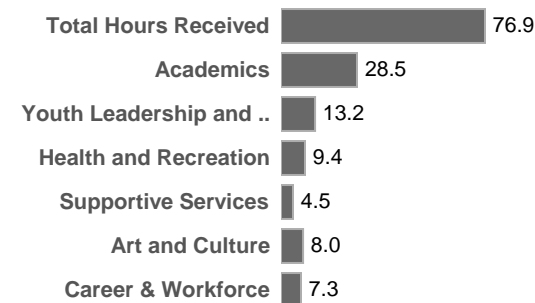
- **Over 40% of youth receiving services from OFCY-funded programs received “light touch” services (fewer than 10 hours), while 25% received “intensive” services (120 hours or more).** There are likely several reasons that participants tend to fall into either “light touch” or more “intensive” services.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

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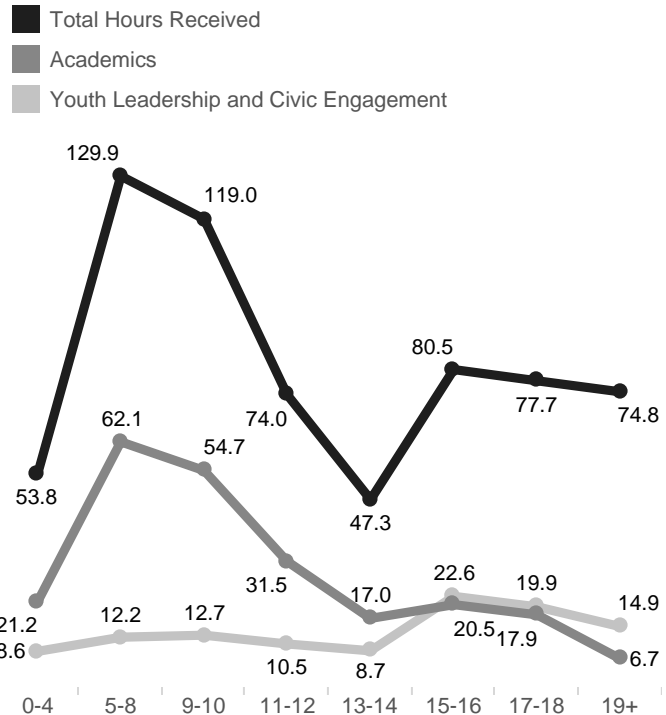
<sup>4</sup> The findings related to average hours of service do not include programs in the Mental Health and Developmental Consultation in Early Care and Education strategy.

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

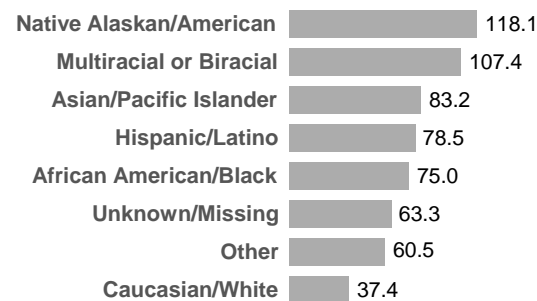
### Overall and by Category



### By Age



### By Ethnicity



### By Funding Area



*Note: Average hours of service does not include programs in the Mental Health Consultation strategy.*

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

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

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

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

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

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

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

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

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

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

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

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

*know how to negotiate those settings.*

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

—Development Coordinator, Alameda Health System: Model Neighborhood Program

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

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

## PERFORMANCE AND QUALITY

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

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

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

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

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

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

### OFCY Performance Measures

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

- **OFCY Thresholds for Enrollment by the end of the Year:** By the end of Quarter 4, all programs have enrolled at least 80% of projected unduplicated youth<sup>5</sup> for the fiscal year.
- **OFCY Thresholds Units of Service by the end of the Year:** By the end of Quarter 4, all programs have achieved at least 80% of their projected Units of Service for the fiscal year.

In addition to these official performance measures, this Final Report explores two additional performance measures for OFCY programs. In contrast to the performance thresholds above, which are used to inform re-granting decisions, the intent of the proposed performance measures is to provide targets for OFCY programs in the areas of levels of service and survey data collection.

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that the amount of hours of services youth receive is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the amount of service provided to youth participants, and to encourage programs to aim for higher levels of service.
- **Percentage of participants who complete an OFCY participant survey.** A benchmark for response rates for the participant survey is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes.

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

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

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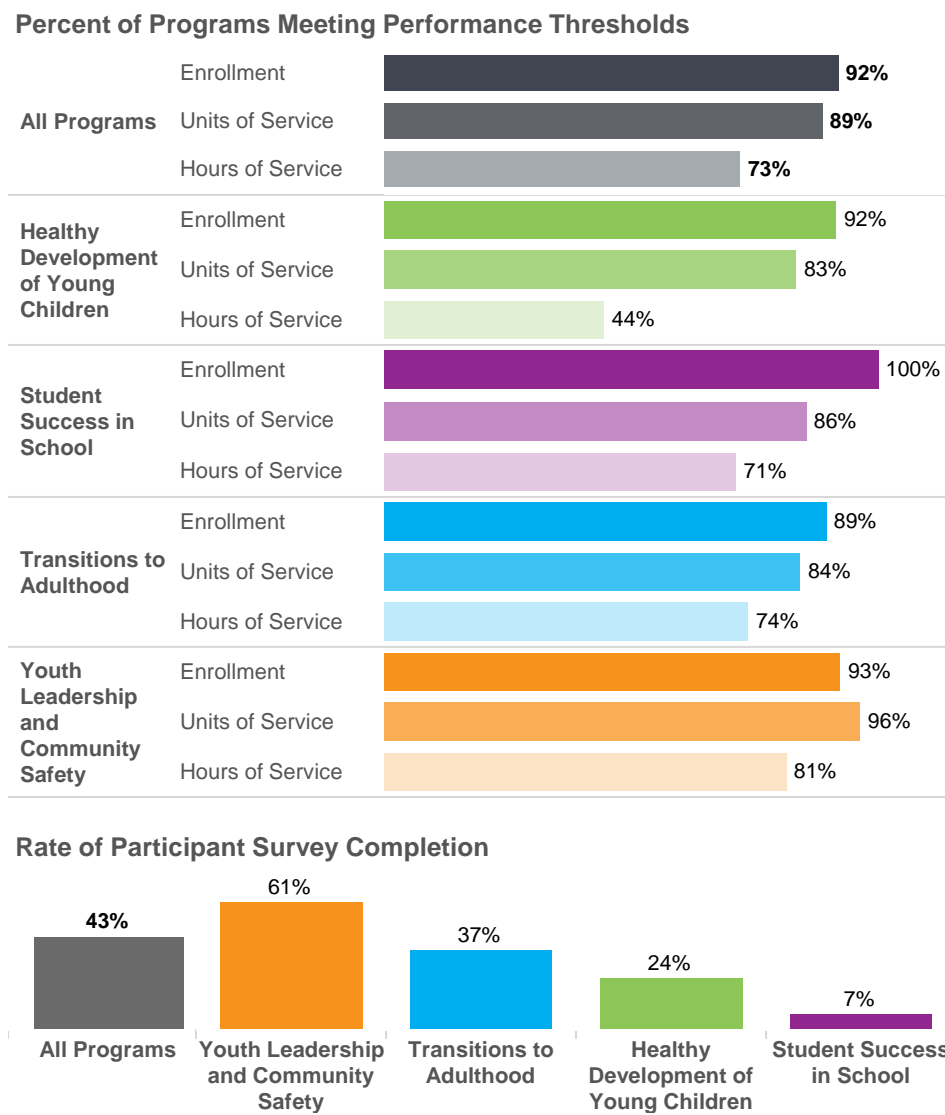
<sup>5</sup> OFCY asks programs project the number of unduplicated youth and adult participants. The term *youth* is used for participants ranging from birth to 20, including children served by programs under *Healthy Development of Children*.

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

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

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

**Exhibit 5: Performance by Funding Strategy**



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

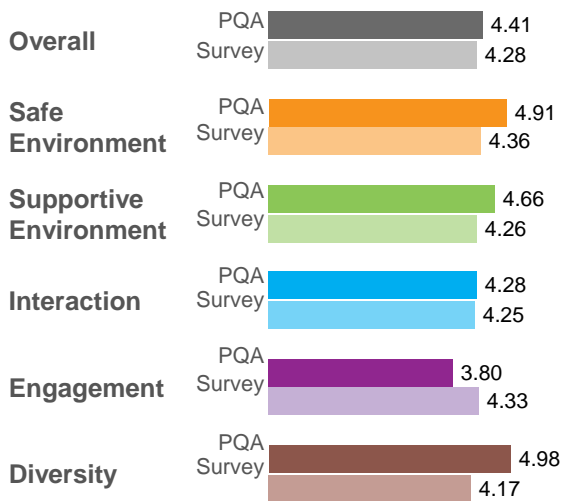


## Quality

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

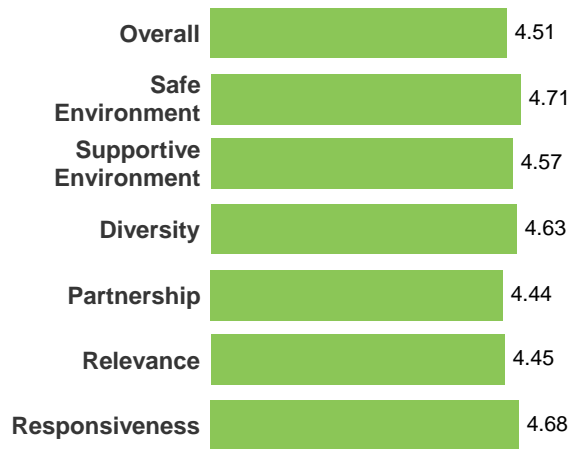
**Exhibit 6: Average Program Quality Scores**

### Youth Programs



### Healthy Development of Young Children Programs

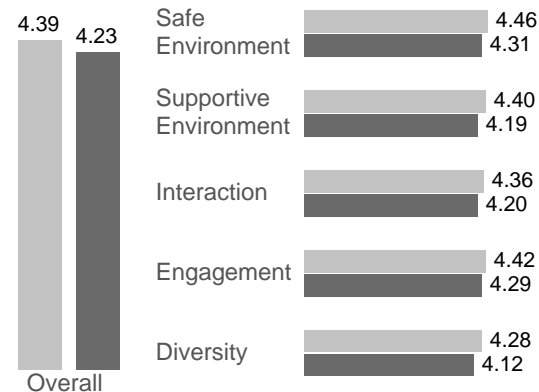
(caregiver and educator survey results only)



### By Total Enrollment

(youth survey results only)

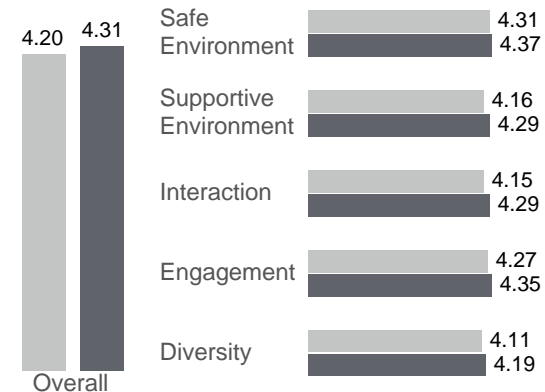
■ <100 youth ■ 100+ youth



### By Average Hours of Service

(youth survey results only)

■ <40 hours ■ 40+ hours



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



## Safe Environment

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

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

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

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

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

## Supportive Environment

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

—Youth, Juma Ventures: Pathways to Advancement

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

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

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

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

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

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

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

### Interaction

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

—Youth, Juma Ventures

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

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

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

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

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

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

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

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

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

## Engagement

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

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

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

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

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

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

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

## Diversity

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

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

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

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

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

### Additional Early Childcare Quality Dimensions

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

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

### Overall Findings Related to Program Quality

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

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

## OUTCOMES

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

—Youth, Juma Ventures: Pathways to Advancement

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

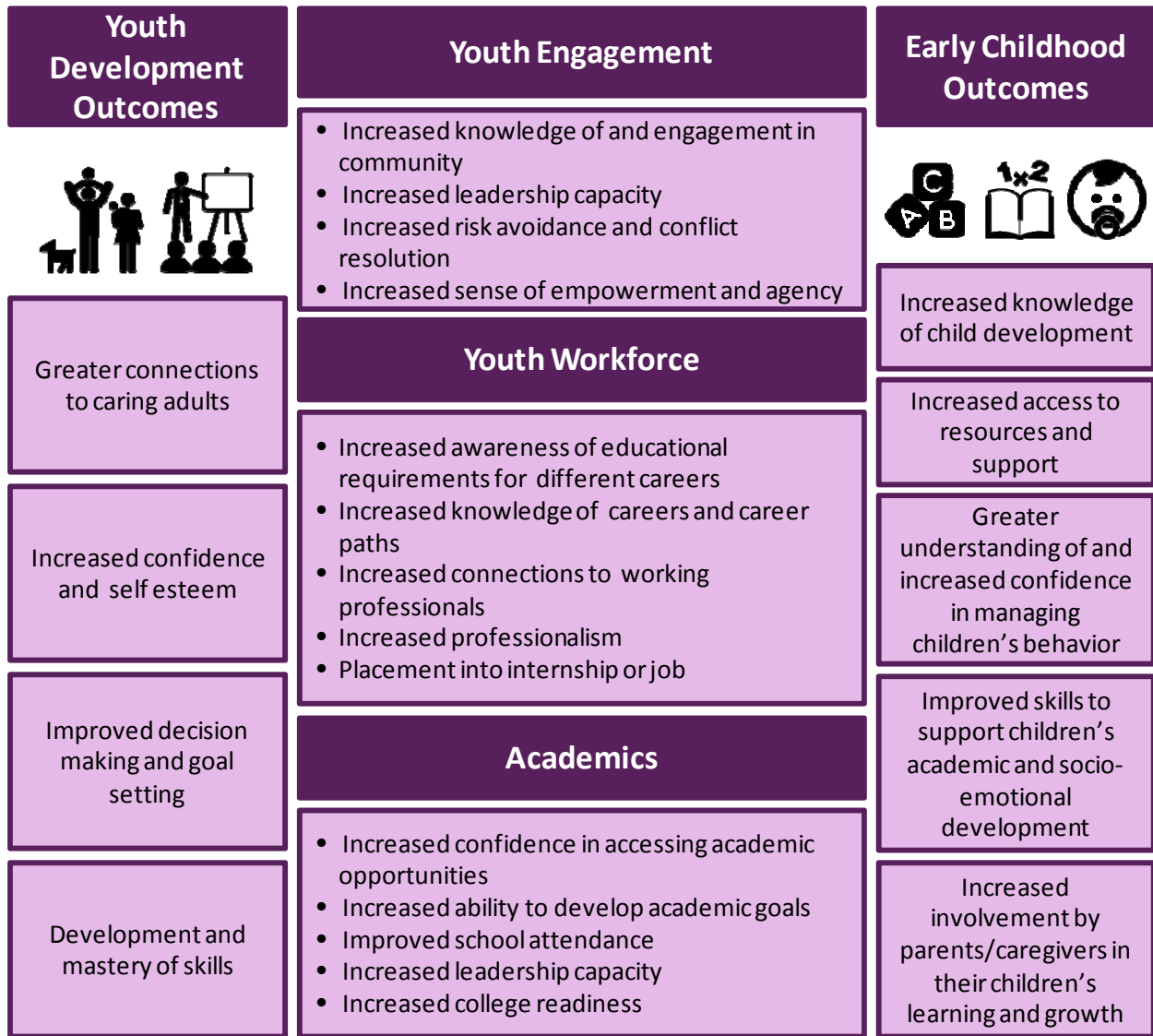
**In order to understand these differences, we developed four evaluation frameworks: youth engagement, youth workforce, academics, and early childhood development.**<sup>10</sup> These frameworks, which were developed with feedback from OFCY grantees, articulate how the key characteristics of programs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

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

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

Exhibit 7: OFCY Evaluation Frameworks and Outcomes

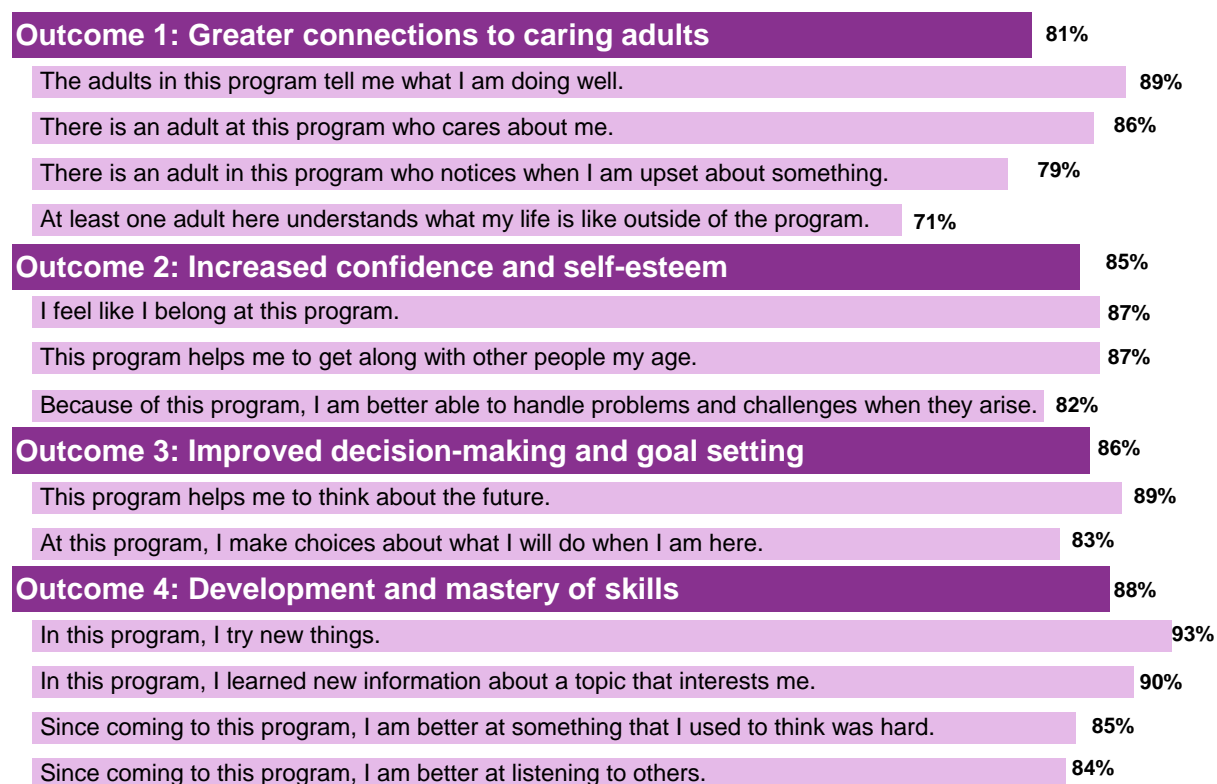


**Youth Development Outcomes**

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

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

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



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

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



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

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

## Youth Perspectives on Youth Development Outcomes

### Connections to Caring Adults

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

### Increased Confidence and Self Esteem

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

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

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

### Improved Decision-Making and Goal Setting

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

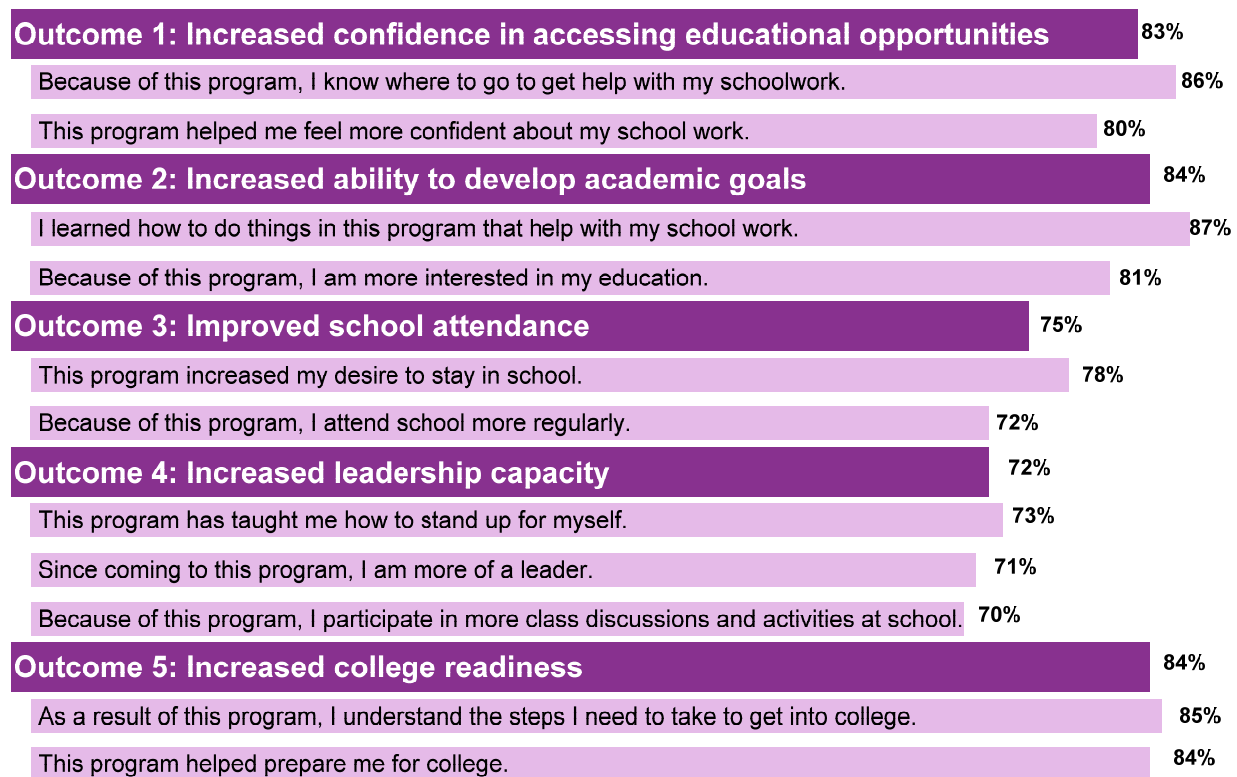
### Development and Mastery of Skills

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

## Youth Engagement Outcomes

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

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



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

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

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

### Youth Perspectives from Two Community Leadership Programs

#### Knowledge of and Engagement in Community

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

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

#### Increased Risk Avoidance and Conflict Resolution

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

#### Increased Sense of Empowerment and Agency

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

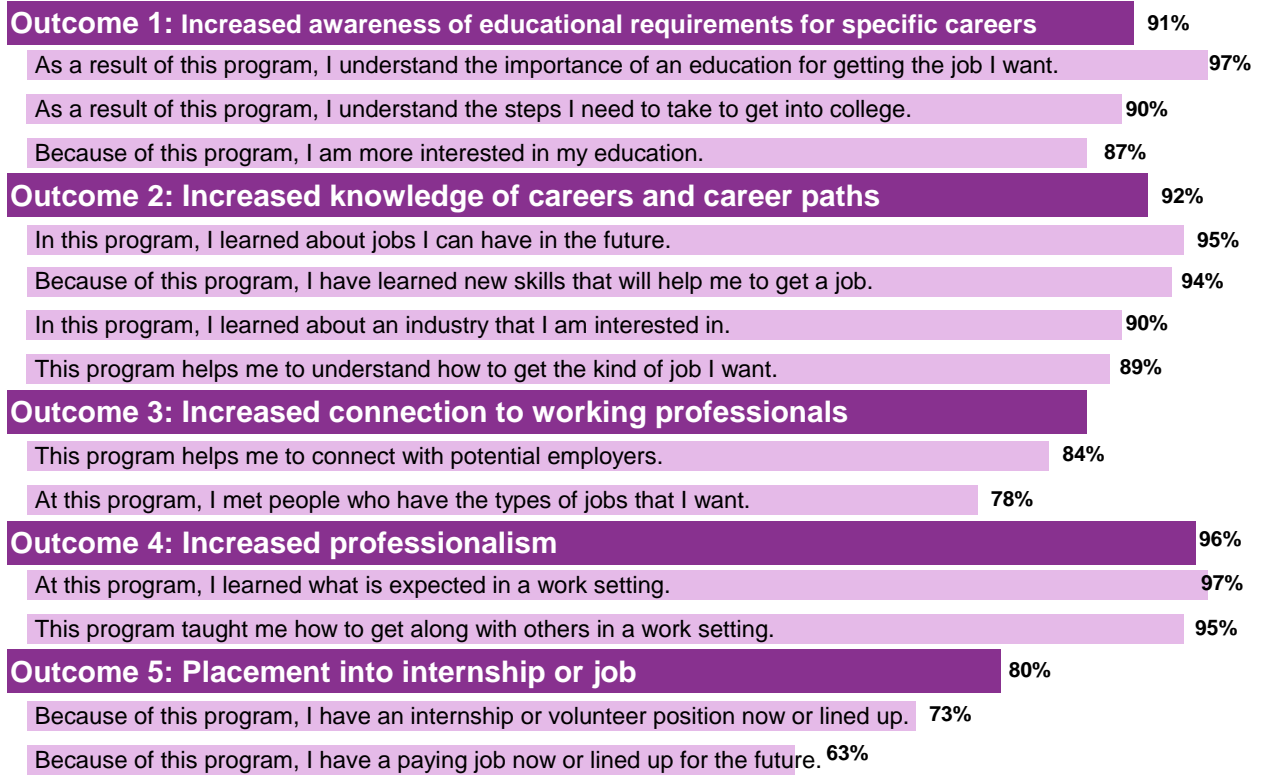
*AYPAL teaches you how to educate yourself first and use your voice in a positive way. We talked about acts of social injustice and how we can be better leaders in our community.* —EBAYC: API Youth Promoting Advocacy and Leadership (AYPAL)

### Youth Workforce Development Outcomes

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

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

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



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

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

## Youth Perspectives from Two Youth Workforce Programs

### Increased Professionalism

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

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

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

### Placement into an Internship or Job

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

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

### Academic Outcomes

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

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

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

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



**Early Childhood Outcomes**

The last of the focal frameworks is focused on capturing early childhood outcomes. Programs focused on early childhood differ significantly from youth-focused programs, as this strategy concentrates on improving outcomes for children ages 0-5, an age group that requires a completely different set of supports and that therefore warrants a different set of expected outcomes. Key outcomes for this funding strategy are (1) *increased knowledge of child development*, (2) *increased access to resources and support*, (3) *greater understanding of and increased confidence in managing children’s behavior*, (4) *improved skills to support children’s academic and socio-emotional development*, (5) *increased involvement by parents/caregivers in their children’s learning and growth*.

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

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



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

### Parent Outcomes

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

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

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

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



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

### **Educator Outcomes**

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

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

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

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

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



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

**Outcome 1: Increased knowledge of child development**

80%

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do.

80%

**Outcome 2: Increased access to resources and support**

85%

The mental health consultant works closely with parents to find resources that meet children's needs.

90%

The mental health consultant has connected me with useful resources to help me strengthen my work with children and their families.

74%

I regularly go to the mental health consultant when I need help with particular children or families.

80%

Working with the mental health consultant has increased my knowledge of available resources that can support children and families in need.

81%

The mental health consultant works as a partner with me to meet children's mental health needs.

90%

The mental health consultant is available when I need her/him.

85%

I have a good relationship with the mental health consultant.

93%

**Outcome 3: Increased confidence in managing children's behavior**

75%

My work with the mental health consultant has helped me to feel more confident as a teacher.

75%

Since meeting with the mental health consultant, I feel better able to handle children's challenging behaviors.

75%

**Outcome 4: Improved skills to support academic & socio-emotional growth**

75%

Working with the mental health consultant has helped me to ensure that more of the children I work with have the skills they need to succeed in school.

80%

The mental health consultant has helped me to strengthen my relationship with parents and caregivers.

69%

**CONCLUSION**

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

—Policy Director, Safe Passages: Get Active Urban Arts

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

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

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

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

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

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

## APPENDIX A: PROGRAM-LEVEL INFORMATION

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

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

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

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

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

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

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



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

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

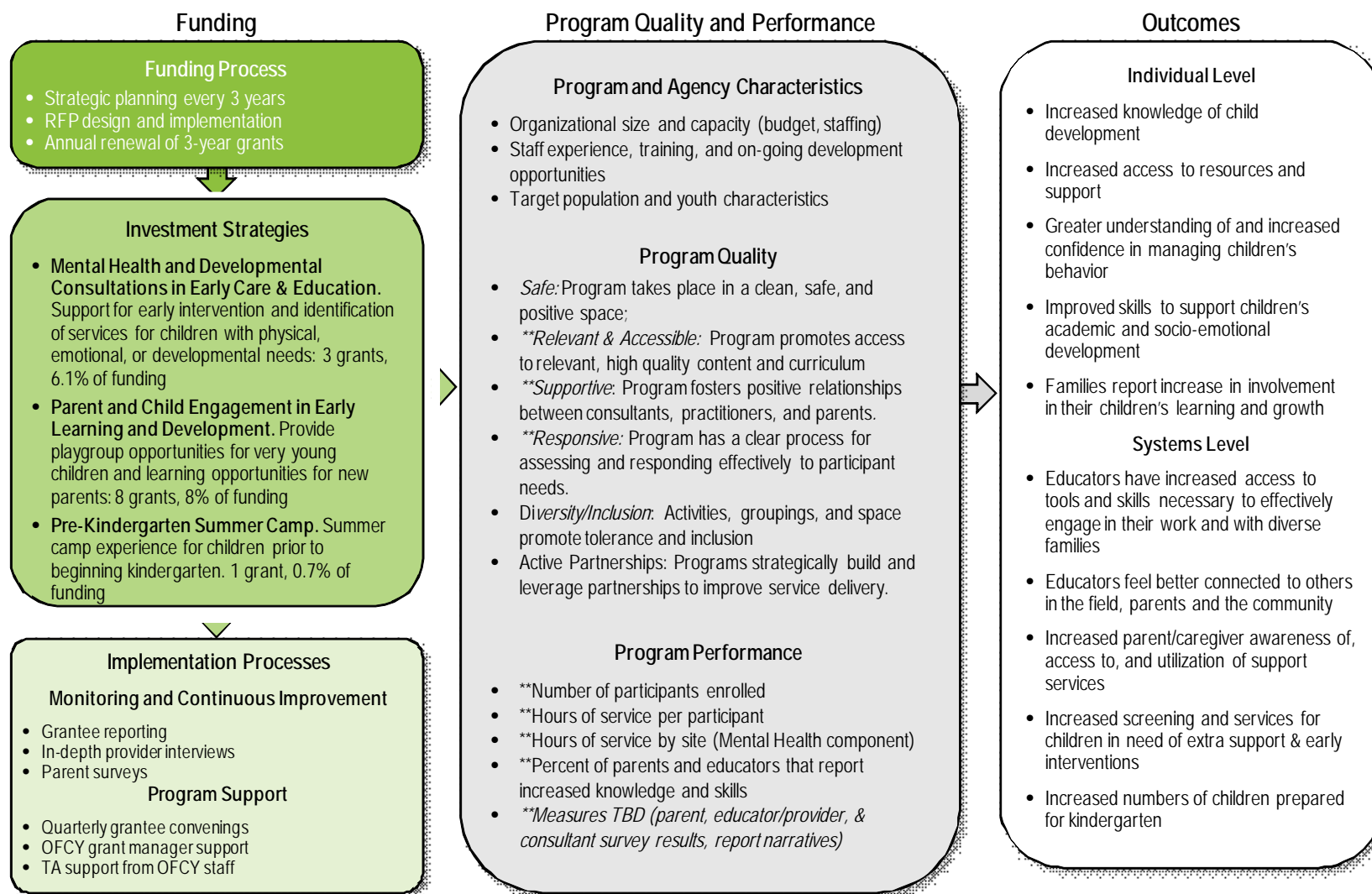
Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
Prescott Circus Theatre Summer Program	Prescott Circus Theatre	Summer Program	38	127%	4,353	116%	115	4.88	
Project Re-Connect	Project Re-Connect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

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

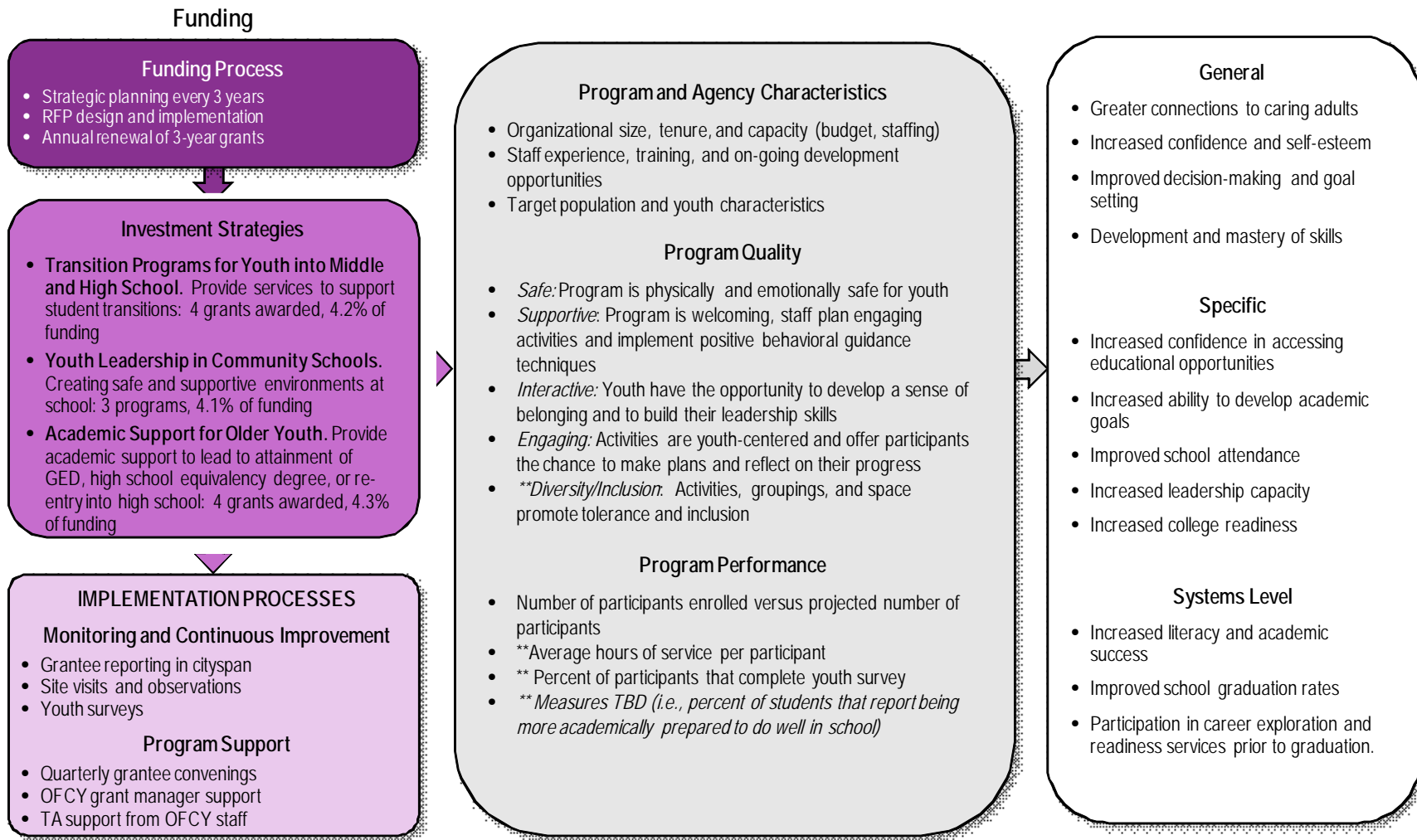
Program	Agency	Strategy	Enrollment		Units of Service <sup>12</sup>		Average Hours	Overall PQA Score	Overall Survey Score
			Actual	% Projected	Actual	% Projected			
YU's Queer & Allies Initiative	Youth UpRising	Safe Community Spaces for LGBTQ Youth	148	125%	801	85%	5	4.26	4.18

## APPENDIX B: EVALUATION FRAMEWORKS

### Early Childhood

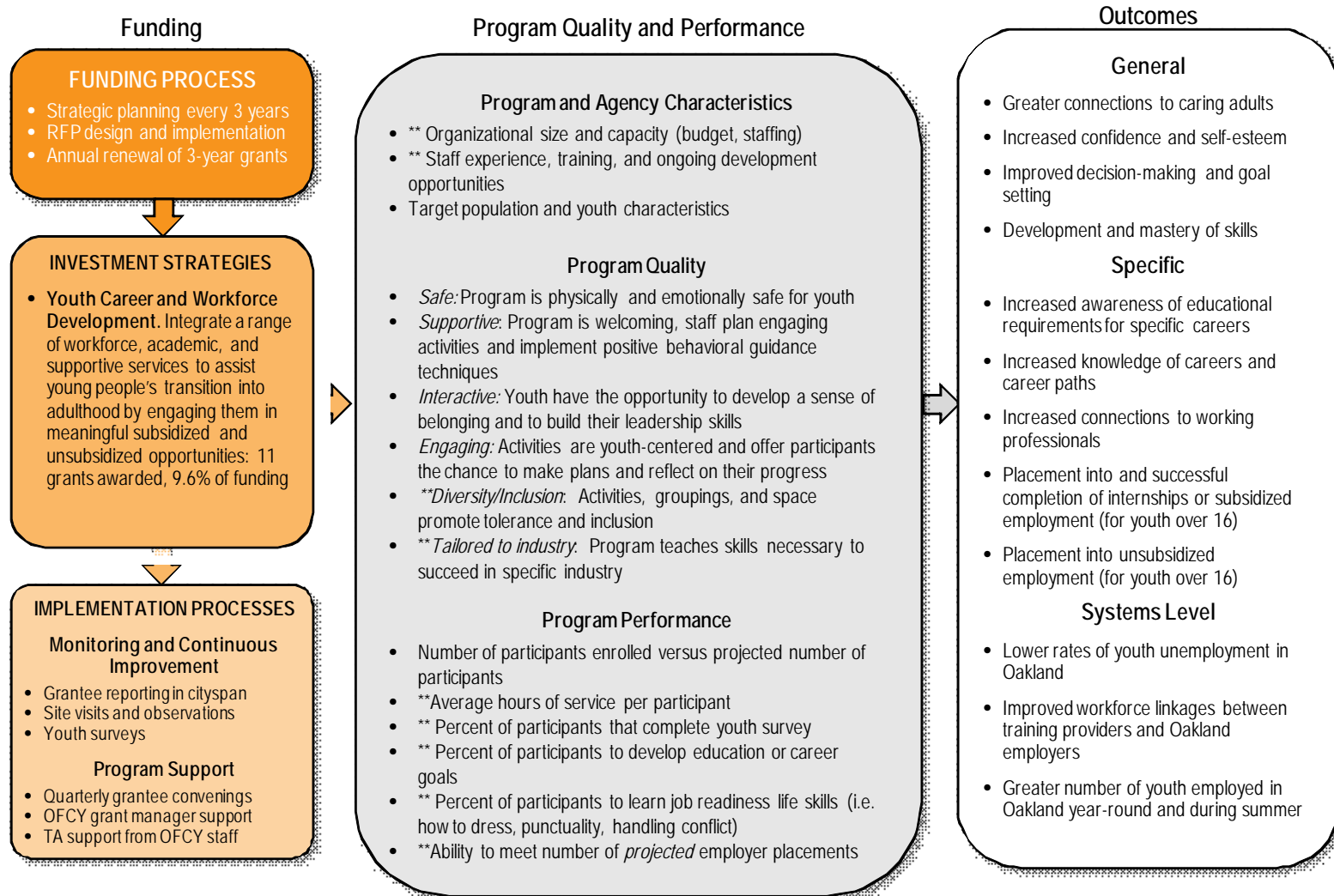


## Academic Support

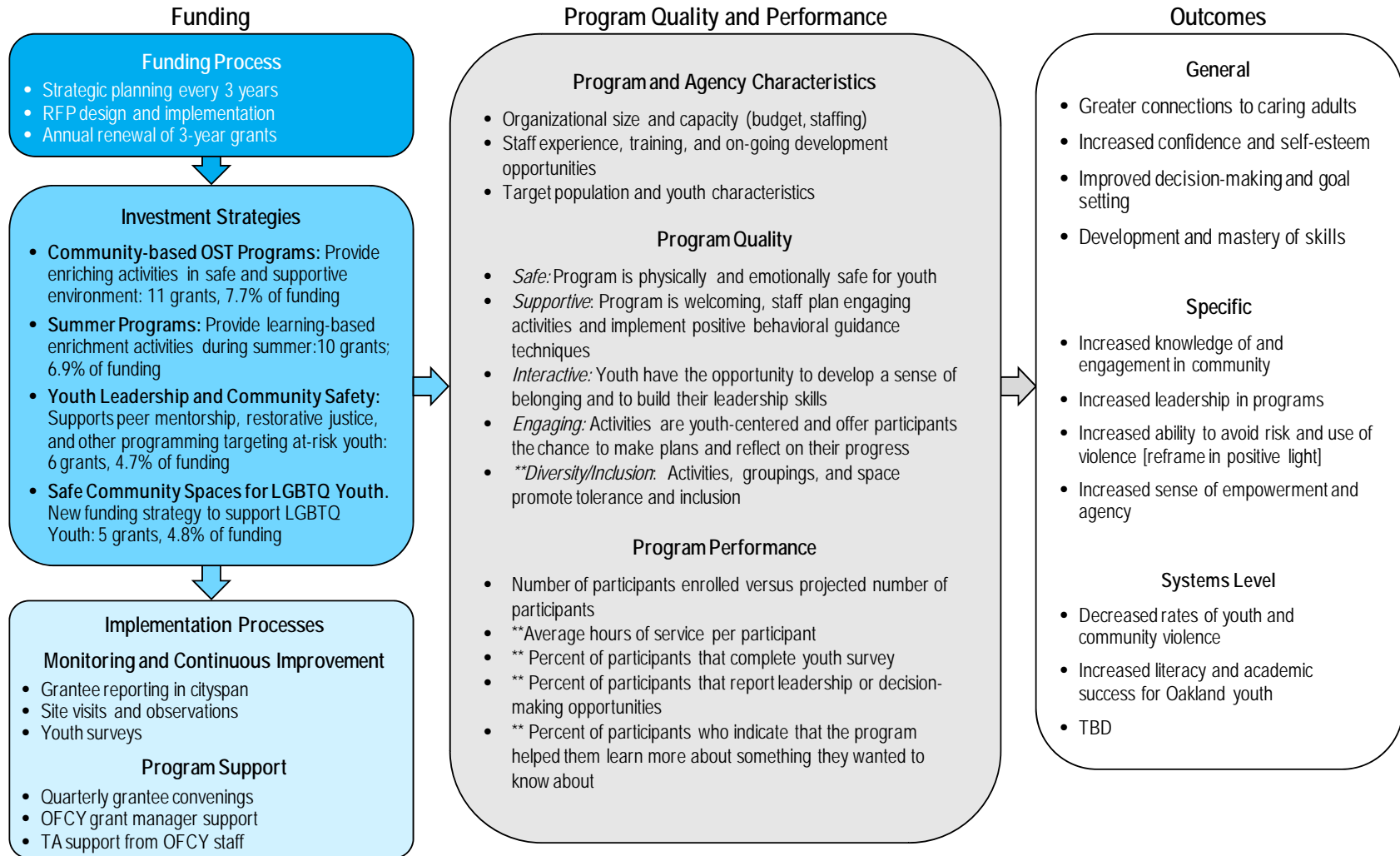




## Youth Workforce Development



## Youth Engagement



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

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

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

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