OAKLAND FUND FOR CHILDREN & YOUTH

Final Report
FY2016-2017

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Acknowledgements

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OFCY
OAKLAND FUND FOR CHILDREN & YOUTH

CITY OF OAKLAND
HUMAN SERVICES DEPARTMENT
Helping our City grow strong!

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Oakland Fund for Children and Youth
Final Evaluation Summary - FY2016-2017

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

This Final Evaluation Report focuses on the performance, quality, and outcomes of 90 OFCY community-based programs that fall into four strategy areas: [1]

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

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

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

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

> "We focus on **critical thinking** and **problem solving** and **collaborative learning**, so that whatever they learn over the summer is transferable, regardless of the content. We try to make the content **relevant to our students' lives** and what they're experiencing. And we also never forget that it's summertime, and that **learning should be fun and joyful.**"
>
> -Program Director

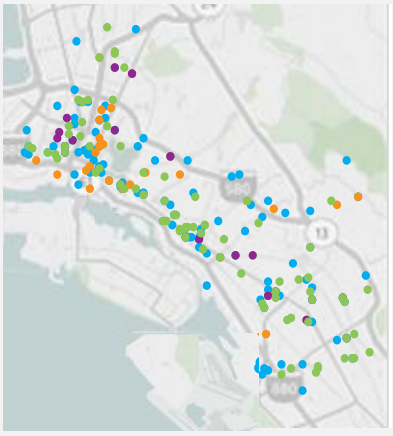
Programs at a Glance

$9,953,328
invested

24,109
youth served

90
programs funded

336
program sites



[1] Data was drawn from Cityspan data, OFCY's participant surveys, interviews with 18 program staff, interviews with six systems-level partners, and Program Quality Self-Assessments completed by 85 programs. Due to data limitations, evaluation findings are not generalizable to all OFCY participants but instead reflect trends.

Overview of Participants

During FY2016-2017, OFCY programs served 24,109 youth and 4,089 adults across all neighborhoods in Oakland, with close to 20% of participants coming from 94601, around Fruitvale and along International Boulevard, and almost 50% coming from other neighborhoods in East Oakland, reflecting where the majority of OFCY program sites are located.

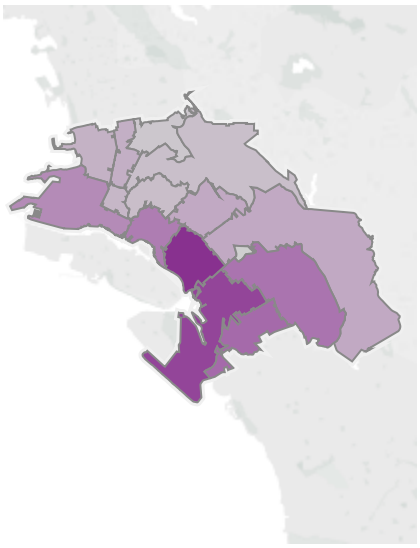
Key findings for participants:

Programs served children and youth from across the city. The majority of participants came from East Oakland. One-fifth of participants lived in the Fruitvale District.

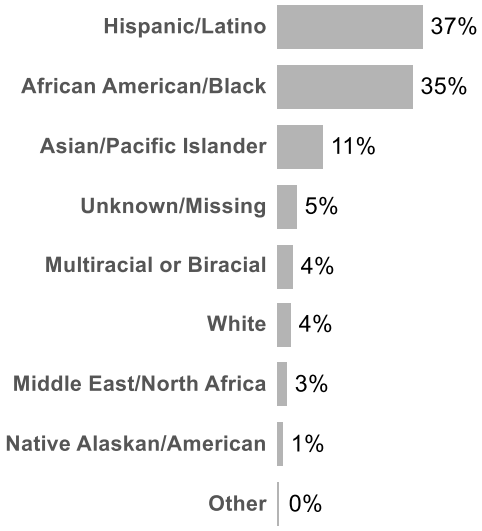
The vast majority of OFCY youth participants were children and youth of color. Hispanic/Latino and African American children and youth making up most of the participants, followed by Asian/Pacific Islander, multiracial, and Caucasian/White children and youth.

The time youth spent in programming varied greatly. Close to 20% of youth received "intensive" services (120 hours or more), while 17% received "light touch" services (fewer than 10 hours). Two groups received the highest levels of service: elementary-aged youth in Youth Development and Empowerment programs and older youth in Career Awareness programs.

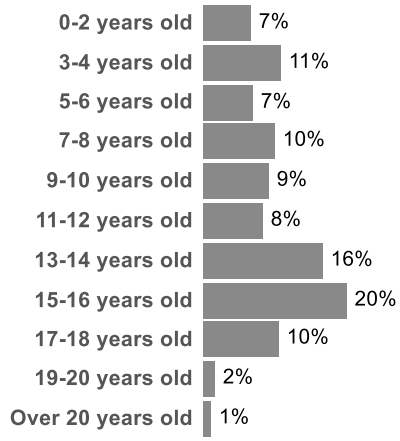
Zipcode of Residence



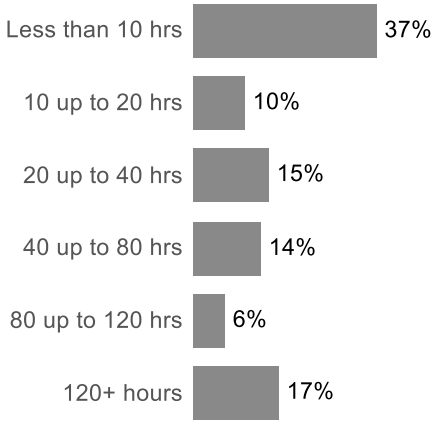
Ethnicity



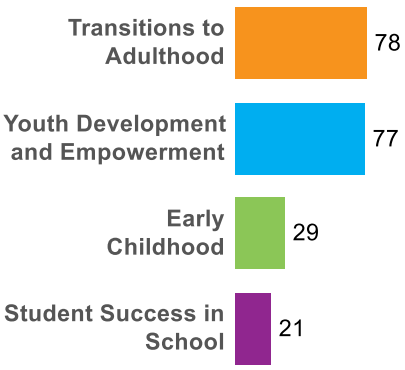
Age



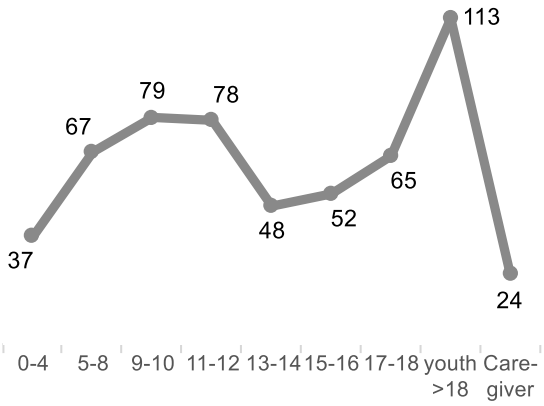
Distribution of Service Hours



Average Hours of Service By Strategy



Average Hours of Service By Age



Performance

Key findings for performance:

Programs made good progress toward enrollment and units of service projections. Across all programs, 84% met the threshold for enrollment, and 84% met the threshold for units of service.

Only about one-quarter of participants submitted surveys. The evaluation team, OFCY and programs will make a targeted effort to increase survey response rates in PY2017-2018.

OFCY's two core program performance measures focus on progress towards meeting thresholds for enrollment and projected units of service. Results are highlighted below. SPR also used two additional measures, including percentage of participants who receive 40 or more hours of service (35% of all participants) and percentage of participants who complete a participant survey (25% of all eligible participants).

Percent of Programs Meeting Core Performance Thresholds

Percent of Participants Meeting Additional Performance Measures

Quality

Key findings for program quality:

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

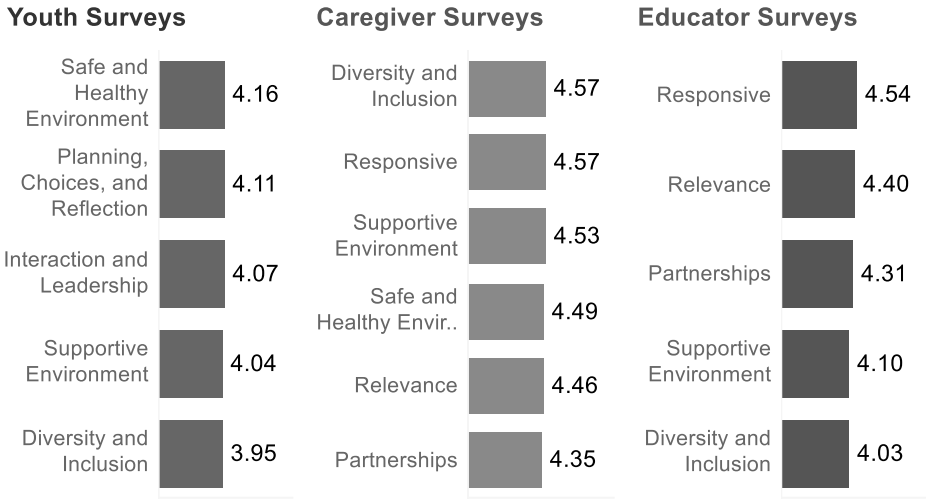
Returning OFCY grantees tended to receive higher quality scores. Both program staff and participants gave higher ratings, suggesting that returning grantees may be able to share best practices and lead peer learning.

Youth in smaller programs generally rated quality higher than youth from larger programs. Smaller programs may be able to provide more personalized attention or foster closer relationships between youth and adults and between peers.

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

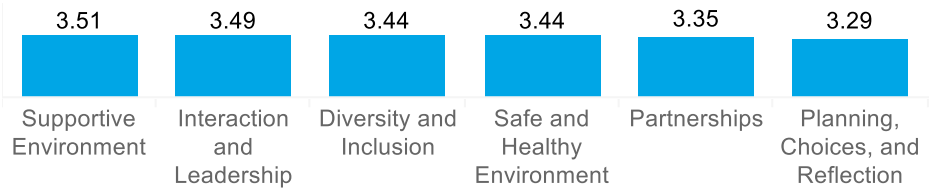
Participant Surveys

Scale of 1 to 5



Program Quality Assessments

Scale of 1 (exploring) to 4 (exemplary)



Outcomes

Key findings for early childhood outcomes:

Parents and caregivers gained knowledge of child development. Surveys revealed the most progress in this outcome, with an average of 95% of parents agreeing to questions tied to it.

Parents and caregivers who attended programs for at least six months reported higher outcome scores. The greatest difference was in access to resources and support, suggesting that ongoing relationships support programs' ability to connect families with resources.

Early childhood mental health consultants are establishing strong relationships with the educators they support. Across all educator outcomes, the highest rated area was increased access to resources and support (88%).

Key findings for youth development outcomes:

Youth reported strong youth development outcomes, especially in the area of *development and mastery of skills*. Program director interviews highlighted the importance programs place on providing enriching experiences participants may not otherwise access. Staff strive to create safe, supportive environments where youth can break out of their comfort zone and try something new.

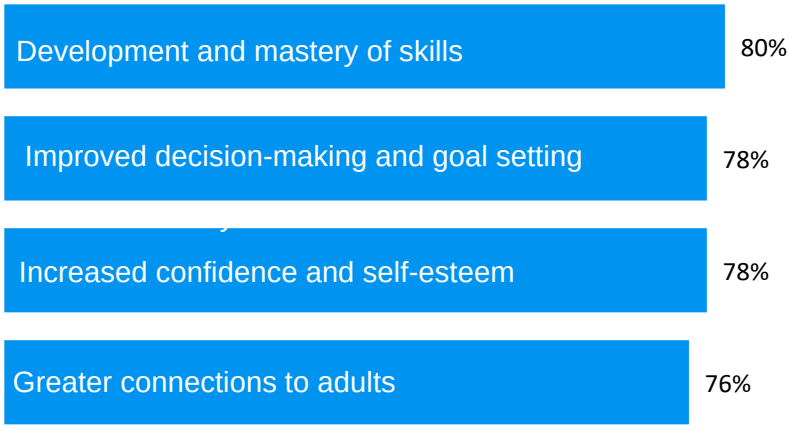
Older participants reported higher youth development outcome scores. These youth (in grades 11 or above) may be more ready to engage more deeply in leadership and higher level youth development tasks.

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

Early Childhood Outcomes (parent support and education)

Early Childhood Outcomes (mental health consultations)

Youth Development Outcomes



INTRODUCTION

> *[OFCY is] a strong resource for our department. Working with OFCY strengthens the work that I do because [of their] direct access to community-based organizations and youth service providers. When we're looking for opportunities to collaborate with organizations, OFCY always has a host of information they can provide us as well as data; they have a wealth of data that they often share with us.*
>
> *-Program Director, Oakland Unified School District*

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

This Final Evaluation Report for FY2016-2017 focuses on 90 programs funded by OFCY during the first year of the FY2016-2019 funding cycle. [1] Specifically, it highlights progress towards performance measures and outcomes and provides a broad overview of the services provided to children, youth, and adults served by these programs during FY2016-2017. Data were available for 23,051 children and youth and 2,655 adults, representing just over 90% of participants served by programs included in this evaluation.

Data Sources

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

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 FY2016-2017, Cityspan data were available for 23,051 children and youth and 2,655 adults that received program services or participated in internships, representing 91% of participants who received services.[2]

[1] In total, OFCY funded 149 programs. This report excludes the School-based After School strategy, which covers 59 programs and is separately evaluated by Public Profit.

[2] Due to the nature of their service delivery model, two programs (Vision Awareness & Education for Low-Income Oakland Families and Community Capacity Building–Training in Early Learning) do not participate in all components of this evaluation. Vision Awareness & Education for Low-Income Oakland Families provides outreach and counseling to families during eye exams without officially enrolling them in programming. They do not enroll all the families they serve in Cityspan nor do they submit participant surveys. Capacity Building–Training in Early Learning utilizes a train the trainer model, where they hold workshops to service providers around promoting early literacy activities with families under their care. The program does not work directly with families and therefore does not enter participants into Cityspan or submit participant surveys. These programs are included in the description of programs, but they are not included in the sections on Quality or Outcomes.

Data Source	Description
Participant Surveys	Participant surveys gathered participants' perspectives on program quality and program outcomes. A total of 4,456 youth surveys were completed by youth in grade 3 or higher in programs that focus on serving children and youth. In the early childhood strategies, parents and caregivers in parent and child engagement programs and educators who received services from mental health consultation programs also completed surveys. In all, 185 educators and 511 caregivers completed surveys.
Program Quality Self-Assessment	During spring and summer 2017, SPR developed and piloted a program quality self-assessment to help identify OFCY-funded programs' strengths and priorities for growth. The assessment also identified potential group-level priorities for additional supports, peer-learning opportunities, and capacity-building among OFCY grantees. In total, 333 individuals completed the assessment, representing 85 of the 90 organizations in the evaluation.[3] The assessment was completed by program staff and managers, executive directors, administrative staff, board members, and volunteers.
Interviews with Program Staff	During spring and summer 2017, SPR interviewed program directors at 18 OFCY-funded programs from each of the following funding strategies: Early Childhood: Parent Engagement and Support (4), Early Childhood: Mental Health Consultation (2), Student Engagement in Learning (2), Youth Development and Empowerment: Year-Round (6), Youth Development and Empowerment: Summer (2), and Career Awareness and Academic Support (2). These interviews gathered information on agency and participant characteristics, outreach and recruitment, program quality, and program strategies supporting OFCY outcomes. SPR also interviewed program directors from two new programs in the Parent Support and Education strategy that focus on capacity-building and outreach to gather information on how they support this specific strategy and their overall goals.
Interviews with systems-level partners	In spring 2017, SPR interviewed six program staff from three local, systems-level agencies and organizations, including the Partnership for Children and Youth, First 5 Alameda County, and Oakland Unified School District. These interviews served to provide a better understanding of the local ecosystem of agencies and organizations that work with and on behalf of children and youth, how they partner with and collaborate with OFCY, and to learn about OFCY's role and contributions to systems-level approaches for serving Oakland's children and youth.

Overview of the Report

This report summarizes the evaluation of OFCY's 90 community-based programs, beginning with strategy-level summaries, followed by general findings. The general findings begin with a descriptive overview of OFCY's *programs*, including program size, funding and location. The next section summarizes characteristics of OFCY's program *participants* and the services they receive. The section on *performance* provides an overview of progress made toward OFCY performance measures. The remaining two sections cover *program quality* and progress towards *outcomes* in youth development, early childhood development, and other relevant areas. Finally, the report concludes with a section focused on considerations as we look forward to OFCY's 2017-2018 program year.

[3] This represented 100% of the organizations asked to complete the assessment and did not include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) or the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

STRATEGY-LEVEL SUMMARIES

EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

> "We offer [teachers] a perspective on how developmental issues might play into a **child's adjustment** to their program. We **really think together with teachers** about their approach to a particular child."
>
> -Program Director

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

The Early Childhood Mental Health Consultation Strategy at a Glance

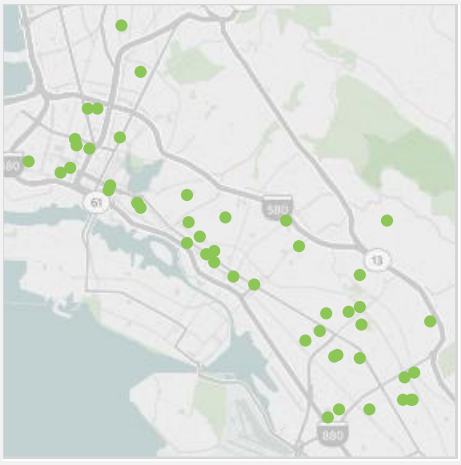
$700,000 invested

2,071 children served

3 programs funded

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

48 program sites



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

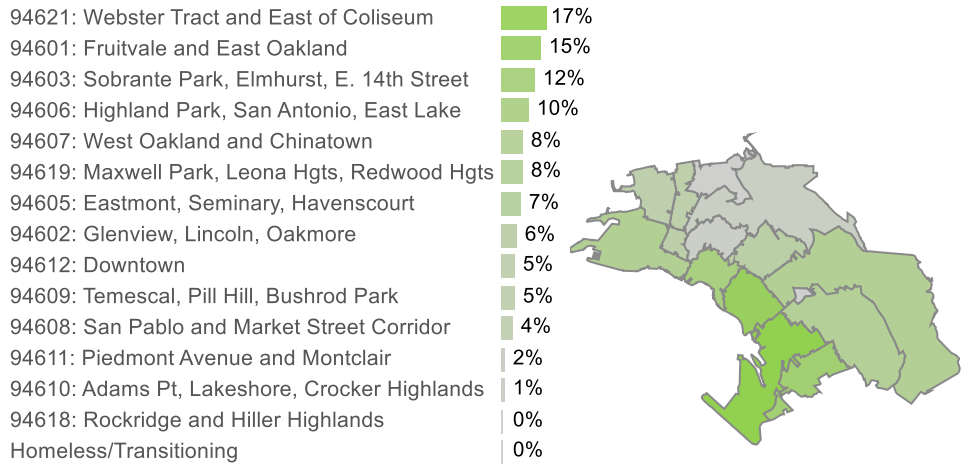
Participants

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

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

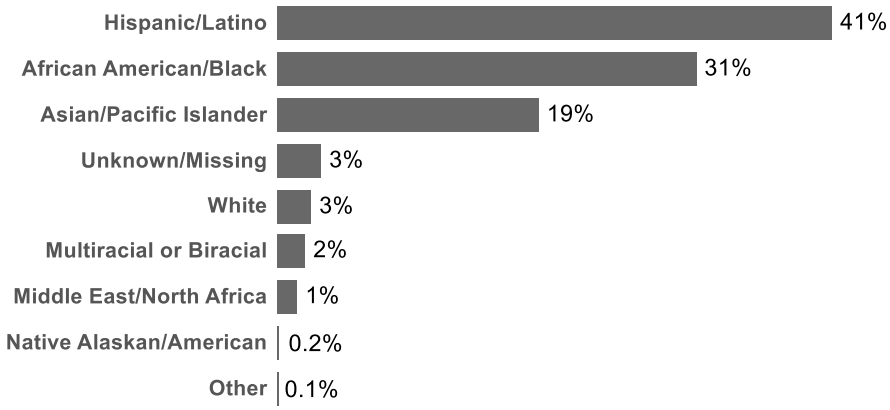
Children served came from across Oakland, with the majority coming from zip codes in East Oakland.

Home zipcode and neighborhood



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

Ethnicity of Children



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

Outcomes

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

Exhibit 4: Progress toward Early Childhood Mental Health Consultation Outcomes

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

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

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

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

PARENT SUPPORT AND EDUCATION

> "I **love this place.** They saved us. I was concerned about my son and how shy and timid he was; he used to just sit in a corner. Now he's **more social** and I have learned other **strategies to help** him share more with other kids."
>
> -Parent Program Participant

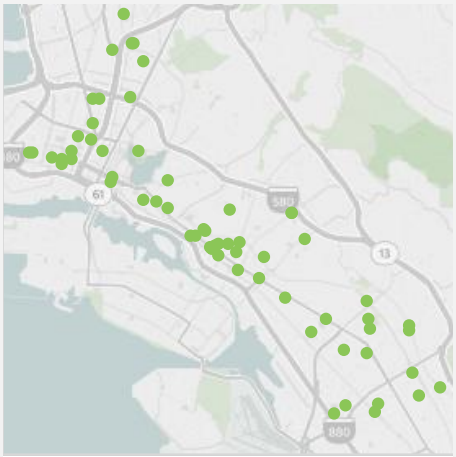
The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training,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

Parent Support and Education Strategy at a Glance

$1,782,991 invested

3,430 children and **4,084** caregivers served

16 program sites at **75** program sites



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

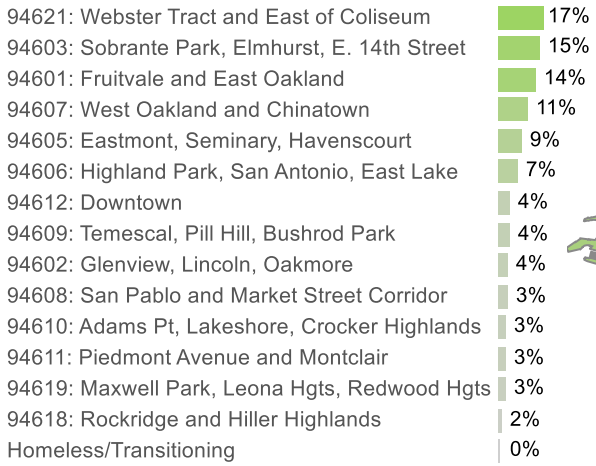
Participants

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

The Exhibit 2: Parent Education and Support Participants

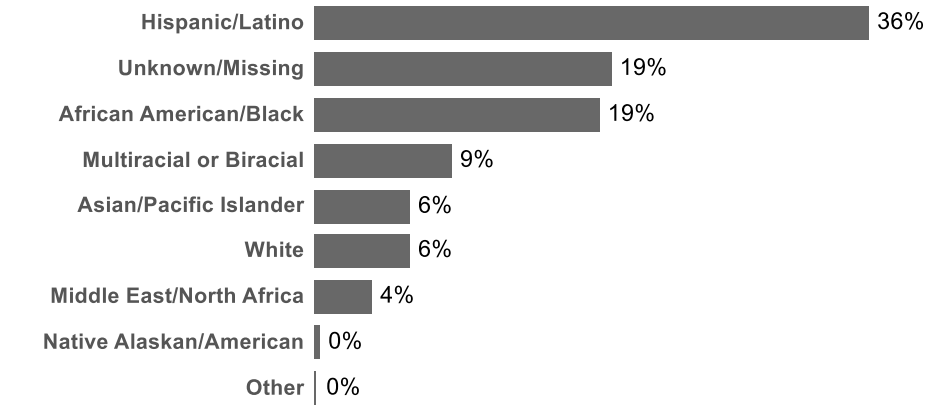
Participants came from across Oakland, with the majority coming from zip codes in East Oakland, Fruitvale, and West Oakland.

Home zipcode and neighborhood



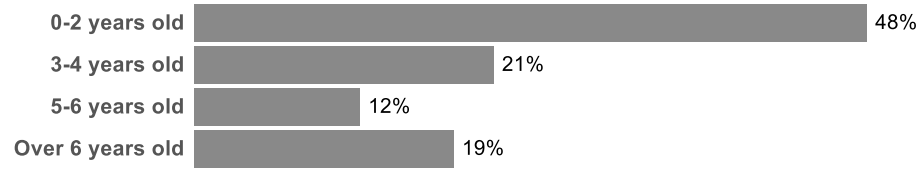
A racially diverse group of children and families participated in Parent Support and Education programs. Hispanic/Latino participants made up the largest group followed by African Americans.

Ethnicity of Children



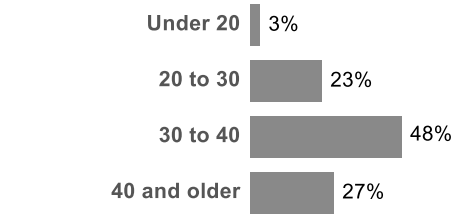
Children ranged in age from 0-6 years old, with 0-2 year-olds making up the largest age group.

Age of Children

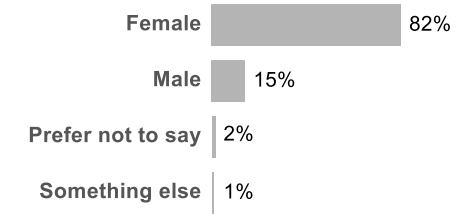


The majority of adult participants were female and nearly half of adult participants were between 30-40 years old.

Age of Adults



Gender of Adults



Services

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

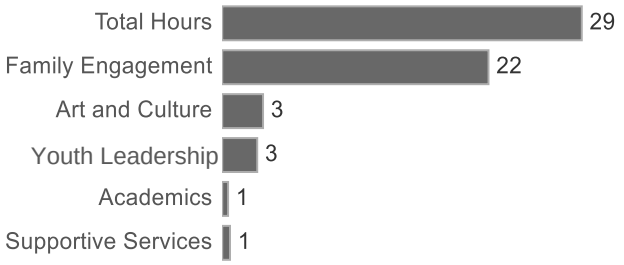
Exhibit 3: Services Received by Parent Support and Education Program Participants

Participants spent the most time in family engagement activities.

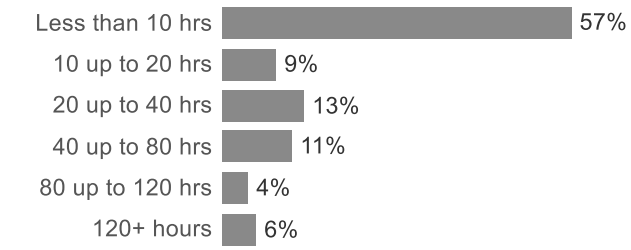
More than half of all children and adults received "light touch" services (fewer than 10 hours).

For adults, the hours of service were highest for participants between 20 and 40 years old and lower for adults under 20 and over40.

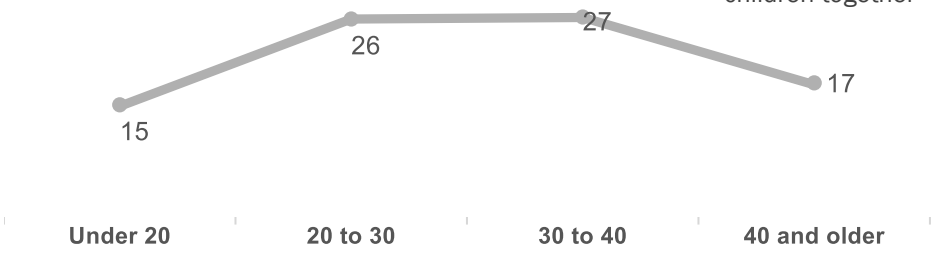
Average Hours of Service by Category



Distribution of Hours of Service



Hours of Service by Age of Parent/Caregiver



> "Having the parents and caregivers there, they can see what a circle time looks like and they are able to **support their child** to see those things first hand and I think that that really supports them in being **ready for kindergarten**."
>
> -Program director, on the importance of engaging parents and children together

Capacity-Building and Outreach Programs

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

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

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

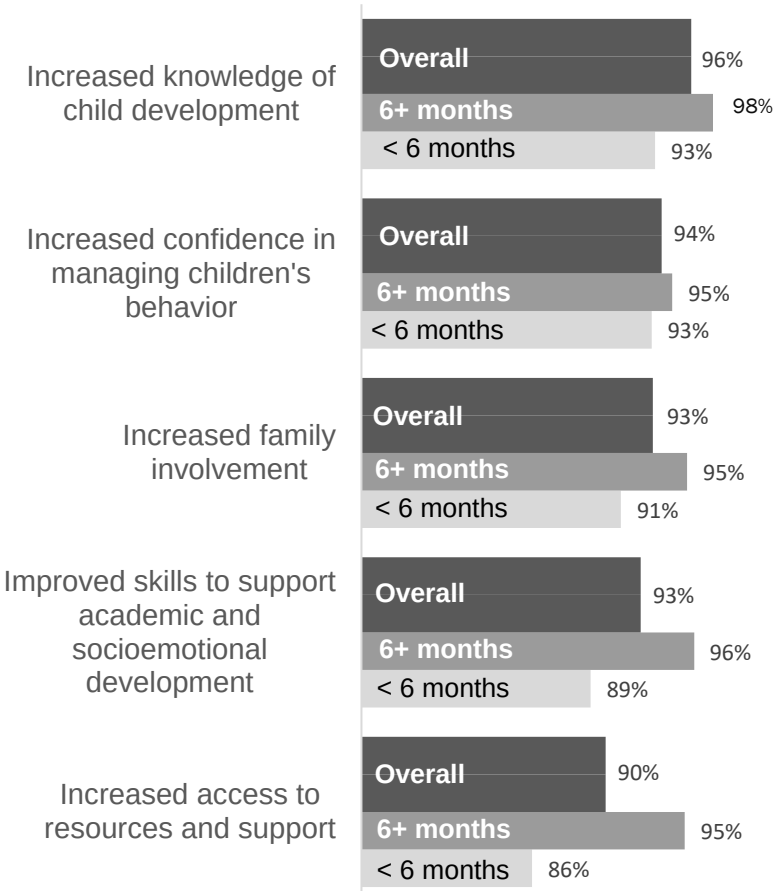
Outcomes

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

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

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

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



Because of the program...

- **95%** know more about how to keep their child safe and healthy.
- **95%** have a better understanding of how their child is growing and developing.
- **94%** have a better understanding of what behavior is typical at their child's age.

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

STUDENT ENGAGEMENT IN LEARNING

> "Building **leadership skills supports ongoing education**, ongoing confidence. (Our older youth) talk about how you graduate high school, how you navigate going into college. Then when they have conversations with the younger students, it helps them **reflect on their own goals** and paths."
>
> -Program Director, on using peer mentorship and leadership training to support academic and educational goals

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

The Student Engagement in Learning Strategy at a Glance

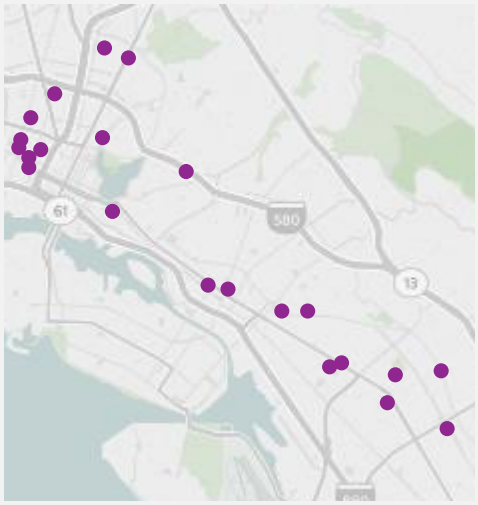
$835,360 invested

4,151 youth served

10 programs funded

28 program sites

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



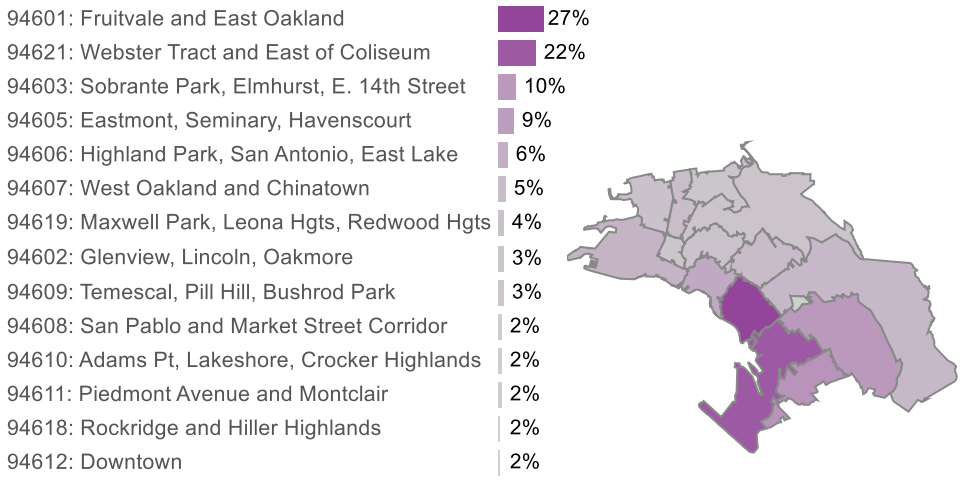
Participants

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

Exhibit 2: Student Engagement in Learning Participants

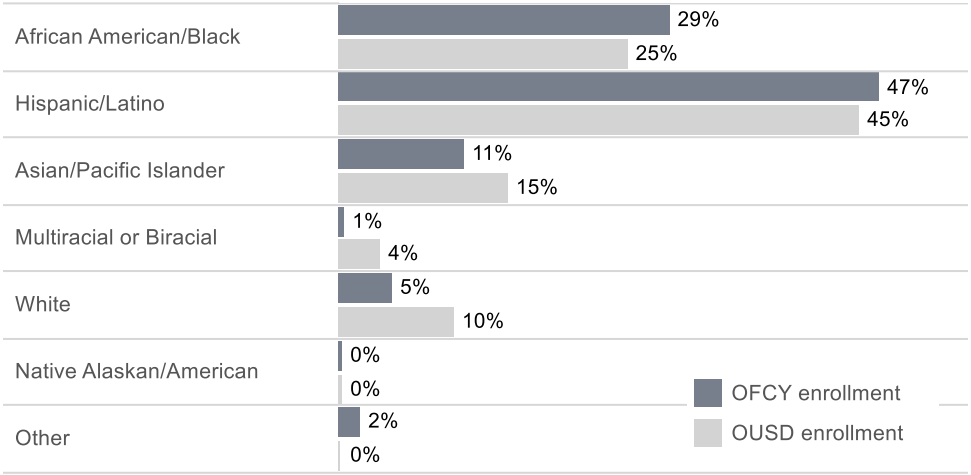
Although children and youth came from across Oakland, more than one quarter came from the Fruitvale District.

Home zipcode and neighborhood



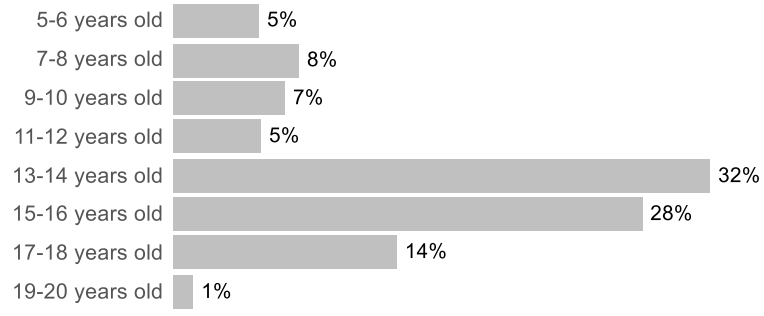
A racially diverse group of children participated in academic programs. The racial composition of participants was similar to the OUSD student body.

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



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

Age of participants



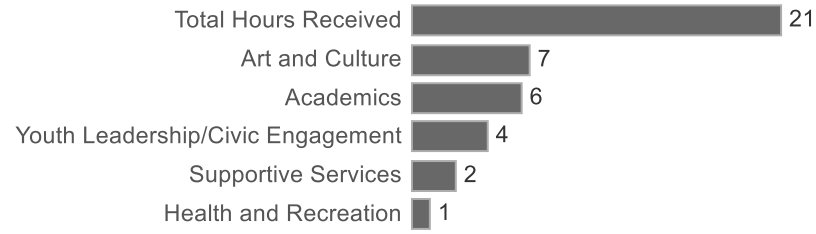
Services

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

Exhibit 3: Services Received by Student Engagement in Learning Participants

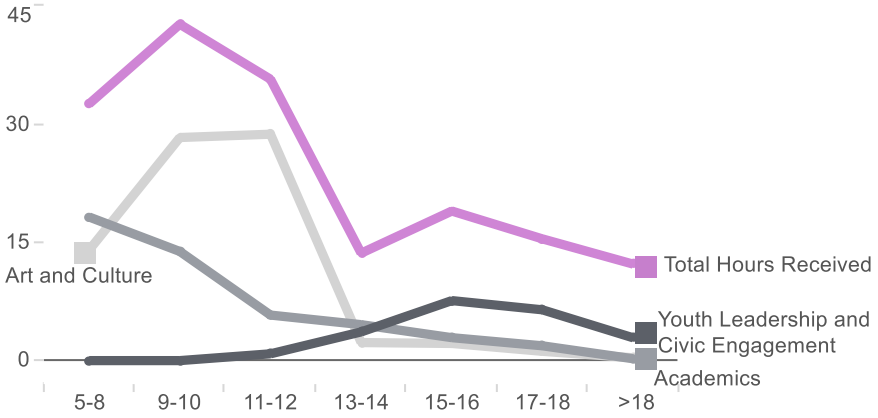
Programs did not focus exclusively on academics; they also used art and youth leadership activities to engage youth in learning.

Average Number of Hours of Service



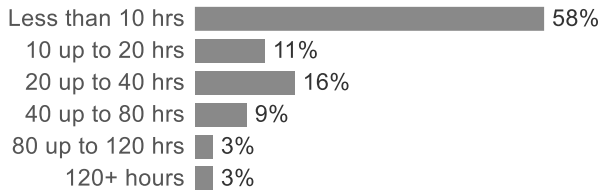
Younger youth spent the most time in programming and were most likely to participate in art and culture activities. Older youth spent more time engaged in youth leadership and civic engagement.

Hours of Service by Age



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

Distribution of Hours of Service



Sampling of Student Engagement in Learning Activities

Academic:

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

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

Art/Culture:

- Beat making
- Music producing
- Cultural clubs
- Dance

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

Leadership & Civic Engagement:

- Mentoring and leading activities
- Restorative justice
- Organizing events
- Community impact project

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

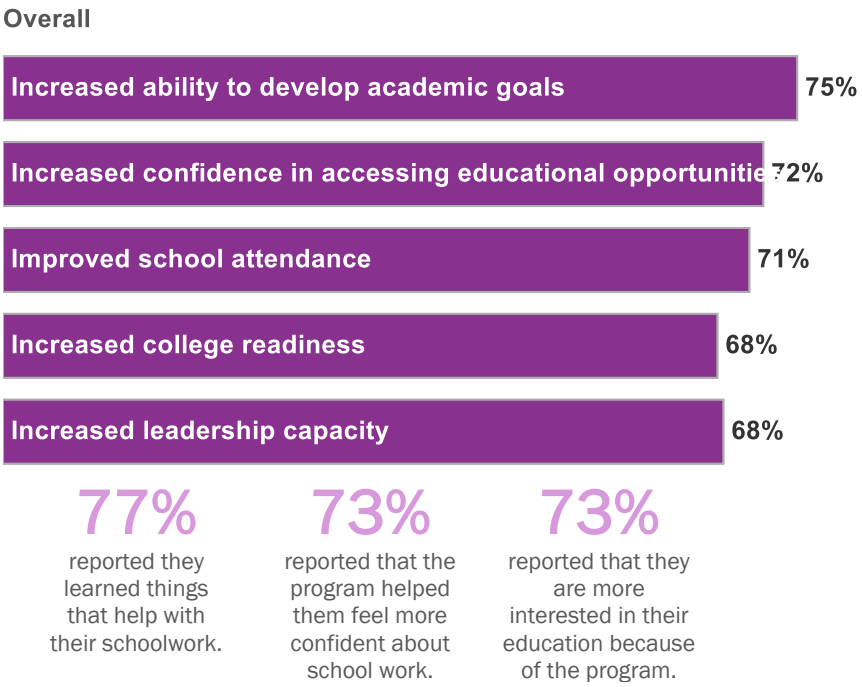
Outcomes

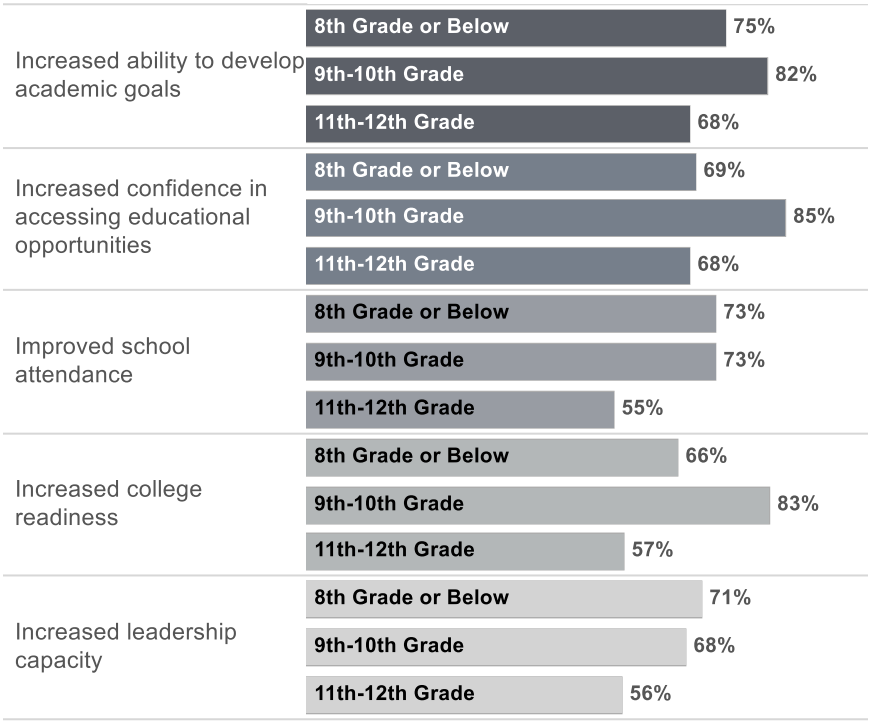
Children and youth survey results reveal participants' assessments of their progress toward academic outcomes. The results, illustrated in Exhibit 4, indicate that Student Engagement in Learning programs successfully supported youth in these areas.

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

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

Younger youth (those in grade 10 and below) consistently reported greater progress toward academic outcomes. Youth in grades 9 and 10 generally reported the highest outcomes, while older youth (11th and 12th graders) reported the lowest outcomes.





SUMMER YOUTH DEVELOPMENT AND EMPOWERMENT

> "We focus on **critical thinking** and **problem solving** and **collaborative learning**, so that whatever they learn over the summer is transferable, regardless of the content. We try to make the content **relevant to our students' lives** and what they're experiencing. And we also never forget that it's summertime, and that **learning should be fun and joyful.**"
>
> -Program Director

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

The Summer Youth Development and Empowerment Strategy at a Glance

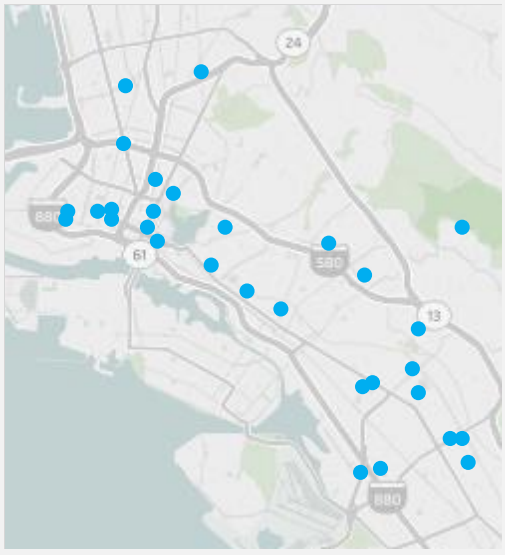
$1,043,901 invested

2,457 youth served

12 programs funded

31 program sites

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



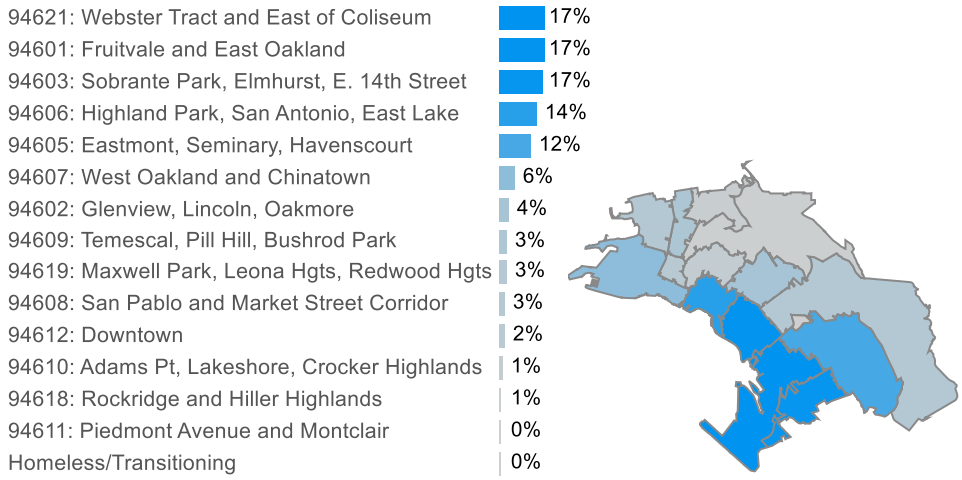
Participants

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

Exhibit 2: Summer Youth Development and Empowerment Participants

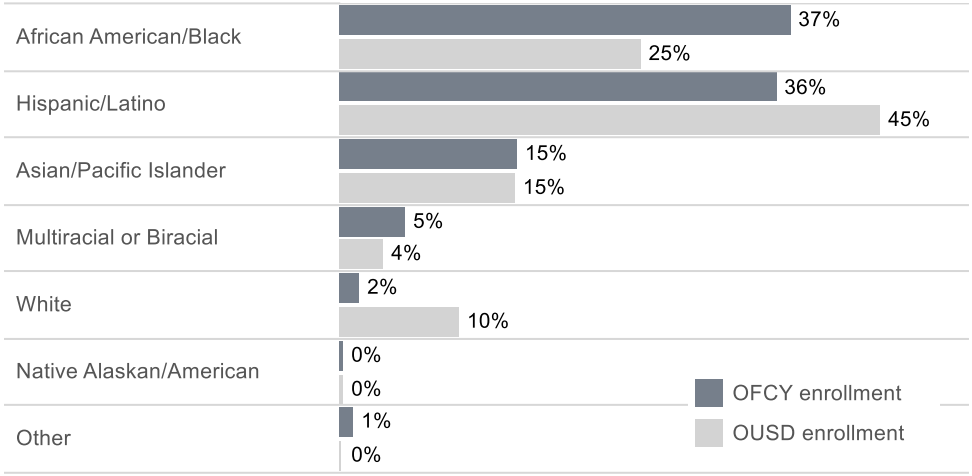
Children and youth came from across Oakland, with the majority coming from zip codes in East Oakland.

Home zipcode and neighborhood



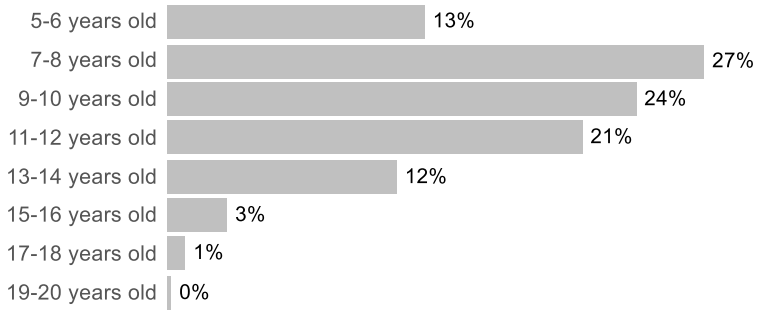
A racially diverse group of children participated in summer programs. Compared to OUSD, these programs served a larger proportion of African American students.

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



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

Age of participants

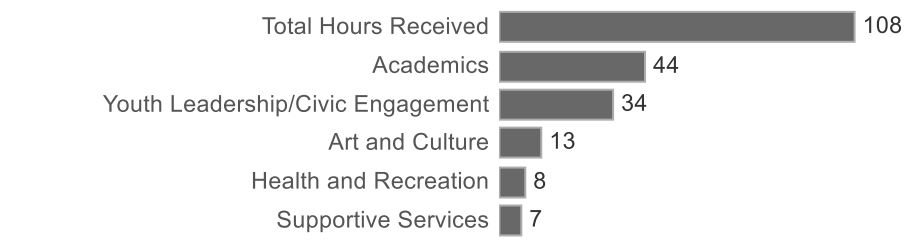


Services

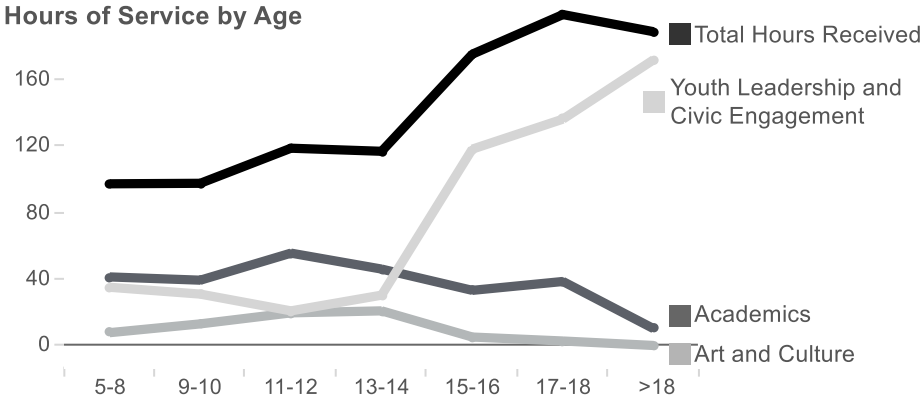
The average hours of service for children and youth in *Summer Youth Development and Empowerment* programs was 108 hours. Because these are primarily full- or half-day programs that take place over the course of several weeks, their average hours of service are fairly high. Key findings related to service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

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

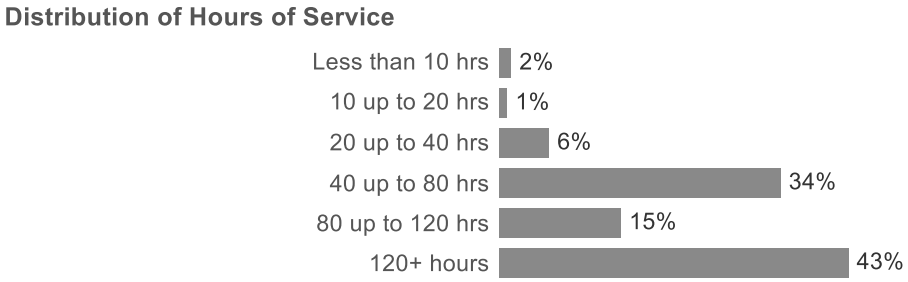
Youth spent the most time engaged in academics, youth leadership and civic engagement, and arts and culture.



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



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



Sampling of Summer Youth Development and Empowerment Activities

Academic:

- literacy support
- project-based learning
- STEM activities.

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

Art/Culture:

- graffiti arts
- music
- poetry
- drawing
- fashion
- dance
- martial arts
- drumming
- cooking
- mixed media

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

Leadership and Civic Engagement:

- Service learning projects
- youth-led enrichment classes
- youth farming
- conflict resolution training.

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

Outcomes

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

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

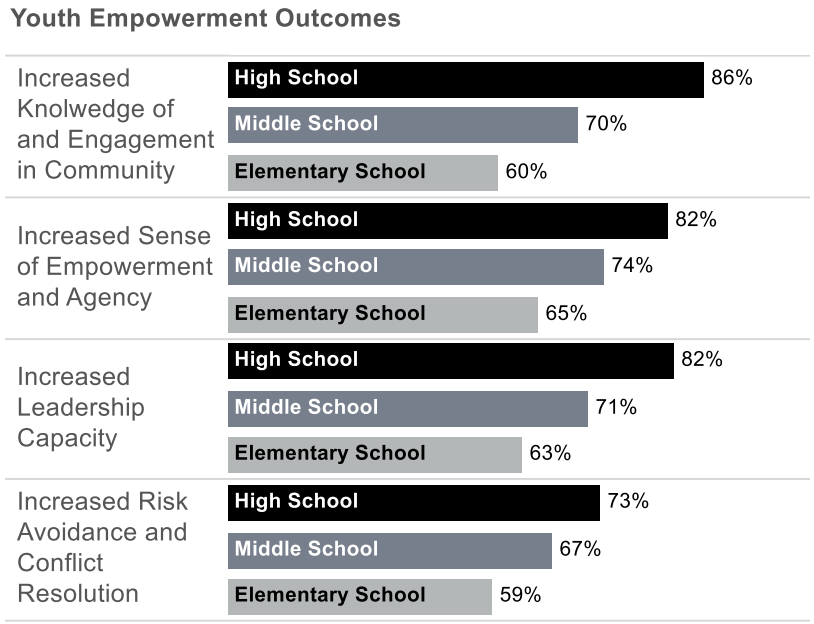
Youth reported strong progress in general youth development outcomes, especially in *development and mastery of skills.* Most notably, 85% of participants reported that they try new things in their program, suggesting that these programs provide experiences that children and youth may not otherwise have access to. Program staff discussed the importance of creating a safe environment to help children and youth feel comfortable experimenting and challenging themselves.

85% reported they try new things in the program.

79% reported that there is an adult at the program who cares about them.

78% reported that the program helps the get along with other people their age.

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



73% reported that adults in the program listen to what they have to say.

72% reported that the program taught them how to stand up for themselves.

71% reported that they are more aware about what is going on in the community since coming to the program

YEAR-ROUND YOUTH DEVELOPMENT AND EMPOWERMENT

The *Year-Round Youth Development and Empowerment* programs funded by OFCY help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, usually in an afterschool setting, programs allow youth to build relationships with adults and mentors. Many of these programs also specifically support specific populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth.

Year-Round Youth Development and Empowerment at a Glance

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

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

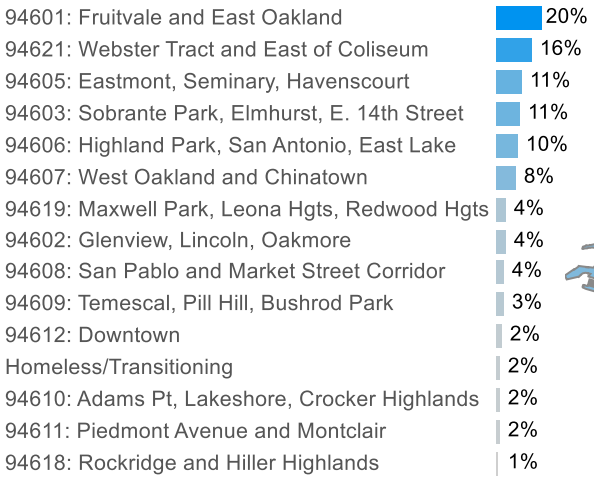
Participants

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

Exhibit 2: Year-Round Youth Development and Empowerment Participants

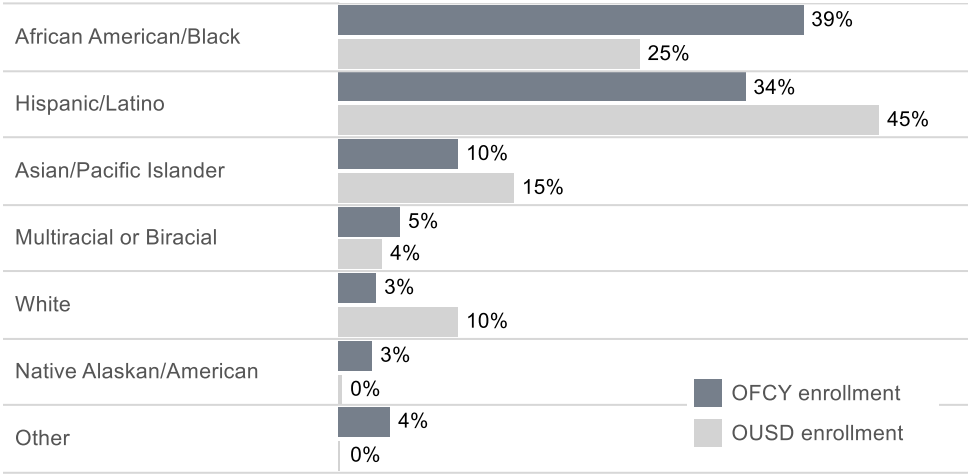
Children and youth came from across Oakland, with the largest proportion coming from the Fruitvale District.

Home zipcode and neighborhood



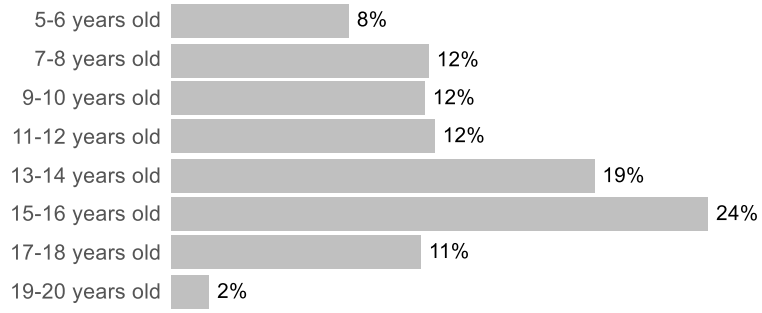
A racially diverse group of children and youth participated in this strategy. Compared to OUSD, these programs served a larger proportion of African American students.

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



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

Age of participants

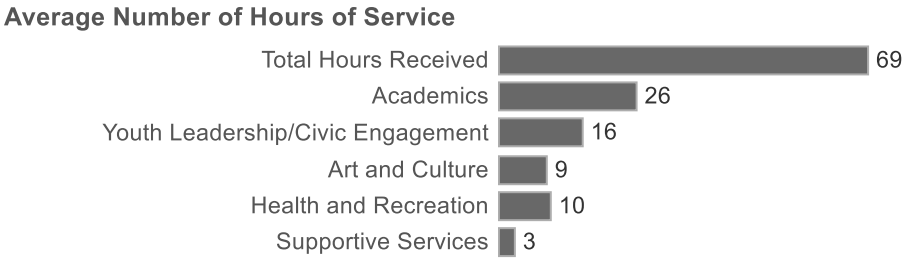


Services

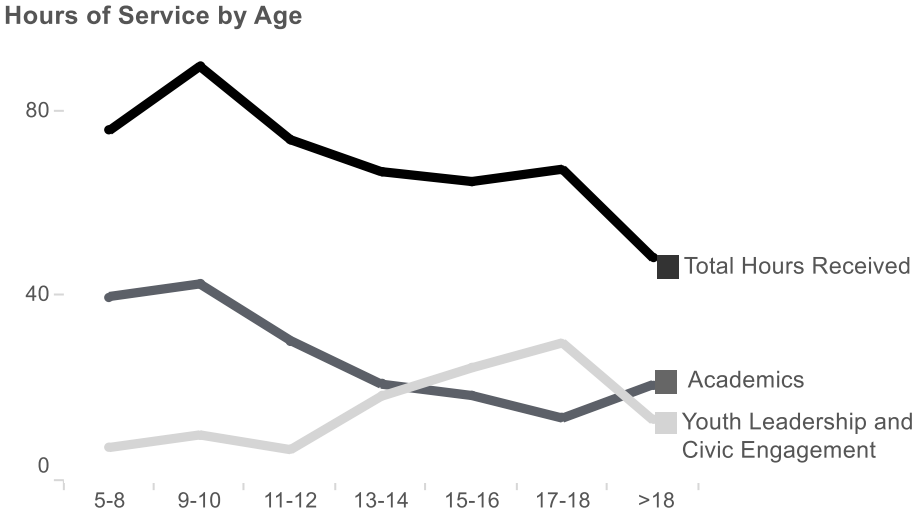
On average, participants in *Year-Round Youth Development and Empowerment* programs received 69 hours of service. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown in Exhibit 4.

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

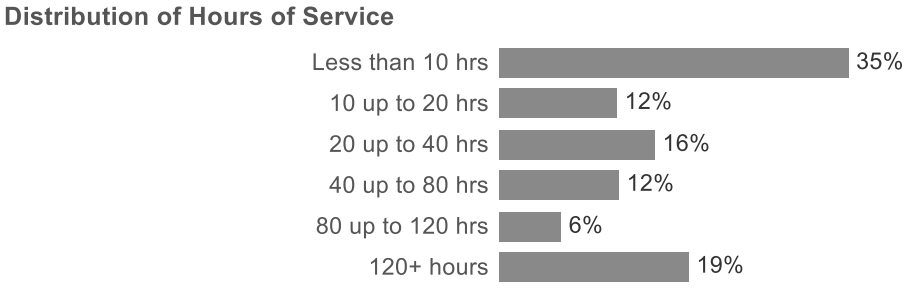
Youth participated in a wide range of activities, spending the most time in academic and youth leadership activities.



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



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



Sampling of Year-Round Youth Development and Empowerment Activities

Academic:

- Tutoring
- STEM programs
- English classes

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

Art/Culture:

- Music
- Media arts
- Woodworking
- Urban arts

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

Leadership & Civic Engagement:

- Facilitating classes & activities
- Peer tutoring
- Youth-led events
- Community revitalization projects

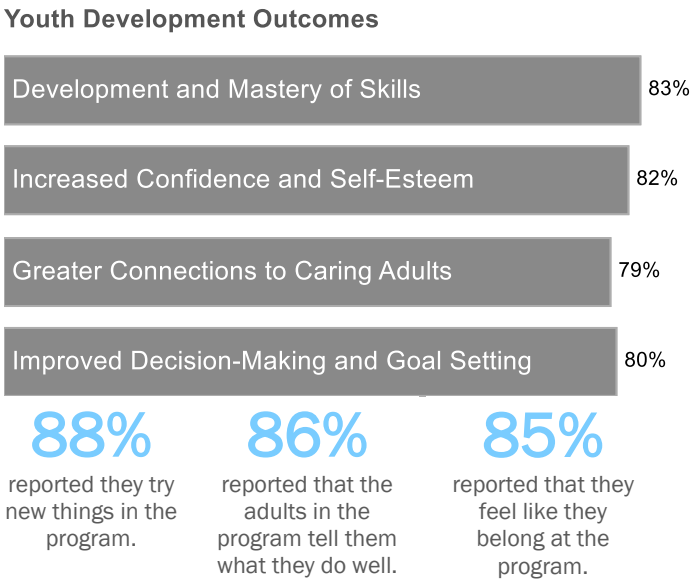
Example: Youth at Homies4Justice organized a reclaiming Cinco de Mayo block party to promote solidarity across different races.

Outcomes

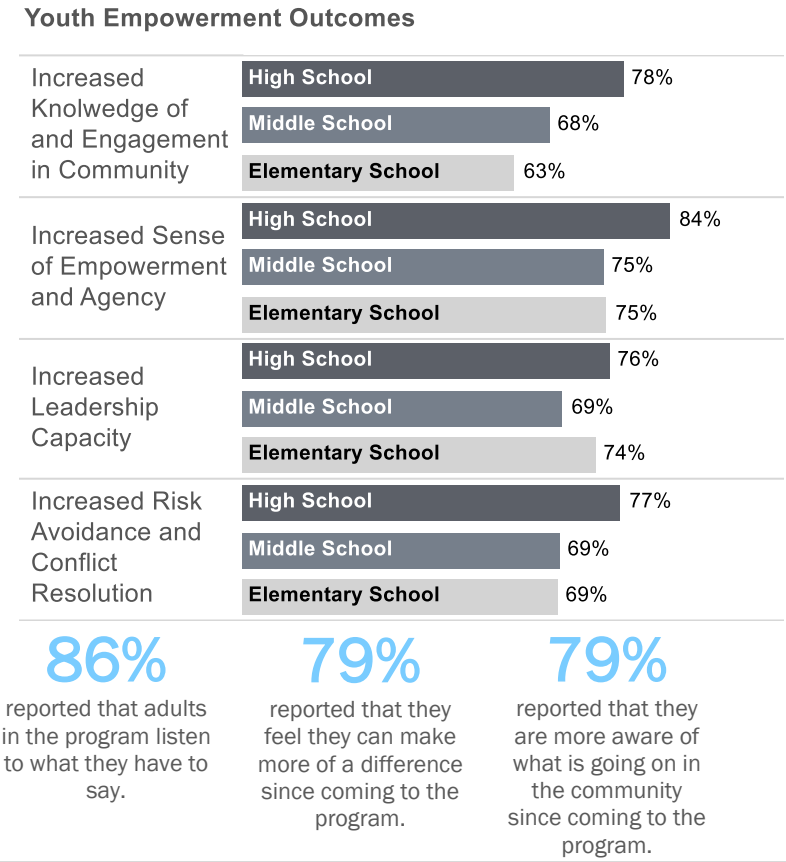
Children and youth survey results reveal participants' assessments of their progress towards youth development and empowerment outcomes. The results, shown in Exhibit 4, indicate that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

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

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



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



CAREER AWARENESS AND ACADEMIC SUPPORT

The *Career Awareness and Academic Support for Older Youth* programs funded by OFCY help youth explore career opportunities in in-demand industries and prepare for college and career success.
Participants receive job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. Programs aim to give youth the tools they need for a smooth transition to college and their future career.

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

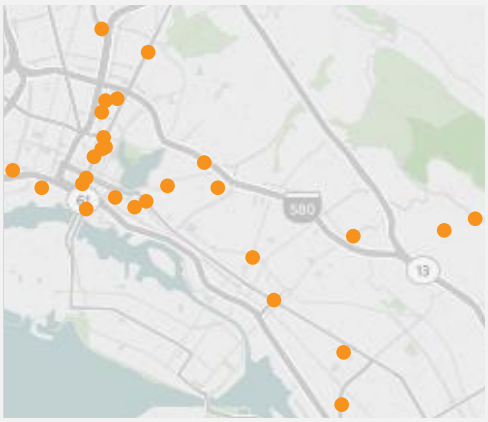
The Student Engagement in Learning Strategy at a Glance

$2,125,533 invested

2,663 youth served

14 programs funded

28 program sites



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

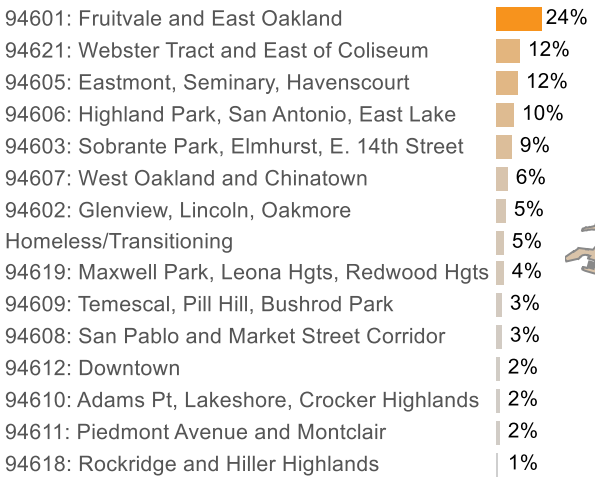
Participants

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

Exhibit 2: Career Awareness and Academic Support Participants

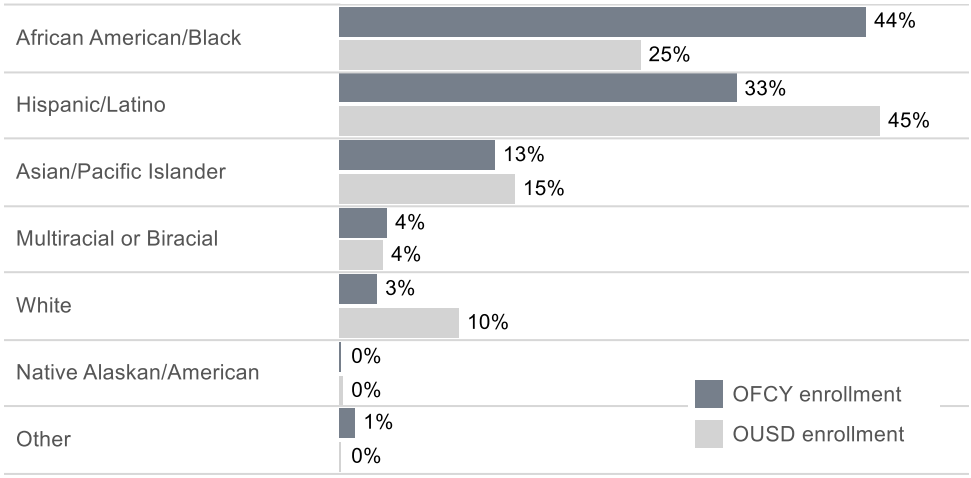
Although children and youth came from across Oakland, almost one quarter came from the Fruitvale District.

Home zipcode and neighborhood



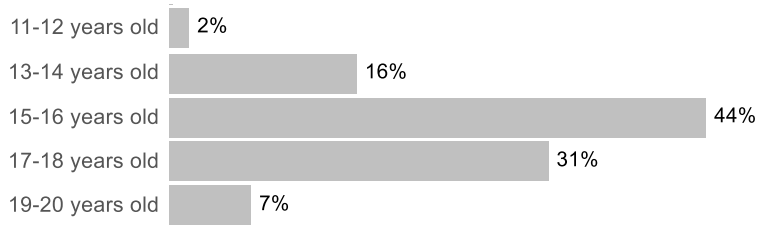
A racially diverse group of children participated in this strategy. Compared to OUSD and other OFCY strategies, these programs served a larger proportion of African American students.

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



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

Age of participants



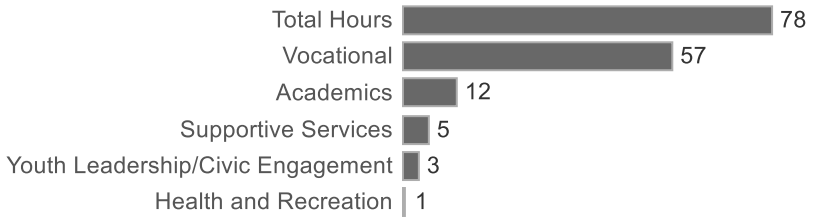
Services

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

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

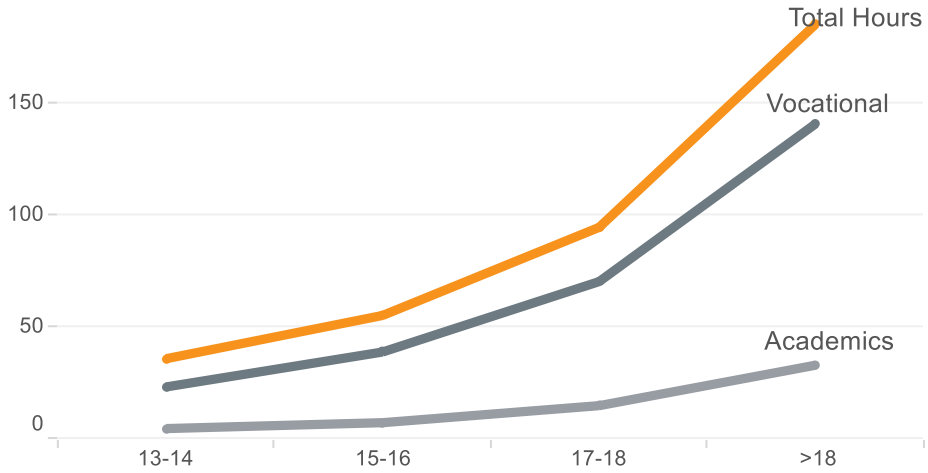
Participants spent the majority of their time engaged in vocational activities. They also received academic and support services.

Hours of Service by Category



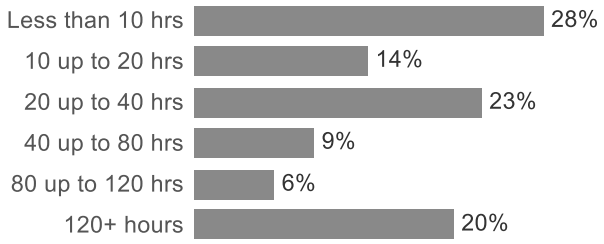
Older youth, especially those 19 and older, spent the most hours in programming. Many of these youth were out of school or participated in a program that combined work experience and non-traditional high school diploma programs.

Hours of Service by Age and Category



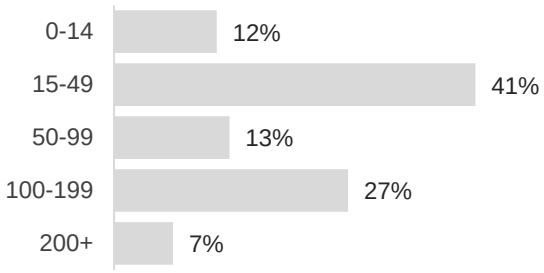
The level of participation varied substantially, with more than one-quarter receiving less than ten hours of service and one-fifth receiving 120+ hours.

Distribution of Hours of Service



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

Hours Spent in Placement



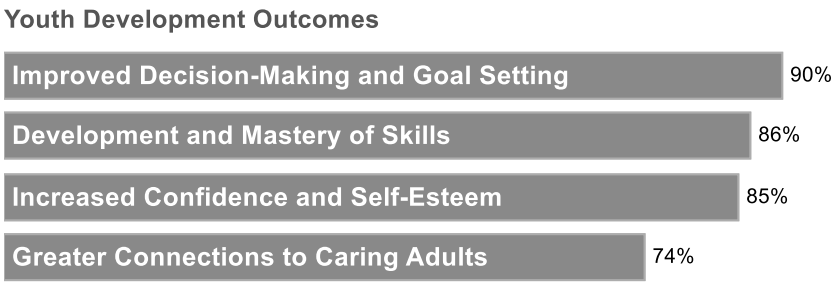
Employment Placement Example: Youth at Pathways to Advancement receive job readiness training and apply their newly developed skills as vendors and shift leaders at O.Co Coliseum.

Outcomes

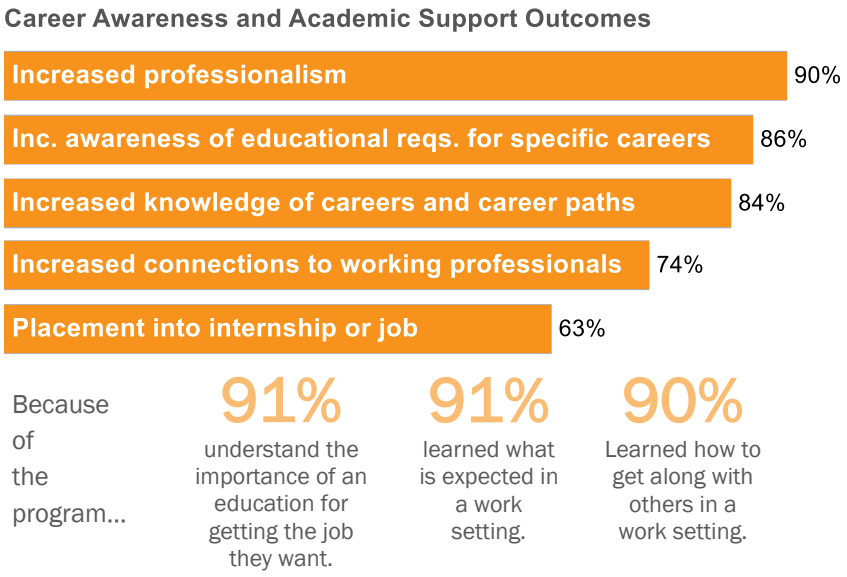
Children and youth survey results reveal participants' assessments of their progress toward youth development and career awareness and academic support outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported youth in these areas.

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

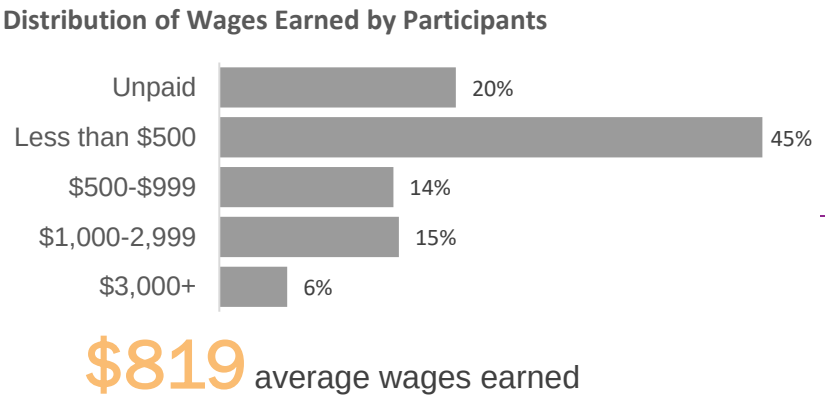
For youth development outcomes, youth reported the highest progress in improved decision-making and goal setting.



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



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



[1] Some programs support youth in unsubsidized placements that are not recorded in Cityspan. For example, although Bridges from School to Work at the Marriott Foundation for People with Disabilities placed youth with disabilities in unsubsidized employment with organizations and companies throughout Oakland, they only tracked case management services in Cityspan. OFCY will set up Cityspan to track unsubsidized employment for the 2017-2018 program year.

PROGRAMS

It is truly exciting and a privilege to be connected to so many other beautiful community organizations that can provide assistance to our clients. At times the clients require assistance through many organizations and we are happy to refer and facilitate. We strongly believe in never just saying no, we cannot help you…but being able to refer others to an organization that can.

-Program Director, Career Awareness and Academic Support for Older Youth

During FY2016-2017, OFCY invested $14.76 million to support programs located throughout Oakland.[4] All programs aim to fulfill OFCY's mission of supporting Oakland's children and youth, from birth to 20 years of age, to become healthy, happy, educated, engaged, powerful, and loved community members. FY2016-2017 marks the first year of OFCY's new three-year FY2016-2019 grant cycle. The 90 programs summarized in this report account for $9.95 million of OFCY's $14.76 million investment and fall under four main strategy areas, described below. Half of the grants in this grant cycle were awarded to returning programs and half of the grants were awarded to programs that are new to the OFCY funding stream.

- Early Childhood programs include early interventions and supports for families and young children to set the stage for healthy development and future outcomes, as well as community-wide efforts to support early literacy. Specific strategies in this area include: *Early Childhood Mental Health Consultations* (3 programs) and *Parent Support and Education* (16 programs).

- Student Success in School programs support the transformative goals of the community schools movement in Oakland and contribute to positive outcomes for children and youth. One of the two funding strategies in this area, *Student Engagement in Learning* (10 programs), is included in this report.[5]

- Youth Development and Empowerment programs are designed to provide safe and supportive environments for youth while providing enriching, high quality programming, and nurturing youth and community leadership. Under this area, OFCY funds both *Year-Round Youth Development and Empowerment* (35 programs) and *Summer Youth Development and Empowerment* (12 programs).

- Transition to Adulthood programs address two critical needs facing youth as they grow to become self-sufficient adults: 1) understanding of and connections to the workforce; and 2) the skills and qualifications necessary to achieve their career goals. Both of these needs are addressed by the *Career Awareness and Academic Support for Older Youth* strategy (14 programs).

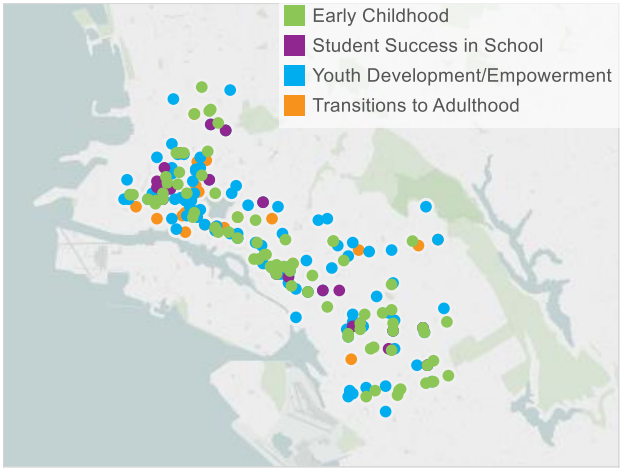
Exhibit 2 illustrates key characteristics of OFCY programs, including the location of their sites, funding from OFCY, and program budget.

[4] Of the $14.76 million invested by OFCY, $9.95 million supported the 90 youth programs covered in this report, and $4.81 million supported the 59 school-based after school programs covered in a separate report, prepared by Public Profit. Throughout the remainder of this report, we refer to OFCY programs, excluding school-based afterschool programs, as *OFCY programs*.

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

Exhibit 2: Overview of OFCY Programs

Location



Program Location (Zipcode and Neighborhood)

94607: West Oakland and Chinatown	16%
94621: East Oakland: Webster Tract, East of Coliseum	15%
94601: Fruitvale, East Oakland	13%
94606: Highland Park, San Antonio, East Lake	12%
94612: Downtown	9%
94609: Temescal, Pill Hill, Bushrod Park	8%
94605: Eastmont, Seminary, Havenscourt, Millsmont	6%
94619: Maxwell Park, Leona Heights, Redwood Hgts	6%
94603: Sobrante Park, Elmhurst, E. 14th Street	5%
94610: Adams Point, Lakeshore, Crocker Highlands	4%
94608: San Pablo and Market Street Corridor	3%
94602: Glenview, Lincoln, Oakmore	2%
94618: Lower Broadway Terrace and Rockridge	1%

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

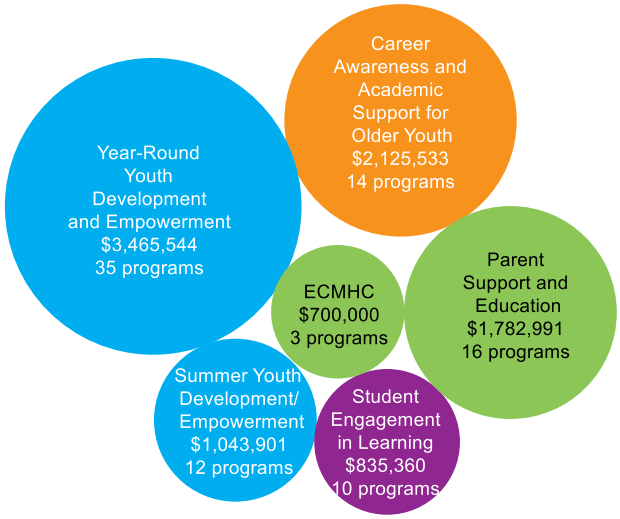
Funding

Total Funding

$9,953,328

By Funding Area

Youth Development and Empowerment	$4,509,444
Early Childhood	$2,482,991
Transitions to Adulthood	$2,125,533
Student Success in School	$835,360



- **Early Childhood**
- **Student Success in School**
- **Youth Development and Empowerment**
- **Transitions to Adulthood**

Budget

Program Budget

Average: $256,745

Less than $150K	36%
$150K-$249K	28%
$250K-$349K	14%
$350K+	22%

Grant

Average: $110,593

Less than $50K	9%
$50K-$99K	39%
$100K-$149K	24%
$150K+	28%

Grant as Percentage of Program Budget

How much of the budget comes from OFCY?

Up to 20%	7%
Above 20% up to 40%	28%
Above 40% up to 60%	26%
Above 60% up to 80%	40%

Type of Match Funds

Philanthropic Grants	51%
Contracts/Service Agreements	32%
Individual/Private Donations	13%
In-kind Donations	3%
Corporate Donations	1%
Volunteer Support	1%

Location

> *It would be more convenient to have one location and have everybody come to you. But it's often the most effective in reaching equity in communities to go where we're needed. We're going into the homes, we're going into the school sites and trying to connect with a lot of families.*
>
> *-Program Director, Year-Round Youth Development and Empowerment*

OFCY programs take place at sites located throughout Oakland. While a large percentage of program sites are located in East Oakland/East of Coliseum (15%, zip code 94621) and clustered along International Boulevard in Fruitvale (13%, 94601), the largest percentage in the 2016-2019 grant cycle was in West Oakland/Chinatown (16%, 94607). Uptown/Downtown Oakland (9%, 94612) was home to a smaller concentration of programs than in previous years. Given the numerous sites for Vision Awareness & Education for Low-income Oakland Families and the *Early Child Mental Health Consultation* programs, *Early Childhood* programs made up more than a third of sites (36%) and were the least clustered, with sites throughout all Oakland neighborhoods.[6] *Youth Development and Empowerment* programs made up the largest overall percentage of sites (45%). Program sites are clustered in areas where participants live (East Oakland, Fruitvale) or that are readily accessible by public transportation (Downtown and Chinatown).

About two thirds of programs offer services at multiple sites. Programs that provide internship opportunities, for instance, place students at a wide variety of locations, including hospitals, schools, and community-based organizations. Other programs operate out of multiple locations to ensure that OFCY programming is accessible across communities. For example, the Newcomer Community Engagement Program utilizes two approaches to provide tutoring to refugee and newcomer students to maximize the number of students they can reach: they work with students at school sites during class time and they also meet with students at home after school.

Programs rely on partners to provide additional programming space throughout the community. For example, all but three *Parent Support and Education* programs partner with existing schools, recreation centers, and community-based organizations to hold playgroup sessions. This relationship also allows programs to leverage existing partnerships with participants for recruitment purposes. However, relying on partners and other organizations in the community can also be a challenge. Programs that work out of schools, for example, have less control over the type of meeting space they use and may not have access to adequate space for their desired activities.

OFCY Funding

> *(OFCY funding) makes it possible for us to do this work with teenagers and really support the well-being of our community. I think there's a really unique opportunity we have through our partnership with OFCY to tell youth who often times are extremely marginalized within our communities that we value their experience, that we value their willingness to tell their story, and that we want to put money behind that.*
>
> --Program Director, Year-Round Youth Development and Empowerment

During FY2016-2017, OFCY funded a portfolio of programs with a total funding amount of $9,953,328. On average, programs received $110,600 in funding, with grants ranging from

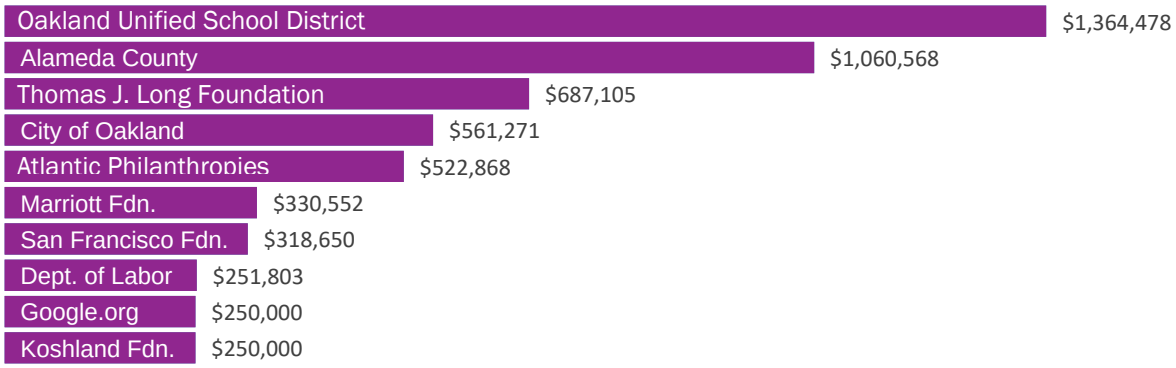
[6] Vision Awareness & Education for Low-income Oakland Families had the most sites (38), followed by the Early Childhood Mental Health Collaborative (23 sites) and Integrated Early Childhood Consultation Program (15 sites).

$30,000 (4 programs[7]) to $300,000 (3 programs, including one *Early Childhood Mental Health Consultation* program and two *Career Awareness and Academic Support for Older Youth* programs).[8] A total of eight programs received grants of less than $50,000 (9%), and seven programs received grants of $200,000 or more (8%).

OFCY programs are expected to diversify their funding sources and draw on outside funding to support their programming. Specifically, programs are expected to secure a match of at least 25% of their OFCY grant funds. Overall, **programs secured over $13 million in matching funds** from the following sources: foundations, private donations, and corporations; contract and service agreements; in-kind and leveraged support; and volunteer support. At the conclusion of FY2016-2017, all 90 programs met the 25% match target.[9] Key findings related to matched funds are:

- **Philanthropic grants, ranging in size from $300 to $463,000, made up just over half of matched funds reported by programs (51%).** Grants were provided by foundations connected with major corporations and institutions, state and local foundations, and family foundations. Large corporations and institutions that provided funding included Bank of America, Best Buy, Clorox, Gap, Google, JP Morgan, and Kaiser. State and local foundations that supported OFCY programs included the California Arts Council, East Bay Community Foundation, Oakland Public Education Fund, the California Endowment, and the San Francisco Foundation. Numerous family foundations supported programs, from well-known foundations like Walter & Elise Haas Foundation to lesser known ones.
- **About one-third of matched funds came from contracts and service agreements, including both government grants and fee-for-service payments.** Both Alameda County and OUSD provided significant support (over $1 million each). Support from Alameda County came from a wide range of departments, from public health to transportation to probation offices with First 5 contributing nearly $100,000. Examples of other funding from the City of Oakland included the Oakland Housing Authority, Oakland Unite, Oakland Parks and Recreation, Head Start, and Port of Oakland. Other public funding sources included the Department of Labor and the Office of Statewide Health Planning and Development (OSPHD).
- **Individual/ private donations made up 13% of all matched funds.** These grants ranged from as small as $100 to $400,000.

Exhibit 3: Top Ten Sources of Matched Funds



[7] Programs receiving the smallest grants include Prescott Circus Theatre Summer Program, Vision Awareness & Education for Low-income Oakland Families, Oakland Peace Camp, and Middle School Engagement in Learning.

[8] Programs receiving the largest grants were Integrated Early Childhood Consultation Program, a collaborative of three agencies under the *Early Childhood Mental Health Consultation strategy*, Building Green Futures, and Oakland Health Careers Collaborative.

[9] This was calculated as actual matched funds reported in Cityspan divided by actual OFCY grant expenditures. Not all programs fully expended their OFCY grants.

While all programs met their match targets, many rely on OFCY as a major source of funding: on average, OFCY funding made up 52% of program budgets, reflecting its critical role in supporting early childhood and youth programming in Oakland. Programs in the *Early Childhood Mental Health Consultations* strategy were the most dependent on OFCY funding (66% of program budget on average) while programs in the *Year-Round Youth Development and Empowerment* strategy were the least dependent (45% of program budget on average, though still nearly half of program budgets). As in the previous grant cycle, smaller programs with budgets under $150,000 were significantly more likely to rely on OFCY funding than programs with budgets over $350,000.[10] OFCY grants comprised, on average, 65% of smaller program budgets versus 36% of larger program budgets.

Program Size and Capacity

> *There is a lot of need that is in the community now… (We serve a large) undocumented immigrant population, so there's a lot of need, a lot of fear. I think families know that this is a trusted place that they can go to for support.*
>
> *-Program Director, Parent Support and Education*

While OFCY programs vary significantly in size, most tend to be small, with average annual budgets of just over $250,000. In this grant cycle, Prescott Circus Theatre Summer Program ($43,000) and Vision Awareness and Education for Low-income Oakland Families ($44,803) had the smallest program budgets. The largest programs were Oakland Health Careers Collaborative ($1,044,450) and College Track Oakland ($1,308,992). Because *Career Awareness and Academic Support for Older Youth* programs build in costs for youth stipends and internships, they tended to have the largest budgets (average of over $350,000). In contrast, programs under *Parent Support and Education* tended to have the smallest budgets (average of just under $175,000).

In interviews, staff from smaller programs identified challenges that result from a limited staff size. First, staff often play many roles. For example, program managers at small programs often deliver programming as well, limiting the time they can dedicate to assessing quality and refining their curricula. Others expressed a desire to have staff that could exclusively focus on case management and connecting participants to resources. Second, having fewer staff members makes it difficult for staff to fully represent the great diversity of participants. Third, some programs depend on volunteers and/or temporary part-time employees, who, due to their transient relationship with the program, are more difficult to train and to hold to high performance standards.

Interviews and results from the Program Quality Assessment Tool surfaced other trends related to program capacity. First, the professional development and capacity-building opportunities available to programs vary widely. For example, staff from programs in the Early Childhood Mental Health Consultation strategy receive continuous professional development support through First 5 trainings, a monthly consultation group run by an outside facilitator, and weekly clinical supervisions with their supervisor. Other programs encourage their staff to attend ad hoc, free trainings provided by OFCY and other funders or community groups but do not have the capacity to provide additional professional development support. Specific professional development needs reported by program staff include training on trauma-informed care and cultural competency. Other gaps in resources that programs identified include access to healthy foods for participants and sufficient space to hold programming comfortably, especially considering the rising rents in Oakland.

[10] Programs with budgets under $150,000 comprised 36% of all programs and programs with budgets over $350,000 comprised 22% of all programs.

PARTICIPANTS

These are all kids that are learning what it means to have healthy options. They in turn contribute to supporting each other. In terms of youth development, we're seeing them grow through this program.

-Program Director, Year-Round Youth Development and Empowerment

During FY2016-2017, 24,109 children and youth and 4,089 adults participated in OFCY-funded community-based programs. Programs under the area of *Youth Development and Empowerment* served the most participants (42%), followed by *Early Childhood* (34%), *Student Success in School* (15%), and *Transitions to Adulthood* (9%). Enrollment also varied by individual programs: 10 programs served fewer than 50 participants while six served more than 1,000. While children and youth participants were spread across all programs and funding strategies, all adults participated in *Early Childhood* programs.

This section describes the characteristics of child, youth, and adult participants in OFCY programs, how they were recruited, and the hours of services they received, summarized in Exhibits 3 and 4.[11]

Recruitment

The program has a very good reputation in the community, and so there are a lot of families who speak about the program. And it's been great that our partners have also helped with outreach.

-Program Director, Parent Support and Education

Of the program staff we interviewed, most said that recruitment went well during the FY2016-2017 program cycle. The most frequently cited recruitment practices were encouraging youth participants and parents to conduct outreach on behalf of the program, consistently reaching out and doing presentations within the community (particularly at schools, libraries, and community centers), engaging partners and other service providers with a similar target population, and providing stipends to older youth. Programs also discussed the importance of hiring or partnering with community members who represent under-served groups, such as the Mam community in the Fruitvale area.[12]

Most programs, including both early childhood and youth-focused programs, identified limited access to transportation as the most significant obstacle to recruitment and enrolling participants. Few programs had resources to provide transportation support, such as program shuttles or bus passes. Some programs struggled with different levels of support and buy-in for their services among school staff, with some schools being far more open to partnership than others. Limited support from school staff restricted access to adequate space to serve large groups, reduced participant referrals from school staff, and decreased the program's ability to pull students out of class as needed.

[11] The following sections draw on data available for 23,051 children and youth and 2,655 adults, representing 91% of participants who received services. Due to their unique service delivery models, two *Parent Support and Education* programs (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning) did not collect comprehensive demographic and dosage data for all participants, which accounts for the difference between the number of children, youth, and adults served and the number with data available for this report.

[12] The Mam are an indigenous group from southwestern Guatemala.

Participant Characteristics

OFCY programs provide direct services to children and youth from birth to 20 years and their parents. During FY2016-2017, OFCY programs served participants from all neighborhoods in Oakland, with 19% of participants living in 94601, around Fruitvale and along International Boulevard, and over 48% coming from other neighborhoods in East Oakland.[13] Although nearly 9% of program sites are located in the Downtown and Uptown neighborhoods in 94612, only 3% of participants lived in this zip code.

Following are trends in participant characteristics, illustrated in Exhibits 4 and 5:

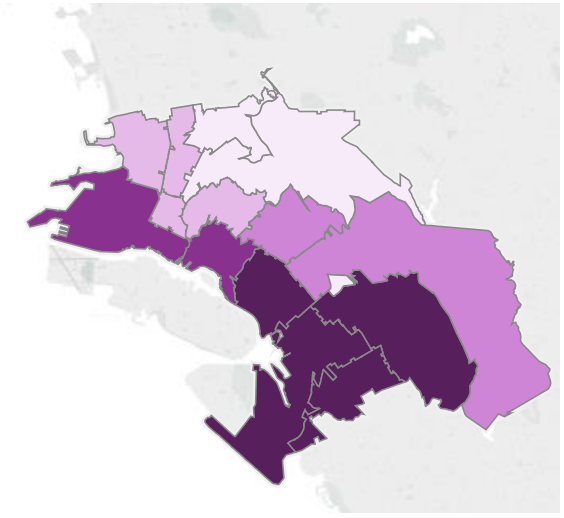
- **OFCY programs reach a very diverse population of children and youth**. The vast majority of OFCY participants were children and youth of color, with African American (35%) and Hispanic/Latino (37%) children and youth making up most of the youth participants, followed by Asian/Pacific Islander (11%), and multiracial children and youth (4%). White children and youth made up 4% of those served. Compared to the Oakland Unified School District (OUSD), OFCY programs served a higher percentage of African American youth and lower percentages of Hispanic/Latino and White youth. The diversity of populations served went beyond race and ethnicity. Other target populations not captured in Cityspan data included migrant populations, new immigrants, and LGBTQ families.
- **Over 15% of programs served predominantly one racial/ethnic group.** Programs with more than 75% of participants from one racial/ethnic group included programs sponsored by ethnic-specific agencies, such as LIBRE at East Bay Spanish Speaking Citizens' Foundation (94% Hispanic/Latino) as well as broader community programs such as Summer Cultural Enrichment Program at East Oakland Youth Development Center (93% African American).
- **The race and ethnicity of participants varied by type of program.** Programs in certain funding strategies tended to reach different racial/ethnic populations. For example, programs serving older youth tend to reach a greater proportion of African Americans; 44% of participants in *Career Awareness and Academic Support for Older Youth* programs were African American compared to 18% in *Parent Support and Education* programs and 29% in *Student Engagement in Learning* programs. Hispanic/Latino youth made up the largest percentage of youth (nearly half) in *Student Engagement in Learning* programs (47%).

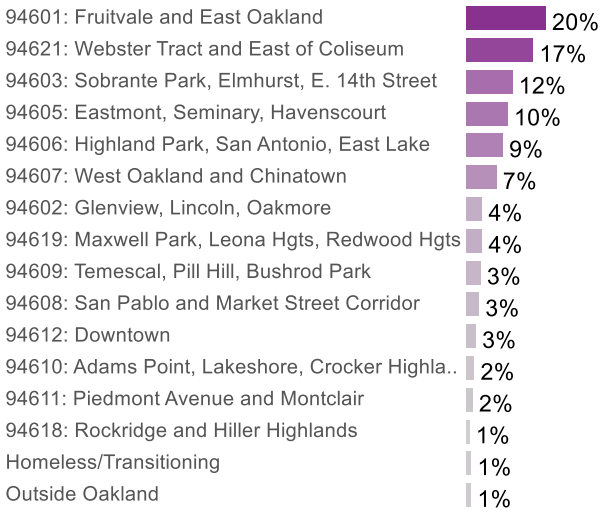
[13] Including 94621, 94605, 94606, and 94603.

Exhibit 4: Overview of Youth Participants

Home Neighborhoods and Zip Code of Youth Participants

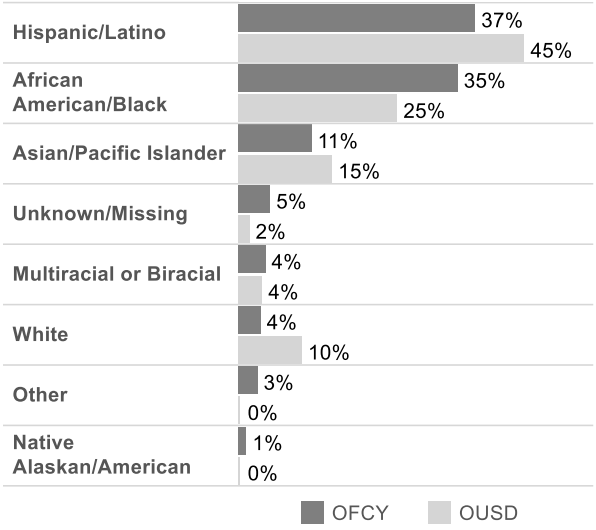
Darker areas correspond to more participants





Demographics

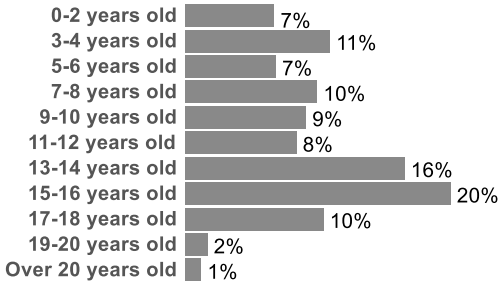
Ethnicity: OFCY Participants Compared to OUSD



Gender

Note: *Fewer than 1% of youth either identified as something else or selected prefer not to say.*

Age

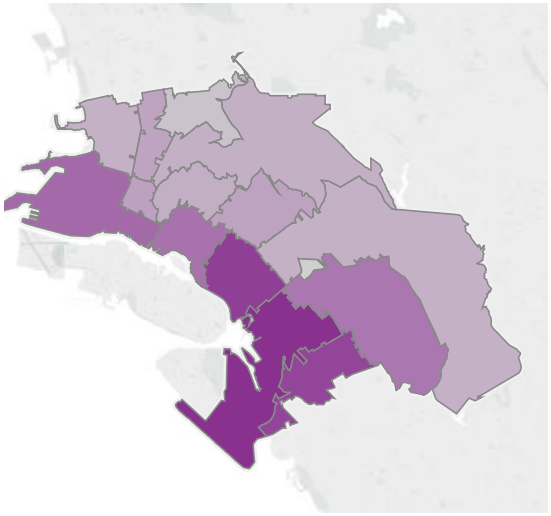


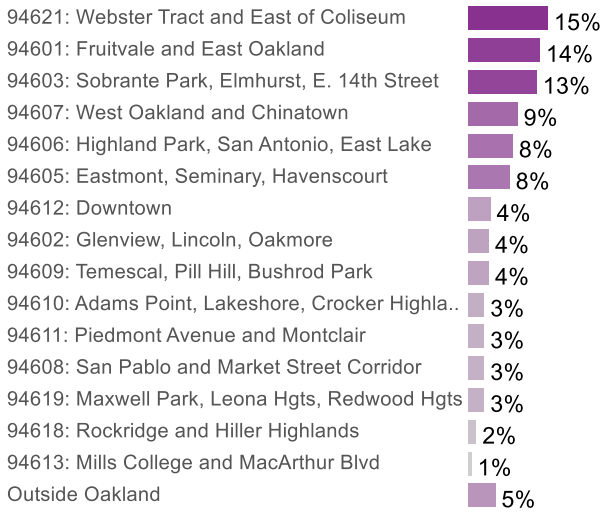
- **Participants were roughly split between those that identify as male or female, with variation by participant type, funding strategy, and program.** Across all programs, participants were 52% female, 47% male, with less than 1% selecting *prefer not to say* or *something else*. Male participants made up slightly more than half of all children and youth (51%) while females made up the vast majority of adult participants (82%). The 10 programs that served 75% or more youth participants from one gender group included explicitly gender-specific programs (e.g., Girls Rock After School Program (GRASP) and Summer Camp at Bay Area Girls' Rock Camp, 99% female; Brothers, UNITE! At Brothers on the Rise, 99% male) as well as other programs (e.g., Building Green Futures at Youth Employment Partnership, 77% male; Youth Bridge Workforce Development Program at Better Health East Bay Foundation, 76% female).

Exhibit 5: Overview of Adult Participants

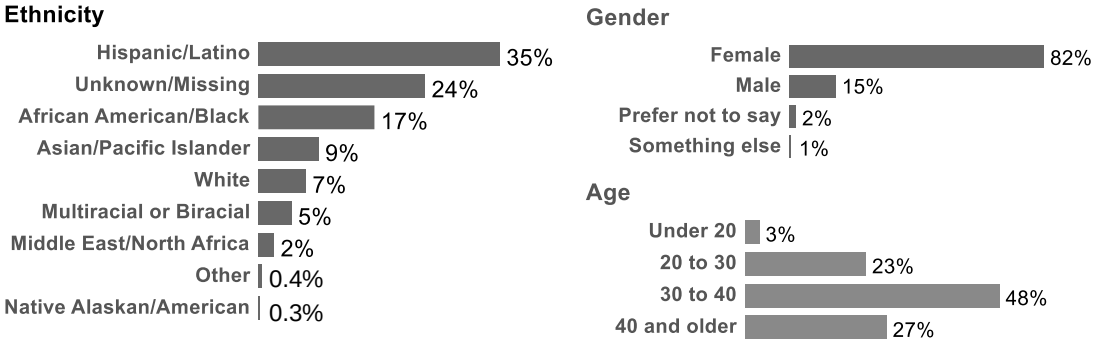
Home Neighborhoods and Zip Code of Adult Participants

Darker areas correspond to more participants





Demographics



- OFCY programs are reaching diverse parents, most often female and in their thirties. All adult participants were served by programs funded under *Early Childhood.* Of adult participants entered into Cityspan, all had demographic data available for gender and age, and roughly a quarter had missing or unknown ethnicity information. The vast majority was female (82%). The average age was 36, with 48% being between 30 and 40 years of age. Of the adult participants with race and ethnicity information in Cityspan, most were Hispanic/Latino (47%) or African American (22%). While three programs served predominantly adults of one race or ethnicity,[14] the majority of programs reached a more diverse range of parents and caregivers.

[14] The three programs with 75% or more adult participants from a single racial or ethnic group were: Listening to Children Parent Cafes (76% African American/Black), Parent Child Education Support Program (88% Hispanic/Latino), and New Highland-Rise Family Resource Center (83% Hispanic/Latino).

Services Received

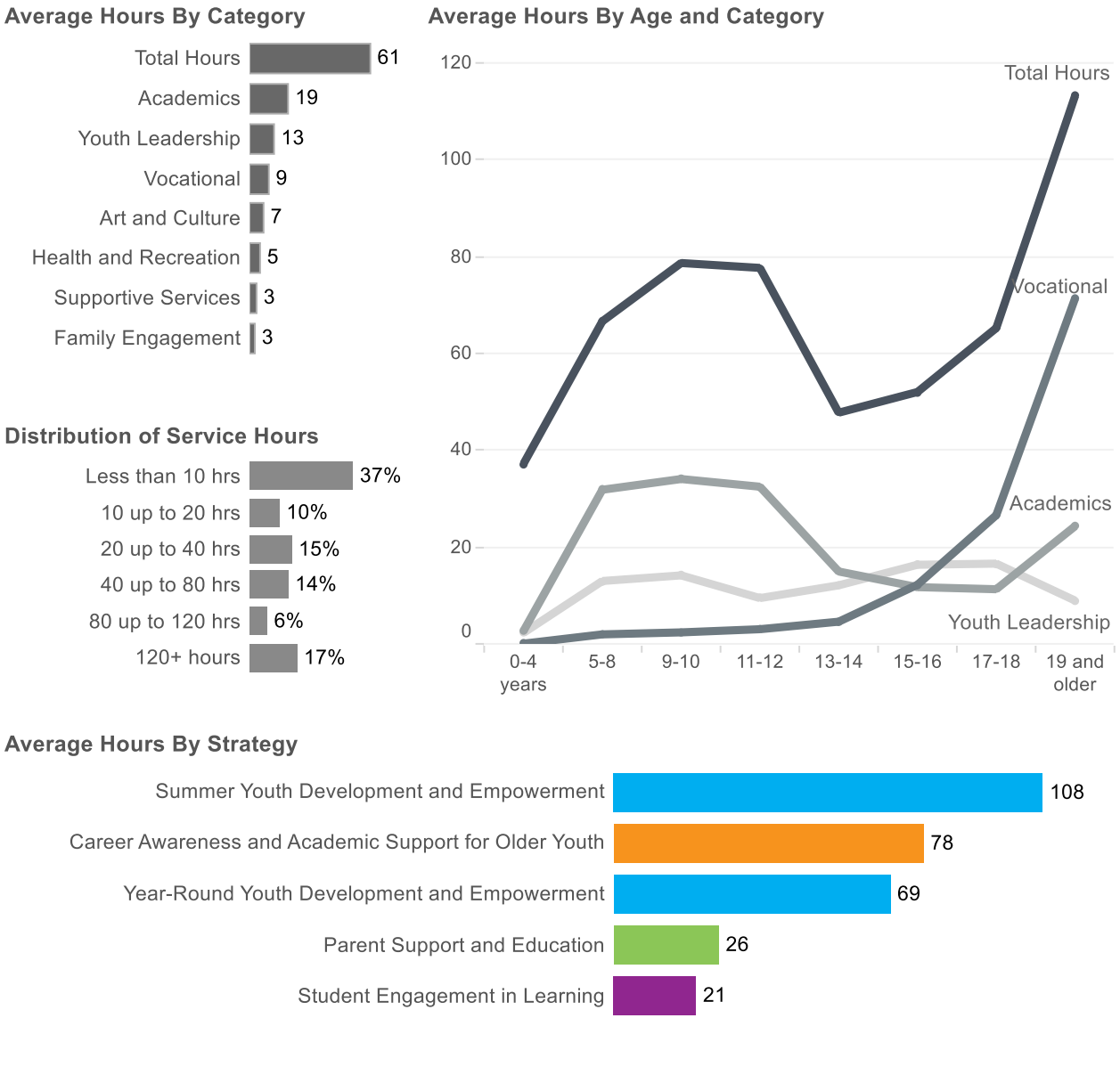
OFCY programs provided a broad range of services that varied in intensity depending on the particular program and the target population. As illustrated in Exhibit 5, the three largest service areas for youth participants in OFCY programs were 1) academics, 2) youth leadership and civic engagement, and 3) vocational services. As illustrated in Exhibit 6, on average, children and youth received 61 hours of service compared to 24 hours of service for adult participants.

Key findings about services received by youth include the following:[15]

- **37% of youth received "light touch" services (fewer than 10 hours) while 17% received "intensive" services (120 hours or more).** While there are multiple reasons for variations in intensity of services across programs, likely explanations are related to program goals, the nature of the service being offered, and the timing of the service. Workshops and transition services, for example, are designed to be light touch and to reach a broad audience. Summer programs, on the other hand, are typically designed to be all-day programs and thus summer programs typically average much higher intensities of service.
- **Average hours of service was highest for older youth receiving vocational services.** Youth aged 19 and older (3% of youth participants) received the most hours, driven by participants in *Career Awareness and Academic Support for Older Youth* programs. These participants received career awareness services and internships and subsidized employment. For youth under 14, hours of service peaked among 9-12 year olds, driven, in part by participation in academic services. Youth aged 13-14 received the fewest hours of service on average. This may be due to the large number of ninth graders who received light touch services from OUSD Student Engagement in Restorative Justice, a program that trains high school student leaders to lead restorative justice circles with 9th graders, focusing on transition to high school.
- **Average hours of service for youth varied widely across funding strategies and programs.** Across all programs, average hours of service per child or youth participant ranged from three hours to 723 hours. At the end of FY2016-2017, youth in programs under the *Student Engagement in Learning* funding strategy had received the fewest average hours of service (21) while youth in *Summer Youth Development and Empowerment* programs had received the highest average hours (108). Summer programs provide more hours of service because youth are able to attend the programs for full days over the summer.

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

Exhibit 6: Total and Average Hours of Service Received by Children and Youth

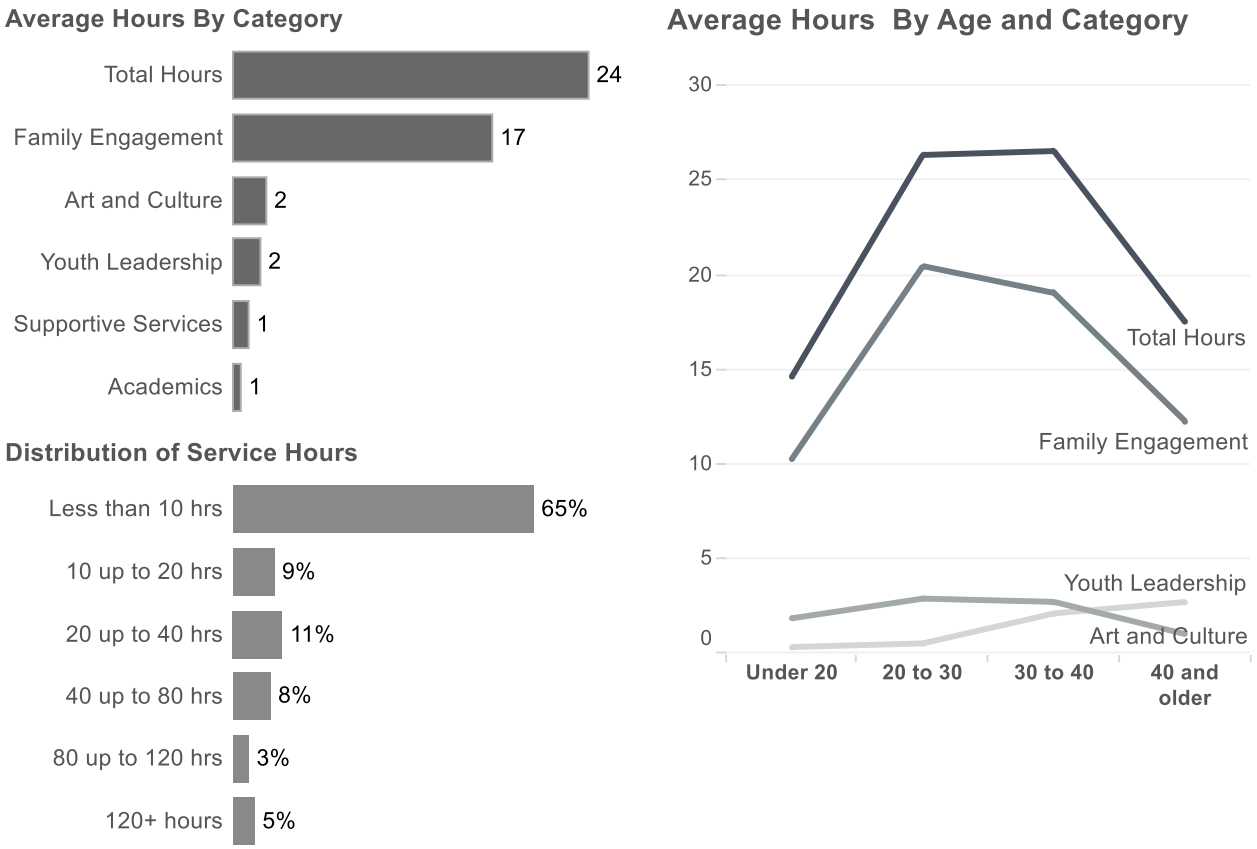


Key findings about services received by adults include the following:

- **On average, parents and caregivers received fewer hours of service than youth.** On average, adult participants received 24 hours of service versus an average of 61 hours of service for youth participant. Family engagement services accounted for almost all services received by adults. Across all parents and caregivers, 65% received fewer than 10 hours of service and only 5% received 40 hours or more.
- **The level of service received by parents and caregivers varied by program, race/ethnicity, gender, and age.** Average hours of service for adult participants ranged from three to 107. Unlike youth participants, White adult participants received more than the average hours of service (47 compared to an overall average of 24), while African American parents received just below the average (20 compared to 24). This variance is explained by the types of programs families participated in. For example, African American families tended to participate in programs that offered short-term services to a large number of families, while White and Asian/Pacific Islander families tended to participate in year-round programming

that served fewer families. Female participants received significantly more hours on average (26) than their male counterparts (16). Finally, participants 40 and over (25% of all adult participants) received fewer hours than younger adult participants: 17 compared to 26.

Exhibit 5: Total and Average Hours of Service Received for Adult Participants



PERFORMANCE

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

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

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

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

- **Percentage of youth participants who receive 40 or more hours of service.** Research shows that hours of service received is positively correlated with outcomes. The purpose of tracking this metric is to better understand variations in the level of service provided to participants, and to encourage programs to aim for higher levels of service when appropriate.[17]
- **Percentage of participants who complete an OFCY participant survey**. A benchmark for response rates is important because the survey serves as a critical data source for understanding participant experiences in the OFCY-funded programs as well as progress towards outcomes. Programs are asked to administer surveys to participants in grade 3 or higher. Roughly 70% of participants were eligible to complete a survey.[18]

Findings related to performance, summarized in Exhibit 6 on the following page, include:[19]

- **Programs made solid progress toward enrollment and units of service projections.** Across all programs, 84% met the threshold for enrollment, (73 of 87)[20] and 84% met the threshold for units of service (76 of 90). Only four programs fell short in both areas (4%),[21] and 64 met both targets (71%).
- **Across all programs, 35% of participants received 40 or more hours of service**.[22] Youth in *Summer Youth Development and Empowerment* programs were the most likely to receive 40 or more hours (91%) while youth in *Student Engagement in Learning* programs were least likely to do so (only 15%). The percentage of youth receiving 40 or more hours of service ranged dramatically across programs: no participants received 40 or more hours of service at seven programs, while all participants received at least 40 hours of service at six programs.[23]
- **Overall, 25% of eligible OFCY participants completed a participant survey.** The response rate was highest for participants in *Summer Youth Development and Empowerment* programs (75%) and lowest for participants in *Parent Support and Education* programs (13%). Programs that enrolled fewer participants and provided more intensive services had higher response rates than other programs.[24]

[17] This metric may not be appropriate for all programs, as some, such as OUSD Student Engagement in Restorative Justice, are designed to reach a large group of participants with less intensive services.

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

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

[20] This excludes three *Parent Support and Education* programs that did not set targets for youth enrollment and/or did not serve youth participants.

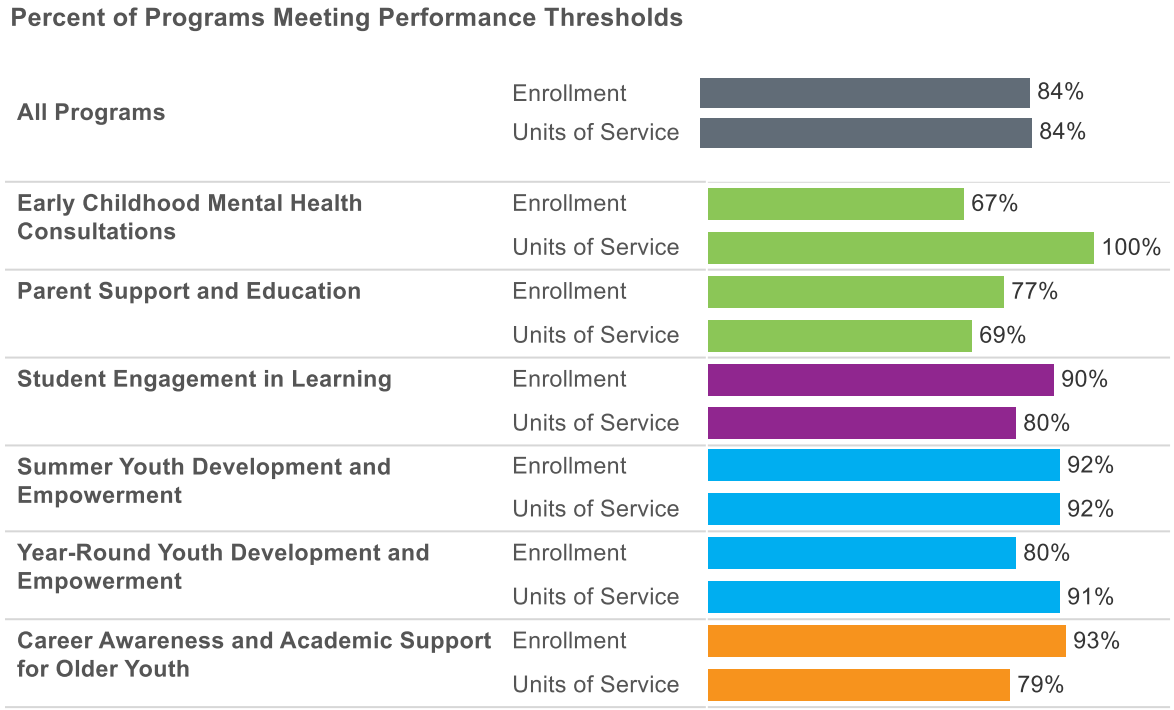
[21] This does not include programs under *Parent Support and Education* that met targets for youth enrollment but did not meet targets for adult enrollment.

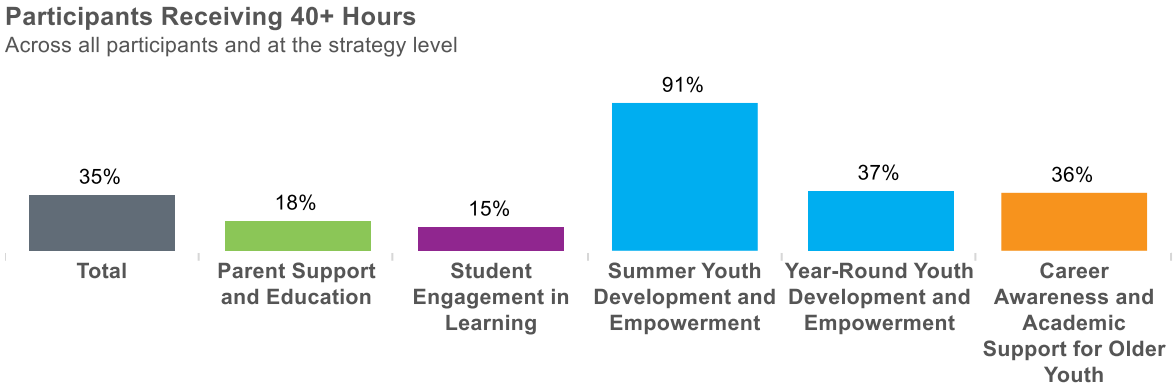
[22] This analysis excludes participants at the three *Early Childhood Mental Health Consultation* programs and the two *Parent Support and Education* programs that use different service delivery models (Vision Awareness & Education for Low-Income Oakland Families and Capacity Building – Training in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

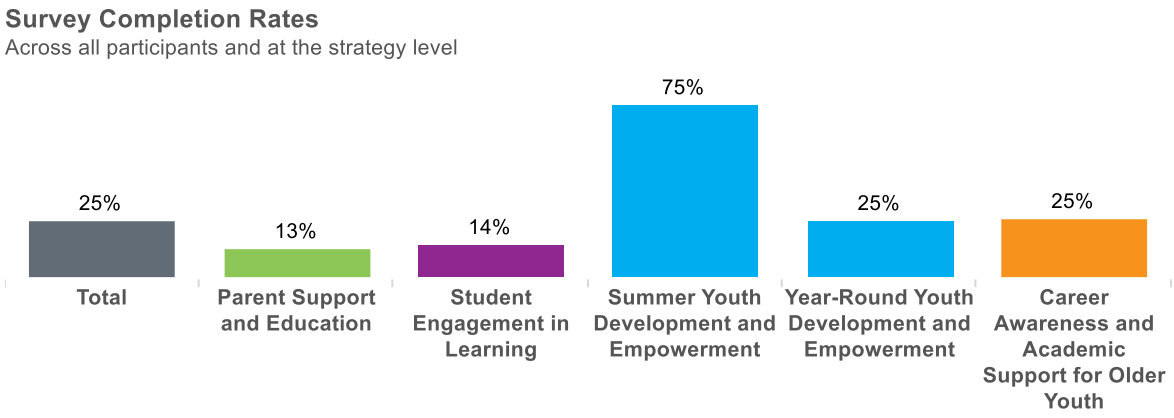
[23] Six of the seven programs where no participants received at least 40 hours of service were Early Childhood programs.

[24] The average response rate across programs that served fewer than 150 participants was 46% compared to 31% for larger programs. The average response rate among programs that provided at least an average of 40 hours of service per participant was 48%, compared to 21% for programs that provided a lower average level of service per participant.

Exhibit 6: Performance by Funding Strategy







PROGRAM QUALITY

This evaluation draws from multiple data sources to assess program quality, including participant surveys, interviews with program staff, and results from a new Program Quality Assessment designed by SPR and completed by program staff.[25] The annual youth surveys and the Program Quality Assessment are aligned with five dimensions of program quality that research has identified as important for ensuring high quality programs: 1) *safe and healthy environment*; 2) *supportive environment*; 3) *interaction and leadership*; 4) *planning, choices, and reflection*; and 5) *diversity and inclusion*.[26] In addition to these five dimensions, the Program Quality Assessment, the parent/caregiver survey, and mental health educator survey also include a sixth dimension of *partnerships*, and the parent/caregiver and educator surveys capture *relevance/accessibility* and *responsiveness*.[27] Given the unique differences across funding strategies, youth, parents/caregivers, educators, and program staff were asked to assess dimensions of quality in different ways, as reflected in the questions on the different quality tools summarized throughout this section.

In general, the data reflect the perceived high quality of OFCY programs across participants and program staff. While there were differences in relative ordering of dimensions of quality across youth, parents/caregivers, mental health educators, and program staff, ratings were consistently high across most dimensions of quality, shown in Exhibit 7. From the youth perspective, no quality dimensions were rated below a 3.95 (on a scale of 1 to 5). From the adult perspective, no dimensions were related below an average of 4.35 among parents and caregivers or 4.20 among mental health educators (on scales of 1 to 5). Finally, from the staff perspective, no quality dimensions were rated below a 3.29 on a scale of 1 to 4, and 56% of all ratings were a 4 (exemplary).

Other key overarching findings include:

- **Participants and staff from returning OFCY programs tended to rate program quality higher than participants and staff from newly-funded OFCY programs.** Although not universally true across all quality tools and dimensions of quality, there was a trend towards higher quality ratings for programs that had received OFCY funding in the previous grant cycle. Youth participants in returning OFCY programs rated all dimensions of program quality higher than youth in new OFCY programs by 0.08 to 0.14. Parents and caregivers in returning OFCY programs rated four of six dimensions of program quality significantly higher—*safe and healthy environment; supportive environment; diversity and inclusion*; and *relevance/accessibility*—than peers in new OFCY programs. Finally, program staff in returning OFCY programs rated their program quality higher than staff in newly funded programs for all quality areas with differences ranging from +0.15 (*partnerships*) to +0.25 (*interaction and*

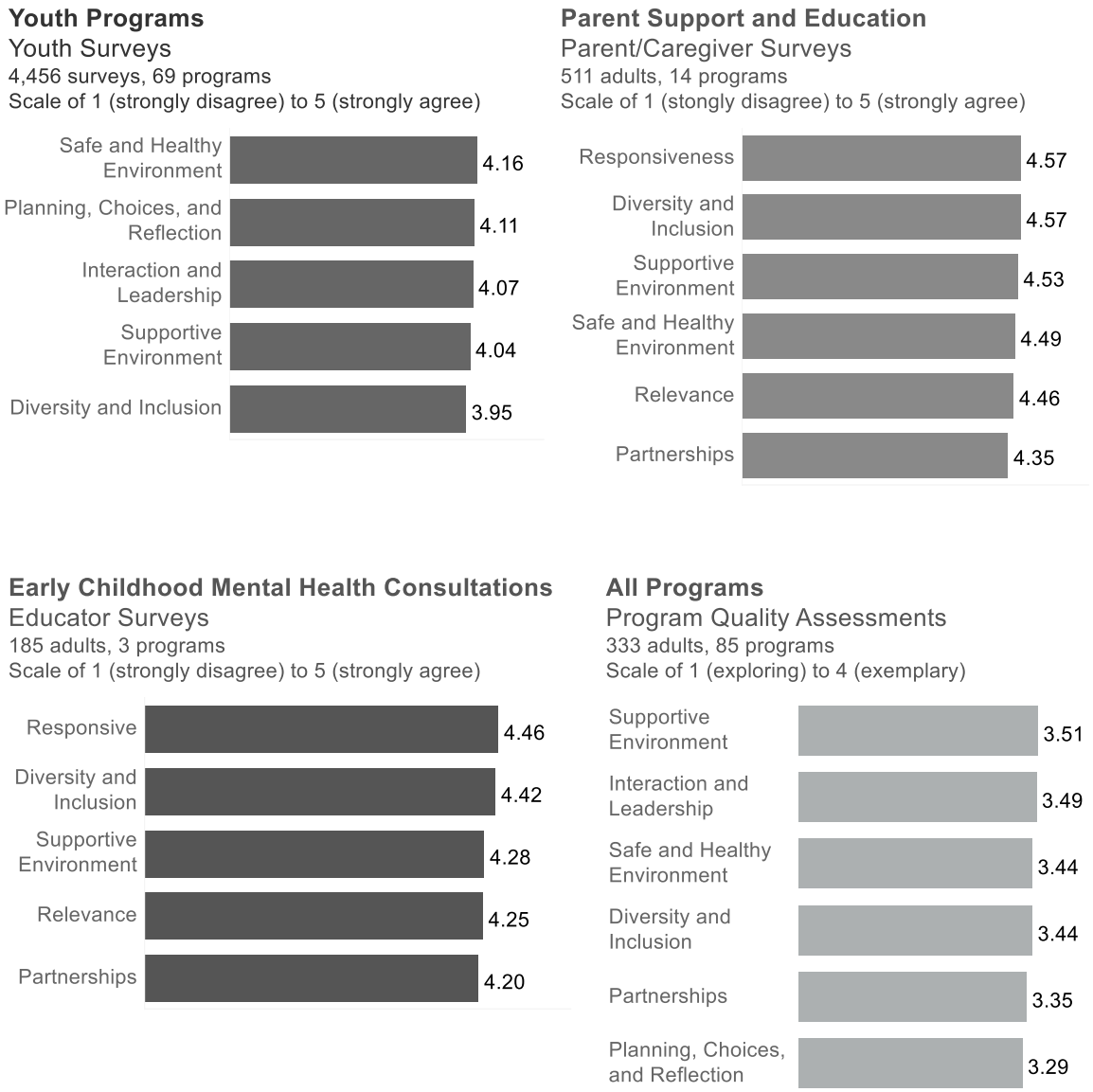
[25] The assessment consists of 50 survey items organized by these five dimensions of program quality and includes questions that honor the unique differences of each funding strategy. Multiple respondents from each organization were asked to rate, using a four-point scale for progress and priority. For progress, the tool uses a 4-point progress scale with descriptions of the ratings at each level for the questions. A rating of 1 corresponds to "exploring," where programs are just beginning work in this area and staff are planning how to develop and implement these practices. A rating of 2 corresponds to "developing," where programs have started some work in this area, but may need more targeted support to move their work to the next level. A rating of 3 or "satisfactory" indicates that programs have achieved a high level of proficiency in this area and need minimal additional support. A rating of 4 corresponds to "exemplary" where programs feel exceptionally proficient in this practice and can serve as a model for other programs.

[26] Names of the quality dimensions have been expanded since the 2015-2016 OFCY Evaluation Report to better describe the areas within them. Questions from the youth survey previously mapped to *interaction* are now mapped to *interaction and leadership*. Questions previously mapped to *engagement* are now mapped to *planning, choices, and reflection*.

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

leadership). There are a number of reasons that could account for these differences. First, some of the new grantees are new or emerging programs and lower scores may reflect where they are in their organizational life cycle. Second, returning programs may be working with youth they have served over multiple years, giving them time to develop strong relationships and trust that promote program quality. Finally, it could also be that programs that were previously funded by OFCY are more familiar with the aspects of program quality valued by OFCY and are able to provide programming that youth, parents, caregivers, and staff see aligned with OFCY's vision of quality.

Exhibit 7: Program Quality Across Strategies and Data Sources[28]



[28] The youth survey is collected from participants aged 8 or older (or in grade 3 or higher) in programs under the *Student Engagement in Learning, Summer and Year-Round Youth Development and Empowerment,* and *Career Awareness and Academic Support for Older Youth* strategies. Program quality assessments were collected at 85 of 90 programs and exclude include programs funded under the *Early Childhood Mental Health Consultations* strategy (3 programs) and the 2 programs in the *Parent Support and Education* strategy that operate under a different model than the other programs in

- **Youth in smaller programs rated quality program higher than youth in larger programs.** For all dimensions of quality, youth in programs that enrolled fewer than 150 participants rated program quality significantly higher than youth in programs that enrolled 150 or more participants. The largest differences were for *supportive environment* (4.17 versus 4.00) and *diversity and inclusion* (4.07 versus 3.92). This finding is consistent with previous evaluations—in smaller programs, youth may be able to receive more individualized attention, leading to more positive perceptions of program quality.

- **Older youth rated program quality significantly higher than younger youth.** On average, 11th, 12th, and out-of-school youth gave programs significantly higher ratings across all quality dimensions than younger youth. Differences were largest *for planning, choices, and reflection* (4.29 versus 4.05) and *diversity and inclusion* (4.10 versus 3.90). This may be simply a reflection of the maturity of older youth in general and the fact that older youth may have more opportunities than younger youth to engage in certain types of activities (such as contributing to program planning).

- **Parents and caregivers who participated for longer rated quality higher than those who participated for less time.** Parents/caregivers who had participated in programs for six months or longer rated dimensions of quality higher than those who had participated for less than six months in all areas except *safe and healthy environments* and *responsiveness*. Differences were greatest for *partnerships* (4.53 versus 4.22) and *diversity and inclusion* (4.69 versus 4.47). These findings make sense as parents and caregivers who have been involved with programs longer have more opportunities to receive referrals from program staff to partner agencies, access relevant, high quality content and curriculum, and experience program staff working well with participants from different communities.

The following sections explore each of the dimensions of quality, by drawing on both quantitative and interview data.

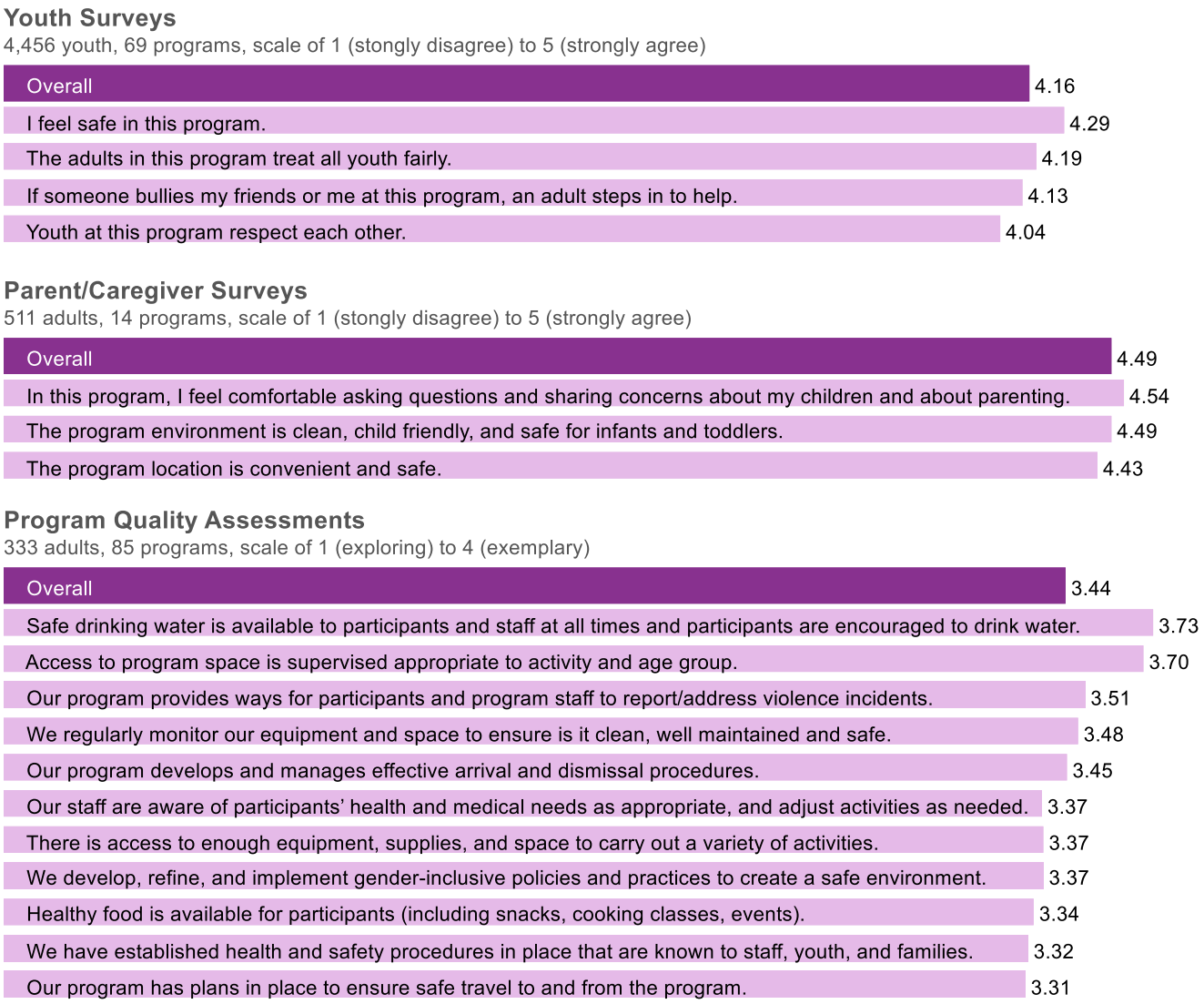
Safe and Healthy Environment

> *In addition to having to buzzed into the building by receptionists, we have security guards that patrol our building anytime youth are on site. We have the same security guards work every day, and they do a great job of blending in and give the perception that they are part of the staff by interacting and engaging with the students.*
>
> *--Program Director, Year-Round Youth Development and Empowerment*

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

the strategy (Vision Awareness & Education for Low-income Oakland Families and Community Capacity Building - Training in Early Learning).

Exhibit 8: Safe and Healthy Environment



Findings related to safe and healthy environment include:

- **Youth rated program safety highest of all dimensions of program quality.** Across all the program quality questions, youth provided the highest rating for *I feel safe in this program* (4.29), reflecting the strength of OFCY programs in providing safe environments for youth.
- **Programs create safe spaces for parents and caregivers to ask questions and learn from each other.** *Safe and healthy environments* was rated in the middle of the quality dimensions by parents (still high, averaging nearly a 4.49 out of 5).
- **Program staff feel confident about their efforts to provide physically safe programs and promote healthy behaviors.** On average, program staff rated questions in this area 3.44 (on a scale of 4). The lowest rated question with the most room for growth was *Our program has plans in place to ensure safe travel to and from the program (*average of 3.31). Interview respondents identified several strategies for promoting safe and healthy environments, summarized in the following textbox:

Strategies for Promoting a Safe and Healthy Environment

- **Ensure that the physical space is set up to support participant safety.** Creating a "safe haven" where participants can focus directly on their program activities without the worry of community safety issues is key. Strategies for ensuring safety include staff supervision of program entryways, clear procedures for signing in and out, and regular reinforcement of safety through continual "checks" of equipment, materials, and physical space.
- **Provide training and professional development for staff to address safety issues.** Providing continuous trainings to staff, interns, and volunteers around trauma-informed care, positive behavioral intervention, and mental health helps create an environment in which participants feel safe.
- **Establish clear communication guidelines and procedures for addressing violent incidents.** Though violence is rare in program spaces, ensure participants and staff know program procedures for reporting and addressing violent incidents. Restorative strategies include co-developing group agreements to encourage respect and build community and establishing guidelines for responding to conflict. Reinforcing these approaches throughout the program is important.
- **Promote healthy eating and nutrition.** Providing healthy snacks and meals for participants promotes healthy environments. Some programs provide opportunities for participants to plant and maintain gardens or involve participants in healthy cooking classes.

Supportive Environment

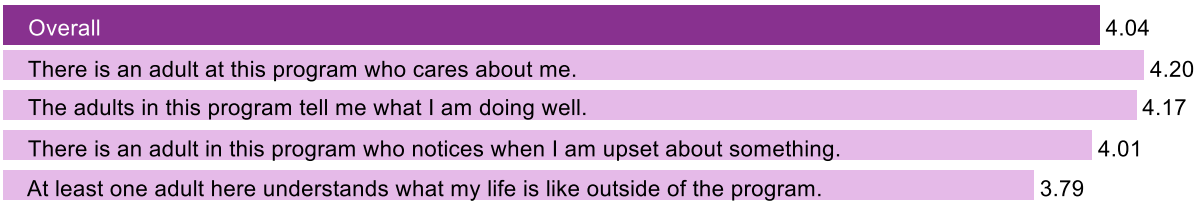
> *I think that [a supportive environment] is built in to the ways in which we "norm" our space. Youth have an understanding of our group norms and expectations and I think that specifically works to address emotional safety. We offer check-ins on a regular basis, and so youth understand that if there's something going on with them that they want to talk about, they can have one of the adults or the peer mentors in their space and check in one-on-one. Having multiple hands on deck to be able to create that type of emotional space for youth is, I think, one of the strategies that we use. And then lastly, like I said, we do check outs essentially at the end of each program where the youth are talking about what worked well for them, and what didn't as a way to express anything that may have impacted them emotionally during program in positive or negative ways.*
>
> - Program Director, Year-Round Youth Development and Empowerment

A supportive environment provides a welcoming space and opportunities for participants to express their thoughts and viewpoints, build their skills, promote active learning, and build positive. As shown in Exhibit 9, participants and program staff rated this dimension highly, averaging above a 4 (on a scale of 1 to 5) and above a 3.5 (on a scale of 1 to 4).

Exhibit 9: Supportive Environment

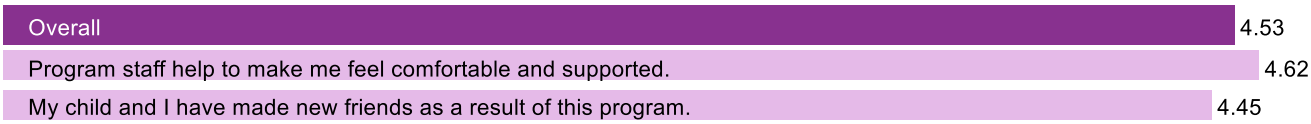
Youth Surveys

4,456 youth, 69 programs, scale of 1 (stongly disagree) to 5 (strongly agree)



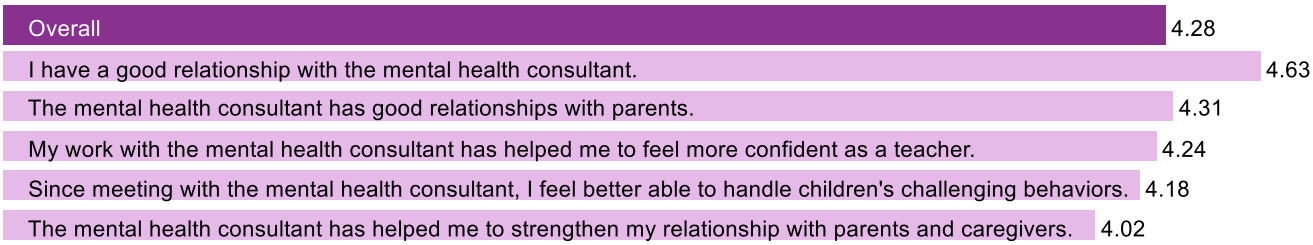
Parent/Caregiver Surveys

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



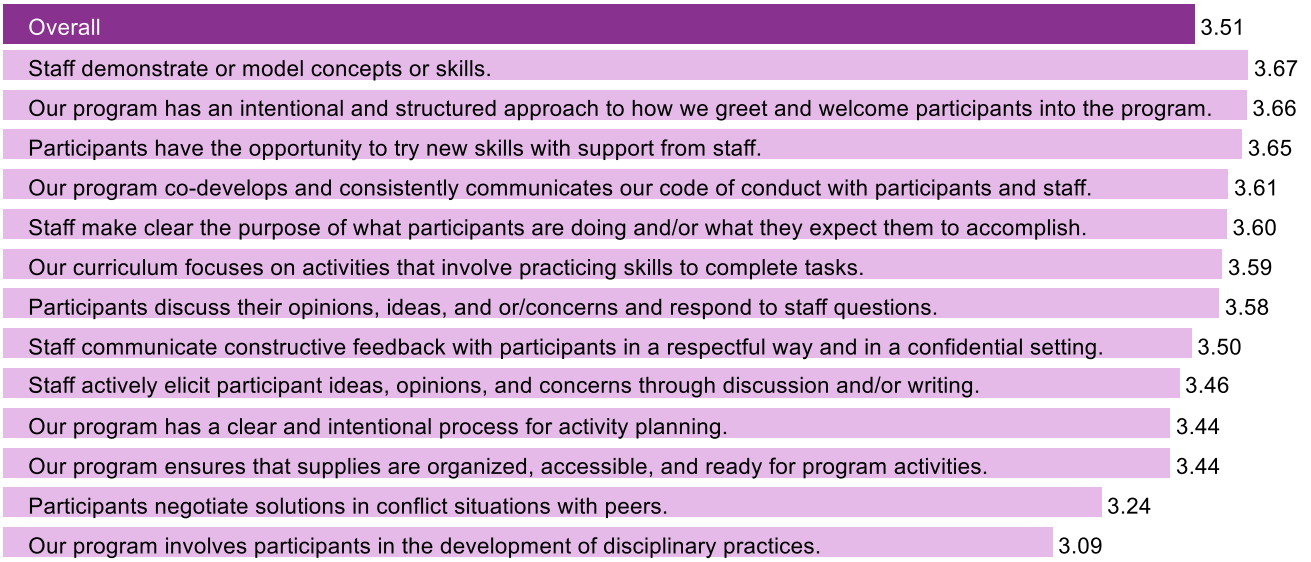
Educator Surveys

185 adults, 3 programs, scale of 1 (strongly disagree) to 5 (strongly agree)



Program Quality Assessments

333 adults, 85 programs, scale of 1 (exploring) to 4 (exemplary)



Findings related to supportive environment include:

- **Youth value their relationships with adults in OFCY-funded programs.** On average, youth rated this dimension a 4.04, with the highest ratings for questions related to adults caring about youth and telling them they are doing well. One area programs could improve from the youth perspective is to better understand youth's lives outside the program (3.79).

- **Parents and caregivers rated their relationships with program staff and other families highly.** On average, parents and caregivers rated these questions a 4.53, reflecting that they feel supported by the program and have developed new friendships.
- **Educators have strong and positive relationships with their mental health consultants.** Of the questions on the educator survey, the highest rated question was *I have a good relationship with my mental health consultant* (4.63). While the overall rating for this area was high (4.28 out of 5), responses reflect that mental health consultants could continue supporting and strengthening educators' relationships with parents and caregivers (4.02).
- **Program staff rated this dimension of quality highest across all quality dimensions.** Nearly 60% of respondents rated their progress in this area as *exemplary* (4), and the average rating was 3.51 (out of 4). Within this dimension, the highest rated items were: 1) *Staff demonstrate or model concepts or skills* (3.67); and 2) *Our program has an intentional and structured approach to how we greet and welcome participants* (3.66). The lowest average rating was for *Our program involves participants in the development of disciplinary practices* (3.09). Strategies identified by interview respondents for promoting safe and healthy environments are summarized in the following textbox:

Strategies for Promoting a Supportive Environment

- **Provide training opportunities for program staff on how to address trauma.** Participants face social and systemic trauma frequently in their communities. Offer professional development opportunities for staff to be "trauma-informed," learn how to recognize and understand trauma, and act compassionately and be responsive to participant needs.
- **Encourage community-building activities that include both program staff and participants.** Co-leading "community-building" activities with youth ensures that both program staff and youth feel comfortable sharing their individual stories, connecting their histories, and learning from one another. Examples include group ice breakers, peer sharing, and team-building activities.
- **Offer informal or formalized mentorship opportunities for youth participants.** Mentoring relationships support connections between youth and adults. Through one-on-one or group mentorship structures, staff get to know youth participants, assist with personal goal development, check-ins to identify any issues or successes, and to build a positive, caring relationship.

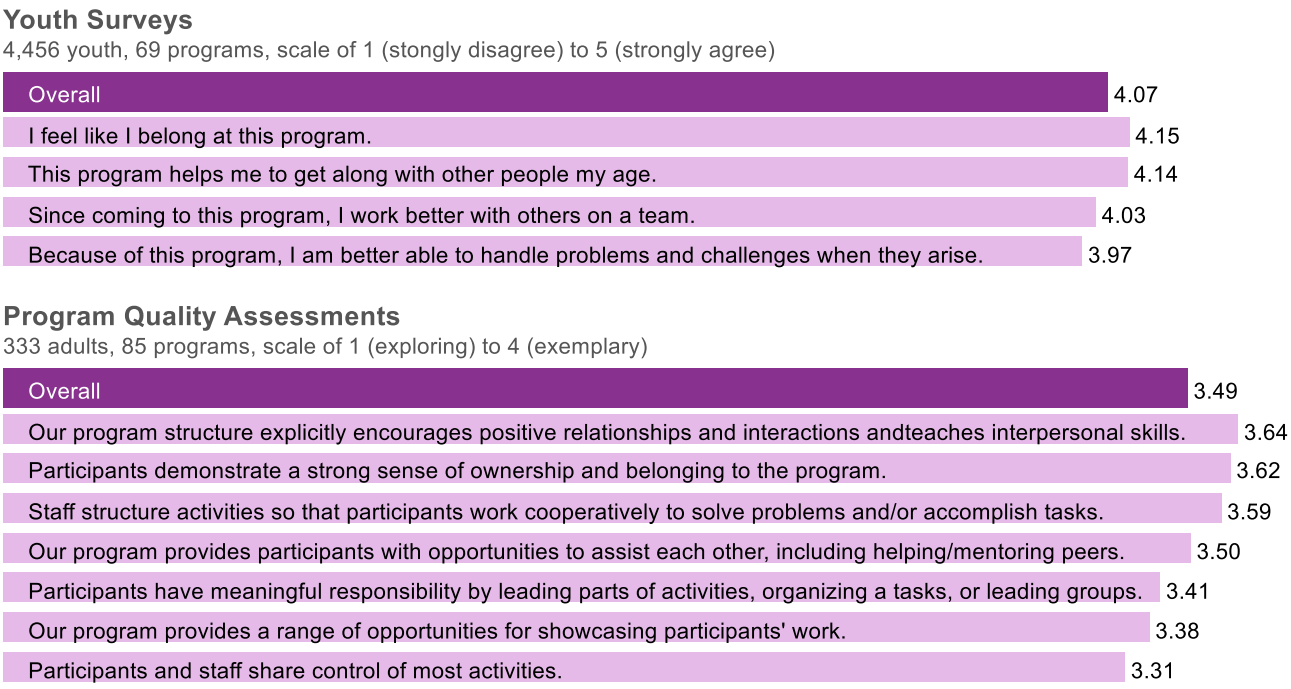
Interaction and Leadership

> *Our whole program is a collaborative approach to learning and developing your skills. Youth are offered several ways to take on leadership within the program that allows all members to thrive within their own skill set. Youth can take a minor or major role as they see fit to address the various group activities. From teaming up to pitch a social enterprise, to socializing in groups, members have thrived in taking leadership opportunities.*
>
> *-- Program Director, Career Awareness and Academic Support*

Interaction and leadership describes an environment that provides opportunities for participants to get to know each other and work collaboratively, encourages a sense of belonging, promotes leadership and opportunities to partner with staff, and showcases participants' work. This dimension is focused on program activities that encourage positive relationships and interactions between

participants and with program staff while promoting leadership opportunities. Youth and program staff assessments for this dimension of quality are summarized in Exhibit 10.

Exhibit 10: Interaction and Leadership



Findings related to interaction and leadership include:

- **Programs provide youth with a sense of belonging and encourage teamwork.** Youth feel they belong at OFCY programs and learn how to get along with others (4.15 and 4.14). However, youth were less positive that their participation in the program strengthened their ability to handle problems and challenges when they arise (3.97).
- **Nearly 60% of program staff rated their programs as *exemplary* for interaction and leadership.** Overall, staff provide an average rating of 3.49 (out of 4) for interaction and leadership. Within this area, program staff provided the highest ratings for structure/content encouraging positive interaction and/or teaching interpersonal skills (3.64). While this dimension was rated highly overall, programs have room for growth in sharing control of activities and allowing participants the opportunity to lead (3.31). Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

Strategies for Promoting Leadership and Helping Youth Build Self-Confidence

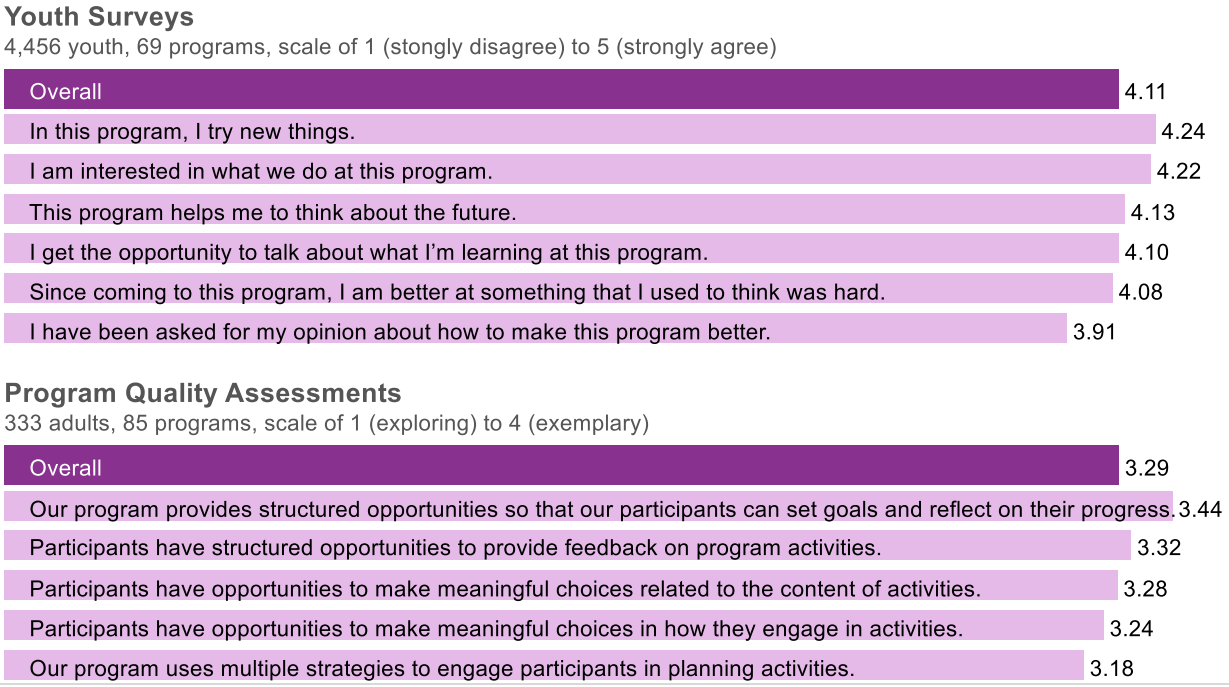
- **Create meaningful leadership opportunities.** Structure leadership opportunities in ways that allow youth to select the roles they wish to take within program activities or projects. This allows youth to step up and promotes their self-esteem and leadership. For example, leadership committees offer opportunities to engage youth in deciding types of program activities, field trips, and topics to cover in the program.
- **Promote self-confidence by showcasing participants' work.** Opportunities for participants to share their work publicly is an effective strategy to promote self-confidence and grow self-esteem. For example, end-of-year celebrations provide opportunities for youth to dive deeply into a project, complete a curriculum, and practice their public speaking skills.
- **Provide opportunities for participants to work collaboratively.** Structure activities to promote teamwork and build community so participants learn how to contribute their ideas to accomplishing group goals. One program staff noted how working with others gives youth "a place to feel safe and to feel good about something."

Planning, Choices, and Reflection

> *Young people guide our curriculum, and our mentors mold to the spaces they are in, not the other way around. We have set reflective and evaluation practices involving youth surveys, verbal feedback, and poet mentor reflection.*
>
> *-- Program Director, Student Engagement in Learning*

Opportunities for planning, choices, and reflection encourage participant engagement in the development and refinement of program activities. This dimension focuses on opportunities for participants to plan activities, make choices, reflect on their own progress, and provide program feedback. Youth and program staff assessments are summarized in Exhibit 11.

Exhibit 11: Planning, Choices, and Reflection



Findings related to planning, choices, and reflection include:

- **Youth are engaged and interested in their programs.** Overall, youth rated this quality dimension second highest (4.11). Youth responded most positively to the prompt *In this program, I try new things* (4.24). Within this dimension, youth responded least positively to the prompt *I have been asked for my opinion about how to make this program better* (3.91).
- **Program staff rated *planning, choices, and reflection* the lowest of the quality dimensions.** On average, staff rated questions under this dimension 3.29 (on a scale of 4) with a little under half (47%) of programs rating their progress toward this area as *exemplary* and 15% as *emerging* or *developing*. The highest rated item was on providing structured opportunities for participants to set goals and reflect on their progress (3.44) and the lowest rated item was related to engaging participants in planning using multiple strategies (3.18). This lower rating from program staff resonates with lower ratings from youth: Both youth and program staff feel that there could be improvements in engaging participants in the planning of activities and programs. Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

Strategies for Promoting Youth Input, Feedback, and Reflection

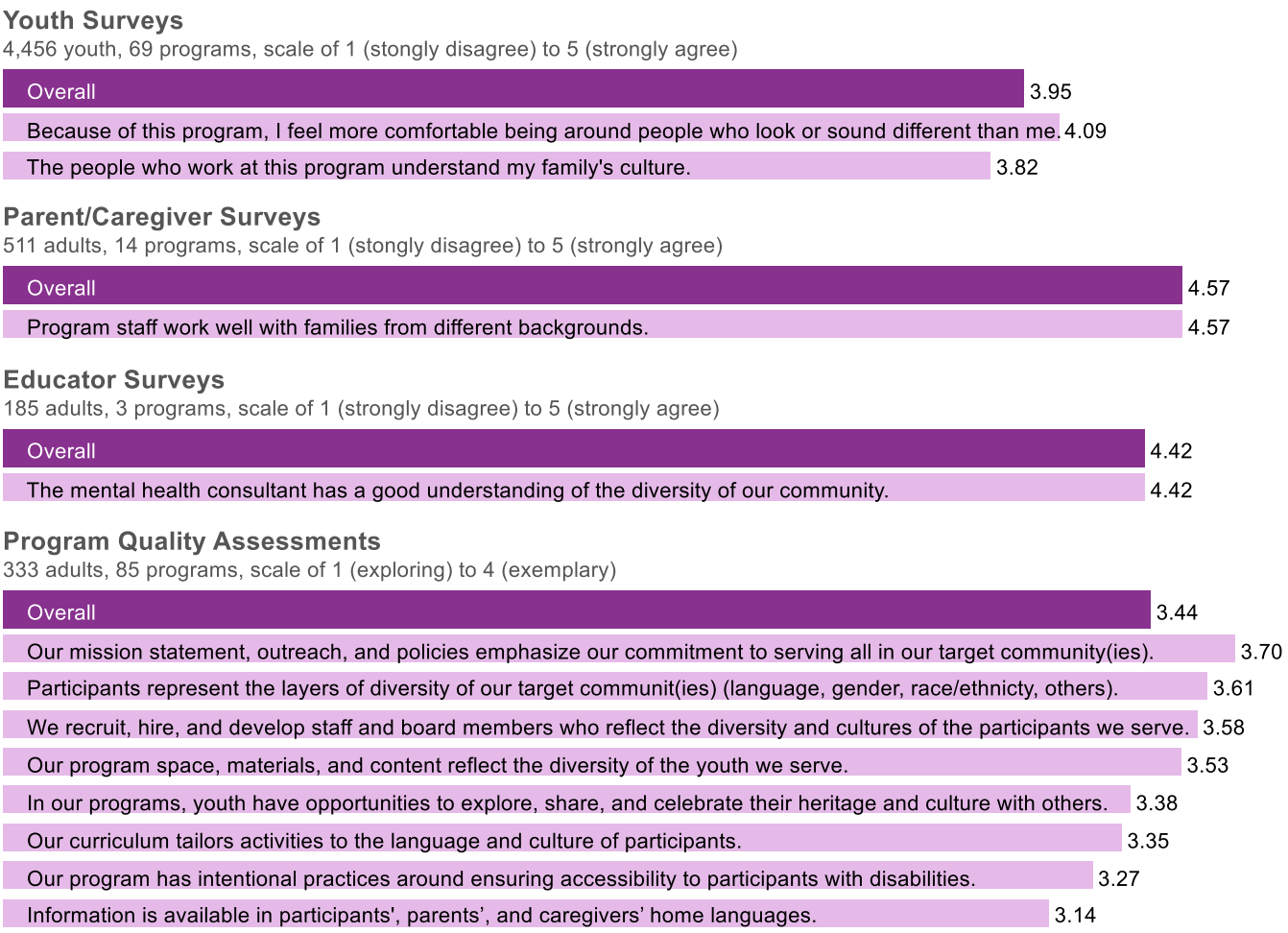
- **Incorporate opportunities to debrief as part of program activities.** Feedback can take place at the end of an activity in the form of small group and/or large group debriefs to give participants space to speak on the activities they enjoyed or provide input on improvements. One way to engage youth in program improvement is using consensus building and decision-making approaches.
- **Provide surveys and other evaluation tools to capture youth's feedback.** Different types of evaluation tools can gather youth feedback throughout the program cycle, including check-in surveys, exit surveys, or 360 evaluation forms. Engaging youth in work with external evaluators also ensures program improvement is based on youth feedback. For example, youth can take the lead in gathering feedback from their peers, design data collection tools, and help explain evaluation findings using their unique perspective.
- **Encourage participants to reflect on their program goals in multiple ways.** The importance of providing space for participants to reflect on their program accomplishments and identify areas for further personal improvement applies to all types of programs, from youth programs to early childhood programs. Youth programs encourage reflection through one-on-one and small group discussions and written reflection that allows youth to "reflect on their growth" while also learning what next steps they can take to continue advancing their academic and career goals. Early childhood mental health consultants use the small, one-on-one approach with educators to support reflection within their classroom space.

Diversity and Inclusion

> We welcome youth in and we have statements about our diversity values in writing for the youth. We very much work inclusion and working across – working with different levels of identity and differences – into our group norm.
>
> *- Program Director, Year-Round Youth Development and Empowerment*

All quality tools include measures of diversity and inclusion to explore the ways in which OFCY-programs recognize, support and encourage diversity and inclusion among the children, youth, and families they serve. Assessments of diversity and inclusion focus on programs' explicit commitment to diversity and inclusion, participant and staff diversity, opportunities for participants to explore and share their cultures and identities, availability of program information in participants' home languages, and practices for supporting accessibility of participants with disabilities. Exhibit 11 summarizes youth, parent/caregiver, educator, and staff assessments of diversity and inclusion. While youth participants rated this dimension of quality lower than the others, adult participants, including parents/caregivers and educators, rated diversity and inclusion relatively high.

Exhibit 12: Diversity and Inclusion



Findings related to diversity and inclusion include:

- **For youth respondents, diversity and inclusion was the lowest rated dimension of quality.** This dimension included the lowest rated question on the youth survey: *The people who work at this program understand my family's culture* (3.82). Youth rated programs higher for helping them feel comfortable around others who are different from them (4.09).
- **Parent/caregiver rated diversity and inclusion highest.** Although only captured by one question, parents and caregivers rated programs' ability to work well with families of different background (4.57) highly.
- **Educators also rated diversity and inclusion high.** Educators' ratings reflect mental health consultants have a good understanding of the diversity of communities the educators work with (4.42)
- **Staff perspective on diversity and inclusion was mixed.** Overall, staff rated this dimension 3.44 with 58% of programs rating their progress in this area as *exemplary*, and 11% of programs rating their progress as *emerging* or *developing*. The highest rated item was: *Our mission statement, outreach materials, and policies emphasize our commitment to serving all youth and families in our target community(ies)* (3.70). Some programs noted not having resources for translation services, which is becoming even more challenging given the increasing diversity of their families (including multiple newcomer populations). This contributed to the lower average rating for *Information is available in participants', parents', and caregivers' home languages* (3.14). Strategies identified by interview respondents to support youth in this area are summarized in the following text box:

Strategies to Support Diversity and Inclusion

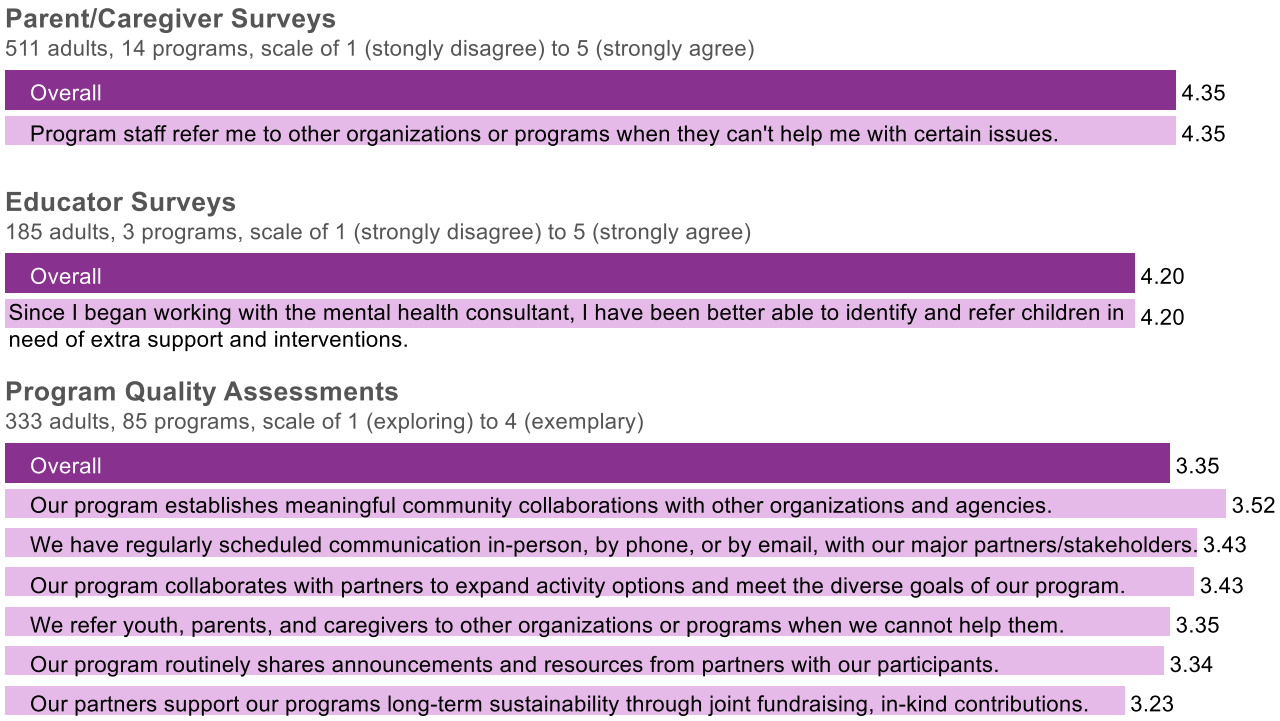
- **Hire staff that reflect the language and cultural diversity of participants.** Recruiting and hiring staff that reflect participants' communities is an important way to support diversity and inclusion. In particular, having staff that speak the language of participants or are from the same community encourages participants to feel welcomed and comfortable in programs.
- **Provide opportunities throughout the program cycle for participants to express and celebrate their identities.** Approaches for encouraging participants to learn about and celebrate their identities include hosting cultural art exhibits and performances that are open to the community, building relationships with other programs and communities, and ensuring that program spaces visibly reflect the diversity of participants.
- **Provide diversity and inclusion professional development opportunities.** Informal or structured training and learning opportunities for staff on diversity and inclusion can cover topics like definitions of race/ethnicity, gender identity, sexual orientation, and power dynamics and bias. These trainings increase staff capacity to provide additional opportunities for youth to engage with their own identifies and with diverse communities.

Partnerships

> *We work closely with a [college-bound promoting organization] to help recruit our students into their program. In past years, the organization has been able to reserve some spaces for our students. They send recruiters to do presentations in our classrooms in two different grades, the grade before they're eligible to apply, just to plant the seed, and expose our students to that option and we've shared information or events about that program for our families as well.*
>
> *--Program Director, Youth Development and Empowerment*

Partnerships captures the degree to which programs establish meaningful collaborations with other organizations and agencies, share information sharing and make referrals, and have regular communication with partners. Exhibit 12 summarizes parent/caregiver, educator, and staff perspectives on partnerships.

Exhibit 13: Partnerships



Key findings include:

- **Partnerships were consistently rated among the lowest dimensions of program quality.** This dimension was rated lowest by parents/caregivers and educators (4.35 and 4.20 on a 5-point scale) and second lowest by program staff (3.35 on a 4-point scale), as shown earlier in the section in Exhibit 7. While these scores are still high in absolute terms, they are relatively low compared to the other dimensions of program quality. Interviews with program staff revealed that a number of programs are eager to formalize existing partnerships and form new partnerships to recruit participants, support current participants by providing community services, and refer participants for additional programming when they age out of or exit the program.
- **For parents and caregivers, partnerships focus on the extent to which program staff provide referrals to other organizations and programs when they cannot help with specific issues.**

While this was the lowest rated dimension by parents/caregivers, respondents generally provided high ratings, with an average of 4.35.

- **For early childhood educators, partnerships focus on the extent to which the educators are able to identify and provide referrals for children in need of extra support and interventions.** Similar to parent/caregivers, this was the lowest rated dimension by educators although the overall average rating was still fairly high (4.20).
- **Program staff identified meaningful collaborations as a strength but see room for growth in partnering to support long-term sustainability.** Staff ratings showed that programs generally rated this dimension relatively lower (3.35 on a 4-point scale) than other areas, with just over half of programs (52%) rating their progress as *exemplary* and 12% of programs giving ratings as *developing* or *emerging*. The highest rated item is related to establishing meaningful community collaborations with other organizations and agencies (3.52). The lowest rated item (3.23) is related to the expressed need for support on long-term sustainability efforts. Program staff believe that partnerships are critical to program sustainability and the types of services they can provide or refer to their participants. They identified several promising partnership models and strategies in interviews, summarized in the textbox below:

Strategies to Support Partnerships

- **Establish ties with partners to promote program sustainability and expand current program services.** Given budget constraints, staff capacity, and complex, multifaceted needs of participants, working with other organizations and agencies is critical to sustaining programs and providing services beyond what programs can offer individually. Partnerships allow programs to maintain a strong, visible presence in multiple locations (which helps with recruitment and retention), to reach their participants in a more effective way by "bringing services to them," and to reduce barriers associated with transportation by co-locating services at schools or partner facilities.
- **Have dedicated staff to support effective partnerships with "like-minded" agencies and organizations.** Having staff dedicated to partnership-building is an important strategy, particularly development staff who identify and cultivate relationships with "like-minded" individuals, organizations, and schools with shared mission statements.
- **Continue efforts to maintain and improve partnerships.** Fostering and building long-lasting positive relationships with partners takes time and effort and may occur in steps. Ways to do this include focusing on continuous improvement, searching for additional ways to work together, and building relationships between staff members. For instance, one program noted how they established data sharing processes with their partners, but could use more time to improve data sharing efficiency.

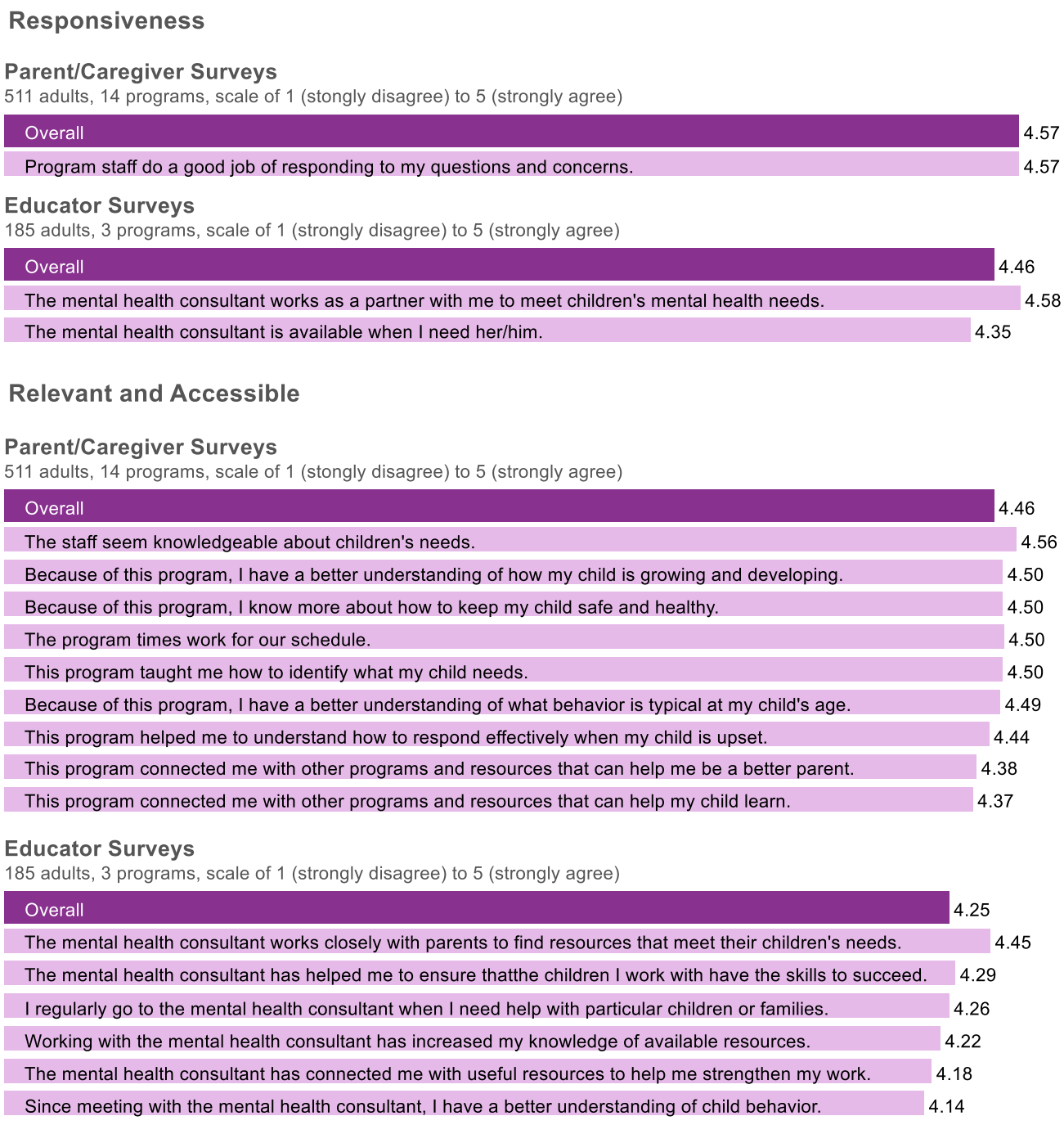
Additional Dimensions of Early Childhood Quality

{As mental health consultants], we work to provide help to parents/caregivers so that they make sense of what the child, who may be {exhibiting] challenging behaviors or needing therapeutic services, learn about other resources. We also work at the classroom level by supporting the teaching team about how they can shift themselves and their classroom flow and structure and identify different techniques they can use to support a child's social/emotional development.

-- Early Childhood Mental Health Consultant

OFCY-funded *Early Childhood* programs operate differently from youth programs. With a goal of promoting the healthy development of young children, early childhood programs primarily focus on providing services to adults—parents, caregivers, and early childhood educators—who are central to this goal. Quality measures for this strategy cover eight domains—six of which are common with the other strategies (safe and healthy environment; supportive environment; interaction and leadership; planning, choice, and reflection; diversity and inclusion; and partnerships). The two additional dimensions that are unique to the early childhood strategy are relevance and responsiveness. Exhibit 13 summarizes parents', caregivers', and early childhood educators' assessments of these dimensions.

Exhibit 14: Responsiveness and Relevance/Accessibility



Key findings include:

- **Parents, caregivers, and educators rated responsiveness highest across all domains of quality.** Programs are "responsive" if they have a clear process for assessing and responding effectively to participant needs. Parents/caregiver ratings reflect how well program staff answer questions and concerns (4.57). Educators ratings averaged 4.46, reflecting that they felt that they had established good relationships with mental health consultants.
- **Parents, caregivers, and educators rated relevant and accessible relatively low across all domains of quality.** This dimension focuses on the program's ability to promote access to relevant, high quality content and curriculum. For both parents/caregivers and educators, this dimension was rated second lowest of the quality dimensions although the average ratings were still relatively high (4.46 and 4.25). Within this dimension, parents and caregivers provided the highest ratings for how knowledgeable the staff are (4.56) and the lowest ratings for being connected to other programs and resources (4.37). Among educators, ratings were highest for collaborating with the mental health consultant to find resources to meet children's needs (4.45) and lowest for having a better understand of why children behave the way they do (4.14).

OUTCOMES

The OFCY evaluation draws on participant surveys and qualitative data to assess five distinct sets of outcomes. Four sets of outcomes are for youth participants grade 3 and higher, and one set of outcomes is for the parents, caregivers and educators involved in the *Early Childhood* funding strategy. The following section begins with progress toward outcomes for parents, caregivers, and mental health educators in the early childhood programs, followed by a discussion of youth outcomes.

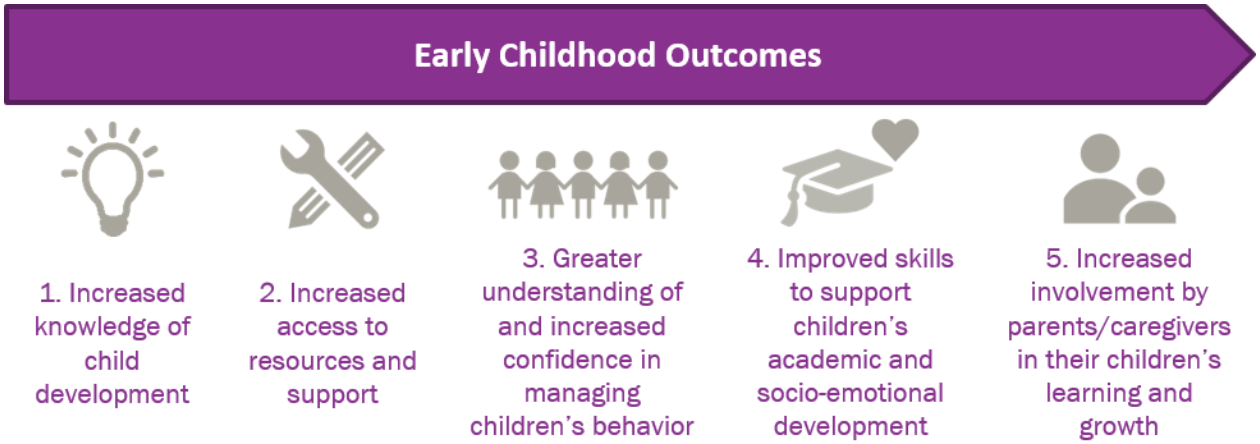
Early Childhood Outcomes

> *I love this place. They saved us. I was concerned about my son and how shy and timid he was; he used to just sit in a corner. Now he's more social and I have learned other strategies to help him share more with other kids.*
>
> *--Parent Support and Engagement Program Participant*

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

As illustrated in Exhibit 19, key outcomes for this funding area 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*; and 5) *increased involvement by parents/caregivers in their children's learning and growth*.

Exhibit 20: Early Childhood Outcomes



Parent and Caregiver Outcomes

In total, 511 parents and caregivers across 14 programs completed the OFCY participant surveys.[29] Results from parent and caregiver surveys were consistently positive across all outcome areas. As shown in Exhibit 20 below, the outcome area that showed the greatest progress was *increased knowledge of child development* (95%). Even the lowest scoring outcome area *(increased access to resources and support*) had a high average rating of 90%.

Exhibit 21: Progress Toward Parent and Caregiver Outcomes

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

Key findings related to parent and caregiver outcomes are:

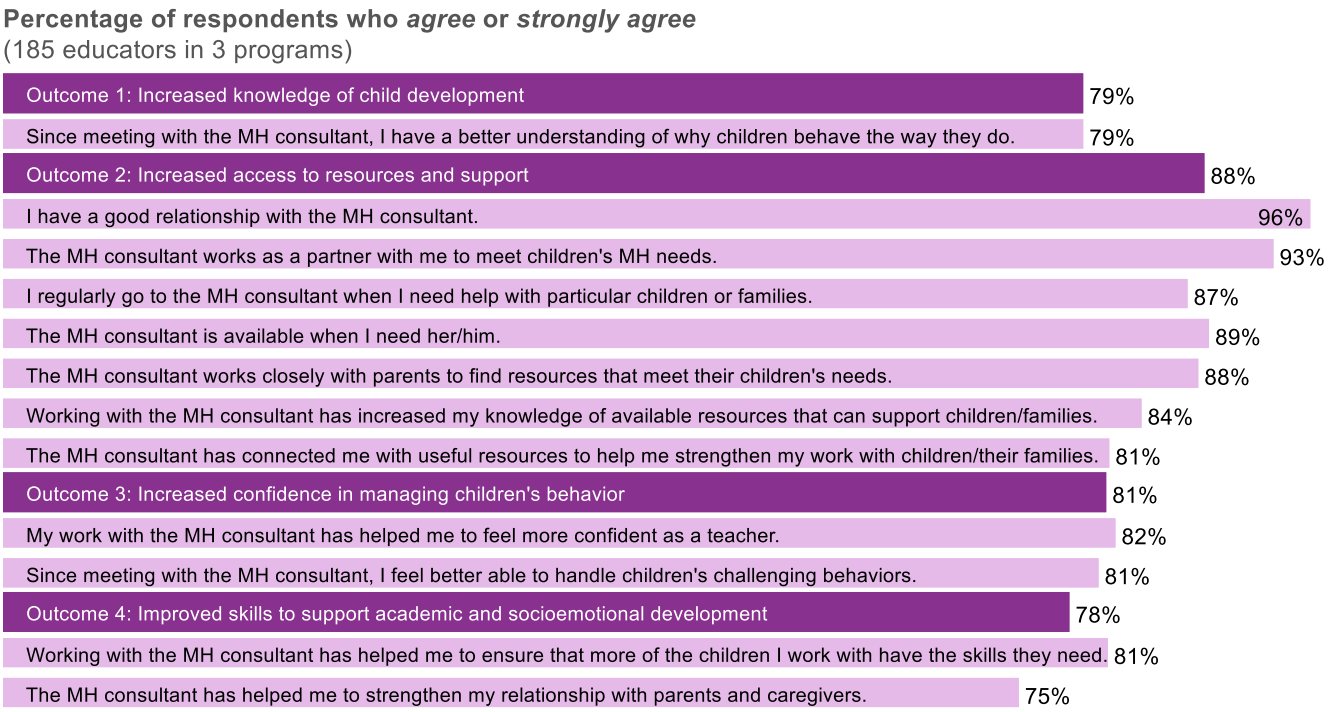
- **Participants in programs that are not new OFCY grantees also reported more progress in several areas.** Specifically, these participants reported higher progress in the areas of *family involvement (95% compared to 90%)*, *skills to support academic and socioemotional development (94% compared to 89%)*, and *increased access to resources and support (92% compared to 87%).* New OFCY grantees may be more likely to be in emerging programs that are still developing within their communities.
- **Parents and caregivers who had been attending for six months or longer reported greater progress towards outcomes**. Those who had attended programs for six months or longer reported greater progress towards all outcomes except for *confidence in managing a child's behavior.* The greatest difference was seen in access to resources and support (with an average of 95% agreeing compared to 86% for participants who had not attended as long), possibly because programs that spend more time developing trust with parents may be better positioned to help refer parents to other resources.

Educator Outcomes

> *We particularly offer a perspective on how developmental issues might play into a child's adjustment to their program or how we can provide support to really work together with teachers or think together with teachers about shaping their approach to a particular child with that knowledge and how we might work with a child both individually and programmatically.*
>
> *-Program Director, Early Childhood Mental Health Consultations*

A central goal of this strategy is to augment child development knowledge of educators that work with very young children. Across the three *Early Childhood Mental Health Consultation* programs, 185 educators completed the OFCY participant surveys. Seventy-nine percent of survey respondents felt that working with mental health consultants has increased their understanding of children's behavior and development. These survey results are consistent with interview and consultant focus group responses. Several program respondents spoke about the importance of closely partnering with educators to support mental health needs of children.

Exhibit 22: Progress Towards Educator Outcomes



Key findings related to educator outcomes are:

- **Early childhood mental health consultants are doing well in their efforts to establish strong and helpful relationships with the educators they support.** Across all educator outcomes, the highest rated area was *increased access to resources and support* (88%). Questions that received the strongest agreement ratings overall for this strategy fell in this outcome area: 96% of respondents agreed that they had a good relationship with their mental health consultant and 93% agreed that their mental health consultant works as a partner to meet children's mental health needs
- **The outcome area of improving skills to support academic and socioemotional development showed the least progress.** Overall progress in this outcome area is lower than others in large part because it includes the survey item that received the lowest average agreement rating overall in the educator outcome area: *The MH consultant has helped me to strengthen my relationship with parents and caregivers (75%)*.

Youth Outcomes

As illustrated in Exhibit 14, OFCY youth programs are assessed on their ability to support four core youth development outcomes: 1) greater connections to caring adults; 2) increased confidence and self-esteem; 3) improved decision-making and goal setting; and 4) the development and mastery of skills.

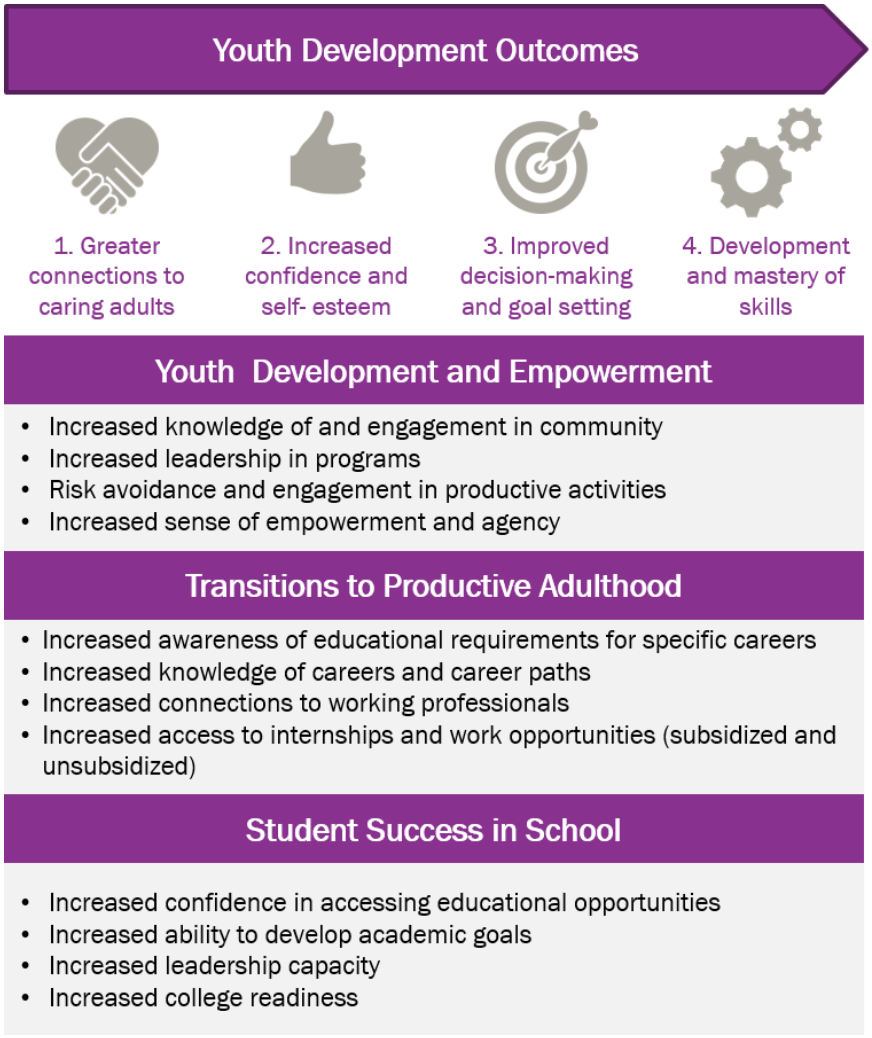
Beyond promoting core youth development outcomes, youth programs also support outcomes specific to OFCY's strategy areas. *Youth Development and Empowerment* programs, both year-round and summer, focus on building knowledge of and engagement in community, leadership, risk avoidance, and individual empowerment and agency. *Student Engagement in Learning* programs promote *Student Success in School* by building academic confidence and goal-setting, promoting school attendance, and enhancing college awareness and readiness. Finally, *Career Awareness and Academic Support for Older Youth* programs promote *Transitions to Productive* Adulthood by

enhancing young peoples' understanding of careers, increasing their connections with professionals, and orienting them to professional expectations and behaviors.

Not surprisingly, the program and participant characteristics associated with high program quality ratings were often associated with high participant outcome ratings as well, reinforcing that program quality and participant outcomes are deeply intertwined. Similar findings include:

- Participants from smaller programs generally reported greater progress toward youth outcomes.
- Older participants seemed to fare better in the areas of youth development and youth empowerment, but reported less progress toward academic outcomes than youth in 9th grade and below.
- Programs that have received OFCY funding in the past and year-round programs reported growth in the areas of youth development and youth empowerment, although not in other areas.

Exhibit 15: Youth Outcome Measures: Overall and By Strategy



Youth Development Outcomes

> *I think it's really important that we be the caring supportive adults in the youth's lives especially because we are asking them to make such a huge shift from sort of younger child-based behaviors to adult behaviors.*
>
> *-Program Director, Career Awareness and Academic Support for Older Youth*

We assessed progress towards the following youth development outcomes using self-reported survey data across all youth programs: 1) greater connections to caring adults, 2) increased confidence and self-esteem, 3) improved decision-making and goal setting, and 4) development and mastery of skills. Progress is assessed drawing on 4,456 surveys in 69 programs, illustrated in Exhibit 15 below.

Exhibit 16: Progress Towards Youth Development Outcomes

Key findings related to general youth development outcomes are:

- **Youth generally reported very positive youth development 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 general 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*" (65%) and most likely to agree with the statement "*in this program, I try new things*" (87%).
- **Youth in programs with smaller enrollment reported more progress compared to youth in larger programs across youth development outcomes.** Programs that enrolled fewer than 150 youth consistently reported higher outcomes than those that enrolled more participants. The difference in progress was greatest in the area of making connections to caring adults. On average, 81% of youth in the smaller programs agreed or strongly agreed with the questions mapped to *greater connections to caring adults* compared to 74% of youth in

larger programs. This finding suggests that large programs could benefit from additional support around promoting strong relationships between adults and participants.

- **Older youth showed the strongest progress toward general youth development outcomes.** Youth in grades 11 and 12, as well as those that are out- of-school, reported the highest ratings in general youth development outcomes. The area of greatest difference was *improved decision-making and goal setting*, perhaps because older youth are more interested in thinking about the future and planning ahead. On average, 88% of older youth agreed or strongly agreed with the questions mapped to *decision-making and goal setting* compared to 75% of youth in 10th grade and below.
- **Progress towards general youth development outcomes varied by strategy.** In general, youth in (1) *Career Awareness and Academic Support for Older Youth*, and (2) *Year-Round Youth Development and Empowerment* programs made the most progress towards general youth development outcomes. On average, 83% of youth from *Career Awareness and Academic Support* programs and 81% of youth from *Year-Round Youth Development and Empowerment* programs agreed with questions mapped to youth development. In comparison, 73% of other youth, on average, agreed to questions in this area.

Youth Development and Empowerment Outcomes

> *We're able to say to our youth, "Look, you're going to have opportunities to go on more trips, but you have to maintain your grades, you have to stay out of trouble. You have to make sure you're not getting involved with anything in your community that's negative." And you start impacting their behavior within their community and their behavior at school.*
>
> -Program Director, Year-Round Youth Development and Empowerment

Over half of OFCY programs fall under the funding strategies of *Year-Round* or *Summer Youth Development and Empowerment* (52%).[30] Youth enrolled in programs under these two strategies completed questions designed to capture progress towards the following 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*.

Progress towards youth development and empowerment outcomes was assessed drawing on 2,454 surveys in 44 programs, illustrated in Exhibit 16 below.

Key findings related to youth development and empowerment outcomes are:

- **Youth showed the most progress in the area of increased sense of empowerment and agency.** On average, 79% of youth agreed with the questions mapped to empowerment and agency compared with 72-75% for the questions mapped to the other outcomes. Across all the questions in this outcome area, the highest percentage of youth agreed that adults listen to what they have to say (84%) while the fewest agreed they have done volunteer work since coming to the program (63%).
- **Similar to trends observed for general youth development outcomes, older youth reported greater progress on youth development and empowerment questions than younger participants.** On average, 84% of older youth (those in grades 11 or 12 or out of school) agreed to youth development and empowerment questions, compared to an average of 71% of other youth participants. Older youth may be more ready than their younger peers to embrace leadership roles in their programs and in their community.

[30] During the first year of the grant cycle, two programs under Student Engagement in Learning administered both the Youth Development and Empowerment survey as well as the Student Engagement in Learning survey. Results from the Youth Development and Empowerment survey are included here. For results specific to funding strategy, see the strategy-specific reports.

- **Overall, year-round programs received higher outcome scores than summer programs did.** On average, 76% of participants in year-round programs agreed to questions mapped to youth development and empowerment outcomes, compared to 69% of participants enrolled in summer programs. The greatest differences were for *increased sense of empowerment and agency* (80% versus 72%) and *increased risk avoidance and conflict resolution* (74% versus 65%). This finding suggests that it is more difficult to promote youth empowerment in a short-term intensive program than one that connects with youth over a longer stretch of time.
- **Programs that received OFCY funding in the previous funding cycle tended to have higher outcome scores in this area than programs new to OFCY.** On average, 78% of youth from programs who were previously funded by OFCY agreed with youth development and empowerment questions, compared to an average of 70% of participants from other programs.

Exhibit 17: Progress Towards Youth Development and Empowerment Outcomes

Student Engagement in Learning Outcomes

> *It's the way that our classes are structured. It's a safe environment for them to try different things and I think they've also learned that they can learn from mistakes, they can learn from failure. Again, this is all part of the growth mindset being part of the way that we teach and structure our classes and teach our students.*
>
> *-Program Director, Student Engagement in Learning Outcomes*

Youth enrolled in programs under the *Student Engagement in Learning* strategy 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*.

Progress towards student engagement in learning outcomes was assessed drawing on 1,337 youth from 14 programs in this strategy.

Exhibit 19: Progress Toward Student Engagement in Learning Outcomes

Key findings related to student engagement in learning outcomes are:

- **Youth showed the most progress in *ability to develop academic goals* and least progress in *college readiness.*** On average, 75% of youth agreed with the questions mapped to *increased ability to develop academic goals* while only 64% agreed to the questions mapped to *increased college readiness.* Across all items, youth were most likely to agree they learned how to do things that help with their schoolwork (77%) and least likely to agree that their leadership increased (64%), that they know the steps to take to prepare for college (64%), or that the program prepared them for college (64%).
- **Youth in programs that enrolled fewer than 150 participants reported greater progress toward student engagement in learning outcomes than youth from larger programs.** On average, 78% of participants from smaller programs reported agreeing with questions mapped

to this outcome, compared to 70% of other participants. Specifically, they were more likely to report improved school attendance than youth in larger programs (90% compared to 70%).

- **In contrast to findings for other outcome areas, younger youth were more likely to report progress in student engagement and learning outcomes than older youth.** The greatest difference was for *improved school attendance*, with an average of 70% younger youth agreeing with questions in this area compared to 54% of other youth.

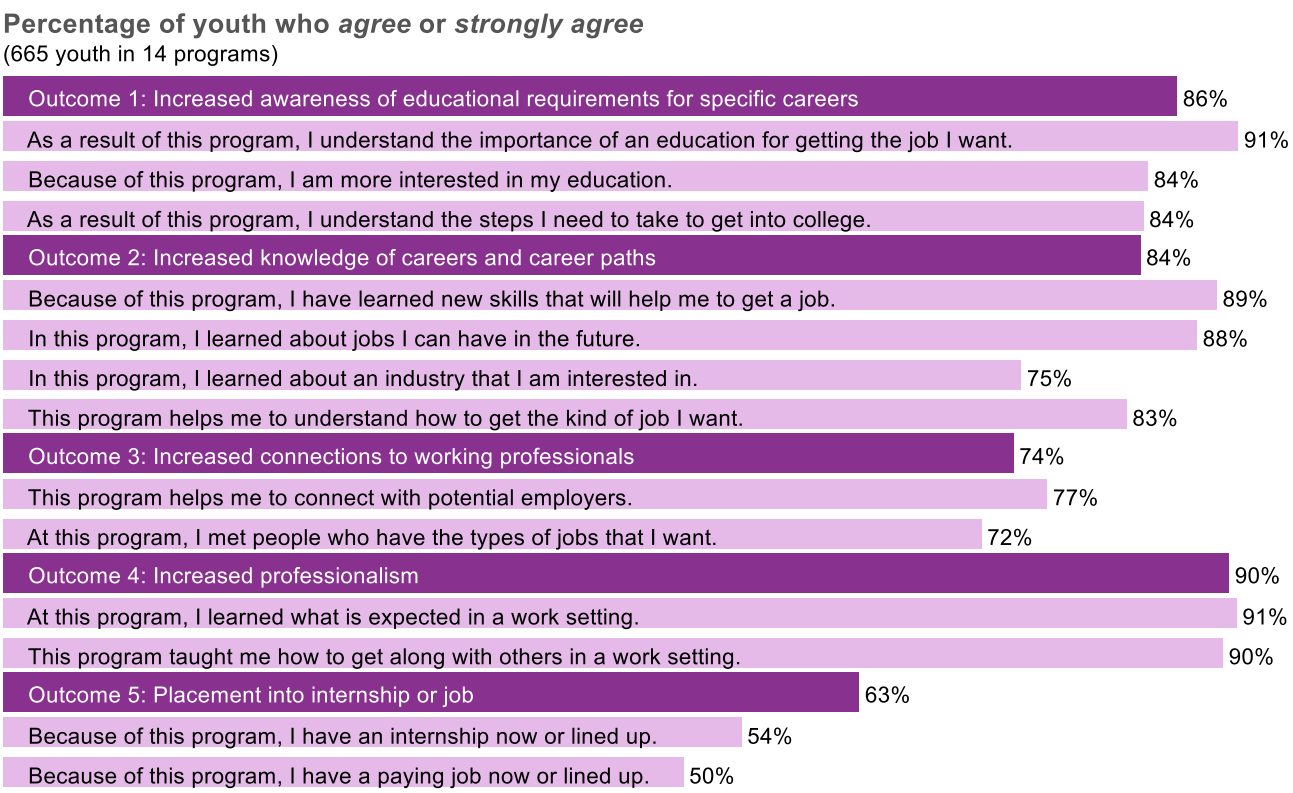
Career Awareness and Academic Support for Older Youth Outcomes

> *In terms of mastery of skills, we focus on the soft skills to get hired, and the behavioral skills that are required to be successful at work, and you'll know immediately that's happening because somebody will do well in interviews, they'll get hired, and they'll do well on the job, and so that's how we know.*
>
> *-Program Director, Career Awareness and Academic Support Older Youth*

Youth enrolled in the *Career Awareness and Academic Support for Older Youth* programs completed additional questions designed to capture progress towards the following 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*.

Progress towards career awareness and academic support outcomes was assessed drawing on 665 surveys across 14 programs, illustrated in Exhibit 17 below:

Exhibit 18: Progress Toward Career Awareness and Academic Support for Older Youth Outcomes



Key findings related to career awareness and academic support for older youth are:

- **Youth showed the most progress in the area of increased professionalism and least progress in the area of job or internship placement.** On average, 90% of youth agreed with the questions focused on increased professionalism while only 63% agreed they had an internship or job lined up because of the program.[31]
- **Females and Hispanic/Latino youth generally reported stronger outcomes related to career awareness and academic support.** Hispanic/Latino youth reported greater progress than other participants in the areas of *awareness of education requirements for careers; knowledge of careers and career paths;* and *connections to working professionals*. Female participants reported greater progress toward all strategy-specific outcomes except *placement in jobs or internships.*

CONCLUSION

> *In the future, it would be great to do more thinking around shared overarching goals with OFCY. Given all the interest in Oakland and many initiatives within the city, wouldn't it be nice to have some clearly articulated outcomes that all of us could share to support our children?*
>
> *-First 5 Alameda County Program Director*

As the 2016-17 program year ends, the results of our evaluation indicate that OFCY plays a key role in ensuring that programs in Oakland can effectively support Oakland's children and youth to be safe, healthy, and productive. Key leaders in other systems-level agencies and organizations reinforced this finding, noting that collaborating with OFCY has been beneficial to improving program and service delivery for Oakland's children and youth. The following are recommendations for how OFCY can continue further support programs over the next program year.

- **Continue providing capacity-building and networking opportunities.** OFCY programs strongly value the technical assistance, capacity-building and networking opportunities provided by OFCY.[32] Beyond providing funding support, grantees expressed a desire for OFCY to continue to support capacity building by using Program Quality Assessment data to identify common needs across all strategies, providing mini-trainings when possible at grantee convenings, and sharing information about trainings offered by partner agencies.

- **Utilize Program Quality Assessment data to support peer learning opportunities between programs in different funding strategies.** While the Program Quality Assessment was designed primarily to be an internal, reflective tool for OFCY programs to assess areas where they could improve their programs, it was also designed so that OFCY can review strategy-level data or look across funding strategies for potential opportunities to foster peer learning. This could take place within quarterly grantee convenings or within more strategy-specific gatherings. In PY2017-2018, OFCY plans to work earlier and more frequently with grantees around utilizing the PQA tool and results.

- **Continue to strengthen relationships with systems-level agencies and organizations to leverage strengths and share resources to ensure more effective service.** Systems-level respondents readily shared the benefits of their current partnerships with OFCY and

[31] Outcome 5 is calculated the percentage of youth who *agree* or *strongly agree* they have an internship OR job placement lined up as a result of the program. For this reason, the percentage of youth who met Outcome 5 is greater than the average of those who met the sub-outcomes under Outcome 5.

[32] As noted from program interviews, program assessment, and evaluations from quarterly grantee convenings.

emphasize the desire to continue strengthening those relationships to foster more strategic coordination and to enable them to more effectively leverage each other's strengths to support their collective efforts. Examples of strategic coordination opportunities included the sharing of training and professional development opportunities and working towards greater alignment of data systems.

- Increase the visibility of OFCY and the programs it supports. OFCY's reach is extensive—it supports children, youth and parents and caregivers in diverse communities throughout the city and yet it is not clear the extent to which Oakland residents are aware of the availability of these types of programs or the work of OFCY and its systems partners generally. As one systems-level partner noted:
  I think that the city and the (school) district and its community partners could do a better job of communicating their investment and success in afterschool and summer programming. While the work is moving forward quite remarkably, people don't know about it.

  Increasing the visibility of OFCY, the programs it supports, and the work of its systems partners will help to increase program participation and ensure program sustainability.

APPENDIX 1: PROGRAM PERFORMANCE

The following table provides program-level performance information at the conclusion of FY2016-2017, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year; actual units of service and progress towards projected units of service. Where applicable, the tables include: average hours of service per youth and adult participants, the percentage of youth and adult participants receiving 40 or more hours, and the percentage of participants completing surveys.

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

Early Childhood Mental Health Consultations

Agency	Program	Youth Enrollment			Total Units of Service		
		Projected	Actual	% Projected	Projected	Actual	% Projected
Family Paths, Inc.	Early Childhood Mental Health Collaborative	672	686	102%	3,247	3,138	97%
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	845	856	101%	4,840	6,136	127%
Lincoln Child Center	Early Childhood Mental Health Consultation	695	529	76%	1,757	1,620	92%

Parent Support and Education

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
East Bay Agency for Children	Parent Child Education Support Program	68	55	81%	68	41	60%	6,956	5,433	78%	58	45%	54	44%	51%
East Bay Community Recovery Project	Project Pride	35	23	66%	40	48	120%	11,869	9,749	82%	200	87%	107	63%	23%

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
Family Paths, Inc.	Abriendo Puertas/ Opening Doors Parent Education	0	0	N/A	150	57	38%	4,061	643	16%	N/A	N/A	11	0%	65%
Lincoln Child Center	New Highland-Rise Family Resource Center	678	148	22%	280	235	84%	5,989	3,548	59%	3	0%	13	9%	21%
Lotus Bloom	Multicultural Family Resource Centers	120	325	271%	120	260	217%	33,680	38,077	113%	60	46%	71	52%	19%
Lotus Bloom	School Readiness Playgroups	25	98	392%	25	95	380%	10,095	11,739	116%	61	52%	61	46%	28%
Northern California Society to Prevent Blindness	Vision Awareness & Education for Low-income Oakland Families	0	0	N/A	383	286	75%	384	419	109%	N/A: Limited individual-level dosage data recorded				0%
Oakland Parents Together	Listening to Children Parent Cafes	150	59	39%	150	53	35%	5,630	5,109	91%	53	73%	37	45%	58%
Oakland Parks and Recreation	Sandboxes to Empowerment	120	172	143%	100	112	112%	19,250	17,609	91%	60	50%	66	57%	36%
Oakland Public Education Fund	Oakland Promise: Brilliant Baby	0	0	N/A	100	146	146%	723	729	101%	N/A	N/A	5	0%	65%
Oakland Unified School District	Summer Pre-K Program	36	66	183%	36	46	128%	3,040	2,390	79%	34	41%	3	4%	70%
Our Family Coalition	Building Strong Children in LGBTQ Families	438	539	123%	553	790	143%	8,021	10,760	134%	9	3%	8	2%	4%

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	Average	40+ (%)	Adults (%)
Prescott-Joseph Center for Community Enhancement, Inc.	Prescott Joseph Center's Pre-preschool Program	36	63	175%	40	43	108%	5,354	10,559	197%	106	57%	90	42%	38%
Safe Passages	Safe Passages Baby Learning Communities Collaborative	500	732	146%	500	446	89%	10,645	14,042	132%	11	6%	14	9%	12%
Tandem, Partners in Early Learning	Community Capacity Building - Training in Early Learning	563	1,057	188%	732	1363	186%	3,004	6,662	222%	N/A: No individual-level dosage data recorded				0%
UCSF Benioff Children's Hospital Oakland	Pillars of Parenting Support (POPS) Program	77	93	121%	98	63	64%	2,674	1,708	64%	8	3%	16	14%	28%

Student Engagement in Learning

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alternatives in Action	FOCUS: Fremont - Our Community United for Success	300	1013	338%	34,778	21,174	61%	20.9	12%	4%
Destiny Arts Center	DAC: Havenscourt Artists-at-School Residency	264	570	216%	23,339	22,500	96%	39.47	24%	49%
East Bay Asian Youth Center	9th Grade Transition	100	164	164%	5,850	7,099	121%	43.29	37%	23%
East Bay Spanish Speaking Citizens' Foundation	LIBRE (Leading the Independence of our Barrios for Raza Empowerment)	60	191	318%	5,508	5,512	100%	28.86	13%	17%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Girls Incorporated of Alameda County	Daytime Literacy Intervention and Engagement	250	218	87%	9,116	10,750	118%	49.31	58%	97%
Lincoln Child Center	West Oakland Initiative	50	62	124%	3,382	3,580	106%	57.75	50%	39%
Oakland International High School / Oakland Unified School District	OIHS Immigrant & Refugee Wellness Program	250	447	179%	3,968	5,903	149%	13.21	6%	18%
Oakland Unified School District	OUSD Student Engagement in Restorative Justice	809	1207	149%	3,930	7,525	191%	6.23	5%	2%
Student Program for Academic and Athletic Transitioning	Middle School Student Engagement in Learning	800	231	29%	5,184	1,204	23%	5.21	0%	5%
Youth Alive	Youth ALIVE! Targeted Engagement for Youth Exposed to Violence	25	48	192%	1,026	1,209	118%	25.19	23%	13%

Summer Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Aim High for High School	Aim High/Oakland	360	372	103%	59,220	57,454	97%	154.45	100%	89%
Destiny Arts Center	Summer with Destiny	290	430	148%	7,079	20,232	286%	47.05	73%	43%
East Bay Asian Youth Center	Camp Thrive	500	531	106%	40,240	40,275	100%	75.85	98%	122%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	230	241	105%	50,865	40,856	80%	169.53	99%	68%
Edventuremore!	Camp Edmo	280	199	71%	23,850	22,538	94%	113.26	82%	0%
Family Support Services of the Bay Area	Kinship Summer Youth Program	55	57	104%	9,199	9,817	107%	172.23	91%	84%
Girls Incorporated of Alameda County	Concordia Summer	74	101	136%	10,488	13,786	131%	136.49	100%	99%
Lincoln Child Center	Oakland Freedom Schools	180	238	132%	33,345	31,463	94%	132.2	99%	49%
Oakland Leaf Foundation	Oakland Peace Camp (OPC)	150	130	87%	9,636	10,194	106%	78.41	88%	81%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	42	140%	4,235	4,895	116%	116.54	88%	66%
Rose Foundation for Communities and the Environment	New Voices are Rising	16	16	100%	3,272	3,289	101%	205.59	100%	100%
Social and Environmental Entrepreneurs (SEE), Inc.	Acta Non Verba: Youth Urban Farm Project	100	100	100%	29,964	9,710	32%	97.1	83%	134%

Year-Round Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alameda Family Services	DreamCatcher Youth Services	100	109	109%	1080	2249	208%	21	15%	34%
Alternatives in Action	Life - AIAHS - McClymonds	650	646	99%	42648	50280	118%	78	49%	19%
American Indian Child Resource Center	Culture Keepers	30	43	143%	7351	6146	84%	143	53%	35%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Asian Pacific Environmental Network (APEN)	AYPAL: Building API Community Power	100	79	79%	21436	21529	100%	273	90%	101%
Attitudinal Healing Connection, Inc.	West Oakland Legacy & Leadership Project	245	220	90%	8165	9671	118%	44	26%	42%
Bay Area Girls' Rock Camp	Girls Rock After School Program (GRASP) and Girls Rock Summer Camp	101	65	64%	5188	2372	46%	36	60%	18%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	45	37	82%	4421	4979	113%	135	32%	128%
Boys & Girls Clubs of Oakland	Educational Programs for the Youth of Oakland	2000	1551	78%	9188	93530	1018%	60	33%	18%
Brothers on the Rise	Brothers, UNITE!	150	169	113%	15580	16597	107%	98	66%	39%
Center for Media Change, Inc.	Hack the Hood Bootcamp	45	47	104%	6020	5910	98%	126	87%	4%
Chapter 510 INK	Dept of Make Believe	400	339	85%	4172	4764	114%	14	14%	2%
College Track	College Track Oakland	256	315	123%	35176	44949	128%	143	92%	72%
Communities United for Restorative Youth Justice	Homies 4 Justice	20	30	150%	3840	7433	194%	248	100%	40%
Community Works West Inc	Project WHAT	20	28	140%	2984	2601	87%	93	68%	50%
Dimensions Dance Theater, Inc.	Rites of Passage	140	95	68%	20080	22716	113%	239	66%	55%
East Bay Asian Local Development Corporation	Lion's Pride	105	138	131%	33387	31424	94%	228	67%	34%
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	600	436	73%	75258	79975	106%	183	77%	15%
East Oakland Youth Development Center	After School Leadership Academy	130	420	323%	58268	55957	96%	133	54%	16%
First Place for Youth	First Steps Community Resource Center	200	188	94%	5360	5864	109%	31	20%	13%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Fresh Lifelines for Youth, Inc	FLY Leadership Program	50	105	210%	2339	2564	110%	24	12%	39%
Health Initiatives for Youth (HIFY)	Youth Development and Empowerment	24	95	396%	1380	1876	136%	20	7%	54%
La Clinica de La Raza, Inc	Youth Brigade	160	289	181%	4928	4161	84%	14	12%	12%
Music is Extraordinary, Inc.	Preparatory Studies in Music	120	212	177%	10930	9267	85%	44	36%	15%
Native American Health Center, Inc.	Community Wellness Department Youth Services	180	388	216%	26250	27843	106%	72	27%	24%
Oakland Kids First	REAL HARD Youth Leadership	60	942	1570%	13748	12403	90%	13	8%	4%
Oakland Leaf Foundation	Love Cultivating Schoolyards	25	50	200%	6197	5303	86%	106	70%	56%
Oakland Parks and Recreation	Oakland Discovery Centers	400	280	70%	30722	34136	111%	122	66%	85%
Oakland Public Education Fund	Media Enterprise Alliance	110	195	177%	8457	15354	182%	79	64%	41%
Project Re-Connect Inc.	Family Connections/Leaders Connect	32	45	141%	1399	834	60%	19	9%	33%
Refugee Transitions	Newcomer Community Engagement Program	550	982	179%	30068	37963	126%	39	33%	22%
Safe Passages	Get Active	97	74	76%	14775	14171	96%	192	100%	88%
TEEN SUCCESS, INC	SUPPORTING TEEN MOTHERS PROGRAM	48	46	96%	1524	1276	84%	28	26%	39%
Youth Alive	Teens on Target Youth Leadership	52	111	213%	5402	6452	119%	58	52%	27%
Youth Speaks, Inc.	Arts in Education	165	435	264%	6867	3849	56%	9	3%	3%
Youth UpRising	Queer & Allies Initiative	126	132	105%	754	646	86%	5	2%	7%

Career Awareness and Academic Support for Older Youth

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alameda Health System	Oakland Health Careers Collaborative	477	515	108%	28,026	29,246	104%	57	46%	13%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Better Health East Bay Foundation	Youth Bridge Workforce Development Program	80	195	244%	21,582	24,822	115%	127	83%	42%
Beyond Emancipation	GROW Oakland	24	66	275%	6,039	4,561	76%	69	33%	3%
Center for Media Change, Inc.	A-Team	225	139	62%	5,922	3,249	55%	23	18%	6%
Centro Legal de la Raza	Youth Law Academy	71	59	83%	3,928	4,052	103%	69	73%	47%
Civicorps	Academic and Professional Pathway	76	76	100%	29,471	54,980	187%	723	97%	46%
Covenant House California	CHC Transitional Services	160	134	84%	2,736	1,026	38%	8	4%	10%
East Bay College Fund	Oakland Promise College and Career Access and Success Program	600	513	86%	7,699	8,314	108%	16	1%	28%
Juma Ventures	Pathways to Advancement	67	109	163%	7,055	6,025	85%	55	38%	33%
Marriott Foundation for People with Disabilities	Bridges from School to Work	40	59	148%	1,162	1,508	130%	26	7%	59%
Oakland Unified School District	Exploring College and Career Options	250	480	192%	28,240	30,975	110%	65	32%	31%
Spanish Speaking Unity Council of Alameda County, Inc.	Oakland Youth Engaged (OYE)	50	79	158%	5,893	5,501	93%	70	52%	28%
Youth Employment Partnership	Building Green Futures	40	39	98%	18,080	14,914	82%	382	100%	13%
Youth Radio	Digital Communications Pathways	96	201	209%	21,995	17,715	81%	88	54%	21%

APPENDIX 2: PROGRAM QUALITY ASSESSMENT

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

OFCY Program Quality Assessment[33]

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

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