



Final Evaluation Report FY2019-2020

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Introduction

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth, from birth through twenty years of age, in leading safe, healthy, and productive lives. During FY19-20, OFCY invested almost \$20 million to support 153 programs throughout Oakland. OFCY contracts with Social Policy Research Associates (SPR) as the independent evaluator for OFCY funding strategies, and programs. Highlights from the FY19-20 evaluation are presented below.

Major Findings from the FY19-20 OFCY Evaluation



21,237 youth participated in programming



4,206,377 hours of service provided

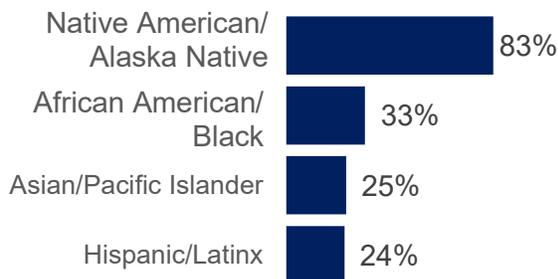


196 average hours per youth participant

Children and youth participated in programming known to lead to **successful life outcomes**, ranging from support for parents with young children to career exploration and employment support for older youth. In addition, 1,981 parents and caregivers engaged in activities that help them support their young children, and preschool students from 55 early childhood education centers benefited from the collaboration between mental health consultants and teachers in their classrooms.



20% of Oakland's children and youth ages 0-19 participated in OFCY programs



In recognition of OFCY's commitment to equity, **programs served the priority populations identified by the city**, including children and youth from low-income neighborhoods, children attending schools with high levels of stress, and African American children and youth. Other target populations include Latinx, Native American, and Asian/Pacific Islander children and youth; immigrants and refugees; LGBTQ youth; and youth with disabilities, among others.



\$24,694,089

contributed by programs

\$19,719,773

awarded by OFCY

In addition to providing quality programming, grants created jobs at community-based programs in Oakland. **Programs also leveraged nearly \$25 million** from government contracts, foundations, corporations, and individual donations to fund community-based services.



\$1,453,507 in wages

Provided to 1,190 young people

Close to 2,000 young people gained an average of **107 hours of work experience** and \$1,221 in wages throughout the year.

Overview of OFCY Strategies

OFCY has nine funding strategies that align with the Fund's main goals, as listed below.

Early Childhood - \$3,782,394 investment

The three strategies funded in this area support the healthy development of young children:

- **Socioemotional Well-being in Preschool and Early Childhood Education Settings:** 3 programs funded at \$999,999
- **Parent Engagement and Support:** 10 programs funded at \$1,585,488
- **Family Resource Centers:** 6 programs funded at \$1,196,907

Student Success - \$6,284,502 investment

The two strategies funded in this area help children and youth succeed in school and graduate high school:

- **Engagement and Success for Elementary and Middle School Students:** 5 programs funded at \$596,448
- **Comprehensive Afterschool Programs:** 61 programs funded at \$5,688,054

Positive Youth Development - \$5,730,013 investment

The two strategies funded in this area prevent and reduce violence, crime, and gang involvement among youth.

- **Summer Programming:** 10 programs funded at \$1,250,610
- **Youth Development and Leadership:** 35 programs funded at \$4,479,403

Transitions to Adulthood – \$3,922,864 investment

The two strategies funded in this area help youth transition to a productive adulthood.

- **High School and Postsecondary Student Success:** 8 programs funded at \$1,294,018
- **Career Awareness and Employment Support:** 15 programs funded at \$2,628,846

Overview of Report

This Final Report summarizes the evaluation of the 153 programs funded by OFCY in FY19-20, beginning with an overview of OFCY funding and cross-strategy findings, followed by strategy-level summaries. The OFCY overview begins with a description of OFCY's **alignment with city-wide goals**. The next section summarizes characteristics of OFCY's program **participants** and the services they received. The remaining two sections cover **program characteristics** and the **role of OFCY** in supporting partners and collaborating with other agencies. Appendix A presents a description of data sources that we drew on to inform this report.

The findings highlighted in this report should be considered in the context of the shelter-in-place order that was mandated by the County of Alameda on March 17, 2020 in response to the Covid-19 pandemic. During the shelter-in-place order, most programs ceased providing in-person services, shifting their focus to virtual programming and supporting the basic needs of participants. These shifts limited SPR's ability to collect data from participants to inform this report. Specifically, SPR conducted all interviews by phone, instead of in person, and we were unable to conduct planned focus groups with program participants. In addition, many programs typically administer the annual participant survey in person during the month of April, at which point this year programs were focused on connecting participants to technology required for virtual programming and supporting families through the public health crisis. Because programs were operating remotely, they were not able to administer the annual survey in FY19-20. Finally, because programs shifted their service delivery drastically from in-person programming to

The Covid-19 pandemic caused programs to shift their approach to supporting children and youth and limited the data available for this evaluation.

virtual services because of the shelter-in-place order, this report only includes in-person attendance data for the first three quarters of the fiscal year for most strategies. Because Comprehensive Afterschool Programs jointly funded by Oakland Unified School District continued to track attendance throughout the shelter-in-place, we drew on attendance for the full year for the programs in this strategy.¹

¹ There are two places in this report where we did not include attendance data for the fourth quarter of the fiscal year for Comprehensive Afterschool Programs: when making comparisons between strategies and when calculating program progress toward their projected enrollment and attendance. In these cases, we only included attendance data and projected attendance for the first three quarters.

Alignment with City-Wide Goals

The mission of OFCY is that all children and youth in Oakland will thrive and lead safe, healthy, and productive lives. OFCY's model is grounded in a research-based youth development framework, which focuses on "upstream" prevention-based services that help young people to become contributing members of their communities. This comprehensive youth development approach promotes positive developmental experiences, interests, and skills.² OFCY programs are focused on providing culturally relevant, asset-based, and trauma-informed services that help youth explore their identities, talents, goals and passions. OFCY's resources aim to promote racial and social equity; create safe spaces for children, youth and families; support youth's healing, learning, enrichment, and leadership development; and affirm the cultures, worth and dignity of all children, youth, and families in Oakland.

OFCY partners with other city agencies and initiatives to bolster the quality and reach of supportive services for Oakland's children, youth, and their families. OFCY works closely with Oakland Unified School District (OUSD), Oakland Department of Violence Prevention, Oakland Starting Smart and Strong, First Five of Alameda County, Oakland Workforce Development Board, and other city agencies and initiatives to provide a well-rounded set of supports and services to Oakland's families. This section highlights OFCY's contribution to the city-wide effort to achieve social and economic equity and move the needle on key parameters of well-being and presents the Results-Based Accountability framework it uses to assess progress.

VISION

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

MISSION

OFCY provides strategic funding to support Oakland's children and youth from birth to 21 years of age to become healthy, happy, educated, engaged, powerful, and loved community members.

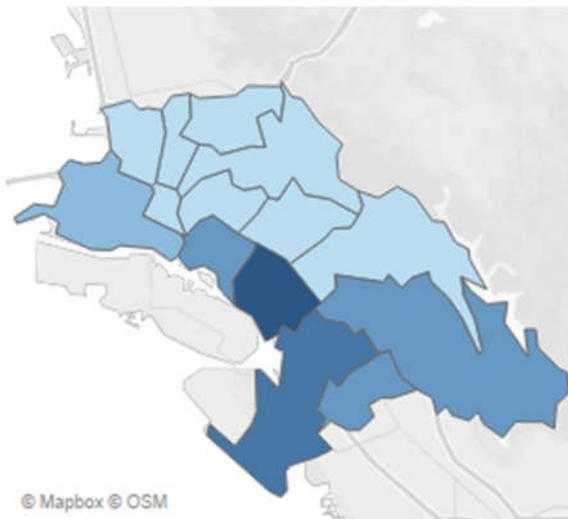
² See Youth Development Research Project for substantial research supporting comprehensive community-based approaches to Youth Development. http://youthdev.illinois.edu/?page_id=15

Promoting Social and Economic Equity

OFCY directs program funds to the schools, communities and families most impacted by inequity. In FY19-20, OFCY served over 21,000 youth, comprising about 20% of all youth in Oakland. As illustrated below, most (close to 70%) of OFCY youth participants live in neighborhoods identified as high stress due to high unemployment, housing cost burden, and percentage of children and youth enrolled in OUSD who qualify for free and reduced price lunch.³ As shown on the following page, OFCY also serves a particularly high percentage of Oakland’s African American youth (33%), the group that faces the highest levels of inequity in access to employment and educational opportunity.⁴

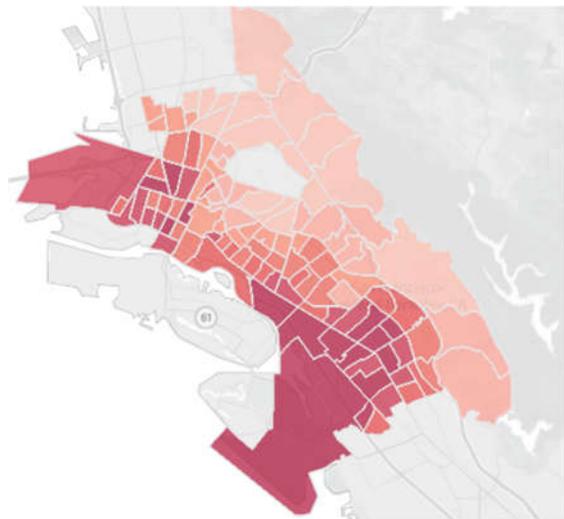
Most OFCY Participants Live in High Stress Neighborhoods

OFCY Participants: Zip Code of Residence



% of OFCY Participants
<1% 21%

Oakland Census Group Stressor Map



Neighborhood Stress Rankings (1= Most Stressed)
1 111

³ Oakland Community Stressors Index (2019): <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

⁴ [Oakland Equity Indicators Report](#) (2018).

In addition to focusing on populations who are more likely to experience violence and poverty and to live in neighborhoods that experience high levels of stress, OFCY has identified priority populations who should receive additional support. These include *LGBTQ youth, foster youth, youth with disabilities, immigrant and refugee youth, youth and families experiencing homelessness, commercially sexually exploited youth, and disconnected or opportunity youth.*

The city's children and youth who identify as Native American, African American/ Black, Asian/Pacific Islander, or Hispanic/Latinx were the most likely to be served.⁵

Race/ Ethnicity	OFCY Enrollment (Ages 0-19)	City of Oakland (Ages 0-19)	Percentage of Oakland Youth Served
Native American/ Alaska Native	220	264	83%
African American/Black	6,725	20,429	33%
Asian/Pacific Islander	2,308	9,234	25%
Hispanic/Latinx	9,235	37,939	24%
Multiple Races	529	8,961	13%
White	735	17,226	4%

“ [OFCY supports] programing that is exciting and relevant, that keeps students coming every year or every day to programming, keeping them safe and out of trouble. And then, also, now more than ever, really identifying their academic needs and being there to support them, given COVID, which has enlarged summer learning loss.

– Staff, Expanded Learning Office OUSD

⁵ City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. Some categories shown may be underestimated because OFCY’s database provides the option for participants to select Middle Eastern/North African as their race/ethnicity, which is not represented in racial/ethnic categories collected by the ACS.

Moving the Needle on Key Parameters of Well-Being

In addition to identifying social and economic equity as its “north star” in the most recent strategic plan, OFCY began coordinating with other city agencies to move the needle on key city-wide indicators identified by the Youth Ventures Joint Power Authority (JPA).⁶ These indicators are part of a city-wide Results-Based Accountability (RBA) framework, which benchmarks and measures progress toward population-level indicators of equity in health, education, safety and housing. The figure below highlights how OFCY strategies map to relevant city-wide RBA indicators, along with the most recent benchmark for where the city is on each measure. As discussed next in the report, OFCY has developed its own RBA indicators to assess its contribution toward the city-wide indicators.

OFCY Strategies

Parent Support and Engagement promotes attachment and positive parent-child interaction.

Socioemotional Well-Being in Preschool and Early Childhood Education Settings builds capacity of teachers and families to support social-emotional health.

Family Resource Centers offers services and activities to meet the needs of families with young children.

Engagement and Success in Elementary and Middle School supports academic achievement through literacy and STEM programming.

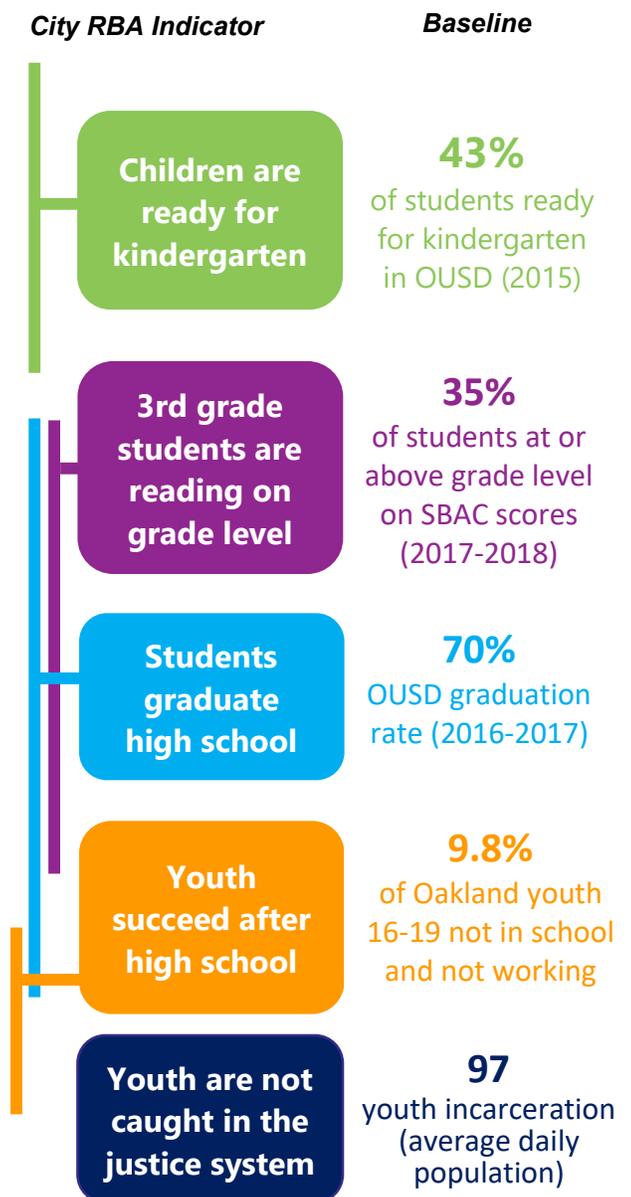
Comprehensive Afterschool Programs provides enrichment, academic support, and youth development opportunities.

Summer Programming offers enrichment and exploration that build confidence and life skills.

Youth Development and Leadership offers enrichment and exploration that build confidence and life skills.

High School and Post-Secondary Support offer enrichment that builds confidence and life skills.

Career Awareness offers enrichment and exploration that build confidence and life skills.



⁶ See [JPA Impact Tables: Update on Oakland Citywide Dashboard. September 13, 2018.](#)

The Centers for Disease Control advocates for comprehensive city-wide interventions ranging from parent education to career awareness and employment, like those provided by OFCY, to prevent violence.

As illustrated in the figure above, OFCY's strategies are designed to influence key indicators of equity from early childhood education through young adulthood. In keeping with the goals of the positive youth development framework, all OFCY strategies ultimately aim to prevent violence and promote healthy, thriving communities. As stated on the youth.gov website, **"To prevent and eliminate violence and improve well-being, communities should employ evidence-based, comprehensive approaches that address the multiple factors that impact violence, both factors that increase**

risk of violence and factors that buffer against risk and that promote positive youth development."⁷ The Centers for Disease Control violence prevention model advocates for comprehensive city-wide upstream interventions, like those provided by OFCY, from parent education to career awareness and employment.⁸

⁷ Youth.Gov. Violence Prevention. <https://youth.gov/youth-topics/violence-prevention>

⁸ Centers for Disease Control and Prevention. (2020). Prevention Strategies. <https://www.cdc.gov/violenceprevention/youthviolence/prevention.html>

Results-Based Accountability

In FY19-20 program year, OFCY and SPR adopted a Results-Based Accountability (RBA) framework for assessing the performance of its grantees. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. ***It does this by addressing three guiding questions: How much did OFCY programs do? How well did OFCY programs do it? Is anyone better off?***

The table below and on the following page displays the FY19-20 RBA results. In recognition of the difficulty programs would face fielding the participant survey in the early months of the shelter-in-place and public health crisis, the evaluation did not require programs to administer the annual survey in FY19-20. As a result, survey-based indicators were not calculated.

Results-Based Accountability Score Card

Program Achievements – How much did OFCY programs accomplish?

Number of youth served	21,237
Number of parents/caregivers served	1,981
Total hours of service provided	4,206,377

Program Performance and Quality - How well did OFCY programs do it?

Enrollment: Average progress toward projected number of youth served *	112%
Average progress toward projected number of parents and caregivers served *	86%
Average Hours of Service: Average progress toward projected average hours of service**	100%
Total Hours of Service: Average progress toward projected total hours of service	98%
Safety: Percent of youth who report feeling safe in program	***
Caring Adults: Percent of youth who respond that there is an adult at the program who cares about them	***
Positive Engagement: Percent of youth who respond that they are interested in the program	***
Supportive environment: Percent of teachers who say that mental health consultants support them	***
Percent of parents and caregivers who say that program staff make them feel comfortable and supported	***
Diversity and inclusion: Percent of parents and caregivers who say that program staff work well with families of different backgrounds	***
Percent of teachers who say that mental health consultants have a good understanding of the diversity of the community	***

* Due to the shelter-in-place order, programs did not have the full year to reach their enrollment projections, which is an annual target.

** Programs project attendance targets for every quarter. Due to the shelter-in-place order, programs were assessed on their progress toward their attendance targets for the first three quarters of the year.

*** Not Available in FY19-20 due to shelter-in-place order.

Participant Outcomes – Is anyone better off? *(not available due to shelter in place)*

Support with school: Percent of youth who report that they learned skills that help with their schoolwork

Motivated to learn: Percent of youth who report that they are more motivated to learn in school

Youth leadership: Percent of youth who view themselves more as a leader

Community connectedness: Percent of youth who report feeling more connected to their community

Career Exploration: Percent of participants who report learning about jobs they can have in the future

Employment Skills: Percent of participants who respond that they learned what is expected in a work setting

Interpersonal Skills: Percent of participants who report that they know how to get along with others in a work setting

Knowledge of development: Percent of parents/caregivers who say the program helped them to identify their child's needs

Percent of teachers who say that work with consultants has deepened their understanding of child behavior

Skills to manage behavior: Percent of parents/caregivers who say the program helped them to respond effectively when their child is upset

Connection to resources: Percent of parents/caregivers who report that staff refer them to other organizations

Percent of teachers who say that consultants connect parents to resources

Teacher confidence: Percent of teachers who say their work with MHC has made them more confident as a teacher

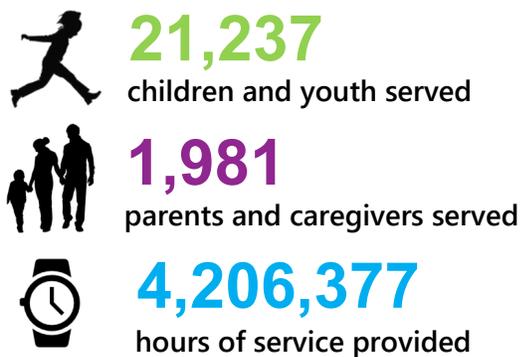
In the remaining years of this grant cycle, these indicators will be reported on grantee-, strategy- and fund-level scorecards to help ensure that programs are making progress towards achieving equity and justice for all Oakland youth and families. The following sections review the indicators associated with program achievements and program performance and quality. Because the participant outcomes indicators rely on participant surveys, those results will not be reported for FY19-20. Each strategy report describes the ways that programs contribute to the participant outcomes.

Participation and Services: *How much did programs accomplish?*

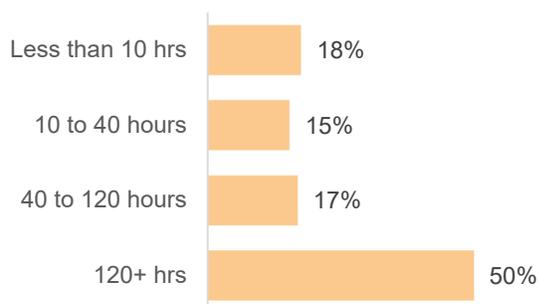
In the first three quarters of FY19-20, over 21,000 unduplicated children and youth and 1,981 unduplicated adults participated in OFCY-funded programs.⁹ The vast majority of these participants reflect OFCY’s target populations. A more detailed demographic breakdown is shared in the OFCY Participants section on page 14.

Because OFCY does not fund “one-size-fits-all” programming, programs provided **a broad range of services that varied in intensity and focus** depending on the needs of the target population and the goals of the program. As shown in the graph below, the amount of time children and youth spent in programming varied: half of youth attended programs for over 120 hours, compared to 18% who attended for less than ten hours. Overall, 11% of children and youth participated in multiple programs.

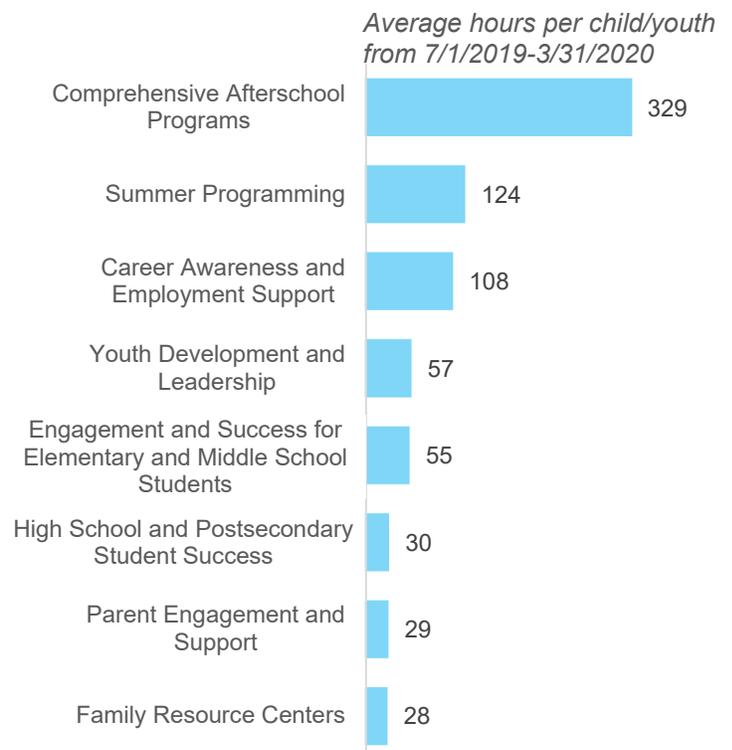
The time spent in programs varied by strategy, with participants in Comprehensive Afterschool programs engaged for the most hours on average, followed by Summer and Career Awareness and Employment Support programs.



Half of youth spent over 120 hours engaged in programming.



Afterschool program participants spent, on average, the most time in programming.



⁹ Because many programs stopped providing in-person services after the shelter-in-place was issued, we only report on attendance for the first three quarters of the year (July 1, 2019 through March 31, 2020) for most strategies. Because Comprehensive Afterschool Programs funded by OUSD continued to track attendance, we included Quarter 4 for that strategy, except where indicated.

Performance and Quality: *How well did programs do it?*

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first three indicators include progress toward (1) number of youth served, (2) projected total hours of service, and (3) average hours of service per participant.¹⁰ Program progress on these measures, shown to the right, must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Most stopped providing in-person services and tracking attendance by March 17, 2020. As a result, these performance indicators only consider attendance from July 1, 2019 through March 31, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** For the “Total Hours of Service” and

Programs’ progress on performance indicators must be considered in the context of the Covid-19 pandemic.

Program Performance: Average Progress Toward Projected Enrollment and Attendance



“Average Hours of Service” measures, programs were assessed on their progress toward the hours of service they anticipated providing through the third quarter of the fiscal year. However, this indicator may also have been affected by the Covid-19 pandemic, as some programs reported that youth stopped participating in in-person services before the shelter-in-place order, as a precaution.

In addition to these indicators, programs will be assessed on participant perceptions of critical aspects of program quality, as measured through participant surveys, in future years.

¹⁰ At the start of the year, programs estimate their units of service for each quarter and the number of participants they will enroll for the year.

OFCY Participants

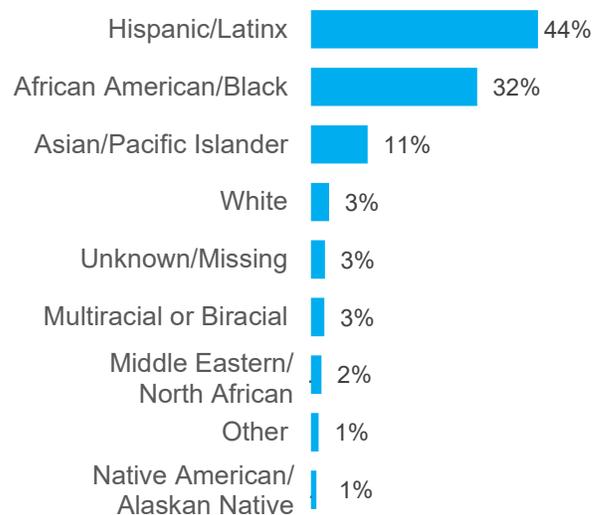
In alignment with its strategic goals, OFCY supports programs that explicitly prioritize and serve Oakland’s African American/Black, Hispanic/Latinx, and Asian/Pacific Islander children and youth. OFCY programs also specifically prioritize serving immigrant and refugee youth, LGBTQ youth, children with disabilities, foster youth, and opportunity youth. The following section explores the characteristics of children and youth who participated in OFCY programs in FY19-20.

Participant Characteristics

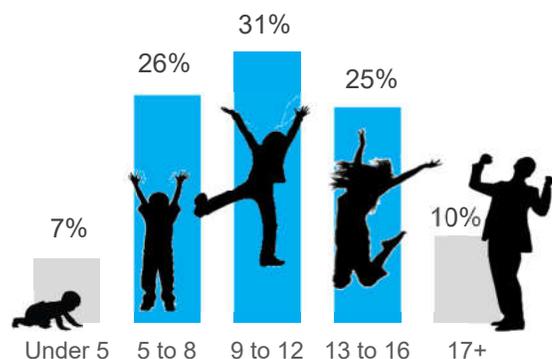
During FY19-20, over 21,000 unduplicated children and youth participated in OFCY-funded programs, with over 85% of youth identifying as Hispanic/Latinx (44%), African American/Black (32%) or Asian/Pacific Islander (11%). Programs also served an even representation of female and male participants. OFCY programs primarily work with school-aged youth, with over 80% of participants being between the ages of 5-16.

With the latter part of FY19-20 marked by Covid-19, the subsequent shelter-in-place and its disparate impact on children, youth, and families in Oakland, interviewed program staff noted that the pandemic has exacerbated continued and persistent inequities. These ranged from poverty and unemployment, food insecurity, housing insecurity, continued system-involvement, and gaps in access to digital learning. Despite these continued challenges, staff were inspired by the degree to which Oakland youth and their families demonstrated resilience, growth mindset, critical understanding of their lived experiences, and desire to learn from and connect with their peers in their OFCY programs.

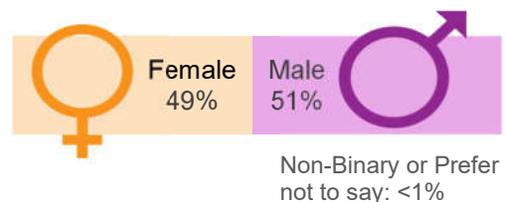
Over 85% of youth identify as Hispanic/ Latinx, African American/Black, or Asian/Pacific Islander.



School-aged youth comprised over 80% of participants.



Females and males were evenly represented.



Participant Recruitment

Recruiting participants into parent- and youth-serving programs requires a diverse set of strategies to be successful. As such, OFCY programs used a variety of methods to recruit participants into their programs. At the onset of FY19-20, OFCY programs identified the importance of working with partners such as schools or other organizations and agencies, for referrals into their programs. In addition, others noted the value of giving presentations and tabling at Oakland schools to generate interest about their program and provide more information about the application process. Finally, OFCY programs also emphasized the importance of engaging youth and parent participants as advocates for the program. For example, one Parent Support and Engagement program developed a Parent Ambassador role to support recruitment and program implementation.

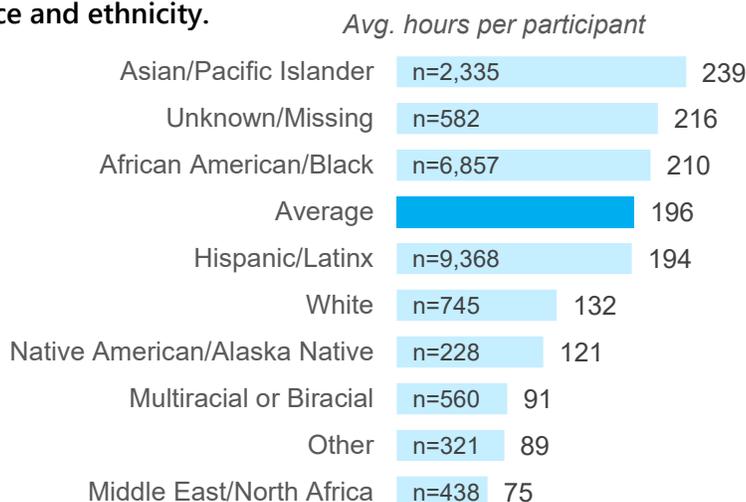
Participation

As noted previously, the amount of time participants attended programming varied. Native American, Asian/Pacific Islander, and African American/Black youth spent more time in programming than the average participant. African American/Black youth, along with Asian/Pacific Islander youth, were also more likely to participate in more than one OFCY program: 13% of African American/Black youth and 14% of Asian/Pacific Islander youth participated in more than one program, compared to 9% of other youth.

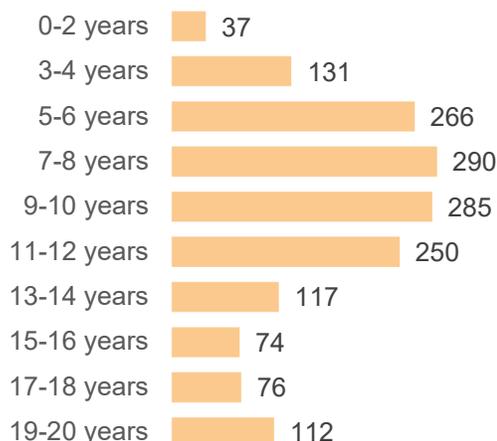
As observed in previous years, African American/Black youth, one of OFCY's priority populations, spent more time in OFCY programming than the average participant.

Levels of participation also varied by age. Average hours of attendance were highest among elementary-aged youth, driven

The average time spent in programming varied by race and ethnicity.



On average, elementary-aged youth spent more time than other youth in programming.



mostly by the high number of hours elementary students spent in Comprehensive Afterschool Programs.¹¹

The types of activities that children and youth participated in varied by strategy; the strategy-level reports provide a detailed description of the activities that participants engaged in during the first three quarters of the year.

Participation in Programming After the Shelter-In-Place Order

After the County of Alameda issued a shelter-in-place order in response to the Covid-19 pandemic in March 2020, programs quickly pivoted their services to support families' basic needs and provide virtual programming. During this time, participants received the following services from OFCY programs:

- **Basic needs support and connections to resources.** The shelter-in-place order created an immediate crisis for Oakland families and youth. There was a rapid transition to working remotely and an increased need for support around accessing unemployment assistance, food, and other community resources, particularly among low-income families in Oakland.
- **Technical support and access to technology for distance learning.** Recognizing that Oakland families and youth face a stark digital divide, interviewees mentioned having to quickly conduct assessments on access to phones, laptops, and internet. Five programs noted creating a process to check in with each participant in their program to assess their ability to connect to virtual programming. Programs that directly work with parents/caregivers and/or families mentioned holding one-on-one conversations to ensure that participants could access Zoom and other virtual platforms. Often, these programs also served as a conduit to support Oakland families that lacked access to local community resources for laptops and internet support.
- **Virtual enrichment, academic support, career exploration, and playgroups.** OFCY programs also had to rapidly shift from in-person programming to using platforms such as Zoom and Google Meet to engage with parents/caregivers and youth. These efforts centered on developing program curriculum and content that could be fun and engaging. These included: hosting virtual music clubs and books clubs, replicating outdoor camp models and field trips virtually, promoting physical and social wellbeing by holding virtual push-up challenges or sharing motivational videos, and engaging young children alongside parents in singing songs and other activities to promote motor skill development. As OUSD transitioned to virtual learning at the end of March, OFCY

¹¹ In typical years, participants in Comprehensive Afterschool programs spend the most time in programming on average. In FY19-20, the difference in average hours of participation is even greater because Comprehensive Afterschool Programs continued to track attendance for the full fiscal year. We included the full year of attendance for Comprehensive Afterschool programs in this evaluation and only counted attendance for the first three quarters for other strategies.

programs also concurrently focused on shifting their program models to best support students. Programs that work with elementary, middle, and high-school aged students used this period of transition to provide professional development and training opportunities for staff while also focusing on planning for engaging students, supporting literacy and math development, and aligning to school plans on virtual learning.

- **Wellness check-ins.** OFCY programs, both those that serve parents/caregivers and those that serve youth, facilitated conversations about how families and youth have been feeling throughout shelter-in-place, providing a space for participants to share their thoughts and emotions, which ranged from anxiety, fear, and uncertainty, to boredom. To support participants during this time, at least nine programs mentioned having staff become “wellness ambassadors” who conducted weekly “wellness check-ins” with participants, either individually or in small groups.
- **Activity packets to support enrichment at home.** Program staff also compiled materials to accompany online activities, which included materials to support academics and enrichment such as books, math worksheets, crossword puzzles, crayons, and paper. One afterschool, arts-based program delivered approximately 500 art kits to youth.

Appendix B includes a memo prepared for OFCY in the Summer of 2020 that provides more details about the response of OFCY programs to the pandemic and resulting public health crisis.

OFCY Programs

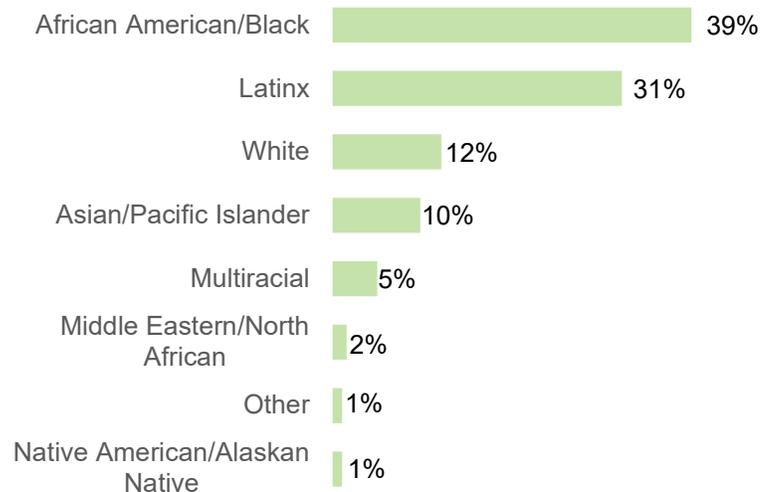
This section provides an overview of the diverse programs funded by OFCY in FY19-20, including a description of staffing, program budgets, training and professional development, and partnerships. The section concludes with an overview of program progress on OFCY performance measures.

Staffing

OFCY programs rely on teams of qualified, trained professionals. Through an annual survey completed in the winter, OFCY programs reported information on the staff that helps them to effectively serve Oakland communities. On average, programs reported employing nearly 11 staff members, with staff size ranging from 1 to over 50 at two programs.

Programs that employ staff who are representative of the community strengthens programming for children, youth, and families.¹² Notably, close to half (49%) of all OFCY-funded staff were Oakland residents. Reflecting the ethnic composition of participants, about 70% of staff identified as African American/Black or Hispanic/Latinx, compared to 48% of the population in Oakland.¹³

About 70% of staff identified as African American/Black or Hispanic/Latinx.

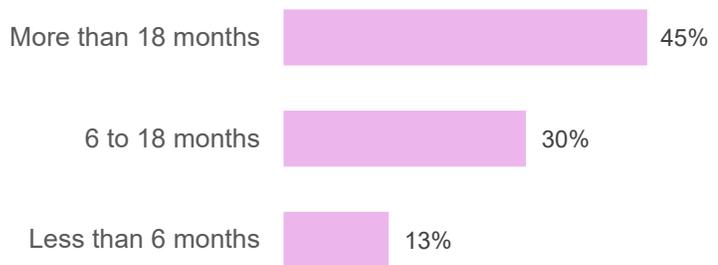


¹² Research suggests that racial and other demographic matching between teachers and students improves student outcomes (<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>). Furthermore, research on youth workers suggests that relationships between adults and youth that minimizes relational distance and finds cultural and interest-based connections, and attends to relational ties of youth (peers and families) is foundational to positive youth development (<https://doi.org/10.1177%2F0044118X10386077>).

¹³ Of identified staff members whose race/ethnicity was reported by programs (68%). Comparison to City of Oakland from American Community Survey (ACS) 2018 5-year Estimate.

Demonstrating stability in staffing, close to half of staff members from OFCY-funded programs had been employed at their agency for at least 18 months at the time of the survey. As in previous years, and consistent with capacity challenges faced by youth-focused nonprofits generally, several programs reported challenges staffing their programs. Almost half of OFCY-funded programs (47%) were understaffed at the start of the program year, and about one-third (34%) were still understaffed when they completed the survey in the winter. Comprehensive Afterschool programs were the most likely to report challenges recruiting, hiring, and retaining staff. For example, 51% of afterschool programs reported that recruiting representative staff was difficult or very difficult, compared to 31% of programs in other strategies. Examples of barriers that programs face include the difficulty filling positions that are only part-time, coupled with the high cost of living in the Bay Area.

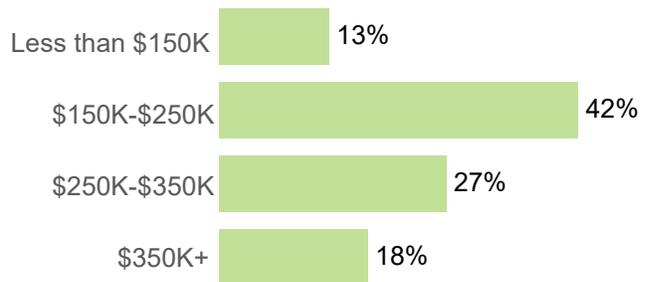
Close to half of staff at OFCY-funded programs have been with their agency for more than 18 months.



Budget

Programs combine OFCY grants with other resources to fund the services they offer. Program budgets vary significantly in size, depending on the design and scale of the program. More than half of programs operated on a budget under \$250,000, while close to 20% had a budget of over \$350,000. On average, programs in the High School and Postsecondary Student Success, Career Awareness and Employment Support, and Socioemotional Well-Being in Preschool and Early

The average program budget was \$282,803.

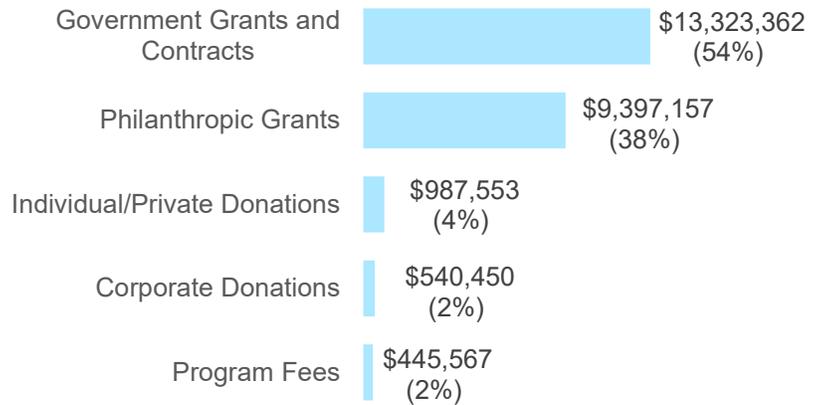


Program budgets vary according to the design of the program, the number of participants, and the intensity of services offered.

Childhood Education Settings strategies had the largest budgets, with an average program budget over \$400,000. In comparison, programs in the Engagement and Success for Elementary and Middle School Students had an average budget of \$178,000.

OFCY requires that programs bring in additional funding to cover least 20% of their total program budget. In FY19-20, programs brought in over \$24 million to fund services for children, youth and families. Nearly half of these matched funds came from government grants and contracts, with \$8 million coming from ASES/21st Century contracts in support of comprehensive afterschool. The largest philanthropic and private donations came from the Marc & Lynn Benioff Foundation and the Koret Foundation.

Over half of matched funding came from government grants and contracts.



Training and Professional Development

Effective programming requires knowledgeable, skilled staff who understand the communities they serve. To ensure that a highly qualified workforce supports OFCY’s children, youth, and families, almost all (88%) of OFCY programs offer training and professional development opportunities. The top five most frequent professional development resources that OFCY programs leveraged in the last 12 months include OUSD, Coaching Corps, Bridging the Bay, Calsac, and First 5 Alameda County. Because most programs regularly experience staff turnover, professional development is critical for maintaining high quality services.

Trauma-informed care, behavioral management, and youth development and engagement are considered the most important areas for professional development.

Programs across OFCY strategies identified trauma-informed care, behavioral management, and youth development and engagement as the most important professional development content areas. Although most programs reported that there are enough training opportunities in these critical professional development areas, those that identified behavioral management as an important professional development content area frequently reported that there are limited opportunities for these trainings.

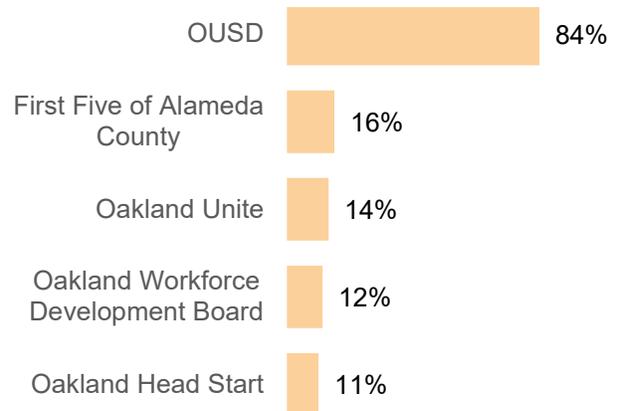
Partnerships

OFCY youth programs are part of a network of organizations and coalitions that work to improve outcomes for children, youth, and families. Partner organizations helped provide vital wrap-around services and enrichment experiences, served as referral sites, and provided professional development and training to program staff. OFCY programs engaged an average of

five partners to help provide services to participants and referred participants to an average of four partners for wrap-around services, such as case management, mental health, housing, and legal services. Career Awareness and Academic Support programs refer participants to an average of 10 partners for job placements and internships.

Furthermore, programs worked closely with core OFCY partners such as the **OUSD Extended Learning Office, First 5 of Alameda County, the Department of Violence Prevention, the Oakland Workforce Development Board, and Oakland Head Start.** Examples of partnerships with OUSD include collaborating on literacy programs and afterschool programming, providing arts-based programming at OUSD schools, conducting outreach to students, referrals to OFCY-funded programs, and leveraging OUSD professional development trainings. Early childhood programs shared referrals with Oakland Head Start and participated in trainings held by First 5. Programs also reported receiving funding or fiscal sponsorship from the Department of Violence Prevention and referring older youth to workforce services and collaborating to create college and career pathways with the Oakland Workforce Development Board.

Over 80% of programs reported partnering with OUSD.



Role of OFCY

In addition to providing funding for direct services and managing and monitoring grants, OFCY plays a key role in aligning programming for children, youth, and families among different city agencies and in building the capacity of community-based organizations throughout Oakland.

Alignment and Coordination with City Agencies

As a key City of Oakland funding investment supporting children, youth, and families, OFCY is active in working within a network of partner institutions and initiatives across the city and county to advance shared goals articulated earlier in this report. OFCY works particularly hard to coordinate their services with OUSD, Oakland Starting Smart and Strong, the Department of Violence Prevention (formerly Oakland Unite), and Oakland's Office of Workforce Development to make their services are aligned, coordinated, and not duplicative.

OUSD is one of OFCY's strongest partners, as they jointly fund afterschool programs and summer programs, including Pre-K. The "braiding" of OFCY, Title 1, and other afterschool funding, including federal 21st Century and state After School Education and Safety (ASES) funds, provides for additional staffing and enrichment activities for Oakland's youth. The following quotes from two OUSD staff speak to the value of this partnership.

*By braiding funding sources together, we offer much more robust and high-quality programming. If it was just Title I funding, the program wouldn't be as strong. If it was just OFCY funding, the program wouldn't be as strong. But **when we integrate it together, we can lean on each other's strengths** and just make more robust programming. – Staff, Community Schools Program OUSD*

*OUSD Expanded Learning offices manages 75 afterschool programs and about 80% of our afterschool programs receive OFCY funding to supplement their current program offering. Those **additional resources improve the quality of our programs** through staffing and additional enrichment opportunities. – Staff, Expanded Learning Office OUSD*

To ensure alignment between the OFCY's Comprehensive Afterschool strategy and OUSD's expanded learning programs, OFCY meets monthly with OUSD and present at one another's grantee convenings to align their support for programs. They also co-fund the evaluation of afterschool programs, allowing for more comprehensive and coordinated evaluation activities. As described further in the next section, OFCY also coordinates closely with OUSD to provide capacity building on program evaluation and program quality.

OFCY has also worked closely with the Oakland Workforce Development Board (OWDB) to streamline application procedures for programs seeking to provide summer jobs opportunities for youth. Starting in 2018, OFCY and EWD collaborated on developing a shared Request for Proposal (RFP) for summer career awareness and job placement programs in order to reduce

bureaucracy and the application burden on community-based programs. The Acting Workforce Development Director described:

This was the first model... of a joint RFP between two city departments to get at that alignment and try to support our service providers. The better we can support our service providers with funding, just the ease of doing business with Oakland, and the reporting... then the better we can serve young people and families. We felt this was a model.

Because the funding streams that EWD relies on do not support extensive programming for youth, EWD looks to OFCY to provide support for career awareness and education programs. OFCY is the largest funder of summer jobs in Oakland and thus EWD sees them as playing a vital role in supporting employment development in the city.

OFCY also coordinates closely with the new Department of Violence Prevention (DVP) (formerly Oakland Unite) with the understanding that their funding streams are complementary and share a common goal. Staff from both DVP and OFCY said that they see DVP's work as being focused on "downstream" violence prevention and intervention, whereas OFCY's funding is focused on "upstream" programming (such as early childhood and afterschool programs), which research has shown is pivotal for preventing violence. OFCY's focus on upstream prevention services for youth, also allows DVP to focus more on their target population, which is "victims of violent crime and those who are most likely to be future victims or perpetrators of crime," and adults who are over the age of 21. Appendix C includes more information about OFCY's core partners.

Grantee Support

While OFCY's mission is to provide strategic *funding* to support Oakland's children and youth, in reality, its support efforts are much more comprehensive. In addition to providing financial resources to its grantee organizations, it provides opportunities and resources to grantees to support their capacity and to strengthen their networks so that the ecosystem of diverse organizations working to support Oakland families can flourish. Specific examples include:

- **Partnering intentionally with grantees to ensure their voices inform goals and strategy development.** OFCY recognizes that its goals and strategies for supporting Oakland's children and youth must be informed by those working most closely with those children and youth. In addition to ensuring that its strategic plan is informed by the voices of community members and community-based organizations serving OFCY's target populations, OFCY grantees also have voice in the development of evaluation frameworks to ensure that their work and their goals are being accurately and appropriately framed, articulated, and measured. These frameworks are collaboratively developed with grantees in workshops facilitated by SPR at the beginning of each funding cycle.

- **Providing data to support continuous quality improvement.** OFCY works with its evaluation partner, SPR, to ensure that evaluation efforts serve multiple purposes and audiences, including supporting grantees in program improvement efforts. To that end, SPR provides grantees with critical performance information, via grantee profiles, at the midway point and end of each year in the funding cycle. SPR works with grantees at each of these points to help them understand the data and how to use it to assess what is working well and identify areas for improvement. OFCY staff also use this information in their work with grantees to support effective goal setting and reporting.
- **Creating spaces for peer learning and networking.** Recognizing that its grantees are the experts in how to best serve children and families in Oakland, OFCY dedicates time at each of its quarterly grantee convenings for peer learning and networking. These sessions typically focus on best practices as well as naming and addressing common challenges in critical areas identified by grantees. Examples of topics covered during these sessions include trauma-informed care for participants and staff, effective recruitment and retention practices, how to address difficulties experienced by participants and program staff related to the Bay Area's challenging economic context, and more. Grantees also take advantage of quarterly convenings to share program opportunities and events so that programs can support one another and so that the youth they serve can take advantage of the multiple opportunities afforded across the diverse range of OFCY grantees.
- **Sharing opportunities and resources from systems partners.** OFCY leverages its unique vantage point within the ecosystem of partners working in service of Oakland youth and families to provide opportunities for grantee organizations and their participants to benefit from a broader array of resources and capacity building opportunities afforded through these partners. These are shared through OFCY's communications channels and grantee convenings. Examples include early childhood trainings from First 5, youth workforce opportunities, and grant opportunities through other agencies.

Through these supports for grantees and its collaborative efforts with its core partners, OFCY is deeply embedded in an ecosystem of community-based organizations and public agencies committed to the wellbeing of children, youth, and families.

Conclusion

OFCY and its grantees succeeded in meeting their commitments to provide vital resources to support Oakland's children and youth. **OFCY's investment of close to \$20 million provided critical resources to 153 programs** throughout Oakland, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity, resulting in direct service to over 21,237 children and youth. Reflecting the City of Oakland's commitment to racial equity, **OFCY served a particularly high percentage of Oakland's African American youth** (33%), the group that faces the highest levels of inequity in access to employment and educational opportunity.

While CovidD-19 limited how programs could serve children, youth, and families in the spring of 2020, it also created a context wherein many of these **programs demonstrated a striking capacity for adaptation and resilience**. In addition to shifting rapidly to provide creative online programming and supporting schools in a collective effort to keep students engaged and minimize learning loss, many programs focused their efforts on responsive services to address more immediate, critical needs of Oakland families such as food access, direct funding assistance, mental health support, and application support for unemployment and other safety net services. These have proven to be invaluable services for Oakland families as well as invaluable capacities for programs to continue to nurture, grow, and leverage, particularly given the uncertain nature of our future, not just under this pandemic, but in the face of persistent and increasing economic and social inequities and racial injustices that disproportionately impact African Americans, Latinx communities, immigrants and refugees, as well as other OFCY priority populations. To this end, OFCY's continued support is critical, as is its partnership with other agencies and organizations that share a common vision wherein all of Oakland's children and youth are safe, supported, and able to thrive.

Appendix A – Evaluation Data Sources

Data Source	Description
Cityspan Data	Programs track participant characteristics, attendance, and budget information in OFCY’s client management system, Cityspan. During FY19-20, data were available for 21,237 children and youth and 1,981 adults that participated in programs.
Program Surveys	Between February to April 2020, program staff provided information on staffing, recruitment strategies, training and capacity building, and partnerships. In total, 152 out of 153 programs completed the survey.
School Leader Surveys	In April 2020, 49 principals, 24 community school managers, and one dean of students responded to a principal survey where they rated their agreement with seven statements related to their satisfaction with various components of the program. School leaders also had an opportunity to share what they appreciate about the program and how the program can be improved. At least one school leader from 38 programs (63% of all programs) responded to the survey. This data informed the Comprehensive Afterschool Programs strategy report.
Interviews	During spring 2020, SPR interviewed staff from 26 programs to discuss recruitment strategies, target populations, and program approaches before and after the shelter-in-place order. In addition, SPR spoke with representatives from three key OFCY partners: the City of Oakland Department of Violence Prevention, the Oakland Office of Economic and Workforce Development, and Oakland Unified School District.
Oakland Unified School District student records	SPR accessed de-identified data on student attendance, literacy assessments, and English Language Learner status from Oakland Unified School District schools receiving comprehensive afterschool funding from OFCY. This data informed the Comprehensive Afterschool Programs strategy report.

Appendix B – OFCY Programming During Shelter-in-Place

This description of OFCY programming during the shelter-in-place is informed by interviews with Program Directors, representing 25 OFCY-funded programs, all conducted by Zoom or phone from April 14-May 15, 2020. These interviews explored the following overarching questions as they relate to COVID-19:

- How have OFCY programs and activities provided shifted in response to COVID-19 and shelter-in-place?
- How have OFCY programs supported/engaged participants in this current context?
- How can OFCY continue to support programs in the midst of COVID-19 and shelter-in-place?

In each section below, we highlight themes that emerged across these interviews, moving from those that were most mentioned to those that were least commonly mentioned. We conclude by sharing recommendations offered on how OFCY can continue to support funded organizations during this crisis.

OFCY Programs' Shifts in Response to COVID-19

As the Bay Area began to shelter-in-place on March 17, 2020, OFCY programs rapidly began to strategize about how to shift their program and service offerings for their youth and family participants. Programs expressed commitments to retain staff members during this uncertain period, investing in technological infrastructure to support staff transition to virtual programming, and increasing communications with partners to coordinate how best to support youth and families. As they reflected on these shifts, the following themes emerged across all respondents:

- **Connecting youth and families with crisis support.** The shelter-in-place order to prevent community spread across Oakland and the Bay Area created an immediate crisis for Oakland families and youth. There was a rapid transition to working remotely and an increased need for assistance accessing unemployment assistance, food, and other community resources, particularly among low-income families in Oakland. As a result, due to their direct connection to Oakland youth and families, OFCY programs most

commonly cited shifting their services and programs to provide crisis support. In general, this took shape in the following ways:

- *Supporting families with accessing food.* Food insecurity became one of the most cited challenges experienced by Oakland communities. At least seven OFCY programs connected families to community food banks and OUSD's food distribution sites and/or distributed food to families. One program gathered fruits and vegetables through their partnership at Castlemont High School's school garden for participants in East Oakland. Another program also paid staff to volunteer at local food banks.
 - *Increased case management support.* Three programs (at least two of which were Family Resource Centers) directly mentioned increasing case management and conducting needs assessments with their participants to identify key needs and to provide support for a wide variety of services, including applying for unemployment and other safety net services, sharing information on mental health support and other community resources, and support with filing taxes to ensure receipt of federal stimulus money.
 - *Raising private donations to provide direct funding assistance to families impacted by loss of jobs.* At least two programs mentioned increased efforts on fundraising and private donations to distribute funds to students and families needing financial support.
- **Providing programming virtually, using Zoom or other online platforms.** OFCY programs also had to rapidly shift from in-person programming to using platforms such as Zoom and Google Meet to engage with parents/caregivers and youth. Recognizing that Oakland families and youth face a stark digital divide, interviewees mentioned having to quickly conduct assessments on access to phones, laptops, and internet. Three programs mentioned investing in technological infrastructure for staff, while at least five programs noted creating a process to check in with each participant in their program to assess their ability to connect to virtual programming. Programs that directly work with parents/caregivers and/or families mentioned holding one-on-one conversations to ensure that they could be set up to join in on Zoom or other virtual platforms. Often, these programs also served as a conduit to support Oakland families that lacked access with local community resources for both laptops and access to internet.
 - **Developing, updating, and creating new curriculum and content for virtual settings.** Once shelter-in-place was announced, OFCY programs focused on modifying

All of a sudden, we have a lot of families who are in crisis. We had to shift our services and our support to offer crisis support to all the families who have applied, or who have been referred to us. A lot of our families may not even qualify for the supports that are out there. — OIHS's Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative

program curriculum to be delivered in virtual settings. One program in the Parent Engagement and Support strategy that uses a validated, in-person parenting curriculum for parents/caregivers, held conversations with curriculum creators to find effective approaches for engaging participants virtually while maintaining program fidelity. Programs supporting students in afterschool settings partnered with schools to identify the best times to offer enrichment services. Programs in the Career Awareness and Employment Support strategy also shifted their program curriculum to be held virtually; staff have emailed materials or developed mobile-friendly curriculum to support participants in completing their program requirements (e.g. employment workshops, case management, and career exploration). Notably, one program that supports youth in health career awareness and employment support had to cancel in-hospital rotations of their internship program due to COVID-19.

- **Increased academic and enrichment support for Oakland students as part of transition to virtual learning.** As OUSD transitioned to virtual learning at the end of March, OFCY programs also concurrently focused on shifting their program models to best support students. Programs that work with elementary, middle, and high-school aged students used this period of transition to provide professional development and training opportunities for staff while also focusing on planning for engaging students, supporting with literacy and math development, and aligning to school plans on virtual learning.
- **Sharing information and resources related to COVID-19.** OFCY programs, primarily those that are in the Parent Engagement and Support and Family Resource Center strategies also focused on supporting parents/caregivers with information on safety guidelines regarding COVID-19. One Family Resource Center virtually engaged parents/caregivers and young children in learning about COVID-19, using creative songs to explain social distance, handwashing, and how to be safe and healthy to both parents and children. One program in the Parent Support and provided materials for making masks to parents/caregivers and, via Zoom, showed parents/caregivers how to make masks for their families. One other program developed YouTube videos to share information about COVID-19. At least two programs mentioned providing families with information on where to access COVID-19 tests and secure cleaning and disinfectant supplies.

OFCY Programs' Engagement of Youth and Families

OFCY programs' shift toward more virtual and online platforms required significant changes in how they engage with the youth and families in their programs. A major theme that emerged was the importance of OFCY programs providing consistent programming for youth and families, particularly when navigating uncertainty, fear, and anxiety around COVID-19 and shelter-in-place. As interviewees reflected on how they worked with youth and families, the following strategies emerged:

- **Developing creative activities to engage youth and children.**

Across all interviewees, shifting to virtual programming was a daunting effort, but also allowed for program staff to innovate by developing creative strategies and fun activities to engage youth and parents with young children. Interviewees, particularly those in the Youth Development and Leadership strategy, shared that engaging with youth participants virtually is challenging, due to “Zoom fatigue” or lack of access to laptops and phones, so their effort centered on developing program curriculum and content that could be fun and engaging. These included: hosting virtual music clubs and books clubs, replicating outdoor camp models and field trips virtually, promoting physical and social wellbeing by holding virtual push-up challenges or sharing motivational videos, engaging young children alongside parents in singing songs and other activities to promote motor skill development.

We started to quickly see that everyone shifted to Zoom. Zoom is the way to go, right? However, we also knew that not everyone has access to internet, but most young people have a phone. We know that they are active on social media, they are on YouTube, on Instagram. We started asking ourselves: How do we get videos on there? How do we go on Instagram to do videos and keep them engaged?
—YR Media Digital Media Pathways

- **Delivering activity packets to youth and families.** To support enrichment activities at home, programs also compiled materials that would accompany online activities. These packets included materials to support academic and enrichment, such as books, math worksheets, crossword puzzles, crayons, and paper. One afterschool, arts-based program delivered approximately 500 art kits to youth.

- **Holding support sessions to promote wellbeing.**

OFCY programs, both those that serve parents/caregivers and those that serve youth, led conversations about how families and youth have been feeling throughout shelter-in-place, providing a space for them to share their feelings, which ranged from anxiety, fear, and uncertainty, to boredom. To support participants during this time, at least nine programs mentioned having staff become “wellness ambassadors” who conducted weekly “wellness check-ins” with participants, either individually or in small groups. One

“We became more responsive to students and their family’s needs. We did not have experience with supporting families with safety net benefits, but now we are connecting families with these supports. I feel that we are now doing a lot more and connecting more with families. The fact that they can call us at any time, at any point, is great.” —Lincoln’s West Oakland Initiative`

program organized healing circles that incorporated restorative justice principles while another shared YouTube videos to lead youth in meditation, mindfulness, and reflection during this time. Another program conducted telehealth consultations with families. These wellness checks and increased outreach efforts were designed to prevent isolation, encourage youth and families to share their feelings and identify needs, and to promote positive mental health.

- **Taking a whole family approach to connect with participants.** Youth-serving programs, both in school and in the community, shared the importance of taking a whole family approach to identify needs, increase engagement and retention, and to share information and resources during this time. At least six programs noted strategies to connect with parents/caregivers by phone and virtually. One program noted that parents/caregivers needed support with keeping children engaged and active at home and requested resources and support. To increase engagement and retention in program activities, another program promoted “parent challenges,” which were used to promote communication and check-ins. Parents that were most actively communicating would be entered into a raffle at the end of the week. Another program hosted office hours and held parent meetings by Zoom to share information and resources.

Recommendations for OFCY

Programs shared a deep appreciation for OFCY staff and support during these last three months. The majority of interviewees shared feeling grateful for OFCY’s flexibility around reporting and program shifts as they focused on serving Oakland’s youth and families during shelter-in-place. To support programs, the following recommendations surfaced from interviews.

- **Sharing resources to promote distance learning and staff development.** The transition to providing programs and services in a virtual setting amidst a health crisis proved difficult. To be effective, programs shared that OFCY could support in providing access to resources for developing innovative program strategies and effective virtual learning curriculum. Moreover, programs are also hoping to learn approaches for managing organizations and staff virtually. One program also mentioned that OFCY could create spaces for programs to come together to learn from each other.

“Right now, a lot of organizations are not working as collaboratively as we normally would. It would be helpful to learn from OFCY what other programs are doing and strategies and tips that they may have. It would be helpful if OFCY could create a space or share out what folks are finding is working or not working during this time.” —Girls’ Inc. of Alameda County`

- **Adapting and communicating expectations.** Several programs shared that navigating shelter-in-place and COVID-19 has placed substantial uncertainty and strain on program staff. Programs appreciated flexibility from OFCY grant managers to be able to shift their programs and identify how best to report on units of service data. They hope that OFCY staff can continue to communicate flexibility while programs work to serve Oakland youth and families.
- **Continuing communication about OFCY programming and funding.** Finally, in recognition that COVID-19 and shelter-in-place may have significant impact on local government funding, programs shared that they are navigating through a lot of uncertainty with what the funding landscape will look like for the remainder of the year. As a result, programs suggested that OFCY could share as much information as possible, such as any anticipated funding changes.

Appendix C –Key Partners Supporting Oakland’s Children and Youth

Agency, Department, or Initiative	Mission	Target Population	Role
Oakland Fund for Children and Youth	Provides strategic funding to support Oakland’s children and youth from birth to 21 years of age to become healthy, happy, educated, engaged, powerful, and loved community members.	Children and youth, birth to 21 years of age	<ul style="list-style-type: none"> • Awards grants to CBOs who provide services • Capacity Building
Oakland Starting Smart and Strong	Ensures that every child has access to high-quality early learning experiences and every adult in a child’s life has the tools they need to support that child’s development every day.	Children age 0-5	<ul style="list-style-type: none"> • Capacity Building and coordination with OUSD, First 5, etc.
Oakland Unified School District – including the Extended Learning Office and the Exploring College and Career Options program	Build a Full-Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.	School age youth, 5-20	<ul style="list-style-type: none"> • Direct service, during school day and after school
The Department of Violence Prevention	Works directly with victims of violent crime – and those who are most likely to be future victims or perpetrators of violent crime – to dramatically reduce violent crime and to serve communities impacted by violence to end the cycle of trauma.	Youth and adults, age 13-35	<ul style="list-style-type: none"> • Awards grants to CBOS that provide services • Provides direct services
Oakland Office of Economic and Workforce Development	Increases investment in Oakland in a way that contributes to the economic growth, fosters fiscal sustainability, expands job opportunities for all Oakland residents and enhances the city’s quality of life.	Primarily adults but also serves youth 16-17	<ul style="list-style-type: none"> • Awards grants for summer youth jobs program
Oakland Department of Parks, Recreation, and Youth Development	Provides relevant and equitable programs and services, while meeting the specific needs of people and communities both at the neighborhood level and throughout Oakland.	Youth and adults	<ul style="list-style-type: none"> • Direct services