



City of Oakland  
Human Services Department  
**Oakland Fund for Children and Youth**



## Meeting of the Planning and Oversight Committee

November 4<sup>th</sup>, 2020 ■ 6:00pm-9:00pm

### **Zoom Teleconference**

<https://zoom.us/j/96043308869>

**Pursuant to the Governor's Executive Order N-29-20, all members of the Oakland Fund for Children and Youth Planning and Oversight Committee (POC) as well as city staff will join the meeting via phone/video conference and no teleconference locations are required.**

### **TO OBSERVE:**

- 1) To view the meeting by Zoom video conference, please click on this link: <https://zoom.us/j/96043308869> at the noticed meeting time.
- 2) To listen to the meeting by phone, please call the numbers below at the noticed meeting time: Dial (for higher quality, dial a number based on your current location): +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592; Webinar ID: 960 4330 8869

### **TO COMMENT:**

- 1) To comment by Zoom video conference, you will be prompted to use the **“Raise Your Hand”** button to request to speak when Public Comment is being taken on the eligible Agenda item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.
- 2) To comment by phone, you will be prompted to **“Raise Your Hand”** by pressing **“\* 9”** to request to speak when Public Comment is being taken on the eligible Agenda Item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.

### **ADDITIONAL INSTRUCTIONS:**

- 1) Instructions on **how to join a meeting** by video conference is available at: <https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting#>
- 2) Instructions on **how to join a meeting** by phone are available at: <https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-by-phone>.
- 3) Instructions on **how to “Raise Your Hand”** is available at: <https://support.zoom.us/hc/en-us/articles/205566129-Raise-Hand-In-Webinar>



# AGENDA

## 1. Call to Order

- *Roll Call, Introductions & Announcements*
- *Agenda Review and Adoption*

## 2. Open Forum

## 3. Approval of Prior Meeting Minutes from October 7, 2020 *action*

## 4. Approval of Transfer of Program Grant in Support of Comprehensive Afterschool Programming at Burckhalter Elementary School from Ujimaa Foundation to Girls Incorporated of Alameda County for the Current FY2020-2021 School Year and With the Option to Renew for the Upcoming FY2021-2022 School Year *action*

## 5. Adoption of the OFCY Independent FY2019-2020 Evaluation Report Presented By Social Policy Research Associates (SPR) *action*

## 6. Update on Strategic Investment Planning for 2022-2025

## 7. Administrative Matters

- *General Announcements*
- *Upcoming Meetings*

## 8. Adjournment



**MINUTES TO BE APPROVED**  
Oakland Fund for Children and Youth (OFCY)  
*Planning and Oversight Committee (POC) Meeting*

October 7<sup>th</sup>, 2020 - 6:00pm-9:00pm  
Zoom Teleconference

Committee Members present: Anakarita Allen, Betty Booker, Bill Riley, Jorge Velasco, Kimberley Aceves, Langston Buddenhagen, Peter Lê, Tasion Kwamilele

Committee Members absent: Dwayne Davis, Gregory Hampton

Staff Members present: Sandra Taylor, OFCY Manager; Mike Wetzels, OFCY Planner; Scott Kim, OFCY Program Analyst

**1. Call to Order**

The meeting was called to order at 6:10 p.m. by POC Co-Chair Langston Buddenhagen. POC members and staff introduced themselves. Two new members, Bill Riley (Mayor's Office) and Jorge Velasco (District 5) attended their first POC meeting.

**2. Open Forum**

There was one public speaker: Marianne Ceballos, Unity Council.

**3. Election of Planning and Oversight Committee (POC) Co-Chairs for 2020-2021**

Anakarita Allen nominated Tasion Kwamilele to be the new adult POC co-chair for 2020-2021 and Kimberly Aceves also voiced support. Tasion accepted the nomination. Bill Riley made a motion for Tasion Kwamilele to serve as the new adult co-chair for 2020-2021, which was seconded by Anakarita Allen. A roll call of the vote followed, and all members voted to approve the motion.

The election of the youth co-chair was postponed because the only youth member present was Langston Buddenhagen, who has served as the youth co-chair for two years. Langston has appreciated the opportunity to serve as the POC youth co-chair and feels that another youth member should now have that opportunity. He will serve as the acting youth co-chair until a new youth co-chair can be identified and elected.

**4. Approval of Prior Meeting Minutes from July 15, 2020**

Tasion Kwamilele moved to accept the prior meeting minutes as submitted. Anakarita Allen seconded the motion. A roll call of the vote followed, and all members voted to approve the motion to approve the prior meeting minutes as presented, with the exception of Bill Riley and Jorge Velasco, who abstained.



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**5. Public Ethics Training for Boards and Commissions**

Jelani Killings from the Public Ethics Commission provided an overview of Public Ethics for POC members, which included a brief [video presentation](#). Jelani also asked POC members to view a required video titled [Government Ethics Training for Form 700 Filers](#) prior to the meeting.

**6. OFCY FY 2020-2021 Orientation for POC Members**

OFCY staff Mike Wetzel provided an orientation for POC members which included OFCY history, legislation, overview of OFCY funding levels and programs, POC members by-laws, schedule of POC meeting dates, and the requirements for these public meetings to be noticed and allow the public to attend and participate.

**7. Updates on the Annual Evaluation for FY2019-2020 and FY2020-2021 & Grants Management FY2020-2021**

Mike Wetzel stated that the Evaluation subcommittee will meet on October 28th to initially receive and review the 2019-2020 Annual Evaluation Report before the report would be presented to the full POC in November.

Sandy Taylor shared that OFCY grant managers in partnership with community co-facilitators held five strategy specific virtual meetings: 1) Early Childhood programs, 2) Career Awareness and Employment Support, 3) Student Success in Schools, 4) Youth Development programs, 5) Comprehensive Afterschool programs.

**8. Establish an Ad-hoc Subcommittee to Lead Strategic Planning for 2022-2025**

Mike Wetzel presented an overview of the strategic planning process, including the charter language, where it fits in the three year grant cycle, general stages of strategic planning and next steps.

Co-chair Langston Buddahagen appointed Bill Riley, Kimberly Aceves, Peter Le to the Strategic Planning Subcommittee. Co-chairs Langston and Tasion will be included on all email communications and are welcome to participate in the Strategic Planning Subcommittee in their co-chair roles.

**9. Administrative Matters**

There were no announcements.





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**10. Adjournment**

POC co-chair Langston Buddenhagen adjourned the meeting at 8:06 p.m.



City of Oakland, Human Services Department  
**Oakland Fund for Children and Youth**



**To:** Planning and Oversight Committee  
**From:** Sandra Taylor, OFCY Director  
**Date:** November 4, 2020  
**Re:** Approving Girls Inc. of Alameda County for the FY 2020-2021 Grant for Comprehensive After School at Burckhalter Elementary School

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### **Recommendation**

Staff recommends approval of a motion supporting a change to City Council Resolution No. 88190 C.M.S. Regarding Oakland Fund for Children and Youth FY 2020-2021 Grants to substitute "Girls Incorporated of Alameda County" for "Ujimaa Foundation" as the lead agency provider for Comprehensive After School at Burckhalter Elementary School. If approved, a report and resolution will be submitted to the City Council for approval in January, 2021.

### **Background and Findings**

The Oakland After School Partnership has been developed over the past 17 years in close partnership with the Oakland Unified School District (OUSD) and community organizations. OFCY funds support local non-profit agencies to provide a coordinated after school delivery system at 59 elementary and middle school sites with the highest need in the city. The average Free/Reduced Lunch (FRL) rate of funded schools exceeds 80 percent.

OFCY's Comprehensive After School Strategy requires that schools benefiting from OFCY grants also receive State After School Education and Safety (ASES) funding, administered by OUSD or directly by a charter school. To receive OFCY funds, lead agencies must apply with the agreement of the school site leadership and must be contracted with OUSD for an ASES grant. OFCY provides the local match funding for the ASES grant and the financial support to deliver quality after school academic and enrichment programming at low or no cost to students.

Following the release of the OFCY Request for Proposal (RFP) and selection process in FY2018-2019, Ujimaa Foundation was approved as the after school provider for Burckhalter Elementary and Carl Munck Elementary for FY2019-2020. Consistent with the OFCY three year grant cycle, the agency was eligible for grant renewal with Council approval for FY2020-21. The City Council approved the renewal of the OFCY year-round grants for this year by Resolution No. 88190 C.M.S., including Ujimaa Foundation as the agency approved in the comprehensive after school strategy at Burckhalter, in June 2020.

### **Findings**

Burckhalter Elementary serves students in Kindergarten through 5th grade and is an integral part of the East Oakland community where it is based. The school currently has 248 students enrolled. Student of color enrollment is 98% of the student body (majority Black). Burckhalter Elementary School ranks between 25-29% in math proficiency, and 35-39% in reading proficiency, placing the school in the bottom 50% statewide based on combined math and reading proficiency data.

The school site leadership at Burckhalter engaged families, community and staff over a 2 year period to support and work with Ujimaa Foundation leadership to meet the educational and cultural needs of the community. At the beginning of the school year, the decision was made to seek another organization to more closely align with the current needs of Burckhalter students and families. The Ujimaa Foundation leadership acknowledged the school leadership's desire to move the after school program in a different direction, and has accepted and supported the decision.

Girls Inc., a longtime provider of after school services at OUSD elementary and middle schools and a current OFCY grantee in good standing, was selected by the Burckhalter site leadership to be the after school provider in September, 2020. Girls Inc. manages after school programs at six (6) OUSD elementary and middle school sites and one (1) summer program and has had notable success with other site partnerships at East Oakland Pride and Reach Academy. Girls Inc. has a track record of empowering students, providing targeted literacy support, and expanding exploration in STEAM (science, technology, engineering, arts and math).

Girls Inc. is already in contract with OUSD for the ASES grant of \$108,000 to deliver after school programming at Burckhalter Elementary. Approval of OFCY funding will ensure the full range of after school services and support the school to continue to receive and implement state After School Education and Safety (ASES) grants.

In the context of the current pandemic, Girls Inc. has successfully pivoted the delivery system to distance learning and virtual programming. The agency began the new phase of programming by hiring from the Burckhalter expanded learning community and administering technology surveys to gain understanding on how many families need computers and internet connection.

Staff recommends that the POC approve the transfer of the after school grant from Ujimaa Foundation to Girls Inc. of Alameda County with funding for after school services for the remainder of the 2021 school year in the reduced amount of \$60,819.

October 28, 2020

To Whom It May Concern:

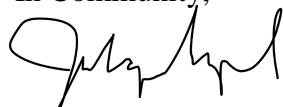
I am the CEO of Girls Inc. of Alameda County. We are so appreciative of our existing partnership with OFCY at our 6 lead sites in OUSD (Allendale, Acorn, Bridges, Horace Mann, La Escuelita, and West Oakland Middle School). We have over 60 years of experience empowering students, providing target literacy support and enrichment in the community. We support overall student success at all of our lead sites by helping students master foundational academic skills, practice healthy behaviors, and build positive relationships with peers and adults. All students will be supported and guided as they begin to identify themselves as readers while acting out characters from culturally-relevant books, expanding exploration through the wonder of STEAM (science, technology, engineering, arts and math), and exploring healthy relationships with peers and adults.

In order to create and build a quality afterschool program we are requesting that the 2020-21 OFCY funds follow Burckhalter Elementary School to Girls Inc. of Alameda County. These funds will ensure we can create and implement the shared vision of quality that the State of California and the City of Oakland demand for their students. Without these funds, we won't be able to fully staff the site for this school year. OFCY funds allow us to hire 3 additional program leaders so we can provide age appropriate groups to support students' literacy, social emotional and academic needs. We believe that this partnership, at this time, will best meet the needs of the current student population.

Now more than ever, we know it's critical to have lead providers that have capacity to support afterschool staff with targeted training, professional development and coaching as well as retain our high-quality staff with competitive compensation and benefits packages. We have already hired the existing staff at Burckhalter (former Ujiima staff) to ensure during this time of inconsistency the students and families feel a sense of stability.

We know that partnerships are critical to the Oakland community particularly in the midst of this Pandemic. Resources are limited and all CBOs and communities are working hard to ensure that the students and families don't suffer additional loss of resource and supportive services. We appreciate the commitment that OFCY has made to the students of Oakland and look forward to our continued partnership at Burckhalter Elementary for the 2020-21 academic school year and beyond.

In Community,



Julayne Virgil  
Chief Executive Officer  
Girls Inc. of Alameda County



## Final Evaluation Report FY2019-2020

Prepared by: Social Policy Research Associates

Mika Clark | Heather Lewis-Charp | Rachel Estrella | Verenice Chavoya Perez

Marianne Chen Cuellar | Emily McCaffrey | Savannah Rae



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## Section A: Main Report

# 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

**33%** of African American/Black youth

**25%** of Asian/Pacific Islander youth

**24%** of Latinx/Hispanic youth

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, American Indian, 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.<sup>1</sup>

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<sup>1</sup> Because Comprehensive Afterschool Programs continued to track attendance throughout the shelter-in-place, we drew on attendance for the full year for the programs in this strategy.

# 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.<sup>2</sup> 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.

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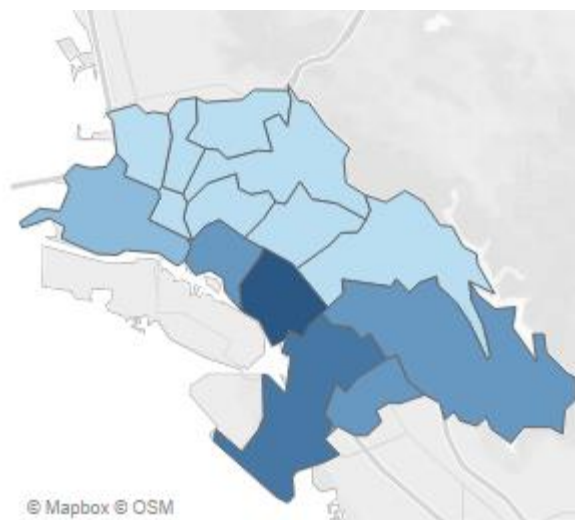
<sup>2</sup> See Youth Development Research Project for substantial research supporting comprehensive community-based approaches to Youth Development. [http://youthdev.illinois.edu/?page\\_id=15](http://youthdev.illinois.edu/?page_id=15)

## 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.<sup>3</sup> 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.<sup>4</sup>

### Most OFCY Participants Live in High Stress Neighborhoods

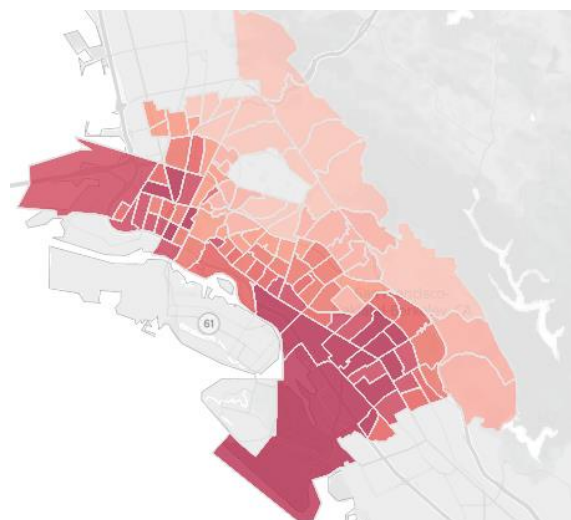
*OFCY Participants: Zip Code of Residence*



% of OFCY Participants



*Oakland Census Group Stressor Map*



Neighborhood Stress Rankings (1= Most Stressed)



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

<sup>4</sup> [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.*

**OFCY participants were most likely to identify as African American/ Black, Asian/Pacific Islander, or Hispanic/Latinx.<sup>5</sup>**

Race/ Ethnicity	OFCY Enrollment (Ages 0-19)	City of Oakland (Ages 0-19)	Percentage of Oakland Youth Served
African American/Black	6,725	20,429	33%
Asian/Pacific Islander	2,308	9,234	25%
Hispanic/Latinx	9,235	37,939	24%
Other or multiple races	1,237	9,440	13%
Native Alaskan/ American Indian	31	264	12%
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

”

<sup>5</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate.

## 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).<sup>6</sup> 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.

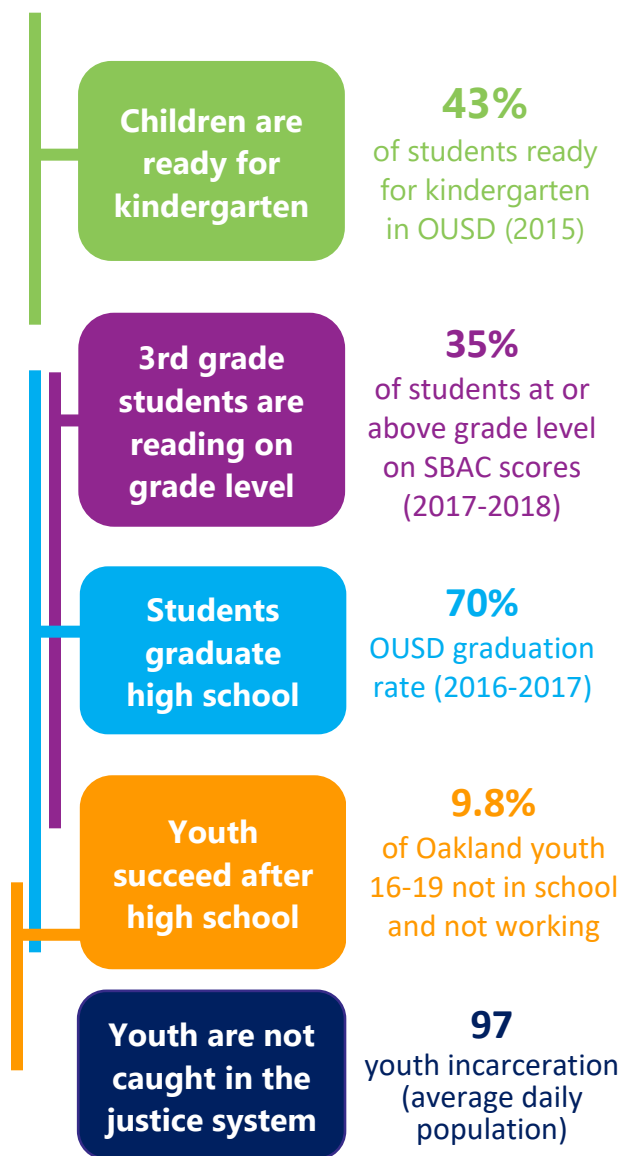
**Youth Development and Leadership** offers enrichment and exploration that build confidence and life skills.

**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.

### ***City RBA Indicator***

### ***Baseline***



<sup>6</sup> 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."**<sup>7</sup> 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.<sup>8</sup>

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

<sup>8</sup> 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?

<b>Enrollment:</b> Average progress toward projected number of youth served *	112%
Average progress toward projected number of parents and caregivers served *	86%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	103%
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	102%
<b>Safety:</b> Percent of youth who report feeling safe in program	**
<b>Caring Adults:</b> Percent of youth who respond that there is an adult at the program who cares about them	**
<b>Positive Engagement:</b> Percent of youth who respond that they are interested in the program	**
<b>Supportive environment:</b> 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	**
<b>Diversity and inclusion:</b> 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.

\*\* 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.<sup>9</sup> 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.



**21,237**

children and youth served



**1,981**

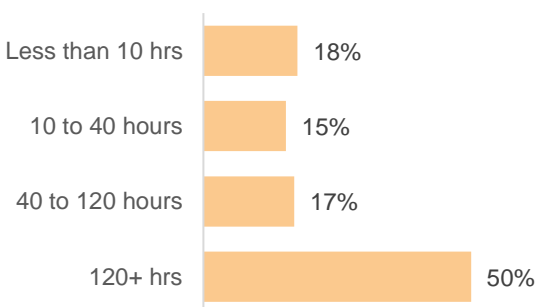
parents and caregivers served



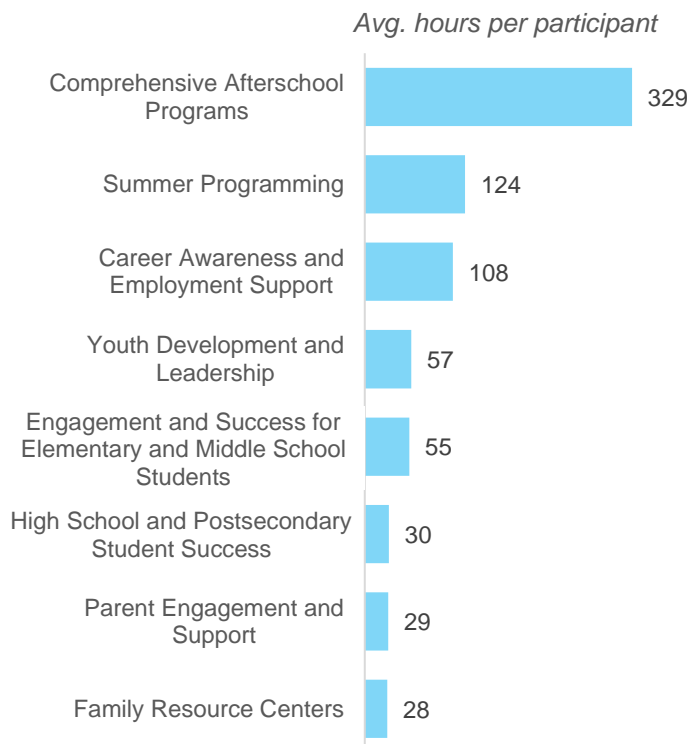
**4,206,377**

hours of service provided

### Half of youth spent over 120 hours engaged in programming.



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



<sup>9</sup> 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 30, 2020).

## 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.<sup>10</sup> 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, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets**. For the “Total Hours of Service” measure, programs were

### Program Performance: Average Progress Toward Projected Enrollment and Attendance



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

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.

<sup>10</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

# OFCY Participants

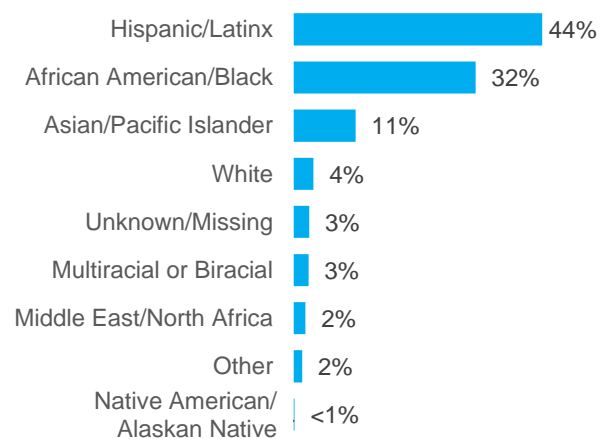
In alignment with its strategic goals, OFCY supports programs that explicitly prioritize and serve Oakland's African American/Black, Hispanic/Latinx, and Asian/Pacific Islander children and youth. OFCY programs also specifically prioritize serving immigrant and refugee youth, LGBTQ youth, children with 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

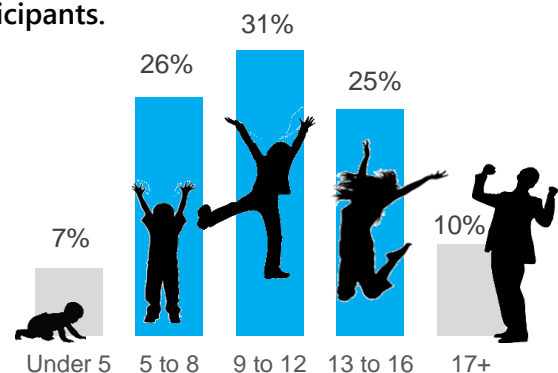
During FY19-20, over 21,000 unduplicated children and youth participated in OFCY-funded programs, with over 85% of youth identifying as Hispanic/Latinx (44%), African American/Black (32%) or Asian/Pacific Islander (11%). Programs also served an even representation of female and male participants. OFCY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

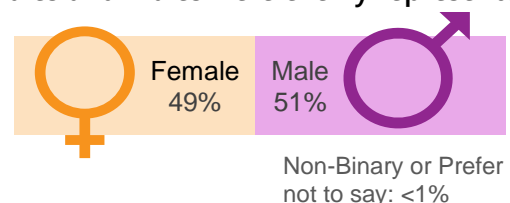
**Over 85% of youth identify as Hispanic/ Latinx, African American/Black, or Asian/Pacific Islander.**



**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.

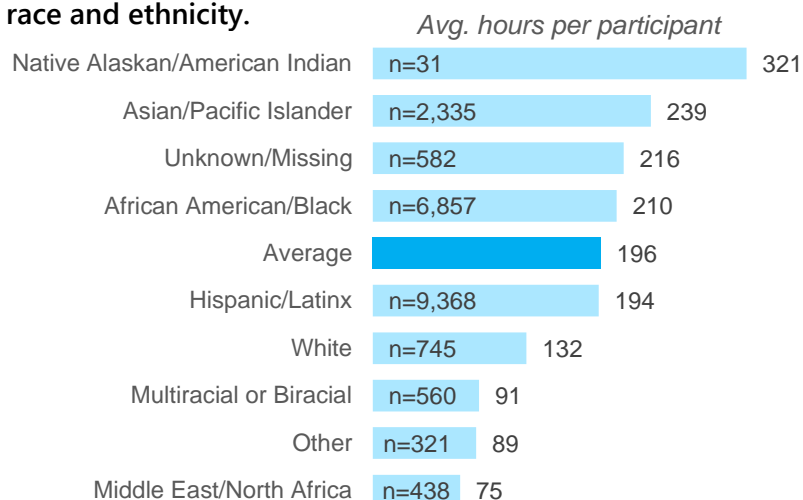
## Participation

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.

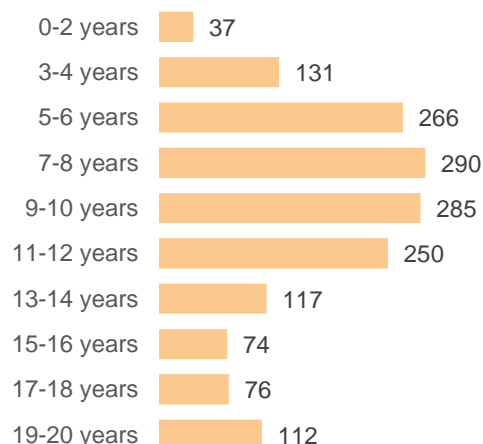
**As observed in previous years, African American/Black youth, one of OFCY's priority populations, spent more time in OFCY programming than the average participant.**

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.<sup>11</sup>

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

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<sup>11</sup> 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

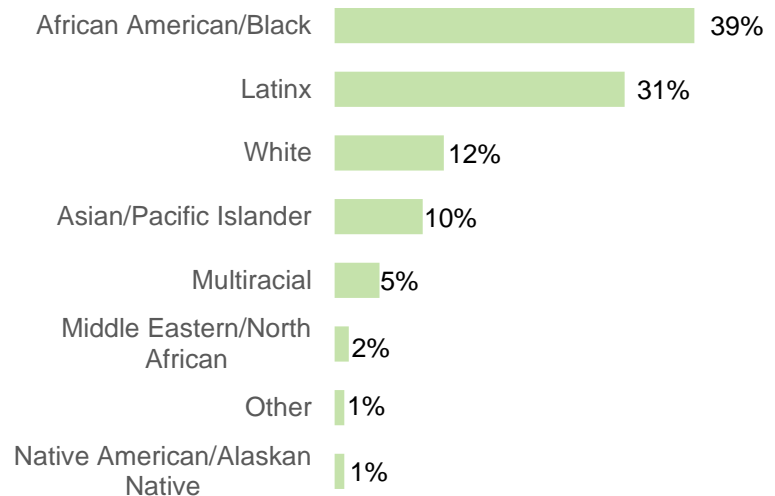
This section provides an overview of the diverse programs funded by OFCY in FY19-20, including a description of staffing, program budgets, training and professional development, and partnerships. The section concludes with an overview of program progress on OFCY performance measures.

## 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.<sup>12</sup> 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.<sup>13</sup>

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



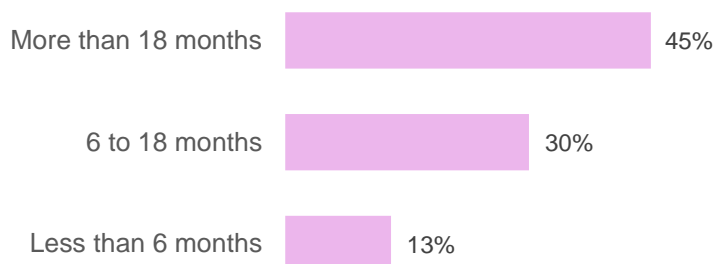
<sup>12</sup> Research suggests that racial and other demographic matching between teachers and students improves student outcomes (<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>). Furthermore, research on youth workers suggests that relationships between 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>).

<sup>13</sup> 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.

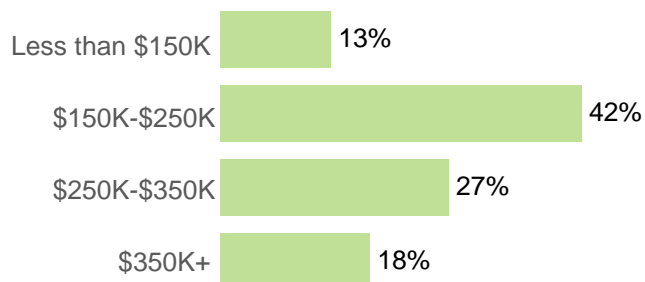
### Close to half of staff at OFCY-funded programs have been with their agency for more than 18 months.



## 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.

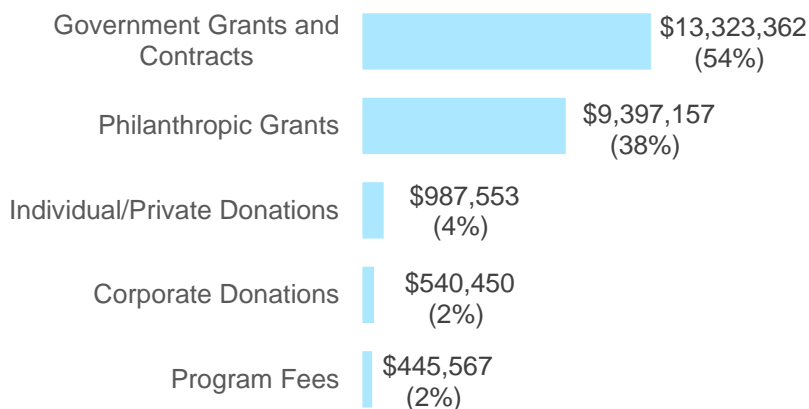


**Program budgets vary according to the design of the program, the number of participants, and the intensity of services offered.**

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/21<sup>st</sup> 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

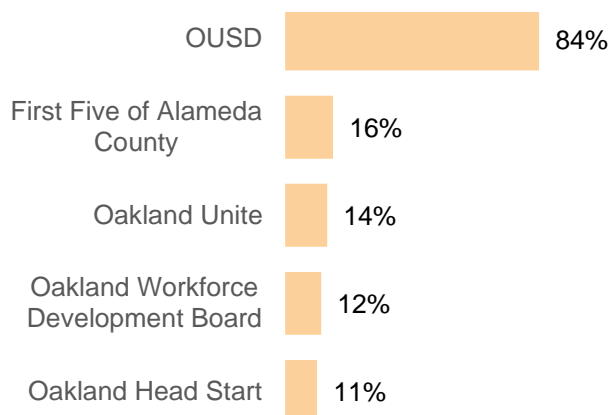
five partners to help provide services to participants and referred participants to an average of four partners for wrap-around services, such as case management, mental health, housing, and legal services. Career Awareness and Academic Support programs refer participants to an average of 10 partners 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 21<sup>st</sup> 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.

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*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*

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- **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 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.

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*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

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- **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 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.

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*“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`

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- **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.
- **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.

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*“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`*

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- **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"> <li>• Awards grants to CBOs who provide services</li> <li>• Capacity Building</li> </ul>
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"> <li>• Capacity Building and coordination with OUSD, First 5, etc.</li> </ul>
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"> <li>• Direct service, during school day and after school</li> </ul>
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"> <li>• Awards grants to CBOS that provide services</li> <li>• Provides direct services</li> </ul>
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"> <li>• Awards grants for summer youth jobs program</li> </ul>
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"> <li>• Direct services</li> </ul>

## **Section B: Strategy Report**

# Socioemotional Well-Being in Preschool and Early Childhood Education Settings

## 2019-2020 OFCY Strategy Report

The three programs funded under the Socioemotional Well-Being in Preschool and Early Childhood Education Strategy provide support to early childhood educators and parents to **promote healthy emotional and social development**. This report draws on an interview with two partners from a funded mental health collaborative, administrative records, and program reports to summarize strategy achievements and progress to date.

“Sometimes the work seems subtle and then it has a very clear, concrete effect in the classroom. It can be hard for people to see that, because it can feel slow, because it is a quieter, more subtle approach. But it ultimately, I think, if we're doing [consultation] well, it really empowers the teacher and it really allows for things to shift in the classroom.

-Staff, Family Paths, Early Childhood Mental Health Consultation Collaboration

## STRATEGY ACHIEVEMENTS



**2,487** young children benefited



**7,537** hours of consultation provided



**55** ECE centers served

## FUNDED PROGRAMS

- Family Paths, Inc. - Early Childhood Mental Health Consultation Collaborative
- Jewish Family & Community Services East Bay - Integrated Early Childhood Consultation Program
- Lincoln - Early Child Mental Health Consultation (ECMHC)

**Total Funding: \$999,999**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

<b>Number of Mental Health Consultation Hours Provided</b>	<b>7,537</b>
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### Program Performance and Quality - How well did we do it?

<b>Total Hours of Service:</b> Average progress toward projected total hours of service	<b>87%</b>
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<b>Diversity and Inclusion:</b> Percent of teachers who say the consultant has a good understanding of the diversity of the community	*
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<b>Supportive environment:</b> Percent of teachers who say that the consultant supports them	*
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### Participant Outcomes – Is Anyone Better Off?

<b>Knowledge of development:</b> Percent of teachers who say working with the consultant has deepened their understanding of child behavior	*
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<b>Teacher confidence:</b> Percent of teachers who say their work with the consultant has made them more confident as a teacher	*
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<b>Connection to resources:</b> Percent of teachers who say that the consultant connects parents to resources	*
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\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 1) **Achievements:** How much did the programs provide?
- 2) **Performance and Program Quality:** How well did programs do it?
- 3) **Outcomes:** Is anyone better off as a result of the strategy's work.

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## Achievements: 7,537 Hours of Consultation Provided

Licensed mental health professionals consult with early childhood educators around the mental health and developmental needs of children in their classroom, provide individualized mental health services and referrals to children and families, and deliver parent education workshops.

Consultants partnered with 55 early childhood education centers across Oakland.



The three programs funded under this strategy partnered with 55 Head Start sites and Oakland Unified School District Child Development Centers (CDCs) that served 2,487 infants, toddlers, and preschoolers across Oakland.<sup>1</sup> The consultants integrate child development services and direct therapeutic work into a proven mental health consultation model to support children's healthy social-emotional development and promote learning readiness. Individual consultants spent anywhere from three to eight hours at each site, depending on the size of the early childhood center.

### Consultation During the Shelter-in-Place Order

After the shelter-in-place order was implemented, consultants supported sites by participating in team meetings through video conferencing or conference calls as well as supporting individual staff members around their work with the families. In the words of a staff member, "Our work has shifted to keeping that web of relationship and contact going." Consultants also gathered resources for staff and families, provided direct support to families and children as needed, offered trainings to staff, and offered emotional support to staff when requested as the staff dealt with the trauma of the public health crisis.

“*OFCY has made it possible for us to [provide consultation] more comprehensively. Instead of just being at a site for an hour or two to troubleshoot, we're able to be there and actually build these great relationships and start having meetings and working in a grander way.*

*-Staff, Family Paths – Early Childhood Mental Health Consultation Collaborative*

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<sup>1</sup> Based on projected enrollment at the early childhood centers.

## Performance and Program Quality

**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first indicator assesses progress toward the total hours of consultation that programs projected they would provide over the course of the year.

In addition to this performance measure, Socio-emotional Well-Being programs are assessed on indicators that signal quality in the areas of support and diversity and inclusion. These indicators are measured by an annual educator survey administered in the spring. Because of the obstacles posed by the shelter-in-place, and to avoid placing additional burdens on educators, the survey was not administered this year. The evaluation will report on these indicators in future years when educator survey data is available.

### Performance and Quality Indicators



#### Total Hours of Service

Average progress toward projected total hours of service.

87%



#### Supportive Environment

Percent of teachers who say that the consultant supports them

n/a



#### Diversity and Inclusion

Percent of teachers who say the consultant has a good understanding of the diversity of the community

n/a



#### Connection to Resources

Percentage of parents and caregivers that report that staff refer them to other organizations.

n/a

“ *[Consultation involves] relationship building on every single level that you can think of. The teachers, the teaching teams, the center director, family advocate, parents, and children of course. And that is all part of their job, which is to help develop the social, emotional wellbeing of children and families... So all the consultants supports on an individual child level, on a program level and on a systems level.*

*-Staff, Family Paths, Early Childhood Mental Health Consultation Collaboration*

## Educator Outcomes: Is Anyone Better Off?

Through an interview with collaborative partners from one grantee, SPR learned about the diverse activities that support the educator outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge of Development



Consultants share their knowledge around trauma-informed practices, appropriate developmental expectations, and strategies to support social-emotional wellbeing through coaching, reflective staff meetings, and trainings. Coaching often involves helping educators understand children's behavior so that they can best support children in their classroom. When children manifest challenging behaviors, consultants work with educators in the moment and in reflective conversations afterward to help them identify why a child may be behaving in a particular way and integrate that knowledge into how they approach their students.

### Teacher Confidence



Consultants use reflective meetings to help teachers identify and build upon the assets and knowledge that they bring. As one staff member explained, "Teachers are used to being told what they have to do more of or less of, there's a lot of that feeling of 'I'm not doing enough.' [Helping educators] see what they are doing and doing well is so important and to help them feel seen for that is also really important." Consultants also use monthly reflective meetings with educators to help the teachers build their ability to mindfully self-regulate with stress-reduction techniques so that they can better manage challenging behaviors with the children and help the children co-regulate.

### Connection to Resources



Consultants help educators and center directors identify children in need of additional support and intervention. Consultants partner with centers and parents to create child action plans as necessary and assist in connecting children to specialized resources, including developmental specialists employed at the partner agencies. Consultants also circulate knowledge about other services provided by their agencies and their partners, such as parenting groups and workshops.



# Parent Engagement and Support

## 2019-2020 OFCY Strategy Report

The programs funded under OFCY's Parent Engagement and Support strategy are designed to **strengthen the capacity of parents and caregivers to support the healthy development of their children** through services offered in community-based settings. Parents and caregivers with young children (birth to age 8) received linguistically and culturally relevant family supports and participated in family engagement activities that promoted attachment and positive parent-child interactions. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



## STRATEGY ACHIEVEMENTS



**1,103** parents/caregivers  
served



**684** children  
served



**176,578** hours  
of service provided



**22** hours  
average participation

## FUNDED PROGRAMS

- Alameda County Health Care Services Agency – Oakland WIC Father Cafes
- City of Oakland Parks Recreation & Youth Development – Community Adventure Pre-K Playgroups
- Family Paths, Inc. – Abriendo Puertas/ Opening Doors Parent Education
- LifeLong Medical Care – Project Pride
- Oakland Promise – Brilliant Baby
- Our Family Coalition – Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement, Inc. – Fr. Charles D. Burns, SVD Pre-Pre-School Program
- Refugee & Immigrant Transitions – Parent & Tot Initiative (PTI)
- SAFE PASSAGES – Safe Passages Baby Learning Communities Collaborative

**Total Funding: \$1,585,488**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

Number of children served	684
Number of parents/caregivers served	1,103
Total hours of service provided	39,617

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of children served <sup>2</sup>	89%
Average progress toward projected number of adults served	85%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	92%
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	73%
<b>Diversity and Inclusion:</b> Percent of parents and caregivers who say that program staff work well with families of different backgrounds	*
<b>Supportive environment:</b> Percent of parents and caregivers who say that program staff make them feel comfortable and supported	*

### Participant Outcomes – Is Anyone Better Off?

<b>Knowledge of development:</b> Percent of parents and caregivers who say the program helps them to identify their child's needs	*
<b>Skills to manage behavior:</b> Percent of parents and caregivers who say the program helps them to respond effectively when their child is upset	*
<b>Connection to resources:</b> Percent of parents/caregivers that report that staff refer them to other organizations	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 4) **Achievements:** How much did the programs provide?
- 5) **Performance and Program Quality:** How well did programs do it?
- 6) **Outcomes:** Is anyone better off as a result of the strategy's work?

<sup>2</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 684 children and 1,103 adults served

Programs served families across Oakland, particularly focusing on those from under-resourced neighborhoods.

The Parent Engagement and Support strategy served a diverse target population, including low-income families and newcomer parents and caregivers.



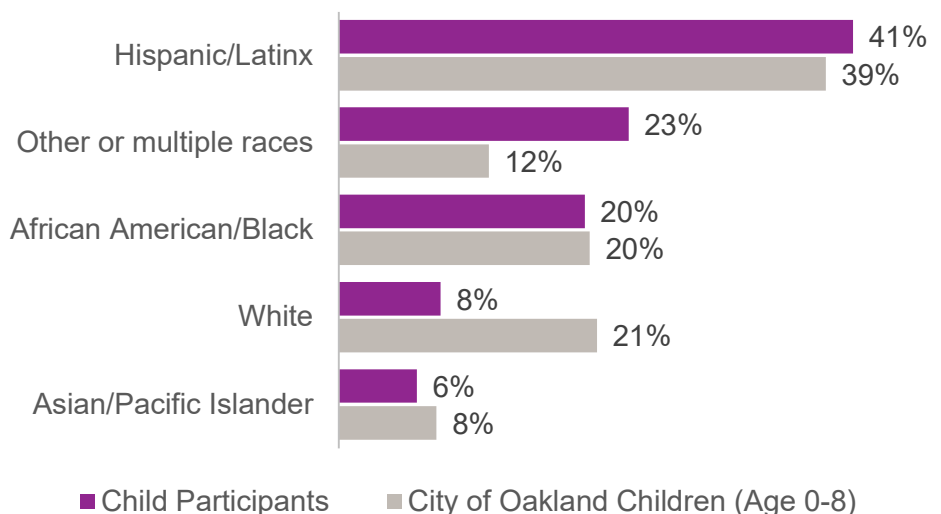
“We did a class in four languages [and had interpreters] – English, Spanish, Vietnamese, and Cantonese. It was just amazing to see how all this came together. (Parents) were laughing together and trying to understand each other.

-Staff, Family Paths, Inc.  
Abriendo Puertas/Opening  
Doors Parent Education

During FY2019-2021, **684 children and 1,103 adults** participated in Parent Engagement and Support programs. These programs serve diverse populations of parents and caregivers with young children from birth to age 8 and prioritize families most in need. Programs typically recruit families through word of mouth and work with local partners, such as Head Start, Alameda County Social Services Agency, 211 Alameda County, and Alameda County Behavioral Health Care Services to identify families who may benefit from participation in Parent Engagement and Support programs. In addition, some programs provide tailored services and activities to specific populations, such as low-income fathers enrolled in the Alameda County Women, Infants, and Children Supplemental Nutrition program (WIC), immigrant and refugees, women and children in a residential treatment program, and LGBTQ+ families.

As shown in the graph below, over 61% of child participants identified as Hispanic/Latinx or African American/Black, reflecting OFCY’s target population.<sup>3</sup> “Other or multiple races” includes child participants who identified as “Middle East/North African,” who account for 14% of participants.

**Race/Ethnicity of OFCY Child Participants**



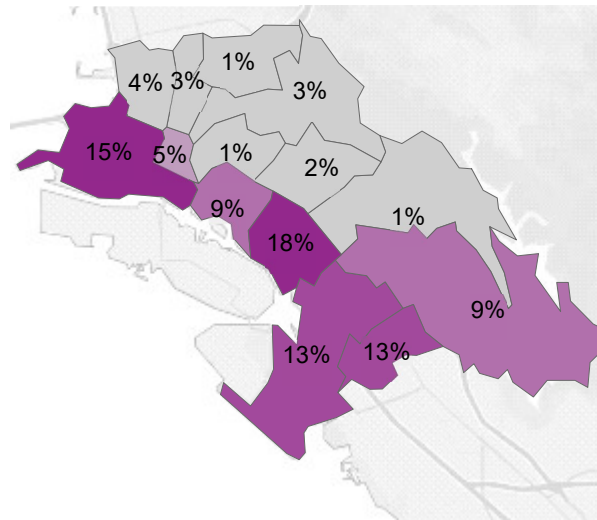
<sup>3</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate.

Many families live in neighborhoods that experience some of the highest levels of community stress in Oakland.

As illustrated below, most families lived in zip codes located along the 880 corridor and in West Oakland that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, Highland Park and Eastmont. Among other stressors, these neighborhoods have a particularly high percentage of unemployment, unaffordable housing, and unsheltered homelessness.<sup>4</sup>



#### Zip Code of Residence



94601: Fruitvale	19%
94621: Webster Track, Coliseum	14%
94605: Eastmont, Havenscourt	9%
94607: West Oakland, Chinatown	16%
94603: Sobrante Park, Elmhurst	14%
94606: Highland Park, East Lake	10%
94612: Downtown	5%

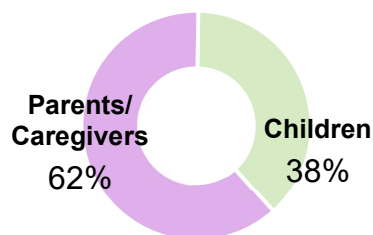
List includes zip codes where at least 5% of participants live.

Over half of child participants were under two years old.

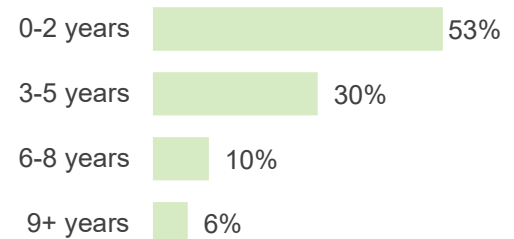
In line with the focus on strengthening the capacity of families to support the healthy development of their young children, this strategy served parents and caregivers, and their children ages 0-8. As shown in the graphs below, parents/caregivers represented over 60% of all participants, and children ages 0 to 2 represented over 50% of child participants served by this strategy.



#### Participant Types



#### Age of Child Participants



<sup>4</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

## Achievements: 39,617 Hours of Service Provided

To meet the diverse needs of families, programs offer a range of service models that offer opportunities for varied levels of engagement, based on their capacity and need.

Over 60% of parents and caregivers and 45% of children spent less than 10 hours in their program.

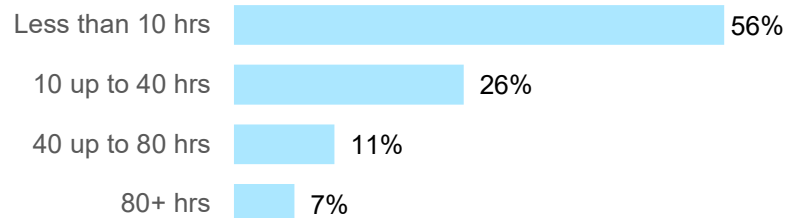


Children in OUSD's Summer Pre-K program and programs that offered ongoing playgroups and parent support groups spent the most time engaged in programming.



As shown below, the amount of time children and families engaged in Parent Support and Engagement services varied significantly.

### Hours of Participation

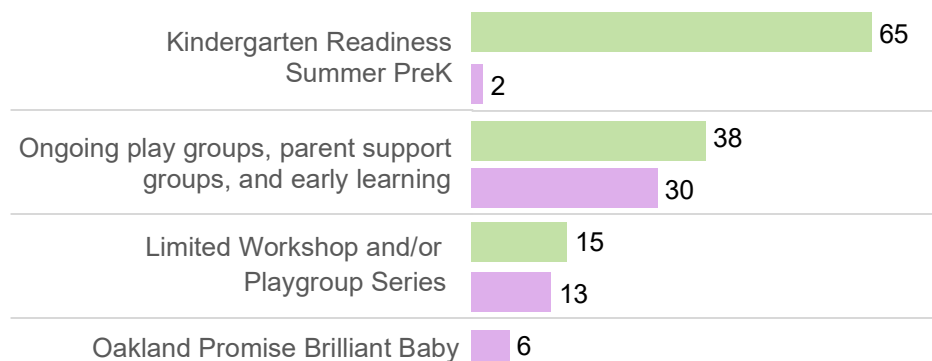


The level of engagement was generally determined by the design of the program. Programs fell into one of the following categories:

- Six programs facilitated **ongoing playgroups, early learning activities, and parent support groups** that families could attend all year. Two programs also offered supportive services.
- Two programs offered **limited workshop and/or playgroup series** with six to eight sessions. One of these programs also provided case management to some participating families.
- Oakland Unified School District's Kindergarten Readiness Summer PreK offered a **4-week transitional kindergarten** over the summer with a parent engagement component.
- Oakland Promise: Brilliant Baby helped low-income families open a **college savings account** and provided financial coaching to over three hundred parents and caregivers.

The chart below demonstrates how average hours of service varied across these types of program models.

### Average Hours by Type of Program

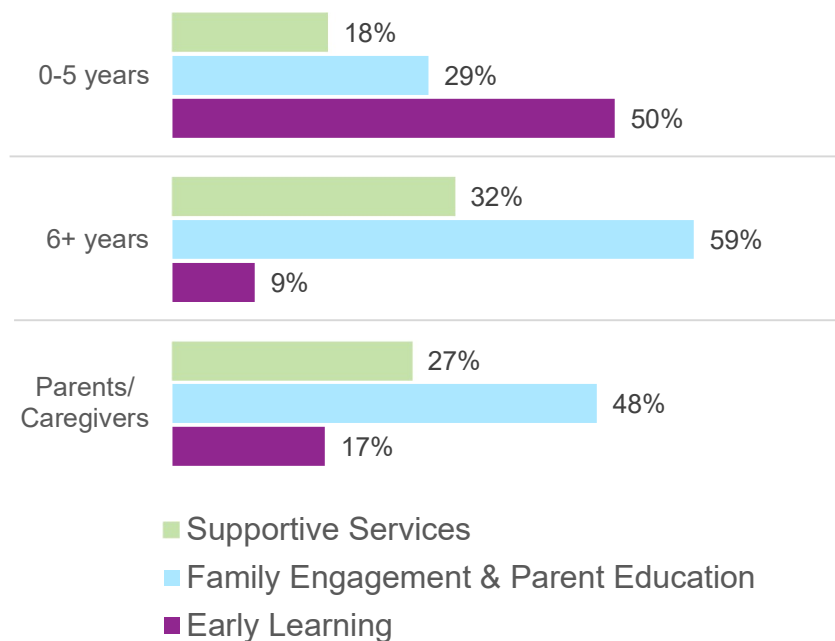


Children five and under spent the most time engaged in early learning, while parents spent the most time in family engagement and parent.



As shown in the graph below, how participants spent their time in programs varied by age. Children ages five and under spent half their time engaged in early learning activities, while older children (ages six and older) and parents/caregivers spent around half of their time participating in family engagement and parent education activities. Families also spent a significant amount of time receiving supportive services.

**Percent Time Spent Participating in Common Activities by Age**



### Parent Support During the Shelter-in-Place Order

After the shelter-in-place order, many programs began offering virtual sessions and provided technical assistance to families to support engagement. Refugee & Immigrant Transitions' Parent & Tot Initiative (PTI) began using WhatsApp for its women's class and small groups, delivered learning materials to the homes of families and created YouTube content for parents and caregivers to engage their children in learning at home. PTI also made phone calls to families to check in and offer navigation support for needed services. Programs that continued to meet in person implemented safety precautions. For example, Project Pride implemented quarantining and COVID-19 testing for incoming residents prior to introducing them to the residential community, reduced the size of group sessions, and shifted doctor appointments and family visits to Zoom calls.

# Performance and Program Quality

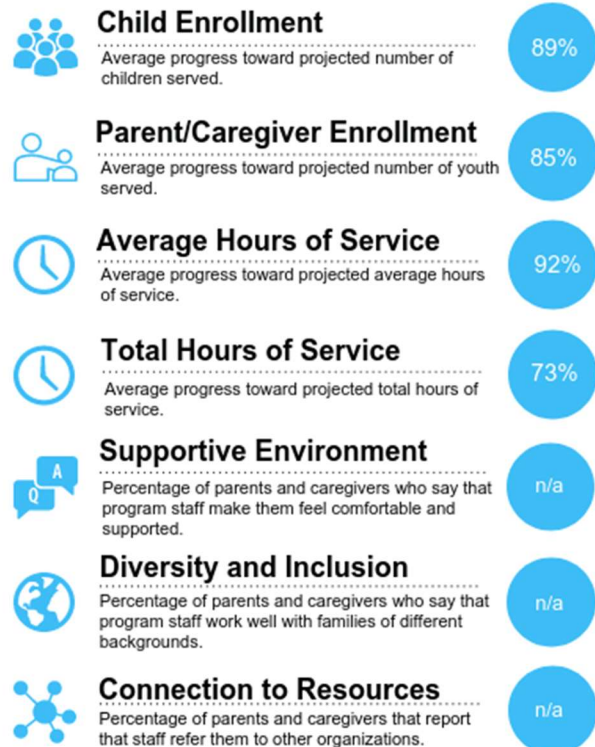
**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>5</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the Parent Support and Engagement strategy has indicators that are signs of program quality. Participant perceptions of supportive environment, diversity and inclusion, and connection to resources will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



“We are uniquely positioned to [support] because of our partnerships and reputation in the community and the connections to the families. A lot of our staff members represent the communities that we serve.

-Staff, Refugee and Immigrant Transitions (RIT), Parent and Tot Initiative

<sup>5</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. These activities, tailored to meet the diverse needs of Oakland families, include peer-to-peer support groups, parent/child play groups, parenting and child development workshops, financial coaching sessions, referral and service navigation support, and leadership development opportunities. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge & skills to support child development



**Family Paths' Abriendo Puertas/Opening Doors Parent Education** offers a 10-session parent program based in popular education to increase parents' knowledge and skills in early learning, brain development, and fun educational activities to support healthy child development.

### Increased family involvement



With a focus on nurturing parenting and celebrating families, **LifeLong Medical Care's Project Pride** provides dyadic parent/child therapy, parent education, family therapy, and case management to women and their children who are enrolled in LifeLong's residential treatment program.

### Increased parent leadership



In addition to promoting healthy child development, **Family Path's Abriendo Puertas/Opening Doors Parent Education** facilitators guide parents in discussing what they can do as a community, and as individual parents, to support their children to be ready for school. APOD also developed a parent ambassador component that offers graduates of the program a stipend to help with subsequent classes and support new parents.

### Increased access to resources



**Refugees Transitions' Parent & Tot Initiative** provides supportive services to parents to reduce linguistic and social isolation and support their child's development in a new country through trauma-informed case management and workshops on a variety of topics such as nutrition, mental health, and early learning.

“We've seen an increased number of refugees and immigrant families who had limited access to (English and citizenship) classes that provide childcare and wraparound services, so we identified this need. It's so nice to be able to provide that service and that families feel comfortable enough to come in, go to the English classes, and then drop off their children for early childhood education programming.

– Staff, Refugee & Immigrant Transitions' Parent and Tot Initiative Collaborative



# Family Resource Centers

## 2019-2020 OFCY Strategy Report

The six Family Resource Centers (FRCs) funded by OFCY serve as welcoming centers in the community that **meet the holistic needs of families where they live, and support the development and learning of young children to ensure that they are happy, healthy, and better prepared for success in kindergarten and elementary school.**

This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.

### STRATEGY ACHIEVEMENTS



**900** parents/caregivers  
served



**832** children  
served



**47,313 hours**  
of service provided



**22 hours**  
average participation



### FUNDED PROGRAMS

- BANANAS, Inc - Healthy Havenscourt Early Care & Kinder Readiness Hub
- East Bay Agency for Children - Central Family Resource Center
- East Bay Agency for Children - Hawthorne Family Resource Center
- Lincoln - New Highland Academy and Rise Community School (NH/R)
- Lotus Bloom - Multicultural Family Resource Centers
- Lotus Bloom - School Readiness Playgroups

**Total Funding: \$1,196,907**

“*[The FRC] has allowed us to reach more families, make deeper connections, be able to help families to be more confident in their parenting, and more knowledgeable around the resources that are available to them and how to access them.*

– Staff, East Bay Agency for Children – Central FRC



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

Number of children served	823
Number of parents/caregivers served	900
Total hours of service provided	47,313

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of children served <sup>6</sup>	94%
Average progress toward projected number of adults served	89%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	139%
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	91%
<b>Diversity and Inclusion:</b> Percent of parents and caregivers who say that program staff work well with families of different backgrounds	*
<b>Supportive environment:</b> Percent of parents and caregivers who say that program staff make them feel comfortable and supported	*

### Participant Outcomes – Is Anyone Better Off?

<b>Knowledge of development:</b> Percent of parents and caregivers who say the program helps them to identify their child's needs	*
<b>Skills to manage behavior:</b> Percent of parents and caregivers who say the program helps them to respond effectively when their child is upset	*
<b>Connection to resources:</b> Percent of parents/caregivers that report that staff refer them to other organizations	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 7) **Achievements:** How much did the programs provide?
- 8) **Performance and Program Quality:** How well did programs do it?
- 9) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>6</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 823 children and 900 parents/caregivers served

FRCs served families across Oakland, focusing specifically on neighborhoods with low rates of participation in formal early childhood education and that experience extreme economic hardships that impact the health and well-being of the entire family.

FRCs provide comprehensive support to low-income families, immigrants, and other families that would benefit from additional support.



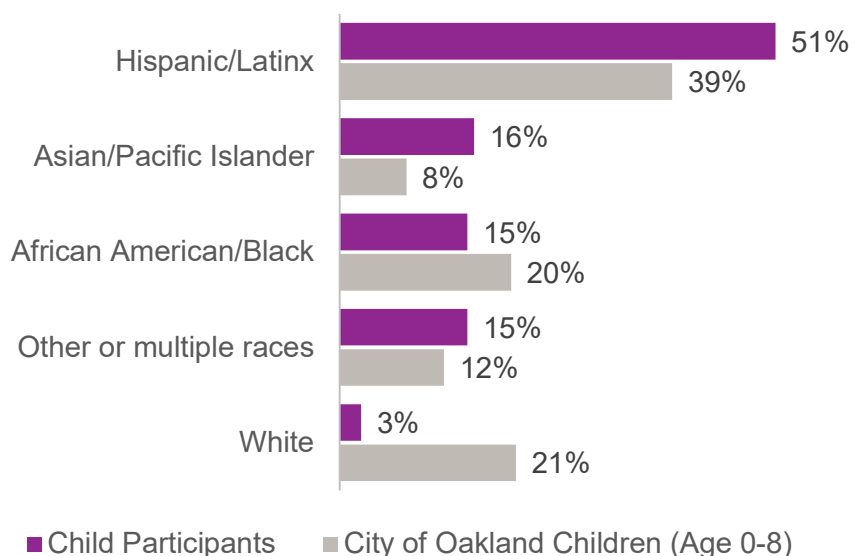
During FY2019-2020, **823 unduplicated children and 900 adults** were served by FRCs, which are located in under-resourced neighborhoods and geared to serve families with highest needs. These include diverse low-income populations struggling to meet basic needs in the Bay Area's prohibitively high-priced economy, as well as a host of immigrant and newcomer populations that speak a range of languages, including Spanish, Hmong, Mam, and Arabic. These families benefit not only from FRCs' early childhood programming and public benefits enrollment support, but also from ESL classes and systems navigation supports to give them the knowledge, tools and confidence to self-advocate and strengthen their foundation for resiliency.

As shown in the graph below, two-thirds of child participants identified as Hispanic/Latinx or African American/Black, reflecting OFCY's target population. A comparison to the population of Oakland shows that the city's **Latinx/Hispanic populations were most likely to be served by OFCY FRCs.**

Latinx/Hispanic children comprised just over half of children served by FRCs.



*Race/Ethnicity of FRC Child Participants*

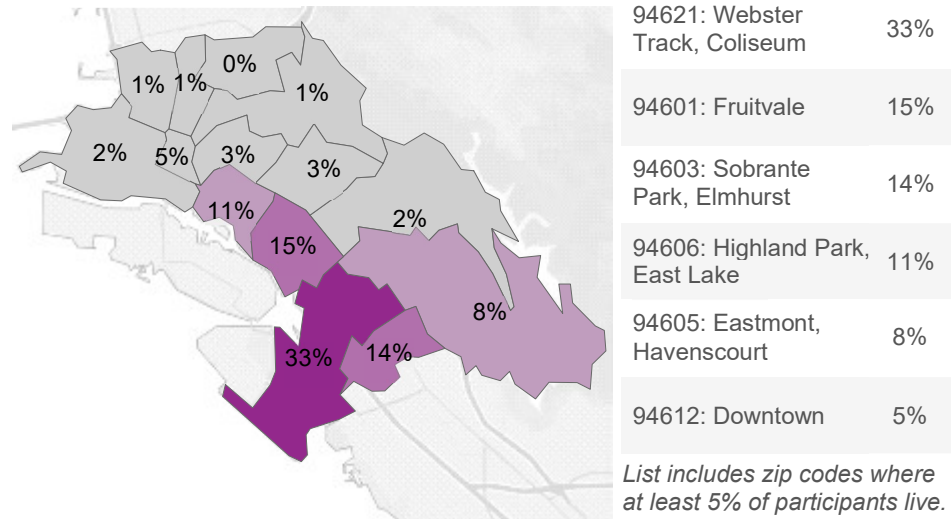


Over 85% of participants reside in East Oakland.



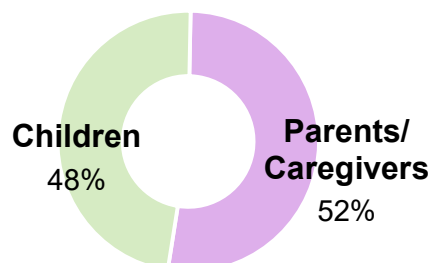
As illustrated below, most participants lived in zip codes located along the 880 corridor that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, and Eastmont.<sup>7</sup>

#### Zip Code of Residence

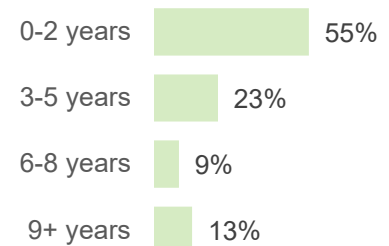


Early childhood support provided through FRCs serve both children *and* parents, affording young children with opportunities for learning and positive social interaction, and providing parents and caregivers with knowledge, resources, and skills to support the healthy development of their children and the overall wellbeing of their families. As shown in the graphs below, over half of participants in FRC programs were parents or caregivers, and over half of the children served were under 3 years old.

#### FRC Participant Types



#### Age of FRC Child Participants



<sup>7</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

## Achievements: 47,313 Hours of Service Provided

Given its focus on supporting whole families as well as young children, FRCs offer a broad range of activities. Accordingly, the number of participation hours varied greatly, depending on the nature of the activity.

“[OFCY funding helped us] be able to expand our services, to have more meaningful interactions and services beyond the really light touch services that we were doing before.

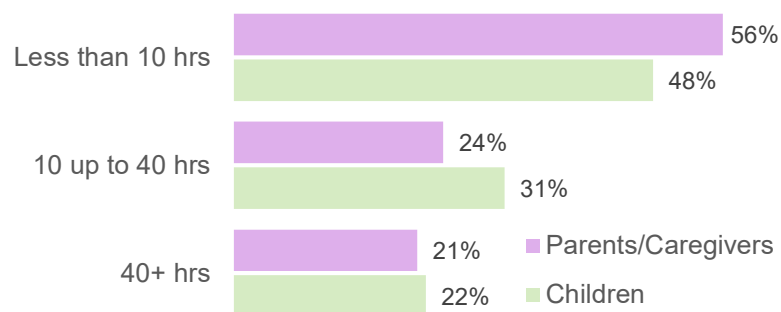
– Staff, East Bay Agency for Children - Central FRC

FRC programs tailor services to the developmental needs of children at different ages and stages.



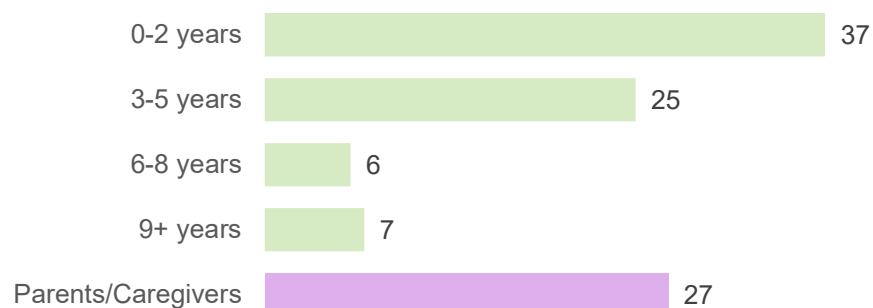
As shown below, over 20% of participants spent more than 40 hours in programs; just over half spent less than 10 hours in programs. Service hours varied by grantee. For example, East Bay Agency for Children’s Hawthorne FRC served less than 100 participants, but these participants received an average of 78 hours of service. In comparison, Lincoln’s New Highland Academy and Rise Community School FRC served 510 participants, but those participants received an average of 10 hours of service.

Hours of Participation (per program)



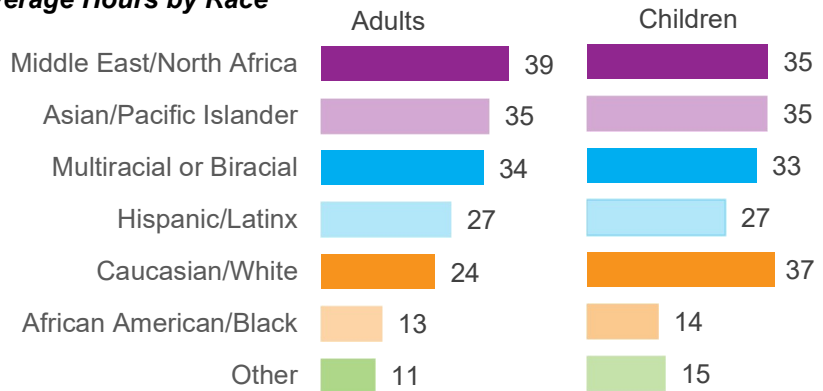
In line with its early childhood focus, children under 3 years old spent the most time in programming, followed by children ages 3-5. While the grant was focused on early childhood support, FRCs also provide comprehensive support to whole families, and thus, older siblings also benefitted from the FRC programming.

Average Hours of Participation by Age



As shown in the graph below, some racial/ethnic groups tended to spend more time in programming than others. Specifically, Middle Eastern/North African families and Asian/Pacific Islander families had the highest average hours of service overall.

**Average Hours by Race**



Though COVID-19 caused many FRCs to shut their doors, program staff continued to find creative support families in need.



## FRC Support During the Shelter-in-Place Order

Because of the shelter-in-place order, most family resource centers had to shut their doors—but that did not stop their efforts to support Oakland families. FRCs continued to distribute food and Central FRC partnered with local churches to add food delivery services for isolated families. Staff from Lincoln assisted immigrant families in navigating technology and supported at least 41 immigrant families in seeking and applying for extra financial assistance to help them persist through their financial hardships. Staff from at least two FRCs shared that they continue to provide emotional and systems navigation support remotely through phone calls with families and weekly wellness check ins. Lotus Bloom raised over \$35,000 to serve as rapid response funds for families experiencing hardship due to job loss, immigration status, and other impacts related to COVID-19. Some FRCs shared a recognition that COVID restrictions may last for quite some time, and at least one saw it as an “opportunity to come up with alternative ways to do programming, and to “creatively continue to keep families engaged.”

“ When we think of FRCs, that’s exactly what we think of, right? Being responsive to the emerging needs of community (during the public health crisis). So I am really, really thrilled and proud of our team for being able to turn on a dime and be that integral in making sure that our families made that transition.

– Staff, Lincoln - New Highland Academy and Rise Community School (NH/R)

# Performance and Program Quality

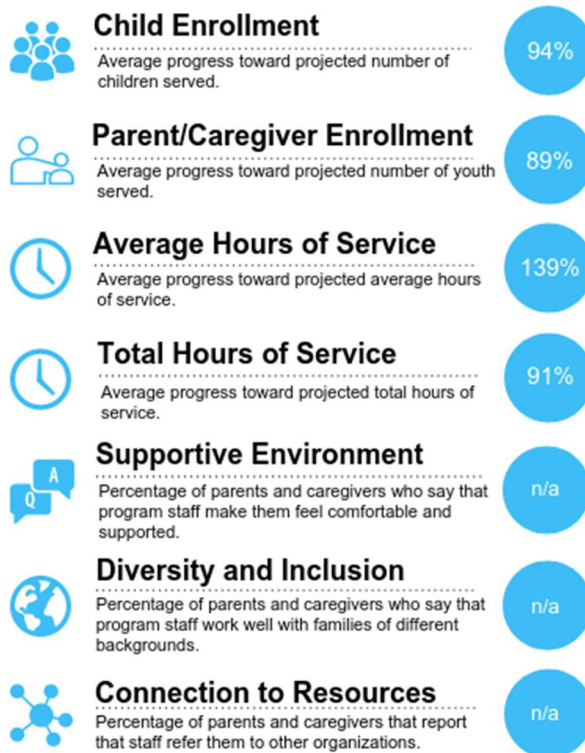
**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first four indicators include progress toward projected program enrollment (for children and adults), total hours of service, and average hours of service per participant.<sup>8</sup> Program progress on these measures 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 families virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets**. As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the Family Resource Center strategy has indicators that are signs of program quality, including parent/caregiver perceptions of critical aspects of programming. Indicators based on parent and caregiver perceptions will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



<sup>8</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Knowledge and Skills to Support Child Development



**Bananas' Healthy Havenscourt Early Care and Kinder Readiness Hub** in the Lion Creek Crossings FRC serves families of young children in East Oakland's Havenscourt neighborhood. The hub offers curriculum-based playgroups to promote healthy development and help children become kindergarten-ready by building fundamental skills such as fine and gross motor skills, cooperative play, language development, and social emotional skills. Staff share that these playgroups are critical for families in this community, many of whom are on preschool waitlists or receive informal childcare and thus might not otherwise have access to kinder-readiness curriculum.

### Increased Parent Leadership



**Lotus Bloom's FRCs** affords parents and caregivers multiple opportunities to build community, engage with other children and families, and demonstrate leadership. Examples include participation in the Family Engagement Night Fall Festival, wherein a group of parents coordinated a bake sale to raise funds for Lotus Bloom as a way of "giving back," as well as participation in numerous holiday celebrations that reflect Oakland's rich diversity. Some parents also demonstrated leadership by participating in civic engagement activities, including providing testimony to the Oakland City Council about the importance of funding for early childhood programs.

### Increased Access to Resources



**The East Bay Agency for Children's Central FRC** is strategically located in proximity to partner organizations that provide resources to families in need. In partnership with the Alameda County Foodbank, the FRC distributes food to up to 800 families per week and also provides families with clothing and diapers. Staff offer case management and support with enrollment in Medi-Cal and other public benefits. FRC staff also teach ESL classes that focus on increasing confidence and navigation skills so that families can continue to build a sense of self-agency and advocate for their needs.

Attending to the wellness of families is a key priority for **Lincoln's New Highland Academy and Rise Community School FRC**, located at the New Highland Academy and Rise Community School joint campus in East Oakland. To that end they offer nutrition classes in English and Hmong as well as yoga and Zumba fitness classes. The FRC also created gardening clubs that meet regularly to grow fresh produce in gardens cultivated at each of the schools, with the goal of using their harvest in their nutrition classes.



# Engagement and Success for Elementary and Middle School Students

## 2019-2020 OFCY Strategy Report

The five programs funded under OFCY's Engagement and Success for Elementary and Middle School Students (ESEMSS) strategy are designed to help **improve attendance, school connectedness, and academic performance (literacy and numeracy)**. Programs are delivered at school sites and engage both youth and their parents or caregivers. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



## STRATEGY ACHIEVEMENTS



**1,188** youth  
participated in programming



**66,923** hours  
of service provided



**55** average hours  
per youth participant

## FUNDED PROGRAMS

- Chapter 510 Ink - Writing to Readiness
- Destiny Arts Center - Arts in Oakland Schools
- Lincoln - West Oakland Initiative (WOI)
- S.P.A.A.T. (Student Program For Academic And Athletic Transitioning) - Athletes CODE (TAC) MS Engagement
- SAFE PASSAGES - Elev8 Youth

**Total Funding: \$596,448**

“ *A big part of this work is not just making sure that young people are receiving a quality education and that they're not being left behind, but we also want to make sure that West Oakland schools are surviving and thriving in places where we want to send our children and that we take care of the schools a little more.*

*- Staff, West Oakland Initiative at Lincoln*



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

<b>Number of youth served</b>	<b>1,188</b>
<b>Total hours of service provided</b>	<b>66,923</b>

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>9</sup>	<b>93%</b>
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	<b>194%</b>
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	<b>146%</b>
<b>Safety:</b> Percent of participants who report feeling safe in program.	*
<b>Caring Adults:</b> Percent of participants who respond that there is an adult at the program who really cares about them.	*
<b>Positive engagement:</b> Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

<b>Motivated to Learn:</b> Percent of participants who report that they are more motivated to learn in school	*
<b>Support with school:</b> Percent of participants who report that they learned skills that help with their schoolwork	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 10) **Achievements:** How much did the programs provide?
- 11) **Performance and Program Quality:** How well did programs do it?
- 12) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>9</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 1,188 youth served

Engagement and Success for Elementary and Middle School Students programs support youth, primarily ages five to 12, from communities that have high levels of environmental stress.

Programs prioritize African American and Latinx youth who attend elementary and middle schools with high levels of environmental stress.



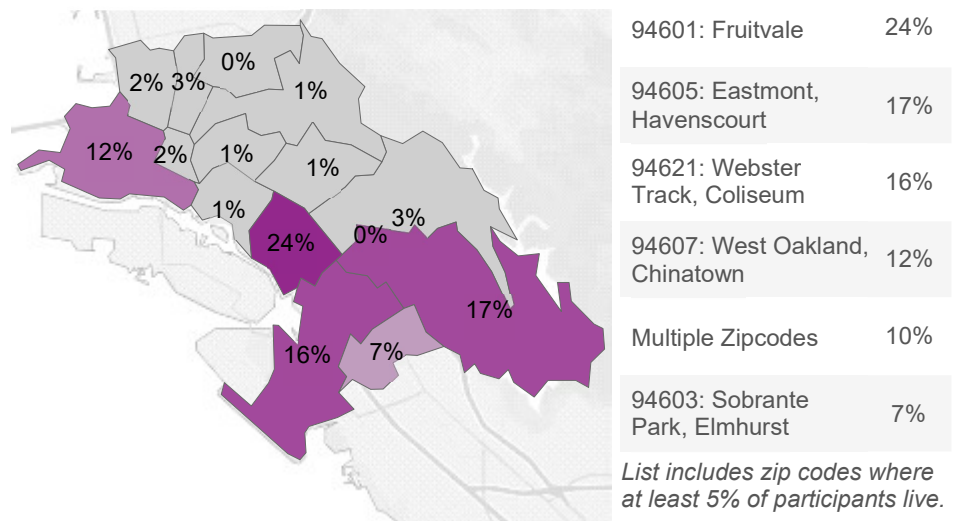
*Young people have struggles outside of and within school. They're very resilient, and we try to enhance that resiliency and try to really meet the young people where they are.*

*-Staff, Destiny Arts Center*

“

During FY2019-2020, **1,188 children and youth** participated in ESEMSS programs. The programs provide activities and supports tailored to participants in elementary and middle schools with high levels of environmental stress, such as high unemployment, housing cost burden, and percentage of children and youth who qualify for free and reduced price lunch.<sup>10</sup> As shown in the map below, the vast majority of participants came from Fruitvale, East Oakland and West Oakland.

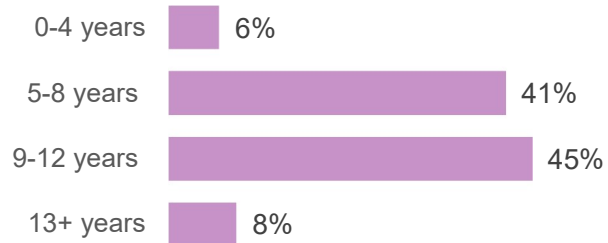
### Zip Code of Residence



<sup>10</sup> Oakland Community Stressors Index (2019): <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

Programs identify participants through their partnerships with school sites, and prioritize enrolling low-income youth, as well as youth who are not yet meeting grade level literacy standards. In line with the focus on elementary and middle school engagement and success, close to 90% of participants served by programs in this strategy were between the ages of five and 12, as shown in the graph below.

#### **Age of Participants**

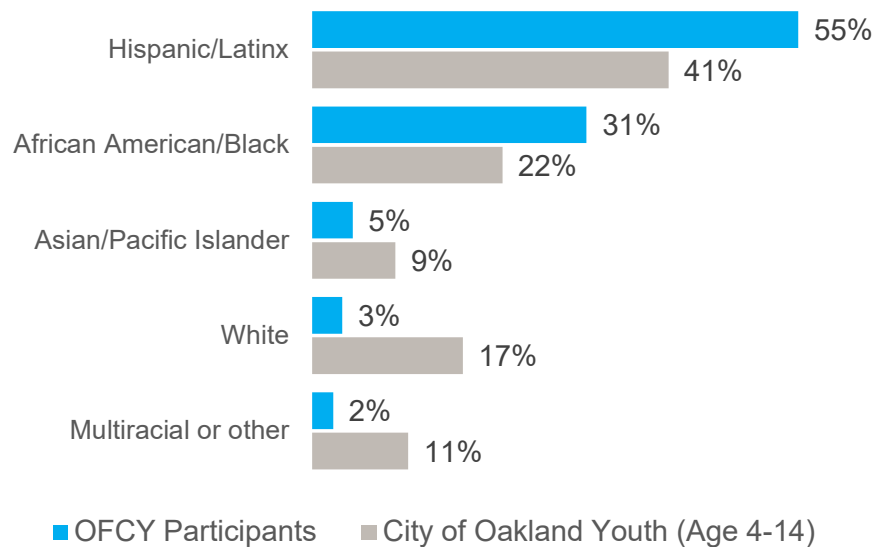


Reflecting OFCY's target population, over 85% of participants identified as Hispanic/Latinx or African American/Black even though they comprise only 63% of Oakland's youth.

Over 85% of participants identified as Hispanic/ Latinx or African American/ Black.



#### **Race/Ethnicity of OFCY Participants and Oakland Youth**



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## Achievements: 66,923 Hours of Service Provided

**To meet the diverse needs of participants, programs offer a range of service models that offer opportunities for varied levels of engagement.**

The amount of time youth spent in programs varied. Middle-school aged youth (10 years or older) spent the most time in programming.

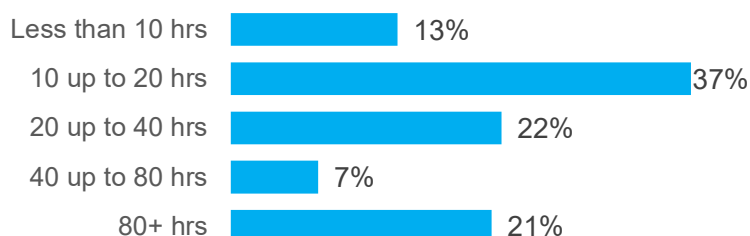


“When young people come in [to program], they get grounded. There's meditation, an opening circle, arts programs, then a closing circle. We're hoping to give skills that young people can carry throughout the day.”

-Staff, Destiny Arts Center - Arts in Oakland Schools

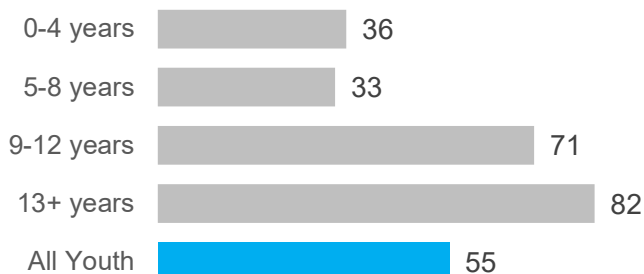
ESEMSS programs engage youth during the school day or afterschool in one-to-one and group settings. As these programs offer a broad range of service models and serve youth with disparate needs and interests, the level of participation varied across programs and participants. For example, Chapter 510 Ink's Writing to Readiness served youth in weekly afterschool sessions, where students received, on average, 21 hours of programming throughout the year. In contrast, Safe Passages' Elev8 Youth program provided daily support to elementary and middle school youth for an average of 198 hours of service over the year.

### Hours of Participation per Program



Participation varied by age. As shown below, older participants spent more than twice as many hours in program on average than did younger participants.

### Average Hours of Participation by Age



Time spent participating also varied by race/ethnicity.<sup>11</sup> Asian/Pacific Islander and African American/Black participants spent more time in programs than did the average participant, while Hispanic/Latinx participants spent less, as shown on the following page.

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<sup>11</sup> Racial/ethnic groups with less than ten participants are grouped together in "Other."

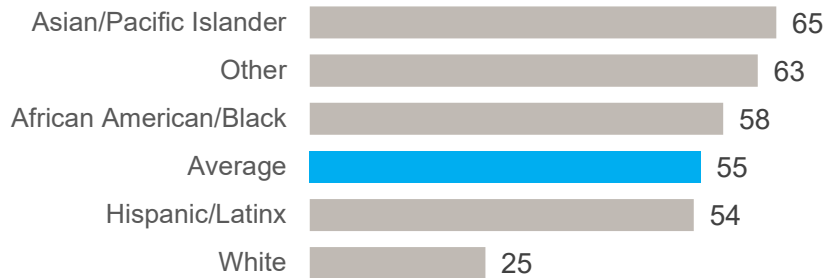
Elementary aged participants spent around 90% of their time in program engaged in arts, dance, music, or culture activities.



“Our job is to support, encourage, and get parents to cooperate. A lot of that is really just trying to be these consistent people. If we tell our parents we're going to do something, we do it, because a lot of times they don't have other people.

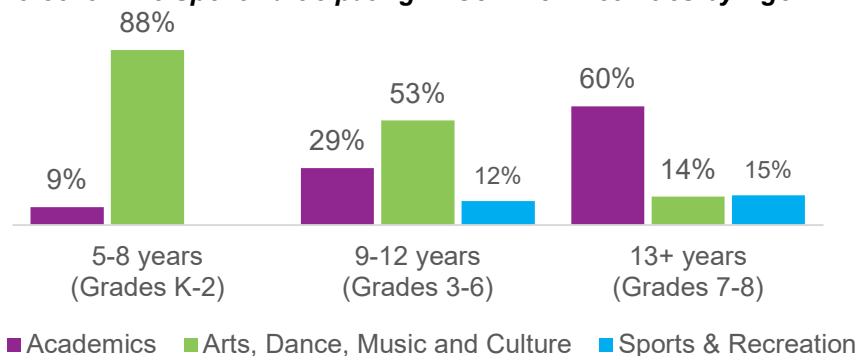
-Staff, Lincoln's West

### Average Hours by Race



As shown below, how participants spent their time in programs also varied by age. K-2 participants (ages 5 to 8 years) spent close to 90% of their time in arts, dance, music, or culture activities, while middle-school aged youth spent most of their time engaged in academics.

### Percent Time Spent Participating in Common Activities by Age



### Programming During the Shelter-in-Place Order

Programs worked with their partner schools to determine how they could continue to support youth and families. Programs shifted to providing virtual programming, individual outreach, and push-in support for classroom teachers. For example, academic mentors at Lincoln's West Oakland Initiative met with youth weekly through phone calls or FaceTime and offered office hours during which youth could contact them for support. Destiny Arts Center offered live virtual classes via Zoom and recorded lessons on YouTube that families could access them on their own time. Student Program for Academic and Athletic Transitioning (SPAAT) coaches stayed in touch with participants through online workshops, telephone and Zoom calls, and provided support to school-day teachers during live classes.

## Performance and Program Quality

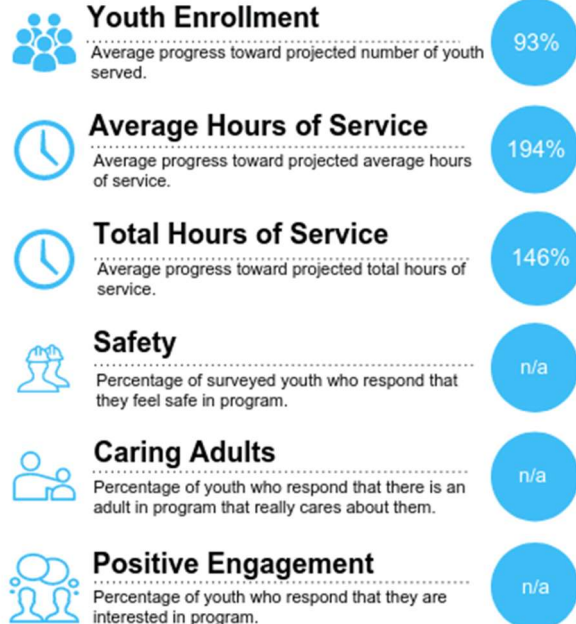
**Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>12</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the Student Success in Elementary and Middle School strategy has indicators that are signs of program quality. Participant perceptions of safety and the presence of caring staff will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



<sup>12</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with two programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### School-day Attendance



Through their school engagement coaches, **Lincoln's West Oakland Initiative (WOI)** provides elementary and middle school youth and their families with wrap-around supports that encourage school attendance by helping to build healthy behaviors at home and in school. Coaches work to facilitate strong relationships between schools and families and support families in advocating for their children.

### Academic Preparedness and Engagement



Eighth grade youth in **Chapter 510 Ink's Writing to Readiness** program receive weekly tutoring in their ELA classes, as well as afterschool homework and writing support. Sixth graders have the opportunity to write an original novel with support from a teaching artist and editorial mentor, who guide the writing and revision process in weekly classes.

### Persistence and Resiliency



**Destiny Arts Center's Arts in Oakland Schools** provides elementary and middle school youth with school-day and afterschool performing arts/movement classes, through which youth master skills such as Aikido, hip hop dance, and Capoeira. Embedded in classes are opportunities for youth to learn mindfulness techniques, including meditation, self-reflection, and breathing exercises, which help youth self-regulate and engage in the school day.

### School Connectedness



Elementary and middle school youth in **Safe Passages' Elev8 Youth** program receive academic and social-emotional support from an AmeriCorps volunteer during the school day, designed to help youth improve their connection to school through building positive relationships with adults and offering opportunities for individual support with academic skills.

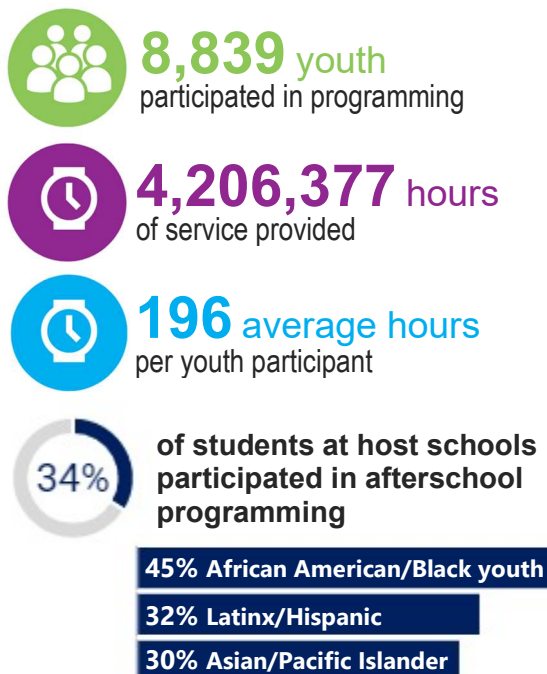


# Comprehensive Afterschool Programs

## 2019-2020 OFCY Strategy Report

The 61 programs funded under OFCY's Comprehensive Afterschool Program strategy are designed to **increase positive youth development and educational outcomes by providing safe and high-quality afterschool academic and enrichment activities** at low- or no-cost. Funded programs coordinate afterschool academic and enrichment activities for youth by working with subcontractors, the school site, Oakland Unified School District (OUSD) and OFCY. Programs in this strategy serve students in grades K-8 at Oakland public school sites, targeting schools where more than half of students qualify for free or reduced lunch rates.

## STRATEGY ACHIEVEMENTS



“ *Many students who are disconnected academically find a home in ASP and build valuable relationships with ASP staff that benefit their overall development.*

– Principal, Urban Promise Academy

*The staff is fully integrated into the school day and provides support to scholars all day. They also are not seen as the "afterschool" program but as the "extended learning" program. All staff are truly a part of the community. They hold our scholars to the same high standard as we do.*

– Principal, Westlake Middle School





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## FUNDED PROGRAMS

### Elementary

- Achieve Academy - East Bay Agency for Children (EBAC)
- Acorn Woodland Elementary - Girls Incorporated of Alameda County (Girls Inc.)
- Allendale Elementary School – Girls Inc.
- Bella Vista Elementary School - East Bay Asian Youth Center (EBAYC)
- Bridges Academy - Girls Inc.
- Brookfield Elementary - Bay Area Community Resources (BACR)
- Burckhalter Elementary - Ujimaa Foundation (Ujimma)
- Carl B. Munck Elementary – Ujimma
- Community United Elementary – BACR
- East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp. (Higher Ground)
- Emerson Elementary – BACR
- EnCompass Academy – OLF
- Esperanza Elementary – BACR
- Franklin Elementary School – EBAYC
- Fred T. Korematsu Discovery Academy – BACR
- Fruitvale Elementary – BACR
- Futures Elementary – BACR
- Garfield Elementary School – EBAYC
- Global Family – BACR
- Grass Valley Elementary – BACR
- Greenleaf Elementary – BACR
- Hoover Elementary – BACR
- Horace Mann Elementary – Girls Inc.
- Howard Elementary – BACR
- International Community School – OLF
- Laurel Elementary – SP
- Learning Without Limits – OLF
- Lincoln Elementary School – EBAYC
- Madison Park Academy TK-5 – BACR
- Manzanita Community School – EBAYC
- Manzanita SEED – EBAYC
- Markham Elementary – BACR
- Martin Luther King, Jr. Elementary – BACR
- New Highland Academy - Higher Ground
- Parker Elementary - Higher Ground
- Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay (YMCA)
- Prescott – BACR
- REACH Academy – YMCA
- Rise Community School – EBAC
- Sankofa Academy – BACR
- Think College Now – OLF
- Vincent Academy – BACR

### K-8

- ASCEND - Oakland Leaf Foundation (OLF)
- Community School for Creative Education - Attitudinal Healing Connection (AHC)
- La Escuelita Elementary - Girls Inc.
- Lazear Charter Academy – EBAYC
- Lighthouse Community Charter School - Lighthouse Community Public Schools (LCPS)

### Middle

- Bret Harte Middle School – OLF
- Coliseum College Prep Academy – Safe Passages
- Edna Brewer Middle School – EBAYC
- Elmhurst United – BACR
- Epic Charter – EBAYC
- Frick Middle School – EBAYC
- LIFE Academy – BACR
- Madison Park Academy 6-12 – BACR
- Oakland Unity Middle - After-School All-Stars
- Roosevelt Middle School – EBAC
- United for Success Academy – Safe Passages
- Urban Promise Academy – EBAYC
- West Oakland Middle School - YMCA
- Westlake Middle School - Citizen Schools, Inc.

**Total Funding: \$5,688,054**

## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

Number of youth served	8,839
Total hours of service provided	3,144,515

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>13</sup>	124%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	92%
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	111%
<b>Average Daily Attendance:</b> Average progress toward projected average daily attendance.	90%
<b>Safety:</b> Percent of participants who report feeling safe in program.	*
<b>Caring Adults:</b> Percent of participants who respond that there is an adult at the program who really cares about them.	*
<b>Positive engagement:</b>	

### Participant Outcomes – Is anyone better off?

<b>Motivated to learn:</b> Percent of participants who report that they are more motivated to learn in school.	*
<b>Support with school:</b> Percent of participants who report that they learned skills that help with their schoolwork.	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 13) **Achievements:** How much did the programs provide?
- 14) **Performance and Program Quality:** How well did programs do it?
- 15) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>13</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

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## Achievements: 8,839 youth served

**Comprehensive Afterschool programs serve schools where most students qualify for free and reduced priced lunch and where students are more likely to experience trauma and stress.**

Programs served 34% of students at their host schools, prioritizing English Learners, newcomers, foster youth, and students from low-income or single parent households.

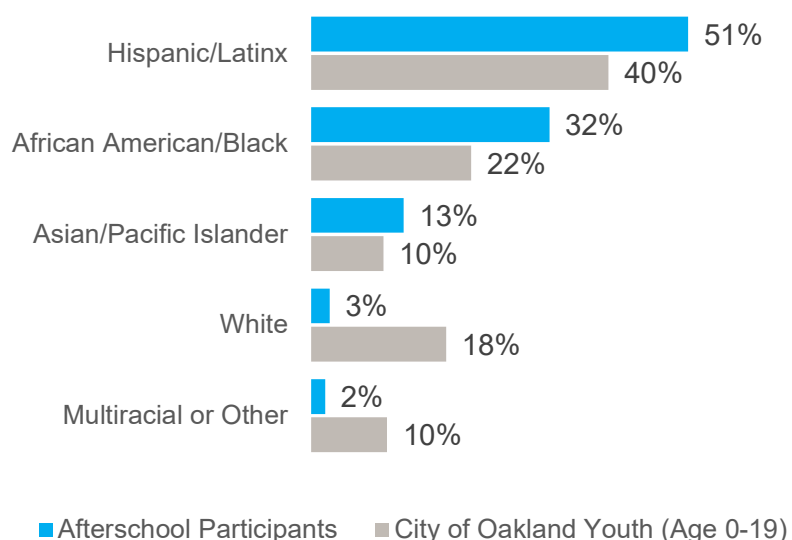


During FY2019-2020, **8,839 children and youth** participated in OFCY-funded Comprehensive Afterschool programs. All programs are committed to serving communities most in need. Programs prioritize serving youth from low-income, newcomer, English learner, homeless, single-parent and foster households. In interviews, program staff described that these pressures at home can lead to trauma and mental health issues for the students that manifest in academic and behavioral struggles. Comprehensive Afterschool programs recognize the unique challenges of each community they work in and are poised to implement whole-child approaches that focus on the strength and resilience of youth.

Overall, programs served about one third of the students at their host schools (34%). Reflecting OFYC's target population, 70% of participants identified as Hispanic/Latinx or African American/Black.<sup>14</sup>

### *Race/Ethnicity of OFCY Participants and Oakland Youth*

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



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<sup>14</sup> "Other" includes racial/ethnic groups that account for less than 1% of participants.

Afterschool programs served 45% of African American/Black youth at their host schools.

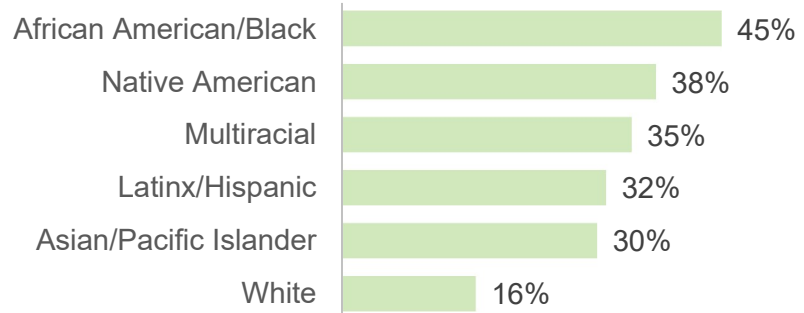


“Our students are amazing. They just need people who care about them. They just need a space to feel safe to learn. When you create that space kids have unlimited possibilities.

- Staff, East Bay Agency for Children

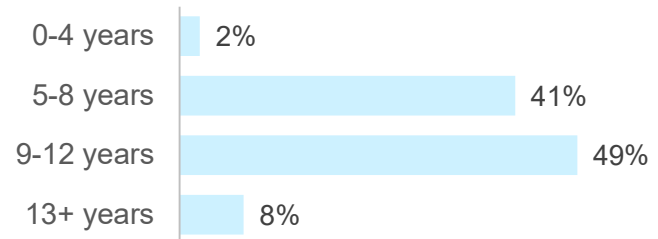
A comparison to the population of Oakland and the programs' host schools shows that the city's **African American youth were the mostly likely to be served** by afterschool programs.<sup>15</sup>

**Percent of students at OUSD host schools served**



In line with the focus on youth development and educational outcomes, this strategy served youth across the elementary and middle school spectrum. As shown in the graph below, 90% of participants were between the ages of five and 12, with almost half in their later elementary years (ages nine to 12).

**Age of Participants**



<sup>15</sup> Afterschool programs at Oakland Unified School District (OUSD) schools served 45% of the African American/Black students at their sites, compared to 38% of Native American students, 37% of Pacific Islander students, 31% of Latinx students, 30% of Asian students, and 16% of white students. Because we did not have access to student records at charter schools, this analysis only includes programs at OUSD sites.

## Achievements: 3,144,515 Hours of Service Provided

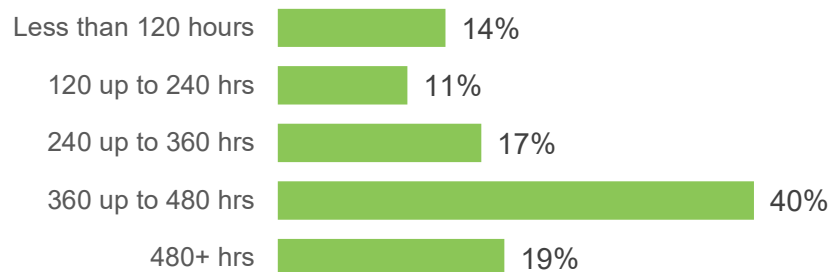
Programs serve youth everyday throughout the school year at their school sites, providing a safe and welcoming environment for youth to participate in academic and enrichment activities.

Youth spent an average of 354 hours in programming throughout the school year.



Afterschool programs operate for three hours afterschool each school day throughout the academic year. In the 2019-2020 school year, 59% of participants spent at least 360 engaged in programming, reflecting that many students attend the program almost every day of the week.

### Hours of Participation per Program



On average, younger youth participated in after school programming for more hours than their older peers.



As shown in the graphs below and on the following page, average participation hours decreased as age increased – the youngest students (ages five to eight) spent the most time engaged in programs. Asian/Pacific Islander youth spent the most hours in program over the course of the year, followed by Native Alaskan/American Indian and African American/Black.

### Average Hours of Participation by Age



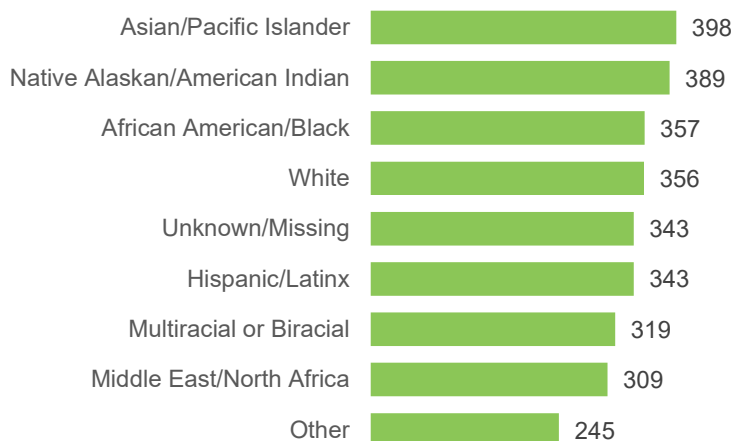
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On average, Asian/Pacific Islander youth had the highest hours of participation.

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#### ***Average Hours of Participation by Race***



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During Shelter in Place, afterschool programs became a vital partner for schools by tracking down and checking in on families.

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#### **Afterschool Programming During the Shelter-in-Place Order**

After Alameda County's Shelter-In-Place (SIP) order, comprehensive afterschool programs had to quickly change how they work and what activities they could provide to their youth. Afterschool programs leapt into action by contacting families to check-in with them, provide a wellness check, and needs assessment. The deep investments programs made in connecting with parents and families before SIP paid off, as in some cases the afterschool program became the main link for families to the school. After inquiring about family's needs, many programs helped connect families with Chromebooks, hotspots, and food. Most programs also shifted to providing virtual programming and had to re-structure their academic, enrichment, SEL, and leadership development activities to fit into a virtual space.

## Performance and Program Quality

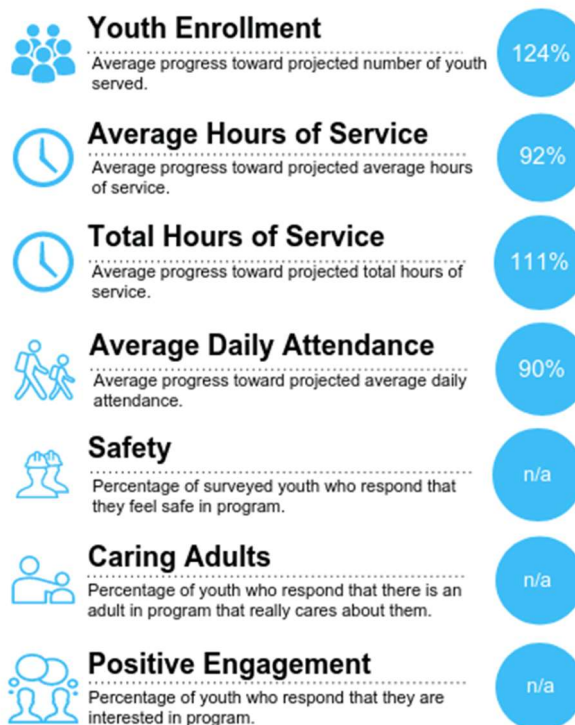
**Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first four indicators include progress toward projected program enrollment, total hours of service, average hours of service per participant, and average daily attendance.<sup>16</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the Comprehensive Afterschool strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

### Performance and Quality Indicators



“

*[I appreciate] the high-quality staff that build positive relationships with students that motivate students throughout the day. Many staff are former students at the school and are very committed to the community.*

*-Principal, Urban Promise Academy*

<sup>16</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.



## Participant Outcomes

SPR draws on multiple sources of data to investigate academic and social-emotional outcomes of afterschool participants. Results from a survey of school leaders and academic records from Oakland Unified School Districts provide a glimpse of how programs may be impacting students.<sup>17</sup> Through interviews with six programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

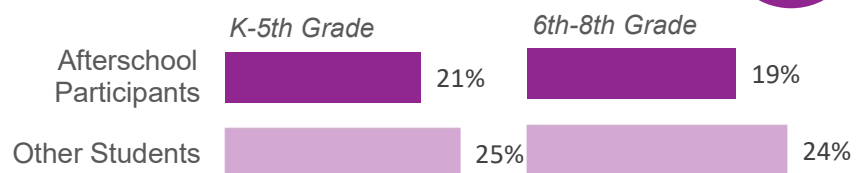
Afterschool participants were less likely to be chronically absent than their peers.



### Increased School Day Attendance

To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including school-day attendance rates. Notably, afterschool participants were less likely to be chronically absent than their peers.

#### Percent of Chronically Absent Students



### Academic preparedness and engagement

Program support academic progress by providing daily homework support, communicating with school-day staff about the needs of individual students, and infusing activities that complement school-day learning in the afterschool setting. For example, at **Citizen School, Inc. at Westlake Middle School**, the afterschool program facilitates a weekly Common Core, Scholastic Reading Inventory (SRI), and Scholastic Mathematics Inventory (SMI)-aligned skills lab to differentiate and individualize the academic support they are receiving throughout the daytime.

**76%** of school leaders agree:  
Programs support academic growth.



<sup>17</sup> Insert background of data sources.

“ [Our afterschool program] has been great for support and the culture of the school. They care about the kids and really get to know them and their families.

-Principal, East Oakland  
Rise Community School

### School connectedness

#### At Community School for Creative Education, Attitudinal

**Healing Connection** the program coordinates with school day staff on communication, behavioral expectations, and to ensure there a seamless bridge between the school day and extended day program. Furthermore, afterschool events, such as literacy night and family art night, are open to all students and families to promote stronger connections to the school.



**90%** of school leaders agree:

Programs contribute to a **positive school culture and climate.**

**57%** of school leaders agree:

Programs help students **feel connected to school.**

“ We are what most people would call an academic intervention program, but I also like to look at us as more of a wellness program. The social-emotional learning piece is just intertwined in everything we do

### Sense of belonging and mental wellness

#### East Bay Agency for Children at Rise Community School

implemented an “Ohm Zone” where students can go if they’re feeling upset. The space is designed to create a relaxing break for students to process their feelings and reflect on a conflict that has developed. Meditation and mindfulness are some of the tools used in the “Ohm Zone”. As an agency Girls Inc. utilizes a trauma-informed approach in afterschool programs to support youth by building a foundation of safety to encourage them to try new things, understand their feelings, and identify ways to move forward in a productive way when they come across challenges.



**94%** of school leaders agree:

Programs provide a **safe place** for students.

**92%** of school leaders agree:

Programs help students **learn how to get along with others.**

# Summer Programming

## 2019-2020 OFCY Strategy Report

The 10 programs funded under OFCY's Summer Programming strategy provide opportunities for **enrichment, exploration, and new experiences that build confidence, self-esteem, and other important life skills in a safe and supportive environment during summer months.** This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**2,880** youth participated in programming



**356,199** hours of service provided



**124** average hours per youth participant



Participants spent at least **80 hours** in programs

### FUNDED PROGRAMS

- Aim High for High School – Aim High Oakland
- Boys & Girls Clubs of Oakland, Inc. – Summer Gains
- City of Oakland Parks & Recreation & Youth Development – Oakland Fine Arts Summer School (OFASS)
- East Bay Asian Youth Center – Camp Thrive
- East bay Consortium Educational Institutions – Pre-Collegiate Academy
- East Oakland Youth Development Center – Summer Cultural Enrichment Program
- Family Support Services – Kinship Summer Youth Program
- Girls Incorporated of Alameda County – Concordia Summer
- Lincoln – Oakland Freedom Schools (OFS)
- Prescott Circus Theatre – Prescott Circus Theatre Summer Program
- Lao Family Community Development, Inc. – Oakland Youth on the Move Summer Employment Program

**Total Funding: \$1,250,610**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

<b>Number of youth served</b>	<b>2,880</b>
<b>Total hours of service provided</b>	<b>356,199</b>

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>18</sup>	<b>103%</b>
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	<b>103%</b>
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	<b>101%</b>
<b>Safety:</b> Percent of participants who report feeling safe in program.	*
<b>Caring Adults:</b> Percent of participants who respond that there is an adult at the program who really cares about them.	*
<b>Positive engagement:</b> Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

<b>Motivated to Learn:</b> Percent of participants who report that they are more motivated to learn in school	*
<b>Support with school:</b> who report that they learned skills that help with their schoolwork	*

\* Not available in FY2019-2020

The remainder of this report includes the following sections aligned with this RBA framework:

- 16) **Achievements:** How much did the programs provide?
- 17) **Performance and Program Quality:** How well did programs do it?
- 18) **Outcomes:** Is anyone better off as a result of the strategy's work.

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<sup>18</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

# Achievements: 2,880 youth served

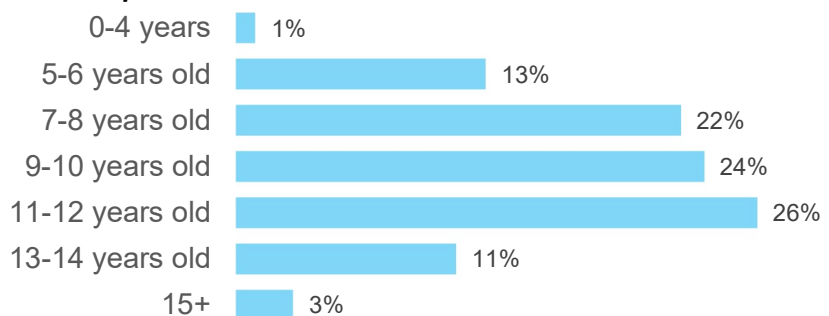
Summer programs offer enrichment opportunities to promote year-round learning through activities and experiences for children and youth across Oakland, particularly focusing on underserved children and youth and high-need neighborhoods.

Programs recruit youth with limited access to enriching summer experiences.



During the 2019-20 grant cycle, **2,880 children and youth** participated in summer programs. These OFCY funded programs serve children and youth, ages 5-14, in Oakland. Programs recruit participants through flyers, word of mouth, case management referrals, the City of Oakland, OUSD, and schools and prioritize low-income children and youth residing in East Oakland, Fruitvale, and West Oakland who attend schools in neighborhoods with high levels of stress. As shown in the chart below, over 75% of participants were between 7-12 years old.

## Age of Participants

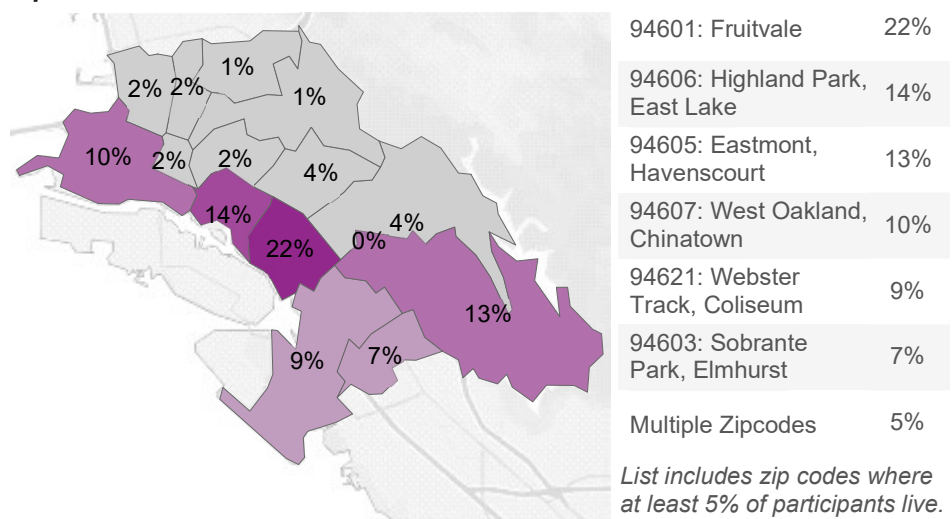


Most participants reside in neighborhoods that experience the highest levels of community stress in Oakland.



By primarily serving children and youth who live in West Oakland and along the 880 corridor in East Oakland, the summer strategy aligned with OFCY's commitment to serve neighborhoods known to experience the highest levels of stress.

## Zip Code of Residence



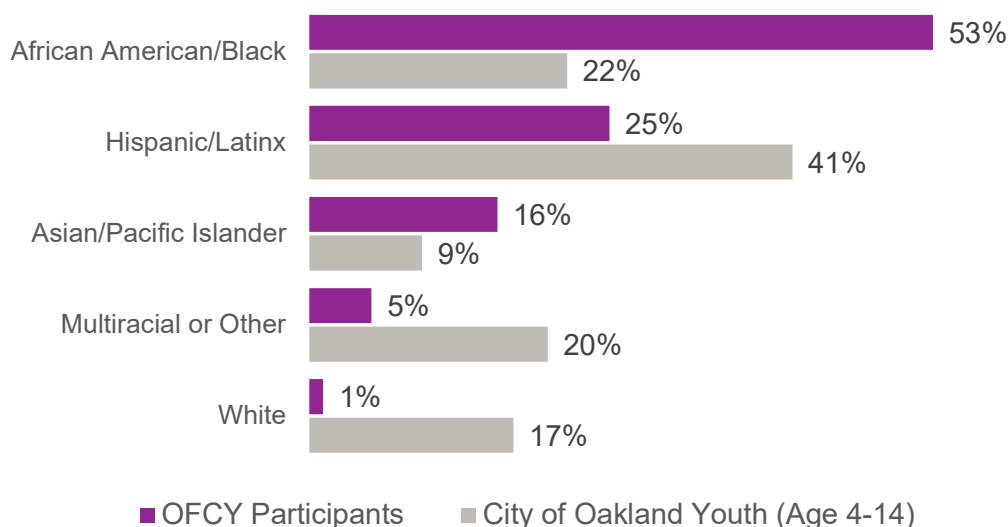


Over 50% of participants identified as African American/Black.



Reflecting OFCY's priority focus on African American/Black children and youth, over half of participants in Summer programs identified as African American/Black, compared to 22% of the Oakland's youth aged four to fourteen. Programs also served a relatively large portion of the City's Asian/Pacific Islander youth.

#### Race/Ethnicity of OFCY Participants and Oakland Youth



“*They bring resilience. They are very strong individuals who've experienced trauma at a very young age, being separated from their parents due to mental health, substance abuse, alcoholism, a victim of a crime, incarceration, homelessness. They have dreams. They want to go to school and come back and help their community. They want change, and they want to be a part of that change. They are very smart young people..*

- Staff, Family Support Services,  
Kinship Summer Youth Program  
Summer Program



## Achievements: 356,199 Hours of Service Provided

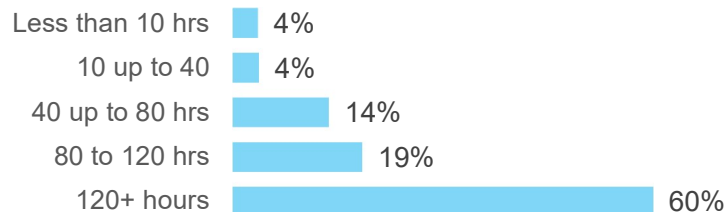
Operating during the summer months, Summer programs were able to provide intensive services to participants.

On average, youth spent 124 hours in summer learning and enrichment activities.



To promote year-round learning, school-based and community-based summer programs offer rich learning and enrichment activities ranging from STEM, sports, music, drama and art, college and career workshops, and field trips that support positive youth development and academic success. Compared to other strategies, there was little variation in the time youth spent in programming. The average participant spent more than 120 hours engaged in these diverse activities, and as shown below, less than 25% of participants spent less than 80 hours in programming.

### Hours of Participation

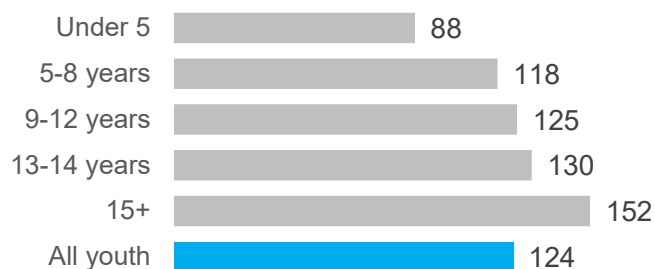


“Being able to have that academic component with reading keeps up the momentum of [our participants’] reading, writing and math. [Our young people also] engage in extracurricular activities at no cost, and be able to see some of the sites or excursions that we have in the Bay Area.

- Staff, Family Support Services, Kinship Summer

Among the target age range of 5 to 14 years, the time spent in programming did not vary significantly.

### Average Hours of Participation by Age



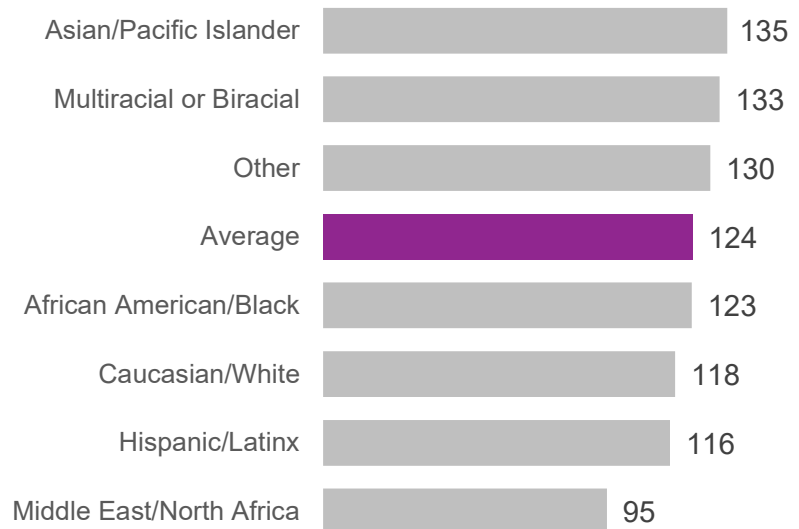


“Students developed skills in acrobatics, stilt dancing, juggling, unicycle, percussion, and hip-hop dance. The teaching artist and drama therapist also utilized daily mindfulness practice. This practice, along with a great deal of team building activities, supported group cohesion, and increased personal responsibility on a day-to-day level.

-Staff, Prescott Circus Theatre - Prescott Circus Theatre Summer Program

Similarly, there were no major differences in average participation across racial/ethnic groups.

#### Average Hours of Participant by Race/Ethnicity



## Performance and Program Quality

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>19</sup>

In addition to these performance measures, the Summer Programming strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.<sup>20</sup>

### Performance and Quality Indicators



#### Youth Enrollment

Average progress toward projected number of youth served.

103%



#### Average Hours of Service

Average progress toward projected average hours of service.

103%



#### Total Hours of Service

Average progress toward projected total hours of service.

101%



#### Safety

Percentage of surveyed youth who respond that they feel safe in program.

n/a



#### Caring Adults

Percentage of youth who respond that there is an adult in program that really cares about them.

n/a



#### Positive Engagement

Percentage of youth who respond that they are interested in program.

n/a

“*Having a space for kids that hold the same identities, and [allowing them] to build community is really important for our youth. [And as a caregiver shared], "My child would not be doing anything if they weren't in program. They would be sitting at home." So having the academic component is really important. Even if it's just for an hour it's still something that's working the brain."*

<sup>19</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

<sup>20</sup> Because the evaluation contract was not in place by summer 2019, programs did not field the participant survey for FY2019-2020.

## Outcomes: Is Anyone Better Off?

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward these outcomes.

### High Retention of Skills and Knowledge from School Year



**Family Supportive Services' Kinship Summer Youth Program** promotes literacy in the summer months through a family reading challenges. Participants log the amount of time and number of pages they read out loud to their caregivers. The program offers youth prize incentives to encourage participation and recognizes the top five readers every other day, which helps foster friendly competition among the participants. Furthermore, Kinship Summer Youth Program also engages UC Berkeley tutors and Bridging Berkeley, a community partner, to provide additional academic support to participants throughout the day.

### Increased leadership and connection to community



**Lao Family Community Development's Oakland Youth on the Move Summer Employment Program (YOM)** held a youth development leadership conference to engage older youth in learning more about higher education and career pathways and meet employer partners in the community. At **Kinship Summer Youth Program**, youth are recognized for their random acts of kindness within the program, in their family, and outside in the community as part of their community circle activity.

### Improved activity levels, fitness and physical wellness



**The Kinship Summer Youth Program** incorporates different opportunities for physical activity throughout the 7-week program, such as football, swimming, and exploring regional parks. **Oakland Fine Art Summer School (OFASS)** also began integrating more sports programming this year to promote physical activity among participants.

# Youth Development and Leadership

## 2019-2020 OFCY Strategy Report

The 35 programs funded under OFCY's Youth Development and Leadership (YDL) strategy are designed to help **youth develop leadership skills, contribute to their community, participate in arts programming, develop their personal and cultural identities, and engage in enrichment activities** including sports, technology, and nature exploration that build on youth's strengths to build positive peer and adult relationships.

### STRATEGY ACHIEVEMENTS

 **5,144** youth participated in programming

 **302,041** hours of service provided

 **57** average hours per youth participant

 **21%** Participants spent at least 80 hours in programs



“ Throughout the program, [our young people] have a leadership development plan where they first work through their basic needs to make sure that they can show up and work with [us.] If they're worried about food, if they're worried about not being enrolled in school, we focus on those things first. We then develop a plan where we **help them identify their strengths, interests, and goals.** It's really youth driven.

-Staff, Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services

“ We're really helping youth go beyond their disability and experience a whole new set of activities and then **gain a lot of the confidence and skills** that come with that kind of activity which again, most of these kids have not had in their life ever. Or they had it once upon a time and then they were injured and then they lost it.

- Staff, Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities

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## FUNDED PROGRAMS

- Alameda County Health Care Services Agency - ACCASA Mentors for Oakland Youth in Foster Care
- American Indian Child Resource Center - Culture Keepers
- Asian Pacific Environmental Network - AYPAL: Building API Community Power Youth Development and Leadership
- Attitudinal Healing Connection - West Oakland Legacy Project
- Bay Area Girls Rock Camp - Girls Rock Summer Camp & Girls Rock After School Program
- Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities
- Bay Area SCORES - Oakland SCORES
- Brothers on the Rise - Brothers, UNITE!
- Communities United for Restorative Youth Justice - CURYJ Leadership Development
- Community Works West - Project WHAT!
- Covenant House California - DreamCatcher Youth Program
- Dimensions Dance Theater - Rites of Passage
- East Bay Asian Local Development Corporation - Lion's Pride
- East Oakland Youth Development Center - K-8 Year-Round Youth Development
- EastSide Arts Alliance - Youth Community Culture Builders
- First Place for Youth - Young Adult Leadership Program (YALP)
- Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services
- Friends of Peralta Hacienda Historical Park - Peralta Hacienda Youth Programs
- Health Initiatives for Youth - Leadership in Diversity
- La Clinica de La Raza, Inc. - Youth Brigade
- Motivating, Inspiring, Supporting and Serving Sexually Exploited Youth - STAR Leadership Collaborative
- Music is eXtraordinary, Inc - Explorations in Music
- Native American Health Center, Inc. - Indigenous Youth Leadership Development Program
- Oakland Kids First - REAL HARD- Youth Leadership Program
- Oakland Leaf Foundation - Oakland Leaf Internship Program
- Oakland LGBTQ Community Center - LGBTQ Youth Development Program
- Oakland Public Education Fund - Youth Beat
- Project Avary - Leadership Program for Children with Incarcerated Parents
- Refugee Transitions - Newcomer Community Engagement Program (NCEP)
- SAFE PASSAGES - Get Active
- Spanish Speaking Unity Council of Alameda County, Inc. - The Latinx Mentoring & Achievement (LMA)
- The East Bay Spanish Speaking Citizen's Foundation - LIBRE (Leading the Independence of our Barrios for Raza Empowerment)
- The Hidden Genius Project - Oakland Programming Series
- Youth Alive - Teens on Target Youth Leadership
- Youth Together - Youth Leadership Development Program

**Total Funding: \$4,479,403**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

<b>Number of youth served</b>	<b>5,144</b>
<b>Total hours of service provided</b>	<b>302,041</b>

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>21</sup>	<b>116%</b>
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	<b>107%</b>
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	<b>96%</b>
<b>Safety:</b> Percent of youth who report feeling safe in program	*
<b>Caring Adults:</b> Percent of youth who respond that there is an adult at the program who really cares about them	*
<b>Positive engagement:</b> Percent of youth who respond that they are interested in program	

### Participant Outcomes – Is Anyone Better Off?

<b>Youth leadership:</b> Percentage of youth who view themselves more as a leader	*
<b>Community connectedness:</b> Percentage of youth who report feeling more connected to their community	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 19) **Achievements:** How much did the programs provide?
- 20) **Performance and Program Quality:** How well did programs do it?
- 21) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>21</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

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## Achievements: 5,144 youth served

Programs served youth from across Oakland, particularly focusing on those living in East Oakland, Fruitvale and West Oakland.

The YDL strategy served a diverse target population ranging from 5-20.

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“ *A huge piece of our work is relationship building...., We tend to work [with young people] for one plus years. That relationship building and trust only happens with time, which allows us to support our students in much deeper and more meaningful ways.*

– Staff, AYPAL: Building API Community Power Youth Development and

During FY2019-2020, **5,144 unduplicated children and youth** participated in YDL programs. Although these programs share a common youth development framework and a commitment **to serving the communities most in need**, they support different groups of young people. Many programs are population-specific, offering services and activities tailored to specific groups such as **boys and men of color, system-involved youth, LGBTQ+ youth, and transitional-aged foster youth**. For example, Bay Area Outreach & Recreation Program’s Sports & Recreation for Youth with Disabilities provides opportunities for youth who have physical disabilities to participate in sports and to build friendships with others who can understand their experiences. Similarly, Communities United for Youth Justice serves formerly incarcerated youth who have been released from Camp Sweeney in Santa Rita State Prison. Other programs recruit youth interested in specific enrichment areas, such as visual arts, digital media, and music.



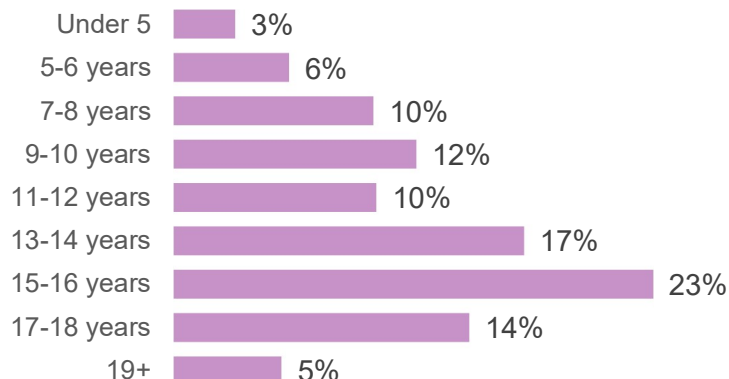


“We are one of very few organizations that serve [youth with physical disabilities].... We become part of their lives...It's giving that kid the only option to play in a recreational/competitive sporting program anywhere in the Bay area.

-Staff, Bay Area Outreach & Recreation Program - Sports & Recreation for Youth with Disabilities

In line with the focus on enrichment and youth development, this strategy served youth across the age spectrum. Programs were most likely to serve high-school aged youth. As shown in the graph below, youth in these age ranges represented 54% of participants served by this strategy.

#### Age of Participants

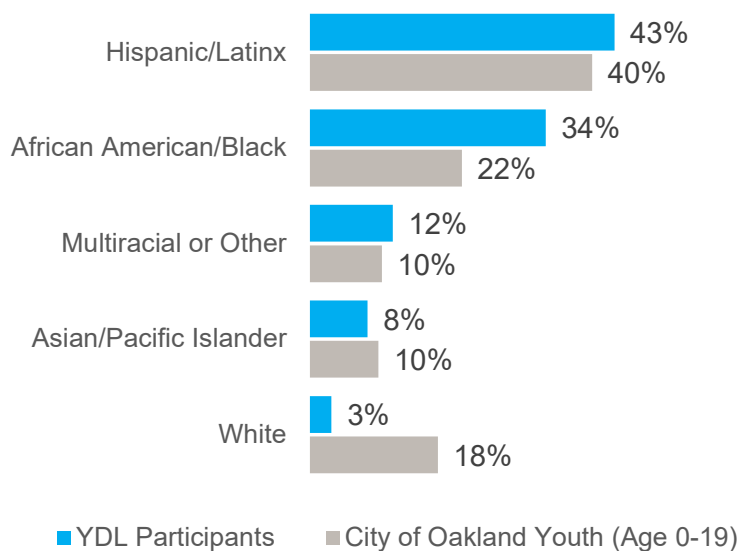


Reflecting OFCY’s target population, over 70% of participants identified as Hispanic/Latinx or African American/Black. Although African Americans make up 22% of the Oakland youth population, they make up 34% of those served by OFCY programs.”<sup>22</sup>

Over 70% of participants identified as Hispanic/Latinx or African American/Black.



#### Race/Ethnicity of OFCY Participants and Oakland Youth



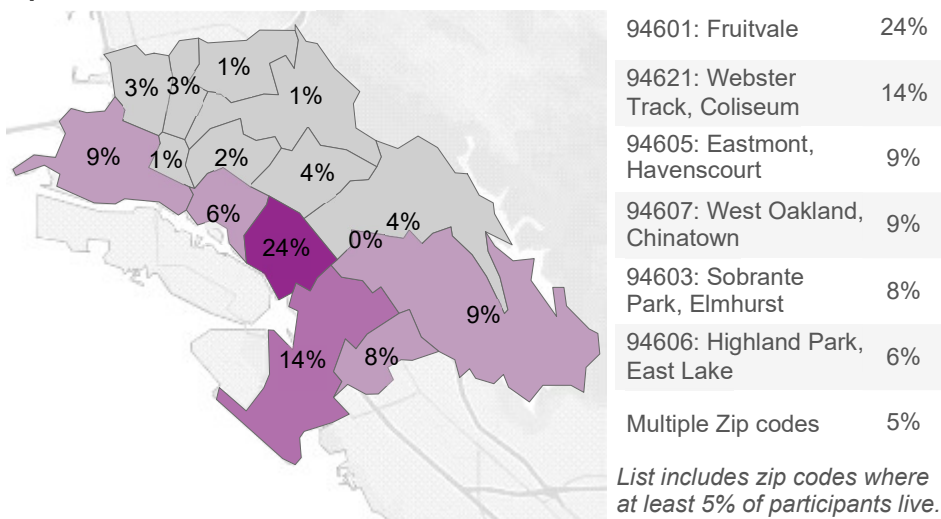
<sup>22</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate

“ *Most of [our participants] have been almost killed in the streets due to gang related violence. For them to come to a realization at such a young age and say, "Actually, this is not the life that I want, and instead of creating more harm in the community, I want to repair that harm and create healing," that is extremely powerful.*

*-Staff, Communities United for Restorative Justice – CURYJ Leadership*

In line with OFCY’s commitment to bringing resources to communities most impacted by inequity, most youth come from neighborhoods in traditionally under-resourced neighborhoods in East and West Oakland. Close to one-quarter of participants live in the Fruitvale area of Oakland, with most other participants coming from East and West Oakland, as shown in the map below.

#### Zip Code of Residence



## Achievements: 302,041 Hours of Service Provided

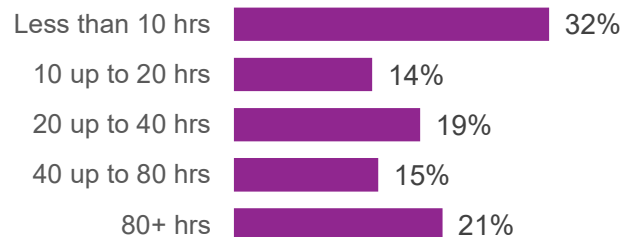
Youth Development and Leadership programs offer a broad range of service models and serve youth with diverse needs and interests.

The amount of time youth spent in programs varied. About one in five participants spent over 80 hours in programming.



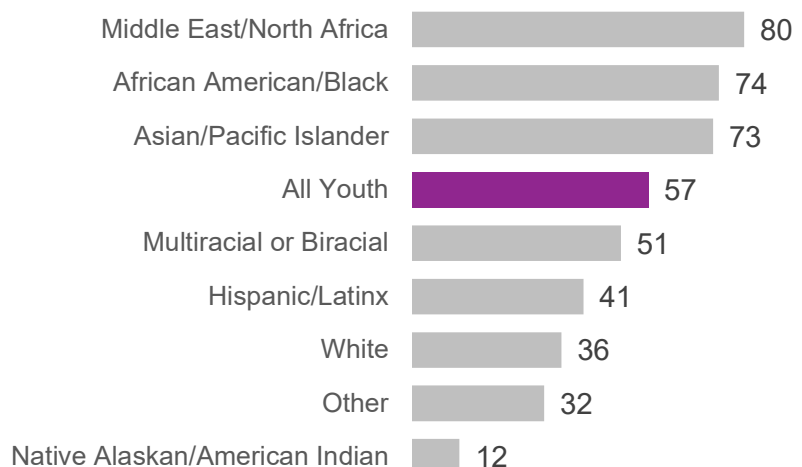
The duration of programs ranged from several weeks to all year, and participation varied across programs and participants. As shown in the graph below, about one-third of participants spent under ten hours in their program, while 20% engaged in their program for over 80 hours throughout the year. This variability in level of participation also exists within some of the programs. For example, a number of programs engaged a small cohort of participants in intensive leadership development programming and a larger group of youth in lighter touch services, such as workshops.

### Hours of Participation per Program



On average, youth participated in 57 hours of programming over the year. Participation varied by race and ethnicity, as shown in the graph below, with participants of Middle East or North African descent participating in the most hours over the course of the year, followed by African American/Black youth and Asian/Pacific Islander youth.

### Average Hours of Participation by Race/Ethnicity

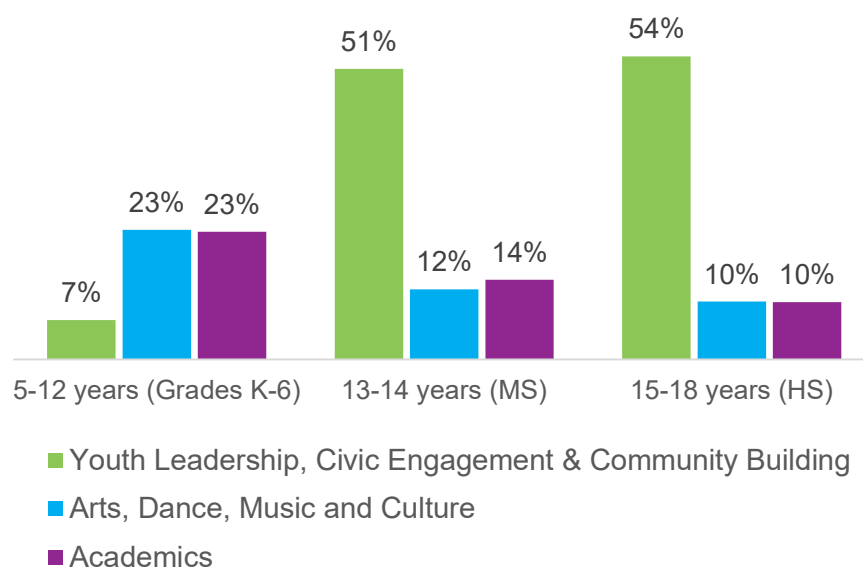


Programs tailor services to the developmental needs of children and youth at different ages.



Participants spent their time in programs engaged in different types of activities, depending on the developmental needs of participants at different ages. Elementary-aged youth (ages 5-12) spent close to half of their time engaged in academics or arts, while middle and high school-aged youth (ages 13-18) spent more than half their time engaged in leadership activities, as shown in the graph below. Children under five spent around half of their time in family engagement activities, and participants over the age of 18 spent close to half their time engaged in academics or college and career readiness activities.

**Percent Time Participating in Common Activities by Age**



“One of our principles is youth and adult partnership. A lot of the decision making is done by our young folks. It's built around building their power, and having them realize and actualize their power.

-Staff, AYPAL: Building API Community Power Youth Development and Leadership

## Programming During the Shelter-in-Place

After the shelter in place, programs pivoted to provide virtual programming. Communities for Restorative Youth Justice, for example, began meeting online with their participants weekly. They watched documentaries about issues facing their communities, held discussions, and encouraged journaling. Many programs also reached out to provide one-on-one support to participants, particularly those that did not have access to technology or had trouble connecting to group meetings over zoom.

# Performance and Program Quality

**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>23</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore,

**programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the Youth Development and Leadership strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



“One of the things that we're strongest at is relationships and knowing how to connect with youth. How to play that role where we're case managing, supporting, and also being a listening ear. This isn't school. We're not telling you what to do. We're here to help you understand different choices, different options, and to support you along the way.

-Staff, Fresh Lifelines for Youth, Inc. - FLY Mentoring and Leadership Services

<sup>23</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with six programs, SPR learned about the activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### STEAM, Literacy, and Recreation



**Bay Area Outreach and Recreation Program's Sports & Recreation for Youth with Disabilities** engages youth with physical disabilities in sports and recreation, such as wheelchair basketball, sled hockey goal ball, and empower soccer, which is played by youth in "power chairs" who have very limited mobility. They also operate an adaptive cycling program and an adventure program, where youth and adults go on outings to state parks and other destinations.

### Youth and Peer Leadership



**Communities United for Restorative Youth Justice's CURYJ Leadership Development Program** engages youth who were formerly incarcerated in campaigns to improve their communities, including a campaign to divert youth offenders to programs offering high quality education and a living wage. As experts in their own experience, these youth serve as messengers for the power of transformation and the value of non-punitive approaches to addressing violence.

### Population- Specific Programming



**Project Avery's Leadership Program for Children with Incarcerated Parents** pairs children with mentors, creates a space for them to engage with peers who understand their experience, and seeks to break down the shame, stigma and isolation that children with incarcerated parents often experience.

“

*We've all been traumatized, but that doesn't mean there isn't wisdom in that trauma. That doesn't mean there's not opportunities for growth and development within that trauma and hardship. Part of our ethos is that [having an incarcerated parent] does not define you, but it can be a*

*gift in your learning and development.*

*-Staff, Project Avery - Leadership Program for Children with Incarcerated Parents*



# High School and Postsecondary Student Success

## 2019-2020 OFCY Strategy Report

The eight programs funded under OFCY's High School and Postsecondary Success (HSPS) strategy are designed to support student success and persistence by funding school and community-based programming designed to support achievements in learning, increase youth attachment to school, and facilitate older youth transitions into high school and postsecondary education. This report draws on interviews with three programs and administrative data to summarize strategy achievements and progress to date.



## STRATEGY ACHIEVEMENTS



**2,362** youth  
participated in programming



**73,191** hours  
of service provided



**30** average hours  
per youth participant

“We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but [that shouldn't be] the only metric of success, especially given all the challenges they're facing when they begin with us related to language, and trauma, and all of that.

*-Staff, OIHS – Refugee & Immigrant Initiative*

## FUNDED PROGRAMS

- Catholic Charities of the East Bay - Experience Hope
- Centro Legal de la Raza, Inc. - Youth Law Academy (YLA)
- College Track - Empowering Oakland Students To and Through College
- Oakland Kids First - Knight Success: College Ready, Career Ready and Community Ready
- Oakland Unified School District - African American Male Achievement: College and Career Performance Program
- Oakland Unified School District - OIHS: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative
- Oakland Unified School District - Student Engagement in Restorative Justice
- The Mentoring Center – EMERGE

**Total Funding: \$1,294,018**





## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

<b>Number of youth served</b>	<b>2,362</b>
<b>Total hours of service provided</b>	<b>73,191</b>

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>24</sup>	<b>92%</b>
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	<b>110%</b>
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	<b>103%</b>
<b>Safety:</b> Percent of participants who report feeling safe in program.	*
<b>Caring Adults:</b> Percent of participants who respond that there is an adult at the program who really cares about them.	*
<b>Positive engagement:</b> Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

<b>Motivated to Learn:</b> Percent of participants who report that they are more motivated to learn in school	*
<b>Support with school:</b> who report that they learned skills that help with their schoolwork	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

- 22) **Achievements:** How much did the programs provide?
- 23) **Performance and Program Quality:** How well did programs do it?
- 24) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>24</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 2,362 youth served

Programs provide support at high schools, alternative schools, and transition support for students moving from grade 8 to 9, prioritizing youth in East Oakland, in West Oakland, and at school sites with high levels of environmental stress.

This strategy focused on youth who face barriers in the traditional educational system.



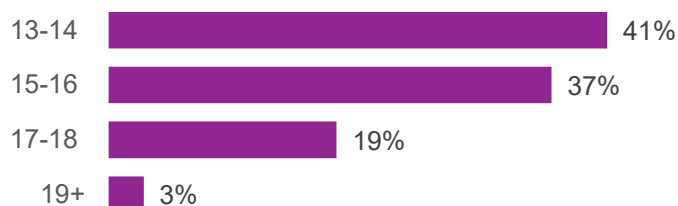
“Our students are eager to succeed in life. Some of them did not have those opportunities back home. It’s like a second chance for them. There are a lot of struggles with coming to the United States: family reunification, social emotional triggering and all of that. At the end of the day, they’re here [in the U.S.] for a reason. They are fighting to have a voice, to be someone in life. To be part of that push ...it’s really remarkable.

-Staff, OIHS - Refugee &

During FY2019-2020, **2,362 unduplicated youth** participated in HSPSS programs. Although HSPSS programs share a commitment to serving youth who face barriers in the traditional educational system, they support different groups of young people and have diverse intervention models. For example, the Oakland International High School (OIHS) Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative supports a wellness center that provides case management and wrap around support to newly arrived immigrant youth. All students are English language learners and about a third of students are unaccompanied minors that have had interrupted formal education. The Mentoring Center’s EMERGE program, on the other hand, provides alternative education and credit recovery in a small group setting to young women who are transitioning from juvenile hall or probation, in foster care, experiencing sexual exploitation, or who are disconnected from school.

Programs were most likely to serve high-school aged youth. As shown below, youth ages 15 to 18 represented over 50% of participants served by this strategy.

### Age of Participants

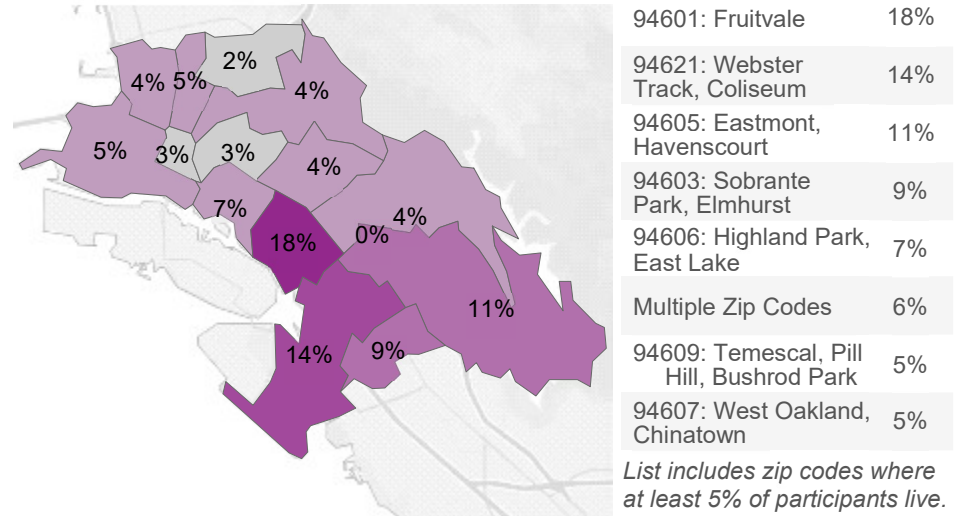


“EMERGE has a porch light is always on kind of philosophy, especially when working with exploited youth. Sometimes life will take them in a direction where we wouldn’t see them for a while. We’ve served students before who’ve left, sometimes not by their choice, or life circumstances didn’t allow them to be where they wanted [to be], and then they’ve come back.

-Staff, Mentoring Center - EMERGE

Reflecting the target population, program participants primarily reside in areas of East and Central Oakland, including Fruitvale and Webster Track/Coliseum, as shown in the figure below.

#### Zip Code of Residence

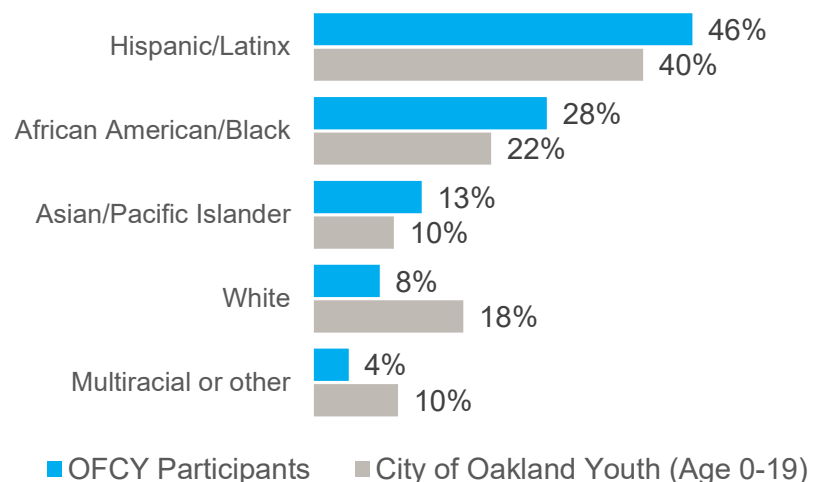


Reflecting OFCY’s priority populations, Latinx and African American youth make up 74% of participants, even though they are only 62% of Oakland’s youth population.<sup>25</sup>

About three-quarters of participants identified as Hispanic/Latinx or African American/Black.



#### Race/Ethnicity of OFCY Participants and Oakland Youth



<sup>25</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate.

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## Achievements: 73,191 Hours of Service Provided

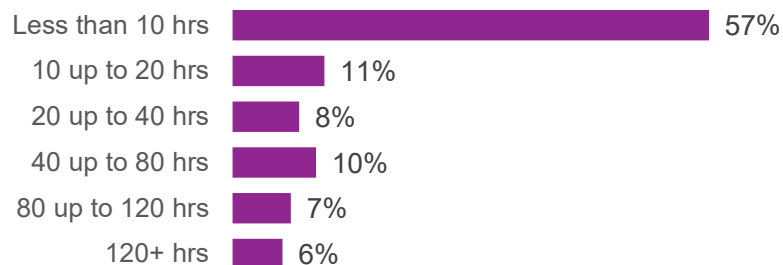
High School and Postsecondary Success programs provide relatively low intensity services, with multiracial and African American/Black youth spending the most time in programming.

On average, youth spent 30 hours in programming.



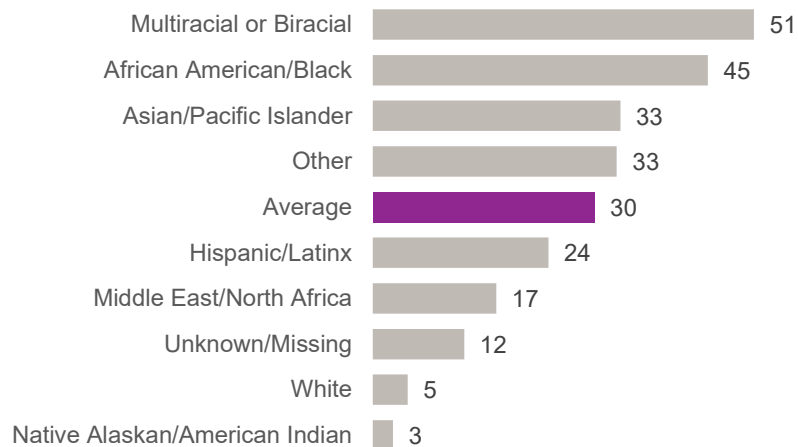
High School and Postsecondary Success programs vary in the duration and intensity of services offered. Most (57%) youth participants received less than ten hours of service in each program they participated in, as shown in the graph below.<sup>26</sup>

### Hours of Participation



Participation in programs varied by race/ethnicity, with multiracial and African American/Black youth participating for the most time in programming, followed by Asian/Pacific Islander youth. Hispanic/Latinx youth participated for fewer hours than the average participant.

### Average Hours of Participation by Race/Ethnicity



Multiracial and African American/Black youth spent the most time in programming.



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<sup>26</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.



“The three goals of our program are to repair the relationship our students have with education, to be a catalyst to career or college, and to just allow students to take ownership over their education.

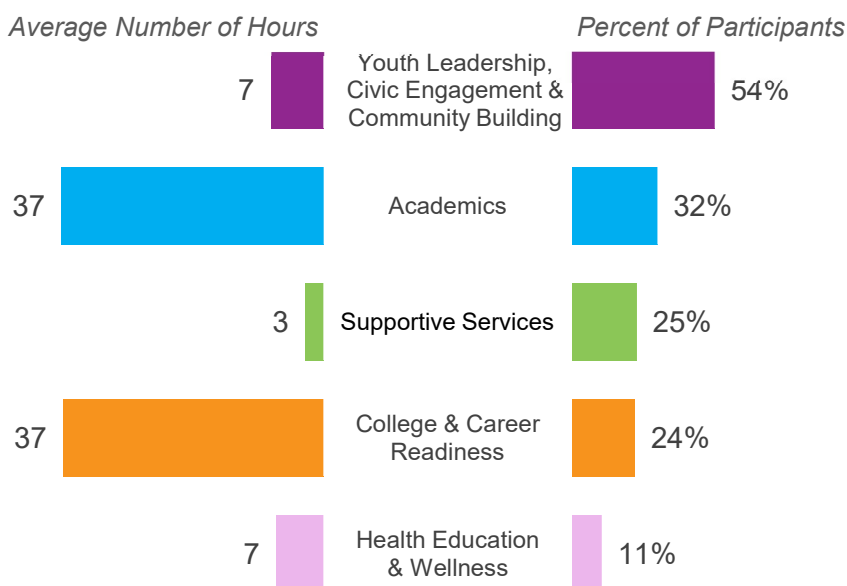
-Staff, Mentoring Center - EMERGE

Programs pivoted to provide more one-on-one assistance to students and their families during the Shelter in Place.



As shown in the graph below, more than half of participants engaged in youth leadership, civic engagement, and community building activities during programs, spending seven hours on average in those activities. One-third of participants spent on average 37 hours engaged in academics. Programs also provided supportive services, college and career readiness, and health education and wellness.<sup>27</sup>

#### Participation and Average Hours by Type of Activity



#### Programming During the Shelter-in-Place Order

During shelter-in-place, HSPSS programs pivoted to provide more tailored case management and support. In addition to making sure that students had access to the technology they needed to continue to engage with school, programs sought to help families and participants access resources to meet their basic needs. At OIHS's Refugee & Immigrant Initiative, for instance, Wellness Center staff began helping families file for unemployment support, file taxes so they can get economic stimulus money, and worked with the OUSD meal distribution sites to make food more accessible to families. Similarly, Oakland Kids First staff at Castlemont partnered with Alameda Food Bank to provide food from Castlemont's farm for the community on Mondays and Thursdays.

<sup>27</sup> Less than 10% of youth participated in Sports & Recreation (for an average 49 hours), Family Engagement (average 1 hour), and Arts, Dance, Music and Culture (average 8 hours).

# Performance and Program Quality

**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>28</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

In addition to these performance measures, the High School and Postsecondary Success Strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



“ We want them to get services and be a part of community and leadership opportunities, such that they’re able to engage in school more deeply...We also want them to be more connected to school and feel like school is a positive place for them.

*-Staff, OIHS – Refugee & Immigrant Initiative*

<sup>28</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### School Connectedness



Students at **OIHS' Refugee & Immigrant Initiative** are elected by their peers to serve as Wellness Ambassadors. These students lead orientations for new students and are peer mentors, helping new students to build connections and relationships in their new school. Many students remain in this leadership role throughout their time in high school.

### Academic Preparedness and Engagement



The **Mentoring Center's EMERGE program** provides rapid credit retrieval for students transitioning from probation or juvenile hall. Most students are referred to the program. Students can retrieve up to 50 credits per semester by completing Alameda County Office of Education coursework. Students have the option to transfer back into their traditional high school to continue their education. Students who complete their high school education in the program are prepared to enroll in postsecondary options, including four-year universities. Students attending **Oakland Kids First's Knight Success program at Castlemont High School** can enroll in college classes (dual enrollment) and receive academic tutoring and mentoring. Students can also participate in a paid internship focusing on community health or sustainable urban design.

### Sense of Belonging and Mental Wellness



The **OIHS' Refugee & Immigrant Initiative** provides tiered, individualized case management for high need students, including connection to mental health services, medical, vision, and dental care, and legal support for students and their families. Case managers build relationships with students to meet the students where they are and address their needs holistically, including through engagement with family and community.

“We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but for that to be the only metric of success, especially given all the challenges they're facing when they begin with us, and that they have to overcome related to language, and trauma, and all of that.

*-Staff, OIHS – Refugee & Immigrant Initiative*



# Career Awareness and Employment Support

## 2019-2020 OFCY Strategy Report

The 15 programs funded under OFCY's Career Awareness and Employment Support strategy support **career exploration, work readiness training, on-the-job experience, skill-building supports, exposure to career options and employment.** This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.

### STRATEGY ACHIEVEMENTS



**1,548 youth**

participated in programming



**108 hours**

average time spent in program



**1,190 youth**

participated in jobs or internships  
(77% of all participants)



**\$1,453,507** total wages earned

**\$1,221** average earnings



### FUNDED PROGRAMS

- Alameda County Health Care Services Agency - Career Exploration Program
- Alameda Health System - Oakland Health Careers Collaborative
- Biotech Partners - Biotech Partners' Biotech Academy at Oakland Technical High School
- Center for Young Women's Development - Sisters on The Rise
- Civicorps - Civicorps Academic and Professional Pathway
- East Bay Asian Local Development Corporation - Havenscourt Youth Jobs Initiative
- Lao Family Community Development, Inc. - Oakland Youth Industries Exploration (YIE) Program
- Lao Family Community Development, Inc. - The Oakland Youth on the Move (YOM) Summer Employment Program
- Marriott Foundation for People with Disabilities - Bridges from School to Work
- New Door Ventures - New Door Ventures Employment Program for Oakland Opportunity Youth 16-21
- Oakland Unified School District - Exploring College and Career Options (ECCO)
- The Youth Employment Partnership, Inc. - Level Up - Options for Real Careers
- The Youth Employment Partnership, Inc. - Summer Jobs
- Youth Radio dba YR Media - Digital Media Pathways
- Youth UpRising - YU Achieve (Summer Youth Employment)

**Total Funding: \$2,628,846**

## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. 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 we do? How well did we do it? Is anyone better off?***

### Program Achievements – How much did we do?

Number of youth served	1,548
Total hours of service provided	176,578
Number of youth placed in jobs or internships	1,190
Total hours of work experience	133,339

### Program Performance and Quality - How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>29</sup>	99%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	96%
<b>Total Hours of Service:</b> Average progress toward projected total hours of service	87%
<b>Job Placement:</b> Percent of participants placed in a job or internship.	77%
<b>Work experience:</b> Percent of participants receiving at least 10 hours of work experience	71%
<b>Safety:</b> Percent of participants who report feeling safe in program.	*
<b>Caring Adults:</b> Percent of participants who respond that there is an adult at the program who really cares about them.	*

### Participant Outcomes – Is Anyone Better Off?

<b>Career Goals:</b> Percent of participants who report learning about jobs they can have in the future.	*
<b>Employment Skills:</b> Percent of participants who respond that they learned what is expected in a work setting.	*
<b>Interpersonal Skills:</b> Percent of participants who report that they know how to get along with others in a work setting	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

The remainder of this report includes the following sections aligned with this RBA framework:

25) **Achievements:** How much did the programs provide?

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

27) **Outcomes:** Is anyone better off as a result of the strategy's work.

<sup>29</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

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## Achievements: 1,548 youth served

Career Awareness programs offer work experience and career exploration to youth from across Oakland, particularly focusing on opportunity youth and others who face barriers to self-sufficiency.

The Career Awareness and Employment Strategy served 1,548 youth.

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During the 2019-20 grant cycle, 1,548 unduplicated youth participated in career awareness and employment programs. The programs provide activities and support tailored to a range of participants, including high school students interested in high-demand career pathways (such as health), opportunity youth, and youth who face high barriers to self-sufficiency. Programs prioritize African American and Latinx youth residing in East Oakland, Fruitvale and West Oakland. In addition to often receiving stipends or wages from their positions, many young people who participate in career awareness programs receive additional support with meals, clothing, and transportation in order to take on and keep employment.

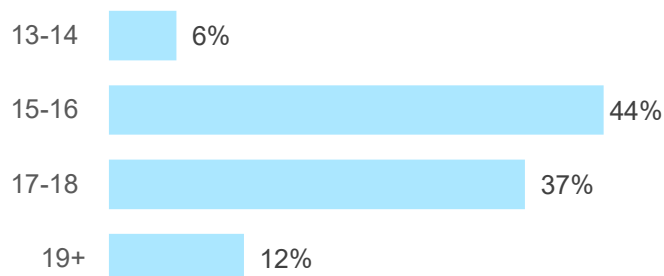
In line with the focus on preparing youth for productive adulthood, most youth served by this strategy were age 15 or older. Programs were most likely to serve high-school aged youth, but 12% of youth served were age 19 or above.

Over 80% of youth were between 15 to 18 years old.

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### Age of Participants



“

*[Our participants'] life experience is a strength. Especially when you face so many obstacles in your life, right? That is a requirement to be in our program. Our program is designed for folks facing employment barriers... we try to build off [their life experience] and shine it up a little, if you will, to meet the needs of the workplace.*

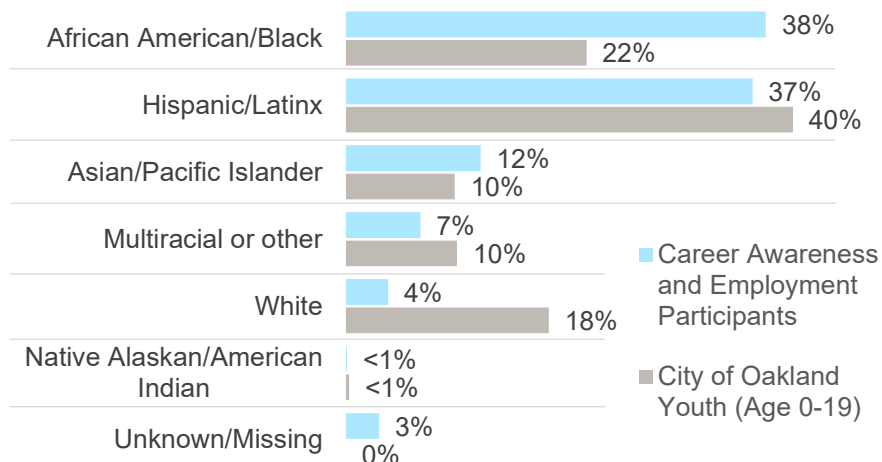
*-Staff, New Door Ventures*

75% of youth and young adults identified as African American/ Black or Hispanic/Latinx.



As shown in the graph below, 75% of participants identified as African American/Black or Hispanic/Latinx, reflecting OFCY's target population. A comparison to the population of Oakland shows that the city's **African American youth were the mostly likely to be served** by career awareness programs.<sup>30</sup>

#### ***Race/Ethnicity of OFCY Participants and Oakland Youth***

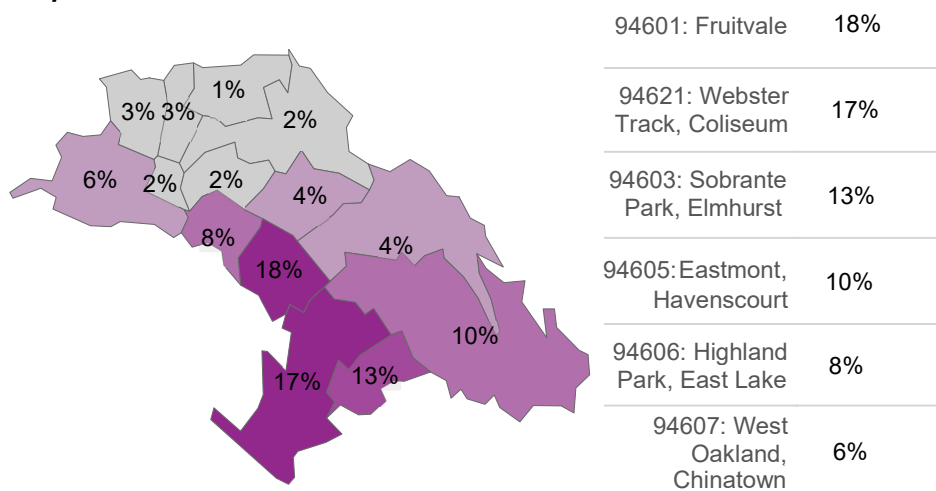


Most participants live in neighborhoods that experience the highest levels of community stress in Oakland.



As illustrated below, most participants lived in zip codes that experience the highest levels of community stress in the city, including Fruitvale, Webster Track, Sobrante Park, and Eastmont.<sup>31</sup> Among other stressors, these neighborhoods include families that may experience food insecurity, as reflected in particularly high percentages of students who receive free and reduced price lunch.

#### ***Zip Code of Residence***



<sup>30</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate.

<sup>31</sup> Oakland Stressors Index, Updated June 23, 2020. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

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## Achievements: 176,578 Hours of Service Provided

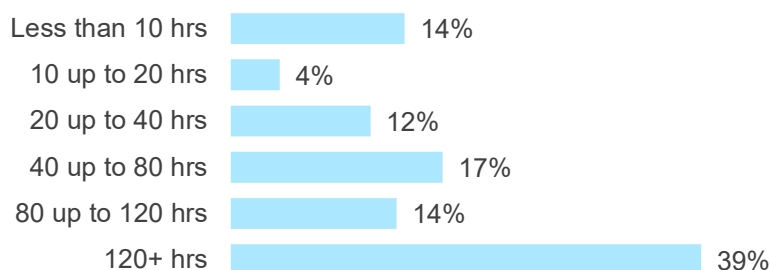
**Career Awareness and Employment programs provide relatively high intensity services, with youth age 19 or older engaging in the most hours of services.**

Over half of youth engaged in at least 80 hours of programming.



The duration of Career Awareness and Employment programs ranged considerably in length but tended to offer more hours of service than many of OFCY's other strategies. Most (70%) youth participants received 40 or more hours of service in each program they participated in, even though the shelter-in-place order reduced the overall amount of time that youth could participate and also resulted in fewer internship and work experience placements.<sup>32</sup> Close to 10 percent of participants attended two or three Career Awareness programs.

### ***Hours of Participation***

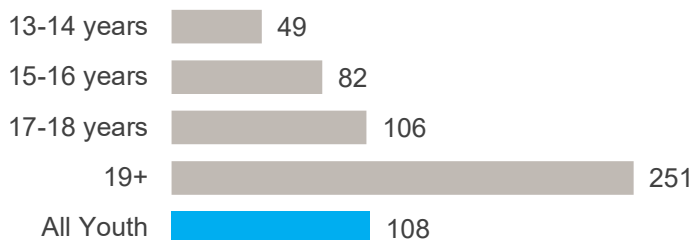


Youth spent an average of 108 hours in programming.



On average, youth spent 108 hours in programming. As shown below, the hours of service that youth participants receive increase as they get older. Youth ages 13-14 had the lowest average hours of participation, while youth age 19 and older had the most. This is in keeping with the strategy focus on older youth transitioning to adulthood.

### ***Average Hours of Participation by Age***



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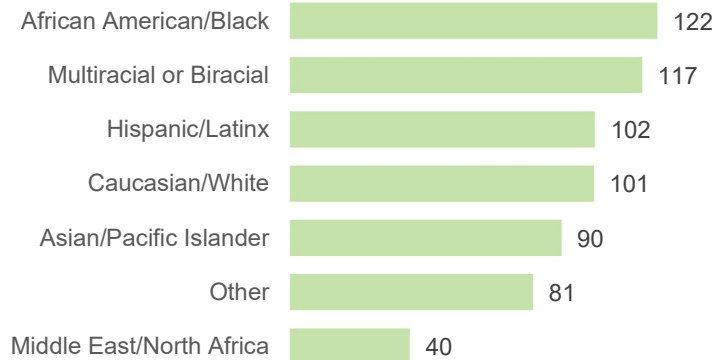
<sup>32</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

African American/  
Black youth spent  
the most time in  
programming.



The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, African American/Black youth had the highest average hours of participation.<sup>33</sup>

**Average Hours of Participation**



“ We expose students to the breadth of health careers and **expand their understanding of what it means to work in health.** That includes medical careers, allied health, behavioral health, and public health ... [Students also learn] how they can get there in tangible ways.

-Staff, Alameda Health Care Systems' Health Career Collaborative

”

<sup>33</sup> Racial and ethnic groups that include less than five participants are included under “other.”



Three quarters of participants were placed into internships and employment.

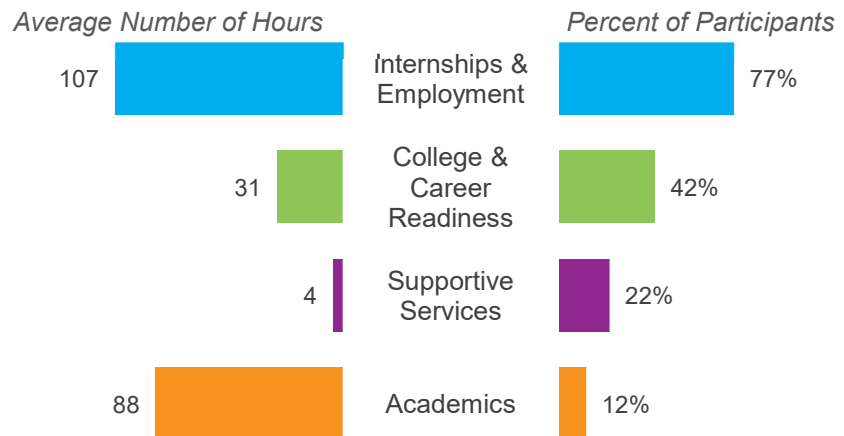


Over 40% of participants received college and career readiness training.



Over three quarters of participants in Career Awareness programs were placed into internships and employment, and participants spent an average of 107 hours in employment and internship placements. Programs also provided college and career readiness and supportive services. Although only 12% of participants received academic support, those that did engaged for, on average, 88 hours.<sup>34</sup>

#### Participation and Average Hours by Type of Activity



#### Career Programming During the Shelter-in-Place Order

After the shelter-in-place order was implemented, programs pivoted to provide virtual programming. Programs which had to cancel internships, work experience, or college visits replaced these opportunities with online work readiness trainings, educational support, and case management. Most programs connected one-on-one with youth participants to provide coaching and mentoring and to assess their access to technology and overall well-being. Programs also hosted panel discussions of professionals to raise awareness of career paths. Several programs modified their curriculum so that it could be delivered in an online or simulated format.

<sup>34</sup> Less than 5% of youth participated in Field Trips (for an average 7 hours), Health Education (average 30 hours), Youth Leadership, Civic Engagement & Community Building (average 6 hours), and Arts, Dance, Music and Culture (average 46 hours).



## Achievements: 1,190 Youth Gained Work Experience

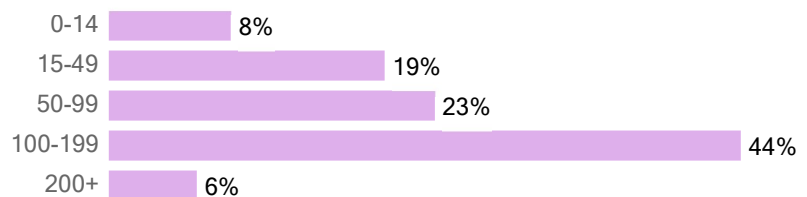
Over three quarters of youth (77%) received work experience through an internship or job placement, giving them hands-on experience, mentors in the community, and, in many cases, a paycheck.

Nearly 1,200 youth and young adults participated in internships and job placements.



Internships and work placements increase participants awareness of job and career options and provide an opportunity for youth to develop and put into practice tangible work skills. About 50% of participants who were placed in jobs or internships spent over 100 hours in work settings. In addition to experience, these young people received, on average, over \$1200 for their time and effort.

### Hours Spent in Placements



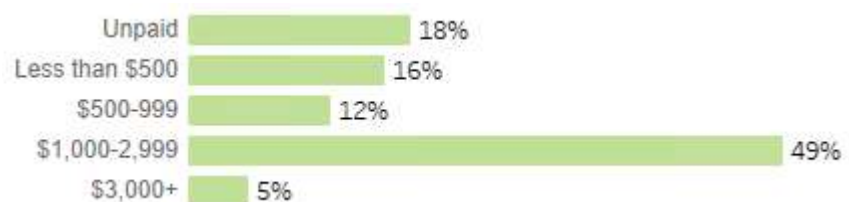
**\$1,453,507** total wages earned

**\$1,221** average wages per participant

Over 80% of youth and young adults participating in work experienced received a wage.



### Total Wages in Placements



“

A large majority of our students, they need the stipend we're offering. Oftentimes their options are to either get a job or an internship experience.

-Staff, Alameda Health System's Oakland Health Careers Collaborative

”

# Performance and Program Quality

**The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>35</sup> Program progress on these measures 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. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 30, 2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** As a result, for the “Total Units of Service” measure, programs were assessed on their progress toward the units of service they anticipated through the third quarter of the fiscal year.

“ We want students to know that they can do it. There are people like them, that look like them, who have come from similar situations and backgrounds and schools who have done what they are aspiring to do and they can do it [too].

– Staff, Alameda Health Systems’  
Oakland Health Careers Collaborative

## Performance and Quality Indicators



### Enrollment

Average progress toward projected number of youth served.

99%



### Average Hours of Service

Average progress toward projected average hours of service.

96%



### Total Hours of Service

Average progress toward projected total hours of service.

87%



### Job Placement

Percentage of participants placed in a job or internship.

76%



### Work Experience

Percentage of participants receiving at least 10 hours of work experience.

71%



### Safety

Percentage of youth who report feeling safe in program.

n/a



### Caring Adults

Percentage of youth who report that an adult in program really cares about them.

n/a

In addition to these performance measures, the Career Awareness and Employment Support strategy has indicators that are signs of program quality, including the percentage of youth who received work experience and youth perceptions of critical aspects of programming. In FY2019-2020, over three quarters of participants were placed in a job or internship and over 70% spent at least ten hours in a job or internship. Participant perceptions of safety and the presence of caring staff will be assessed in future years when participant survey data is available.

<sup>35</sup> At the start of the year, programs estimate their units of service for each quarter and annual enrollment. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### Career Goals



**Youth Radio's Media Education** program provides exposure to career pathways in journalism, music production, design and photography and video production. They are exposed to each field for two weeks before picking one track for in-depth exploration. They eventually have an opportunity to produce content for one of Youth Radio's platforms as an intern. At **Alameda Health System's Oakland Health Careers Collaborative**, the HealthPATH program provides hands-on experience in health careers. After an orientation that highlights professionalism, safety, and confidentiality, students shadow medical professionals in three Alameda Health System departments and learn about a range of medical professions.

### Employment/ Interpersonal Skills



At **Alameda Health System's Oakland Health Careers Collaborative**, the CHAMPS program engages high school students over two and a half years. During this time, students rotate through hospital-based internships and attend pre-internship training and ongoing workshops that address professionalism, including topics such as communication with supervisors, public speaking, interviewing skills, professional dress codes, and punctuality. Program staff work individually with youth who would benefit from additional support around professionalism during internship rotations.

### Employment for Opportunity Youth



At **New Door Ventures Employment Program for Oakland Opportunity Youth**, youth overcoming barriers such as poverty, homelessness, and histories in the justice and foster care systems participate in pre-employment training and a paid internship for 12 weeks at a range of businesses. Staff develop an individual work plan for each participant, which includes an employment readiness check list and the creation of a plan for pursuing their career of interest.

“ The best way or fastest way to stop a bullet is a job... Employment readiness and this experience around employment has kept [our participants] focused and away from potentially being victims or perpetrators of violence.

-Staff, New Door Ventures

”

Strategy: Parent Engagement and Support

Annual Grant Funding: \$399,998

The Baby Learning Communities Collaborative Program serves 4 high-need communities in Oakland: Havenscourt, Stonehurst, West Oakland, Fruitvale. The BLCCP provides 13,014 hours of service and serves 1,000 adults and children birth to age 8 (prioritizing: children living poverty, African-American/Latinx parents, immigrants/refugees). The program provides child/parent playgroups, child development/literacy workshops, childcare resource/referral counseling, mental health/linkages and special needs case management in order to increase Kindergarten readiness and family protective factors.

## Program Score Card

OFCY has identified performance measures that compare actual enrollment and attendance with what programs projected at the start of the year, calculated by dividing the actual numbers by projections. Because of the shelter-in-place order enacted on March 17, 2020, this report considers attendance from 7/1/2019 through 3/30/2020. Therefore, **programs did not have the full year to meet their annual enrollment targets.** For the "Total Hours of Service" measure, programs were assessed on their progress toward their projections for units of service through the end of the third quarter (March 30, 2020).

### Program Achievements: How much did we do?

Number of Children Served: **321**Number of Adults Served: **301**Total Hours of Service Provided: **8,833**Average Hours of per Participant: **14.2**

### Program Performance and Quality: How well did we do it?

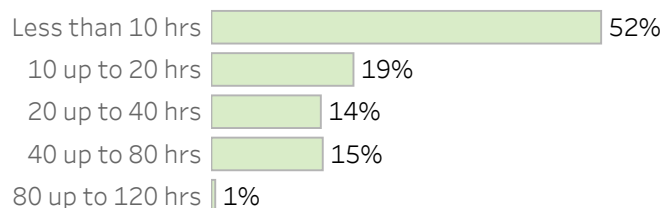
Progress Toward Projected Enrollment and Attendance

Strategy-Level  
Scores

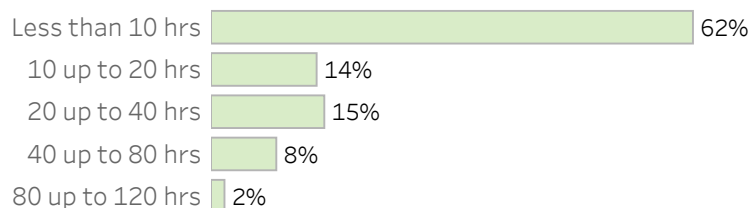
Progress towards projected number of children served	<div><div></div></div> 107%	89
Progress towards projected number of adults served	<div><div></div></div> 86%	85
Progress towards average hours of service per participant	<div><div></div></div> 107%	92
Progress towards projected hours of service	<div><div></div></div> 102%	73

## Hours of Service

### Children

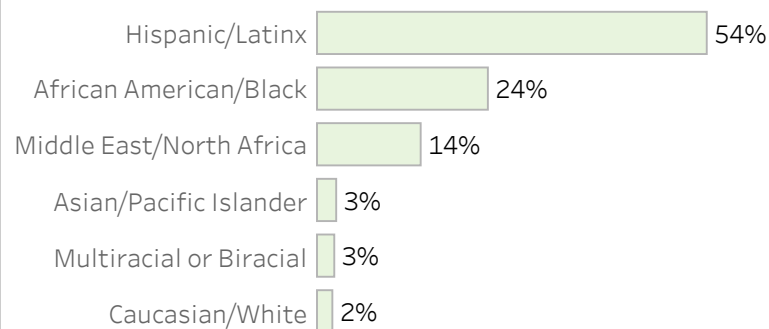


### Adults

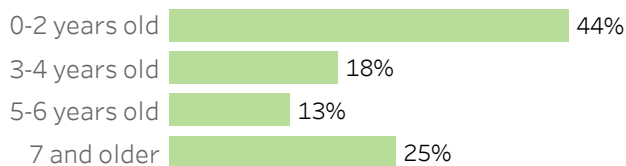


## Child Participants Total Enrollment: 320

### Race/Ethnicity



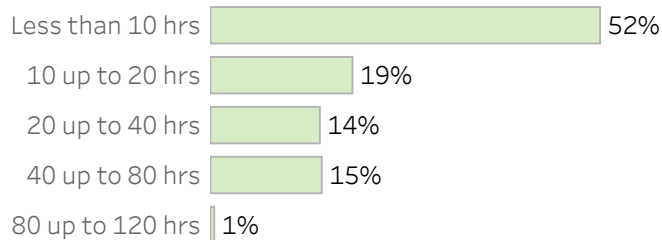
### Age (as of first day of grant)



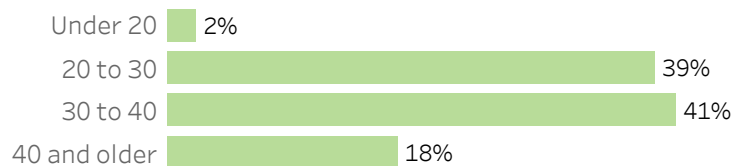
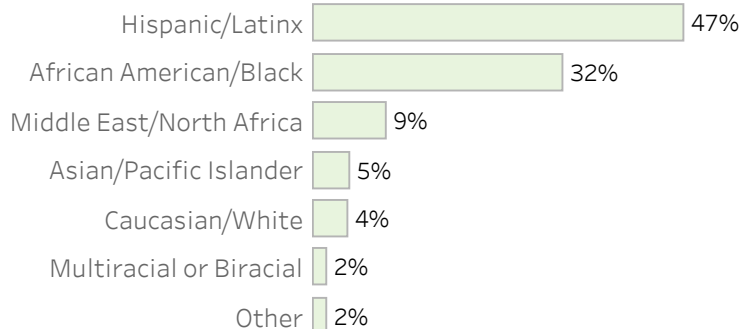
### Gender



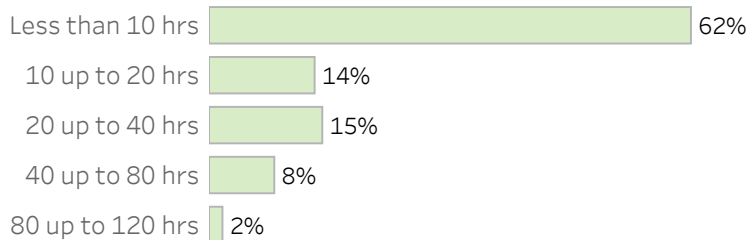
### Children



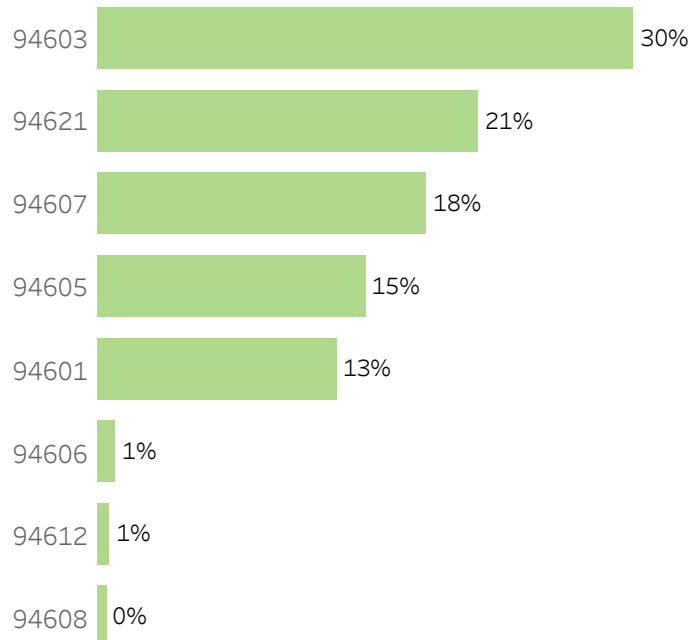
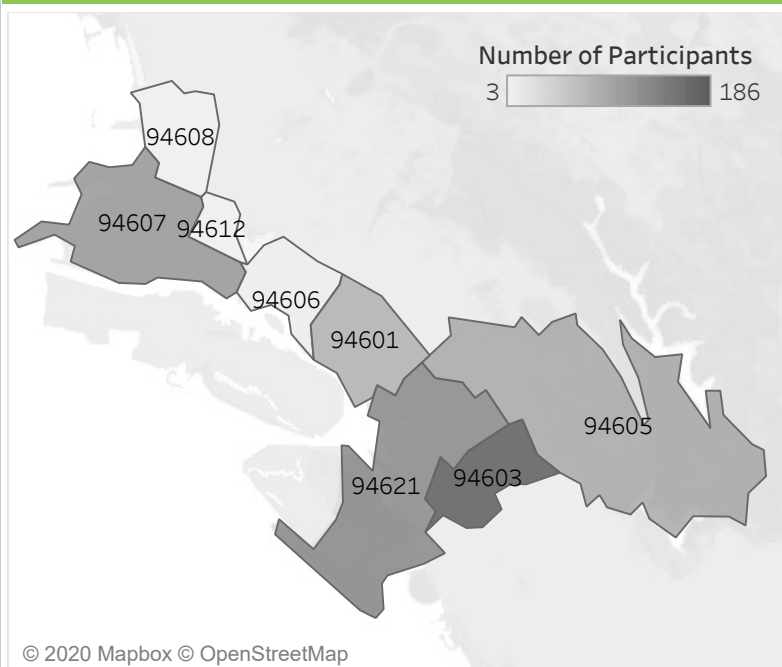
## Adult Participants Total Enrollment: 301



### Adults



## Distribution of Participants by Zip Code



## Program African American Male Achievement: College and Career Performance Program

**End of Year Program  
Profile  
FY2019-2020**

**Strategy:** High School and Postsecondary Student Success  
**Annual Grant Funding:** \$250,000

As a collaborative partnership we provide academic, enrichment and college-readiness support services for 400 African American and Latino/x students across four OUSD high schools. Each sports season we will serve 30-60 students who participate on school's competitive sports teams. To complement athletic team activities, our evidenced-based program provides culturally responsive academic care management, transcript review, course planning, study strategies, study hall tutors, mentorships, mindfulness, life skills, college application and enrollment, career exploration and internships.

### Program Score Card

These select indicators were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the High School and Postsecondary Student Success strategy.

Because of the shelter-in-place order enacted on March 17, 2020, this report considers attendance from 7/1/2019 through 3/30/2020. Therefore, **programs did not have the full year to meet their annual enrollment targets**. For the "Total Hours of Service" measure, programs were assessed on their progress toward their projections for units of service through the end of the third quarter (March 30, 2020).

#### Program Achievements: How much did we do?

**Total Youth Served: 241**

**Total Hours of Service Provided: 15,719**

#### Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance

Strategy-Level  
Scores

Progress towards projected number of youth served	121%	92
Progress towards average hours of service per participant	123%	110
Progress towards projected units of service	149%	103

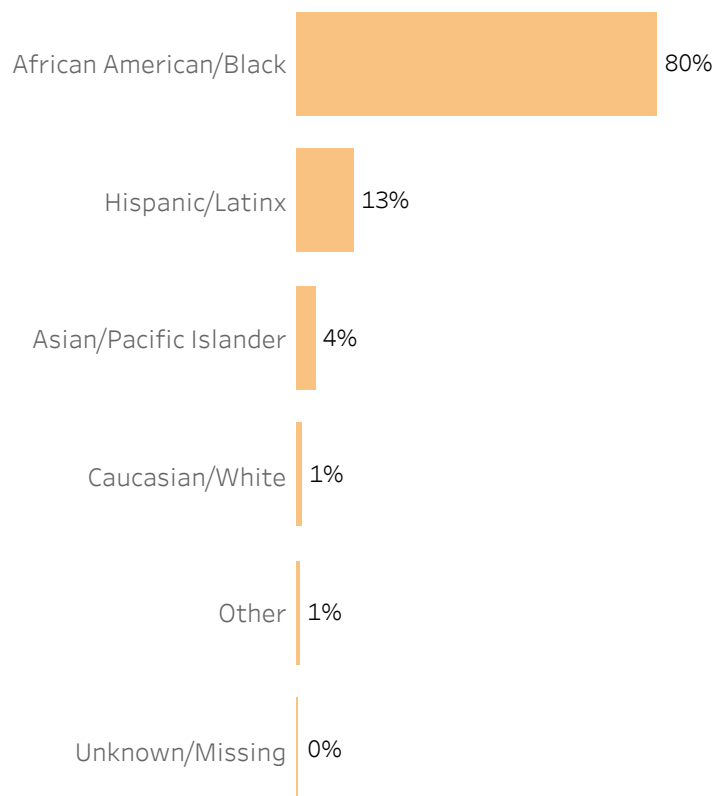
\* In addition to these performance measures, the High School and Postsecondary Student Success Strategy has indicators that draw on participant survey to assess youth perceptions of program quality and progress toward desired participant outcomes. Because of the shelter-in-place order, programs were not required to administer the participant survey in FY2019-2020. Additional quality and outcome indicators will be included in future years of this evaluation.

### Hours per Participant

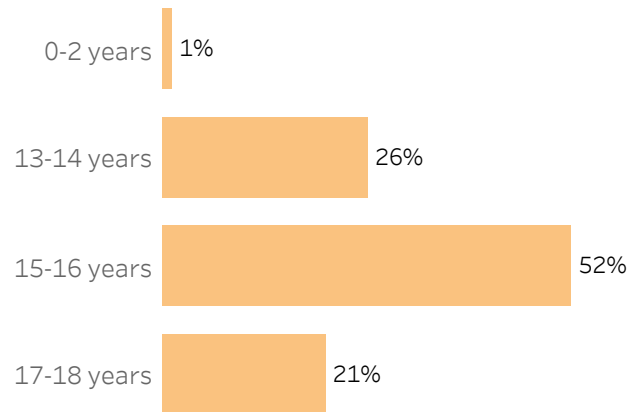
Less than 10 hrs	33%
10 up to 20 hrs	12%
20 up to 40 hrs	10%
40 up to 80 hrs	8%
80 up to 120 hrs	10%
120+ hours	28%

**Youth Demographics** Total Enrollment through 3/30/2020: 241

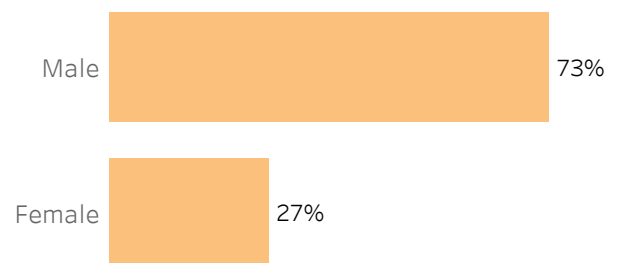
**Race/Ethnicity**



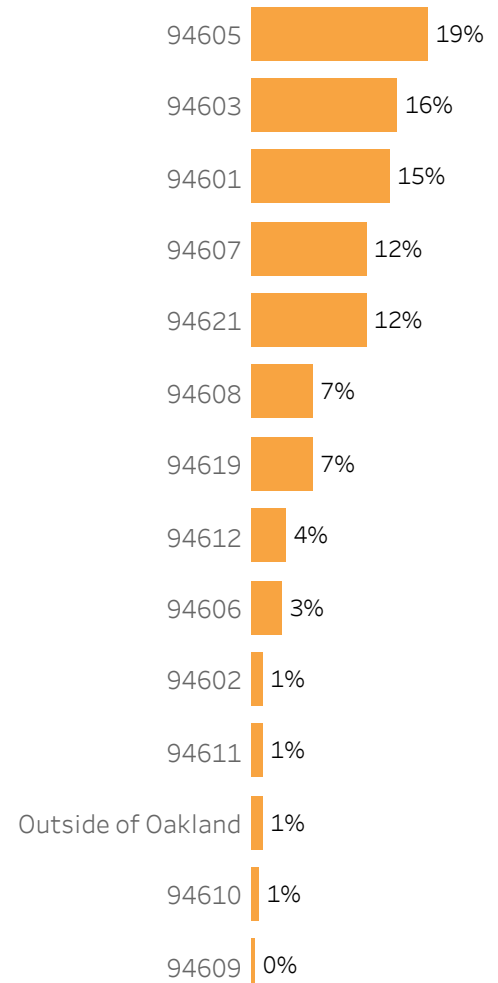
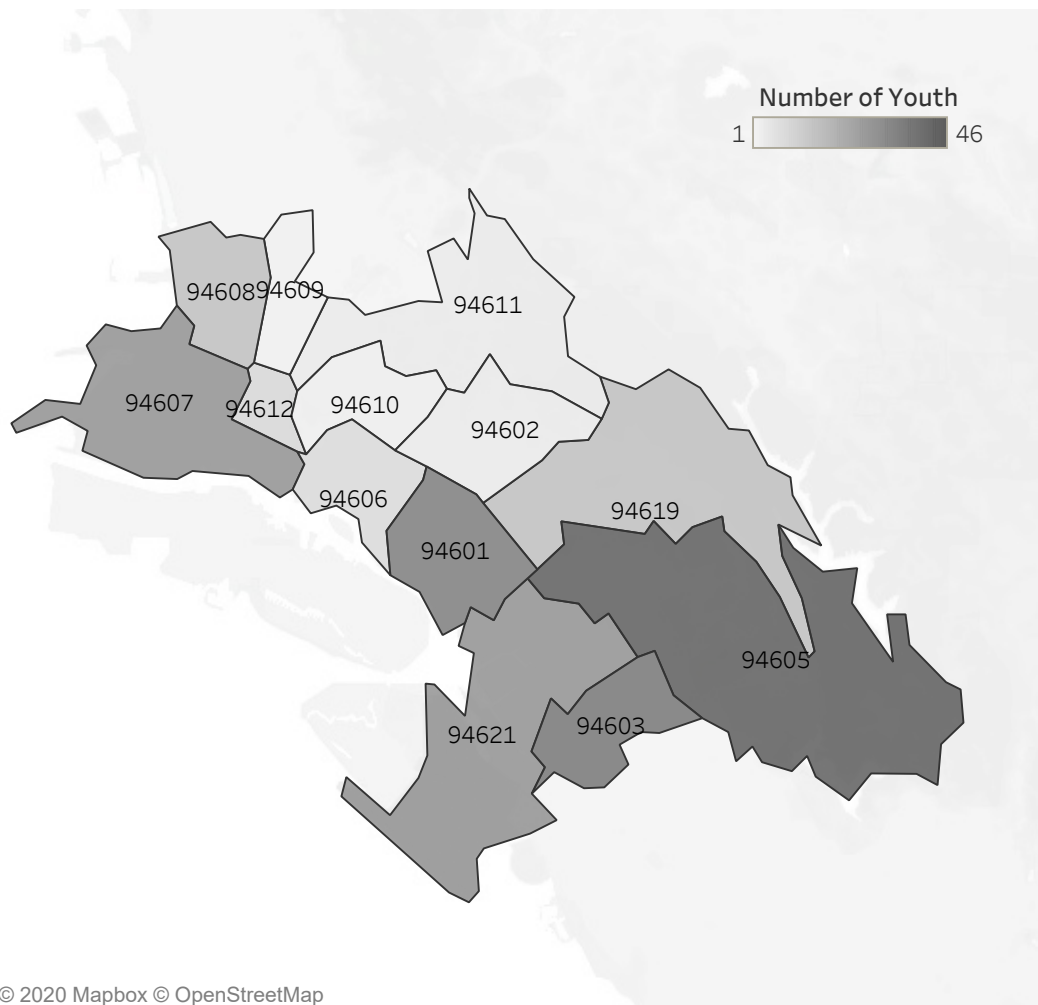
**Age (as of first day of grant)**



**Gender**



**Distribution of Participants by Zip Code**





## Program Digital Media Pathways

### End of Year Program Profile FY2019-2020

**Strategy:** Career Awareness and Employment Support

**Annual Grant Funding:** \$154,500

YR Media's Digital Media Pathway provides year-round career awareness and employment for high school youth. In 2019-20 we will serve 140 14-18 year-olds who are 90% youth of color, 80% low-income, and 20% system-engaged. Intensive 10-week media training sessions at the beginning and intermediate level are offered at YR during after-school hours. This prepares youth for paid internships within YR Media, where they work for 10-12 hours a week alongside adult professionals to create engaging multimedia content for nationwide audiences. YR provides on-site wraparound services to all youth.

## Program Score Card

These select performance measures were identified by program staff, OFCY and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Career Awareness and Employment Support strategy.

Because of the shelter-in-place order enacted on March 17, 2020, this report considers attendance from 7/1/2019 through 3/30/2020. Therefore, **programs did not have the full year to meet their annual enrollment targets**. For the "Total Hours of Service" measure, programs were assessed on their progress toward their projections for units of service through the end of the third quarter (March 30, 2020).

### Program Achievements: How much did we do?

Total Youth Served: **135**

Number of Youth Placed in Jobs or Internships: **65**

Total Hours of Service Provided: **14,936**

Total of Work Experience Provided: **9,531**

### Program Performance and Quality: How well did we do it?

Progress Toward Projected Enrollment and Attendance

Strategy-Level  
Scores

Progress towards projected number of youth served 98% 99

Progress towards average hours of service per participant 102% 96

Progress towards projected units of service 98% 87

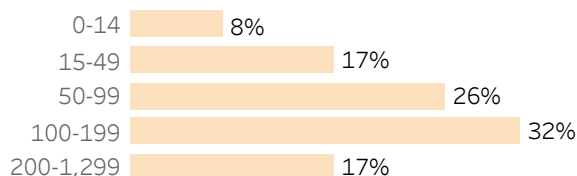
Work Experience

Percent of youth placed in a job or internship 47% 66%

Percent of youth receiving at least 10 hours of work experience 46% 63%

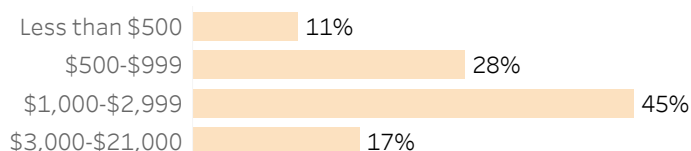
#### Hours of Work Experience

Average Hours: 147



#### Wages Earned

Average Wages: 2,177

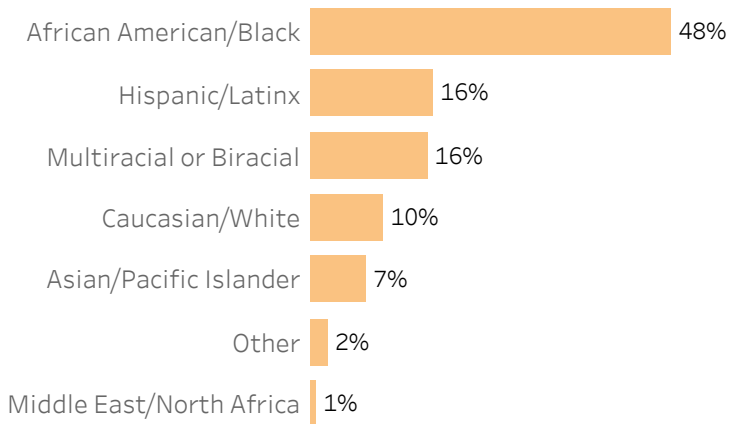


\* Includes participation in internships and jobs through 3/30/2020.

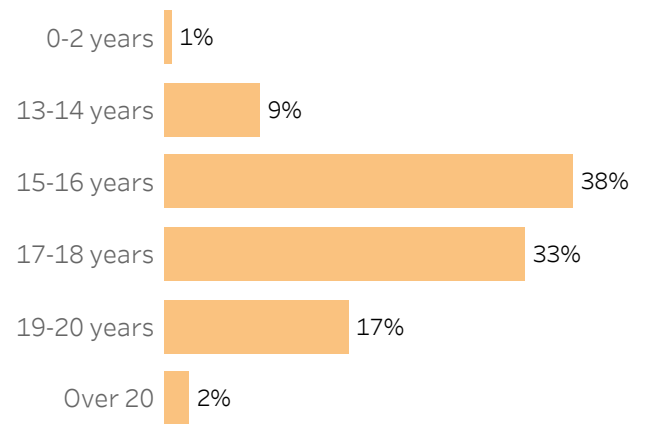
\* In addition to these performance measures, the Career Awareness and Employment Support Strategy has indicators that draw on participant surveys to assess youth perceptions of program quality and progress toward desired participant outcomes. Surveys were not administered in the summer of 2019. Additional quality and outcome indicators will be included in future years of this evaluation.

**Youth Demographics** Total Enrollment through 3/30/2020: 135

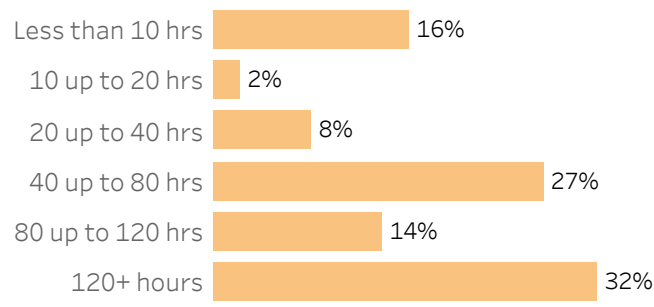
**Race/Ethnicity**



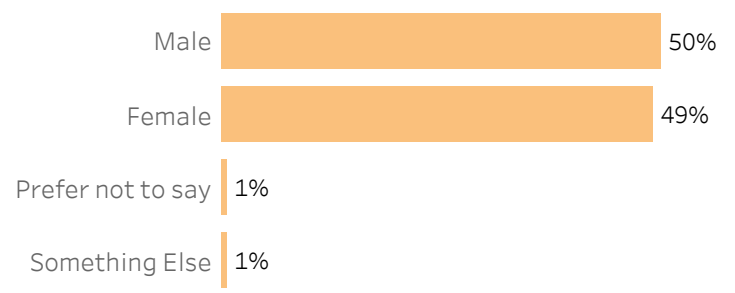
**Age (as of first day of grant)**



**Hours of Attendance**



**Gender**



**Distribution of Participants by Zip Code**

