

OAKLAND FUND FOR CHILDREN AND YOUTH FY2020-2021 STRATEGY REPORT

Parent Engagement and Support

The programs funded under OFCY's Parent Engagement and Support (PES) 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 two programs (LifeLong Medical Care's Project Pride and Prescott Joseph Center's Pre-Pre-School Program), attendance records, parent/caregiver surveys, and program reports to summarize strategy achievements and progress to date.

FUNDED PROGRAMS

- Alameda County Health Care Services Agency – Oakland WIC Father Cafes
- Family Paths, Inc. – Abriendo Puertas/Opening Doors Parent Education
- LifeLong Medical Care – Project Pride
- Oakland Promise – Brilliant Baby
- Oakland Unified School District, Kindergarten Readiness Summer Pre-K
- 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

Strategy Results



541 Children

participated in programming

1,207 Adults

participated in programming



24,290 Hours

of service provided



10 Programs

engaged young children and their families



89% Parents/Caregivers

were connected to other programs and resources that help their family.



86% Parents/Caregivers

agreed their child needs to be identified.



\$1,403,499

granted to programs

Strategy Results

OFCY uses 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: **(1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

How Much Did We Do?	
Number of Programs Funded	9
Number of Children Served	541
Number of Adults Served	1,207
Total Hours of Service Provided	24,290
Average Hours of Service per Child Participant	11
Average Hours of Service per Adult Participant	15
How Well Did We Do It?	
Enrollment: Average progress toward projected number of youth served ¹	88%
Average progress toward projected number of adults served	125%
Total Hours of Service: Average progress toward projected total hours of service	140%
Average Hours of Service: Average progress toward projected average hours of service	131%
Supportive Environment: Parents and caregivers who say that program staff make them feel comfortable and supported	95%
Diversity and Inclusion: Parents and caregivers who say that program staff work well with families of different backgrounds	93%
Is Anyone Better Off?	
Connection to Resources: Parents and caregivers that report that staff refer them to other programs and resources that help their family	89%
Knowledge of Development: Parents and caregivers who say the program helps them to identify their child's needs	86%
Skills to Manage Behavior: Parents and caregivers who say the program helps them to respond effectively when their child is upset	83%

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

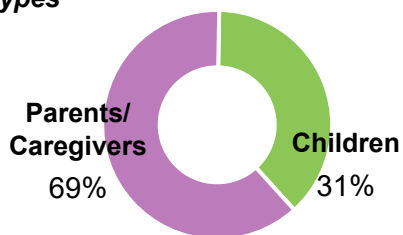
¹ At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

Programs and Participants

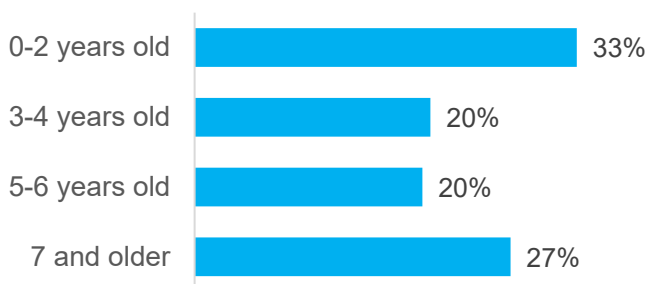
During FY2019-2021, **541 children and 1,207 adults** participated in Parent Engagement and Support programs. These programs serve diverse populations of parents and caregivers with young children from birth to age 8 and prioritize families most in need. Programs typically recruit families through word of mouth, flyers, social media (e.g., NextDoor), 211 Alameda County, and referrals from local partners such as Head Start and Alameda County Social Services Agency. 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.

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 4 represented over 50% of child participants served by this strategy.

Participant Types



Age of Children



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

Program Spotlights



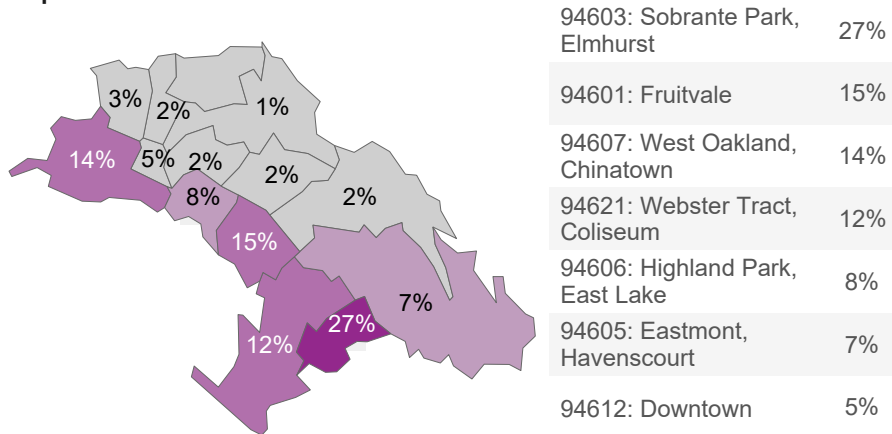
To inform this report, SPR conducted interviews with staff from two PES programs:

Prescott Joseph Center's Pre-Pre-School Program employs a play-based approach to child development where parents and children grow and develop together in walk-in "Play-learn" Sessions. The program focuses on parent engagement for families with children 6 months to 4 years old.

At its residential treatment program for women and their children five and under, **Lifelong Medical Care's Project Pride** provides developmental assessments, parenting education three times weekly, parent/child observation sessions 1-2 times weekly, and case management. The goal is to reduce the children's risk for adverse childhood events while strengthening their capacity for healthy development.

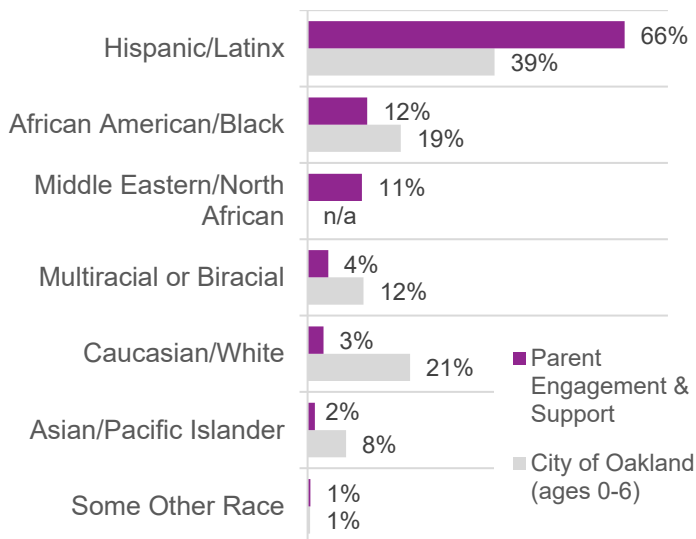
As illustrated below, most families lived in zip codes located along the 880 corridor and in West Oakland that experience the highest levels of community stress in the city. Among other stressors, these neighborhoods have a particularly high percentage of unemployment, unaffordable housing, and unsheltered homelessness.

Zip Code of Residence



As shown in the graph below, 78% of child participants identified as Hispanic/Latinx or African American/Black.² Because 11% of children identified as Middle Eastern/North African, which is not a census-designated group, it is difficult to make a comparison to the demographics of the city.

Race/Ethnicity of OFCY Participants and Oakland Youth



“Consistently, [our clients] have said the most positive thing of their experience has been engaging with their individual counselor. They mentioned feeling like the counselors were really great, were really on their team, were really an advocate for them. And that was one of the motivations for remaining in treatment, and also one of the most positive things about their experience.”

-Staff, Lifelong Medical's Project Pride

² City of Oakland data from American Community Survey (ACS) 2018 5-year Estimate. Middle Eastern/North African is not represented in racial/ethnic categories collected by the ACS.

During the year, **programs provided 24,290 hours of service.** Parent Engagement and Support programs continued to adapt to provide a combination of virtual and in-person services, in accordance with county health guidelines and based on the needs of participating parents and caregivers. As a residential treatment center for women, LifeLong Medical’s Project Pride continued to provide in-person 24/7 services (individual therapy, case management) for women in recovery while shifting Child Protective Service (CPS) meetings and family programming to Zoom.

Another program, Prescott Joseph Center’s Pre-Preschool Program shifted all programming online for the majority of the year, offering a range of English and Spanish language virtual activities like circle time and music and movement. Instead of in-person program activities like shared meals, the Pre-Pre-School Program provided holiday giveaways at Thanksgiving, Christmas, and Valentine’s Day. In late spring 2021, the program returned to in-person, outdoor circle time so families could gather in the same physical space but safely distanced outside. After the circle times, the program gave families take-home lunches. In addition to food, PES programs were able to provide families with key essentials like diapers, wipes, rash cream, and PPE through their partners.

As shown below, the amount of time children and families engaged in Parent Engagement and Support services varied significantly. Average hours of participation by program ranged from 48 in Project Pride to five at Our Family Coalition’s Building Strong Families in LGBTQ families.

Hours of Participation

	Children	Parents/Caregivers
Less than 10 hrs	66%	61%
10 up to 20 hrs	22%	14%
20 up to 40 hrs	7%	17%
40 up to 80 hrs	3%	5%
80 up to 120 hrs	1%	1%
120+ hours	1%	2%

Programs continued to adapt to the pandemic and provided a combination of virtual and in-person services.

“ Our family group that's being held via Zoom has been really successful in keeping people engaged, I think, especially because it's on Zoom and it's so much easier [for families to connect]. We actually had a lot of families join, which then inspire residents who are transitioning out to come back and join our group too.

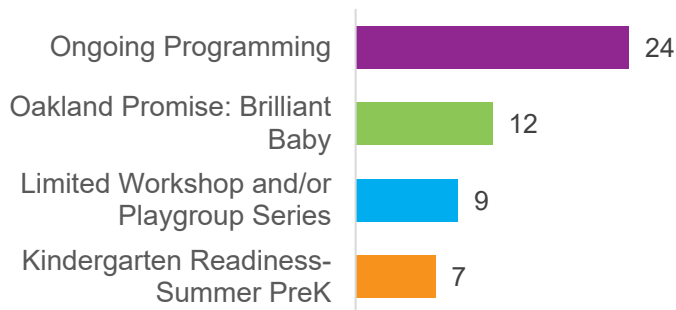
-Staff, LifeLong Medical Care's Project Pride

Over 66% of children and 60% of parents and caregivers spent less than 10 hours in programs.

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.
- **Oakland Promise: Brilliant Baby** helped low-income families open a college savings account and provided financial coaching to over three hundred parents and caregivers.
- 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 program over the summer with a parent engagement component.

Average Hours by Type of Program



Participants engaged in ongoing playgroups and parent support groups generally spent more time in programming than participants in other types of programming.

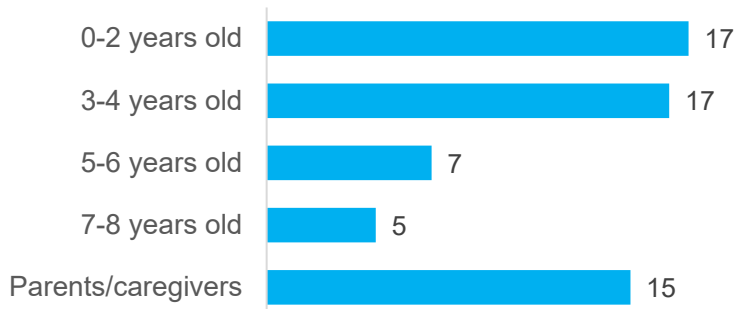
“ The reason I started coming originally was because I had a real awkward toddler. And I was like, "You need to be around some other kids." She didn't know what to do with other children. And I had just moved here, and I didn't have any other children to let her play with.

– Staff and former participant, Prescott-Joseph Center's Pre-Pre-School Program

How participants spent their time in programs varied by age, as shown in the graph below. 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.

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

Average Hours of Participation by Age



Program Performance and Quality

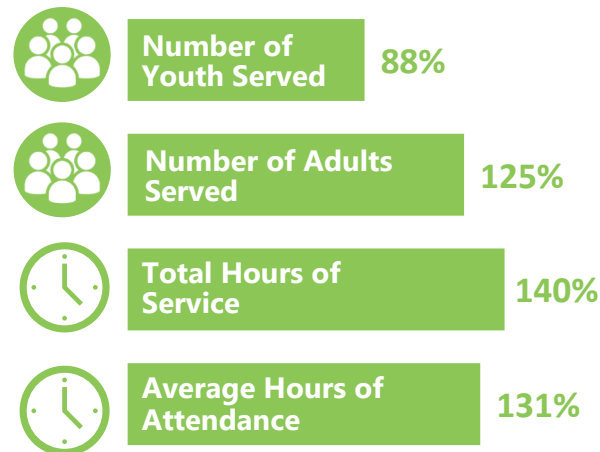
OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.³

In addition to these performance measures, the Parent Education and Support strategy has indicators based on parent/caregiver surveys that assess key dimensions of program quality. As demonstrated on the right, the 474 parents and caregivers that completed a survey gave high ratings in these areas, with more than nine out of ten adult participants reporting that program staff made them feel comfortable and supported and that they staff work well with families of different backgrounds.

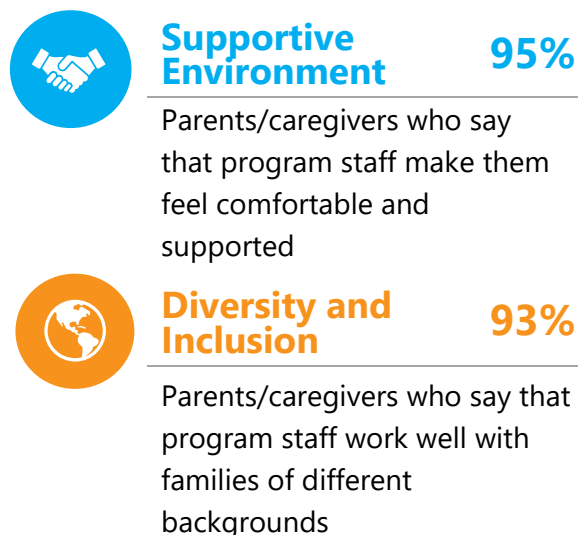
To create a **supportive environment** for parents and caregivers, programs focus on creating a sense of physical and emotional safety, building community, and maintaining a “no judgment” policy that meets families where they are.

To promote respect for **diversity, equity, and inclusion**, programs are run by diverse staff, including staff from the communities the programs serve, and ensure their program staff complete diversity trainings and are comfortable having difficult conversations related to inclusion and equity. Some programs incorporated a focus on incorporating works from authors of color (e.g., Native American, Indigenous, and Black) in their lessons and curriculum, as well as a re-evaluation of the holidays that are celebrated (e.g., shifting from the Fourth of July to Juneteenth).

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Parent/Caregiver Survey Responses (n=474)



³ At the start of the fiscal year, programs estimate the units of service and enrollment they expect to meet.

Participant Outcomes

To assess if Parent Engagement and Support participants are better off because of their involvement in programming, OFCY uses parent/caregiver surveys to assess knowledge of child development and skills to manage child behavior.

In addition to these primary indicators, participant survey data and program interviews tell a more comprehensive story about the ways that programs support increased family involvement, confidence in managing children’s behavior, parental leadership, and increased access to resources, including mental health and trauma-informed care support services.

Survey responses revealed that in comparison to other families, Latinx parents and caregivers were more likely to report progress in all outcome areas and were also more likely to report that program staff helped them feel supported and worked well with families from different backgrounds.

Knowledge and Skills to Support Child Development

PES programs engaged families in learning through play, provided opportunities for socialization, and laid the foundation for formal education. In playgroups, children practiced basic routines (washing hands, sitting down for meals, cleaning up), interacted with other children, and learned early numeracy and literacy skills, such as the alphabet. Parents and caregivers had the opportunity to watch teachers and facilitators model play-based activities and learn from other families with children going through the same developmental stages.

“ At our breakfast time we talk about childhood development and parent support. A lot of talk is like, ‘How are you potty training? How are you sleep training?’ And so we’re just sharing our stories.

- Staff, Prescott-Joseph Center’s Pre-Pre-School Program

Participant Outcomes: Parent/Caregiver Survey Responses (n=474)



Connection to Resources **89%**

Parents/caregivers who agree that staff refer them to other organizations



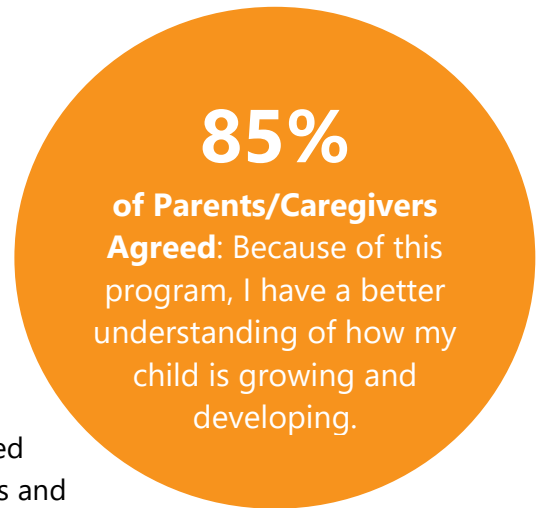
Knowledge of Development **86%**

Parents and caregivers who say the program helped them identify their child’s needs



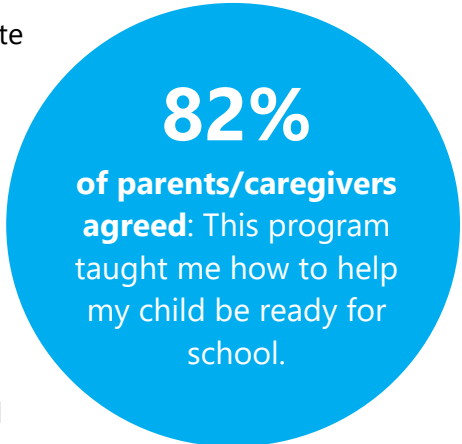
Skills to Manage Behavior **83%**

Parents and caregivers who say the program helped them to respond effectively when their child is upset



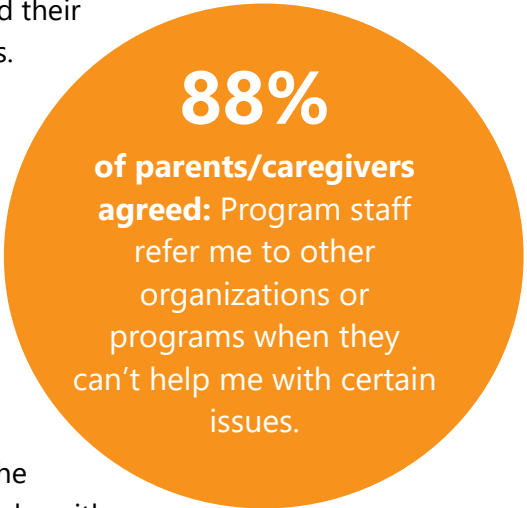
Family Involvement

Parent Engagement and Support programs incorporate opportunities for families to be involved in their children's learning. Abriendo Puertas/Opening Doors Parent Education teaches activities through their online program that parents and caregivers can do at home to help prepare children for kindergarten. For example, parents and their children participate in a scavenger hunt to search for items at home that relate to math. The instructor then discusses how simple and fun activities like this can help adults introduce numbers, patterns, colors, shapes, sizes, and weights to their children. Similarly, Safe Passages Baby Learning Communities Collaborative's SeeSaw program helps bring parents, caregivers, and children together to complete fun learning activities.



Increased Access to Resources

Many PES programs connect families to resources beyond their programming, particularly through their partners. Resources include food support (food giveaways, mini food banks), baby supplies (diapers and wipes), and COVID-specific resources (PPE, stipends for emergency funds). Project Pride's case managers complete needs assessments with all program participants and connect them with partners like Child Protective Services to support family reunification, Children's Hospital for early intervention services, and medical services to support physical and psychiatric health. In addition, programs stressed the importance of the connections parents and caregivers make with each other and how they begin to think of each other as a resource.



“ There's this community of people that comes together. There's a real solitude in parenting that happens in our society where we're with this kid 24 hours a day in our homes, and we're expected to do that plus all over the other things that life presents us. And we don't have any help with that. And so this program has turned into a support system for a lot of the people who show up.

- Staff, Prescott-Joseph Center's Pre-Pre-School Program