EARLY CHILDHOOD MENTAL HEALTH CONSULTATION

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

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

The Early Childhood Mental Health Consultation Strategy at a Glance

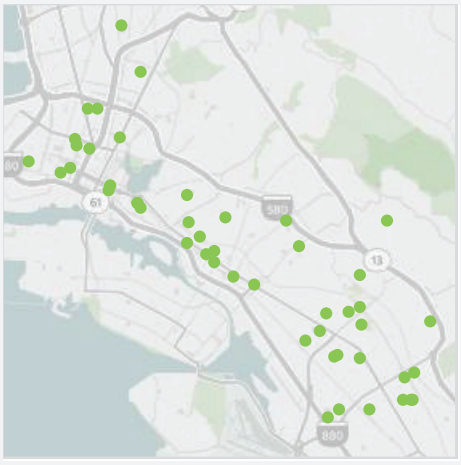
$700,000 invested

2,071 children served

3 programs funded

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

48 program sites



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

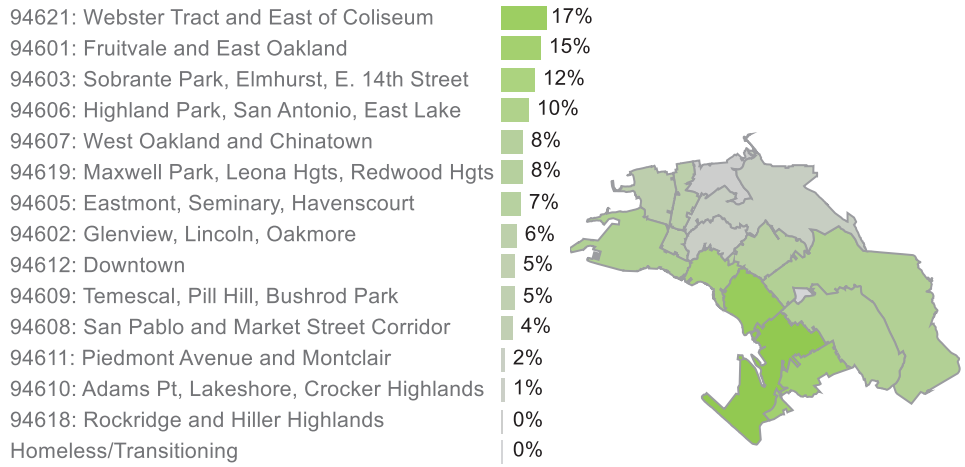
Participants

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

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

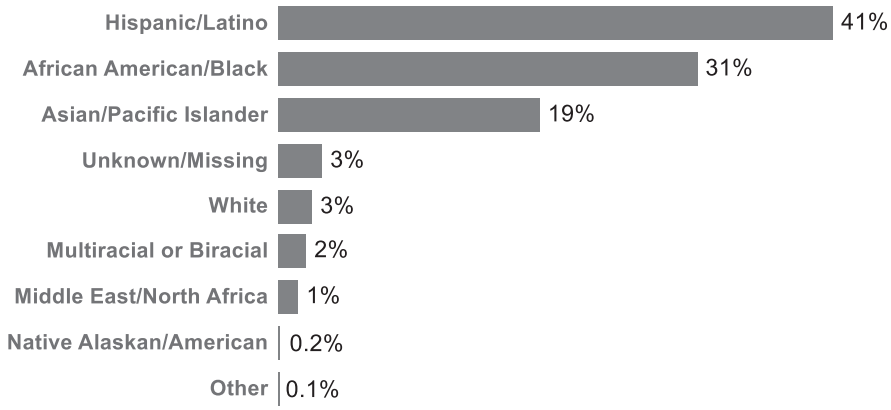
Children served came from across Oakland, with the majority coming from zip codes in East Oakland.

Home zipcode and neighborhood



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

Ethnicity of Children



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

Outcomes

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

Exhibit 4: Progress toward Early Childhood Mental Health Consultation Outcomes

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

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

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

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

PARENT SUPPORT AND EDUCATION

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

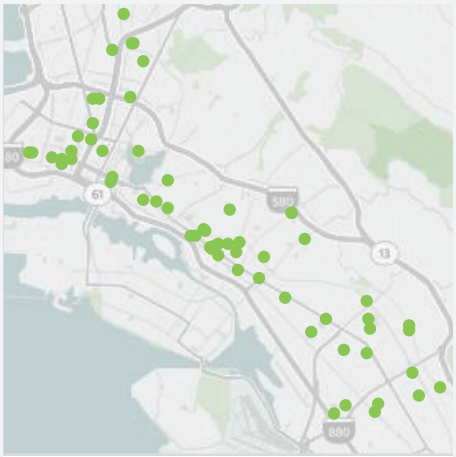
The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training,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

Parent Support and Education Strategy at a Glance

$1,782,991 invested

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

16 program sites at **75** program sites



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

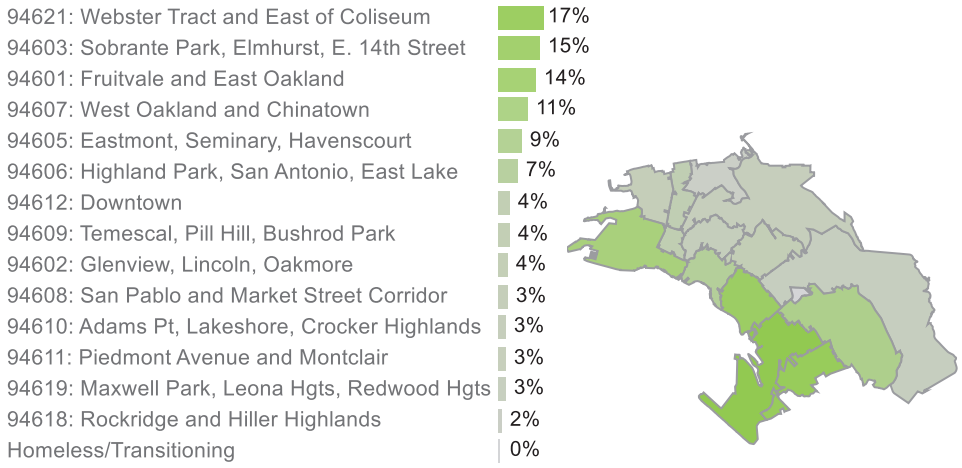
Participants

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

The Exhibit 2: Parent Education and Support Participants

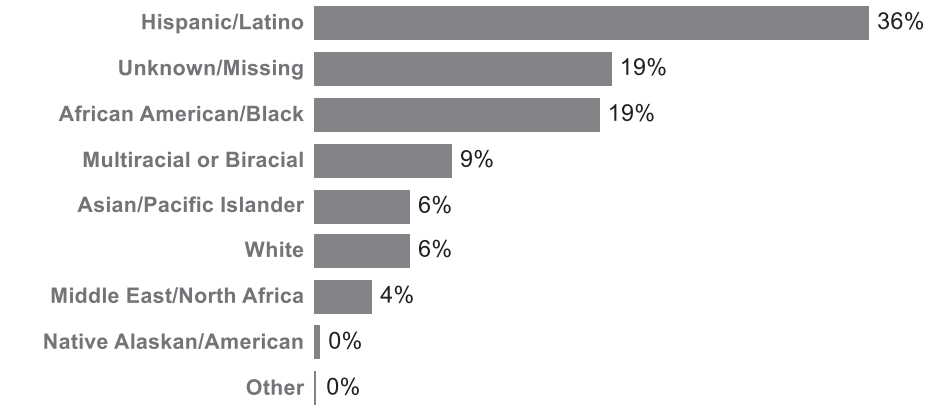
Participants came from across Oakland, with the majority coming from zip codes in East Oakland, Fruitvale, and West Oakland.

Home zipcode and neighborhood



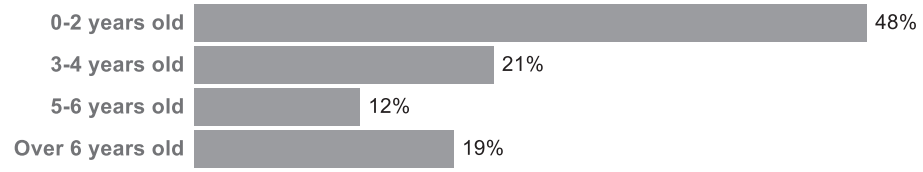
A racially diverse group of children and families participated in Parent Support and Education programs. Hispanic/Latino participants made up the largest group followed by African Americans.

Ethnicity of Children



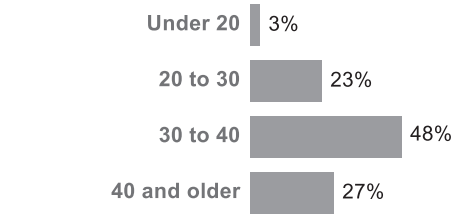
Children ranged in age from 0-6 years old, with 0-2 year-olds making up the largest age group.

Age of Children

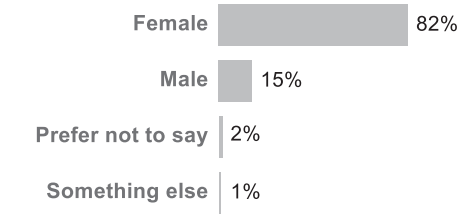


The majority of adult participants were female and nearly half of adult participants were between 30-40 years old.

Age of Adults



Gender of Adults



Services

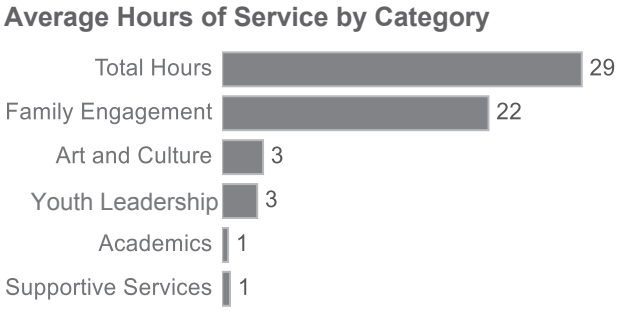
On average, children in *Parent Support and Education* programs received 29 hours of service and adults received 24 hours. Key findings related to service patterns are displayed in Exhibit 3.

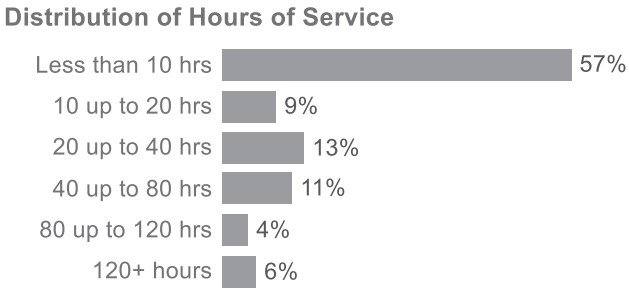
Exhibit 3: Services Received by Parent Support and Education Program Participants

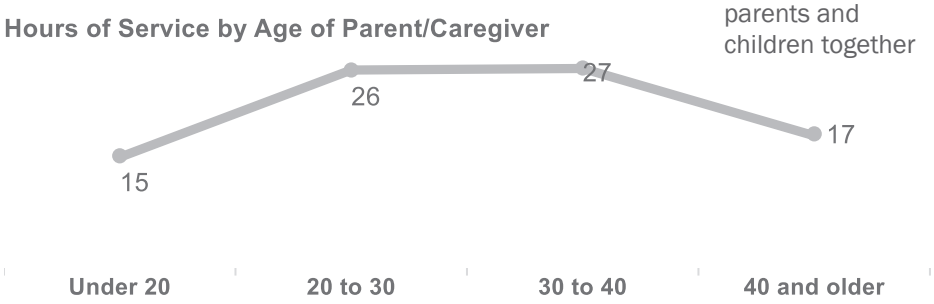
Participants spent the most time in family engagement activities.

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

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







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

Capacity-Building and Outreach Programs

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

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

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

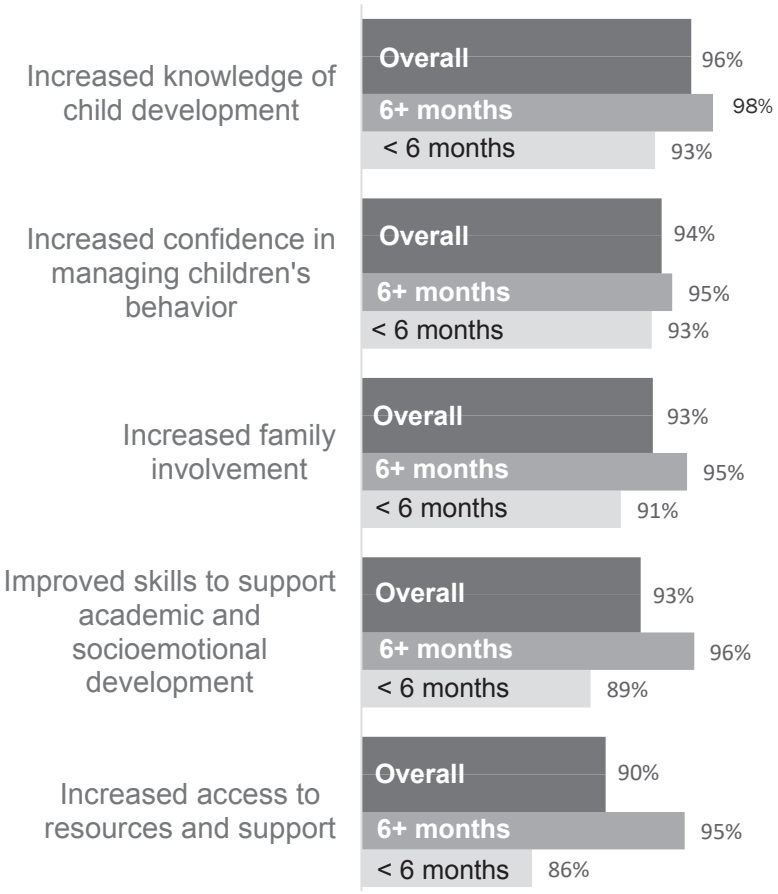
Outcomes

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

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

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

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



Because of the program...

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

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

STUDENT ENGAGEMENT IN LEARNING

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

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

The Student Engagement in Learning Strategy at a Glance

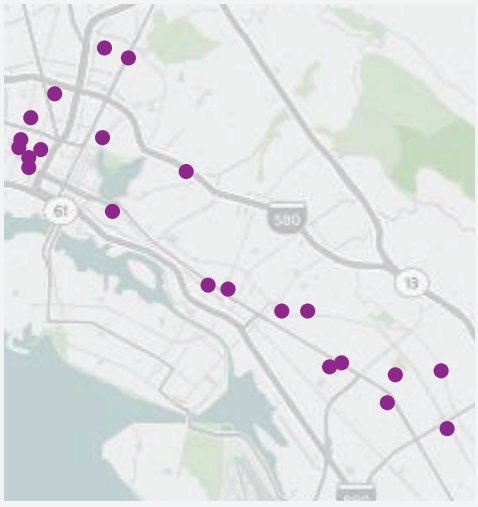
$835,360 invested

10 programs funded

4,151 youth served

28 program sites

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



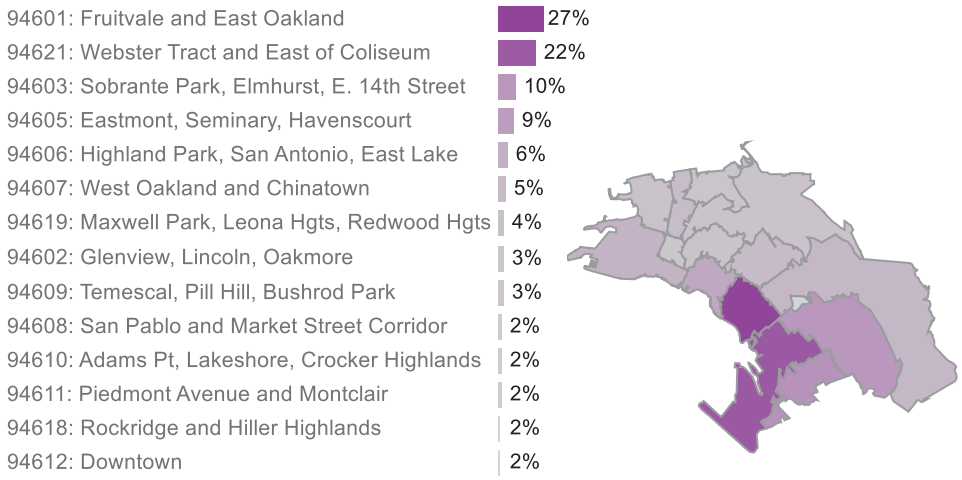
Participants

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

Exhibit 2: Student Engagement in Learning Participants

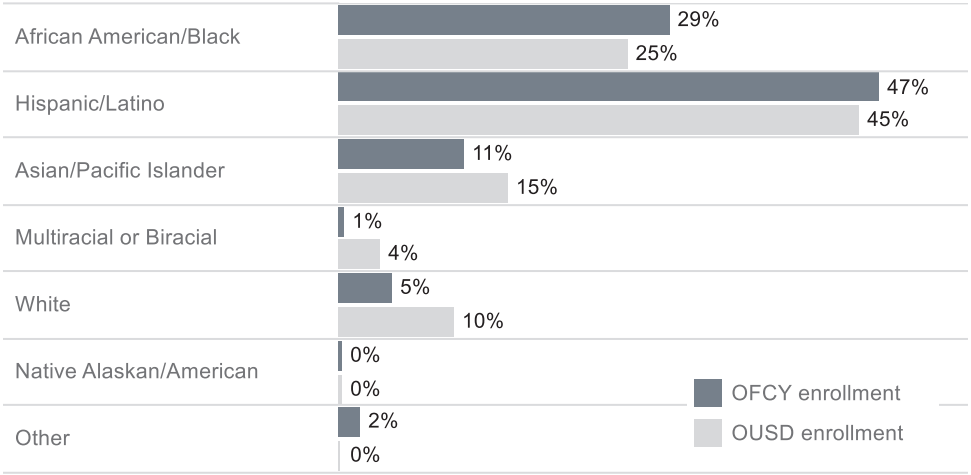
Although children and youth came from across Oakland, more than one quarter came from the Fruitvale District.

Home zipcode and neighborhood



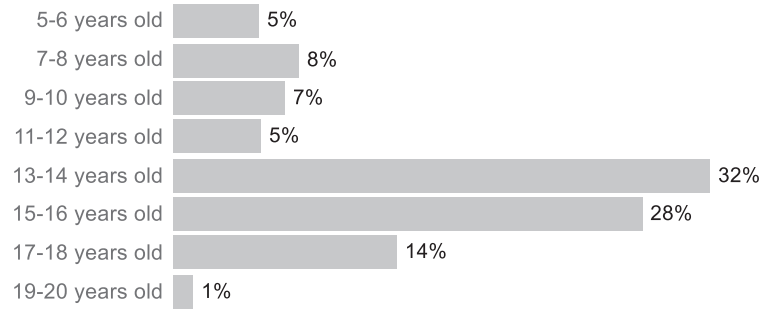
A racially diverse group of children participated in academic programs. The racial composition of participants was similar to the OUSD student body.

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



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

Age of participants

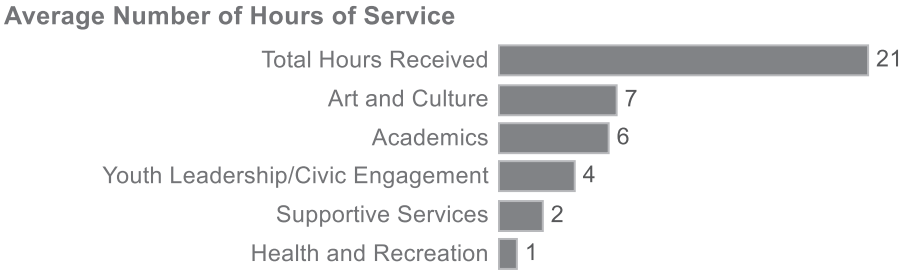


Services

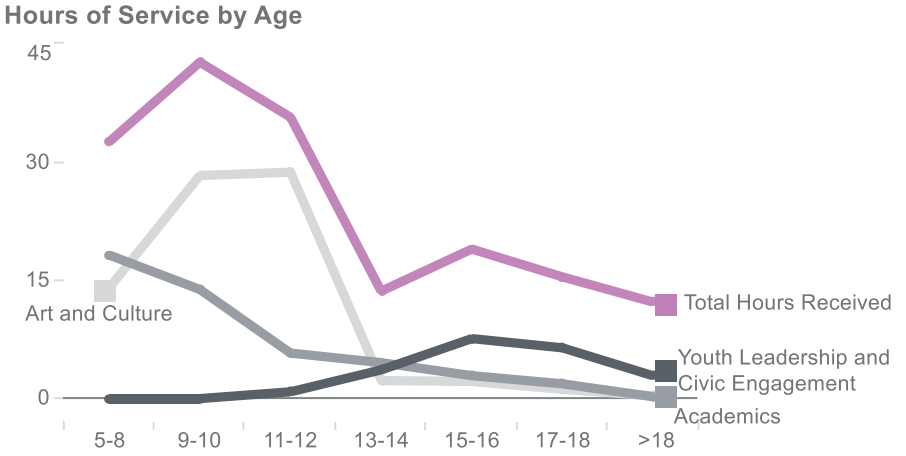
Average hours of service for children and youth in *Student Engagement in Learning* programs was 21 hours. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Student Engagement in Learning Participants

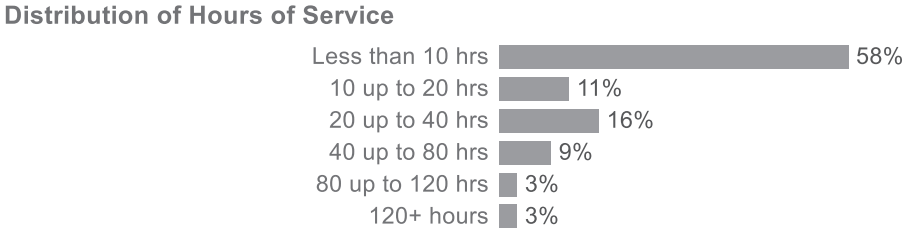
Programs did not focus exclusively on academics; they also used art and youth leadership activities to engage youth in learning.



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



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



Sampling of Student Engagement in Learning Activities

Academic:

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

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

Art/Culture:

- Beat making
- Music producing
- Cultural clubs
- Dance

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

Leadership & Civic Engagement:

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

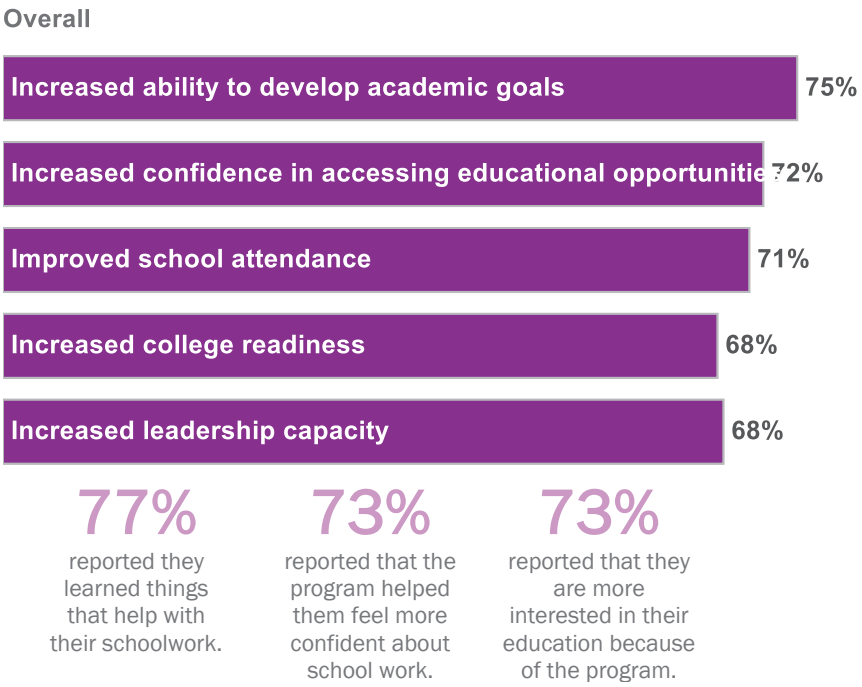
Example: Students at Fremont FOCUS organized an antiviolence campaign and concert that focused on messages of antiviolence. At the concert, they deployed a youth survey that assessed how youth can tackle violence in their community.

Outcomes

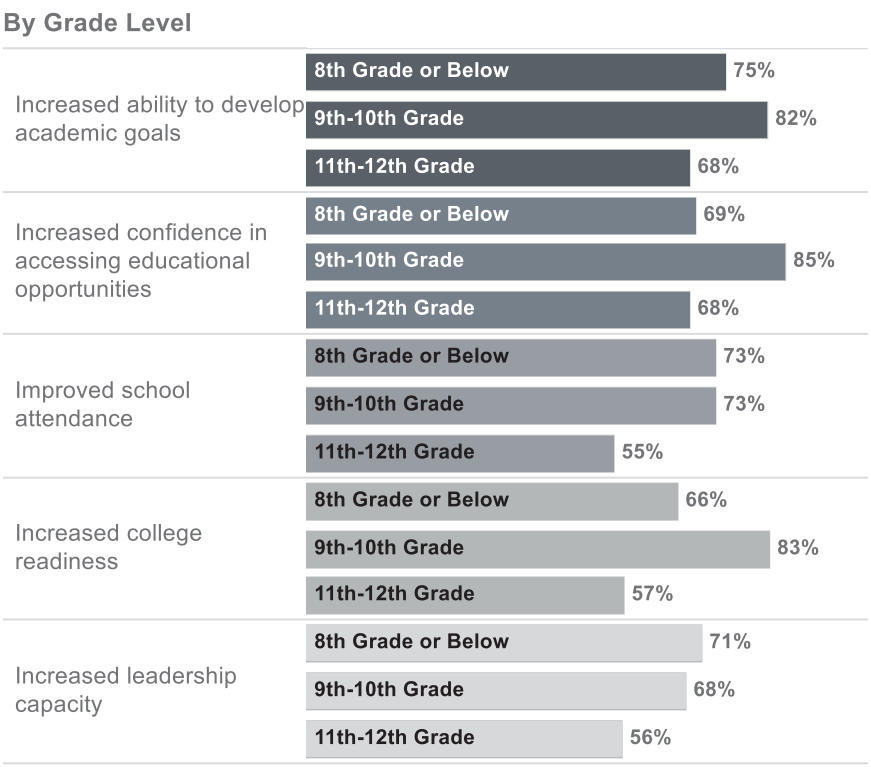
Children and youth survey results reveal participants' assessments of their progress toward academic outcomes. The results, illustrated in Exhibit 4, indicate that Student Engagement in Learning programs successfully supported youth in these areas.

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

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



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



SUMMER YOUTH DEVELOPMENT AND EMPOWERMENT

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

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

The Summer Youth Development and Empowerment Strategy at a Glance

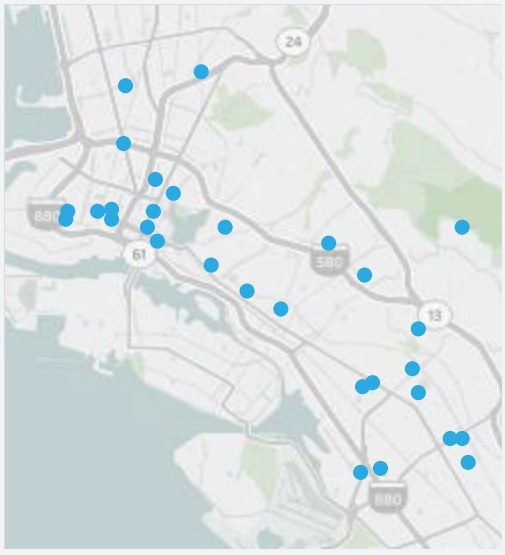
$1,043,901 invested

2,457 youth served

12 programs funded

31 program sites

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



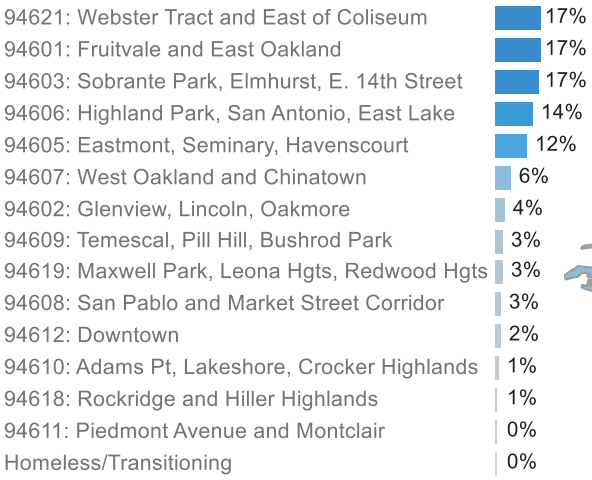
Participants

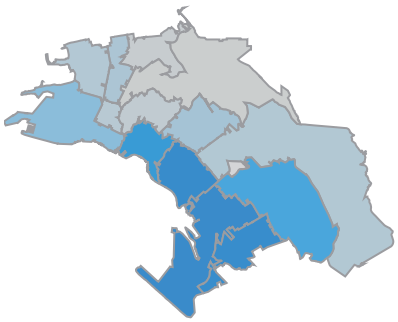
During FY2016-2017, 2,457 children and youth participated in *Summer Youth Development and Empowerment* programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Summer Youth Development and Empowerment Participants

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

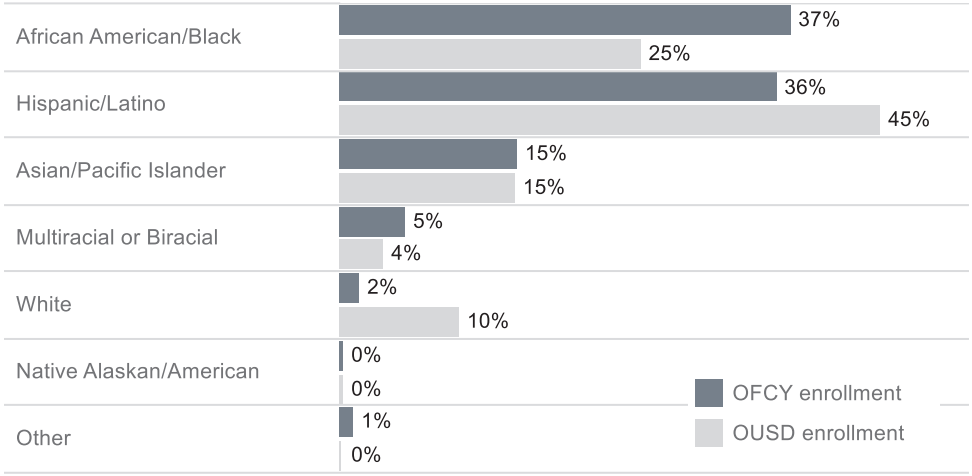
Home zipcode and neighborhood





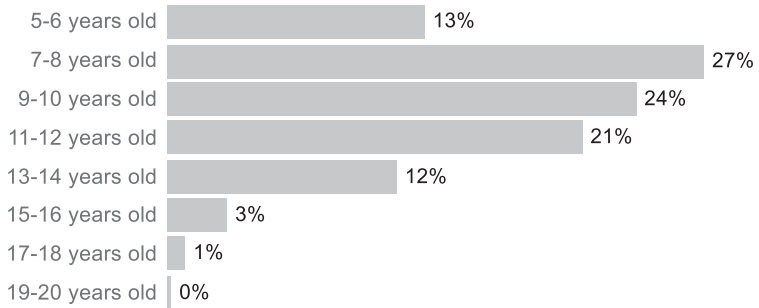
A racially diverse group of children participated in summer programs. Compared to OUSD, these programs served a larger proportion of African American students.

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



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

Age of participants

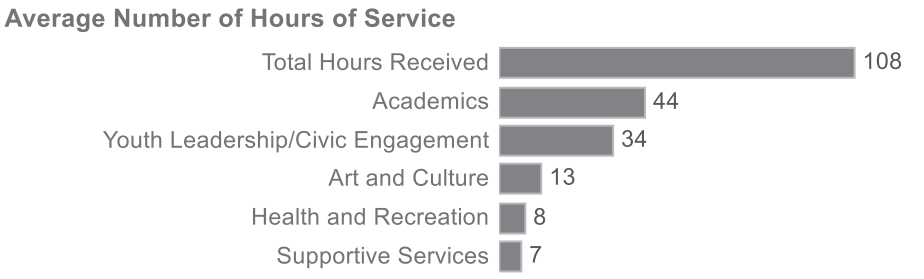


Services

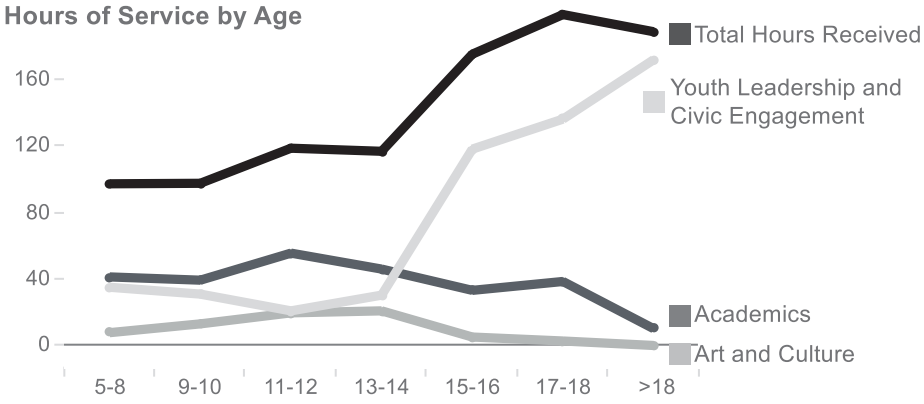
The average hours of service for children and youth in *Summer Youth Development and Empowerment* programs was 108 hours. Because these are primarily full- or half-day programs that take place over the course of several weeks, their average hours of service are fairly high. Key findings related to service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

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

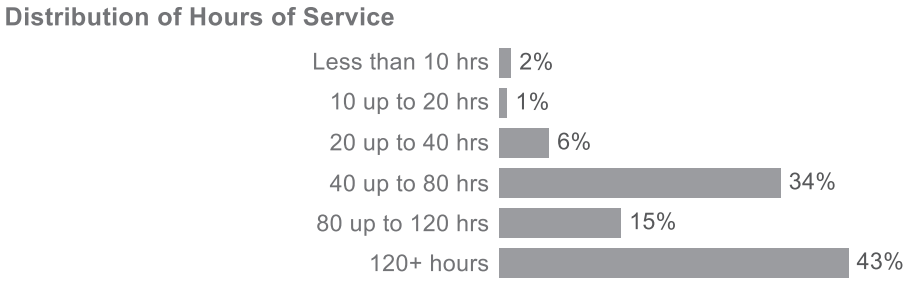
Youth spent the most time engaged in academics, youth leadership and civic engagement, and arts and culture.



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



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



Sampling of Summer Youth Development and Empowerment Activities

Academic:

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

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

Art/Culture:

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

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

Leadership and Civic Engagement:

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

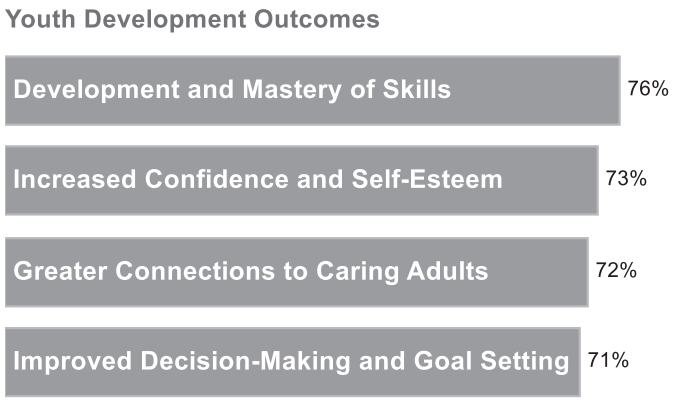
Example: Youth instructors lead all electives at East Oakland Youth Development Center.

Outcomes

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

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

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

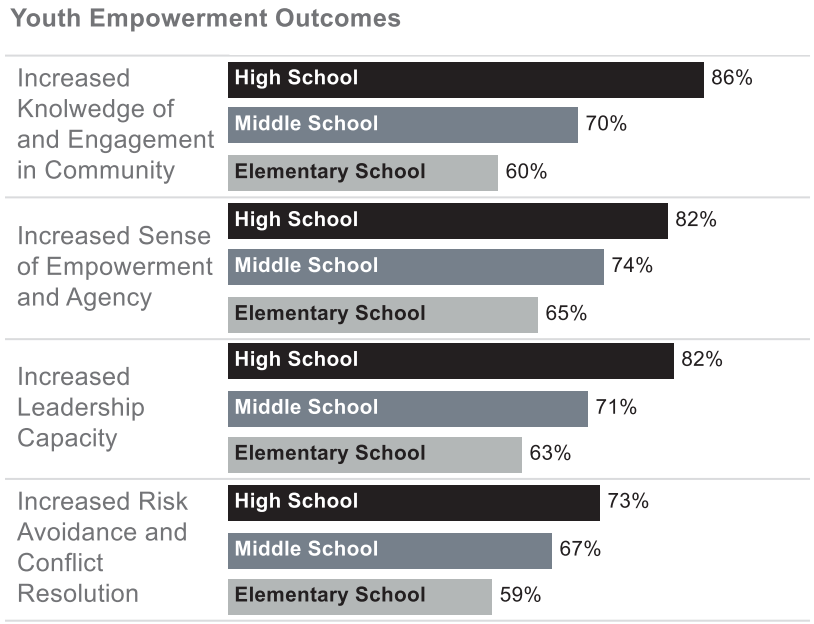


85% reported they try new things in the program.

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

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

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



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

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

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

YEAR-ROUND YOUTH DEVELOPMENT AND EMPOWERMENT

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

Year-Round Youth Development and Empowerment at a Glance

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

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

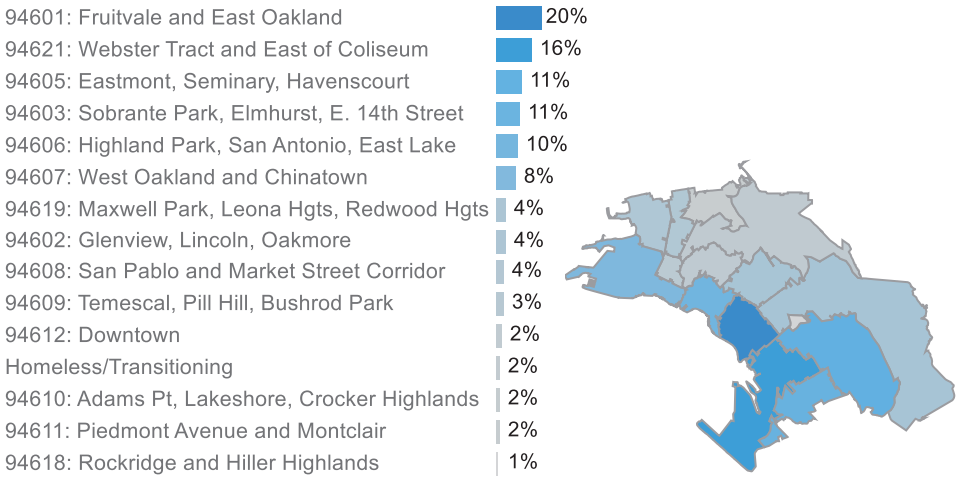
Participants

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

Exhibit 2: Year-Round Youth Development and Empowerment Participants

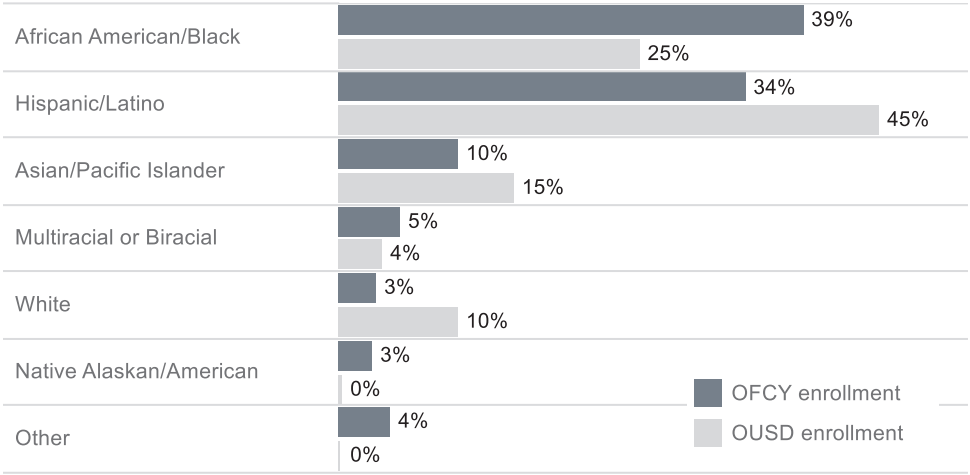
Children and youth came from across Oakland, with the largest proportion coming from the Fruitvale District.

Home zipcode and neighborhood



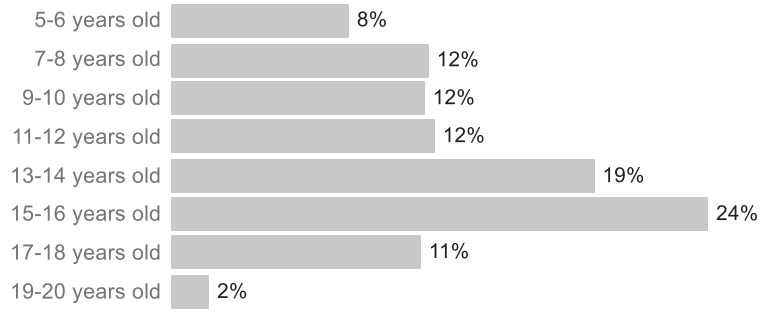
A racially diverse group of children and youth participated in this strategy. Compared to OUSD, these programs served a larger proportion of African American students.

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



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

Age of participants

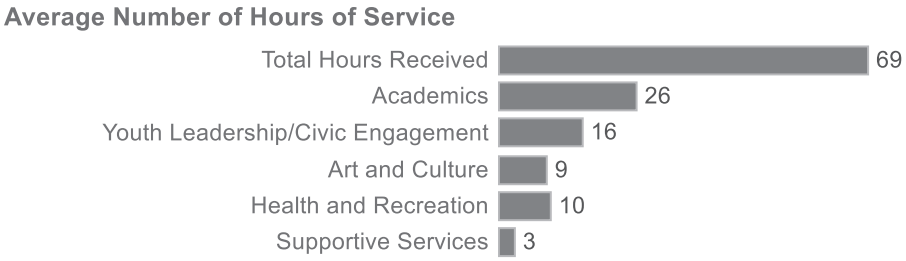


Services

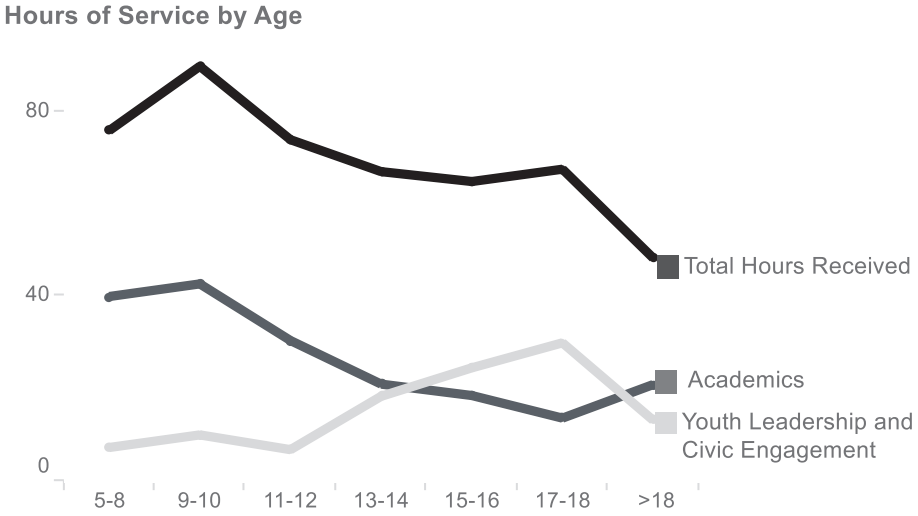
On average, participants in *Year-Round Youth Development and Empowerment* programs received 69 hours of service. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown in Exhibit 4.

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

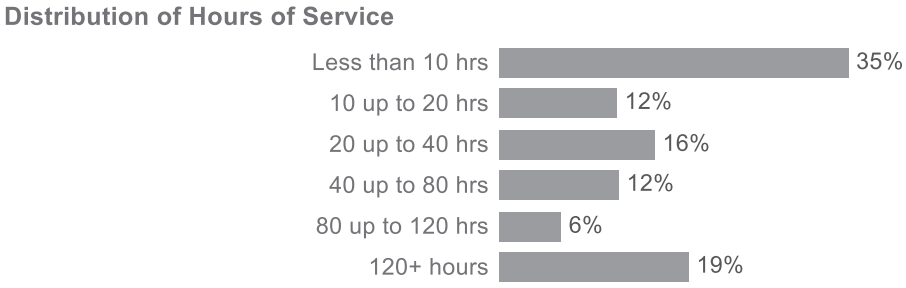
Youth participated in a wide range of activities, spending the most time in academic and youth leadership activities.



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



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



Sampling of Year-Round Youth Development and Empowerment Activities

Academic:

- Tutoring
- STEM programs
- English classes

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

Art/Culture:

- Music
- Media arts
- Woodworking
- Urban arts

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

Leadership & Civic Engagement:

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

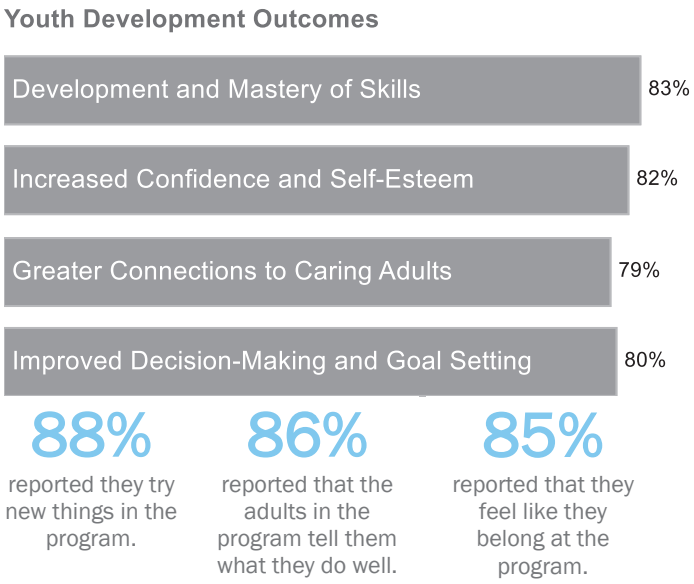
Example: Youth at Homies4Justice organized a reclaiming Cinco de Mayo block party to promote solidarity across different races.

Outcomes

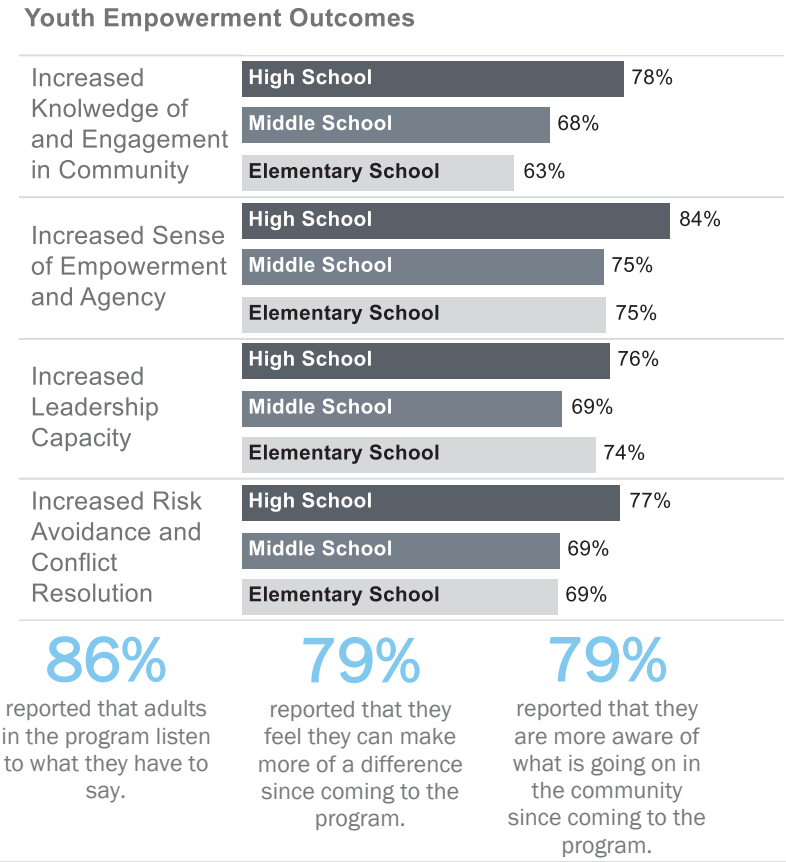
Children and youth survey results reveal participants' assessments of their progress towards youth development and empowerment outcomes. The results, shown in Exhibit 4, indicate that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

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

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



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



CAREER AWARENESS AND ACADEMIC SUPPORT

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

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

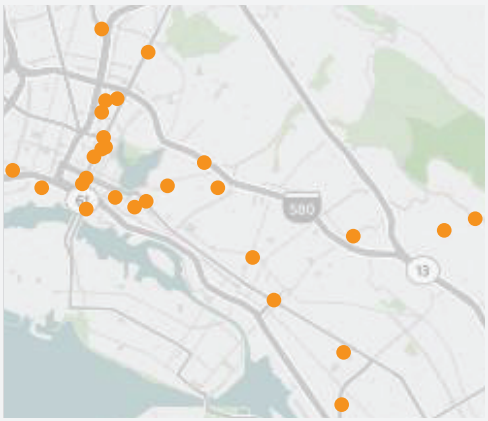
The Student Engagement in Learning Strategy at a Glance

$2,125,533 invested

2,663 youth served

14 programs funded

28 program sites



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

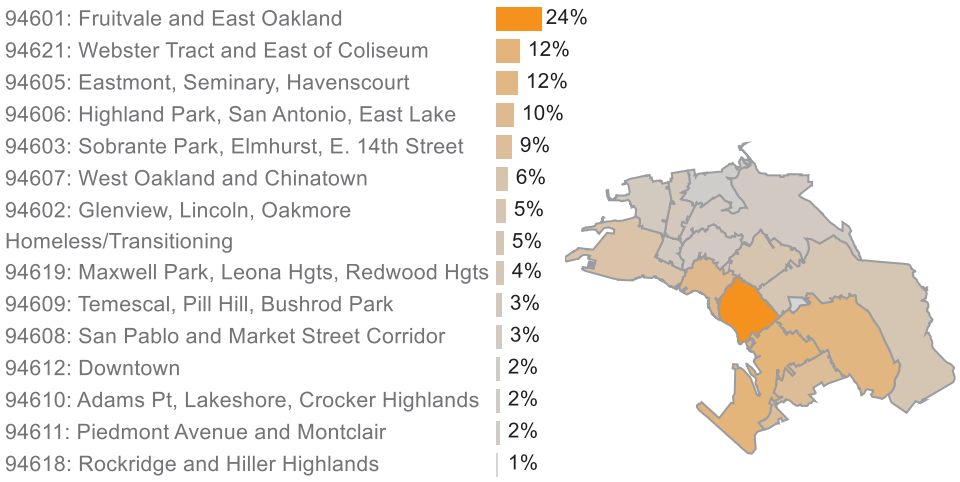
Participants

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

Exhibit 2: Career Awareness and Academic Support Participants

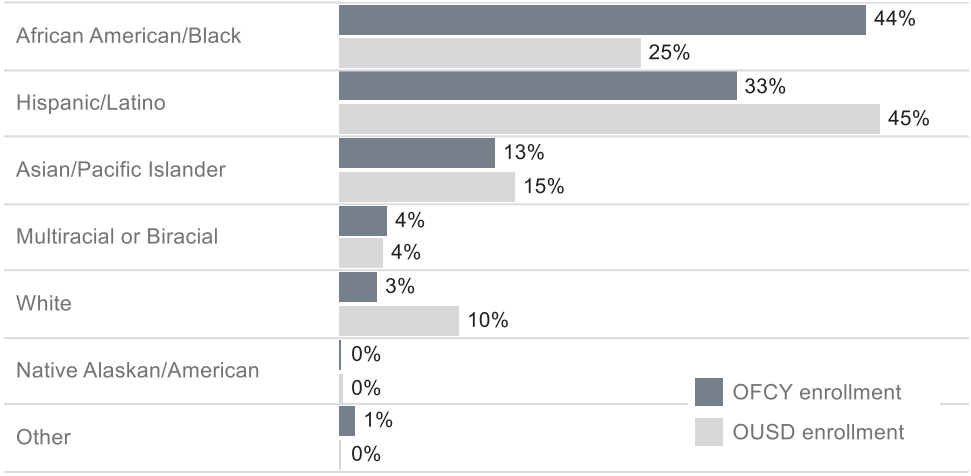
Although children and youth came from across Oakland, almost one quarter came from the Fruitvale District.

Home zipcode and neighborhood



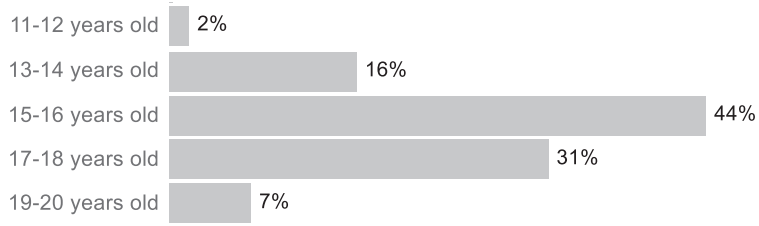
A racially diverse group of children participated in this strategy. Compared to OUSD and other OFCY strategies, these programs served a larger proportion of African American students.

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



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

Age of participants



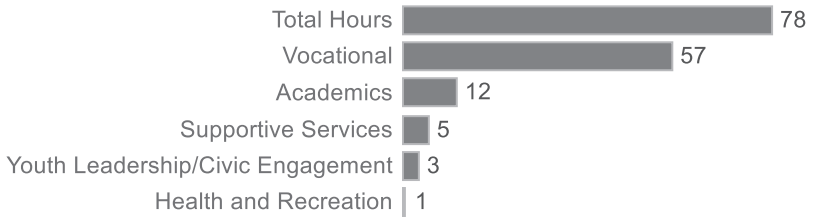
Services

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

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

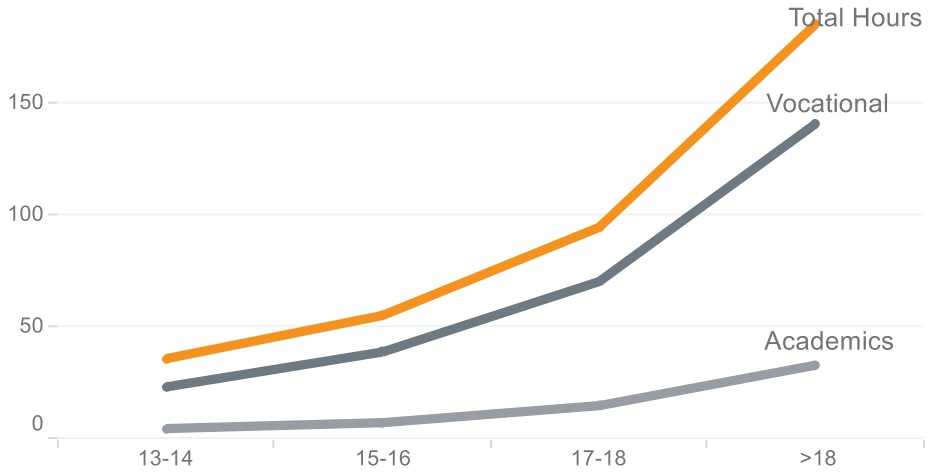
Participants spent the majority of their time engaged in vocational activities. They also received academic and support services.

Hours of Service by Category



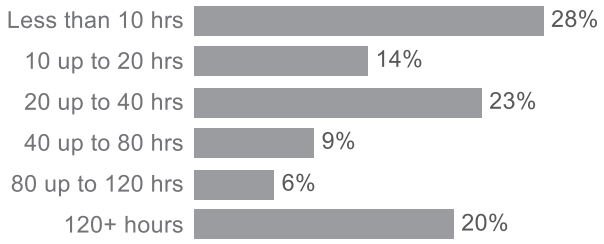
Older youth, especially those 19 and older, spent the most hours in programming. Many of these youth were out of school or participated in a program that combined work experience and non-traditional high school diploma programs.

Hours of Service by Age and Category



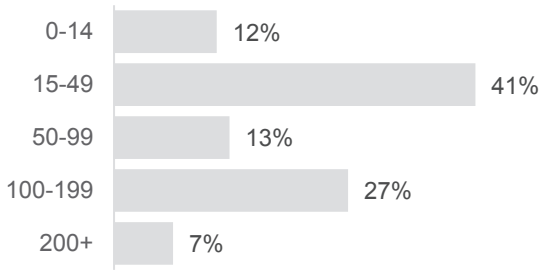
The level of participation varied substantially, with more than one-quarter receiving less than ten hours of service and one-fifth receiving 120+ hours.

Distribution of Hours of Service



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

Hours Spent in Placement



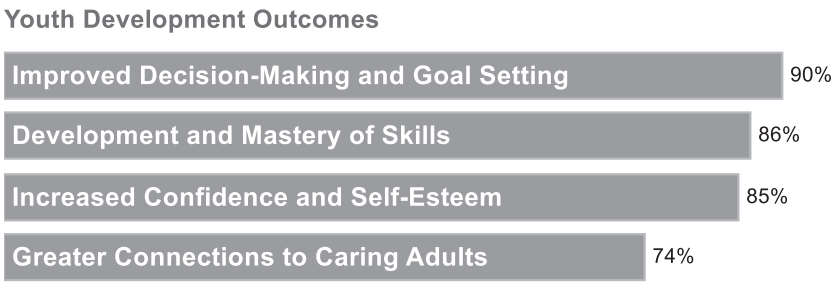
Employment Placement Example: Youth at Pathways to Advancement receive job readiness training and apply their newly developed skills as vendors and shift leaders at O.Co Coliseum.

Outcomes

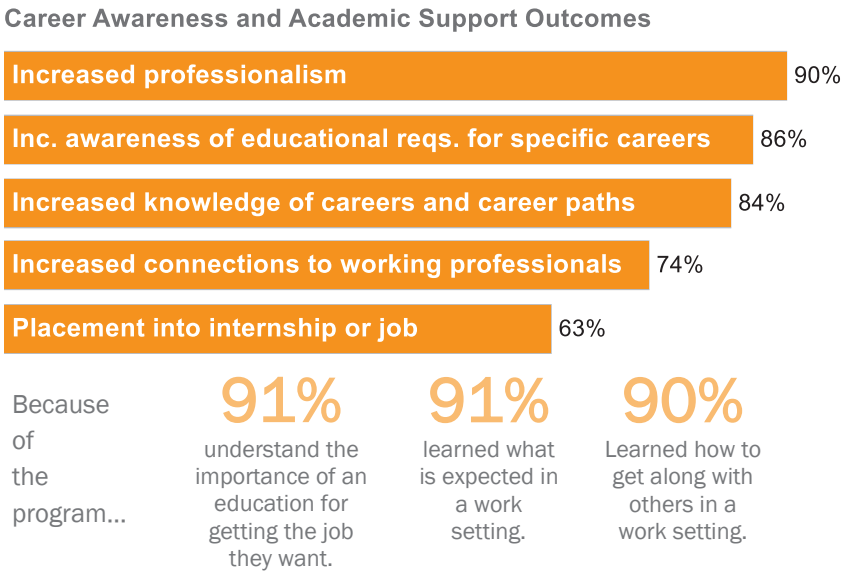
Children and youth survey results reveal participants' assessments of their progress toward youth development and career awareness and academic support outcomes. The results, illustrated in Exhibit 4, indicate that Career Awareness and Academic Support programs successfully supported youth in these areas.

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

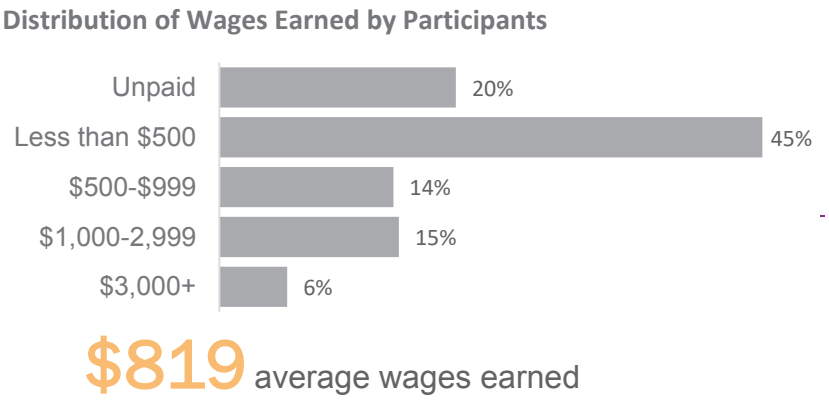
For youth development outcomes, youth reported the highest progress in improved decision-making and goal setting.



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



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



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

2016-17 EVALUATION HIGHLIGHTS

THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMING FOR OAKLAND'S YOUTH.

Oakland Unified School District (OUSD)

Oakland Fund for Children and Youth (OFCY)

Oakland School-Based After School Partnership

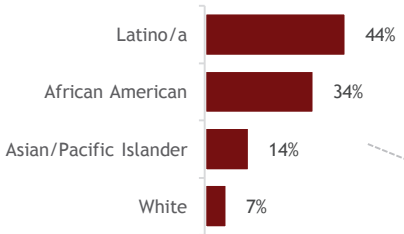
81

SCHOOL-BASED AFTER SCHOOL PROGRAMS

$17M

- $4.8M OFCY
- $3.1M COMMUNITY AGENCIES
- $9.5M STATE & FEDERAL, MANAGED BY OUSD

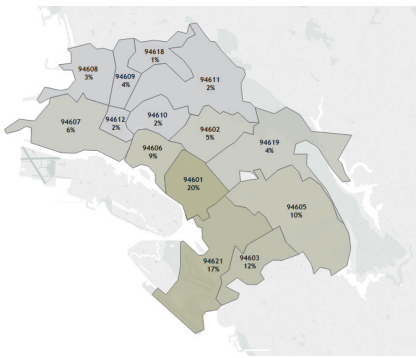
SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE YOUTH REFLECTIVE OF THEIR DIVERSE COMMUNITIES.

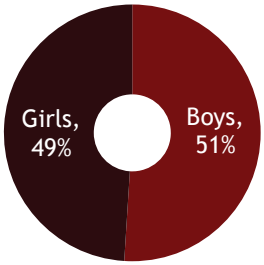


16,991

YOUTH SERVED

- OUSD 7,940 Youth
- OUSD + OFCY 8,451 Youth
- OFCY 600

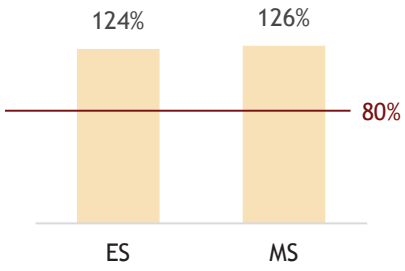




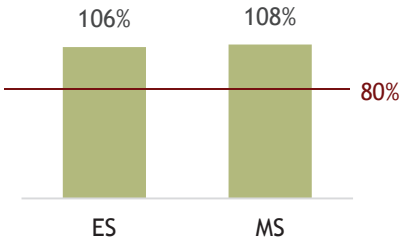
1 in 3

STUDENTS IS AN ENGLISH LEARNER

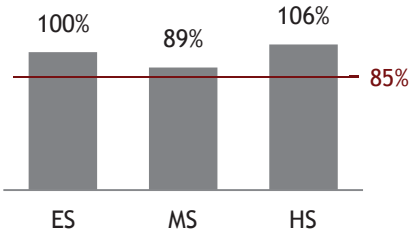
THE MAJORITY OF SCHOOL-BASED AFTER SCHOOL PROGRAMS MET OR EXCEEDED THEIR ENROLLMENT AND ATTENDANCE TARGETS.



PROGRESS TOWARD OFCY ENROLLMENT TARGET



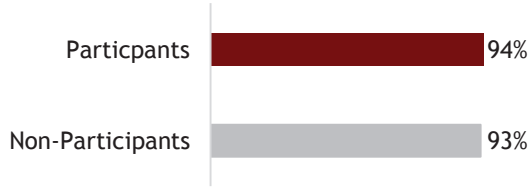
PROGRESS TOWARD OFCY UNITS OF SERVICE TARGET



PROGRESS TOWARD CDE ATTENDANCE TARGET

AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE WERE LESS LIKELY TO BE CHRONICALLY ABESENT COMPARED TO THEIR NON-PARTICIPANT PEERS.

SCHOOL DAY ATTENDANCE RATE



After school participation has a positive association with school day attendance.

Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.

THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT AND SUPPORTING PROGRAMS.

4.04

AVERAGE PQA SCORE (SCALE 1-5)

71%

OF YOUTH REPORT FEELING SAFE IN THEIR PROGRAMS

18

PROGRAM AND ASPO STAFF WERE CERTIFIED AS EXTERNAL PQA ASSESSORS

59

PROGRAMS DEVELOPED AN IMPROVEMENT PLAN

16

SUPPLEMENTAL FUNDING REQUESTS AWARDED

- Supported on-going literacy needs
- Supported middle school or rising middle school youth
- Supported culturally- or gender-responsive programming
- Drove opportunities for collaboration

2016-17 OAKLAND AFTER SCHOOL
EVALUATION EXECUTIVE SUMMARY

ABOUT OAKLAND SCHOOL-BASED PROGRAMS

- ✓ **Oakland School-Based After School Partnership:** Formed in 2004 by OFCY and OUSD's After School Programs Office.
- ✓ **Funding Sources:** The Partnership leverages over $17 million to Oakland programs through OFCY grants, State and Federal grants managed by OUSD, and additional community-based funding sources.

In 2016-17 the Oakland School-Based After School Partnership funded 81 school-based after school programs serving nearly 17,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office. Between them, the School-Based Partners leverage over $17 million to programs, which includes over $4.8 million annually in local funding through OFCY grants to community agencies to manage programs; a matching $9.5 million in state After School Education and Safety (ASES) funding and federal 21st Century Learning, which are managed through OUSD; and an additional $3.1 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

ABOUT THE EVALUATION PROJECT

- ✓ **Theory of Action:** Youth who regularly participate in a high quality after school program gain skills and experience that benefit them both now and in the future.
- ✓ **Data Sources:** Youth surveys; site visits (n=79); program attendance records; youth demographic records; District academic data.

An annual evaluation assesses the ways in which the school-based after school programs promote positive outcomes in youth. The Theory of Action (see box at left) guides the 2016-17 evaluation. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, the direct outcomes and benefits to participating children and youth, as well on students' academic outcomes in the context of their program participation.

Data sources for the 2016-17 evaluation include youth surveys, site visits, program attendance records and youth demographic records from Cityspan, and District academic data.

ABOUT YOUTH SERVED IN SCHOOL-BASED AFTER SCHOOL PROGRAMS

- ✓ **Youth Served:** 16,991
- ✓ **Participant Diversity:** Oakland after school youth are 44% Latino/a, 34% African American, 14% Asian/Pacific Islander, and 7% White. Programs serve slightly more boys (51%) than girls (49%).
- ✓ **Oakland Neighborhoods Served:** Half (49%) of all participants live in the Fruitvale, Coliseum, and East Oakland zip codes.
- ✓ **English Learners:** About 29% of after school participants are English Learners.

In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students[1] at the program's host school at low or no cost.[2]

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (44%), making up the highest proportion of participants. About one-third of participants are African-American (34%), followed by smaller proportions of Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs.

After school programs served youth throughout Oakland (Figure 1 on page 13), but nearly half (49%) of participants were concentrated in three zip codes: 94601, 94621, and 94603. These zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

Nearly one-third of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

[1] Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

[2] Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

PROGRAM ACCESS & ATTENDANCE

- ✓ **Enrollment Targets:** OFCY grantees exceeded their 2016-17 program enrollment goals.
- ✓ **Units of Service:** OFCY grantees exceeded their 2016-17 goals for units of service (hours of service per participant).
- ✓ **Program Attendance:** Overall, youth attended an average of 83 days, with expected variations by grade level.
- ✓ **Program Access:** After school programs served 44% of the students in their host school.

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 2 on page 19 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 124% of their goal enrollment and middle school sites reaching 126%. OFCY grantees are also expected to reach 100% of their unit of service goals. Figure 3 on page 19 shows that elementary programs are surpassing their goals at 106% and middle school programs at 108%.

On average, children and youth in Oakland school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average. Available evidence indicates that Oakland school-based programs served almost half (44%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 20.

- ✓ **Program Quality Assessments:** The vast majority of the 79 programs observed were found to be Thriving (14%) or Performing (85%).
- ✓ **Youth Surveys:** Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).
- ✓ Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths' academic records (when available).

Site Visits: Measures of point-of-service quality assess youths' experience in activities, and were captured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. Year-over-year data reveal that on the whole, programs continue to be of moderate to strong quality across grade levels. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving" and only one program (~1%) was categorized as "Emerging."

Youth Surveys: Youth surveys included questions about youths' program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites' PQA scores in each area. The majority of all youth reported feelings of safety in their program (74% of elementary, 65% of middle, and 76% of high school participants), a necessary precursor for youth to experience the other aspects of program quality. In addition, youth across all three grade-groups also reported strong levels of support in their programs, (73% of elementary, 60% of middle, and 71% of high school youth); these results align well with data from site visits.

Differences in Program Quality: There were only modest differences in 2016-17 between boy and girl participants' perspectives of program quality, as measured through youth surveys. Most notably, high school girls reported they felt safer in their programs (83%) compared to boys (73%).

- ✓ **Outcome Domain Differences:** Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in nearly every domain in the youth survey.
- ✓ **Academic Data Sources:** School day attendance/chronic absenteeism; and OUSD's high school readiness measure. When possible, we compared youth to non-participants in the same schools.
- ✓ **Academic (Contributory) Outcomes Findings:** Encouragingly, after school participants have higher school day attendance rates than non-participants, and are less likely to be chronically absent.

Youth surveys also asked participants about their experiences and learning in certain key outcome areas: academic behaviors, mastery, social & emotional skills, physical well-being, school connectedness, and college & career exploration. In particular, youth reported developing a sense of mastery (64%) and improving their academic behaviors (63%). Similarly, 63% of youth reported they were exposed to information about college and career paths in the future.

Differences in Outcome Domains: Gender comparisons showed only modest differences in self-reported outcomes across most survey domains. However, middle school-aged boys were more likely than girls of the same age to report strengthening their academic behaviors in a few different dimensions.

Differences in School Day Attendance: The academic outcomes examined included school day attendance and chronic absence rates. Analysis focused both on highlighting the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2016-17, after school program participants had higher school attendance rates than their peers. On average, after school participants attended 94% of all school days and non-participants attended 93%; this difference, though small, is statistically significant.[3] Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school programs were less likely to be chronically absent than non-participants: about 15% of after school participants were chronically absent, compared to 19% of non-participants; this difference is also statistically significant.[4]

3 Statistically significant at p<.05 level using independent samples t-test.
4 Statistically significant at p<.05 level using independent samples t-test.