

Student Engagement in Learning: FY18-19



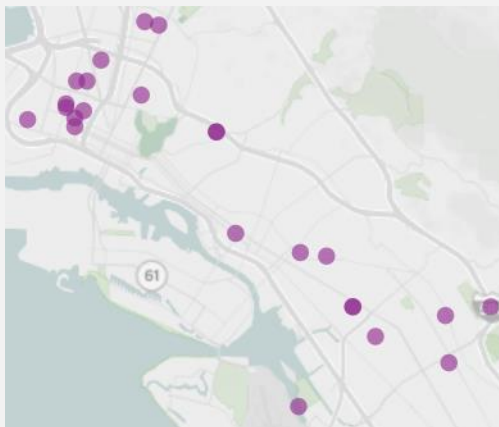
“ Our priority is making sure that students are getting what they need when they come through the doors.... I am hoping that **what they learned is transferrable** to school and to their jobs and to college...But the big piece for me is...that **students feel connected.** ”

—Staff, East Bay Asian Youth Center’s 9th Grade Transitions Program

The programs funded under OFCY’s Student Engagement in Learning strategy are designed to 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. In the spring of 2019, Social Policy Research Associates visited two programs (East Bay Asian Youth Center’s 9th Grade Transition and Youth Alive! Targeted Engagement for Older Youth) to learn more about the programs in this strategy.

Programs at a Glance



\$783,171 Invested

3,234 youth served

9 programs

24 sites

Photo courtesy of Youth Alive-Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

Participants

During FY2018-2019, 3,234 children and youth participated in *Student Engagement in Learning* programs. Most programs serve a specific group of students who are at risk of disconnecting from school at one or more schools in East or West Oakland. The target populations range from elementary-aged students reading below grade level to high school youth identified as at risk for violence, students who are chronically absent, gang-involved, experiencing homelessness, newcomer youth, and/or at-risk of violence.



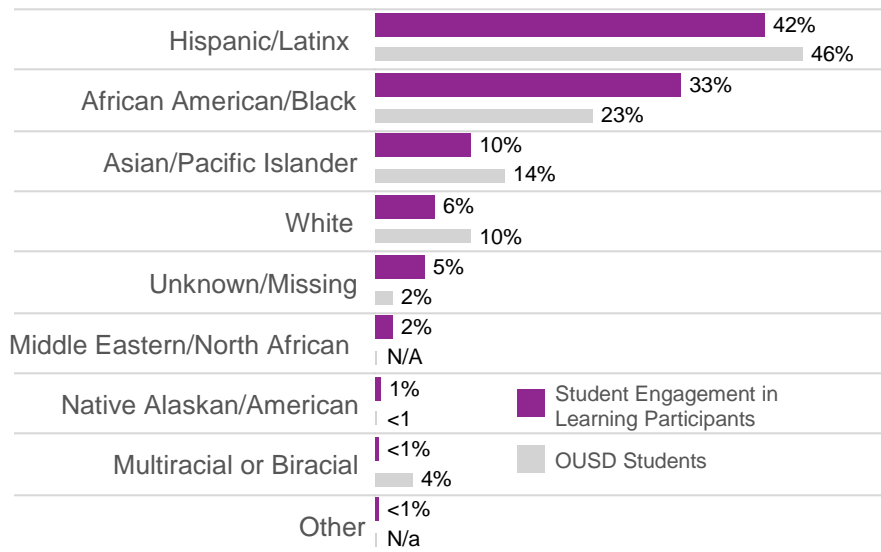
We have a referral system here and we get close to 400 referrals each year. Half of them are 9th graders and the primary reason for referrals is because of academic concern. And sometimes it's paired up with some sort of behavioral, mental health [concern]. But for the most part it's just lack of motivation.

—Staff, EBAYC's 9th Grade Transitions Program

75% of youth identified as Hispanic/Latinx or African American/Black indicating that programs serve OFCY's priority populations.

Compared to OUSD, these programs served a larger proportion of African American youth.

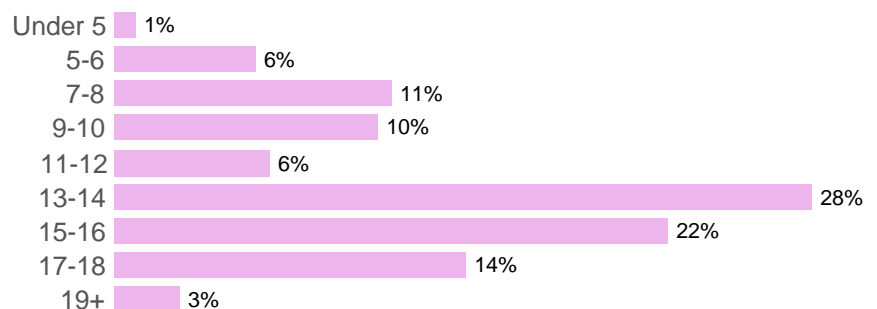
Race/Ethnicity of OFCY Youth Participants and OUSD Students



Student Engagement in Learning programs were more likely to serve youth over 12 years old.

Youth aged 13 to 18 represented close to 70% of participants served by this strategy.

Age of Participants



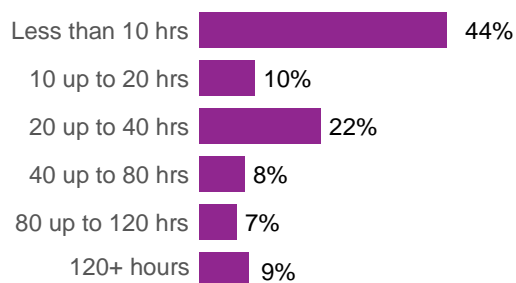
Participation

Student Engagement in Learning programs were diverse, offering activities focused on academic support, civic engagement, and arts, music and culture. Because programs operated under different models and varied in duration from several weeks to year-long, the amount of time youth spent in programs ranged widely. For example, by design, OUSD’s Student Engagement in Restorative Justice program served over 900 youth with light touch services (on average youth participated for six hours). In contrast, participants in Student Program for Academic and Athletic Transitioning’s (SPAAT) Middle School Engagement in Learning program attended the program for over 100 hours on average. These differences are in keeping with each program’s model.*

Time spent in program varied widely.

Over forty percent of youth spent less than ten hours in their program, while close to ten percent attended for over 120 hours. Most students with less than ten hours of participation attended OUSD’s Student Engagement in Restorative Justice Program.

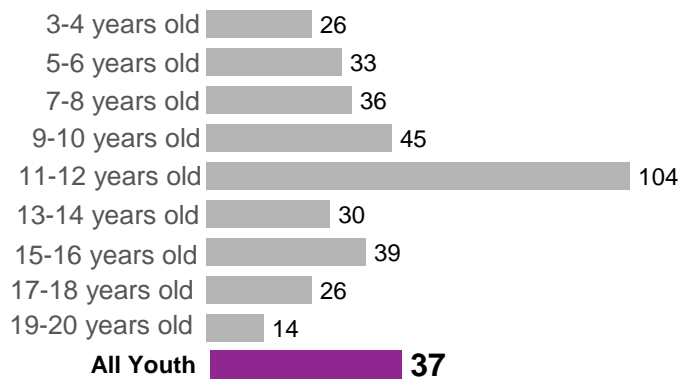
Hours of Participation per Program



Students transitioning into middle school spent the most time in programming.

Students ages 11 and 12 spent over 100 hours in programs on average, compared to 37 hours for all participants. Almost 70% of students in this age group participated in SPAAT’s Middle School Engagement in Learning program.

Average Hours of Participation by Age



I joined because [the program] sounded interesting...I stayed because it's actually a lot of fun. We **learn a lot** [and] we get to go on **field trips** and do things we haven't done before. I think it's just **a great experience**.

—Student, East Bay Asian Youth Center’s (EBAYC’s) 9th Grade Transitions Program

* OUSD’s Student Engagement in Restorative Justice trained a group of student leaders to facilitate restorative justice workshops for over 700 ninth graders. SPAAT’s Middle School Student Engagement in Learning program enlists Oakland Athletic League (OAL) coaches and paid tutors to support student athletes.

Program Activities

Student Engagement in Learning programs offered a variety of activities to keep children and youth engaged in learning, as described below.

Academics

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

Girls Inc.’s Daytime Literacy Intervention collaborated with principals and school day teachers at four schools to design tailored literacy interventions for K-5 students who were reading behind grade level.

SPAAT’s Middle School Student Engagement in Learning program provides paid tutors to work with student athletes.

“ We have guided reading, where the students build their confidence in reading out loud and in a small group. We have readers' theater, where students build fluency, so they're able to read scripts and then practice them and learn words that they've never seen before. Then they act them out and demonstrate their skill-building in front of a group.

– Staff, Girls Inc’s Daytime Literacy Intervention

Civic Engagement & Leadership

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

EBAYC’s 9th Grade Transitions staff run an afterschool group focused on outdoor leadership and social, emotional, mental and life skill training.

OUSD’s Student Engagement in Restorative Justice Program trains 30 diverse student leaders to lead a restorative justice program focusing on the transition to high school.

“ The program] continues to really help them share their voice, advocate for themselves, and to develop themselves and be youth leaders. [As a result,] they've been able to **advocate for themselves, and for their communities.**

—Staff, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Arts, Music and Culture

- Cultural clubs
- Dance
- Music production

EBAYC’s 9th Grade Transitions offer an afterschool music studio where students can create their own music, compose their own tracks, and record a CD to increase their sense of connection to Oakland High School.

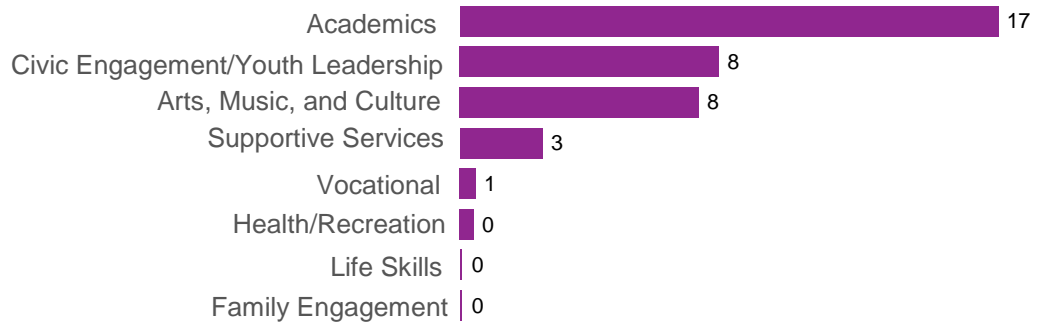
“ Since I was born and raised in Oakland, I don't really know anything about my ethnicity or my culture. During this program, I learned new stuff, like when we researched Chinese New Year’s, Vietnamese people also celebrate it, but I didn't know why. So that **helped me learn more about my culture.**

—Youth, EBAYC’s 9th Grade Transitions

The tables below illustrate the amount of time youth spent in the diverse activities offered by *Student Engagement in Learning* programs.

On average, youth spent the most time engaged in academic activities, civic engagement and youth leadership, and arts, music and culture.

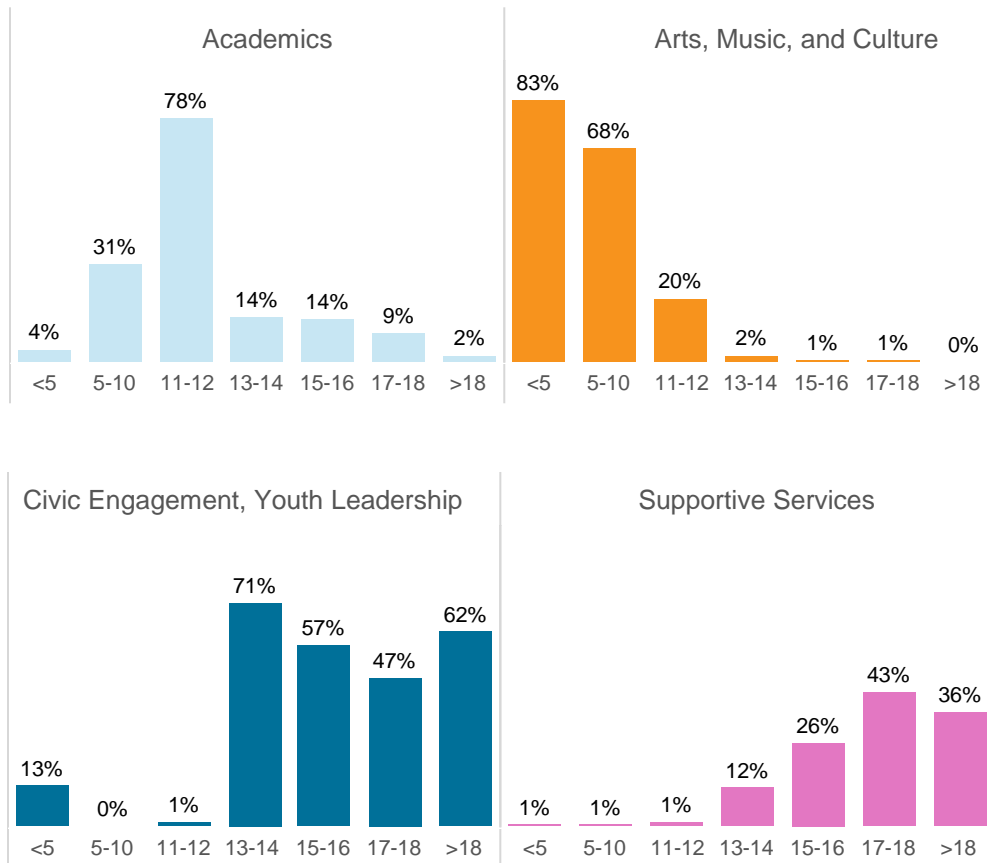
Average Hours by Type of Activity



Programs tailor services to the developmental needs and capacities of children and youth as they age.

Although only youth ages 11-12 spent the majority of their time engaged in academic activities, youth across different age groups participated in a range of activities that contribute to school connection and were developmentally appropriate. For example, programs engaged younger children (up to age 10) in learning by focusing on arts, music and culture, while older youth spent progressively more time in leadership activities and receiving supportive services.

Percent of Time Engaged in Top Service Categories by Age Group

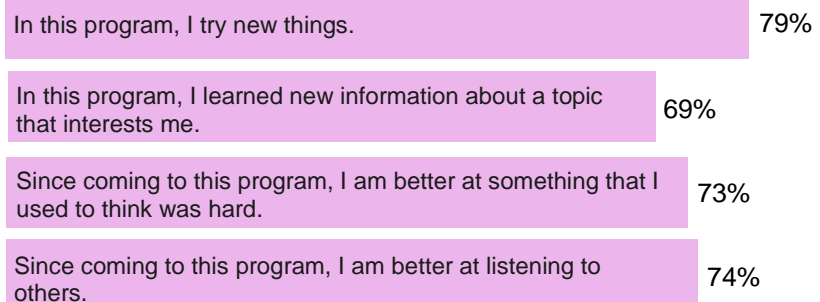


Outcomes

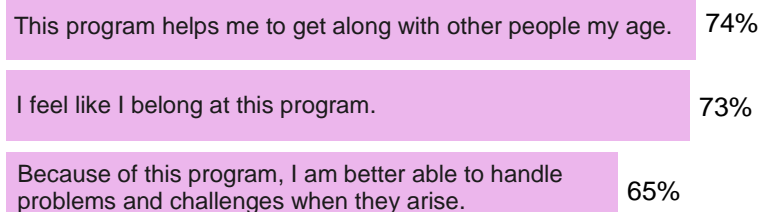
All youth participants had the opportunity to assess their achievement of key outcomes through a survey administered in spring 2019. On the survey, 727 youth identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 71% of youth agreed with statements related to youth development outcomes**, indicating that programs successfully supported youth in these areas.

Achievement of Youth Development Outcomes (frequency that youth agreed with questions tied to each outcome)

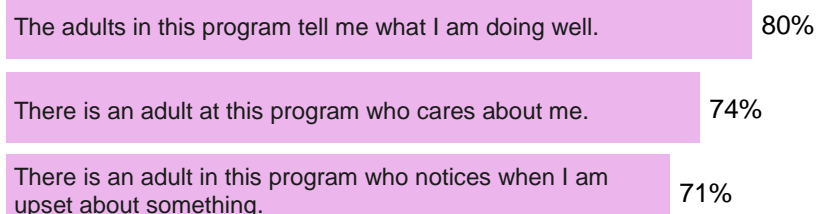
Development & Mastery of Skills



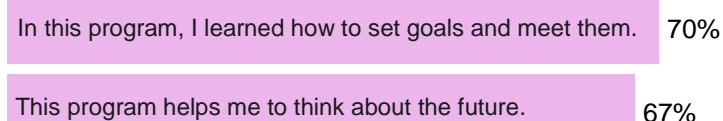
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal Setting



“ [The program] is safer than school. I think mainly because we're able to talk about more personal issues rather than saying it out loud during a class discussion, because I think here it's like our safe space.

—Youth, EBAYC's 9th Grade Transitions Program

“ I've learned how to be more mature [compared to] kids my age. They make different decisions than me because they have not had the opportunity to experience this program, but I feel like if they did then they'll for surely make more wise decisions.

—Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Youth also had the opportunity to assess their achievement of “student success” outcomes that research shows lead to academic success. Youth reported strong achievement of these outcomes as well, with African American/Black youth reporting higher levels of leadership capacity.

“EBAYC gave me the **extra help and support I need** that nobody else could give me. Because my parents, who immigrated from Vietnam, don't really know English, so being able to have the support when I need it from EBAYC, to help me with my school work or with an upcoming test, was really helpful and made me feel like I was more prepared.

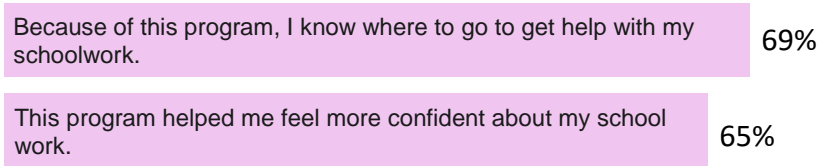
—Youth, EBAYC's 9th Grade Transitions

“I used to not really care so much about school but then I realized it's going to make out my future. So if I was to not go to school now, when I get older, that'll affect me [because] I want a job.

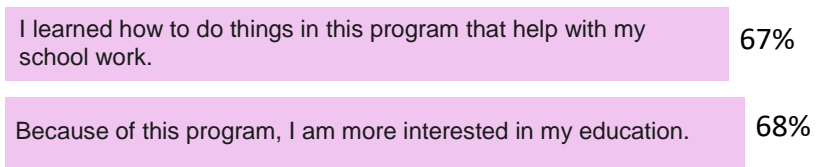
--Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Achievement of Student Success Outcomes
(frequency that youth agreed with questions tied to each outcome)

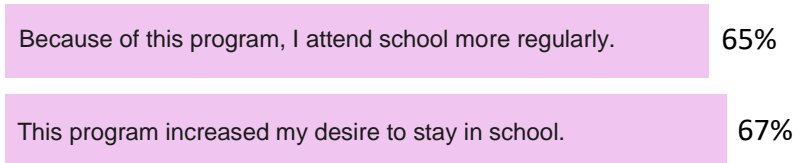
Confidence in Accessing Educational Opportunities



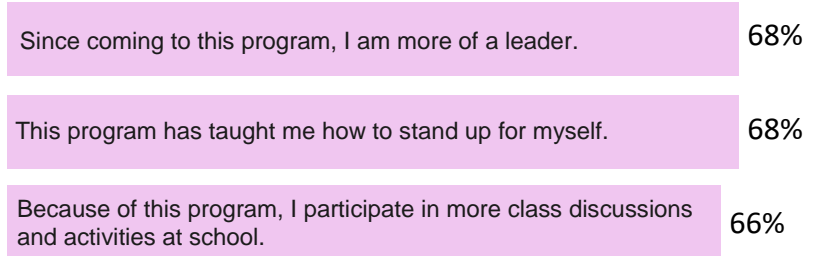
Ability to Develop Academic Goals



School Attendance



Leadership Capacity



College Readiness

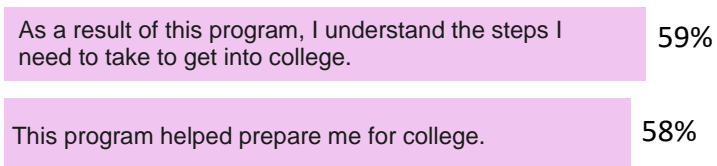




Photo courtesy of Oakland Unified School District- OUSD Student Engagement in Restorative Justice

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[Youth] are **making connections** with parents, making connection with day school teachers, and really getting a holistic view. While we're a literacy program, we know that there's so much more to a student.

- Staff, Girls Inc.'s Daytime Literacy Intervention

“

If you take the time to look at the real issues and **stop labeling kids, particularly kids of color**, I think that their educational outcomes can be so much better. Rather than just labeling them as troublemakers... See what the root of the issue is first. Often, **it's not because they don't want to do well in school**, it's because there's so much going on they cannot keep it together.

-Staff, Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

Student Engagement in Learning Programs

- Alternatives in Action-FOCUS: Fremont - Our Community United for Success
- Destiny Arts Center-DAC: Havenscourt Artists-at-School Residency
- East Bay Asian Youth Center-9th Grade Transition
- Girls Incorporated of Alameda County-Daytime Literacy Intervention and Engagement
- Lincoln Child Center, Inc.-West Oakland Initiative
- Oakland International High School / Oakland Unified School District-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-Youth ALIVE! Targeted Engagement for Youth Exposed to Violence