

School-Based Afterschool for Elementary and Middle Schools: FY18-19



“**Our students are amazing.** They bring such unique experiences and diversity to the program, both diversity in culture and in personality, and life experience.... It brings a lot of excitement to the program, because when we're **incorporating each voice**, then we're able to **tailor the program to what the young people want.**

– Staff, Girls Inc.

The programs funded under OFCY’s School-Based Afterschool strategy are designed to coordinate comprehensive academic and enrichment activities afterschool at Oakland school sites for students in elementary and middle schools. In the spring of 2019, SPR interviewed directors of the 10 community-based organizations that provide programming at school-based afterschool programs (YMCA of the East Bay, Bay Area Community Resources, East Bay Agency for Children, Girls Incorporated of Alameda County, Higher Ground Neighborhood Development Corporation, Lighthouse Community School, East Bay Asian Youth Center, Ujimaa Foundation, Oakland Leaf Foundation, and Safe Passages) to learn more about the School-Based Afterschool strategy.

Programs at a Glance



\$5,006,596 invested

8,333 youth served

59 programs

59 sites

Photo courtesy of East Bay Asian Youth Center at Frick Middle School

Participants

During FY2018-2019, over 8,000 children and youth participated in *School-Based Afterschool* programs. Participants attended elementary and middle school where most students qualify for free and reduced price lunch.



They're brilliant... I think they are incredibly **resilient and incredibly intelligent**. I think they all have linguistic and cultural experiences that are assets for our program.

-Staff, Safe Passages

Over 80% of afterschool participants identified as Latinx or African American, indicating that afterschool programs served OFCY's priority populations.

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

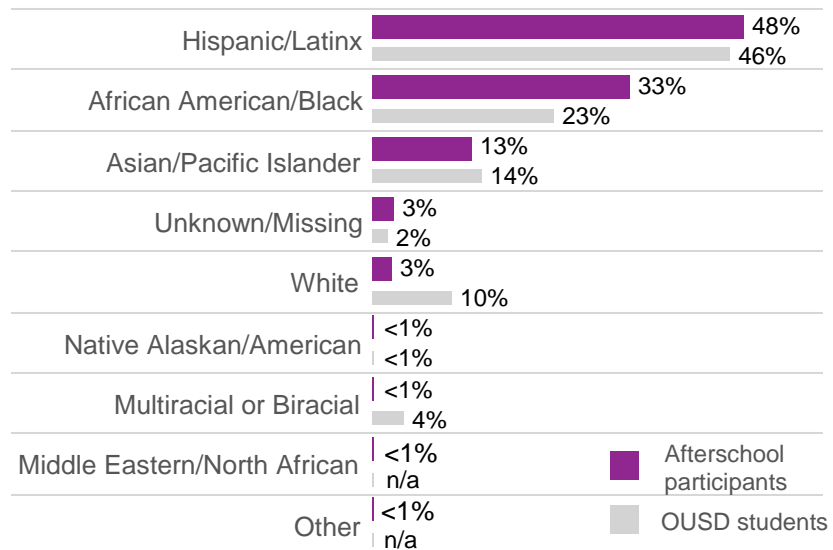
Most students were multiple years below grade level in reading at the start of the school year.

Afterschool participants were slightly more likely to be below grade level than other students at host schools.

About one-third of afterschool students were English Learners.

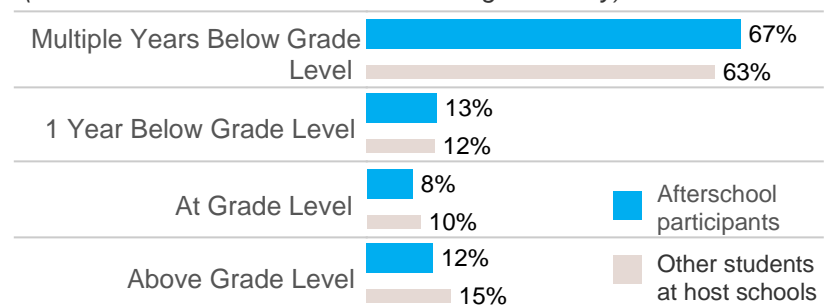
English Learners were less likely than their peers to attend afterschool programs.

Race/Ethnicity of OFCY Youth Participants and OUSD Students

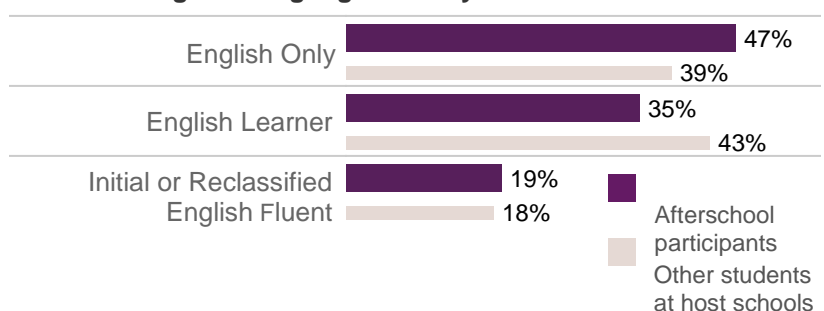


Fall 2018 Literacy Levels

(as assessed on the *Scholastic Reading Inventory*)



Fall 2018 English Language Fluency



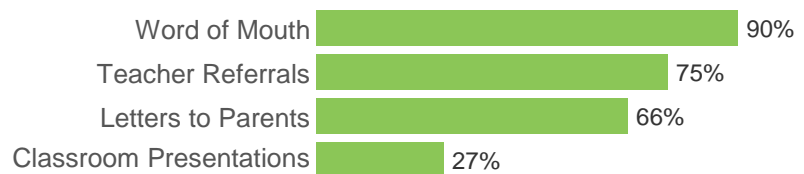
Outreach, Recruitment, and Waitlists

The need for school-based after school programs is so high that, for the most part, programs in this strategy do not spend a significant amount of time on outreach and recruitment. In fact, over 80% of programs placed students on waitlists at the beginning of the school year, illustrating the value and high demand for these programs. Programs work hard to prioritize families most in need (e.g. families experiencing homelessness or families with extremely limited resources, single parents, families with siblings, etc.).

Word of mouth was the most commonly identified approach to recruitment.

Most programs reported that, due to high demand, they did not have to spend a lot of energy on recruitment.

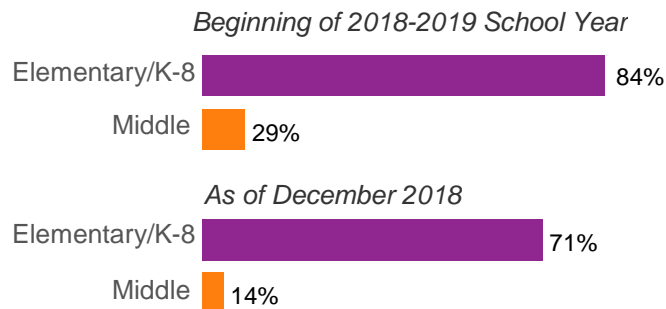
Recruitment Approaches



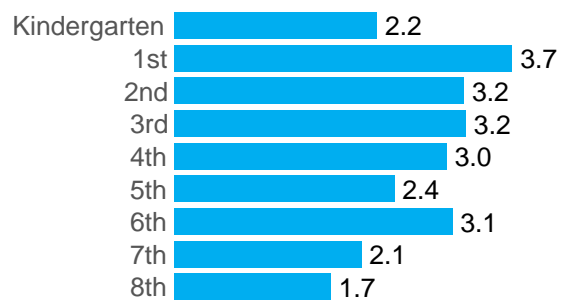
At most schools, demand for afterschool programming exceeds the number of slots for students.

At the beginning of the year, 84% of elementary school programs and 29% of middle school programs had waitlists. By December, over 900 students were still on waitlists for their OFCY-funded school-based afterschool program. In general, waitlists were longest for 1st through 6rd grade.

Percent of Programs with Waitlist (by type of school)



Average Number of Students on Waitlists as of December 2018



Partnerships with Host Schools

School-based afterschool staff consistently highlighted the importance of strong partnerships with their host school for **maximizing out-of-school time learning and creating a strong afterschool culture**. Through regular communication and joint planning between afterschool and school-day staff, programs built strong partnerships with their host schools, as demonstrated below.

“ It is hard to have knowledge-structured quality programming... if there's not that **cohesiveness and that buy-in from the school day**.

—Staff, Citizen Schools

Programs sought to achieve alignment between the school-day and afterschool programming through coordination of content and staffing.

Staff created alignment with the school-day by working with school partners on accessing resources and information such as curriculum materials so that they could build on the content that students were learning during the school day. YMCA of the East Bay staff spoke about engaging crossover staff that were available during both the school day and continued in the afterschool program.

Development of shared goals helped programs complement school-day learning.

Staff at programs, such as Bay Area Community Resources, described undergoing a program planning process with their school partners to ensure alignment of shared goals for the school year. These shared goals centered around how afterschool programming can provide “whole child” activities that complement academic goals, such as enrichment, social emotional learning, and targeted academic support.

School leaders and program staff jointly identified areas for improvement

At some programs, such as Girls, Inc., afterschool staff and school leaders reviewed survey results and quality assessments together to identify areas of strength and areas to focus on for continuous improvement.

Interviews with afterschool staff also surfaced challenges related to these relationships. First, when school leadership changes, afterschool providers spent a great deal of time rebuilding trust and re-establishing their working relationship. At times, programs felt that new principals did not value their partnership and were reluctant to invest the time necessary to build a strong afterschool program. Second, school leaders and afterschool providers did not always agree on the purpose of the programming, as some school leaders reportedly encouraged programs to prioritize tutoring and academics over youth development, enrichment, and social-emotional learning. Finally, a few programs felt that school leaders viewed afterschool programming as a

separate program and not a continuation of the school day, which they reported created misalignment between school-day and after-school programming.

Program Fees

Having free or low-cost afterschool programming is critical for supporting students and families, particularly given the rapidly rising cost of living in Oakland. The majority of OFCY-funded school-based afterschool programs provide free afterschool programming. Those that charged fees also provide discounts or fee waivers to make the costs of attending programs manageable.

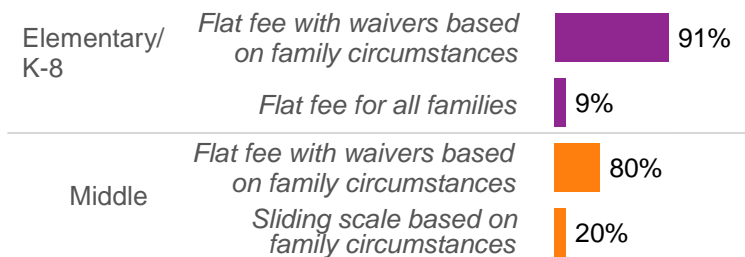
About one-quarter of programs charged fees.

Middle school programs were more likely than elementary school programs to charge fees. Of programs who charged fees, most charged a flat fee and provided waivers to families based on their ability to pay. All but one program also offered a sibling discount.

Percent of Programs Charging Fees



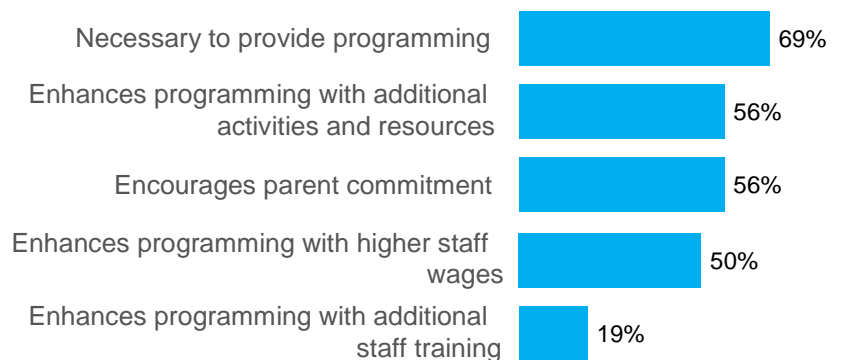
Type of Fees Charged (of programs charging fees)



Programs identified various reasons for charging fees.

Of those who charged fees, close to 70% reported that it was necessary in order to provide programming. For example, some programs noted that they used fees to cover overhead costs. OFCY has addressed this by increasing budgets and allowable indirect costs for FY2019-2020. Many programs also used fees to provide additional activities and encourage greater commitment to the program from parents.

Reasons for Charging Fees



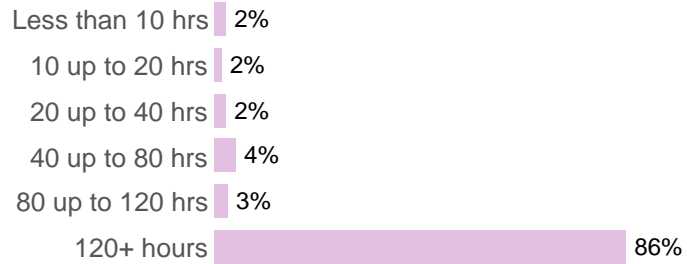
Participation

School-Based Afterschool programs offer programming every day during the school year, five days a week, from the end of the school day until at least 6 p.m. Because these programs occur daily throughout the school year, most youth participants receive a high level of service hours.

Over 85% of youth spent more than 120 hours in their afterschool program.

On average, youth spent over four hundred hours in programs. Elementary students spent more time in programs than middle school students.

Hours of Participation per Program



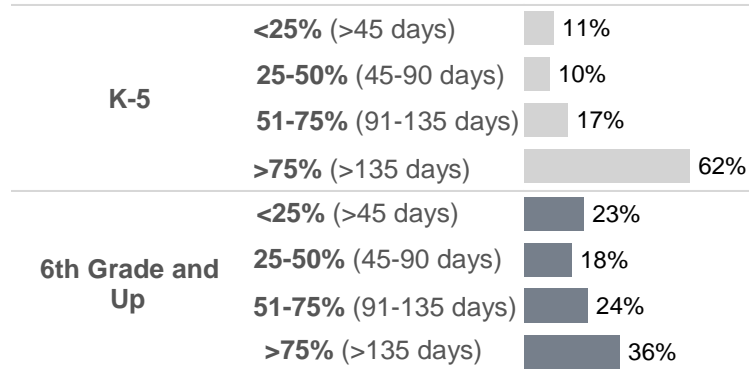
Elementary students attend more days out of the school year and spend more hours in programs than middle school students.

The majority of elementary students attended programs for more than 75% of school days. On average, elementary students attended programs for 126 days and middle school students attended for 100 days.

Average Hours of Participation by Age



Percent of School Days Attended by Grade



We've been told by many of our youth and families that they like coming to after school, they love coming after school, but they don't necessarily like coming to the school day. **They come to school because they want to go to after school....** There's definitely a connection with after school attendance supporting school day attendance.

—Staff, Bay Area Community Resources

Program Activities

School-Based Afterschool programs offered a variety of activities to keep students engaged in learning. Below we provide a sense for the different types of programs that fall into this strategy.

Academics

- English and STEM
- Literacy
- Reading and literature days

Youth at **Ujimma Foundation's** afterschool program participate in an integrated culturally-responsive curriculum that incorporates mentoring, rites of passage, academic support to encourage a love for learning and reading.

Civic Engagement and Leadership

- Cascading and youth leadership
- Educational garden-based activities
- Community service
- College preparation and field trips
- Project based learning

Oakland Leaf provides culturally relevant project-based learning that emphasizes development of student identity and social justice.

Health & Recreation

- Health and fitness workshops
- Healthy relationships
- Sports
- Cooking and nutrition classes

Through health workshops and activities, youth in **Girls Inc.** discuss topics such as confidence, healthy relationships, positive self-image, and positive risk-taking.

“**Everything is about youth development principles and finding children's islands of competency** and exposing them to things that they would not otherwise be exposed to. That's more important to us than to be doing homework or running math facts with the children all day. I would rather take them outside [to] count the butterflies than be sitting [in a classroom] counting butterflies on the page.

– Staff, Higher Ground

“We're looking **at enrichment of the whole child**...physical activity, belonging, having a safe environment for students. We work primarily in underserved communities and those pieces are important to us, not just kids getting their homework done.

– Staff, Bay Area Community Resources

“We can bring **mental health services** on site if we need it, we can do a lot of **referrals**, we have a family resource center. There are also other ways we can **support our families**. I would say that providing these resources is one of our best practices.

– Staff, East Bay Asian Youth Center

Outcomes

All youth participants had the opportunity to assess their progress toward youth development outcomes that research demonstrates contribute to improved health, academic success, and positive life outcomes in adulthood. On the spring 2019 survey, 2,468 children in grades 3 and above (30% of all children in OFCY afterschool programs) identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 70% of children agreed with statements related to youth development outcomes,** indicating that *School-Based Afterschool* programs successfully supported youth in these areas.

“(From) the experiences they get in afterschool, they realize, “I didn’t die from embarrassment. I can try something and not be so fearful of being embarrassed because I’ve already **conquered that emotion because in afterschool program, they made me try it.**”

—Staff, Higher Ground

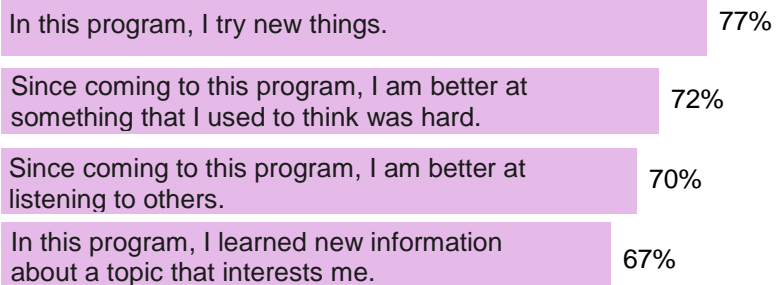
“We **teach kids life skills.** You can be angry but throwing someone across the room is maybe not the best choice. But, if you can tell the teacher - I’m really upset and I need to leave here- we respect that. That’s a skill that children need to learn.

– Staff, EBAYC

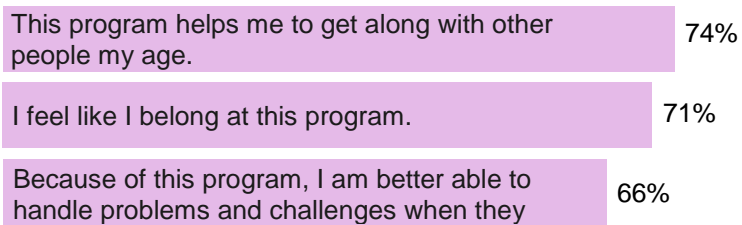
Achievement of Youth Development Outcomes

(frequency that youth agreed with questions tied to each outcome)

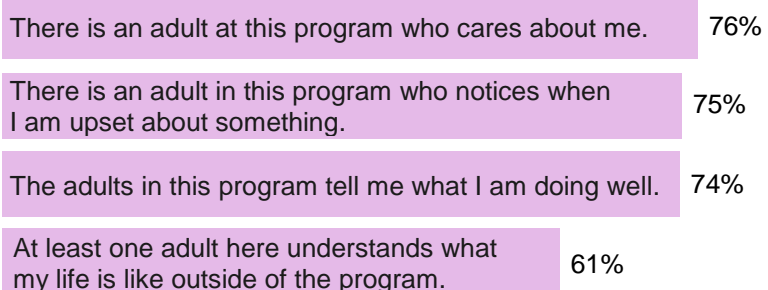
Development & Mastery of Skills



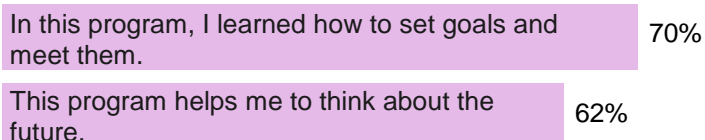
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal setting



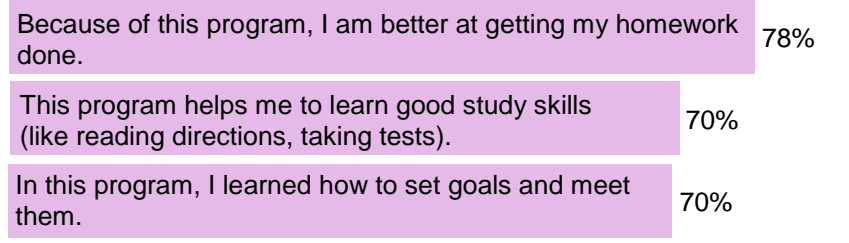
Youth also had the opportunity to assess their progress toward outcomes that school-based afterschool programs are trying to achieve, including academic behaviors, college and career readiness, increased school engagement, and overall wellness.

“
We personalize (learning). It helps the students with their **confidence** level because they don't necessarily feel like they have to keep up with everybody else, because they get to work on what they know. And there could be another student struggling in an area that they've mastered, so they're like, "Oh I can help them with that."
 – Staff, YMCA of the East Bay

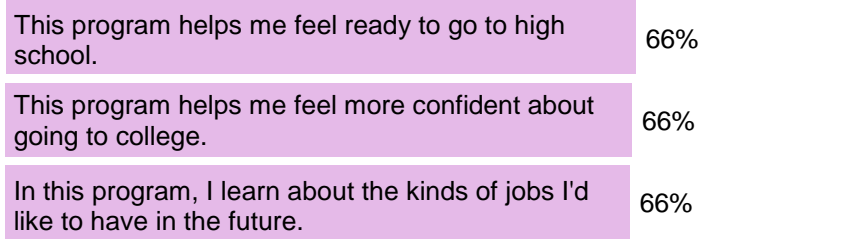
“
 If you're in martial arts, you're not just going to learn how to kick and how to punch and how to simply defend yourself, but **you're going to learn martial arts as a philosophy ...as a way of life, so that you understand that any type of challenge that comes your way, you don't necessarily have to strike at it.**
 —Staff, Ujimaa Foundation

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

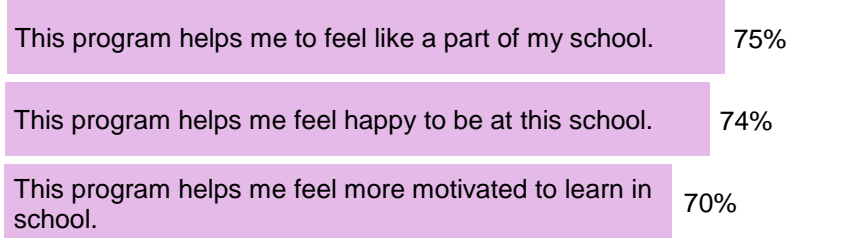
Academic Behaviors



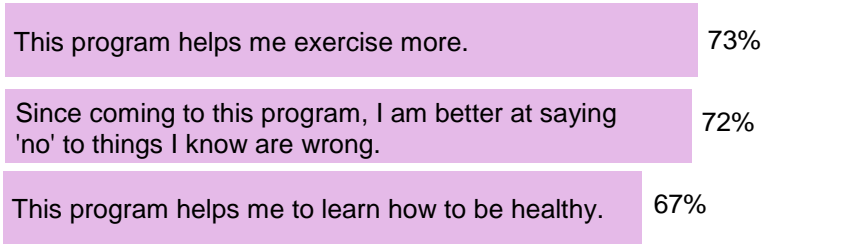
College and Career Readiness



Increased School Engagement



Greater Wellness

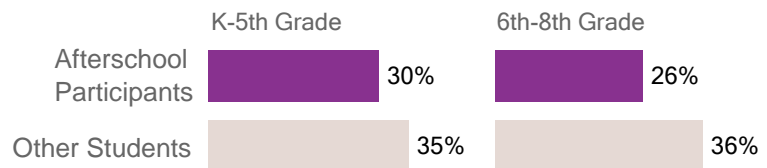


To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including scores on the Scholastic Reading Inventory assessment in fall 2018 and spring 2019 and school-day attendance rates. We observed statistically significant differences in these outcomes between afterschool participants and their school peers.¹

Other Academic Outcomes

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

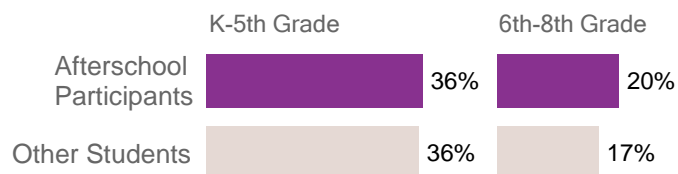
Percent of Chronically Absent Students



Compared to their peers, middle school participants were more likely to increase their literacy level over the school year.¹

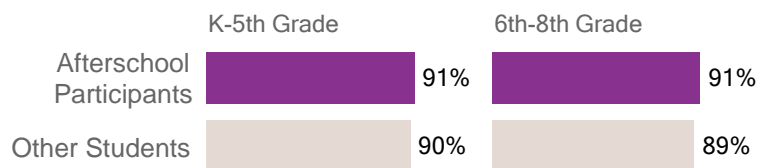
For example, they were more likely to move from “one grade below” to “at grade level” between the fall and spring assessments.

Percent of Students Increasing at Least One Level on Literacy Assessment



Afterschool participants had slightly higher school-day attendance rates as their peers.

Difference in School-Day Attendance Rates



“

We try to make sure that the kids want to be around us, so, if nothing else, that will help them make it to school because they know that they're going to see one of their favorite adults later on that day.

—Staff, Higher Ground

¹ Three times during the school year, students complete the Scholastic Reading Inventory to measure reading comprehension. Students are assessed at one of the following levels: multiple years below grade level, one year below grade level, at grade level, and above grade level.

School-Based After School Programs

Elementary Programs

- Achieve Academy-East Bay Agency for Children
- Acorn Woodland Elementary School-Girls Incorporated of Alameda County
- Allendale-Girls Incorporated of Alameda County
- Bella Vista Elementary-East Bay Asian Youth Center
- Bridges Academy-Bay Area Community Resources
- Brookfield Elementary-Bay Area Community Resources
- Burckhalter Elementary-Ujimaa Foundation
- Carl B. Munck Elementary-Ujimaa Foundation
- Cleveland Elementary-East Bay Asian Youth Center
- Communities United Elementary School (CUES)-Safe Passages
- East Oakland Pride-Girls Incorporated of Alameda County
- Emerson Elementary-Bay Area Community Resources
- EnCompass-Oakland Leaf Foundation
- Esperanza Elementary-Bay Area Community Resources
- Franklin Elementary-East Bay Asian Youth Center
- Fred T. Korematsu Discovery Academy-Bay Area Community Resources
- Fruitvale Elementary School-Bay Area Community Resources
- Futures Elementary-Bay Area Community Resources
- Garfield Elementary-East Bay Asian Youth Center
- Global Family-Bay Area Community Resources
- Grass Valley Elementary-Bay Area Community Resources
- Greenleaf Elementary-Bay Area Community Resources
- Hoover Elementary-Bay Area Community Resources
- Horace Mann-Girls Incorporated of Alameda County
- Howard Elementary-Bay Area Community Resources
- International Community School-Oakland Leaf Foundation
- Lafayette Elementary-Bay Area Community Resources
- Laurel Community Partnership Academy-Safe Passages
- Learning Without Limits-Oakland Leaf Foundation
- Lincoln Elementary School-East Bay Asian Youth Center
- Madison Park Academy -(Elementary)-Higher Ground Neighborhood Development Corp
- Manzanita Elementary-East Bay Asian Youth Center
- Manzanita SEED-East Bay Asian Youth Center

- Markham Elementary-Bay Area Community Resources
- New Highland Elementary School-Higher Ground Neighborhood Development Corp
- Piedmont Avenue Elementary-YMCA of the East Bay
- Preparatory Literary Academy of Cultural Excellence @ Prescott-Bay Area Community Resources
- Reach Academy-Girls Incorporated of Alameda County
- Rise Community-East Bay Agency for Children
- Think College Now-Oakland Leaf Foundation

K-8 Programs

- ASCEND-Oakland Leaf Foundation
- La Escuelita Elementary-Girls Incorporated of Alameda County
- Lighthouse Community Charter School-Lighthouse Community Charter School
- Parker Elementary School-Higher Ground Neighborhood Development Corp
- Sankofa Academy-Bay Area Community Resources

Middle School Programs

- Alliance Academy-Bay Area Community Resources
- Bret Harte Middle-Oakland Leaf Foundation
- Coliseum College Prep Academy (CCPA)-Safe Passages
- Edna Brewer Middle School-East Bay Asian Youth Center
- Elmhurst Community Prep-Bay Area Community Resources
- Frick Middle School-East Bay Asian Youth Center
- Life Academy Middle School-Alternatives in Action
- Madison Park Academy (Middle)-Bay Area Community Resources
- Roosevelt Middle-East Bay Asian Youth Center
- Roots International Academy-Citizen Schools, Inc.
- United For Success Academy-Safe Passages
- Urban Promise Academy Middle School-East Bay Asian Youth Center
- West Oakland Middle-YMCA of the East Bay
- Westlake Middle School-East Bay Asian Youth Center