



Comprehensive Afterschool Programs

FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022



The 57 programs funded under OFCY's Comprehensive Afterschool Program (CASP) strategy strive to increase positive youth development and educational outcomes by providing safe and high-quality afterschool activities at low- or no-cost. Funded programs coordinate afterschool academic and enrichment activities for youth by working with subcontractors, the school site, Oakland Unified School District (OUSD) and OFCY. Programs in this strategy serve students in grades K-8 at Oakland public school sites, targeting schools where more than half of students qualify for free or reduced lunch rates. To summarize strategy achievements and progress to date, this report draws on participant surveys, administrative data, one-on-one interviews and focus groups with program staff at eight schools.

Strategy Results



6,869 Youth
participated in
programming



77% of Students
report that they learned skills that
help with their schoolwork



57 Schools
received afterschool
support



69% of Students
report that the program helped
them feel more motivated to learn
in school



\$5,060,800
granted to programs



92% of School Leaders
report that the program supports
social emotional health

“It’s more of supporting kids so that they can succeed in school. My goal is to have them be able to refresh all the material that they learn in school, so that’s the academic portion. And then the other portion is introducing them to subjects or classes that they might not [otherwise] be able to participate in. We offer cooking science, arts and crafts, all that stuff. So that’s kind of my other half of the focus – exposing kids to things they don’t normally get.”

–Staff, East Bay Asian Youth Center at Franklin Elementary

Cover photo courtesy of Oakland Leaf Foundation at Learning without Limits.

Funded Programs

| | | |
|--|--|---|
| Achieve Academy - East Bay Agency for Children | Edna Brewer Middle School - East Bay Asian Youth Center | International Community School - Oakland Leaf Foundation |
| Acorn Woodland Elementary - Girls Incorporated of Alameda County | Elmhurst United - Bay Area Community Resources | La Escuelita Elementary - Girls Incorporated of Alameda County |
| Allendale Elementary School - Girls Incorporated of Alameda County | Emerson Elementary - Bay Area Community Resources | Laurel Elementary - SAFE PASSAGES |
| ASCEND - Oakland Leaf Foundation | EnCompass Academy - Oakland Leaf Foundation | Lazear Charter Academy - East Bay Asian Youth Center |
| Bella Vista Elementary School - East Bay Asian Youth Center | Esperanza Elementary - Bay Area Community Resources | Learning Without Limits - Oakland Leaf Foundation |
| Bret Harte Middle School - Oakland Leaf Foundation | Franklin Elementary School - East Bay Asian Youth Center | LIFE Academy - Bay Area Community Resources |
| Bridges Academy - Girls Incorporated of Alameda County | Fred T. Korematsu Discovery Academy - Bay Area Community Resources | Lighthouse Community Charter School - Lighthouse Community Public Schools |
| Brookfield Elementary - Bay Area Community Resources | Frick Middle School - East Bay Asian Youth Center | Lincoln Elementary School - East Bay Asian Youth Center |
| Burckhalter Elementary - Girls Incorporated of Alameda County | Fruitvale Elementary - Bay Area Community Resources | Lockwood STEAM Academy - Bay Area Community Resources |
| Carl B. Munck Elementary - UJIMAA FOUNDATION | Garfield Elementary School - East Bay Asian Youth Center | Madison Park Academy 6-12 - Bay Area Community Resources |
| Coliseum College Prep Academy - SAFE PASSAGES | Global Family - Bay Area Community Resources | Madison Park Academy TK-5 - Bay Area Community Resources |
| Community School for Creative Education - Attitudinal Healing Connection | Grass Valley Elementary - Bay Area Community Resources | Manzanita Community School - East Bay Asian Youth Center |
| East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp. | Greenleaf Elementary - Bay Area Community Resources | Manzanita SEED - East Bay Asian Youth Center |
| | Hoover Elementary - Bay Area Community Resources | Markham Elementary - Bay Area Community Resources |
| | Horace Mann Elementary - Girls Incorporated of Alameda County | |

| | | |
|--|--|---|
| <p>Martin Luther King, Jr. Elementary - Bay Area Community Resources</p> | <p>Prescott - Bay Area Community Resources</p> | <p>United for Success Academy - SAFE PASSAGES</p> |
| <p>New Highland Academy - East Bay Agency for Children</p> | <p>REACH Academy - Young Men's Christian Association of The East Bay</p> | <p>Urban Promise Academy - East Bay Asian Youth Center</p> |
| <p>Oakland Academy of Knowledge (OAK) - Bay Area Community Resources</p> | <p>Rise Community School - East Bay Agency for Children</p> | <p>West Oakland Middle School - Young Men's Christian Association of The East Bay</p> |
| <p>Parker Elementary - Girls Incorporated of Alameda County</p> | <p>Roosevelt Middle School - East Bay Asian Youth Center</p> | <p>Westlake Middle School - Citizen Schools, Inc.</p> |
| <p>Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay</p> | <p>Sankofa Academy - Bay Area Community Resources</p> <p>Think College Now - Oakland Leaf Foundation</p> | |



Photo courtesy of East Bay Agency for Children at Achieve Academy

Program Spotlight

To inform this report, SPR conducted focus groups with staff from eight programs from six agencies:

- **Attitudinal Healing Connection:** Community School for Creative Education
- **Bay Area Community Resources:** Life Academy
- **East Bay Agency for Children:** Achieve Academy
- **East Bay Asian Youth Center:** Franklin Elementary, Lazear Charter Academy
- **Oakland Leaf Foundation:** ASCEND, Bret Harte Middle School
- **YMCA of The East Bay:** Piedmont Avenue Elementary

Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** The table on the following page displays results related to these three questions.

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

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

FY21-22 Results-Based Accountability Results

How much did we do?

| | |
|---|---------|
| Number of Programs Funded | 57 |
| Number of Youth Served | 6,869 |
| Elementary and K-8 Schools Served | 45 |
| Middle School Served | 12 |
| Total Days of Attendance | 790,127 |
| Average Days of Attendance (per student) | 115 |

How well did we do it?

| | |
|---|------|
| Enrollment: Average progress toward projected number of youth served ¹ | 116% |
| Attendance: Average progress toward target Average Daily Attendance | 78% |
| Safety: Youth who agreed that they felt safe in their program | 81% |
| Parents/caregivers who agree that the program is a safe place for their child to be after school. | 98% |
| School leaders who agree that the program provides a safe place for students to be after school. | 92% |
| Caring Adults: Youth who agreed that there is an adult at their program who really cares about them | 79% |
| Parents/caregivers who report that staff kept them informed about their child's participation at the program. | 93% |
| Positive Engagement: Youth who agreed that they are interested in what they do at their program | 77% |
| Parents/caregivers who agree that their child enjoys the afterschool program. | 97% |

Is Anyone Better Off?

| | |
|---|-----|
| Academic Skills: Youth who agreed that they learned skills that help with their schoolwork | 77% |
| Parents/caregivers who agreed that the program helped their child complete their homework. | 94% |
| Principals who agree that the program supported student academic growth. | 82% |
| Motivation to Learn: Youth who agreed that they are more motivated to learn in school | 69% |

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

Programs and Participants

Afterschool programs provide social emotional development, enrichment, and leadership opportunities to meet the diverse needs of Oakland's youth.

97% of surveyed parents and caregivers reported that having afterschool care was essential to their ability to work or go to school.

During 2021-2022, 6,869 unduplicated youth participated in CASP programs. All programs were committed to serving communities most in need. Programs served youth from low-income, newcomer, English learner, unsheltered, single-parent and foster households. Notably, 97% of participants' parents and caregivers who submitted surveys reported that having afterschool care was essential to their ability to work or go to school. In interviews, program staff highlighted the diverse cultural backgrounds and emerging leadership skills of participants as core strengths. Staff also underscored that pandemic-related challenges continued to affect the physical, social emotional, and mental wellbeing of students. Specifically, staff reported higher levels of anxiety, stress, and fear among students due to the ongoing pandemic, concerns about safety, and in some cases, the loss of family members or a parent's job. Comprehensive Afterschool programs were attuned to the challenges of each community they worked in and utilized whole-child approaches to support and build the resilience of youth.

Programs reached prospective participants by partnering with the school's parent teacher group, hosting Zoom orientations, presenting to students during advisory period,

"A goal that we have for our students this year is to learn different coping strategies, so that goes along with the social emotional work that we're doing. We circle up, they talk about specific social emotional components and do activities along with it. [We] then provide strategies, tools, and skills along with that activity to [focus on] the self-management and coping component ... The goal is for them to definitely leave with just a better understanding of how they're feeling, what they can do when they're feeling a certain way."

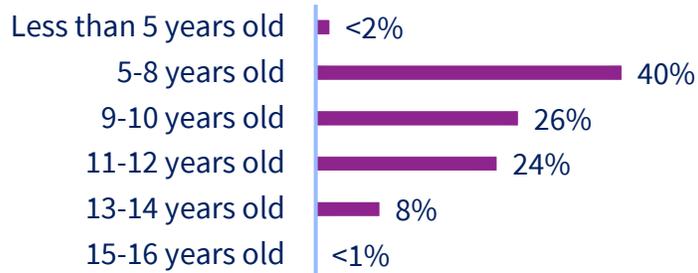
—Staff, Oakland Leaf at ASCEND Afterschool Program

and informally sharing about afterschool activities during lunchtime and passing periods. Programs also posted afterschool program information and enrollment forms on school websites. Some also supported Spanish-speaking families with the enrollment process through phone calls and in-language support at parent orientations.

In line with the focus on youth development and educational outcomes, this strategy served youth across the elementary and middle school spectrum. As shown in the graph below, 90% of participants were between the ages of five and twelve.

Age of Participants

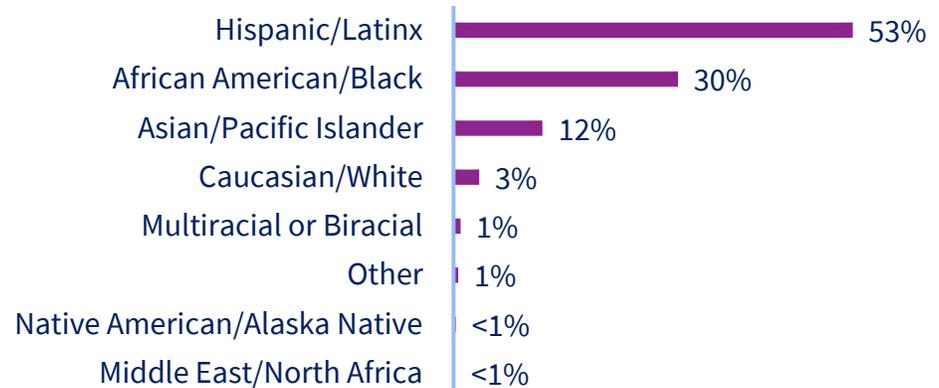
90% of participants were between five and twelve years old.



Reflecting OFYC’s goal of reducing race-based inequities in education, 95% of participants identified as Latinx, Black, Asian or Pacific Islander, as shown below.

Race/Ethnicity

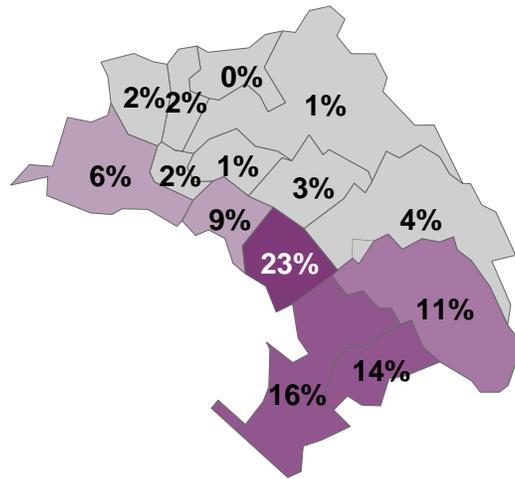
95% of participants identified as Latinx, Black, Asian or Pacific Islander.



As illustrated below, most CASP participants lived in East Oakland zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.

Zip Code of Residence

Two-thirds of participants lived in the four East Oakland zip codes that include Fruitvale, Webster Tract, Sobrante Park, and Eastmont.



| | |
|---------------------------------|-----|
| 94601: Fruitvale | 23% |
| 94621: Webster Tract, Coliseum | 16% |
| 94603: Sobrante Park, Elmhurst | 14% |
| 94605: Eastmont, Havenscourt | 11% |
| 94606: Highland Park, East Lake | 9% |
| 94607: West Oakland, Chinatown | 6% |

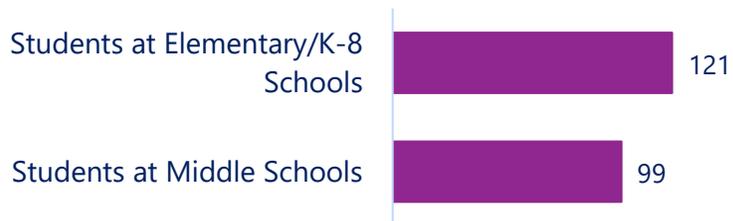
Table lists Zip Codes where at least 5% of participants live.

How Much Did Programs Do?

As stated previously, 6,869 students participated in a CASP program. Overall, programs served 4,390 students on a typical day. On average, these students attended 115 days of programming throughout the year. As shown below, elementary students generally attended more days of programming than middle school students.

6,869 students participated in a CASP program. On average, these students attended 115 days of programming.

Average Days of Attendance per Student



Between January and May, each program served an average of 79 students every day.

Several programs mentioned enrollment challenges, including class size restrictions to reduce the spread of COVID-19, competing afterschool activities for students (e.g., sports teams), parents' desire for earlier pickup times, and afterschool staffing issues that affected enrollment. Some programs also noted that afterschool staffing issues limited enrollment and mentioned efforts to recruit new staff throughout the school year.

Programs also struggled more with attendance this year compared to typical years due to quarantines and temporary closures during COVID outbreaks. Between August and September, programs served an average of 70 students per day, compared to 102 in August and September of the 2019-2020 school year. To address this challenge, afterschool programs worked closely with their school to conduct outreach through newsletters, emails, robocalls, texting, and personal phone calls to participants and families; administered weekly COVID tests to monitor transmission; and implemented quarantine protocol when an individual tested positive for COVID to contain outbreaks. Through these efforts, attendance improved somewhat over time. Between January and May, programs served an average of 79 students every day.



Artwork by students from Attitudinal Healing Connection at Community School for Creative Education

How Well Did Programs Do It?

On average, programs enrolled 116% of the number of students they expected enrolling, but daily attendance was somewhat lower than expected.

OFCY tracks two indicators to assess how well grantees implemented programming. The first indicator looks at progress toward projected program enrollment. Enrollment was strong and programs enrolled 116% of the youth they anticipated. As mentioned previously, COVID-related challenges impacted attendance. On average, programs served 78% of their daily target.²

Program Performance: Progress Toward Projections



Number of Youth Served

116%



Average Daily Attendance

78%



Photo courtesy of Lighthouse Community Charter School Afterschool Program

² Average daily attendance refers to the average number of students in attendance per day. Progress toward attendance was only measured for January 2022–May 2022 to align with state reporting requirements.

Youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs.

OFCY also looks at youth perceptions of critical aspects of programming as indicators of quality using an annual survey. Despite the challenges of delivering online enrichment and support, the 3,026 youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs, as below.

Program Quality: Survey Responses³

Safety

| | |
|---|------------|
| Youth who agree that they feel safe in their program. | 81% |
| Parents/caregivers who agree that the program is a safe place for their child to be after school. | 98% |
| School leaders who agree that the program provides a safe place for students to be after school. | 92% |

Caring Adults

| | |
|---|------------|
| Youth who agree that there is an adult who cares about them at their program. | 79% |
| Parents/caregivers who report that staff kept them informed about their child’s participation at the program. | 93% |

Positive Engagement

| | |
|---|------------|
| Youth who agree that they are interested in what they do at their program. | 77% |
| Parents/caregivers who agree that their child enjoys the afterschool program. | 97% |

To strengthen the sense of safety and trust in staff, programs conducted wellness checks, created space for students to share their concerns with staff without feeling judged, and supported students when they were having a bad day. Strategies used by afterschool programs to foster positive engagement include incorporating student voice and choice

³ Surveys were submitted by 3,026 students, 28 school leaders, and 1,870 parents/caregivers.

“[We] provide students with that space to kind of be themselves ... create those spaces for the students within their smaller enrichment programs to express themselves and give them tools to be themselves outside of that space as well.”

– Staff, Bay Area Community Resources at LIFE Academy Middle School

Programs used a variety of strategies to ensure that students are positively engaged in afterschool activities, feel safe and supported, and form positive connections to adults.

for enrichment activities, offering opportunities to try a wide range of activities, hosting marking period celebrations with music and treats for students, offering paid internship opportunities for older youth, engaging families, and carving out space for social interaction amongst participants.

Program staff built relationships and positive connections to students by listening, being adaptable when students voice their needs, managing power dynamics between staff and students, showing students love and respect and recognizing their humanity. East Bay Asian Youth Center staff at Franklin Elementary also reported interacting with their participants during the school day, which helped students get to know afterschool staff that were available to support them throughout the day.

Furthermore, afterschool programs promoted diversity, equity, and inclusion by celebrating different cultural holidays, referring to students and staff by their preferred pronouns, holding welcome circles for new students, and recruiting and making accommodations for underrepresented youth. Programs also hired staff that reflect the linguistic and cultural background of participants.

Results from the school leader survey suggest that programs may benefit from identifying additional ways and opportunities to meet with school-day teachers.

Strong alignment with host schools is an indicator of program quality for afterschool programs. On the school leader survey, 40% of respondents indicated that they were not satisfied with the level of communication between program staff and school-day teachers, suggesting that programs may benefit from identifying additional ways and opportunities to meet with school-day teachers. Some school leaders recommended having afterschool staff attend more school meetings and communicate more about their programming with teachers.

98% of surveyed parents/caregivers agreed that they would recommend the program to other parents.

When asked what they most appreciate about the afterschool program on the parent survey, parents and caregivers most often identified the diversity of enrichment activities, the ability to interact with their peers, homework assistance and academic support, the quality of staff, and opportunities to stay active and be outside. Other responses included the supervision their child receives while they are working, the ability for their child to practice English, and leadership opportunities students enjoy. Notably, 98% of parents/caregivers who completed the survey agreed that they would recommend the program to other parents.

“My child likes that her friends attend the program as well. What I love is the staff really monitor the kids, keep them safe and alert me about situations that need attention.”

- Parent/Caregiver, Oakland Leaf Foundation at Bret Harte Middle School

“The staff are the best. They keep my children active, safe, and learning. One child likes the outdoor activities, the other kids [like having] time with [their] friends.”

-Parent/Caregiver, East Bay Asian Youth Center at Manzanita SEED

The most common parent/caregiver recommendations included augmenting homework help and academic support, offering a wider variety of activities, increasing communication with parents, and improving the snacks.

On the survey, the most common parent/caregiver recommendations included augmenting the homework help and academic support offered; offering a wider variety of enrichment activities, such as cooking, sports, dance, and art; communicating more often with parents about their child's progress, program activities, changes to the schedule, etc.; and offering more or improved snacks and meals. Other suggestions included spending more time outside, offering opportunities for parents to volunteer at the program, providing more training to newer staff, increasing staff pay, and organizing more family events.



Photo courtesy of Oakland Leaf Foundation at Learning without Limits

Is Anyone Better Off?

As part of the RBA framework, OFCY uses youth surveys to assess if CASP participants are better off because of their participation. As shown below, the majority of youth reported learning academic skills and becoming more motivated to learn as a result of their program.

Participant Outcomes: Youth Survey Responses⁴

Support with School

Youth who agreed that they learned how to do things that help with their schoolwork.

77%

Parents/caregivers who agreed that the program helped their child complete their homework.

94%

School leaders who agreed that the program supports students' academic growth.

82%

Motivated to Learn

Youth who agreed that they feel more motivated to learn.

69%

“The group is able to receive academic instruction through tutoring with their homework, assigned work, group reading, and other activities such as chess. Many children have already shown great signs of improvement, some have been able to complete work several grades above their own, and others have taken great strides in getting on grade level. There are also several opportunities for the children to take on leadership responsibilities in the group. Whether it be picking teams, line leaders, or helpers, the children are able to take responsibility over their own actions and those of their peers.”

–Quarterly Report, Bay Area Community Resources at Emerson Elementary

⁴ Surveys were submitted by 3,026 students, 28 school leaders, and 1,870 parents/caregivers.

In addition to these RBA indicators, participant survey data and program interviews tell a more comprehensive story about the ways that afterschool programs support positive youth development, social emotional wellbeing, and academic preparedness.

Academic Preparedness and Engagement

The pandemic left many students feeling behind academically. In response, programs offered a range of academic supports to meet the individual needs of students. Activities included in-person and virtual one-on-one tutoring, homework assistance by grade level, reading sessions, book clubs, study hall for students who participate in sports, and peer tutoring. At Franklin Elementary, East Bay Asia Youth Center facilitated project-based learning to support reading comprehension while making learning fun for students. Bay Area Community Resources hosted a homework challenge at Oakland Academy of Knowledge to encourage and promote academic engagement. At Westlake Middle School, Citizen Schools, Inc utilized Aeries to support students with homework completion and identify additional activities to support academic growth.

**93% of school leaders agreed:
This program helps students feel connected to our school.**

Sense of Belonging and Self-Esteem

With the transition back to in-person programming, afterschool programs to implemented community

“Program Leaders reported seeing students supporting one another more than in previous months. Students are volunteering to help each other with homework, enrichment projects, and personal issues. Usually facilitators pair students, or projects are modified to accommodate the student's desire to work alone. What staff are seeing now is the youth taking initiative and stepping up to help each other through their own organic desire to do so. Students are volunteering their own time, energy, and knowledge to someone else with the sole purpose of helping that person succeed in that task. Students have built genuine bonds with people they do not spend a lot of time with outside of after school program.”

- Quarterly Report, Girls Inc. at West Oakland Middle School

**74% of youth agreed:
This program helps me to
feel like a part of my
school.**

**73% of youth agreed:
I feel like I belong at this
program.**

**92% of school leaders
agreed: This program
supports the social
emotional health of
students.**

agreements and activities that promote engagement and a sense of belonging among participants. For example, the Girls Inc. afterschool program at Parker Elementary led students through icebreakers, the development of the Girls Inc. Bill of Rights to push back on gender stereotypes, and a collage activity about themselves and what they love. Additionally, Oakland Leaf Foundation implemented the My Identity curriculum at its seven schools, offering students opportunities to explore different aspects of identity and learn more about themselves and their peers. Bay Area Community Resources at LIFE Academy created a young men's group and a LGBTQI group when students voiced a desire for small groups and space to be themselves. Furthermore, afterschool staff were mindful about addressing students and other staff by their preferred pronouns.

Mental and Social Emotional Wellness

Mental health and social emotional wellbeing continued to be a core focus of afterschool programs in FY21-22 due to the ongoing pandemic. Many of the activities that promote sense of belonging and connections to adults also support mental health and social emotional wellbeing, such as one-on-one wellness checks that allow students to share their concerns about school or their home life. Staff emphasized the importance of helping youth process their feelings and build positive connections with adults in afterschool so that youth have someone to talk to and ask for help. At elementary and middle schools, program staff also led students through

"We started doing meditation every day...We tell the kids, whatever happened during the day, let that go. We're going to start fresh here. And after school, if you got in trouble during the day, don't worry, end the day right. If you started the day right, end the day amazing. So, they really took three to five minutes a day, relaxing and letting that space open up for themselves physically and in their mind as well."

- Staff, YMCA of the East Bay at Piedmont Elementary

reflections, meditation and self-affirmations, facilitated racial justice circles, and offered more arts curriculum. Additionally, a few programs created quiet spaces where students could take a moment to themselves.

Outcomes by Youth Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age⁵:

Elementary-aged students were more likely to agree with all of the quality and outcome bellwether questions than older students. This pattern has been observed over multiple years.

Males and black students were more likely to agree with several bellwether questions, including that they felt safe in their program, that an adult at the program cares about them, and that they had learned new skills that will help with their schoolwork.

Conclusion

In summary, close to 7,000 students accessed academic support, enrichment opportunities, and social emotional learning activities after school through the CASP strategy. Although some programs reported struggling with staffing and COVID-related absences, especially at the beginning of the year, they reached 116% of their enrollment target on average and as a whole served an average of 4,390 students per day. Most students, school leaders, and parents that were surveyed expressed satisfaction with the quality of the program and agreed that the program had supported academic skills and social emotional wellbeing.

⁵ All findings were statistically significant at $p < .01$.