Comprehensive Afterschool Programming

The 59 programs funded under OFCY's Comprehensive Afterschool Program (CASP) strategy are designed to increase positive youth development and educational outcomes by providing safe and high-quality afterschool academic and enrichment 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, interviews with program staff at nine schools and a focus group with parents from one program (Girls, Inc. at La Escuelita Elementary).[1]

> **"** *[Our afterschool program] teaches my girls to lead. You know, to be a part of something bigger. ... It enoucrages the particiapnts to be a better person. And that's amazing.*
>
> *-Parent, Girls Inc's La Escuelita Afterschool Program*

[1] Afterschool staff from the following partner agencies were interviewed: Bay Area Community Resources, Citizen Schools, Inc., East Bay Asian Youth Center, Girls Incorporated of Alameda County, and Safe Passages

Strategy Results

6,050 Youth
participated in programming

79% of Students
report that they learned skills that help with their schoolwork

76% of Students
report that they are more motivated to learn in school

59 Schools
received school-day and afterschool support

$5,307,513
granted to programs

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FUNDED PROGRAMS

Elementary

- Achieve Academy - East Bay Agency for Children (EBAC)
- Acorn Woodland Elementary - Girls Incorporated of Alameda County (Girls Inc.)
- Allendale Elementary School – Girls Inc.
- Bella Vista Elementary School - East Bay Asian Youth Center (EBAYC)
- Bridges Academy - Girls Inc.
- Brookfield Elementary - Bay Area Community Resources (BACR)
- Burckhalter Elementary - Ujimaa Foundation (Ujimma)
- Carl B. Munck Elementary – Ujimma
- Community United Elementary – BACR
- East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp. (Higher Ground)
- Emerson Elementary – BACR
- EnCompass Academy – OLF
- Esperanza Elementary – BACR
- Franklin Elementary School – EBAYC
- Fred T. Korematsu Discovery Academy – BACR
- Fruitvale Elementary – BACR
- Futures Elementary – BACR
- Garfield Elementary School – EBAYC
- Global Family – BACR
- Grass Valley Elementary – BACR
- Greenleaf Elementary – BACR
- Hoover Elementary – BACR
- Horace Mann Elementary – Girls Inc.
- Howard Elementary – BACR
- International Community School – OLF
- Laurel Elementary – SP
- Learning Without Limits – OLF
- Lincoln Elementary School – EBAYC
- Madison Park Academy TK-5 – BACR
- Manzanita Community School – EBAYC
- Manzanita SEED – EBAYC
- Markham Elementary – BACR
- Martin Luther King, Jr. Elementary – BACR
- New Highland Academy - Higher Ground
- Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay (YMCA)
- Prescott – BACR
- REACH Academy – YMCA
- Rise Community School – EBAC
- Sankofa Academy – BACR
- Think College Now – OLF
- Vincent Academy – BACR

K-8

- ASCEND - Oakland Leaf Foundation (OLF)
- Community School for Creative Education - Attitudinal Healing Connection (AHC)
- La Escuelita Elementary - Girls Inc.
- Lazear Charter Academy – EBAYC
- Lighthouse Community Charter School - Lighthouse Community Public Schools (LCPS)
- Parker Elementary - Higher Ground

Middle

- Bret Harte Middle School – OLF
- Coliseum College Prep Academy – Safe Passages
- Edna Brewer Middle School – EBAYC
- Elmhurst United – BACR
- Frick Middle School – EBAYC
- LIFE Academy – BACR
- Madison Park Academy 6-12 – BACR
- Roosevelt Middle School – EBAYC
- United for Success Academy – Safe Passages
- Urban Promise Academy – EBAYC
- West Oakland Middle School – YMCA
- Westlake Middle School - Citizen Schools, Inc.

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Strategy Results

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

How Much Did We Do?	
Youth Served	6,050[2]
Elementary and K-8 Schools Served	47
Middle Schools Served	12
Percent of Students from Host Schools Served	25%
How Well Did We Do It?	
Enrollment: Average progress toward projected number of youth served[3]	102%
Safety: Percent of youth who report feeling safe in their program	87%
Caring Adults: Youth who agree that there is an adult at their program who really cares about them	81%
Positive Engagement: Youth who agree that they are interested in their program	78%
Is Anyone Better Off?	
Academic Skills: Youth who agree that they learned skills that help with their schoolwork	79%
Principals who agree that the program supported student academic growth.	94%
Remote Learning Attendance: Principals who agree that students attended distance learning more often as a result of the program.	79%
Motivation to Learn: Youth who agree that they are more motivated to learn in school	76%

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 <u>better off</u> as a result of the strategy's work?

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[2] Programs served additional students when pushing into school-day remote learning instruction. Not all of these students were officially enrolled as afterschool participants.
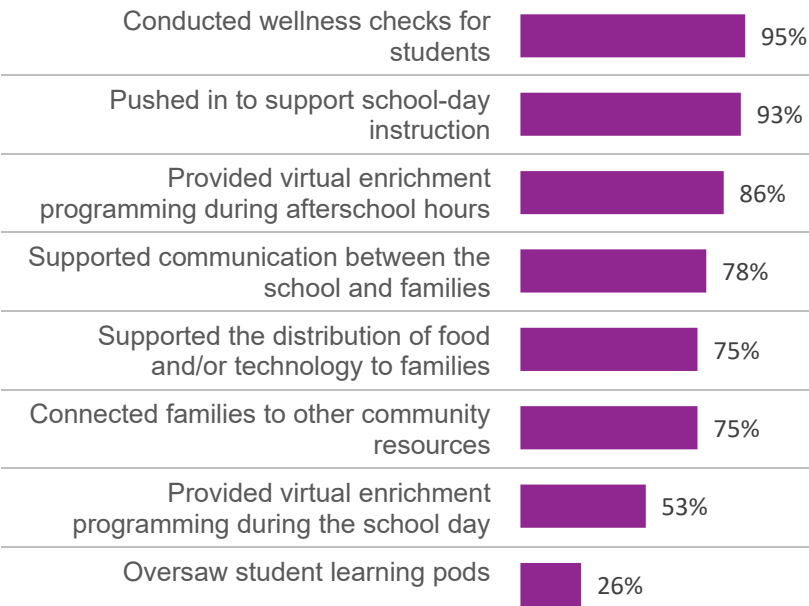
[3] At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

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Programs and Participants

During 2020-2021, **6,050 unduplicated youth participated in OFCY-funded Comprehensive Afterschool programs (CASP)**. All programs are committed to serving communities most in need. Programs prioritize serving youth from low-income, newcomer, English learner, unsheltered, single-parent and foster households. In interviews, program staff described that the pressures youth face can lead to trauma and mental health issues for the students that manifest in academic and behavioral struggles. Comprehensive Afterschool programs recognize the unique challenges of each community they work in and are poised to implement whole-child approaches that focus on the strength and resilience of youth.

While OFCY-funded afterschool programs traditionally engage students in person during afterschool hours, in response to COVID-19 and school closures, programs made fundamental shifts to their program model and supported schools in many ways, as shown in the chart below.[4]

Activities Provided by CASP Programs
(Percent of Programs)

Activity	Percent
Conducted wellness checks for students	95%
Pushed in to support school-day instruction	93%
Provided virtual enrichment programming during afterschool hours	86%
Supported communication between the school and families	78%
Supported the distribution of food and/or technology to families	75%
Connected families to other community resources	75%
Provided virtual enrichment programming during the school day	53%
Oversaw student learning pods	26%

Programs prioritize English Learners, newcomers, foster youth, and students from low-income or single parent households.

While some programs offered virtual afterschool programming, most programs shifted to supporting remote instruction during the school day.

> " *With the principal and myself and administration, when decisions were made, it was in collaboration. It was never like, 'Oh, you guys are just afterschool. You guys are just a nonprofit.' No, it was always like, 'Let's make these choices together. How should your team support? Where will they benefit or students and families benefit more from having these extra hands?'*
>
> *-Staff, EBAYC at Roosevelt Middle School*

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[4]   The chart includes the 55 programs that responded to the evaluation's annual program survey (93% of all programs).

Almost all programs (93%) supported remote learning during the school day and most continued to provide enrichment after school, albeit virtually. School day support took many different forms: Many afterschool program staff pushed into the virtual classrooms and supported school-day teachers with social emotional learning, community-building activities, and small group instruction; about half of programs offered enrichment classes during the day; and at least 14 programs led in-person learning pods for students who faced challenges with remote instruction. Additionally, recognizing the growing needs of families at their school sites, many programs also conducted wellness checks, distributed food, and connected families to financial support and mental health resources.
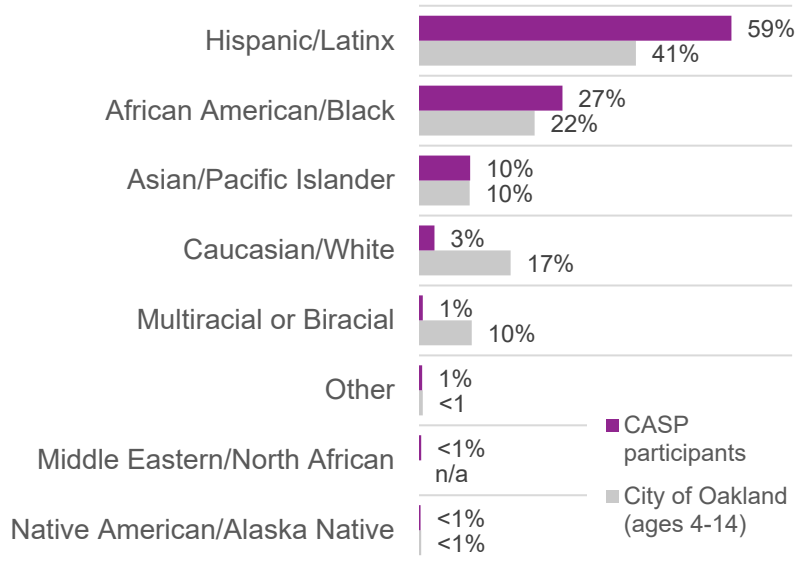
Program Spotlights

At **Westlake Middle School**, Citizens Schools offered virtual afterschool programming and supported school-day instruction. In the afterschool hours, students engaged in community-building activities, staff checked in individually with students about their homework completion, and students rotated through a series of apprenticeships that are led by partner organizations, community members, and career professionals. For example, this fall, Citizens School partnered with Women's Audio Mission in San Francisco to offer a girls-only audio production engineer class. Other classes included cooking, coding, and violence prevention/community organizing. Staff reached out to the teachers of their regular participants to discuss their academic support and identify additional support they might need.

During the school day, each staff member partnered with a school-day teacher to support remote learning activities. Staff monitored the chat, responded to questions, and led small break out room sessions. In addition, the program provided supplemental math instruction to 30 students who were identified in collaboration with school administration, the instructional leadership team, and math teachers. The math instruction takes place for one hour in the morning before synchronous learning begins. To facilitate collaboration between school-day teachers and afterschool instructors, Westlake gave Citizens School access to Google classrooms and other systems utilized for remote instruction.

At Roosevelt Middle School, East Bay Asian Youth Center (EBAYC) decided to focus their services on school-day support and not offer virtual afterschool programming. Each afterschool staff member partnered with one to two teachers to support advisory classes and core academic classes and led virtual social groups during lunch time. During core classes, afterschool staff led a ten-minute warm welcome activity and supported a small group of students who wanted additional instruction or were having trouble grasping the content in a breakout room after teachers finished their instruction. In early spring, EBAYC began to lead two in-person learning pods to create a safe environment for 24 students who had previously been disengaged in remote learning.
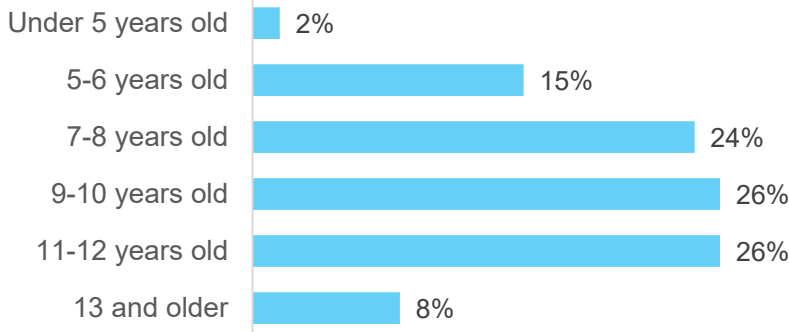
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Reflecting OFYC's target population, 86% of participants identified as Hispanic/Latinx or African American/Black, as shown on the following page.[5]

Race/Ethnicity of OFCY Participants and Oakland Youth

	CASP participants	City of Oakland (ages 4-14)
Hispanic/Latinx	59%	41%
African American/Black	27%	22%
Asian/Pacific Islander	10%	10%
Caucasian/White	3%	17%
Multiracial or Biracial	1%	10%
Other	1%	<1
Middle Eastern/North African	<1%	n/a
Native American/Alaska Native	<1%	<1%

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 12.

Age of Participants

Under 5 years old	2%
5-6 years old	15%
7-8 years old	24%
9-10 years old	26%
11-12 years old	26%
13 and older	8%

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

> *"As far as assets are concerned, [our students] are super willing to do and try new things. They are super engaged and respectful and friendly and just excited about everything...[A challenge] has been more the academic side of things, it has been difficult for them to retain a lot of the content that's being instructed [in remote learning]. When we're doing our academic tutoring, they've been in class and it's been explained to them, but there's still a disconnect. There's going to have to be a lot of intentionality around bringing them back to speed.*
>
> *-Staff, Citizens School at Westlake Middle School*

How Much Did Programs Do?

As stated previously, 6,050 students officially attended CASP programming, comprising 25% of students who attended the programs' host schools.[6] However, programs actually served a larger number. Programs generally did not track every student they engaged with when they pushed into school-day instruction, including many of the students who participated in Zoom breakout sessions with program staff for additional academic support. Generally, programs tracked enrollment of the students who attended afterschool programming or those who attended classes taught and led exclusively by afterschool staff, such as enrichment classes. Moreover, programs did not consistently track the attendance of students who were officially enrolled in programming. As a result, it is difficult to quantify the true reach of OFCY-funded afterschool programs in FY20-21.

Programs that offered enrichment after school generally found it more difficult to engage students for numerous reasons. First, many students experienced "Zoom fatigue" and were reluctant to join virtual enrichment activities after a day of distance learning. Second, programs reported that many students were less engaged and motivated to participate in school in general. Finally, programs found that students were distracted at home with household responsibilities like caring for younger siblings, video games, opportunities to nap, etc. To overcome these challenges, programs made targeted efforts to engage students, including offering fun incentives, like monthly raffle prizes for participants, reaching out to students individually via phone or text to check in on them and connect on a personal level, and striving to make virtual programming as interactive and hands-on as possible.
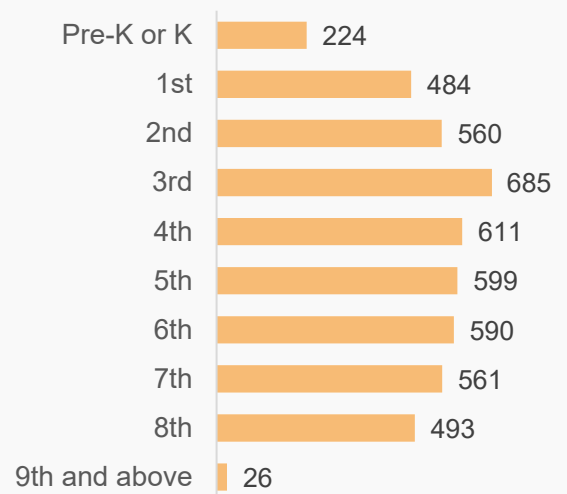
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6   We estimated enrollment at host schools using Census Day Enrollment information from the California Department of Education, which reports the number of students enrolled at each school on the first Wednesday in October.

25% of students at host schools attended CASP programming during the school day or after school.

❝ *I'm going to be really honest with you, Cityspan is not an accurate representation of the amount of students we are serving given that this whole distance learning is difficult as it is, to capture attendance was also difficult... We did not capture the attendance of the students we supported in the academic classes because the students changed every nine weeks and we didn't want to hassle with having to enroll, unenroll, enroll, enroll.*

-Staff, EBAYC at Roosevelt Middle School

Enrollment by Grade

Grade	Count
Pre-K or K	224
1st	484
2nd	560
3rd	685
4th	611
5th	599
6th	590
7th	561
8th	493
9th and above	26

Grade was missing for 1,221 students. Most of these students (79%) attended programs at charter schools.

How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees implemented programming. The first indicator looks at progress toward projected program enrollment.[7] Despite COVID-related challenges **enrollment was strong.** Programs enrolled 102% of the youth they anticipated.

OFCY also looks at youth perceptions of critical aspects of programming as indicators of quality. Despite the challenges of delivering online enrichment and support, the 1,934 youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs, as shown on the right.

To strengthen the **sense of safety and trust in staff**, programs helped meet basic needs by conducting wellness checks, food distribution, and tech distribution. Programs utilized social emotional learning practices, such as building community through warm welcome activities at the start of program sessions, providing brain breaks and time for reflection, and incorporating restorative practices. Bay Area Community Resource staff reported that they also gave space for families and students to have a voice in what programming looked like.

To make sure programing was **interesting and engaging** in a virtual setting, programs used strategies they had in the past. Strategies included checking how things were landing for their students, reflecting with fellow staff about challenges with engagement, engaging partners, and retaining experienced staff. Several programs also distributed activity packets to engage students in tactile, hands-on activities.

Program Performance: Average Progress Toward Projected Enrollment and Attendance

| Number of Youth Served | 102% |

Program Quality: Student Survey Responses (n=1,934)

Safety — 87%
Youth agree that they feel safe in their program

Caring Adults — 81%
Youth agree that there is an adult who cares about them at their program

Positive Engagement — 78%
Youth agree that they are interested in what they do at the program

> " *I just love the instructors and the support. Especially when we went into the Zoom world, they were very there with us…. Communication was very strong with the parents. If I had questions or just anything, I was comfortable to just reach out.*
>
> *-Parent, Girls Inc. La Escuelita Afterschool Program*

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[7] At the start of the fiscal year, programs estimated the number of students they expected to enroll. By the end of the year, programs are expected to reach at least 80% of their projected enrollment.

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Participant Outcomes

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 vast majority of youth reported learning academic skills and becoming more motivated to learn as a result of their program. 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.

Participant Outcomes: Youth Survey Responses (n=1,934)

Academic Skills — **79%**
Youth agree that they learned skills that help with their schoolwork

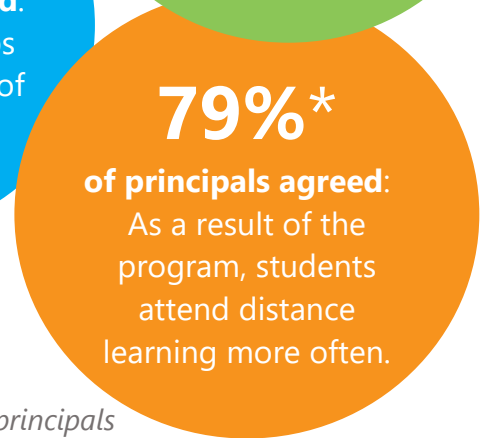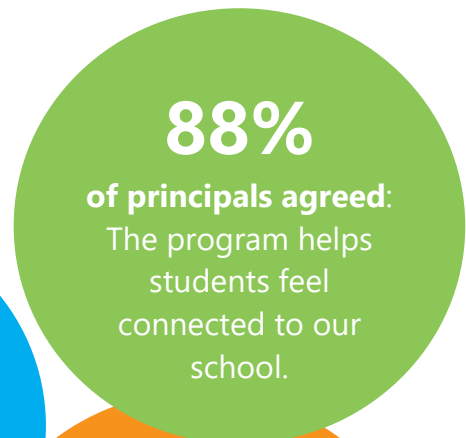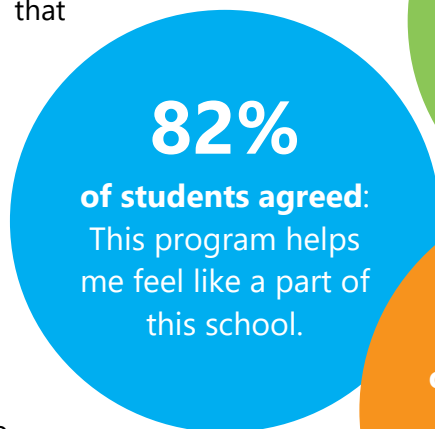**Motivation to Learn** — **76%**
Youth agree that they are more motivated to learn in school

Increased School Attendance and Connectedness

Staff and principals generally reported that the support of afterschool staff during the school day encouraged student attendance. At United for Success, for example, remote learning attendance increased after afterschool instructors started pushing into school-day instruction. To encourage attendance, programs provided important opportunities for peer interaction and connections to caring adults through community building activities during and after school. These connections were particularly important during remote learning, when students felt isolated and disconnected from each other.

82%
of students agreed: This program helps me feel like a part of this school.

88%
of principals agreed: The program helps students feel connected to our school.

79%*
of principals agreed: As a result of the program, students attend distance learning more often.

12% of principals answered N/A or I don't know

> ❝ *The ability for support staff to be in classes with teachers during the day and then run support sessions for students has been going really well. This alignment makes it easier for all and makes it feel more meaningful for students.*
>
> *-Teacher on special assignment, Coliseum College Prep Academy*

> ❝ *If students are not feeling a sense of belonging, a sense of feeling safe, then unfortunately, they're just not going to want to be there.."*
>
> *-Staff, EBAYC at Roosevelt Middle School*

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Increased Academic Preparedness and Engagement

In typical years, afterschool programs support academic progress by providing daily homework support, communicating with school-day staff about the needs of individual students, and infusing activities that complement school-day learning in the afterschool setting. Programs offering afterschool activities continued these practices in a virtual setting, and most expanded their support of school-day instruction by leading Zoom break-out meetings and offering virtual tutoring. In addition to the direct support of students, the presence of afterschool staff meant that teachers did not have to stop instruction to redirect students' attention as often and had more time to focus on instruction. Programs tracked how their services supported academic growth of students they directly supported through assessments, grades, and conversations with teachers. East Bay Asian Youth Center staff reported that all the students who attended their learning pod at Roosevelt Middle school increased their GPA from below a 1.0 to at least a 2.5 during the course of their participation. At Westlake Middle School, 27 students who had been identified by the school as at risk of falling behind received supplemental math instruction from Citizen School's afterschool staff; 18 of these students demonstrated growth on math assessments between fall and spring.

94%
of principals agreed: The afterschool program supports student academic growth.

72%
of students agreed: Because of this program, I participate in more class discussions and activities.

> " *I appreciate the collaboration and communication between day staff and the ASP. The ASP supports students with individual goals and supports core content instruction taught during the school day.*
>
> *- Principal, Garfield Elementary*

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Increased Social Emotional Wellness

Considering the isolation and trauma that the pandemic caused for many students, social emotional wellbeing became a primary focus of afterschool programs in FY20-21. Several programs noted that the number of students disengaged from school and/or needing social emotional support increased during remote learning. To support wellbeing, staff conducted wellness checks with students and families over the phone or online platforms and led social emotional learning activities with students. Having extra adults during remote learning sessions allowed for more small group activities to provide opportunities for interaction and more one-on-one interaction to check with students who seem to be struggling. Nine out of ten principals agreed that their afterschool program contributed to a positive school climate and culture, and 92% of principles agreed that the program helped students get along with others.

83%
of youth agreed: I feel supported and respected at this program.

89%
of principals agreed: The program contributed to a positive school culture and climate.

91%
of principals agreed: The program supports the social emotional health of students.

> " *My daughter used to be very shy. But she has been able to develop personally, especially through the [program's] read-alouds...Seeing that development made me really happy... That speaks to the level of trust that children have in the program.*
>
> *– Parent, Girls Inc at La Escuelita Elementary*

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Survey Responses by Subgroups

An analysis of survey responses by subgroup revealed some differences in students' perceptions of quality across race, gender, and age:[8]

- **Black/African American students** were more likely to agree that they feel safe in their program and agree to questions related to connections to caring adults.

- **Elementary students** reported higher scores in all areas of quality, including safety, connections to caring adults, and positive engagement. We have consistently observed this pattern in previous years.

- **Females** were more likely to agree to questions related to connections to caring adults.

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[8] Differences are statistically significant at p<.01.

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