



OAKLAND FUND FOR CHILDREN AND YOUTH
Final Evaluation Report
FY2020-2021

Prepared by: Social Policy Research Associates

Acknowledgements

Social Policy Research Associates (SPR) would like to thank the Oakland Fund for Children and Youth staff members who have worked with us on this evaluation project and the OFCY Planning and Oversight Committee for their ongoing feedback and support. We would also like to give a special thanks to the staff, participants, and volunteers for sharing their thoughts and experiences to inform this report.

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Executive Summary

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth, from birth through twenty-one years of age, to lead safe, healthy, and productive lives. This report describes these programs and the experiences of the children and youth who participated in them during FY2020-2021, the first full year of programs operating during the pandemic. Major findings from the report are presented below.

Who Was Funded?

 **149**
Programs

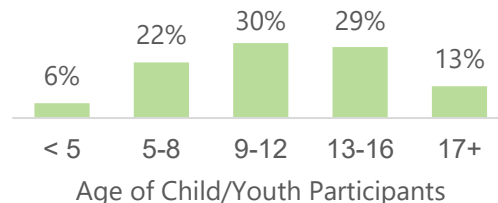
 **73**
Community-Based Organizations

 **4**
Public Agencies

 **\$18,111,301**
Awarded to programs

Who Was Served? Programs served the groups prioritized by OFCY.

7,796 Hispanic/Latinx youth 51%
4,067 Black youth 27%
1,364 Asian/PI youth 9%
2,053 Other Youth 14%



How Much Did We Do?

 **15,289**
Children and Youth Served

 **2,213**
Parents/Caregivers Served

 **1,045,470**
Total hours of service (excluding comprehensive afterschool programs)

How Well Did We Do It?

 **92%** of youth agree that they **feel safe** in their program.

 **85%** of youth agree that they are **interested in what they do** in their program

 **94%** of parents/caregivers agree that staff **work well with families of different backgrounds**

Is Anyone Better Off?

* Among participants in relevant strategies.

 **1,469**
Youth Placed in Internships and Jobs

 **88%** of parents/caregivers agreed that their program helped them **identify their child's needs.***

 **80%** of youth participants who feel **more connected to their community.***

 **\$1,491,816**
Wages/stipends earned by youth

 **84%** of youth agreed that they learned skills that **help with their schoolwork.***

 **94%** of youth who **learned about jobs*** they can have in the future.

FY 2020-2021 Results-Based Accountability Score Card

How Much Did OFCY Programs Do?

Unduplicated Number of Youth Served	15,289
Unduplicated Number of Parents/Caregivers Served	2,216
Total Hours of Service Provided	1,055,910¹
Average Hours of Service per Youth Participant	103
Number of Youth Placed in Jobs or Internships	1,496
Total Hours of Work Experience	132,279
Total Wages and Stipends Earned by Youth in Workforce Programs	\$1,491,816
Agencies Funded	77
Programs Funded	149
Early Childhood Sites Receiving Mental Health Consultation	54
Elementary and Middle Schools Receiving In-Person or Virtual Support	73
High Schools Receiving In-Person or Virtual Support	14

How Well Did OFCY Programs Do It?

Safety: Youth who report feeling safe in their program	92%
Caring Adults: Youth who respond that there is an adult at their program who cares about them	85%
Positive Engagement: Youth who respond that they are interested in their program	85%
Supportive Environment: Parents/caregivers who say staff make them feel comfortable and supported	96%
Diversity & Inclusion: Parents/caregivers who say staff work well with families of different backgrounds	94%

Is Anyone Better Off? ²

Career Goals: Youth who learned about jobs they can have in the future	94%
Employment Skills: Youth who learned what is expected of them in a work setting	92%
Interpersonal Skills: Youth who learned how to get along with others in a work setting	88%
Support with School: Youth who report that they learned skills that help with their schoolwork	84%
Community Connectedness: Youth who feel more connected to their community	80%
Motivated to Learn: Youth who report that they are more motivated to learn in school	78%
Youth Leadership: Youth who view themselves as more of a leader	73%
Connection to Resources: Parents/caregivers who report that staff refer them to other organizations	92%
Knowledge of Development: Parents/caregivers who say their program helped them identify their child's needs	88%
Skills to Manage Behavior: Parents/caregivers who say the program helped them to respond effectively when their child is upset	87%

¹ Total Hours of Service does not include hours spent in Comprehensive Afterschool Programs.

² Surveys were tailored to each strategy. Survey questions in this section were only answered by youth in relevant strategies.

Introduction

The vision of OFCY is that all children and youth in Oakland will thrive and lead safe, healthy, and productive lives. To this end, OFCY funds programs that promote racial and social equity; create safe spaces for children, youth, and families; and support youth's healing, learning, enrichment, and leadership development. Grants are provided through nine funding strategies that align with the Fund's four main goals (listed below).

OFCY's Nine Funding Strategies

Early Childhood - \$3,433,159 invested

Supports the healthy development of young children:

- **Parent Engagement and Support**
- **Family Resource Centers**
- **Socioemotional Well-being in Preschool and Early Childhood Education**

Student Success - \$5,870,160 invested

Helps children and youth succeed in elementary and middle school:

- **Engagement and Success for Elementary and Middle School Students**
- **Comprehensive Afterschool Programs**

Positive Youth Development - \$5,184,146 invested

Promotes leadership and connection to community:

- **Summer Programming**
- **Youth Development and Leadership**

Transitions to Adulthood – \$3,623,836 invested

Helps youth transition to a productive adulthood:

- **High School & Postsecondary Student Success**
- **Career Awareness & Employment Support**

Since 2014, Social Policy Research Associates (SPR) has conducted OFCY's independent evaluation. This report describes OFCY's funded programs and the experiences of the children, youth, and parents/caregivers who participated in them during FY20-21, beginning with an overview of OFCY funding and cross-strategy findings and concluding with strategy-level summaries. SPR draws on a variety of data to inform the evaluation of OFCY programs, including:



Administrative Records: Programs tracked demographics and attendance for 17,502 participants in OFCY's client management system, Cityspan.



Surveys: 5,147 youth, 690 parents/caregivers, and 101 educators completed surveys to share their perspectives on program quality and outcomes. Staff from 131 programs completed an online survey about program characteristics, staffing, and partnerships.



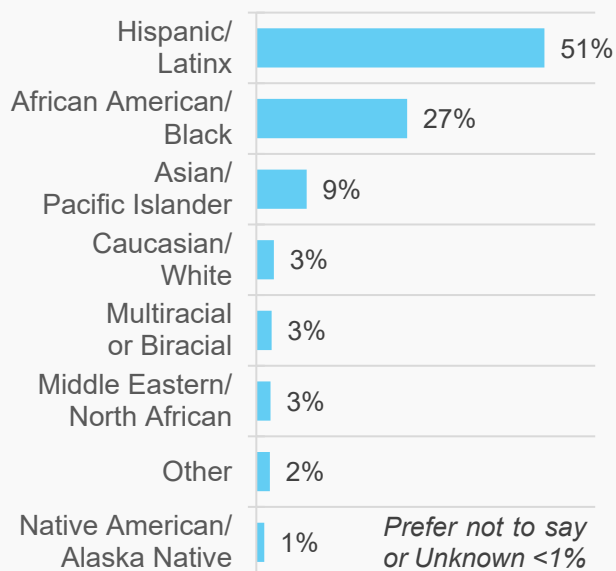
Interviews: SPR interviewed program managers and directors from 11 programs and held focus groups with youth and adult participants from 5 programs.

OFCY Participants

In alignment with its strategic goals, OFCY supports programs that explicitly prioritize and serve Oakland's African American/Black, Hispanic/Latinx, and Asian/Pacific Islander children and youth. OFCY programs also specifically prioritize serving immigrant and refugee youth, LGBTQ youth, children with disabilities, foster youth, and opportunity youth.³ During FY20-21, **15,289 unduplicated children and youth participated in OFCY programs**, with over 85% of them identifying as Hispanic/Latinx (51%), African American/Black (27%) or Asian/Pacific Islander (9%). While this is a high number, it is about 6,000 fewer youth than last year, due to challenges caused by COVID-19.

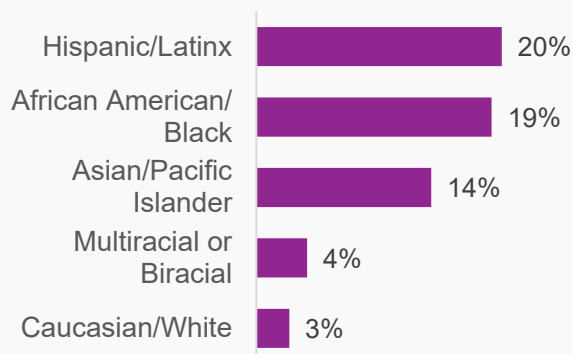
Over 85% of youth identify as Latinx, African American/Black, or Asian/Pacific Islander.

Race/Ethnicity of Children/Youth Served by OFCY

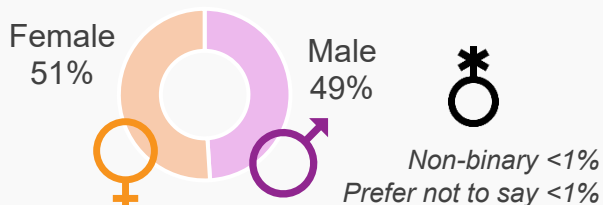


OFCY programs served about 20% of Oakland's African American/Black and Hispanic/Latinx children and youth.

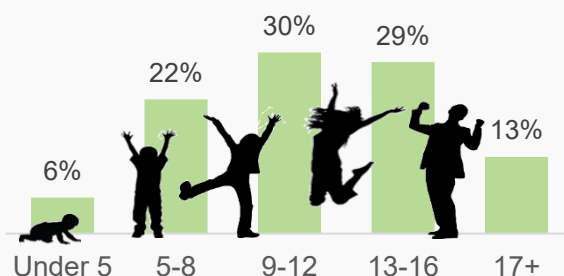
Percent of Oakland population's aged 0-19 served by OFCY



Programs served slightly more females than males.

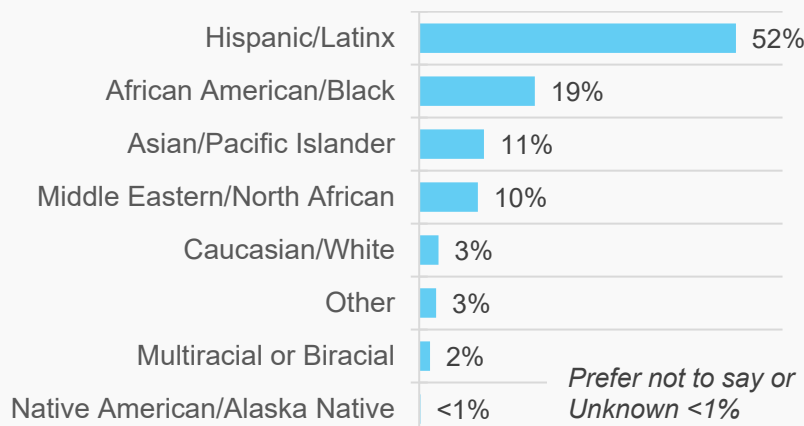


Over 80% of participants were between 5 and 16 years old.

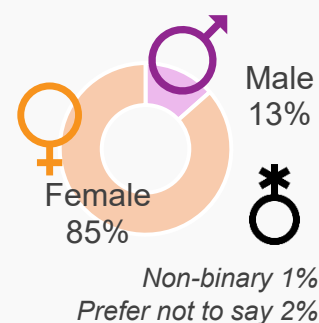


³ Opportunity youth is defined as youth and young adults who are disconnected from school and employment.

92% of adult participants identified as Hispanic/Latinx, African American/Black, Asian/Pacific Islander, or North African/Middle Eastern.

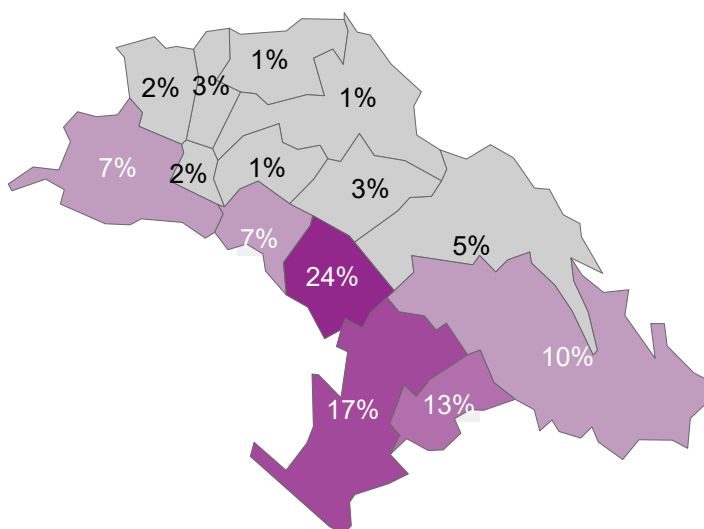


Adult females were more likely than males to attend early childhood programs.



Moreover, as illustrated in the maps below, most participants live in neighborhoods with high unemployment, housing-cost burden, and percentage of children and youth enrolled in OUSD who qualify for free- and reduced-price meals.⁴ The composition of males and females varied across strategies.⁵ For example, 59% of participants in the Career Awareness and Employment Support identified as female, compared to 45% of High School and Post-Secondary Student Success participants. OFCY programs primarily work with school-aged youth, with 81% of participants being between the ages of 5-16. Of the 4,070 youth in grades six and up who submitted a survey, 9% identified as LGBTQ+.

Zip Code of Children and Youth Served by OFCY



About one-quarter of OFCY participants live in Fruitvale. Another 30% live in the Webster Tract/Coliseum or Sobrante Park/Elmhurst neighborhoods.

⁴ Oakland Community Stressors Index (2019): www.oaklandca.gov/resources/oakland-community-stressors-index

⁵ Less than one percent of children and youth identified as non-binary.

Looking more closely at race and ethnicity across different age groups reveals that participation rates varied across age and race. As shown below, Latinx children were more represented among children 0-12 than youth 13 and up. In comparison, African American/Black and Asian/Pacific Islander participants comprised a higher proportion of children and youth over 5 years old than younger children. This mirrors larger city demographic trends showing a growing Latinx population among younger generations in the city.

Programs described how they strive to serve the population who could most benefit from their services and strive to reduce race-based disparities. For example, College Track staff regularly investigates the demographics of the students they are accepting into the program so that they can identify target groups that they are missing and strategize for future recruitment.

Race/Ethnicity by Age Groups

	<5	5-8	9-12	13-16	17+
Hispanic/Latinx	55%	56%	55%	48%	43%
African American/Black	19%	27%	27%	28%	27%
Asian/Pacific Islander	4%	8%	8%	11%	11%
Caucasian/White	4%	3%	3%	4%	2%
Multiracial or Biracial	4%	1%	2%	3%	4%
Middle Eastern/North African	9%	2%	1%	3%	3%
Some other race	2%	1%	2%	1%	8%
Native American/Alaska Native	4%	2%	1%	1%	1%

OFCY participants under 5 were less likely to be Asian/Pacific Islander or African American/Black than older youth.

Results-Based Accountability Framework

Working closely with Oakland Unified School District (OUSD), city agencies, and community-based partners, OFCY aims to move the needle on key city-wide goals and measure progress toward population-level indicators of equity in health, education, safety and housing.⁶ The figure below highlights how OFCY strategies support relevant city-wide goals.

City RBA Goal	Indicator	OFCY Impact
Children are ready for kindergarten	43% of students ready for kindergarten in OUSD	85% of parents attending Parent Engagement & Support Programs and Family Resource Centers agreed that their program taught them how to help their child be ready for school.
3rd grade students read at grade level	35% of students at or above grade level on SBAC scores	80% of 3 rd -5 th graders in Comprehensive Afterschool programs agreed that they learned how to do things at their program that help with their school work.
Students graduate high school	70% OUSD graduation rate	86% of High School and Postsecondary Success participants agreed that their program increased their desire to stay in school.
Older youth are connected to school or work	9.8% of Oakland youth 16-19 not in school and not working	84% (1,496) of Career Awareness and Employment Support participants worked in an internship or job placement during their program. 86% of High School and Postsecondary Success participants agreed that their program helps them feel more confident going to college.
Youth are not caught in the justice system	97 youth incarceration (average daily population)	74% of Youth Development and Leadership participants agreed that they were better at saying “no” to things they know are wrong since coming to their program.

To assess its contribution toward the city-wide goals, OFCY has adopted a Results Based Accountability (RBA) framework. 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: How much did OFCY programs do? How well did OFCY programs do it? Is anyone better off?*** The following section discusses the first group of RBA indicators, describing how many children and youth were served and the intensity of services provided.

⁶ See [JPA Impact Tables: Update on Oakland Citywide Dashboard. September 13, 2018.](#)

How Much Did Programs Do?

A total of 15,289 unduplicated children and youth and 2,216 unduplicated adults participated in OFCY programs in FY20-21. Many programs served fewer students than they have in previous years due to the COVID-19 pandemic. Some in-person programs limited enrollment to accommodate social distancing requirements, some programs offering virtual activities reported that students were burnt out on virtual platforms, and a few programs found it difficult to recruit youth because they were unable to access their traditional recruitment channels, such as in-person school or events. Compared to last year, programs were less likely to serve children ages 5-8. On the other hands, some programs were able to enroll more students than last year because of their virtual format. The Summer Programming, Comprehensive Afterschool, and Youth Development and Leadership strategies experienced the largest drops in enrollment.



15,289

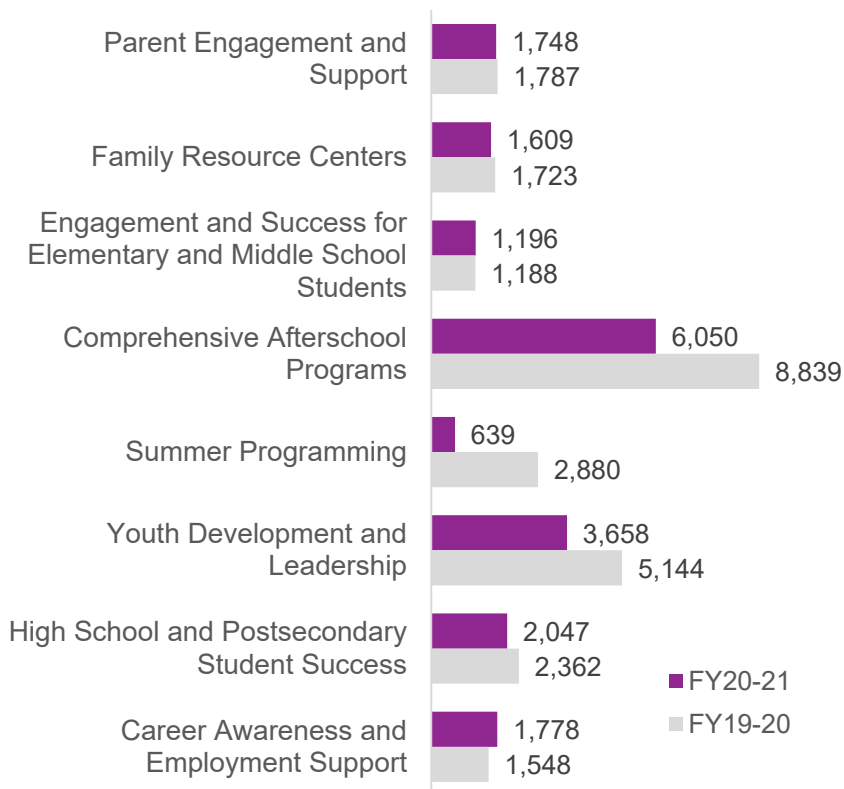
children and youth served



2,216

parents and caregivers served

Number of Participants per Strategy (FY20-21 and FY19-20)



We normally recruit in schools. So it was a huge challenge... We recruit from wellness centers and [school-based] coordinators and they didn't have access to the students either...The most effective strategy was having those relationships with the people that we normally recruit from. And then all of us just sort of brainstorming together, trying to get our students in.

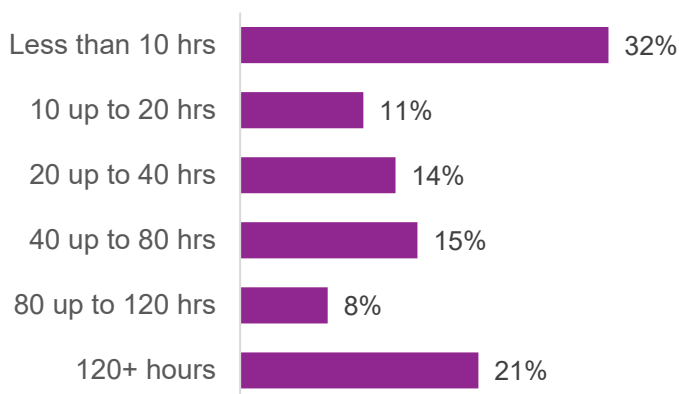
- Staff, Bridges Inc.'s Bridges from School to Work

Comparing enrollment patterns between FY19-20 and FY20-21 reveals that children ages 5-8 had the largest drop in enrollment compared to other groups.

Despite the challenges posed by the pandemic, programs provided a total of 1,055,910 hours of service, and youth spent an average 103 hours in OFCY programming. (Because Comprehensive Afterschool programs did not record program attendance in a uniform way due to the varied ways that they supported students during school closures, their hours of participation are not included in this year's report.) Using a variety of new approaches, including Zoom, socially distanced in-person meetings, reduced group sizes in small cohorts, and independent at-home activities, programs identified ways to engage children, youth, and families in-person and virtually. For example, Music is eXtraordinary found that holding virtual parent meetings and engaging families helped them maintain enrollment. As their staff noted,

Because Oakland's children and youth have diverse interests and needs, programs provided **a broad range of services that varied in intensity and focus** depending on the target population and the goals of the program. As shown in the graph below, 44% of youth attended programs for at least 40 hours. Over the year, 8% of youth attended more than one OFCY program.

Hours of Attendance (children and youth only, excluding Comprehensive Afterschool participants)



 **1,055,910**

hours of attendance
(excluding Comprehensive
Afterschool Programs)

**Almost half of youth
spent at least 40 hours
in each OFCY
programming.**

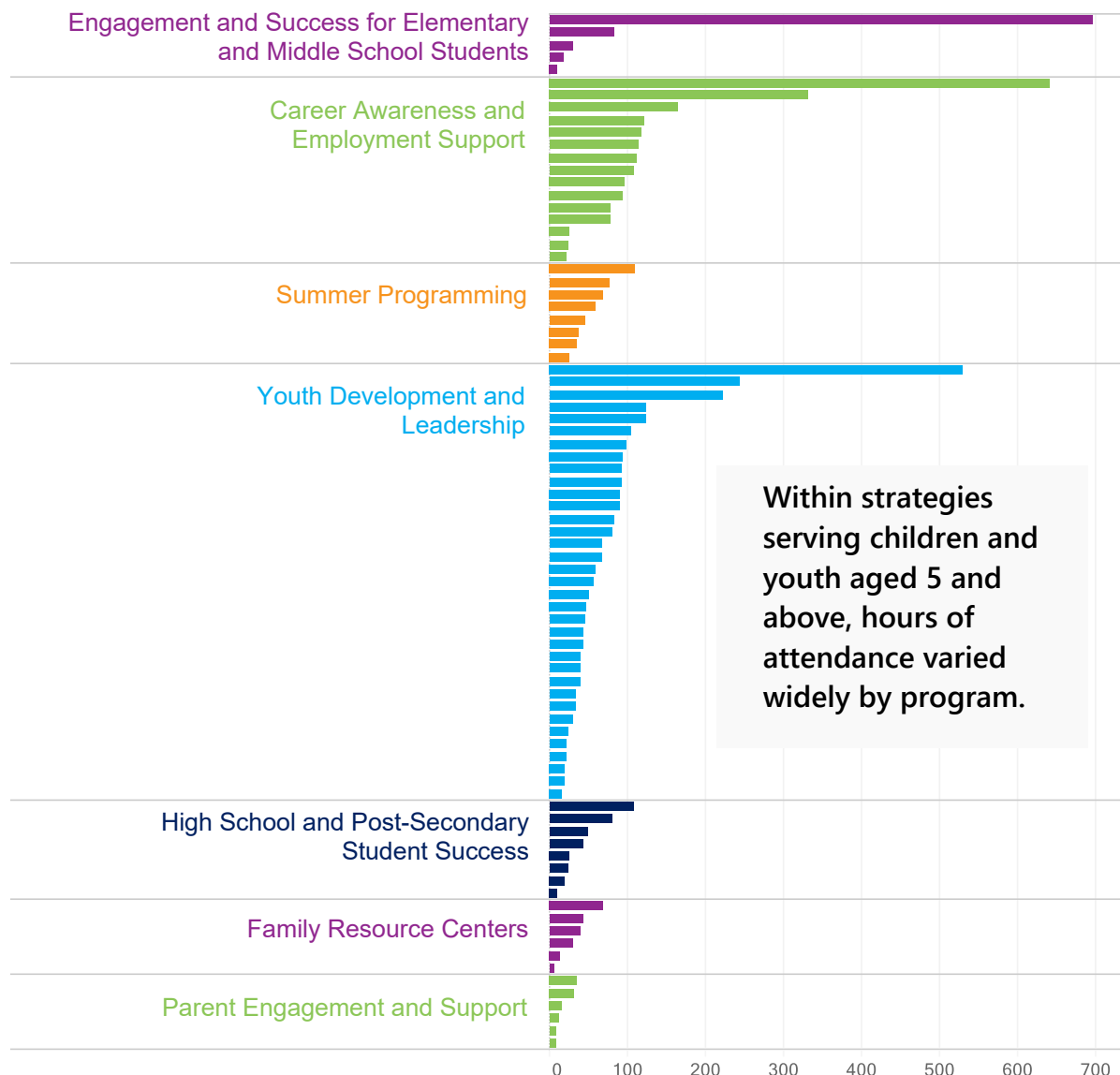
“*Parents showed up [for us]. That's why we didn't lose many students, they just shifted and pivoted with us and are doing the best that they can.*

*-Staff, Music is eXtraordinary's
Explorations in Music*

To meet the diverse needs of children and youth, some programs are designed to provide intensive services over the course of the year, while others have a shorter duration or provide drop-in services. Consequently, total hours of attendance in programming varied significantly by program. The chart below shows average hours of service for each program, organized by strategy. On average, participants in Engagement and Success for Elementary and Middle School Students spent the most time in programming, but this is primarily driven by intensive engagement in Safe Passages' Elev8 Youth, a program that served half of all participants in that strategy. On average, Elev8 participants spent 696 hours in programming, compared to an average of 27 hours at other programs in the strategy. Overall, children engaged in early childhood strategies (Parent Engagement and Support and Family Resource Centers) spent the least amount of time in their program. Most of these children joined their parents/caregivers in playgroups and other short learning activities appropriate for their developmental stage.

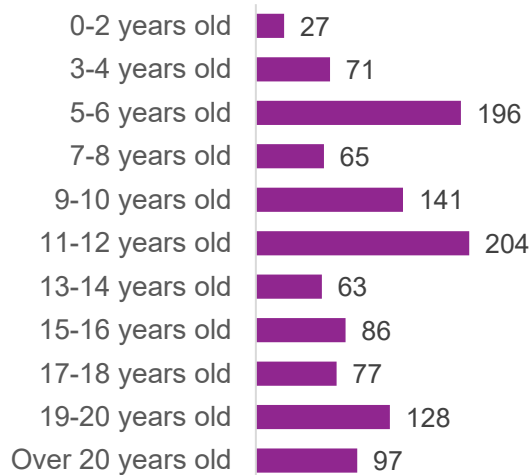
Average Hours of Attendance by Program

(each line represents one program; includes children and youth only)



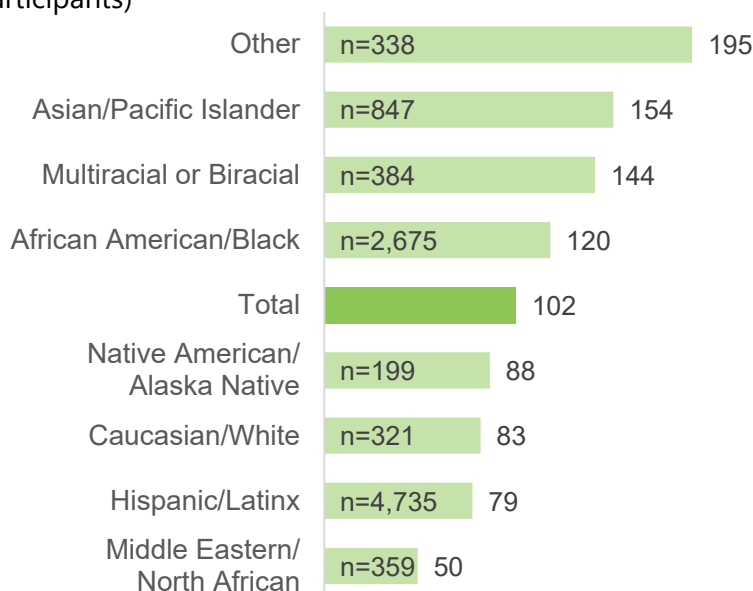
There was no discernable pattern in the levels of participation by age, as shown in the chart below.

Average Hours of Attendance by Age (children and youth only, excluding Comprehensive Afterschool participants)



On the other hand, there was some variation in the amount of time youth spent in programming across race and ethnicity. Asian/Pacific Islander, multiracial/biracial, and African American/Black youth spent more time in programming than the average participant. Some of this difference is related to the ages of participants. For example, Middle Eastern/North African participants were most likely to participate in early childhood programs, where average hours of service tend to be lower.

Average Hours of Attendance by Race/Ethnicity (children and youth only, excluding Comprehensive Afterschool participants)



On average, Asian/Pacific Islander, multiracial or biracial, and African American/Black youth spent more time in programming than the average OFCY participant.

How Well Did Programs Do It?

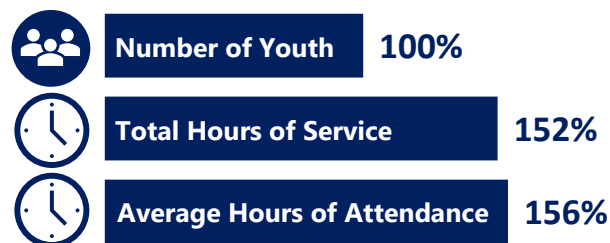
OFCY tracks a series of indicators to assess how well programs met their objectives and supported youth. The first three indicators include progress toward (1) projected number of youth served, 2) projected total hours of service, and (3) average hours of attendance per participant.⁷ As shown to the right, **program attendance was very high**, with participating students attending programs for more hours than anticipated. On average, programs also successfully served the number of youth they projected serving. However, **there was a lot of variability in progress toward the number of youth served**: some programs served more than double the number of youth they projected enrolling, while 15% of programs served less than half.

In addition to these indicators, the evaluation investigates participant perceptions of critical aspects of program quality that are tailored for each strategy, as measured through participant surveys. Research has shown that these indicators are foundational positive youth development practices that encourage youth to thrive in programming. As shown to the right, most participants felt safe, identified adults who cared about them, and engaged in activities that interest them at their programs.

“All the teachers and mentors are able to put you out of your comfort zone in the right way. They know exactly what to say to get you to the place where you need to be to become better.”

- Youth, *Music is eXtraordinary's Explorations in Music*

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Participant Survey Responses Children and Youth (n=5,147)



Parents and Caregivers (n=690)



⁷ At the start of the year, programs estimate the units of service they will provide and the number of participants they will enroll.

These successes are particularly striking given the challenges created by the pandemic and shelter-in-place orders, which forced most programs to shift to all or mostly virtual programming.

Through interviews, program staff discussed the ways in which they built a culture of safety, positive engagement, and caring relationships with staff:

- Programs start by **creating a physically safe space** for youth. This means having enough staff, actively supervise youth and monitor sign-in and sign-out procedures, and for many programs, creating safety plans in the case of neighborhood violence. To protect participants and families during the pandemic, programs have also created on-site protocols, provided PPE, and educated children, youth, and adults about prevention and the science of COVID-19.
- **Assisting participants and families with basic needs** supports their wellbeing, builds trust, and allows children and youth to fully participate. Programs like OUSD's African American Male Achievement College and Career Performance Program reached out directly to families to make sure they had enough food and access to computers for successful engagement. At the Oakland LGBTQ Community Center, the LGBTQ Youth Development program often builds trust with youth by providing groceries and information about community resources before youth ask for more personal support, such as information and resources related to safe sex.
- All programs maintained a focus on **supporting diversity, equity, and inclusion** by hiring staff that represent the participants, celebrating and honoring a wide range of cultures through programming and events, and integrating the cultures and backgrounds of participants.
- **Creating opportunities for staff and participants to get to know each other** was a priority at all programs we interviewed. Safe Passages' Elev8 Youth started the year with team building games and interactive ice breakers to build strong relationships before moving into academics and enrichment. Hidden Genius'

“ **The most important thing is the emotional safety of youth in our program.** It's a one-on-one relationship that's built between the counselor and the young person. Building that trust initially is really, really important. If somebody feels unwelcomed or not listened to or misunderstood, which is often the case for [the students with special needs we serve] they won't come back.

-Staff, Bridges Inc.'s Bridges from School to Work

“ There's not much that you can say or do where we're not going to show up the same way for you the next day and still try to offer you the same type of support and sense that **this is your home away from home.**

-Staff, Hidden Genius' Oakland Programming Series

“ We made space for and honor students of all backgrounds, especially Black students to be seen and be heard and have opportunities that are culturally relevant and culturally sustaining so they don't come and feel othered or like an outsider.

-Staff, Music is eXtraordinary's Explorations in Music

Oakland Programming Series and College Track build opportunities for staff to engage youth in conversations about their interests, goals, and needs in the application process.

- **Focusing on emotional safety and wellbeing** was more important than ever given the stressors caused by COVID-19. Programs drew on trauma-informed practices and offered opportunities for youth to express how they are doing in group activities and individual conversations. For example, many programs, such as Music is eXtraordinary's Explorations in Music and College Tracks' Empowering Oakland Students to and Through College, used opening rituals, including opening circles, mindfulness practices, and ice breakers, to build a sense of emotional safety, belonging, and predictability. Some Comprehensive Afterschool programs led warm welcomes during school-day remote instruction. Bridges from School to Work and Hidden Genius' Oakland Programming Series holds individual check-ins between staff and participants to create that sense of safety and foster a deeper relationship between youth and staff.
- Some programs found that **being available to youth outside of program hours** helped build trust between staff and participants. At OUSD's African American Male Achievement College and Career Performance Program, staff often stayed on Zoom calls with participants after program ended to discuss the day's curriculum or what's going on in their lives. Participants are encouraged to text staff with academic or personal questions.
- **Allowing student interest to guide programming** allows programs to adapt programming to maximize engagement. Programs solicited feedback through surveys or conversations to inform enrichment activities, offered a range of activity options to choose from, and created activities where youth could follow their passions. For example, Hidden Genius' Oakland Programming Series worked with students interested in video games to create an online tournament with participants and families.

“ Our staff took time out the class to just sit in a breakout room and have a conversation. Some of our students needed that.”

-Staff, Safe Passages afterschool program at United for Success

“ [We spend] the first 10 to 15 minutes building community through our mindful moment and the icebreaker that are in every single workshop at College Track...That has not only helped students in feeling safe and that they can trust us, but it also normalizes [taking care of yourself.]

-Staff, College Track's Empowering Oakland Students to and Through College

“ [During remote learning], we were **still able to replicate some of the standards like giving students choice in their activities** or the curriculum that they learned... [We offered] three or four activities that might orbit the same content, so that they didn't feel like they were just being talked to through a screen or watching a PBS show. Allowing them [to] make decisions and move around or just being asked about things that weren't school related [was important].

-Staff, Safe Passages' Elev8 Youth

Is Anyone Better Off?

Participant survey results also demonstrate that most participants met key outcomes aligned to the strategy in which they participated. For example, 80% of survey respondents from *Youth Development and Leadership* and *Summer* programs felt more connected to their community because of their program. The strategy summaries include more information about how programs supported strategy-specific outcomes, including outcomes for parents/caregivers.

In addition to these key RBA indicators, participant survey data tell a more comprehensive story about the ways that programs support the mindsets, competencies, values, and social skills that help youth become successful adults. The following page presents survey results related to four key youth development goals. We observed some variation in survey responses by participant demographics.

- Older youth reported the strongest outcomes in several youth development areas, including decision-making and goal setting, development and mastery of skills, confidence, and sense of belonging.
- African American/Black children and youth were most likely to agree that an adult at their program cared about them and have positive responses to other questions related to connections to adults.
- Asian/Pacific Island were most likely to progress in outcomes related to improved development and mastery of skills.
- Latinx youth were most likely to report progress in the area of improved decision making.
- There was no statistical difference in survey results between youth who identified as LGBTQ+ on the survey (9% or 377 youth) and those who did not, indicating that LGBTQ+ youth felt as safe and engaged in programs as their peers and were just as likely to reach key outcomes.

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

Participant Outcomes: Youth Survey Responses (n=5,147)



Career Goals

94%

Youth who learned about jobs they can have in the future



Employment Skills

92%

Youth learned what is expected in a work setting



Interpersonal Skills

88%

Youth who feel they know how to get along with others in a work setting



Support with School

84%

Youth who report that they learned skills that help with their schoolwork



Community Connectedness

80%

Youth participants who feel more connected to their community



Motivated to Learn

78%

Youth who report that they are more motivated to learn in school



Youth Leadership

73%

Youth participants who view themselves as more of a leader

Increased Confidence and Self-esteem

Since coming to this program, I feel I can make more of a difference. **81%**

Since coming to this program, I feel I have more control over things that happen to me. **76%**

Since coming to this program, I feel more comfortable sharing my opinion. **80%**

Development and Mastery of Skills

At this program, I get the opportunity to talk about what I have learned. **89%**

In this program, I learned new information about a topic that interests me. **85%**

In this program, I try new things. **92%**

Increased Persistence and Resilience

Because of this program, I am better able to handle problems and challenges when they arise. **81%**

In this program, I have a chance to learn from my mistakes. **90%**

Since coming to this program, I am better at something that I used to think was hard. **82%**

Improved Decision-Making and Goal Setting

In this program, I learned how to set goals and meet them. **84%**

This program helps me to think about the future. **89%**

Since coming to this program, I am better at saying 'no' to things I know are wrong. **74%**

Since coming to this program, I am better at staying out of situations that make me feel uncomfortable. **74%**

*This is the first program where I can really be as much myself as possible because sometimes, I'll go into a place and I'll mask part of myself because I just feel like I don't fit in, but this program, I am around people who are exactly like me. **I've never been able to connect with other people like that before.***

-Youth, Music is eXtraordinaty's Explorations in Music

*College Track keeps me where I need to go every step of the way, especially right now with all the applications I need to fill out and everything I need to do. They let us know what we need to do it and how to do it, and all these workshops **really keep us on track.***

- Youth, College Track's Empowering Students To and Through College

Funded Programs

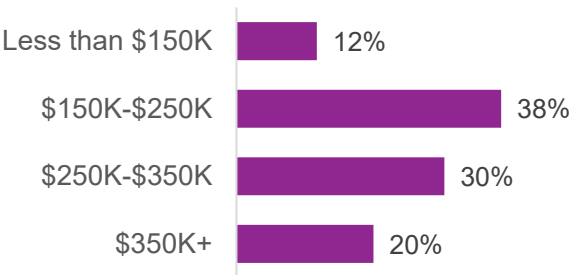
Program capacity allows organizations and their leaders to develop competencies and skills that make them more effective in serving children, youth, and families and supporting the mission of OFCY. This section describes four foundational components of program capacity, including a description of program budgets, staffing, training and professional development, and partnerships.

Budget

Programs combine OFCY grants with other resources to fund the services they offer. Program budgets vary significantly in size, depending on the design and scale of the program. Half of programs operated on a budget under \$250,000, while 20% had a budget of over \$350,000.⁸

The average program budget was \$287,123. Budgets ranged from \$48,424 to \$1,835,731.

OFCY Program Budgets (FY20-21)



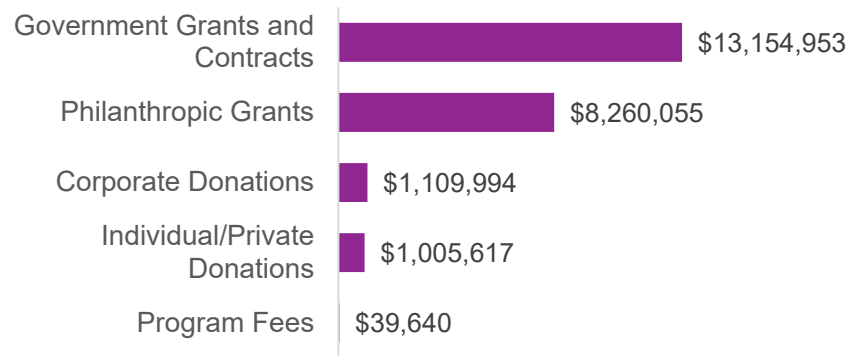
The average program budget was \$287,123. Budgets ranged from \$48,424 (Girls Incorporated’s Concordia Summer) to \$1,835,731 (College Track’s Empowering Oakland Students To and Through College).

OFCY requires that programs bring in additional funding to cover at least 20% of their total program budget. In FY20-21, programs brought in \$23,570,259 to fund services for children, youth, and families. As shown in the chart on the following page, nearly half of these matched funds came from government grants and contracts, with \$7,694,005 million coming from ASES/21st Century

⁸ Budget information was missing for three programs: City of Oakland Parks Recreation & Youth Development’s Community Adventure Pre-K Playgroups; Friends of Peralta Hacienda’s Peralta Hacienda Youth Programs; and Motivating, Inspiring, Supporting and Service Sexually Exploited Youth’s STAR Leadership Collaborative.

contracts in support of comprehensive afterschool. The largest philanthropic and private donations came from the Sergey Brin Family Foundation (\$500,000) and Kaiser Permanente (\$495,000).

Origin and Amount of Matched Funds



Government grants and contracts made up about half of the matched funding that agencies contributed to programs.

Staffing

Strong, high-quality programming requires qualified and trained professionals. Through an annual survey completed in the winter of 2020, OFCY programs reported information on the staff that helps them to effectively serve Oakland communities.

On average, 70% of staff identified as African American/ Black or Hispanic/Latinx.

Research suggests that employing staff who are representative of the community strengthens programming for children and youth and that relationships between adults and youth based on cultural- and interest-based connections is foundational to positive youth development.⁹ On average, 70% of OFCY program staff identified as African American/Black or Hispanic/Latinx, reflecting the ethnic composition of participants. In addition, 43% of programs were led by Executive Directors or CEOs who identified as African American/Black or Hispanic/Latinx. About 74% of programs have at least 50 percent of staff who are Oakland residents.

Almost 75% of OFCY programs have at least 50 percent of staff who are Oakland residents.

Over half of the programs were fully staffed throughout the year. On average, 67% of staff from OFCY programs had been employed at their agency for more than 18 months at the time of the survey, compared to 45% in FY2019-2020. Some of the barriers that programs faced included COVID-19, difficulty recruiting and hiring male and multilingual candidates, filling part-time positions, and

Compared to previous years, a higher proportion of program staff had employed with their agency for more than 18 months.

⁹ (<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>) (<https://doi.org/10.1177%2F0044118X10386077>) .

the high cost of living in the Bay Area. Like previous years, Comprehensive Afterschool programs were the most likely to report challenges recruiting (38%), hiring (34%), and retaining staff (31%) compared to other strategies.

Training and Professional Development

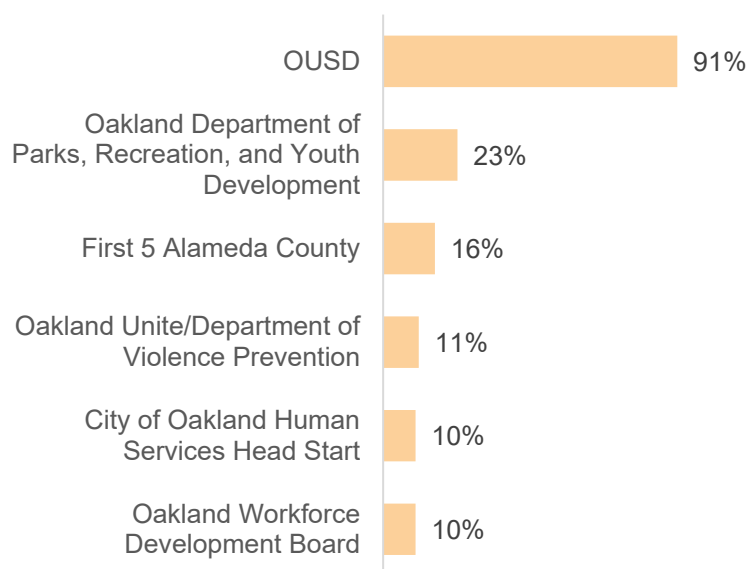
Maintaining a skilled workforce and high-quality services requires training and professional development to support the staff that serves Oakland’s children, youth, and families. These opportunities were particularly important in the last year when OFCY programs adjusted their participant recruitment practices and programming in response to COVID-19 and remote learning. In the annual staff survey, OFCY programs identified program planning and curriculum development; youth development and engagement; coaching, mentoring, and counseling; social justice and restorative justice; and family engagement as the most important professional development content areas. Virtual training and meetings allowed staff to participate in professional development more easily. Additional training topics that OFCY programs found helpful include technology, community care meetings, self-care supports, place-based learning strategies, and grant writing.

Partnerships

Oakland has a rich network of organizations that work toward improving outcomes for children, youth, and families. In addition to partnering with other community-based agencies, OFCY programs work closely with key public agencies. The table below presents the percent of programs that reported partnering with key public partners in the annual staff survey.

Program staff identified 1) program planning and curriculum development; 2) youth development and engagement; 3) coaching, mentoring, and counseling; and 4) social justice and restorative justice as the top four most important areas for professional development.

Percent of Programs Partnering with Key Public Agencies



Oakland Unified School District is a partner for nine out of ten OFCY programs. For example, programs reported working with OUSD on recruitment and referrals to OFCY programs, providing push-in support during the school day, implementing in-person learning pods, and increasing school day and after school program alignment. Programs also participated in OUSD trainings and professional development opportunities. The City of Oakland's Oakland Unite/ Department of Violence Prevention provided funding to some OFCY programs and partnership on participant recruitment and referrals. Early childhood programs collaborated with Oakland Human Services Head Start on literacy programs, family events, parent education workshops, and programming for young children; programs also continued to leverage trainings led by First 5 Alameda County. Lastly, the Oakland Workforce Development Board co-funds summer jobs programs with OFCY, serves as a referral source for youth employment, and funds several programs in the Youth Development and Leadership strategy, Career Awareness and Employment strategy, and OUSD after school programs.

Nine out of ten OFCY programs reported partnering with OUSD.

OFCY programs leverage training and professional opportunities led by key public agencies in Oakland.

Support from OFCY

While OFCY's mission is to provide strategic funding to support Oakland's children and youth, it also provides *opportunities and resources* to grantees to support their capacity and to strengthen their networks so that the ecosystem of diverse organizations working to support Oakland families can flourish. Specific examples include:

- **Providing data to support continuous quality improvement.** OFCY works with its evaluation partner, SPR, to ensure that evaluation efforts support grantees in program improvement efforts. To that end, SPR provides grantees with critical performance information, via grantee profiles, at the midway point and end of each year in the funding cycle. SPR works with grantees at each of these points to help them understand the data and how to use it to assess what is working well and identify areas of improvement. OFCY staff also use this information in their work with grantees to support effective goal setting and reporting.
- **Creating space for peer learning and networking.** Recognizing that its grantees are the experts in how to best serve children and families in Oakland, OFCY dedicates time at each of its quarterly grantee convenings for peer learning and networking. These sessions typically focus on best practices as well as addressing common challenges identified by grantees. Examples of topics covered include trauma-informed care for participants and staff and effective recruitment and retention practices. OFCY supports peer learning outside of quarterly meetings by sharing grantee announcements and creating a resource guide with grantee contact information.
- **Sharing opportunities and resources from systems partners.** OFCY leverages its unique vantage point within the ecosystem of partners working in service of Oakland youth and families to provide opportunities for grantee organizations and their participants to benefit from a broader array of resources and capacity building opportunities afforded through these partners. These are shared through OFCY's communications channels and grantee convenings.

Conclusion

As a result of **OFCY's investment of \$18,111,301 million, 149 programs delivered vital resources to support 15,289 of Oakland's children and youth**, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity. Reflecting the City of Oakland's commitment to racial equity, **OFCY served a particularly high percentage of Oakland's African American and Latinx youth** (20%), the group that faces the highest levels of inequity in access to employment and educational opportunity.

COVID-19 and the shelter-in-place order created significant challenges for programs. Many programs and participants did not feel comfortable meeting in person; agencies faced staffing shortages, in-person meetings had to comply with strict public health regulations, often limiting cohort sizes; many families lacked access to technology for virtual engagement; and programs could not rely on many of their traditional recruitment practices, such as attending events and recruiting through schools. In response to these challenges, programs demonstrated creativity and adaptability as they shifted to **engaging virtual enrichment experiences and safe, socially-distanced opportunities for in-person participation**. In response to the stressors families faced during the shelter-in-place, programs offered **more individualized services, including wellness checks and connections to resources**. Notably, despite the limitations on how programs could recruit youth, on average, programs served 100% of the participants they projected to serve.

The experiences of programs, staff members, youth, and adult participants demonstrate the critical role that community-based programming plays in creating a city where all children and youth are safe, supported, and able to thrive, particularly given the increasing economic, social inequities, and racial injustices that disproportionately impact African Americans, Latinx communities, immigrants and refugees.