

# Comprehensive Afterschool Programs

## 2019-2020 OFCY Strategy Report

The 61 programs funded under OFCY's Comprehensive Afterschool Program 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.



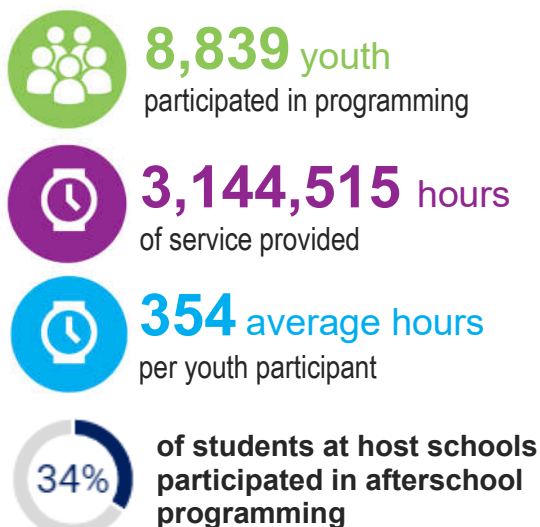
“ Many students who are disconnected academically find a home in ASP and build valuable relationships with ASP staff that benefit their overall development.

– Principal, Urban Promise Academy

“ The staff is fully integrated into the school day and provides support to scholars all day. They also are not seen as the "afterschool" program but as the "extended learning" program. All staff are truly a part of the community. They hold our scholars to the same high standard as we do.

– Principal, Westlake Middle School

## STRATEGY ACHIEVEMENTS



45% African American/Black youth

32% Latinx/Hispanic

30% Asian/Pacific Islander



## 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
- Parker Elementary - 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)

### Middle

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

Total Funding: \$5,688,054

# Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting 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: How much did we do? How well did we do it? Is anyone better off?*

## Program Achievements – How much did we do?

Number of youth served	8,839
Total hours of service provided	3,144,515

## Program Performance and Quality - How well did we do it?<sup>17</sup>

Enrollment: Average progress toward projected number of youth served	124%
Average Hours of Service: Average progress toward projected average hours of service	86%
Total Hours of Service: Average progress toward projected total hours of service	103%
Average Daily Attendance: Average progress toward projected average daily attendance.	90%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in the program.	*

## Participant Outcomes – Is anyone better off?

Motivated to learn: Percent of participants who report that they are more motivated to learn in school.	*
Support with school: Percent of participants who report that they learned skills that help with their schoolwork.	*

\* Survey results not available in FY19-20 due to shelter-in-place order.

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

- 13) Achievements: How much did the programs provide?
- 14) Performance and Program Quality: How well did programs do it?
- 15) Outcomes: Is anyone better off as a result of the strategy's work?

<sup>17</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment. Due to the shelter-in-place, program performance and quality measures only include attendance data and projected attendance through the third quarter.

# Achievements: 8,839 youth served

**Afterschool programs serve schools where most students qualify for free and reduced priced lunch and where students are more likely to experience trauma and stress.**

Programs served 34% of students at their host schools, prioritizing English Learners, newcomers, foster youth, and students from low-income or single parent households.



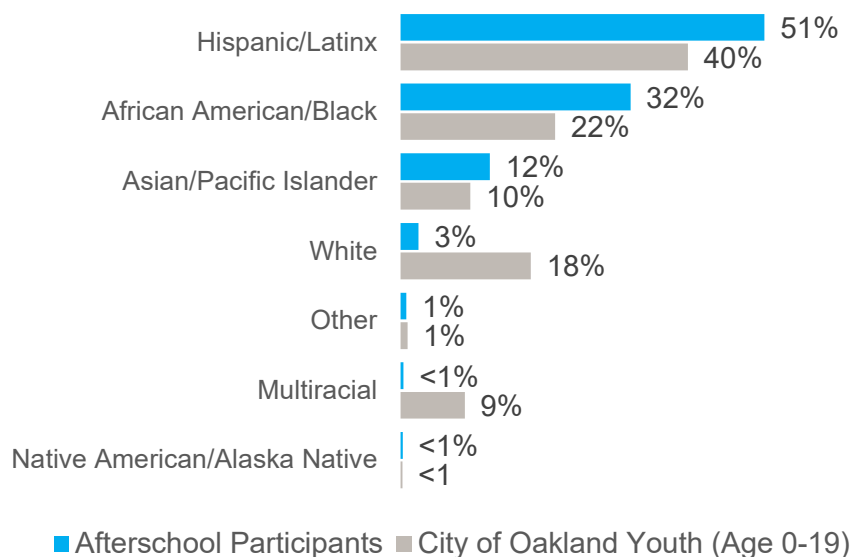
During FY2019-2020, 8,839 children and youth participated in OFCY-funded Comprehensive Afterschool programs. All programs are committed to serving communities most in need. Programs prioritize serving youth from low-income, newcomer, English learner, homeless, single-parent and foster households. In interviews, program staff described that these pressures at home 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.

Overall, programs served about one third of the students at their host schools (34%). Reflecting OFYC’s target population, over 80% of participants identified as Hispanic/Latinx or African American/Black.<sup>18</sup>

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**Race/Ethnicity of OFCY Participants and Oakland Youth**



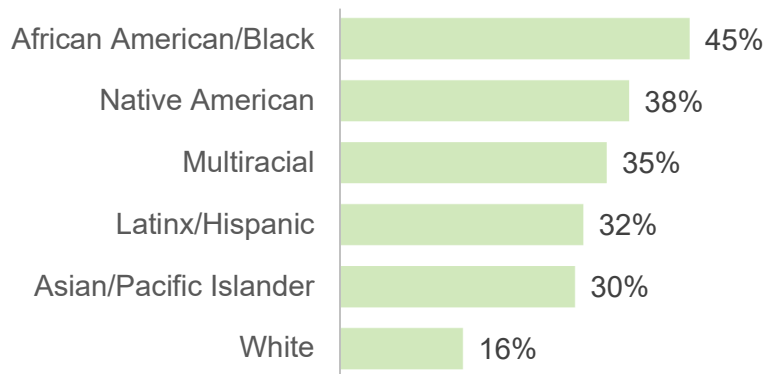
<sup>18</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, “other” includes Middle Eastern/North African participants, which is not represented in racial/ethnic categories collected by the ACS.

Afterschool programs served 45% of African American/Black youth at their host schools.



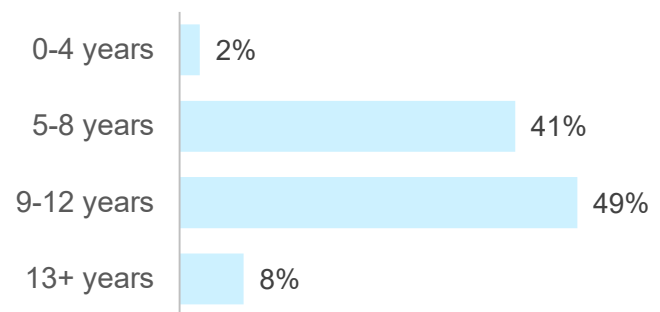
A comparison to the population of Oakland and the programs' host schools shows that the city's African American youth were the mostly likely to be served by afterschool programs.<sup>19</sup> Afterschool programs at Oakland Unified School District (OUSD) schools served 45% of the African American/Black students at their sites, compared to 38% of Native American students, 37% of Pacific Islander students, 31% of Latinx students, 30% of Asian students, and 16% of white students.

**Percent of students at OUSD host schools served**



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, with almost half in their later elementary years (ages nine to 12).

**Age of Participants**



“Our students are amazing. They just need people who care about them. They just need a space to feel safe to learn. When you create that space kids have unlimited possibilities.

- Staff, East Bay Agency for Children

<sup>19</sup> Because we did not have access to student records at charter schools, this analysis only includes programs at OUSD sites. This analysis uses the racial classification from OUSD's Dataquest database, not OFCY's CMS.

# Achievements: 3,144,515 Hours of Service Provided

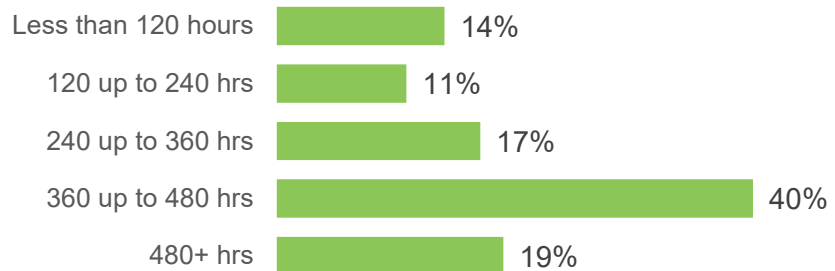
Programs serve youth everyday throughout the school year, providing a safe and welcoming environment for youth to participate in academic and enrichment activities.

Youth spent an average of 354 hours in programming throughout the school year.



Afterschool programs operate for three hours afterschool each school day throughout the academic year. In the 2019-2020 school year, 59% of participants spent at least 360 engaged in programming, reflecting that many students attend the program almost every day of the week.<sup>20</sup>

### Hours of Participation per Program



On average, younger youth participated in after school programming for more hours than their older peers.



As shown in the graphs below and on the following page, average participation hours decreased as age increased – the youngest students (ages five to eight) spent the most time engaged in programs. Average hours of attendance was high across racial/ethnic groups, with Asian/Pacific Islander youth spending the most hours in program over the course of the year.

### Average Hours of Participation by Age

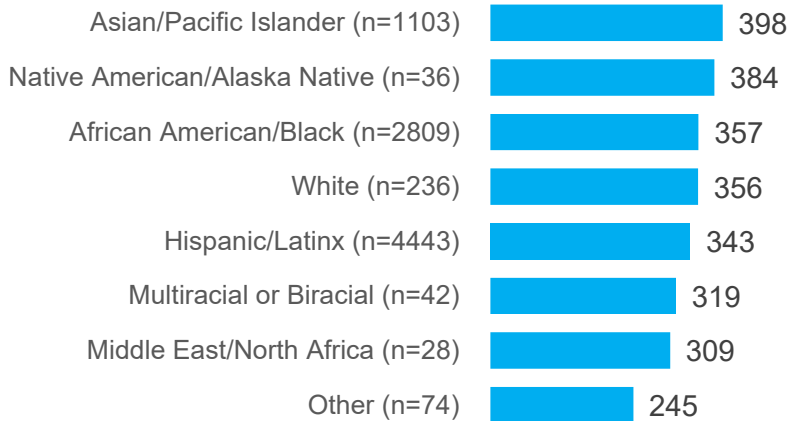


<sup>20</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

Average hours of service was high across racial/ethnic groups.



### Average Hours of Participation by Race



During the shelter-in-place order, afterschool programs became a vital partner for schools by tracking down and checking in on families.



### Afterschool Programming During the Shelter-in-Place Order

After Alameda County's Shelter-In-Place (SIP) order, comprehensive afterschool programs had to quickly change how they work and what activities they could provide to their youth. Afterschool programs leapt into action by contacting families to check-in with them, provide a wellness check, and needs assessment. The deep investments programs made in connecting with parents and families before SIP paid off, as in some cases the afterschool program became the main link for families to the school. After inquiring about family's needs, many programs helped connect families with Chromebooks, hotspots, and food. Most programs also shifted to providing virtual programming and had to re-structure their academic, enrichment, SEL, and leadership development activities to fit into a virtual space.

# Performance and Program Quality

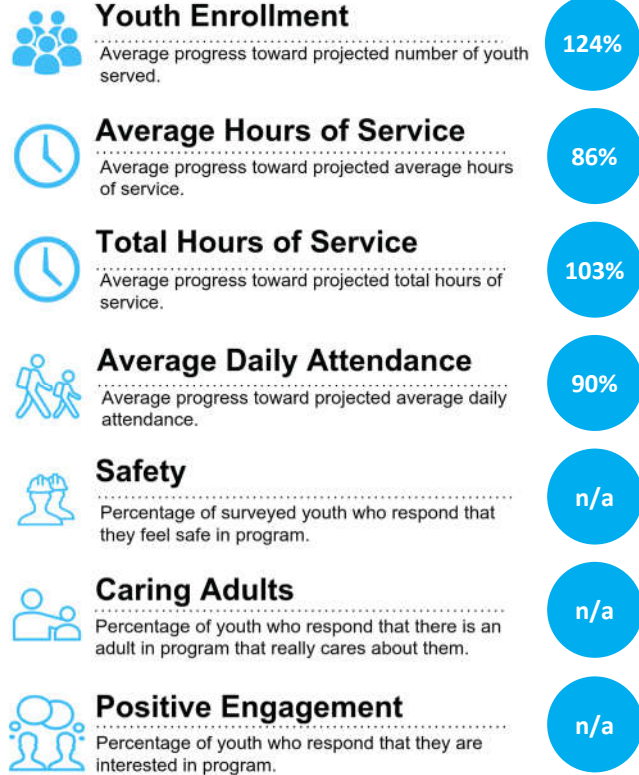
**Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.**

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first four indicators include progress toward projected program enrollment, total hours of service, average hours of service per participant, and average daily attendance.<sup>21</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, these measures only consider attendance July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service” measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

In addition to these performance measures, the Comprehensive Afterschool strategy has indicators that are signs of program quality. Participant perceptions of safety, the presence of caring staff, and positive engagement will be assessed in future years when participant survey data is available.

## Performance and Quality Indicators



“ [I appreciate] the high-quality staff that build positive relationships with students that motivate students throughout the day. Many staff are former students at the school and are very committed to the community.

-Principal, Urban Promise Academy

<sup>21</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment. Due to the shelter-in-place, these measures only include attendance data and projected attendance through the third quarter.



# Participant Outcomes

SPR draws on multiple sources of data to investigate academic and social-emotional outcomes of afterschool participants. Results from a survey of school leaders and academic records from Oakland Unified School Districts provide a glimpse of how programs may be impacting students. Through interviews with six programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

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

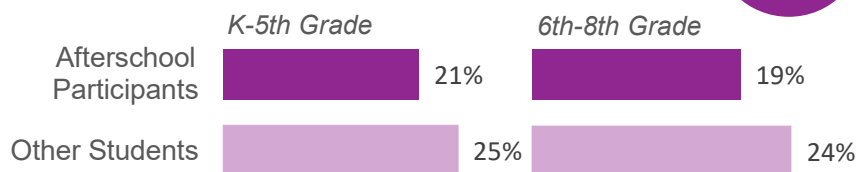


## Increased School Day Attendance

To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including school-day attendance rates. Notably, afterschool participants were less likely to be chronically absent than their peers.



### Percent of Chronically Absent Students



## Academic preparedness and engagement

Program 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. For example, at Citizen School, Inc. at Westlake Middle School, the afterschool program facilitates a weekly Common Core, Scholastic Reading Inventory (SRI), and Scholastic Mathematics Inventory (SMI)-aligned skills lab to differentiate and individualize the academic support they are receiving throughout the daytime.



**76%** of school leaders agree:  
**Programs support academic growth.**

“ [Our afterschool program] has been great for support and the culture of the school. They care about the kids and really get to know them and their families.

-Principal, East Oakland Pride Elementary

### School connectedness

At Community School for Creative Education, Attitudinal Healing Connection the program coordinates with school day staff on communication, behavioral expectations, and to ensure there a seamless bridge between the school day and extended day program. Furthermore, afterschool events, such as literacy night and family art night, are open to all students and families to promote stronger connections to the school.



**90%** of school leaders agree:

Programs contribute to a **positive school culture and climate.**

**92%** of school leaders agree:

Programs help students **feel connected to school.**

“ We are what most people would call an academic intervention program, but I also like to look at us as more of a wellness program. The social-emotional learning piece is just intertwined in everything we do

-Staff, Lincoln

### Sense of belonging and mental wellness

East Bay Agency for Children at Rise Community School implemented an “Ohm Zone” where students can go if they are feeling upset. The space is designed to create a relaxing break for students to process their feelings and reflect on a conflict that has developed. Meditation and mindfulness are some of the tools used in the “Ohm Zone”. As an agency Girls Inc. utilizes a trauma-informed approach in afterschool programs to support youth by building a foundation of safety to encourage them to try new things, understand their feelings, and identify ways to move forward in a productive way when they come across challenges.



**94%** of school leaders agree:

Programs provide a **safe place** for students.

**92%** of school leaders agree:

Programs help students **learn how to get along with others.**