

Engagement and Success for Elementary and Middle School Students

2019-2020 OFCY Strategy Report

The five programs funded under OFCY's Engagement and Success for Elementary and Middle School Students (ESEMSS) strategy are designed to help improve attendance, school connectedness, and academic performance (literacy and numeracy). Programs are delivered at school sites and engage both youth and their parents or caregivers. This report draws on interviews with three programs, attendance records, and program reports to summarize strategy achievements and progress to date.



STRATEGY ACHIEVEMENTS



1,188 youth participated in programming



66,923 hours of service provided



55 average hours per youth participant

FUNDED PROGRAMS

- Chapter 510 Ink - Writing to Readiness
- Destiny Arts Center - Arts in Oakland Schools
- Lincoln - West Oakland Initiative (WOI)
- S.P.A.A.T. (Student Program For Academic And Athletic Transitioning) - Athletes CODE (TAC) MS Engagement
- SAFE PASSAGES - Elev8 Youth

Total Funding: \$596,448

“ *A big part of this work is not just making sure that young people are receiving a quality education and that they're not being left behind, but we also want to make sure that West Oakland schools are surviving and thriving in places where we want to send our children and that we take care of the schools a little more.*

- Staff, West Oakland Initiative at Lincoln

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	1,188
Total hours of service provided	66,923
Program Performance and Quality - How well did we do it?	
Enrollment: Average progress toward projected number of youth served ¹¹	93%
Average Hours of Service: Average progress toward projected average hours of service	194%
Total Hours of Service: Average progress toward projected total hours of service	146%
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 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:

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

¹¹ At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

Achievements: 1,188 youth served

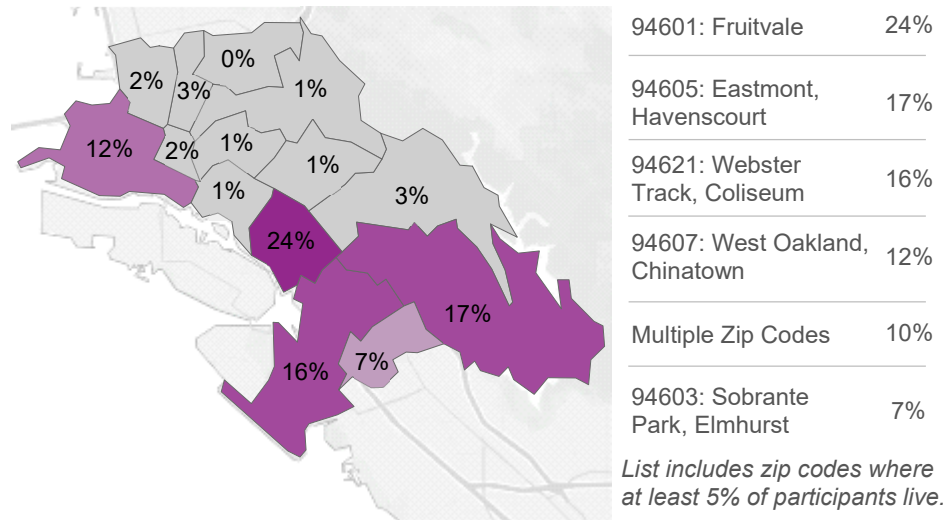
Engagement and Success for Elementary and Middle School Students programs support youth, primarily ages five to 12, from communities that have high levels of environmental stress.

Programs prioritize African American and Latinx youth who attend elementary and middle schools with high levels of environmental stress.



During FY2019-2020, 1,188 children and youth participated in ESEMSS programs. The programs provide activities and supports tailored to participants in elementary and middle schools with high levels of environmental stress, such as high unemployment, housing cost burden, and percentage of children and youth who qualify for free and reduced price lunch.¹² As shown in the map below, the vast majority of participants came from Fruitvale, East Oakland and West Oakland.

Zip Code of Residence



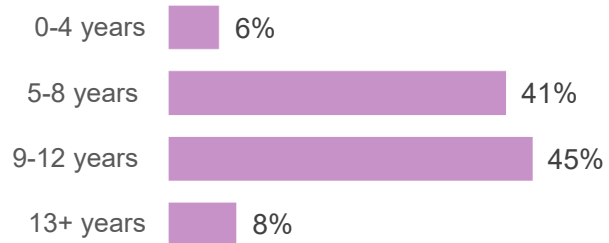
“Young people have struggles outside of and within school. They're very resilient, and we try to enhance that resiliency and try to really meet the young people where they are.

-Staff, Destiny Arts Center

¹² Oakland Community Stressors Index (2019): <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

Programs identify participants through their partnerships with school sites, and prioritize enrolling low-income youth, as well as youth who are not yet meeting grade level literacy standards. In line with the focus on elementary and middle school engagement and success, close to 90% of participants served by programs in this strategy were between the ages of five and 12, as shown in the graph below.

Age of Participants

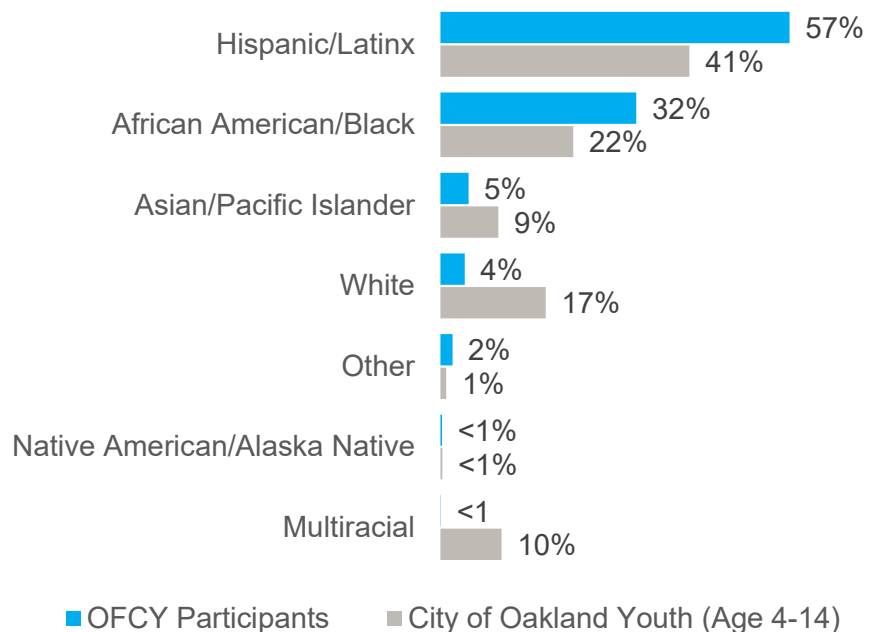


Close to 90% of participants identified as Hispanic/ Latinx or African American/ Black.



Reflecting OFCY’s target population, close to 90% of participants identified as Hispanic/Latinx or African American/Black even though they comprise only 63% of Oakland’s youth.¹³

Race/Ethnicity of OFCY Participants and Oakland Youth



¹³ 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.

Achievements: 66,923 Hours of Service Provided

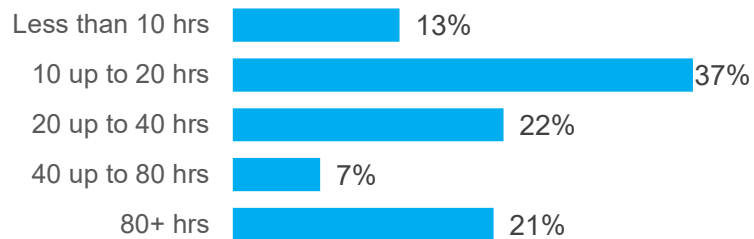
To meet the diverse needs of participants, programs offer a range of service models that offer opportunities for varied levels of engagement.

The amount of time youth spent in programs varied. Middle-school aged youth (10 years or older) spent the most time in programming.



ESEMSS programs engage youth during the school day or afterschool in one-to-one and group settings. As these programs offer a broad range of service models and serve youth with disparate needs and interests, the level of participation varied across programs and participants.¹⁴ For example, Chapter 510 Ink’s Writing to Readiness served youth in weekly afterschool sessions, where students received, on average, 21 hours of programming throughout the year. In contrast, Safe Passages’ Elev8 Youth program provided daily support to elementary and middle school youth for an average of 198 hours of service over the year.

Hours of Participation per Program

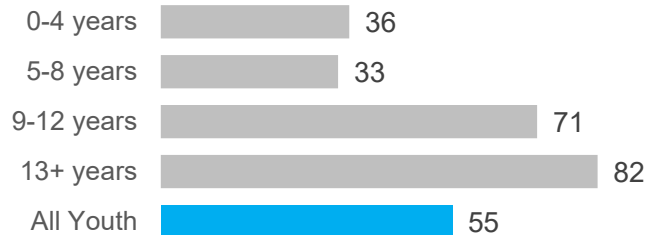


“When young people come in [to program], they get grounded. There’s meditation, an opening circle, arts programs, then a closing circle. We’re hoping to give skills that young people can carry throughout the day.

-Staff, Destiny Arts Center - Arts in Oakland Schools

Participation varied by age. As shown below, older participants spent more than twice as many hours in program on average than did younger participants.

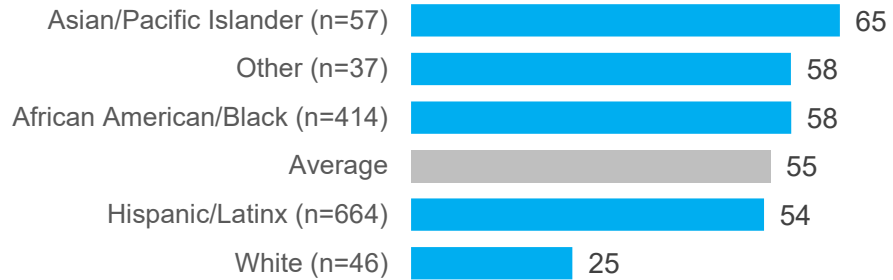
Average Hours of Participation by Age



There were minor differences in participation by race/ethnicity. Although Asian/Pacific Islander students only represented 5% of participants, they spent more time in programs than the average participant, as shown below. On average, White students spent the least time in programming.

¹⁴ 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 Participation by Race/Ethnicity¹³

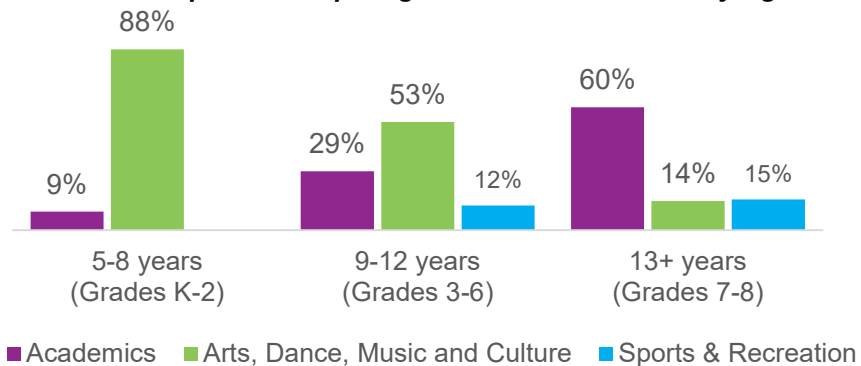


Elementary aged participants spent around 90% of their time in program engaged in arts, dance, music, or culture activities.



As shown below, how participants spent their time in programs also varied by age. K-2 participants (ages 5 to 8 years) spent close to 90% of their time in arts, dance, music, or culture activities, while middle-school aged youth spent most of their time engaged in academics.

Percent Time Spent Participating in Common Activities by Age



“Our job is to support, encourage, and get parents to cooperate. A lot of that is really just trying to be these consistent people. If we tell our parents we're going to do something, we do it, because a lot of times they don't have other people.”

-Staff, Lincoln's West Oakland Initiative

Programming During the Shelter-in-Place Order

Programs worked with their partner schools to determine how they could continue to support youth and families. Programs shifted to providing virtual programming, individual outreach, and push-in support for classroom teachers. For example, academic mentors at Lincoln's West Oakland Initiative met with youth weekly through phone calls or FaceTime and offered office hours during which youth could contact them for support. Destiny Arts Center offered live virtual classes via Zoom and recorded lessons on YouTube that families could access them on their own time. Student Program for Academic and Athletic Transitioning (SPAAT) coaches stayed in touch with participants through online workshops, telephone and Zoom calls, and provided support to school-day teachers during live classes.

¹⁵ Racial/ethnic groups with less than ten participants are grouped together in "Other."

Performance and Program Quality

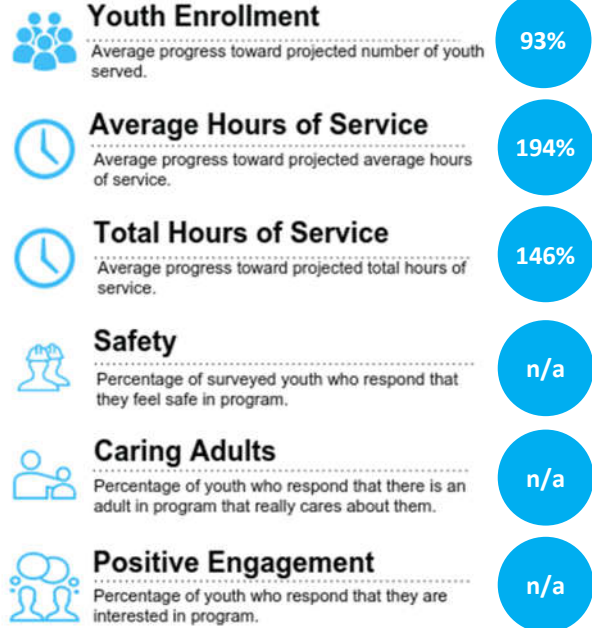
Most programs met their enrollment goals for FY2019-2020, despite operating in-person programs for only three quarters of youth due to the shelter-in-place order.

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 three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.¹⁶ 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, this evaluation considers attendance from 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 Student Success in Elementary and Middle School strategy has indicators that are signs of program quality. Participant perceptions of safety and the presence of caring staff will be assessed in future years when participant survey data is available.

Performance and Quality Indicators



¹⁶ At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

Participant Outcomes

Through interviews with two 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.

School-day Attendance



Through their school engagement coaches, **Lincoln's West Oakland Initiative (WOI)** provides elementary and middle school youth and their families with wrap-around supports that encourage school attendance by helping to build healthy behaviors at home and in school. Coaches work to facilitate strong relationships between schools and families and support families in advocating for their children.

Academic Preparedness and Engagement



Eighth grade youth in **Chapter 510 Ink's Writing to Readiness** program receive weekly tutoring in their ELA classes, as well as afterschool homework and writing support. Sixth graders have the opportunity to write an original novel with support from a teaching artist and editorial mentor, who guide the writing and revision process in weekly classes.

Persistence and Resiliency



Destiny Arts Center's Arts in Oakland Schools provides elementary and middle school youth with school-day and afterschool performing arts/movement classes, through which youth master skills such as Aikido, hip hop dance, and Capoeira. Embedded in classes are opportunities for youth to learn mindfulness techniques, including meditation, self-reflection, and breathing exercises, which help youth self-regulate and engage in the school day.

School Connectedness



Elementary and middle school youth in **Safe Passages' Elev8 Youth** program receive academic and social-emotional support from an AmeriCorps volunteer during the school day, designed to help youth improve their connection to school through building positive relationships with adults and offering opportunities for individual support with academic skills.