



## Final Evaluation Report FY2018-2019

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## ACKNOWLEDGEMENTS

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## Introduction

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth, from birth through twenty years of age, in leading safe, healthy, and productive lives. Over the last two decades, OFCY has distributed over \$200 million in funding and has become a key institution in the provision of high-quality, free or low-cost services for children and youth in Oakland. During FY2018-2019, OFCY invested over \$15 million to support 146 programs throughout Oakland.

### In FY2018-2019

**\$15 million** invested

**146** programs received support

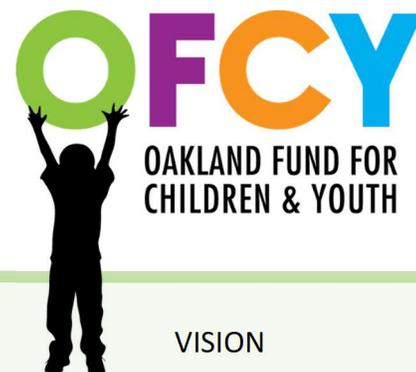
**25,404** unduplicated youth participated in programming

**\$590** cost per youth participant

## OFCY History

The Kids First! Oakland Children’s Fund was established by the voter-approved Oakland Kids First! ballot initiative in 1996. It required the City of Oakland to allocate 2.5 percent of the city’s annual unrestricted General-Purpose Fund revenue to provide services and programming to support children and youth from birth to 21 years of age. The City of Oakland Charter specifies that this funding should be used exclusively to support the healthy development of young children; help children and youth succeed in school and graduate high school; prevent and reduce violence, crime, and gang involvement among children and youth; and help youth transition to productive adulthood. In 2009, Oakland voters reauthorized OFCY for the next 12 years (2010–2022).

Continued funding has fostered a growing community of nonprofit providers that in turn have brought additional philanthropic and public dollars into the city to bolster the quality and reach of supportive services for children, youth, and their families. OFCY also works in collaboration with city departments and other public agencies, leveraging complementary efforts to address the needs of children and youth.



#### VISION

All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy, and productive lives.

#### MISSION

We provide strategic funding to support Oakland's children and youth from birth to 21 years of age to become healthy, happy, educated, engaged, powerful, and loved community members.

## OFCY Funding Strategies

OFCY has seven funding strategies that fall into four funding areas, described below. These funding areas align with OFCY's overarching goals. Every program is funded under one of these strategies.

### OFCY Funding Areas



## Early Childhood

sets the stage for healthy development

**Mental Health Consultation** programs provide consultation to teachers and parents around the mental health and developmental needs of children.

*3 Programs - \$772,500 invested*

**Parent Support & Education** programs build parenting skills and knowledge to meet the needs of young children and strengthen families.

*14 Programs - \$1,788,272 invested*



## Student Success in School

connects students to school and enriching out-of-school time experiences

**Student Engagement in School** programs provide targeted academic support to meet the specific needs of participants.

*9 Programs - \$783,171 invested*

**School-Based Afterschool** programs offer academic support and enrichment at schools where most students qualify for free or reduced lunch.

*59 Programs - \$5,006,596 invested*



## Youth Development & Empowerment

nurtures youth development and community leadership

**Year-Round** programs engage youth in sports, the arts, technology, and entrepreneurship to support leadership skills and community engagement.

*36 programs - \$3,646,760 invested*

**Summer** programs engage youth in learning and offer opportunities to have fun, develop leadership skills, and contribute to their community.

*12 programs - \$1,075,218 invested*



## Transitions to Productive Adulthood

prepares youth to achieve their career goals

**Career Awareness and Academic Support** programs help youth explore career opportunities in high-demand industries and prepare for college and career success.

*13 programs - \$2,109,349 invested*

## Overview of the Report

This Final Report summarizes the evaluation of the 146 programs funded by OFCY in FY18-19, beginning with an overview of OFCY funding and cross-strategy findings, followed by strategy-level summaries. The OFCY overview begins with a description of OFCY *programs*, including services offered, capacity, and progress toward OFCY performance measures. The next section summarizes characteristics of OFCY’s program *participants* and the services they received. The remaining two sections cover *program quality* and progress towards youth development *outcomes*. Finally, the report concludes with a section focused on considerations for OFCY’s 2019-2020 program year.

This report draws on multiple data sources, summarized below:

### Evaluation Data Sources

<b>Cityspan</b>	Programs track participant characteristics and attendance in OFCY’s client management system, Cityspan. During FY2018-2019, data were available for 25,404 children and youth and 2,161 adults that participated in programs.
<b>Participant Surveys</b>	Participant surveys gathered participant perspectives on program quality and outcomes. A total of 6,597 youth, 545 parents and caregivers in early childhood parent support programs and 209 educators from mental health consultation programs completed surveys.
<b>Program Quality Self-Assessment</b>	During spring 2019, program staff completed program quality self-assessments to identify their strengths, priorities for growth, and wishes for peer learning and capacity-building support. In total, 334 individuals completed the assessment. <sup>1</sup>
<b>Site Visits and Interviews</b>	During summer 2018 and spring 2019, SPR visited seven programs to interview staff, hold participant focus groups, and observe program activities. In addition, SPR spoke with program staff from 17 programs over the phone.
<b>Oakland Unified School District Data</b>	SPR accessed de-identified data on student attendance, literacy assessments, and English Language Learner status from Oakland Unified School District schools receiving school-based afterschool funding from OFCY.

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<sup>1</sup> Programs under the School-Based Afterschool and Early Childhood Mental Health Consultation strategies did not take the survey.

## OFCY Programs

This section provides an overview of the diverse programs funded by OFCY in FY2018-2019. We begin by describing the services provided by programs. Next, we describe various elements of program capacity, including budget, staffing, professional development, and partnerships. The section concludes with an overview of program progress on OFCY performance measures.



We're looking at **enrichment of the whole child**...physical activity, belonging, having a safe environment for students...Those pieces are really important to us, not just kids getting their homework done.

*-Program Staff, Bay Area Community Resources' School-Based Afterschool Programs*

### Services

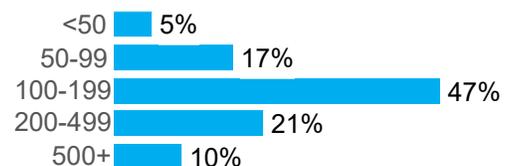
In order to meet the diverse needs of Oakland's children, families, and services, OFCY funds a diverse group of programs offering different service delivery models.

#### Programs varied in size and the average amount of service provided to participants.

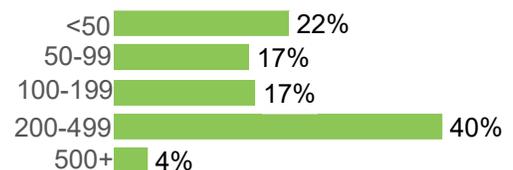
The number of participants served ranged from 17 (Rose Foundation's New Voices Are Rising) to 1,215 (Refugee Transitions' Newcomer Community Engagement Program). The average hours of attendance ranged from six at OUSD's Student Engagement in Restorative Justice, to over 400 hours at six programs.

**Program Characteristics**  
(Percent of Programs)

#### Number of Participants Served



#### Average Hours per Participant



#### Programs operated in locations across Oakland, concentrating along the International Corridor and in West Oakland.

Many programs provide services at multiple locations. For example, programs that provide internship opportunities place students at a wide variety of locations, including hospitals, schools, and community-based organizations. Other programs operate out of multiple locations to ensure that OFCY programming is accessible across communities.



## Program Capacity

OFCY funds programs with varying levels of capacity, including well established programs with large programmatic budgets and small, emerging programs operating with a fiscal sponsor.

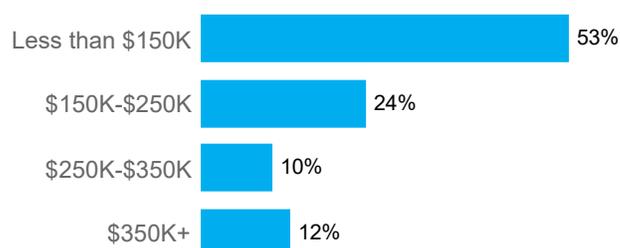
### Budget

Programs combine OFCY grants with other resources to fund the services they offer. Their budgets vary significantly in size, depending on the design and scale of the program.

**Budgets varied; the average program budget hovered just over \$250,000.**

Almost one-third of programs operated on a budget under \$150,000, while about a quarter had a budget of over \$350,000.

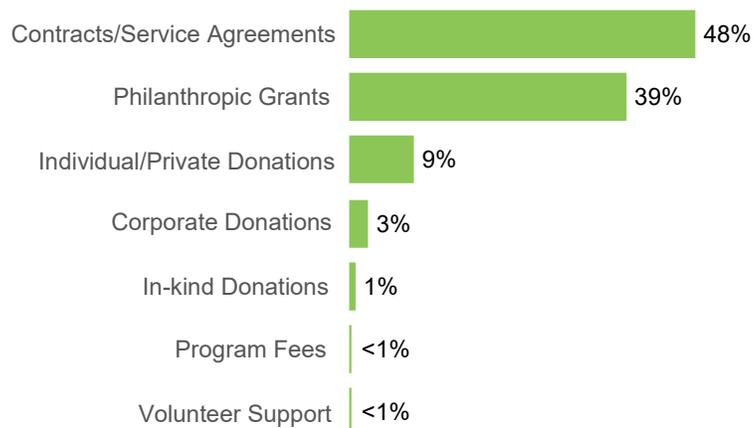
#### Program Budget



**Programs secured matched funds totaling \$22.8 million.**

OFCY requires that programs bring in additional funding of at least 25% of their OFCY grant award to support the program budget. Nearly half of these matched funds came from contracts and service agreements, with a large share coming from ASES to support school-based afterschool funding. The largest philanthropic and private donations came from the Tipping Point Community Foundation and Atlantic Philanthropies.

#### Type of Match Funds



#### Top Ten Donors

Donor	Total Donated	Number of programs
ASES/21st Century	\$7,508,144	60
OUSD	\$1,054,692	8
City of Oakland	\$605,428	7
Tipping Point Community	\$450,000	1
Atlantic Philanthropies	\$425,420	1
Thomas J. Long Foundation	\$397,500	3
CrankStart Foundation	\$395,000	8
Alameda County	\$393,735	6
Hellman Foundation	\$300,000	4
GirlSMART	\$300,000	2

## Staffing

OFCY programs could not exist without the staff that serves children, youth, and families. Through surveys, program staff reported on the level of staff that allows them to operate their programs. On average, programs had nearly 11 staff members, with staff size ranging from 1 to over 50 at two programs. Because research has shown that both employing staff who are representative of the community and maintaining consistent staffing offers many benefits to participants, programs were also asked to report on the proportion of their staff who live in Oakland and/or identify as a person of color, as well as the length of time staff have been engaged with their organization.



(Our youth) need **staff who understand where they come from**, who they are and how they view the world.

-Staff, Bay Area Community Resources at Brookfield Elementary

### Over half of staff at OFCY-funded programs had been employed at their agency for at least 18 months.

At 65% of programs, at least half of the staff had been employed with the organization for 18 months or longer.

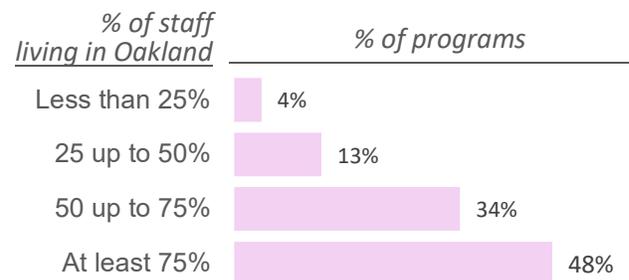
Length of Time Program Staff Have been with their OFCY-Funded Organization (across all programs)



### Roughly 68% of staff and contractors working at OFCY-funded programs are Oakland residents.

At almost half of programs, at least 75% of staff were Oakland residents. Programs also reported that they had staff who were raised in Oakland and now live in surrounding cities.

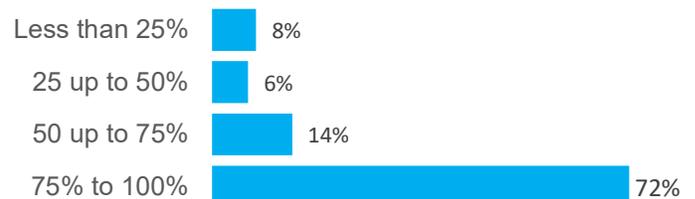
Proportion of Staff who Live in Oakland (by program)



### Roughly 78% of staff and contractors working at OFCY-funded programs identify as a person of color (POC)

POCs comprised at least 75% of staff at 72% of programs.

Proportion of Staff who Identify as a Person of Color (by program)



Many programs easily recruited staff that represents their communities; others struggled to hire and retain representative staff who had the necessary qualifications.

“

Hiring staff who represent the community we serve is very beneficial to our youth ... We may have to hire staff who are younger and new to youth work... **We have chosen to invest heavily in staff training** to support retention of staff and meet our program objectives while staffing our site with folks who are from Oakland or similar communities.

-Staff, Girls Inc. at La Escuelita

Several programs expressed a need for more resources for staff wages and compensation.

This concern was most frequently expressed by school-based afterschool programs and those employing licensed clinicians.

“

Safe Passage is committed to a diverse staff that represent the after-school communities we serve. We have developed an internal **workforce development pipeline open to the student and adult family members served**. We institutionalized our recruitment and retention processes to produce a strong pool of applicants and provide talent development to build staff capacity on an ongoing basis.

- Safe Passages at Coliseum College Prep Academy, Communities United Elementary School, Laurel Community Partnerships, and United for Success Academy.

Programs reported struggling more to fill part-time positions and those requiring clinical licenses or specialized experience. **The high cost of living in Oakland also poses a barrier**, as many former Oakland residents have relocated to surrounding cities and those who remain struggle to live on the wages programs are able to provide.

Several programs reported that they were able to recruit and hire representative staff but had less success retaining them due to the high cost of living in Oakland; staff frequently left their positions early to relocate to more affordable cities or because they needed a higher salary.

Strategies that help programs hire staff that are representative of the community included tapping into deep networks in the community, hiring former participants or interns, and hiring family members of current and former participants. Several programs highlighted the importance of proactively keeping in touch with former participants and families to maintain a strong network in the community. Many also offer intensive professional development, training, and mentoring so that they can hire people who represent the community and have an interest in this work but do not yet have the desired experience. Other promising practices include having participants or families from the program involved in the hiring process, having a rubric or guidelines to ensure representation during hiring, and having a diversity committee to provide recommendations.

## Training & Professional Development

Effective programming requires knowledgeable, skilled staff who understand the communities they serve. To ensure that a highly qualified workforce supports OFCY’s children, youth, and families, programs offer a wide array of training and professional development opportunities.

**89% of programs report staff participating in professional development training in the past 12 months.**

Internal training facilitated by organizational staff was the most frequently reported type of professional development.

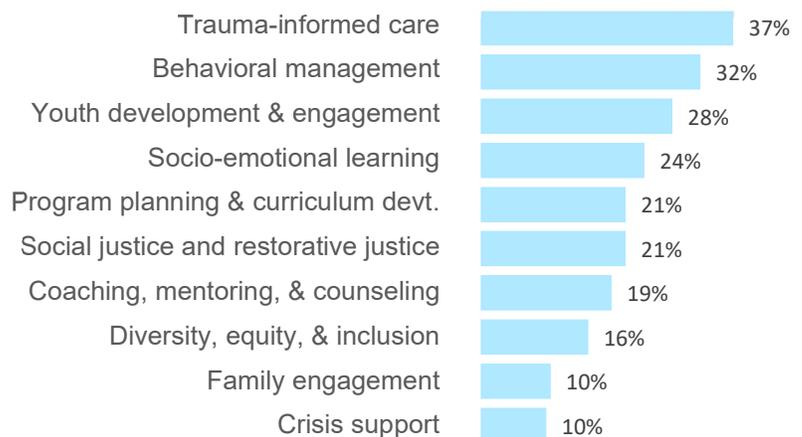
**Programs frequently ranked trauma-informed care and behavioral management as the most important PD areas.**

Other highly prioritized areas included youth development and engagement and socio-emotional learning. Of the most prioritized content areas, programs were most likely to identify a need for more opportunities related to social/restorative justice; family engagement; and coaching, mentoring, and counseling.

**Types of Professional Development Offered to Staff**  
(by program)



**Areas of Professional Development Identified as Most Important**  
(% of programs ranking content area as one of three most important)



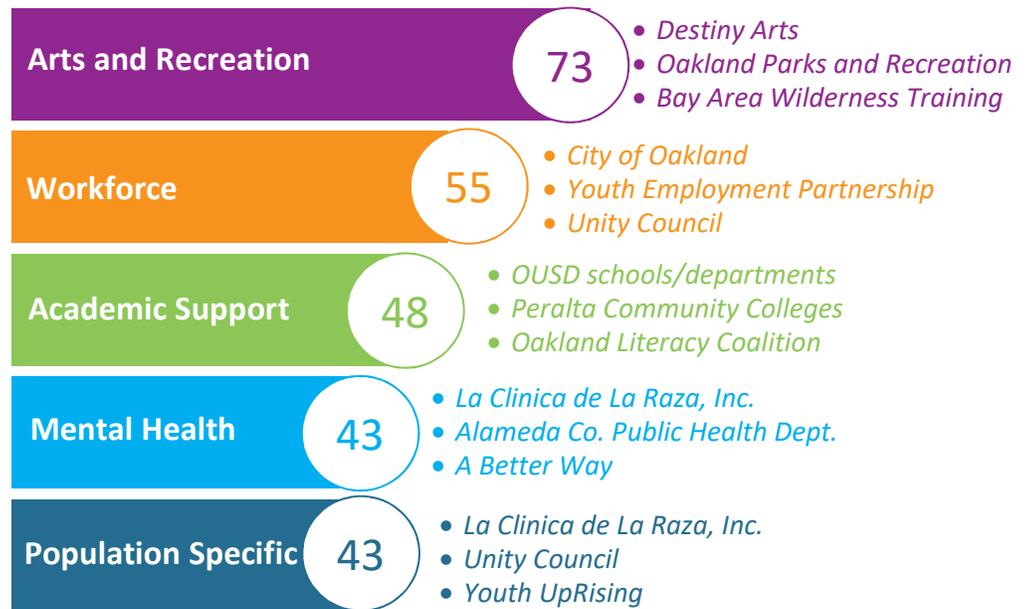
## Partnerships

OFCY youth programs are part of a network of organizations and coalitions that work to improve outcomes for children, youth and families. Partner organizations can help to provide vital wrap-around services, enrichment experiences, serve as referral sites, and provide professional development and training to program staff. Key partners identified by OFCY programs are listed on the following page.

**On average, OFCY programs identified 5 partners, including over 300 external partners.**

Programs most frequently identified arts and recreation partners (73), followed by work partners (55). The wealth of partnerships reported demonstrate the strong ecosystem of supports that OFCY programs weaves together for participants.

**Number of Partners Identified by OFCY Programs**  
(including the most commonly identified partner)



**Performance Measures**

OFCY has two official performance measures: progress toward projected program enrollment (number of participants served) and progress towards projected units of service (total hours of service). At the start of the fiscal year, programs estimate their anticipated enrollment and units of service. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service. In addition, SPR developed two additional evaluation indicators which are designed to assess OFCY programs in the areas of survey completion rates and hours of service. An overview of performance measures by program and strategy is included in Appendix 1.

**Almost all OFCY programs met their performance targets.**

**91% of programs met their enrollment benchmarks.**

**85% of programs met their units of service benchmarks.**

## OFCY Participants

During FY2018-2019, over 25,000 unduplicated children and youth and over 2,000 unduplicated adults participated in OFCY-funded programs. Ten percent of youth participated in more than program, such as a summer program and an afterschool program.

### Demographics

Participants reflect the diversity of the schools, communities, and families most impacted by inequity, including children of color living in Oakland’s least-resourced neighborhoods. Programs specifically targeted immigrant and refugee youth, LGBTQ youth, children with disabilities, foster youth, and opportunity youth.



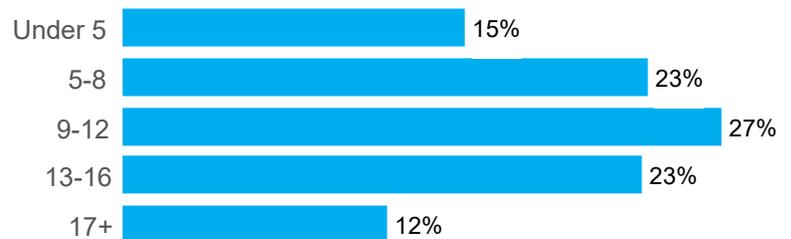
Come and spend the day with me. **Let me show you what I go through, see how I’m living, get to know me before you paint the picture (of who I am).** And that’s what [FLY] does. They get to know you before they paint the picture. They figure out why you went through that and they bond with you and help you do everything... every step of the way.

*-Participant, Fresh Lifelines for Youth, Inc.’s FLY Leadership Program*

### Most participants were school-aged youth.

Close to three-quarters of participants were between the ages of five and sixteen. About half of parents/ caregivers were between thirty and forty years old.

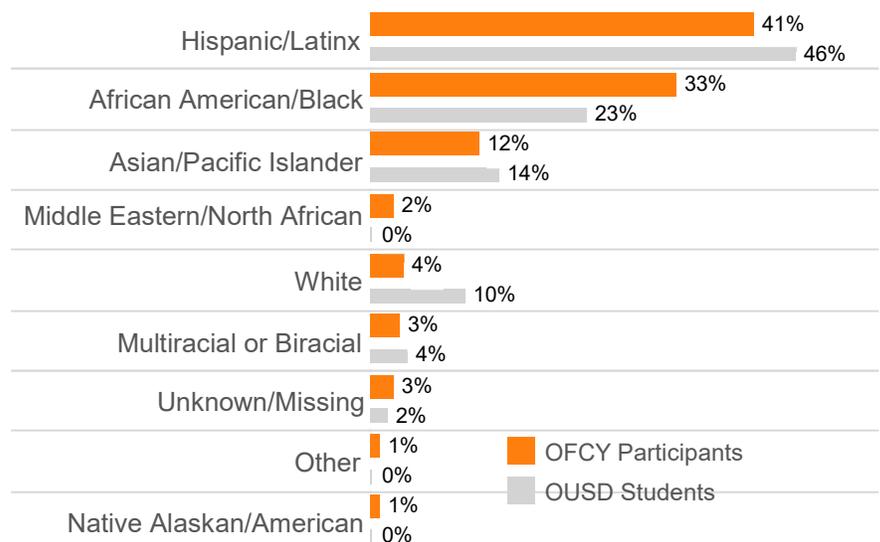
Age of Child and Youth Participants



### Over 70% of participants identified as Latinx or African American, indicating that programs serve OFCY’s priority populations facing the most disparities.

Compared to OUSD, OFCY served a larger proportion of African American youth. Race varied across strategies: Career Awareness and Academic Support programs served the highest proportion of African American youth.

Race/Ethnicity of OFCY Youth Participants and OUSD Students



**OFCY funding supported over 25% of all youth in Oakland under 20.**

Over 30% of all youth of color participated in OFCY programming.

**Most OFCY participants came from under-resourced neighborhoods in East and West Oakland.**

As noted in OFCY’s Strategic Plan, these neighborhoods face the cumulative effects of poverty and high levels of environmental stress. One percent of participants were unhoused or in transition at the time

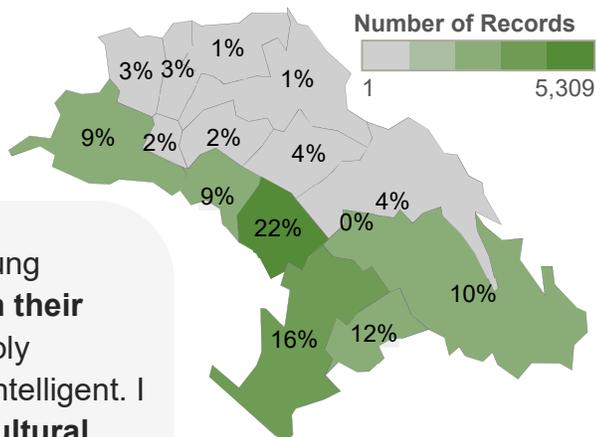
“ They’re brilliant... Every single young person that we serve is **brilliant in their own right**. I think they are incredibly resilient. I think they’re incredibly intelligent. I think they’ll have **linguistic and cultural experience** that all make up a really strong asset base for them.

– Safe Passages at Coliseum College Prep Academy, Communities United Elementary School, Laurel Community Partnerships, and United for Success Academy

**Percent of Oakland Youth Served<sup>2</sup>**



**Home Zip Code and Neighborhood**



<sup>2</sup> Based on estimates from the 2017 5-Year American Community Survey. U.S. Census Bureau; American Community Survey (ACS), Three-Year Public Use Microdata Sample (PUMS), 2012-2017.

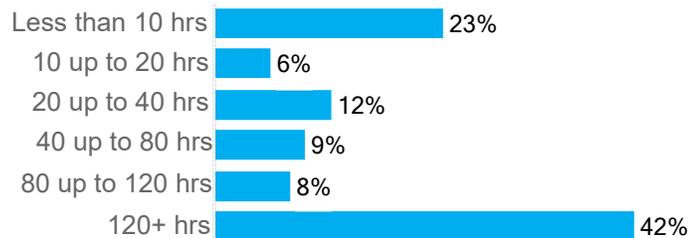
## Level of Participation

OFCY does not fund “one-size-fits-all” programming. The graphics below demonstrate that programs provided **a broad range of services that varied in intensity and focus** depending on the needs of the target population and the design of the program.

### The amount of time youth spent in programming varied.

Forty percent of participants spent more than 120 hours in programs and about one-quarter of youth spent fewer than 10 hours in program.

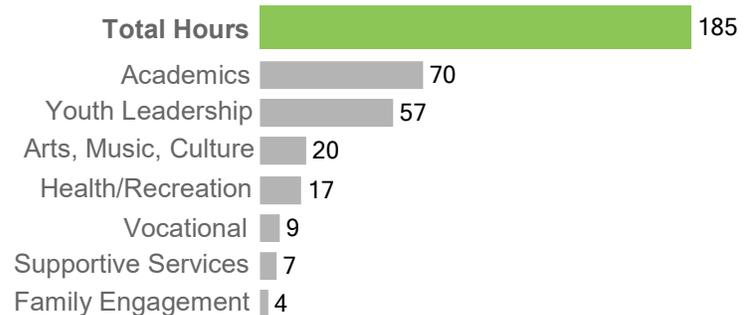
#### Hours of Participation in OFCY Programming



### On average, youth spent 185 hours in OFCY programming. Overall, youth spent the most time engaged in academic activities and youth leadership.

Most youth participated in numerous types of activities.

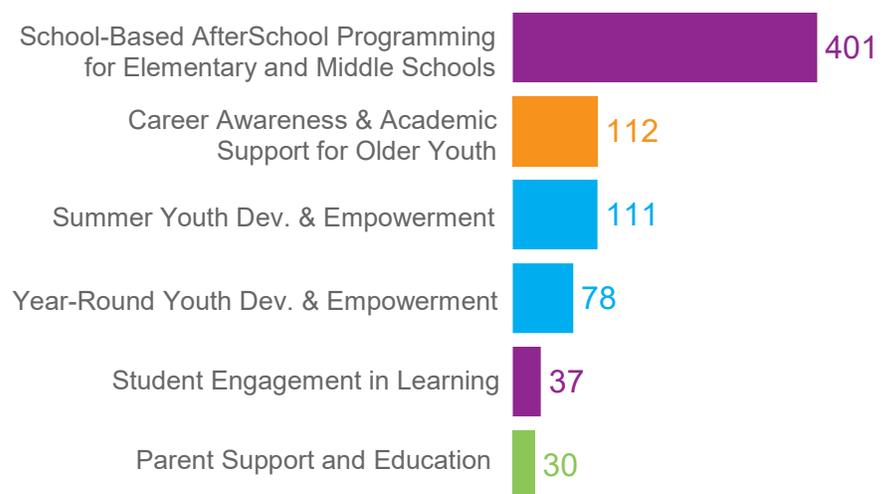
#### Average Hours by Type of Activity



### School-based afterschool programs provided the most hours of programming to students.

In comparison, participants in Student Engagement in Learning and Parent Support and Education programs spent the fewest hours in each program.

#### Average Hours by Strategy (per program)



## Quality

OFCY and the evaluation team draw on annual participant surveys to assess program quality. The surveys are aligned to dimensions of program quality that research has identified as central to ensuring high quality programs. In this section we highlight key findings on each dimension of program quality, drawing from participant survey data and qualitative interview data.



To get to that level of empowerment, [we are] **always making sure that physical safety and psychological needs are met.**

Sometimes, the trauma from violence, or turbulent households, or kids coming hungry. We must make sure that's taken care of to ensure they do well in our program.

—Staff, East Bay Asian Local Development Corporation's Lion's Pride

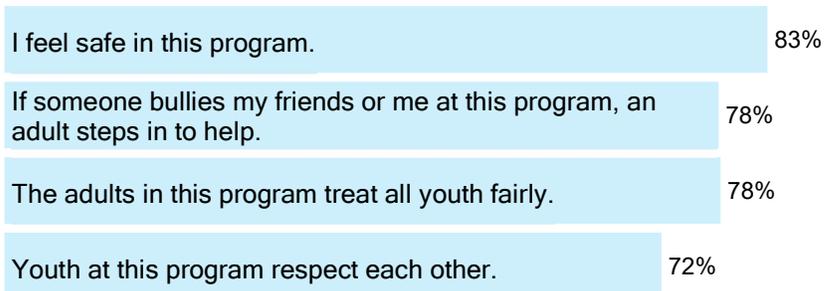
## Safe and Healthy Environment

Research on youth and parent-serving programs highlight the importance of creating environments that are physically safe and healthy. These program environments not only safely support youth and parents/caregivers, but also allows for participants to thrive in these types of settings.

### Youth and parents/caregivers felt safe in OFCY-funded programs.

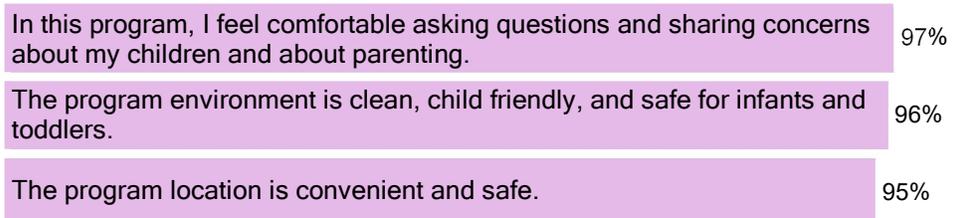
#### Youth

6,597 youth  
114 programs



#### Parents/ Caregivers

545 adults  
13 programs



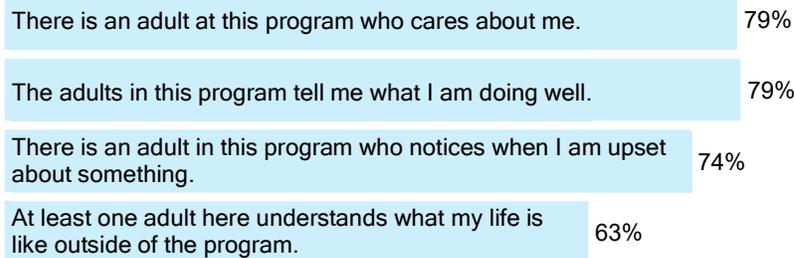
## Supportive Environment

An additional dimension for program quality is to assess programs' ability to provide supportive environments for their participants that facilitate engagement and productivity while also fostering strong, positive relationships.

*Youth and parents/caregivers have developed strong connections with program staff and their peers.*

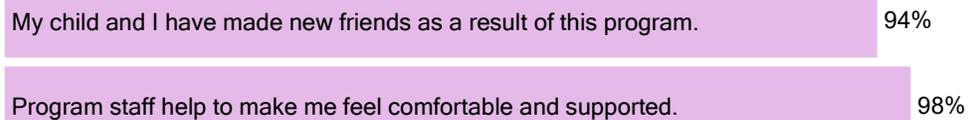
### Youth

6,597 youth  
114 programs



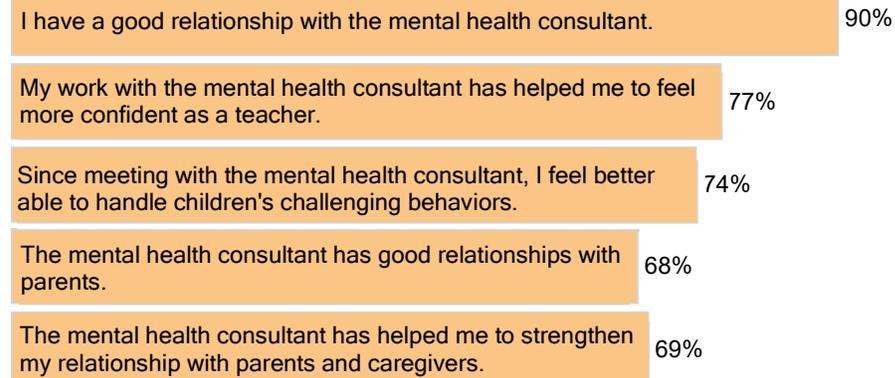
### Parents/ Caregivers

545 adults  
13 programs



### Educators

209 adults  
3 programs



We **create an environment that provides space** for students to share without fear of being shamed/reprimanded. **This goes hand in hand with providing a safe space**, but we always have time allocated for students to share their experiences and they do. We **use ourselves as models to demonstrate skills** they need to understand and develop effectively over time within the program.

– Staff, Girls Rock After School Program (GRASP) and Girls Rock Summer Camp

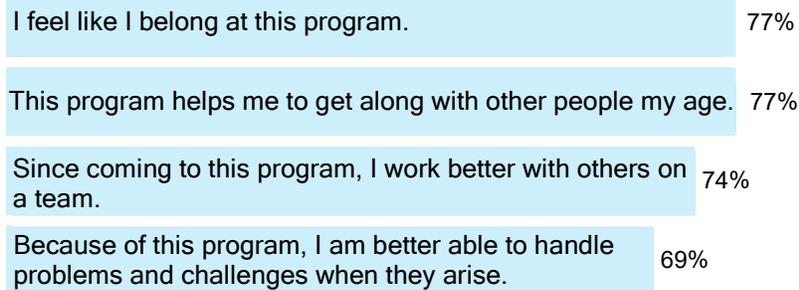
## Interaction and Leadership

Research and tools that measure program quality also highlight the importance of programs providing opportunities for belonging, peer interaction and leadership.

*Programs provide youth with a sense of belonging and encourage youth to get along with others.*

### Youth

6,597 youth  
114 programs



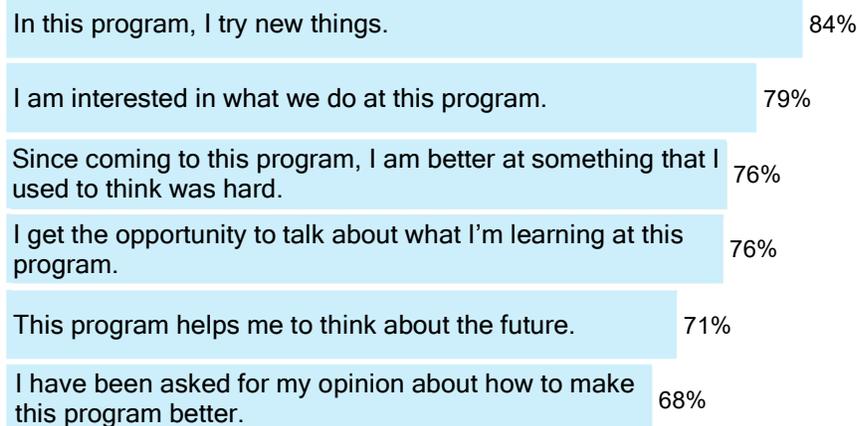
## Planning, Choices, and Reflection

Structured activities that provide opportunities for planning, choices, and reflection have also been identified as a key dimension of program quality.

*Youth are given structured opportunities to plan, make choices and provide feedback on their programs.*

### Youth

6,597 youth  
114 programs



“

We try to be intentional with the goals of our young people, in terms of the leadership skills that they want to develop. We also look at what they bring to the space and what they want to gain from the space. We hope to **leverage student skillsets in a way that [young people] feel really seen**, and then also really working to invest in the areas that they want to work on.

*-Staff, Oakland Kids First's REAL HARD Youth Leadership Program*

## Diversity and Inclusion

Oakland consistently ranks as one of the most racially and ethnically diverse small cities in the country, contributing to a rich cultural tapestry that is one of the city's best assets. Creating program environments that honor diversity and create spaces of welcome and inclusion for all program participants is thus a critical aspect of program quality.

### Youth and parents/caregivers, and educators acknowledged that program staff understand their cultural backgrounds.

#### Youth

6,597 youth  
114 programs

Because of this program, I feel more comfortable being around people who look or sound different than me. 76%

The people who work at this program understand my family's culture. 64%

#### Parents/ Caregivers

545 adults  
13 programs

Program staff work well with families from different backgrounds. 97%

#### Educators

209 adults  
3 programs

The consultant has a good understanding of the diversity of our community and how to effectively support them. 76%



**What we start to see is a deep respect for building community across those racial/cultural lines.** It's super cool to watch young people learn other people's languages. To see Spanish-speaking students learning Arabic words, and Arabic-speaking students learning Spanish words... it's representative of what we want to breed in the larger space.

– Staff, Oakland Kids First's REAL HARD Youth Leadership Program

## Additional Early Childhood Quality Dimensions

OFCY- funded Early Childhood programs operate differently than youth programs. With a goal of promoting healthy development of young children, these programs primarily focus on providing services to adults—parents, caregivers, and early childhood educators. Quality measures for this strategy include three which are unique to the early childhood strategy: partnerships, relevance, and responsiveness.

## Partnerships

Partnerships are an important quality indicator to assess how programs best leverage their relationships and collaborations with other local organizations to best serve their participants.

*Parents/caregivers and educators felt confident that programs effectively refer them to other organizations to meet their needs.*

### Parents/ Caregivers

545 adults  
13 programs

Program staff refer me to other organizations or programs when they can't help me with certain issues. 90%

### Educators

209 adults  
3 programs

Since I began working with the mental health consultant, I have been better able to identify and refer children in need of extra support and interventions. 74%

## Relevance

To engage busy families and caregivers, programs should promote access to relevant, high quality content and curriculum that is relevant to their lives.

*Early Childhood programs provided relevant developmental and educational resources to parents, caregivers, and educators.*

### Parents/ Caregivers

545 adults  
13 programs

The staff seem knowledgeable about children's needs. 96%

The program times work for our schedule. 95%

This program connected me with other programs and resources that can help me be a better parent. 92%

This program connected me with other programs and resources that can help my child learn. 91%

I regularly go to the mental health consultant when I need help with particular children or families. 78%

Since meeting with the consultant, I have a better understanding of why children behave the way they do. 73%

### Educators

209 adults  
3 programs

The consultant connects me with useful resources to help me strengthen my work with children and families. 72%

The mental health consultant works closely with parents to find resources that meet their children's needs. 77%

Working with the consultant helps me to ensure that more children have the skills they need to succeed in school. 79%

Working with the consultant increased my knowledge of resources that can support children and families. 72%

## Responsiveness

To best serve families, it is important that programs have a clear process for assessing and responding effectively to families' needs.

*Early Childhood programs have been responsive to caregiver and educator questions and concerns about how to support healthy child development.*

### Parents/ Caregivers

545 adults  
13 programs

Program staff do a good job of responding to my questions and concerns. 97%

### Educators

209 adults  
3 programs

The mental health consultant is available when I need her/him. 81%

The mental health consultant works as a partner with me to meet children's mental health needs. 88%



We're **really trying to be responsive** to what [educators] need and want and so we have purchased the Second Set Early Learning curriculum which focuses on socioemotional learning. Consultants go into some of the classrooms and ask the teachers if they want to use the curriculum together. **That would be a way of engaging the teachers as well as modeling** during that time for teachers and giving the teachers a sense of having something hands on to support socioemotional learning.

*—Staff, Jewish Family Community Services' Integrated Early Childhood Consultation Program*

## Outcomes

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The OFCY evaluation draws on participant surveys and qualitative data to assess five distinct sets of outcomes that align with the OFCY funding areas, described below.

**Early childhood development outcomes.** Programs under the Early Childhood funding area concentrate on improving outcomes for adults (parents, caregivers, and educators) that care for children ages 0-5. The participants surveyed for this funding area were: (1) parents and caregivers participating in community support and education groups, (2) parents and caregivers whose children were participants in the summer pre-kindergarten program, and (3) educators receiving support from mental health consultants. Key findings include:

- **95% of parents and caregivers** in Parent Support and Education programs reported that they have a **better understanding of their child’s development** as a result of the program.
- **Parents and caregivers who attended programs for at least one month reported more progress** toward outcomes. This difference was most notable in family involvement in children’s learning and growth.
- **77% of educators** reported that working with the consultant has **helped them feel more confident as a teacher**.

“ (The staff) was helping me, even on day one, telling me things that I could do to help my son learn. That was really good for me...**I've learned a lot about how I could help my son in different ways to learn.** ”  
-Parent, Prescott Joseph Center's Pre-preschool Program

**Tailored sets of outcomes for the three youth-focused funding areas.** These include outcomes related to *Youth Development and Empowerment*, *Student Success in School*, and *Transitions to Productive Adulthood*. Youth respond to questions related to outcomes specific to the funding area that their program falls in. Key findings include:

- **93% of youth** attending Career Awareness and Academic Support for Older Youth reported that they **understand the importance of an education for getting the job they want** as a result of their program.
- **88% of youth** in Year-Round Youth Development and Empowerment programs reported that they **feel more comfortable sharing their opinion** since coming to the program.
- **75% of youth** participating in School-Based Afterschool Programs reported that their **program helps them feel like a part of their school**.

**General youth development outcomes.** OFCY youth participants in all youth strategies assess programs on the extent to which they support four youth development outcomes that research demonstrates contribute to positive outcomes in adulthood, including:

- Development and mastery of skills
- Increased confidence and self-esteem
- Greater connections to caring adults
- Improved decision-making and goal setting

Youth answer multiple questions tied to each outcome. The following section provides an overview of progress toward the four general youth development outcomes. Progress toward the early childhood outcomes and the funding area-specific youth outcomes (*Youth Development and Empowerment, Student Success in School, and Transitions to Productive Adulthood*) are described in more detail in the relevant strategy-specific reports.

“ We give students **leadership roles** in the program. Over time, as the year progresses, a student's leadership skills progress, they'll actually start taking up more and more space in terms of the running of it, as well. That keeps students engaged. That **their leadership is really being recognized and requested**.

- Staff, *Safe Passages' Get Active*



## Youth Outcomes

The results of the FY18-19 survey, which was completed by 6,597 youth from 114 programs, are displayed below.

**76% of youth reported that they are better at something they used to think was hard since going to the program.**

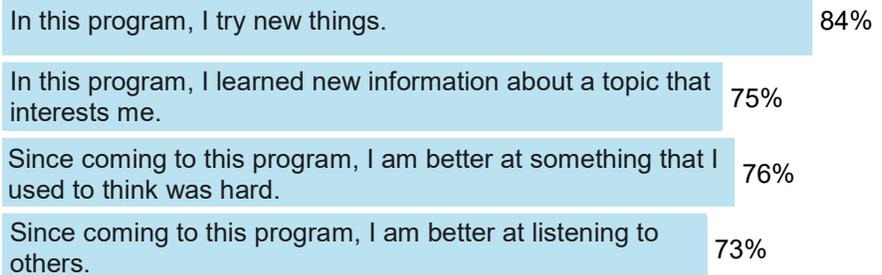
“

(At Civicorps) I got to be independent and not have to feel like a failure. My teachers really believed in me and that's what motivated me to begin thinking about the future and pursuing the things I want to do. My goal is to teach science and maybe become a science teacher at Civicorps. If I put my mind on it, stay focused, I know I can accomplish it.

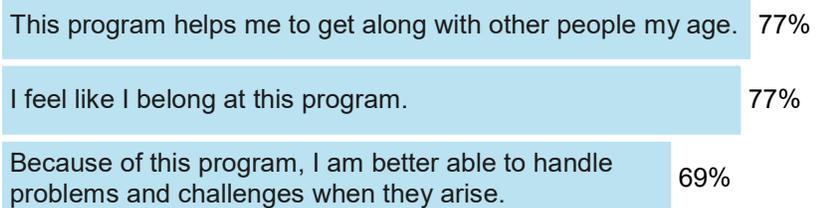
*-Participant, Civicorps' Academic and Professional Pathway*

### Achievement of Youth Development Outcomes (percent of youth agreeing or strongly agreeing)

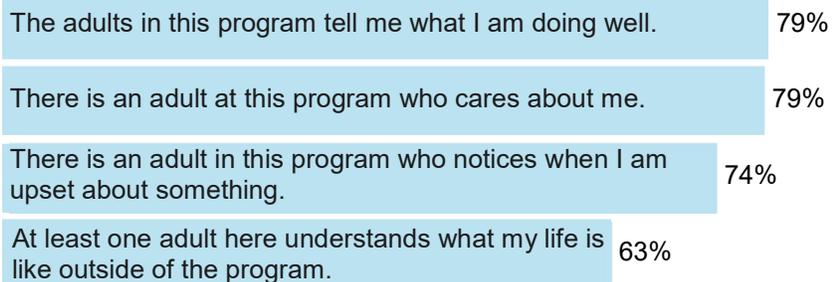
#### Development & Mastery of Skills



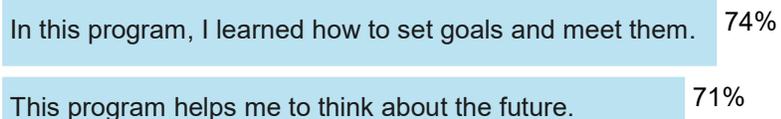
#### Increased Confidence & Self-Esteem



#### Greater Connections to Adults



#### Improved Decision-Making and Goal setting



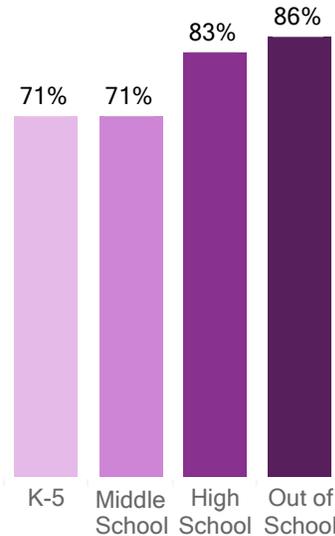
Notably, some groups of youth reported stronger achievement of youth outcomes than others. For example, as shown below, Latinx and African American youth reported higher than average youth development outcome scores. However, these differences were not always consistent when looking at differences by race *within* programs, suggesting that some of the difference may stem from the types of programs these youth tend to participate in. One noteworthy finding that persisted when we controlled for program was that African American youth were more likely to report having strong connections to adults than other youth.<sup>3</sup>

**Older youth reported stronger youth development outcomes than their younger peers.**

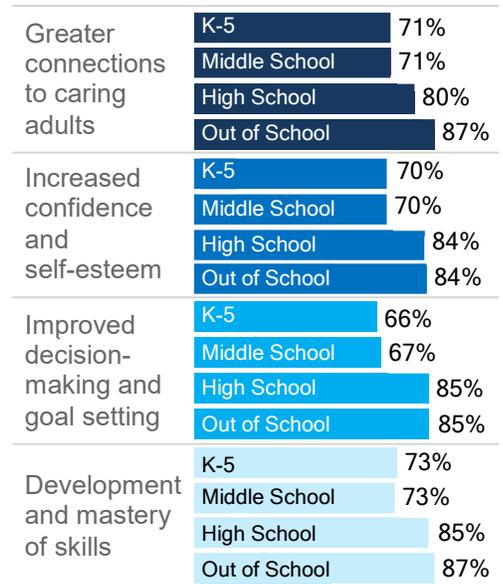
This trend persisted across the three years of this grant cycle. Although out-of-school youth and high school students reported similar outcome scores, out of school youth were more likely to report having strong connections to adults.

**Achievement of Youth Outcomes by Grade Level**  
(percent of youth agreeing or strongly agreeing)

*Average Across Outcomes*



*Average by Outcome*



*Average Across Outcomes by Ethnic Identity*



**Latinx and African American youth reported the strongest youth development outcomes.**

<sup>3</sup> Although Native American youth also demonstrated high outcome scores compared to average youth, there were not enough Native American youth in youth programs to verify that there was a true difference.

## Conclusion

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As the 2018-19 program year ends, the results of our evaluation indicate that OFCY plays a key role in ensuring that programs in Oakland can effectively support Oakland's children and youth to be safe, healthy, and productive. We conclude with a summary of our observations and recommendations for how OFCY can continue to support programs in the next funding cycle.

- **Over 25,000 children and youth participated in OFCY-funded programming, comprising about 25% of the total Oakland youth population.** Participants received a broad range of services, including enrichment, academic support, work-based learning, and supportive services. As demonstrated by their continued participation and their feedback via participant surveys, Oakland's children, youth, and families find meaningful opportunities tailored to their needs and interests in the 145 diverse programs funded by the city.
- **Over the course of FY2018-2019, OFCY programs served and supported over 30% of the Oakland's youth of color.** Serving over 20,000 African American and Latinx youth every year, OFCY continues to play a key role in addressing racial inequity in the City. As a core priority population, African American children and youth were more represented in OFCY programs than in OUSD schools or the city-wide population and they were also more likely than youth of other racial backgrounds to participate in more than one OFCY program. African American and Latinx youth also report higher youth development outcomes than youth from other ethnic groups.
- **OFCY programs continue to achieve their intended outcomes.** According to surveys from youth, parents/caregivers, and early childhood educators, programs are making an impact in the areas of youth development, academic success, workforce readiness, and caregiver support.
- **Trauma informed approaches continue to be perceived as a central component of effective youth development and family engagement.** There is a strong emphasis among programs on using trauma-informed approaches and promoting skills such as emotional regulation, social understanding, and resilience. Over the three years of this grant cycle, programs have consistently ranked trauma-informed care as the most important area for professional development. In response to this continuing need, OFCY has invited ReCAST (Resiliency in Communities After Stress and Trauma) program staff to attend grantee

“

Students who are enrolled in our programs, whether it's case management, after school, or one of our internships, they're **gaining the skills and the knowledge to be able to navigate their life**. I'm hoping that what they learned is transferrable to school and to their jobs and to college...But the big piece for me is...that **students feel connected**.

*-Program Staff, East Bay Asian Youth Center's 9<sup>th</sup> Grade Transition Program*

meetings to share about training-informed training opportunities and has worked directly with programs to help address this need.

- **Some grantees struggle with staff retention and may benefit from support around recruiting and retaining staff.** The cost of living in the Bay Area and the part-time nature of many positions posed significant staffing challenges. Grantees that continue to struggle may benefit from learning about strategies other organizations use, such as drawing on strong networks in the community for recruitment and providing professional development opportunities to build an internal workforce development pipeline.

Tailored to the needs of distinct aspects of the Oakland community, OFCY plays a critical role in sustaining and strengthening programs for children, youth and families in Oakland. It provides vital grant funds, helping to create **a rich ecosystem of organizations** that bring enriching programming to under-resourced communities at little or no cost, while also promoting continuous improvement and high-quality programming.

The following sections of this report include strategy-specific results.

## Appendix 1: Program Performance

The following table provides program-level performance information at the conclusion of FY2018-2019, including the number of unduplicated youth who participated in program activities and progress towards projected enrollment for the fiscal year; actual units of service and progress towards projected units of service. Where applicable, the tables include average hours of service per youth and adult participants, the percentage of youth and adult participants receiving 40 or more hours, and the percentage of participants completing surveys.

Progress towards projected enrollment and units of service draws on the Cityspan Administrative Reports and includes adult hours of service while enrollment only includes children and youth. Red shading indicates programs that did not meet their enrollment or units of service targets at the end of the year.

### Early Childhood Mental Health Consultations

Agency	Program	Youth Enrollment			Total Units of Service		
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)
Family Paths, Inc.	Early Childhood Mental Health Collaborative	616	644	105%	3,893	3,861	99%
Jewish Family & Community Services East Bay	Integrated Early Childhood Consultation Program	1084	966	89%	4,235	4,415	104%
Lincoln	Early Childhood Mental Health Consultation	695	438	63%	1,757	1,686	96%

### Parent Support and Education

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	Average	40+ (%)	Adults (%)
East Bay Agency for Children	Parent Child Education Support Program	68	55	81%	68	43	63%	6,972	6,477	93%	65	40%	68	40	73%
East Bay Community Recovery Project	Project Pride	20	21	105%	30	53	177%	2,269	2,406	106%	14	19	49	45	16%

Agency	Program	Youth Enrollment			Adult Enrollment			Total Units of Service			Youth Hours		Adult Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	Average	40+ (%)	Adults (%)
Family Paths, Inc.	Abriendo Puertas/Opening Doors Parent Education	34	14	41%	66	49	74%	1,660	597	36%	3	0%	11	0%	57%
Lincoln	New Highland-Rise Family Resource Center	150	225	150%	280	287	102%	4,380	3,112	71%	3	0%	8	5%	30%
Lotus Bloom	Multicultural Family Resource Centers	120	403	335%	120	348	290%	33,300	38,743	116%	52	38%	51	38%	18%
Lotus Bloom	School Readiness Playgroups	25	66	264%	25	71	284%	10,095	12,268	122%	93	71%	87	59%	39%
Oakland Parents Together	Listening to Children Parent Cafes	150	205	137%	150	140	93%	8,576	7,300	85%	17	13%	27	26%	1%
Oakland Parks and Recreation	Sandboxes to Empowerment	100	195	195%	100	154	154%	20,268	23,265	115%	68	51%	65	49%	36%
Oakland Public Education Fund	Oakland Promise: Brilliant Baby	0	0	-	150	205	137%	1,388	1,582	114%	29	0%	8	0%	20%
Oakland Unified School District	Summer Pre-K Program	72	66	92%	72	57	79%	3,026	2,628	87%	38	36%	2	0%	28%
Our Family Coalition	Building Strong Children in LGBTQ Families	260	208	80%	320	315	98%	4,016	5,246	131%	12	4%	9	3%	14%
Prescott-Joseph Center for Community Enhancement, Inc.	Prescott Joseph Center's Pre-preschool Program	36	80	222%	40	68	170%	5,354	9,030	169%	63	35%	58	29%	22%
Safe Passages	Safe Passages Baby Learning Communities Collaborative	600	664	111%	400	400	100%	10,575	12,501	118%	11	8%	12	8%	33%
Tandem, Partners in Early Learning	Community Capacity Building - Training in Early Learning	673	702	104%	702	951	135%	3,004	3,643	121%	N/A	N/A	N/A	N/A	N/A

## Student Engagement in Learning

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	% Projected	Projected	Actual	% Projected	Average	40+ (%)	8+ yr olds (%)
Alternatives in Action	FOCUS: Fremont - Our Community United for Success	300	522	174%	61,309	31,361	51%	60	31%	0%
Destiny Arts Center	DAC: Havenscourt Artists-at-School Residency	264	563	213%	26,132	19,373	74%	34	12%	76%
East Bay Asian Youth Center	9th Grade Transition	100	156	156%	5,850	9,228	158%	59	44%	43%
Girls Incorporated of Alameda County	Daytime Literacy Intervention and Engagement	250	182	73%	8,271	8,613	104%	47	52%	65%
Lincoln	West Oakland Initiative	50	54	108%	2,976	3,709	125%	69	50%	81%
Oakland International High School / Oakland Unified School District	OIHS Immigrant & Refugee Wellness Program	250	471	188%	3,968	5,386	136%	11	5%	22%
Oakland Unified School District	OUSD Student Engagement in Restorative Justice	809	919	114%	3,930	5,538	141%	6	4%	3%
Student Program for Academic and Athletic Transitioning	Middle School Student Engagement in Learning	250	313	125%	5,184	35,003	675%	112	90%	49%
Youth Alive	Youth ALIVE! Targeted Engagement for Youth Exposed to Violence	25	64	256%	1,026	2,166	211%	34	33%	30%

## School-Based Afterschool Programming at Elementary and Middle Schools

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Alternatives in Action	Life Academy Middle School	193	209	108%	124,828	42,764	34%	205	83%	0%
Bay Area Community Resources	Alliance Academy	130	163	125%	51,522	43,600	85%	267	84%	0%
Bay Area Community Resources	Bridges Academy	100	163	163%	50,448	67,012	133%	411	96%	65%
Bay Area Community Resources	Brookfield Elementary	100	132	132%	41,592	43,880	106%	332	92%	139%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Bay Area Community Resources	Elmhurst Community Prep	165	208	126%	57,811	56,225	97%	270	83%	0%
Bay Area Community Resources	Emerson Elementary	100	111	111%	47,511	45,663	96%	411	92%	60%
Bay Area Community Resources	Esperanza Elementary	100	120	120%	52,868	49,533	94%	413	97%	63%
Bay Area Community Resources	Fred T. Korematsu Discovery Academy	100	123	123%	51,740	44,345	86%	361	93%	59%
Bay Area Community Resources	Fruitvale Elementary School	100	114	114%	58,559	45,115	77%	396	91%	52%
Bay Area Community Resources	Futures Elementary	120	117	98%	48,945	41,699	85%	356	96%	83%
Bay Area Community Resources	Global Family	100	98	98%	47,383	46,535	98%	475	100%	75%
Bay Area Community Resources	Grass Valley Elementary	110	128	116%	53,943	112,495	209%	879	95%	70%
Bay Area Community Resources	Greenleaf Elementary	110	107	97%	49,547	47,781	96%	442	96%	45%
Bay Area Community Resources	Hoover Elementary	110	129	117%	52,028	59,996	115%	465	97%	2%
Bay Area Community Resources	Howard Elementary	110	103	94%	55,259	48,652	88%	472	96%	17%
Bay Area Community Resources	Lafayette Elementary	200	192	96%	81,702	70,901	87%	369	98%	87%
Bay Area Community Resources	Madison Park Academy (Middle)	360	192	53%	45,894	56,725	124%	295	86%	32%
Bay Area Community Resources	Markham Elementary	100	147	147%	53,112	53,137	100%	361	92%	38%
Bay Area Community Resources	Preparatory Literary Academy Of Cultural Excellence	110	90	82%	46,441	20,093	43%	223	96%	92%
Bay Area Community Resources	Sankofa Academy	200	152	76%	58,408	62,335	107%	410	95%	73%
Citizen Schools, Inc.	Roots International Academy	130	123	95%	46,146	14,822	32%	121	59%	0%
East Bay Agency for Children	Achieve Academy	100	141	141%	51,581	54,512	106%	387	91%	65%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
East Bay Agency for Children	Rise Community	100	120	120%	52,596	51,654	98%	430	95%	62%
East Bay Asian Youth Center	Bella Vista Elementary	75	114	152%	44,044	54,636	124%	479	96%	129%
East Bay Asian Youth Center	Cleveland Elementary	75	90	120%	44,044	60,707	138%	675	100%	69%
East Bay Asian Youth Center	Edna Brewer Middle School	145	187	129%	84,388	87,108	103%	466	98%	47%
East Bay Asian Youth Center	Franklin Elementary	100	134	134%	58,344	67,196	115%	501	100%	61%
East Bay Asian Youth Center	Frick Middle School	81	133	164%	41,038	46,461	113%	349	92%	50%
East Bay Asian Youth Center	Garfield Elementary	150	239	159%	88,650	99,763	113%	418	97%	84%
East Bay Asian Youth Center	Lincoln Elementary School	130	156	120%	76,830	89,248	116%	572	99%	96%
East Bay Asian Youth Center	Manzanita Elementary	75	116	155%	44,044	54,209	123%	467	100%	147%
East Bay Asian Youth Center	Manzanita SEED	150	122	81%	51,480	55,945	109%	459	98%	48%
East Bay Asian Youth Center	Roosevelt Middle	255	333	131%	148,500	153,470	103%	461	100%	30%
East Bay Asian Youth Center	Urban Promise Academy Middle School	100	239	239%	63,580	62,236	98%	260	87%	15%
East Bay Asian Youth Center	Westlake Middle School	120	128	107%	48,620	45,760	94%	358	97%	49%
Girls Incorporated of Alameda County	Acorn Woodland Elementary School	117	138	118%	59,402	64,763	109%	469	96%	87%
Girls Incorporated of Alameda County	Allendale	100	118	118%	53,309	48,378	91%	410	96%	25%
Girls Incorporated of Alameda County	East Oakland Pride	100	115	115%	53,298	43,553	82%	379	90%	46%
Girls Incorporated of Alameda County	Horace Mann	100	112	112%	54,351	41,812	77%	373	94%	71%
Girls Incorporated of Alameda County	La Escuelita Elementary	136	164	121%	96,604	56,687	59%	346	89%	49%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Girls Incorporated of Alameda County	Reach Academy	100	108	108%	53,855	45,799	85%	424	97%	81%
Higher Ground Neighborhood Development Corp	Madison Park Academy -(Elementary)	100	109	109%	49,873	55,102	110%	506	96%	0%
Higher Ground Neighborhood Development Corp	New Highland Elementary School	100	112	112%	51,105	54,562	107%	487	100%	0%
Higher Ground Neighborhood Development Corp	Parker Elementary School	125	120	96%	62,256	54,519	88%	454	93%	0%
Lighthouse Community Charter School	Lighthouse Community Charter School	200	191	96%	66,621	64,268	96%	336	97%	69%
Oakland Leaf Foundation	ASCEND	125	136	109%	52,786	56,202	106%	413	99%	58%
Oakland Leaf Foundation	Bret Harte Middle	160	160	100%	48,380	59,513	123%	372	81%	21%
Oakland Leaf Foundation	EnCompass	120	137	114%	45,882	53,428	116%	390	98%	17%
Oakland Leaf Foundation	International Community School	90	111	123%	34,199	42,457	124%	382	96%	27%
Oakland Leaf Foundation	Learning Without Limits	85	127	149%	52,939	68,848	130%	542	98%	64%
Oakland Leaf Foundation	Think College Now	90	116	129%	45,012	47,688	106%	411	97%	32%
Safe Passages	Coliseum College Prep Academy (CCPA)	200	216	108%	48,248	49,299	102%	228	95%	15%
Safe Passages	Communities United Elementary School (CUES)	98	109	111%	56,016	46,662	83%	428	97%	44%
Safe Passages	Laurel Community Partnership Academy	84	113	135%	58,729	54,122	92%	479	95%	60%
Safe Passages	United For Success Academy	160	172	108%	56,154	62,004	110%	360	88%	18%
Ujimaa Foundation	Burckhalter Elementary	100	143	143%	65,667	64,940	99%	454	97%	29%
Ujimaa Foundation	Carl B. Munck Elementary	109	128	117%	48,060	62,527	130%	488	99%	71%
YMCA of the East Bay	Piedmont Avenue Elementary	115	110	96%	47,352	51,970	110%	472	98%	58%
YMCA of the East Bay	West Oakland Middle	130	130	100%	50,781	50,792	100%	391	85%	19%

## Summer Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Aim High for High School	Aim High/Oakland	360	307	85%	59,220	42,531	72%	139	98%	74%
Destiny Arts Center	Summer with Destiny	290	484	167%	9,734	22,952	236%	47	64%	94%
East Bay Asian Youth Center	Camp Thrive	500	555	111%	40,708	46,558	114%	84	99%	98%
East Oakland Youth Development Center	Summer Cultural Enrichment Program	230	225	98%	41,264	40,271	98%	179	96%	92%
Edventuremore!	Camp Edmo	345	198	57%	48,780	19,892	41%	100	97%	45%
Family Support Services of the Bay Area	Kinship Summer Youth Program	55	53	96%	9,199	9,225	100%	174	85%	81%
Girls Incorporated of Alameda County	Concordia Summer	74	107	145%	10,488	12,801	122%	120	96%	97%
Lincoln	Oakland Freedom Schools	180	220	122%	32,220	41,133	128%	187	95%	57%
Oakland Leaf Foundation	Oakland Peace Camp (OPC)	150	144	96%	10,412	12,986	125%	90	90%	0%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	30	42	140%	4,760	6,455	136%	154	95%	62%
Rose Foundation for Communities and the Environment	New Voices are Rising	16	17	106%	3,002	3,109	104%	183	100%	100%
Social and Environmental Entrepreneurs (SEE), Inc.	Acta Non Verba: Youth Urban Farm Project	100	98	98%	8,903	13,166	148%	134	87%	56%

## Year-Round Youth Development and Empowerment

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Covenant House California	DreamCatcher Youth Services	100	157	157%	1,058	3,522	333%	22	18%	19%
Alternatives in Action	Youth Development Leadership Communities (YDLC)	650	582	90%	54,968	70,957	129%	122	60%	0%
American Indian Child Resource Center	Culture Keepers	30	38	127%	7,177	6,805	95%	179	58%	42%
Asian Pacific Environmental Network (APEN)	AYPAL: Building API Community Power	100	91	91%	21,436	20,930	98%	230	100%	89%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Attitudinal Healing Connection, Inc.	West Oakland Legacy & Leadership Project	245	161	66%	10,499	12,230	116%	76	39%	63%
Bay Area Girls' Rock Camp	Girls Rock After School Program (GRASP) and Girls Rock Summer Camp	101	84	83%	4,882	4,453	91%	53	98%	91%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Disabilities	40	57	143%	4,371	4,299	98%	75	26%	79%
Boys & Girls Clubs of Oakland	Educational Programs for the Youth of Oakland	1600	780	49%	28,719	58,513	204%	75	53%	25%
Brothers on the Rise	Brothers, UNITE!	150	189	126%	14,258	12,906	91%	68	55%	25%
Chapter 510 INK	Dept of Make Believe	400	438	110%	5,165	8,284	160%	19	15%	16%
College Track	College Track Oakland	248	272	110%	43,008	40,022	93%	147	87%	23%
Communities United for Restorative Youth Justice	Homies 4 Justice	20	45	225%	3,840	5,299	138%	118	91%	27%
Community Works West Inc	Project WHAT	20	18	90%	2,984	1,781	60%	99	78%	78%
Covenant House California	CHC Transitional Services	160	283	177%	2,720	1,691	62%	6	3%	2%
Dimensions Dance Theater, Inc.	Rites of Passage	140	111	79%	20,080	23,588	117%	213	71%	61%
East Bay Asian Local Development Corporation	Lion's Pride	105	152	145%	33,793	31,839	94%	209	59%	18%
East Bay Spanish Speaking Citizens' Foundation	LIBRE (Leading the Independence of our Barrios for Raza Empowerment)	60	82	137%	5,508	6,124	111%	75	37%	13%
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	600	285	48%	75,258	66,337	88%	233	72%	14%
East Oakland Youth Development Center	After School Leadership Academy	130	345	265%	58,450	36,159	62%	105	46%	14%
First Place for Youth	First Steps Community Resource Center	200	222	111%	5,324	8,490	159%	38	29%	7%
Fresh Lifelines for Youth, Inc	FLY Leadership Program	50	82	164%	2,459	2,323	94%	28	16%	
Health Initiatives for Youth (HIFY)	Youth Development and Empowerment	24	54	225%	1,352	2,146	159%	40	37%	63%
La Clinica de La Raza, Inc	Youth Brigade	160	171	107%	4,928	5,286	107%	31	22%	15%
Music is Extraordinary, Inc.	Preparatory Studies in Music	120	243	203%	9,929	8,296	84%	34	28%	28%
Native American Health Center, Inc.	Community Wellness Department Youth Services	180	328	182%	26,055	27,294	105%	83	30%	21%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Oakland Kids First	REAL HARD Youth Leadership	60	89	148%	10,093	9,979	99%	112	69%	58%
Oakland Leaf Foundation	Love Cultivating Schoolyards	25	123	492%	7,466	7,254	97%	59	48%	18%
Oakland Parks and Recreation	Oakland Discovery Centers	400	261	65%	29,910	27,395	92%	105	63%	29%
Oakland Public Education Fund	Youth Beat	110	245	223%	11,232	25,893	231%	106	76%	47%
Project Re-Connect Inc.	Family Connections/Leaders Connect	32	58	181%	1,433	820	57%	14	2%	49%
Refugee Transitions	Newcomer Community Engagement Program	550	1,215	221%	30,123	43,988	146%	36	30%	11%
Safe Passages	Get Active	97	135	139%	14,074	15,664	111%	116	93%	49%
Teen Success, Inc	Supporting Teen Mothers Program	48	25	52%	1,304	982	75%	39	44%	53%
Youth Alive	Teens on Target Youth Leadership	52	115	221%	5,442	8,667	159%	75	81%	17%
Youth Speaks, Inc.	Arts in Education	165	296	179%	11,071	8,675	78%	29	12%	40%
Youth UpRising	LOUD - Loving Our Unique Design	60	89	148%	1,031	2,096	203%	24	24%	22%

### Career Awareness and Academic Support for Older Youth

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Alameda Health System	Oakland Health Careers Collaborative	396	436	110%	30,952	30,555	99%	70	65%	18%
Better Health East Bay Foundation	Youth Bridge Workforce Development Program	80	213	266%	22,382	23,143	103%	109	85%	
Beyond Emancipation	GROW Oakland	24	79	339%	6,203	3,502	56%	44	27%	6%
Center for Media Change, Inc.	A-Team	100	42	42%	3,560	1,224	34%	29	29%	19%
Center for Media Change, Inc.	Hack the Hood Bootcamp	45	46	102%	10,080	6,848	68%	149	100%	
Centro Legal de la Raza	Youth Law Academy	71	68	96%	3,880	4,795	124%	71	71%	43%
Civicorps	Academic and Professional Pathway	76	79	104%	29,003	38,254	132%	484	82%	1%
East Bay College Fund	Oakland Promise College and Career Access and Success Program	400	358	90%	47,650	26,667	56%	74	69%	
Marriott Foundation for People with Disabilities	Bridges from School to Work	40	77	193%	7,104	8,397	118%	109	53%	40%

Agency	Program	Youth Enrollment			Total Units of Service			Youth Hours		Survey
		Projected	Actual	Projected (%)	Projected	Actual	Projected (%)	Average	40+ (%)	8+ yr olds (%)
Oakland Unified School District	Exploring College and Career Options	250	400	160%	37,120	49,782	134%	124	99%	81%
Spanish Speaking Unity Council of Alameda County, Inc.	Oakland Youth Engaged (OYE)	50	96	192%	5,864	5,679	97%	59	50%	23%
Youth Employment Partnership	Building Green Futures	40	65	163%	18,080	19,000	105%	292	95%	
Youth Radio	Digital Communications Pathways	96	163	170%	20,608	20,286	98%	124	83%	

# Strategy-Specific Reports

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## Early Childhood Mental Health Consultation: FY18-19



“ This is my first year teaching and being able to talk with (our mental health consultant) every week has **really helped me grow as a teacher** - both in my confidence and in learning how to support my students, families, and staff.

– Lincoln’s Early Childhood Mental Health Consultation

Programs funded under OFCY’s *Early Childhood Mental Health Consultation* strategy provide support to early childhood educators and parents to promote healthy emotional and social development. Licensed mental health professionals consult weekly with educators around the mental health and developmental needs of children in their classroom, deliver parenting workshops, and provide individual consultations to children and parents to help transform challenging behaviors. These programs support Head Start, OUSD Child Development Centers, and a handful of home-based preschools throughout Oakland.

### Programs at a Glance

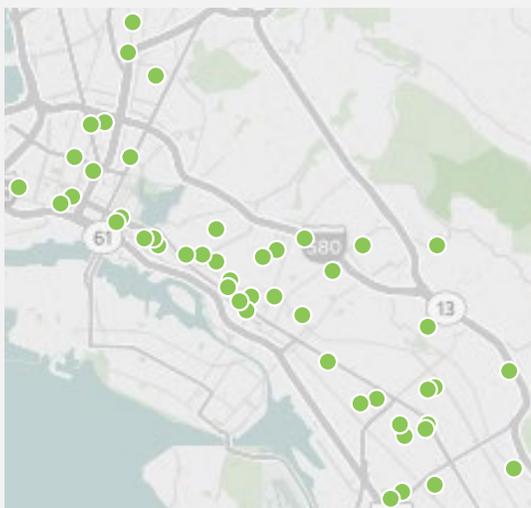


Photo courtesy of Oakland Unified School District

**\$772,500** invested  
**2,048** children served  
**3** programs  
**49** sites

**Programs include**

- Family Paths, Inc. – *Early Childhood Mental Health Collaborative*
- Jewish Family & Community Services East Bay – *Integrated Early Childhood Consultation Program*
- Lincoln – *Early Childhood Mental Health Consultation*

## Participants

During the program year, 2,048 children participated in early childhood education programs where educators received support from the *Early Childhood Mental Health Consultation* programs. Key demographic information about these children are displayed below.



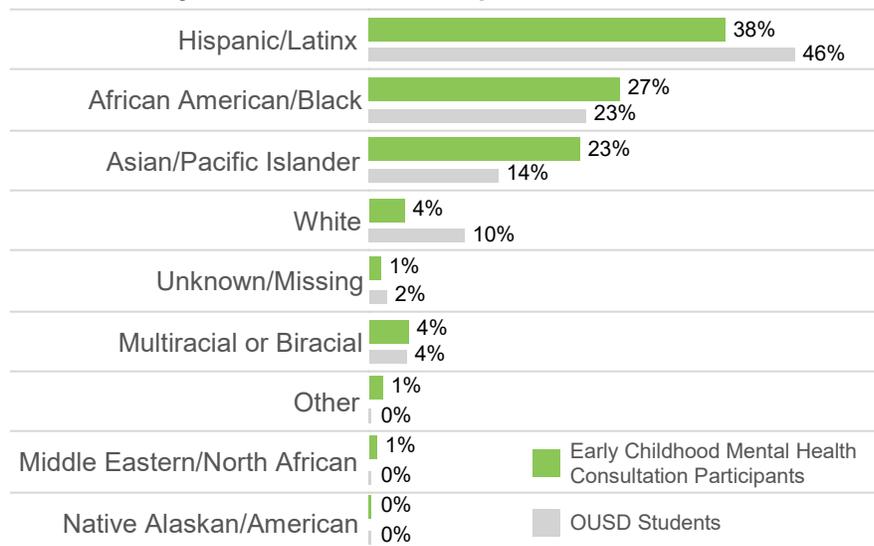
Especially with the children with challenging behaviors, they are learning to calm down and ask for things in a more calming way. (They are) learning how to **work more in groups** and have more **empathy towards their friends**.

– Family Path’s Early Childhood Mental Health Collaborative

**About two-thirds of children were Hispanic/Latinx or African American/Black, indicating that OFCY is serving its priority populations.**

Compared to OUSD, these programs served a larger proportion of Asian/Pacific Islander youth.

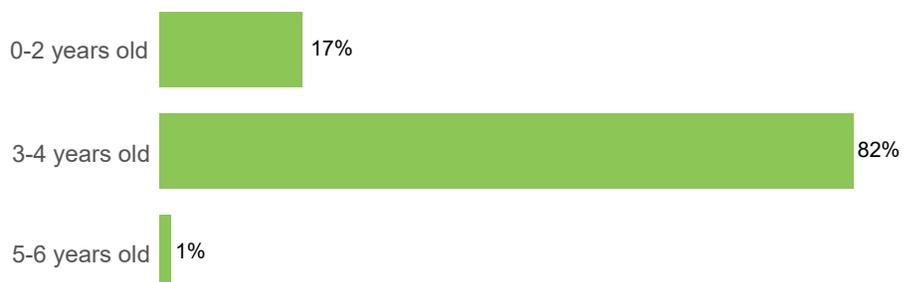
**Race/Ethnicity of OFCY Youth Participants and OUSD Students**



**The vast majority of children were between three and four years old.**

Younger children were served by Early Head Start sites and home-based preschools participating in the consultation program.

**Age of Participants**



## Program Activities

In the *Early Childhood Mental Health* programs, consultants help school staff identify and respond to children and families experiencing trauma. In addition to consulting with school staff around the mental health and developmental needs of children in their classroom, providing individualized mental health services and referrals to children and families, and delivering parenting education workshops, mental health consultants think creatively about how they can promote mental health and wellness, as described by the examples below.

“ (The consultant) has provided me with several interventions to use with specific students and has provided keen observations of targeted students that have been **beneficial in meeting the child's needs**.

– Lincoln’s Early Childhood Mental Health Consultation

At one site, educators and the site director collaborated with consultants from **Jewish Family and Children’s Services-East Bay’s Integrated Early Childhood Consultation Program** to create a playgroup that supports social and emotional support to students. The playgroup is focused on building teacher capacity, creating greater collaboration between parents and teachers, and increasing parent engagement with their children’s development at school.

**Lincoln’s Early Childhood Mental Health Consultation** program hosted an expectant-mothers group, where mothers, grandmothers, and soon-to-be big sisters gathered for activities, crafts, giveaways, and tips for communicating with children about the arrival of a new baby. The gathering aimed to build community, offer self-care, and help mothers connect with one another to share experiences throughout pregnancy and birth. In addition, parents received information on child development and suggestions of activities that promote parent-child attachment.

**Family Paths’ Early Childhood Mental Health Collaborative** held miniworkshops on trauma-informed care for young children, where educators discussed strategies that promote self-regulation, such as child-friendly breathing exercises and the creation of “calm spaces” where children can go when they are upset.

“ Because of the **communication** among parents, the mental health consultant and me as the teacher, the **children's behavior (has improved)** and the children themselves have become more aware of how they should behave and relate to everyone appropriately and accordingly.

– Jewish Family & Community Services of the East Bay’s Integrated Early Childhood Consultation Program

## Outcomes

A central goal of this strategy is to increase the child development knowledge of educators that work with young children so that they can better support families and manage children’s behavior. Over two hundred (209) educators completed the OFCY participant surveys that measure progress towards strategy-specific outcomes. The results, illustrated below, indicate that *Early Childhood Mental Health Consultation* programs successfully supported educators in these areas.

### Progress toward Child Development Outcomes (frequency that educators agreed with questions tied to each outcome)

“The consultant has offered me many different **strategies and tools to utilize with my children**. I learned how to modify things I'm already doing to better **meet their needs**.  
– Jewish Family & Community Services of the East Bay’s Integrated Early Childhood Consultation Program

“We have more communication with our parents. The **relationships are better**. (We have) more understanding and **more engagement from families**.  
– Family Path’s Early Childhood Mental Health Collaborative

#### Increased knowledge of child development

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do. 73%

#### Increased access to resources and support

I have a good relationship with the mental health consultant. 90%

The mental health consultant works as a partner with me to meet children's mental health needs. 88%

The mental health consultant is available when I need her/him. 81%

I regularly go to the mental health consultant when I need help with particular children or families. 78%

The mental health consultant works closely with parents to find resources that meet their children's needs. 77%

Working with the consultant has increased my knowledge of available resources that can support children and families. 72%

The consultant connected me with useful resources to help me strengthen my work with children and families. 72%

#### Increased confidence in managing children’s behavior

My work with the mental health consultant has helped me to feel more confident as a teacher. 77%

Since meeting with the mental health consultant, I feel better able to handle children's challenging behaviors. 74%

#### Improved skills to support children’s academic and socio-emotional development

Working with the consultant helped me ensure that more children I work with have the skills they need to succeed in school. 79%

The mental health consultant has helped me to strengthen my relationship with parents and caregivers. 69%

## Parent Support and Education Programs: FY18-19

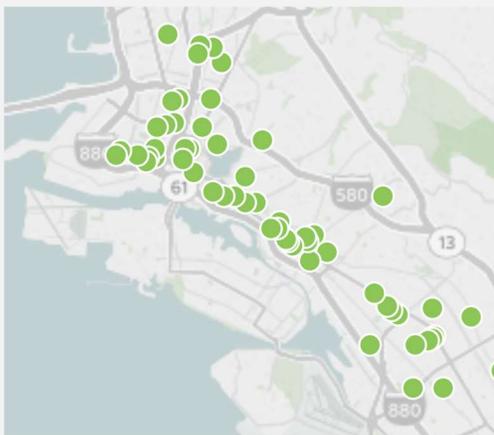


“ We build really good informal **relationships with the families...** when we build a good relationship it's [based in] trust and **when people trust each other**, that's when **a lot of good things can happen.**

– Staff, Lotus Bloom’s School Readiness Playgroups

**The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families.** Programs provide parent and child playgroups, parent education workshops, parent support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations. In the spring of 2019, Social Policy Research Associates visited one program (Lincoln’s New Highland-Rise Family Resource Center) and conducted interviews with project staff from two programs (East Bay Community Recovery Project’s Project Pride and Lotus Bloom’s School Readiness Playgroups) to learn more about the programs in this strategy.

### Programs at a Glance



**\$1,788,272** invested

**2,171** children served

**2,165** caregivers served

**14** programs

**53** sites

## Participants

During the program year, 2,171 children and 2,165 adults participated in *Parent Support and Education* programs. All but one program served children and their caregivers together in playgroups or in parallel activities. Oakland Promise: Brilliant Baby supported children indirectly by providing financial coaching to their caregivers.

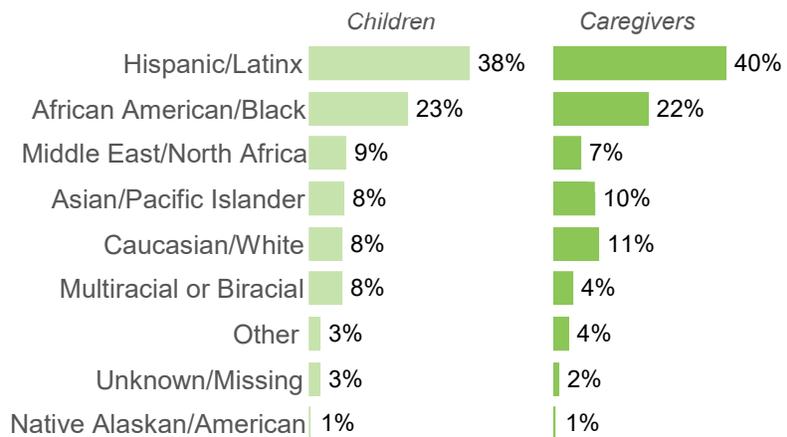
“The children that come here have been **traumatized**. They've either directly experienced it or they've witnessed it. Often, unless **we address what's happening within the child**, they're going to have a very difficult time in school.

– Staff, Project Pride’s East Bay Community Recovery Project

**Over 60% of children were Hispanic/Latinx or African American/Black, reflecting OFCY’s priority populations.**

Parent Support and Education programs continue to support diverse families throughout Oakland.

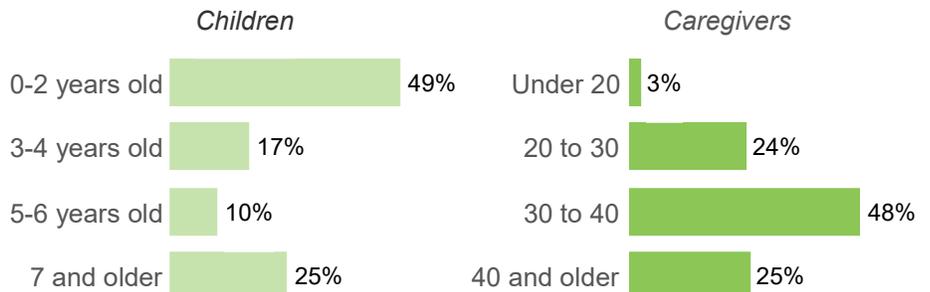
**Race/Ethnicity of OFCY Participants**



**Almost half of children were two years old or younger.**

Although programs focused on young children, some programs also served their older siblings by offering enrichment programming while parents attended workshops, as well as supportive services.

**Age of OFCY Participants**



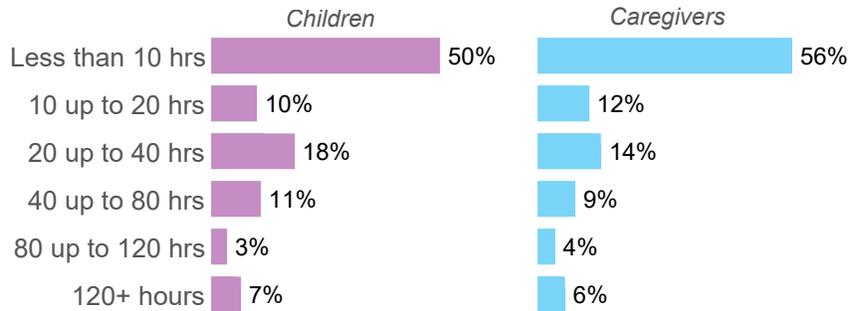
## Participation

*Parent Support and Education* programs were diverse, offering a broad range of activities and service models. Because programs varied in duration from several weeks to year-long, the number of hours families participated in programs ranged widely, as shown below. About two percent of participants attended more than one *Parent Support and Education* program.

### About 20% of children and adults spent more than 40 hours in programs.

Many families who participated for less than ten hours received supportive services and/or accessed services through family resource centers.

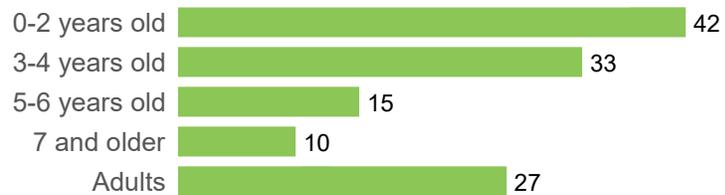
Hours of Participation (per program)



### Families with the youngest children generally spent more time in programming.

Families with younger children often participated in ongoing playgroups that provided many hours of programming throughout the year.

Average Hours of Participation by Age (per program)



## Program Activities

Parent Support and Education programs offered an assortment of activities tailored to the diverse needs of Oakland’s families with young children.

### Playgroups

- Infant and toddler playgroups
- School readiness playgroups

**Lotus Bloom** provides caregiver playgroups designed to help close the gap in early learning and provide referrals to resources, such as medical services, speech therapy, or other types of case management offered through the school district.

### Parent/Caregiver Education

- Child development and literacy workshops
- Financial coaching and college savings accounts
- Parent leadership meetings

**Lotus Bloom’s School Readiness Playgroups** prepare children for school by creating a preschool-like environment and modeling practices and activities that caregivers can use at home to encourage early learning.

### Supportive Services

- Case management
- Clinical services
- Referrals and connections to resources

**East Bay Community Recover Project’s Project Pride** provides clinical services and case management, conducts child assessments, and develops service plans for families at a residential program that addresses mental health and substance abuse.

### Transition to Kindergarten

**Oakland Unified School District’s Summer Pre-K Program** is designed to prepare incoming kindergarteners by providing social learning, literacy activities and math development. Staff also offer parent education to support academic readiness.

“ We have free play, circle time, snack time, very similar to preschool. It’s also very **child-led**. So the **child chooses** what activity they would like to do. And **the parent supports and facilitates that play with the child**. It’s **play-based**. The families are looking for... information about school [and] resources in the community.

– Staff, Lotus Bloom’s School Readiness Playgroups

“ Many of our [parents] did not receive adequate parenting. As we improve their skills and knowledge of what’s expected of a [parent] and establish that parent-child relationship... **We broaden their perspective** and show them how... what they see as a well behaved child, is actually a frightened child and that the trajectory for someone growing up under that kind of parenting style is not so good.

– Staff, East Bay Recovery Project’s Project Pride

“ **We promote good health, good eating**. The women go to the farmer’s market once a week and for fresh produce. We try to practice those sorts of eating habits, **exposing the children to good foods for their bodies**. We go out on walks and emphasize healthy communication.

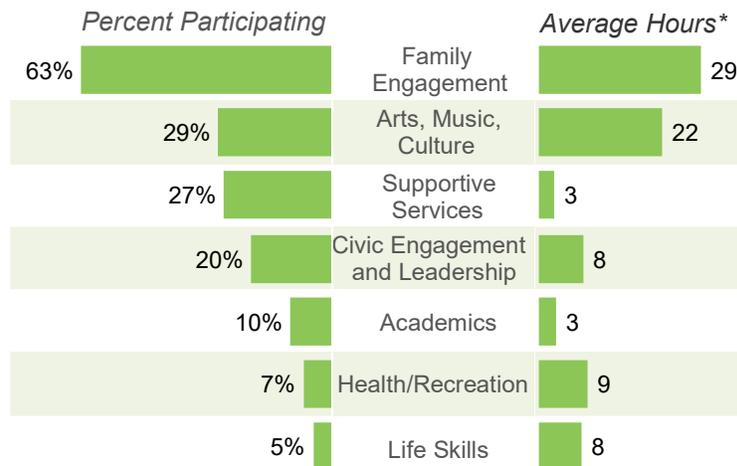
– Staff, East Bay Recovery Project’s Project Pride

The tables below illustrate the amount of time families spent in the activities offered by *Parent Support and Education* programs.

**Children and caregivers were most likely to participate in family engagement activities. This is also the activity that participants spent the most time engaged in.**

About half of participants who received supportive services also participated in playgroups, workshops, and other activities.

**Participation by Activity**



*\*When calculating average hours spent in each activity, we only included children and caregivers who participated in that activity.*

**Lincoln’s New Highland Family Resource Center** is co-located with RISE Community School and primarily serves students and parents that attend the school or live in the surrounding neighborhood. Focused on creating relationships with students, parents, staff, and teachers, they provide an emotionally and physically safe space for families. Lincoln staff shared the following story on their website:

At age 6, David’s family became part of Lincoln’s Family Resource Center. Impacted by a traumatic migration journey, David was sad and not adjusting well to his new country. Not understanding English, he didn’t play at recess with the other children and wasn’t eating. Determined to help her son, David’s mother Gabriela shared David’s story with a Lincoln clinician. Through the Lincoln team, David and his mom are getting the support they need to build a strong future.

The Lincoln clinician immediately advocated a transfer for David from his community school to a bilingual dual language immersion school. In working with the family, she also discovered that David had sustained a significant injury during his migration journey, which had not healed properly due to a lack of medical attention. The Lincoln team connected the family to medical resources, and David had the operation he needed. Today, David is a thriving third grader, participating in sports and making friends. David’s mom received the tools and resources she needed from Lincoln’s bilingual staff leaders, and David is now on a strong path toward academic achievement and success. **“Lincoln makes my son and I feel like we matter,”** says Gabriela, which really says it all.

## Outcomes

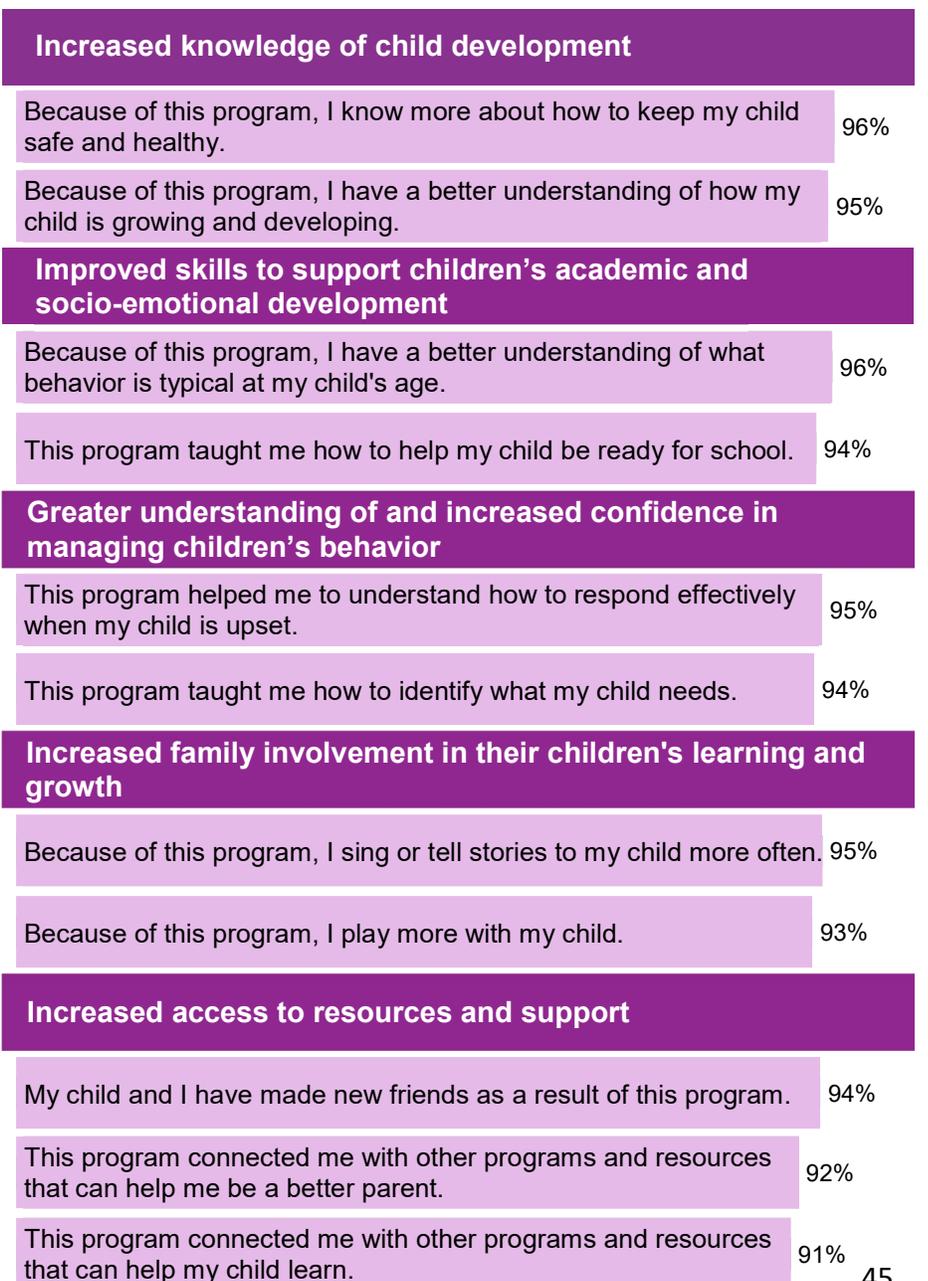
Parent and caregivers who participate in programs provide their feedback and assessment of the programming through annual surveys. The results, illustrated below, were very positive, indicating that *Parent Support and Education* programs successfully supported parents and caregivers in foundational areas of early childhood development, critical to the healthy development of young children. On the survey, 545 caregivers identified how strongly they agreed with various statements tied to the key outcome areas. **Over 90% of caregivers agreed or strongly agreed with all the questions related to early childhood outcomes**, indicating that these programs successfully supported families in these areas.



The families come and see **what a classroom setting would look like**. It creates routine for them. We sing songs and we say a lot of words, so that can help with the **language and literacy gap**. We have a lot of children that come in that might be delayed with speech. And them just being around other children and socializing and hearing a lot more language...**really advances their language**. That's how we contribute to **kindergarten readiness**.

—Staff, Lotus Bloom’s School Readiness Playgroups

### Progress toward Early Childhood Outcomes (frequency that caregivers agreed with questions tied to each outcome)

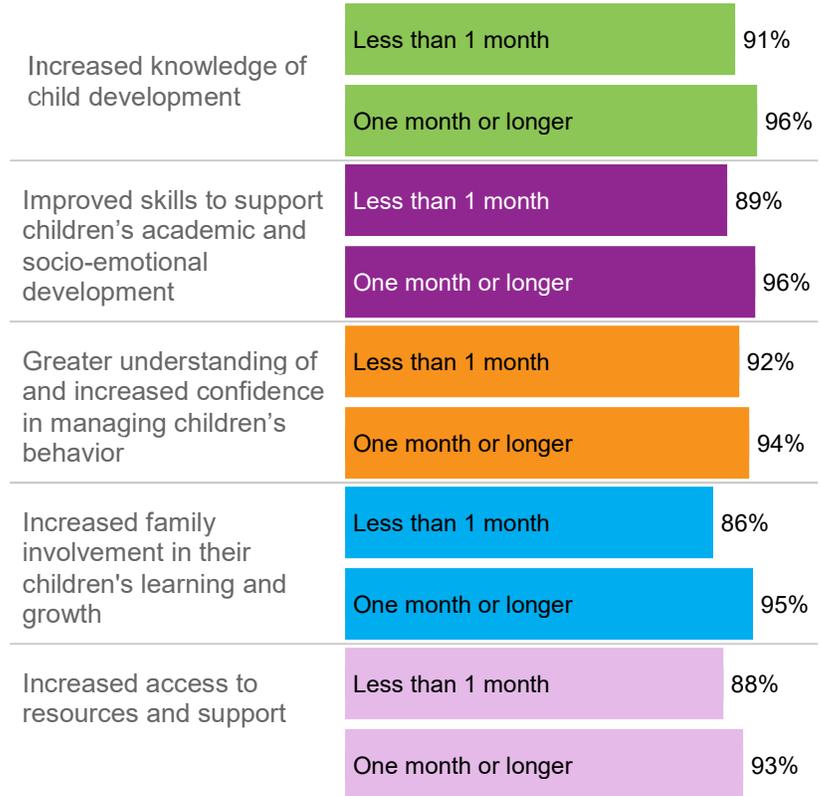


In general, parents and caregivers who attended their program for at least one month reported stronger early childhood outcomes, particularly around involvement in their children’s learning and growth. This is a strong indicator that programs that are able to engage parents and caregivers are making an impact and providing services that work.

“ We do whatever necessary to keep women engaged. We know that this isn't a fun time in their lives. ...We're asking them to feel a whole bunch of things that maybe they haven't felt in years. We just try to pay attention to that and **provide them some relief from that through outings, movie nights, special dinners, things like that.**

– Staff, East Bay Community Recovery Project’s Project Pride

### Average Outcomes by Time in Program



At the beginning of every school term the program staff at the Family Resource Center at RISE community school **engage parents in a planning session**, so that they help develop the calendar for the following term. They have found that the best way to engage parents is to **provide flexible activities**, such as Zumba and gardening, and to create a safe healing space on campus.





“

**A supportive environment is really important to us.** Having parents come into the resource center and participate in play groups, so when [when their children are] ready to go into preschool, kindergarten, a childcare facility, **they feel empowered to know how to navigate** that space. That, along with kindergarten readiness, is our [main goal].

-Staff, Lotus Bloom's School Readiness Playgroups

## Parent Support and Education Programs

- East Bay Community Recovery Project - Project Pride
- East Bay Agency for Children - Parent Child Education Support Program
- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Lincoln - New Highland-Rise FRC
- Lotus Bloom - School Readiness Playgroups
- Lotus Bloom - Multicultural Family Resource Centers
- Northern California Society to Prevent Blindness -Vision Awareness and Education
- Oakland Parents Together - Listening to Children Parent Cafes
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- Oakland Unified School District - Summer Pre-K Program
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- Safe Passages - Safe Passages Baby Learning Communities Collaborative

## Student Engagement in Learning: FY18-19



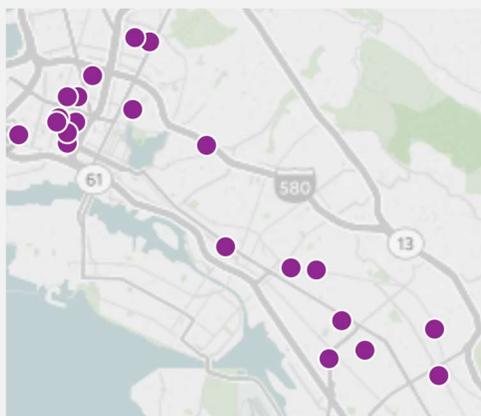
“ Our priority is making sure that students are getting what they need when they come through the doors.... I am hoping that **what they learned is transferrable** to school and to their jobs and to college...But the big piece for me is...that **students feel connected.** ”

—Staff, East Bay Asian Youth Center’s 9th Grade Transitions Program

The programs funded under OFCY’s Student Engagement in Learning strategy are designed to help children and youth feel connected to school and engaged in their own learning.

Programs provide targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, boys of color, and students with chronic absences. In addition to academic support, participants may receive case management or participate in arts programming, restorative justice training, and socio-emotional learning activities. In the spring of 2019, Social Policy Research Associates visited two programs (East Bay Asian Youth Center’s 9<sup>th</sup> Grade Transition and Youth Alive! Targeted Engagement for Older Youth) to learn more about the programs in this strategy.

### Programs at a Glance



**\$783,171** Invested

**3,234** youth served

**9** programs

**24** sites

## Participants

During FY2018-2019, 3,234 children and youth participated in *Student Engagement in Learning* programs. Most programs serve a specific group of students who are at risk of disconnecting from school at one or more schools in East or West Oakland. The target populations range from elementary-aged students reading below grade level to high school youth identified as at risk for violence, students who are chronically absent, gang-involved, homeless, unaccompanied youth, and/or at-risk of violence.



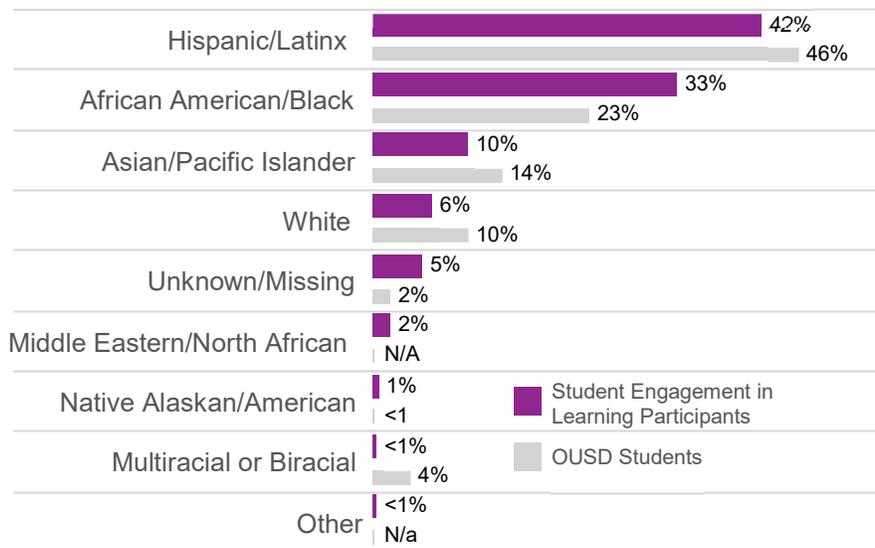
We have a referral system here and we get close to 400 referrals each year. And half of them are 9th graders. And the primary reason is academic concern. And sometimes it's paired up with some sort of behavioral, mental health [concern]. But for the most part it's just lack of motivation.

—Staff, EBAYC's 9th Grade Transitions Program

**75% of youth identified as Latinx or African American, indicating that programs serve OFCY's priority populations.**

Compared to OUSD, these programs served a larger proportion of African American youth.

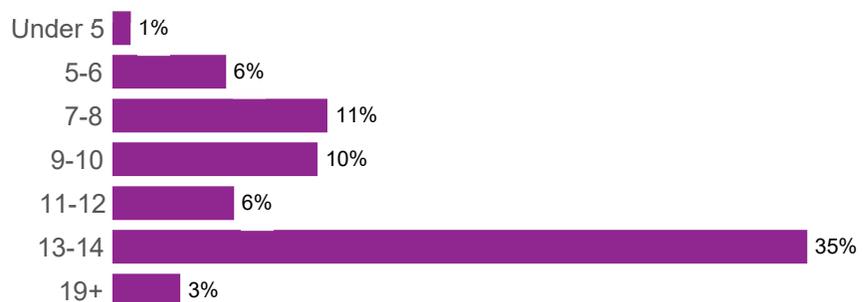
**Race/Ethnicity of OFCY Youth Participants and OUSD Students**



**Student Engagement in Learning programs were more likely to serve youth over 12 years old.**

Youth aged 13 to 18 represented close to 70% of participants served by this strategy.

**Age of Participants**



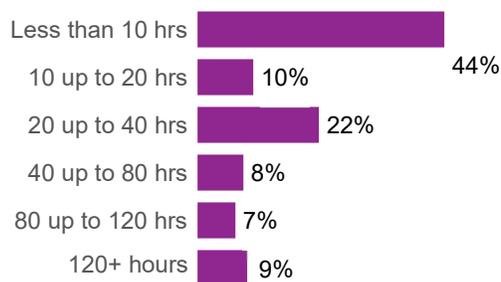
## Participation

*Student Engagement in Learning* programs were diverse, offering activities focused on academic support, civic engagement, and arts, music and culture. Because programs operated under different models and varied in duration from several weeks to year-long, the amount of time youth spent in programs ranged widely. For example, by design, OUSD’s Student Engagement in Restorative Justice program served over 900 youth with light touch services (on average youth participated for six hours). In contrast, participants in SPAAT’s Middle School Engagement in Learning program attended the program for over 100 hours on average. These differences are in keeping with each program’s model.\*

### Time spent in program varied widely.

Over forty percent of youth spent less than ten hours in their program, while close to ten percent attended for over 120 hours. Notably, most students with less than ten hours of participation attended OUSD’s Student Engagement in Restorative Justice Program.

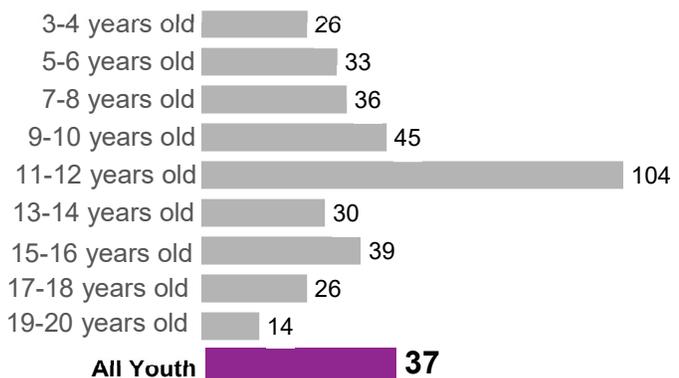
Hours of Participation per Program



### Students transitioning into middle school spent the most time in programming.

Students ages 11 and 12 spent over 100 hours in programs on average, compared to 37 hours for all participants. Almost 70% of students in this age group participated in the **SPAAT** Middle School Engagement in Learning program.

Average Hours of Participation by Age



I joined because [the program] sounded interesting...I stayed because it's actually a lot of fun. We **learn a lot** [and] we get to go on **field trips** and do things we haven't done before. I think it's just **a great experience**.

—Student, East Bay Asian Youth Center’s (EBAYC’s) 9th Grade Transitions Program

\* OUSD’s Student Engagement in Restorative Justice trained a group of student leaders to facilitate restorative justice workshops for over 700 ninth graders. Student Program for Academic and Athletic Transitioning’s Middle School Student Engagement in Learning program enlists Oakland Athletic League (OAL) coaches and paid tutors to support student athletes.

## Program Activities

*Student Engagement in Learning* programs offered a variety of activities to keep children and youth engaged in learning, as described below.

### Academics

- Literacy support • Project-based learning
- Credit recovery • Academic advising

**Girls Inc.’s Daytime Literacy Intervention** collaborated with principals and school day teachers at four schools to design tailored literacy interventions for K-5 students who were reading behind grade level.

**SPAAT’s Middle School Student Engagement in Learning** program provides paid tutors to work with student athletes.

“ We have guided reading, where the students build their confidence in reading out loud and in a small group. We have readers' theater, where students build fluency, so they're able to read scripts and then practice them and learn words that they've never seen before. Then they act them out and demonstrate their skill-building in front of a group.

— Staff, Girls INC.’s Daytime Literacy Intervention

### Civic Engagement & Leadership

- Mentoring and leading activities
- Restorative justice
- Organizing and facilitating events
- Community impact project

**EBAYC’s 9<sup>th</sup> Grade Transitions** staff run an afterschool group focused on outdoor leadership and social, emotional, mental and life skill training.

**OUSD’s Student Engagement in Restorative Justice Program** trains 30 diverse student leaders to lead a restorative justice program focusing on the transition to high school.

“ The program] continues to really help them share their voice, advocate for themselves, and to develop themselves and be youth leaders. [As a result,] they've been able to **advocate for themselves, and for their communities.**

—Staff, Youth Alive! Targeted Engagement for Youth Exposed to Violence

### Arts, Music and Culture

- Cultural clubs
- Dance
- Music production

**EBAYC’s 9<sup>th</sup> Grade Transitions** offer an afterschool music studio where students can create their own music, compose their own tracks, and record a CD to increase their sense of connection to Oakland High School.

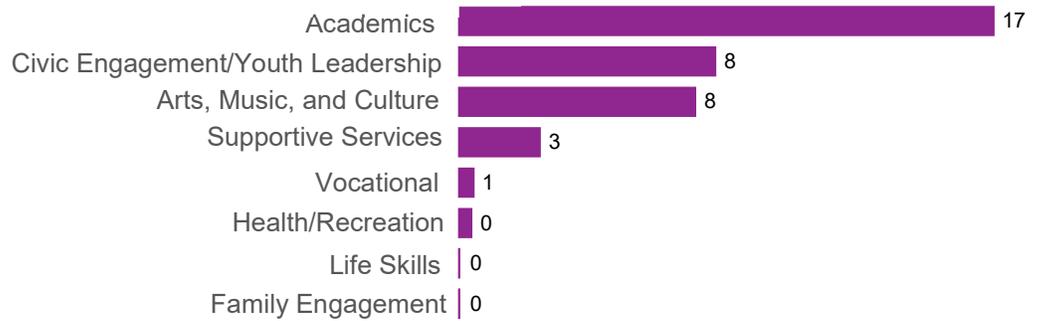
“ Since I was born and raised in Oakland, I don't really know anything about my ethnicity or my culture. During this program, I learned new stuff, like when we researched Chinese New Years, Vietnamese people also celebrate it, but I didn't know why. So that **helped me learn more about my culture.**

—Youth, EBAYC’s 9th Grade Transitions

The tables below illustrate the amount of time youth spent in the diverse activities offered by *Student Engagement in Learning* programs.

**On average, youth spent the most time engaged in academic activities, civic engagement and youth leadership, and arts, music and culture.**

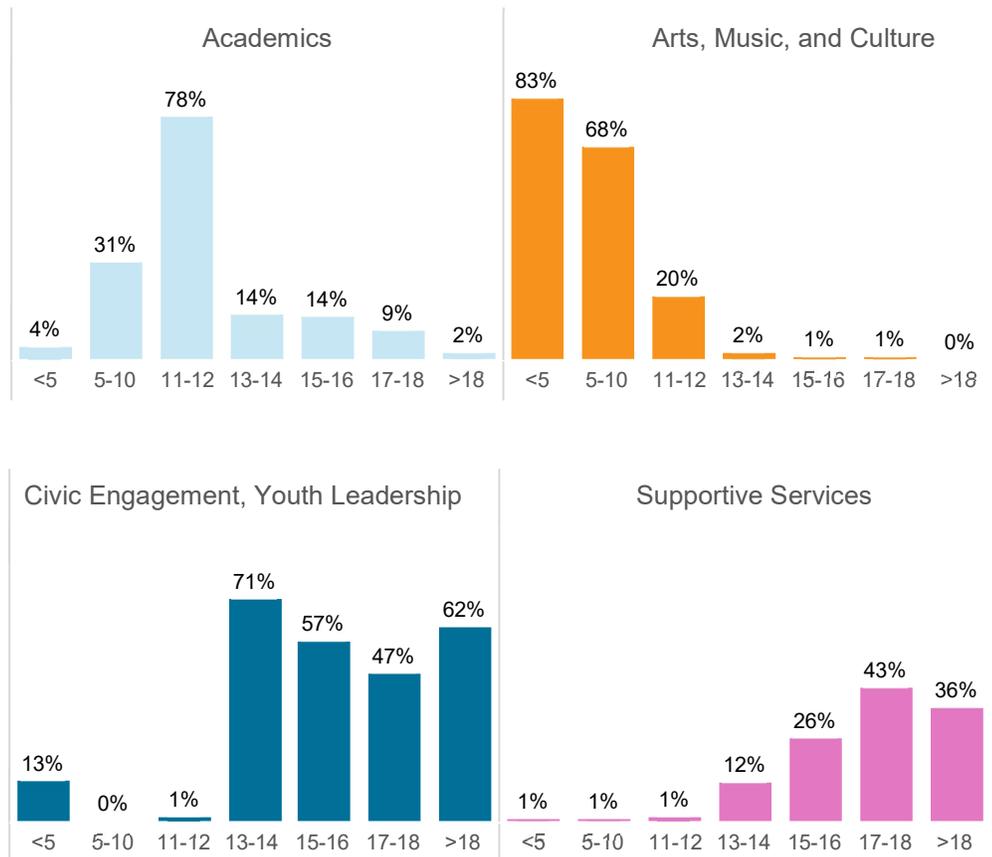
**Average Hours by Type of Activity**



**Programs tailor services to the developmental needs and capacities of children and youth as they age.**

Although only youth ages 11-12 spent the majority of their time engaged in academic activities, youth across different age groups participated in a range of activities that contribute to school connection and were developmentally appropriate. For example, programs engaged younger children (up to age 10) in learning by focusing on arts, music and culture, while older youth spent progressively more time in leadership activities and receiving supportive services.

**Percent of Time Engaged in Top Service Categories by Age Group**

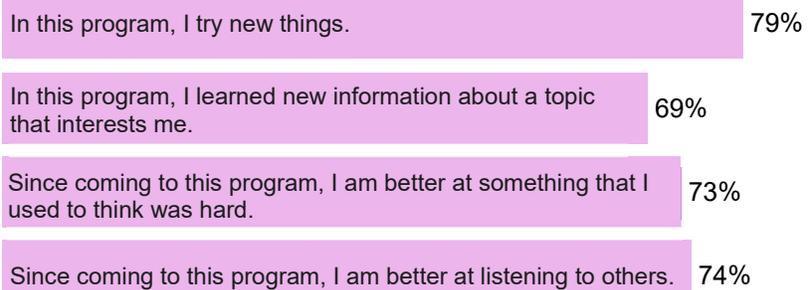


## Outcomes

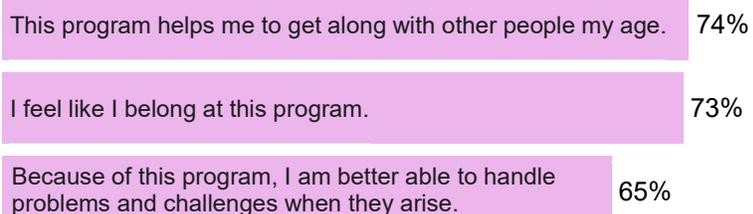
All youth participants had the opportunity to assess their achievement of key outcomes through a survey administered in spring 2019. On the survey, 727 youth identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 71% of youth agreed with statements related to youth development outcomes**, indicating that programs successfully supported youth in these areas.

### Achievement of Youth Development Outcomes (frequency that youth agreed with questions tied to each outcome)

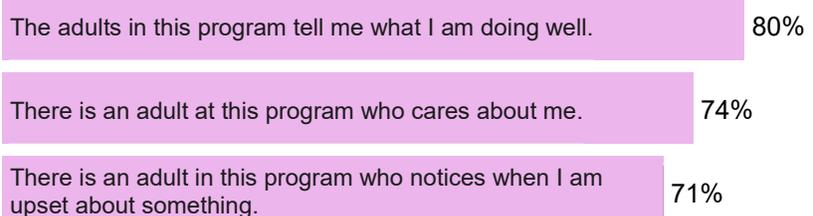
#### Development & Mastery of Skills



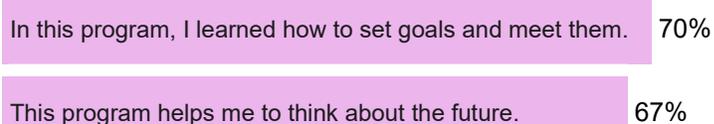
#### Increased Confidence & Self-Esteem



#### Greater Connections to Adults



#### Improved Decision-Making and Goal Setting



“ [The program] is safer than school. I think mainly because we're able to talk about more personal issues rather than saying it out loud during a class discussion, because I think here it's like our **safe space**.

—Youth, EBAYC's 9th Grade Transitions Program

“ I've learned how to be more mature [compared to] kids my age. They make different decisions than me because they have not had the opportunity to experience this program, but I feel like if they did then they'll for surely make more wise decisions.

—Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Youth also had the opportunity to assess their achievement of “student success” outcomes that research shows lead to academic success. Youth reported strong achievement of these outcomes as well, with African American youth reporting higher levels of leadership capacity.

“EBAYC gave me the **extra help and support I need** that nobody else could give me. Because my parents, who immigrated from Vietnam, don't really know English, so being able to have the support when I need it from EBAYC, to help me with my school work or with an upcoming test, was really helpful and made me feel like I was more prepared.

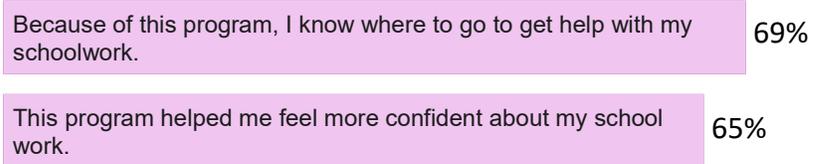
—Youth, EBAYC's 9th Grade Transitions

“I used to not really care so much about school but then I realized it's going to make out my future. So if I was to not go to school now, when I get older, that'll affect me [because] I want a job.

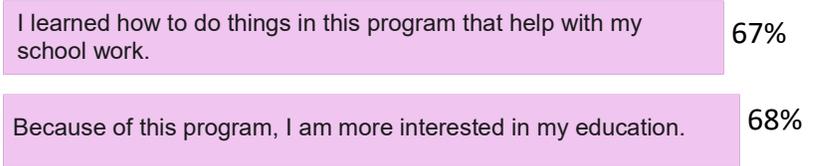
--Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

**Achievement of Student Success Outcomes**  
(frequency that youth agreed with questions tied to each outcome)

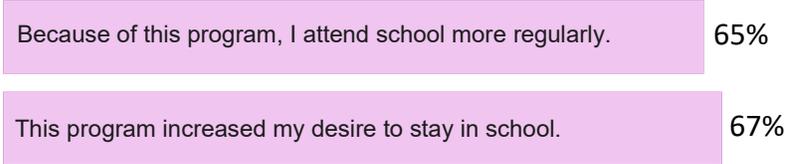
**Confidence in Accessing Educational Opportunities**



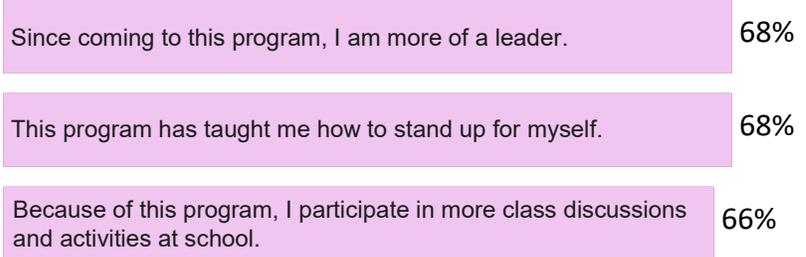
**Ability to Develop Academic Goals**



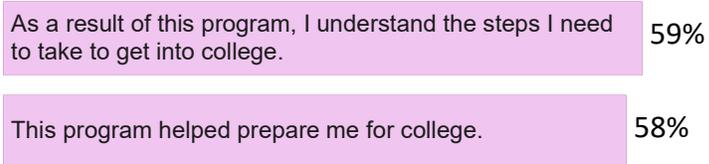
**School Attendance**



**Leadership Capacity**



**College Readiness**





*Photo courtesy of Oakland Unified School District- OUSD Student Engagement in Restorative Justice*

“

[Youth] are **making connections** with parents, making connection with day school teachers, and really getting a holistic view. While we're a literacy program, we know that there's so much more to a student.

-Girls Inc.'s Daytime Literacy Intervention

“

If you take the time to look at the real issues and **stop labeling kids, particularly kids of color**, I think that their educational outcomes can be so much better. Rather than just labeling them as troublemakers...See what the root of the issue is first. Often, **it's not because they don't want to do well in school**, it's because there's so much going on they cannot keep it together.

- Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

## Student Engagement in Learning Programs

- Alternatives in Action-FOCUS: Fremont - Our Community United for Success
- Destiny Arts Center-DAC: Havenscourt Artists-at-School Residency
- East Bay Asian Youth Center-9th Grade Transition
- Girls Incorporated of Alameda County-Daytime Literacy Intervention and Engagement
- Lincoln Child Center, Inc.-West Oakland Initiative
- Oakland International High School / Oakland Unified School District-OIHS Immigrant & Refugee Wellness Program
- Oakland Unified School District-OUSD Student Engagement in Restorative Justice
- Student Program for Academic and Athletic Transitioning-Middle School Student Engagement in Learning
- Youth Alive-Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

## School-Based Afterschool for Elementary and Middle Schools: FY18-19



“**Our students are amazing.** They bring such unique experiences and diversity to the program, both diversity in culture and in personality, and life experience.... It brings a lot of excitement to the program, because when we're **incorporating each voice**, then we're able to **tailor the program to what the young people want.**

– Staff, Girls Inc.

The programs funded under OFCY’s School-Based Afterschool strategy are designed to coordinate comprehensive afterschool academic and enrichment at Oakland school sites for students in elementary and middle schools. In the spring of 2020, SPR interviewed directors of the 10 community-based organizations that provide programming at school-based afterschool programs (YMCA of the East Bay, Bay Area Community Resources, East Bay Agency for Children, Girls Incorporated of Alameda County, Higher Ground Neighborhood Development Corporation, Lighthouse Community Charter School, East Bay Asian Youth Center, Ujimaa Foundation, Oakland Leaf Foundation, and Safe Passages) to learn more about the School-Based Afterschool strategy.

### Programs at a Glance

Map of program locations to be inserted

**\$5,006,596** invested

**8,333** youth served

**59** programs

**59** sites

*Photo courtesy of East Bay Asian Youth Center at Frick Middle School*

## Participants

During FY2018-2019, over 8,000 unduplicated children and youth participated in *School-Based Afterschool* programs. Participants attended elementary and middle school where most students qualify for free and reduced price lunch.

“They're brilliant... I think they are incredibly **resilient and incredibly intelligent**. I think they'll have linguistic and cultural and experience that will make up a strong asset base for them.

-Staff, Safe Passages

**Over 80% of afterschool participants identified as Latinx or African American, indicating that afterschool programs served OFCY's priority populations.**

Compared to OUSD, these programs served a larger proportion of African American youth.

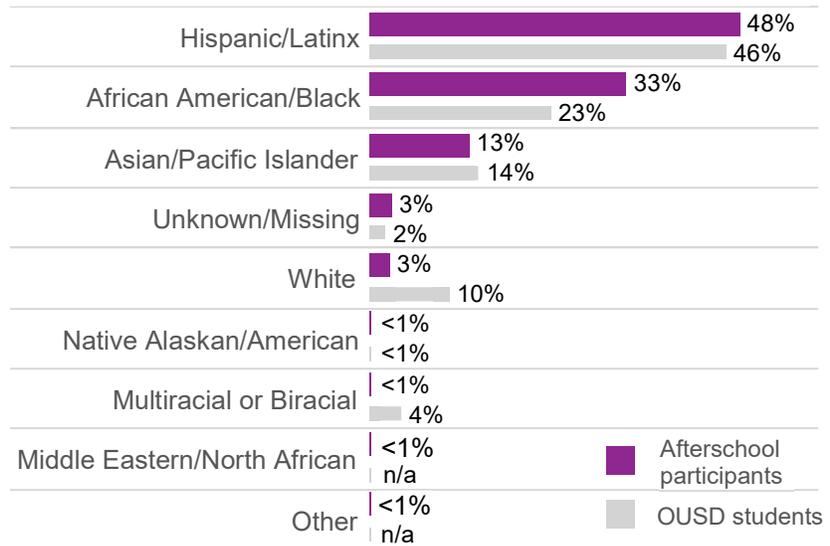
**Most students were multiple years below grade level in reading at the start of the school year.**

Afterschool participants were slightly more likely to be below grade level than other students at host schools.

**About one-third of afterschool students were English Language Learners.**

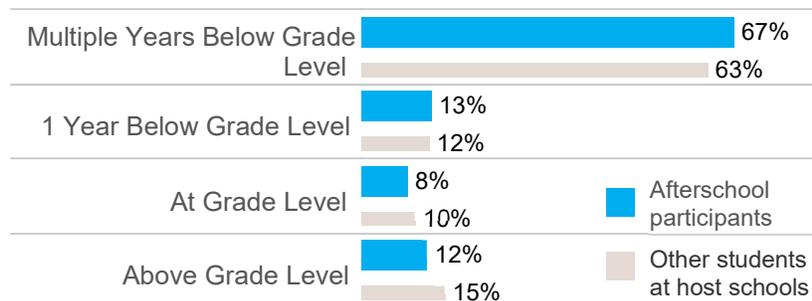
English Learners were less likely than their peers to attend afterschool programs.

**Race/Ethnicity of OFCY Youth Participants and OUSD Students**

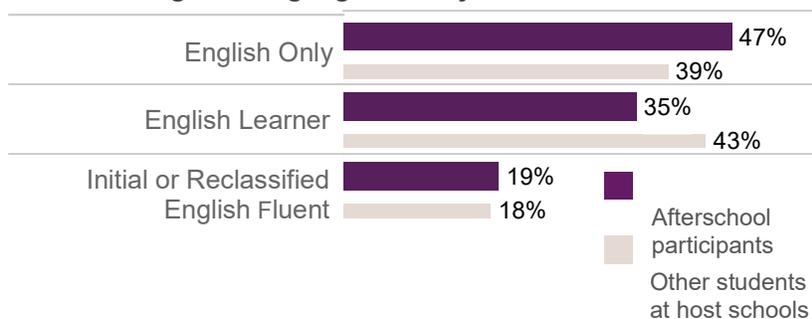


**Fall 2018 Literacy Levels**

(as assessed on the Scholastic Reading Inventory)



**Fall 2018 English Language Fluency**



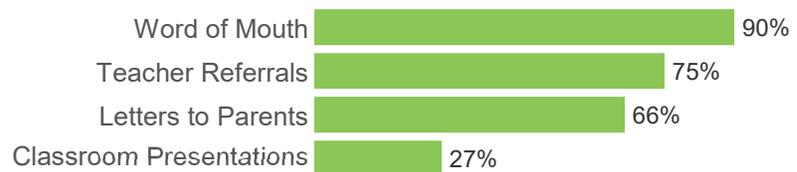
## Outreach, Recruitment, and Waitlists

The need for school-based after school programs is so high that, for the most part, programs in this strategy do not spend a significant amount of time on outreach and recruitment. In fact, over 80% of programs placed students on waitlists at the beginning of the school year, illustrating the value and high parent demand for these programs. Programs work hard to prioritize families most in need (e.g. homeless families or families with extremely limited resources, single parents, families with siblings, etc.).

### Word of mouth was the most commonly identified approach to recruitment.

Most programs reported that, due to high demand, they did not have to spend a lot of energy on recruitment.

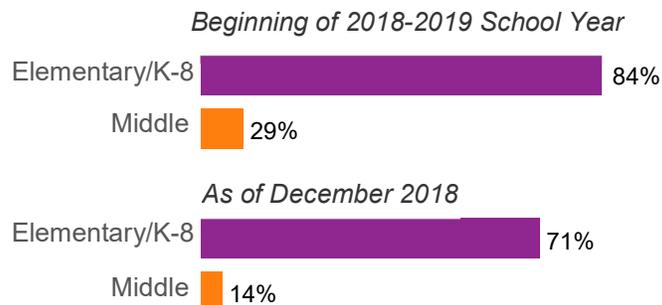
#### Recruitment Approaches



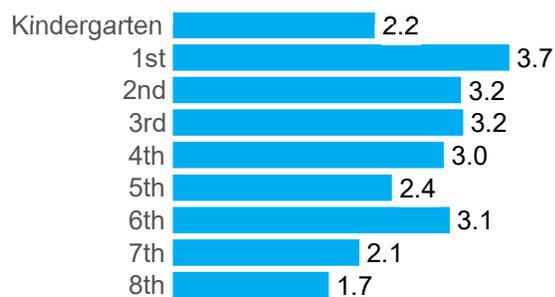
### At most schools, demand for afterschool programming exceeds the number of slots for students.

At the beginning of the year, 84% of elementary school programs and 29% of middle school programs had waitlists. By December, over 900 students were still on waitlists for their OFCY-funded school-based afterschool program. In general, waitlists were longest for 1<sup>st</sup> through 6<sup>th</sup> grade.

#### Percent of Programs with Waitlist (by type of school)



#### Average Number of Students on Waitlists as of December 2018



## Partnerships with Host Schools

School-based afterschool staff consistently highlighted the importance of strong partnerships with their host school for **maximizing out-of-school time learning** and **creating a strong afterschool culture**. Through regular communication and joint planning between afterschool and school-day staff, programs built strong partnerships with their schools, as demonstrated below.



It is hard to have knowledge-structured quality programming... if there's not that **cohesiveness** and that **buy-in from the school day**.

—Staff, Citizen Schools

host

**Programs sought to achieve alignment between the school-day and afterschool programming through coordination of content and staffing.**

Staff created alignment with the school-day by working with school partners on accessing resources and information such as curriculum materials so that they could build on the content that students were learning during the school day. Program staff at Citizen Schools described how their staff provided behavioral and academic support to teachers during the school day. YMCA of the East Bay staff spoke about engaging crossover staff that were available during both the school day and continued in the afterschool program.

**Development of shared goals helped programs complement school-day learning.**

Staff at programs, such as Bay Area Community Resources, described undergoing a program planning process with their school partners to ensure alignment of shared goals for the school year. These shared goals centered around how afterschool programming can provide “whole child” activities that complement academic goals, such as enrichment, social emotional learning, and targeted academic support.

**School leaders and program staff jointly identified areas for improvement**

At some programs, such as Girls, Inc., afterschool staff and school leaders reviewed survey results and quality assessments together to identify areas of strength and areas to focus on for continuous improvement.

Interviews with afterschool staff also surfaced challenges related to these relationships. First, when school leadership changes, afterschool providers spent a great deal of time rebuilding trust and re-establishing their working relationship. At times, programs felt that new principals did not value their partnership and were reluctant to invest the time necessary to build a strong afterschool program. Second, school leaders and afterschool providers did not always agree on the purpose of the programming, as some school leaders reportedly encouraged programs to prioritize tutoring and academics over youth development, enrichment, and social-emotional learning. Finally, a few programs felt that school leaders viewed afterschool programming as a separate program and not a continuation of the school day, which they reported created misalignment between school-day and after-school programming.

## Program Fees

Having free or low-cost afterschool programming is critical for supporting students and families, particularly given the rapidly rising cost of living in Oakland. The majority of OFCY-funded school-based afterschool programs provide free afterschool programming. Those that charged fees also provide discounts or fee waivers to make the costs of attending programs manageable.

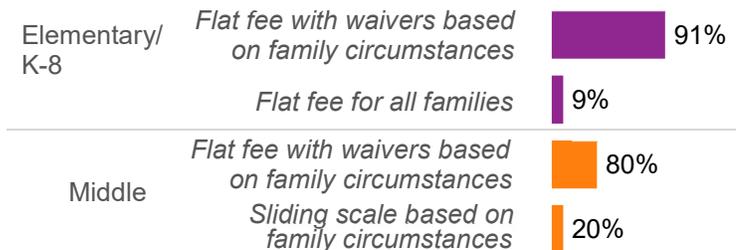
### About one-quarter of programs charged fees.

Middle school programs were more likely than elementary school programs to charge fees. Of programs who charged fees, most charged a flat fee and provided waivers to families based on their ability to pay. All but one program also offered a sibling discount.

#### Percent of Programs Charging Fees



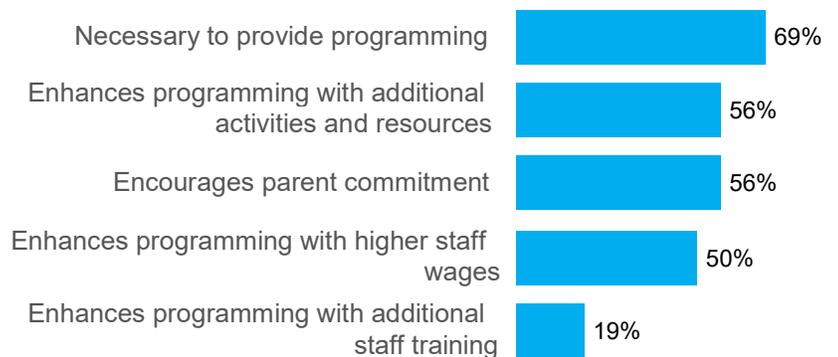
#### Type of Fees Charged (of programs charging fees)



### Programs identified various reasons for charging fees.

Of those who charged fees, close to 70% reported that it was necessary to provide their programming. For example, some programs noted that they used fees to cover overhead costs. OFCY has addressed this by increasing budgets and allowable indirect costs for FY2019-2020. Many programs also used fees to provide additional activities and encourage greater commitment to the program from parents.

#### Reasons for Charging Fees



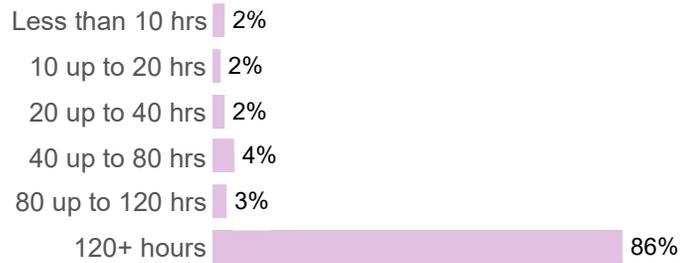
## Participation

School-based Afterschool programs offer programming every day during the school year, 5 days a week, from the end of the school day until at least 6 p.m. Because these programs occur daily throughout the school year, most youth participants receive a high level of service hours.

### Over 85% of youth spent more than 120 hours in their afterschool program.

On average, youth spent over four hundred hours in programs. Elementary students spent more time in programs than middle school students.

#### Hours of Participation per Program



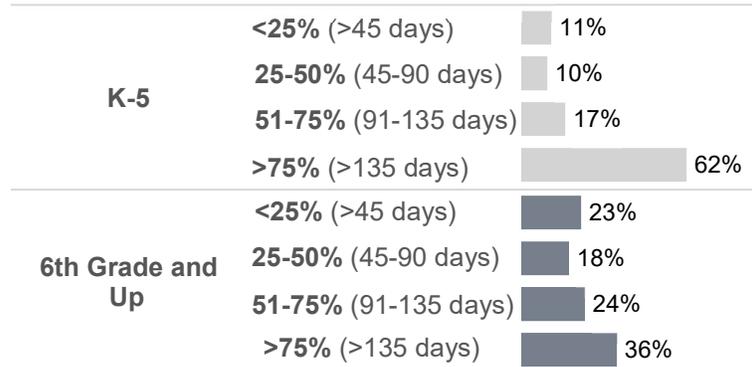
#### Average Hours of Participation by Age



### Elementary students attend more days out of the school year and spend more hours in program than middle school students.

The majority of elementary students attended programs for more than 75% of school days. On average, elementary students attended programs for 126 days and middle school students attended for 100 days.

#### Percent of School Days Attended by Grade



We've been told by many of our youth and families that they like coming to after school, they love coming after school, but they don't necessarily like coming to the school day. **They come to school because they want to go to after school....** There's definitely a connection with after school attendance supporting school day attendance.

—Staff, Bay Area Community Resources

## Program Activities

*School-Based Afterschool* programs offered a variety of activities to keep students engaged in learning. Below we provide a sense for the different types of programs that fall into this strategy.

### Academics

- English and STEM
- Literacy
- Reading and literature days

Youth at **Ujimma Foundation's** afterschool program participate in an integrated culturally-responsive curriculum that incorporates mentoring, rites of passage, academic support to encourage a love for learning and reading.

### Civic Engagement and Leadership

- Cascading and youth leadership
- Educational garden-based activities
- Community service
- College preparation and field trips
- Project based learning

**Citizen Schools**, uses an apprenticeship, 10-week, volunteer-based model that connects students with local volunteers on project-based learning, such as "Build Your Own Computer."

### Health & Recreation

- Health and fitness workshops
- Healthy relationships
- Sports
- Cooking and nutrition classes

Through health workshops and activities, youth in **Girls Inc.** discuss topics such as confidence, healthy relationships, positive self-image, and positive risk-taking.

“**Everything is about youth development principles and finding children's islands of competency** and exposing them to things that they would not otherwise be exposed to. That's more important to us than to be doing homework or running math facts with the children all day. I would rather take them outside [to] count the butterflies than be sitting [in a classroom] counting butterflies on the page.

– Staff, Higher Ground

“We're looking **at enrichment of the whole child**...physical activity, belonging, having a safe environment for students. We work primarily in underserved communities and those pieces are important to us, not just kids getting their homework done.

– Staff, Bay Area Community Resources

“We can bring **mental health services** on site if we need it, we can do a lot of **referrals**, we have a family resource center. There are also other ways we can **support our families**. I would say is a best practice from EBACY.

– Staff, East Bay Asia Youth Center

## Outcomes

All youth participants had the opportunity to assess their progress toward youth development outcomes that research demonstrates contribute to improved health, academic success, and positive life outcomes in adulthood. On the spring 2019 survey, 2,468 children in grades 3 and above (30% of all children in OFCY afterschool programs) identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 70% of children agreed with statements related to youth development outcomes,** indicating that *School-Based Afterschool* programs successfully supported youth in these areas.

“

(From) the experiences they get in afterschool, they realize, "I didn't die from embarrassment. I can try something and not be so fearful of being embarrassed because I've already **conquered that emotion because in afterschool program, they made me try it.**"

—Staff, Higher Ground

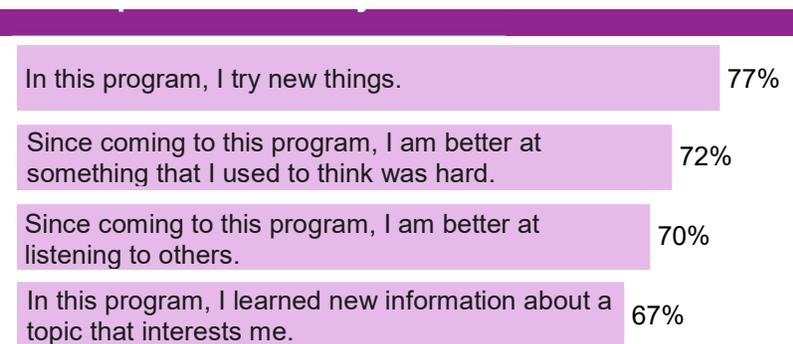
“

**We teach kids life skills.** You can be angry, but throwing someone across the room is maybe not the best choice. But, if you can tell the teacher - I'm really upset and I need to leave here- we respect that. That's a skill that, that children need to learn.

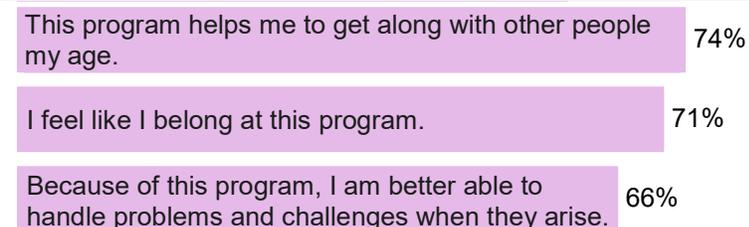
— Staff, EBAYC

### Achievement of Youth Development Outcomes

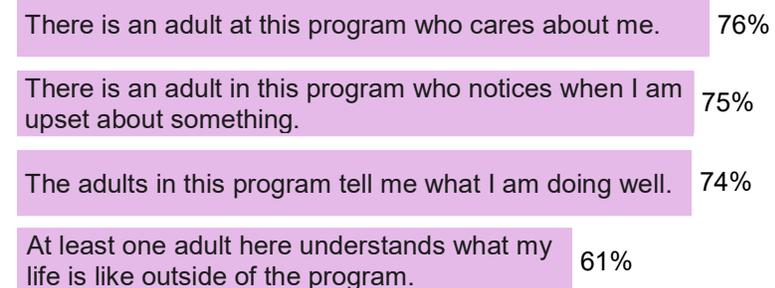
(frequency that youth agreed with questions tied to each outcome)



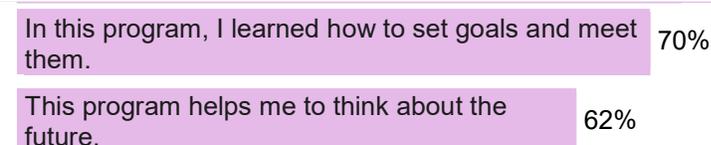
### Increased Confidence & Self-Esteem



### Greater Connections to Adults



### Improved Decision-Making and Goal setting



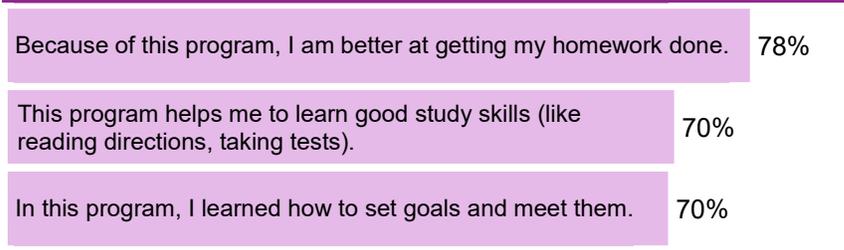
Youth also had the opportunity to assess their progress toward outcomes that school-based afterschool programs are trying to achieve, including academic behaviors, college and career readiness, increased school engagement, and overall wellness.

“  
**We personalize (learning).** It helps the students with their **confidence** level because they don't necessarily feel like they have to keep up with everybody else, because they get to work on what they know. And there could be another student struggling in an area that they've mastered, so they're like, "Oh I can help them with that."  
 – Staff, YMCA of the East Bay

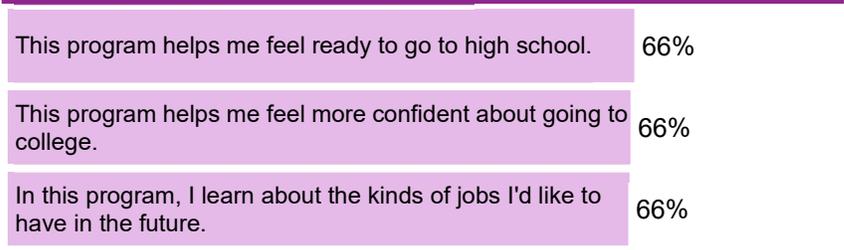
“  
 If you're in martial arts, you're not just going to learn how to kick and how to punch and how to simply defend yourself, but **you're going to learn martial arts as a philosophy...as a way of life, so that you understand that any type of challenge that comes your way, you don't necessarily have to strike at it.**  
 —Staff, Ujimaa Foundation

**Achievement of Academic Outcomes**  
*(frequency that youth agreed with questions tied to each outcome)*

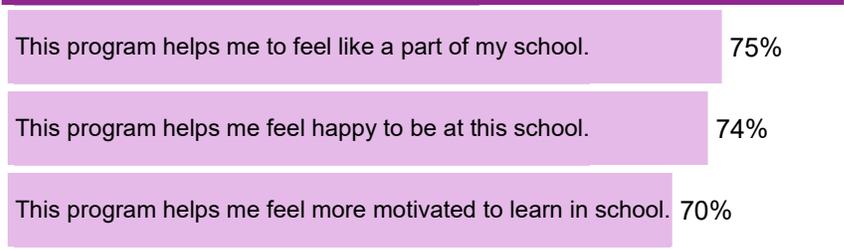
**Academic Behaviors**



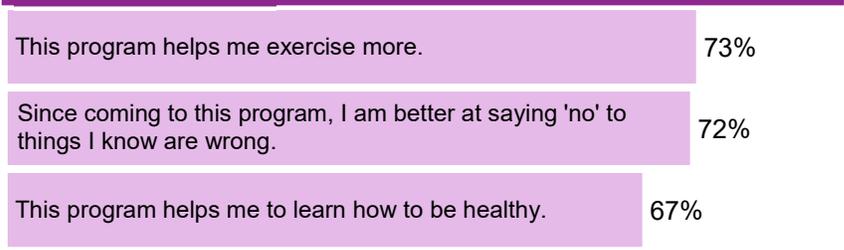
**College and Career Readiness**



**Increased School Engagement**



**Greater Wellness**

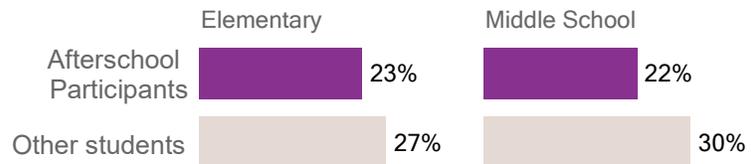


To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including scores on the Scholastic Reading Inventory assessment in fall 2018 and spring 2019 and school-day attendance rates. We observed statistically significant differences in these outcomes between afterschool participants and their peers at school.

### Other Academic Outcomes

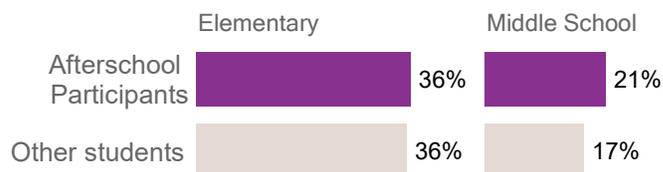
**Afterschool participants were less likely to be chronically absent than their peers.**

#### Percent of Chronically Absent Students



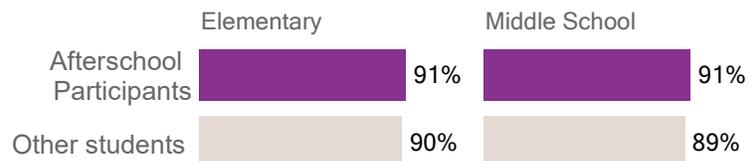
**Compared to their peers, middle school participants were more likely to increase their literacy level over the school year.**

#### Percent of Students Increasing at Least One Level on Literacy Assessment



**Afterschool participants had slightly higher school-day attendance rates as their peers.**

#### Difference in School-Day Attendance Rates



“

We try to...help the attendance process that OUSD goes through in terms of just the retention and **trying to make sure that the kids go to school**, so we try to provide a robust program, which is why we have so many outside providers there on campus during the week, and **we try to make sure that the kids want to be around us, so, if nothing else, that will help them make it to school because they know that they're going to see one of their favorite adults later on that day.**

—Staff, Higher Ground

## School-Based After School Programs

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### Elementary Programs

- Achieve Academy-East Bay Agency for Children
- Acorn Woodland Elementary School-Girls Incorporated of Alameda County
- Allendale-Girls Incorporated of Alameda County
- Bella Vista Elementary-East Bay Asian Youth Center
- Bridges Academy-Bay Area Community Resources
- Brookfield Elementary-Bay Area Community Resources
- Burckhalter Elementary-Ujimaa Foundation
- Carl B. Munck Elementary-Ujimaa Foundation
- Cleveland Elementary-East Bay Asian Youth Center
- Communities United Elementary School (CUES)-Safe Passages
- East Oakland Pride-Girls Incorporated of Alameda County
- Emerson Elementary-Bay Area Community Resources
- EnCompass-Oakland Leaf Foundation
- Esperanza Elementary-Bay Area Community Resources
- Franklin Elementary-East Bay Asian Youth Center
- Fred T. Korematsu Discovery Academy-Bay Area Community Resources
- Fruitvale Elementary School-Bay Area Community Resources
- Futures Elementary-Bay Area Community Resources
- Garfield Elementary-East Bay Asian Youth Center
- Global Family-Bay Area Community Resources
- Grass Valley Elementary-Bay Area Community Resources
- Greenleaf Elementary-Bay Area Community Resources
- Hoover Elementary-Bay Area Community Resources
- Horace Mann-Girls Incorporated of Alameda County
- Howard Elementary-Bay Area Community Resources
- International Community School-Oakland Leaf Foundation
- Lafayette Elementary-Bay Area Community Resources
- Laurel Community Partnership Academy-Safe Passages
- Learning Without Limits-Oakland Leaf Foundation
- Lincoln Elementary School-East Bay Asian Youth Center
- Madison Park Academy -(Elementary)-Higher Ground Neighborhood Development Corp
- Manzanita Elementary-East Bay Asian Youth Center
- Manzanita SEED-East Bay Asian Youth Center

- Markham Elementary-Bay Area Community Resources
- New Highland Elementary School-Higher Ground Neighborhood Development Corp
- Piedmont Avenue Elementary-YMCA of the East Bay
- Preparatory Literary Academy Of Cultural Excellence-Bay Area Community Resources
- Reach Academy-Girls Incorporated of Alameda County
- Rise Community-East Bay Agency for Children
- Think College Now-Oakland Leaf Foundation

### K-8 Programs

- ASCEND-Oakland Leaf Foundation
- La Escuelita Elementary-Girls Incorporated of Alameda County
- Lighthouse Community Charter School-Lighthouse Community Charter School
- Parker Elementary School-Higher Ground Neighborhood Development Corp
- Sankofa Academy-Bay Area Community Resources

### Middle School Programs

- Alliance Academy-Bay Area Community Resources
- Bret Harte Middle-Oakland Leaf Foundation
- Coliseum College Prep Academy (CCPA)-Safe Passages
- Edna Brewer Middle School-East Bay Asian Youth Center
- Elmhurst Community Prep-Bay Area Community Resources
- Frick Middle School-East Bay Asian Youth Center
- Life Academy Middle School-Alternatives in Action
- Madison Park Academy (Middle)-Bay Area Community Resources
- Roosevelt Middle-East Bay Asian Youth Center
- Roots International Academy-Citizen Schools, Inc.
- United For Success Academy-Safe Passages
- Urban Promise Academy Middle School-East Bay Asian Youth Center
- West Oakland Middle-YMCA of the East Bay
- Westlake Middle School-East Bay Asian Youth Center

## Summer Youth Development and Empowerment: FY18-19

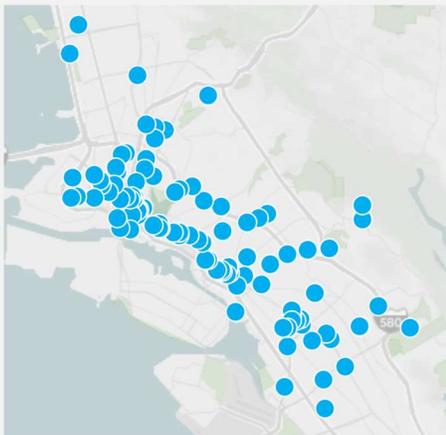


“ Prescott Circus has helped me become a leader because it helps me learn more about responsibility. It made me more prepared [and] organized. It's just **helped me mostly with responsibility in becoming a leader.**

-Participant, Prescott Circus Theatre

Programs funded under OFCY's *Summer Youth Development and Empowerment* strategy aim to help youth stay academically engaged over the summer while developing leadership skills, contributing to their community, and having fun. Youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Five of these programs operated community-based summer camps and seven provided enrichment for students enrolled at OUSD summer school programs (OUSD Summer Hubs). In the summer of 2018, Social Policy Research Associates visited two programs (Edventuremore's Camp Edmo and Prescott Circus Theatre's Summer Program) to learn more about this strategy.

### Programs at a Glance



\$1,075,218 invested

2,450 youth served

12 programs

39 sites

Photo courtesy of Edventuremore! Camp Edmo

## Participants

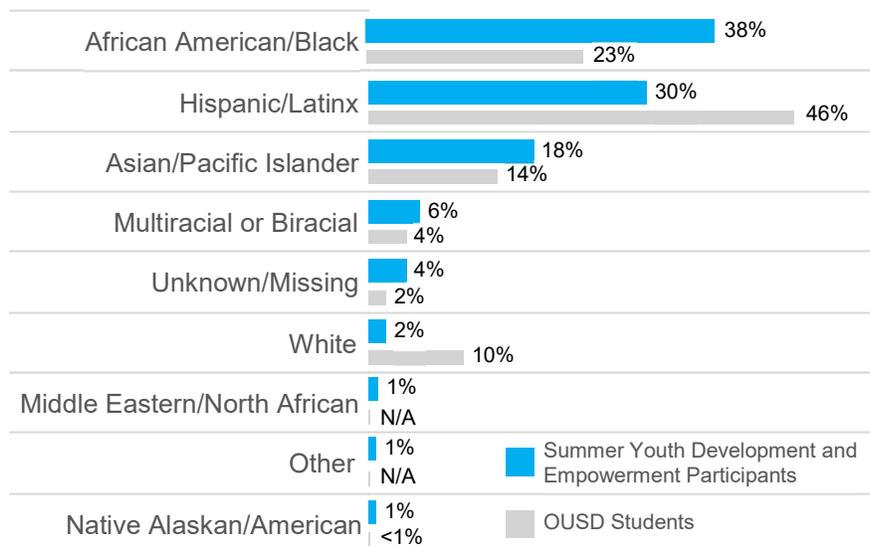
During FY2018-2019, 2,450 children and youth participated in Summer *Youth Development and Empowerment* programs. These programs share a commitment to **keeping youth with limited access to enriching summer experiences engaged in learning** over the summer. Seven of the programs provided enrichment activities to students who were attending OUSD summer learning hubs at the recommendation of their school. The remaining programs tailored their services to specific groups, including foster youth, girls, and youth from under-resourced neighborhoods.

“My favorite part about coming here is: One is it makes me **feel special**. Everyone claps for you like "Yay, good job". Two is **the friends you make** after, so it's not just like we meet here and then we're done. Most of us have phones so we're like, "your number, Snapchat, or Instagram"

-Youth, Prescott Children's Circus

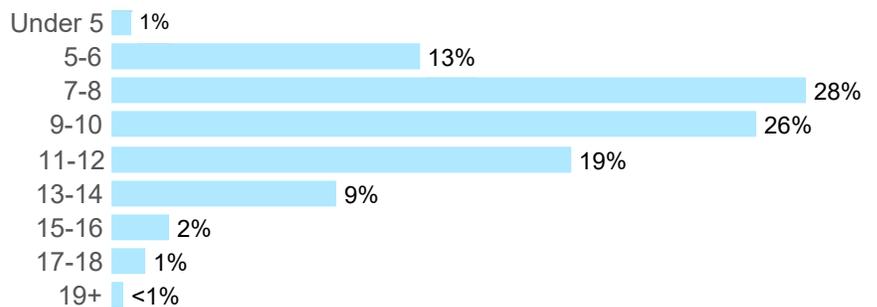
**Close to 70% of participants identified as Latinx or African American, indicating that the strategy is serving OFCY's priority populations.** Compared to OUSD, these programs served a larger proportion of African American youth.

**Race/Ethnicity of OFCY Youth Participants and OUSD Students**



**Over half of Summer program participants were between the ages of seven and ten.** Only 12% of participants were over 12 years old.

**Age of Participants**



## Participation

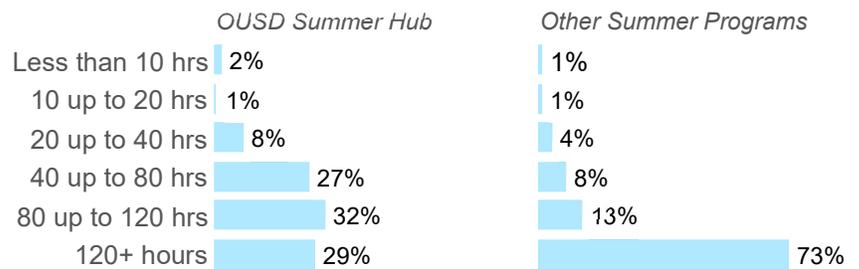
Operating during the summer months, *Summer Youth Development and Empowerment* programs were able to provide intensive services to participants. In fact, the average participant spent over 100 hours in their program over a four- to eight-week period. The level of participation was higher for summer programs that did not operate as OUSD summer hubs because some participants at OUSD summer hubs attended academic classes in the morning and attended OFCY programs in the afternoon only.

**About three-quarters of participants at community-based summer programs spent at least 120 hours in their programs.**

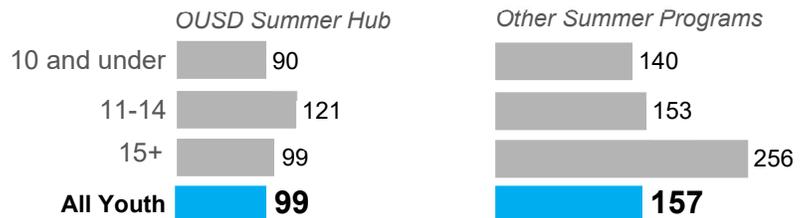
**Older youth spent more hours in programming than younger participants; these older youth often led their peers as mentors and camp counselors.**

For example, at *East Oakland Youth Development Center's Summer Cultural Enrichment Program*, youth leaders aged 13-20 planned and executed educational and enrichment classes to participants ages 5-12.

### Hours of Participation by Program Type



### Average Hours of Participation by Age and Program Type



“

[We] have **positive activities** to engage in. [Otherwise], they might sit at home and watch TV and play games and get into trouble. At Camp EDMO, we have different types of enrichment activities they engage in and we teach **conflict resolution skills** and things like that.

-Staff, Edventuremore! Camp Edmo



Photo Courtesy of Prescott Circus Theatre Summer Program

## Program Activities

*Summer Youth Development and Empowerment* programs provide academics, leadership development, arts and enrichment, recreation, and supportive services to children and youth. All programs promote positive youth development with a focus on summer learning, but with an understanding that **programs need to be tailored to the diverse interests and identities of Oakland youth**. As a result, the activities and approaches used to engage young people vary. Below are examples of the different types of programs that fall into this strategy.

### Leadership and Civic Engagement

- service learning projects
- career readiness/internships
- youth-led enrichment classes
- community service
- activism and public speaking
- conflict resolution and restorative justice
- community farming

Youth leaders at **East Oakland Youth Development Center's Summer Cultural Enrichment Program (SCEP)** lead planning for their summer program and provide mentorship and instruction to young students. **Oakland Leaf Peace Camp** offers a project-based camp rooted in social justice, which aims to empower youth and promote community activism and cultural literacy.

### Academics

- literacy support
- math and STEM
- project-based learning

**Lincoln's Oakland Freedom Schools** uses a culturally responsive model that includes intensive academic literacy and reading instruction to increase self-esteem and advance academic skills.

**Camp Edmo** grounds its program in science, technology and nature, engaging youth in Maker Projects that combine collaborative design challenges with art and individual expression.

### Art, Music, and Culture

- circus training
- theater
- visual arts
- dance
- martial arts
- field trips

**Prescott Circus Theater** participants learn about the circus arts and develop performance skills. Youth often showcase their skills by performing at events throughout the community.

“ [Our program] helps give these children opportunities to develop the tools and skills to channel these experiences... to **communicate in peaceful ways, self-regulate, [and] bring in an element of play** and fun to reframe the experience of being a child.

-Staff, Prescott Circus Theater

“ Students work in groups and lead projects together: Examples include building boats, airplanes, and boardgames. This allows them to **work collaboratively, listen to one another, and contextualize learning**. For example, after they build a rocket model, then they have discussions about gravity. This makes teaching and learning more engaging.

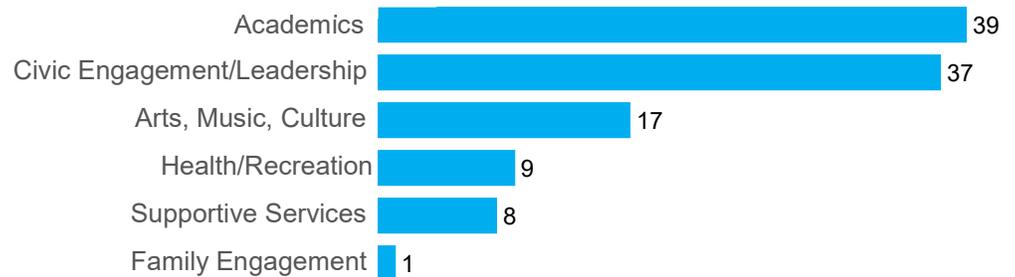
-Staff, Edventuremore! Camp Edmo

The tables below illustrate the amount of time youth spent in the activities offered by *Summer Youth Development and Empowerment* programs.

**On average, youth spent the most time engaged in academic activities.**

This was followed by enrichment activities such as youth leadership and civic engagement, arts, music, and culture.

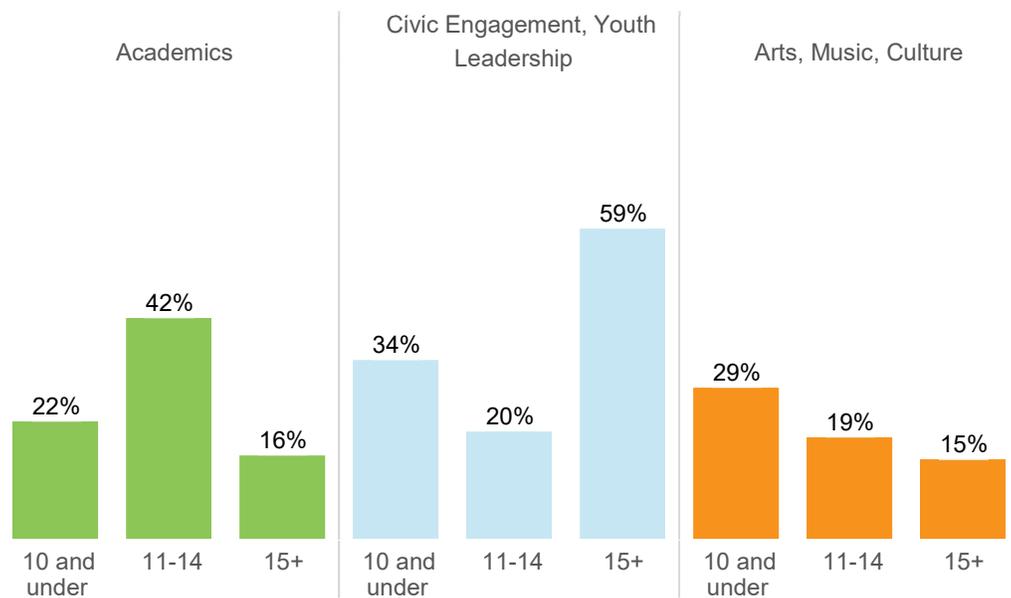
**Average Hours by Type of Activity**



**Programs tailor services to the developmental needs of children at different ages.**

Older youth spent the majority of their time in civic engagement and youth leadership because of their role as mentors and program leaders. Middle school-aged youth spent close to half of their time in academic activities, and younger students spent more time than others in arts, music, and culture.

**Percent of Time Engaged in Most Common Activities by Age Group**



“By the end of the summer, students gained an appreciation for **community, advocacy, the environment, Oakland, art, and culture**. They gained workplace experience through a wide range of externships. They gained self-confidence, the ability to work as a team, and honed skills including public speaking, research, critical thinking, and community outreach.

-Staff, Rose Foundation for Communities and the Environment’ New Voices Are Rising

## Outcomes

All youth participants had the opportunity to provide direct feedback on their program experience and their achievement of key outcomes via a survey. In all, 1,317 youth in Summer programs identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 70% of youth respondents agreed with statements related to youth development outcomes**, indicating that *Summer Youth Development and Empowerment* programs successfully supported youth in these areas.

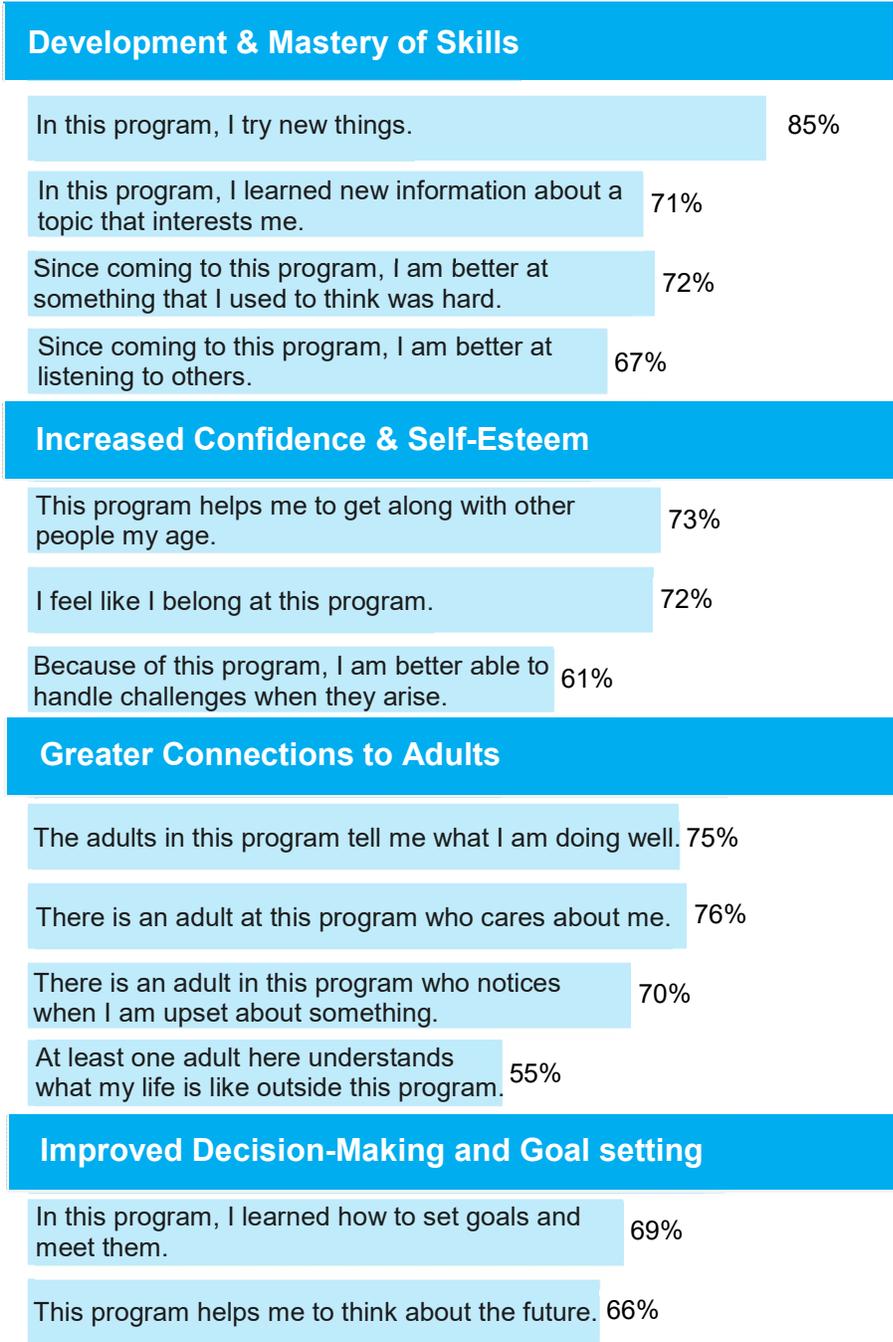
“ There's the level of confidence... that comes with that empowerment sense of **achieving something you did not think you were going to be able to do before**. And that's in reflective work. We give students an opportunity to share that a lot.

-Participant, Prescott Children's Theater

“ I truly believe that in the one summer that I've been here, it has changed my life. I love the **relationships I've built with the staff** and the way that the kids now look up to me and trust me with little bits of their lives.

-Participant, East Oakland Youth Development Center's Summer Cultural Enrichment Program

### Achievement of Youth Development Outcomes (frequency that youth agreed with questions tied to each outcome)



Youth in the *Summer Youth Development and Empowerment* programs also had the opportunity to give feedback regarding their achievement of youth empowerment outcomes related to leadership, agency, and conflict resolution. These results are displayed below.

“ [One program] site focused on homelessness. Youth took an active role in providing the homeless community with tangible supplies. They delivered the packages and books to homeless encampments. This gave scholars an opportunity to not just do a good deed, but also **interact with one of our most vulnerable populations in the city.**

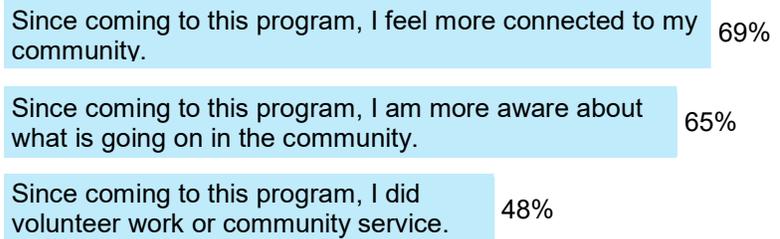
-Staff, Lincoln’s Oakland Freedom Schools

“ The program has taught me mindfulness because when other people get angry, you can calm them down with mindfulness and just tell them, "take a couple deep breaths", and then they're all good, and the person that they got into the conflict with, they can both be friends again.

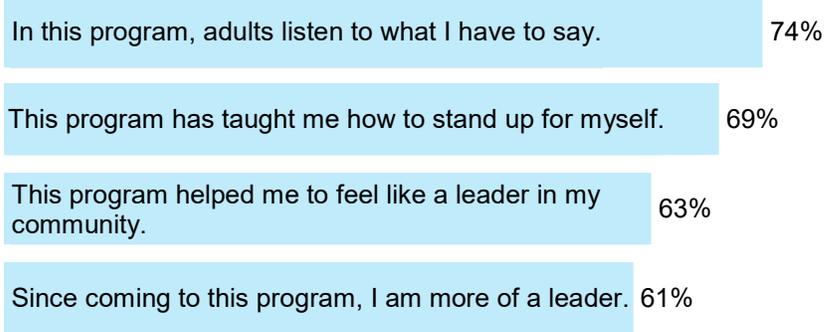
-Youth, Prescott Circus Theatre

**Achievement of Youth Empowerment Outcomes**  
(frequency that youth agreed with questions tied to each outcome)

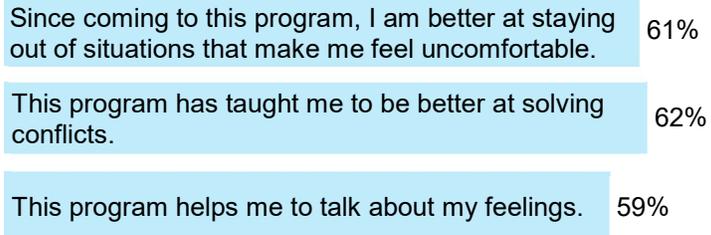
**Increased Knowledge of and Engagement in Community**



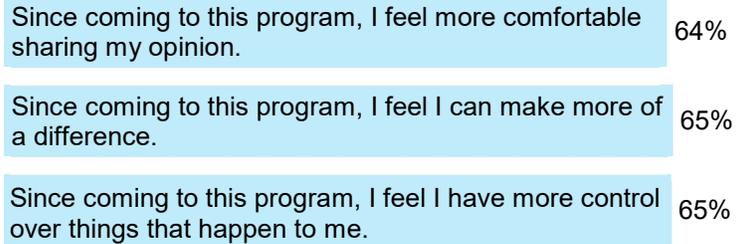
**Increased Leadership Capacity**



**Increased Risk Avoidance and Conflict Resolution**



**Greater Empowerment & Agency**

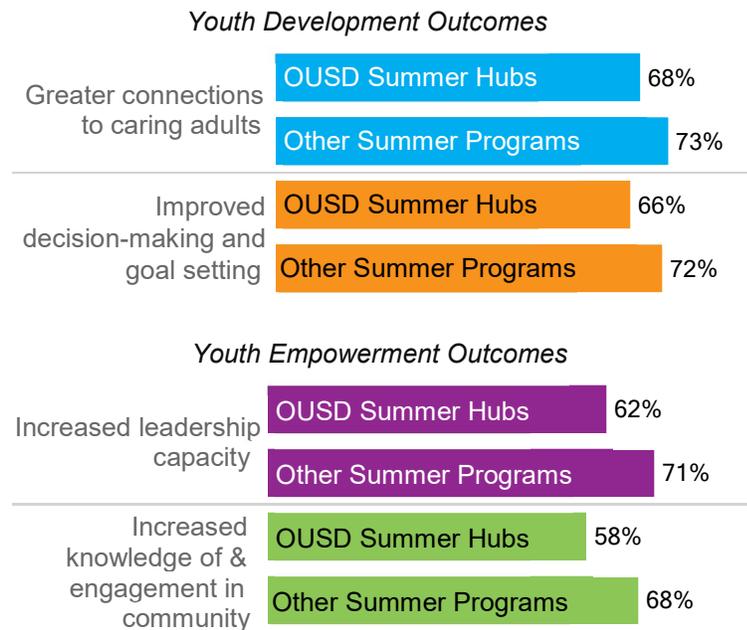


Some groups of youth reported stronger youth development and empowerment outcomes than others. Youth who participated in OUSD Summer Hub programs reported lower outcome scores than those who participated in other OFCY-funded summer programs. Participants at the community-based summer programs may have reported higher outcome scores because they were more likely to attend programs by choice and spent more time engaged in enrichment activities (arts, recreation, etc.). Participants at OUSD Summer Hub programs were required to attend academic intervention over the summer.

**Youth development and empowerment outcome scores were higher among participants of community-based summer programs compared to OUSD summer hubs.**

Students at OUSD summer hubs were required to attend academic intervention with OUSD teachers in the mornings and participated in enrichment from OFCY programs in the afternoon.

**Youth Outcomes by Type of Program**



We provide [trainings] where kids can help and manage their emotions as well as **make smart, safe choices** that they could use not only at camp, but beyond this. And that's one thing that Camp EDMO tries to do is try to give students **skills that impact their character** and their actions when they can take it beyond just summer camp.

-Staff, Edventuremore! Camp Edmo

“

I like the fact that I get to come here every day and **be part of a community**. It also gives me another family, a place that I feel I can be part of, knowing that they will be there for me, and they will help me through situations that I can't help myself through. So being in **Prescott Circus** makes me feel more ... I **guess, loved and cared for**.

-Participant, Prescott Circus Theatre



*Photo Courtesy of East Oakland Youth Development Center's Summer Cultural Enrichment Program*

## Summer Youth Development and Empowerment Programs

- Aim High for High School-Aim High/Oakland
- Destiny Arts Center-Summer with Destiny
- East Bay Asian Youth Center-Camp Thrive
- East Oakland Youth Development Center-Summer Cultural Enrichment Program
- Edventuremore!-Camp Edmo
- Family Support Services of the Bay Area-Kinship Summer Youth Program
- Girls Incorporated of Alameda County-Concordia Summer
- Lincoln-Oakland Freedom Schools
- Oakland Leaf Foundation-Oakland Peace Camp (OPC)
- Prescott Circus Theatre-Prescott Circus Theatre Summer Program
- Rose Foundation for Communities and the Environment-New Voices are Rising
- Social and Environmental Entrepreneurs (SEE), Inc.-Acta Non Verba: Youth Urban Farm Project

## Year-Round Youth Development and Empowerment: FY18-19

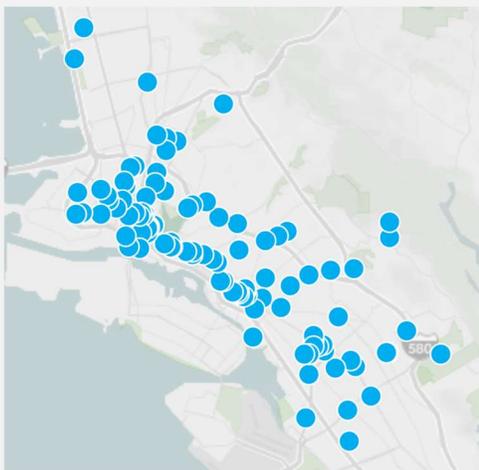


We leverage learning experiences because we don't expect any of our young people to come in, flip a switch and be perfect. We provide a **peer support culture** where our youth can hold each other through those difficult moments.

– Staff, Oakland Kids First’s REAL HARD Youth Leadership Program

The programs funded under OFCY’s Year-Round Youth Development and Empowerment (YDE) strategy are designed to help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, programs allow youth to build relationships with adults and mentors. Many programs specifically support distinct populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth. In the spring of 2019, SPR visited two programs (Fresh Lifelines for Youth’s FLY Leadership Program and East Bay Asian Local Development Corporation’s Lion’s Pride) and interviewed program staff from two additional programs (Safe Passage’s Get Active and Oakland Kids First’s REAL HARD Youth Leadership Program).

### Programs at a Glance



**\$3,646,760** invested

**7,650** unduplicated youth served

**36** programs

**141** sites

*Photo courtesy of the Boys and Girls Club of Oakland’s Educational Programs for the Youth of Oakland*

## Participants

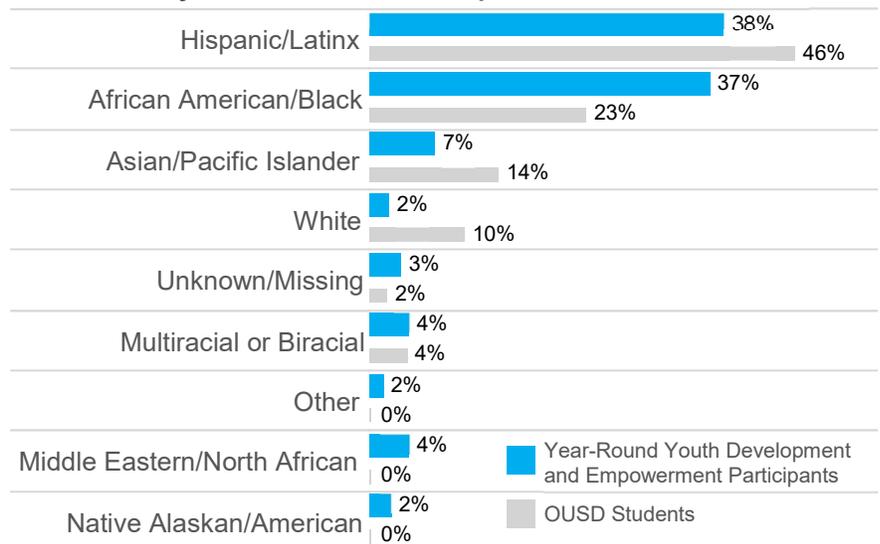
During FY2018-2019, 7,650 unduplicated children and youth participated in *Year-Round Youth Development and Empowerment* programs. Although these programs share a common youth development framework and a commitment to **servicing the communities most in need**, they support different groups of young people. For example, place-based programs, such as East Bay Asian Local Development Corporation’s Lion’s Pride, which offers afterschool enrichment to elementary students from the Lions Crossing public housing development, recruit **youth from their neighborhoods**. Other programs recruit youth interested in specific enrichment areas, such as visual arts, digital media, and music. Finally, population-specific programs offer service and activities tailored to specific groups, such as **boys and men of color, justice-involved youth, LGBTQ+ youth, and transitional-aged foster youth**. Key demographic findings based on participant-level data are displayed below.

“ Our youth deserve a chance to **become more than their past mistakes**... Our curriculum is designed to work with [Oakland youth.] It's all about life experiences and how they bring that into the classroom.

-Fresh Lifelines for Youth, Inc.’s FLY Leadership Program

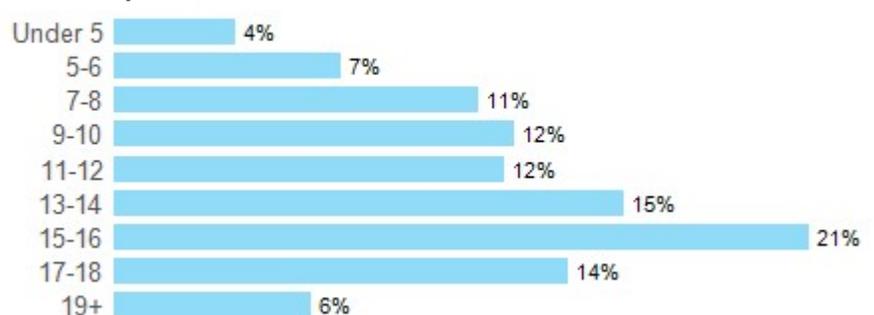
**Reflecting OFCY’s target population, over 70% of participants identified as Hispanic/Latinx or African American/Black.** Compared to OUSD, these programs served a larger proportion of African American youth.

**Race/Ethnicity of OFCY Youth Participants and OUSD Students**



**YDE programs were more likely to serve youth aged 13-18.** Youth in this age range represented over 50% of participants served by this strategy.

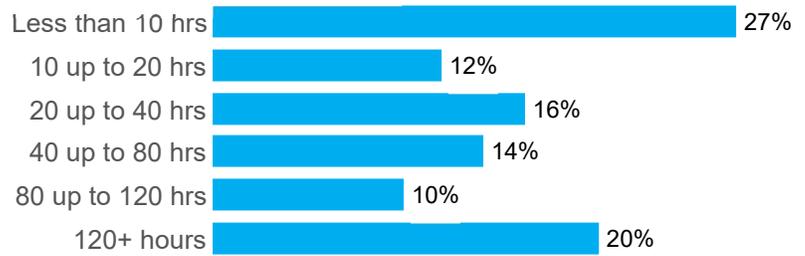
**Age of Participants**



**The amount of time youth spent in programs varied.**

About one-quarter of participants spent under ten hours in their program, while 20% engaged in their program for over 120 hours over the year.

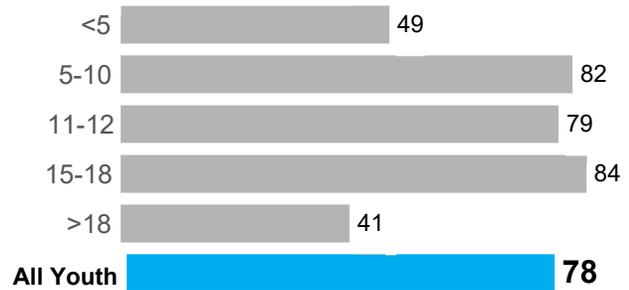
**Hours of Participation per Program**



**School-aged youth spent the most time in programming.**

On average, children and youth spent 78 hours in programming. Notably, children under five and youth over 18, who spent less time in programs, accounted for only 10% of all participants.

**Average Hours of Participation by Age**



## Program Activities

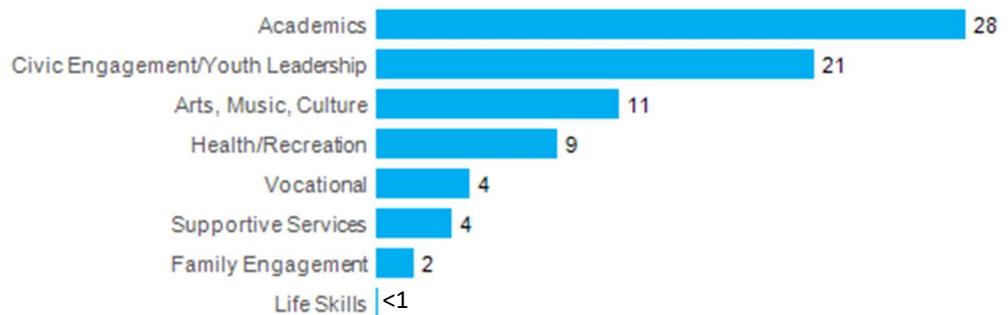
*Year-Round Youth Development and Empowerment* programs promote positive youth development through a focus on relationship building, skill building, social-emotional learning, promotion of positive peer relationships, and leadership development. With an understanding that **programs need to be tailored to the diverse interests and identities of Oakland youth**, the activities and approaches they use to engage young people vary. Below we provide a sense for the different types of programs that fall into this strategy.

<p><b>Arts</b></p> <ul style="list-style-type: none"> <li>• Visual arts</li> <li>• Spoken word</li> <li>• Music</li> <li>• Media Arts</li> <li>• Dance</li> </ul>	<p>Arts programs provided opportunities for youth to <b>build new skills</b>, promote <b>healthy risk taking</b>, provide opportunities for <b>self expression</b>, and build relationships to maintain youth engagement over time. Examples of arts programs include Dimensions Dance Theater’s Rites of Passage, and Music is Extraordinary’s Preparatory Studies in Music.</p>
<p><b>Community-Based Afterschool</b></p> <ul style="list-style-type: none"> <li>• Academic, remediation, and literacy</li> <li>• Leadership workshops</li> <li>• Arts/media education</li> <li>• College/career support</li> <li>• Health and wellness</li> <li>• Conflict resolution</li> <li>• Mentoring</li> </ul>	<p>In addition to providing <b>academic support</b>, community-based afterschool programs sought to promote <b>youth leadership</b> through <b>peer-to-peer mentorship</b>. These programs also focused on developing <b>social and emotional learning</b> through workshops on resiliency, coping skills, stress management, and communication. Examples of community-based after school programs include East Bay Asian Local Development Corporation’s Lion’s Pride and Boys &amp; Girls Clubs of Oakland’s Educational Programs for the Youth of Oakland.</p>
<p><b>Population-Specific Programs</b></p> <ul style="list-style-type: none"> <li>• Exploration and affirmation of identities, such as race and sexual orientation</li> <li>• Support for youth with barriers, such as children of incarcerated parents and teen mothers</li> <li>• Youth advocacy workshops</li> </ul>	<p>Population-specific programs provided structured opportunities for youth to <b>explore their identities, develop a sense of belonging, and learn about each other’s individuality</b>. Examples of a population specific program include the First Place for Youth’s First Steps Community Resource Center, which serves transition age foster youth, and East Bay Spanish Speaking Citizens’ Foundation’s LIBRE, which engages low-income Spanish speaking and bilingual Latinx youth.</p>
<p><b>High School Academic Support</b></p> <ul style="list-style-type: none"> <li>• Leadership opportunities</li> <li>• Academic goal setting</li> <li>• Life skills</li> <li>• Tutoring</li> <li>• College and careers</li> <li>• Peer-led community engagement</li> </ul>	<p>The high school academic support programs provide training in leadership, life skills, and community change strategies. They also placed a strong focus on <b>social emotional learning</b> and <b>problem solving skills</b> to support success in college, career and community. Examples of high school academic program is College Track Oakland and Oakland Kids First REAL HARD Youth Leadership).</p>

The tables below illustrate the amount of time youth spent in the activities delivered by *Youth Development and Empowerment* programs.

**On average, youth spent the most time engaged in academic activities, followed by civic engagement and youth leadership.**

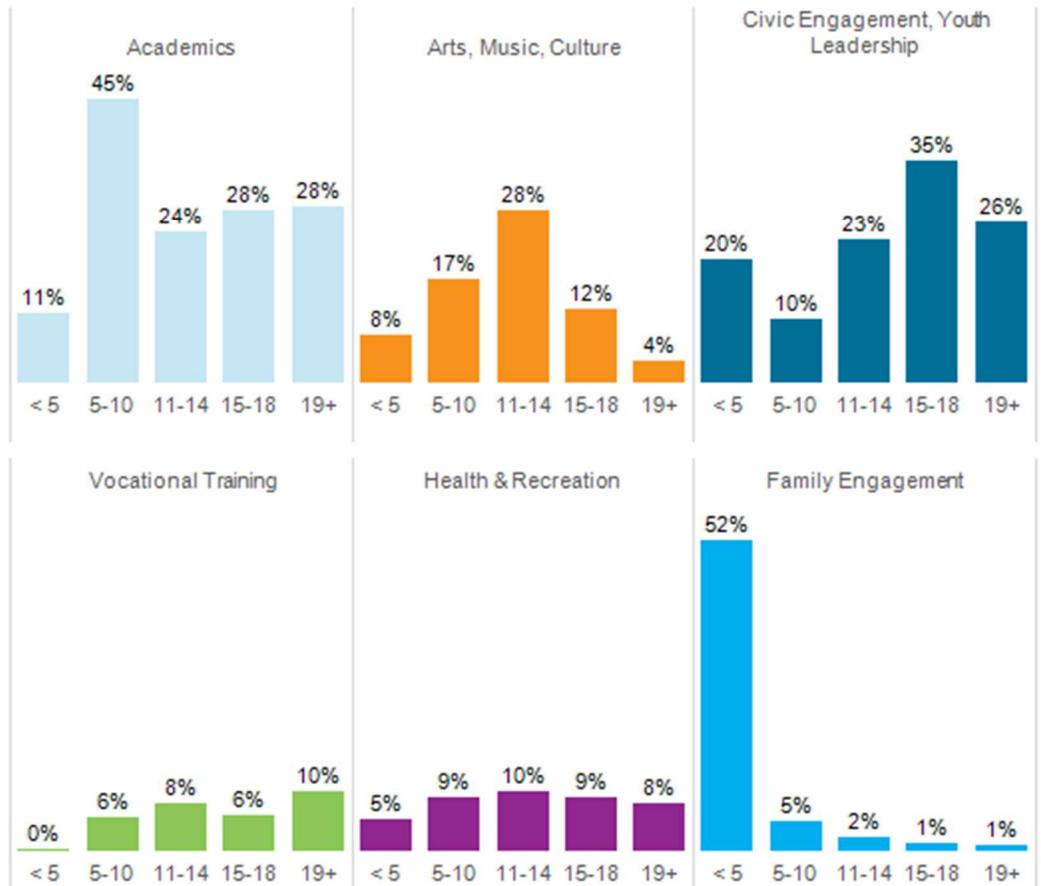
**Average Hours by Type of Activity**



**Programs tailor services to the developmental needs of children and youth at different ages.**

Elementary-aged youth (ages 5-10) spent close to half of their time engaged in academics. Older youth spent progressively more time engaged in leadership activities as they moved to middle school and high school. Children under five spent over half of their time in family engagement activities.

**Percent of Time Engaged in Top Service Categories by Age Group**



## Outcomes

All youth participants had the opportunity to assess their achievement of youth development outcomes that research demonstrates contribute to improved health, academic success, and positive life outcomes in adulthood. On the spring 2019 survey, 1,583 youth (21% of all served) identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 82% of youth agreed with statements related to youth development outcomes**, indicating that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.

“

[Our program] gives youth small and then larger **opportunities to lead their peers**. We see improvements [over time], like not being as shy. I have a student who didn't say a word for months... Now she has fire in her eyes, and she is yelling out, saying things. She's not shy anymore.

-Staff, East Bay Asian Local Development Corporation's Lion's Pride

“

You can trust Fly... **You can trust your case manager**. They gonna be there for you by your side. And people really need that, somebody to really be there every step of the way.

-Participant, Fresh Lifelines for Youth's FLY Leadership Program

### Achievement of Youth Development Outcomes

(percent of youth agreed with questions tied to each outcome)

#### Development & Mastery of Skills

In this program, I try new things.	91%
In this program, I learned new information about a topic that interests me.	86%
Since coming to this program, I am better at something that I used to think was hard.	83%
Since coming to this program, I am better at listening to others.	78%

#### Increased Confidence & Self-Esteem

This program helps me to get along with other people my age.	85%
I feel like I belong at this program.	85%
Because of this program, I am better able to handle problems and challenges when they arise.	76%

#### Greater Connections to Adults

The adults in this program tell me what I am doing well.	87%
There is an adult at this program who cares about me.	85%
There is an adult in this program who notices when I am upset about something.	78%

#### Improved Decision-Making and Goal setting

In this program, I learned how to set goals and meet them.	82%
This program helps me to think about the future.	82%

Youth also had the opportunity to assess their achievement of youth empowerment outcomes related to leadership, agency, and conflict resolution. Youth reported strong progress toward these outcomes as well.

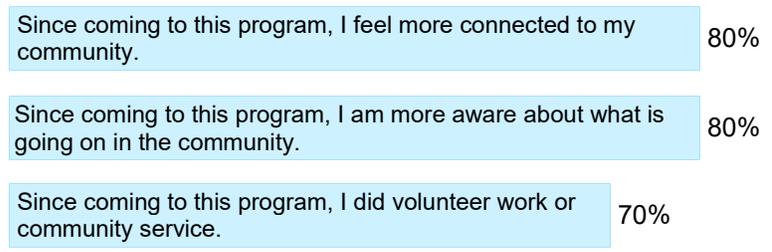
“ [We're] framed as a youth development program, and it certainly is, but it's also organizing. It's a **living civics education** of how systems work and how you **build solidarity to tackle complex issues**.  
-Staff, Oakland Kids First's Real Hard Youth Leadership Program

“ [When a participant was recently stopped by police who thought he was someone else], he wasn't able to control what was happening around him or his environment, but **he was able to decide how he was going to respond and react**.  
-Staff, Fresh Lifelines for Youth's FLY Leadership Program

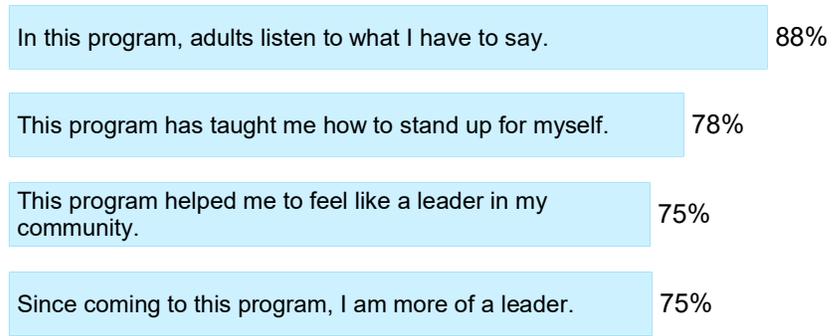
“ [Our youth] say, "I tried what you said again with the officer, and it worked. He actually let me go." That's where [we see] increasing youth confidence and self-esteem, because they walk away like, "Okay, I do have some rights. **I am in power. I'm not going to be a victim to my circumstances.**"  
-Staff, Fresh Lifelines for Youth's FLY Leadership Program

**Achievement of Youth Empowerment Outcomes**  
*(percent of youth agreed with questions tied to each outcome)*

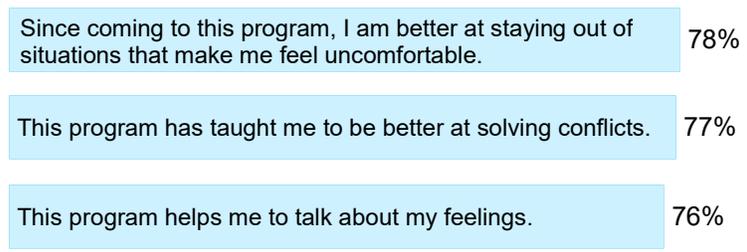
**Increased Knowledge of & Engagement in Community**



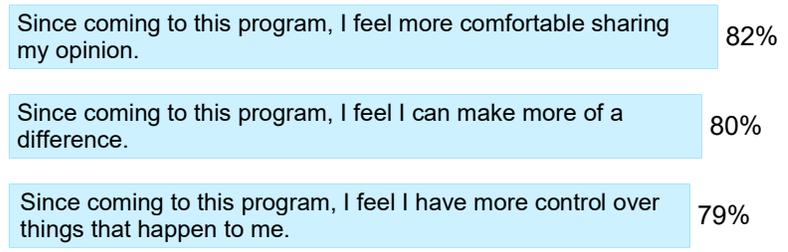
**Increased Leadership Capacity**



**Increased Risk Avoidance & Conflict Resolution**



**Greater Empowerment & Agency**



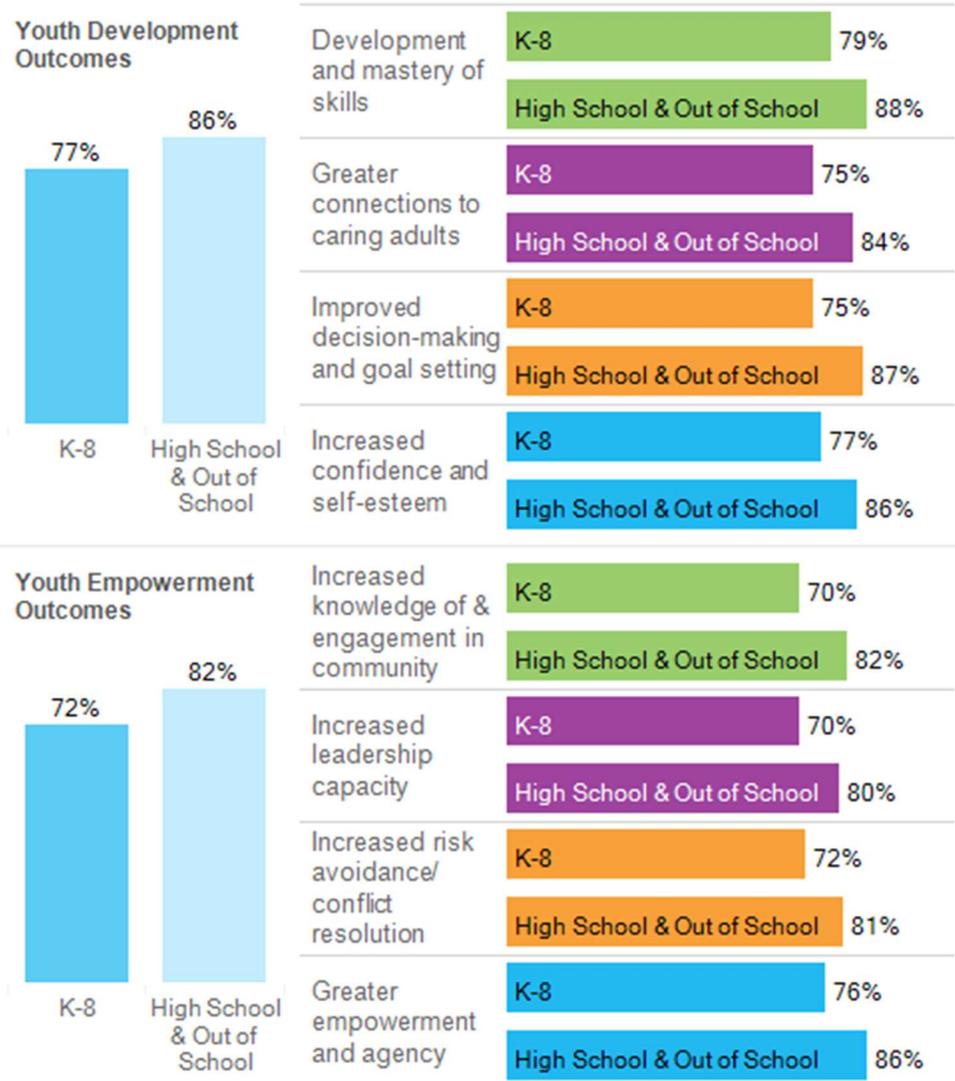
Some groups of youth reported more progress toward youth development and empowerment outcomes than others. An analysis of outcome scores by race revealed some differences by ethnicity. Specifically, Asian/Pacific Islander youth were more likely, and Latinx youth were less likely, to report progress toward youth development and empowerment outcomes. However, this finding was not consistent when we looked at differences in scores *within* programs, suggesting that some of the difference may stem from the types of programs these youth tend to participate in because some programs are racially specific and others are more diverse in their enrollment.

We also observed that differences in how strongly youth agreed with statements tied to the youth development outcomes varied across age groups, as shown below. The data indicates that youth receive more leadership opportunities as they move toward high school.

**Average outcome scores increased between elementary, middle, and high school.**

This trend reflects how youth development and empowerment occurs on a continuum as youth mature. For example, some programs use a cascading mentorship mode, where youth who have gained leadership and other skills can teach and mentor younger or newer youth.

**Outcomes by Grade**  
(percent of youth agreed with questions tied to each outcome)





“ This [volunteer from the program] just came...and we didn't know him and he's interested in our lives and we can relate to him. Like dang, **there are really people out there that actually care.** So, I'm not going to carry this weight on shoulders that nobody cares about me, because people do.

-Participant, Fresh Lifelines for Youth's FLY Program

Photo Courtesy of Fresh Lifelines for Youth's FLY Program

## Year-Round Youth Development and Empowerment Programs

Alameda Family Services - *DreamCatcher Youth Services* ♦ Alternatives in Action – *Youth Development Leadership Communities* ♦ American Indian Child Resource Center - *Culture Keepers* ♦ Asian Pacific Environmental Network (APEN) - *AYPAL: Building API Community Power* ♦ Attitudinal Healing Connection, Inc. - *West Oakland Legacy & Leadership Project* ♦ Bay Area Girls' Rock Camp - *Girls Rock After School Program* and *Girls Rock Summer Camp* ♦ Bay Area Outreach & Recreation Program - *Sports & Recreation for Youth with Disabilities* ♦ Boys & Girls Clubs of Oakland - *Educational Programs for the Youth of Oakland* ♦ Brothers on the Rise - *Brothers, UNITE!* ♦ Center for Media Change, Inc. - *Hack the Hood Bootcamp* ♦ Chapter 510 INK - *Dept. of Make Believe* ♦ College Track - *College Track Oakland* ♦ Communities United for Restorative Youth Justice - *Homies 4 Justice* ♦ Community Works West Inc - *Project WHAT* ♦ Dimensions Dance Theater, Inc. - *Rites of Passage* ♦ East Bay Asian Local Development Corporation - *Lion's Pride* ♦ East Bay Spanish Speaking Citizens' Foundation – *LIBRE* ♦ East Oakland Boxing Association - *SmartMoves Education and Enrichment Program* ♦ East Oakland Youth Development Center - *After School Leadership Academy* ♦ First Place for Youth - *First Steps Community Resource Center* ♦ Fresh Lifelines for Youth, Inc - *FLY Leadership Program* ♦ Health Initiatives for Youth (HIFY) - *Youth Development and Empowerment* ♦ La Clinica de La Raza, Inc - *Youth Brigade* ♦ Music is Extraordinary, Inc. - *Preparatory Studies in Music* ♦ Native American Health Center, Inc. - *Community Wellness Department Youth Services* ♦ Oakland Kids First - *REAL HARD Youth Leadership* ♦ Oakland Leaf Foundation - *Love Cultivating Schoolyards* ♦ Oakland Parks and Recreation - *Oakland Discovery Centers* ♦ Oakland Public Education Fund - *Media Enterprise Alliance* ♦ Project Re-Connect Inc. - *Family Connections/Leaders Connect* ♦ Refugee Transitions - *Newcomer Community Engagement Program* ♦ Safe Passages - *Get Active* ♦ Teen Success, INC – *Support Teen Mothers Program* ♦ Youth Alive - *Teens on Target Youth Leadership* ♦ Youth Speaks, Inc. - *Arts in Education* ♦ Youth UpRising - *Queer & Allies Initiative*

## Career Awareness and Academic Support: FY18-19

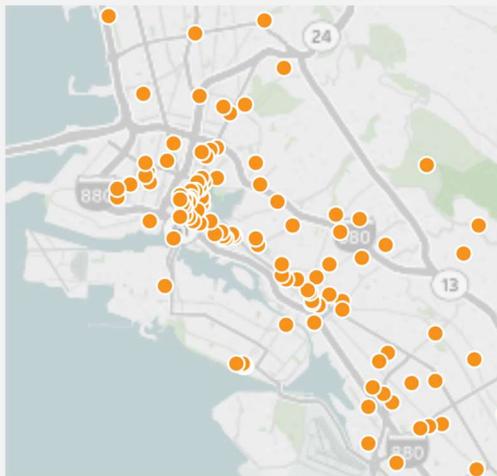


“The [program] experience can be **transformative for students** in thinking about what health careers they aspire to. Upon admission into the program, students have strong ideas about their future career aspirations; however, experiences in clinical rotations place students in **real-life scenarios that affect their long-term goals.**

—Staff, Alameda Health System’s Oakland Health Careers Collaborative HEAL

Programs funded under OFCY’s *Career Awareness and Academic Support for Older Youth* strategy are designed to help youth explore career opportunities in in-demand industries and prepare for college and career success. Participants attend job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. To learn more about this strategy, Social Policy Research Associates interviewed one program in the spring of 2019 (Youth Radio’s Digital Communications Pathway). We also drew on interviews from FY2017-2018 and grantee reports.

### Programs at a Glance



**\$2,019,349** invested  
**2,022** unduplicated youth served  
**13** programs  
**191** sites

Photo courtesy of Civicorps’ Academic and Professional Pathway

## Participants

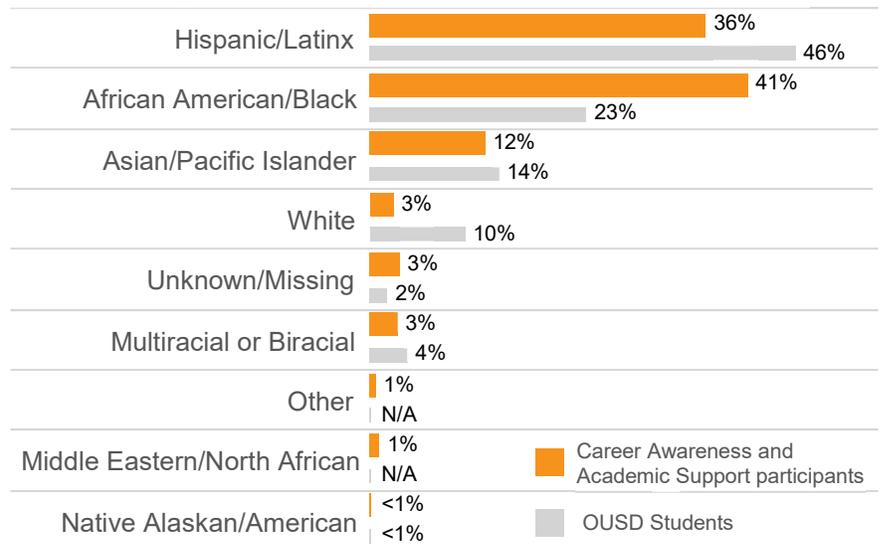
During FY2018-2019, over 2,000 unduplicated youth participated in *Career Awareness and Academic Support for Older Youth* programs. The programs in the CAAS portfolio provide activities and support tailored to a range of participants, including opportunity youth, youth with special needs, students interested in high-demand career pathways, and first-generation college students.

“**We're extremely diverse....** We have young people... [from] completely different socioeconomic statuses... It's pretty even in terms of young men and young women and [we are] even now taking record of the trans young people that we serve.  
—Staff, Youth Radio-Digital Communication Pathways

**Reflecting OFCY's target population, over 75% of youth identified as Hispanic/Latinx or African American/Black.**

Compared to OUSD, these programs served a much larger proportion of African American youth.

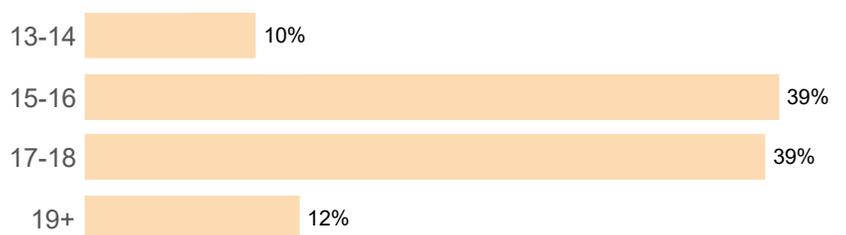
**Race/Ethnicity of OFCY Youth Participants and OUSD Students**



**Career Awareness programs were more likely to serve youth over 15 years old.**

Close to 80% of participants were between the ages of 15 and 18.

**Age of Participants**



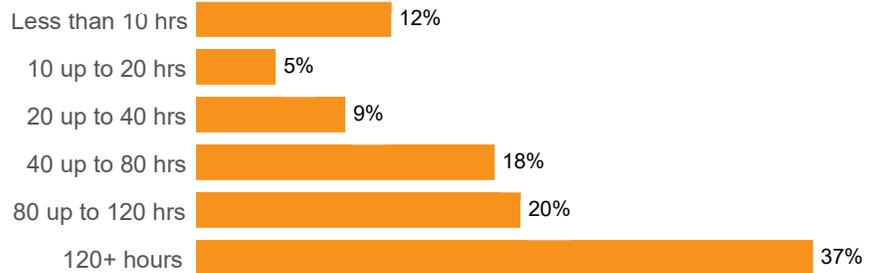
## Participation

Although *Career Awareness and Academic Support* programs share the common goal of connecting youth to college and/or careers, they use different approaches and offer different levels of services to meet the diverse needs, interests, and aptitudes of Oakland’s young people.

### The amount of time participants engaged in programs varied widely.

Over half of participants spent at least 80 hours in their program.

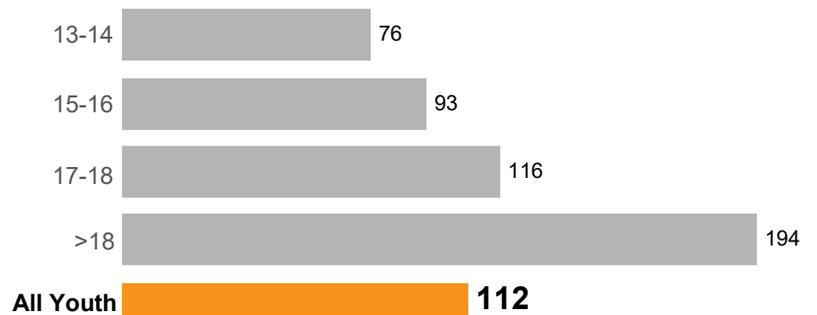
#### Hours of Participation per Program



### Youth over 18 spent the most time in programming.

Many of these older youth were engaged in full-time programs that offered GED or high school courses in combination with paid internships and

#### Average Hours of Participation by Age



“

We really **emphasize youth voice**, so many times our strategies come from the youth. They're the foundation and we build from there. That's what makes us unique.

– Staff, Youth Radio’s Digital Communications Pathways



Photo courtesy of Alameda Health System’s Oakland Health Careers Collaborative

## Program Activities

Career Awareness and Academic Support programs offered a variety of activities to keep children and youth engaged in learning.

### Vocational

- Internships and work-based learning
- Career exploration and work site visits
- Guest speakers and career fairs
- Job search skills and soft skills training

**Exploring College and Career Options (ECCO)** provides a linked college and career curriculum facilitated by a certificated Career Technical Education teacher throughout OUSD career academies and pathways. Students apply their learning in summer internships, hosted by a local industry professionals. **Marriott Foundation for People with Disabilities' Bridges from School to Work** provides unsubsidized job placement and support.

### Supportive Services

- Case management and connection to resources
- Counseling and mental health care

**Civicorps** participants meet counselors about twice every week to help youth identify their assets and their challenges; discuss ways the program can help students meet their basic needs, such as transportation, housing, and food security; and provide support around personal challenges faced by students.

### Academics

- Tutoring and seminars
- Academic counseling and College advising
- High school credit and GED classes

In addition to providing work experience, **Youth Employment's Building Green Futures** participants are enrolled at YEP's support hub that hosts Quest Academy, Adult Education, Next Step, & GED services.

“ We're a certified on the job training program, so they **receive a certificate** through the state of California... They have something attainable that they can take with them..

– Staff, Youth Radio-Digital Communications Pathways

“ Based on feedback from previous years, we hosted a “speed dating” opportunity for high school and college students to interview one another and discuss what they look for in a mentor/mentee. We want students to have access **to a relatable mentor that can support them in their education and career goals.**

- Staff, Alameda Health systems' Oakland Health Careers Collaborative

“ (Our) workshops, from Career Awareness and Exploration to Financial Literacy... directed the youth with the appropriate **knowledge to gain greater confidence** within a sometimes new and frightening environment.

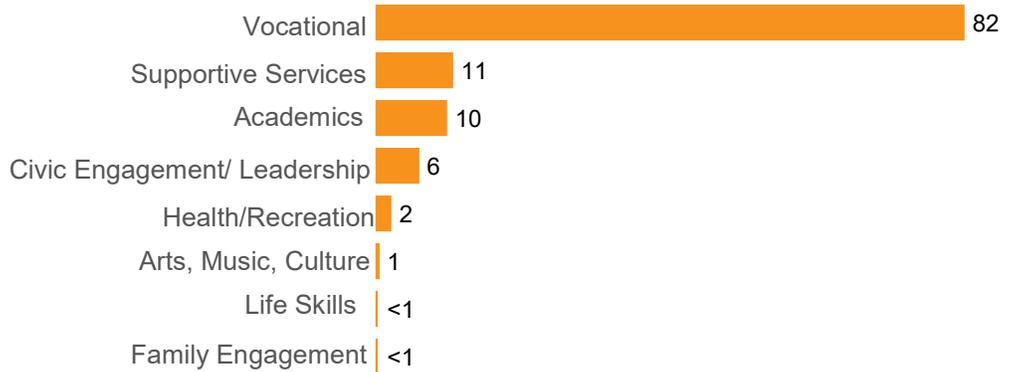
- Staff, Spanish Speaking Unity Council's Oakland Youth Engaged

The tables below illustrate the amount of time youth spent in the diverse activities offered by *Career Awareness and Academic Support* programs.

**On average, youth spent the most time engaged in vocational activities.**

Programs also focused on supportive services, academics, and civic engagement/ leadership.

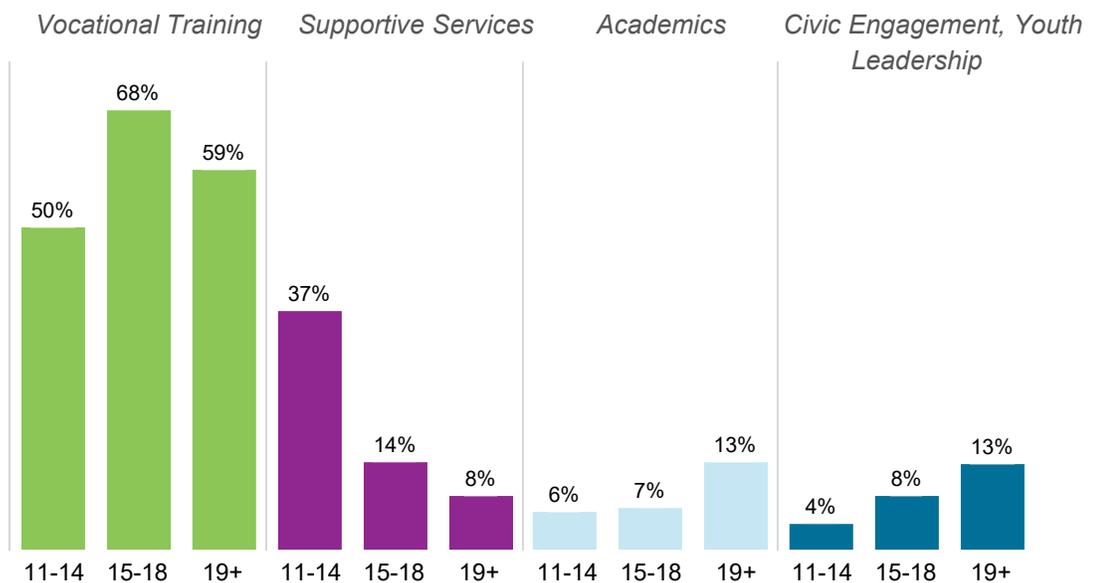
**Average Hours by Type of Activity**



**Youth over 18 spent more time in academic and leadership activities than younger youth did.**

Older youth were more likely to participate in programs designed for opportunity youth, which provide integrated academic support, wraparound services, and employment activities.

**Percent of Time Engaged in Top Service Categories by Age Group**



I particularly like their support. Some days when I don't feel like coming in or something like that, I still come here because **I know I could talk to somebody** or I can just go sit somewhere and I'll get my work done and just be okay.

—Participant, Civicorps' Academic and Professional Pathway

## Outcomes

Youth participants had the opportunity to assess their achievement of key outcomes through a survey administered in spring 2019. On the survey, 495 youth identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 88% of youth agreed with statements related to youth development outcomes**, indicating that *Career Awareness and Academic Support* programs successfully supported youth in these areas.

### Achievement of Youth Development Outcomes

(frequency that youth agreed with questions tied to each outcome)

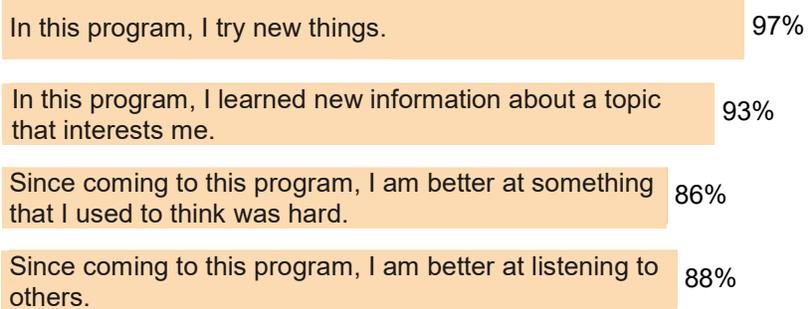
“When I came in here it just felt so unreal at the beginning. Just being able to **explore what's in the hospital** instead of watching movies about it. It just felt better.

- Participant, Alameda Health Systems' Oakland Health Careers Collaborative: HEAL

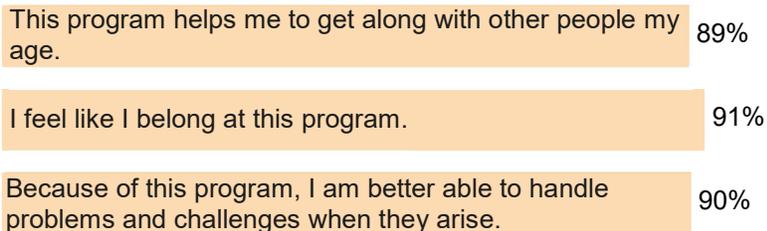
“[In the CHAMPS program], each student attributed their positive development not only [to] their amazing internship supervisors, but the connections made with staff, peers and even our community partners.

—Staff, Alameda Health Systems' Oakland Health Career Collaborative: CHAMPS

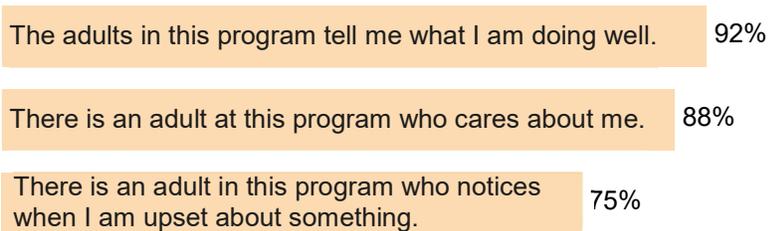
#### Development & Mastery of Skills



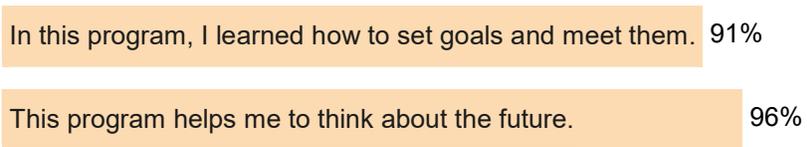
#### Increased Confidence & Self-Esteem



#### Greater Connections to Adults



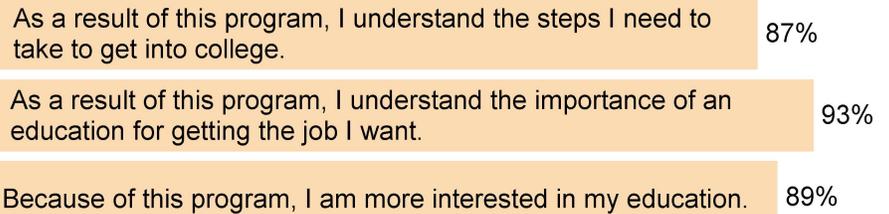
#### Improved Decision-Making and Goal setting



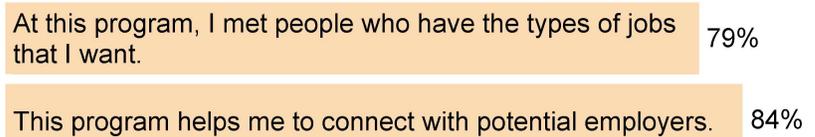
Youth also had the opportunity to assess their achievement of career awareness outcomes related to knowledge about careers, connections to professionals, and work experience. Youth reported strong progress toward these outcomes as well.

**Achievement of Career Awareness Outcomes**  
(frequency that youth agreed with questions tied to each outcome)

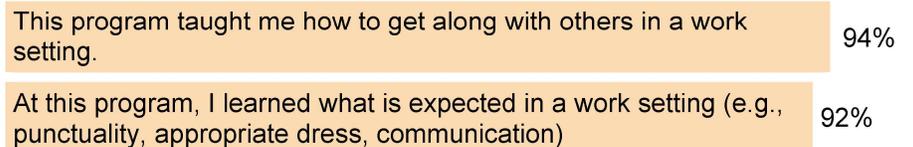
**Increased Awareness of Educational Requirements for Specific Careers**



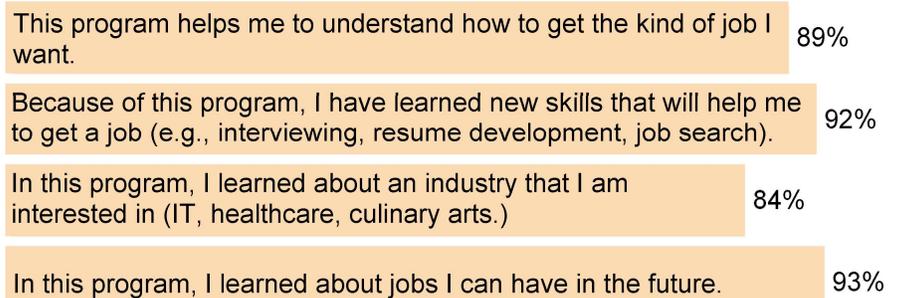
**Increased Connections to Working Professionals**



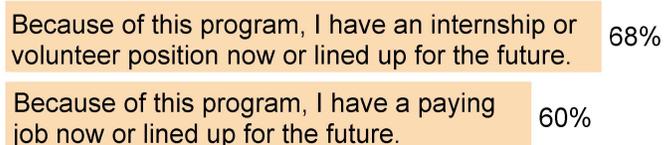
**Increased Professionalism**



**Increased Knowledge of Careers & Career Paths**



**Placement into Internship or Employment**



“ In the HEAL Program I learned how to introduce myself to the various people I worked with in department rotations. Now I feel confident introducing myself in a professional manner, which will help make good first impressions.

--Student, Alameda Health Systems' Oakland Health Careers collaborative: HEAL

“ Before coming to HEAL I thought about being a Biology teacher, now I want to study to become a Respiratory Therapist.

--Student, Alameda Health Systems' Oakland Health

## Internships and Work Experience

Over half of youth (55%) received work experience through an internship or job placement, giving them hands on experience, mentors in the community, and, in many cases, a paycheck.

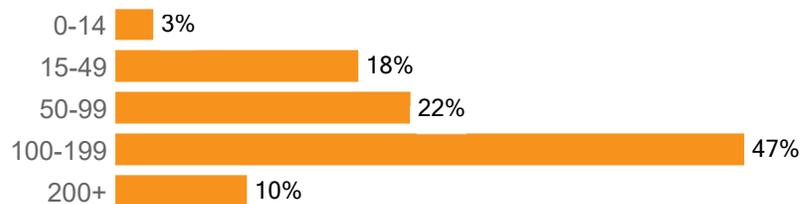


One intern [worked] at AlaMar Kitchen in downtown Oakland. While she was presenting her Demonstration of Mastery, **her mentor offered her a position** in the kitchen. Her first official day as a staff member at AlaMar is the day after her internship ends!

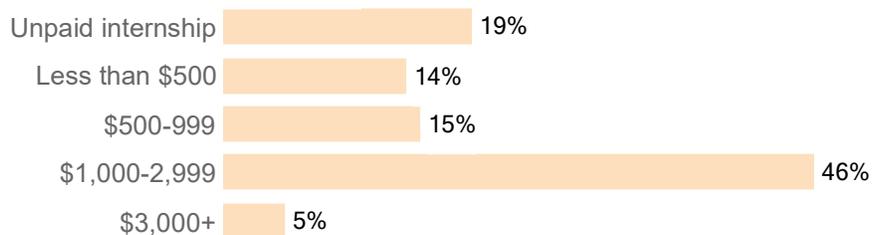
--Staff, Marriott Foundation for People with Disabilities' Bridges from School to Work Program

**1,113 youth** received a placement

### Hours Spent in Placement



### Hours Spent in Placement



**\$1,335,125.76**

Total Wages Earned

**\$1,199.57**

Average wages earned

## Career Awareness & Academic Support for Older Youth Programs

- Alameda Health System-Oakland Health Careers Collaborative
- Better Health East Bay Foundation-Youth Bridge Workforce Development Program
- Beyond Emancipation-GROW Oakland
- Center for Media Change, Inc.-A-Team
- Center for Media Change, Inc.-Hack the Hood Bootcamp
- Centro Legal de la Raza-Youth Law Academy
- Civicorps-Academic and Professional Pathway
- East Bay College Fund-Oakland Promise College and Career Access and Success Program
- Marriott Foundation for People with Disabilities-Bridges from School to Work
- Oakland Unified School District-Exploring College and Career Options
- Spanish Speaking Unity Council of Alameda County, Inc.-Oakland Youth Engaged (OYE)
- Youth Employment Partnership-Building Green Futures
- Youth Radio-Digital Communications Pathway

# Section C: Program Profiles

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