

# High School and Postsecondary Student Success

## 2019-2020 OFCY Strategy Report

The eight programs funded under OFCY's High School and Postsecondary Success (HSPS) strategy are designed to support student success and persistence by funding school and community-based programming designed to support achievements in learning, increase youth attachment to school, and facilitate older youth transitions into high school and postsecondary education. This report draws on interviews with three programs and administrative data to summarize strategy achievements and progress to date.



### STRATEGY ACHIEVEMENTS



**2,362** youth participated in programming



**73,191** hours of service provided



**30** average hours per youth participant

“*We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but [that shouldn't be] the only metric of success, especially given all the challenges they're facing when they begin with us related to language, and trauma, and all of that.*

*-Staff, OIHS – Refugee & Immigrant Initiative*

### FUNDED PROGRAMS

- Catholic Charities of the East Bay - Experience Hope
- Centro Legal de la Raza, Inc. - Youth Law Academy (YLA)
- College Track - Empowering Oakland Students To and Through College
- Oakland Kids First - Knight Success: College Ready, Career Ready and Community Ready
- Oakland Unified School District - African American Male Achievement: College and Career Performance Program
- Oakland Unified School District - OIHS: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative
- Oakland Unified School District - Student Engagement in Restorative Justice
- The Mentoring Center – EMERGE

**Total Funding: \$1,294,018**



## Strategy Results

For the 2019-2022 funding cycle, OFCY is piloting a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. *It does this by addressing three guiding questions: How much did we do? How well did we do it? Is anyone better off?*

### Program Achievements – How much did we do?

Number of youth served	2,362
Total hours of service provided	73,191

### Program Performance and Quality - How well did we do it?

Enrollment: Average progress toward projected number of youth served <sup>31</sup>	92%
Average Hours of Service: Average progress toward projected average hours of service	110%
Total Hours of Service: Average progress toward projected total hours of service	103%
Safety: Percent of participants who report feeling safe in program.	*
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them.	*
Positive engagement: Percent of participants who respond that they are interested in program	*

### Participant Outcomes – Is Anyone Better Off?

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

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

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

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

<sup>31</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Achievements: 2,362 youth served

Programs provide support at high schools, alternative schools, and transition support for students moving from grade 8 to 9, prioritizing youth in East Oakland, in West Oakland, and at school sites with high levels of environmental stress.

This strategy focused on youth who face barriers in the traditional educational system.



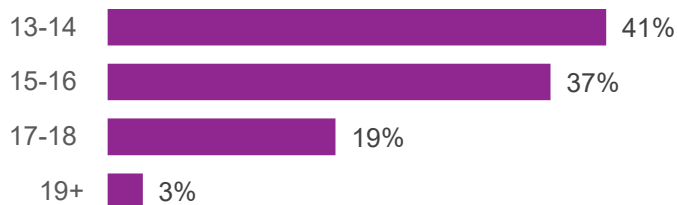
“ Our students are eager to succeed in life. Some of them did not have those opportunities back home. It’s like a second chance for them. There are a lot of struggles with coming to the United States: family reunification, social emotional triggering and all of that. At the end of the day, they’re here [in the U.S.] for a reason. They are fighting to have a voice, to be someone in life. To be part of that push ...it’s really remarkable.

-Staff, OIHS - Refugee & Immigrant Initiative

During FY2019-2020, 2,362 unduplicated youth participated in HSPSS programs. Although HSPSS programs share a commitment to serving youth who face barriers in the traditional educational system, they support different groups of young people and have diverse intervention models. For example, the Oakland International High School (OIHS) Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative supports a wellness center that provides case management and wrap around support to newly arrived immigrant youth. All students are English language learners and about a third of students are unaccompanied minors that have had interrupted formal education. The Mentoring Center’s EMERGE program, on the other hand, provides alternative education and credit recovery in a small group setting to young women who are transitioning from juvenile hall or probation, in foster care, experiencing sexual exploitation, or who are disconnected from school.

Programs were most likely to serve high-school aged youth. As shown below, youth ages 15 to 18 represented over 50% of participants served by this strategy.

### Age of Participants

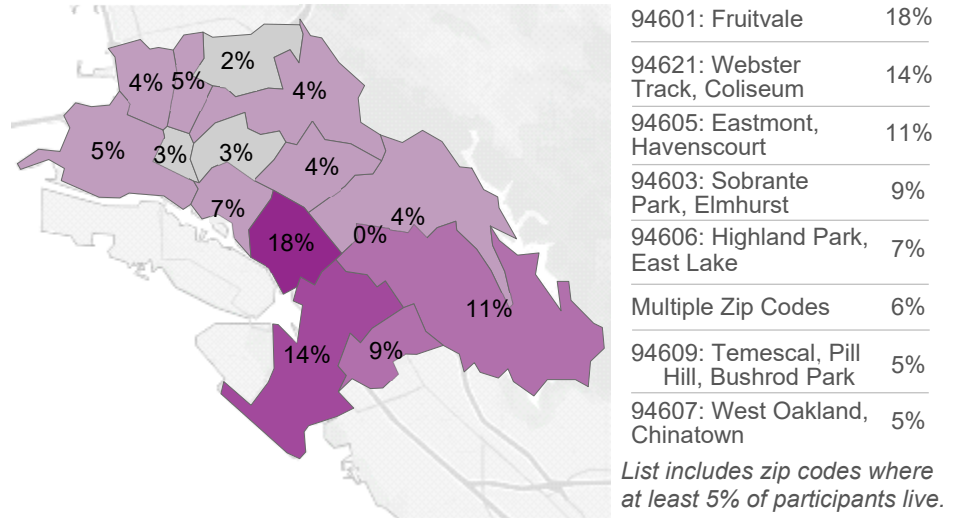


“EMERGE has a porch light is always on kind of philosophy, especially when working with exploited youth. Sometimes life will take them in a direction where we wouldn't see them for a while. We've served students before who've left, sometimes not by their choice, or life circumstances didn't allow them to be where they wanted [to be], and then they've come back.

-Staff, Mentoring Center - EMERGE

Program participants primarily reside in areas of East and Central Oakland, including Fruitvale and Webster Track/Coliseum, as shown in the figure below.

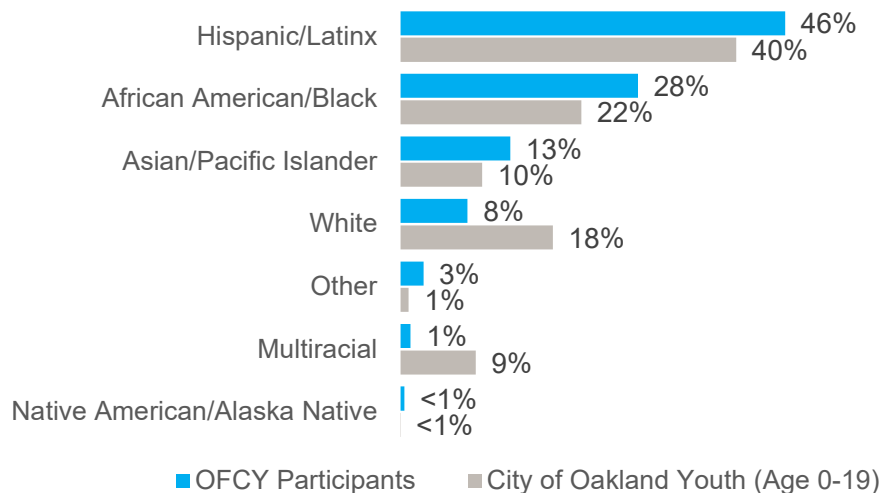
**Zip Code of Residence**



Reflecting OFCY's priority populations, Latinx and African American youth make up 74% of participants, even though they are only 62% of Oakland's youth population.<sup>32</sup>

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

About three-quarters of participants identified as Hispanic/Latinx or African American/Black.



<sup>32</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. For OFCY participants, "other" includes Middle Eastern/North African participants, who are not represented in racial/ethnic categories collected by the ACS.

# Achievements: 73,191 Hours of Service Provided

High School and Postsecondary Success programs provide relatively low intensity services, with multiracial and African American/Black youth spending the most time in programming.

On average, youth spent 30 hours in programming.

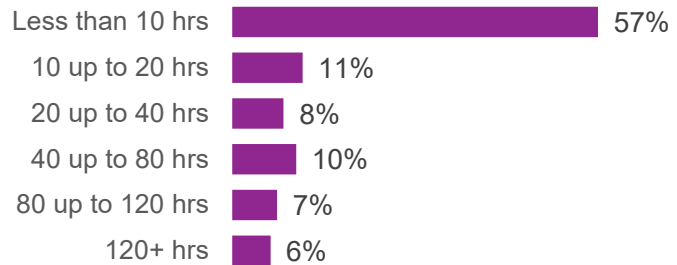


Multiracial and African American/Black youth spent the most time in programming.



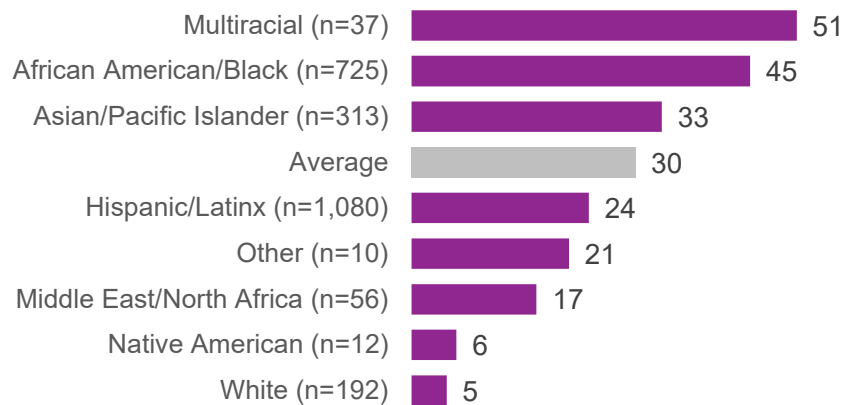
High School and Postsecondary Success programs vary in the duration and intensity of services offered. Most (57%) youth participants received less than ten hours of service in each program they participated in, as shown in the graph below.<sup>33</sup>

### Hours of Participation



Participation in programs varied by race/ethnicity, with multiracial and African American/Black youth participating for the most time in programming, followed by Asian/Pacific Islander youth. Hispanic/Latinx youth participated for fewer hours than the average participant.<sup>34</sup>

### Average Hours of Participation by Race/Ethnicity



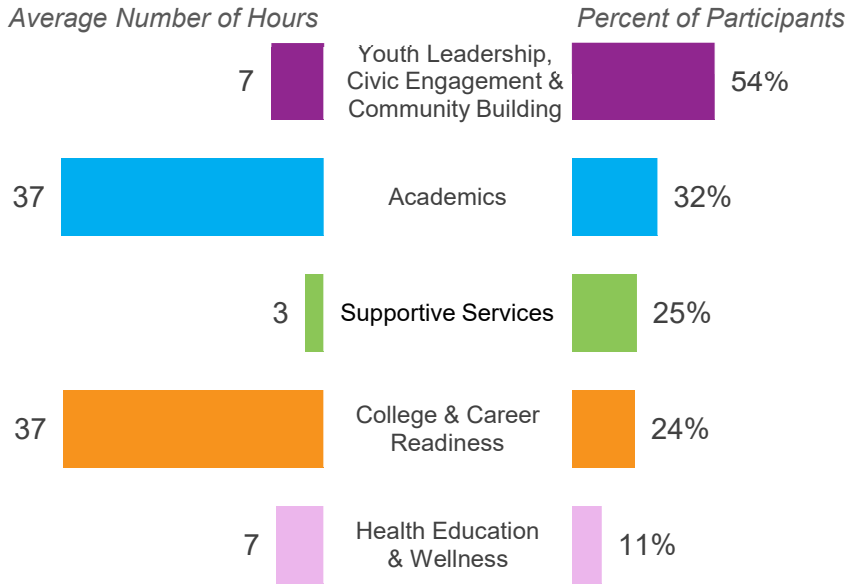
<sup>33</sup> The hours of participation reported are calculated separately for each program. Therefore, if a participant attended two programs, they are represented two times in the graphs.

<sup>34</sup> Racial/ethnic groups that have less than ten participants are included under “other.”



As shown in the graph below, more than half of participants engaged in youth leadership, civic engagement, and community building activities during programs, spending seven hours on average in those activities. One-third of participants spent on average 37 hours engaged in academics. Programs also provided supportive services, college and career readiness, and health education and wellness.<sup>35</sup>

**Participation and Average Hours by Type of Activity**



“The three goals of our program are to repair the relationship our students have with education, to be a catalyst to career or college, and to just allow students to take ownership over their education.

-Staff, Mentoring Center - EMERGE

Programs pivoted to provide more one-on-one assistance to students and their families during the Shelter in Place.



**Programming During the Shelter-in-Place Order**

During shelter-in-place, HSPSS programs pivoted to provide more tailored case management and support. In addition to making sure that students had access to the technology they needed to continue to engage with school, programs sought to help families and participants access resources to meet their basic needs. At OIHS’s Refugee & Immigrant Initiative, for instance, Wellness Center staff began helping families file for unemployment support, file taxes so they can get economic stimulus money, and worked with the OUSD meal distribution sites to make food more accessible to families. Similarly, Oakland Kids First staff at Castlemont partnered with Alameda Food Bank to provide food from Castlemont’s farm for the community on Mondays and Thursdays.

<sup>35</sup> Less than 10% of youth participated in Sports & Recreation (for an average 49 hours), Family Engagement (average 1 hour), and Arts, Dance, Music and Culture (average 8 hours).

# Performance and Program Quality

## The shelter-in-place order impacted the ability of programs to meet projected enrollment in FY2019-2020.

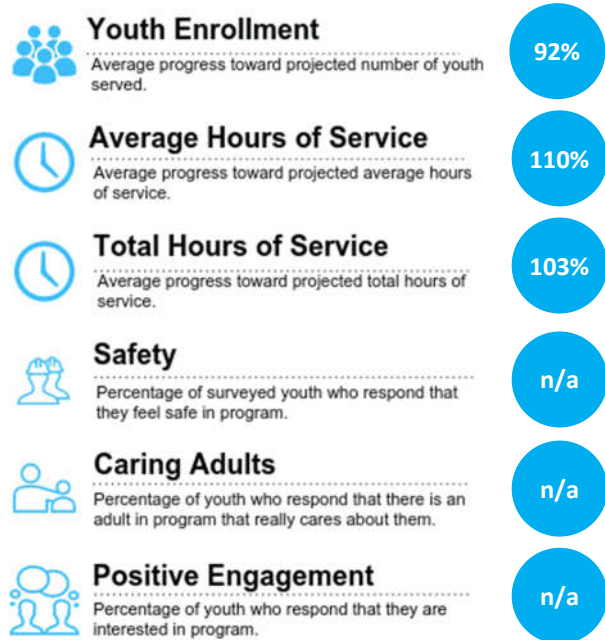
OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming, as shown to the right.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.<sup>36</sup> Program progress on these measures must be considered in the context of the Covid-19 pandemic. Due to the shelter-in-place order, programs shifted to support basic needs and engage youth virtually. Because most stopped providing in-person services in March 2020, this evaluation considers attendance from July 1, 2019 through March 31, 2020. Therefore, programs did not have the full year to meet their annual enrollment targets. For the “Total Hours of Service” and “Average Hours of Service”

measures, programs were assessed on their progress toward the hours they anticipated providing through the third quarter of the fiscal year.

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

### Performance and Quality Indicators



“ We want them to get services and be a part of community and leadership opportunities, such that they’re able to engage in school more deeply...We also want them to be more connected to school and feel like school is a positive place for them.

-Staff, OIHS – Refugee & Immigrant Initiative

<sup>36</sup> At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Participant Outcomes

Through interviews with three programs, SPR learned about the diverse activities that support the participant outcomes aligned with this strategy. In future years, we will draw on participant survey data to assess participant progress toward those outcomes.

### School Connectedness



Students at **OIHS' Refugee & Immigrant Initiative** are elected by their peers to serve as Wellness Ambassadors. These students lead orientations for new students and are peer mentors, helping new students to build connections and relationships in their new school. Many students remain in this leadership role throughout their time in high school.

### Academic Preparedness and Engagement



The **Mentoring Center's EMERGE program** provides rapid credit retrieval for students transitioning from probation or juvenile hall. Most students are referred to the program. Students can retrieve up to 50 credits per semester by completing Alameda County Office of Education coursework. Students have the option to transfer back into their traditional high school to continue their education. Students who complete their high school education in the program are prepared to enroll in postsecondary options, including four-year universities. Students attending **Oakland Kids First's Knight Success program at Castlemont High School** can enroll in college classes (dual enrollment) and receive academic tutoring and mentoring. Students can also participate in a paid internship focusing on community health or sustainable urban design.

### Sense of Belonging and Mental Wellness



The **OIHS' Refugee & Immigrant Initiative** provides tiered, individualized case management for high need students, including connection to mental health services, medical, vision, and dental care, and legal support for students and their families. Case managers build relationships with students to meet the students where they are and address their needs holistically, including through engagement with family and community.

“

*We want students to feel as though there are other places to succeed at school besides the classroom. Of course, we want them to succeed in the classroom, but for that to be the only metric of success, especially given all the challenges they're facing when they begin with us, and that they have to overcome related to language, and trauma, and all of that.*

*-Staff, OIHS – Refugee & Immigrant Initiative*