



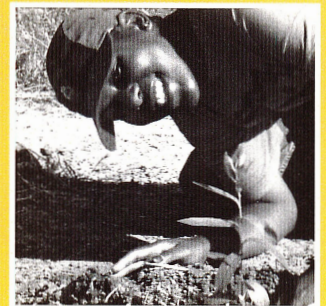
CITY OF OAKLAND

# Oakland Fund for Children and Youth

STRATEGIC PLAN

*Prepared by*  
PLANNING AND OVERSIGHT COMMITTEE  
Oakland Fund for Children and Youth

October 1997



*Oakland City Council*

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*Life Enrichment Agency*

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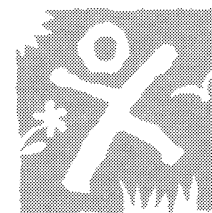
*A special thanks to the East Bay Community Foundation and  
Project Emerge for funding support.*

CITY OF OAKLAND

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PLANNING AND OVERSIGHT COMMITTEE  
Oakland Fund for Children and Youth

October 1997



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*Planning and Oversight Committee members are listed below.  
For a more in-depth "biographical sketch" of the members,  
please see Appendix A of this report.*

Peggy Baxter	Russell Jeung
Charles Bradford, Jr. (nominee)	Alicia Jones
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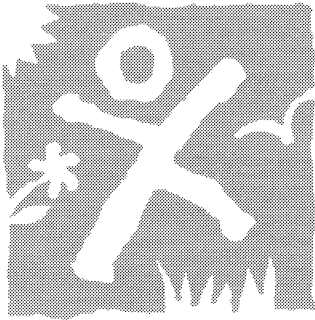


## Thanks to the Community

*The Planning and Oversight Committee would like to thank everyone who participated in community workshops, focus groups, and POC meetings. We gratefully acknowledge the many, many people who contributed their tireless efforts, unique perspective, dedication, and passionate advocacy for real and deep social change. Your ideas, concerns, and suggestions greatly assisted us in shaping this Strategic Plan. It represents our best efforts in reflecting the community's needs and desires for the children and youth of Oakland.*

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# Executive Summary

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## SECTION I

### INTRODUCTION

#### Measure K—Kids First! Initiative

A grassroots effort including young people, parents, teachers, community organizers, staff from youth-serving organizations, and many others was instrumental in placing the Measure K—Kids First! initiative on the ballot. In November 1996, over three-fourths of the voters expressed a powerful commitment to Oakland's children and youth by passing the initiative. In doing so, the initiative amended the City Charter and established the Oakland Fund for Children and Youth to "help young people grow to become healthy, productive, and honorable adults."

The Fund has a 12-year lifespan, representing a long-term investment to facilitate "a network of services aimed at measurably improving the lives of children and youth in Oakland." This groundbreaking legislation also requires that young people play a meaningful role in oversight and implementation of the Fund.

#### Legislative Requirements

The Measure K—Kids First! legislation has a number of requirements. Below are highlights of key provisions of the legislation:

- It is a 12-year initiative that calls for the development of a "Strategic Plan" every four years to guide the allocation of funds

- The City must set aside 2.5 percent of its unrestricted General Fund exclusively for direct services to children and youth under the age of 21.
- The City's existing appropriations for direct services to children and youth (initially based on fiscal year 1995-1996) must be maintained.
- The Mayor and City Council will appoint a 19-member Planning and Oversight Committee composed of at least nine people under the age of 21 years to develop the strategic plan and to make funding recommendations to City Council.
- Money can be allocated to private non-profit and public agencies through a competitive request for proposals process.
- The legislation also emphasizes a number of service qualities such as: the importance of having youth involved in program development, implementation, and evaluation; collaboration and coordination especially among private and public agencies; and ambitious and measurable outcomes.

#### Strategic Plan Development Process: A Guiding Framework

City-wide needs, identified through a public process, have been used as a basis for setting forth a 12-year vision for the children and youth of Oakland and developing strategic directions and funding priorities to achieve the vision in the coming years.



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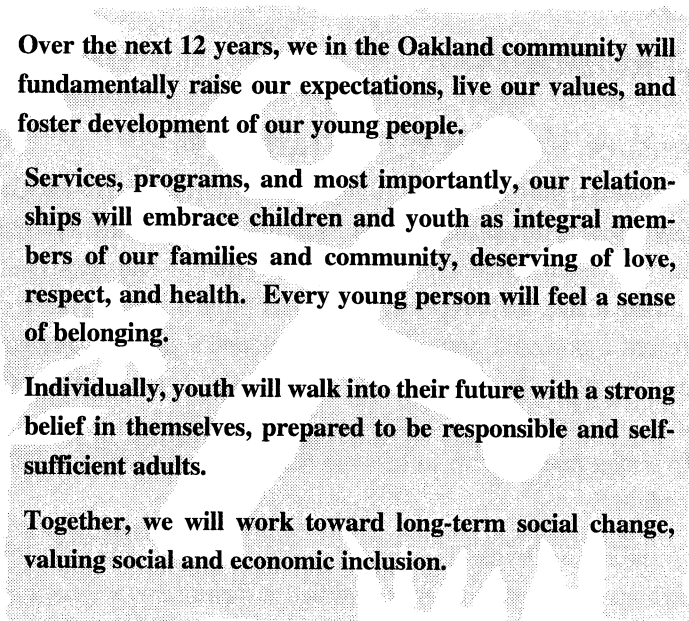
The Planning and Oversight Committee (POC) recognized that the ultimate success of the Oakland Fund for Children and Youth would depend largely on the involvement of community members, especially children and youth. In May 1997, the POC embarked on a community planning process. During the process, the Committee met weekly (and many times more frequently) to develop key elements of the plan. Community members have been involved in a variety of ways, including formal public comment received during POC weekly meetings, community workshops, focus groups, and community meeting presentations.

The *Oakland Fund for Children and Youth Strategic Plan* provides a framework to guide the allocation of funds for the delivery of services and programs. It also provides evaluation tools, in the form of outcome indicators, to measure success in achieving desired outcomes and anticipated benefits. The Plan will be updated every four years to incorporate newly emerging issues and reflect changes in the Oakland community.

## SECTION II

# A VISION FOR OUR CHILDREN AND YOUTH

Over the course of several weeks, POC members crafted a shared vision statement to express a community-based image for the future of Oakland's children and youth. This vision is supported by a statement of values and further articulated by specific desired outcomes.



**Over the next 12 years, we in the Oakland community will fundamentally raise our expectations, live our values, and foster development of our young people.**

**Services, programs, and most importantly, our relationships will embrace children and youth as integral members of our families and community, deserving of love, respect, and health. Every young person will feel a sense of belonging.**

**Individually, youth will walk into their future with a strong belief in themselves, prepared to be responsible and self-sufficient adults.**

**Together, we will work toward long-term social change, valuing social and economic inclusion.**

## Our Supporting Values

Answering the questions: "What is important? What matters to us?" the POC developed seven value statements. Over time, these shared values are intended to shape a safe and caring environment for Oakland's children and youth. As the existing environment for supporting and nurturing the young people of Oakland changes over the next 12 years, the POC will rely on the values to help them make the best decisions for achieving the vision. More detailed value statements, found on pages 11-12 of the *Strategic Plan*, address:

- 
- Care and Respect for One Another
  - Parents, Caregivers, and Role Models
  - Self-Reliance and Self-Confidence
  - Relationships Between Generations
  - Community and Collaboration
  - Social and Economic Equity
  - Process and Change

## Desired Outcomes

Answering the question: “*What do we want to achieve during the next 12 years?*” the POC developed seven statements to help paint a picture of desired outcomes for the future of children and youth in Oakland. The specific statements, found on pages 13-14 of the *Strategic Plan*, address:

- Youth Development, Power, Responsibility, and Leadership
- Physical, Spiritual, and Mental Well-Being
- Stronger Families and Neighborhoods
- Education for Life-Long Learning
- Jobs, Career, and Self-Sufficiency
- Community Involvement
- Long-Term Social Change

## SECTION III

# FUNDING PRIORITIES

During several meetings, members expressed the need to target the Oakland Fund monies in a way that would result in a measurable impact on the **quality** of programs and services for children and youth. To do this, the POC established two funding priority streams for the Oakland Fund: set-asides for youth-initiated projects; and all other projects. The POC also developed a systematic, three-step process to prioritize the funds and to select the highest quality programs. All applicants will be assessed by their commitment to the values and outcomes of the *Strategic Plan* through the three-step process described below.

## Funding Streams

### *Set-Asides for Youth-Initiated Projects*

In a bold move to express Oakland’s commitment to youth empowerment and development, the POC set-aside twenty percent of the Fund (portion available for grants) for projects initiated, implemented, and evaluated by youth. In establishing this set-aside, the POC intends to:

- Set the tone for youth empowerment, nationally and locally
- Be leaders in the field of youth development
- Demonstrate commitment to youth development with funds
- Provide an opportunity for youth to play critical roles in the future of the community and in producing long-term social change

- Help correct people’s misperceptions of young people
- Facilitate and support high quality youth-initiated programming
- Lead the trend in changing service models for youth service providers
- Capitalize on the successes of current models of youth grant making

To ensure success, the funds will also provide training and technical assistance to build capacity in the youth community. Young people would formulate an idea, approach a qualified agency or organization to serve as a sponsor and fiscal agent, and write and submit a proposal to this organization. These projects and programs would be created, executed, and evaluated by youth.

*All Other Projects*

The remaining portion of the available monies in the Fund, or 80 percent, will be applied to more traditional grantmaking.

## A Three-Step Process

Prioritization and selection of proposals can be best expressed as a three-step process, as summarized below.

*Step One: Assessing the Quality of Each Proposal*

Step One is designed to ensure compliance with both the letter and intent of the Measure K—Kids First! initiative by focusing on positive youth development practices. As each proposal is evaluated,

**priority** will be given to programs and services that best meet the “quality” standards developed by the POC. The POC developed a list of criteria/in the form of “musts” and “shoulds” to use in identifying best practices for youth services. Each response will be rated using a point system (to be determined).

All programs and services “must”:

- Implement services in a comprehensive, coordinated, and culturally-appropriate design (Measure K—Kids First!).
- Establish measurable and ambitious youth development outcomes (Measure K—Kids First!).
- Integrate youth in the development, operation, and evaluation of programs (Measure K—Kids First!).
- Be sensitive to the range of individual differences (age, gender, sexual orientation, disabilities, language, etc.) among those they involve or serve.
- Reflect the cultural, linguistic, and ethnic make-up of the population they intend to serve.
- Involve parents and guardians of young children, in program design, implementation, and decision making, as appropriate.
- Provide opportunities for youth to develop meaningful, responsible, and caring relationships with adults and peers.
- Provide a safe and secure program.

---

Programs and services “should”:

- Emphasize collaboration between private non-profit and public entities (Measure K—Kids First!).
- Provide services to children and youth in the communities in which they live, as appropriate.
- Be cost effective, while still maintaining quality service.
- Follow and monitor the progress of children and youth in their program over the years.
- Reach out to young people who are not connected to existing youth-serving organizations.
- Promote neighborhood, environmental, and self awareness, personal health and safety, and sensitivity and understanding towards others.
- Teach children and youth to make clear, concise, age-appropriate choices.
- Clearly define how the program will address confidentiality issues for the children and youth they serve, as appropriate.
- Link children and youth to other resources and programs in the community.

*Step Two: Ensuring a Strategic Approach*

To target funds for the coming four years, the POC developed a three-pronged approach to maximize impact in the most critical and strategic areas: youth-initiated project set-asides; expected results; and target populations.

**Youth-Initiated Project Set-Asides.** Of the 20 percent set-aside, the Oakland Fund for Children and Youth is dedicating five percent to grants (roughly \$250,000) available during the first funding cycle to organization(s) to provide youth-to-youth grant making. The organization(s) will be responsible for training in youth grant making and grant writing, as well as the actual administration, allocation, and evaluation of the youth-initiated grants. The remaining 15 percent of the 20 percent youth-initiated set-aside will become available later during the first funding year. The purpose of this phased approach is to build capacity in the community and to evaluate program implementation. It is the POC’s intention to award the youth-initiated program monies semi-annually to allow flexibility for seasonal programs, proposal development, and grant writing. Organizations interested in applying for monies in the youth-initiated set-asides will be subject to the requirements and guidelines found in the *Strategic Plan*.

**Expected Results.** The POC articulated nine specific Expected Results that convey the actual changes desired in the coming years to measurably improve the lives of young people in Oakland. These Expected Results, found on page 23 of the *Strategic Plan* are:

- 
- Connection to Caring Adults
  - Safe Places
  - Literacy
  - Cultural and Physical Activities
  - Child Care and Child Development
  - Young Children Ready to Learn
  - Job Training and Work
  - Community Engagement
  - Successful Transition from Juvenile Justice

**Target Populations.** To ensure that children and youth who are typically underserved or with exceptionally high needs have a better opportunity of being served, the POC identified 11 target populations. Proposals that target these groups will receive additional points.

- Teenage parents
- Children and youth affected by welfare reform
- Children and youth with special needs
- Children and youth in foster care and in relative care-giving families
- Low income children and youth
- Children and youth in the juvenile justice system

- Gay, lesbian, bisexual, transgender, and/or questioning youth
- Non-English speaking children and youth
- Children and youth of non-English speaking parents
- Homeless children and youth
- Children and youth in homes with substance abuse

*Step Three: Assessing the Overall Package of Proposals*

The last step in the funding prioritization process is to evaluate the overall package of proposals to ensure that *together* they:

- Address all service areas found in Section 4 of the Measure K—Kids First! legislation
- Reflect all seven Supporting Values
- Address all seven Desired Outcomes
- Serve all children and youth at every age (0-21)
- Serve males and females
- Fund programs that serve gay, lesbian, bisexual, transgender, and/or questioning youth
- Include a variety of community-based organizations
- Include private non-profit organizations of differing sizes
- Provide funding in a variety of grant sizes
- Provide funding with a variety of terms (1, 2, 3, 4 years)

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## APPENDICES

### Appendix A: Planning and Oversight Committee Members

Appendix A contains in-depth “biographical sketches” of the Planning and Oversight Committee Members.

### Appendix B: Measure K—Kids First! Legislation

Appendix B contains actual language of the Measure K—Kids First! Legislation.

### Appendix C: A Tool Kit of Supporting Strategies

A strategy is a careful plan for action that answers the question: “How do we achieve what we want?” Strategies presented in Appendix C are intended to provide applicants with a “tool kit” for achieving the Expected Results found on page 24. Developed over the course of several POC meetings and reflecting many hours of community review and input, these strategies present a dynamic framework to reflect community values and to achieve the desired outcomes for the young people of Oakland over the next 12 years. The strategies are organized into the three service areas defined in the legislation:

- Career and Leadership Development
- Academic and Cultural Development
- Physical and Behavioral Health

### Appendix D: A Tool Kit of Outcome Indicators

A key component of a strategic plan is the ability to gauge progress toward the intended results, or desired outcomes. Answering the question:

“How do we know we’re making progress toward our vision?,” the POC developed a number of specific outcome indicators. Applicants are encouraged to use these indicators to demonstrate how their proposal will lead toward the desired future for the young people of Oakland.

### Appendix E: Demographic Summary

Appendix E provides a summary of the demographic information compiled for and reviewed by the POC during the planning process.

### Appendix F: Bibliography

Appendix F contains a bibliography of the various resources used during the planning process.



Oakland Fund for Children and Youth

## I. INTRODUCTION

## BACKGROUND AND HISTORY

### Measure K—Kids First! Initiative

A grassroots effort including young people, parents, teachers, community organizers, staff from youth-serving organizations, and many others came together to place the Measure K—Kids First! initiative on the ballot. In November 1996, over three-fourths of the voters expressed a powerful commitment to their children and youth by approving the Measure K—Kids First! initiative. The initiative amended the City Charter and established the Oakland Fund for Children and Youth to *“help young people grow to become healthy, productive, and honorable adults.”*

The Fund has a 12-year lifespan, representing a long-term investment designed to measurably improve the lives of children and youth in Oakland. This groundbreaking legislation also requires that young people play a key and meaningful role in oversight and implementation of the Fund.

### Legislative Requirements

The legislation has a number of requirements, as outlined below.

#### *Baseline Funding Plus 2.5 Percent*

The Measure K legislation not only establishes a Fund dedicated to children and youth, it also ensures that these new funds are used to add to—not replace—the baseline of youth services that already exist throughout Oakland.

- The City of Oakland is also required to maintain its existing unrestricted General Fund appropriations for direct services for children and youth. Based on the City’s fiscal year 1995-1996 budget, the City Auditor has established this baseline funding at \$11.7 million and it includes a variety of youth services, from Parks and Recreation sports programs to Library reading programs. This figure will be adjusted annually.
- Annually, for the next 12 years, 2.5 percent of the City’s unrestricted general fund must be exclusively dedicated to providing direct services to children and youth. In fiscal year 1997-1998, this will result in \$5.7 million in new money for children and youth in Oakland.

#### *Planning and Oversight Committee*

The legislation is unique in its inclusion of young people in decision-making roles in implementing the initiative. The legislation requires establishment of a 19-member Planning and Oversight Committee (POC). The POC—appointed by the Mayor and City Council—consists of at least nine youth under the age of 21 and no more than ten adults. The POC is charged with the following:

- Prepare three (3) four-year Strategic Plans that outline specific outcome goals, objectives, and service priorities for each four-year period beginning January 1, 1998, January 1, 2002, and July 1, 2006;
- Develop general program funding recommendations for each four year period, with the first plan submitted by October 1,



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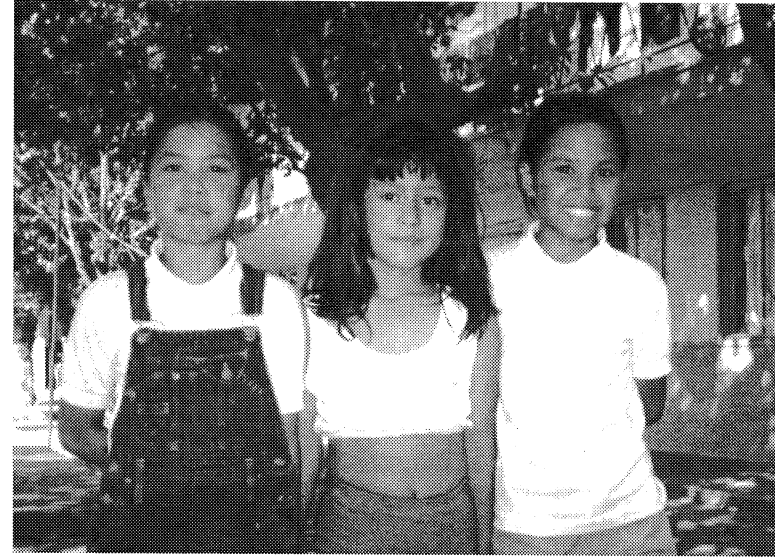
1997, the second plan submitted by October 1, 2001, and the third plan submitted by October 1, 2005;

- Prepare an annual *Request for Proposals* to solicit program funding proposals from private non-profit and public entities through an open and fair competitive bid process; and
- Prepare an annual independent process and outcome evaluation report no later than October 1 of each calendar year beginning in 1998.

#### *Use of Monies: Service Areas*

Section 3 of the legislation states that the Fund be used exclusively to provide services to children and youth less than 21 years of age, above and beyond services funded by the City of Oakland prior to the adoption of the legislation. Section 4 of the legislation mandates that monies in the Fund be devoted to:

- *Career and Leadership Development*, including job training, year-round work experience, career internships, and community organizing;
- *Academic and Cultural Development*, including pre-school programs, academic enrichment programs, college preparatory services, arts and music programs, outdoor adventure activities, and sports programs; and
- *Physical and Behavioral Health*, including school health centers, neighborhood teen clinics, counseling and mentoring programs, conflict resolution, pre-natal care, and parenting classes.



#### *Use of Monies: Guidelines*

Section 6 of the legislation provides four guidelines for how monies in the Fund can be distributed to private, non-profit and public entities:

- Implement services in a comprehensive, coordinated, and culturally-appropriate design;
- Establish measurable and ambitious youth development outcomes;
- Integrate youth in their [program] development, operation, and evaluation; and
- Emphasize collaboration between private non-profit and public entities.

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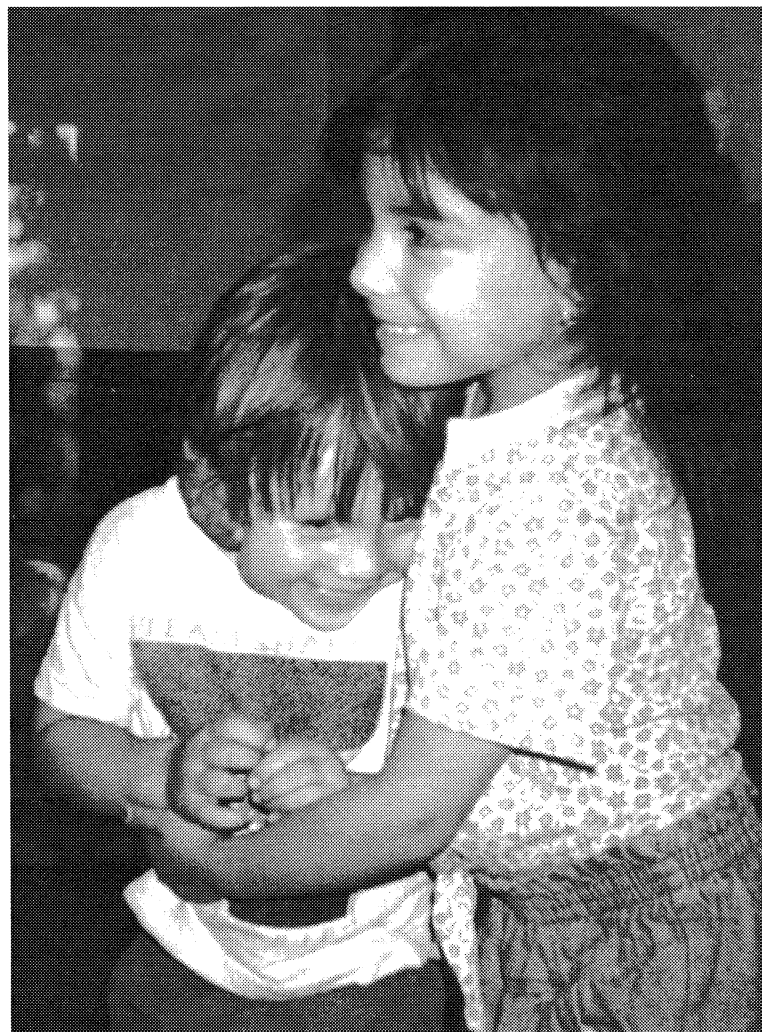
*Use of Monies: Restrictions*

Section 7 of the legislation also describes items that are **not** eligible for funding, including:

- Services which merely benefit children and youth incidentally;
- Acquisition of capital items not for primary and direct use by children and youth;
- Acquisition of, other than by lease for a term of 12 years or less, any real property;
- Maintenance, utilities, or any similar operating cost of any facility not used primarily and directly by children and youth; and
- Any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure.

*Allocation for Administration and Evaluation*

In addition, the legislation (Section 12) allows up to five percent of the set aside funds to be used by the City to administer the Fund. In keeping with the emphasis on ambitious and measurable youth outcomes, the authors of the legislation (Section 13) set aside three percent of the Fund for an independent process and outcome evaluation.



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## PURPOSE OF THE STRATEGIC PLAN

A strategic plan is a guide for decisionmaking. Founded on a long-term, community supported vision, it provides shorter-term strategies aimed at making measurable progress toward the vision. Strategies are typically targeted and focused at specific desired outcomes, reflecting widely supported community values.

The underlying purpose of the *Oakland Fund for Children and Youth Strategic Plan* is to demonstrate Oakland's commitment to improving and nurturing the lives of children and youth in the city. The plan will guide the allocation of funds for the delivery of services and programs. It will also provide evaluation tools, in the form of outcome indicators, to measure success in achieving desired outcomes and anticipated benefits. The Plan will be updated every four years to incorporate newly emerging issues and reflect changes in the Oakland community.

## STRATEGIC PLANNING & REQUEST FOR PROPOSAL DEVELOPMENT PROCESS

Strategic planning is an ongoing process to reach desired outcomes—as articulated by the community—by evaluating city-wide issues and needs, and linking community priorities with available resources. City-wide needs, identified through the public process, have been used as a basis for setting forth a 12-year vision for the children and youth of Oakland, and for developing funding priorities to achieve the vision in the coming years.

## Planning & Oversight Committee Meetings

The Oakland City Council recognized that the ultimate success of the Oakland Fund for Children and Youth would depend largely on the involvement of community members, especially children and youth. In May 1997, the POC embarked on the process of developing the *Strategic Plan* and *Request for Proposals*. A team of City staff and consultants, working in concert with the POC, helped guide the strategic planning process. During the process, the Committee met weekly—and many times twice a week in subcommittees or in short-term work teams—to develop key elements of the *Strategic Plan*, including:

- Vision, Values, and Desired Outcomes
- Funding Priorities
- Strategies
- Outcome Indicators

## Community Participation

The *Strategic Plan* is the product of an extensive process undertaken by the POC, with community participation serving as the driving force behind its development. Involving the people of Oakland ensured that the *Plan* would be responsive to current community needs, issues, and priorities.

Since the planning process began, over 360 community members have been involved in a variety of ways. In addition to formal public comment received during POC weekly meetings, a variety of other outreach methods were developed and used by the Committee.

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### *Community Workshops*

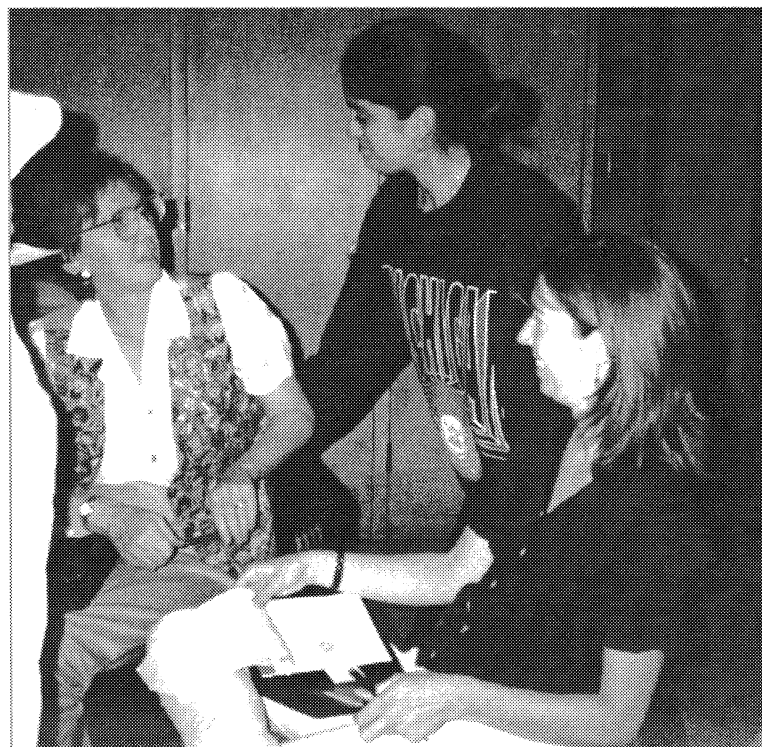
The POC sponsored two rounds of community workshops. The first round, held in early June, included four workshops (consistent in format and content) in different geographic areas of the city, and focused on hearing the participants' issues and concerns related to children and youth and receiving input on the draft desired outcomes, values, and preliminary strategies. Overall, more than 200 people attended these meetings.

The second round, held in mid August, focused on preliminary funding priorities. Similar to round one, these meetings were consistent in format and content, and dispersed geographically throughout the City. Over 120 people attended the August meetings.

### *Focus Groups*

Following the first round of workshops (June), the POC noticed gaps in the range of participants and decided to conduct additional focus groups with selected target populations. These focus groups were held in July and hosted by community-based organization's within the neighborhoods chiefly serving the targeted participants.

In total, six focus groups were conducted and more than 65 people attended. The focus groups included: youth-to-youth; Spanish-speaking; gay, lesbian, bisexual, transgender, and questioning youth; special needs children and youth; parents of young children (ages 0 - 12); and foster care parents and youth. Conversations were intimate, productive, and provided important insight into these particular population which had been underrepresented during the June workshops.



### **Building on Past Efforts**

Oakland is fortunate to be rich with professionals, policy makers, and citizens who have dedicated themselves to improving the lives of our children and youth. The POC was determined to build upon the work of these advocates and not duplicate work already accomplished. The following resources and building blocks deserve specific mention.

*This plan is intended to capture the attention and imagination of applicants to provide collaborative and coordinated programs and services that will measurably improve the lives of young people in Oakland.*



#### *Oakland Youth Policy Initiative*

Perhaps the most important document was the Mayor and City Council's Youth Policy. This policy, adopted in June 1996, was created from a community planning process and laid much of the groundwork for this *Strategic Plan* by identifying existing services and isolating key strategies for addressing the critical needs of Oakland's children and youth. The strategic planning process used this work as the central starting point.

#### *Call to Action, and Chance 1 and 2 Reports*

The Urban Strategies Council's Call to Action: Blueprint for Youth Development and the Chance 1 and Chance 2 reports, identified and described the children and youth of Oakland, and formed the basis of the POC's needs assessment. This work focused on an asset versus a deficit based model of youth development and community development—a model which is fully supported in the planning efforts of the POC.

#### *Oakland Child Health and Safety Initiative*

The POC also referred to the Oakland Child Health and Safety Initiative's planning effort, funded by the Robert Wood Johnson Foundation. The early results of their block-by-block mapping and youth-to-youth surveys were very helpful in identifying what our children and youth want and need.

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## STRATEGIC PLAN FRAMEWORK

Following this introduction, the document is organized into two sections, reflecting the deliberate process used by the POC in developing its *Strategic Plan* and *Request for Proposals*.

### Section II—Our Vision

Section II presents a community-based vision for children and youth in Oakland over the next twelve years. This vision is supported by a statement of supporting values and further articulated by specific desired outcomes.

### Section III—Four-Year Funding Priorities

Section III sets forth specific funding priorities, answering the question: *How do we allocate funds strategically to get what we want?* These priorities—outlined in three steps—are intended to guide the application process and the allocation of funds for the next four years.

## NEXT STEPS

The *Oakland Fund for Children and Youth Strategic Plan* will be submitted to the City Council for review in September 1997. Once the City Council approves the Plan, the POC will issue a *Request for Proposals* and return to Council with specific grant award recom-



mendations by January 1998. The funds will be available to the awardees in early 1998. While some awards may be for multiple years, a competitive *Request for Proposals* process will be conducted annually.



Oakland Fund for Children and Youth  
II. A VISION FOR OUR  
CHILDREN AND YOUTH

# A Vision for Our Children & Youth

## DEVELOPING OUR VISION

One of the first tasks of the Planning and Oversight Committee (POC) was to develop a 12-year vision for the children and youth of Oakland. During the all-day retreat held on May 17, 1997, POC members shared and discussed their individual and collective values related to desired outcomes for youth development over the next 12 years.

During the first round of community workshops, the POC asked participants for input on the preliminary values and desired outcomes. Based on this input, the POC refined the values and desired outcomes, and crafted a shared vision statement to express an image for the future of Oakland's children and youth:

**Over the next 12 years, we in the Oakland community will fundamentally raise our expectations, live our values, and foster development of our young people.**

**Services, programs—and most importantly—our relationships will embrace children and youth as integral members of our families and community, deserving of love, respect, and health. Every young person will feel a sense of belonging.**

**Individually, youth will walk into their future with a strong belief in themselves, prepared to be responsible and self-sufficient adults.**

**Together, we will work toward long-term social change, valuing social and economic inclusion.**

## SUPPORTING VALUES

Answering the questions: *What is important? What matters to us?*, the POC developed seven value statements. These shared values are intended to shape over time, a safe and caring environment for our children and youth. As the existing environment for supporting and nurturing the young people of Oakland changes over the next 12 years, we will rely on the values we hold in common to help us make the best decisions for achieving our vision. Above all, Oakland will be a city and a community that values our young people.

### Care & Respect for One Another

We care for others by being concerned for their needs, supporting their dreams, and in fostering their hopes. We respect others because of their value and worth, and their individual beauty; we recognize and appreciate our differences and our common humanity. We are a city that loves.

### Parents, Caregivers, & Role Models

Our neighbors, friends, and family members embrace an expanded definition of “family”. The richness of Oakland's families extends beyond the traditional mother, father, and child structure to one that incorporates all the diverse forms of family. Our families come together, supporting each other and being role models for our children and youth. Together, we are a village that embraces, cares for, and supports each other.

Oakland's policies and programs will embrace children and youth as integral members of our families and community, deserving of love, respect, and health. Every young person will feel a sense of belonging.



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## Self-Reliance & Self-Confidence

We want to see our children and youth walk into their future with individual and community pride, and a strong belief in themselves. Together, we will learn our strengths and weaknesses, recognizing one another's ability to contribute to our families, our community, and our individual growth.

## Relationships Between Generations

We want people to be connected, feel close to those younger, the same age, and older, and relate to one another in healthy, responsible ways. We listen and learn from each other's wisdom and grow in character because we know each other well.

## Community & Collaboration

A healthy, happy, and productive community is one in which every member is aware and accepts our interdependence ("we are one"). Everyone feels responsible to all children, not merely their own, and believes that each person has something valuable to contribute. Children, youth, and adults actively work toward the well-being of each other. We embrace the idea that if we pool our resources and work as a team, we can accomplish great things.

## Social & Economic Equity

Oakland is a community that values social and economic inclusion, never exclusion. Each child and youth has a fundamental and equal right to partake wholly in the life of our community, to benefit from the



fair and just availability of community resources, and to enjoy equal access to opportunity and economic security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward the greatest community needs.

## Process & Change

Oakland is a community in which our children and youth participate fully, both in process and in outcome. We view our young people as assets, listening closely to what their voices tell us, and using their contributions in the planning, execution, and evaluation of social change. In the struggle toward a common goal, we believe lessons learned are significant to our growth and development. We recognize that the journey may often be as valuable to young people as the destination.

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## DESIRED OUTCOMES

Answering the question: *What do we want to achieve during the next 12 years?*, the POC developed the following statements to help paint a picture of desired outcomes for the future of children and youth in Oakland.



### Youth Development, Power, Responsibility, & Leadership

Young people of Oakland will possess the attitudes and skills they need to positively affect their own lives, their families, and their communities. As individuals, they will be knowledgeable, creative, original, responsible, and self expressive, and will have a strong sense of identity and connection with others. They will challenge themselves and others, while at the same time offering a hand to their peers. They will set an example for other generations.



### Physical, Spiritual, & Mental Well-Being

Children and youth of Oakland will be physically and behaviorally healthy, mentally strong, and spiritually nourished. Their health will continually and measurably improve, and their well-being will be the highest priority. They will

have easy and ready access to the means to sustain growth and vitality in their families and in their communities.



### Stronger Families & Neighborhoods

Stronger families and caring communities will nurture youth to develop close bonds, positive values, and healthy lifestyles. Families—in all their rich multicultural, multiethnic, intergenerational, and sexual orientation diversity—will offer stable, healthy, and loving homes for children. Neighborhoods will be places where children are safe, where every adult will watch out for all youth as their own, and where people are proud to live.



### Education for Life-Long Learning

Oakland will be a learning place. Education for the children and youth of Oakland will not be limited to the classroom or schools, or a single source or location. Knowledge and information will be accessible in the community and in a variety of educational settings. We will truly prepare our children and youth to participate and be involved in full-time learning. Access to knowledge will be universal and within reach of everyone, regardless of social status, life experience, or neighborhood location within the city.



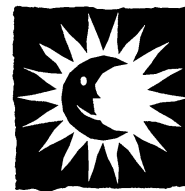
## Jobs, Career, & Self-Sufficiency

Youth will have early employment opportunities—both work and internship—which instill a sense of independence and self-worth. These opportunities—while varied in complexity and skill requirement—will help establish an essential “first contact” with the real world of work and will motivate youth to explore challenging careers and learning environments. Youth will have life-long opportunities for employment and financial self-sufficiency, and will be well-prepared to succeed in the 21st century.



## Community Involvement

Young people of Oakland will have ample opportunities to participate fully in many types of community activities that bring about real change, better our environment, promote reconciliation, equality and justice, and encourage understanding, communication, cooperation, and collaboration. Oakland will embrace all of our multiethnic, multicultural, intergenerational, and sexual orientation diversity. Our children and youth will enjoy—and have fun—participating fully in artistic, musical, athletic, and cultural events of the community.



## Long-Term Social Change

Our young people will firmly enjoy strong support for their hopes and desires so they can accomplish their individual goals. They will be a vital component of positive change, where their originality is honored as an important part of the greater community. Children and youth will be involved in all levels of our community in order to bring about a more just, equitable, and hopeful city.



Oakland Fund for Children and Youth

### III. FUNDING PRIORITIES

# Four-Year Funding Priorities

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## EVOLUTION OF THE FUNDING PRIORITIES

During several Planning and Oversight Committee (POC) meetings, members expressed the need to target the Oakland Fund monies in a way that would result in a measureable impact on the quality of programs and services for children and youth. To do this, a small number of self-selected POC members—comprised of both adults and youth—formed the funding priorities team. In between regularly scheduled POC meetings, the team met several times in July and August to develop draft funding priorities.

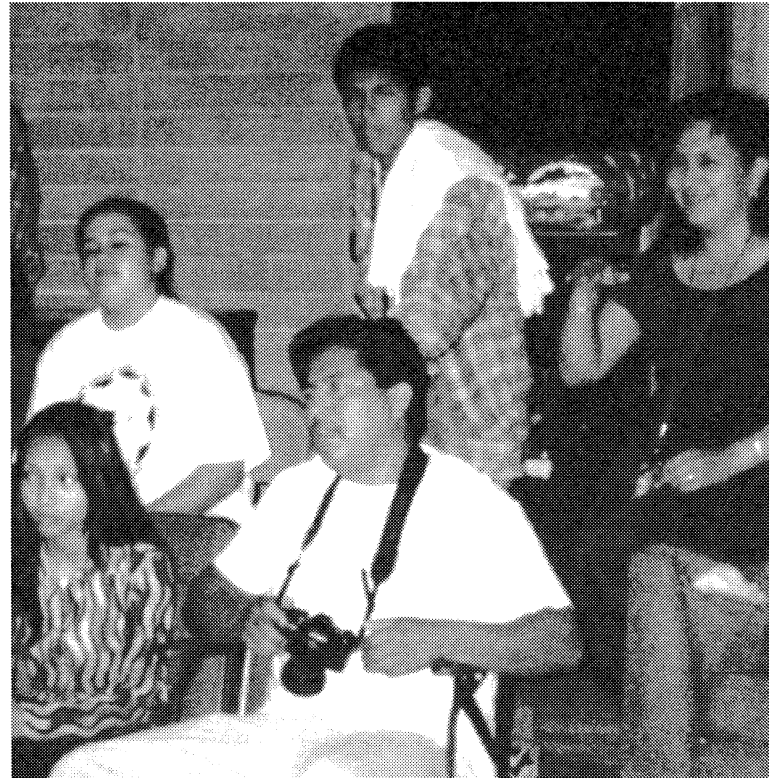
During four workshops held in August, the community was invited to comment on the draft funding priorities. In total, more than 120 people attended the workshops. The POC reviewed the community input and developed a systematic process to prioritize the funds.

## A THREE-STEP PROCESS

Prioritization can be best expressed in three steps:

- Assessing the Quality of Each Proposal
- Ensuring a Strategic Approach
- Assessing the Overall Package of Proposals

Note: Funding priorities may be modified prior to each funding cycle.

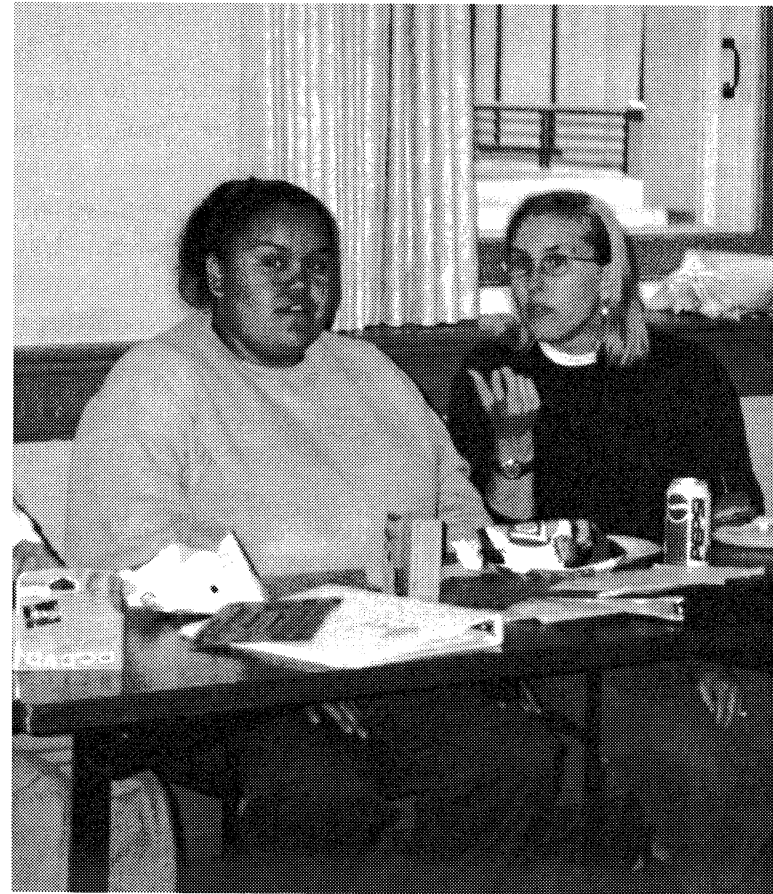


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## STEP 1

### ASSESSING THE QUALITY OF EACH PROPOSAL

Step One is designed to ensure compliance with both the letter and intent of the Measure K—Kids First! initiative by focusing the Fund on positive youth development practices. As each proposal is evaluated, **priority** will be given to programs and services that best meet the quality standards developed by the POC. The POC developed a list of criteria—in the form of “musts” and “shoulds”—to use in evaluating the **quality** of each proposed program or service. Each proposal will be rated using a point system to be determined.



## Qualities Each Program MUST Include

The POC will use the following criteria in reviewing and evaluating the quality of each proposed program or service. In the *Request for Proposals*, applicants will be required to describe *how* they will build all of these qualities into their program or service. Applicants will receive points based on the degree to which they demonstrate that their program will meet these requirements.



### Required ("Must")

- Implement services in a comprehensive, coordinated, and culturally-appropriate design (Measure K—Kids First!).
- Establish measurable and ambitious youth development outcomes (Measure K—Kids First!).
- Integrate youth in the development, operation, and evaluation of programs (Measure K—Kids First!).
- Be sensitive to and competent to serve the range of individual differences (age, cultural, linguistic, gender, sexual orientation, disabilities, language, etc.) among those they involve or serve.
- Involve parents and guardians of young children, in program design, implementation, and decision making, as appropriate.
- Provide opportunities for youth to develop meaningful, responsible, and caring relationships with adults and peers.
- Provide a safe and secure program.

At the end of Step One, a selected number of proposals will be forwarded. Those that proceed are considered to demonstrate the qualities that lead to positive youth development.

## Qualities Each Program SHOULD Include

In addition to the above “musts”, applicants will be requested to describe *how* they will address the following “shoulds”; proposals will receive points based on their response. Although not required, the “shoulds” describe qualities that will contribute to improved outcomes for our children and youth.



## Requested (“Should”)

- Emphasize collaboration between private non-profit and public entities (Measure K—Kids First!).
- Provide services to children and youth in the communities in which they live, as appropriate.
- Be cost effective, while still maintaining quality service.
- Follow and monitor the progress of children and youth in their program over the years.
- Reach out to young people who are not connected to existing youth-serving organizations.
- Promote neighborhood, environmental, and self awareness, personal health and safety, and sensitivity and understanding towards others.
- Teach children and youth to make clear, concise, age-appropriate choices.
- Clearly define how the program will address confidentiality issues for the children and youth they serve, as appropriate.
- Link children and youth to other resources and programs in the community.



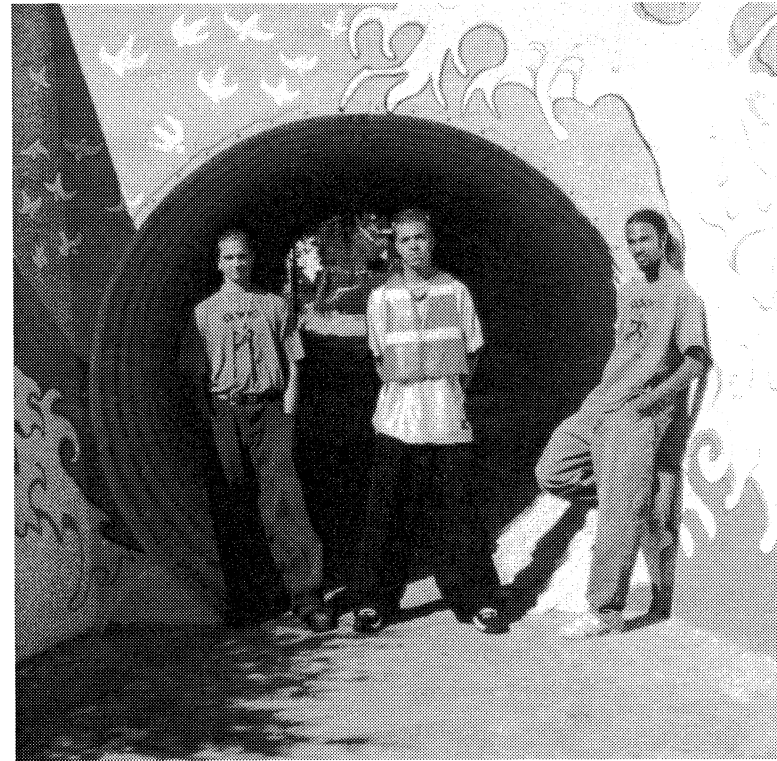
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STEP 2

## ENSURING A STRATEGIC APPROACH

To target funds for the coming four years, the POC focused on an approach to maximize impact in the most critical and strategic areas:

- Youth-Initiated Projects
- Expected Results
- Target Populations



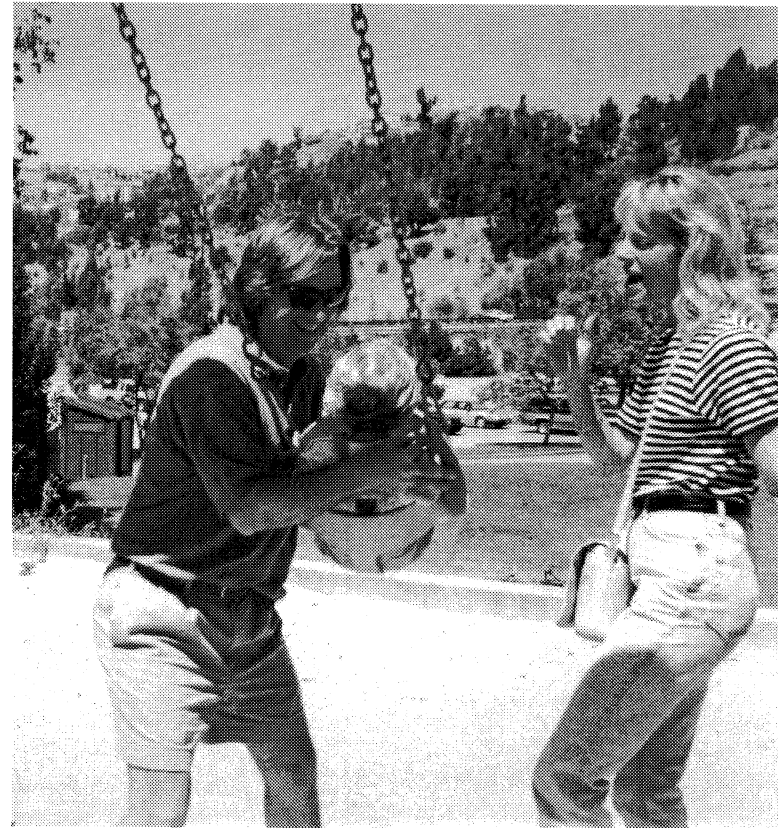
Applicants are encouraged to review and use the “tool box” of supporting strategies found in Appendix C, when useful in helping to achieve these Expected Results.

These Set-Asides are a bold attempt to ensure that young people themselves, with support from adults, are given access to the resources necessary to identify, address, and solve the challenges they face.

## Set-Aside for Youth-Initiated Projects

The POC wishes to express Oakland's commitment to youth empowerment by dedicating 20 percent of the Fund to projects initiated, implemented, and evaluated by youth. Young people would formulate an idea, approach a qualified agency or organization to serve as a sponsor and fiscal agent, and write and submit a proposal using the guidelines set forth in this *Strategic Plan*. In setting aside 20 percent to youth-initiated programs, the POC intends to:

- Set the tone for youth empowerment nationally and locally
- Be leaders in the field of youth development
- Demonstrate commitment to youth development with funds
- Provide an opportunity for youth to play critical roles in the future of the community and in producing long-term social change
- Help correct people's misperception of young people
- Facilitate and support high quality youth-initiated programming
- Lead the trend in changing service models for youth service providers
- Capitalize on the successes of current models of youth grant making

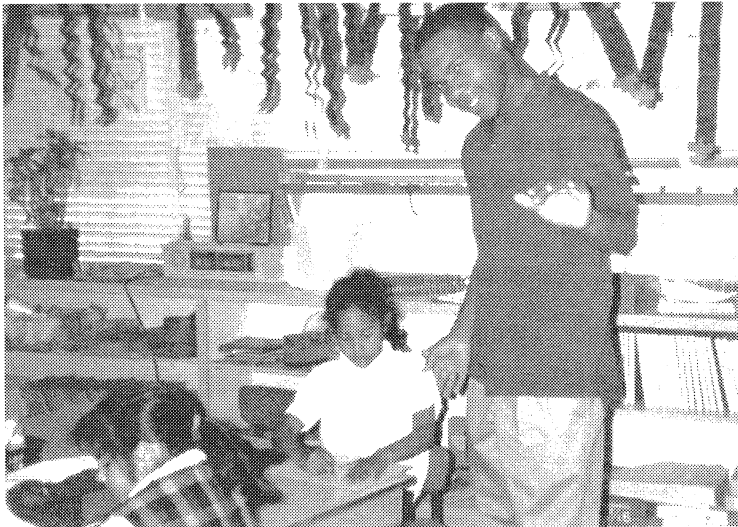


Youth development components will be found in: grant making (including leadership development, strategic planning, collaboration, community organizing, etc.); and grant writing and technical assistance (including needs assessment, proposal writing and evaluation, program and concept development, budgeting, etc.).

## Expected Results

- Connection to Caring Adults**  
Increase the number of children and youth who feel connected to caring adults.\*
- Safe Places**  
Increase the number of safe places for all youth, recognizing the need for culturally specific and culturally sensitive programs that reflect the broad diversity of youth, such as the gay, lesbian, bisexual, transgender, and questioning youth.\*

*\*These results are also emphasized in the “Musts” and should not be the only focus of proposed programs and services.*



- Literacy**  
Increase the number of students reading and writing at grade level.
- Cultural and Physical Activities**  
Increase the number of affordable and accessible art, music, dance, performance classes, sports and outdoor recreation programs, and environmental activities.
- Child Care and Child Development**  
Increase access to affordable, quality child care programs that promote healthy child development, and parent and guardian involvement in program planning, implementation, and evaluation.
- Young Children Ready to Learn**  
Increase the number of young children who are ready to learn.
- Job Training and Work**  
Increase the number of youth involved in quality job training programs which lead to work.
- Community Engagement**  
Increase the number of children and youth who are engaged in the community and are making positive changes in the physical, social, and political environment.
- Successful Transition from Juvenile Justice**  
Increase the number of youth who successfully transition from the juvenile justice system.

Overall, 80 percent of the Fund will be allocated to proposals demonstrating efforts toward achieving the Expected Results.

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## Target Populations

Step Two also involves ensuring that children and youth who are typically underserved or with exceptionally high needs have a better opportunity of being served. Under this approach, proposals that target the following populations would receive additional points. (Not shown in any priority order.) It should be emphasized that the POC expects evidence that the following population groups are actually being served:

- Teenage parents.
- Children and youth affected by welfare reform.
- Children and youth with special needs.
- Children and youth in foster care and in relative care-giving families.
- Low income children and youth.
- Children and youth in the juvenile justice system.
- Gay, lesbian, bisexual, transgender and/or questioning youth.
- Non-English speaking children and youth.
- Children and youth of non-English speaking parents.
- Homeless children and youth.
- Children and youth in homes with substance abuse.

## STEP 3

### ASSESSING THE OVERALL PACKAGE OF PROPOSALS

The last step in the funding prioritization process is to evaluate the overall package of proposals to ensure that together they:

- Address all service areas found in Section 4 of the Measure K—Kids First! legislation (see Section I, page 2).
- Address all seven Desired Outcomes (see Section II, pages 13-14).
- Reflect all seven Supporting Values (see Section II, pages 11-12).
- Serve all children and youth at every age (0-21 years).
- Serve males and females.
- Fund programs that primarily serve gay, lesbian, bisexual, transgender and/or questioning youth.
- Ensure children and youth in high need neighborhoods and populations receive funding.
- Include a variety of community-based organizations.
- Include private non-profit organizations of differing sizes.
- Provide funding in a variety of grant sizes.
- Provide funding with a variety of terms (1, 2, 3, 4 years).



Oakland Fund for Children and Youth  
APPENDICES

# Appendix A: POC Members

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## YOUTH COMMITTEE MEMBERS

### **KAREN CHAN**

Appointed by Councilmember John Russo, Karen attends Maybeck High School, is seventeen years old, and is already quite an accomplished journalist. Karen is committed to ensuring that youth have a voice in their community. She was a reporter for *Children's Express* and considers her participation in the 1995 Women's Conference in China one of the most important exchanges as a journalist that she has experienced. Currently, she is a teen member of the YWCA Board of Directors and proudly represents the voices of youth as an active member of the POC Public Relations / Public Input Subcommittee. Karen is committed to youth expression and enhanced community communication.

### **CINDY HA**

Cindy is a senior at Oakland High and was appointed by Councilmember at-large Henry Chang. Through her work with the East Bay Asian Youth Center, Cindy has become extremely involved in her community on behalf of her peers. In her estimation, the most important project she has shaped is Measure K—Kids First! As a founding member of the Kids First! Coalition, Cindy was active in the Oakland campaign for youth advocacy. She is truly committed to doing her best to represent Oakland youth.

### **BERENISE HERRERA**

A seventeen-year-old student at St. Elizabeth High, Berenise was appointed by Councilmember Ignacio De La Fuente and represents District 5 on both the POC and the Oakland Youth Commission. She is a member of the Agenda Subcommittee and carefully addresses the needs and concerns of young people by ensuring that each POC meeting is designed to include youth testimony, community needs research, and creative methods for meaningful community involvement. Berenise is both proud and excited about the opportunities for youth.

### **FRANKLIN HYSTEN**

Franklin is a twenty-one year-old sophomore at Holy Names College, and he was appointed by Councilmember Nate Miley, District 6. He was an early advocate for positive change through youth involvement as founder of the Oakland Youth Policy Roundtable and the Alameda County Youth Commission. Franklin completed 1700 volunteer hours in Americorps National Service Program as an intern at the Alameda County Public Health Department. As a big brother, he believes that Oakland youth emulate and learn most from one another; therefore, setting a positive peer example is critical for Oakland youth. Franklin is a talented musician and a faithful member of the Greater Cooper AME Zion Church.

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**LORENA RIVERA**

A sixteen-year-old junior at Oakland Technical High, Lorena is an Oakland native and is committed to youth having a voice in their city government. She acts as a liaison to Councilmember Jane Brunner who appointed her, and she sits on the Public Relations/Public Involvement Subcommittee to ensure that community participation and public information is provided from a youth perspective. A writer and editor of *POWER* magazine of Youth by Oakland United (YOU), Lorena articulates her visions for Oakland youth empowerment. An active member of YOU, she encourages her peers to take initiative in their neighborhoods in order to impact the Oakland community as a whole. Lorena also participates in the Mills College Upward Bound Program and the Youth Empowerment Program of the Native American Health Center. She enjoys photography and Latino Club activities at Oakland Tech High School.

**MARISOL TOLIVER-SOKOL**

Appointed by Councilmember Richard Spees, Marisol represents her district with great energy and dedication. She is seventeen years old, attends Skyline High, and is a talented jazz dancer and violinist. Marisol believes in young people taking the lead in their communities. As an active member of the Junior Statesmen of America organization, Marisol and her peers decide school policy, debate key youth issues toward common resolution, and engages their community in proactive political organizing and coalition building. Through the youth leadership group at her school, Marisol shares her time enhancing student life by organizing special events, acting as a peer mentor, and creating new student orientation. Working with the POC is important to her because of her commitment to ensure health care for youth at

their schools. Marisol aspires to become a pediatrician and dreams of developing a specialized community clinic in Oakland.

**IESHA TYLER**

Appointed by Mayor Elihu Harris, Iesha serves the City of Oakland as a Youth Ambassador. She is in the twelfth grade at McClymonds High. Iesha is especially interested in leadership roles in her community where she is well positioned to help others and to join in the mission of improving the lives of youth in Oakland. Excited by and committed to community development, Iesha advocates for youth participation in all aspects of the public process of this initiative. Iesha maintains a high academic standard and aspires to return to Oakland upon successful completion of her collegiate studies, to serve her community in new and proactive ways—in conjunction with young people, of course.

**CHARLES BRADFORD, JR.**

Charles E. Bradford, the oldest of three children, was born and raised in Oakland. Blessed with two loving and supportive parents who stressed the importance of education, Charles excelled in academics. At the same time, he was dealing with the social negatives of being gay and not having a safe support system to help him accept his feelings. After graduating high school, Charles vowed to dedicate his life to sexually diverse youth. He has recently been promoted to a full-time position as a Residential Counselor for the Youth Transitional House Program, coordinated by AMASSI, Inc. Charles will provide case management, peer counseling, and other supportive services to troubled, sexually diverse youth. Charles is also an active member and Youth Advisor of the Black Men's Exchange which is a gay support group and activist organization.

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## ADULT COMMITTEE MEMBERS

### **PEGGY BAXTER**

Appointed by Mayor Elihu Harris, Peggy is a committed advocate of children and families. At Children's Hospital-Oakland, she is administrative director for Governmental and Community Relations and Marketing and Planning. Some of her volunteer time is spent working on behalf of the Black Adoption Placement and Research Center; the Lincoln Child Center; and the American Cancer Society. On the POC, Ms. Baxter is an active member of the Public Relations/Public Involvement Subcommittee where she focuses on developing powerful, new methods of gathering and sharing public information and community input.

### **PAUL BREKKE-MIESNER**

Appointed by Councilmember Nate Miley, Paul has lived a life of service in East Oakland, is married, and has two children in Oakland Public Schools. Committed to meeting the needs of youth in a way that empowers and integrates them into the process, Paul has spent seven years building a youth-oriented health and safety program for Oakland Public Schools before recently becoming principal assistant to Assemblyman Don Perata. As an organizer with the Kids First! Coalition, Paul helped design Measure K legislation.

### **KIM COULTHURST**

An Oakland community activist, Kim planned and implemented youth programs for the City of Oakland from 1992 to 1996. The highlights of

her accomplishments include the Mayors Summer Reading Program, Camp Read-A-Lot, and the Team Oakland Youth Employment Program. From creating programs that serve youth, to working side-by-side with young people on community projects, Kim has dedicated her time and energy to supporting Oakland youth in their efforts to be happy, healthy, and safe. She earned her B.A. in History from Mills College and is currently working on a Non-profit Management Certificate from California State University-Hayward.

### **PATRICK DAUGHTON**

Appointed by Councilmember Jane Brunner, Patrick is an Oakland native and long-time Oakland schools, neighborhood, and community activist. A member of the Public Relations/Public Input Subcommittee, Patrick is committed to incorporating community input in particular youth participation throughout the process of implementing this initiative. He is currently Parent Teacher Association officer at Claremont Middle School and Community Outreach Chair of the Rockridge Soccer Club. Patrick also works on school issues with the Rockridge Community Planning Council. He lives in District 1 and is facilities manager for Intermountain Trading Company, LTD. Patrick is married and has two children.

### **H. MAHLON HARMON**

Currently working on behalf of the community with the City of Oakland Community and Economic Development Agency, Mahlon was appointed by Councilmember Larry Reid. He lives in District 7 and is a graduate of many of the institutions he now serves. Mahlon attended Oakland Technical High, received his B.A. from San



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Francisco State College, and obtained his M.A. from Occidental College in Los Angeles, California. He was executive director for a youth serving agency in San Francisco for eleven years. Mahlon is chairman of the Skyline High School Parent Teacher Student Association. He is married and has two children, and is an advocate to Oakland youth and their families.

**RUSSELL JEUNG**

Appointee of Councilmember At-Large Henry Chang, Russell has spent much of his life working as an activist in the Asian-American community on issues such as welfare reform, racial reconciliation, and immigrant rights. With youth advocacy also on the forefront of his agenda, Russell formerly worked as an aide to Councilmember John Russo, as an instructor at UC Berkeley, and as a consultant to various non-profit organizations in Oakland. Russell is a Ph.D. candidate at UC Berkeley in Sociology and lives in the San Antonio District of Oakland.

**ALICIA V. JONES**

Appointed by Councilmember Nancy Nadel of District 3, Alicia has lived in Oakland for most of her life and is dedicated to the prosperity of what she considers our city's most precious resource youth. Professionally, Alicia has worked with youth-serving non-profit agencies throughout her career, including the Oakland Ensemble Theater, the Youth Employment Program, and Festival on the Lake. Currently, she works with the East Bay Agency for Children, and the Center for Family Counseling. Alicia helps guide the process by serv-

ing on the Agenda Subcommittee which structures the agendas and content of each committee meeting. Alicia is a single parent and is committed to enhancing the lives of families in Oakland.

**JORGE CANTU LERMA**

Appointed by Councilmember Ignacio De La Fuente, Jorge is an Oakland native and a graduate of Oakland High. He has worked with Oakland youth for most of his life, holding positions with the Oakland Department of Recreation and as assistant principal of Highland Elementary School. Currently, he works directly with children and their families as a teacher and Oakland Unified School District (OUSD). Dedicated to youth advocacy, Jorge has also contributed countless hours to volunteer work as treasurer for Early Childhood Resources, Commissioner for the Mayor's Child Care Commission, partner to Sharing the Vision OUSD, and president of Chicano Educators of Oakland. Jorge holds a Ph.D.

**SUSAN N. QUINLAN**

Susan N. Quinlan lives in the San Antonio District and was appointed by Councilmember John Russo. Since her youth, Susan has dedicated herself to activism for peace and social justice, and has worked with a broad range of Bay Area community based organizations. For the past several years she has focused on young people through her work with the Urban Spaces Need Leadership Program for the Oakland Museum, and the development of a Recycling Program at Far West High School and Oakland Arts Magnet, where her children are students. Susan is currently enrolled in the Teacher Education

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Program at Mills College. She is committed to supporting children and youth in their efforts to make positive changes in their communities, the environment, and the world around them.

**STAN WEISNER**

Stan was born and raised in Oakland. He is a graduate of Oakland public schools and earned his doctorate in Social Welfare from UC Berkeley where he currently serves as program director for the Behavioral and Health Sciences at UC Berkeley Extension. During his tenure as president of the Skyline High Parent-Teacher-Student Association, Stan supported and continues to advocate for unique educational options for youth. As former associate director of Coleman Advocates for Children and Youth in San Francisco, and director of the Bay Area Youth-at-Risk Project, Stan believes in the collective power of youth and adults working cooperatively to better the lives of children and families in the Bay Area and beyond. Stan is married and the father of three.

# Appendix C: A Tool Kit of Supporting Strategies

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## INTRODUCTION

### Purpose of Strategy

A strategy is a careful plan for action that answers the question: *How do we achieve what we want?* Strategies presented in this section are intended to provide applicants with a “tool kit” for achieving the Expected Results found in Section III, page 24. Developed over the course of several Planning and Oversight Committee (POC) meetings and reflecting many hours of community review and input, these strategies present a dynamic framework to reflect community values and to achieve the desired outcomes for the young people of Oakland over the next 12 years.

### Strategy Development Teams

During the POC all-day retreat held on May 17, 1997, attending members of the committee discussed various ways of developing strategies. Ultimately, participants organized themselves into four strategy teams, reflecting the goal areas found in the City of Oakland Youth Policy Initiative:

- Youth Leadership and Development
- Families
- Healthy Neighborhoods
- Employment and Education

### Evolution of the Strategies

Members self-selected their team—comprised of both adults and youth—based on individual areas of interest and experience. During regularly scheduled POC meetings, the teams developed and prioritized a set of strategies. Looking at the entire package of strategies, POC members identified underlying characteristics or qualities that make each strategy valuable, removed duplication, identified gaps, and worked to target the strategies to make them truly strategic.

### Organization of the Strategies

Although developed in the four strategy teams, the following strategies are now organized into the three service areas defined in the legislation:

- Career and Leadership Development
- Academic and Cultural Development
- Physical and Behavior Health

An *intent* statement is provided to describe the particular qualities and underlying value within each strategy area. Also, *examples* of specific strategies are provided to illustrate different ways the strategy area could be pursued or implemented.

During the discussions, two overriding questions were kept in the forefront:

- \*Do these strategies reflect our overall values?
- \*Will these strategies help us achieve our desired outcomes for the 12-year vision?

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## CAREER AND LEADERSHIP DEVELOPMENT STRATEGIES

The purpose of organizing the strategies in this way is to clearly demonstrate the connection between the strategies and the legislation.

Strategies related to career and leadership focus on including a broad spectrum of Oakland youth to assist in creating and implementing programs, and formal governance structures to nurture a new generation of leaders. Implementation of these strategies will result in meaningful opportunities for youth to be involved with each other and in their communities. They are also intended to fundamentally change the way youth are “heard”, by acknowledging that the aspirations of youth can best be articulated by young people themselves.



### Providing Career Guidance

#### *Intent*

We will guide our young people to help them discover how their individual interests can be pursued through a career or position in the workforce. With information about different career options and actual job experiences, youth will be able to take a confident step forward into their futures.

#### *Examples*

- Career guidance centers that counsel and inform students about different career paths and job opportunities.
- Training and employment programs for youth to develop job skills.
- Positive work habits development for youth (e.g., grooming, time management, teamwork skills).
- Job search skill development for youth (e.g., networking, resume writing, interviewing).
- Youth entrepreneurial and money management programs.
- Programs that expose youth to the college information and experience, and assist youth with the application process.

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## Preparing Our Youth for Employment

### *Intent*

Our youth will be familiar with the wide range of employment alternatives and assisted in moving toward economic equity and self-sufficiency. In addition to providing our youth with learning experiences, they will gain the experiences and opportunities to help them support themselves and their families financially.

### *Examples*

- Partnerships to develop and generate jobs for young people, including formerly incarcerated youth.
- Youth internship, apprenticeship, and work-study programs.
- Employer training on youth-related issues and appropriate ways to integrate youth into the workplace.
- Increase school schedule flexibility to facilitate youth work options.
- Priority in job programs to teen parents who remain in school and support their children.

## Involving Youth in Community & New Civics

### *Intent*

Our young people will participate in building healthy communities and relationships. Our youth represent a “new force” of leaders, with an emerging status, position, and responsibility for the future of Oakland and the world.

### *Examples*

- Community clean-ups.
- Youth-initiated efforts to improve the physical and environmental quality of their neighborhood (e.g., graffiti art spaces, etc.).
- Youth-generated service projects.
- Youth community-organizing to affect change.
- Community-based youth media production programs.
- Youth representation on commissions, boards, councils, etc.
- Youth in home-based childcare and after school care.
- Information about available community youth services and current youth activities, possibly through a computer network.
- Youth operated enterprises and alternative schools.
- Removal of negative influences (tobacco billboards, etc.)

These strategies are not considered to be all-inclusive, but are intended to provide direction to applicants while allowing for their own creativity to propose additional types of programs and services.

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## Advocating for Our Children & Youth

### *Intent*

Families and youth need to be knowledgeable about available legal resources in order to increase their options and abilities to address any legal situation. We will advocate for our children and youth, while at the same time help them develop a voice strong enough to advocate for themselves as they grow to become community leaders.

### *Examples*

- Information provided about legal issues and legal rights for children and youth.
- Children and youth advocacy fund for their legal and consumer rights.
- Youth advocating for youth issues on the federal, state, and local level.
- Collaboration, organizing, alliance-building, and advocacy training opportunities and access to the same.
- Educational and developmental needs of young children (ages 0-12).

## Making Juvenile Justice Fair & Just

### *Intent*

The current juvenile justice system, as administered by the city, county, and state governments, represents a large part of the “justice” delivery system for Oakland’s youth. While it is questionable whether or not this system meets the needs of the community as a whole, it clearly does not meet the needs of our individual children and youth. The juvenile justice system should be a fair and just way to resolve conflicts such that both the youth and community are well served.

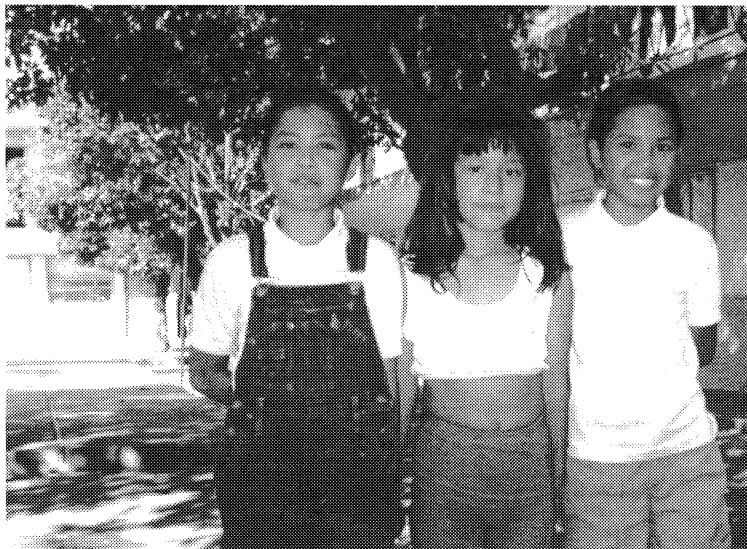
### *Examples*

- Community-based alternatives to the current juvenile justice system, such as peer courts, community-based diversion programs, institution-community transition programs, and early prevention programs.
- Ways to help youth successfully transition from the juvenile justice system back into the community.
- Peer court systems and peer counseling services.
- Youth television court.
- Courtroom studies and research.
- Junior paralegal assistance.
- Sensitive multicultural, multilingual outreach to immigrant youth in the juvenile justice system.

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## ACADEMIC & CULTURAL DEVELOPMENT STRATEGIES

Strategies related to academic and cultural development focus on providing access to education and training, literacy enhancement, and cultural and historical enrichment which are relevant to our children and youth, and help them become positive and productive Oakland citizens. These strategies are intended to actively engage children and youth through a wide variety of learning opportunities, using a combination of in-school and afterschool activities (community, public agencies, school system, etc.).



### Extending Learning Opportunities

#### *Intent*

These strategies focus on the need to support learning—not only academic achievement—but a comprehensive knowledge base and critical thinking skills. We need to assist and partner with all learning institutions by encouraging parent and community involvement.

#### *Examples*

- Collaboration with the school district and other institutions to create a network of resources.
- Homework centers, with emphasis on peer education and mentoring.
- Programs that expand learning.
- Basic academic skills and career exploration opportunities for middle school students.
- Emphasis on basic skills such as reading, writing, computing, etc.
- Library services for children and youth at homeless shelters (bookmobile, tutoring, story hours, etc.).
- Drop-out truancy prevention programs.

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## Increasing Access to Science & Technology

### *Intent*

Science and technology are growing fast in our society and will be key influences and tools for our everyday life in the future. We want our children and youth to be exposed to the latest information in these areas because such knowledge will be useful as they enter the workforce and gain self-sufficiency. We want our young people to be prepared as they enter the fast-paced world and expanding economy of the 21st century.

### *Examples*

- Access to computers and the Internet at home, school, and other public facilities.
- Training programs in technology for children and youth, including courses in computer research, and online learning and communications.
- Science, technology, and community-based environmental programs.
- Video or other visual portrayals of children and youth in positive activities.
- Information about children and youth services through a centralized database.

## Supporting Arts & Culture

### *Intent*

Access to different arts and cultural experiences will help young people to become well-rounded individuals. We want our children and youth to have opportunities to express themselves in a variety of ways that enable them to truly demonstrate and celebrate their creativity, diversity, and uniqueness.

### *Examples*

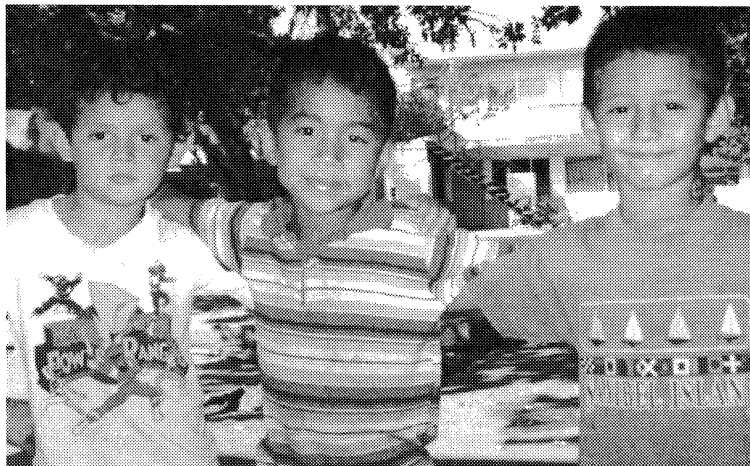
- Ethnically and culturally diverse enrichment programs for children and youth, including music and art activities.
- Enhanced curricula on Oakland and neighborhood history.
- Venues for cultural performances and showcasing art by children and youth.
- Drug-free and alcohol-free social, recreational, and cultural events for teens (e.g., nightclubs).
- Mental, spiritual, and physical well-being programs for creative, artistic, and cultural development.



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## PHYSICAL & BEHAVIORAL HEALTH STRATEGIES

These strategies focus on building safe and nurturing environments that support intergenerational growth and development, and establish activities and programs so youth grow up in beautiful, safe, substance-free, emotionally rich environments with trusting, caring relationships. Our young people will have a greater opportunity to develop a stronger sense of self identity and connection with others. Primary caregivers will be supported and appreciated for creating homes which are loving, safe environments and where strong bonds, values, and skills can be developed and nurtured.



### Supporting Youth Guidance

#### *Intent*

Caring companions, coaches, teachers, and mentors empower our children and youth, resulting in dynamic and meaningful interactions where our young people feel assertive, capable, and understood. This guidance fosters thoughtful individual expression and creative community action.

#### *Examples*

- Mentoring programs that provide youth with positive role models and guidance in meeting personal goals.
- Peer training, counseling, and tutoring as a means for problem solving and conflict resolution.
- Conflict resolution management programs that teach children, youth, and families ways to address anger, violence, and disagreement in a healthy, non-hostile manner.
- Counseling services for gay, lesbian, bisexual, transgender, and questioning youth.
- Crisis counseling to families and youth.

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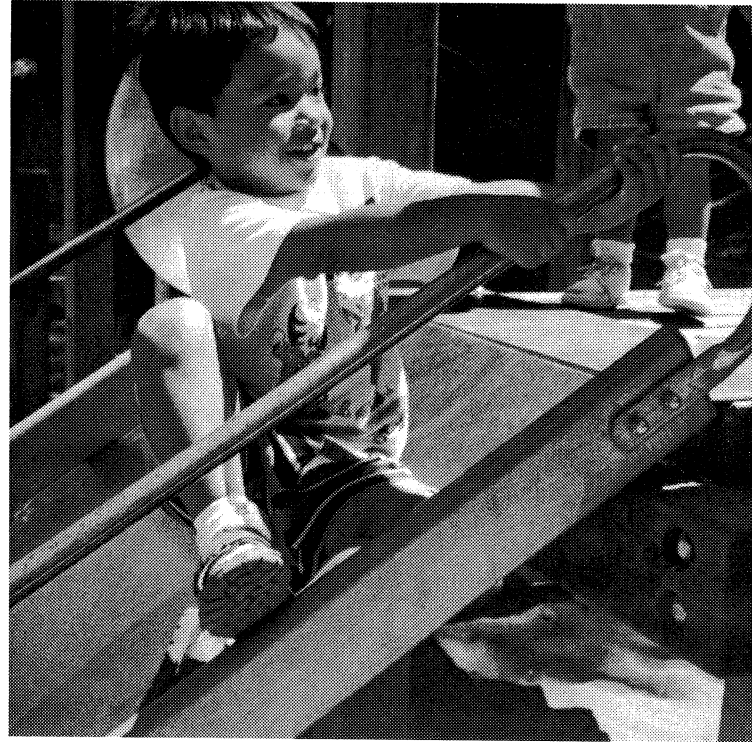
## Supporting Physical Activity

### *Intent*

Physical activity offers boundless opportunities for individual growth and empowerment. It can strengthen adult-youth relationships, foster team building and leadership skills, contribute to self-esteem, and help ensure strong and healthy physical development. Activity and exercise—so essential to good health—offers one of the great promises of childhood: the mental, physical, social, and spiritual well-being that comes from play. Activity and outdoor experiences also offer our young people a greater understanding of their bodies, the larger world in which they live, and the special relationship each of them has with their environment.

### *Examples*

- Sports programs as a strong part of the school curriculum.
- Outdoor activities in schools curriculum.
- Programs and events that provide fun experiences.
- Existing and new sports and recreation programs.
- Means and support for children, youth, and families to visit the Oakland parks and open space, and neighboring area regional parks.



- Venues for neighborhood-based sports programs.
- Wilderness area experiences, including overnight camping and experiences in the larger, natural world.
- Field trips for outdoor adventure.

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## Helping Families to Parent & Supporting Parents with Childcare

### *Intent*

To help families raise children, we want to empower them to be self-sufficient, knowledgeable, and caring. Early childhood development and childcare strategies help ensure that our children and youth receive the nurturing and care that are critical for their healthy development.

### *Examples*

- Project 2000 to encourage healthy early childhood development and parenting.
- Peer training for teens and children of non-English speaking parents and other guardians.
- Multilingual parenting materials.
- Multi-agency family support programs and strategies.
- Skill-building for parents and guardians (especially grandparents, teens, immigrants) to improve interactions and communications with their children.
- Parenting partners network to identify people willing to assist in parenting and provide relief time for burdened families, with emphasis on teen mothers and fathers.
- Communication plan to keep parents informed about school activities.

## Protecting our Children & Youth Through Preventive Health Measures

### *Intent*

Promoting the health of our youth is essential to their development. The health of our young people includes protection from exploitation and child abuse, as well as neglect prevention. These preventive strategies are intended to provide the basis for behaviors and practices which will serve a lifetime.

### *Examples*

- Education regarding childhood health and safety issues (e.g., immunization, toxins, lead poisoning, asthma).
- Health programs that promote nutrition, exercise, and other forms of preventive care.
- Services dealing with domestic violence and sexual assault, crime intervention, and punishment.
- Services for gay, lesbian, bisexual, transgender, and questioning youth.
- Access for children and youth to mental health, crisis intervention, and substance abuse treatment programs.
- Support programs and services for children and youth with disabilities in and out of school.
- Education about drug, alcohol, and tobacco abuse.

# Appendix D: A Tool Kit of Outcome Indicators

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## INTRODUCTION

A key component of a strategic plan is the ability to gauge progress toward the intended results, or desired outcomes. Early in the strategic planning process, the POC began to articulate a picture of what the community wants to achieve as a desired future for the children and youth of Oakland (see Section II, The Vision). Answering the question: *How Do We Know We're Making Progress Toward Our Desired Outcomes?*, the POC developed a number of specific outcome indicators.

## What is an Outcome Indicator?

Indicators are tools to measure the degree to which efforts are leading towards desired outcomes. Indicators help to build in accountability and provide a way to systematically and realistically evaluate and monitor results.

Indicators can be **quantitative** (e.g., number of tutoring hours) and/or **qualitative** (e.g., satisfaction with tutoring program). While result-oriented, qualitative indicators are often the most indicative of real change, they are sometimes difficult to measure.

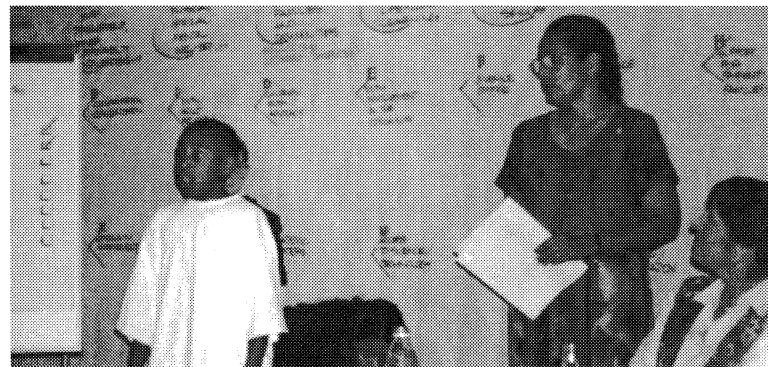
## Use of Indicators

For the Oakland Fund for Children and Youth, providers will use indicators to demonstrate how their program or service is helping to move Oakland closer toward realizing its vision for children and youth.

Each applicant will be required to include in their proposal a set of indicators and a systematic plan for regular evaluation that includes young people and/or caregivers for very young children. Technical assistance will be provided to help applicants select an appropriate and measurable set of indicators; a professional evaluator will work with providers who are awarded grants to refine the evaluation plan and set targets for performance.

In addition to the program-specific evaluation, the overall Fund will be monitored and evaluated on a regular basis. The Expected Results (see Section III, page 22) will be the primary focus of the Fund-wide evaluation; however, other outcomes may be used to measure progress toward the vision as well.

Indicators found on the following pages are organized by the Desired Outcomes found in Section II. Applicants are encouraged to use these indicators—and others, as appropriate—to demonstrate how their proposal will lead toward the desired future for the children and youth of Oakland.



These indicators should be considered a "menu" of options. Applicants are encouraged to develop indicators tailored to their program or project, using the checklist.

## MEASURING OUR DESIRED OUTCOMES

Potential indicators considered by the POC were evaluated using a "checklist" to ensure that each would be:

- Fundamental to long-term youth development
- Logically defensible
- Understandable to the community
- Positive rather than negative or punitive
- Measurable
- A valid indicator of desired outcomes

Possible indicators for each desired outcome are listed below. Indicators selected from this "menu" or others developed by proposers will be used to evaluate and monitor the success of the Oakland community's efforts to effect real and positive change for our children and youth.



# Youth Development, Power, Responsibility and Leadership



INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the number of youth who report that they feel empowered, challenged, engaged in leadership	✓	✓	▪ Youth surveys & interviews
Increase in the number of youth involved in program planning (e.g., deciding on activities, groundrules, etc.)	✓	✓	▪ Youth surveys ▪ Provider surveys
Increase in the number of youth involved in program leadership (e.g., setting agendas, facilitating, etc.)	✓	✓	▪ Youth surveys & interviews ▪ Provider surveys
Increase in the number of youth involved in program evaluation	✓	✓	▪ Youth surveys & interviews ▪ Provider surveys
Increase in the number of youth serving on task forces, commissions, or committees	✓	✓	▪ Survey of City departments
Increase in the number of youth engaged in youth advocacy	✓	✓	▪ Youth surveys or interviews
Increase in the number of participants in youth leadership projects		✓	▪ Survey of providers
Increase in the number of youth-generated media interactions		✓	▪ Survey of media outlets
Increase in the number of youth involved in giving orientations; decorating space; designing logos, flyers, etc.	✓	✓	▪ Youth surveys or interviews ▪ Provider surveys
Increase in the number of youth who report that they feel respected by adults and their peers	✓	✓	▪ Youth surveys or interviews
Increase in the number of youth who report that they know how to handle conflict non-violently	✓	✓	▪ Youth surveys or interviews
Increase in the number of parents who report that their children are experiencing healthy development in childcare	✓	✓	▪ Surveys or in interviews
Increase in the number of parents or primary caregivers involved in childcare program planning, operations, evaluation	✓	✓	▪ Provider surveys



# Physical, Spiritual, and Mental Well-Being

INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the number of youth who report they feel healthy, happy, challenged, etc.	✓	✓	▪ Youth surveys, interviews
Decrease in number of unwanted teen pregnancies		✓	▪ County Health Dept. vital statistics
Decrease in the number of violent acts and youth deaths		✓	▪ Police Department
Decrease in teen suicides and suicide attempts		✓	▪ Police Department
Decrease in the infant mortality rate		✓	▪ County Health Dept. vital statistics
Increase in the number of youth attending alcohol-free events		✓	▪ Survey of providers
Decrease in rate of teenage substance abuse		✓	▪ Survey of providers
Decrease in the number of juvenile arrests and detentions		✓	▪ Police reports ▪ Youth reports
Increase in the number of youth who engage in behaviors that help to maintain good health	✓	✓	▪ Youth reports ▪ Providers survey
Increase in the number of gay, lesbian, bisexual, transgender, and questioning youth who report that they feel safe and accepted by their peers	✓	✓	▪ Youth reports

# Stronger Families and Neighborhoods



INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Decrease in the number of homeless children and youth in transitional shelter or housing		✓	<ul style="list-style-type: none"> <li>▪ Survey of providers</li> </ul>
Increase in the number of children and youth familiar with first aid, emergency planning, CPR, etc.		✓	<ul style="list-style-type: none"> <li>▪ Survey of providers</li> <li>▪ Youth reports</li> </ul>
Decrease in the number of juvenile arrests and detentions		✓	<ul style="list-style-type: none"> <li>▪ Police reports</li> <li>▪ Youth reports</li> </ul>
Increase in the number of parents and guardians involved in parent councils, events, awareness meetings		✓	<ul style="list-style-type: none"> <li>▪ Providers survey</li> <li>▪ Youth reports</li> </ul>
Decrease in the number of children on waiting lists for childcare		✓	<ul style="list-style-type: none"> <li>▪ Providers survey</li> </ul>
Increase in graduation rates of teen parents		✓	<ul style="list-style-type: none"> <li>▪ OSUD</li> </ul>
Increase in the number of youth engaged in a variety of activities, resulting in enhancement of the individual, group, or the community at large		✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Provider reports</li> <li>▪ Survey of City OUSD, non-profits</li> </ul>





# Education for Life-Long Learning

INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the percentage of students who complete high school		✓	▪ School District reports
Increase in the percentage of high school graduates who intend to pursue education beyond high school		✓	▪ School District reports
Increase in the number of high school graduates who have the knowledge and skills needed to enter the labor force and/or continue their education		✓	▪ Student surveys
Increase in the percentage of high school graduates employed or in continuing education two years after graduation		✓	▪ Follow-up research with sample of youth
Increase in the quality and quantity of afterschool reading and writing classes	✓	✓	▪ Provider survey
Increase in the number of children and youth in computer literacy classes		✓	▪ Provider survey
Increase in number of youth who can respect differences in ethnicity, race, religion, sexual orientation, language		✓	▪ Participant observation ▪ Youth reports
Increase in number of youth who demonstrate critical thinking skills		✓	▪ Participant observation ▪ Youth reports
Increase in number of youth who can articulate their values and beliefs	✓	✓	▪ Participant observation ▪ Youth reports
Increase in the number of junior high school students who stay in school			
Increase in the number of public agencies and businesses with school to work programs		✓	▪ Survey of employers
Increase in grade point average of students in target populations		✓	▪ OUSD
Increase in the number of youth involved in curriculum design		✓	▪ OUSD

# Jobs, Career, and Self-Sufficiency



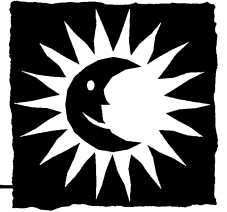
INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the number of youth engaged in public / private employment, training, and internships		✓	<ul style="list-style-type: none"> <li>▪ Provider survey</li> </ul>
Increase in the number of high school graduates who have the knowledge and skills needed to enter the labor force and/or continue their education		✓	<ul style="list-style-type: none"> <li>▪ School District reports</li> </ul>
Increase in the number of youth who can identify resources and appropriate models, perform tasks, develop skills	✓	✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who are able to understand the structure, rules, and protocols of the work environment	✓	✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who take on progressive responsibilities	✓	✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who understand one's individual responsibilities in a team assignment.	✓	✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who can provide constructive feedback as well as accepting it from others	✓	✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who maintain regular attendance at work or in a program		✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of youth who have an ability to perform and follow-up on assignments		✓	<ul style="list-style-type: none"> <li>▪ Youth reports</li> <li>▪ Participant observation</li> </ul>
Increase in the number of businesses and public agencies with school to work programs		✓	<ul style="list-style-type: none"> <li>▪ Survey of employers</li> </ul>



# Community Involvement

INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the percentage of registered voters who are 18-21 years old		✓	▪ City voter registration records
Increase in the number of youth knowledgeable about voting laws and processes	✓	✓	▪ Youth reports
Increase in the number of youth having the ability and desire to actively participate in the political process	✓	✓	▪ Youth reports
Increase in the number of youth knowledgeable about civil and human rights	✓	✓	▪ Youth reports
Increase in the number of youth knowledgeable in how to interface with and access government departments	✓	✓	▪ Youth reports
Increase in the number of youth serving on task forces, commissions, or committees		✓	▪ Survey of City departments
Increase in the number of youth engaged in a variety of community activities, resulting in enhancement of the individual, group, or community at large	✓	✓	▪ Youth reports ▪ Provider surveys ▪ Survey of City, school districts and non-profits

# Long-Term Social Change



INDICATOR	Measure of		Possible Measurement Method
	Quality	Quantity	
Increase in the number of youth who report that they feel empowered, challenged, engaged in leadership, etc.	✓	✓	▪ Youth surveys and interviews
Increase in the number of youth involved in program leadership (e.g., setting agendas, facilitating, etc.)	✓	✓	▪ Youth surveys and interviews
Increase in the number of youth who report that they know how to handle conflict non-violently	✓	✓	▪ Youth surveys or interviews
Increase in the number of parents who report that their children are engaged in healthy development in childcare	✓	✓	▪ Parent surveys or interviews
Increase in the number of gay, lesbian, bisexual, transgender, and questioning youth who report that they feel safe and accepted by their peers	✓	✓	▪ Youth reports
Increase in the number of youth who report that they feel respected by adults and their peers	✓	✓	▪ Youth surveys or interviews
Decrease in income inequity in Oakland		✓	
Decrease in the unemployment rate for teens		✓	

# Appendix E

## LIST OF PARTICIPANTS, *we thank you for your support—including those whose names may have been inadvertently omitted.*

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# Appendix F: Bibliography

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During the course of the strategic planning process, the Planning and Oversight Committee members reviewed, individually and collectively, a wealth of articles, research reports and other materials on youth development programs, principles and practices. These resources are listed below.

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