





OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

2016-17 FINDINGS REPORT







Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office



ACKNOWLEDGEMENTS

We would like to thank all the individuals and agencies that contributed to this evaluation report.

The City of Oakland Human Services Department and the Oakland Unified School District's After School Programs Office greatly contributed to the design and structure of the report. We thank Oakland Fund for Children & Youth Director Sandra Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs, for their support.

All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually below, with special thanks to POC Chairs Gerald Williams and Jared Utley.

Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

2016-17 OAKLAND PLANNING & OVERSIGHT COMMITTEE (POC) MEMBERS

District	POC Member - Adult	POC Member - Youth
Mayor	Astrid Regalado	(Mayor selects a single youth or adult member)
At Large	Julie Waters	
District 1	Gerald Williams	
District 2	Kathy Teng Dwyer	Francois Barrileaux
District 3	Anakarita Allen	Jared Utley
District 4	Steven Wirt	Ajani Torres-Cedillo
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IMAGES

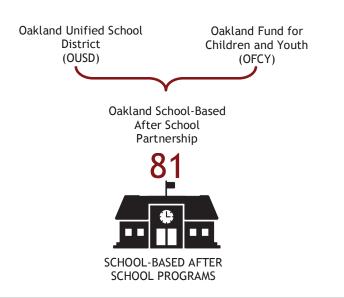
Cover: Oakland Leaf - Encompass | Cover: Oakland Leaf - Bret Harte | Cover: Oakland Leaf - Ascend | Cover: Oakland Leaf - International Community School | Page 11: Oakland Leaf - Learning Without Limits | Page 14: Oakland Leaf - International Community School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Oakland Leaf - Bret Harte Middle School | Page 14: Citizens School - Roots International Academy | Page 45: Oakland Leaf - ASCEND | Page 51: Citizens School - Roots International Academy

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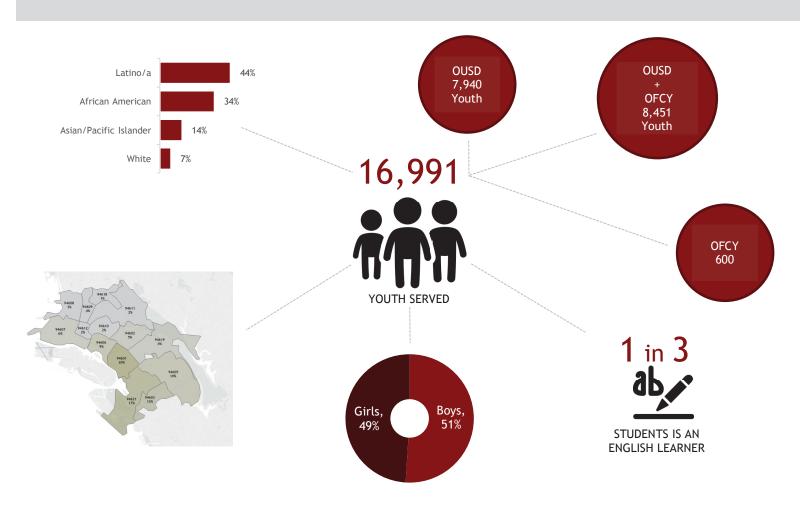
2016-17 EVALUATION HIGHLIGHTS

THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMING FOR OAKLAND'S YOUTH.

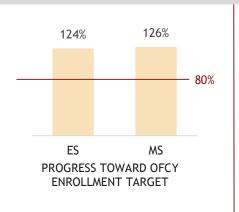


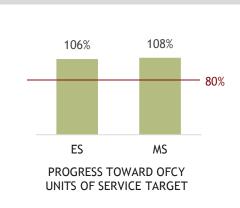


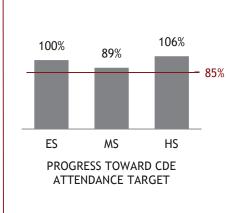
SCHOOL-BASED AFTER SCHOOL PROGRAMS SERVE YOUTH REFLECTIVE OF THEIR DIVERSE COMMUNITIES.



THE MAJORITY OF SCHOOL-BASED AFTER SCHOOL PROGRAMS MET OR EXCEEDED THEIR ENROLLMENT AND ATTENDANCE TARGETS.

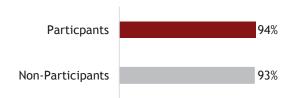






AFTER SCHOOL PARTICIPANTS ATTENDED SCHOOL AT A HIGHER RATE WERE LESS LIKELY TO BE CHRONICALLY ABESENT COMPARED TO THEIR NON-PARTICIPANT PEERS.

SCHOOL DAY ATTENDANCE RATE



After school participation has a positive association with school day attendance.

Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.

THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP IS COMMITTED TO CONTINUOUS QUALITY IMPROVEMENT AND SUPPORTING PROGRAMS.

4.04



AVERAGE PQA SCORE (SCALE 1-5) **71**%



OF YOUTH REPORT FEELING SAFE IN THEIR PROGRAMS 18



PROGRAM AND ASPO STAFF WERE CERTIFIED AS EXTERNAL PQA ASSESSORS 59

PROGRAMS DEVELOPED AN IMPROVEMENT PLAN

16



AWARDED

Supported on-going literacy needs

Supported middle school or rising middle school youth Supported culturally- or gender-responsive programming

Drove opportunities for collaboration

2016-17 OAKLAND AFTER SCHOOL

EVALUATION EXECUTIVE SUMMARY

ABOUT OAKLAND SCHOOL-BASED PROGRAMS

- ✓ Oakland School-Based After School Partnership: Formed in 2004 by OFCY and OUSD's After School Programs Office.
- ✓ Funding Sources: The
 Partnership leverages over
 \$17 million to Oakland
 programs through OFCY grants,
 State and Federal grants
 managed by OUSD, and
 additional community-based
 funding sources.

In 2016-17 the Oakland School-Based After School Partnership funded 81 school-based after school programs serving nearly 17,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office. Between them, the School-Based Partners leverage over \$17 million to programs, which includes over \$4.8 million annually in local funding through OFCY grants to community agencies to manage programs; a matching \$9.5 million in state After School Education and Safety (ASES) funding and federal 21st Century Learning, which are managed through OUSD; and an additional \$3.1 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

ABOUT THE EVALUATION PROJECT

- ✓ Theory of Action: Youth who regularly participate in a high quality after school program gain skills and experience that benefit them both now and in the future.
- ✓ **Data Sources:** Youth surveys; site visits (n=79); program attendance records; youth demographic records; District academic data.

An annual evaluation assesses the ways in which the school-based after school programs promote positive outcomes in youth. The Theory of Action (see box at left) guides the 2016-17 evaluation. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, the direct outcomes and benefits to participating children and youth, as well on students' academic outcomes in the context of their program participation.

Data sources for the 2016-17 evaluation include youth surveys, site visits, program attendance records and youth demographic records from Cityspan, and District academic data.

ABOUT YOUTH SERVED IN SCHOOL-BASED AFTER SCHOOL PROGRAMS

- ✓ Youth Served: 16,991
- ✓ Participant Diversity: Oakland after school youth are 44% Latino/a, 34% African American, 14% Asian/Pacific Islander, and 7% White. Programs serve slightly more boys (51%) than girls (49%).
- ✓ Oakland Neighborhoods

 Served: Half (49%) of all participants live in the Fruitvale, Coliseum, and East Oakland zip codes.
- ✓ English Learners: About 29% of after school participants are English Learners.

In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students¹ at the program's host school at low or no cost.²

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (44%), making up the highest proportion of participants. About one-third of participants are African-American (34%), followed by smaller proportions of Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs.

After school programs served youth throughout Oakland (Figure 1 on page 13), but nearly half (49%) of participants were concentrated in three zip codes: 94601, 94621, and 94603. These zip codes represent the Coliseum, Fruitvale, and East Oakland areas

Nearly one-third of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

¹ Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

² Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

PROGRAM ACCESS & ATTENDANCE

- ✓ Enrollment Targets: OFCY grantees exceeded their 2016-17 program enrollment goals.
- ✓ Units of Service: OFCY grantees exceeded their 2016-17 goals for units of service (hours of service per participant).
- ✓ Program Attendance:

 Overall, youth attended an average of 83 days, with expected variations by grade level.
- ✓ Program Access: After school programs served 44% of the students in their host school.

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 2 on page 19 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 124% of their goal enrollment and middle school sites reaching 126%. OFCY grantees are also expected to reach 100% of their unit of service goals. Figure 3 on page 19 shows that elementary programs are surpassing their goals at 106% and middle school programs at 108%.

On average, children and youth in Oakland school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average. Available evidence indicates that Oakland school-based programs served almost half (44%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 20.

PROGRAM QUALITY

- ✓ Program Quality
 Assessments: The vast
 majority of the 79 programs
 observed were found to be
 Thriving (14%) or
 Performing (85%).
- ✓ Youth Surveys: Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).
- ✓ Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths' academic records (when available).

Site Visits: Measures of point-of-service quality assess youths' experience in activities, and were captured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. Year-over-year data reveal that on the whole, programs continue to be of moderate to strong quality across grade levels. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving" and only one program (~1%) was categorized as "Emerging."

Youth Surveys: Youth surveys included questions about youths' program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites' PQA scores in each area. The majority of all youth reported feelings of safety in their program (74% of elementary, 65% of middle, and 76% of high school participants), a necessary precursor for youth to experience the other aspects of program quality. In addition, youth across all three grade-groups also reported strong levels of support in their programs, (73% of elementary, 60% of middle, and 71% of high school youth); these results align well with data from site visits.

Differences in Program Quality: There were only modest differences in 2016-17 between boy and girl participants' perspectives of program quality, as measured through youth surveys. Most notably, high school girls reported they felt safer in their programs (83%) compared to boys (73%).

PROGRAM OUTCOMES

- Outcome Domain Differences: Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in nearly every domain in the youth survey.
- Academic Data Sources: School day attendance/chronic absenteeism; and OUSD's high school readiness measure. When possible, we compared youth to nonparticipants in the same schools.
- ✓ Academic (Contributory)

 Outcomes Findings:

 Encouragingly, after school participants have higher school day attendance rates than non-participants, and are less likely to be chronically absent.

Youth surveys also asked participants about their experiences and learning in certain key outcome areas: academic behaviors, mastery, social & emotional skills, physical well-being, school connectedness, and college & career exploration. In particular, youth reported developing a sense of mastery (64%) and improving their academic behaviors (63%). Similarly, 63% of youth reported they were exposed to information about college and career paths in the future.

Differences in Outcome Domains: Gender comparisons showed only modest differences in self-reported outcomes across most survey domains. However, middle school-aged boys were more likely than girls of the same age to report strengthening their academic behaviors in a few different dimensions.

Differences in School Day Attendance: The academic outcomes examined included school day attendance and chronic absence rates. Analysis focused both on highlighting the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2016-17, after school program participants had higher school attendance rates than their peers. On average, after school participants attended 94% of all school days and non-participants attended 93%; this difference, though small, is statistically significant.³ Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school programs were less likely to be chronically absent than non-participants: about 15% of after school participants were chronically absent, compared to 19% of non-participants; this difference is also statistically significant.⁴

³ Statistically significant at p<.05 level using independent samples t-test.

⁴ Statistically significant at p<.05 level using independent samples t-test.

INTRODUCTION: ABOUT OAKLAND SCHOOL-BASED PROGRAMS, THEIR PARTICIPANTS, & THE EVALUATION PROJECT

The Oakland School-Based After School Partnership funded 81 programs throughout Oakland, which served 16,991 children and youth in 2016-17.

In this section:

About Oakland after school programs

About Oakland after school participants

About the School-Based After School Partnership, OUSD, and OFCY

About **funding** for school-based after school

About the 2016-17 evaluation



ABOUT OAKLAND AFTER SCHOOL PROGRAMS: A SNAPSHOT

Oakland after school programs provides critical support to host schools, youth, and their families. Research indicates that after school is more than just a safe haven for youth; high quality after school programs can support youth academically and socially.⁵ Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially critical for these young people.⁶

In the 2016-17 program year, the Oakland School-Based After School Partnership funded 81 programs that operated at OUSD or public charter schools, including a mix of K-8th, 6th-12th, elementary, middle, and high schools. Eighteen partner agencies manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities. The 81 school-based after school programs served youth from across Oakland; participants' home zip code data indicates that nearly half of all youth (49%) reside in the Fruitvale, Coliseum, and East Oakland areas.⁷

⁵ Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

⁶ Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), Handbook of research on schools, schooling, and human development (pp. 379-397). New York, NY: Routledge.

⁷ Percentages by Zip codes references in these areas are: 94601 (20%), 94621 (17%), and 94603 (12%). For a complete list of after school program locations and lead agencies, see Data Companion A: After School Program Locations & Partners (p.54).

ABOUT OAKLAND AFTER SCHOOL PARTICIPANTS

In 2016-17, school-based programs served 16,991 youth across Oakland, including 5,723 elementary, 4,775 middle, and 6,493 high school youth. After school participants are an ethnically diverse group. More than 4 in 10 after school youth are Latino/a (44%), making up the highest proportion of participants (Table 1). About one-third of the participants are African-American (34%), followed by Asian/Pacific Islander (14%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (51%) and girls (49%) attend all after school programs. Youth served in after school largely mirror the composition of the District overall. Programs are slightly more likely to serve African American students compared to the total student population at the programs' school sites; 34% of program participants are African American compared to 28% of students at the host school sites.

TABLE 1. PROGRAMS SERVED DIVERSE OAKLAND YOUTH

Racial/Ethnic Category	ES Programs	ES OUSD	MS Programs	WS OUSD	HS Programs	HS OUSD	All Programs	Total OUSD
Latino/a	43%	43%	48%	46%	43%	47%	44%	45%
African American	36%	25%	31%	25%	35%	25%	34%	25%
Asian/Pacific Islander	13%	14%	12%	15%	15%	16%	14%	15%
White	7%	12%	8%	9%	7%	7%	7%	10%
American Indian/Alaskan Native	1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Other/Multi- Racial*	<1%	5%	<1%	3%	<1%	2%	<1%	4%
Unknown/Not Reported	<1%	2%	<1%	2%	<1%	2%	<1%	2%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

California Department of Education DataQuest Database for district enrollment records for FY 2016-2017. District enrollment includes sites that do not host an after school program.

Nearly one in three (29%) after school participants are English Learners (ELs); this is lower than the overall composition of the host schools (37% EL students, on average). Most of this difference occurs at the elementary level; the proportion of ELs served by middle school and high school programs is roughly 25%, which is the same as the EL population across those grade levels.

After school programs served youth throughout Oakland (Figure 1), but nearly half (49%) of participants were concentrated in three zip codes:

^{*}Indicates that the category "Other" was selected in Cityspan records.

94601, 94621, and 94603. These zip codes represent the Fruitvale (20%), Coliseum (17%), and East Oakland (12%) areas.

94608 94607 94610 94600 94600 94600 94600 94600 94601 94601 94601 94603 94605 10%

FIGURE 1. NEARLY HALF OF PARTICIPANTS RESIDE IN THREE NEIGHBORHOODS

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017, n=16,991.

ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The School-Based After School Partnership funds comprehensive school-based after school programs for children and youth in Oakland. The Oakland Unified School District's (OUSD) After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004.

The Partnership aims to provide equitable access to high quality after school programs that help children to be:

- Engaged and succeeding in school;
- College and career ready; and
- Physically and emotionally well.

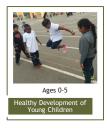
These goals are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's (OUSD) Full Service Community Schools initiative to provide health, education, and social services to youth, their families, and the community.

About the OUSD After School Programs Office

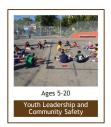
Oakland after school programs work intentionally to support the school district's Pathway to Excellence strategic plan. This plan articulates the vision that all students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success. To achieve this vision, OUSD aims to build full service community schools that focus on high academic achievement while serving the whole child. Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports in the following key areas: academic support, social and emotional learning, college and career readiness, and parent engagement.

The 2016-17 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program-level outcomes.

About the Oakland Fund for Children and Youth









The Oakland Fund for Children and Youth (OFCY) funds 150 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

These programs play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.

OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First! legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OFCY's school-based strategy specifically supports elementary and middle school after school programs and is OFCY's largest funding strategy. The City of Oakland invests one-third (33%) of total OFCY annual funding into after school.

This strategy provides base funding to elementary schools to deliver enrichment, academic support, arts, sports, technology, literacy, and other youth development and leadership programming. Middle school funding invests in innovative after school programming including science, technology, arts, sports, linked learning, and other school-based enrichment programming that build on youth interests and assets and build a positive attachment between young people and their schools. At sites with high levels of students qualifying for free or reduced price lunch, supplemental funding supports enrichment programming, such as arts, STEM (science, technology, engineering, and math), literacy, and gardening; expanded program capacity; and/or other site needs (see page 45 for more on the supplemental funding).

OFCY grantees served 32,014 youth in the 2016-17 program year. The 59 programs in the school-based after school strategy served over 28% of those youth (n=9,051).

ABOUT FUNDING FOR SCHOOL-BASED AFTER SCHOOL

Oakland school-based after school programs are jointly funded through a planned and committed investment of funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 81 school-based after school programs.

The School-Based After School Partners, OUSD and OFCY, leverage funds to support a breadth of programs across Oakland. State and federal programs fund OUSD which provides grants to District-based sites, including high school sites. OFCY's school-based after school strategy supports after school programs for youth in grades K-8, including four charters funded directly by state and federal grants. Therefore, 56 of the 81 programs are mutually supported by both OFCY and OUSD; four programs operating at Oakland charter schools are supported by OFCY grant funds that match direct federal and state dollars; and 21 programs, including the 14 high schools, are supported solely by state and federal after school funding through OUSD. Table 2 presents the 2016-17 funding levels from these sources.

Examining the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland's youth (see Table 2). OFCY supports 59 elementary and middle schools through the

Student Success in School funding strategy. OUSD funds 77 programs through the After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education (CDE).

TABLE 2. FUNDING BY ASES, 21ST CCLC, ASSETS & OFCY GRANTS8

Program Type	ES (n=44)	MS (n=23)	HS (n=14)	Total (n=81)
ASES, 21st CCLC, ASSETS	\$2,766,144	\$3,409,886	\$3,333,942	\$9,509,972
OFCY Funds	\$3,117,073	\$1,693,700		\$4,810,773
Matched Funding	\$2,181,459	\$683,390	\$290,843	\$3,155,692
Total	\$8,064,676	\$5,786,976	\$3,624,785	\$17,476,436

Source: OFCY Matched Source report accessed via Cityspan Attendance tracking system and OUSD grant records.

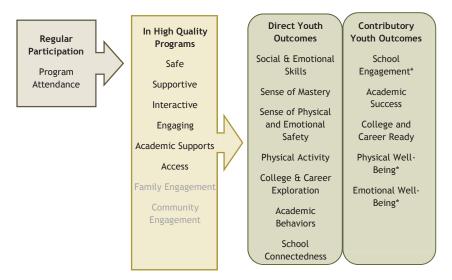
OFCY provides over **\$4.8 million** in funds to elementary and middle school sites, with base grants at \$72,000 for elementary sites and \$85,000 for middle school sites. An additional 16 high need sites receive between \$18,870 and \$20,000 in supplemental funds. These sites have a particularly high rate of students who quality for free or reduced price lunch (85% or greater), and use the supplemental funds to increase enrichment offerings or otherwise build capacity at their site to best serve their students. OUSD leverages **\$9.5 million** in state and federal grants, including \$3.3 million for the 14 high schools.

Programs report over **\$3.1 million** in leveraged funding from sources like in-kind donations, parent fees and community donations, philanthropic grants, and contracts/service agreements with other local agencies. Precise information on parent fees is unavailable, but preliminary analysis indicates that parent fees are rarely or never charged at high school sites, whereas at least some parents contribute fees at a dozen, possibly more, elementary and middle school sites. Among those sites that reported collecting parent fees, the average was \$24,500 per site, ranging from \$9,900 to \$50,400 in total fees.⁹ Anecdotal evidence strongly suggests that programs ensure that fees are not a barrier to access: parent fees are calculated on a sliding scale and policies state that no family will be turned away because of an inability to pay fees.

⁸ Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.

⁹ Five (5) agencies, representing over half of the 81 sites (47), submitted information about fees; most of these sites (35) reported no income from parent fees. Of the twelve (12) sites that reported fees, eleven (11) were from a single agency. The remaining agencies, representing a total of thirty-four (34) sites, did not provide information on fees. Additional analysis of parent fees is planned for 2017-18.

ABOUT THE 2016-2017 EVALUATION



Oakland School-Based After School Theory of Action. Items in gray are not measured in the evaluation due to data limitations. We use direct outcomes as indicators of progress toward items with an asterisk (*) because long-term assessments are unavailable.

The Theory of Action above informs this evaluation and is the basis for the Oakland School-Based After School Partnership's goals for programs. It is expected that access to high quality after school programs helps young people who attend these programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate (direct) outcomes includes improvement in social skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic behaviors and other skills.

The guiding evaluation questions and Partnership goals are:

TABLE 3. EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS

EVALUATION QUESTION	SCHOOL-BASED PARTNERSHIP GOAL
What progress have school-based after school programs made toward target enrollment and daily attendance rates?	Youth have access to free or low-cost after school programming and attend after school regularly
In what ways are school-based after school programs providing high quality services?	Youth experience high quality after school programs
Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success; b) college and career readiness; and c) physical and emotional well-being?	 Youth are: Engaged, attending, and succeeding in school College and career ready Physically and emotionally well
To what extent is OFCY supplemental funding used to address equity at sites with high rates of students who qualify for free or reduced priced lunch by supporting site-specific goals?	OFCY programs receiving supplemental funding use this money to expand programmatic access to and to support children and youth with the highest need

For more information about the 2016-17 school-based programs evaluation, see Data Companion B: Data Sources By Report Section (p.55) and Data Companion C: Evaluation Methodology (p.56).

PROGRAM ACCESS & ATTENDANCE

Oakland after school programs provide widespread access to programming for children and youth throughout Oakland. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

FIVE MEASURES OF PROGRAM PARTICIPATION

This evaluation uses five measures – enrollment, attendance, retention, hours of service, and average days per youth – to better understand the extent to which Oakland's youth participate regularly in after school programs.

OFCY grantees are expected to reach 100% of their enrollment and units of service goals; 80% is the minimally acceptable performance level. As a whole, OFCY grantees are exceeding their enrollment and units of service targets across both elementary and middle school grade levels (Figure 2 and Figure 3).

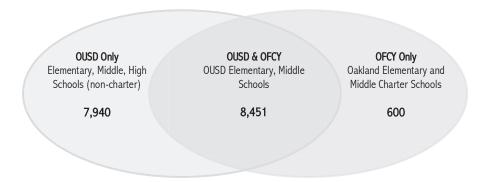
CDE-defined attendance is the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet at least an 85% attendance target established by the California Department of Education (CDE) to sustain funding. On average, elementary, middle, and high school programs exceeded their attendance targets (Figure 4).

Participant attendance rate measures youths' ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants' attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Attendance patterns are expected to vary by school level. Whereas elementary and middle school students have weekly attendance requirements (5 and 3 days per week, respectively), high schools do not have an attendance requirement.

ACCESS & ATTENDANCE

Oakland school-based after school programs strive to serve as many youth from their host schools as their program capacity will allow. In total, 16,991 youth were served by school-based after school programs; Figure 6 presents the breakdown of youth served by funding type.

FIGURE 6. NUMBER OF YOUTH SERVED



Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

School-based programs served nearly half of the students (44%) who attended their collective host schools. However, this proportion varied widely, from 34% among elementary programs to 74% among high school programs. High school programs are designed to offer greater choice in how students participate, as outlined above. Therefore, over the course of the year, high school programs have the capacity to serve a larger proportion of host school students. On the other hand, elementary schools are designed to serve a consistent set of enrolled students attending every day. Therefore, these sites tend to serve a lower proportion of the host school overall.

TABLE 4. PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS

Program Type	Total Number of Participants	% of Host School
Elementary School Programs (n=44)	5,723	34%
Middle School Programs (n=23)	4,775	50%
High School Programs (n=14)	6,493	74%
Overall (n=81)	16,991	44%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017 and OUSD's RAD for host school enrollment figures. NOTE: Some high schools served a greater number of students than their official enrollment. This may be due to a combination of factors: students attending the program from other schools and natural turnover in the school population since total participants is a rolling statistic while total school enrollment is a snapshot on census day for the District.

On average, children and youth in school-based after school attended 83 days of programming. Attendance varied by grade level, with elementary participants attending 128 days on average, middle school participants attending an average of 104 days, and high school participants attending 28 days on average.

The hours of service measure represents the average number of hours individual elementary or middle school youth spent in a given activity or content area during the program year. OFCY funded programs develop detailed scope of work that project program activity hours for the year in Cityspan, categorized by program type. These hours are then tracked as programs record activity attendance. This information describes how often the average young person participated in subject area hours during the academic year.

Youth spent an average of 430 hours in activities in programs funded through OFCY's school based after school grant strategy. The amount of time spent in each activity varied by grade level, as expected given the difference in program design and dosage. Overall, students participated the most in academics (39%) and character education (39%) activities, followed by enrichment activities (28%) (Table 5).¹⁰

TABLE 5. AVERAGE HOURS OF SERVICE FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS

	Average Hours of Service per Participant					
	Enrichment	Academics	Character Education	Other	Total	
Elementary School Programs (n=40)	136	183	171	46	478	
Middle School Programs (n=19)	101	147	161	22	362	
Overall Average (n=59)	122	168	167	38	430	

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.

¹⁰ Activities were grouped from existing database categories as follows: Enrichment (sports, performing and visual arts, gardening, cultural activities, and cooking), Academics (counseling, academic support/tutoring, early learning support, literacy support, field trips, STEM), Character Education (conflict resolution and violence prevention, leadership development, community building, career readiness, mentorship, community service, and financial literacy), and Other (family engagement, health education, legal services, mental health services, and outreach).

Data Companion E: Enrollment, Attendance, & Retention by Program (p.62) provides outcome data for the five key measures of program attendance. These are:

Enrollment - The number of children and youth served. This information is reported for all programs and progress towards goals is calculated for any programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

Units of Service - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The minimal satisfactory performance benchmark for this service goal is set at 80% by OFCY.

Progress Towards Attendance Goals - Per the California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. This information is reported for any programs receiving OUSD funding. Progress towards that goal is measured by the number of times any youth attends the program.

Average Days Attended - The average number of days participants attended a given program. There is no program-level goal for this measure; instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In 2016-17, OUSD-based programs were open for approximately 180 school days.¹¹

Participation Rate - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program-level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

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 $^{^{11}}$ Some programs were open during school breaks; the figure reported reflects days when school was in session only.

PROGRAM QUALITY

Point-of-service quality, captured through site visits, provides a snapshot of youths' experience in after school. Understanding quality is paramount because it is the hinge between youths' program participation and positive outcomes. Site visit results indicate that most 2016-17 programs are considered either Performing or Thriving. Youth perspectives were generally well aligned with site visit ratings of program quality.

In this section:

Program Quality focuses

Program quality findings: PQA-based site visits

Program quality findings: Youth survey results

FIGURE 7. OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS ARE PROVIDING HIGH QUALITY EXPERIENCES TO YOUTH

	ELEMENTARY	MIDDLE	HIGH
AVERAGE OVERALL PQA SCORE (1-5)	4.20	3.80	3.90
% THRIVING	19%	9%	7 %
% PERFORM- ING	79 %	91%	93%
# OF VISITS*	43	22	14

Sources: Evaluation site visits for the 2016-17 program year (n=79). These figures include visits conducted by Public Profit, OUSD's ELO, and community-based agency staff, all certified assessors.

PROGRAM QUALITY FOCUSES ON YOUTHS' AFTER SCHOOL EXPERIENCES

Point-of-service quality captures youths' experience in activities, and was measured during an observation using the Youth or School-Age Program Quality Assessment (PQA) at 79 programs. In the 2016-17 program year, 11 of 79 (14%) programs were designated as "Thriving," and only one program (~1%) was categorized as "Emerging." In addition, youth surveys contained questions that asked participants to self-report about these same elements of program quality; findings from youth surveys largely echo those from site visits.

¹² "Thriving" means a program with a total overall PQA score of 4.5+, which indicates high quality services across all four domains. "Performing" is a site with an average overall score between 3 and 4.5, which indicates high quality services in almost all domains, with a few areas for improvement. "Emerging" is a program that is not yet providing high-quality services in all domains, with an overall average score lower than 3.

PROGRAM QUALITY FINDINGS

Site Visits Suggest that Most Programs Support Youth with High Quality Practices

Visits to school-based after school programs were conducted using either the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth, or the Youth Program Quality Assessment (YPQA) for programs serving middle school, K-8, and high school-aged youth. The PQA is a research-based observation tool used by out-of-school-time programs nationally. It includes five quality domains¹³: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.¹⁴ Scores on the PQA range from 1 to 5, with higher numbers indicating stronger quality.

In the 2016-17 evaluation cycle, site visits were divided between Public Profit (38 visits) and After School Programs Office staff and Community-Based Organization (CBO) assessors (41 visits). Having CBO assessors was part of on-going Continuous Quality Improvement (CQI) efforts that include developing program quality leadership among staff across participating agencies. (For more on this, see the Continuous Quality Improvement section starting on page 51.)

All visitors were certified as external assessors by the developers of the PQA. Public Profit site visitors assessed a purposeful sample of new programs and programs with lower 2015-16 site visit scores; these visits were designed to prioritize supports and actionable data for this group of sites. ASPO/CBO visitors assessed the remaining group of programs. Nearly all sites received one site visit in 2016-17.¹⁵

¹³ Please refer to the Data Companion for a detailed description of each of the quality domains.

¹⁴The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

 $^{^{15}}$ ASCEND and Achieve Academy did not receive site visits in 2016-17; they are slated to receive one in 2017-18.

TABLE 6. PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=43)	Middle (n=22)	High (n=14)	All Sites (N=79)
Overall Rating*	4.20	3.80	3.90	4.04
Safe	4.84	4.81	4.66	4.80
Supportive	4.34	4.34	4.19	4.31
Interaction	4.13	3.33	3.67	3.82
Engagement	3.50	2.73	3.08	3.21
Academic Climate	3.44	3.13	3.82	3.36

Source: Site visits representing 79 programs, September-November 2016 and February 2017.

PQA ratings (Table 6) demonstrate that programs at all levels provided youth with physically and emotionally safe programs and offered supportive environments characterized by opportunities for learning and positive relationships. Elementary programs scored the highest overall rating; 71% of their ratings were of high quality (5s). All sites promoted particularly strong safe and supportive environments.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. As expected, programs achieved strong ratings in these foundational domains. Many programs also had high ratings at the top of the program quality pyramid in the Interaction and Engagement domains. Staff in elementary school programs consistently exhibited practices that promoted peer interaction (Table 6); middle and high school programs rated lower on Interaction than elementary school programs, though these programs were still within acceptable performance ranges. Sites continue to invest in professional development and other supports to build staff skills in these domains.

Youth Surveys Support the Findings from Site Visits

Youth survey respondents were asked questions about the quality of their after school program in these same four PQA-aligned domains; youth survey results mirror findings from site visit data (Table 7). In particular, youth reported feeling safe in their after school program, with 74% of elementary, 65% of middle, and 76% of high school participants agreeing. Respondents agreed that their after school program's environment is supportive, with 73% of elementary, 60% of middle, and 71% of high school youth concurring. Slightly fewer youth reported that their sites provided opportunities for interaction; 70% of elementary, 58% of middle, and 67% of high school students said that they feel like they belong, they get to help others, and they make new friends. Finally, similar to the data from site visits, relatively fewer youth reported opportunities for engagement in their after school program. Only 63% of

^{*}Overall Rating excludes the Academic Climate domain average.

elementary, 52% of middle, and 66% of high school respondents reported that their programs provided opportunities for them to choose activities or try new activities.

Overall, youth found the foundational elements of safety and support to be reasonable in their programs, with the harder-to-achieve domains of Interaction and Engagement sufficient (though presenting some opportunities for continued improvement). These findings align well with the data trends found in site visit scores for the 2016-17 program year.

TABLE 7. YOUTH SELF-REPORTS ABOUT PROGRAM QUALITY MIRROR PQA SCORE FINDINGS

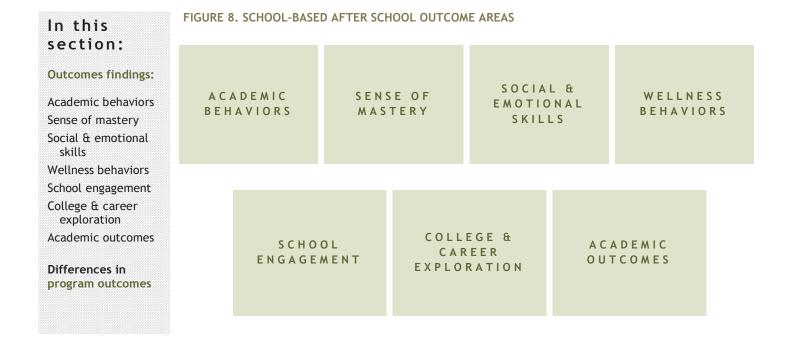
Survey Composite:	Elementary (n=44)	Middle (n=23)	High (n=14)	Overall (n=81)
Safe	74%	65%	76%	71%
Supportive	73%	60%	71%	68%
Interaction	70%	58%	67%	66%
Engagement	63%	52%	66%	60%

Source: Youth Surveys, fielded spring 2017. N=5,683.

Detailed site-level youth survey results are included in Data Companion F: Youth Survey Composites & Results by Program on page 66.

<u>PROGRAM OU</u>TCOMES

There are seven outcome areas prioritized by the School-Based After School Partnership. As defined in the Theory of Action (page 17), these outcome areas represent the near-term and long-term benefits that regular participation in high quality programs can help youth to achieve.

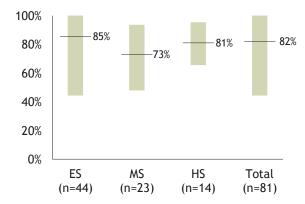


YOUTH SURVEYS ASSESS PARTICIPANTS' OUTCOMES

This report features seven outcome domains prioritized by the School-Based After School Partnership. The extent to which young people experience positive benefits is assessed through youth surveys (N=5,683). Differences in youth outcomes by gender, grade level, race/ethnicity, and English Learner status are discussed when they are statistically significant. The youth survey findings in each outcome area are discussed on two levels throughout the following sections:

- Youth Survey Composites A composite is used as a global measure of each outcome area. The composite indicates the proportion of youth who answered positively to nearly all of the survey questions related to that outcome theme. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth. (See Data Companion F: Youth Survey Composites & Results by Program on p. 66 for more information).
- **Grade Level Composites** Each domain section includes a description of the percentage of youth in elementary, middle, and high school programs who had positive responses to the outcome composites. Grade level composites are presented on the second page of every outcome section. Instructions on how to read the diagram are shown on the following page (Figure 9):

FIGURE 9. HOW TO READ THE WATERFALL CHARTS IN THIS SECTION



The line (and percentage) across each shaded bar represents the average for that grade group.

The vertical shading indicates the range of site averages. The low end of the shaded bar represents a site where relatively few students responded positively to survey questions about this outcome. The high end indicates a site where most students responded positively to survey question about the outcome.

PROGRAM OUTCOMES: ACADEMIC BEHAVIORS

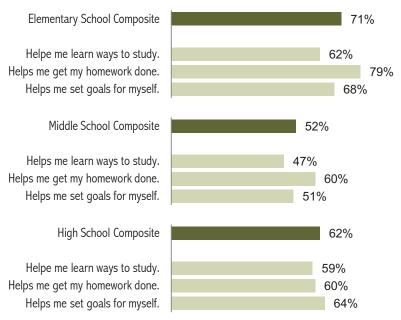
Academic behaviors are the habits that show youth are making an effort to learn, ¹⁶ such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance. ¹⁷ Oakland after school programs provided academically enriching environments (Figure 10). Specifically:

- More than half of youth developed multiple academic behaviors Seventy-one percent of elementary, 52% of middle school, and 62% high school youth reported developing a range of academic behaviors.
- Youth learned to set goals in their after school programs More than half of elementary (68%), middle (51%), and high school youth (64%) reported being better at setting goals.
- After school participants improved their study skills Sixty-two percent (62%) of elementary youth, 47% of middle school, and 59% of high school youth reported gaining study skills.
- Youth learned better homework habits Seventy-nine percent (79%) of elementary, 60% of middle, and 60% high school youth reported improvements in homework completion.

¹⁶ Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of non-cognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

¹⁷ Ibid

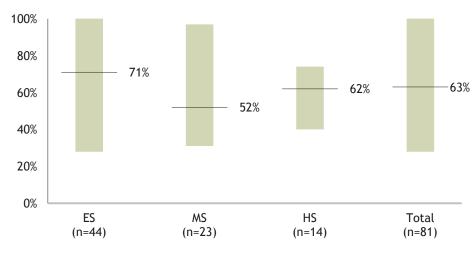
FIGURE 10. ACADEMIC BEHAVIORS AT A GLANCE



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the data another way provides an idea of how many youth per program developed academic behaviors as measured by the survey composite (Figure 11). On average, 63% of youth in each program reported improved academic behaviors.

FIGURE 11. YOUTH REPORTS OF ACADEMIC BEHAVIORS VARIED BY GRADE LEVEL



Source: Youth participant surveys administered in spring 2017.

Across elementary schools, 71% of youth reported having improved academic behaviors (horizontal bar). As shown by the vertical bar, this proportion varied widely across individual sites, ranging from 28% up to 100% of participants. Just over half of the youth in middle school programs (52%) reported improved academic behaviors; this proportion ranged widely by individual sites, from 31% to 97% of participants.

Among high school sites, there was less variation; overall 62% of all high school youth reported improved academic behaviors and the proportion at individual sites ranged from 40% to 74%. The survey results indicate that, on average, elementary programs may be more likely to promote academic behaviors particularly compared to middle school programs.

In addition, of the programs observed specifically for academic enrichment and support activities, nearly three-fourths (76%) scored 3.0 or higher on the PQA Academic Climate ratings. ¹⁸ This includes 89% of elementary, and 100% of high school programs. However, only 53% of middle school programs achieved a 3.0 or higher on the academic climate domain, in line with the lower overall survey ratings among middle school students in this domain as well. In particular, middle school sites were less likely to foster connections between academic content and prior knowledge or school-day learning, especially compared to high school programs. These PQA scores roughly echo what youth reported in surveys.

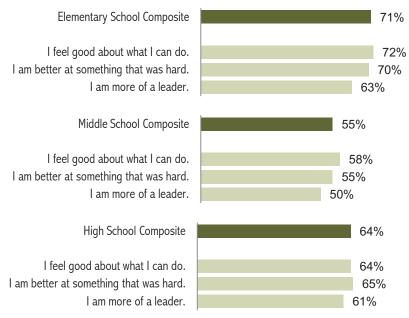
PROGRAM OUTCOMES: SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders. By and large, Oakland after school programs helped youth to develop their sense of mastery (Figure 12). Specifically:

- Well over 50% of youth developed a sense of mastery Seventyone percent of elementary school, 55% of middle school, and 64% of high school youth reported developing a sense of mastery.
- Youth reported becoming more competent at a difficult skill Elementary school (70%), middle school (55%), and high school (65%) youth reported being better at something they used to think was hard.
- After school participants feel more confident about their skills Over 7 in 10 elementary (72%) and about 6 in 10 middle school (58%) and high school (64%) youth felt more confident about what they can do.
- Many youth see themselves as leaders Sixty-three percent of elementary, 50% of middle school, and 61% of high school students reported being more of a leader.

¹⁸ While all programs provide academic enrichment and support activities, only half of the programs (38 programs) received an Academic Climate score in 2016-17.

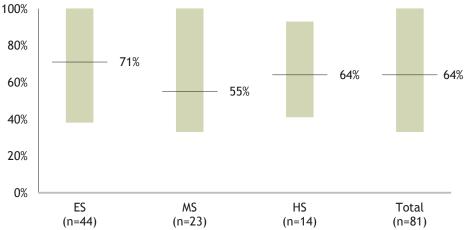
FIGURE 12. MASTERY AT A GLANCE



Source: Youth participant surveys administered spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Shifting to look at the data ranges and averages at grade level (Figure 13), on average 64% of youth in each program reported developing a sense of mastery, with youth self-reports more or less aligned across grade levels.

FIGURE 13. YOUTH REPORTS ABOUT MASTERY VARIED ONLY SLIGHTLY



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 71% of youth reported an improved sense of mastery. As shown by the gold bar, this varied by site, ranging from 38% up to 100% of participants per site. For middle schools, about 5 in 10 (55%) participants reported an improved sense of mastery. This ranged by site from 33% to 100% of participants. Across high schools, 64% of participants reported developing mastery; the proportion by site ranged from 41% to 93%. The findings show that, on average, elementary, middle, and high school programs promoted skill building at a reasonable rate.

According to PQA scores, staff encouraged and supported youth to learn new skills. All but one site (78 out of 79 sites) received a PQA rating of 3.0 or higher for Supportive Environment, the domain that primarily measures skill-building. These PQA scores do not completely align with youth reports. This may be in part because staff are setting up the conditions for skill-building, but youth do not yet perceive themselves to have mastered new skills. It may be that the snapshot-in-time captured by the PQA cannot capture the cumulative skill-building experience of youth in the program over the course of the year.

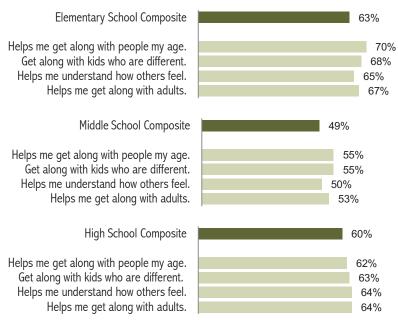
PROGRAM OUTCOMES: SOCIAL & EMOTIONAL SKILLS

Youth use social and emotional skills to initiate and maintain positive relationships with peers and adults, to manage and communicate their emotions, and to understand their capabilities. These skills are gaining attention for the ways in which they help young people to be successful in school and in life. ¹⁹ Surveys revealed that youth responses varied depending on grade level (Figure 14). Specifically:

- Elementary and high school youth built social and emotional skills Sixty-three percent of elementary, 49% of middle, and 60% of high school youth reported building these skills in their program.
- Most youth in all grade levels got along better with others In particular, 70% of elementary youth reported getting along better with peers. About 6 in 10 middle school (55%) and high school (62%) youth reported the same.
- Youth are better at getting along with children who are different than them – Most youth (68% of elementary youth, 55% of middle school youth, and 63% of high school youth) reported getting along better with those different than them.
- Participants get along with adults well Over 6 in 10 elementary (67%), 53% of middle school youth, and 64% of high school youth reported feeling good about getting along with adults in their program.

¹⁹ Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London.

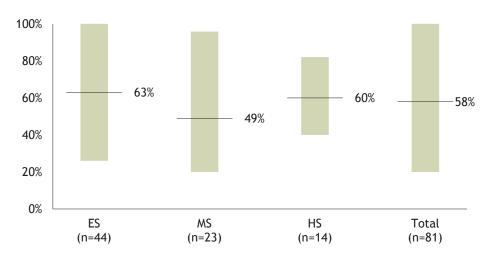
FIGURE 14. SOCIAL AND EMOTIONAL SKILLS AT A GLANCE



Source: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Looking at the range and average of youth reports by grade level (Figure 15) underscores the extent to which youths' feelings differed by grade level. On average, 58% of youth in each program reported stronger social and emotional skills, with large differences between individual grade group averages.

FIGURE 15. YOUTH REPORTS OF SOCIAL AND EMOTIONAL SKILLS DID NOT VARY MUCH BY GRADE LEVEL



Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 63% of participants reported gaining stronger social and emotional skills. As shown by the gold bar, this varied widely by site, ranging from 26% up to 100% of participants per site. Middle school youth were less likely to report improved social and emotional skills (49% of participants). In keeping with the wide range among middle schools, these ranged by site from 20% to 95% of participants. In high schools, an average of 60% of participants reported strong social and emotional skills, ranging by site from 40% to 82%. The findings show that, on average, elementary and high school programs promote social and emotional skills at a reasonable rate. Youth survey results suggest that at least some middle school programs may consider continuing to focus on strengthening their social emotional supports through targeted social-emotional learning curricula that match their school-site needs.

Finally, PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicated that most elementary school programs (88%) had a rating of 3.0 or higher. Similarly, three-fourths (77%) of middle school programs that received a PQA visit had ratings of 3.0 or higher. A slightly smaller proportion of high school programs (73%) had ratings of 3.0 or higher in the Peer Interaction domain. This would suggest that Oakland after school programs provided youth a quality environment in which youth could gain social and emotional skills. However, youth reports of social emotional skill development did not align with the PQA findings, particularly when looking across grade levels. The Oakland After School Partnership may want to gather additional data to better understand this discrepancy.

PROGRAM OUTCOMES: WELLNESS BEHAVIORS

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet. Large majorities of youth in each grade group agreed that their program helped them to learn ways to be healthy (Figure 16). Specifically:

• Many youth reported learning about how to promote their physical well-being – Three-fourths of elementary youth (72%), half of middle school youth (54%) and over half of high school youth (59%) reported learning ways to promote their physical wellbeing.

- After school participants made positive choices related to their well-being Roughly three-quarters of elementary (72%) and well over half of middle school (58%) and high school (65%) youth reported their after school program helped them to say "no" to things they know are wrong.
- Youth learned healthy habits Half of both middle and high school youth (49% and 52% respectively) reported learning how to be healthy at their after school programs. Two-thirds of elementary youth (68%) did so.
- Many youth exercise more —Seventy percent (70%) of elementary, 57% of middle school, and 52% of high school youth reported that they exercise more.

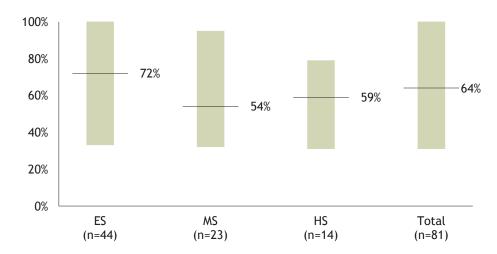
Elementary School Composite 72% Helps me say "no" to things I know are wrong. 72% I exercise more. 70% Helps me learn how to be healthy. 68% Middle School Composite 54% Helps me say "no" to things I know are wrong. 58% I exercise more. 57% Helps me learn how to be healthy. 49% High School Composite 59% Helps me say "no" to things I know are wrong. 65% I exercise more. 52% Helps me learn how to be healthy. 58%

FIGURE 16. PHYSICAL WELL-BEING AT A GLANCE

Source: Youth participant surveys administered in spring 2017, n=2907 (ES), n=1,827 (MS), n=949 (HS).

Elementary school youth reported the strongest growth in learning about overall wellness behaviors. Figure 17 provides an estimate of how many youth per program increased physical activity and healthy eating skills as measured by the survey composite. On average, 64% of youth in a single program reported improved wellness behaviors.

FIGURE 17. YOUTH REPORTS ABOUT WELLNESS BEHAVIORS WERE RELATIVELY HIGH AMONG ELEMENTARY YOUTH



Source: Youth participant surveys administered in Spring 2017.

Among elementary schools, 72% of youth reported strong wellness behaviors. This proportion varied by site, ranging from 33% up to 100% of participants per site. Just over half of all middle school participants reported stronger wellness behaviors (54%). This ranged by site from 32% to 95% of participants. In high schools, an average of 59% of participants reported stronger wellness behaviors; site averages ranged from 31% to 79%. The findings show that, on average, middle, and high school programs promoted well-being behaviors among many youth. Elementary schools rates were slightly higher on average.

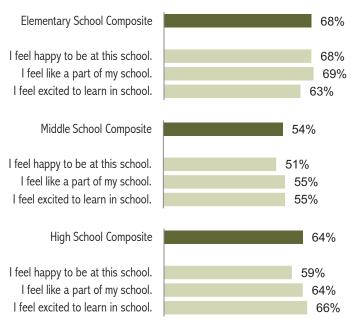
PROGRAM OUTCOMES: SCHOOL ENGAGEMENT

Youth are connected to and engaged with their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families. Youth self-reports about their degree of school engagement were fairly consistent across grade levels (Figure 18). Specifically:

- Many after school youth felt more connected to their school About two-thirds of elementary (68%) and high school (64%) youth reported feeling more connected with their schools since attending their after school program. Over half of middle school youth (54%) reported the same.
- Youth felt happy to be at their school Sixty-eight percent of elementary (68%) youth reported feeling happy to be at their school since coming to after school. Over half of middle school youth (51%) and 59% of high school youth reported the same.

- Youth felt like a part of their school About two-thirds of elementary (69%) and high school (64%) youth reported feeling like a part of their school since coming to after school. About half of middle school youth reported the same (55%).
- Youth felt excited to learn in school Again, nearly two-thirds of elementary (63%) and high school (66%) youth felt excited to learn in school. About half of middle school youth reported the same.

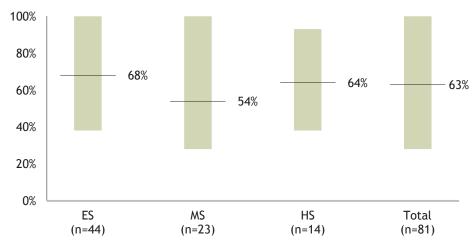
FIGURE 18. SCHOOL ENGAGEMENT AT A GLANCE



Source: Youth participant surveys administered in spring 2017, n=2,709 (ES), n=1,827 (MS), n=949 (HS).

Figure 19 provides a breakdown of how many youth per program developed stronger connections to their school as estimated by the survey composite. Sixty-three percent (63%) of youth reported stronger school connectedness.

FIGURE 19. YOUTH REPORTED RELATIVLEY HIGH SCHOOL ENGAGEMENT



Source: Youth participant surveys administered in spring 2017.

Among all elementary school participants, 68% felt connected to their school. As shown by the gold bar, this proportion varied by site, ranging from 38% up to 100% of participants per site. Fifty-four percent (54%) of middle school participants felt connected, on average. This ranged by site from 28% to 100% of participants. In high schools, 64% of participants across all sites felt connected to their school, ranging by site from 38% to 93%. In general, across programs and grade levels, there was a higher level of consistency in youth reports, suggesting that programs, regardless of grade level or other features, are connecting youth to their school at about the same rate.

PROGRAM OUTCOMES: COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future by helping them identify both the skills that relate to careers of interest and the degree programs needed to pursue those careers. Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels are expected to introduce students to these concepts. Youth survey findings show that high school youth report exploring college and career opportunities, but fewer younger youth do so (Figure 20). Specifically:

High school youth reported exploring college and career opportunities – 7 in 10 high school youth (70%) report opportunities in their after school program for college and career exploration. Fewer elementary (64%) and middle school (59%) youth reported the same opportunities. This pattern reflects, in part, the fact that programs for high school-age youth place a greater emphasis on college and career readiness.

• Middle and high school youth learned about college - Sixty-five percent of high school youth and 54% of middle school youth reported learning more about college options in their after school program. Less than half of elementary (45%) youth also reported doing so.

Elementary School Composite 64% I learn about jobs I can have. 57% I learn more about college. 45% Middle School Composite 59% I learn about jobs I can have. 47% I learn more about college. 54% Helps me feel ready to go to high school 56% High School Composite 70% I learn about jobs I can have. 60% I learn more about college. 65%

FIGURE 20. COLLEGE & CAREER EXPLORATION AT A GLANCE

Sources: Youth participant surveys administered in spring 2017, n=2,907 (ES), n=1,827 (MS), n=949 (HS).

Figure 21 highlights how many youth per program felt prepared for college and career as measured by the survey composite. On average, 63% of youth reported learning about college and career options.

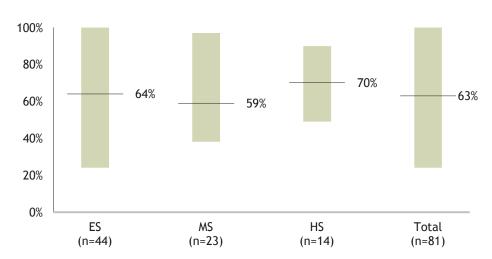


FIGURE 21. AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL

Source: Youth participant surveys administered in spring 2017.

Among elementary schools, 64% of youth felt prepared for college and career. This proportion varied widely by site, ranging from 24% up to 100% of participants per site. On average, 59% of middle school youth felt prepared for the future. This ranged by site from 38% to 97% of participants. Many high school youth (70%) felt prepared for the future, ranging by site from 49% to 90%.

This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement, likely reflecting program-level variations in focus on this topic for younger students.

PROGRAM OUTCOMES: ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Research shows that youth who attend programs for multiple years are more likely to improve their academic outcomes.²⁰ The school-based after school evaluation was primarily focused on youths' school day attendance and on chronic absence rates, both of which are critical predictors of academic success.²¹ For these measures, analysis focused both on surfacing the overall trends for after school participants versus non-participants in the same school, and on exploring any differences by race/ethnicity, or gender.

In 2016-17, the **rate of school day attendance** was notably higher for after school program participants than non-participants peers at schools with an expanded learning program. On average, after school participants attended 94% of all school days and non-participant peers attended 93%; this difference, though small, is statistically significant.²² This indicates that after school participation has a positive association with school day attendance. Increased school day attendance is connected to improved outcomes for individual students. Moreover, increased school day attendance is directly connected to better revenue for the District. Based on these findings, a one percentage point difference across nearly 17,000 students translates to over 30,000 additional days of school attended, yielding substantial additional revenue for the District.²³

Another measure of school day attendance is **chronic absenteeism**, defined as missing 10% or more of all school days. Youth who attended after school were much less likely to be chronically absent than their peers: about 15% of after school participants were chronically absent from

²⁰ Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. American Journal of Community Psychology. 45(3-4), 310-24.

²¹ Future school-based evaluation reports will include assessments of youth literacy, numeracy, school day attendance (chronic absence), and available math and English Language Arts (ELA) benchmarks.

²² Statistically significant at p<.05 level using independent samples t-test as well as linear regression to account for prior year attendance.

²³ Exact estimates of the dollar value of these additional dates are not currently available from OUSD.

the school day, compared to 19% of non-participants; this difference is statistically significant.²⁴ This indicates that participating in after school may reduce the chance that a student is chronically absent from school.

These findings held true across grade levels, for both boys and girls, and for students of all ethnicities. It also held true when taking into account school day attendance in the prior year (2015-16). In other words, for students with similar attendance in 2015-16, the students who participated in after school in 2016-17 was less likely to be chronically absent in 2016-17 than comparable non-participants.

DIFFERENCES IN YOUTHS' REPORTS OF QUALITY AND OUTCOMES

To explore the extent to which certain youth or groups of youth may experience after school programs differently than their peers, Public Profit examined youth outcomes by comparing the results by participants' gender and racial/ethnic sub-groups. Notable statistically significant differences of 10-percentage points or more are reported here.²⁵ Smaller differences (+/- five percentage points and under) are noted in Data Companion G: Youth Survey Response Differences by Race/Ethnicity, Grade Level, & Gender.

Differences in Youth Reports of Program Quality

Youth surveys are an important avenue for incorporating youth voice into the evaluation findings. They are also an important source of complementary data to measures of program quality. A sample of youth participants answered a series of questions on program quality (N=5,683), specifically about features of the after school program that may not be apparent during site visits.

Table 8 presents the percentage of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. Youth at all levels found their programs to be supportive and to promote positive interaction among youth and staff. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

²⁴ Statistically significant at p<.05 level using independent samples t-test as well as binary logistic regression to account for prior year attendance.

²⁵ Based on the group sizes, a 10-percentage point difference represents approximately 250 youth in terms of gender and race/ethnicity. Chi-square statistical tests are used to identify statistically significant group differences.

TABLE 8. POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=2,907)	Middle (n=1,827)	High (n=949)
Safe	74%	65%	76%
Supportive	73%	60%	71%
Interaction	70%	58%	67%
Engagement	63%	52%	66%

Source: Youth participant surveys administered in spring 2017.

There were modest differences between boy and girl participants' perspectives of program quality. Most notably, high school girls reported they felt safer in their programs (+10% compared to boys).²⁶

California Healthy Kids Survey and Oakland School-Based After School Programs

The California Health Kids Survey (CHKS) is a statewide survey of factors that promote resilience and positive youth development in schools. OUSD administers the CHKS survey annually to youth in grades 3 and higher.

Results from the 2016-17 Oakland Unified School District youth survey and California Healthy Kids Survey (CHKS) indicate that youth in Oakland after school reported slightly lower levels of verbal bullying and physical bullying – and higher levels of adult support – compared to 2016-17 CHKS reports from OUSD (n=13,784). While 21% of OUSD elementary youth reported being verbally bullied, 20% of Oakland after school elementary-aged participants reported the same. Oakland after school elementary participants reported moderately lower levels of physical harassment than elementary-aged youth at the District level; 16% of Oakland after school elementary participants reported being physically harassed, compared to 21% for all elementary-aged students.²⁷ However, Oakland after school elementary participants were less likely to report that an adult steps in when one of their peers is being bullied (72%), as compared to OUSD elementary students (77%).

Similar trends were seen in CHKS responses from middle school youth, where after school program participants reported less frequent verbal bullying (21%) and physical bullying (20%) compared to OUSD middle schoolers as a whole (24% and 21%, respectively). Encouragingly, middle school after school program participants were more likely to report that

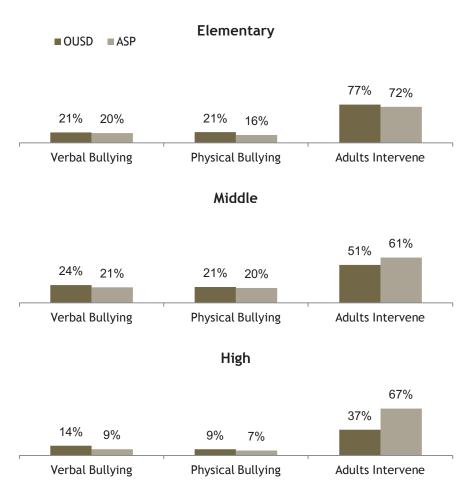
²⁶ Statistically significant at p<.05 level using chi-square test for association.

²⁷ Both the Oakland School-Based After School Youth Survey and the CHKS surveys used the following scale for the middle school and high level: "o Times," "1 Time," "2 to 3 Times" and "4 or More Times." The elementary school versions used: "No, never," "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time."

an adult steps in when a peer is being bullied (61%), as compared to OUSD students (51%).

At the high school level, students reported even fewer instances of bullying. Only 9% of high school after school program participants reported that other kids spread mean rumors or lies about them compared to 14% for OUSD high schoolers as a whole. After school participants also reported lower rates of physical bullying (7%), compared to the District (9%).

FIGURE 22. OUSD STUDENTS AND AFTER SCHOOL PARTICIPANTS REPORTED SIMILAR LEVELS OF VERBAL AND PHYSICAL BULLYING



Sources: Youth participant surveys administered in spring (n=5,683); OUSD California Healthy Kids Survey (CHKS), 2016-17, n=13,784.

While it is important to keep in mind that these surveys do not represent the whole population of OUSD nor of the after school programs, Oakland after school participants generally reported lower rates of bullying – and much higher rates of staff support – than in the school day as a whole.

Differences in Youth Reports of Outcomes

Differences in program outcomes based on gender and race/ethnicity are most pronounced among middle school and, to a lesser extent, high

school participants. Middle school girls tended to have less positive experiences (Table 9) especially around improving academic behaviors such as improving homework completion and learning study skills.²⁸ While individual differences (e.g., middle school girls who did not seek improved homework skills) may contribute to these findings, the totality of the differences in the items in this outcome area signals a pattern.

TABLE 9. CHANGES IN ACADEMIC BEHAVIORS: DIFFERENCES BETWEEN MIDDLE SCHOOL BOYS AND GIRLS

Quality Domain	MS Boys (n=704)	MS Girls (n=714)
Because of this program, I am better at getting my homework done.	66%	56%
This program helps me to learn good study skills (like reading directions, taking tests).	53%	44%
Since coming to this program, I am better at setting goals for myself.	55%	49%

Source: Youth participant surveys administered in spring 2017.

 $^{^{28}}$ Statistically significant at p<.05 level using chi-square test for association.

OFCY SUPPLEMENTAL FUNDING

The Oakland Fund for Children and Youth provides supplemental funds to high-need sites to provide additional capacity at those sites to address site-specific needs and goals.

In this section:

Supplemental Funding recipients

Funding addresses site-specific needs

Examples of programming supported by the funding



SUPPLEMENTAL FUNDING IMPROVES GRANTEES' CAPACITY TO SERVE STUDENTS AT HIGH-NEED SCHOOLS ACROSS OAKLAND

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn and lead. While all sites have demonstrated need to provide safe, enriching programs to their participants, some programs are at school sits with a particularly high rate of students living in poverty. In response, the Oakland Fund for Children and Youth provides an additional investment in these high-need sites to supplement existing funding, allowing these programs to expand their capacity to serve additional students.

Analysis of the use of these funds in 2016-17 demonstrates that sites are using them in a wide variety of ways, in line with OFCY's goal that sites would use the additional funds based on site-specific needs. These needs ranged from literacy and arts programming, to gardening and STEM (science, technology, engineering and math), to programming specific to middle school girls, to promoting restorative practices. Moreover, the funds also helped increase collaboration and communication between principals, school day staff, and co-located sites.

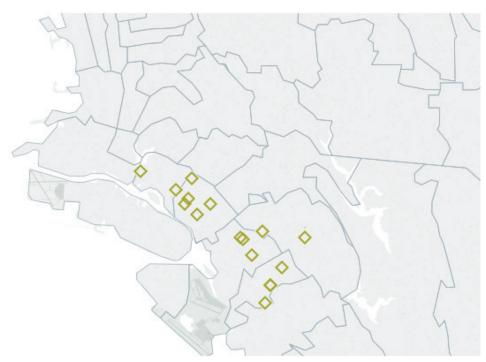
In the 2016-17 grant cycle, 16 supplemental funding requests were awarded to 12 elementary and four middle school sites. Programs were selected from among those that applied based on their free and reduced price lunch (FRPL) eligibility rates. Supplemental funding ranged from \$18,870 to \$20,000 per school site for a total investment of \$315,773; this funding was provided above the base award of \$72,000 for each elementary school and \$85,000 for each middle school (Table 10):

TABLE 10. SITES THAT RECEIVED FUNDING AND THEIR FREE AND REDUCED PRICE LUNCH ELIGIBILITY RATES BY PROGRAM'S LEAD AGENCY

Site	School Site FRPL Rate
Bay Area Community Resources	
Alliance Academy (MS)	87%
Esperanza Academy (MS)	92%
Fred T. Korematsu Discovery Academy (ES)	89%
Howard Elementary	88%
Markham Elementary	96%
Citizen Schools	
Roots International Academy (MS)	94%
East Bay Agency for Children	
Achieve Academy (ES)	89%
East Bay Asian Youth Center	
Garfield Elementary	90%
La Escuelita (K-8)	89%
Manzanita Community (ES)	94%
Girls, Inc.	
Acorn Woodland Elementary	94%
High Ground Neighborhood Development Corporation	
Madison Park Lower (ES)	95%
Oakland Leaf	
ASCEND (K-8)	81%
International Community School (ES)	88%
Learning without Limits (ES)	77%
Safe Passages	
Community United Elementary School	96%

Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017 and California Department of Education's Dataquest data for 2016-17.

FIGURE 23. SIXTEEN SITES RECEIVED SUPPLEMENTAL FUNDING



Source: OFCY School-Based After School Supplemental Award List, FY 2016-2017.

This additional funding supported programming in the following areas:

- Arts programming
- STEM programming
- Literacy programming
- Gardening programming
- Expanding program capacity
- Meeting other site needs

OFCY is interested in understanding to what extent programs receiving supplemental funding are gaining traction on these high-priority programming aspects. A series of interviews with agencies that received supplemental funding shows that sites are effectively using supplemental funds to address site-identified needs. In addition, the supplemental funds opened up opportunities for increased coordination and collaboration either among sites or with the principal and school day. Finally, how individual sites chose to use the supplemental funds highlights the on-going trade off between breadth – reaching all students or increasing program access to additional students – and depth – providing specialty or intensive programming to a smaller pool of participants.

Program staff at many sites connected the use of supplemental funding to supporting on-going literacy needs, including the needs of English Learners, immigrant youth, and youth scoring below grade level in English. Programs took a wide range of approaches to developing literacy. For some programs, literacy was often encouraged through creative enrichment activities. At one site, staff found that their STEM programming necessitated the development of academic STEM vocabulary. At others, programs used poetry, performing arts, and storytelling to promote literacy.

At other sites, programs supported literacy by adding staff or providing specialty literacy-instruction training for existing staff.

For a few sites, the supplemental funds specifically supported the needs of middle school or rising middle school youth. For some sites, the activities supported youth aging out of their current school and transitioning on to the next grade tier, supporting either 4th and 5th grade girls or 7th and 8th grade participants. For the 4th and 5th grade girls, the site identified that there was a lack of leadership opportunities for them as they approached the very important transition from 5th grade to 6th.

For another site, supplemental funds were used to support a program expanding with the school day from an elementary program to a K-8 program including middle school students. The existing after school program didn't have "experience serving middle school students, so the need was not just to serve additional students, but knowing how to serve them best."

For a few sites, supplemental funding was used to develop culturally- or gender-responsive programming. One site mentioned earlier used the funds to create girls-specific programming. At two other sites that share a campus, the lead agency sought to partner with arts organizations that would reinforce youth's sense of their cultural identity. "The goal was to help students feel connected to their culture and community, and to bring opportunities to express that into after school." For 2017-18, this shared site will look for additional arts partners to meet this goal.

- A dedicated Garden instructor who also incorporated STEM into her programming and served all students.
- A 6-week reading challenge, timed to launch during the school's Reading Fair.
 Groups of youth from across the program read the same book and had structured, small group opportunities to discuss the literary devices employed in the book.
- A restorative practices coordinator, shared across two sites to promote these
 practices for all students in the programs; subsequently hired to do similar work
 during the school day at one of the sites, increasing school day alignment overall.
- An additional staff member to expand a K-3rd literacy intervention to the 4th and 5th graders who were still below grade level in reading.

Source: Interviews with site and agency leaders from sites that received Supplemental Funding, June - August 2017, n=9 (some interviews covered more than one site at the same agency).

Program staff at several sites noted that the supplemental funds created or even drove opportunities for collaboration.

Collaboration can streamline and strengthen services by eliminating redundancy and improving communication between different adults working to support the same children. One program manager noted, "the benefit of extra funds is that it perks up the ears of school administrators and prompts a greater level of alignment and collaboration between after school and the school day." At some of her sites, the funding led to coordinated planning about how to use the funds to best meet site needs. At other sites, the funding allowed the after school program to support a principal's vision. For example, one site incorporated arts into their STEM programming – creating STEAM programming – in line with a principal's vision for arts integration across the school.

At another set of sites, the funding led to increased collaboration and commitment in the school day as a restorative practices specialty instructor in the after school was also hired to do similar work in the school day, a practice likely to increase school day alignment overall. Similarly, supplemental funds allowed staff at some sites more time to communicate with the school day and participate in school day trainings and meetings.

Finally, at a few sites, the funding supported collaboration across sites on shared campuses, by sharing access to resources such as shared enrichment providers or a shared security officer. For example, at a shared campus site, both programs used supplemental funds to bring in a set of enrichment providers for both programs. In their case, the funding "helped with our overall goal to bridge the two sites and bring them together more intentionally."

The supplemental funding was used to increase depth and breadth of programming, depending on the sites, highlights a tension within after school services that predates the funding: whether to expose many youth to a new experience for a short while, or expose fewer youth to deeper, sustained experiences. Some recipients of supplemental funding invested in exposing many youth to a new experience, while others invested in deeper exposure for a specific group of youth. For example, at some sites, supplemental funding provided programming for all students, such as a gardening instructor that worked with all grade levels in rotation or a restorative justice coordinator to lead those efforts site-wide. At other sites, supplemental funding was used for a specific group of students such as to start girls' groups for 4th and 5th grade girls, support literacy efforts for specific grade levels, and provide drumming for Kindergarteners and 1st graders. As one agency director noted, "Having the instructor there with the same students throughout the year was great for that set of students, but not everyone [in the program] got exposure." Other agency directors seemed unclear whether the funding was meant to expand programming to additional students (increase breadth of the program) or to improve student outcomes (increase depth for particular students).

After school programming needs both breadth and depth and the interviews highlight that there is no one right choice. Rather, each site made a choice that best worked for their students and school day partners. OFCY may want to clarify for applicants in the future that supplemental funding can be used for either approach.

CONTINUOUS QUALITY IMPROVEMENT

The School-Based After School Partners provide a range of supports to help programs build quality, including: training, coaching, and opportunities for peers to learn from and support each other.

In this section:

Continuous Quality Improvement Overview

Assessment

Data-Driven Planning

Program Quality Fellowship



CONTINUOUS QUALITY IMPROVEMENT IS A COMMUNITY EFFORT

Oakland after school programs strive to serve children, youth, and neighborhoods with high quality programs that provide youth with opportunities to grow, learn, and lead. To help programs do their best work with youth, the School-Based After School Partnership supports on-going continuous quality improvement efforts. As part of these efforts, program staff gain valuable experience as leaders and coaches that they can use to support their own programs and those of their peers.

Continuous Quality Improvement supports relate to the following key goals:

WHAT:	ASSESSMENT USING THE PROGRAM QUALITY ASSESSMENT TOOLS	DATA REVIEW AND STAFF TRAINING AND COACHING	PROGRAM QUALITY FELLOWSHIP
GOAL:	Support grantees to assess their program using observation and stakeholder reports to triangulate strengths and areas for growth	Supports programs as they interpret data, build data-driven program improvement plans, and implement those plans	Build a corps of certified peer site visitors and coaches who are leaders and can share quality practices among agencies.

OAKLAND'S QUALITY IMPROVEMENT CYCLE

Starting in 2009, the Oakland School-Based Partnership began using the Program Quality Assessment (PQA) tools, developed by the David P. Weikart Center, as part of its ongoing commitment to supporting program quality. At that time, the Partnership also defined the performance categories described on p. 23 (Emerging, Performing, and Thriving). Taken together, site visit data and these performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each program to prepare a program improvement plan (later re-named 'quality action plan') that documented programs' quality and youth outcome related goals.

Currently, the Partners support programs to engage in a continuous quality improvement (CQI) process: Assess, Plan, and Improve. As part of this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit an improvement plan, and work to carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Training in using the PQA for self- and peer-assessment.
- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools (Youth Work Methods).
- Professional learning communities (PLCs) for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online system aligned with the PQA and the associated improvement plan. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that additional supports can be well-aligned with site-identified goals.

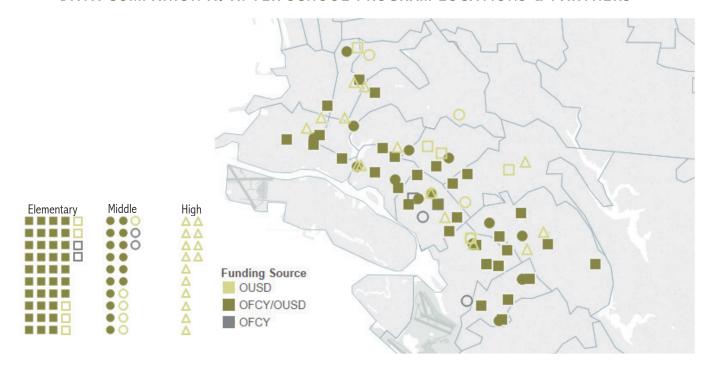
Nearly two-thirds of programs (51) programs conducted a self-assessment in 2016-17, and 59 programs submitted an improvement/ action plan based on their self-assessment and/or external assessment. By and large, the data demonstrates that programs are actively engaged in the continuous quality improvement cycle.

The Program Quality Fellowship

Starting in the 2015-16 school year, the After School Program Office created the Program Quality Fellowship. This created a network of Program Quality leaders that foster connection and improvement among agencies across different community-based providers. Site Coordinators and Agency Directors apply to participate in the program, which provides training and resources for participants to become certified PQA assessors. Fellows then focus on program quality in two capacities. First, they serve as certified external peer assessors, bringing the benefit of lived experience and context to their site visits. Second, they increase their own depth of knowledge about the PQA tool, which benefits their own programs and staff teams. In 2016-17, eight staff from six agencies participated in the Fellowship. An additional nine staff from the partner agencies were certified as external peer assessors and conducted site visits alongside three staff from the After School Program Office.

DATA COMPANION

DATA COMPANION A: AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS



PROGRAMS OPERATED BY 18 AFTER SCHOOL **COMMUNITY-BASED ORGANIZATIONS**

Number of Programs in Parenthesis

After School All Stars (1)

Alternatives in Action (4)

Bay Area Community Resources (25)

Citizen Schools (2)

Eagle Village (2)

East Bay Agency for Children (3)

East Bay Asian Youth Center (16)

Girls Inc. of Alameda County (5)

Higher Ground (5)

Learning for Life (1)

Lighthouse Community Charter (1)

Love Learn Success (2)

Oakland Leaf (4)

Safe Passages (5)

Ujimaa Foundation (2)

YMCA of the East Bay (2)

Youth Together (1)

Youth Uprising (1)

PROGRAM LOCATIONS

ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- **Encompass Academy**
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- **Futures Elementary**
- Garfield
- Glenview
- Global Family School

- Grass Valley Greenleaf
- Hoover
- Howard
- International Community School

Horace Mann

- Lafayette
- Laurel
- Learning Without Limits
- Lincoln
- Madison Park Academy
- Manzanita Community School
- Manzanita SEED
- Markham
- Martin Luther King, Jr.
- New Highland Academy
- Peralta
- Piedmont Avenue
- PLACE @ Prescott
- Reach Academy Rise Community

- Sequoia
- Think College Now

MIDDLE SCHOOLS

- Alliance Academy
- **ASCEND**
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Elmhurst Community Prep
- Frick
- Greenleaf MS
- La Escuelita
- Life Academy MS
- Lighthouse
- Community Charter
- Madison Park Academy
- Melrose
- Montera
- Parker
- Roosevelt
- Roots

- Sankofa Academy
- **United For Success** Urban Promise
- Academy
- West Oakland Middle
- Westlake

HIGH SCHOOL

- Bunche
- Castlemont High
- Coliseum College Prep Academy
- Dewey
- Fremont Federation High School
- Life Academy HS
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

AFTER SCHOOL PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities, including college and career and leadership development activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population.

DATA COMPANION B: DATA SOURCES BY REPORT SECTION

The table below describes the data sources for each section in the 2016-17 Oakland School-Based Evaluation Findings Report.

TABLE 12. DATA SOURCES BY REPORT SECTION

Report Section	Data Sources
About Oakland School- Based Programs	 Funding data from Cityspan and OUSD grant records and grant reports. Participant demographic data from Cityspan.
Access & Attendance in the Oakland After School Programs	 Program enrollment and attendance data from Cityspan. Program targets based on OFCY performance goals: enrollment and units of service Program targets based on CDE-determined attendance goals. Data for comparisons to host schools based on CDE's Dataquest.
Program Quality	Point of Service Quality Assessments (Site Observations):
	Point of service quality assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assesses program quality in the following domains: Safe Environment, Supportive Environment, Interaction and Engagement., and Academic Support.
	Elementary school programs were evaluated using the School-Aged version of the Program Quality Assessment Tool (SAPQA).
	Middle and high school programs were evaluated using the Youth version of the Program Quality Assessment Tool (YPQA).
	K-8 programs were evaluated using the SAPQA when the school predominately served youth in grades K-5 and the YPQA when the school predominately served youth in grades 6-12.
	The Oakland site visits were conducted using a walk through method developed for Oakland with the Weikart Center. The site visits conducted by Public Profit also use a fifth domain, Academic Climate, to provide sites feedback on the quality of academic support activities specifically. See Data Companion C for more information on the tool and this method.
School-Based After School Outcome Domains	Youth Surveys:
Outcome Domains	Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in March through May 2016 to solicit their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e., social skill development, academic attitudes, etc.).
	Program Enrollment and Attendance Data from Cityspan:
	Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes.
	 Academic Data from the OUSD Quality, Accountability, and Analytics Department (RAD):
	Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes. Aggregate grade-level California Healthy Kids Survey data also provided by RAD.

DATA COMPANION C: EVALUATION METHODOLOGY

C.1 Site Visit Methodology

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point of service quality is strongly related to positive outcomes for youth.

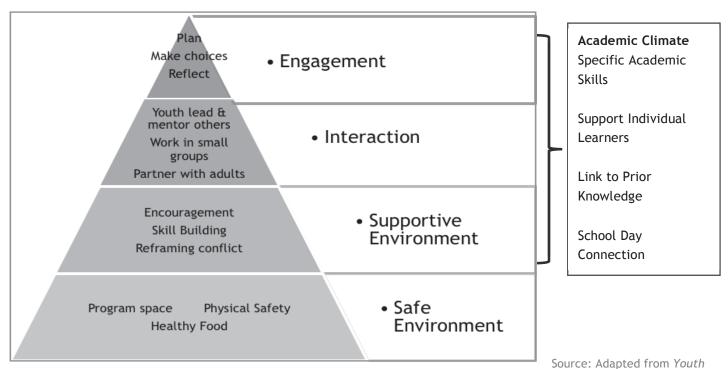
All but two programs received one visit by an external visitor between October 2016 and February 2017. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high schools were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality (POSQ) observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

The PQA versions used in for this evaluation includes four core standard domains plus a fifth domain to assess the quality of academic support activities in these school-based, school-aligned programs:

- 1. *Safe Environment* Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
- 2. *Supportive Environment* Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
- 3. *Interaction* There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
- 4. *Engagement* Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.
- 5. *Academic Climate* Activities in the program intentionally promote the development of key academic skills and content-area knowledge. Developed with the Weikart Center for use in school-based programs such as Oakland, this domain is not included in the sites overall visit score, and was only scored by Public Profit visitors, not ASPO visitors.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

Figure 24 characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.



PQA Handbook by High/Scope Educational Research Foundation, 2007.

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

C.2 Survey Methodology

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

Selection of Youth

Program staff are asked to administer the youth survey to as many of their youth participants as possible in grades 3 and up. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program (adjusted for grades 3 and up). For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,683) represents roughly 70% of the 8,027 youth who attend Oakland After School programs on the average day. The survey count (N=5,683) represents 33% of the 16,991 youth served by after school programs during the course of the program year.

Procedure for Administering the Survey

The evaluation team distributed mostly online surveys to programs in March 2017 and collected surveys in May 2017. Program staff completed a test survey to determine if they needed hard copies. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

Survey Results

Survey questions are listed on pages 66-67. Results for individual questions are listed in several sections, starting on page 68.

Interpreting Results

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors.

DATA COMPANION D: PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGLIBLITY

TABLE 13. PARTNERSHIP FUNDING AND FREE AND REDUCED PRICE LUNCH ELIGLIBLITY

Site	Enrollment	Free and Reduced- Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 st CLCC/ASSETS Funding
	ELEMENTAR'	Y SCHOOL PROGRAMS			
Global Family	451	98%	X	Χ	
Futures	296	96%	Χ	Χ	
Markham	363	96%	X	Χ	
Community United Elementary	388	96%	X	Χ	
Lafayette	158	96%	X	Χ	Χ
Rise Community	259	95%	X	Χ	
East Oakland Pride	362	95%	X	Χ	
Madison Park (Lower)	290	95%	X	Χ	
Bridges Academy	436	95%	X	Χ	
New Highland Academy	354	94%	X	Χ	
Acorn Woodland	298	94%	Χ	Χ	
Martin Luther King Jr.	303	94%	X	Χ	Χ
Manzanita Community	432	94%	Χ	Χ	
Horace Mann	377	93%	X	Χ	
Esperanza	337	92%	X	Χ	
Brookfield	322	91%	Χ	Χ	
Encompass Academy	315	91%	Χ	Χ	
Garfield	603	90%	X	Χ	
Franklin	715	90%	X	Χ	
Greenleaf	602	90%	X	Χ	Χ
PLACE @ Prescott	207	89%	Χ	Χ	Χ
Achieve Academy*	719	89%	Χ	Χ	
Fred T. Korematsu	391	89%	X	Χ	
Think College Now	305	89%	X	Χ	
Howard	214	88%	Χ	Χ	
Allendale	371	88%	X	Χ	
International Community School	301	88%	X	X	
Reach Academy	384	87%	Χ	Χ	
Fruitvale	372	84%	Χ	X	
Lincoln	739	82%	X	X	
Hoover	282	81%	Χ	Χ	

Site	Enrollment	Free and Reduced- Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 st CLCC/ASSETS Funding
Bella Vista	457	77%	Х	Х	<u> </u>
Learning Without Limits*	421	77%	X	X	
Emerson	320	77%	Χ	Χ	
Laurel	518	75%	Χ	X	
Burckhalter	245	74%	Χ	Χ	
Grass Valley	260	74%	Χ	Χ	
Carl B. Munck	239	73%		X	
Piedmont Avenue	331	73%	Χ	Χ	
Manzanita SEED	431	65%	Χ	Χ	
Cleveland	412	50%	Χ	Χ	
Sequoia	435	39%		Χ	
Glenview	439	33%		Χ	
Kaiser	269	29%			
Redwood Heights	352	26%			
Joaquin Miller	436	24%			
Peralta	319	21%		X	
Montclair	643	15%			
Chabot	562	13%			
Thornhill	391	13%			
Hillcrest	377	8%			
Crocker Highlands	459	6%			
Total**	20,662	71%			
	MIDDLE SCHO	OL/K-8/6-12 PROGRAMS			
West Oakland	179	98%	X	X	
Urban Promise Academy	370	95%	X	X	
Coliseum College Prep Academy (6-12)	475	94%	X	X	X
Roots International Academy	326	94%	X	X	
Frick	227	94%	X	X	
Madison Park (Higher)	768	93%	X	X	X
Parker	288	93%	X	X	
Elmhurst Community Prep	383	93%	X	X	X
Roosevelt	524	93%	X	X	X
LIFE Academy (6-12)	471	91%	X	X	X
United for Success Academy	349	89%	X	X	X
Sankofa Academy	317	89%	X	X	X
La Escuelita (K-8)	404	89%	X	X	

Site	Enrollment	Free and Reduced- Price Lunch Rate (FRPL)	Received OFCY Funding	Received ASES Funding	Received Federal 21 st CLCC/ASSETS Funding
Alliance Academy	328	87%	Х	Х	
Westlake Middle	383	86%	Χ	Χ	
Bret Harte Middle	500	81%	X	Χ	Χ
ASCEND (K-8)*	461	81%	X	Χ	
Lighthouse Community Charter (K-8)*	486	77%	X	X	
Edna Brewer	810	63%	Х	Χ	X
Melrose Leadership Academy	505	53%		Χ	
Claremont	446	51%		Χ	
Montera	778	49%			Χ
Total**	9,978	80%			
	HIGH SC	HOOL PROGRAMS			
Oakland International	360	97%			Χ
Street Academy	100	91%			X
McClymonds	372	89%			X
Oakland High	1,562	88%			X
Fremont	764	86%			Χ
Dewey Academy	228	84%			Χ
Castlemont	759	83%			Χ
Rudsdale Continuation	138	77%			Χ
MetWest	171	77%			Χ
Skyline	1,843	77%			X
Ralph J. Bunche	96	76%			X
Oakland Technical	2,031	45%			X
Total**	8,424	74%			

Source: California Department of Education Dataquest Database for Oakland Unified School District enrollment records for FY 2016-2017.

^{*}Charter schools were included in Oakland Unified School District enrollment.

^{**}Free and Reduced Price Lunch grade level totals were calculated using weighted averages from the site-level data.

DATA COMPANION E: ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

TABLE 14. ENROLLMENT, ATTENDANCE, & RETENTION BY PROGRAM

	Enrollment				Units of Service			Youth Participation		
Lead Agency / Program	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate	
			ELEMEN	TARY SC	HOOL PRO	G R A M S				
Bay Area Commu	nity Resoul	rces								
Bridges Academy	100	145	145%	47,845	46,745	98%	104%	108	84%	
Emerson	100	112	112%	53,766	48,266	90%	100%	135	87%	
Esperanza Academy	100	126	126%	53,613	55,002	103%	107%	127	91%	
Fred T. Korematsu	100	123	123%	52,785	82,917	157%	88%	110	64%	
Fruitvale	100	121	121%	55,971	56,066	100%	108%	135	86%	
Futures	120	131	109%	48,945	55,656	114%	102%	118	89%	
Glenview	_	84	_	_	_	_	79%	142	94%	
Global Family	100	121	121%	48,086	55,057	114%	107%	134	91%	
Grass Valley	110	105	95%	107,524	108,509	101%	102%	147	85%	
Greenleaf Elementary	110	123	112%	49,654	50,527	102%	100%	123	89%	
Hoover	110	123	112%	52,028	63,708	122%	80%	152	91%	
Howard	110	113	103%	55,259	51,704	94%	93%	125	79%	
Lafayette	110	145	132%	54,403	70,390	129%	77%	159	97%	
Markham	100	138	138%	47,130	60,372	128%	105%	115	76%	
Martin Luther King, Jr.	110	175	159%	120,087	185,613	155%	71%	109	74%	
PLACE @ Prescott	110	133	121%	64,195	72,160	112%	84%	153	86%	
East Bay Agency	for Childre	ะท								
Achieve Academy	100	136	136%	53,785	55,931	104%	_	109	64%	
Peralta	_	238	_	_	_		173%	110	66%	
Rise Community	100	122	122%	53,093	44,601	84%	82%	101	70%	
Sequoia	-	102	_	_	-	-	99%	147	89%	
East Bay Asian Y	outh Cente	r								
Bella Vista	75	114	152%	43,650	55,586	127%	111%	147	95%	
Cleveland	75	104	139%	43,538	56,844	131%	113%	164	82%	
Franklin	100	135	135%	58,050	71,202	123%	101%	159	96%	
Garfield	150	223	149%	87,075	96,075	110%	96%	130	85%	
Lincoln	130	153	118%	75,465	83,481	111%	93%	164	96%	
Manzanita Community	75	130	173%	43,538	53,757	123%	106%	124	74%	

	Enrollment				Units of Service	·	Youth Participation		
Lead Agency / Program	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Girls Incorporate	d of Alam	eda County							
Acorn Woodland	130	155	119%	69,443	58,129	84%	130%	126	88%
Allendale	108	119	110%	58,484	50,275	86%	91%	117	75%
East Oakland Pride	108	102	94%	58,832	42,291	72%	81%	120	83%
Horace Mann	108	141	131%	60,679	52,518	87%	96%	103	82%
Reach Academy	108	132	122%	58,939	59,851	102%	99%	113	79%
Higher Ground									
Brookfield	100	114	114%	46,681	52,006	111%	97%	132	92%
Madison Park Lower	100	124	124%	47,568	52,846	111%	96%	122	87%
New Highland	100	108	108%	49,970	57,246	115%	99%	141	89%
Oakland Leaf Foo	undation								
Encompass	120	209	174%	67,519	56,849	84%	138%	100	87%
International Community School	90	102	113%	35,585	42,775	120%	86%	127	85%
Learning W/O Limits	85	109	128%	48,684	54,530	112%	_	137	90%
Think College Now	90	121	134%	45,709	54,630	120%	103%	129	86%
Safe Passages									
Community United	98	114	116%	49,769	46,121	93%	83%	110	85%
Laurel	84	93	111%	54,912	48,286	88%	91%	148	93%
SFBAC, Learning	for Life								
Manzanita SEED	150	170	113%	80,466	82,724	103%	154%	137	81%
Ujimaa Foundati	on								
Burckhalter	100	140	140%	68,613	68,730	100%	127%	137	85%
Carl B. Munck	_	104	_	_	_	_	84%	122	80%
YMCA of the East	t Bay								
Piedmont	115	91	79%	77,324	37,666	49%	81%	134	87%
Elementary School Overall	4,189	5,723	124%	2,348,658	2,497,642	106%	100%	128	84%
			MIDI	OLE SCHO	OL PROGR	A M S			
After School All S	Stars								
Claremont	_	213	_	_	_	_	81%	59	71%
Alternatives in A	ction								
Life Academy	193	195	101%	69,798	62,729	90%	-	149	86%
Bay Area Commu	nity Resou	ırces							
Alliance Academy	130	164	126%	51,522	48,970	95%	89%	86	59%

Enrollment			ι	Units of Service			Youth Participation		
Lead Agency / Program	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Elmhurst	165	262	159%	59,067	90,771	154%	68%	91	57%
Madison Park Upper	360	249	69%	58,476	50,976	87%	74%	94	66%
Sankofa Academy	200	241	121%	58,408	96,472	165%	85%	117	76%
Citizens School									
Greenleaf Middle	_	94	_	_	_	-	86%	138	88%
Roots International	130	223	172%	48,737	42,017	86%	74%	61	59%
Eagle Village									
Montera	_	351	_	_	_	_	104%	59	54%
Westlake	120	186	155%	58,688	42,186	72%	52%	62	43%
East Bay Asian Y	outh Cente	r							
Edna Brewer	145	178	123%	84,173	94,977	113%	92%	161	94%
Frick	81	156	193%	47,021	53,465	114%	97%	103	92%
La Escuelita	85	117	138%	49,343	58,629	119%	117%	151	97%
Roosevelt	255	343	135%	148,028	168,034	114%	95%	148	90%
Urban Promise	100	250	250%	62,475	96,567	155%	105%	78	71%
Higher Ground									
Parker	125	137	110%	58,240	60,430	104%	104%	120	87%
Love. Learn. Suc	cess								
Melrose	_	261	-	-	-	_	99%	122	73%
Lighthouse Comn	nunity Char	ter							
Lighthouse	200	208	104%	65,300	67,301	103%	_	139	87%
Oakland Leaf									
ASCEND	125	147	118%	59,347	60,856	103%	_	121	85%
Bret Harte	160	220	138%	67,222	67,191	100%	83%	98	75%
Safe Passages									
Coliseum Prep	200	209	105%	55,680	53,444	96%	121%	116	79%
United for Success	160	218	136%	141,013	140,807	100%	76%	102	75%
YMCA of the East	t Bay								
West Oakland Middle	130	153	118%	50,781	44,130	87%	85%	78	53%
Middle School Overall	3,064	4,775	126%	1,293,316	1,399,952	108%	89%	104	73%
			ніс	н ѕснооі	L PROGRA	M S			
Alternatives in A	ction								
Fremont Federation	_	986	-	_	_	-	62%	16	13%

	Enrollment				Units of Servic	e	Youth Participation		
Lead Agency / Program	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target (shaded if below 80%)	Progress Towards Attendance Goals (shaded if below 80%)	Average Days Per Youth	Average Attendance Rate
Life Academy	-	305	-	_	-	-	-	39	63%
McClymonds	_	291	_	_	_	_	_	9	30%
Bay Area Commu	nity Resou	rces							
Bunche	_	151	_	_	_	_	183%	45	40%
Oakland Technical	_	1,361	_	_	_	_	176%	10	10%
Rudsdale Continuation	_	209	-	-	_	_	95%	50	49%
Street Academy	_	139	_	_	_	_	104%	71	54%
East Bay Asian Y	outh Cente	r							
Dewey	_	391	_	_	_	_	74%	44	60%
Met West	_	162	_	_	_	_	130%	144	82%
Oakland High	_	373	_	_	_	_	90%	18	61%
Oakland International	_	412	_	_	_	_	95%	26	44%
Safe Passages									
Coliseum Prep	_	270	_	_	_	_	84%	73	70%
Youth Together									
Skyline	_	749	_	_	_	_	106%	25	28%
Youth Uprising									
Castlemont High	_	694	_	_	_	_	74%	16	11%
High School Overall	-	6,493	-	-	-	-	106%	28	31%

Source: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017.
*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding; grade level totals for Enrollment Goal and % Progress Towards Enrollment Goal exclude programs that do not receive OFCY funding.

**Progress towards attendance goals is not available for all charter-based programs, Life Middle School, Life High School, and

McClymonds High School

DATA COMPANION F: YOUTH SURVEY COMPOSITES & RESULTS BY PROGRAM

Youth Survey Composites – A composite is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. The table below includes the survey questions that were included in each composite.

TABLE 15. SURVEY ITEMS

Composite	Elementary	Middle	High			
	I feel safe in this program.					
Program Quality - Safe	If my friends or I get bullied at this program, an adult steps in to help.	If someone bullies my friends or me at this	s program, an adult steps in to help.			
riogiani Quanty - Sale	In this program, other kids hit or push me when they are not just playing	How many times in this program have you kicked by someone who wasn't just kidding				
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you	had mean rumors or lies spread about you?			
	The adults in this program listen to what I	have to say.				
Program Quality - Supportive	There is an adult at this program who cares about me.	There is an adult at this program who real	ly cares about me.			
	In this program, I tell other kids when they do a good job.	In this program, I tell other youth when th group.	ey do a good job or contribute to the			
	In this program, I get to help other people.					
Program Quality - Interaction	I feel like I belong at this program.					
	This program helps me to make friends.	Since coming to this program, I am better at making friends.				
	In this program, I get to choose what I do a	and how I do it.				
Program Quality - Engagement	In this program, I try new things.					
	I am interested in what we do in this progr	am.				
	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study tests).	skills (like reading directions, taking			
Academic Behaviors	This program helps me get my homework done.	Because of this program, I am better at ge	tting my homework done.			
	This program helps me learn how to set goals for myself.	Since coming to this program, I am better	at setting goals for myself.			

Composite	Elementary	Middle	High					
	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of	jobs I'd like to have in the future.					
College & Career Exploration	In this program, I learn more about college.	This program helps me feel more confiden	t about going to college.					
	no question	This program helps me feel ready to go to high school.	no question					
	This program helps me feel good about what I can do.	This program helps me to feel more confid	lent about what I can do.					
Sense of Mastery	This program helps me get better at things	e get better at things that I used to think were hard.						
	This program helps me feel like more of a	leader.						
	This program helps me feel excited to learn in school.	This program helps me feel more motivated to learn in school.						
School Engagement (Academic Outcomes)	This program helps me to feel like a part of my school.							
	This program helps me feel happy to be at	this school.						
	This program helps me try to understand h	ow other people feel.						
Social Emotional Skills	This program helps me get along with adults.	This program helps me get along better wi	th adults.					
Social Emotional Skills	This program helps me get along with other people my age.	Since coming to this program, I get along b	petter with other people my age.					
	This program helps me get along with kids who are different from me.	This program helps me get along with peop	ole my age who are different from me.					
	This program helps me to learn how to be	nealthy.						
Physical Well-Being	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying "no" to things I know ar						
	This program helps me exercise more.							

Youth Survey Composites by Program – The table below presents the percent of youth in each program who responded positively ("Mostly true" or "Completely true") to the composites, as defined on the previous page.

TABLE 16. YOUTH SURVEY COMPOSITES

			Yo	outh Survey Resu	lts: Program Qા	uality	Youth Survey Results: Youth Outcomes					
Lead Agency/Program	N=	N/ ADA*	Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
					ELEME	NTARY SC	HOOLS					
Bay Area Community Re	sources											
Bridges Academy	55	97%	58%	65%	61%	51%	61%	56%	76%	71%	52%	64%
Emerson	64	122%	77%	77%	74%	71%	76%	61%	82%	75%	72%	75%
Esperanza Academy	70	131%	76%	76%	67%	49%	74%	51%	62%	64%	65%	78%
Fred T. Korematsu	43	96%	37%	46%	37%	39%	60%	55%	53%	48%	34%	59%
Fruitvale	60	100%	97%	98%	97%	87%	93%	92%	97%	97%	95%	95%
Futures	44	85%	71%	74%	74%	58%	81%	64%	82%	75%	79%	79%
Glenview	42	106%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Global Family	53	109%	96%	90%	79%	94%	98%	91%	92%	94%	87%	98%
Grass Valley	71	123%	75%	69%	67%	63%	66%	46%	70%	66%	49%	74%
Greenleaf**	45	80%	90%	96%	93%	91%	90%	75%	98%	93%	86%	93%
Hoover	38	56%	53%	78%	70%	66%	70%	61%	71%	74%	72%	67%
Howard	39	82%	42%	44%	44%	34%	33%	37%	44%	28%	26%	41%
Lafayette	73	106%	87%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Markham	53	86%	68%	68%	77%	57%	76%	59%	75%	70%	58%	77%
MLK Jr.	65	95%	63%	48%	60%	48%	64%	52%	53%	51%	36%	54%
PLACE @ Prescott	63	93%	65%	73%	73%	74%	66%	62%	68%	61%	51%	61%
Sankofa Academy**	70	57%	55%	72%	73%	47%	61%	70%	75%	67%	55%	75%
East Bay Agency for Chil	ldren											
Achieve Academy	55	125%	78%	70%	65%	65%	74%	67%	70%	73%	72%	85%
Peralta	100	104%	94%	94%	88%	76%	65%	46%	72%	76%	77%	77%
Rise Community	47	118%	95%	98%	91%	88%	100%	98%	91%	88%	91%	98%
Sequoia	53	109%	64%	66%	59%	37%	28%	27%	49%	48%	50%	49%
Easy Bay Asian Youth Ce	enter											
Bella Vista	79	129%	71%	56%	57%	47%	59%	71%	53%	46%	37%	57%
Cleveland	61	101%	71%	68%	65%	46%	79%	61%	65%	60%	53%	74%
Franklin	98	136%	93%	71%	75%	70%	78%	92%	68%	76%	60%	74%
Garfield	115	115%	83%	81%	79%	75%	91%	79%	81%	85%	77%	82%
Lincoln	93	113%	86%	62%	65%	53%	67%	85%	63%	51%	41%	71%

			Y	outh Survey Resu	lts: Program Q	uality		You	th Survey Resuli	ts: Youth Outcom	es	
Lead Agency/Program	N=	N/ ADA*	Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Manzanita Community	66	122%	56%	65%	69%	61%	64%	55%	63%	59%	52%	57%
Girls Incorporated of Ale	ameda Co	ounty										
Acorn Woodland	51	79%	43%	35%	32%	20%	39%	24%	38%	31%	28%	33%
Allendale	55	125%	48%	56%	32%	32%	46%	49%	57%	46%	43%	53%
East Oakland Pride	38	87%	43%	50%	42%	26%	59%	51%	40%	38%	37%	50%
Horace Mann	38	79%	61%	69%	64%	70%	69%	76%	64%	59%	55%	76%
Reach Academy	56	105%	69%	75%	70%	55%	74%	70%	67%	66%	72%	72%
Higher Ground												
Brookfield	52	103%	41%	65%	70%	63%	73%	84%	78%	67%	72%	71%
Madison Park Lower	43	84%	62%	64%	64%	50%	77%	74%	69%	69%	60%	70%
New Highland	55	106%	87%	88%	90%	88%	92%	81%	87%	85%	83%	85%
Higher Ground Neighbor	hood Dev	relopment	Corp									
Parker*	34	59%	44%	41%	53%	41%	55%	45%	68%	55%	59%	59%
Learning for Life												
Manzanita SEED	97	111%	81%	80%	78%	65%	79%	41%	73%	76%	75%	73%
Lighthouse Community (Charter		01,0	30%	2 0,0	33%	, ,	, ,	70,0	7 070	. 0,0	. 0,0
Lighthouse**	52	49%	74%	72%	67%	68%	64%	62%	65%	76%	61%	81%
Love Learn Success												
Melrose Leadership**	58	89%	75%	64%	66%	54%	49%	39%	64%	70%	49%	56%
Oakland Leaf			7 0,0	0 1.70	33/3	0 1.70	1770	37,0	0 1,0	7 070	1770	30,0
ASCEND**	34	49%	97%	85%	88%	79%	81%	79%	82%	88%	76%	82%
Encompass	53	71%	92%	91%	88%	87%	80%	75%	83%	81%	73%	85%
International	51	107%	70%	61%	64%	53%	60%	57%	64%	69%	59%	69%
Learning W/O Limits	77	140%	92%	95%	92%	83%	81%	70%	88%	79%	81%	81%
Think College Now	38	66%	62%	57%	49%	53%	49%	55%	45%	50%	53%	58%
Safe Passages												
Community United	39	133%	89%	89%	84%	62%	87%	67%	78%	79%	70%	76%
Laurel	49	97%	83%	83%	60%	61%	57%	40%	70%	58%	62%	67%
Ujimaa Foundation												
Burckhalter	61	87%	66%	61%	63%	50%	68%	51%	68%	63%	61%	66%
Carl Munck	51	123%	73%	74%	56%	56%	63%	61%	62%	64%	47%	73%
YMCA of the East Bay												
Piedmont	54	139%	60%	62%	61%	64%	81%	53%	71%	52%	53%	71%
Elementary Overall	2,907	97%	74%	73%	70%	63%	71%	64%	71%	68%	63%	72%

			Yo	outh Survey Resu	lts: Program Qı	uality	Youth Survey Results: Youth Outcomes					
Lead Agency/Program	N=	N/ ADA*	Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
					MIDDLE	SCHOOL P	ROGRAMS					
After School All Stars												
Claremont	45	82%	76%	77%	69%	71%	53%	81%	67%	70%	68%	71%
Alternatives In Action												
Life Academy**	94	76%	60%	49%	45%	40%	40%	43%	40%	42%	43%	38%
Bay Area Community Res	sources											
Alliance Academy	47	74%	52%	49%	46%	40%	37%	51%	43%	40%	40%	47%
Elmhurst	91	86%	61%	51%	53%	60%	45%	63%	56%	54%	44%	51%
Madison Park Upper	122	118%	67%	55%	53%	40%	48%	61%	55%	56%	42%	61%
Sankofa Academy**	38	31%	29%	51%	46%	28%	32%	53%	45%	44%	31%	53%
Citizen Schools												
Greenleaf**	55	118%	42%	44%	33%	18%	35%	54%	33%	28%	29%	32%
Roots International	59	96%	50%	47%	41%	40%	37%	50%	42%	41%	35%	45%
Eagle Village												
Montera	98	103%	67%	56%	55%	57%	43%	57%	56%	48%	45%	46%
Westlake	61	122%	55%	47%	39%	38%	31%	38%	35%	31%	20%	36%
East Bay Asian Youth Ce	nter											
Edna Brewer	173	165%	62%	54%	53%	42%	45%	46%	47%	47%	44%	44%
Frick	66	99%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%
La Escuelita	56	90%	62%	56%	49%	50%	59%	55%	44%	42%	54%	50%
Roosevelt	206	103%	98%	95%	95%	89%	97%	97%	97%	95%	95%	95%
Urban Promise	72	93%	54%	43%	44%	34%	38%	42%	35%	37%	28%	41%
Higher Ground Neighborl	hood Dev	velopment	Corp									
Parker**	73	127%	56%	59%	62%	57%	51%	65%	59%	58%	52%	52%
Lighthouse Community C	harter											
Lighthouse**	50	47%	54%	49%	57%	55%	35%	49%	43%	47%	35%	42%
Love.Learn.Success												
Melrose**	39	60%	64%	54%	61%	38%	39%	44%	42%	43%	43%	49%
Oakland Leaf												
ASCEND**	24	30%	61%	48%	48%	48%	42%	62%	50%	42%	38%	63%
Bret Harte	89	98%	49%	68%	65%	62%	63%	59%	52%	57%	48%	60%
Safe Passages												
United for Success	129	141%	75%	58%	56%	43%	51%	59%	58%	56%	52%	72%
Coliseum Prep**	142	139%	56%	41%	38%	34%	41%	45%	38%	34%	33%	37%

			Yo	outh Survey Resu	lts: Program Qι	uality		You	ıth Survey Result	ts: Youth Outcom	es	
Lead Agency/Program	N=	N/ ADA*	Safe Environ- ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
YMCA of the East Bay												
West Oakland Middle	54	97%	52%	56%	47%	42%	46%	43%	41%	35%	35%	80%
Middle School Overall	1,827	95%	65%	60%	58%	52%	52%	59%	55%	54%	49%	54%
					HIGH S	HOOL PRO	OGRAMS					
Alternatives in Action												
Fremont Federation	58	65%	78%	77%	68%	65%	71%	76%	65%	72%	65%	73%
Life Academy**	47	118%	67%	67%	50%	56%	43%	51%	41%	43%	40%	74%
McClymonds	90	191%	56%	64%	53%	50%	60%	69%	60%	55%	53%	82%
Bay Area Community Re	sources											
Bunche	53	147%	80%	72%	76%	68%	66%	81%	75%	71%	63%	74%
Oakland Technical	31	20%	100%	97%	100%	100%	74%	83%	93%	93%	77%	55%
Rudsdale Continuation	54	99%	67%	54%	54%	52%	55%	51%	45%	54%	44%	49%
Street Academy	66	151%	83%	73%	73%	73%	74%	72%	71%	70%	63%	68%
East Bay Asian Youth Co	enter											
Dewey	92	112%	92%	78%	71%	74%	70%	85%	78%	81%	68%	79%
Met West	96	128%	87%	81%	85%	82%	74%	90%	85%	83%	82%	76%
Oakland High	65	90%	70%	68%	63%	69%	40%	54%	47%	53%	48%	40%
Oakland International	54	88%	64%	55%	59%	49%	55%	58%	47%	50%	43%	44%
Safe Passages												
Coliseum Prep**	94	117%	60%	46%	45%	46%	40%	49%	44%	38%	40%	31%
Youth Together												
Skyline	115	104%	94%	86%	81%	75%	73%	75%	74%	67%	76%	67%
Youth Uprising												
Castlemont	34	85%	94%	85%	73%	79%	65%	88%	82%	70%	65%	63%
High School Overall	949	106%	76%	71%	67%	66%	62%	70%	64%	64%	60%	59%

Source: Youth participant surveys administered in spring 2017.
*N/ADA is the survey response rate; ADA drawn from the start of the year through 2/20/2017.
**This program submitted surveys for more than one age group.

DATA COMPANION G: YOUTH SURVEY RESPONSE DIFFERENCES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2016-17 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the three ways described below. Survey questions are presented by outcome section aligned with the organization of the Findings Report.

- **Differences in Youth Survey Responses** We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
- **By Gender and Grade Level** We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Gender and Race/Ethnicity** We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available,²⁹ from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables, but included in aggregate analysis within the Findings Report.

²⁹ Demographic information for community-based charter programs is based on youths' self-reports. Of the total 4,491 surveys, 156 are from youth participants at community-based charter programs.

YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 17: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	MA	LE	FEMALE		OVERALL	
	N	%	N	%	N	%
ELEMENTARY SCHOOLS						
Latino/a	406	47%	452	53%	858	39%
African American	374	47%	414	53%	788	36%
Asian/Pacific Islander	197	51%	185	48%	382	17%
White	61	40%	89	59%	150	7%
Unknown/Not Reported	9	33%	18	67%	27	1%
American Indian/Alaskan Native	7	77%	2	22%	9	0%
Total	1,054	48%	1,160	52%	2,214	100%
MIDDLE SCHOOLS						
Latino/a	334	52%	311	48%	645	45%
Asian/Pacific Islander	142	52%	133	48%	275	19%
White	31	49%	32	51%	63	4%
Unknown/Not Reported	14	54%	12	46%	26	2%
American Indian/Alaskan Native	2	50%	2	50%	4	0%
Total	704	50%	714	50%	1,418	100%
HIGH SCHOOLS						
Latino/a	155	52%	146	49%	301	47%
African American	102	46%	122	55%	224	35%
Asian/Pacific Islander	39	50%	39	50%	78	12%
White	3	14%	19	86%	22	3%
Unknown/Not Reported	12	75%	4	25%	16	2%
American Indian/Alaskan Native	1	20%	4	80%	5	1%
Total	312	48%	334	52%	646	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017. Note: We were unable to match 1,405 surveys to a known participant; their gender and race/ethnicity are unknown.

DIFFERENCES IN YOUTH SURVEY RESPONSES BY RACE/ETHNICITY, GRADE LEVEL, & GENDER

The following section contains differences in responses by three youth characteristics.³⁰ Notable results are discussed in the "Differences in Youth Outcomes" section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items. 31,32

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences (at p<.05) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull's-eye or star symbol (as denoted within each table). The bull's eye ① indicates a statistically significant difference by ethnicity; the star ② indicates a statistically significant difference by gender. Additionally, any statistically significant differences greater than +/- 5% are shaded.

Note: Latino/a students are the reference group for the chi-square tests for differences in survey responses by ethnicity. This is because they are the largest group, in keeping with recommended analysis practice. Therefore, the column with survey responses by Latino students will never be shaded. Rather, any group where differences are statistically significant, and greater than +/- 5% **compared to Latino students**, will be shaded.

³⁰ Survey results are presented for youth responses where matched demographic data was available. Survey respondents from charter schools self-reported their demographic information used in the results presented in this section.

³¹ Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded since they represented only 3% of the total sample.

³² For the chi-square test, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland school-based after school programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted. Gender differences were analyzed using Overall as the reference group.

TABLE 18: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY, BY GRADE GROUP

ELEMENTARY SCHOOL:

		OVERALL	GENDER:	ETHNICITY:				
Significant (at p<.05)	Survey Question		ВОҮ	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
•	In this program, other kids hit or push me when they are not just playing around.	16%	16%	15%	9%	22%	13%	12%
	When I am in this program, other kids spread mean rumors or lies about me.	20%	20%	20%	14%	25%	19%	14%
&	If my friends or I get bullied at this program, an adult steps in to help. $ \\$	72%	69%	73%	68%	73%	71%	70%
	I feel safe in this program.	78%	77%	79%	80%	77%	77%	84%
	SUPPORTIVE ENVIRONMENT							
	There is an adult at this program who cares about me.	80%	79%	80%	79%	81%	77%	83%
	The adults in this program listen to what I have to say.	70%	69%	69%	66%	69%	71%	68%
•	In this program, I tell other kids when they do a good job.	54%	50%	57%	47%	54%	54%	61%
	INTERACTION							
	In this program, I get to help other people.	69%	67%	69%	69%	70%	67%	67%
	This program helps me to make friends.	69%	70%	67%	65%	66%	71%	67%
	I feel like I belong at this program.	67%	66%	68%	64%	67%	68%	70%
	ENGAGEMENT							
	I am interested in what we do in this program.	69%	69%	68%	66%	70%	68%	67%
	In this program, I try new things.	68%	66%	69%	66%	69%	66%	66%
	In this program, I get to choose what I do and how I do it.	39%	37%	37%	38%	36%	38%	37%
	Gender difference is statistically significant (p<.05) Ethnicity difference is statistically significant (p<.05))

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=2,907. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

MIDDLE SCHOOL:

		OVERALL	GENDER:		ETHNICITY:			
Significant (at p<.05)	Survey Question	OVERALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
② ⊙	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	20%	23%	14%	17%	24%	16%	21%
\odot	How many times in this program have you had mean rumors or lies spread about you?	21%	19%	20%	13%	27%	17%	17%
	If someone bullies my friends or me at this program, an adult steps in to help.	61%	62%	61%	73%	57%	59%	58%
② ⊙	I feel safe in this program.	67%	69%	65%	77%	64%	64%	79%
	SUPPORTIVE ENVIRONMENT							
•	There is an adult at this program who really cares about me.	67%	68%	67%	77%	69%	62%	67%
•	In this program, I tell other youth when they do a good job or contribute to the group.	47%	48%	48%	66%	47%	40%	54%
•	The adults in this program listen to what I have to say.	60%	61%	60%	73%	58%	57%	60%
	INTERACTION							
•	I feel like I belong at this program.	56%	57%	54%	70%	53%	51%	59%
•	In this program, I get to help other people.	58%	57%	59%	72%	57%	52%	60%
② ⊙	Since coming to this program, I am better at making friends.	56%	60%	54%	71%	55%	51%	62%
	ENGAGEMENT							
≎ ⊙	I am interested in what we do in this program.	57%	59%	54%	71%	53%	52%	60%
② ⊙	In this program, I get to choose what I do and how I do it.	41%	44%	38%	60%	36%	36%	43%
•	In this program, I try new things.	55%	53%	56%	69%	52%	50%	59%
Gender d	Gender difference is statistically significant (p<.05)							

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=1,827. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

HIGH SCHOOL:

		GENDER: OVERALL			ETHN	ICITY:		
Significant (at p<.05)	Survey Question	OVERALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SAFE ENVIRONMENT							
	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	7%	7%	4%	5%	7%	4%	0%
	How many times in this program have you had mean rumors or lies spread about you?	9%	8%	6%	8%	8%	6%	5%
•	If someone bullies my friends or me at this program, an adult steps in to help.	67%	70%	71%	75%	76%	65%	77%
•	I feel safe in this program.	77%	73%	83%	74%	83%	76%	91%
	SUPPORTIVE ENVIRONMENT							
⊘ ⊙	There is an adult at this program who really cares about me.	71%	69%	76%	75%	79%	65%	91%
② ⊙	In this program, I tell other youth when they do a good job or contribute to the group.	61%	59%	64%	64%	71%	55%	82%
⊗ ⊙	The adults in this program listen to what I have to say.	73%	72%	79%	81%	81%	70%	75%
	INTERACTION							
≎ ⊙	I feel like I belong at this program.	68%	65%	74%	71%	77%	63%	86%
≎ ⊙	In this program, I get to help other people.	67%	64%	74%	72%	78%	62%	86%
	Since coming to this program, I am better at making friends.	60%	60%	62%	56%	66%	58%	82%
	ENGAGEMENT							
≎ ⊙	I am interested in what we do in this program.	68%	65%	73%	66%	77%	64%	82%
•	In this program, I get to choose what I do and how I do it.	55%	58%	58%	59%	60%	53%	81%
	In this program, I try new things.	66%	67%	68%	72%	67%	66%	86%
Gender o	Gender difference is statistically significant (p<.05)			city differenc	e is statistica	lly significan	t (p<.05)	

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

TABLE 19: POSITIVE YOUTH RESPONSES REGARDING OUTCOME DOMAINS, BY GRADE GROUP

ELEMENTARY SCHOOL:

		OVERALL -	GENDER:		ETHNICITY:			
	Survey Question	OVLINALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
Significant (at p<.05)	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
	This program helps me to feel like a part of my school.	69%	69%	68%	65%	69%	71%	68%
	This program helps me feel happy to be at this school.	68%	68%	66%	63%	65%	69%	71%
	This program helps me feel excited to learn in school.	63%	63%	60%	59%	64%	62%	51%
	ACADEMIC BEHAVIORS							
•	This program helps me get my homework done.	79%	80%	77%	83%	76%	81%	68%
	This program helps me learn how to set goals for myself.	68%	68%	67%	69%	69%	67%	57%
	This program helps me learn ways to study (like reading directions).	62%	61%	62%	59%	63%	63%	49%
	SENSE OF MASTERY							
	This program helps me feel good about what I can do.	72%	70%	72%	68%	73%	71%	65%
	This program helps me get better at things that I used to think were hard.	70%	69%	70%	65%	71%	71%	61%
	This program helps me feel like more of a leader.	63%	63%	61%	54%	70%	61%	47%
	COLLEGE AND CAREER EXPLORATION							
	In this program, I learn of jobs I can have when I grow up.	57%	57%	56%	63%	58%	55%	37%
•	In this program, I learn more about college.	45%	45%	43%	58%	45%	41%	21%
	PHYSICAL WELL-BEING							
	This program helps me say "no" to things I know are wrong.	72%	70%	72%	69%	72 %	72%	68%
	This program helps me exercise more.	70%	73%	66%	67%	69%	71%	67%
	This program helps me to learn how to be healthy.	68%	69%	65%	67%	68%	68%	53%
	SOCIAL EMOTIONAL SKILLS							
•	This program helps me get along with other people my age.	70%	71%	69%	63%	69%	73%	72%

			GENDER:		ETHNICITY:			
Significant (at p<.05)	Survey Question	OVERALL -	ВОҮ	GIRL	API	AF AM	HIS/LAT	WHITE
(20 p 100)	This program helps me get along with kids who are different from me.	68%	66%	67%	61%	68%	68%	66%
•	This program helps me get along with adults.	67%	65%	66%	62%	65%	68%	61%
	This program helps me try to understand how other people feel.	65%	63%	65%	59%	65%	65%	68%

Gender difference is statistically significant (p<.05)

• Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=2,907. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

MIDDLE SCHOOL:

		OVERALL	GENDER		ETHNICITY			
Significant (at p<.05)	Survey Question	OVERALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
② ⊙	This program helps me feel more motivated to learn in school.	55%	59%	52%	64%	56%	51%	52%
\odot	This program helps me to feel like a part of my school.	55%	59%	52%	68%	51%	52%	55%
\odot	This program helps me feel happy to be at this school.	51%	55%	48%	70%	46%	48%	44%
	ACADEMIC BEHAVIORS							
↔	Because of this program, I am better at getting my homework done.	60%	66%	56%	77%	53%	59%	54%
	This program helps me to learn good study skills (like reading directions, taking tests).	47%	53%	44%	64%	42%	46%	44%
	Since coming to this program, I am better at setting goals for myself.	51%	55%	49%	65%	51%	46%	48%
	SENSE OF MASTERY							
•	This program helps me feel like more of a leader.	50%	52%	49%	65%	51%	44%	43%
•	This program helps me get better at things that I used to think were hard.	55%	56%	54%	68%	51%	52%	48%
•	This program helps me to feel more confident about what I can do.	58%	60%	56%	70%	55%	55%	53%
	COLLEGE AND CAREER EXPLORATION							
•	In this program, I learn about the kinds of jobs I'd like to have in the future.	47%	48%	46%	57%	49%	41%	47%
&	This program helps me feel more confident about going to college.	54%	57%	52%	63%	53%	53%	45%
	This program helps me feel ready to go to high school.	56%	59%	55%	66%	53%	56%	56%
	PHYSICAL WELL-BEING							
•	This program helps me exercise more.	57%	63%	51%	63%	56%	56%	45%
•	This program helps me to learn how to be healthy.	49%	54%	45%	57%	48%	47%	34%
•	Since coming to this program, I am better at saying "no" to things I know are wrong.	58%	59%	56%	70%	56%	54%	56%
	SOCIAL AND EMOTIONAL SKILLS							
≎ ⊙	Since coming to this program, I get along better with other people my age.	55%	59%	53%	71%	52%	53%	49%

Significant (at p<.05)		OVERALL	GENDER		ETHNICITY			
	Survey Question	OVLINALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
•	This program helps me get along better with adults.	53%	57%	48%	65%	48%	50%	41%
②	This program helps me get along with people my age who are different from me.	55%	59%	52%	69%	52%	53%	46%
•	This program helps me try to understand how other people feel.	50%	52%	49%	67%	47%	46%	44%

Gender difference is statistically significant (p<.05)

• Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=1,827. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).

HIGH SCHOOL:

		OVERALL -	GENDER		ETHNICITY			
Significant (at p<.05)	Survey Question	OVERALL	BOY	GIRL	API	AF AM	HIS/LAT	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
	This program helps me feel more motivated to learn in school.	66%	65%	66%	62%	72%	62%	65%
•	This program helps me to feel like a part of my school.	64%	65%	67%	68%	73%	60%	82%
•	This program helps me feel happy to be at this school.	59%	59%	61%	64%	64%	54%	82%
	ACADEMIC BEHAVIORS							
\odot	Because of this program, I am better at getting my homework done.	60%	64%	56%	59%	66%	55%	57%
	This program helps me to learn good study skills (like reading directions, taking tests).	59%	60%	57%	55%	65%	56%	59%
\odot	Since coming to this program, I am better at setting goals for myself.	64%	61%	70%	59%	72%	62%	86%
	SENSE OF MASTERY							
\odot	This program helps me feel like more of a leader.	61%	59%	68%	60%	74%	55%	77%
•	This program helps me get better at things that I used to think were hard.	65%	66%	68%	64%	74%	62%	77%
•	This program helps me to feel more confident about what I can do.	64%	65%	67%	63%	75%	59%	73%
	COLLEGE AND CAREER EXPLORATION							
	In this program, I learn about the kinds of jobs I'd like to have in the future.	60%	62%	62%	53%	68%	59%	65%
•	This program helps me feel more confident about going to college.	65%	63%	67%	64%	72%	60%	70%
	PHYSICAL WELL-BEING							
	This program helps me exercise more.	52%	56%	48%	43%	58%	50%	50%
\odot	This program helps me to learn how to be healthy.	58%	61%	57%	49%	69%	53%	73%
•	Since coming to this program, I am better at saying "no" to things I know are wrong.	65%	67%	67%	68%	72%	62%	82%
	SOCIAL AND EMOTIONAL SKILLS							
	Since coming to this program, I get along better with other people my age.	62%	63%	63%	65%	68%	59%	68%

•	This program helps me get along better with adults.	64%	64%	67%	68%	71%	60%	77%
•	This program helps me get along with people my age who are different from me.	63%	62%	65%	63%	67%	58%	91%
② ⊙	This program helps me try to understand how other people feel.	64%	61%	68%	62%	72 %	58%	82%

Gender difference is statistically significant (p<.05)

• Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2017. Youth participant surveys administered in spring 2017, n=949. Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote on page 74).