

A group of children and adults are playing with a large, multi-colored parachute (yellow, green, blue, red, pink) outdoors on a paved area. The children are holding the edges of the parachute, and it is partially inflated. The scene is captured from a low angle, showing the children's legs and feet. The background is slightly blurred, suggesting an outdoor setting like a schoolyard or park.

Oakland Fund for Children and Youth

DRAFT

Strategic Investment Approaches

2021

Strategic Investment Approaches

I. Funding Area: Healthy Development of Young Children

1. STRATEGY: Social-Emotional Well-Being in Early Childhood

Strategy Description: Programs funded under the Social-Emotional Well-Being in Early Childhood Strategy provide support for parents and caregivers to promote healthy emotional and social development of young children. This investment supports the wellness and developmental needs of young children – especially low-income children of color who have been historically underserved. It may provide individualized or group wellness or mental health services and referrals for children and families, and it helps parents/caregivers support the well-being of their children. The strategy may also offer support in-classroom settings, including child observations and screenings (e.g., developmental, Adverse Childhood Experiences¹), and emphasizes direct services to children and families. These may include but are not limited to: infant/toddler play and learn groups, parenting workshops, family and group therapy, and other supports for young children and their parents/caregivers, as well as resources, referrals, and connections to basic needs and mental health support services.

Supported Programming

- Mental Health Developmental Consultations
- Play and Learn Therapy Groups
- Parenting Workshops
- Family and Group Therapy
- Screening/Referral to Services
- Parents as First Educators

Intended Outcomes and Impact

- Improved access to culturally-sensitive, trauma-informed mental health services for children, parents/caregivers, and families
- Improved early literacy
- Increased kindergarten readiness
- Teacher confidence at Head Start and State Preschool programs

¹ Koita K, Long D, Hessler D, Benson M, Daley K, Bucci M, et al. (2018) Development and implementation of a pediatric adverse childhood experiences (ACEs) and other determinants of health questionnaire in the pediatric medical home: A pilot study. PLoS ONE 13(12): e0208088. <https://doi.org/10.1371/journal.pone.0208088>

- More families are connected to resources (e.g., basic needs and mental health services)

Key City-Wide Shared Indicator:

- Children are ready for kindergarten

Priority Populations

- BIPOC (Black, Indigenous, and people of color) children (0-8) and their families in underserved communities and their early childhood educators

Rationale

Safe, stable, nurturing relationships and environments are essential to prevent early adversity and to assure that all children reach their full potential.² Risk and protective factors - geographic, socioeconomic, social determinants of health, exposure to adverse childhood experiences, and structural racism - result in health and mental health inequities.³ This growing body of scientific literature clearly reflects the disparate treatment of BIPOC children, particularly Black children, in many aspects of behavioral health services from assessment to treatment, gaps that can be largely attributed to structural racism.⁴ Supporting the healthy development of young children is the foundation for their success in school and beyond.⁵ Child development research also underscores the importance of early childhood programming and the inclusion of parents and caregivers, which speaks to the need for a wholistic family-centered approach to supporting the social-emotional well-being of young children.⁶

In our recent community engagement efforts, some community members and stakeholders encouraged OFCY to fund a whole-child, whole-family, community-driven approach to support the social emotional well-being of young children.⁷ These stakeholders strongly encouraged a more family-centered and strength-based approach that is culturally- and linguistically-aligned with the communities being served. One parent shared, *"If OFCY wants to support children and youth, they need to support the entire family and engage parents and family members as partners in creating an Oakland where children, youth, and families thrive."* Child development

² Essentials for Childhood, Creating Safe, Stable, Nurturing Relationships and Environments for All Children.

Centers for Disease Control and Prevention National Center for Injury Prevention and Control, Division of Violence Prevention. March 2021. <https://www.cdc.gov/violenceprevention/childabuseandneglect/essentials/index.html>

³ Gee, Gilbert C., and Chandra L. Ford. "Structural racism and health inequities: Old issues, New Directions1." *Du Bois review: social science research on race* 8.1

⁴ Trent, Maria, Danielle G. Dooley, and Jacqueline Dougé. "The impact of racism on child and adolescent health." *Pediatrics* 144.2 2019.

⁵ Bath E, Njoroge WFM. Coloring Outside the Lines: Making Black and Brown Lives Matter in the Prevention of Youth Suicide. *J Am Acad Child Adolesc Psychiatry*. January 2021.

⁶ OFCY Community Needs Assessment and Racial Equity Analysis Report. 2021.

⁷ OFCY Stakeholder Interviews Spring 2021

research also highlights the importance of early childhood programming and the inclusion of parents and caregivers.⁸

The OFCY 2021 Community Needs Assessment and Racial Equity Analysis Report informs the development of this strategy by looking thoughtfully at young children’s kindergarten readiness status – including preschool experience, language and cognitive development, communication and general knowledge, emotional maturity, physical health and wellbeing, and social competencies. This review cut across racial and ethnic groups, Free and Reduced Price Meal status, and neighborhoods to identify concentrated areas of need. Areas of East, Central, and West Oakland were identified as neighborhoods that are among those with the highest level of need in these domains. Language and cognitive development are the domains where the most young Oaklanders are not ready for kindergarten, as well as the domain with the biggest losses between 2017 and 2020.

Alignment

This strategy aligns with other Oakland initiatives to support the healthy development of young children. These include the City of Oakland’s Head Start/Early Head Start programs; First 5 of Alameda County; Oakland Unified School District (OUSD) Early Learning Office, early literacy efforts; and the collective impact efforts of Oakland Thrives and the Oakland Starting Smart and Strong collaborative. As new and increased public funding streams for early childhood programming are realized, OFCY’s funding for early childhood will continue to support the leveraging of resources to achieve equitable access to quality early childhood programs.

⁸ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, p 16

2. STRATEGY: Family Resource Centers and Parent Engagement

Strategy Description: This strategy continues a commitment to parent engagement and support efforts and Family Resource Centers (FRCs) - thereby increasing accessibility, navigation, and comprehensive services for parents/caregivers of young children to strengthen their capacity to support the healthy development of their children.

This strategy will continue to provide funding to engage families in a range of programming that promotes parent confidence in parenting skills in safe community-based spaces. Programs may encourage parent and child activities, support children's health and social emotional development, include literacy and early learning approaches, promote parent leadership in program design and community, connect parents/caregivers to resources, and generally promote kindergarten readiness and parent advocacy for children's success in school.

Comprehensive FRCs provide a hub for services and programs in priority neighborhoods. Services offered at FRCs vary because they are designed to address the unique needs and build upon the assets of the neighborhoods they serve, including culturally or linguistically relevant services and approaches. FRCs are inherently collaborative in design, philosophy, and practice and should provide a safe space for a wide array of services offered by both public and private organizations. They promote partnerships, mutual aid, and peer-based services. FRCs leverage funding to augment the resources available to lead agencies and core partners.

Supported Programming

- Peer support and social connection
- Infant/toddler play and learn groups
- In-home support
- Resource navigation
- Referrals to support services
- Computer access
- Legal rights assistance
- Support for basic needs assistance and referral
- Economic supports
- Parent and family activities
- Other linguistically and culturally relevant family supports

Intended Outcomes and Impact

- More children are ready for kindergarten
- Increased parent confidence, leadership, and self-advocacy

- More children and parents/caregivers participate in developmentally supportive activities
- More families are connected to resources (i.e., basic needs, trauma informed social services)
- Improved access to culturally-sensitive, trauma-informed mental health services for children, parents/caregivers, and families
- Improved access to early literacy support

Key City-Wide Shared Indicator:

- Children are ready for kindergarten

Priority Populations

- BIPOC children ages 0-8 and their families and caregivers in underserved neighborhoods.

Rationale

FRCs promote parental resilience, social connection, knowledge of parenting and child development, concrete support in times of need, and social and emotional competence of children. FRCs can help reach and provide needed culturally and linguistically-relevant services to priority populations, including young parents and families with young children, newcomer and mono-lingual immigrant families.

In our recent community engagement efforts, parents who attended a community workshop pointed to the diversity, resourcefulness, and strong network of community-based organizations as unique strengths in Oakland, and emphasized the need to support the whole family and engage parents and family members as partners in creating an Oakland where children, youth, and families thrive. Oakland parents, caregivers, educators, community members, and service providers have emphasized how the COVID-19 pandemic uncovered the true extent of disparities between families in highly stressed, low-income neighborhoods and those in higher income communities. This finding is confirmed by Oakland’s Stressor Maps and the 2021 OFCY Community Needs Assessment and Racial Equity Analysis.⁹

Investment in parenting and quality child-focused programming likewise responds to community voices that OFCY heard during community engagement – emphasizing the importance of investing in a whole-family approach to supporting the healthy development of

⁹ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, p 16

young children.¹⁰ Quality child-focused programming provides children and youth with opportunities to develop social-emotional and cognitive skills and prepares them for school readiness and later success in life.

OFCY will continue to support FRCs as part of the network of centers that provide critical services to meet the diverse needs of families in Oakland with particular attention to equity in place by focusing on priority populations and geographic areas/neighborhoods.¹¹ Our community engagement efforts and racial and equity analysis both link young children’s developmental outcomes and school readiness with a place-based approach to building on family strengths and community resources. The 2021 OFCY Community Needs Assessment and Racial Equity Analysis includes data from the Oakland Starting Smart and Strong Early Development Instrument to illustrate disparities across Oakland neighborhoods along five indicators of child development and kindergarten readiness, demonstrating the need to address equity for young children and their families in place.¹²

Alignment

This strategy fills a gap in service to very young children (0 – 3) who have been underserved by system funders that have been focused on preschool quality (3 -5). This shift in funding calls for greater engagement with families to support the healthy social and emotional development and learning of young children - particularly for the many children who are not enrolled in formal preschool programs and those who come from hard-to-reach families (e.g., immigrant, non-English-speaking). This strategy aligns with other Oakland initiatives to support the healthy development of young children. This includes initiatives headed the City of Oakland Head Start/Early Head Start, First 5 Alameda County, Oakland Unified School District, among others, including specifically OUSD and Oakland Thrives’ respective Early Literacy goal areas. As new and increased public funding streams for early childhood programming are realized in Oakland, OFCY will work with partners in early childhood development, education, health, and social services to leverage and align resource allocation in an equitable way.

¹⁰ Using Family Resource Centers to Support California’s Young Children and Their Families, UCLA Center for Healthier Children, Families, and Communities, pp. 15-15, August 2001

¹¹ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, pp 16-18

¹² Ibid., pp 15-16

II. Funding Area: Children’s Success in School

3. STRATEGY: Comprehensive School-Based Afterschool at Elementary Schools

Strategy Description: OFCY has continued to invest in an elementary afterschool strategy for over two decades, funding the coordination of comprehensive academic and enrichment activities at Oakland public elementary school sites (grades K-5). This strategy will continue to fund partnerships between lead community-based organizations, the OUSD Expanded Learning Office, school site leadership, and OFCY in order to support student connections and success in school. These partnerships leverage State ASES funding to support expanded learning opportunities that provide safe, culturally-affirming spaces and enriching programming which can increase students’ motivation to learn, teach academic and social-emotional skills that help students succeed in school, and foster positive relationships between peers and between students and caring adults. The strategy will support programs that are able to provide integration with the school day and partnership with the school-day staff along with afterschool programming five days a week. The need for greater integration and collaboration between afterschool and the school day emerged strongly during the Community Needs Assessment and Racial Equity Analysis (CAN) – both from afterschool providers and OUSD leadership. Ironically, Covid-19 was part of the impetus for strengthening the collaboration because afterschool and school day staff were all facing this unprecedented challenge that called on everyone’s creativity and tenacity under pressure. One example of this innovation was the regular inclusion of afterschool staff on the Coordination of Services Team (COST) which augmented the youth development focus in COST meetings and the community knowledge and perspective that afterschool staff bring to social emotional challenges facing children in afterschool programs.

Supported Programming

- Safe, school-based, afterschool programs that provide academic enrichment (literacy and numeracy) in coordination with school leadership and the District
- Programming focusing on youth development and joyful enrichment, such as visual and performing arts, hands-on science, recreation, and culturally affirming activities
- Programs that integrate with the school day as well as provide consistent programming in afterschool hours
- Activities that build foundational social emotional skills

Intended Outcomes and Impact

- Improved school attendance

- Increased 3rd grade literacy
- Increased connection to and engagement with school
- Improved connections to peers and caring adults
- Increased opportunities for enrichment including cultural events, participating in creative pursuits, and engaging in hands-on science and technology

Key City-Wide Shared Indicators:

- 3rd grade students reading on grade level
- Students graduate high school

Priority Populations

- Children attending Oakland public schools in grades K-5 where 50% or more students are eligible for free or reduced priced meals (FRPM).
- Children with special needs or other challenges. such as experiencing housing and food insecurity, foster care, and exposure to trauma, who are recommended by teachers and/or Coordination of Services Teams (COST) for afterschool participation to gain additional opportunities for academic and social-emotional growth

Rationale

Participation in afterschool programs is linked to safety as well as better academic outcomes and school persistence, as it gives students an opportunity to receive extra academic support and interact with caring adults in a stimulating environment after the school day has finished. Research indicates that “Students who regularly participate in Community Learning Centers improved their school attendance, school engagement, and math and reading achievement.¹³” A large body of evidence shows that afterschool programs can help children and youth develop an attachment to school, strengthen academic achievement, improve attendance, and prevent juvenile crime. Local community and stakeholder input also emphasized the importance of opportunities for enrichment and learning after school, and they cited safety¹⁴ as a key reason they appreciate afterschool programs, particularly in communities where students may experience more trauma and high stress. With a long history of utilizing this strategy to achieve results in shared goals for Oakland youth, the 2019-20 Evaluation Report shows that afterschool programs continue to be in high demand, exceeding program enrollment goals by 24% and achieving 90% of average daily attendance goals. These programs provide, at no cost to

¹³ Neild, R.C., Wilson, S.J., and McClanahan, W. (2019). Afterschool programs: A review of evidence under the Every Student Succeeds Act

¹⁴ Ibid., pp 27-28

families, a safe, enriching, academically supportive place for thousands of students¹⁵ a day from 3-6pm. – thereby addressing wealth disparities for low-income families across Oakland’s high priority neighborhoods.

In 2019-20, 80% of OFCY’s elementary and middle school afterschool participants identified as Hispanic/Latinx or Black/African American. These programs also make a significant contribution to the overall school community, with afterschool programs serving a third (34%) of the students at their host schools. They can therefore serve as effective hubs to meet whole-child and whole community needs for priority students and schools.

Alignment

The Oakland Unified School District (OUSD)’s Strategic Plan notes that community partners are critical in the OUSD plan to “Redesign schools to be places of joy, inclusion, and beauty” (Initiative #3). Afterschool programs have been a key source of leadership in schools across the District for integrating social-emotional learning, and contributing directly to positive school culture, and OFCY’s support of these programs aligns directly with this goal. This strategy also aligns with the OUSD Community School initiative by helping to access additional resources such as mental/physical health, basic needs, and economic development for parents. Additionally, community-based organizations can be critical players in achieving OUSD’s goal of Literacy by 3rd Grade (Initiative #1) through the academic enrichment activities offered in afterschool programs and integrated with school communities.

¹⁵ OFCY evaluations show that In the 2019-2020 school year comprehensive elementary and middle school’s 61 funded afterschool programs served 8,839 students with an average of 354 hours per child - a total of 3,144,515 hours overall. These numbers are for the combined participation of elementary and middle school students.

4. STRATEGY: Comprehensive School-Based Afterschool at Middle Schools

Strategy Description: The middle school programs funded under OFCY’s School-Based Afterschool Strategy leverage state ASES funding and partnerships with OUSD and community-based organizations. The program is designed to coordinate comprehensive academic and enrichment activities at Oakland public schools for students in grades 6-8. The middle school afterschool program provides opportunities for students to engage in leadership activities to build their self-confidence, growth mindset, and agency. To better ensure equitable outcomes, this strategy supports low-income families by providing safe, high quality, afterschool opportunities free of charge. The strategy supports afterschool programs at schools where the majority of students qualify for free or reduced-price meals (FRPM). To put this into context, the income level for a family of four to qualify for FRPM is \$34,060 – in contrast to the median income for a family of four in Oakland is \$87,960.¹⁶

This strategy focuses on the key middle school years and provides support for student wellness and success in a way that effectively meets the unique needs of middle school age children and youth. Middle school students are more independent than elementary school students, and participation in middle school afterschool programs is not as consistent as at the elementary school level. Recruitment and retention of middle schoolers benefits from a wider variety of specialized programming on a day-to-day or week-to-week basis. Middle schoolers are typically looking for programs that engage them in enjoyable activities such as performing and visual arts, sports, hands-on science, socialization with peers. Afterschool programs can also support academic achievement in a variety of ways, such as homework help, mentoring, life coaching, and experiential learning approaches. OFCY is interested in strong partnerships and thoughtful design of programs for this population.

Supported Programming

- Safe and joyful school-based afterschool programs that support academic and enrichment programs for middle school students
- Support for successful transitions into high school
- Programming for the unique needs of middle school students (see above)
- Support for leadership and youth development (see above)
- Social Emotional Learning skills
- Mentoring opportunities

¹⁶ 2019, American Community Survey 5-Year Estimates

Intended Outcomes and Impact

- Improvement in school day attendance
- Increased caring relationships with peers and adults
- Greater access to enrichment opportunities such as arts, STEM, sports, and recreation.
- Improved connectedness to school

Key City-Wide Shared Indicators:

- Students graduate high school

Priority Populations

- Children and youth enrolled in 6th-8th grades at Oakland public schools where more than 50% of students are eligible for FRPM.
- Children with special needs or other challenges including experiencing housing and food insecurity, foster care, and exposure to trauma and who are recommended by teachers and Coordination of Service Teams (COST) to participate in afterschool programs to enhance their safety and to gain additional opportunities for academic and social emotional growth.

Rationale

In addition to increasing students' safety between the crucial hours of 3 – 6 pm, participation in afterschool programs has been shown to increase students' sense of agency during the school day and in other aspects of their lives¹⁷. Students who develop positive social bonds with their school are more likely to perform better academically and are less likely to be involved in misconduct and other challenging behavior. School connectedness refers to the academic environment in which students believe that adults in the school care about their learning and about them as individuals. For many years, research has shown that by high school, significant percentages of students are chronically disengaged from school¹⁸.

Afterschool programs are uniquely positioned to engage middle school students because of their emphasis on youth development, youth leadership, student agency, enjoyment, and the diversity of afterschool staff. Due to their flexibility and willingness to bring in other providers to deliver a wide array of programming, afterschool programs are also effective in supporting students who are struggling with social emotional challenges, academic issues, and difficult peer relationships. Afterschool staff are often able to reach out to teachers and counselors to

¹⁷ As noted previously, In the 2019-2020 school year showed that comprehensive elementary and middle school's 61 funded afterschool programs served 8,839 students with an average of 354 hours per child - a total of 3,144,515 hours overall. These numbers are for the combined participation of elementary and middle school students.

¹⁸ Klem and Connell, 2004, p 262

discuss strategies for individual students, often in the Coordinated of Service Teams (COST). This approach allows coordinated efforts which can be effective in meeting diverse student needs, and it can also allow students to form mentoring relationships with broader and more diverse staff. Participation in high quality afterschool programs provides a safe environment for 21,000 unduplicated Oakland students each school day.

As shown in the Community Needs Assessment (CNA), many middle school students living in high stress communities experience trauma on a regular basis. Middle school students in OUSD are more likely to be suspended from school than students in elementary or high school.¹⁹ They need help managing their feelings, learning communication skills, taking responsibility for their younger siblings, dealing with the effects of poverty, and many other adolescent challenges.

A salient issue that arose in both parent and student focus groups was safety. Oakland parents and young people are worried and afraid about neighborhood crime, violence, and their own safety. Some Oakland youth report they seldom feel safe outside, most commonly highlighting gun violence, fears of being the victim of a crime, and overly aggressive behavior of police toward young people. Young women of color in particular said they do not feel safe because of experiences with catcalling and other gender-based violence. Many youth feel socially isolated, anxious, depressed or unsafe at school. This is especially common among LGBTQ+ youth.²⁰

Alignment

The afterschool partnership between OUSD, community partners, and OFCY addresses one of the District's priority Initiatives (#3) "Redesign schools to be places of joy, inclusion and beauty".²¹ The Afterschool programs have been a key source of leadership in schools across the District for integrating social-emotional learning, and contribute directly to positive school culture. OFCY's support of these programs aligns directly with this goal.

¹⁹ Oakland Unified School District Data Dashboard 2019

²⁰ OFCY Community Needs Assessment youth focus groups, 2021

²¹ Strategic Plan Draft 2020-23 <https://www.ousd.org/strategicplan>

5. STRATEGY: Middle School Engagement, Wellness, and Transitions

Strategy Description: This strategy will encourage culturally-fluent programming that helps middle school students thrive. This strategy will increase the availability of wellness supports, mentoring relationships, wraparound services, restorative circles, recreation and leadership opportunities, and ancillary academic supports, as well as promote innovative approaches that engage middle school students during this transitional and developmental time. Those funded under this strategy will utilize a positive youth development approach that offers safe, accessible, and culturally-affirming programming, which can be delivered during or after school, at school sites or in the community. This programming would be developmentally appropriate for this age group and designed to expose middle schoolers to new opportunities or address wraparound needs.

Supported Programming

- Safe, enjoyable, culturally-affirming programming that is developmentally appropriate for middle school students, located in accessible community-based or school-based settings
- Building positive relationships among middle school youth and between middle school youth and adults
- Support for wellness and academic success
- Support for families that promotes the whole-child success of middle school students
- Sports and recreation programs
- Youth leadership development opportunities, including youth-driven program design and implementation
- Mentoring, peer-to-peer support, and group-based activities (e.g., grief, substance use, mental health, and restorative justice)

Intended Outcomes and Impact

- Academic improvement
- Reduced suspensions
- Improved school climate
- Increased caring relationships with peers and adults
- Youth and families report improved relationships
- Improved school attendance
- Improved readiness for high school transition

Key City-Wide Shared Indicators:

- Students graduate high school

Priority Populations

- Children and youth in grades 6-8 with special needs or other challenges, including experiencing housing and food insecurity, foster care, and/or exposure to trauma.
- Families living in “high stress” neighborhoods, including those in East and West Oakland, Fruitvale, and San Antonio

Rationale

Enhanced investment in middle school engagement will provide students with opportunities for peer leadership, mentoring, community building, and holistic or wellness supports. Children and youth in grades 6-8 are in early adolescence and are experiencing many changes in their growth and development. The transition from elementary school into middle school is a challenging time where children and youth feel less connected to their school and peers than they do in elementary and high school. During this time, middle school students may be struggling with trauma and mental health challenges and may develop numerous challenging behaviors including substance use, school misconduct and absenteeism that can impact their success in school and life. The most recent California Healthy Kids Survey data show that more than a third (36%) of 8th grade students experienced chronic sadness or hopelessness in the past year, rising steadily from 6th to 8th grade.²² Rates of reported alcohol and drug use more than double from 6th to 8th grade.²³

Youth in recent community workshops expressed their feelings of social isolation, depression, and anxiety that present sharply among middle school students. They also expressed the need for access to moral and social support, as well as school and community-based supports that help them navigate intergenerational differences with their parents and their stress and anxieties. Young people attending the community workshops shared their appreciation for affinity spaces that promote a sense of belonging, spaces that welcome and respect cultural diversity and traditions, and gender-specific spaces. They emphasized how important it is for youth to have places outside their homes where they can connect with friends and trusted adults.

Early exposure to thoughtful and engaging programming will provide students with healthy problem-solving strategies and social-emotional assets that can be sustained and used throughout their lives. Targeted programs during or after school can provide opportunities for counseling, mentoring, wraparound services, and other ways to promote youths’ agency, self-esteem, and growth mindset.

²² CDE and WestEd. *California Healthy Kids Survey. Oakland Unified Elementary and Secondary. 2019-2020 Main Reports. (pre-COVID)*

²³ Ibid

Alignment

Support for services that address student mental health and wellness align with other investments in OUSD Full Service Community School models, peer to peer mentoring and counseling models, or holistic family supports to address the needs of middle schoolers. OFCY's strategies support struggling students in successfully transitioning to and from middle school. Investments in the strategy also align with OUSD's Strategic Plan initiative focused on redesigning schools as places of joy and inclusion, centering student voice and empowerment. Additionally, this strategy aligns with Oakland Park, Recreation, and Youth Development's range of sports, recreation, performing arts, and other age-appropriate initiatives. OPRYD is also a key partner for this and other strategies because it may provide safe spaces that support programming and collaboration with other agencies. This strategy also aligns with the Department of Violence Prevention's (DVP) strategic plan which calls for Expanded Youth and Adult Life Coaching to serve more individuals and family members in need of intensive, relationship-based case engagement. It also calls for providing positive evening and weekend activities and events for Oakland youth exposed to and at high risk of engaging in violence.²⁴

²⁴ DVP Strategic Spending Plan FY 22-24, pg. 14

6. STRATEGY: High School and Post-Secondary Student Success

Strategy Description: OFCY will focus its investments for high school and postsecondary age young adults (ages 16-21) on student well-being and on enhancing student transitions to college, postsecondary opportunities, and persistence. Funding may include support for wellness strategies at schools and in the community, including culturally aligned programs to address equity for students who are Black, Indigenous, and people of color (BIPOC). Wellness strategies will be designed to promote student health and to facilitate intentional healing and restorative spaces.

This strategy would also support local BIPOC students' college and university success. Academic support may take the shape of mentoring, academic advising, study groups, peer support, and tutoring. Culturally affirmative and targeted programs can support access to and persistence in postsecondary opportunities through innovative strategies for engaging BIPOC students.

Supported Programming

- Wellness programs where organizational culture, program services, and working relationships are youth-led, culturally-responsive, trauma-informed, and healing-centered.
- High school success programming that provides peer leadership, life coaching, mentoring, community building, and other academic and social supports to engage youth in school and career.
- Postsecondary access and success programming that provides college and postsecondary preparation; as well as persistence support.
- Conflict resolution and restorative justice programming that works to address and reduce student conflict, offer healing circles and healing centered approaches to conflict, and advance positive school culture and community.

Intended Outcomes and Impact

- Increased supports for youth in high school
- Increased access to programming that supports college readiness and postsecondary school planning
- Improved high school graduation rates
- Improved postsecondary matriculation and persistence

Key City-Wide Shared Indicators:

- Students graduate high school
- Youth succeed after high school

Priority Populations

Oakland youth, ages 14–21 with barriers to high school and postsecondary attendance and success, with services focused on public high schools and colleges with high levels of environmental stress.

Rationale

Challenges facing high school and college age students in Oakland, especially BIPOC students, are numerous as demonstrated in the OFCY’s community engagement and Community Needs Assessment and Racial Equity Analysis. OFCY convened parents, older youth, and community providers to discuss the needs of transition age youth (TAY) in Oakland. The older youth were very candid about their needs for support for the transition from high school to college. They also displayed their resiliency and desire for success whether that be in college or other career paths. Parents of older youth expressed a wide range of perspectives and hopes for their older children; many shared the hope that their children would find a living-wage job and attend college. Some expressed that they came to the USA for economic opportunity but have learned that this country offers unique educational opportunities and that they want their children to access a four-year-college education. Parents are also looking for resources that can help them navigate the college application process with their children, help them pay for college, and that can help their children understand the requirements for college entry. Providers noted a need for programs to support college readiness to prepare them for the academic, social, and cultural experiences of a university setting. Parents, students and providers concurred that supporting students up to the “entry point” of employment or higher education is not enough to help them succeed. Students need wraparound support with a focus on technology, financial education, career preparation, and life skills.²⁵

As noted above, OFCY engaged with multiple stakeholders - individually, in focus groups, in townhalls, and in forums, and respondents increasingly identified the need for wellness and holistic services to support the mental health and well-being of high school and postsecondary youth. In 2021 the OUSD Board of Education adopted a resolution to prioritize “Social Emotional Wellbeing, Mental Health, and Credit Recovery Support Services in Light of the COVID-19 Pandemic”²⁶. The resolution highlights that, even prior to the pandemic, a mental health crisis existed among Oakland’s children and youth. With the advent of the pandemic, beginning in April, 2020 to October of 2020, mental health related visits for adolescents aged 12-17 increased by 31%. The effects of this pandemic cast a long shadow over the wellbeing of youth and families.

²⁵ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, p. 69.

²⁶ Board of Education Resolution No. 2021-0046, Aimee Eng and Jessica Ramos, April 14, 2021

Wellness has a proven impact on academic achievement. Not only does it affect emotional health but there is significant influence on many other aspects of students' lives including social interactions and educational attainment. The connection of quality wellness and social emotional health versus the lack of such, has been demonstrated as a cause for difficulties with academic work, social integration, adjustment to school, behavior regulation and attention and concentration.²⁷

Alignment

OFCY funding for high school and postsecondary success builds on longstanding partnerships with OUSD, the Peralta Community College District, the Oakland Workforce Development Board (OWDB), and Alameda County Office of Education (ACOE). The OFCY partnership with OUSD addresses the Districts' Initiative #2 Develop essential skills to secure postsecondary success and #3 Redesign schools to be places of joy, inclusion, and beauty. The Peralta Community College District has partnered with OUSD for many years to support high school graduation and college success, in particular through the Career Technical Education initiative, which also engaged ACOE youth in detention and those in a variety of alternative high school programs.

At the Oakland Thrives Health Impact Table, the focus on adolescent mental and behavioral health identifies evidence-based strategies to promote resilience and opportunities to strengthen the systems of care and support. The Health Impact Table has identified the need for expanded treatment opportunities including comprehensive supports that include meaningful economic opportunities for youth, holistic family supports, culturally responsive therapies (i.e., ecotherapy, drumming, visual arts etc.) and peer to peer mentorship. Alignment with other systems, such as the partnership is between the Alameda County Health Care Services Agency (HCSA) and OUSD to provide school-based health centers, can support the development of more integrated care approaches to adolescent behavioral health, dramatically reduce stigma and promote a culture of health, well-being and connection to school and peers.

²⁷ DeSocio J, Hootman J. Children's mental health and school success. *The Journal of School Nursing*. 2004; 20:189-196

III. Funding Area: Youth Development and Violence Prevention

7. STRATEGY: Youth Leadership and Development

Strategy Description: The Youth Leadership and Development strategy will provide children and youth with access to asset based, positive youth development programs that recognize, utilize, and enhance youths' strengths and promote positive outcomes for young people. This strategy will offer youth opportunities for new experiences, foster positive relationships including connections to caring adults and mentors, and support enriching activities and safe spaces in community settings. The strategy includes cultural programming as well as empowerment opportunities for youth to build agency and self-efficacy along with fundamental civic, social and leadership skills. A broad range of programming will be supported, with particular focus on:

- **Arts, Recreation, and Cultural Enrichment** programs that will support youth development such as leadership, physical health, teamwork, and artistic creativity.
- Supporting and expanding **Safe Community Spaces** in community settings, particularly in underserved neighborhoods and for the most vulnerable populations, including but not limited to LGBTQ+ students.
- **Youth Leadership, Organizing and Advocacy, and Civic Engagement programming for older youth** that supports youth to develop skills, experience, and agency in civic participation, community advocacy, and leadership with emphasis on racial, social, and environmental justice.

Supported Programming

Supported programming will provide youth with enriching activities, skill building, connections to caring adults, and opportunities for direct mentorship. Particular focus may be given to:

- Visual and performing arts
- Sports and recreation
- Cultural arts
- Leadership development
- Safe spaces for vulnerable populations
- Peer mentoring
- Positive connection with caring adults
- Youth voice in program decision making

Intended Outcomes and Impact

- Increased caring relationships with peers and adults
- Increased opportunities for leadership and connection to community

- Increased access for children and youth to challenging and engaging activities and learning experiences
- Expanded access to literacy, arts, technology, and other enrichment
- Improved youth physical activity levels, fitness, and overall physical wellness
- More safe, supported spaces available for vulnerable, high priority youth populations
- Increased youth agency and self-efficacy

Key City-Wide Shared Indicators:

- 3rd grade students reading on grade level
- Students graduate high school

Priority Populations

- Children and youth (ages 5–21) in Oakland

Rationale

Youth Development and Leadership have been long standing and effective strategies supporting Oakland’s children and youth. Evaluation of youth development programs indicates that the vast majority (82%) of youth participating indicate that they have gained in communication skills, sense of belonging, positive connections with adults, and leadership.²⁸

Despite these gains, in... March 2021 community workshop series, youth participants expressed that they would like to see easier access to school and community-based supports that help them navigate inter-generational differences with their parents, anxiety, and stress. Some youth shared feelings of alienation from their parents, particularly with respect to their mental health and emotional challenges. Youth said they need access to moral and social support, whether in person or online. Some young women ... would like to see more wellness programs and counselors co-located on their school campuses.²⁹

OFCY’s CNA process surfaced a crisis in well-being and dramatic disparities in outcomes, opportunities, and conditions among children and youth. This strategy responds to the need for safe, nurturing, inspiring, and empowering programming for children and youth who are struggling to overcome these obstacles. Youth development and leadership strategies are affirming and positive and will enhance the connection of children and youth to school and support them to be present and participating³⁰. This strategy provides opportunities for youth

²⁸ FY18-19 Final Report-Youth Development Strategy, summary. PDF pp.6-9

²⁹ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, p. 27

³⁰ Bright Research Group, Stakeholder Interview Notes, April 2021

to increase their physical activity, enhance individual agency, and increase wellness – thereby encouraging their success, reducing anxiety, supporting well-being, and fostering community and a sense of belonging. These activities also build equity by focusing on youth who may have had adverse experiences and have fewer opportunities to participate in these supportive activities.

Alignment

This strategy is aligned to the work of the City’s Department of Violence Prevention/Oakland UNITE, the Office of Parks, Recreation and Youth Development, and Community Housing Division of the Human Services Department, and citywide efforts supporting vulnerable populations, including LGBTQ youth, youth experiencing homelessness and commercially sexually exploited minors.

8. STRATEGY: Summer Academic and Enrichment Programs

Strategy Description: OFCY’s Summer Program strategy supports high quality school-based and community-based summer programs – providing diverse opportunities for enrichment, confidence building, and new experiences over the summer months. These programs use a positive youth development framework that promotes learning, leadership, and peer-to-peer social connections – helping youth stay academically engaged while having fun, developing new academic and employment skills, and building social connections.

Supported Programming

- School-based summer programs at school sites that provide programming that promotes social-emotional skills development, culture, health and wellness, and cognitive development.
- Community-based summer programs that provide opportunities for learning and new experiences in areas such as the arts, STEM, and youth and community development, as well as field trips and explorations of nature.

Intended Outcomes and Impact

Supports children and youth in the summer months with the intention of:

- Retaining academic skills and knowledge over summer months
- Increasing caring relationships with peers and adults
- Increasing access for low-income children and youth to challenging and engaging activities and learning experiences
- Expanding access to literacy, arts, technology, and other enrichment
- Improving youth physical activity levels, fitness, and overall physical wellness

Key City-Wide Shared Indicators:

- 3rd grade students reading on grade level
- Students graduate high school

Priority Populations

- Children and youth (ages 5–14)

Rationale

Out of school time, including Summer, has a significant impact on school success. Longitudinal studies of students³¹ have shown that low-income children made comparable grade equivalent gains in reading and math during the school year as did middle-income children. The so-called “summer slump” has been shown to result when children and youth are not able to access enriching, experiential summer activities. This phenomenon causes a gap in achievement between the low- and middle-income students and can widen across school years, due to significant differences in out-of-school learning time. Summer programming provides a substantive opportunity to level the playing field in academic achievement and the significant benefits of positive youth development³². OFCY partners directly with OUSD’s Extended Learning office to co-fund community-based organizations providing the summer programming that adds enrichment activities to traditional summer academic support. This partnership allows children to participate in high-quality enriching summer activities that may otherwise not be accessible to Oakland families due to costs.

Alignment

The OFCY Summer program aligns with the new OUSD strategic plan, Initiative #2 - Develop essential skills to secure postsecondary success. This provides opportunities for our priority population to maintain and advance their academic and social skills over the summer. The summer program also partners with the Parks, Recreation and Youth Development department which provides safe spaces and programming for the elementary and middle school students in OFCY programs. The summer programming would not be possible without the expertise and effort of a number of nonprofit, community organizations.

³¹, Alexander, Entwistle and Olson (2001) a longitudinal study of children in Baltimore schools.

³² University of Minnesota, Research on Factors for School Success, <https://extension.umn.edu/research/research-factors-school-success#out-of-school-time-434713>, accessed June 2021

9. STRATEGY: Violence Prevention Programming

Strategy Description: For many years, OFCY’s investments in a range of youth development programming have contributed to the prevention of violence and gang involvement for youth by promoting a strengths-based foundation and ecosystem for youth engagement and opportunities for connection, culture, joy, and leadership in Oakland communities. OFCY is identifying a specific strategy to directly promote violence prevention services, restorative justice, and healing practices that build anti-violence and positive youth culture. Violence prevention programming may emphasize youth leadership, education and training, conflict management, peer-to-peer and other mentoring programs to support youth. It can also support opportunities to coordinate with DVP on expanding restorative justice and diversion models, or programming specific to high-priority youth ages 11–21.

Supported Programming

- Restorative justice programming
- Targeted youth violence prevention programming
- Violence prevention training
- Peer and adult mentoring programs

Intended Outcomes and Impact

- Fewer youth involved in the juvenile justice system,
- Fewer youth-involved violence
- Fewer and more infrequent detentions, expulsions, suspensions, and other disciplinary actions

Key City-Wide Shared Indicators:

- Students graduate high school
- Youth Succeed after high school
- Youth are not caught in the justice system

Priority Populations

- Youth 11-21 years of age who are involved in the juvenile justice system
- Youth exposed to trauma and other adverse childhood experiences
- Youth living in neighborhoods with high levels of violence and youth involvement in the juvenile justice system

Rationale

Youth in community engagement forums voiced concerns for their own safety and their families, the stress of community violence and the threat or prevalence of gender-based

violence. Community stakeholders emphasized that the past year of pandemic-related restrictions further exacerbated the already existing trauma and has had a marked impact on domestic and gender violence, as well as violent street crime. Stakeholders also recommended wraparound models and a holistic approach to working with high-need and/or opportunity youth and their families.

City-wide goals to reduce violence are strengthened by expanded funding under the leadership of the DVP. OFCY funding would support primary prevention efforts aligned with but distinct from the more targeted and violence interruption strategies of the Department of Violence Prevention. OFCY can align with citywide goals by focusing on opportunities to advance violence prevention utilizing youth leadership, peer to peer and educational approaches to address positive culture and safe, nurturing and stable environments for youth.

Alignment

The OFCY violence prevention strategy is distinguished from targeted interruption and intervention services, and it should be aligned with the developing DVP planning process as the DVP takes on more resources and responsibilities. In addition, city wide violence prevention strategies should be implemented to align with improved safety on OUSD's campuses given the discontinuation of the OUSD campus police force. This work is aligned with the Oakland Human Service Department, the Alameda County Juvenile Probation Department, the County Office of Education, as well as Oakland Thrives' Safety Impact Table.

IV. Funding Area: Transitions to Adulthood

10.STRATEGY: Career Access and Employment for Opportunity Youth

Strategy Description: This strategy will support holistic and sustainable opportunities for employment and transitions to adulthood for older youth ages 16-21 who are disengaged from school and work. The strategy focuses on connecting these opportunity youth to supported training and employment with wraparound supports and workforce skill building opportunities alongside academic or educational support. Programs may include apprenticeships, subsidized employment, internships, and direct job placement. Supported services include pre-employment and life skills training, along with incentives for continued program retention and other foundational supports required to help prepare young people with barriers as they prepare for adulthood.

Supported Programming

- Programming for opportunity youth ages 16-21 who are not in school or employed
- Comprehensive, supported work experiences for youth who face high barriers to self-sufficiency.
- Employment experience including paid apprenticeships
- Support for academic achievement, alternative educational pathways, and holistic supportive services.
- Programs that incorporate financial literacy and financial access into their program design.

Intended Outcomes and Impact

- Increased experience with and awareness of job and career options
- Increased completion of a successful transition to self-sufficiency by providing wraparound support to address multiple barriers faced by opportunity youth
- Improved employment outcomes for opportunity youth
- Improved high school graduation rates
- Improved postsecondary matriculation and persistence

Key City-Wide Shared Indicators:

- Students graduate high school
- Youth succeed after high school

Priority Populations

- Opportunity Youth (ages 16–21)

Rationale

Employment is an essential part of the transition to adulthood for opportunity youth and is an essential ingredient to address the high barriers they face to achieve stability (e.g., physical and behavioral health, housing, financial stability, food insecurity, exposure to violence, and contact with the justice system^{33,34}). Opportunity youth need more intensive wraparound supports to succeed and reach stability in all the aforementioned aspects of their lives. Unfortunately, many opportunity youth are also disconnected from basic services and supportive networks that are instrumental in helping them to thrive³⁵. Recognizing the lasting importance of the successful transition to adulthood, OFCY is one of the largest City investors in youth workforce funding. Broad input from multiple stakeholders also emphasized paid youth jobs and employment as a solution that addresses both equity and violence in Oakland.

Alignment

This strategy closely aligns with the Oakland Workforce Development Board (OWDB) and City of Oakland's Department of Violence Prevention's focus on re-engaging disconnected youth into supportive programs.

³³ Lewis, K., and Burd-Sharps, S. (2015). Zeroing in on place and race: Youth disconnection in America's cities. Measure of America.

³⁴ Annie E. Casey Foundation. (2019). 2019 KIDS COUNT data book: State trends in child well-being

³⁵ OFCY Community Forum, May 2021

11.STRATEGY: Career Access and Employment for Youth in School

Strategy Description: This strategy strives to ensure equitable opportunities for high school students through Summer Youth Employment programs that provide youth with subsidized employment to build job experience and skills. The strategy also supports linked learning and career pathways operating year-round in order to build pre-employment skills, experience and knowledge connected to identified industry sectors. This strategy aligns closely with the goals of the Oakland Unified School District (OUSD) career academies as well as the Oakland Workforce Development Board’s support for key Oakland industry sectors. OFCY and OUSD have access to several community assets and a multitude of opportunities available to students through local businesses and community-based organizations. Career and Technical Education programs and collaboration with community colleges provide students with opportunities to explore various careers through courses, internships, and on-the-job apprenticeships.

Supported Programming

- Programs for high school youth that provide youth with career exposure, internship opportunities, and/or work experience during the school year and in summer months.
- Programming that focuses on helping youth learn about various occupations and industry sectors as well as acquire real, on-the- job experience as a means of encouraging and motivating students to complete high school and pursue postsecondary training.

Intended Outcomes and Impact

- Increased awareness of job and career options
- Improved access and connection to internships and other work-experience opportunities that offer tangible work-skills and job readiness
- Improved readiness for youth who participate in the City’s Summer Youth Employment program
- Improved financial stability for students earning stipends and wages.
- Improved high school graduation rates
- Improved postsecondary matriculation and persistence

Key City-Wide Shared Indicators:

- Students graduate high school
- Youth Succeed after high school

Priority Populations

- BIPOC youth ages 16-21

Rationale

The Community Needs Assessment and community engagement process underscored the importance of this strategy. Parents emphasized the importance of access to training programs that prepare students for living wage jobs, not just entry level jobs. Youth stakeholders expressed the desire to have training and leadership opportunities to build their resumes and emphasized experiential leadership and career exploration opportunities. Mentors and paid internships also were mentioned as playing an important role in youths' ability to learn about work opportunities and job exploration. Providers echoed these same issues and underscored the role that many students play in contributing financially to their families' basic needs. They called for the need to support students not just to the entry point of employment or higher education, but the need to go further to help young people to succeed.³⁶ Additionally, in the most recent California Healthy Kids Survey of students attending Oakland public schools, 39% of students in grades 9-12 agreed that school has given them the skills and knowledge needed to get a job after high school, get job training, and/or go to college, while 29% disagreed.³⁷

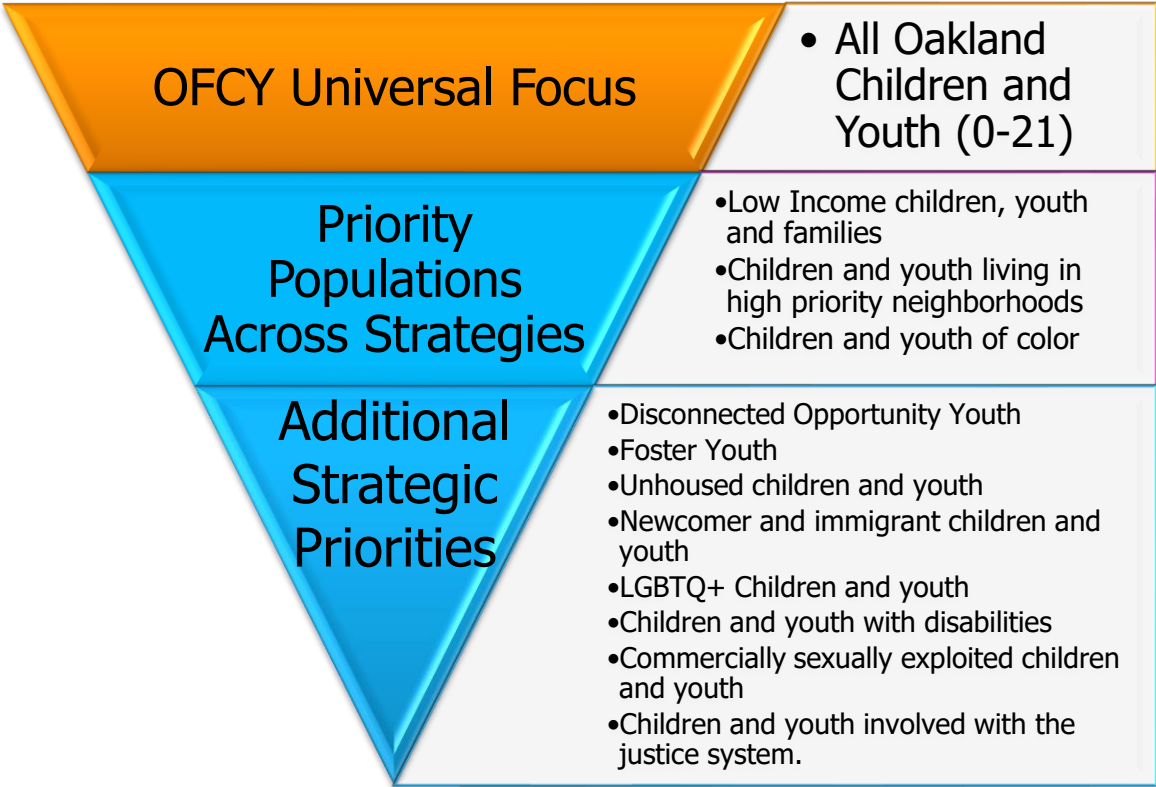
Alignment

This strategy aligns directly with the Oakland Workforce Development Board's PY 21-24 WIOA Local Plan, and builds on longstanding partnerships with OUSD, the Peralta Community College District, and Alameda County Office of Education (ACOE). The OFCY partnership with OUSD addresses the Districts' Initiative #2 Develop essential skills to secure postsecondary success. OFCY supports career pathways and linked learning through funding of internships and other supports. This alignment prioritizes coordination among resources and investments for youth workforce development programs that prepare high school students and transitional aged youth to prepare for careers and post-secondary education. In the last round of OFCY and OWDB funding, these two organizations issued a joint RFP for funding. This approach helped to reduce the administrative burden on providers and to strengthen collaboration system-wide.

³⁶ Bright Research Group, Community Workshops Summary of Findings Report, April 2021

³⁷ OFCY Community Needs Assessment and Racial Equity Analysis Report, 2021, p. 47

Defining OFCY Priority Populations



OFCY’s Universal focus on Children and Youth

- **OFCY’s and Oakland Children and Youth:** OFCY was created to serve children and youth across Oakland. This universal focus means that a range of services benefit children across Oakland. Guided by the mission, vision, values, and guiding principles, OFCY works hard to ensure that funding supports equity, reaching children and youth who need these resources the most. One of the ways that OFCY does this is to identify priority populations.

OFCY’s Priority Populations Across Strategies

The strategic investment approaches described in this document reference “priority populations” and “high priority areas” throughout, which all 11 strategies aim to address. The following four population areas are a foundational focus for OFCY investment.

- **Low-Income Children, Youth and their Families:** Insufficient income has a negative impact on the health, academic achievement, personal development, and well-being of

children and youth in Oakland, disproportionately affecting youth of color in the flats of East, Central, and West Oakland. The highest proportion of African American (23.8%), Native American (21.8%), and Latinx (20.6%) are living below the poverty level, a metric that comes into play for a number of strategies. In addition, OFCY may consider other metrics of low income, such as families living below Oakland’s median income level.

- **Children and Youth Living in High-Priority Neighborhoods:** High-priority neighborhoods are those where residents experience chronic stressors across a range of domains, including poverty, education, housing, health and environment, and criminal justice involvement. The Oakland Stressors Map below illustrates neighborhoods referred to as “high priority” for their frequent community-level stressors.³⁸ [See Stressor Map at the end of this section.]
- **Children and Youth Living or Going to School in High-Priority Neighborhoods:** Schools located in neighborhoods with high levels of environmental stressors are more likely to serve students and families experiencing those same stressors, often with fewer resources available to provide those services.
- **Children and Youth of Color:** OFCY prioritizes funding programs that serve children and youth of color, recognizing the prevalence of racial disparities. Information highlighting these disparities can be found in nearly all subsections throughout the Community Needs Assessment.

OFCY’s Additional Strategic Priority Populations

While the broad priorities of neighborhoods, low-income children and youth and children and youth of color cross all OFCY strategies, there are additional populations experiencing dramatic disparities that are also strategic priorities for OFCY. Each strategy may highlight specific subsets or populations of focus. The 2021 Community Needs Assessment and Racial Equity Analysis report describes these priorities, including the process that was used to identify them, in more detail.

- **Disconnected/Oppportunity Youth:** also referred to as *opportunity youth*, are defined as older teens ages 16-19 who are not enrolled in school and not employed. Those who become disconnected from school and work may have a harder time transitioning from adolescence to adulthood. Looking more closely at Oakland, there were an estimated 20,695 youth ages 16-19 not in school or working in 2019 - a rate of 6.5%, higher than

³⁸ City of Oakland. Oakland Community Stressors Index. <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

the state average of 4.8% in the same year.³⁹ As with the region, this rate varies significantly by race, with African Americans most represented among opportunity youth.

- **Foster youth:** The number of Alameda County youth in foster care is declining - from 1,825 in 2010 to 1,411 in 2018. However, Black/African American youth represent the largest racial group of all foster youth in the county, comprising 60% of the total population in 2010 and 50% in 2018.
- **Children and Youth Experiencing Homelessness:** Housing insecurity is one of the most significant stressors for Oakland families, disproportionately affecting low-income families of color. Families who are housing burdened (paying more than 35% of household income on rent) are most likely to live in the flats of deep East Oakland, which is predominantly home to Black and Latinx residents.
- **Newcomer and Immigrant Children, Youth, and Their Families:** Young people who have arrived in the U.S. in the past three years -- face unique challenges to full participation in the Oakland community and its resources. In 2020-21, there were 2,909 newcomer youth (who have arrived in the U.S. in the past three years) in OUSD.
- **LGBTQ+ Children and Youth:** It is difficult to estimate the number of children and youth who are LGBTQ+ in Oakland, even though children today are identifying their sexual orientation and gender identity at a younger age than in previous decades. 53.6% of youth who identified as gay, lesbian, or bisexual reported being bullied or harassed, compared to 24.4% of straight youth
- **Children and Youth with Disabilities:** In 2020-21, there were 5,369 students identified with disabilities enrolled in Oakland Unified School District, making up 15.1% of the total 35,565 enrollment. Of all the students enrolled in Special Education in OUSD 2018-19, the largest proportion were Hispanic/Latinx (41%) followed by Black/African American (36%).
- **Commercially-Sexually Exploited Children and Youth:** OUSD and community partners report seeing that, along with African American and Native American girls, unaccompanied immigrant youth are at the next highest risk of being trafficked sexually (primarily cisgender girls and nonbinary or trans youth) and/or for labor purposes (all genders). OUSD is seeing multiple cases in which newcomer youth, to help support their families or sponsors, start to disengage from school, have frequent absences, and sometimes “disappear,” having been coerced into working.
- **Children and Youth Involved in the Criminal Legal/Justice System** (direct or family involvement): While juvenile detention has dramatically declined on a countywide basis, African American youth (who constitute 12% of the overall youth population) constitute 66% of the bookings.

³⁹ American Community Survey S0902 Oakland City, CA 5 year estimates, 2019

Oakland Community Stressor Map - Overall Rank (2019)

“Community stress is the experience of chronic stress, violence, and trauma that has serious negative consequences on communities and individuals. It leads to lower social capital and decreased collective efficacy and impacts the psychological development, health, and well-being of individuals.” - Oakland Community Stressor Index

