



**City of Oakland
Human Services Department
Oakland Fund for Children and Youth**



Meeting of the Planning and Oversight Committee

March 3rd, 2021 ■ 6:00pm-9:00pm

Zoom Teleconference

<https://zoom.us/j/98966327201>

Pursuant to the Governor's Executive Order N-29-20, all members of the Oakland Fund for Children and Youth Planning and Oversight Committee (POC) as well as city staff will join the meeting via phone/video conference and no teleconference locations are required.

TO OBSERVE:

- 1) To view the meeting by Zoom video conference, please click on this link:
<https://zoom.us/j/98966327201> at the noticed meeting time.
- 2) To listen to the meeting by phone, please call the numbers below at the noticed meeting time:
Dial(for higher quality, dial a number based on your current location): +1 669 900 9128 or +1 346 248 7799 or +1 253 215 8782 or +1 312 626 6799 or +1 646 558 8656 or +1 301 715 8592; Webinar ID: 960 4330 8869

TO COMMENT:

- 1) To comment by Zoom video conference, you will be prompted to use the "**Raise Your Hand**" button to request to speak when Public Comment is being taken on the eligible Agenda item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.
- 2) To comment by phone, you will be prompted to "**Raise Your Hand**" by pressing "*** 9**" to request to speak when Public Comment is being taken on the eligible Agenda Item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.

ADDITIONAL INSTRUCTIONS:

- 1) Instructions on **how to join a** meeting by video conference is available at: <https://support.zoom.us/hc/en-us/articles/201362193 - Joining-a-Meeting#>
- 2) Instructions on **how to join a meeting** by phone are available at: <https://support.zoom.us/hc/en-us/articles/201362663 Joining-a-meeting-by-phone>.
- 3) Instructions on **how to "Raise Your Hand"** is available at: <https://support.zoom.us/hc/en-us/articles/205566129 - Raise-Hand-In-Webinar>



AGENDA

1. Call to Order
 - *Roll Call, Introductions & Announcements*
 - *Agenda Review and Adoption*
2. Open Forum
3. Approval of Prior Meeting Minutes from January 21, 2021 and February 3, 2021 *action*
4. Update on OFCY Strategic Planning & Ad-hoc Strategic Planning Subcommittee
5. Presentation and Acceptance of the Oakland Fund for Children and Youth 2020 Summer Report *action*
6. Administrative Matters
 - *General Announcements*
 - *Upcoming Meetings*
7. Adjournment



MINUTES TO BE APPROVED

Oakland Fund for Children and Youth (OFCY)
Planning and Oversight Committee (POC) Meeting

January 21, 2021 - 6:00pm-9:00pm
Zoom Teleconference

Committee Members present: Bill Riley, Kimberly Aceves, Langston Buddenhagen, Dwayne Davis, Peter Lê, Anakarita Allen, Pecolia Manigo, Jorge Velasco, Jorge Velasco, Tasion Kwamilele

Committee Members absent: Betty Booker

Staff Members present: Sandra Taylor, OFCY Director; Mike Wetzel, OFCY Program Planner; Scott Kim, OFCY Program Analyst; Kaitlin Forgash, OFCY Administrative Assistant

1. Call to Order

The meeting was called to order at 6:05 p.m. by POC Co-Chair Tasion Kwamilele.

2. Open Forum

There were no speakers for open forum.

3. Approval of Prior Meeting Minutes from December 16, 2020

Tasion Kwamilele moved to accept the prior meeting minutes as submitted. Bill Riley seconded the motion. A roll call of the vote followed, and all members voted to approve the motion.

4. Consideration of OFCY's Vision, Mission, and Guiding Principles for the FY2022-2025 Strategic Investment Plan

Lori Allio, Kweli Kitwana, and Aurelio Rivera from HTA Consulting led a presentation and workshop entitled "Strategic Planning: Vision Mission & Guiding Principles." POC Members discussed revisions to OFCY's vision statement, mission statement, and guiding principles. One member of the public, Lukas Brekke-Meisner, Executive Director of Oakland Kids First, commented on the need to ensure that Oaklanders can continue to afford to raise their children in Oakland.

5. Administrative Matters

Lori Allio presented the timeline for the Strategic Planning Process through July 2021. The ad-hoc Strategic Planning Subcommittee will hold their first meeting on January 27, 2021. The next POC Meeting was scheduled for February 3rd, 2021.

6. Adjournment

Tasion Kwamilele adjourned the meeting at 8:20 p.m.



MINUTES TO BE APPROVED

Oakland Fund for Children and Youth (OFCY)
Planning and Oversight Committee (POC) Meeting

February 3, 2021 - 6:00pm-9:00pm
Zoom Teleconference

Committee Members present: Bill Riley, Kimberly Aceves, Langston Buddenhagen, Peter Lê, Anakarita Allen, Anthony Bibiano

Committee Members absent: Dwayne Davis, Pecolia Manigo, Jorge Velasco, Tasion Kwamilele

Staff Members present: Sandra Taylor, OFCY Director; Mike Wetzel, OFCY Program Planner; Scott Kim, OFCY Program Analyst; Liston Hulse, OFCY Program Analyst; Kaitlin Forgash, OFCY Administrative Assistant

1. Call to Order

The meeting was called to order at 6:08 p.m. by POC Co-Chair Langston Buddenhagen. The committee did not achieve a quorum of the members present.

2. Open Forum

Noah Landis, representing Rock to Recovery, spoke to inform the community about his organization.

3. Approval of Prior Meeting Minutes from January 21, 2021

No action was taken due to a lack of quorum.

4. Consideration of OFCY's Vision, Mission, and Guiding Principles for the FY2022-2025 Strategic Investment Plan

Kweli Kitwana from HTA Consulting led a presentation and workshop entitled "Vision, Mission, & Guiding Principles." The presentation began with a review of the POC's input on OFCY's vision statement, mission statement, values and guiding principles from January's POC meeting. This included a discussion of how OFCY's guiding principles are operationalized. Please refer to the attached PowerPoint slides for more information.

5. Consideration of Expected Outcomes for the FY2022-2025 Strategic Investment Plan

Lori Allio from HTA Consulting presented on "Understanding Through Lines to OFCY Outcomes" (see attached slides). Lori explained how current OFCY strategies support and align with citywide impacts, and the difference between outcomes and impact. Anakarita Allen commented that she appreciates the emphasis on outcomes, given money is often spent without understanding how it will effect outcomes.

6. Administrative Matters

OFCY Director Sandy Taylor stated that the City's budget process is now underway. Updates on Kids First revenue projections and funds available for OFCY grants will be brought to POC in upcoming meetings. The next POC Meeting was scheduled for March 3rd, 2021.

7. Adjournment

Langston Buddenhagen adjourned the meeting at 8:04 p.m.



To: Planning and Oversight Committee
From: OFCY Staff
Date: March 3, 2020
Re: Strategic Planning – Updates and Upcoming Events

Recent OFCY Planning Activities

- Planning work began in December 2020, with a presentation and training on **Advancing Racial Equity** by the Darlene Flynn, City of Oakland Department of Race and Equity for the Planning and Oversight Committee (POC). The **Racial Equity Implementation Guide** informs the planning work of OFCY and the two consultant groups: Hatchuel Tabernik & Associates (HTA) and Bright Research Group (BRG).
- The OFCY Planning and Oversight Committee (POC) met in January 2021 to review and direct the process for creating the Strategic Investment Plan over the coming months, and worked to review and update the OFCY Vision, Mission, and Values, and consideration of Guiding Principles, centering the work in advancing racial equity and identifying desired outcomes for the fund.
- The OFCY POC ad-hoc Strategic Plan Subcommittee hosted their first meeting in late January 2021 to receive an in-depth data review of demographics, specific populations, and socioeconomic factors regarding Oakland youth and families to further identify and engage those most impacted by disparities in the upcoming planning work.
- The OFCY POC continued to work to revise and update the Vision and Mission statement for OFCY at their meeting in February, and to further define Guiding Principles. Information was shared both in written statements suggested by members, and visualized in ‘word clouds’ and other formats. The POC also reviewed and discussed the outcomes, impacts and key indicators that guided the work of the last OFCY strategic plan. Using the example of third grade reading, the group walked through one outcome in depth to ensure an understanding of how desired outcomes serve as the foundations on which the strategic investment plan will be structured.
- The OFCY POC Strategic Plan Subcommittee held its second meeting of 2021 in February and reviewed key data points related to kindergarten readiness, third grade reading, high school graduation and post high school success. This review helped to define the importance of these desired outcomes and shared key data that focused on disparities and equity issues.
- Bright Research Group worked with OFCY staff to identify 20 key stakeholders for interviews in February and March and developed custom protocols and question sets for insight. Interviews began to be scheduled in late February.
- Bright Research Group identified key groups and populations for targeted community engagement through a series of four community workshops, and developed draft protocols and agendas for meetings. Target audience and meeting dates were established in late February.



Upcoming Planning Activities

- At their March 11th meeting, the OFCY POC Strategic Plan Subcommittee will receive an outline and data summary focusing on the draft Community Needs Assessment / Racial Equity Analysis for consideration and input. The group will also receive and discuss some remaining data points with a core focus on the structure of the Community Needs Assessment and Equity Data, linked to an overview of strategy development processes.
- HTA will develop and field an **online survey** for parents and caregivers in March to provide input and insight to inform the planning work and the Community Needs Assessment report.
- In March Bright Research Group will host **four virtual community engagement workshops**, focusing on Community Providers; Older Youth with a focus on Black, Latino/a and Asian youth residing in low-income communities; Black Parents and Family Members; and Spanish Speaking and Latino/a Family members and residents.

The goals of the community workshops are:

- To learn about the strengths and needs of Oakland's youth, with an emphasis on the needs of youth and families living in high stress neighborhoods
- Hear directly from groups most impacted by social and economic inequities and inequalities (i.e. Black and Latin families) about their strengths, needs and priorities
- Provide a platform for OFCY to share information with and gather community member input on new ideas for OFCY strategies and role

The workshops are **tentatively scheduled** for the following dates and times.

- Executive Director-Provider & Community-Based Organizations:
 - Wednesday, 3/10 - 5-7 pm
- Older Youth
 - Late March/TBD
- Parents of Early Childhood and School-aged Children:
 - Last week of March – 5:30-7 pm
- Youth Forum:
 - Late March/TBD – 4-5:30 pm

For more information and ways to participate, contact Vanetta Thomas at
vanetta@brightresearchgroup.com

- At a date in **early April (TBD)** HTA will host a strategy input forum for community members and service providers to share out findings from the Community Needs Assessment and priority areas, and receive input and comments through small-group listening sessions.

For more information and ways to participate in the strategy input forum, contact Aurelio Riviera at aurelio@htaconsulting.com



RACIAL EQUITY IMPLEMENTATION GUIDE

City of Oakland Municipal code [2.29.170.1 specifies that](#) “the City of Oakland will intentionally integrate, on a Citywide basis, the principle of "fair and just" in all the City does in order to achieve equitable opportunities for all people and communities.

Equity practice focuses on developing systemic approaches to addressing racial disparities in life outcomes for residents of Oakland. The [2018 Oakland Equity Indicators Report](#) showed Black residents to be the most extremely impacted by racial disparities in most indicators of well-being, with significant degrees of impact for other communities of color as well. To implement change that will improve these outcomes in our communities of color, your department will need to analyze policies, procedures, and practices to identify elements that have, or could contribute to, or improve these conditions. This worksheet will help guide your project or program planning and implementation process by explicitly naming equity outcomes, identifying and engaging those most impacted by disparities and taking a structured, analytical approach to designing and implementing community informed equity solutions.

1. Racial Equity Outcome(s)- *What is the racial equity outcome for this effort?* Your stated goal, or description of improved future conditions for residents should include addressing the needs of those most impacted by racial disparities. Use relevant disparity data to start to define specific focus for outcomes. (Example of data to guide equitable housing policy development – housing cost burden, average median income, eviction rates, and homelessness data, disaggregated by race.)

2. Identify and plan to engage stake holders - *What is the best way to inform, outreach and engage community members most impacted by racial disparities?* Strategize to remove barriers to community engagement in your equity process. (Use Inclusive Outreach and Engagement Guide for planning outreach that will engage those most impacted by disparities as well as other key stakeholders needed for development and implementation of policy and program recommendations.)

3. Gather supplemental information/qualitative data – *What are the systemic issues driving disparities?* Identify root causes that drive related disparities and possible solutions, centering the observations of communities most impacted by racial disparities, to deepen City awareness and understanding of current conditions and needed action.

4. Identify Equity Gaps (burdens and barriers)- Using data and information gathered from community, identify any current or anticipated barriers and burdens impacting access for those most impacted by racial inequity. (Housing barrier example – affordable housing serving those with income above 30% of AMI excludes most Black residents from accessing that housing based on low median household income data for that group.)



RACIAL EQUITY IMPLEMENTATION GUIDE

5. Address Equity Gaps- *Based on information gathered, what action could be taken to advance equity?* Design strategies that will address root causes of disparities, remove system barriers to equity, and/or create new equity approaches. Connect back to specific disparity indicators used to set equity outcome, root causes of disparities, and ground truth proposed strategies with community.

6. Implementation – *What steps are needed to implement action(s) identified?* Based on the findings of the analysis, identify implementation steps to write or rewrite policy/program documents, address budget needs, create necessary partnerships, get approvals needed to implement equity strategies. As needed, propose plans to address gaps in resources or other barriers to implementation.

7. Evaluation and accountability- *How will success/equity be measured? Who will be better off and how will we know?* Establish meaningful performance measures as guided by Result Based Accountability (RBA) model, see below; plan to track outcomes and make course correction as needed. Plan for collecting data disaggregated by race and feedback from communities most impacted by disparities for each performance measure. Design reporting mechanism that will keep internal and external stakeholders informed of progress, lessons learned, and emerging best practices.

Racial Equity Result Based Accountability (RBA) Meaningful Measures Model

<u>How much did we do?</u>	<u>How well did we do it?</u>
# organizations/ people served	% common measures e.g. workload ratio, staff composition, % staff fully trained/culturally competent % services in language spoken,
# activities (by type of activity)	% activity-specific measures e.g. % timely % people completing activity/training attendance rate, % correct and complete
<u>Is anyone better off?</u>	
#/% skills/knowledge e.g. knowledge of how to start a small biz	
#/% attitude/opinion e.g. feel a sense of belonging in the organization	
#/% behavior e.g. school attendance, residents included in decision-making	
#/% circumstance e.g. working, in stable housing	



OAKLAND FUND FOR CHILDREN AND YOUTH 2020 Summer Report

Prepared by: Social Policy Research Associates

Mika Clark | Marianne Chen Cuellar



Acknowledgements

Social Policy Research Associates (SPR) would like to thank the Oakland Fund for Children and Youth staff members who have worked with us on this evaluation project and the OFCY Planning and Oversight Committee for their ongoing feedback and support. We would also like to give a special thanks to the staff, participants, and volunteers for sharing their thoughts and experiences to inform this report.

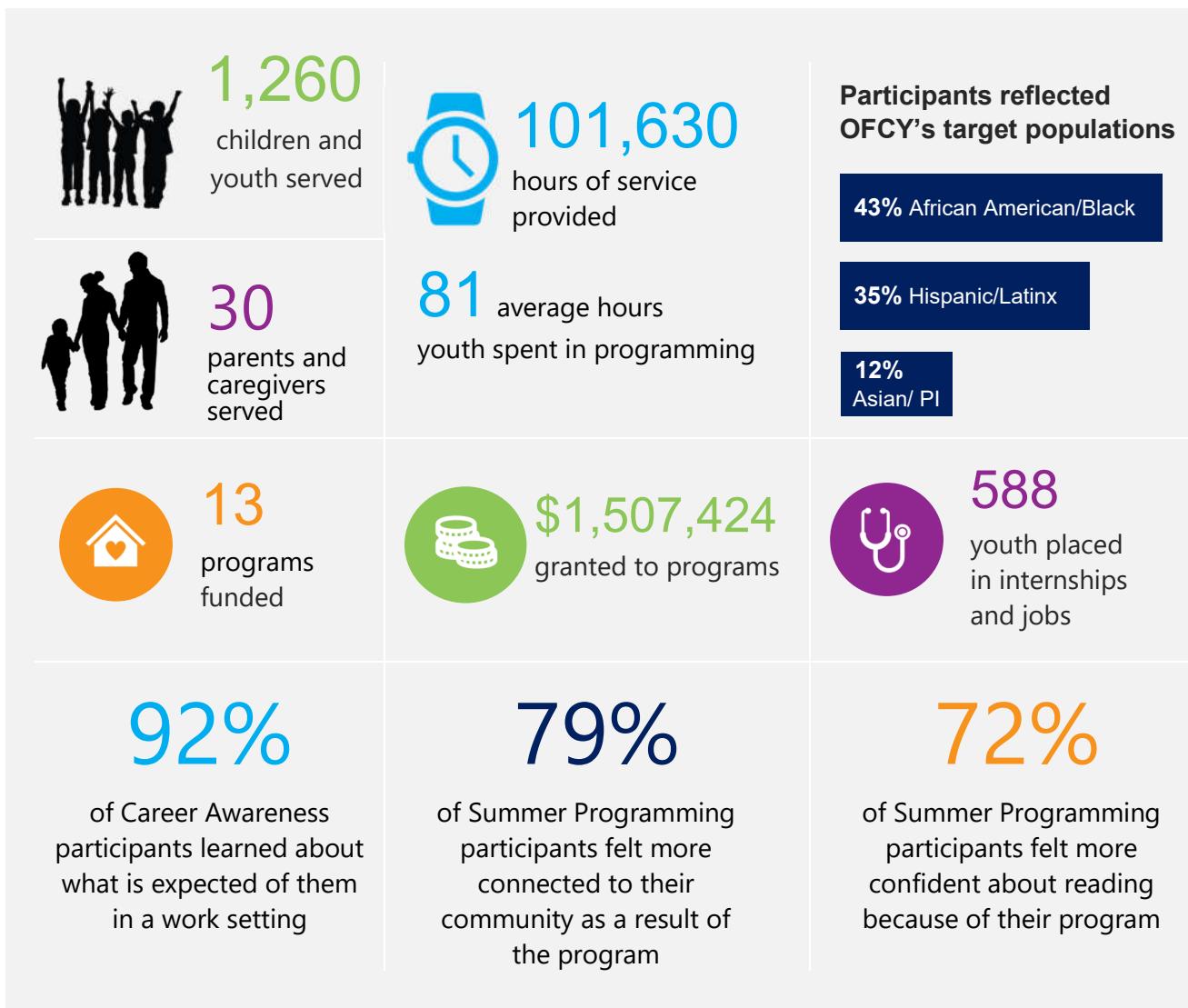
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Introduction

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth, from birth through twenty years of age, to lead safe, healthy, and productive lives. Of the 152 programs that OFCY funds, 13 operate exclusively in the summer, with grant sizes ranging from \$44,000 to \$180,000. This report describes these programs and the experiences of the children and youth who participated in them during summer 2020. Major findings from the report are presented below.

Major Findings from the Summer 2020 Evaluation



Overview of Summer Programs

The 13 summer programs that this report describes fall into one of the following three OFCY funding strategies, each of which are aligned with the Fund's main goals:¹

Parent Engagement and Support | 1 program | \$60,000 invested



strengthen the capacity of parents and caregivers to support the healthy development of children through culturally relevant family supports and family engagement activities.

- Oakland Unified School District (OUSD)—Kindergarten Readiness-Summer Pre-K

Summer Programming | 9 Programs | \$952,424 invested



promotes learning and social connection through services offered in school-based and community-based settings during summer months.

- Aim High for High School—Aim High Oakland
- Boys & Girls Clubs of Oakland—Summer Gains
- East Bay Consortium of Educational Institutions—Pre-Collegiate Academy
- East Oakland Youth Development Center (EOYDC)—Summer Cultural Enrichment Program
- Family Support Services—Kinship Summer Youth Program
- Girls Incorporated of Alameda County (Girls Inc.)—Concordia Summer
- Lincoln—Oakland Freedom Schools (OFS)
- Prescott Circus Theatre—Summer Program

Career Awareness & Employment Support | 3 Programs | \$495,000 invested



support career exploration, work readiness training, on-the-job experience, skill-building supports, exposure to career options and employment.

- Lao Family Community Development—Oakland Youth on the Move (YOM) Summer Employment Program
- Oakland Unified School District—Exploring College and Career Options (ECCO)
- The Youth Employment Partnership (YEP)—Summer Jobs
- Youth UpRising—YU Achieve

¹ OFCY has nine strategies that align with the Fund's main goals, described in the [2019-2020 Final Evaluation Report](#).

In summer 2020, programs were in their second year of funding for the 2019-2022 grant cycle, but most significantly shifted their program structure in response to the COVID-19 pandemic and shelter-in-place order. Most programs moved to virtual engagement, while five incorporated socially distanced in-person meetings.

Overview of Report

SPR draws on a variety of data, including both quantitative and qualitative sources, to inform the evaluation of OFCY programs:

- **Cityspan:** Programs track participant characteristics and attendance in OFCY's client management system, Cityspan.
- **Participant Surveys:** These surveys gathered participant perspectives on program quality and outcomes. A total of 633 youth completed surveys over summer 2020.
- **Interviews:** During summer 2020, SPR interviewed program managers and directors from 11 programs over the phone, focusing on how programs shifted in response to COVID-19 and the ways that programs support key outcomes and OFCY goals. SPR also had the opportunity to learn from youth leaders from a Summer Programming program during a virtual focus group.
- **Line Staff Surveys:** At the end of the summer, 99 line staff representing 9 programs completed an online survey that asked about their experience leading virtual or hybrid (virtual with some in-person meetings) programming during the COVID-19 pandemic.

This report begins with an overview of OFCY summer funding and cross-strategy findings and concludes with strategy-level summaries. It includes the following sections:

- 1) **Results-Based Accountability:** The first section introduces the Results-Based Accountability (RBA) framework that guides the evaluation of OFCY programs. The following three sections align with the three major components of the RBA framework.
- 2) **Program Achievements:** How much did the programs provide? This section highlights the number of participants served and the number of hours of services provided, including a description of participant demographics and trend in program attendance.
- 3) **Performance and Program Quality:** How well did programs do it? Using attendance data and participant surveys, we assess performance and participant perceptions of program quality and describe how programs encouraged engagement in virtual programming.
- 4) **Participant Outcomes:** Is anyone better off because of the programs' work? Participant survey results and staff interviews provide insight into participant outcomes and the strategies programs use to support positive youth development outcomes.
- 5) **Strategy-Specific Summaries:** The report concludes with strategy-level summaries of program achievements, performance and program quality, and participant outcomes for Summer Programming and the Career Awareness and Employment Support programs.

Results-Based Accountability Framework

To assess how grantees are contributing to the Fund's goals, this report draws on OFCY's Results-Based Accountability (RBA) framework. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. ***It does this by addressing three guiding questions: How much did OFCY programs do? How well did OFCY programs do it? Is anyone better off?*** The table below and on the following page displays the summer 2020 RBA results. The following section discusses the first group of RBA indicators, describing how many youth were served and the intensity of services provided.

Summer 2020 Results-Based Accountability Score Card

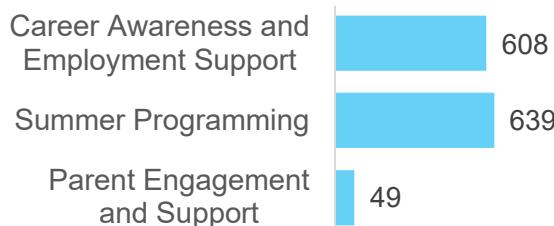
Program Achievements – How much did OFCY programs accomplish?	
Number of Youth Served	1,260
Number of Parents/Caregivers Served	30
Total Hours of Service Provided	101,630
Program Performance and Quality - How well did OFCY programs do it?	
Enrollment: Average progress toward projected number of youth served	78%
Total Hours of Service: Average progress toward projected total hours of service	109%
Average Hours of Service: Average progress toward projected average hours of service	130%
Safety: Percent of youth who report feeling safe in program	92%
Caring Adults: Percent of youth who respond that there is an adult at the program who cares about them	82%
Positive Engagement: Percent of youth who respond that they are interested in the program	87%
Supportive environment: Percent of parents who say staff make them feel comfortable and supported	93%
Diversity and inclusion: Percent of parents who say staff work well with families of different backgrounds	79%
Participant Outcomes – Is anyone better off?	
Youth Leadership: Percent of youth who view themselves more as a leader	70%
Community Connectedness: Percent of youth who feel more connected to their community	79%
Career Goals: Percent of youth who learned about jobs they can have in the future	90%
Employment Skills: Percent of youth who learned what is expected in work setting	92%
Interpersonal Skills: Percent of youth who feel they know how to get along with others in a work setting	86%
Knowledge of development: Percent of parents who say the program helped them identify their child's needs	67%
Skills to manage behavior: Percent of parents/caregivers who say the program helped them to respond effectively when their child is upset	67%
Connection to resources: Percent of parents/caregivers who report that staff refer them to other organizations	67%

Program Achievements

How much did programs do?

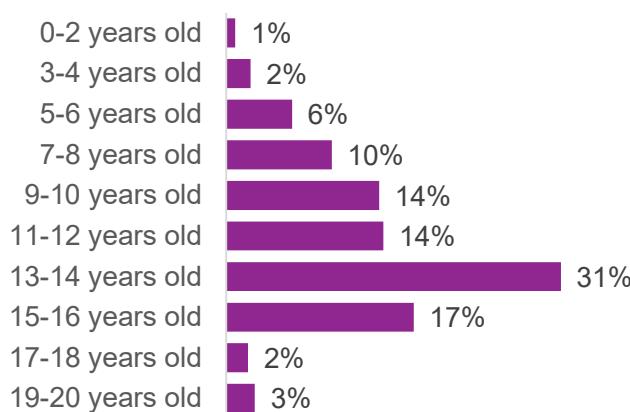
A total of 1,260 unduplicated children and youth and 30 unduplicated adults participated in OFCY-funded summer programs. Some programs, particularly those that met in person, served fewer students than they have in previous years to accommodate social distancing requirements. Participants were evenly split between the Summer Programming Strategy and the Career Awareness and Employment Support Strategy. Over the summer, 10 youth attended programs in more than one strategy.

Number of Participants per Strategy



Together, the three strategies with summer-only programs served a broad spectrum of children and youth, ranging from rising kindergarteners in OUSD's Summer Pre-K Program to older youth and young adults in the Youth Employment Partnership's Summer Jobs Program. As shown below, middle and high school students comprised the largest proportion of summer program participants. Most participants over 20 years old were parents or caregivers in OUSD's Summer Readiness Pre-K Program.

Age of Participants



Programs served 1,260 youth.

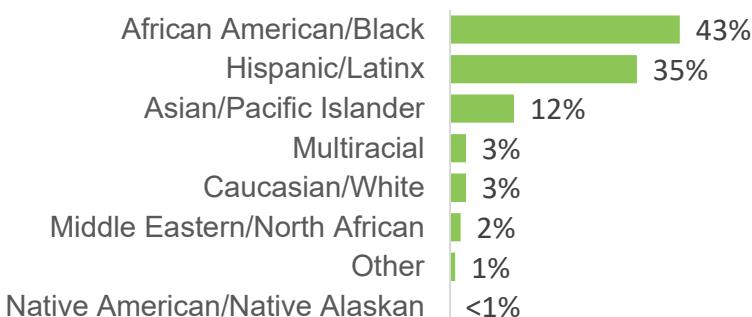
“ As a result of the pandemic, many of our young people have been at home. They have not had the opportunity to interact with people their age, and have not had the opportunity to learn in the way that benefits them most. Our program helped fill in some of the educational and recreational gaps that the youth experienced since schools closed.

- Line Staff Survey Respondent

Summer programs served youth across the age spectrum. Close to one-third were 15-16 years old.

The vast majority of these participants reflect OFCY's target populations, with 90% of participants identifying as African American/Black, Hispanic/Latinx, or Asian/Pacific Islander, as shown in the graph below.

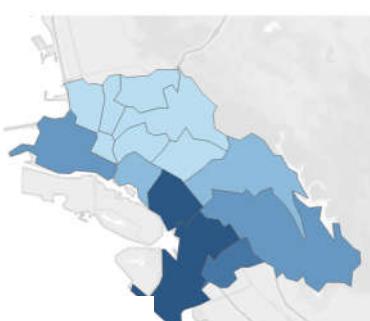
Race/Ethnicity of Participants



Moreover, as illustrated in the maps below, most participants live in neighborhoods with high unemployment, housing cost burden, and percentage of children and youth enrolled in OUSD who qualify for free- and reduced-price lunch.²

Program staff expressed pride in their ability to provide enrichment, mentorship, and learning opportunities during a challenging, and often traumatic, time for many of Oakland's children, youth, and families. However, some worried that the recruitment strategies they were forced to use during the spring did not reach the city's most vulnerable youth, because

OFCY Participants: Zip Code of Residence



A horizontal bar chart titled "Percent of OFCY Participants". The x-axis represents the percentage from 0% to 100%, divided into four segments: light blue (<1%), medium blue (1-10%), dark blue (11-20%), and black (21%).

Age Group	Percentage
<1%	<1%
1-10%	1-10%
11-20%	11-20%
21%	21%

Oakland Census Group Stressor Map



² Oakland Community Stressors Index (2019): www.oaklandca.gov/resources/oakland-community-stressors-index

**Close to half of
participants identified as
African American/Black.**

COVID-19 caused recruitment challenges: some staff worried that the highest-risk youth slipped through the cracks.

“ I think (OUSD) had a huge subset of students who simply weren't online. They didn't engage with distance learning, which meant they wouldn't have engaged with the opportunity to be a part of our program. I'm concerned that we're going to see that [we enrolled] fewer at-risk kids.

– Staff, OUSD's ECCO Program

“ COVID has brought to light inequities, like tech access. It's really hard to connect with our families when they don't have internet, so that's been really hard.

-Staff, OUSD's Kindergarten Readiness-Summer Pre-K

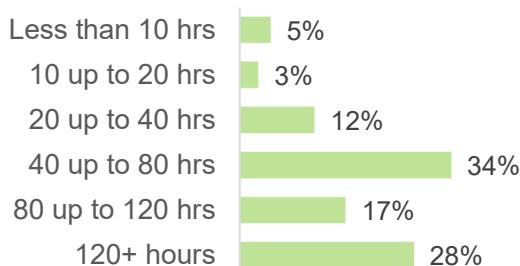
school closures and a strict shelter-in-place order forced them to use online recruitment platforms and work with youth with whom they had existing relationships.

Despite the challenges posed by the pandemic, programs provided a total of 101,630 hours of service, and youth spent an average 81 hours in OFCY programming. Using a variety of new approaches, including Zoom, socially distanced in-person meetings, reduced group sizes in small cohorts, and independent at-home activities, summer programs identified ways to engage children and youth in kindergarten readiness, summer learning and enrichment, internships, and career exploration in the midst of the pandemic. In fact, program staff noted that some students, particularly those who struggled with social interaction in person, thrived in the virtual environment.³

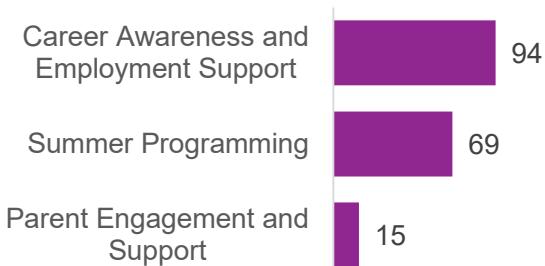
Despite the challenges from the pandemic, programs provided intensive services to children and youth over the summer.

Hours of Youth Attendance

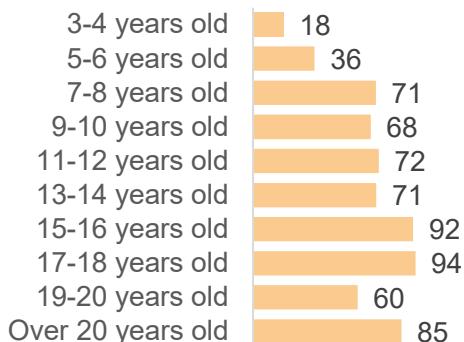
Almost half of youth spent at least 80 hours in each program they attended.



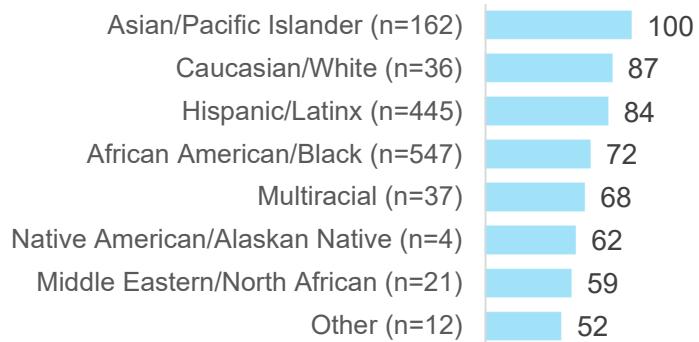
On average, Career Awareness participants spent the most time in each program they attended.



On average, middle- and high school-aged youth spent the most time in each program they attended.



There was some variation in attendance by race, with Asian/Pacific Islander youth spending the most time in each program they attended.



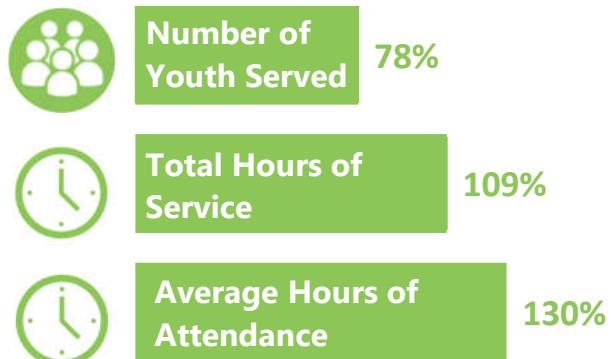
³ The charts on this page reflect the hours youth spent in each program. Youth who participated in two programs are represented twice in each chart.

How well did programs do it?

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first three indicators include progress toward (1) number of youth served, (2) projected total hours of service, and (3) average hours of attendance per participant.⁴ As shown to the right, **program attendance was very high**, with participating students attending programs for more hours than anticipated. Programs were somewhat less successful in enrolling the number of youth they anticipated, with programs reaching about 80% of their enrollment targets on average. Generally, **programs in the Career Awareness and Employment Support Strategy had the most success enrolling participants**, reaching 91% of anticipated enrollment on average.

In addition to these indicators, the evaluation investigates participant perceptions of critical aspects of program quality that are tailored for each strategy, as measured through participant surveys.⁵ As shown to the right, most participants felt safe, identified adults who cared about them, and engaged in activities that interest them at their programs.⁶ **These successes are particularly striking given the challenges created by the pandemic and shelter-in-place orders,**

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Youth Survey Responses



⁴ At the start of the summer, programs estimate the total units of service they will provide and the total number of participants they will enroll.

⁵ Strategies that serve young children have separate indicators that focus on parental confidence and knowledge. Survey results for OUSD's Summer Readiness Pre-K Program can be found in its program profile.

⁶ We did not note any clear differences in perceptions of program quality among youth of different subgroups across the two summer strategies. Differences in responses by subgroups within each strategy are reported in the strategy-level reports.

which forced most programs to shift to all or mostly virtual programming.

When asked about their favorite part of their program, youth highlighted the importance of opportunities for social interaction and peer support, interactive activities, and relationships with adults for engaging youth in their programs, as shown in a sample of quotes below:

- My favorite part of this program was all of the activities and **meeting new people**. I liked that because even though we are online it was a fun way to interact with others.
- Finding a community of other driven people and having **more support from adults**. I feel better about going back to school and my future.
- My favorite part about this program was the breakout room after the Zoom call because we share what we liked about it, how to improve it, and get to **say how we feel**.
- My favorite part of this program is connecting with others who are my age through group work and discussion because this allows me to **step out of my comfort zone and build a wider network** with people who shared the same interest as me.
- My favorite part of the program was being able to **work with others** and learn as we go because it shows me how we need to have team work to get more work done and also learn from my mistakes.
- My favorite part of this program was seeing people I can relate to and doing **hands-on activities**.
- **Talking to people** because it helped me express myself and learn to listen and think of others.
- My favorite part about Aim High is that we get to do **fun activities** and learn new things. Because it is exciting and fun!

“ We always have a chance to do better with **the advice that our mentors give us. If we need to, we can always ask for ways to improve without feeling embarrassed.”**

- Participant, OUSD's ECCO

“ It's more **like a family at the program than an actual job. You don't feel like you're working a 9-5, in my opinion. That's why I wanted to really be in it.**

- Participant, EOYDC's Summer Cultural Enrichment Program

“

“ My favorite part about my program is that the staff at my internship are like a family. They are there for me when I need them most and I have so much love for them. They **support me in so many ways - more than just educational and career wise.”**

- Participant, OUSD's ECCO

Through staff surveys, program line staff identified key strategies they used to engage youth in their new online format, including taking advantage of different features of the online meeting platforms (e.g. breakout rooms, chat, screenshare, etc.), regularly checking in one-on-one with youth and families, incorporating physical activities, and using hands-on and diverse engagement strategies.

Staff also identified the importance of Zoom-specific trainings, youth development trainings, and general trainings on facilitation in virtual spaces to prepare them to engage youth online. Further, staff shared how **learning and practicing new online platforms during summer programming boosted their confidence with online facilitation** and helped them feel more prepared to conduct online teaching in the fall.

At the same time, **staff also stressed the challenges that they faced**, particularly around keeping students engaged, with their cameras on, during Zoom sessions. Several expressed that they would have benefited from additional training around virtual community building techniques and engagement strategies. Other resources that staff felt would have improved their programming included resources to support students who are not yet at grade level and youth with Individualized Education Plans, resources for families around navigating online platforms, additional time to outreach to families, and access to community resources for youth and their families, particularly around mental health.

Through participant surveys, youth identified ways that programs could more effectively engage them in distance learning. The most common ideas youth shared included incorporating more games and fun activities, engaging in more one-on-one meetings or informal check-ins with participants, ensuring that lessons and activities were more organized, enhancing the level of communication between program staff and youth participants, and offering a wider range of activity and/or internship choices. Many youth also expressed disappointment, as well as understanding, about changes made to ensure safety during the pandemic.

“The modifications our program made to keep youth and staff healthy allowed us to create a safe yet engaging and fun program for young people. The youth and their caregivers were incredibly appreciative and so thankful that their kids had the opportunity to get out of the house and interact with other youth in a safe environment.”

-Line Staff Survey Respondent

“A general feeling of depression and anxiety is one of the biggest struggles... We've had to go into overdrive, think on the spot, be super creative and learn a completely new platform, find new ways to connect with students, at the same time as struggling with our own anxiety and depression.”

- Line Staff Survey Respondent

Youth recommendations included:

-  **More games and fun activities**
-  **More frequent one-on-one check-ins**
-  **Better organization of online meetings**
-  **Wider range of choices**

Participant Outcomes

Is anyone better off?

OFCY tracks a series of indicators of positive youth development based on participant survey results to assess if participants are better off as a result of their involvement in summer programming.

In consultation with program leaders and OFCY staff, SPR identified RBA indicators that help gauge youth progress toward the key goals for each strategy. These indicators reflect the percentage of youth survey respondents who reported that they agree or strongly agree with a survey item tied to each indicator.

In addition to these key RBA indicators, participant survey data tell a more comprehensive story about the ways that summer programs support the attitudes, competencies, values, and social skills that help youth become successful adults. We present survey results related to four key youth development goals on the following page and discuss strategy-specific youth outcomes in the strategy summaries.

Participants of Career Awareness and Employment Support programs reported higher outcomes scores in the areas of Goal Setting and Development and Mastery of Skills than Summer Programming participants.⁷ When investigating differences in youth outcome scores across groups of youth, such as by race/ethnicity, gender, and age, we did not identify any consistent differences across the two strategies.

Participant Outcomes: Youth Survey Responses



⁷ Differences were statistically significant at p < .05.

Increased Confidence and Self-esteem

Since coming to this program, I feel I can make more of a difference. **78%**

Since coming to this program, I feel more comfortable sharing my opinion. **75%**

Since coming to this program, I feel I have more control over things that happen to me. **74%**

Development and Mastery of Skills

At this program, I get the opportunity to talk about what I have learned. **87%**

In this program, I learned new information about a topic that interests me. **83%**

In this program, I try new things. **91%**

Increased Persistence and Resilience

Because of this program, I am better able to handle problems and challenges when they arise. **80%**

In this program, I have a chance to learn from my mistakes. **89%**

Since coming to this program, I am better at something that I used to think was hard. **80%**

Improved Decision-making and Goal Setting

Since coming to this program, I am better at saying 'no' to things I know are wrong. **73%**

Since coming to this program, I am better at staying out of situations that make me feel uncomfortable. **71%**

In this program, I learned how to set goals and meet them. **86%**

This program helps me to think about the future. **91%**

(My favorite part of YEP is) meeting new people and building confidence because everyone makes me feel comfortable and they're all nice.

– Participant, YEP's Summer Jobs

What I like about this program is that we get to learn more and try new things.

– Participant, Aim High Oakland

My favorite part about this program is learning new things in a fun way.

– Participant, East Bay Consortium of Educational Institutions' Pre-

I learned to do things I once found hard and was able to start new things to get my future set straight.

– Participant, OUSD's ECCO

It's definitely shown me that I'm capable of a lot more than I thought I was.

– Participant, EOYDC's Summer Cultural Enrichment Program

Conclusion

OFCY and its summer grantees succeeded in meeting their commitments to provide vital resources to support Oakland's children and youth. **OFCY's investment of close to \$1.5 million provided critical resources to 13 programs** throughout Oakland, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity, resulting in direct service to over 1,260 children and youth. Reflecting the City of Oakland's commitment to racial equity, **OFCY served a particularly high percentage of Oakland's African American youth** (43%), the group that faces the highest levels of inequity in access to employment and educational opportunity.

Because these programs operated over the summer, they were able to provide a high level of service, with the average participant spending 81 hours in program activities. While COVID-19 limited how programs could serve children, youth, and families in the spring of 2020, programs demonstrated creativity and adaptability as they provided engaging **virtual enrichment experiences, modified work internship and job placements, and opportunities for social interaction**. Through participant surveys, youth shared their appreciation for the time to engage with their peers, the support they received from staff, and the break in the monotony of sheltering-in-place, while also expressing a desire for more one-on-one meetings or informal check-ins between staff and participants, and a wider range of activity and/or internship choices.

The experiences of programs, staff members, and youth participants demonstrate the critical role that community-based programming plays in creating a city where all children and youth are safe, supported and able to thrive, particularly given the increasing economic and social inequities and racial injustices that disproportionately impact African Americans, Latinx communities, immigrants and refugees.

The remainder of this report summarizes strategy-level findings for the Summer Programming strategy, followed by the Career Awareness and Employment Support strategy.

OAKLAND FUND FOR CHILDREN AND YOUTH

2020 Summer Programming Report

The programs funded under OFCY's Summer Programming strategy are designed to promote learning and social connection through services offered in school-based and community-based settings during summer months. Children and youth, ages 5-14, participate in programs that provide opportunities for enrichment, exploration, and new experiences that foster confidence, self-esteem, and other important life skills in a safe and supportive environment. Many programs prioritized services for low-income African American, Latinx, and Asian/Pacific Islander youth, especially in East Oakland, Fruitvale, and West Oakland. Due to the Bay Area shelter-in-place order this year, OFCY summer programs shifted to virtual programming and modified in-person services to continue engaging and supporting children and youth in a safe manner during this challenging time.

FUNDED PROGRAMS

- Aim High for High School—Aim High Oakland
- Boys & Girls Clubs of Oakland—Summer Gains
- East Bay Consortium of Educational Institutions—Pre-Collegiate Academy
- East Oakland Youth Development Center (EOYDC)—Summer Cultural Enrichment Program
- Family Support Services—Kinship Summer Youth Program
- Girls Incorporated of Alameda County (Girls Inc.)—Concordia Summer
- Lincoln—Oakland Freedom Schools (OFS)
- Prescott Circus Theatre—Summer Program

Strategy Results



639 youth

participated in programming



44,096 hours

of service provided



69 average hours

per youth participant



8 programs

provided enrichment and summer learning



91% youth

feel supported and respected at their program



79% youth

feel more connected to their community since going to their program



\$952,424

granted to programs

Strategy Results

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

Program Achievements – How much did we do?

Number of Youth Served	639
Total Hours of Service Provided	44,096

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

Enrollment: Average progress toward projected number of youth served ⁸	74%
Total Hours of Service: Average progress toward projected total hours of service	88%
Average Hours of Service: Average progress toward projected average hours of service	135%
Safety: Percent of participants who report feeling safe in program	91%
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them	80%
Positive Engagement: Percent of participants who respond that they are interested in what they do at the program	87%

Participant Outcomes – Is Anyone Better Off?

Youth Leadership: Percent of participants who report that they view themselves as more of a leader since coming to the program	70%
Community Connectedness: Percent of participants who report that they feel more connected to their community since coming to the program	79%

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

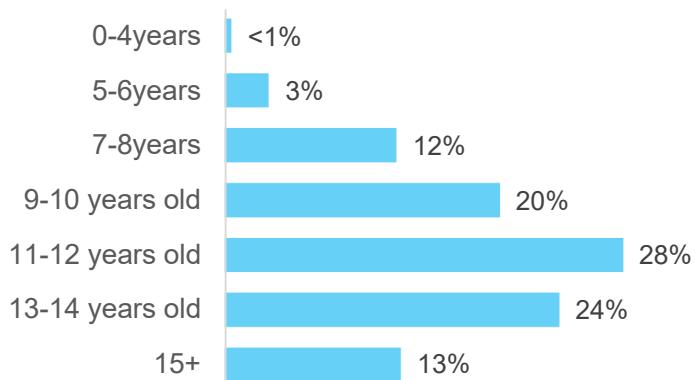
- 1) **Achievements:** How much did the programs provide?
- 2) **Performance and Program Quality:** How well did programs do it?
- 3) **Outcomes:** Is anyone better off as a result of the strategy's work?

⁸ At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

Program Achievements

During the summer of 2020, **639 children and youth** participated in summer programs. These OFCY funded programs serve children and youth, ages 5-14, in Oakland. Due to shelter-in-place, programs adjusted their recruitment strategy to enroll participants through calling, texting, and emailing families; word of mouth, OUSD, and schools. Programs prioritized low-income children and youth who were returning participants and have parents who are essential workers. As shown in the chart below, over 70% of participants were between 9-14 years old.

Age of Participants



Older youth were often engaged as program leaders in a cascading mentorship model. EOYDC's Summer Cultural Enrichment Program, for example, hired older youth, many of whom were former program participants, as leaders and engaged them in leadership training and mentorship.



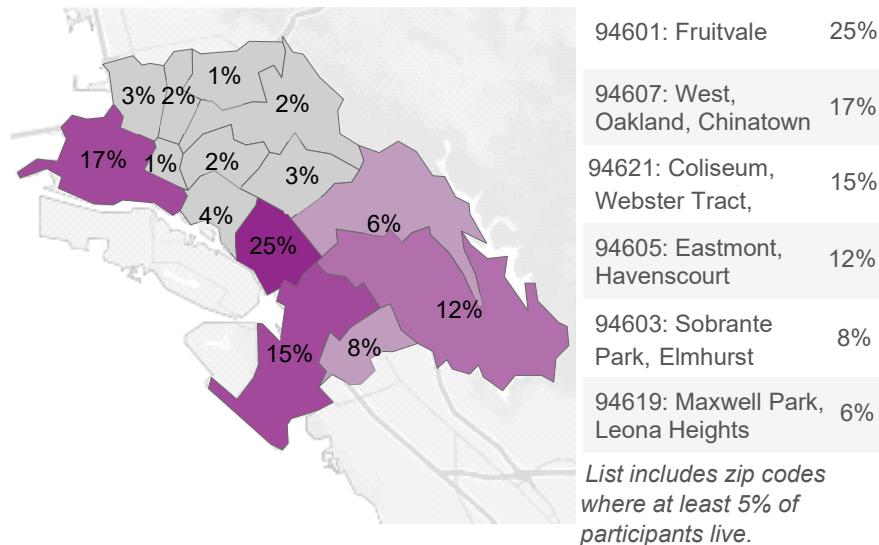
In response to shelter-in-place, OFCY summer programs offered virtual and modified in-person enrichment opportunities, particularly focusing on underserved children and youth in high-needs neighborhoods.

Over 70% of participants were between 9-14 years old.

Photo courtesy of EOYDC's Summer Cultural Enrichment Program

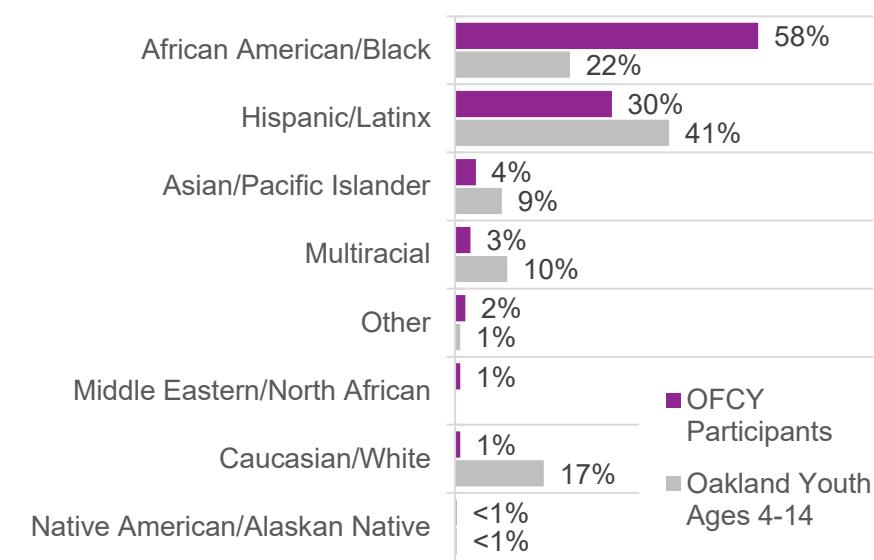
By primarily serving children and youth who live in West Oakland and along the 880 Corridor in East Oakland, the Summer Programming strategy aligned with OFCY's commitment to serve neighborhoods known to experience the highest levels of stress.

Zip Code of Residence



Reflecting OFCY's priority focus on African American/Black children and youth, over half of participants in summer programs identified as African American/Black, compared to 22% of Oakland's youth aged 4-14.⁹

Race/Ethnicity of OFCY Participants and Oakland Youth



Most participants reside in neighborhoods that experience the highest levels of community stress in Oakland.

[We serve] kids that grow up in East Oakland. In the summer, when things are really uncertain for a lot of students as far as their meals or [exposure] to violence, coming back to the [program] allows them to take a relaxing breath, knowing there is something normal that they can still hold on to."

- Staff, EOYDC's Summer Cultural Enrichment Program

The city's African American/Black youth were the most likely to be served by summer programs.

⁹ City of Oakland youth data comes from American Community Survey (ACS) graph, Middle Eastern/North African OFCY participants were included in the not represented in racial/ethnic categories collected by the ACS.

Over the summer, **programs provided 44,096 hours of service**. Despite challenges that arose from the shelter-in-place, programs continued to promote summer learning through virtual programs, modified in-person programming that allowed for social distancing, or a hybrid in-person/virtual model. Many summer programs offered learning and enrichment activities ranging from STEM, sports, performance arts, and college and career workshops that support positive youth development and academic success. Some programs also incorporated independent work that allowed students to work on assignments on their own time.

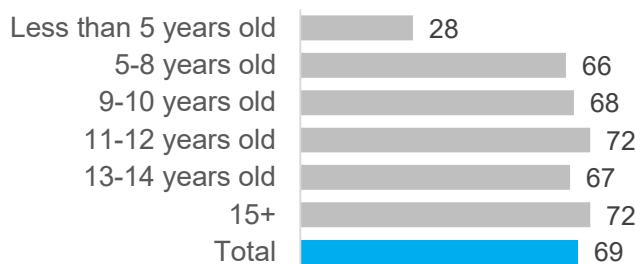
Youth spent an average of 69 hours in programming, which, although high, is somewhat lower than last year. Program staff underscored this point in interviews and surveys, describing the challenges of keeping youth engaged in a virtual format. Furthermore, some programs intentionally reduced the number of hours. Some virtual programs wanted to give students a break from their screens, while some in-person programs shifted to half-day cohorts to maintain smaller pods of students as directed by public health guidelines.¹⁰

Hours of Participation per Program



Among the target age range of 5 to 14 years, and across race and ethnicity, the time spent in programming did not vary significantly.

Average Hours of Participation per Program by Age



Operating during the summer months, programs were able to provide intensive enrichment and learning opportunities to participants, as well as case management, connections to basic needs, and social support.

Youth consistently spent many hours in summer programming, although hours of service was lower than last year for various reasons related to the pandemic.

¹⁰ The charts on this page reflect the hours youth spent in each program. Youth who participated in two programs are represented twice in each chart.

Program Performance and Quality

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.¹¹

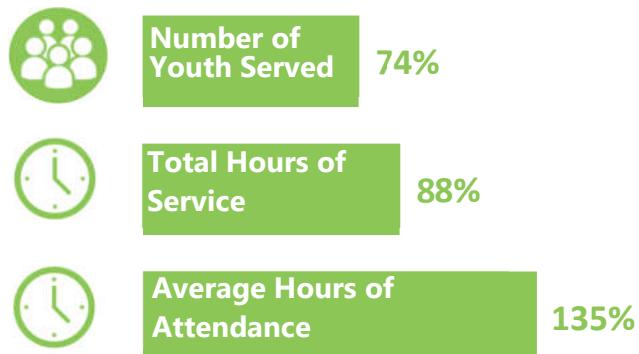
As shown to the right, **program attendance was very high**, with participating students attending programs for more hours than anticipated. Programs were somewhat less successful in enrolling the number of youth they anticipated, with programs on average reaching 74% of their enrollment targets.

In addition to these performance measures, the Summer Programming strategy has indicators that are signs of program quality, including participant perceptions of safety, the presence of caring staff, and positive engagement. As demonstrated to the right, Summer Programming participants generally gave high ratings in these areas, with more than nine out of ten participants reporting that they feel safe in their program.

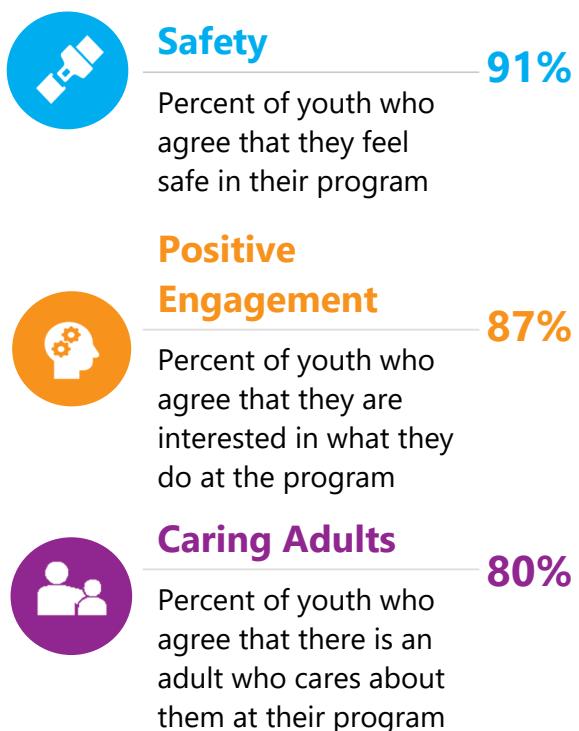
“ *They made [learning] **interactive and fun**. You never feel like your voice isn't heard. The way they taught the class was so fun and I always felt like I was having fun yet learning at the same time.”*

– Participant, East Bay Consortium of Educational Institutions' Pre-Collegiate Academy

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Youth Survey Responses



¹¹ At the start of the fiscal year, programs estimate the units of service and enrollment they expect to meet.

Participant Outcomes

In addition to the general youth development outcomes highlighted in the main Summer 2020 report, OFCY tracks indicators of youth leadership and community connectedness to assess if summer program participants are better off because of their participation.

In addition to these primary indicators, participant survey data and program interviews tell a more comprehensive story about the ways that the Summer Programming strategy supports the development of skills, leadership, physical health, and social-emotional skills over the summer months.

Increased sense of belonging and mental wellness

Programs use an asset-based approach to promote peer and social connection and incorporate activities that tend to the mental wellness of children and youth. Lincoln Families' Oakland Freedom Schools start their programming each day with Harambe Circle, an activity that aims to create a sense of belonging among participants in the program. Participants refer to one another as "sister" or "brother," which helps create a sense of family within the program and inspires participants to support each other. Furthermore, the motivational song, cheers, and chants help to affirm and highlight participants' assets and strengths and where they come from and the meditation component helps youth feel grounded through breathing exercises which supports mental wellness. At Prescott Circus Theatre, the summer program includes a mindfulness activity and engages youth in discussions about the importance of wellness and self-care, especially during shelter-in-place. Notably, youth survey results were the strongest in this area, demonstrating the importance that summer programming played in supporting emotional health and wellness. This was a high priority for summer programming that took place in the midst of a pandemic that has caused trauma, isolation, and stress for many youth in Oakland.

Participant Outcomes: Youth Survey Responses



Leadership

70%

Percent of youth who agree that they are more of a leader since coming to their program



Community Connection

79%

Percent of youth who agree that there is an adult who cares about them at their program

91%

agreed:
I feel supported
and respected at
this program.

“ My favorite part about this program is that people are so nice and I think I fit in and belong here.

– Participant, EOYDC's Summer Cultural Enrichment Program

High Retention of Skills and Knowledge from School Year

To help off-set summer learning loss, summer programs offer enrichment opportunities that are intended to engage students in year-round learning in fun and interactive ways. For example, Aim High Oakland offers project-based learning opportunities to engage students in applying and retaining skills and knowledge learned throughout the year. Furthermore, the program intentionally identifies 1-2 skills or topic areas that students will be encountering the following school year to give students a head start on academic content and prepare them for success. The Boys & Girls Club also provides remedial support and academic enrichment opportunities through their Summer Gains program. Children and youth participate in daily reading and math activities that support the retention of skills and knowledge gained from the school year that are interspersed with fun games and activities to promote engagement.

72%

agreed:
This program helped
me feel more
confident about
reading.

67%

agreed:
This program helped
me feel more
confident about
math.

Increased leadership and connection to community

Summer programs typically incorporate different opportunities within their program model to support children and youth in developing their leadership capacity and foster their connection to community. For example, the Summer Cultural Enrichment Program at East Oakland Youth Development Center (EOYDC) includes an internship component that promotes leadership and connection to community by employing high-school and college-aged youth interns to help lead enrichment activities and serve as mentors to children and younger youth in the program. Additionally, the Boys & Girls Club's Summer Gains program offers leadership and community service opportunities through group club activities and holds annual scholarship and achievement awards to recognize participants who "have served and excelled in a leadership capacity."

72%

agreed:
This program has
taught me how to
stand up for myself.

“When I first started here, I was a super shy person... Now, I'm really super good at talking to other people. My leadership skills just (got better) because I had to step up in uncomfortable situations and learn how to adapt to it.

-Participant, EOYDC's Summer Cultural Enrichment Program

Survey Responses by Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age:

- **Latinx/Hispanic youth** reported, on average, **higher rates of Positive Engagement** than their peers. Conversely, African American/Black youth reported lower average ratings in the areas of *Mastery and Development of Skills* and *Positive Engagement*.¹² African American/Black youth were also less likely to report feeling safe in their program (86% versus 90% of their peers).
- **Females** were more likely to report **strong Leadership outcomes** than their male peers.¹³
- **Middle school youth** (rising 7th, 8th, and 9th graders) tended to have **lower outcome scores** across all outcome domains and gave lower average ratings on measures of program quality.¹⁴ These differences have been consistent across multiple strategies over multiple years and may be a result of their developmental stage.



Photo courtesy of Family Support Service's Kinship Summer Youth Program

¹² These differences were statistically significant at p<.05.

¹³ These differences were statistically significant at p<.05.

¹⁴ These findings were statistically significant at p<.05 in all outcome domains except *Persistence and Resilience* and *Connections to Caring Adults*.

OAKLAND FUND FOR CHILDREN AND YOUTH

2020 Summer Career Awareness & Employment Support Report

Programs funded under OFCY's Career Awareness and Employment Support strategy support career exploration, work-readiness training, on-the-job experience, skill-building supports, exposure to career options and employment. While some programs in this strategy operate year-round, this report only focuses on those that operate in the summer. Programs that operate during the summer months provide short-term paid summer employment opportunities and career awareness preparation to older youth, ages 14-21, enrolled in school as well as opportunity youth. Many programs prioritize African American, Latinx, and Pacific Islander youth residing in East Oakland, Fruitvale, and West Oakland. This year, summer career awareness programs modified their activities and shifted to virtual programming due to COVID-19 and the Bay Area shelter-in-place order.

FUNDED PROGRAMS

- Lao Family Community Development—Oakland Youth on the Move (YOM) Summer Employment Program
- Oakland Unified School District—Exploring College and Career Options (ECCO)
- The Youth Employment Partnership (YEP)—Summer Jobs
- Youth UpRising—YU Achieve

Strategy Results



608 youth
participated in
programming



57,192 hours
of service provided



94 average hours
per youth participant



4 programs
provided summer jobs
and career exploration



90%
learned about jobs they
can have in the future.



97%
participated in a summer
job or internship



\$495,000
granted to programs

Strategy Results

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

Program Achievements – How much did we do?

Number of Youth Served	608
Total Hours of Service Provided	57,192

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

Enrollment: Average progress toward projected number of youth served ¹⁵	91%
Total Hours of Service: Average progress toward projected total hours of service	85%
Average Hours of Service: Average progress toward projected average hours of service	84%
Job Placement: Percent of participants placed in a job or internship	97%
Work experience: Percentage of participants receiving at least 10 hours of work experience	82%
Safety: Percent of participants who report feeling safe in program	92%
Caring Adults: Percent of participants who respond that there is an adult at the program who really cares about them	85%

Participant Outcomes – Is Anyone Better Off?

Career goals: Percent of participants who learned about jobs they can have in the future	90%
Employment skills: Percent of participants who report learning what is expected in a work setting at the program	92%
Interpersonal skills: Percent of participants who report learning how to get along with others in a work setting at the program	86%

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

- 1) **Achievements:** How much did the programs provide?
- 2) **Performance and Program Quality:** How well did programs do it?
- 3) **Outcomes:** Is anyone better off as a result of the programs' work?

¹⁵ At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

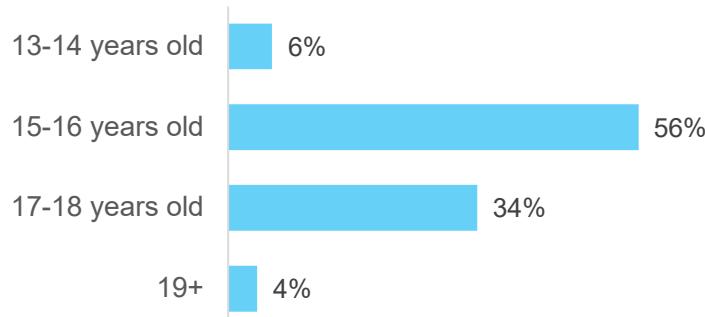
Program Achievements

During summer 2020, **608 unduplicated youth participated in the Summer Career Awareness and Employment programs.** These programs provide activities and support tailored to a range of participants, including high school students interested in high-demand career pathways (such as health), opportunity youth, and youth who face high barriers to self-sufficiency. Due to the shelter-in-place order, many programs faced recruitment and program capacity challenges and shifted their strategy to prioritize serving past participants. They also worked with partners to recruit opportunity youth and others who face barriers to self-sufficiency.

Programs prioritize African American/Black and Latinx/Hispanic youth residing in East Oakland, Fruitvale and West Oakland. In addition to often receiving stipends or wages from their positions, many young people who participate in career awareness programs receive additional support with meals, clothing, and transportation in order to take on and keep employment.

In line with the focus on preparing youth for productive adulthood, most youth served by the summer career awareness programs were age 15 or older. Programs were most likely to serve high-school aged youth, but 4% of youth served were age 19 or above.

Age of Participants

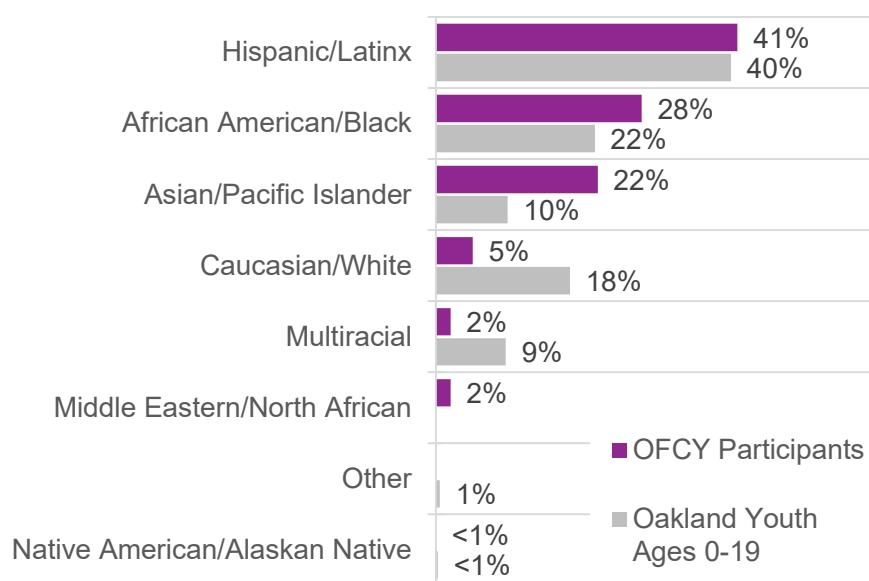


Summer Career Awareness programs offer work experience and career exploration to youth from across Oakland, particularly focusing on opportunity youth and others who face barriers to self-sufficiency.

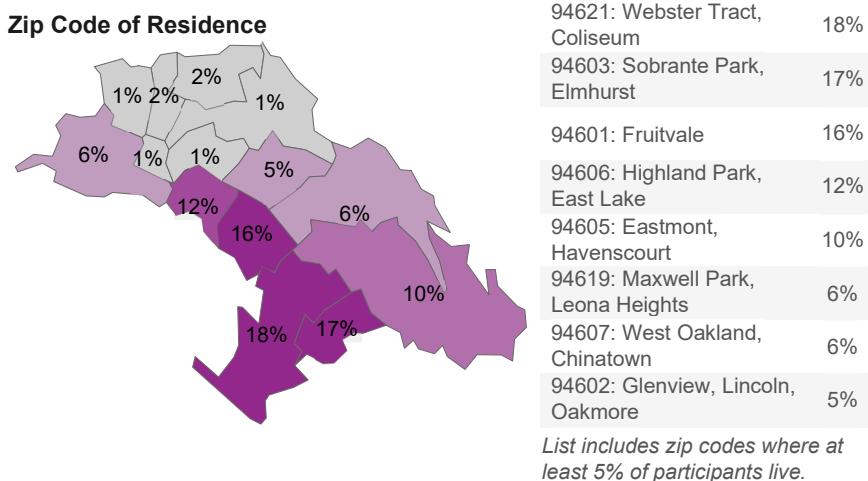
Due to recruitment challenges resulting from the shelter-in-place order, programs prioritized serving past participants and worked closely with partners to recruit opportunity youth and others who face barriers to self-sufficiency.

As shown in the graph below, close to 70% of participants identified as African American/Black or Hispanic/Latinx, reflecting OFCY's target population. A comparison to the population of Oakland shows that the city's African American/Black youth were the mostly likely to be served by career awareness programs.¹⁶

Race/Ethnicity of OFCY Participants and Oakland Youth



As illustrated below, most participants lived in zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.



Hispanic/Latinx comprised the largest group of youth.

Relative to the city's population, youth who identify as African American/Black or Asian/Pacific Islander were most likely to be served.

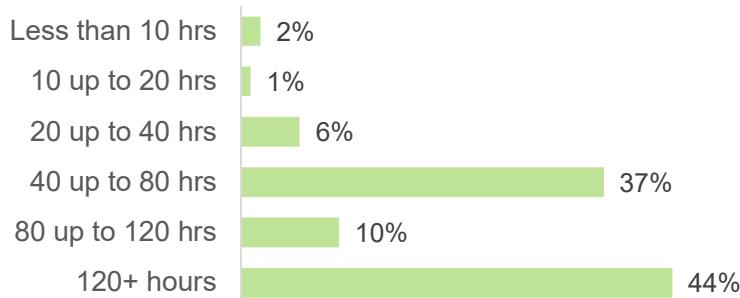
Youth participants were most likely to live in East Oakland.

¹⁶ City of Oakland youth data comes from American Community Survey (ACS) 2018 5-year Estimate. For this graph, Middle Eastern/North African OFCY participants were included in the "Other category, since they are not represented in racial/ethnic categories collected by the ACS.

Over the summer, **programs provided 57,192 hours of service.** In response to the shelter-in-place order, summer career awareness programs offered modified work experience, career exploration, and skill-building opportunities to youth from across Oakland. In addition, summer career awareness programs provided wellness check-ins, opportunities for social interaction, and participation incentives that attended to basic needs (i.e. gift cards to grocery stores and ride share transportation). Most (90%) youth participants received 40 or more hours of service in each program they participated in.¹⁷

Programs provided virtual and modified in-person programming that focused on career preparation and work experience opportunities.

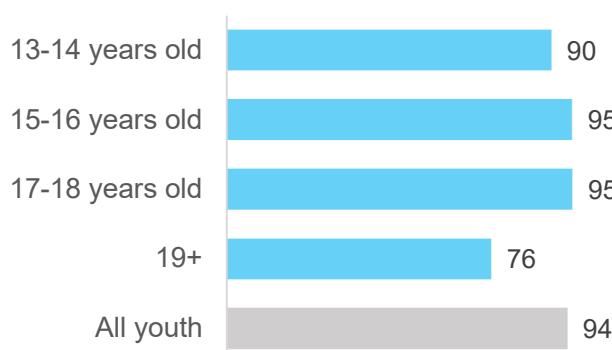
Hours of Attendance per Program



On average, youth spent 94 hours in programming. Youth in the target age range (15-18) had the highest hours of service. This is in keeping with the strategy focus on older youth transitioning to adulthood.

Youth spent an average of 94 hours in career awareness programming and work experience opportunities. High school-aged youth spent the most time in programming.

Average Hours of Attendance per Program by Age

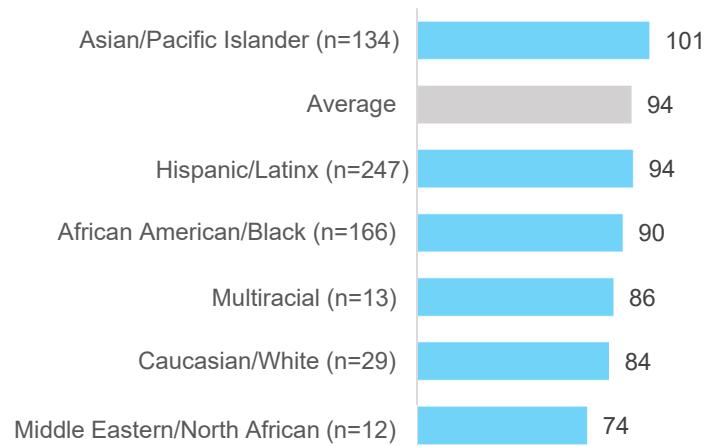


¹⁷ The charts on this page reflect the hours youth spent in each program. Youth who participated in two programs are represented twice in each chart.

The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, Asian/Pacific Islander youth had the highest average hours of participation.¹⁸

Asian/Pacific Islander youth spent the most time in programming.

Average Hours of Participation by Race/ Ethnicity



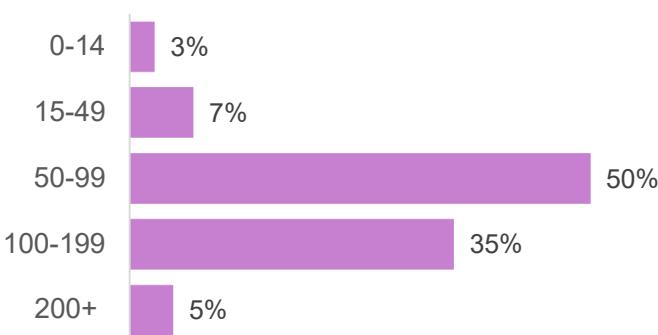
“ Many of our young people were barely in school when they started. Transitioning them solidly back to school with having better self-esteem, having met other people, having had a whole different type of contextual learning happening in the summer ... that's the summer job program. It's an early intervention program.”

- Staff, YEP's Summer Jobs

¹⁸ The chart only includes racial/ethnic groups with at least three members.

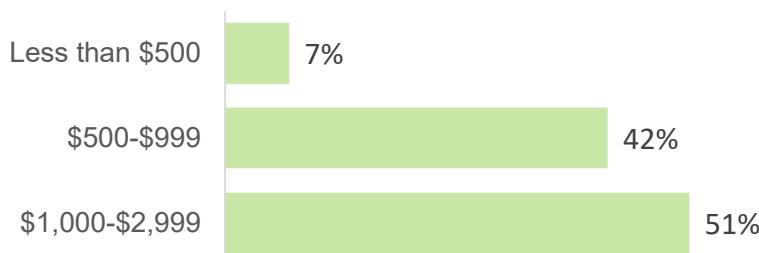
Through their programs, **588 unduplicated youth participated in jobs and internship opportunities.** Internships and work placements increase participants' awareness of job and career options, provide an opportunity to develop and put into practice tangible work skills, and connect youth to community mentors. Programs creatively modified placements to provide valuable work experiences despite the shelter-in-place order, as described below in the Participant Outcomes section. About 50% of participants who were placed in jobs or internships spent 55-99 hours in work settings. In addition to experience, young people received, on average, over \$850 for their time and effort. As program staff noted, these wages and stipends were particularly critical given the hardships faced by families throughout Oakland.

Hours Spent in Placements



\$502,031 total wages earned
\$854 average wages per participant

Total Wages in Placements



Over the summer, 97% of participants received work experience through a virtual internship or modified in-person job placement.

All youth and young adults participating in work experienced received a wage.
Over half received at least \$1,000.

“ They're motivated to have a job. Unfortunately, in this current time, some of that motivation is really generated by family stress right now, because a lot of our young people... feel pressured to bring money home to their families right now.

-Staff, YEP's Summer Jobs

Program Performance and Quality

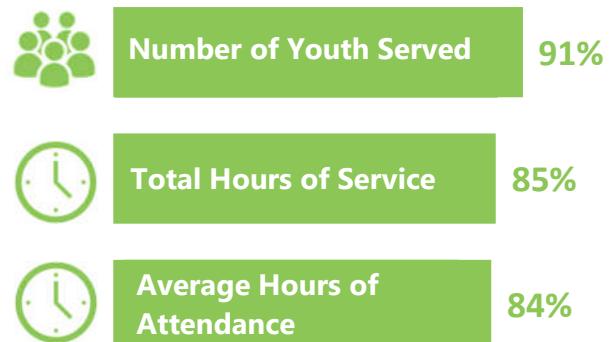
OFCY tracks a series of indicators to assess how well grantees have implemented their programming.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.¹⁹ As shown to the right, **program attendance and enrollment were strong**, with programs enrolling over 90% of the youth they anticipated.

In addition to these performance measures, the Career Awareness and Employment Support strategy has indicators that are signs of program quality, including the percentage of youth who received work experience and youth perceptions of critical aspects of programming. In the summer of 2020, 97% of participants in summer programs were placed in a job or internship and 82% spent at least ten hours in a job or internship.

Also shown to the right, participant surveys reveal that youth generally felt safe and connected to adults that cared about them in their programs. Notably, program staff from Youth Employment Partnership observed that, despite the challenges posed by COVID-19, the smaller cohort sizes and reduced staff to youth ratio led to increased opportunities for mentorship and stronger relationships between youth and staff.

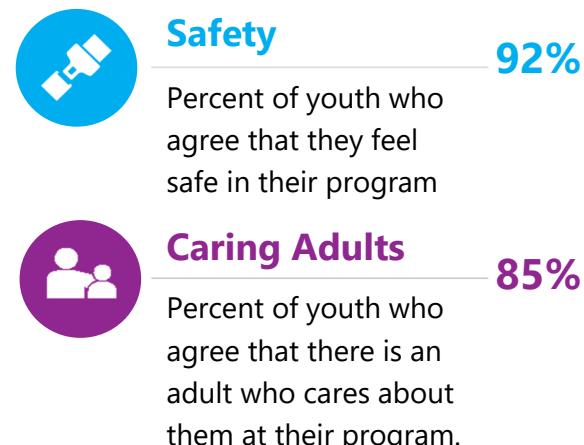
Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Performance: Rate of Job Placement and Work Experience



Program Quality: Youth Survey Responses

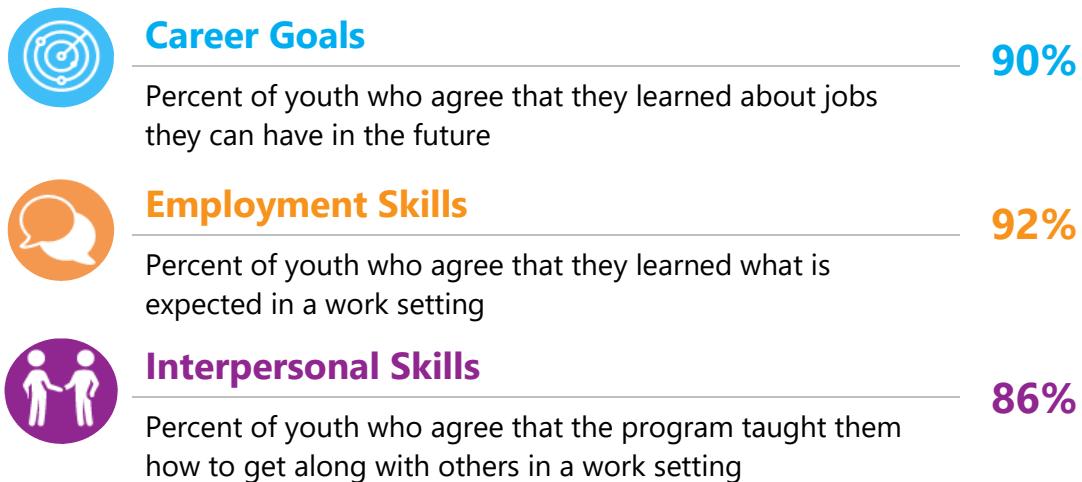


¹⁹ At the start of the fiscal year, programs estimate the units of service enrollment they expect to meet. By the end of the summer, programs are expected to reach at least 80% of their projected enrollment and units of service.

Participant Outcomes

OFCY tracks indicators of youth leadership and community connectedness to assess if summer career awareness program participants are better off because of their participation. As shown below, the vast majority of youth reported gaining the experience and skills that the strategy aims to provide.

Program Outcomes: Youth Survey Results



In addition to these primary indicators, participant survey data and program interviews tell a more comprehensive story about the ways that summer career awareness programs prepare youth for success in youth employment and their future careers.

Increased awareness of job and career options

Many summer career awareness programs provide opportunities for participants to explore different careers. In previous years, programs often organized field trips and hosted in-person panels with professionals from different fields. This year, programs had to modify these opportunities due to the shelter-in-place order to protect the health and wellbeing of participants. For example, OUSD's ECCO asked participants to conduct one-on-one informational interviews via video conference with a professional in a career that they are interested in. Through surveys, students from this program shared that this activity helped them learn more about specific careers, network with a professional in their interested field and, in some cases, deepen their interest in that career.

87%
agreed:
This program helps
me to understand
how to get the kind
of job I want.

“ My favourite part of ECCO was how it gave me the opportunity to interview someone from an industry I am deeply interested in. I learned a lot about how to plan for the job and how the job is.

– Participant, OUSD's ECCO

Increased professionalism and work soft skills

Programs offered training on professionalism and soft skills to prepare young people for success in their internship and job opportunities. This year, programs offered these activities virtually or through a hybrid in-person/virtual format. For example, the Summer Jobs program at YEP created an online job-readiness training and mailed training materials to participants as an alternative. The program also set up workstations onsite that were six feet apart for participants to come in by appointment if they needed extra support from staff to complete the training. The job-readiness training taught youth about the employment process and building soft skills, such as how to give and receive constructive feedback, writing thank you notes, and asking for a reference. At OUSD's ECCO, participants engaged in these activities virtually and learned how to draft and send professional emails, create calendar invites and send Zoom links, research professionals on LinkedIn and Google prior to their one-on-one interviews, and update their resume. Staff also scheduled virtual check-ins with participants to provide additional support and guidance.

Increased participation in internships and other work-experience opportunities

Internship and work experience opportunities are typically a core component of OFCY summer career awareness programs as it provides youth a positive, productive activity during out-of-school time and important monetary incentives in the form of wages and stipends. This summer, the Bay Area shelter-in-place order necessitated programs to forgo or adjust the number of internship and employment opportunities they were able to offer. At OUSD's ECCO, some youth participated in virtual internships while others had modified in-person internship experiences that adhered to public health safety regulations, such as farming and gardening and outdoor OUSD food distribution sites. The Youth Employment Partnership, Inc. created outdoor and limited indoor work opportunities for youth within their organization at their large warehouse in East Oakland which allowed them to continue offering these important paid work opportunities for youth and ensure

91%

agreed:
Because of this program,
I have learned new skills
that will help me get a
job.

“ My favorite part
of this program are
being taught social skills
for future jobs.

– Lao Family Community
Development, Inc.

59%

agreed:
Because of this program, I
have an internship,
volunteer position, or paid
job now or lined up for
the future.

“ I liked that we still got
a chance to work when we
are going to school because
we still get the chance to
learn other things.

– YEP's Summer Jobs

conditions that protect the health and wellbeing of participants and staff. Examples of summer jobs include building tiny homes, mosaic tiling, litter abatement, community gardening, and office work.

Survey Responses by Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age:

- **Latinx/Hispanic youth reported higher scores** than their peers in several outcome areas tied to this strategy, as well as general youth development outcomes, including for *Goal Setting, Sense of Belonging and Wellness, Improved Decision-Making, and Persistence and Resilience*. Conversely, **Asian and Pacific Islander youth reported lower scores** than their peers in several outcome areas, including *Professionalism and Work Soft Skills, Sense of Belonging, and Persistence and Resilience*.
- **African American/Black youth were more likely to report having a job, internship, or volunteer position** lined up because of the program.
- **Females reported higher scores** than males in *Sense of Belonging, Awareness of Jobs and Careers, and Professionalism and Work Soft Skills*. They were also more likely than their peers to report feeling safe and having access to a caring adult in the program.

“ Many of our young people were barely in school when they started. Transitioning them solidly back to school with having better self-esteem, having met other people, having had a whole different type of contextual learning happening in the summer ... that's the summer job program. It's an early intervention program.”

- Staff, YEP's Summer Jobs

Survey responses varied somewhat across race/ethnicity and gender.



Planning Oversight Committee Meeting

Vision Mission & Guiding Principles and Outcomes

Wednesday, February 03, 2021





UNOFFICIAL OAKLAND APPRECIATION DAY!





Current Vision: "All children and youth in Oakland will thrive and lead safe, healthy, and productive lives."

- Needs to be bigger, more aspirational, and more inspirational.
- It doesn't address the conditions for Oakland BIPOC youth. How are we creating the conditions so that youth feel loved, supported, and held by the community?
- How to incorporate a feeling of abundance for all children in an equity stand point?
- Needs to state that young people need emotional physical, political, physical safety. All young people feel loved

Going Deeper...



Vision Input Review

Healing
Equity Safety
Informed
Community Abundance
Emotional
assets inspirational Need
Loved aspirational
liberating Strength
Youth

Mission Input Review

Current Mission: “OFCY provides strategic funding to support Oakland's children and youth from birth to 21 years of age.”

birth to young adult

accountability strategic
safety
support voices dreams vision
expanded stigmas help lead programs
advance inspiring language
significantly youth funding
improve powerful power
effective successful language
potential community-driven
elevate healthy pinnacle
equity opportunity
acknowledgement community



From Your Mission Input, Options to Start Discussion

Current Mission: “OFCY provides strategic funding to support Oakland's children and youth from birth to 21 years of age.”

- **Initial options from your Input in January:**
 1. OFCY funds effective programs that support Oakland's youth and children to be empowered, successful and achieve their dreams
 2. OFCY provides community-driven funding to advance equity, and elevate opportunity for Oakland's children and youth from birth to age 21
 3. OFCY provides youth-driven solutions to reduce social, economic, and racial disparities and help Oakland children and youth attain the pinnacle of their potential



Values vs Guiding Principles

- Values are foundational qualities/ standards supporting behavior
- Values help to form principles
- Qualities
- More general / subjective than principles
- Guiding principles are rules or beliefs that govern behavior
- Principles are Based on Values
- Rules
- More specific than values with direct influence on action



Example: Value and Principles

Value: Fairness

Principle: We treat everyone fairly

Value: Honesty

Principle: I will never lie, even if the truth is difficult





Values Input Review

Addresses Challenges

Clarifying Specific Populations

Strong Commitment

Aspirational Wording

Centering Those with Greatest Need

Youth Focused

Highlights Achieving Racial Equity

Prioritizes BIPOC Youth





Going Deeper with Values...

Current Core Values. Are the Descriptions the Related Guiding Principles

- **Social, (Racial?), and Economic Equity-** All children and youth have a fundamental right for a safe and healthy life and a quality education. We value the vigorous promotion of equality, justice, and accountability, and the concerted application of our resources towards youth with the greatest need.
- **Child and Youth Development-** We support efforts to promote the social, emotional, physical, cognitive, and spiritual development of children and to instill individual and community pride and leadership.
- **Community and Collaboration-** We embrace the idea that by pooling our resources and working together, we can accomplish great things. We support strengthening families within our communities to make our children and our city strong. Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.



Current Values:

With Language from Descriptions as Related Guiding Principles

Value

Social, (Racial?), and Economic

Equity- All children and youth have a fundamental right for a safe and healthy life and a quality education.

Child and Youth Development

Sentence on values needed

Collaboration

Sentence on values needed

Community - Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.

Guiding Principle

We vigorously promote equity, justice, and accountability, with the concerted application of our resources towards youth of color and those with the greatest need.

We support efforts to promote the social, emotional, physical, cognitive, and spiritual development of children and to instill individual and community pride and leadership.

We embrace the idea that by pooling our resources and working together, we can accomplish great things.

We strengthen children, youth, and families within our communities to make our children and our city strong.



Guiding Principles

Additional Suggestions from January Meeting

Additional Suggestions

- We promote racial equity for children and youth. We center BIPOC voices and narratives
- We practice cultural humility and believe it is of the utmost importance in the work of OFCY



Next Steps with Vision, Mission, Values, and Guiding Principles

- Not finalizing anything today
- Review handout and provide any additional feedback
- We'll compile the feedback and bring it back to the group

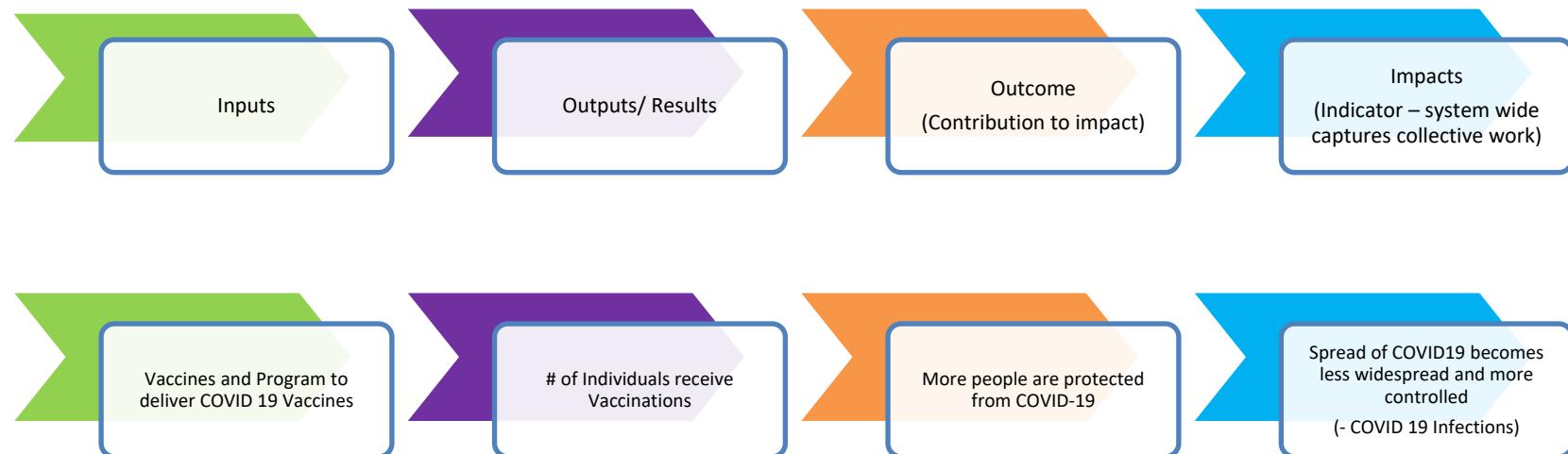




UNDERSTANDING THROUGH LINES TO OFCY OUTCOMES



Let's Talk About Jargon... Really: The Outcomes Through-Line





The Charter and OFCY Inputs to outcomes

- Kids First! Oakland Children's Fund was established by the voter-approved Oakland Kids First! ballot initiative in 1996.
- Allocates funds to provide services and programming to support children and youth from birth to 21 years of age.
- The City of Oakland Charter specifies that this funding should be used exclusively to
 - support the healthy development of young children;
 - help children and youth succeed in school and graduate high school;
 - prevent and reduce violence, crime, and gang involvement among children and youth; and
 - help youth transition to productive adulthood.





OFCY Participant Level Results from Recent Evaluation Report (Outcomes)

- **Support with school:** Percent of youth who report that they learned skills that help with their schoolwork
- **Motivated to learn:** Percent of youth who report that they are more motivated to learn in school
- **Youth leadership:** Percent of youth who view themselves more as a leader
- **Community connectedness:** Percent of youth who report feeling more connected to their community
- **Career Exploration:** Percent of participants who report learning about jobs they can have in the future
- **Employment Skills:** Percent of participants who respond that they learned what is expected in a work setting
- **Interpersonal Skills:** Percent of participants who report that they know how to get along with others in a work setting
- **Knowledge of development:** Percent of parents/caregivers who say the program helped them to identify their child's needs
- Percent of teachers who say that work with consultants has **deepened their understanding of child behavior**
- **Skills to manage behavior:** Percent of parents/caregivers who say the program helped them to respond effectively when their child is upset
 - **Connection to resources:** Percent of parents/caregivers who report that staff refer them to other organizations
 - Percent of teachers who say that consultants **connected parents to resources**
 - **Teacher confidence:** Percent of teachers who say their work with MHC has made them more confident as a teacher





Shared City-Wide Goals (Indicators of System Wide Impact)

MOVING THE NEEDLE ON.....

- + kindergarten readiness
- + school attendance
- + 3rd grade literacy
- + opportunities for youth development, learning, and enrichment
- + high school graduation
- - juvenile arrest rate
- + youth summer employment
- + youth employment particularly for opportunity youth





Current OFCY Strategies and Alignment with Citywide Impact Priorities

OFCY Strategy	City – Wide Impact: Indicator Alignment
Parent Support and Engagement promotes attachment and positive parent-child interaction.	Children are ready for kindergarten
Socioemotional Well-Being in Preschool and Early Childhood Education Settings builds capacity of teacher and families to support social-emotional health.	3rd grade students are reading on grade level Students graduate high school
Family Resource Centers offers services and activities to meet the needs of families with young children.	3rd grade students are reading on grade level Students graduate high school
Engagement and Success in Elementary and Middle School supports academic achievement through literacy and STEM programming.	3rd grade students are reading on grade level Students graduate high school





OFCY Strategies and City-Wide Alignment (cont)

OFCY Strategy	City – Wide Impact: Indicator Alignment
Comprehensive Afterschool Programs provides enrichment, academic support, and youth development opportunities	3rd grade students are reading on grade level Students graduate high school
Summer Programming offers enrichment and exploration that build confidence and life skills.	3rd grade students are reading on grade level Students graduate high school
Youth Development and Leadership offers enrichment and exploration that build confidence and life skills.	Students graduate high school
High School and Post-Secondary Support offer enrichment that builds confidence and life skills.	Youth succeed after high school
Career Awareness offers enrichment and exploration that build confidence and life skills.	Youth succeed after high school
All of the above	Youth are not caught in the justice system





THE EXAMPLE OF 3RD GRADE READING





Key indicator – 3rd Grade Reading Why is this important

- Learning to Read before 3rd Grade then Reading to Learn
- Students who can read proficiently at the end of third grade have a foundation for future learning and success in school.
- Ensuring that Oakland students meet this milestone keeps them on the path to high school graduation and career success.
- By supporting children early on, Oakland can go a long way toward closing achievement gaps, reducing dropout rates and breaking the cycle of poverty.





How to “Move the Needle” on 3rd Grade Reading

- Supporting teaching reading/literacy in schools
- Improve access to quality early learning experiences that prepare them to enter school ready to learn.
- Remove barriers to attendance so students can fully access and engage in their learning.
- Immersed students in literacy-rich environments when out of school – through after school and summer programming and at home.

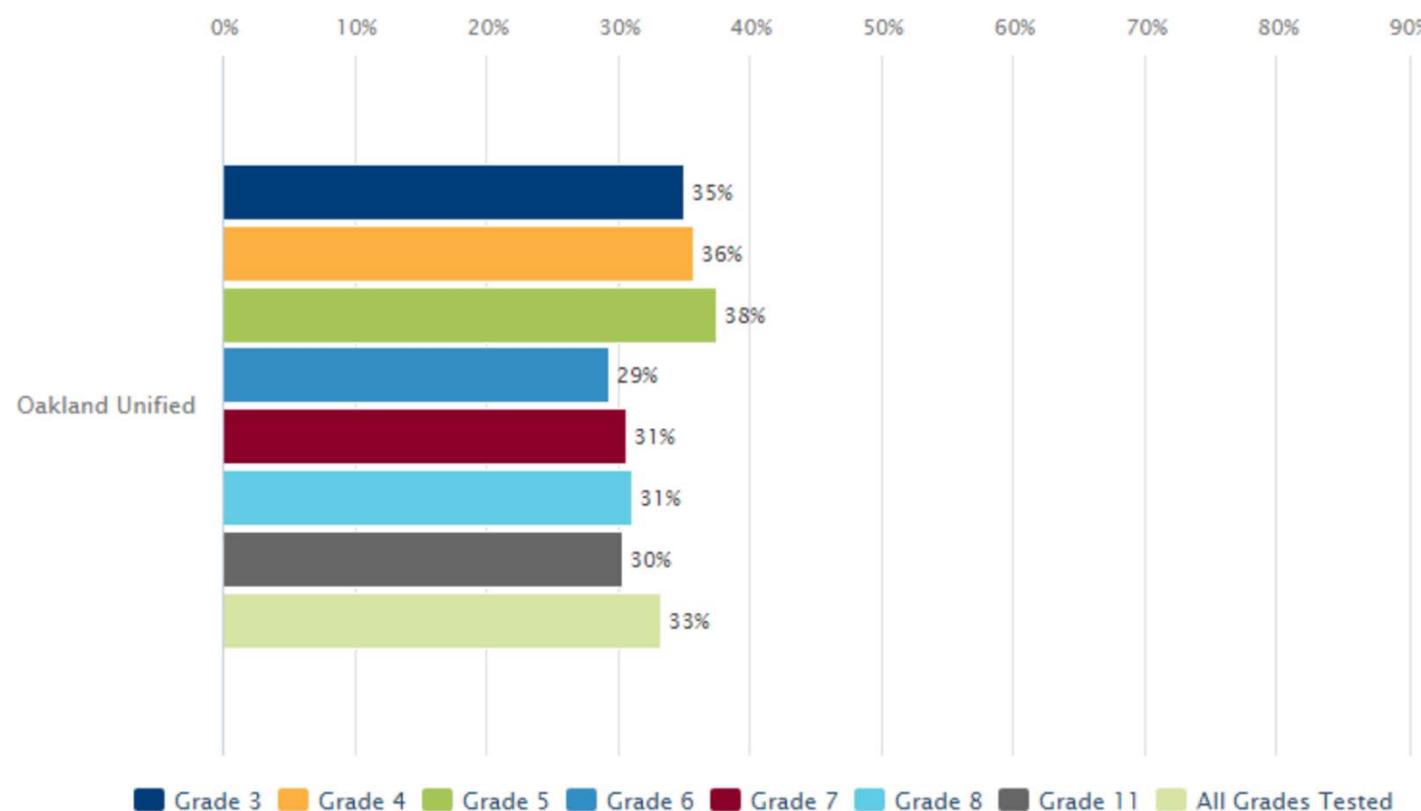
Literacy Project

-Oakland





Students Meeting or Exceeding Grade-Level Standard in English Language Arts (CAASPP), by Grade Level: 2019



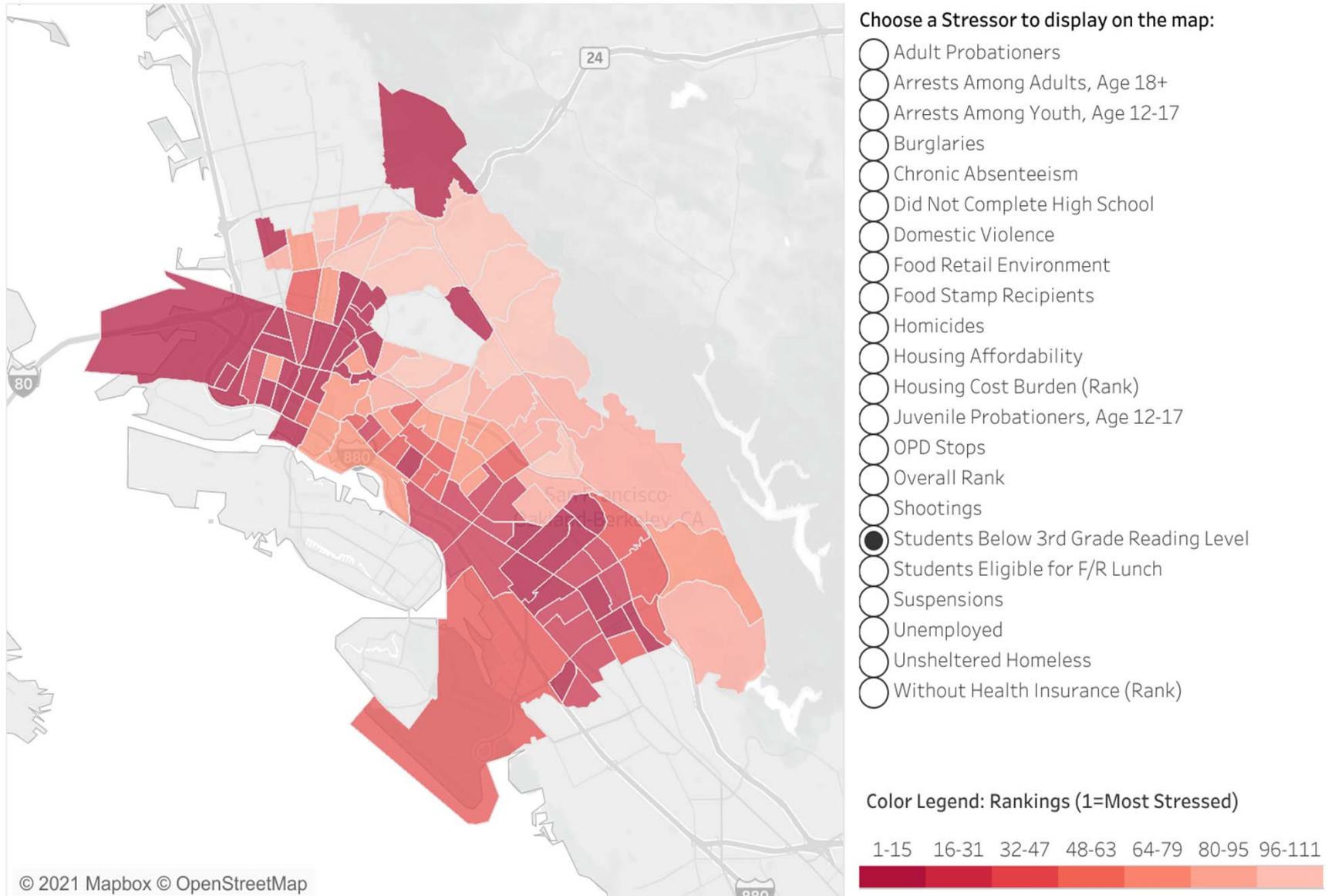
Definition: Percentage of public school students in grades 3, 4, 5, 6, 7, 8, and 11 scoring in the standard met or standard exceeded achievement level on the CAASPP Smarter Balanced Summative Assessment for English language arts/literacy (ELA), by grade level (e.g., in 2019, 57% of 11th graders in California met or exceeded their grade-level standard in ELA).

Data Source: [As cited on kidsdata.org](#), California Dept. of Education, Test Results for California's Assessments (Jan. 2020).



What it looks like in Oakland

3rd Grade Reading: From Oakland Community Stressors Index



<https://www.oaklandca.gov/resources/oakland-community-stressors-index>



Build the Capacity of Teachers and Families to Promote the Social, Emotional, and Behavioral Health of Children

- Outcomes: Programming will help parents, caregivers and early childhood educators through:
 - Increasing access to resources and support
 - Increasing knowledge of child development
 - Improving skills to support academic and socioemotional development
 - Increasing access to mental health and trauma-informed care support services
 - Increasing confidence in managing children's behavior





Creating and Expanding Access to Family Resource Centers

- Outcomes: Programming will help parents and caregivers through:
 - Increasing access to resources and support
 - Increasing knowledge of child development
 - Improving skills to support academic and socioemotional development
 - Increasing family involvement
 - Increasing parent leadership
 - Increasing access to mental health and trauma-informed care support services
 - Increasing confidence in managing children's behavior
 - Increasing the percentage of young children who are ready for kindergarten success





Comprehensive After-School Programs

- Outcomes: Programming will support children and youth by:
 - Improving school-day attendance
 - Reducing rates of chronic absenteeism
 - Improving sense of school connectedness
 - Increasing caring relationships with peers and adults
 - Providing expanded access to literacy, arts, technology, and other enrichment





Engagement and Success for Elementary and Middle School Students

- Outcomes: Programming will support children and youth by:
 - Improving school-day attendance
 - Reducing rates of chronic absenteeism
 - Improving sense of school connectedness
 - Improving grade-level literacy rates
 - Improving grade-level numeracy rates





Summer Programming

- Outcomes: Supports children and youth in the summer months with the intention of:
 - Retaining academic skills and knowledge
 - 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 activity levels, fitness, and overall physical wellness





Through Line to OFCY Impacts

- + kindergarteners ready to learn
- + 3rd graders reading at grade level
- + youth graduate high school
- + youth succeed after high school
- youth not caught in the justice system





THANK YOU!

