



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

**PLANNING AND OVERSIGHT COMMITTEE
(POC)**

WEDNESDAY, February 4, 2026

Please see agenda to participate in this meeting.



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

City of Oakland Planning and Oversight Committee
City of Oakland Planning and Oversight Committee (POC)

Children and Youth Services Division | Human Services Department
150 Frank H. Ogawa Plaza, Suite 4216 | Oakland, CA 94612 (510) 238-3088

February 4, 2026 | 6:00pm-9:00pm

PUBLIC PARTICIPATION:

The public may observe and/or participate in this meeting, in person, at Oakland City Hall, Hearing Room 4, 1 Frank Ogawa Plaza, Oakland, CA 94612.

For your safety, we strongly recommend you wear a mask.

OBSERVE:

To observe the meeting by video conference, please click this link:

<https://oaklandca.zoom.us/j/83433197945?pwd=Tw1pUbHaL68x2BulpxxBbCaIVHWkFl.1>
at the noticed meeting time.

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>

PUBLIC COMMENT:

Join us at Oakland City Hall, Hearing Room 4, 1 Frank Ogawa Plaza, Oakland, CA 94612.

In-person comments from members of the public must submit a separate speaker card for each item on the agenda to the commission clerk before the item is called.

All public comments that are not submitted by email by the deadline must be made in person.

Email Written Comments to OFCY@oaklandca.gov.

Written comments must be submitted at least 24 hours prior to the meeting time to be delivered to the Commissioners.

If you have any questions, please email Robin Love at rlove@oaklandca.gov.



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

February 4, 2026 | 6:00pm-9:00pm

Issues that the public wishes to address that are not published on the agenda will be heard during the Public Forum section. You will have 2-minutes to comment on the item.

AGENDA

1. Call to Order
2. Roll Call
3. Adoption of Agenda **(Action)**
4. Approval of Minutes **(Action)**
 - January 7, 2026
 - January 21, 2026 (CANCELED)
5. Public Forum (Limit to 2 minutes)
6. POC Youth Co-Chair Selection **(Action)**
7. Approval of the FY24-25 Evaluation Report: The Bridging Group **(Action)**
8. Administrative Items & Announcements
 - General Updates
 - Form 700 Reminder
9. Closing Remarks & Adjourn

1.7.2026 – Meeting Minutes

Timestamp 6:17 PM – Item 1: Meeting called to order by Ashlee Jemmott (AJ).

- Four members of the committee are present in person and one member is present online.
 - Jessica Arline – D1, Adult, online. *Quorum: Guidance on remote participation expired on 12/31/2025. OFCY Staff seeking guidance on quorum rules and virtual participation.*
 - Ashlee Jemmott – D2, Adult
 - Emma Hiza – D5, Adult
 - Meg Evans – At Large, Adult
 - Madison Jackson – D5, Youth

Timestamp 6:19 PM –AJ introduces meeting as a whole and suggests beginning with Item 5 (Public Forum)

- Bypasses the two action items: Item 3 Approval of Agenda for 1/7/2026 and Item 4: Approval of Minutes from 12/3/2025.

Timestamp 6:19 PM– Item 5: AJ introduces Public Forum

- Phyllis Hall from ArtEsteem: First submission of invoicing was October and concerned about receiving payment. ArtEsteem has yet to receive first quarter payment. ArtEsteem is running programs daily and wants to know when the City plans to release the payments to community-based organizations.
- Robin Love (RL), Children and Youth Services Manager, response: OFCY recognizes the issue and will convey the concern and hardship experienced due to the delay. Apologizes for the issue and will elevate the concerns to Leadership
- Roughly 10 contracts have been approved to date

Timestamp 6:21 PM –Natalie Sadoskoy (NS) – D6, Adult, Arrives Late. Five members are present in person and one member is present online.

Timestamp 6:23 PM – Item 2: Roll Call

- Updated Attendance is as follows:
 - Jessica Arline – D1, Adult, online. *Quorum: Guidance on remote participation expired on 12/31/2025. OFCY Staff seeking guidance on quorum rules and virtual participation.*
 - Ashlee Jemmott – D2, Adult
 - Emma Hiza – D5, Adult
 - Meg Evans – At Large, Adult
 - Madison Jackson – D5, Youth
 - Natalie Sadoskoy – D6, Adult

Timestamp 6:26 PM – Item 7: OFCY & POC Overview

- AJ asks a question about the development of subcommittees and the requirement for them
- RL responds that because they are a smaller group right now, the POC makes all decisions together, instead of using subcommittees
- ME confirmed there was a subcommittee during the previous RFP cycle for appeals

Timestamp 6:56 PM – Eve Delfin (ED) arrives

- Updated Attendance is as follows:
 - Jessica Arline – D1, Adult, online. *Quorum: Guidance on remote participation expired on 12/31/2025. OFCY Staff seeking guidance on quorum rules and virtual participation.*
 - Ashlee Jemmott – D2, Adult
 - Emma Hiza – D5, Adult
 - Meg Evans – At Large, Adult
 - Madison Jackson – D5, Youth
 - Natalie Satoskoy – D6, Adult
 - Eve Delfin – D7, Adult (late)
- Absent:
 - Letitia Henderson – Mayor, Adult
 - Ashley Tchonyoum – D3, Youth
 - Sophie Mehoulley – D2, Youth

Timestamp 7:04 PM – Item 8: Conflict of Interest Review

Timestamp 7:12PM – Item 9: Administrative Items and Announcements by Robin Love, Children and Youth Services Manager

- Hiring
 - OFCY Staff are working on filling vacant Grant Manager positions
- Contracting issues are being worked on
- Question from ME: have we heard from City Administrator's office about the motion
 - Request went to the Director of HSD Dr. Jason Lester, who will be invited to the next POC meeting
 - Sofia Navarro, now the Deputy City Administrator, has also been notified.
 - Robin will circle back this week about this question
- Robin will be officially informing him to reach out to Assistant City Administrator Michelle Phillips and City Administrator Jestin Johnson
- Comment from ME: the formal invitation to the space and to help us understand what is being done to remedy the situation
- RFP Updates
 - Preliminarily we received 333 proposals, compared to 246 in 2022
 - Around \$62 million in requests, compared to \$37 million in 2022
 - Approx 97 proposals in Youth Development, 74 in Expanded Learning elementary, 56 Career, 33 FRC, 37 Expanded Learning Middle, 22 Place-Based, 13 MSYEP, 11 Independent Living

- There are 162 readers: 16 youth under the age of 21
 - Still recruiting readers (with no conflict of interest)
- Next Grantee convening will be on evaluation framework for Outcomes: 1/30/26 and 2/6/26. Will take place virtually.
- Thank you to our current OFCY Grantees who are being so flexible

Timestamp 7:27 PM – Item 10: Meeting adjournment. AJ adjourns the meeting.



OAKLAND FUND FOR CHILDREN & YOUTH

POC Orientation
January 7, 2026

Human Services Department

Children and Youth Services Division



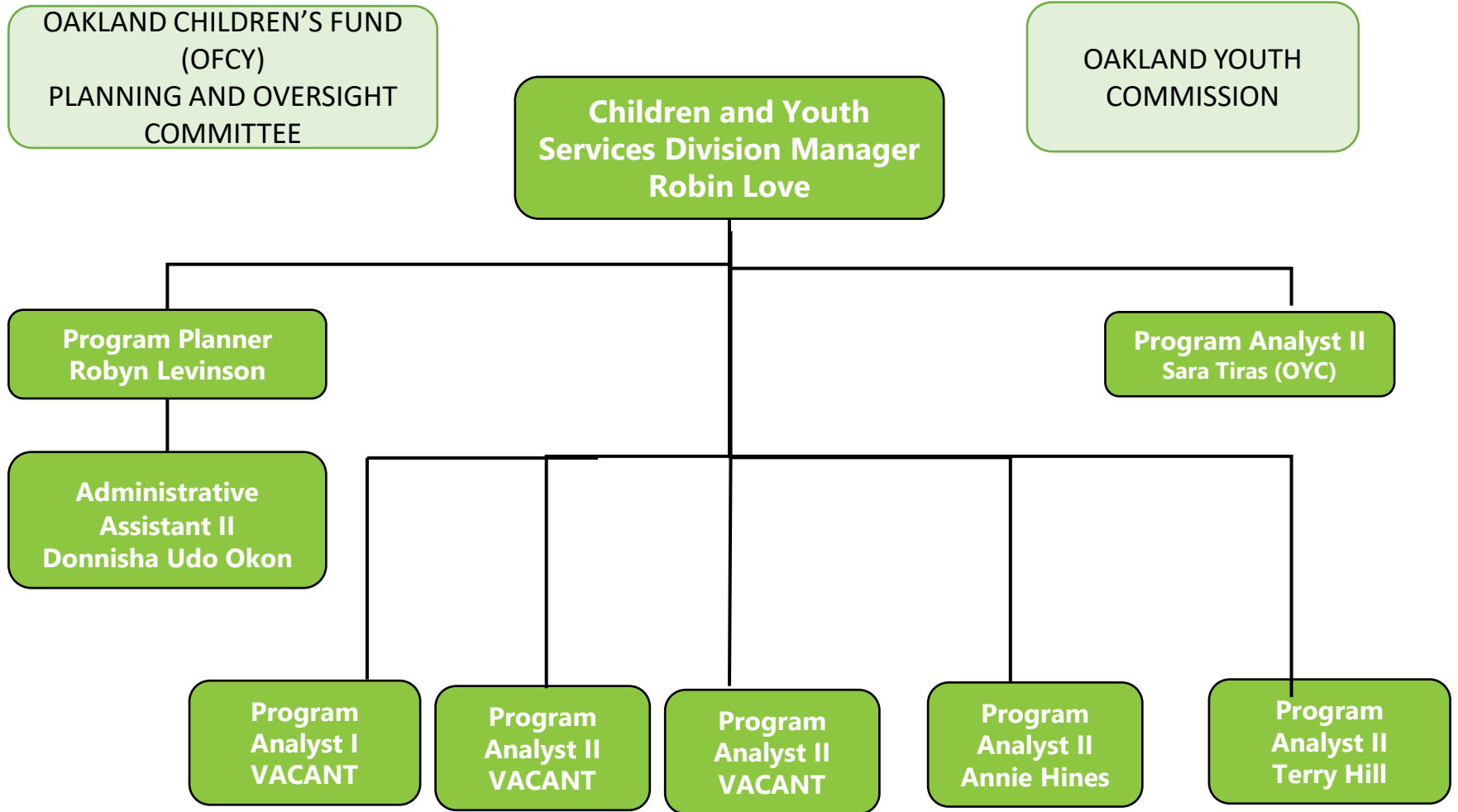
**Early Childhood
and Family
Services
Head Start &
Early Head Start**

**Community
Homelessness
Services**

**Alameda
County/ Oakland
Community
Action
Partnership
(AC-OCAP)**

**Adult & Aging
Services**

Children and Youth Services: **Staffing**



As of January 6, 2026



OAKLAND FUND FOR CHILDREN & YOUTH

Kids First!
Legislative Background

OFCY

Kids First!

Legislative

Background

The **Oakland Children's Trust Fund for Children and Youth** was established in November 1996, by a voter approved ballot measure, the **Kids First! Initiative**, which amended the City Charter to set aside 3% of the City's unrestricted General Purpose Fund to fund **direct service programming for Oakland's children and youth under 21 years of age.**

OFCY

Kids First!

Legislative

Background

Oakland voters **reauthorized the Kids First! Initiative in 2009** for a second twelve-year period (2009 – 2021) and **requiring a Three-Year Strategic Investment Plan** to guide the allocation of funds. In 2020, the **Oakland City Council extended the Kids First! Oakland Children's Fund for and additional 12 more years** (2021 – 2033).

Oakland City Charter

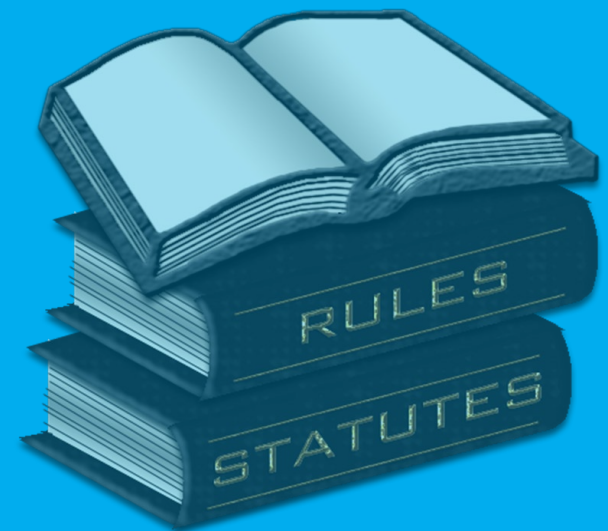
Article XIII:

Kids First! Oakland Children's Fund

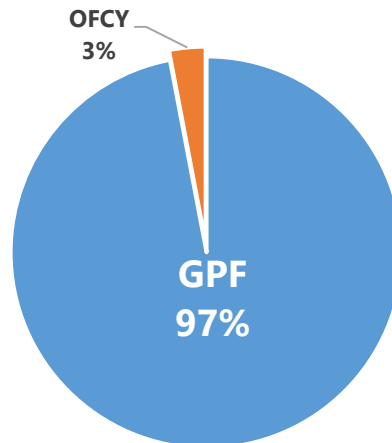
- Receives revenues in an amount equal to three percent **(3%) of the City's annual actual unrestricted General Purpose Fund (1010)**
- Revenues and Appropriations will include **any interest earned** on the fund **any amounts unspent or uncommitted at the end of the fiscal year** (carry forward)

**Oakland City
Charter
Article XIII: *Kids
First!* Oakland
Children's Fund**

Section 1300

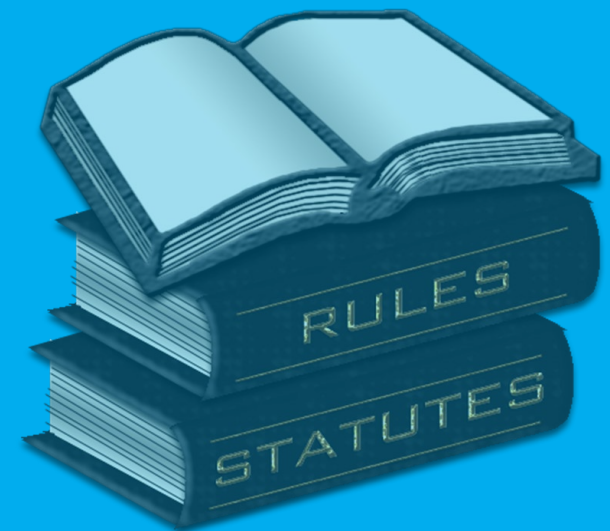


- **90%** of OFCY funding goes to programs through **grant awards to public and nonprofit agencies**
- **10%** of the fund is used for **administration**



Oakland City Charter Article XIII: *Kids First!* Oakland Children's Fund

Section 1300

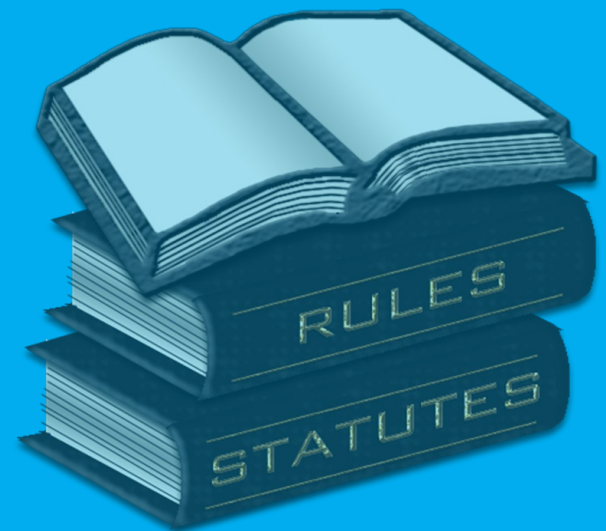


➤ Monies in the fund **shall be used exclusively to:**

- 1) Support the healthy development of young children
- 2) Help children and youth succeed in school and graduate high school
- 3) Prevent and reduce violence, crime, and gang involvement among children and youth
- 4) Help youth transition to productive adulthood

**Oakland City
Charter
Article XIII: *Kids
First!* Oakland
Children's Fund**

Section 1301

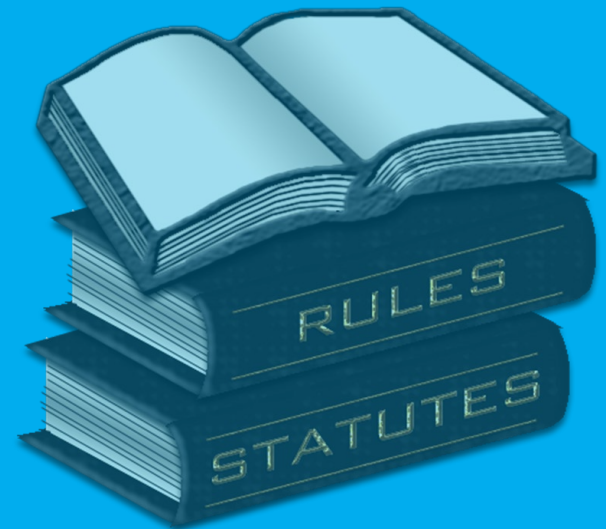


➤ Monies in the fund **shall not be appropriated or expended for:**

- 1) Any service which merely benefits children and youth incidentally;
- 2) Acquisition of any capital item or real property not for primary and direct use by children and youth;
- 3) Maintenance, utilities, or any similar operating cost of any facility not used primarily and directly by children and youth.
- 4) Any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure.

**Oakland City
Charter
Article XIII: *Kids
First!* Oakland
Children's Fund**

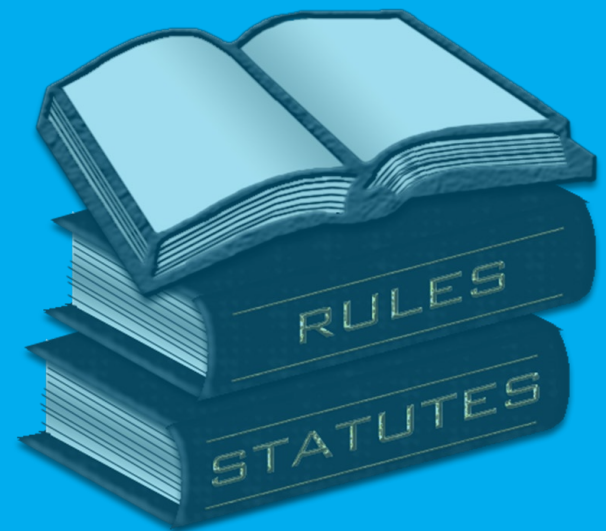
Section 1302



- Appropriations from the fund shall be made pursuant to a **Three-Year Strategic Investment Plan**.
- Each **Three-Year Strategic Investment Plan (SIP)** shall be developed with the involvement of young people, parents, and service providers throughout the city and the Oakland Unified School District, County of Alameda, and the City of Oakland.

**Oakland City
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Article XIII: *Kids
First!* Oakland
Children's Fund**

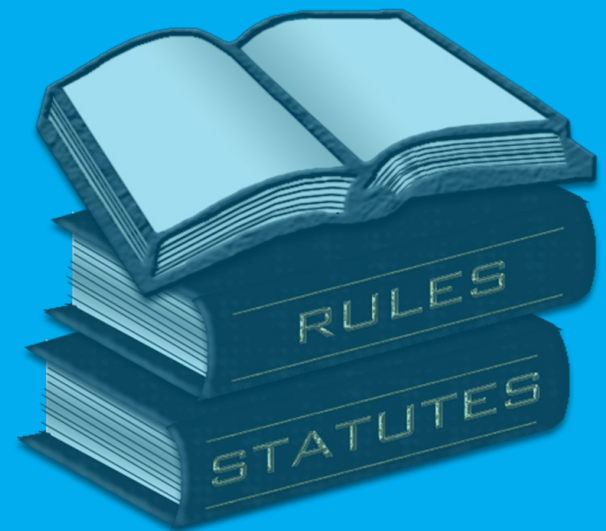
Section 1303



- Describes specific **Three-Year Program Initiatives that address the needs and gaps relative to each outcome goal** (target population, performance and impact objectives, intervention strategy, evaluation plan, funding allocations).
- Describes how each program initiative is **aligned and coordinated** with other **public and private resources** to achieve maximum performance and youth impacts.

**Oakland City
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Article XIII: *Kids
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Children's Fund**

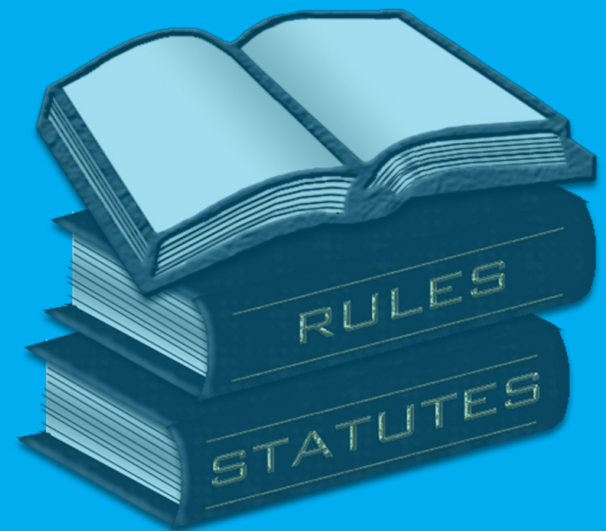
Section 1303



- Each **Three-Year Strategic Investment Plan** shall be **evaluated** for its **service performance** and **youth impact results** by an **independent third-party evaluator**.

**Oakland City
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Article XIII: *Kids
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Children's Fund**

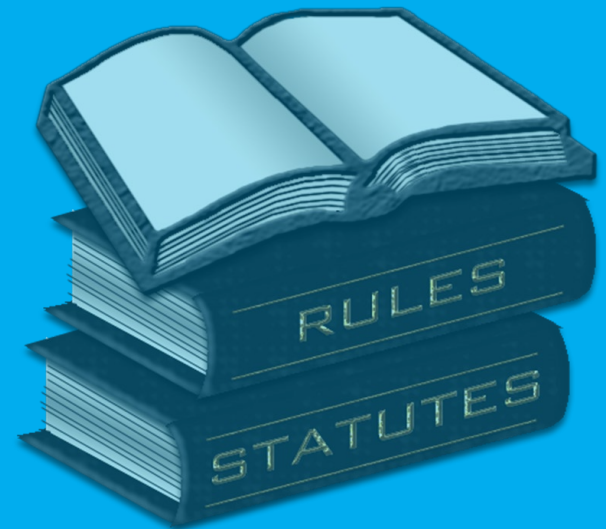
Section 1303



- **All monies in the Fund** shall be **appropriated, pursuant to a Three-Year Strategic Investment Plan**, to private, non-profit and public agencies through an **open and fair application process**

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Article XIII: *Kids
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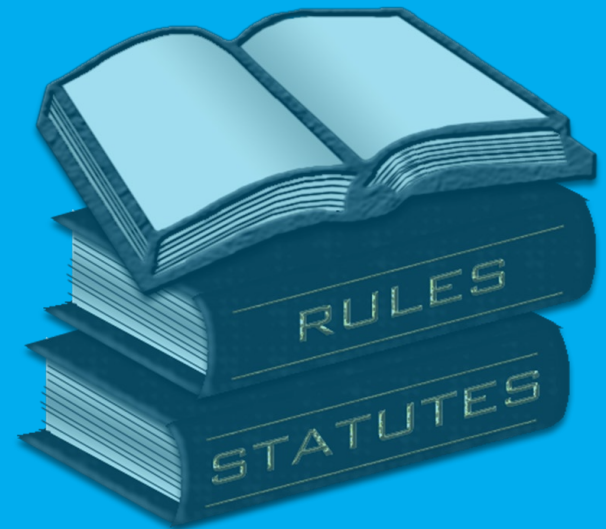
Section 1304



- Establishes the **Planning and Oversight Committee** with **17 members** appointed by City Council and the Office of the Mayor
- Each Councilmember (Districts 1 – 7 and At-Large) appoints **one youth and one adult Oakland resident** from the Council District they were elected to represent.
- The Mayor appoints **one Oakland resident**.

**Oakland City
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Article XIII: *Kids
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Children's Fund**

Section 1305

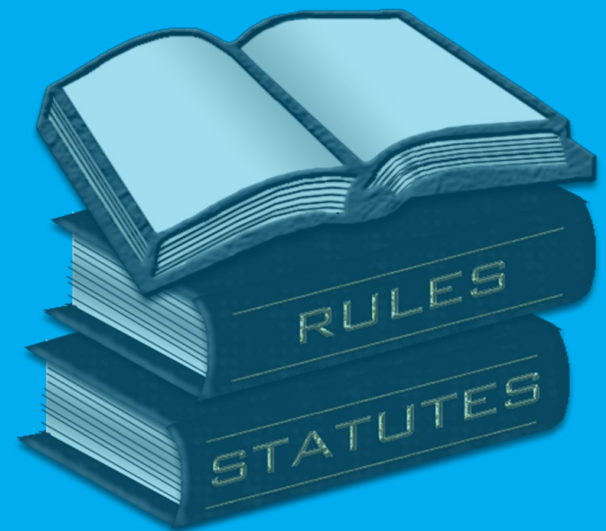


➤ Responsibilities for the **Planning and Oversight Committee** include:

- Prepares and submits the Three-Year Strategic Investment Plan to the Oakland City Council
- Solicits funding applications through an open and fair application process
- Submits to the Oakland City Council for adoption of funding recommendations
- Submits an annual independent evaluation report to the Oakland City Council for adoption
- Receives City Auditor annual reports on the Fund's Financial Statement and the Base Spending Requirement.

**Oakland City
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Article XIII: *Kids
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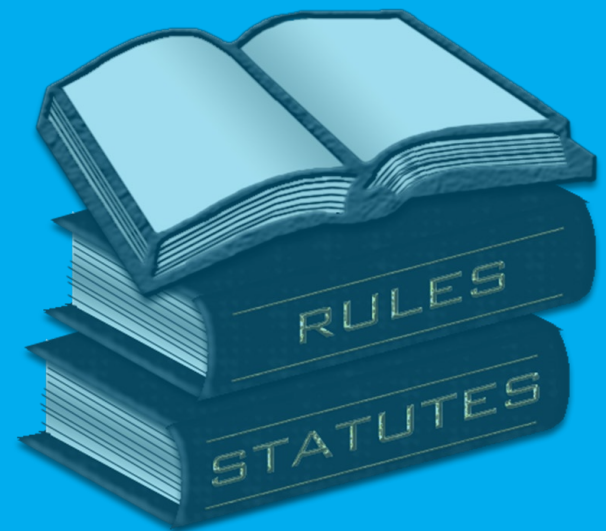
Section 1305



- The City of Oakland **shall not reduce the amount of expenditures for eligible services** in any fiscal year paid from sources other than the fund below the base spending requirement.
- The **Base Spending Requirement** is the amount required based on the application of the **base year percentage to the total audited actual City unrestricted General Purpose Fund** (Fund 1010) expenditures in a fiscal year.

Oakland City Charter Article XIII: *Kids First!* Oakland Children's Fund

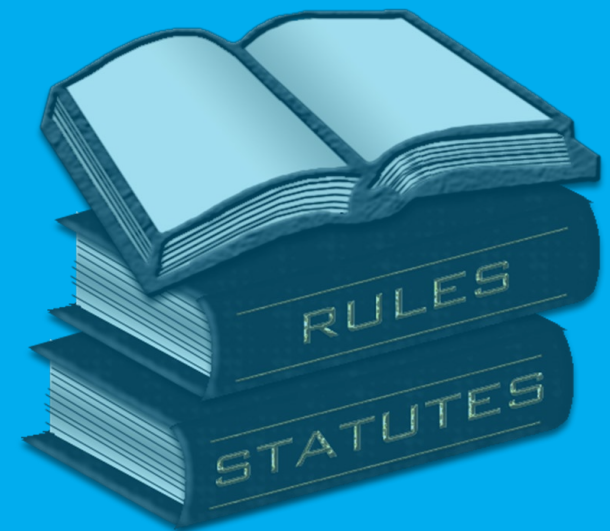
Section 1306



- **This section may be extended for an additional twelve years beginning July 1, 2021, by a simple majority vote of the City Council.**
- If the City Council does not itself extend this section, the City Council shall place the question of whether to extend this section on the November 2020 ballot for a vote of the electorate.
- **This process shall be repeated every twelve year or until the reauthorization is rejected by a vote of the electorate.**

**Oakland City
Charter
Article XIII: *Kids
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Children's Fund**

Section 1307





OAKLAND FUND FOR CHILDREN & YOUTH



POC Governance



Planning and Oversight Committee **Bylaws**

- Term of Appointment
- Meeting Attendance
- Conflict of Interest
- Election of Co-Chairpersons

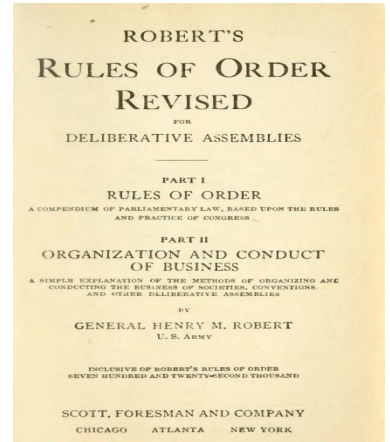
Planning and Oversight Committee **Subcommittees**

The POC can form subcommittees to perform specific tasks and functions.

- There is one standing subcommittee – the **Evaluation Subcommittee**.
- The POC also forms ad-hoc subcommittees when needed. These have included ad-hoc subcommittees for **Strategic Planning, Review, and Appeals**.



Rules of Order

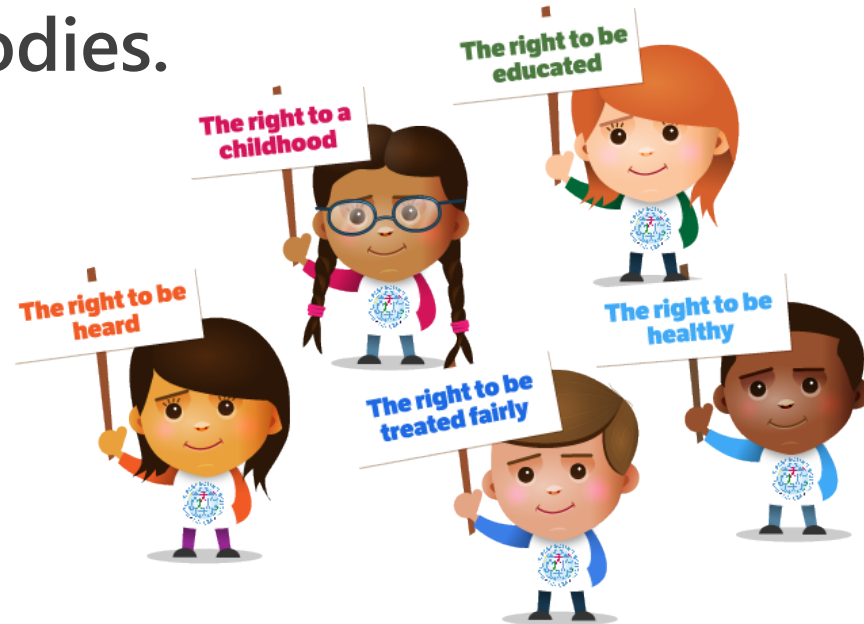


Rules of Order provide guidance for understanding parliamentary procedure, which is a set of rules for conduct used at POC (and other governmental) meetings.

Rosenberg's Rules of Order are an updated and simplified version of **Robert's Rules of Order**.

Ralph M. Brown Act

The Ralph M. Brown Act, was an act of the California State Legislature, authored by Assembly member Ralph M. Brown and passed in 1953, that guaranteed the **public's right to attend and participate in meetings** of local legislative bodies.



City of Oakland Sunshine Ordinance

The **City of Oakland Sunshine Ordinance Act** was “intended in part to clarify and supplement the Ralph M. Brown Act and the California Public Records Act to assure that the people of the City of Oakland can be fully informed and thereby retain control over the instruments of local government in their city.”

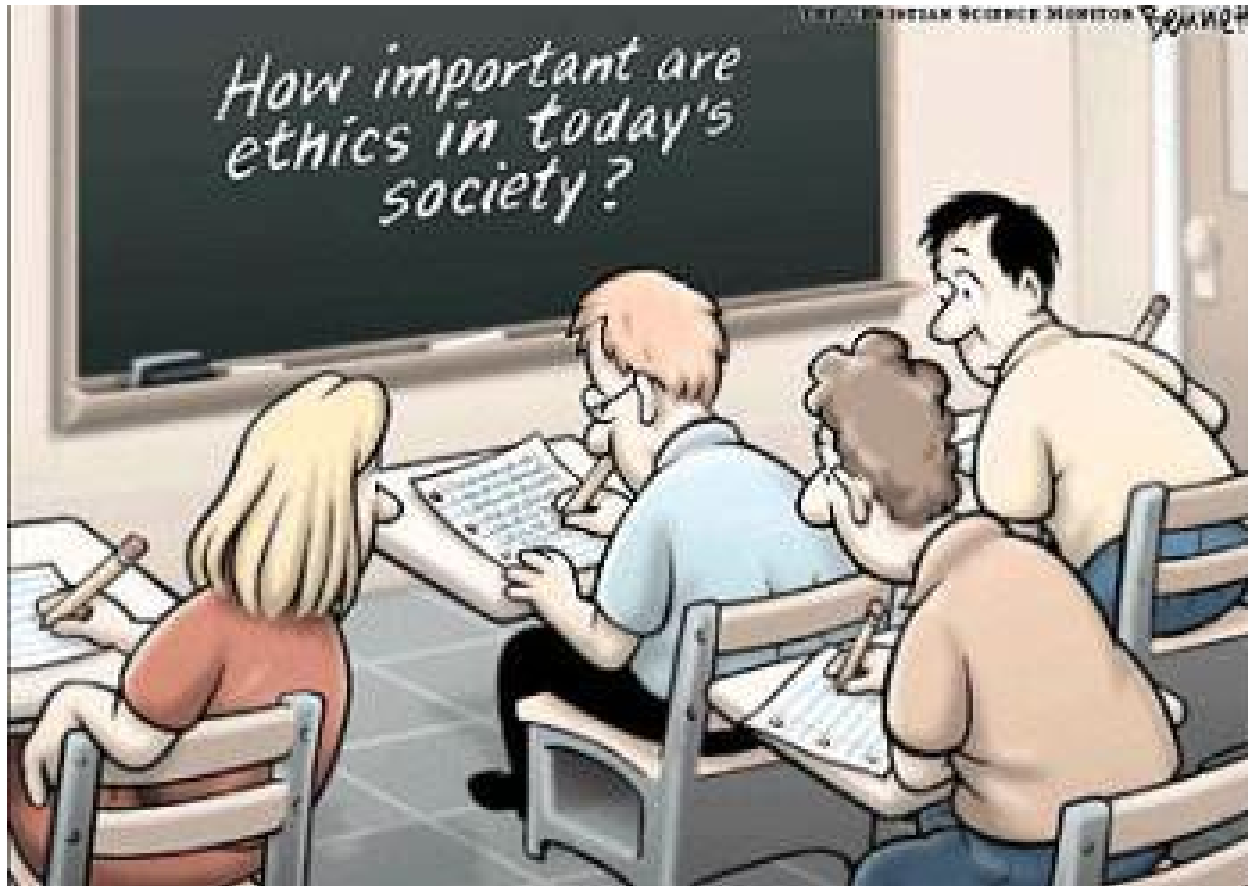


Public Participation

- Provides a minimum of two minutes per speaker per item, subject to chair discretion. Chair must announce reasons publicly if there is any reduction in time.
- Must permit speakers to address an item before final vote.
- Must permit "open forum" during regular and special meetings.
- May not prevent criticism of procedures, programs, acts or omissions.
- Must adopt speaker rules which are "reasonable and uniformly applied".



Public Ethics Commission



POC Meeting Schedule 2025-2026

Month/Year	First Wednesday	Third Wednesday
July 2025	July 2, 2025	July 16, 2025
August 2025	RECESS	RECESS
September 2025	September 3, 2025	September 17, 2025
October 2025	October 1, 2025	October 15, 2025
November 2025	November 5, 2025	November 19, 2025
December 2025	December 3, 2025	December 17, 2025
January 2026	January 7, 2026	January 21, 2026
February 2026	February 4, 2026	February 18, 2026
March 2026	March 4, 2026	March 18, 2026
April 2026	April 1, 2026	April 15, 2026
May 2026	May 6, 2026	May 20, 2026
June 2026	June 3, 2026	June 17, 2026
July 2026	July 1, 2026	July 15, 2026



OFCY Program Overview



Mentors in Medicine, a collaborative partner of Alameda Health Systems

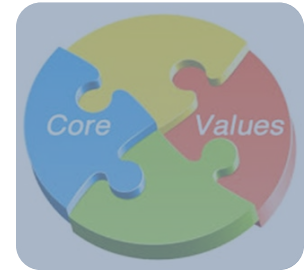
Vision

All children and youth in Oakland will and have the support of the entire community to lead safe, healthy and productive lives.

Mission

OFCY provides strategic funding to support Oakland's children and youth from birth to 21 years of age so they can become healthy, happy, educated, engaged, and powerful and loved community members.

Core Values



Social and Economic Equity:

All children and youth have a fundamental right to a safe and healthy life and a quality education. We value the concerted application of our resources toward those youth in greatest need.

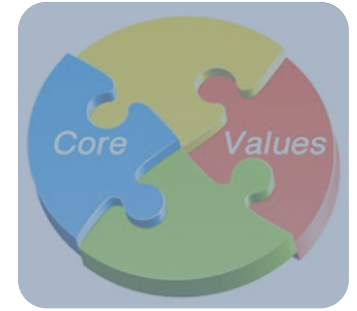
Child and Youth Development:

We support efforts to promote the social, emotional, physical, cognitive and spiritual development of children 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.

Racial Equity Statement



For the OFCY Four Goal areas:

- Healthy Development of Young Children
- Children's Success in School
- Youth Development
- Transitions to Adulthood

All children and youth participating in OFCY funded programs will have opportunities to thrive, including those experiencing the most disparities.



OFCY Funding

Bay Area Community Resources, Markham Elementary School

OFCY Funding - FY 2025-2026

Funding Strategy	# of Programs	Annual Funding
1. Social-Emotional Well-Being in Early Childhood	4	\$775,000
2. Family Resource Centers and Parent Engagement	10	\$2,261,035
3. Comprehensive School-Based Afterschool at Elementary Schools	38	\$3,245,000
4. Comprehensive School-Based Afterschool at Middle Schools	14	\$1,400,000
5. Middle School Engagement, Wellness, and Transitions	5	\$710,000
6. High School and Post-Secondary Student Success	11	\$1,245,000
7. Youth Leadership and Development	33	\$4,645,347
8. Summer Academic & Enrichment Programs + Summer Youth Employment	12	\$1,161,000
9. Violence Prevention Programming	3	\$655,000
10. Career Access and Employment- Opportunity Youth	9	\$1,660,000
11. Career Access and Employment- Youth in School	5	\$770,000
TOTAL	144	\$18,527,382

2026-2028 Funding strategies

Healthy Development of Young Children

- Family Resource Centers and Parent Engagement

Children's Success in School

- Expanded Learning- Elementary School
- Expanded Learning- Middle School

Youth Development

- Youth Development
- Place-Based Innovations for Safety

Transitions to Adulthood

- Career Access and Employment
- Summer Youth Employment Program
- Independent Living

Projected 2026-2028 funding allocations By Strategy

OFCY Investment Strategy FY 25 – 28	Proposed Funding Allocation Range	Low Amount	High Amount
Family Resource Centers & Parent Engagement	8 – 13%	\$ 1,600,000.00	\$ 2,600,000.00
Expanded Learning- Elementary School	8 – 13%	\$ 1,600,000.00	\$ 2,600,000.00
Expanded Learning- Middle School	10 – 15%	\$ 2,000,000.00	\$ 3,000,000.00
Youth Development & Leadership	30 – 35%	\$ 6,000,000.00	\$ 7,000,000.00
Career Access & Employment	12 – 17%	\$ 2,400,000.00	\$ 3,400,000.00
Youth Summer Jobs	6 – 11%	\$ 1,200,000.00	\$ 2,200,000.00
Independent Living	3 – 8%	\$ 600,000.00	\$ 1,600,000.00
Place Based Innovations for Safety	10 – 15%	\$ 2,000,000.00	\$ 3,000,000.00

Questions





Rosenberg's Rules of Order

REVISED 2011

Simple Rules of Parliamentary Procedure for the 21st Century

By Judge Dave Rosenberg



MISSION AND CORE BELIEFS

To expand and protect local control for cities through education and advocacy to enhance the quality of life for all Californians.

VISION

To be recognized and respected as the leading advocate for the common interests of California's cities.

About the League of California Cities

Established in 1898, the League of California Cities is a member organization that represents California's incorporated cities. The League strives to protect the local authority and autonomy of city government and help California's cities effectively serve their residents. In addition to advocating on cities' behalf at the state capitol, the League provides its members with professional development programs and information resources, conducts education conferences and research, and publishes Western City magazine.

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ABOUT THE AUTHOR

Dave Rosenberg is a Superior Court Judge in Yolo County. He has served as presiding judge of his court, and as presiding judge of the Superior Court Appellate Division. He also has served as chair of the Trial Court Presiding Judges Advisory Committee (the committee composed of all 58 California presiding judges) and as an advisory member of the California Judicial Council. Prior to his appointment to the bench, Rosenberg was member of the Yolo County Board of Supervisors, where he served two terms as chair. Rosenberg also served on the Davis City Council, including two terms as mayor. He has served on the senior staff of two governors, and worked for 19 years in private law practice. Rosenberg has served as a member and chair of numerous state, regional and local boards. Rosenberg chaired the California State Lottery Commission, the California Victim Compensation and Government Claims Board, the Yolo-Solano Air Quality Management District, the Yolo County Economic Development Commission, and the Yolo County Criminal Justice Cabinet. For many years, he has taught classes on parliamentary procedure and has served as parliamentarian for large and small bodies.



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INTRODUCTION

The rules of procedure at meetings should be simple enough for most people to understand. Unfortunately, that has not always been the case. Virtually all clubs, associations, boards, councils and bodies follow a set of rules — *Robert's Rules of Order* — which are embodied in a small, but complex, book. Virtually no one I know has actually read this book cover to cover. Worse yet, the book was written for another time and for another purpose. If one is chairing or running a parliament, then *Robert's Rules of Order* is a dandy and quite useful handbook for procedure in that complex setting. On the other hand, if one is running a meeting of say, a five-member body with a few members of the public in attendance, a simplified version of the rules of parliamentary procedure is in order.

Hence, the birth of *Rosenberg's Rules of Order*.

What follows is my version of the rules of parliamentary procedure, based on my decades of experience chairing meetings in state and local government. These rules have been simplified for the smaller bodies we chair or in which we participate, slimmed down for the 21st Century, yet retaining the basic tenets of order to which we have grown accustomed. Interestingly enough, *Rosenberg's Rules* has found a welcoming audience. Hundreds of cities, counties, special districts, committees, boards, commissions, neighborhood associations and private corporations and companies have adopted *Rosenberg's Rules* in lieu of *Robert's Rules* because they have found them practical, logical, simple, easy to learn and user friendly.

This treatise on modern parliamentary procedure is built on a foundation supported by the following four pillars:

1. **Rules should establish order.** The first purpose of rules of parliamentary procedure is to establish a framework for the orderly conduct of meetings.
2. **Rules should be clear.** Simple rules lead to wider understanding and participation. Complex rules create two classes: those who understand and participate; and those who do not fully understand and do not fully participate.
3. **Rules should be user friendly.** That is, the rules must be simple enough that the public is invited into the body and feels that it has participated in the process.
4. **Rules should enforce the will of the majority while protecting the rights of the minority.** The ultimate purpose of rules of procedure is to encourage discussion and to facilitate decision making by the body. In a democracy, majority rules. The rules must enable the majority to express itself and fashion a result, while permitting the minority to also express itself, but not dominate, while fully participating in the process.

Establishing a Quorum

The starting point for a meeting is the establishment of a quorum. A quorum is defined as the minimum number of members of the body who must be present at a meeting for business to be legally transacted. The default rule is that a quorum is one more than half the body. For example, in a five-member body a quorum is three. When the body has three members present, it can legally transact business. If the body has less than a quorum of members present, it cannot legally transact business. And even if the body has a quorum to begin the meeting, the body can lose the quorum during the meeting when a member departs (or even when a member leaves the dais). When that occurs the body loses its ability to transact business until and unless a quorum is reestablished.

The default rule, identified above, however, gives way to a specific rule of the body that establishes a quorum. For example, the rules of a particular five-member body may indicate that a quorum is four members for that particular body. The body must follow the rules it has established for its quorum. In the absence of such a specific rule, the quorum is one more than half the members of the body.


The Role of the Chair

While all members of the body should know and understand the rules of parliamentary procedure, it is the chair of the body who is charged with applying the rules of conduct of the meeting. The chair should be well versed in those rules. For all intents and purposes, the chair makes the final ruling on the rules every time the chair states an action. In fact, all decisions by the chair are final unless overruled by the body itself.

Since the chair runs the conduct of the meeting, it is usual courtesy for the chair to play a less active role in the debate and discussion than other members of the body. This does not mean that the chair should not participate in the debate or discussion. To the contrary, as a member of the body, the chair has the full right to participate in the debate, discussion and decision-making of the body. What the chair should do, however, is strive to be the last to speak at the discussion and debate stage. The chair should not make or second a motion unless the chair is convinced that no other member of the body will do so at that point in time.

The Basic Format for an Agenda Item Discussion

Formal meetings normally have a written, often published agenda. Informal meetings may have only an oral or understood agenda. In either case, the meeting is governed by the agenda and the agenda constitutes the body's agreed-upon roadmap for the meeting. Each agenda item can be handled by the chair in the following basic format:



First, the chair should clearly announce the agenda item number and should clearly state what the agenda item subject is. The chair should then announce the format (which follows) that will be followed in considering the agenda item.

Second, following that agenda format, the chair should invite the appropriate person or persons to report on the item, including any recommendation that they might have. The appropriate person or persons may be the chair, a member of the body, a staff person, or a committee chair charged with providing input on the agenda item.

Third, the chair should ask members of the body if they have any technical questions of clarification. At this point, members of the body may ask clarifying questions to the person or persons who reported on the item, and that person or persons should be given time to respond.

Fourth, the chair should invite public comments, or if appropriate at a formal meeting, should open the public meeting for public input. If numerous members of the public indicate a desire to speak to the subject, the chair may limit the time of public speakers. At the conclusion of the public comments, the chair should announce that public input has concluded (or the public hearing, as the case may be, is closed).

Fifth, the chair should invite a motion. The chair should announce the name of the member of the body who makes the motion.

Sixth, the chair should determine if any member of the body wishes to second the motion. The chair should announce the name of the member of the body who seconds the motion. It is normally good practice for a motion to require a second before proceeding to ensure that it is not just one member of the body who is interested in a particular approach. However, a second is not an absolute requirement, and the chair can proceed with consideration and vote on a motion even when there is no second. This is a matter left to the discretion of the chair.

Seventh, if the motion is made and seconded, the chair should make sure everyone understands the motion.

This is done in one of three ways:

1. The chair can ask the maker of the motion to repeat it;
2. The chair can repeat the motion; or
3. The chair can ask the secretary or the clerk of the body to repeat the motion.

Eighth, the chair should now invite discussion of the motion by the body. If there is no desired discussion, or after the discussion has ended, the chair should announce that the body will vote on the motion. If there has been no discussion or very brief discussion, then the vote on the motion should proceed immediately and there is no need to repeat the motion. If there has been substantial discussion, then it is normally best to make sure everyone understands the motion by repeating it.

Ninth, the chair takes a vote. Simply asking for the “ayes” and then asking for the “nays” normally does this. If members of the body do not vote, then they “abstain.” Unless the rules of the body provide otherwise (or unless a super majority is required as delineated later in these rules), then a simple majority (as defined in law or the rules of the body as delineated later in these rules) determines whether the motion passes or is defeated.

Tenth, the chair should announce the result of the vote and what action (if any) the body has taken. In announcing the result, the chair should indicate the names of the members of the body, if any, who voted in the minority on the motion. This announcement might take the following form: “The motion passes by a vote of 3-2, with Smith and Jones dissenting. We have passed the motion requiring a 10-day notice for all future meetings of this body.”

Motions in General

Motions are the vehicles for decision making by a body. It is usually best to have a motion before the body prior to commencing discussion of an agenda item. This helps the body focus.

Motions are made in a simple two-step process. First, the chair should recognize the member of the body. Second, the member of the body makes a motion by preceding the member’s desired approach with the words “I move ...”

A typical motion might be: “I move that we give a 10-day notice in the future for all our meetings.”

The chair usually initiates the motion in one of three ways:

1. **Inviting the members of the body to make a motion**, for example, “A motion at this time would be in order.”
2. **Suggesting a motion to the members of the body**, “A motion would be in order that we give a 10-day notice in the future for all our meetings.”
3. **Making the motion**. As noted, the chair has every right as a member of the body to make a motion, but should normally do so only if the chair wishes to make a motion on an item but is convinced that no other member of the body is willing to step forward to do so at a particular time.

The Three Basic Motions

There are three motions that are the most common and recur often at meetings:

The basic motion. The basic motion is the one that puts forward a decision for the body’s consideration. A basic motion might be: “I move that we create a five-member committee to plan and put on our annual fundraiser.”



The motion to amend. If a member wants to change a basic motion that is before the body, they would move to amend it. A motion to amend might be: “I move that we amend the motion to have a 10-member committee.” A motion to amend takes the basic motion that is before the body and seeks to change it in some way.

The substitute motion. If a member wants to completely do away with the basic motion that is before the body, and put a new motion before the body, they would move a substitute motion. A substitute motion might be: “I move a substitute motion that we cancel the annual fundraiser this year.”

“Motions to amend” and “substitute motions” are often confused, but they are quite different, and their effect (if passed) is quite different. A motion to amend seeks to retain the basic motion on the floor, but modify it in some way. A substitute motion seeks to throw out the basic motion on the floor, and substitute a new and different motion for it. The decision as to whether a motion is really a “motion to amend” or a “substitute motion” is left to the chair. So if a member makes what that member calls a “motion to amend,” but the chair determines that it is really a “substitute motion,” then the chair’s designation governs.

A “friendly amendment” is a practical parliamentary tool that is simple, informal, saves time and avoids bogging a meeting down with numerous formal motions. It works in the following way: In the discussion on a pending motion, it may appear that a change to the motion is desirable or may win support for the motion from some members. When that happens, a member who has the floor may simply say, “I want to suggest a friendly amendment to the motion.” The member suggests the friendly amendment, and if the maker and the person who seconded the motion pending on the floor accepts the friendly amendment, that now becomes the pending motion on the floor. If either the maker or the person who seconded rejects the proposed friendly amendment, then the proposer can formally move to amend.

Multiple Motions Before the Body

There can be up to three motions on the floor at the same time. The chair can reject a fourth motion until the chair has dealt with the three that are on the floor and has resolved them. This rule has practical value. More than three motions on the floor at any given time is confusing and unwieldy for almost everyone, including the chair.

When there are two or three motions on the floor (after motions and seconds) at the same time, the vote should proceed *first* on the *last* motion that is made. For example, assume the first motion is a basic “motion to have a five-member committee to plan and put on our annual fundraiser.” During the discussion of this motion, a member might make a second motion to “amend the main motion to have a 10-member committee, not a five-member committee to plan and put on our annual fundraiser.” And perhaps, during that discussion, a member makes yet a third motion as a “substitute motion that we not have an annual fundraiser this year.” The proper procedure would be as follows:

First, the chair would deal with the *third* (the last) motion on the floor, the substitute motion. After discussion and debate, a vote would be taken first on the third motion. If the substitute motion *passed*, it would be a substitute for the basic motion and would eliminate it. The first motion would be moot, as would the second motion (which sought to amend the first motion), and the action on the agenda item would be completed on the passage by the body of the third motion (the substitute motion). No vote would be taken on the first or second motions.

Second, if the substitute motion *failed*, the chair would then deal with the second (now the last) motion on the floor, the motion to amend. The discussion and debate would focus strictly on the amendment (should the committee be five or 10 members). If the motion to amend *passed*, the chair would then move to consider the main motion (the first motion) as *amended*. If the motion to amend *failed*, the chair would then move to consider the main motion (the first motion) in its original format, not amended.

Third, the chair would now deal with the first motion that was placed on the floor. The original motion would either be in its original format (five-member committee), or if *amended*, would be in its amended format (10-member committee). The question on the floor for discussion and decision would be whether a committee should plan and put on the annual fundraiser.

To Debate or Not to Debate


The basic rule of motions is that they are subject to discussion and debate. Accordingly, basic motions, motions to amend, and substitute motions are all eligible, each in their turn, for full discussion before and by the body. The debate can continue as long as members of the body wish to discuss an item, subject to the decision of the chair that it is time to move on and take action.

There are exceptions to the general rule of free and open debate on motions. The exceptions all apply when there is a desire of the body to move on. The following motions are not debatable (that is, when the following motions are made and seconded, the chair must immediately call for a vote of the body without debate on the motion):

Motion to adjourn. This motion, if passed, requires the body to immediately adjourn to its next regularly scheduled meeting. It requires a simple majority vote.

Motion to recess. This motion, if passed, requires the body to immediately take a recess. Normally, the chair determines the length of the recess which may be a few minutes or an hour. It requires a simple majority vote.

Motion to fix the time to adjourn. This motion, if passed, requires the body to adjourn the meeting at the specific time set in the motion. For example, the motion might be: “I move we adjourn this meeting at midnight.” It requires a simple majority vote.



Motion to table. This motion, if passed, requires discussion of the agenda item to be halted and the agenda item to be placed on “hold.” The motion can contain a specific time in which the item can come back to the body. “I move we table this item until our regular meeting in October.” Or the motion can contain no specific time for the return of the item, in which case a motion to take the item off the table and bring it back to the body will have to be taken at a future meeting. A motion to table an item (or to bring it back to the body) requires a simple majority vote.

Motion to limit debate. The most common form of this motion is to say, “I move the previous question” or “I move the question” or “I call the question” or sometimes someone simply shouts out “question.” As a practical matter, when a member calls out one of these phrases, the chair can expedite matters by treating it as a “request” rather than as a formal motion. The chair can simply inquire of the body, “any further discussion?” If no one wishes to have further discussion, then the chair can go right to the pending motion that is on the floor. However, if even one person wishes to discuss the pending motion further, then at that point, the chair should treat the call for the “question” as a formal motion, and proceed to it.

When a member of the body makes such a motion (“I move the previous question”), the member is really saying: “I’ve had enough debate. Let’s get on with the vote.” When such a motion is made, the chair should ask for a second, stop debate, and vote on the motion to limit debate. The motion to limit debate requires a two-thirds vote of the body.

NOTE: A motion to limit debate could include a time limit. For example: “I move we limit debate on this agenda item to 15 minutes.” Even in this format, the motion to limit debate requires a two-thirds vote of the body. A similar motion is a *motion to object to consideration of an item*. This motion is not debatable, and if passed, precludes the body from even considering an item on the agenda. It also requires a two-thirds vote.

Majority and Super Majority Votes

In a democracy, a simple majority vote determines a question. A tie vote means the motion fails. So in a seven-member body, a vote of 4-3 passes the motion. A vote of 3-3 with one abstention means the motion fails. If one member is absent and the vote is 3-3, the motion still fails.

All motions require a simple majority, but there are a few exceptions. The exceptions come up when the body is taking an action which effectively cuts off the ability of a minority of the body to take an action or discuss an item. These extraordinary motions require a two-thirds majority (a super majority) to pass:

Motion to limit debate. Whether a member says, “I move the previous question,” or “I move the question,” or “I call the question,” or “I move to limit debate,” it all amounts to an attempt to cut off the ability of the minority to discuss an item, and it requires a two-thirds vote to pass.

Motion to close nominations. When choosing officers of the body (such as the chair), nominations are in order either from a nominating committee or from the floor of the body. A motion to close nominations effectively cuts off the right of the minority to nominate officers and it requires a two-thirds vote to pass.

Motion to object to the consideration of a question. Normally, such a motion is unnecessary since the objectionable item can be tabled or defeated straight up. However, when members of a body do not even want an item on the agenda to be considered, then such a motion is in order. It is not debatable, and it requires a two-thirds vote to pass.

Motion to suspend the rules. This motion is debatable, but requires a two-thirds vote to pass. If the body has its own rules of order, conduct or procedure, this motion allows the body to suspend the rules for a particular purpose. For example, the body (a private club) might have a rule prohibiting the attendance at meetings by non-club members. A motion to suspend the rules would be in order to allow a non-club member to attend a meeting of the club on a particular date or on a particular agenda item.

Counting Votes

The matter of counting votes starts simple, but can become complicated.


Usually, it’s pretty easy to determine whether a particular motion passed or whether it was defeated. If a simple majority vote is needed to pass a motion, then one vote more than 50 percent of the body is required. For example, in a five-member body, if the vote is three in favor and two opposed, the motion passes. If it is two in favor and three opposed, the motion is defeated.

If a two-thirds majority vote is needed to pass a motion, then how many affirmative votes are required? The simple rule of thumb is to count the “no” votes and double that count to determine how many “yes” votes are needed to pass a particular motion. For example, in a seven-member body, if two members vote “no” then the “yes” vote of at least four members is required to achieve a two-thirds majority vote to pass the motion.

What about tie votes? In the event of a tie, the motion always fails since an affirmative vote is required to pass any motion. For example, in a five-member body, if the vote is two in favor and two opposed, with one member absent, the motion is defeated.

Vote counting starts to become complicated when members vote “abstain” or in the case of a written ballot, cast a blank (or unreadable) ballot. Do these votes count, and if so, how does one count them? The starting point is always to check the statutes.

In California, for example, for an action of a board of supervisors to be valid and binding, the action must be approved by a majority of the board. (California Government Code Section 25005.) Typically, this means three of the five members of the board must vote affirmatively in favor of the action. A vote of 2-1 would not be sufficient. A vote of 3-0 with two abstentions would be sufficient. In general law cities in



California, as another example, resolutions or orders for the payment of money and all ordinances require a recorded vote of the total members of the city council. (California Government Code Section 36936.) Cities with charters may prescribe their own vote requirements. Local elected officials are always well-advised to consult with their local agency counsel on how state law may affect the vote count.

After consulting state statutes, step number two is to check the rules of the body. If the rules of the body say that you count votes of “those present” then you treat abstentions one way. However, if the rules of the body say that you count the votes of those “present and voting,” then you treat abstentions a different way. And if the rules of the body are silent on the subject, then the general rule of thumb (and default rule) is that you count all votes that are “present and voting.”

Accordingly, under the “present and voting” system, you would **NOT** count abstention votes on the motion. Members who abstain are counted for purposes of determining quorum (they are “present”), but you treat the abstention votes on the motion as if they did not exist (they are not “voting”). On the other hand, if the rules of the body specifically say that you count votes of those “present” then you **DO** count abstention votes both in establishing the quorum and on the motion. In this event, the abstention votes act just like “no” votes.

How does this work in practice?

Here are a few examples.

Assume that a five-member city council is voting on a motion that requires a simple majority vote to pass, and assume further that the body has no specific rule on counting votes. Accordingly, the default rule kicks in and we count all votes of members that are “present and voting.” If the vote on the motion is 3-2, the motion passes. If the motion is 2-2 with one abstention, the motion fails.

Assume a five-member city council voting on a motion that requires a two-thirds majority vote to pass, and further assume that the body has no specific rule on counting votes. Again, the default rule applies. If the vote is 3-2, the motion fails for lack of a two-thirds majority. If the vote is 4-1, the motion passes with a clear two-thirds majority. A vote of three “yes,” one “no” and one “abstain” also results in passage of the motion. Once again, the abstention is counted only for the purpose of determining quorum, but on the actual vote on the motion, it is as if the abstention vote never existed — so an effective 3-1 vote is clearly a two-thirds majority vote.

Now, change the scenario slightly. Assume the same five-member city council voting on a motion that requires a two-thirds majority vote to pass, but now assume that the body **DOES** have a specific rule requiring a two-thirds vote of members “present.” Under this specific rule, we must count the members present not only for quorum but also for the motion. In this scenario, any abstention has the same force and effect as if it were a “no” vote. Accordingly, if the votes were three “yes,” one “no” and one “abstain,” then the motion fails. The abstention in this case is treated like a “no” vote and effective vote of 3-2 is not enough to pass two-thirds majority muster.

Now, exactly how does a member cast an “abstention” vote?

Any time a member votes “abstain” or says, “I abstain,” that is an abstention. However, if a member votes “present” that is also treated as an abstention (the member is essentially saying, “Count me for purposes of a quorum, but my vote on the issue is abstain.”) In fact, any manifestation of intention not to vote either “yes” or “no” on the pending motion may be treated by the chair as an abstention. If written ballots are cast, a blank or unreadable ballot is counted as an abstention as well.

Can a member vote “absent” or “count me as absent?” Interesting question. The ruling on this is up to the chair. The better approach is for the chair to count this as if the member had left his/her chair and is actually “absent.” That, of course, affects the quorum. However, the chair may also treat this as a vote to abstain, particularly if the person does not actually leave the dais.

The Motion to Reconsider

There is a special and unique motion that requires a bit of explanation all by itself; the motion to reconsider. A tenet of parliamentary procedure is finality. After vigorous discussion, debate and a vote, there must be some closure to the issue. And so, after a vote is taken, the matter is deemed closed, subject only to reopening if a proper motion to consider is made and passed.

A motion to reconsider requires a majority vote to pass like other garden-variety motions, but there are two special rules that apply only to the motion to reconsider.

First, is the matter of timing. A motion to reconsider must be made at the meeting where the item was first voted upon. A motion to reconsider made at a later time is untimely. (The body, however, can always vote to suspend the rules and, by a two-thirds majority, allow a motion to reconsider to be made at another time.)

Second, a motion to reconsider may be made only by certain members of the body. Accordingly, a motion to reconsider may be made only by a member who voted in the majority on the original motion. If such a member has a change of heart, he or she may make the motion to reconsider (any other member of the body — including a member who voted in the minority on the original motion — may second the motion). If a member who voted in the minority seeks to make the motion to reconsider, it must be ruled out of order. The purpose of this rule is finality. If a member of minority could make a motion to reconsider, then the item could be brought back to the body again and again, which would defeat the purpose of finality.

If the motion to reconsider passes, then the original matter is back before the body, and a new original motion is in order. The matter may be discussed and debated as if it were on the floor for the first time.



Courtesy and Decorum

The rules of order are meant to create an atmosphere where the members of the body and the members of the public can attend to business efficiently, fairly and with full participation. At the same time, it is up to the chair and the members of the body to maintain common courtesy and decorum. Unless the setting is very informal, it is always best for only one person at a time to have the floor, and it is always best for every speaker to be first recognized by the chair before proceeding to speak.

The chair should always ensure that debate and discussion of an agenda item focuses on the item and the policy in question, not the personalities of the members of the body. Debate on policy is healthy, debate on personalities is not. The chair has the right to cut off discussion that is too personal, is too loud, or is too crude.

Debate and discussion should be focused, but free and open. In the interest of time, the chair may, however, limit the time allotted to speakers, including members of the body.

Can a member of the body interrupt the speaker? The general rule is “no.” There are, however, exceptions. A speaker may be interrupted for the following reasons:

Privilege. The proper interruption would be, “point of privilege.” The chair would then ask the interrupter to “state your point.” Appropriate points of privilege relate to anything that would interfere with the normal comfort of the meeting. For example, the room may be too hot or too cold, or a blowing fan might interfere with a person’s ability to hear.

Order. The proper interruption would be, “point of order.” Again, the chair would ask the interrupter to “state your point.” Appropriate points of order relate to anything that would not be considered appropriate conduct of the meeting. For example, if the chair moved on to a vote on a motion that permits debate without allowing that discussion or debate.

Appeal. If the chair makes a ruling that a member of the body disagrees with, that member may appeal the ruling of the chair. If the motion is seconded, and after debate, if it passes by a simple majority vote, then the ruling of the chair is deemed reversed.

Call for orders of the day. This is simply another way of saying, “return to the agenda.” If a member believes that the body has drifted from the agreed-upon agenda, such a call may be made. It does not require a vote, and when the chair discovers that the agenda has not been followed, the chair simply reminds the body to return to the agenda item properly before them. If the chair fails to do so, the chair’s determination may be appealed.

Withdraw a motion. During debate and discussion of a motion, the maker of the motion on the floor, at any time, may interrupt a speaker to withdraw his or her motion from the floor. The motion is immediately deemed withdrawn, although the chair may ask the person who seconded the motion if he or she wishes to make the motion, and any other member may make the motion if properly recognized.

Special Notes About Public Input

The rules outlined above will help make meetings very public-friendly. But in addition, and particularly for the chair, it is wise to remember three special rules that apply to each agenda item:

Rule One: Tell the public what the body will be doing.

Rule Two: Keep the public informed while the body is doing it.

Rule Three: When the body has acted, tell the public what the body did.



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Government Ethics Training

AUTHOR: PUBLIC ETHICS COMMISSION



Public Ethics Commission

CAMPAIGN FINANCE

**Oakland
Campaign
Reform Act**

**Oakland Fair
Elections Act**

TRANSPARENCY

**Sunshine
Ordinance**

**Lobbyist
Registration
Act**

ETHICS

**Government
Ethics Act**

**Conflict of
Interest Code
(Form 700)**

Our goal is to help you...

- Be aware of government ethics laws
- Spot ethical issues (yellow flags) when they arise
- Know where to go for help
- Serve as a conduit to promote ethical service
- Identify your own goals, strengths, and areas to develop to serve with integrity



Why is Public Service Different?

- We are **Public Servants**, our work is *PUBLIC!!*
- Good public service demands that people be treated fairly, honestly, and with the utmost courtesy.
- It is important to keep an open mind in all of your discussions, and to consider all opinions expressed during public meetings before making a decision.

Roles and Responsibilities

- Most of Oakland's Boards and Commissions were established to **provide information and advice** to the City Council or the Office of the Mayor.
- **City staff** serve in a support capacity to boards and commissions. Staff frequently provides recommendations to public bodies that are based on technical requirements of the law or established City policy.
- Oakland boards and commissions cannot function without **attendance and active participation** of their members. In some cases, failure to regularly attend meeting could result in removal from board or commission.

Ethics Laws: Why?

- Ensure people serve with integrity, serve the public
- Ensure the public's funds are protected, fiscal responsibility
- Limit improper influence
- Ensure the public can see what government is doing (transparency)
- Build/ensure public trust in government (public perception is important)
- Keep people honest
- Taxpayers → City → City workers



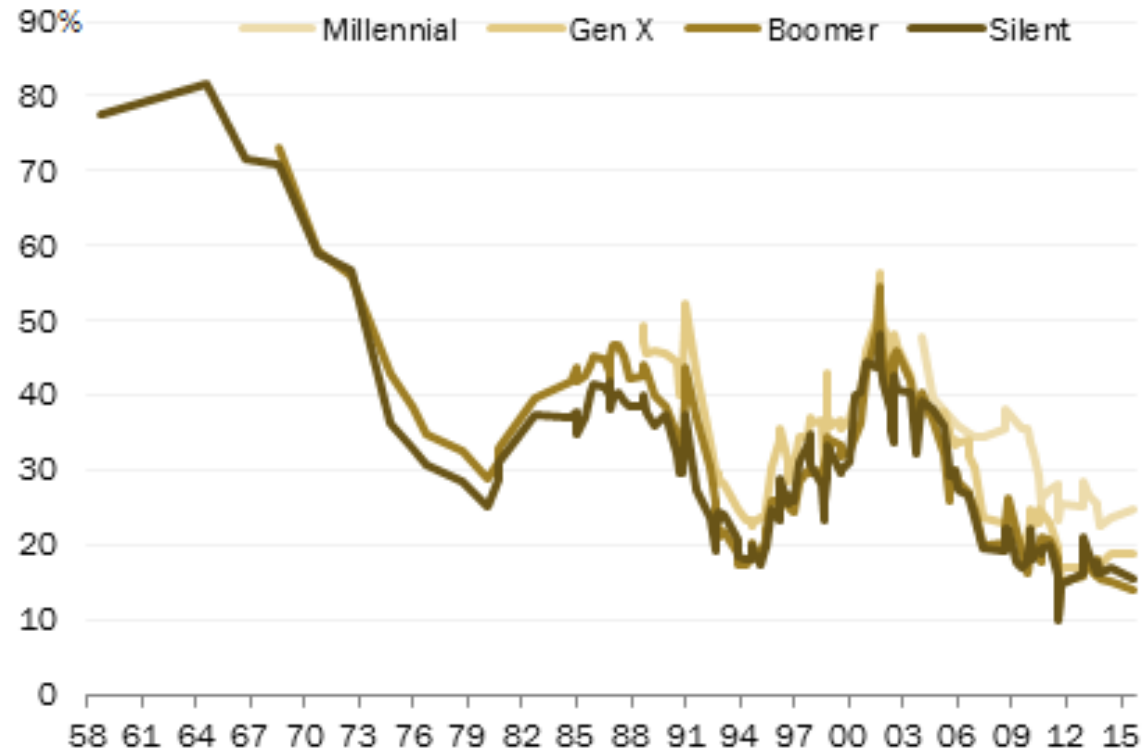
PUBLIC SERVANTS: GUARDIANS of PUBLIC TRUST

City staff and officials are empowered and entrusted by the public to use City time, money and property in a legal and responsible manner



Trust in government by generation: 1958-2015

Trust government to do what is right just about always/most of the time ...



Survey conducted Aug. 27-Oct. 4, 2015. Q15. Trend sources: Pew Research Center, National Election Studies, Gallup, ABC/Washington Post, CBS/New York Times, and CNN Polls. From 1976-2014 the trend line represents a three-survey moving average.

PEW RESEARCH CENTER

It's a Process...

This takes more than just knowledge of the laws, but solidification of personal values, personal strength, and partnerships.

Never be afraid to call and ask, or if you've made a decision and need to resolve an error, call the PEC or the City Attorney's office.



Government Ethics Act (O.M.C. Chapter 2.25)

The Oakland Government Ethics Act was passed by City Council in December 2014.

Intended to provide a clear, comprehensive, and locally enforceable framework of ethics laws.



Who does GEA apply to?

The Government Ethics Act applies to ALL Public Servants. “Public Servants” include:

- Elected or appointed City officeholders
- City Board/Commission members (including Port Commissioners)
- City Employees (full or part-time)
- Consultant who must file a Form 700 (SEI)




What does GEA cover?

- Form 700
- Conflicts of Interest
- Misuse of City Resources
- Gift Restrictions
- Post-Employment Restrictions

Government Ethics

Government Ethics Act Introduction




**City of Oakland**
Government Ethics Training*

Welcome! Thank you for taking the time to receive this important government ethics training provided by the City's Public Ethics Commission, or "PEC."

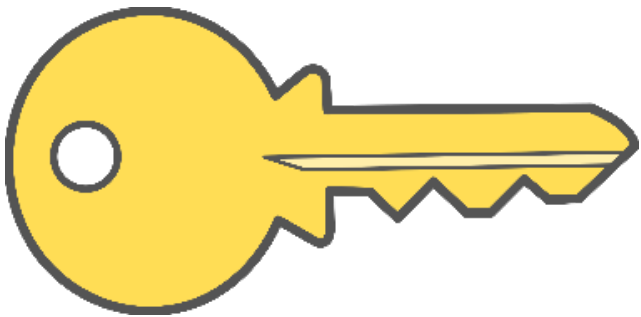
The PEC is an independent City board that oversees compliance with Oakland's campaign finance, transparency, lobbying, and ethics laws in order to ensure fairness, openness, honesty, and integrity in City government. The PEC facilitates policy and technology improvements, enforces violations of the law, and educates City officials, staff, and citizens about ethics related laws and policies.

*This training is composed of audio narration and interactive content. You will need headphones or speakers to listen to the narration.



Always ask yourself...

1. How will my action build public trust?
2. Is this the right thing to do?



Key = to think about potential issues long before they occur, because it's more difficult to be rational in the moment.

Personal Assessment

Building public trust requires the following ideals:

1. Ethical
2. Professional
3. Service-Oriented
4. Organized
5. Fiscally Responsible
6. Collaborative
7. Communicative
8. Innovative

Remember: Public office is a public trust.

As a Public Servant, you are entrusted with making decisions about City resources. Your job is to make decisions and use your position for the good of the community, not for personal or political gain.



Government Ethics Quiz

- What is the mission of the Public Ethics Commission?
- What three areas of law does the PEC oversee?
- What year was the Government Ethics Act passed?
- What form are Board and Commission members required to file upon assuming/leaving office and annually by April 1?
- What are the 8 ideals for building public trust?

When you spot a yellow flag, call...



Public Ethics Commission

(510) 238-3593

ethicscommission@oaklandca.gov

www.oaklandca.gov/pec



City Attorney's Office

(510) 238-3601

webmaster@oaklandcityattorney.org

www.oaklandcityattorney.org



Fair Political Practices Commission

(866) ASK-FPPC (275-3772)

advice@fppc.ca.gov

www.fppc.ca.gov





FY 24/25 OFCY Evaluation Report

February 4, 2026

Presentation to the OFCY Public Oversight Committee (POC)

Dr. Katie Kramer
Co-Founder and CEO
The Bridging Group





Kyrstal Jenkins
Site Visit Team and Analyst



Sharon McDonnell
Biostatistician / Data Manager



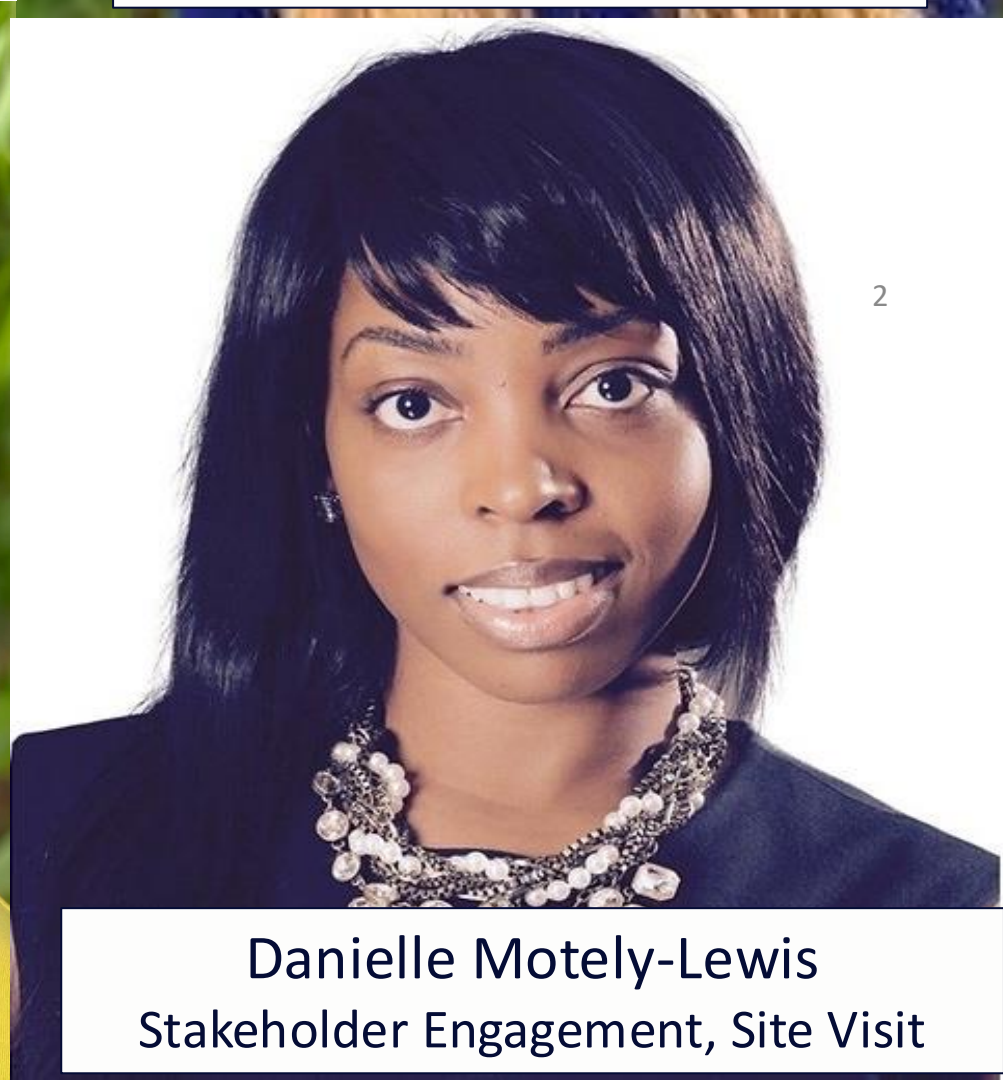
Dr. Katie Kramer
Project Director/PI



Lynda Murillo
Administrative Manager



Madeleine Fraux
Data Analyst



Danielle Motely-Lewis
Stakeholder Engagement, Site Visit







Summer Jackson
Group Facilitator

OFCY
Evaluation
Team

THE
BRIDGING
GROUP

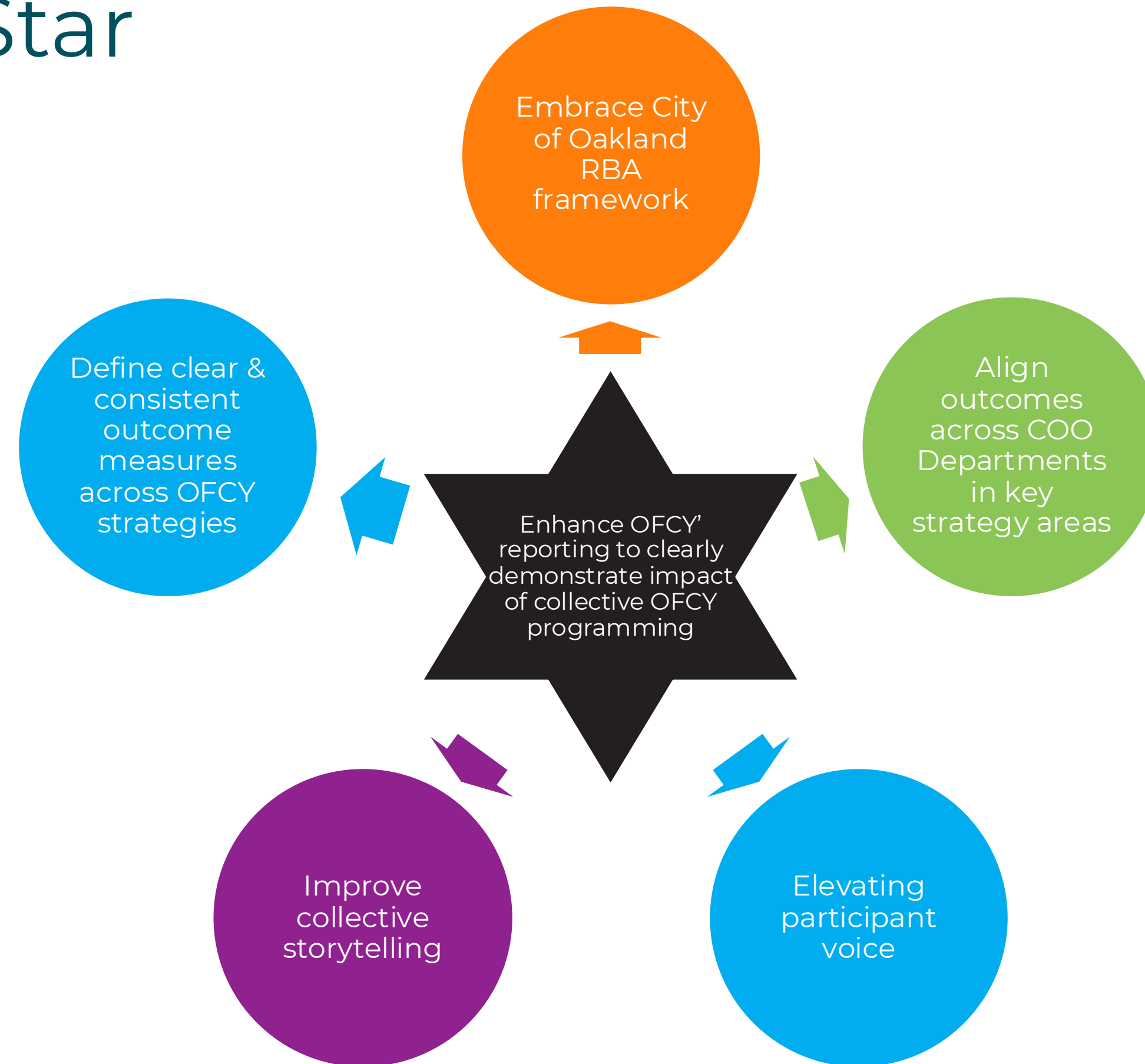
OFCY Funding Areas, Strategies & Investments (pg.3)

Funding Area	Strategy (# of programs funded)	Investment Amount
 Healthy Development of Young Children	Social-Emotional Well-Being in Early Childhood (4)	\$775,000
	Family Resource Centers and Parent Engagement (10)	\$2,261,035
 Children's Success in School	Comprehensive School-Based Afterschool at Elementary Schools (39)	\$3,230,000
	Comprehensive School-Based Afterschool at Middle Schools (14)	\$1,500,00
	Middle School Engagement, Wellness, and Transitions (5)	\$710,000
	High School and Post-Secondary Student Success (11)	\$1,245,000
 Youth Development and Violence Prevention	Youth Leadership and Development (33)	\$4,645,347
	Summer Academic & Enrichment Programs (9) + Summer Youth Employment (3)	\$1,161,000
	Violence Prevention Programming (3)	\$655,000
 Transitions to Adulthood	Career Access and Employment for Opportunity Youth (9)	\$1,660,000
	Career Access and Employment for Youth in School (6)	\$995,000
TOTAL INVESTMENT		\$18,837,382

Roadmap of OFCY Evaluation Evolution



Our North Star



OFCY Results-Based Accountability Framework (pg.4)

How Much Did We Do?

- Number of programs funded
- Number of people served
- Number of hours of service
- Who we served (demographics)

How Well Did We Do It?

- Actual compared to projected hours of service
- Actual compared to project number of people served
- Equity assessment (do people served represent communities with most disparities?)
- Participant satisfaction

Is Anyone Better Off?

- What quantity or quality of change for the better did we produce? (number or percent of people with improvement in skills, attitudes, behaviors, or circumstances)
- Participants across OFCY report, display, or demonstrate improvements, such as:
 - Percent (%) of youth participants reporting increased school readiness
 - Percent (%) of parents who report increased parenting skills
 - Number (#) of youth participants who gained paid internship or employment

Data Sources (pg.5)



Quantitative Administrative Records

- Hours of services, number of people served, & demographics



Qualitative Outcomes Records

- Programs defined their own outcomes
- Submitted self-reported descriptive outcome data & narratives

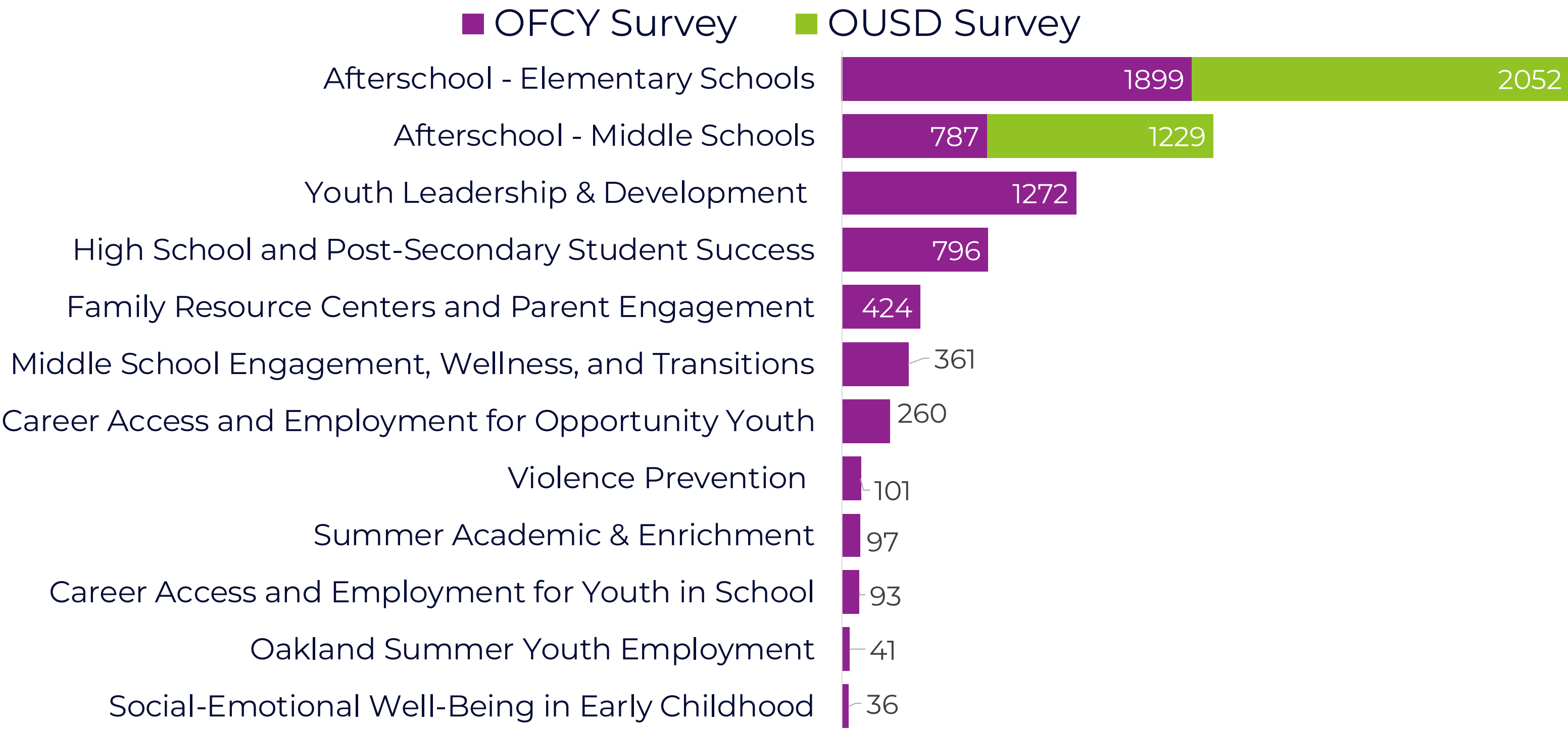


Surveys

- Collected from OFCY program participants to share their perspectives on program quality and individual outcomes + OUSD evaluation surveys

OFCY Participant Surveys (+OUSD Surveys) (pg. 6-7)

Survey Numbers by Strategy (n=9,448)



HOW MUCH DID WE DO?

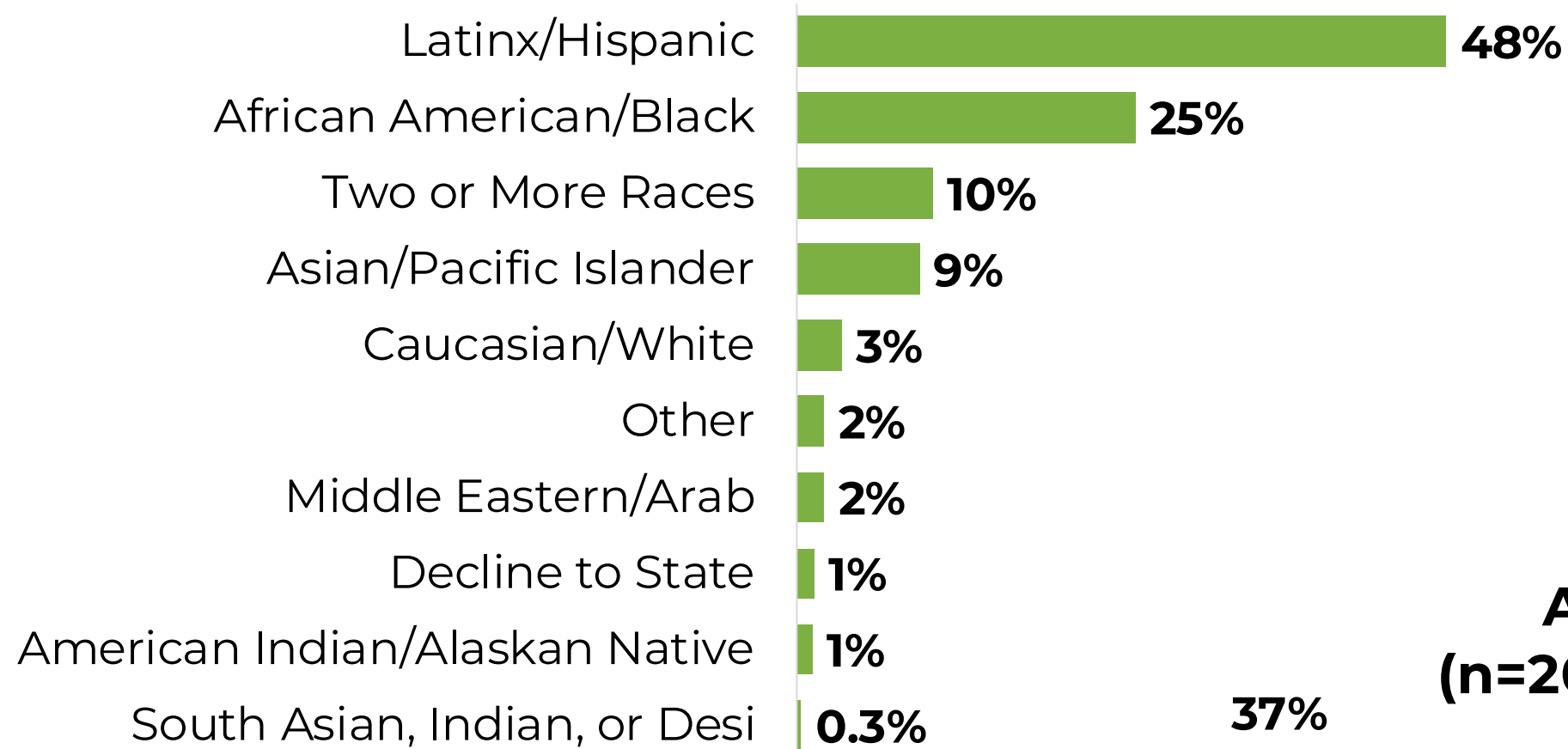
Results-Based
Accountability



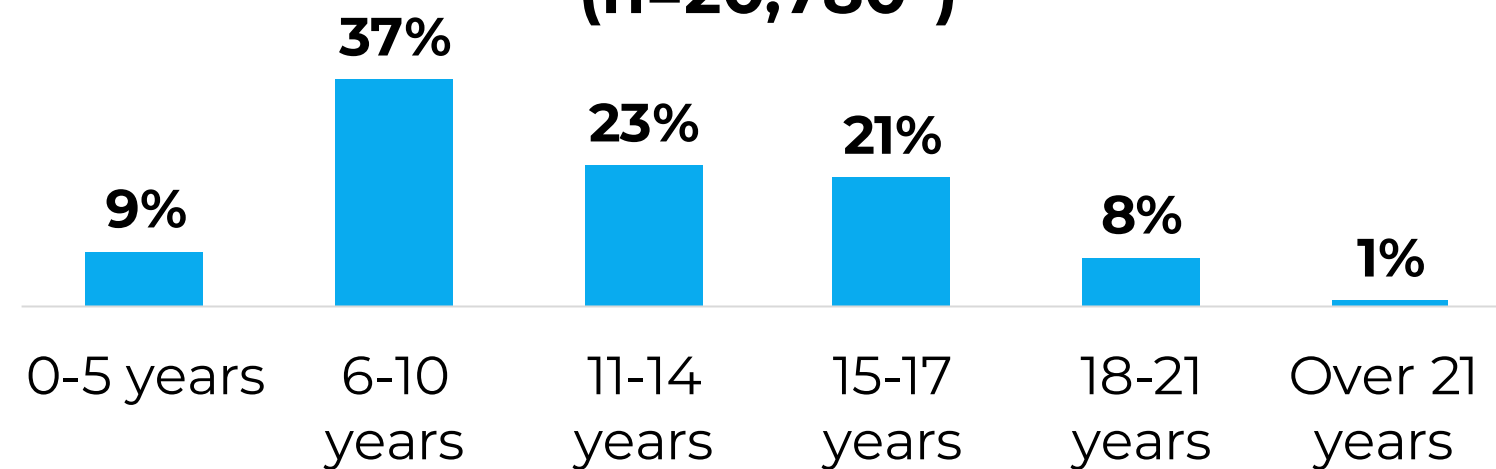
20,801 Children & Youth Served (unduplicated)

(pg.11)

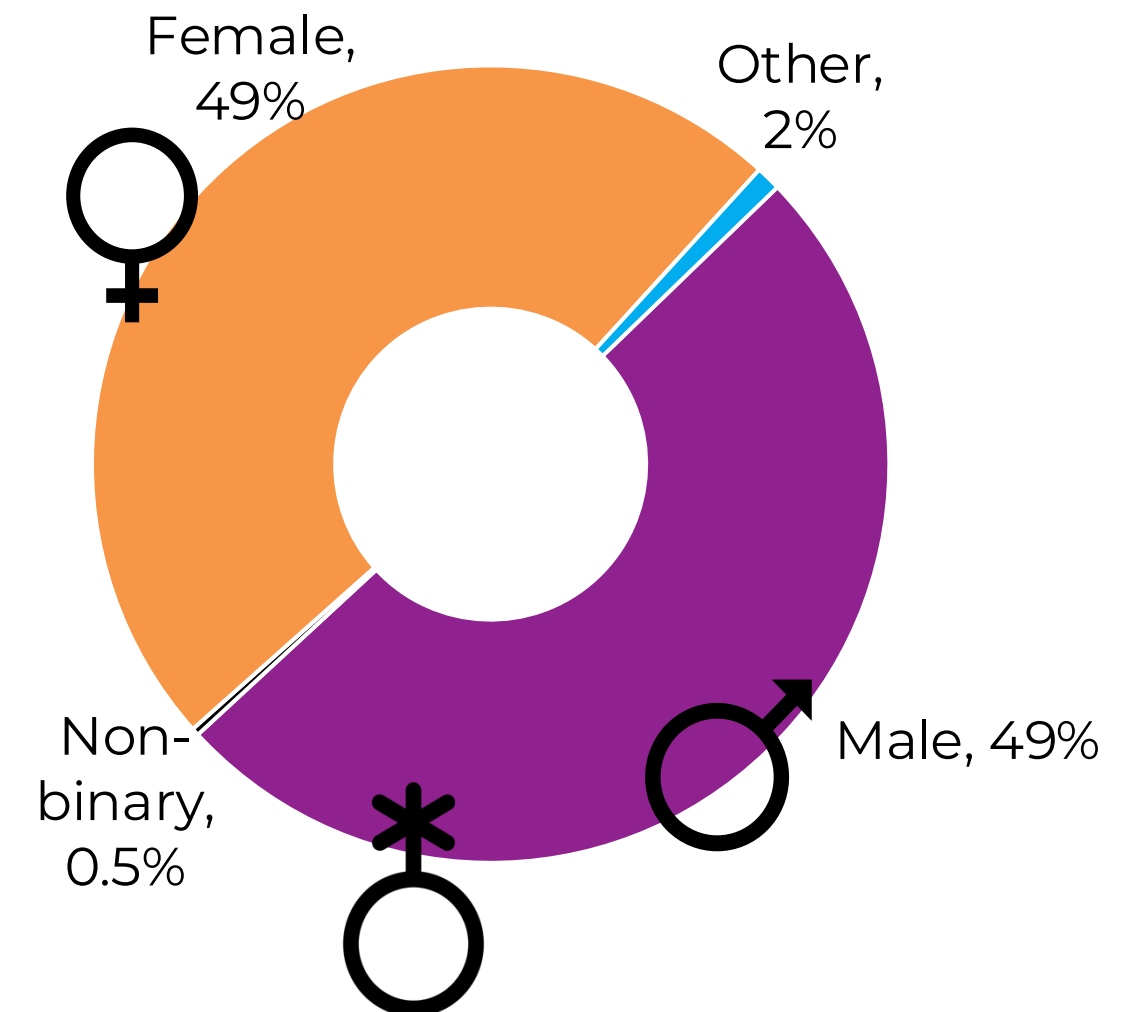
**Race/Ethnicity
(n=20,801)**



**Age
(n=20,780*)**



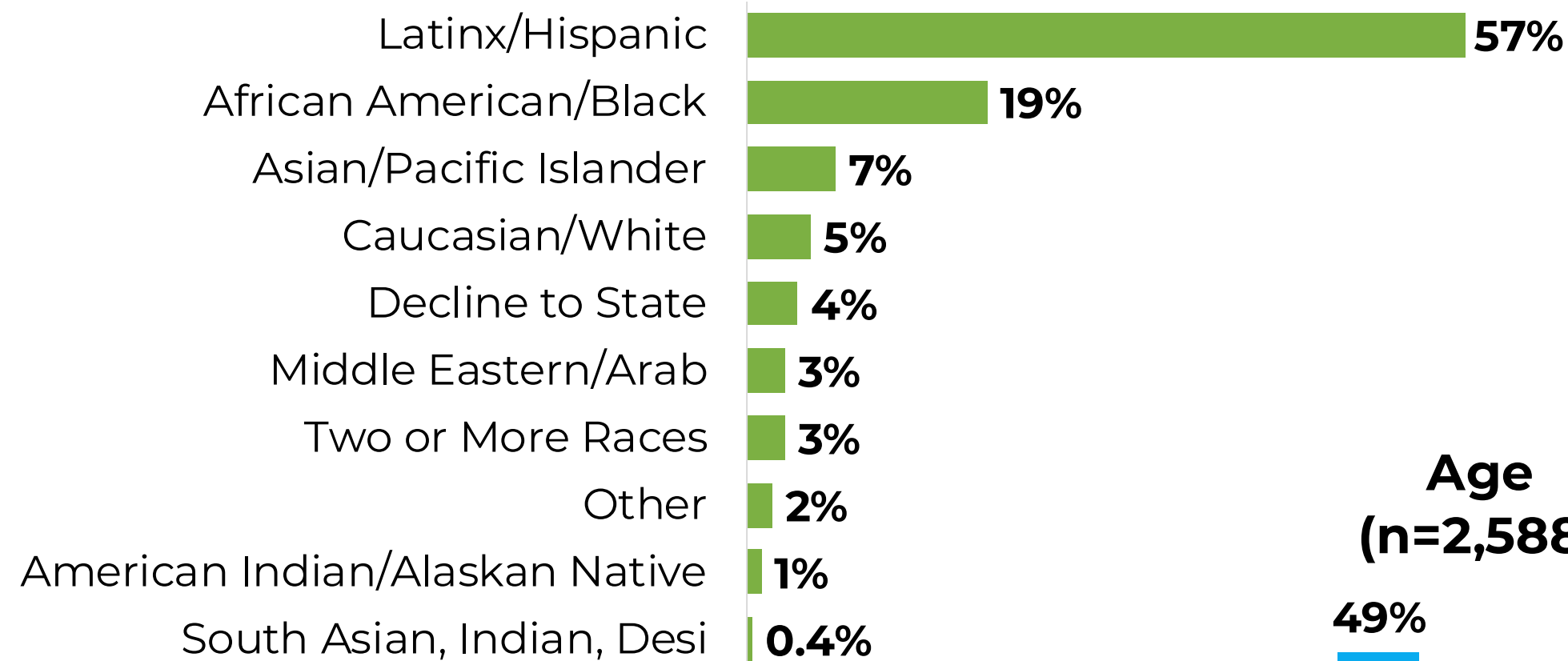
**Gender
(n=20,801)**



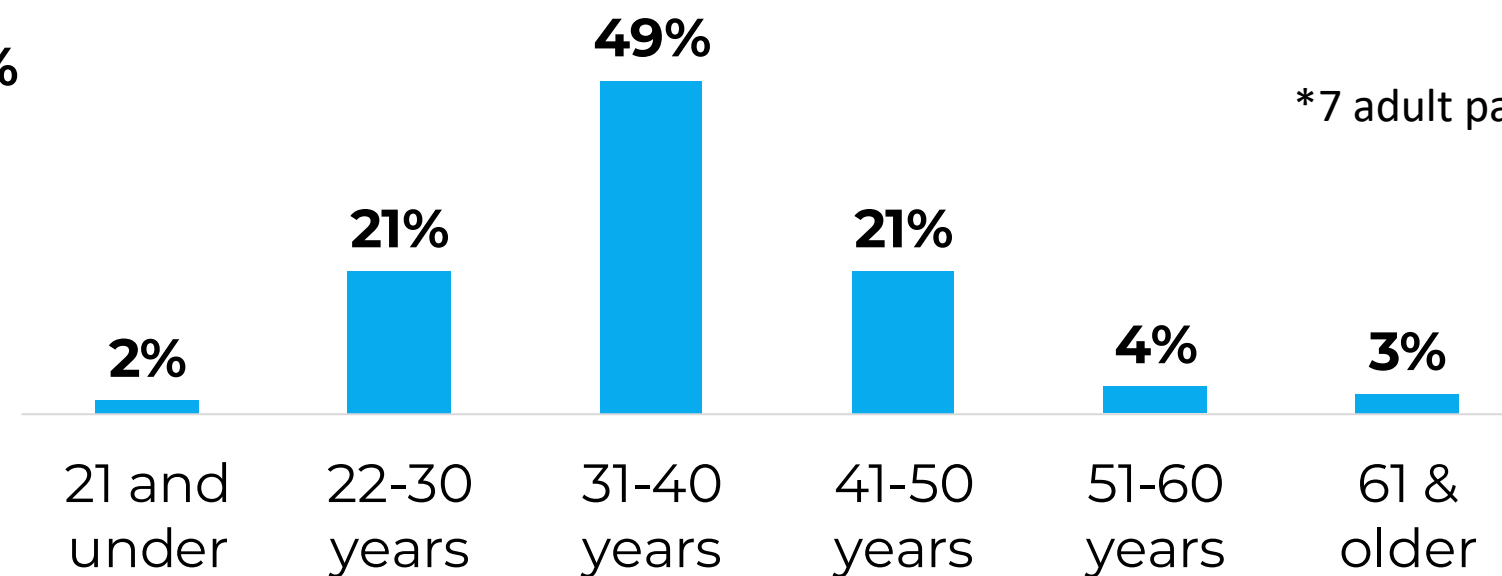
*21 youth participants missing age data, not included in this figure.

2,591 Adults Served (unduplicated) (pg.12)

**Race/Ethnicity
(n=2,591)**

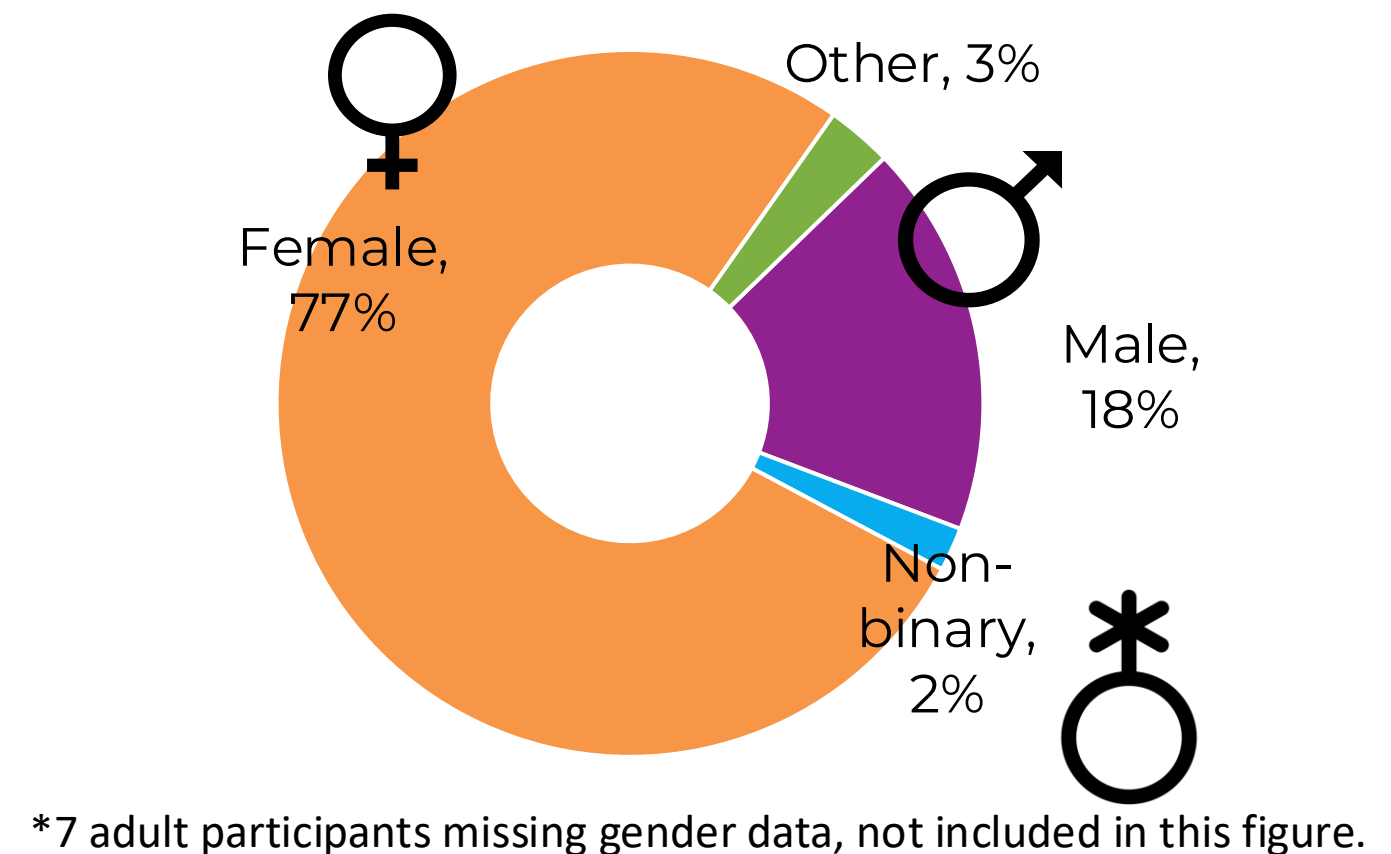


**Age
(n=2,588)**



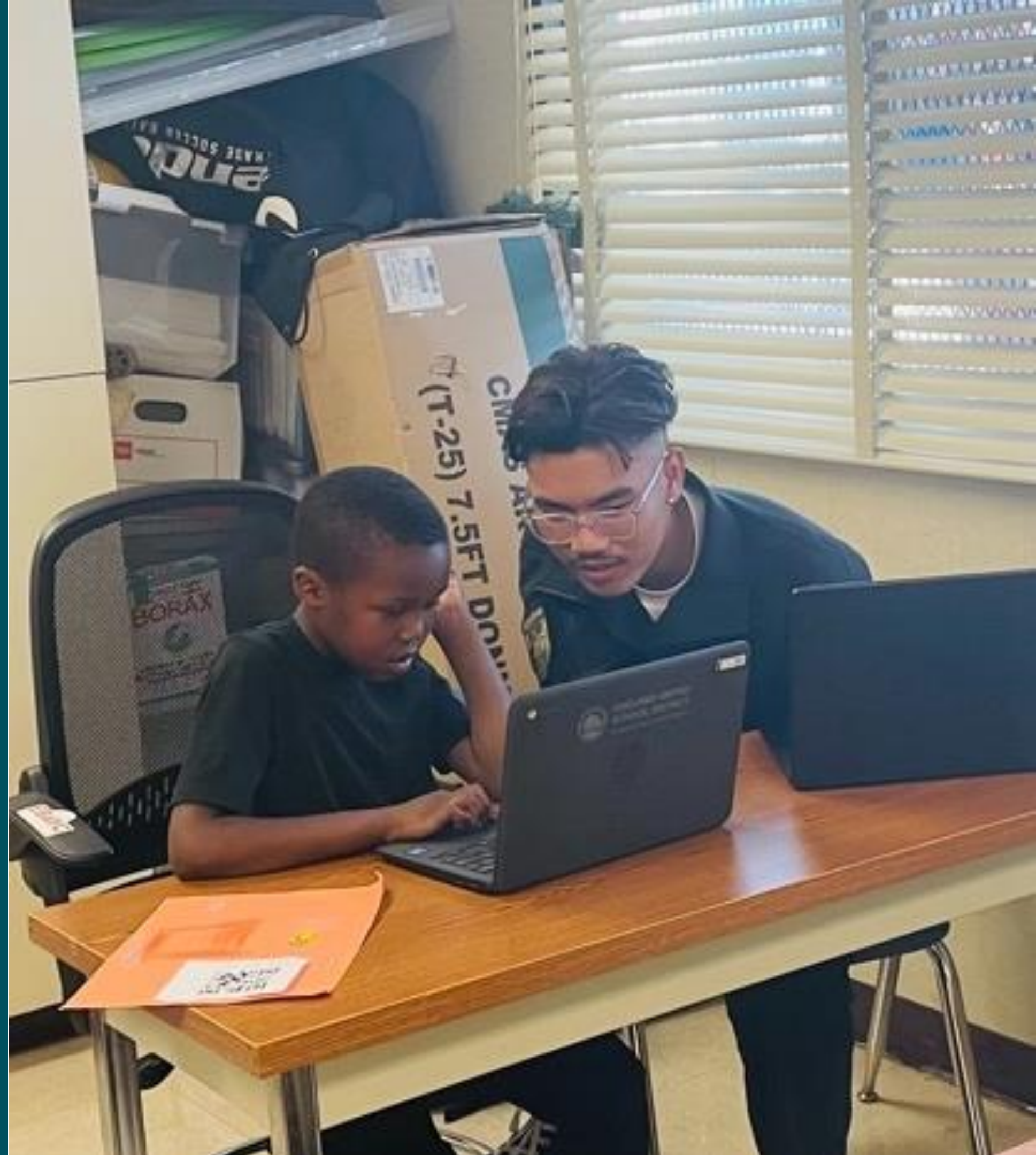
*3 adult participants missing age data, not included in this figure.

**Gender
(n=2,584*)**



HOW WELL DID WE DO IT?

Results-Based
Accountability



Actuals Compared to Projections

(pg. 14-15)

Served **126% of the number of youth and adults** projected to serve

Provided **109% of the number of hours** projected to be provided

Priority Youth Populations (pg. 16)

OFCY Participants Compared to Overall Oakland Population

Race/Ethnicity	Overall Oakland Population*	OFCY Youth Participants	Difference +/-
African American/Black	19%	25%	↑6%
Latinx	30%	48%	↑18%
Two or More Races	6%	10%	↑4%
Asian/Asian Pacific Islander	16%	9%	↓7%
White	27%	3%	↓24%

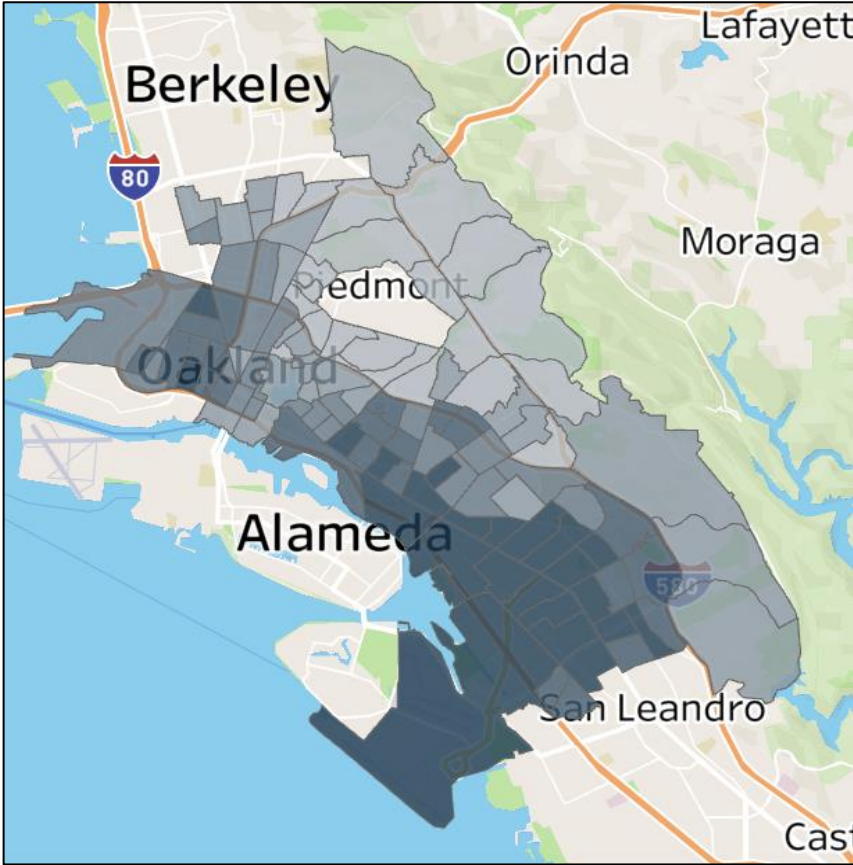
*2023 American Community Survey/US Census

93% of OFCY Youth Participants from Priority Populations

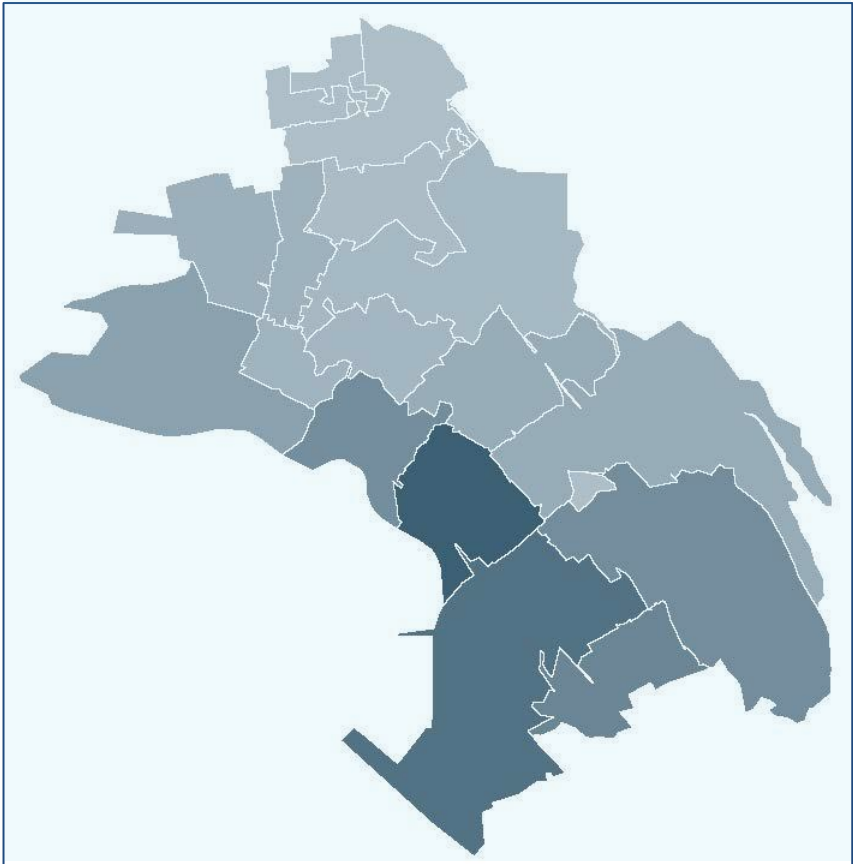
High Focus Neighborhoods (pg. 17)

OFCY Youth Participants By Top Zip Codes			
Zip Code	Neighborhoods	Count	Percent
94601	Fruitvale	4,181	22%
94621	Webster Tract, Coliseum	3,051	16%
94603	Sobrante Park, Elmhurst	2,345	12%
94606	Highland Park, East Lake	2,157	11%
94605	Eastmont, Havenscourt	2,090	11%
94607	West Oakland, Chinatown	1,248	7%

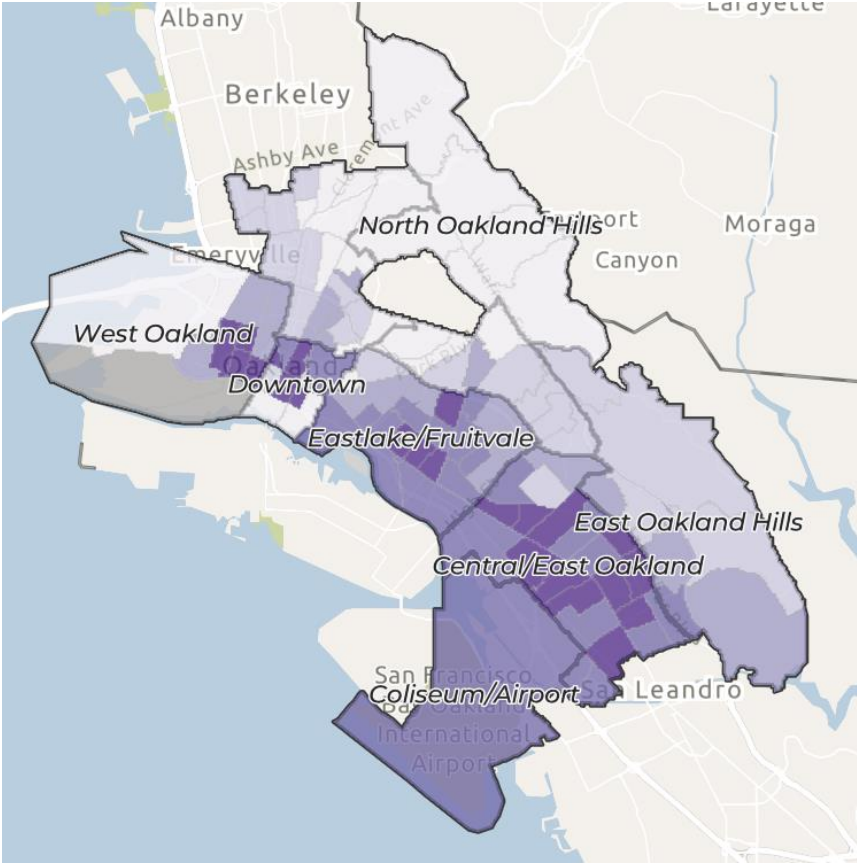
2024 Oakland Community Stressors Map



FY 24-25 OFCY Youth Participants By Zip Code



OakDOT Geographic Equity Toolbox



IS ANYONE BETTER OFF?

Results-Based
Accountability



Components of Effective Youth Programs

(based on research literature) (pg. 19)

1

They promote positive & sustained adult-youth relations

a relationship between a young person and an adult who is competent, caring, & continually available

2

They use positive support techniques

e.g., reward systems to improve motivation and discourage problem behaviors

3

They provide life-skill building activities

e.g., learning conflict resolution, problem solving, stress management, communicating effectively

4

They provide opportunity for youth participation in and leadership

at valued family, school, and community activities

5

They collaborate with other organizations

to develop a holistic approach to serving the youth's needs

Francis et al., 2020; Lipsey et al. 2010

OFCY Participant Survey Results Matched to Evidenced-Based PYD Practices (pgs. 20-22)

Positive Adult-Youth Relationships <ul style="list-style-type: none">There is an adult in this program who notices when I am upset (n= 6,682)	85%
Positive Support Techniques <ul style="list-style-type: none">Adults in the program tell me what I am doing well (n = 5,707)	93%
Life-Skill Building <ul style="list-style-type: none">Because of this program, I know how to navigate a job search and interview process (n=394)I know more about how to keep my child healthy (n=460)	80% 85%
Opportunities for Youth Leadership <ul style="list-style-type: none">In this program, I have opportunities to lead others (n=6,544)	79%
Collaboration & Connections with Other Organizations <ul style="list-style-type: none">This program connected me with other programs and resources that can help my family (n=460)	88%

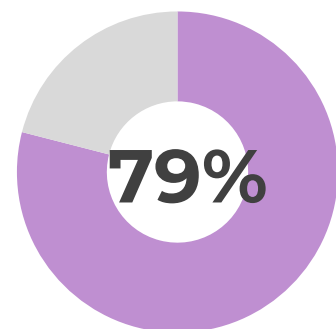
OFCY Expands Resources and Strengthens Results Through Collaborations (pgs. 22)



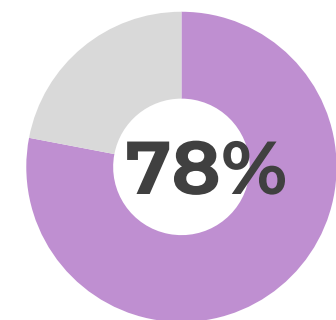
Full List of Collaborative Partners in Appendix 1



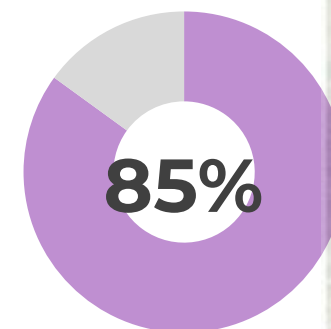
Academic Preparation (pg. 24)



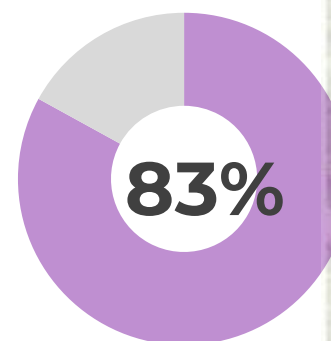
Students **like to go to school**
(n=6,090)



Students **feel more motivated to learn in school** (n=4,818)



Elementary and middle school students **increase their interest in staying in school** (n=3,047)

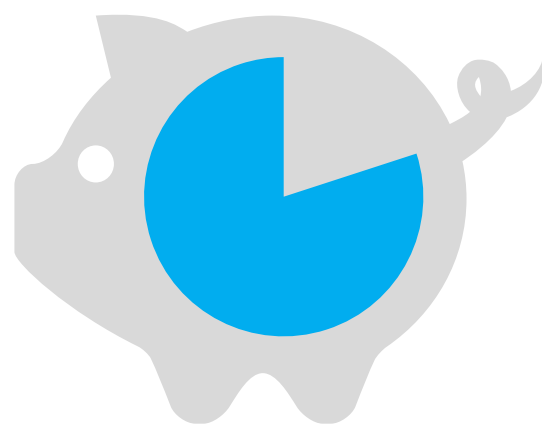


College or a career feels attainable after graduation for high schoolers (n=1,149)





Employment/Economic Well-Being (pg. 25)



80%

Youth participating in career access & employment programs, who completed OFCY surveys, reported that they **now have a resume** (n=394)

1,412 youth placed in an internship or job through OFCY
\$15/hour average hourly stipend or wage

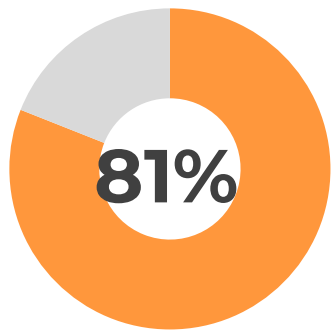
77%

Youth participating in career access & employment programs received **assistance getting a paid internship or job** (n=120)

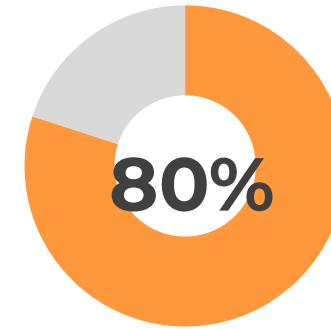




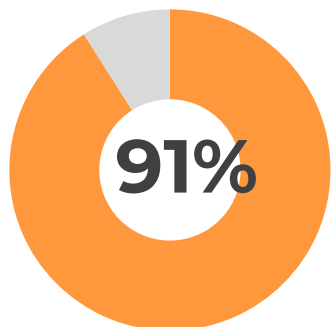
Parent Engagement with their Children (n=460) (pg. 26)



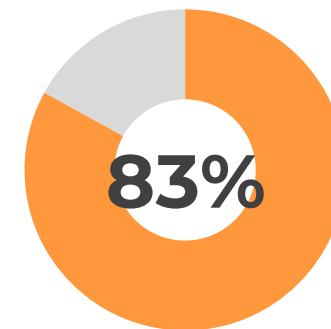
Parents/Caregivers are better prepared to **stand up for or be an advocate for their child**



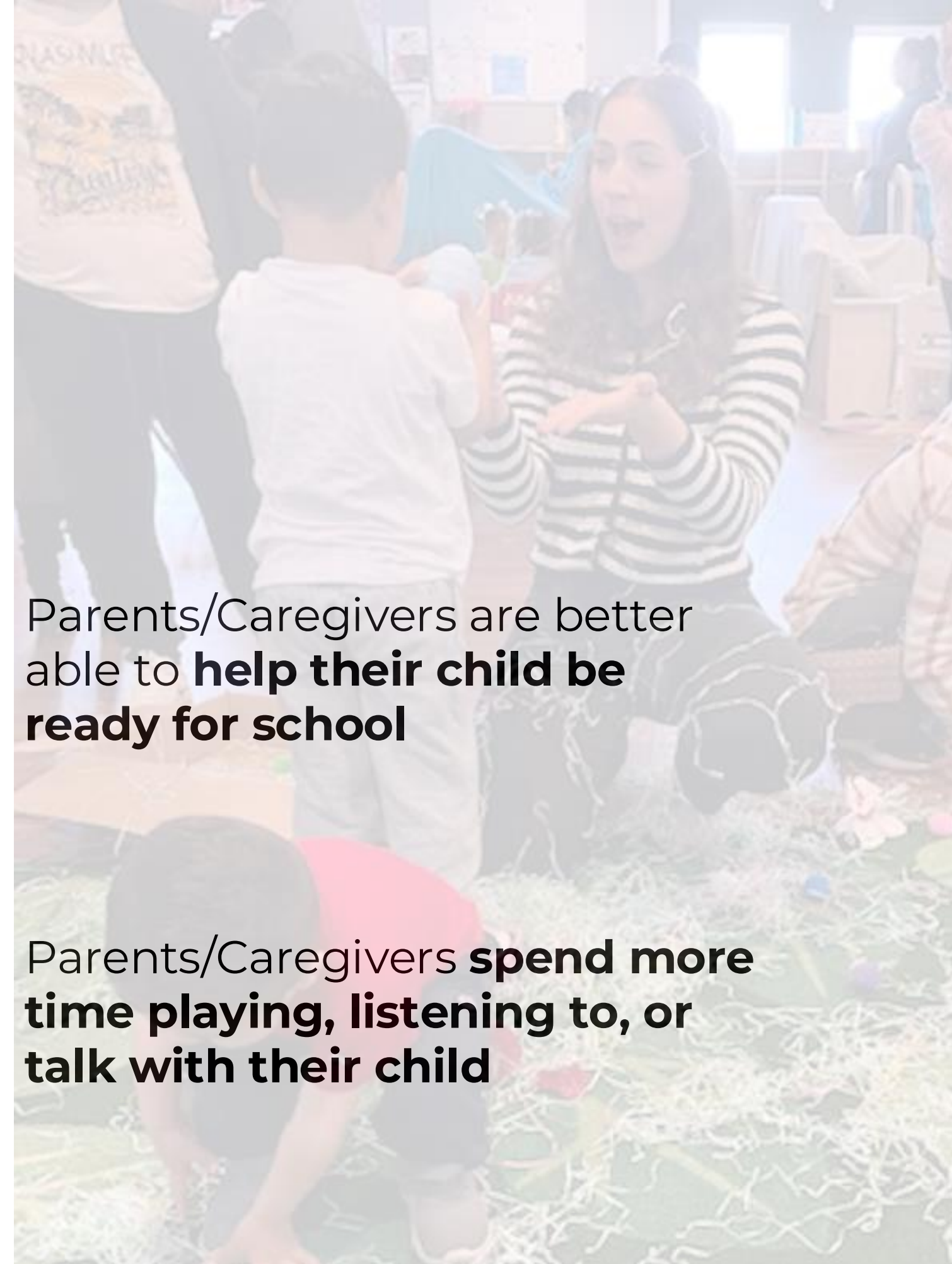
Parents/Caregivers are better able to **help their child be ready for school**



Parents/Caregivers **sing, read, or tell stories to their child more often**



Parents/Caregivers **spend more time playing, listening to, or talk with their child**





Belonging, Connections, and Safety (pg. 27)



90%

Youth feel like they
**belong in their
OFCY program**
(n=6,682)



88%

Youth feel **more
connected to their
community** (n=1,373)



86%






When youth **feel
unsafe, their
program provides
resources or
someone to call for
support** (n=2,522)



RESULTS-BASED ACCOUNTABILITY SUMMARIES



Social-Emotional Well-Being in Early Childhood (pg. 29)

How Much Did We Do?		How Well Did We Do It?			
 \$775,000 Investment		Youth Participants			
			Projected	Actual	% Achieved
 4 programs funded		Hours of Service	10,760*	10,031	93%
 127 youth participants served		Number of Participants	50**	76	152%
 119 adult participants served		Adult Participants			
			Projected	Actual	% Achieved
 18,736 hours of service provided		Hours of Service	5,500*	5,948	108%
		Number of Participants	45**	101	224%

*1 program had errors with reported projected service hours; their data is not included in table.
**2 programs had errors with reported projected number of people served; their data is not included in table.

Is Anyone Better Off?

75% (3 of 4 programs) MET AT LEAST 1 of their Outcomes by Q4

Sample Site-Specific Measurable Data

Example 1: Early Childhood Mental Health Collaborative (Lincoln)

- 100% of parents/caregivers reported observing positive changes in their child’s behavior since gaining support from collaborative team.






Example 2: Nurturing Relationships and Strengths of 0-5 Children and Their Families (Thorough the Looking Glass)

- Based on Early Childhood Parent Scale: 63% reported positive changes in flexibility, 75% reported positive changes in frustration tolerance.

Example 3: Project Pride (LifeLong Medical Care)

- 71% of participants have made positive progress toward reunification with their children.

Family Resource Centers and Parent Engagement (pg. 31)

How Much Did We Do?		How Well Did We Do It?			
 \$2,261,035 Investment		Youth Participants			
			Projected	Actual	% Achieved
 10 programs funded		Hours of Service	28,248	31,400	111%
 1,446 youth participants served		Number of Participants	1,217	1,446	119%
 2,493 adult participants served		Adult Participants			
			Projected	Actual	% Achieved
 71,557 hours of service provided		Hours of Service	32,177	40,157	125%
		Number of Participants	1,871	2,493	133%

Is Anyone Better Off?
100% (10 of 10 programs) MET AT LEAST 1 of their Outcomes by Q4

Sample Site-Specific Measurable Data

Example 1: Dads Evoking Change (Dads Evoking Change)





- 84% of participants experienced positive changes in their legal situation since receiving consultation.

Example 2: Parent Tot Initiative (Refugee & Immigrant Transitions)

- 84% of participants successfully connected to the resource beyond the program.

Example 3: Hathorne Family Resource Center (East Bay Agency for Children)

- 95% of clients maintained or improved their parenting domain scores on the Protective Factors Survey (PFS).

How Much Did We Do?		How Well Did We Do It?			
	\$3,230,000 Investment	Youth Participants			
			Projected	Actual	% Achieved
	39 programs funded	Hours of Service	1,835,754	2,294,793	125%
	5,895 youth participants served	Number of Participants	4,191	5,895	141%
	2,294,793 hours of service provided				

Is Anyone Better Off?

90% (35 of 39 programs) MET AT LEAST 1 of their Outcomes by Q4

Sample Site-Specific Measurable Data

Example 1: Manzanita Community School (East Bay Asian Youth Center)

- 81% of students reported they feel motivated to learn in school.
- 87% if students participated in activities that help them build positive relationships with their peers.





Example 2: Allendale Elementary (Girls Inc of Alameda County)





- 70% of 1st – 5th grade participants completed a minimum of 1 DIEBLS literacy assessment throughout the 2024-25 year.

Example 3: International Community Elementary (Oakland Leaf Foundation)





- 75% of students reported that the after-school program is a safe and supportive space.
- 75% of 5th-grade students took on leadership roles or increased responsibilities within the program.

Comprehensive School-Based Afterschool – Middle (pg. 36)





How Much Did We Do?		How Well Did We Do It?			
 \$1,500,000 Investment	Youth Participants				
		Projected	Actual	% Achieved	
 14 programs funded	Hours of Service	818,333	708,683	87%	
 2,863 youth participants served	Number of Participants	1,780	2,863	161%	
 708,683 hours of service provided					
Is Anyone Better Off?					
100% (14 of 14 programs) MET AT LEAST 1 of their Outcomes by Q4					
Sample Site-Specific Measurable Data					
Example 1: Roosevelt Middle School (East Bay Asian Youth Center) <ul style="list-style-type: none">81% of students reported feeling motivated to do well academically.89% of students said it’s important to get good grades.					
Example 2: Bret Harte Middle (Oakland Leaf Foundation) <ul style="list-style-type: none">48% of students had leadership opportunities such as serving as a teacher’s assistant, timekeeper, bathroom monitor, or helping younger students.					
Example 3: Madison Park Academy 6-8 (Bay Area Community Resources) <ul style="list-style-type: none">85% of youth reported feeling supported.					

How Much Did We Do?		How Well Did We Do It?			
 \$710,000 Investment	Youth Participants				
		Projected	Actual	% Achieved	
 5 programs funded	Hours of Service	80,887	59,873	74%	
 968 youth participants served	Number of Participants	475	968	204%	
 59,873 hours of service provided					
Is Anyone Better Off?					
100% (5 of 5 programs) MET AT LEAST 1 of their Outcomes by Q4					
Sample Site-Specific Measurable Data					
Example 1: The Unity Council Latino Men & Boys Program (Refugee & Immigrant Transitions)					
• 84% of youth have participated in extracurricular enrichment activities, including college visits.					
Example 2: East Oakland Boxing Association (EOBA)					
• 100% of youth engaged in academic programming and a full spectrum of health and wellness activities.					
• 6 students were accepted into a leadership program, and 3 additional participants became student body presidents.					
Example 3: FLY Middle School Program for Oakland Youth (Fresh Lifelines for Youth, Inc.)					
• 80% of youth increased school engagement.					
• 100% of youth were promoted to the next grade level.					

High School and Post-Secondary Student Success (pg. 40)

How Much Did We Do?		How Well Did We Do It?			
 \$1,245,000 Investment	Youth Participants				
		Projected	Actual	% Achieved	
 11 programs funded	Hours of Service	92,469	137,379	149%	
 3,650 youth participants served	Number of Participants	3,864	3,650	94%	
 137,379 hours of service provided					
Is Anyone Better Off?					
100% (11 of 11 programs) MET AT LEAST 1 of their Outcomes by Q4					
Sample Site-Specific Measurable Data					
Example 1: College Track Oakland: Democratizing High School & College Success For Low-income, First-generation Oakland Youth <ul style="list-style-type: none">100% of Class of 2025 seniors were accepted to a four-year college.100% of Class of 2024 seniors matriculated to a two- or four-year college in Fall 2024.91% of high school scholars achieved 3.0+ GPA.					
Example 2: Community Connections (The Center for Independent Living) <ul style="list-style-type: none">88% of youth reported that they know better what their strengths are, 100% reported that they know what they need help with, and 100% reported that they can better speak up for and advocate for themselves.					
Example 3: Newcomer Youth Wellness & Leadership Initiative (Oakland Unified School District) <ul style="list-style-type: none">81% of students reported they feel their culture and identity are respected at OIHS all or most of the time.69% of participants said they have a trusted adult they can go to if they have a problem.					

Leadership and Development (pg. 42)

How Much Did We Do?		How Well Did We Do It?			
	\$4,645,347 Investment	Youth Participants			
			Projected	Actual	% Achieved
	32 programs operational	Hours of Service	450,824	414,876	92%
	6,047 youth participants served	Number of Participants	4,878	6,047	124%
	414,876 hours of service provided				

Is Anyone Better Off?

91% (29 of 32 programs) MET AT LEAST 1 of their Outcomes by Q4

Sample Site-Specific Measurable Data

Example 1: FLY Programs for Young Leaders (Fresh Lifelines for Youth, Inc.)

- 71% of youth were promoted to the next grade level, graduated from high school, or earned a GED.
- 100% of youth report feeling confident in their ability to resist negative peer pressure.
- 100% of youth report having the ability not to break the law.





Example 2: Oakland Lacrosse: Leadership Development, Academic Counseling, Wellness Education (Oakland Lacrosse Club)

- 87% of participants felt connected to their teammates.
- 85% of participants reported that their lacrosse community allows them to be their authentic self.





Example 3: Youth Beat Media Arts & Leadership Development (Oakland Public Education Fund)

- 83% of youth reported they were proud of the work they accomplished.
- 71% of youth reported they were more comfortable working with a team since joining the program.





Summer Academic & Enrichment/Youth Employment (pg. 45)

How Much Did We Do?		How Well Did We Do It?			
	\$1,161,000 Investment \$861,000 Academic & Enrichment + \$300,000 Youth Employment	Youth Participants			
			Projected	Actual	% Achieved
	12 programs funded 9 Academic & Enrichment + 3 Summer Youth Employment	Hours of Service	154,596	154,359	100%
	1,274 youth participants served	Number of Participants	1,252	1,274	102%
	154,359 hours of service provided				
Is Anyone Better Off?					
Sample Site-Specific Measurable Data					
<div>Example 1: Summer Jobs for Successful Futures (The Youth Employment Partnership, Inc.)<ul style="list-style-type: none">148 youth received case management.145 youth received job readiness training.</div> <div>Example 2: Youth on the Move Summer Program (Lao Family Community Development, Inc)<ul style="list-style-type: none">71 youth attended the annual youth leadership summit.112 youth received job coaching.112 youth received employment placement.</div>					

Violence Prevention (pg. 47)

How Much Did We Do?		How Well Did We Do It?			
	\$655,000 Investment	Youth Participants			
			Projected	Actual	% Achieved
	3 programs funded	Hours of Service	16,201	24,267	150%
	340 youth participants served	Number of Participants	189	340	180%
	24,267 hours of service provided				
<div>Is Anyone Better Off?</div> <div>100% (3 of 3 programs) MET AT LEAST 1 of their Outcomes by Q4</div>					
<div>Sample Site-Specific Measurable Data</div> <div><div>Example 1: Teens on Target (Youth ALIVE!)</div><div><ul style="list-style-type: none">63% of youth surveyed reported helping resolve or mediate a conflict in the last six months that would have otherwise led to a fight or violence.60% of youth surveyed reported that they would try to talk a friend out of carrying a gun (a 23% increase from baseline survey).100% of seniors graduated on time.</div></div> <div><div>Example 2: Healthy Wealthy Wise (The Youth Employment Partnership, Inc.)</div><div><ul style="list-style-type: none">19 young adult trainees were placed into unsubsidized jobs.100% of youth who had dropped out of school were re-enrolled in school and 47% obtained their high school diploma.100% of students remained in school.</div></div>					

Career Access and Employment for Opportunity Youth (pg. 48)

How Much Did We Do?		How Well Did We Do It?			
 \$1,660,000 Investment		Youth Participants			
			Projected	Actual	% Achieved
 9 programs funded		Hours of Service	87,212	111,972	1128%
 713 youth participants served		Number of Participants	525	713	136%
 111,972 hours of service provided					

Is Anyone Better Off?

89% (8 of 9 programs) MET AT LEAST 1 of their Outcomes by Q4

Sample Site-Specific Measurable Data

Example 1: Comprehensive Job Training and Employment Program for Oakland Opportunity Youth (New Door Ventures)

- 90%+ of youth scored 90% in our enabling conditions category, 87% in our building assets category, and 93% in our promoting agency category.
- 64% of youth were employed at program exit.





Example 2: Siblings on the Rise Economic Empowerment Program (Center for Young Women's Development)

- 90% of goals from participants' life self-determination plans were obtained.
- 90%+ of youth completed their training and paid apprenticeships.

Example 3: Civicorps' Conservation Career Pathways Program (Civicorps)

- 6 youth attained their Class C Permits.

Career Access and Employment Youth in School, (pg. 50)

How Much Did We Do?		How Well Did We Do It?			
 \$995,000 Investment	Youth Participants				
		Projected	Actual	% Achieved	
 6 programs funded	Hours of Service	149,298	104,780	70%	
 942 youth participants served	Number of Participants	1,017	942	93%	
 104,780 hours of service provided					
Is Anyone Better Off?					
50% (3 of 6 programs) MET AT LEAST 1 of their Outcomes by Q4					
Sample Site-Specific Measurable Data					
Example 1: AHS - Health Excellence & Academic Leadership-High School Healthcare Internship <ul style="list-style-type: none">90% of youth reported being more motivated to pursue their education seriously because of the program.77% of youth reported having a clear idea of the educational path they needed to pursue to achieve their career goals.					
Example 2: Pathways to College and Career Success for Oakland’s High School Students through Genesys Works <ul style="list-style-type: none">93% of participants completed their internship.100% of program participants who completed their internship graduated from high school.100% or program participants are pursuing post-secondary education (81% in a four-year college or university and 19% in a two-year college).					

Strengths and Successes (pgs. 52-55)

- Youth Empowerment, Leadership, and Voice
- Community, Family, and Cultural Connections
- Holistic Academic, Career, & College Readiness and Support
- Prioritizing Well-Being, Basic Needs, Resources, and Inclusive Supports



“I'm grateful to the students before me that did this work. I did not know how much work this [Youth Vote] was. But it's pretty rewarding to see folks be able to vote since they have been waiting for so long.”

-OFCY Youth Leadership Program Participant

Challenges (pgs. 56-57)

- Programs Should Continue to Prioritize Trauma-Informed Support During Challenging Times for Oakland Families
- Resource Restraints Hinder Smooth Program Functioning
- Participant Engagement and Retention is a Persistent Challenge

“Post the election, there has been much fear and confusion as to what is going to happen, and we have seen an increase in the need for mental health services. We are connecting with local partners to promote their services and workshops, as we know many of our families are being impacted.”

-OFCY Provider

Appendix 2: Program Profiles



Program-Level Profiles for All 145 programs

(Appendix 2)



Program Profile FY 2023-2024

OFCY Strategy: Family Resource Centers and Parent Engagement

Agency Name:

Program:

Annual Grant Funding: \$248,993

Program Summary:

Program Score Card

These select performance measures were identified by program staff, OFCY, and the evaluation team as indicative of programs' quality and success in working towards the strategic objectives for the Youth Development and Leadership strategy.

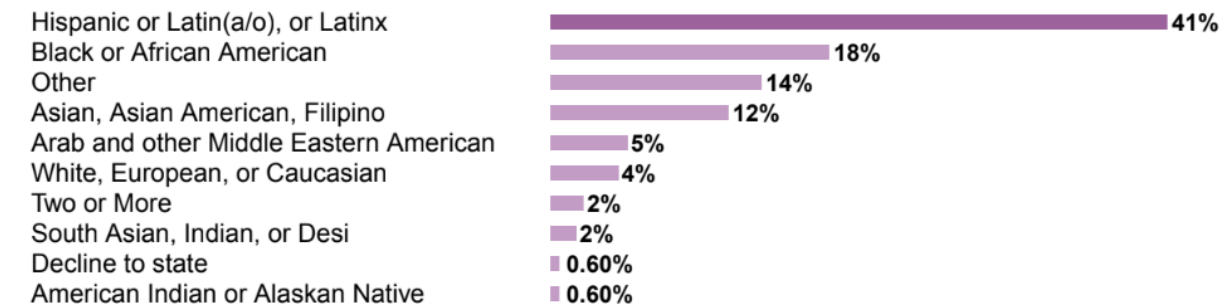
Program Achievements: *How much did we do?*

Projected Number of Youth Served:	62
Actual Number of Youth Served:	191
- Percent Achieved Toward Goal of Total Youth Served:	308%
Total Hours of Service Provided:	4,638
- Average Hours of Service per Youth Served:	24

Projected Number of Adults Served:	62
Actual Number of Adults Served:	178
- Percent Achieved Toward Goal of Total Adults Served:	287%
Total Hours of Service Provided:	4,018
- Average Hours of Service per Adult Served:	23

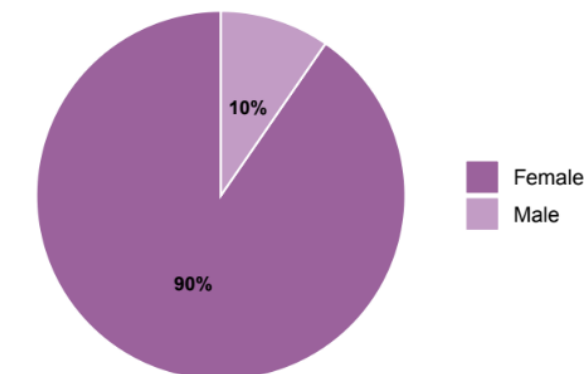
Adult Demographics

Race/Ethnicity (N = 178)



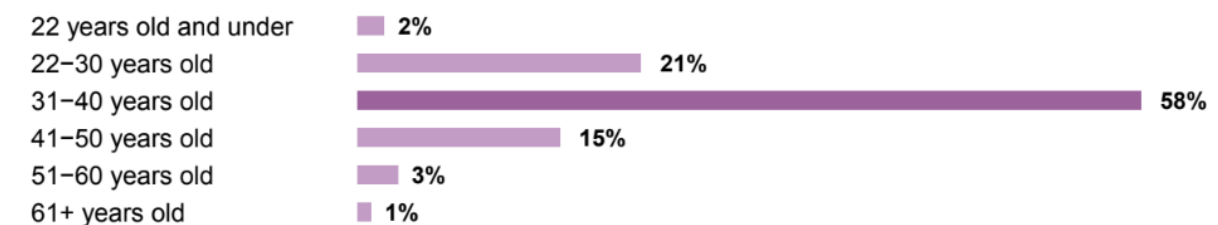
Categories with 0%: Afro-Caribbean or Afro-Latin(o/a), Afro-Latinx, Pacific Islander or Native Hawaiian

Gender Identity (N = 178)



Categories with 0%: Non-Binary, Other

Age (N = 178)

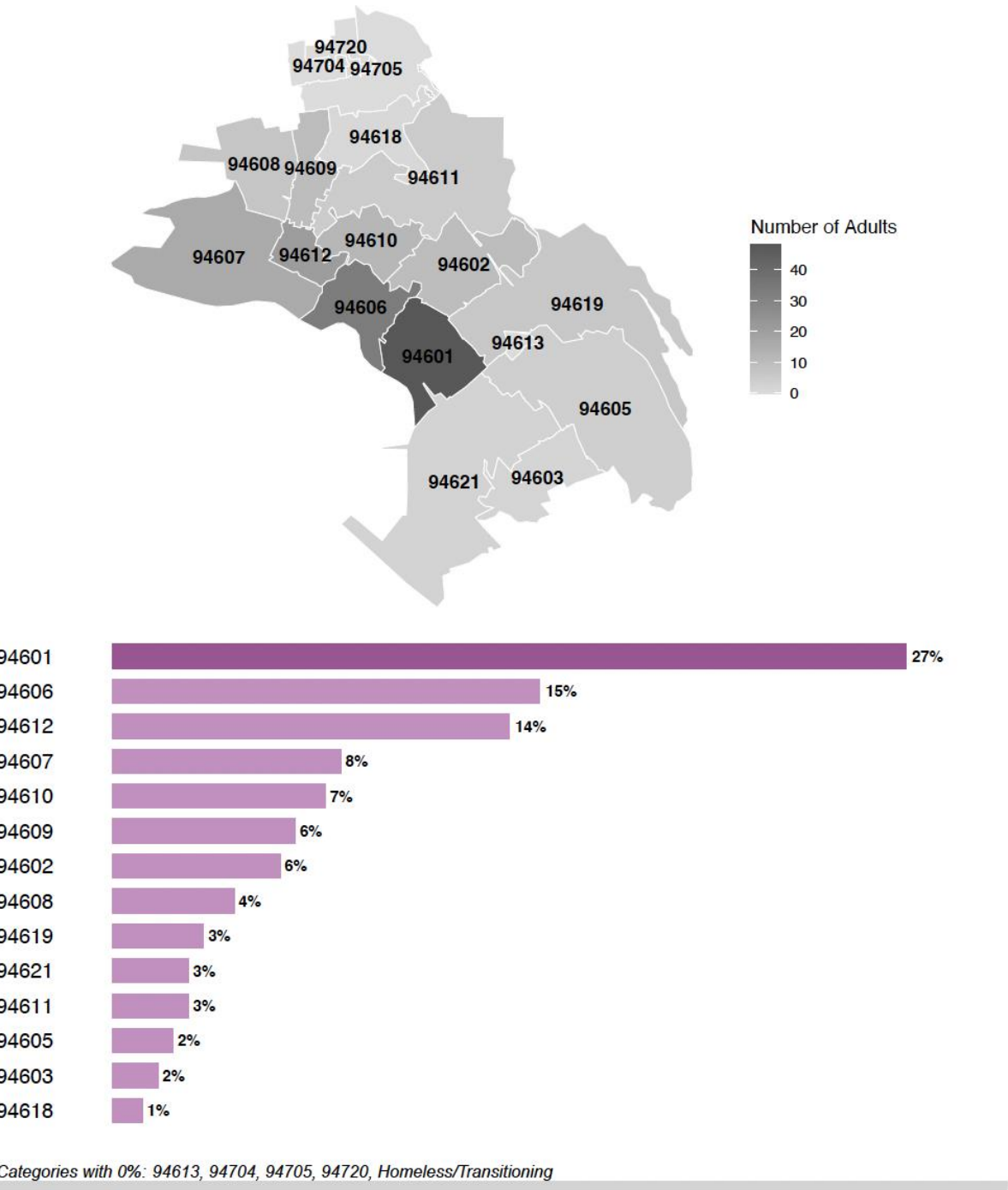


Program-Level Profiles for All 145 programs

(Appendix 2)

Distribution of Adult Participants by Oakland Zip Code

(N = 178)

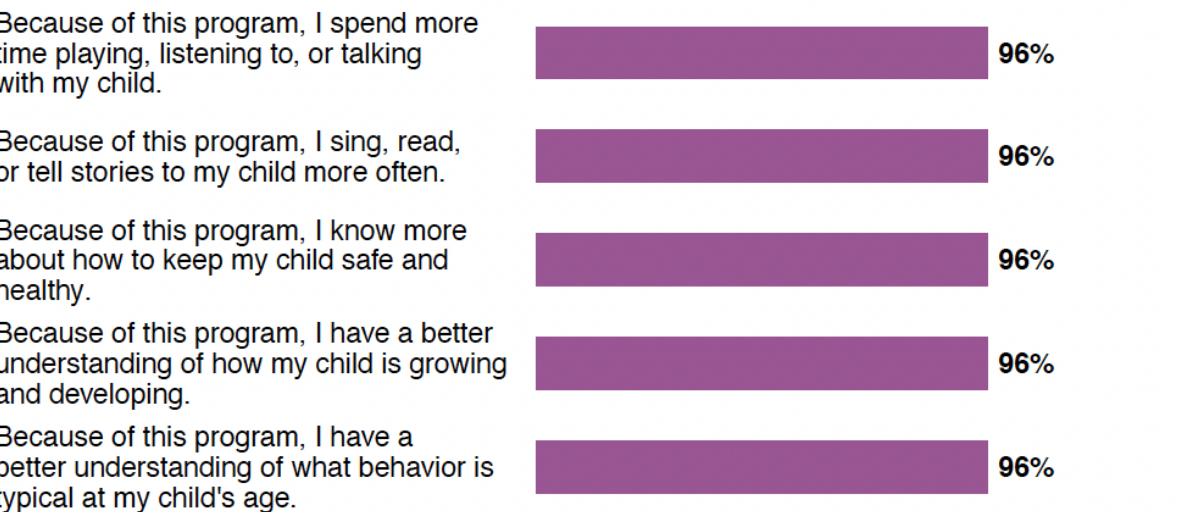


Parents/Caregiver Survey Results

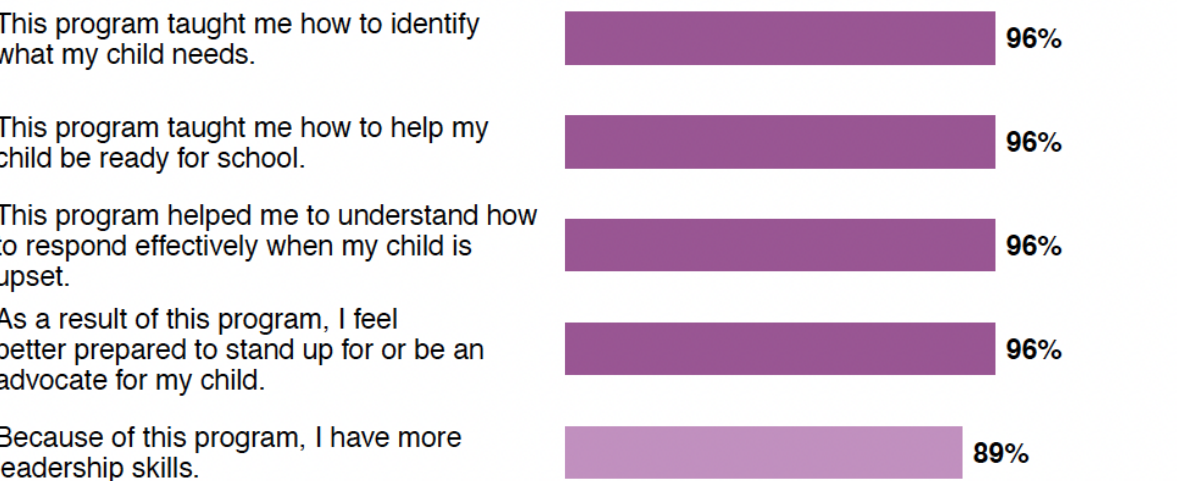
Participant Outcomes: *Is anyone better off?*

Percentages presented reflect how often parents/caregivers agreed or strongly agreed with each statement below.

Child Development, Health, and Wellbeing Percent of Youth in Agreement (N = 33)



Parenting and Leadership Skills Percent of Youth in Agreement (N = 33)



Thank You!



CITY OF
OAKLAND



FY 2024-2025 Evaluation Report

Prepared by The Bridging Group
January 2026

Katie Kramer | Sharon McDonnell
Madeleine Fraix | Lynda Murillo
Danielle Motely-Lewis



Official Citation

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Robyn Levinson, OFCY Program Planner

Annie Hines, OFCY Program Analyst II

Terry Hill, OFCY Program Analyst II

Donnisha Udo-Okon, OFCY Administrative Assistant II

TBG also expresses gratitude to the **OFCY Planning and Oversight Committee** for their input and review.

Finally, TBG expresses special appreciation to the **OFCY program site staff and volunteers** for their support of this evaluation and, in particular, to the OFCY participants who shared their valuable input through evaluation surveys.

Cover photos courtesy of Oakland Parks, Recreation and Youth Development and UJIMAA Foundation

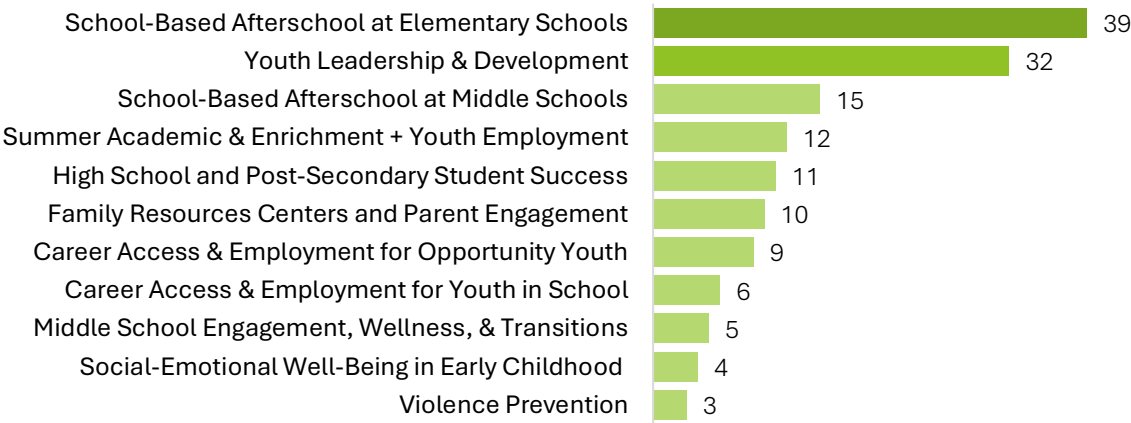
Executive Summary

The Oakland Fund for Children and Youth (OFCY) provides strategic funding to support Oakland's children and youth from birth through age 21 in becoming healthy, happy, educated, engaged, powerful, and loved community members. Using a results-based accountability (RBA) framework, this report provides an overview of OFCY's funded portfolio, a description of the number of service hours provided and the number of people served, who were supported by these programs, participant survey results, overall outcomes, RBA summaries for the eleven OFCY strategies, and program profiles for each OFCY program operating in FY 24-25.

What Were the Programs?



Distribution of Operational Programs By OFCY Strategies (n=145)



Who Was Supported?

OFCY Child/Youth Participants (n=20,801)



OFCY FY 24-25 Results-Based Accountability Summary

How Much Did We Do?



20,801

Children and Youth Served
(unduplicated)



2,591

Parents/Caregivers Served
(unduplicated)



4,098,518

Total Hours of Service



11

Service Strategies Supported

How Well Did We Do It?

109%

Achievement of Projected Hours of Service

(4,098,518 actual hours achieved of 3,762,259 hours projected)

126%

Achievement of Projected Number of Participants

(26,808 actual participants served* of 21,354 participants projected)

*number served includes multiple counts for people who participated in more than 1 program

93%

OFCY Youth are from Priority Populations

(19,277 youth served by OFCY identify as Black/African American, Latinx, Native American, and/or Asian/Pacific Islander)

OFCY Participant Survey Results Connected to Evidence-Based PYD Practices*

Positive Adult-Youth Relationships

There is an adult in this program who notices when I am upset (n=16,682)	85%
The adults in this program listen to my ideas (n=6,544)	87%
There is an adult in this program who cares about me (n=6,544)	93%
The adults in this program encourage me to try harder (n=6,544)	90%

Positive Support Techniques

Youth Respondents (n=5,707)

Adults in the program tell me what I am doing well	93%
I have the opportunity to talk about what I've learned in this program	88%

Parent/Caregiver Respondents (n = 478)

Program staff help to make me feel comfortable and supported	96%
In this program, I feel comfortable asking questions and sharing concerns about my children and about parenting	89%

Life-Skill Building - Youth

Youth Respondents

This program helps me improve communicate better (n=5,666)	86%
At this program, I learn how to do things that help with my schoolwork (n=4,818)	82%
Since coming to this program, I feel like I can try new things, even if I think they might be hard (n=6,544)	88%
Because of this program, I know how to navigate the job search and interview process (n=394)	80%
At this program, I learned what is expected in a work setting (n=394)	87%
Since coming to this program, I have learned non-violent skills to help me deal with conflict (n=101)	87%

Parent/Caregiver Respondents (n=460)

I have a better understanding of my child's behavior, growth, and development	83%
I know more about how to keep my child safe and healthy	85%
This program helped me to understand how to respond effectively when my child is upset	83%

Opportunities for Youth Leadership

In this program, I have chances to lead others (n=6,544)	79%
This program has given me the skills to advocate for myself and my community (n=1,272)	89%

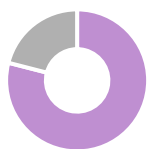
Collaboration and Connections with Other Organizations (parent/caregivers, n=460)

This program connected me with other programs and resources that can help my family	88%
--	------------

*Evidence-Based Positive Youth Development (PYD) practices identified in meta-analysis by Francis, K., et al (2020).

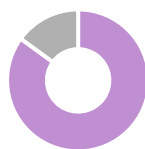
Is Anyone Better Off?

Academic Preparation



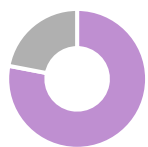
79%

Students reported that because of the program, they **like to go to school** (n=6,090)



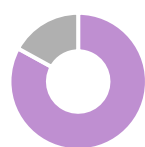
85%

Elementary and middle schoolers reported that the program **increased their interest in staying in school** (n=3,047)



78%

Students reported the program helps them to feel **more motivated to learn in school** (n=4,818)



83%

High schoolers expressed that **college or a career feels attainable after graduation** (n=1,149)

Employment/Economic Well-Being



80%

Youth participating in career access & employment programs, who completed OFCY surveys, reported that they program **helped them create or improve their resume** (n=394)



1,412

Number of youth participating in career access & employment programs were **placed into a job or internship**

Parent Engagement with Their Children



81%

Parents/Caregivers feel better prepared to **stand up for or be an advocate for their child** (n=460)



80%

Parents/Caregivers are better able to **help their child be ready for school** (n=460)



91%

Parents/Caregivers are better able to **communicate with their children** (n=460)



83%

Parents/Caregivers spend **more time playing, listening to, or talking with their child** (n=460)

Belonging and Connections



74%

Youth of all ages reported that they felt like **they belong in their OFCY program** (n=6,682)



65%

Youth involved in youth leadership indicated they **feel more connected to their community** after attending their program (n=1,373)



83%

Youth of all ages reported that since coming to their program, they **felt more connected to their school** (n=6,090)



79%

Youth of all ages reported they **feel safe in their OFCY program** (n=6,544)



90%

Youth indicated that **when they feel unsafe, their program has provided resources or someone to call for support** (n=2,522)



90%

Youth violence prevention programs reported that since coming to the program, **they are better at managing situations that make them feel unsafe** (n=101)

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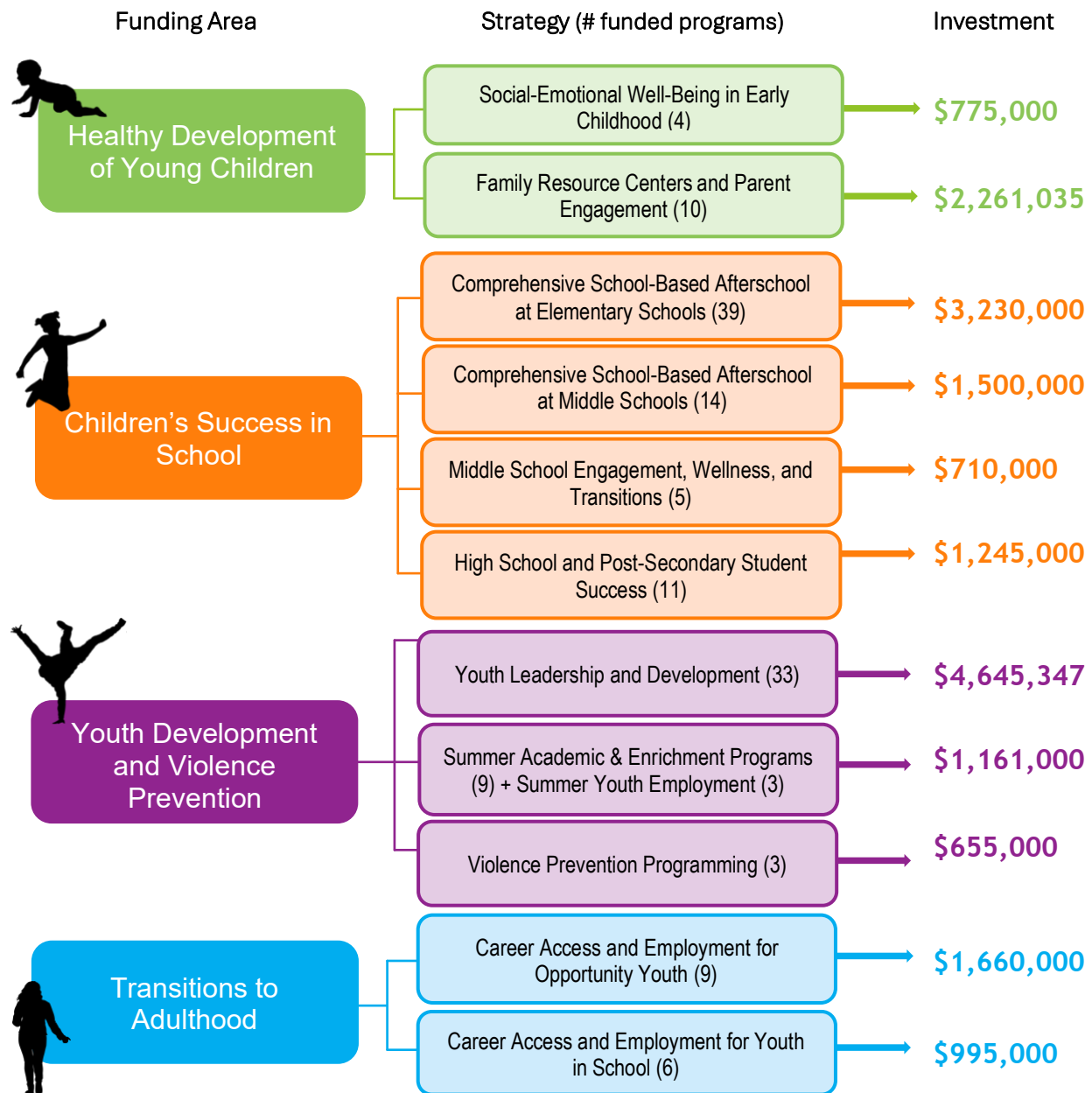
Photo courtesy of Destiny Arts Center



Introduction

OFCY's vision is for all Oakland children and youth to thrive and lead safe, healthy, and fulfilling lives. To advance this vision, OFCY strategically funds programs serving youth from birth to age 21, supporting their health, happiness, learning, engagement, empowerment, and sense of belonging. Guided by the 2022–2025 Strategic Investment Plan, **OFCY awarded \$18,837,382 in FY 2024-25** across 146 awarded grants, spanning four funding areas and eleven strategies. **Figure 1** summarizes these investments.

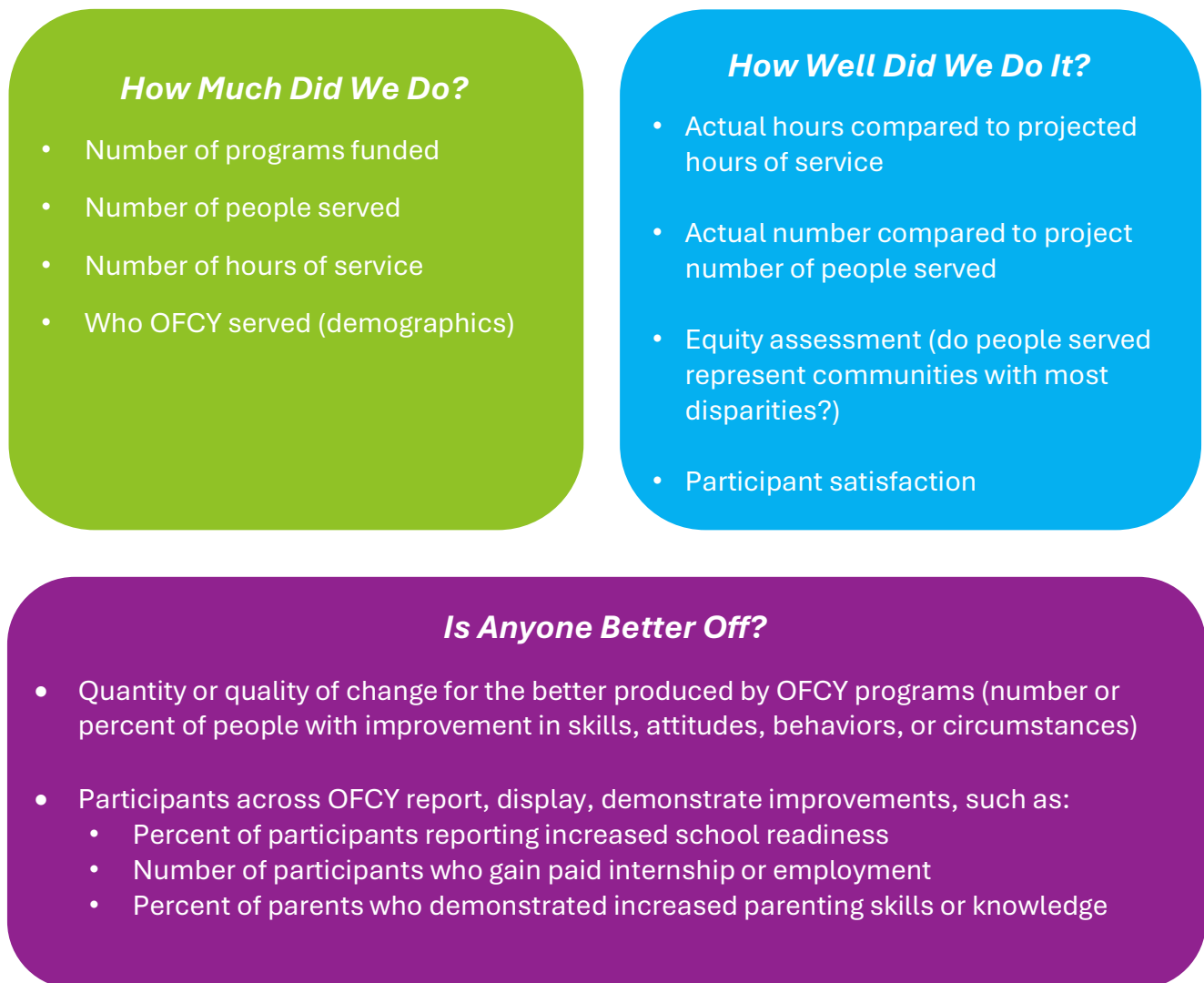
Figure 1: OFCY FY 24-25 Funding Strategies and Investments



OFCY Results-Based Accountability Framework

To measure its contribution to Oakland’s citywide goals, OFCY uses a Results-Based Accountability (RBA) framework. RBA is a widely used approach for improving outcomes for children, families, and communities, helping public agencies and service providers assess and strengthen program effectiveness. For OFCY, RBA offers a structured way to examine the amount of service delivered, its quality, and its impact on children, youth, and families. **Figure 2** outlines the three core RBA questions and how the framework is applied in the OFCY evaluation.

Figure 2: RBA Framework for OFCY Evaluation



Overview of Evaluation and Report

In April 2024, OFCY contracted with The Bridging Group (TBG) to conduct a descriptive evaluation of FY 2024–25 OFCY programs. This report summarizes OFCY’s funded portfolio, including the number of people served, service hours delivered, participant demographics, and key outcomes for children, youth, and caregivers. One of the 146 funded sites did not commence any program activities in FY 24-25. Thus, the data presented in this report are drawn from 76 organizations representing 145 operational OFCY program sites. The report also includes **Appendix 1: Comprehensive List of Collaborative Partners** and **Appendix 2: Program Profiles** for each of the 145 OFCY FY 24-25 programs. TBG drew on multiple data sources to inform this evaluation, including:



Data Sources



Quantitative Administrative Records: Programs tracked service hours, the number of people served, and demographic information for 20,801 children and youth and 2,591 adult participants in OFCY’s data-reporting system, Cityspan.



Qualitative Outcomes Records: Programs individually identified and defined their own outcomes, created their own data collection instruments, and submitted self-reported descriptive outcome data to OFCY via the Cityspan database. Programs also provided narratives describing program highlights, successes, and challenges experienced during each quarterly reporting period.



Surveys: Surveys were collected and analyzed from 5,707 children and youth and 460 parents or caregivers who participated in OFCY programs to elicit their perspectives on program quality and individual outcomes. TBG analyzed data from 3,281 additional surveys collected by Public Profit for their evaluation of the Oakland Unified School District (OUSD) after-school programs.ⁱ

FY 24-25 OFCY Participant Survey

In Spring 2025, the evaluation team partnered with OFCY staff to develop and distribute the FY 24-25 OFCY participant survey. The survey collected participants' perspectives on program quality and how programs affected their knowledge, skills, and actions. Surveys, adapted for each of the eleven OFCY strategies, were administered electronically and on paper. Surveys were translated and offered in nine languages, including English, Spanish, Arabic, Chinese, Amharic, Dari, Pashto, Tigrinya, and Vietnamese.

The TBG evaluators collected 6,207 surveys; all 11 strategies were represented, and 96% of the 145 programs completed at least one survey. Of the total OFCY participant surveys collected, 6,167 contained sufficient information to be included in the analysis. **Table 1** provides a description OFCY surveys included in the analysis group.

6,207
OFCY participant
surveys collected

2.5x more surveys than
the previous year

Table 1: OFCY Survey Details

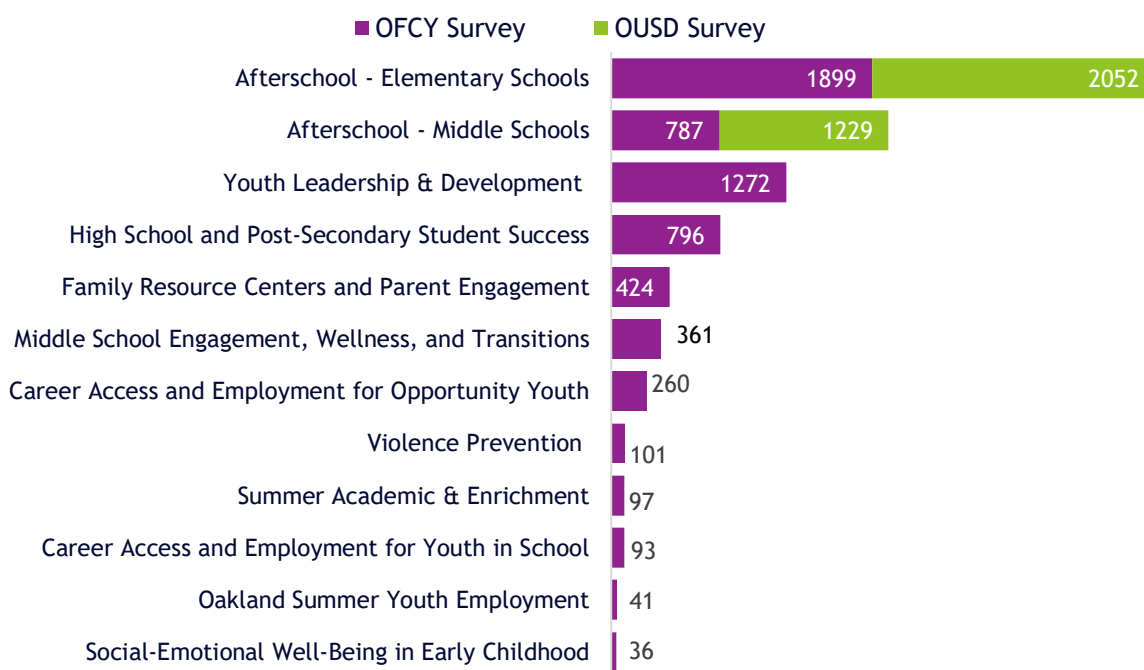
Surveys by Participant Type (n=6,167)	#	%
Youth Participants	5,707	93%
Adult Participants	460	7%
Surveys By Language* (n=6,167)	#	%
English	5,143	83%
Spanish	1,013	16%
Arabic	7	<1%
Chinese	3	<1%
Amharic	1	<1%

*No surveys were collected in Dari, Pashto, Tigrinya, and Vietnamese.

Full Survey Analysis Group

Under a mutual data-sharing agreement, TBG received data from an additional 3,281 surveys collected by Public Profit from jointly funded OFCY/Oakland Unified School District (OUSD) after-school elementary and middle school programs.ⁱⁱ In total, data from 9,448 surveys were analyzed for this report. The full data analysis group included 8,988 surveys completed by youth and 460 by adults. **Figure 3** shows the distribution of the surveys included in the full analysis group by survey source (OFCY vs. OUSD).

Figure 3: Survey Numbers by Strategy (n=9,448)



Survey Results Generalizable to Full OFCY Participant Group

Compared to the total number of people served by OFCY in FY 24-25, the analysis group (n=9,448) has a <1% margin of error, indicating that the results are generalizable to all participants served by OFCY. Furthermore, the percentages of survey respondents by gender and race are similar to those of all OFCY participants. Survey respondents tended to be older (5% of surveys were completed by participants in second grade or younger), so the responses may be more representative of participants in third grade or older.



How Much Did We Do?

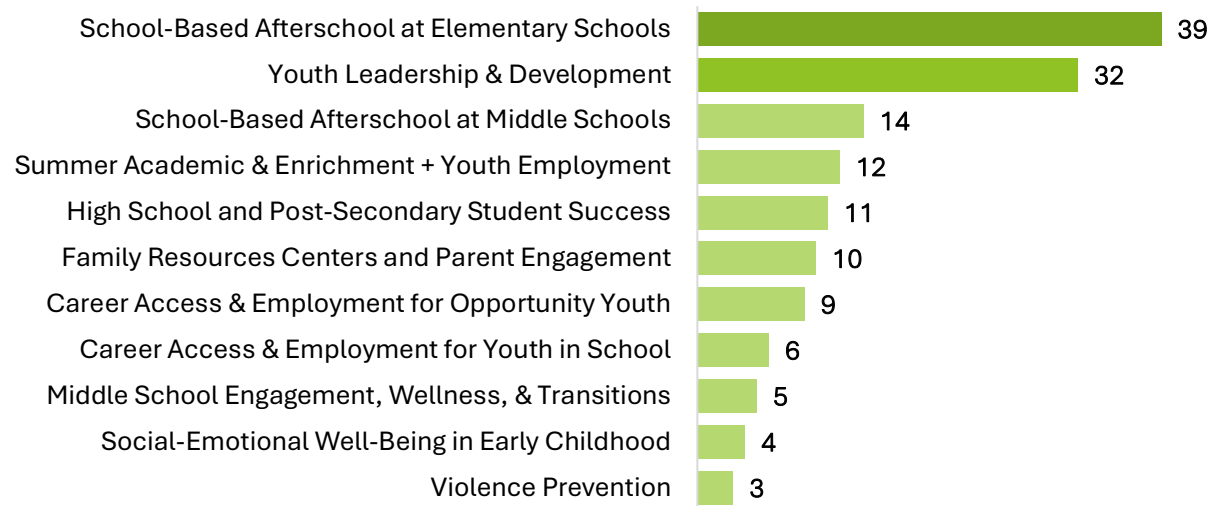


Funded Organizations

Programs By Strategy

During FY 24-25, 76 organizations facilitated 145 programs for children, youth, and families throughout Oakland. The most often run programs were comprehensive school-based afterschool programs at elementary schools (39 programs), followed by youth leadership and development (32 programs), and comprehensive school-based afterschool programs at middle schools (14 programs). **Figure 4** shows the distribution of program counts across OFCY strategies.

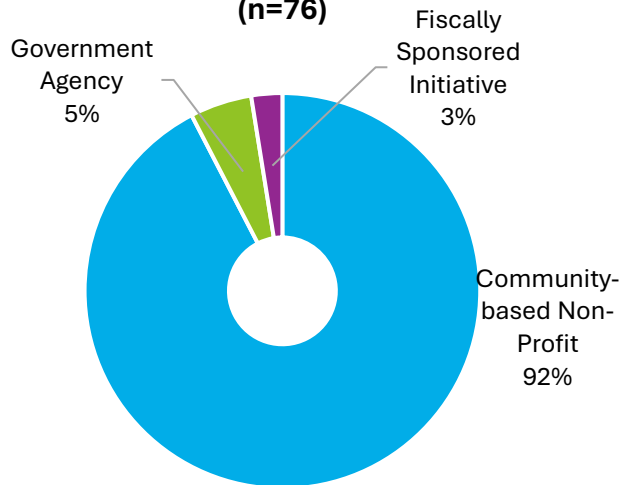
Figure 4: Distribution of OFCY Programs By Strategy
n=145



Organizational Type

The vast majority, 70 of the 76 funded organizations, or 92%, were community-based non-profit organizations, followed by four funded government agencies, and two fiscally sponsored initiatives. **Figure 5** presents the distribution of organization type.

Figure 5: Funded Organizations by Type
(n=76)



Hours of Service

During FY 24-25, OFCY programs provided a total of 4,098,518 hours of service for children, youth, and families across Oakland. Of these hours, 4,052,413 were provided through services and programs for children and youth, and 46,105 were provided through services and programs for parents and caregivers. Children and youth received an average of 167 hours of services per participant, whereas adults received an average of 18 hours.

School-Based Afterschool at Elementary and Middle Schools provided the most hours of service and the highest average hours per participant. Elementary school-based programs provided 2,294,793 hours of service, averaging 389 hours per participant, and middle school-based programs provided 708,683 hours of service, averaging 248 hours per participant.

4,098,518
Total hours of service
provided through
OFCY programs



Photo courtesy of Oakland Leaf Foundation

OFCY Participants

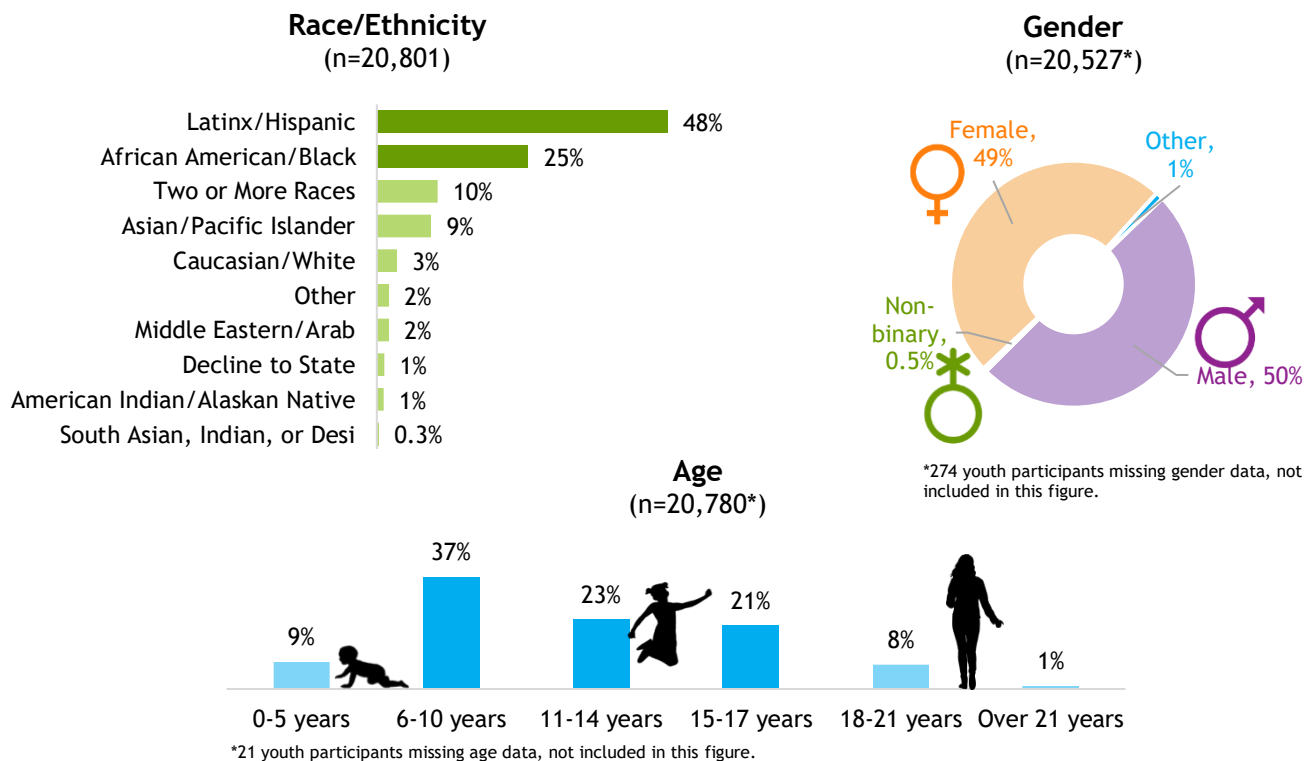
Youth Participants

OFCY supported 20,801 unduplicated children and youth through its funded programs in FY 24-25. Programs collected demographic information on key characteristics of the children and youth served, including race/ethnicity, gender, age, and residential zip code.

The majority of children and youth involved in OFCY programs in FY 24-25 identified as Latinx (48%), Black (25%), Asian/Pacific Islander (9%), or two or more races (10%). Programs served children and youth ages 0 to 21, with 81% aged 6 to 17. Finally, 50% of child and youth program participants identified as male, 49% as female, 0.5% as non-binary, and 1% as other. **Figure 6** presents an overview of participant demographic characteristics.

20,801
unduplicated
children and youth
participated in
OFCY programs in
FY 24-25

Figure 6: Child and Youth Demographics

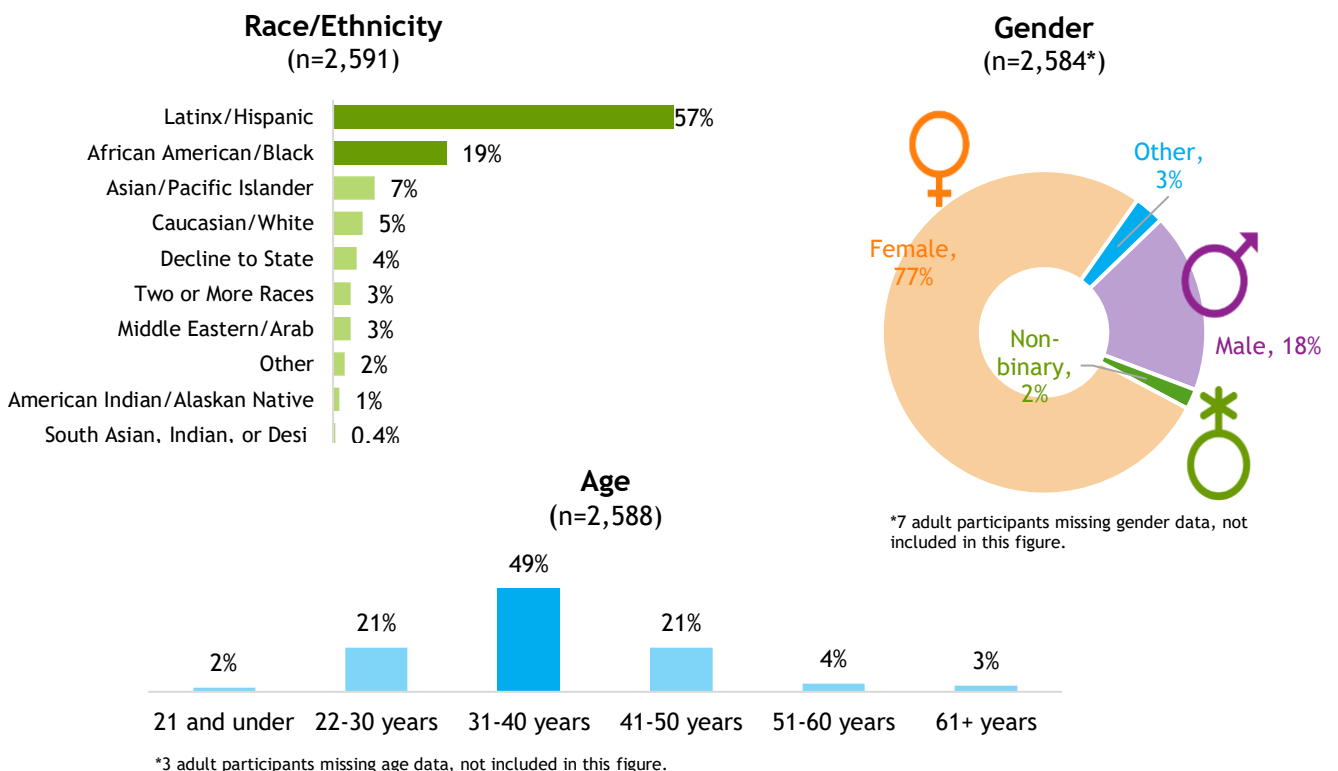


Adult Participants

OFCY funds two strategies that support parents, caregivers, and providers focused on early childhood development. Services within these strategies included parenting education and support, organized playgroups for parents of young children, connections to other community resources, and staff training in early childhood programs. In FY 24-25, 2,591 parents and caregivers attended programs through either the Family Resource Centers and Parent Engagement or the Social-Emotional Well-Being in Early Childhood programs. The vast majority, or 86% of OFCY parent or caregiver participants, identify with priority populations, including Black, Latinx, Native American, or Asian and Pacific Islander. The majority (77%) of participants identify as female, and almost half (49%) are aged 31–40 years. **Figure 7** presents a breakdown of parent and caregiver participants by race/ethnicity, gender, and age.

86%
of OFCY parent
or caregiver
participants are
from priority
populations

Figure 7: Parent and Caregiver Demographics



How Well Did We Do?



Program Performance

Hours of Service

One of the ways OFCY tracks performance of funded programs is by monitoring progress on total hours of service, total number of people served, and average hours of attendance per participant. At the beginning of the contract year, each program estimates the number of service units (hours) it will provide and the number of people it will serve. They then provide quarterly updates on each of these performance measures. **Table 2** compares projected hours with actual hours of service by strategy and provides the average number of hours of per participant.

Table 2: Projected vs. Actual Hours of Service by Strategy

Strategy	Number of Funded Programs	Projected Hours	Actual Hours	Level Achieved	Average Hours per Participant
Social-Emotional Well-Being in Early Childhood*	3	16,260	15,979	98%	61 hours
Family Resource Centers & Parent Engagement	10	60,425	71,557	118%	18 hours
School-Based Afterschool at Elementary Schools	39	1,835,754	2,294,793	125%	389 hours
School-Based Afterschool at Middle Schools	14	818,333	708,683	87%	248 hours
Middle School Engagement, Wellness, Transitions	5	80,887	59,873	74%	62 hours
Youth Leadership & Development	32	450,824	414,876	92%	69 hours
High School & Post-Secondary Student Success	11	92,469	137,379	149%	38 hours
Career Access & Employment- Youth In School	6	149,298	104,780	70%	111 hours
Career Access & Employment for Opportunity Youth	9	87,212	111,972	128%	157 hours
Violence Prevention	3	16,201	24,267	150%	71 hours
Summer Academic & Enrichment /Youth Employment	12	154,596	154,359	100%	121 hours

*1 of 4 Social-Emotional Well-Being in Early Childhood programs had errors with reported projected service hours and thus their data is not included in the table above. This program provided an additional 2,757 hours of service.

Number of People Served

In addition to tracking hours of service, program sites also reported the number of people they served. Overall, **OFCY served 126% of the number of youth and adults they projected to serve in FY 24-25**. At the program level, the majority (79%) of funded programs met or exceeded their projected goals for the number of people they served. **Table 3** compares the projected and actual number of participants served by each OFCY strategy.

Table 3: Projected vs. Actual Number of Participants Served by Strategy*

Strategy	Number of Funded Programs	Projected Number of Participants	Actual Number of Participants*	Level Achieved
Social-Emotional Well-Being in Early Childhood**	2	95	177	186%
Family Resource Centers	10	3,088	3,939	128%
School-Based Afterschool at Elementary Schools	39	4,191	5,895	141%
School-Based Afterschool at Middle Schools	14	1,780	2,683	161%
Middle School Engagement, Wellness, Transitions	5	475	968	204%
Youth Leadership & Development	32	4,878	6,047	124%
High School & Post-Secondary Student Success	11	3,864	3,650	94%
Career Access & Employment- Youth In School	6	1,017	942	93%
Career Access & Employment for Opportunity Youth	9	525	713	136%
Violence Prevention	3	189	340	180%
Summer Academic & Enrichment + Youth Employment	12	1,252	1,274	102%

*Actual number of participants served presented in this table is a duplicated count (includes multiple counts for people who participated in more than 1 program).

**2 of 4 Social-Emotional Well-Being in Early Childhood* programs had errors with reported projected number of participants and thus their data is not included in the table above. These programs served an additional 69 participants.

Addressing Equity

Participants and Equity Measures

In alignment with OFCY's core value of Social and Economic Equity and as outlined in OFCY's Strategic Investment Plan 2022-2025 Equity Framework, OFCY aims to support and prioritize programs serving Oakland's Black, Latinx, Native American, and Asian and Pacific Islander children and youth. OFCY also prioritizes supporting immigrant, refugee, and newcomer youth, LGBTQ youth, youth with disabilities, youth involved in the child welfare system, and youth who are disconnected from school and employment.

Priority Populations

To this end, 93% of the youth served by OFCY identify as members of priority populations highlighted in the OFCY Equity Framework, including Black/African American, Latinx, Native American, and Asian/Pacific Islander children and youth.ⁱⁱⁱ **Table 4** further demonstrates this

equity measure by comparing the percentage of youth served in OFCY programs by ethnicity with population estimates for Oakland from the 2023 American Community Survey (U.S. Census)^{iv}. For example, while African American/Black people make up 19% of the overall Oakland population, African American youth were 25% of those served by OFCY in FY 24-25. In comparison, White people make up 27% of the overall Oakland population but represented only 3% of the youth served by OFCY.

93%
of OFCY youth
are from priority
populations

Table 4: OFCY Participants Compared to Overall Oakland Youth Population

Race/Ethnicity	Overall Oakland Population*	OFCY Youth Participants	Difference +/-
African American/Black	19%	25%	↑ 6%
Latinx	30%	48%	↑ 18%
Two or More Races	6%	10%	↑ 4%
Asian/Pacific Islander	16%	9%	↓ 7%
White	27%	3%	↓ 24%

*2023 American Community Survey/US Census

OFCY Core Value Social & Economic Equity

“All children and youth have a fundamental right for a safe and healthy life and a quality education. We value the concerted application of our resources toward those youth in greatest need.”

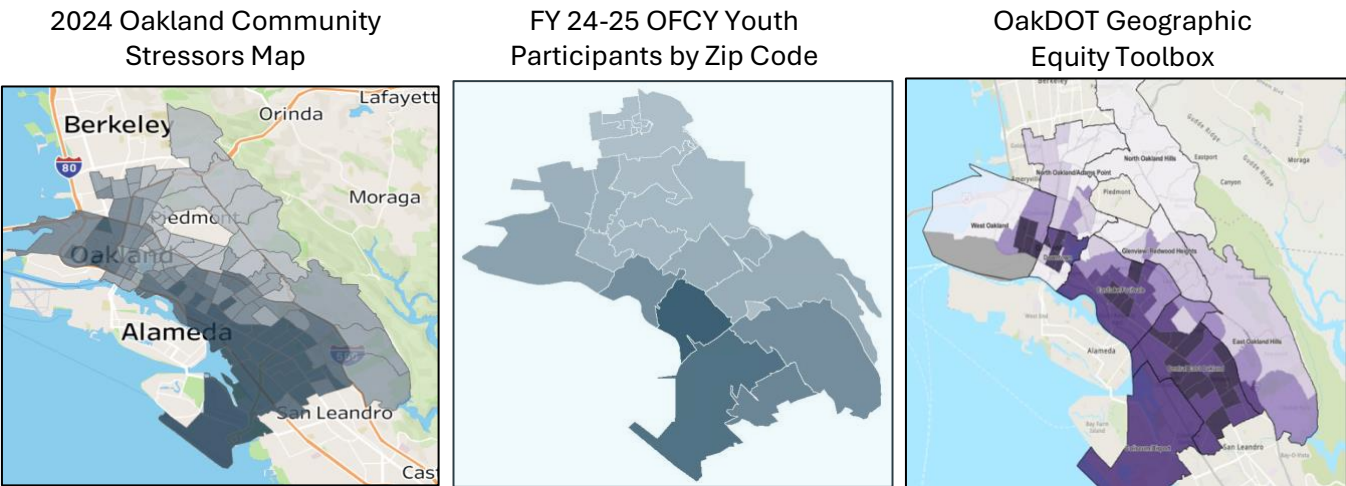
High-Focus Neighborhoods

OFCY further strives for social and economic equity by allocating resources toward those youth in greatest need. The Oakland Community Stressors Index (OCSI) uses a combination of 22 risk factors across a range of domains to identify neighborhoods throughout the City experiencing chronic stress, violence, and trauma.^v Another City of Oakland equity tool, the Oakland Department of Transportation (OakDOT) Geographic Equity Toolbox, combines geographic indicators of need with community context and engagement insights to identify where investments can most effectively advance racial, economic, and mobility equity across Oakland neighborhoods.^{vi}

A map of the zip codes of OFCY children and youth participants shows that most live in neighborhoods with the highest stressors identified by the OCSI. One percent of OFCY participants identified as homeless or in transitional housing. **Table 5** presents the top six reported OFCY participant zip codes, followed by **Figure 8**, which compares the Oakland Community Stressors Map, OakDOT Geographic Equity Toolbox, and OFCY participants mapped by zip code. These side-by-side map comparisons demonstrate that the **communities served by OFCY are the same communities identified as experiencing the highest rates of stress, violence, and trauma as measured by the OCSI and the highest rates of geographic need as indicated by OakDOT.**

Table 5: OFCY Youth Participants by Top Zip Codes			
Zip Code	Neighborhoods	Count	Percent
94601	Fruitvale	4,181	22%
94621	Webster Tract, Coliseum	3,051	16%
94603	Sobranite Park, Elmhurst	2,345	12%
94606	Highland Park, East Lake	2,090	11%
94605	Eastmont, Havenscourt	2,157	11%
94607	West Oakland, Chinatown	1,248	7%

Figure 8: Comparison of OCSI, OakDOT, and OFCY youth participant zip codes





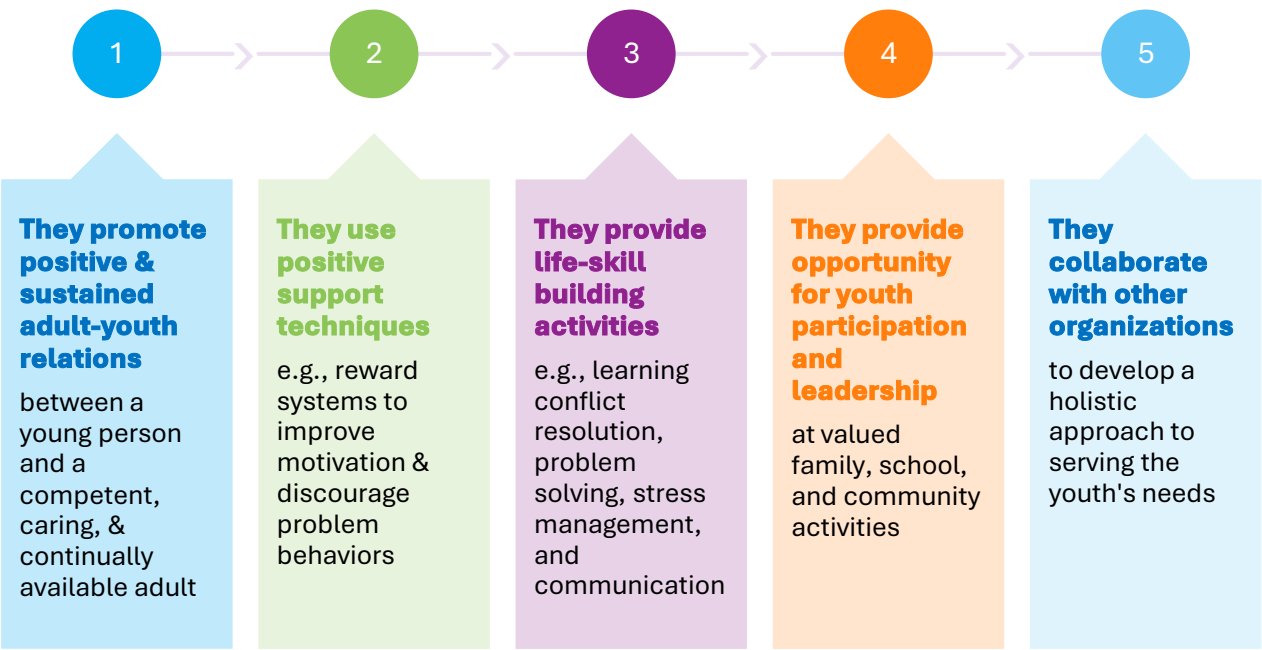
Is Anyone Better Off?



Evidence-Based Positive Youth Development Practices

OFCY programs are grounded in research that identifies evidence-based practices proven effective for Positive Youth Development (PYD). **Figure 9** presents six core evidence-based practices identified in a meta-analysis of studies on effective Positive Youth Development practices.^{vii} A meta-analysis is an examination of data from multiple independent studies on the same subject to determine overall trends.

Figure 9: Components of Effective Youth Programs



OFCY Core Value Child and Youth Development

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

Positive Youth Development

Using information collected from the OFCY and OUSD participant surveys, the evaluators assessed the degree to which participants experienced each of the Positive Youth Development (PYD) practices shown in **Figure 9. Table 6** presents the results of the OFCY participant survey questions, which directly correlate with each PYD practice. Percentages show the proportion of youth who agree or strongly agree with the statement.

Table 6: OFCY Participant Survey Results Matched to Evidence-Based Positive Youth Development Practice

1

Positive Adult-Youth Relationships

There is an adult in this program who notices when I am upset (n=6,682)*	85%
The adults in this program listen to my ideas (n=6,544)**	87%
There is an adult in this program who cares about me (n=6,544)**	93%
The adults in this program encourage me to try harder (n=6,544)**	90%

*Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, High School and Post-Secondary Success, and Summer Academic & Enrichment / Youth Employment.

**Includes Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, and High School and Post-Secondary Success.

2

Positive Support Techniques

Youth Respondents (n=5,707)*

Adults in the program tell me what I am doing well	93%
I have the opportunity to talk about what I've learned in this program	88%

Parent/Caregiver Respondents (n=460)**

Program staff help to make me feel comfortable and supported	96%
In this program, I feel comfortable asking questions and sharing concerns about my children and about parenting	89%

*Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, High School and Post-Secondary Success, and Summer Academic & Enrichment / Youth Employment.

**Includes Family Resource Centers and Parent Engagement and Social-Emotional Well-being in Early Childhood

3

Life-Skill Building - Youth

Youth Respondents

This program helps me communicate better (n=5,666)*	86%
At this program, I learn how to do things that help with my schoolwork (n=4,818)**	82%
Since coming to this program, I feel like I can try new things, even if I think they might be hard (n=6,544)***	88%
Because of this program, I know how to navigate the job search and interview process (n=394)****	80%
At this program, I learned what is expected in a work setting (n=394)****	87%
Since coming to this program, I have learned non-violent skills to help me deal with conflict (n=101)*****	87%

Parent/Caregiver Respondents (n=460)*****

I better understand my child's behavior, growth, and development	83%
I know more about how to keep my child healthy	85%
This program helped me to understand how to respond effectively when my child is upset	83%

*Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, High School and Post-Secondary Success, and Summer Academic & Enrichment.

**Includes Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, and High School & Post-Secondary Success.

***Includes Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, and High School & Post-Secondary Success.

****Includes Career Access & Employment for Youth in School and Opportunity Youth and Summer Youth Employment.

*****Includes Violence Prevention.

*****Includes Family Resource Centers and Parent Engagement and Social-Emotional Well-being in Early Childhood.

4

Opportunities for Youth Leadership

In this program, I have chances to lead others (n=6,544)*	79%
This program has given me the skills to advocate for myself and my community (n=1,272)**	89%

*Includes Includes Youth Leadership and Development, Career Access & Employment for Youth in School and Opportunity Youth, Middle School Wellness & Transitions, Afterschool-Elementary and Afterschool-Middle, Violence Prevention, and High School and Post-Secondary Success.

**Includes Youth Leadership and Development.

5

Collaboration and Connections with Other Organizations

(parent/caregiver respondents, n=460*)

This program **connected me with other programs and resources** that can help my family

88%

*Includes Family Resource Centers and Parent Engagement and Social-Emotional Well-being in Early Childhood

Partnerships and Collaborations

During FY 2024–25, OFCY-funded program sites demonstrated a strong commitment to collaboration by partnering with more than 300 distinct community organizations to enhance the reach, quality, and effectiveness of their services. These partnerships reflected a robust, cross-sector network that included other OFCY-funded programs, local city and county government agencies, and a wide range of community-based organizations that do not receive OFCY funding.

Through these collaborative relationships, programs were able to coordinate services, share resources and expertise, and respond more comprehensively to the diverse needs of Oakland's children, youth, and families. Partnerships with other OFCY grantees supported alignment around shared goals and outcomes, while collaborations with public agencies strengthened linkages to systems such as education, health, behavioral health, and public safety. Engagement with non-OFCY-funded community organizations further expanded program capacity and cultural responsiveness by leveraging specialized knowledge, trusted community relationships, and locally grounded approaches. Collectively, these collaborations contributed to a more integrated and resilient service

ecosystem, reinforcing OFCY's emphasis on collective impact and community-driven solutions. A complete list of collaborative partners is provided in **Appendix 1**.

300

collaborative
organizational
partners

OFCY Core Value Collaboration

“We work with community and system stakeholders to identify shared goals and objectives, and encourage organizations to work collaboratively to strengthen results and support each other.”



Photo courtesy of Youth Uprising

Outcomes

Ultimately, OFCY programs aim to affect key participant outcomes as outlined in the 2022-2025 OFCY Strategic Investment Plan. To assess impact on participant outcomes, the evaluators reviewed all available data from participant surveys and self-reported outcome data submitted by program sites. Programs individually identified and defined their own outcomes, created their own data collection instruments, and submitted self-reported descriptive outcome data in Cityspan. After reviewing all available information from the surveys and the database, the evaluation team identified four primary outcome categories. **Figure 10** presents these four outcome categories. The following pages present the main findings in each outcome category.

Figure 10: Primary Outcome Categories



Academic Readiness & Support



Employment & Economic Well-Being



Parent Engagement with their Children



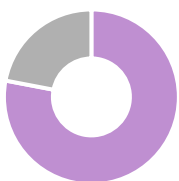
Belonging, Connections, and Safety



Photo courtesy of YMCA of the East Bay-Piedmont Elementary School

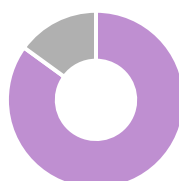


Academic Readiness and Support



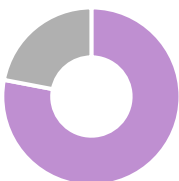
79%

Students reported that because of the program, they **like to go to school** (n=6,090)



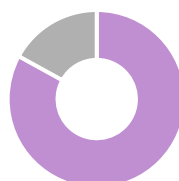
85%

Elementary and middle schoolers reported that the program **increased their interest in staying in school** (n=3,047)



78%

Students reported the program helps them to feel **more motivated to learn in school** (n=4,818)



83%

High schoolers expressed that **college or a career feels attainable after graduation** (n=1,149)

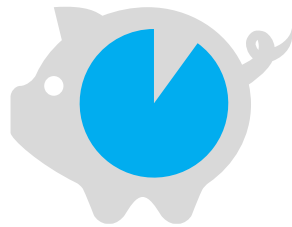
OFCY participants indicated academic preparation in four areas. Among the students completing OFCY surveys, 79% of them reported they like to go to school because of the program, and 78% reported that the program helps them feel more motivated to learn in school. Also, 85% of elementary and middle school students reported an increased interest in staying in school after participating in OFCY programs and 83% of high school age participants expressed that college or a career of their interest feels attainable after graduation.



Photo courtesy of Safe Passages



Employment/Economic Well-Being



80%

Youth participating in career access & employment programs, who completed OFCY surveys, reported that the program **helped them create or improve their resume** (n=394)



1,412

Youth participating in career access & employment programs were **placed into a job or internship**

77% of 1,995 youth participating in career access programs or employment focused programs were placed

1,412 youth were placed in internships or jobs, earning an average hourly wage or stipend of \$15. This number represents a 77% placement rate for the 1,995 youth who participated in OFCY programs that provided career access or employment-focused programs. In addition, of the 394 youth who participated in these programs and completed an OFCY participant survey, 80% reported that they created or improved their resume as a result of participating in their OFCY program.

\$15/hour
average hourly
wage or stipend for
youth placed into
jobs or internships
through OFCY
programs



Photo courtesy of Civicorps

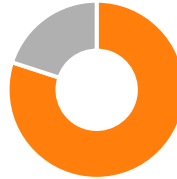


Parent Engagement with their Children



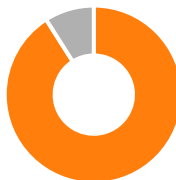
81%

Parents/Caregivers feel better prepared to **stand up for or be an advocate for their child** (n=460)



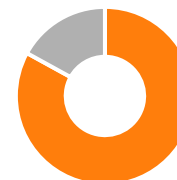
80%

Parents/Caregivers are better able to **help their child be ready for school** (n=460)



91%

Parents/Caregivers are better able to **communicate with their children** (n=460)



83%

Parents/Caregivers spend **more time playing, listening to, or talking with their child** (n=460)

Parents and caregivers participated in a range of programs with their children, including playgroups, music and art groups, and parenting classes. Of the 460 parents or caregivers who completed OFCY participant surveys, 83% reported spending more time playing, listening, and talking with their children. A majority of parents and caregivers reported they are better able to advocate for their children (81%) and prepare them for school (80%). Also, 91% of parents and caregivers reported being better able to communicate with their children.



Photo courtesy of Oakland Parks, Recreation, and Youth Development



Belonging, Connections & Safety



90%

Youth of all ages reported that they felt like they are **included or belong in their OFCY program** (n=6,682)



88%

Youth involved in youth leadership and violence prevention programs indicated they feel **more connected to their community** after attending their OFCY program (n=1,373)



80%

Youth of all ages reported that since coming to their OFCY program, they felt **more connected to their school** (n=6,090)



96%

Youth of all ages reported that they **feel safe in their OFCY program** (n=6,544)



86%

Youth indicated that **when they feel unsafe, their program has provided resources or someone to call for support** (n=2,522)



62%

Youth in violence prevention programs reported that since coming to the program, they are **better at managing situations that make them feel unsafe** (n=101)

All OFCY programs strive to create environments where children, youth, and their families feel seen, heard, and safe. These efforts were evident in the many program participants of all ages who indicated that they feel like they belong in their OFCY program or school. OFCY programs also strive to increase participants' sense of safety by providing them with resources and skills to better manage situations that make them feel unsafe.








Strategy-Level Results-Based Accountability & Outcome Summaries



Strategy-Level RBA and Outcome Summaries

In addition to reviewing outcomes across the entire OFCY, the evaluators reviewed data reported by program sites for each OFCY strategy. This section presents Results-Based Accountability and Outcome Summaries for each of the eleven FY 24-25 OFCY strategies. These summaries include a list of funded programs for each strategy, projected and actual hours of service, and the number of people served. Also included is a list of all site-specific measurable outcome data, as defined and reported by individual programs within each strategy.

Social-Emotional Well-Being in Early Children: RBA Summary

Social-Emotional Wellbeing in Early Childhood FY 24-25 Funded Programs (n=4)				
<ul style="list-style-type: none">Project Pride (LifeLong Medical Care)Early Childhood Mental Health Collaborative (Lincoln)Community Adventure Pre-K Playgroup (Oakland Parks, Recreation & Youth Development)Nurturing Relationships & Strengths of 0-5 Children and Their Families (Through the Looking Glass)				
How Much Did We Do?		How Well Did We Do It?		
 \$775,000 investment	Youth Participants			
		Projected	Actual	% of Level Achieved
 4 programs funded	Hours of Service	10,760*	10,031	93%
 127 youth served	Number of Participants	50**	76	152%
 119 adults served	Adult Participants			
		Projected	Actual	% of Level Achieved
 18,736 hours of service provided	Hours of Service	5,500*	5,948	108%
	Number of Participants	45**	101	224%
<p>*1 of 4 Social-Emotional Well-Being in Early Childhood programs had errors with reported projected service hours and thus their data is not included in the table above. This program provided an additional 2,757 hours of service.</p> <p>**2 of 4 Social-Emotional Well-Being in Early Childhood programs had errors with reported projected number of participants and thus their data is not included in the table above. These programs served an additional 69 participants.</p>				

Social-Emotional Wellbeing in Early Childhood

Is Anyone Better Off?

75% (3 of 4 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Early Childhood Mental Health Collaborative (Lincoln)

- 100% of parents reported observing positive changes in their child's behavior since gaining support from our collaborative team.
- 100% of educators observed positive shifts in students' behavior since working with staff from OTTP.
- 78% of educators observed positive shifts in children's behavior since partnering with their mental health consultant.
- 87% of educators reported having a better understanding of why children behave the way they do.
- 83% of educators reported that they now have more strategies and tools to address challenging behaviors in the classroom.
- 83% of educators shared that they feel more equipped to support children and families during stressful events, as a result of working with the mental health consultant.
- 82% of educators reported that working with the mental health consultant increased their confidence in their role as teachers.
- 89% of educators stated that their collaboration with the mental health consultant expanded their knowledge of resources available to support children and families in need.

Nurturing Relationships and Strengths of 0-5 Children and Their Families (Through the Looking Glass)

Based on the Early Childhood Parent Scales:

- 38% of parents reported positive changes in Curiosity.
- 50% of parents reported positive changes in Persistence.
- 63% of parents reported positive changes in Flexibility.
- 75% of parents reported positive changes in Frustration Tolerance.






Project Pride (LifeLong Medical Care)

- 71% have made positive progress toward reunification with their children.
- 78% of residents reported having a positive experience at Project Pride.

Family Resource Centers and Parent Engagement: RBA Summary

Family Resource Centers and Parent Engagement FY 24-25 Funded Programs (n=10)

- Healthy Havenscourt Early Care and Kinder Readiness Hub (BANANAS, Inc)
- Dads Evoking Change (Dads Evoking Change)
- Hawthorne Family Resource Center (East Bay Agency for Children)
- Social Services to Young Children & Their Families (Family Bridges, Inc.)
- New Highland RISE Family Resource Center (Lincoln)
- Culturally Responsive Family Resource Center (Lotus Bloom)
- LIFTS (LGBTQ Intersectional & Inclusive Family Support & Trauma Services) (Our Family Coalition)
- Parent Tot Initiative (Refugee & Immigrant Transitions)
- Safe Passages Baby Learning Communities Collaborative (Safe Passages)
- Early Learning Everywhere: Building Family Connections (Tandem, Partners in Early Learning)

How Much Did We Do?		How Well Did We Do It?			
	\$2,261,035 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	10 programs funded	Hours of Service	28,248	31,400	111%
	1,446 youth served	Number of Participants	1,217	1,446	119%
	2,493 adults served	Adult Participants			
			Projected	Actual	% of Level Achieved
	71,557 hours of service provided	Hours of Service	32,177	40,157	125%
		Number of Participants	1,871	2,493	133%

Family Resource Centers and Parent Engagement

Is Anyone Better Off?

100% (10 of 10 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Healthy Havenscourt Early Care and Kinder Readiness Hub (Bananas, Inc.) <ul style="list-style-type: none"> 82 children received backpacks filled with school supplies. 20 people received bikes, helmets, and locks. 104 people received bus passes granting two years of transportation, along with the opportunity to access a \$40 monthly Lyft credit.
Hawthorne Family Resource Center (East Bay Agency for Children-EBAC) <ul style="list-style-type: none"> 40% of clients demonstrated an increase on the Protective Factors Survey (PFS). 92% of clients received at least one form of concrete support such as workforce development, early childhood intervention, or public services navigation & application assistance. 95% of clients maintained or improved their parenting domain scores on the PFS.
Social Services to Young Children & Their Families (Family Bridges) <ul style="list-style-type: none"> Explained and assisted 9 clients to fill out the voter registration application. Helped over 40 families file returns.
Highland Community Resource Center (Lincoln) <ul style="list-style-type: none"> 93% of parents and caregivers surveyed agree or strongly agree that they have a better understanding of their child(ren)'s development, how to keep them safe and healthy, how to prepare them for school, and how to identify the needs of their child(ren). 95% of parents and caregivers surveyed agree or strongly agree they spend more time singing, reading, story telling, playing and having meaningful conversations with their child(ren).
Safe Passages Baby Learning Communities Collaborative (Safe Passages) <ul style="list-style-type: none"> 94% of parents who provided feedback reported an increase in connections to resources. 97% of parents who provided feedback reported a better understanding of early childhood development and milestones. 100% of parents who provided feedback reported more participation in developmentally supportive activities.
Early Learning Everywhere: Building Family Connections (Tandem, Partners in Early Learning) <ul style="list-style-type: none"> 1,581 multicultural/bilingual books to build home libraries.
Parent Tot Initiative (Refugee & Immigrant Transitions) <ul style="list-style-type: none"> 75% of kids met or exceeded their individual math skills goals. 84% of participants successfully connected to resources beyond BRFN.
Dads Evoking Change (Dads Evoking Change) <ul style="list-style-type: none"> 88% were satisfied with the attorney's help. 88% indicated that DEC's legal services helped address their legal issues. 84% experienced positive changes in their legal situation since receiving consultation. 97% would recommend DEC's legal services to other fathers in similar situations.

Comprehensive School-Based Afterschool at Elementary Schools: RBA Summary

Comprehensive School-Based Afterschool at Elementary Schools FY 24-25 Funded Programs (n=39)

- | | |
|--|--|
| <ul style="list-style-type: none"> • Brookfield Elementary (Bay Area Community Resources/BACR) • Emerson Elementary (BACR) • Esperanza Academy (BACR) • Fred T. Korematsu Discovery Academy Elementary (BACR) • Global Family Elementary (BACR) • Grass Valley Elementary (BACR) • Hoover Elementary (BACR) • Lockwood STEAM Academy (BACR) • Madison Park Academy Elementary (BACR) • Markham Elementary (BACR) • Martin Luther King Jr. Elementary (BACR) • Oakland Academy of Knowledge Elementary (BACR) • Prescott Elementary ((BACR) • Sankofa United Elementary (BACR) • ACORN Woodland Elementary (BACR) • Greenleaf (BACR) • Achieve Academy (East Bay Agency for Children) • Rise/ New Highland Academy (EBAC) • Franklin Elementary School (EBAC) • Garfield Elementary School (EBAC) • Lincoln Elementary School (EBAC) | <ul style="list-style-type: none"> • Manzanita Community School (EBAC) • Manzanita Seed (EBAC) • Allendale Elementary (Girls Inc-Alameda County) • Bella Vista Elementary (Girls Inc) • Bridges @ Melrose Academy (Girls Inc) • Burckhalter Elementary (Girls Inc) • Horace Mann Elementary (Girls Inc) • La Escuelita (Girls Inc) • Encompass Academy Elementary (Oakland Leaf Foundation) • International Community Elementary (Oakland Leaf Foundation) • Learning Without Limits (Oakland Leaf Foundation) • Think College Now Elementary (Oakland Leaf Foundation) • East Oakland Pride Elementary (Safe Passages) • Fruitvale Elementary (Safe Passages) • Laurel Elementary (Safe Passages) • Carl B. Munck Elementary School (Ujima Foundation) • Piedmont Avenue Elementary (YMCA of the East Bay) • Reach Academy Elementary (Safe Passages) |
|--|--|

How Much Did We Do?



\$3,230,000 investment



39 programs funded



5,895 youth served



2,294,793 hours of service provided

How Well Did We Do It?

Youth Participants

	Projected	Actual	% of Level Achieved
Hours of Service	1,835,754	2,294,793	125%
Number of Participants	4,191	5,895	141%

Comprehensive School-Based Afterschool at Elementary Schools

Is Anyone Better Off?

90% (35 of 39 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Brookfield Elementary (Bay Area Community Resources)

- 85% of students feel there is an adult in the program who supports them to succeed in school.

Hoover Elementary (Bay Area Community Resources)

- Related to utilization of SIPPS with grades K-2nd, teachers noticed on average 70% of students elevated in their SIPPS stories and up to 30% moved on from SIPPS and into their grade level literacy development.

Franklin Elementary School (East Bay Asian Youth Center)

- 73% of survey respondents reported feeling motivated and having good grades are important.
- 67% of survey respondents reported there is an adult who cares about them
- 70% of survey respondents reported building positive relationships with their peers.

Garfield Elementary School (East Bay Asian Youth Center)

- 66% of students responded true to feeling motivated to learn in school.
- 68% of youth who completed the survey responded true to the question that there is at least one adult in this program that cares about them.
- 73% of students said that they do activities that help them build positive.

Lincoln Elementary School (East Bay Asian Youth Center)

- 83% of student survey respondents reported that there is an adult who cares about them in this program.
- 91% of student survey respondents reported they participated in activities that help them build positive relationships with other students.
- 65% of the student survey respondents reported that they get to help decide activities to do and/or field trips to go on.

Manzanita Community School (East Bay Asian Youth Center)

- 81% of students reported they feel motivated to learn in school.
- 83% of students reported there is an adult who cares about them in this program.
- 87% of students participated in activities that help them build positive relationships with their peers.

Manzanita Seed (East Bay Asian Youth Center)

- 70% reported that there is at least one adult in the program who cares about them.
- 72% of surveyed students indicated that they had built positive relationships with their peers.
- 74% of students reported feeling that they are part of the program.

Allendale Elementary (Girls Inc of Alameda County)

- 70% of 1st-5th grade participants completed a minimum of 1 DIBELS literacy assessment throughout the 2024-25 year.

International Community Elementary (Oakland Leaf Foundation)

- 75% of students reported that the afterschool program is a safe and supportive space.
- 75% of 5th grade students took on leadership roles or increased responsibilities within the program.

Learning Without Limits (Oakland Leaf Foundation)

- 77% of students reported that the afterschool program is a safe and supportive space.
- 77% reported increased confidence in participating actively in afterschool activities.
- 69% of 5th grade students responded “yes” to the statement “I am learning how to be a leader in the afterschool program.”

Think College Now Elementary (Oakland Leaf Foundation)

- 91% of students indicated that the afterschool program is a safe and supportive space where they feel connected to their peers and supported by staff.
- 86% of students reporting a strong sense of belonging—feeling welcomed and valued by both peers and staff.
- 80% of students reported that they are learning how to be leaders in the afterschool program.







Photo courtesy of – Girls Inc of Alameda County

Comprehensive School-Based Afterschool at Middle Schools: RBA Summary

Comprehensive School-Based Afterschool at Middle Schools FY 24-25 Funded Programs (n=14)

- Community School for Creative Education (Attitudinal Healing Connection)
- Elmhurst United Middle School (Bay Area Community Resources)
- Life Academy (Bay Area Community Resources)
- Madison Park Academy 6-8 (Bay Area Community Resources)
- Frick United Academy of Language (East Bay Asian Youth Center)
- Roosevelt Middle School (East Bay Asian Youth Center)
- Urban Promise Academy (East Bay Asian Youth Center)
- Greenleaf (Bay Area Community Resources)
- Westlake Middle (Envisioneers Inc)
- West Oakland Middle (Girls Inc of Alameda County)
- Ascend (Oakland Leaf Foundation)
- Bret Harte Middle School (Oakland Leaf Foundation)
- Coliseum College Prep Academy (Safe Passages)
- United for Success Academy After School Program (Safe Passages)
- Lazear Charter Academy (Ujimaa Foundation)

How Much Did We Do?		How Well Did We Do It?			
	\$1,500,000 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	14 programs funded	Hours of Service	818,333	708,683	87%
	2,863 youth served	Number of Participants	1,780	2,863	161%
	708,683 hours of service provided				

Comprehensive School-Based Afterschool at Middle Schools

Is Anyone Better Off?

100% (14 of 14 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Elmhurst United Middle School (Bay Area Community Resources)

- 80% of students reported feeling that there is an adult in the program who cares about them and supports their success in school.
- 100% of our community-building activities and family/community events reflect the diversity and cultures of our school community.

Madison Park Academy 6-8 (Bay Area Community Resources)

- 85% of the youth agreed that they felt supported.

Frick United Academy of Language (East Bay Asian Youth Center)

- 73% of students reported feeling more motivated to try harder in school.
- 93% of students reporting that an adult in the program cares about them.
- 84% of students reporting that they built positive relationships with their peers.

Roosevelt Middle School (East Bay Asian Youth Center)

- 81% of students reported feeling motivated to do well academically.
- 89% of students said it's important to get good grades.
- 89% of students reported that there is an adult who cares about them in the program.
- 81% of students reported that the program helps them build positive relationships with their peers.

Urban Promise Academy (East Bay Asian Youth Center)

- 75% of students who took the mid-year program survey reported feeling motivated to try harder in school.
- 79% reported there is an adult who cares about them in this program.
- 75% of students reported they built positive relationships with their peers.

Ascend (Oakland Leaf Foundation)

- Over 75% of students reporting feeling connected to their peers and supported by staff.
- Over 25% of 5th and 8th grade students took on leadership roles or increased responsibilities within the program.





Bret Harte Middle (Oakland Leaf Foundation)

- 48% of students responded "yes" to having had leadership opportunities such as serving as a teacher's assistant, timekeeper, bathroom monitor, or helping younger students.

Middle School Engagement, Wellness, & Transitions: RBA Summary

Middle School Engagement, Wellness, and Transitions FY 24-25 Funded Programs (n=5)

- East Oakland Boxing Association - After-school program (East Oakland Boxing Association)
- FLY Middle School Program for Oakland Youth (Fresh Lifelines for Youth, Inc.)
- West Oakland Initiative (WOI) (Lincoln)
- Elev8 Youth (Safe Passages)
- The Unity Council Latino Men & Boys Program (The Unity Council)

How Much Did We Do?		How Well Did We Do It?			
	\$710,000 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	5 programs funded	Hours of Service	80,887	59,873	74%
	968 youth served	Number of Participants	475	968	204%
	59,873 hours of service provided				

Is Anyone Better Off?

100% (5 of 5 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

The Unity Council Latino Men & Boys Program (Refugee & Immigrant Transitions)

- 83% of students participated in a wide array of experiential learning activities outside of the classroom including college visits, soccer scrimmages, and field trips to the movies and Great America.

West Oakland Initiative (Lincoln)

- 100% of the scholars reported an improved understanding of healthy problem-solving techniques.
- 81% of the scholars reported feeling a stronger connection to their school.
- 91% of the scholars reported that they feel there is at least one adult in the program who genuinely cares about them.
- 95% of the scholars reported an increased interest in completing middle school due to their participation in the WOI.
- 71% of the scholars indicated that their desire to complete high school has been significantly influenced by their involvement with the WOI.

East Oakland Boxing Association (EOBA)

- 100% of youth engaged not only in academic programming but also in our full spectrum of health and wellness activities. These included boxing, dance, gardening, nutrition-based cooking classes, and mindfulness practices.
- Over the past year, 6 participants were accepted into a leadership program and 3 additional participants have become student body presidents.





FLY Middle School Program for Oakland Youth (Fresh Lifelines for Youth, Inc.)

- 80% of our youth increasing school engagement.
- 80% of our youth achieved their individual goals surrounding school engagement.
- 100% of our youth were promoted to the next grade level.



Photo courtesy of Safe Passages

High School and Post-Secondary Student Success: RBA Summary

High School and Post-Secondary Student Success FY 24-25 Funded Programs (n=11)				
<ul style="list-style-type: none"> Youth Law Academy (Centro Legal de la Raza) College Track Oakland (College Track) SHOP 55 (East Bay Asian Youth Center) Knight Success: College Ready, Career Ready, and Community Ready (Oakland Kids First) Oakland International High School: Newcomer Youth Wellness & Leadership Initiative (OUSD) Student Engagement in Restorative Justice (Oakland Unified School District) Newcomer Community Engagement Program (NCEP) (Refugee & Immigrant Transitions) College & Career Performance Program (Student Program for Academic & Athletic Transitioning) Core Program (Tech Exposure & Access Through Mentoring Inc.) Community Connections (The Center for Independent Living) Emerge (The Mentoring Center) 				
How Much Did We Do?		How Well Did We Do It?		
	\$1,245,000 investment	Youth Participants		
			Projected	Actual
	11 programs funded	Hours of Service	92,469	137,379
	3,650 youth served	Number of Participants	3,864	3,650
	137,379 hours of service provided			

High School and Post-Secondary Student Success
Is Anyone Better Off?
100% (11 of 11 programs) MET AT LEAST 1 of their outcomes by Q4
Site-Specific Reported Measurable Data
College Track Oakland (College Track) <ul style="list-style-type: none"> 91% of our High School scholars achieved a GPA of 3.0+. 100% of Class of 2025 high school seniors were accepted into a four-year college. 100% of Class of 2024 high school seniors matriculated to a two- or four-year college in Fall 2024.

Community Connections (CoCo) (The Center for Independent Living)

- 88% of youth across programs shared that they know better what their strengths are.
- 100% said they know what they need help with.
- 100% said they can better speak up for and advocate for themselves.
- 100% said CIL's Youth Program content was accessible to, and adaptable for, youth in my classroom.
- 80% said they were engaged in CIL's Youth Program.
- 100% said CIL's Youth Program was valuable for students.
- 80% showed increase knowledge of the program content.
- 100% said they had opportunities to show their understanding of program content.
- 100% increased their knowledge of CIL's different programs and services.
- 100% said CIL Youth Program staff were open to, and incorporated, teacher/educator feedback.

SHOP 55 (East Bay Asian Youth Center)

- 100% of mentors agree that the workshops improved their knowledge to support mentees academically, socially, and emotionally.
- 95% of mentors indicated that their ability to support mentees' mental health have improved.
- 100% of mentees agree that their mentors respect their identity, values, and make them feel comfortable talking.
- 94% of mentees were satisfied with their overall experience in the program.
- 83% of mentees agreed or strongly agreed that the program helped them feel more connected to their peers.
- 83% of goals established were achieved.
- 86% of mentees agree that being a mentee in the SHOP 55 Peer Mentoring Program has improved their mental health.

Knight Success: College Ready, Career Ready, and Community Ready (Oakland Kids First)

- Placed 413 students in 365 stipended CastleWorks campus-based internships and 48 paid community-based internship placements.
- Coordinate with school staff to provide college tours and presentations for 101 students and a career fair for 96 attendees.
- Provided 218 Castlemont students with targeted academic support and interventions through Care Management for 56 youth; tutoring for 142 (84 of whom were international students); and Dual Enrollment participation by 20 students.



Newcomer Community Engagement Program (Refugee & Immigrant Transitions)



- 92% of the players who began the year with SWB, finished the school year participating in the program.

Newcomer Youth Wellness & Leadership Initiative (Oakland Unified School District)

- 81% reported that they feel their culture and identity is respected at OIHS all or most of the time.
- 69% of participants said they have a trusted adult they can go to if they have a problem.

Youth Leadership and Development: RBA Summary

Youth Leadership and Development FY 24-25 Funded Programs (n=32)				
<ul style="list-style-type: none"> Alameda County Court Appointed Special Advocates (Alameda County Health) Culture Keepers (American Indian Child Resource Center) AYPAL: Building API Community Power (Asian Pacific Environmental Network) Community Reading Buddies (Aspire Education) Oakland Legacy Project (Attitudinal Healing Connection) Sports & Recreation for Youth with Disabilities (Bay Area Outreach & Recreation Program, Inc.) Oakland SCORES (Bay Area SCORES) Writing at the Center (Chapter 510 Ink) Homies 4 Justice & Dream Beyond Bars (Communities United for Restorative Youth Justice) Project WHAT! (Community Works West) Dreamcatcher Youth Program (Dream Youth Clinic) Destiny in Oakland Schools (Destiny Arts Center) Rites of Passage (Dimensions Dance Theater) Lion's Pride (East Bay Asian Local Development Corporation) Youth Leadership & Development Programs K-8 (East Oakland Youth Development Center) FLY Programs for Young Leaders (Fresh Lifelines for Youth, Inc.) 		<ul style="list-style-type: none"> Peralta Hacienda Youth Programs (Friends of Peralta Hacienda Historical Park) Climate Justice Leadership Development (Frontline Catalysts) Leadership In Diversity (LID) (Health Initiatives for Youth) (HIFY) Kingmakers of Oakland Media Academy (Kingmakers of Oakland) Youth Leadership NOW: Futures Visioning through the Arts (Museum of Children's Art) Explorations in Music (Music Is eXtraordinary) Indigenous Youth Leadership Development Program (Native American Health Center) REAL HARD Youth Leadership Program (Oakland Kids First) Oakland Lacrosse: Leadership Development, Academic Counseling, Wellness Education (Oakland Lacrosse Club) Oakland Leaf Internship Program (Oakland Leaf Foundation) LGBTQ Youth Leadership Program (Oakland LGBTQ Community Center, Inc.) Discovery Science (Oakland Parks, Recreation & Youth Development) Youth Beat: Media Arts & Leadership Development (Oakland Public Education Fund) Youth Program (Restorative Justice for Oakland Youth) The Unity Council Latinx Mentoring & Achievement Program (The Unity Council) 		
How Much Did We Do?		How Well Did We Do It?		
	\$4,645,347 investment	Youth Participants*		
			Projected	Actual
	32 programs funded	Hours of Service	450,824	414,876
				% of Level Achieved
				92%

	6,047 youth served*	Number of Participants	4,878	6,047	124%
	414,876 hours of service provided*	*One program never launched its services; thus, their data is not included in this table.			

Youth Leadership and Development

Is Anyone Better Off?

91% (29 of 32 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Community Reading Buddies (Aspire Education)

- 92% of Youth Mentors demonstrated growth in key social-emotional traits, including connection, confidence, and communication, as measured by their pre-program and post-program responses to our adapted Positive Youth Development Assessment.
- 85%+ of Youth Mentors demonstrated growth in their feelings of connection to Oakland and their specific communities after participating in Community Reading Buddies.

The Unity Council Latinx Mentoring & Achievement Program (The Unity Council)

- 96% reported there was an adult on-campus they connected with and trusted.
- 96% reported they felt fairly or very connected to their LMA specialist/teacher.
- 100% reported their LMA specialist/teacher usually or always treated them with respect.

Oakland Leaf Internship Program

- 92% of respondents indicated that the workshops helped them build professional skills such as time management, advocacy, effective communication, email etiquette, classroom strategies, resume and cover letter writing, public speaking, healthy relationships, and career awareness.
- 100% of interns reported that they felt they were learning how to be a leader in their community.

FLY Programs for Young Leaders (Fresh Lifelines for Youth, Inc.)

- 61% increase in personal professional skill-building.
- 57% increase in leadership and advocacy experience.
- 88% of youth report having hope for the future.
- 100% of youth report having access to role models.
- 88% of youth report a higher likelihood of healthier choices.
- 100% of youth report having a desire to make positive changes.
- 100% of youth report having confidence to resist negative peer pressure.
- 100% of youth report having the ability to not break the law.
- 71% are matriculating to the next grade, graduating high school, or earning a GED.

Youth Beat Media Arts & Leadership Development (Oakland Public Education Fund).

- 89% of our students reported the program quality to be "Excellent" or "Good."
- 83% of students reported that they were proud of the work they produced in the program.
- 71% of students reported that they became more comfortable working with a team since joining the program.

Peralta Hacienda Youth Programs (Friends of Peralta Hacienda Historical Park)

- 72% report increased comfort with sharing opinions.
- 72% report feeling connected to the community.
- 84% of youth reported that adults in the program told them what they were doing well.
- 86% of participants felt they had opportunities to talk about what they learned.
- 72% of youth reported feeling more comfortable sharing their opinions.
- 94% agreed that they get to try new thing.
- 84% felt they were told what they did well.
- 86% had chances to talk about what they learned.
- 90% were satisfied with how the program was run.
- 72% felt more comfortable sharing their opinions.
- 72% felt more connected to their community.

REAL HARD Youth Leadership Program (Oakland Kids First)

- Youth reported the top leadership skills gained were relationship-building (84%), planning (77%), presenting/public speaking (77%), and collaboration (73%).





Oakland Lacrosse: Leadership Development, Academic Counseling, Wellness Education (Oakland Lacrosse Club)

- 87% felt connected to their teammates.
- 85% reported that their lacrosse community allows them to be my authentic self.
- 84% reported that their teammates care about theme and make them feel important.
- 88% reported that when their team has given them feedback about their performance they know it was because they wanted them to succeed.
- 87% reported that they believe they can perform on and off the lacrosse field.
- 86% report that they are motivated to perform on and off the lacrosse field.

Oakland SCORES (Bay Area SCORES)

- 78% showed improvements in their aerobic capacity and 20 (8%) showed results suggesting their maintained their aerobic capacity.
- 95% said that "In SCORES I have a coach who cares about me."
- 82% said that SCORES helps me believe I can make a difference in my community.

Summer Academic and Enrichment and Summer Youth Employment: RBA Summary

Summer Academic and Enrichment/Youth Employment				
Oakland Summer Youth Employment <ul style="list-style-type: none"> Oakland Youth on the Move Summer Program (Lao Family Community Development, Inc.) Summer Jobs for Successful Futures (The Youth Employment Partnership, Inc.) Trybe Summer Job Program (Trybe Inc) 		Summer Academic & Enrichment <ul style="list-style-type: none"> Camp ANV (Acta Non Verba: Youth Urban Farm Project) Camp Destiny (Destiny Arts Center) Pre-Collegiate Academy (East Bay Consortium of Educational Institutions, Inc) EOYDC Summer Cultural Enrichment Program (East Oakland Youth Development Center) Kinship Summer Youth Program (Family Support Services) Concordia (Girls Inc of Alameda County) Oakland Freedom Schools (Lincoln) Oakland Fine Art Summer School (Oakland Parks, Recreation & Youth Development) Summer Circus and Academic Program (Prescott Circus Theatre) 		
How Much Did We Do?		How Well Did We Do It?		
	\$1,161,000 Investment \$861,000 Academic & Enrichment + \$300,000 Youth Employment	Youth Participants		
			Projected	Actual
				% of Level Achieved
	12 programs funded 9 Academic & Enrichment + 3 Summer Youth Employment	Hours of Service	154,596	154,359
	1,274 youth served	Number of Participants	1,252	1,274
	154,359 hours of service provided			
Is Anyone Better Off?				
Site Specific Reported Measurable Data				
Summer Jobs for Successful Futures (The Youth Employment Partnership, Inc.) <ul style="list-style-type: none"> 148 youth received case management. 145 youth received development training. 				

- 149 received job readiness training.





Oakland Youth on the Move Summer Program (Lao Family Community Development, Inc.)

- 71 youth attended the annual youth leadership summit.
- 112 received post placement support.
- 112 received job coaching.
- 112 received job orientation.
- 112 received employment placement.
- 112 received mock interview.



Photo courtesy of Destiny Arts Center





Violence Prevention Programming: RBA Summary

Violence Prevention Programming					
<ul style="list-style-type: none">Health, Wealthy, Wise (The Youth Employment Partnership, Inc)TMC's Transformative Youth Violence Prevention Program (The Mentoring Center)Teens on Target (Youth ALIVE!)					
How Much Did We Do?		How Well Did We Do It?			
	\$655,000 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	3 programs funded	Hours of Service	16,201	24,267	150%
	340 youth served	Number of Participants	189	340	180%
	24,267 hours of service provided				
Is Anyone Better Off?					
100% (3 of 3 programs) MET AT LEAST 1 of their outcomes by Q4					
Site-Specific Reported Measurable Data					
Teens on Target (Youth ALIVE!)					
<ul style="list-style-type: none">63% of students surveyed stated that in the last six months, they have helped resolve or mediate a conflict that would have otherwise led to a fight or violence.60% of middle school students say they would talk a friend out of carrying a gun after the TNT workshops compared to 37% before receiving our curriculum, a 23% increase.While 76% of students already recognized the negative impacts of joining a gang or claiming a turf before TNT, that number rises to 88% after our curriculum, a 12% increase.We even see a modest six percent increase in students’ belief that guns do not make them safer, from 24% to 30%, after participating in TNT.100% of seniors graduated on time.					
Healthy Wealthy Wise (The Youth Employment Partnership, Inc.)					
<ul style="list-style-type: none">2 trainees received their NCCER (a construction industry recognized credential) and 1 trainee received their Certified Restaurant Professional (CRP) (a culinary industry recognized credential).129 young adult and youth trainees completed 150 services hours throughout the program year.19 young adult trainees were placed in unsubsidized jobs.100% of dropouts were re-enrolled in school and 47% obtained their high school diploma.100% of students remained in school.					

Career Access and Employment for Opportunity Youth: RBA Summary

Career Access and Employment for Opportunity Youth

- Bridges from School to Work (Bridges from School to Work, Inc.)
- Siblings on the Rise Economic Empowerment Program (Young Women's Freedom Center)
- Civicorps' Conservation Career Pathways Program (Civicorps)
- Youth Apprenticeships for Economic Empowerment (First Place for Youth)
- Oakland Youth Industries Exploration Program (Lao Family Community Development, Inc.)
- Comprehensive Job Training and Employment Program for Oakland Opportunity Youth (New Door Ventures)
- Life and Career Roadmap Program (Safe Passages)
- Oakland Career Connections (The Youth Employment Partnership, Inc.)
- YU Career & Education Program- Job Training and Placement (Youth UpRising)

How Much Did We Do?		How Well Did We Do It?			
	\$1,660,000 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	9 programs funded	Hours of Service	87,212	111,972	128%
	713 youth served	Number of Participants	525	713	136%
	111,972 hours of service provided				

Is Anyone Better Off?

89% (8 of 9 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Comprehensive Job Training and Employment Program for Oakland Opportunity Youth (New Door Ventures)

- Youth achieved a rate of job readiness of 90% for enabling conditions, 87% for building assets, and 93% for promoting agency.
- 64% were employed at program exit.

Oakland Youth Industries Exploration (Program (Lao Family Community Development, Inc.)

- 100% of youth completed the job readiness workshop.

Youth Earn-and-Learn for Economic Empowerment (First Place for Youth)

- 64% youth enrolled in HSD/GED/PSE.

- 73% of youth made progress within HSD/GED/Post-Secondary Education.

Siblings on the Rise Economic Empowerment Program (Center For Young Women's Development)

- 90%+ of the goals youth identified with their life coaches in their life self-determination plan were obtained.
- 90%+ of youth completed their training and paid apprenticeships.

Civicorps' Conservation Career Pathways Program (Civicorps)

- 6 OFCY Youth attained their Class C Permits.
- 62% participants who exited the program were successful or neutral.

Oakland Career Connections (OCC) (The Youth Employment Partnership, Inc.)

- 52% obtained a high school diploma.
- 67% obtained an industry credential.
- 100% had measurable skill gain.
- 82% completed community service (reduced employment barriers).







Photo courtesy of Alameda Health System

Career Access and Employment Youth in School: RBA Summary

Career Access and Employment for Youth in School

- Health Excellence & Academic Leadership-Healthcare Internship (Alameda Health System)
- Pathways to College and Career Success for Oakland's High School Students through Genesys Works (Genesys Works Bay Area)
- The Hidden Genius Intensive Immersion (Hidden Genius Project Inc)
- Program Exploring College, Career, and Community Options-ECCCO (Oakland Unified School District)
- Fuego Entrepreneurship & CNC Design Career Academy (The Crucible)
- Media Education and Employment Pathway (Youth Radio Media)

How Much Did We Do?		How Well Did We Do It?			
	\$995,000 investment	Youth Participants			
			Projected	Actual	% of Level Achieved
	6 programs funded	Hours of Service	149,298	104,780	70%
	942 youth served	Number of Participants	1,017	942	93%
	104,780 hours of service provided				

Is Anyone Better Off?

50% (3 of 6 programs) MET AT LEAST 1 of their outcomes by Q4

Site-Specific Reported Measurable Data

Health Excellence & Academic Leadership-Healthcare Internship (Alameda Health System)

- 76% of students surveyed indicated that they strongly agreed or agreed with the statement, "Because of HEAL, I have a clearer idea of my career path."
- 77% of students had a clearer idea of the education path they need to pursue their career goals.
- 86% of students indicated that participating in HEAL gave them a clearer idea of these educational requirements.
- 90% of students surveyed indicated that they strongly agree or agree with the statement, "Because of my participation in HEAL, I am more motivated to pursue my education seriously."

Pathways to College & Career Success for Oakland's High School Students via Genesys Works

- 93% successfully completed their internship.
- 100% graduated from high school.
- 100% pursuing post-secondary education (81% in a four-year college or university and 19% in a two-year college).

Lessons Learned



Strengths and Successes

Youth Empowerment, Leadership, and Voice

Across OFCY programs, youth are consistently positioned as leaders, decision-makers, and active contributors to their communities rather than passive recipients of services. Programs intentionally create structured and informal opportunities for young people to shape program activities, set priorities, and influence outcomes. Youth voice is amplified through public speaking engagements, advocacy efforts, leadership workshops, youth advisory bodies, and community

"I'm grateful to the students before me that did this work. I did not know how much work this [Youth Vote] was. But it's pretty rewarding to see folks be able to vote since they have been waiting for so long."

-OFCY Youth Leadership Program Participant

events, where participants are encouraged to share their perspectives, lived experiences, and ideas for change. By centering youth perspectives and elevating their voices in both program design and public-facing spaces, OFCY-funded initiatives foster confidence, agency, and a sense of ownership, while strengthening youths' capacity to contribute meaningfully to community well-being and local decision-making.

Highlights of these efforts include:

- Youth participate in structured leadership roles, including youth advisory boards, peer mentoring, junior coaching, and student councils.
- Leadership development is embedded across program models, including violence prevention, environmental justice, and creative arts initiatives.
- Youth are supported to take ownership of projects, contribute to program design, and represent their communities.



Photo courtesy of Asian Pacific Environmental Network

Community, Family, and Cultural Connections

Community engagement and family involvement are foundational strengths across programs. Family nights, cultural celebrations, showcases, and parent workshops foster strong connections between youth, caregivers, and the broader community. Cultural pride and identity development are intentionally woven into programming through storytelling, arts, and heritage celebrations such as Juneteenth, Black History Month, Día de los Muertos, and Lunar New Year. Creative and performing arts—including filmmaking, music, dance, fashion design, and media arts—offer powerful platforms for self-expression, confidence building, and community connection.

Strong partnerships with schools, community organizations, and local businesses further enhance program reach and impact. These collaborations expand resources, deepen community ties, and create meaningful opportunities for youth to showcase achievements, celebrate milestones, and experience a strong sense of belonging.



Photo courtesy of Asian Pacific Environmental Network

Highlights of these efforts include:

- Family-centered activities such as family nights, showcases, cultural celebrations, and parent workshops deepen caregiver engagement.
- Programs address basic needs through food distributions, clothing closets, and parenting resources, supporting family stability.
- Cultural pride and identity development are embedded through arts, storytelling, and heritage celebrations.
- Creative and performing arts offer youth meaningful platforms for self-expression and community connection.

"I admire how the staff always includes everyone. They made me feel welcome when I was new. And they are always kind. I love how they encourage people when they feel down."

-OFCY Youth Leadership Program Participant

Holistic Academic, Career, & College Readiness and Support

Programs provide comprehensive academic and postsecondary readiness supports that address both immediate educational needs and long-term career pathways. Through tutoring, academic coaching, and structured college-readiness programs, OFCY sites support youth in meeting A-G requirements, navigating financial aid, completing applications, and preparing for postsecondary success.

Photo courtesy of Safe Passages



Career exploration and workforce development are embedded through internships, job readiness training, resume building, and exposure to professional environments. Partnerships with schools, higher education institutions, and employers expand access to mentorship, real-world work experiences, and career pathways. These integrated supports ensure youth are equipped with the skills, knowledge, and confidence to pursue higher education and meaningful employment.

"I am very grateful for the support my mentor, co-workers, who I now consider friends, staff, teachers, and family, have given me. I am also thankful for their guidance throughout this very hectic year, as I am applying for college and I am part of many other responsibilities."

-OFCY Career Access Program Participant

Highlights of these efforts include:

- Tutoring, academic coaching, and structured college readiness programming support progress toward A–G completion and graduation.
- Workforce development opportunities include internships, paid work experience, resume building, and exposure to professional environments.
- Partnerships with schools, higher education institutions, and employers expand access to mentorship and career pathways.

Prioritizing Well-Being, Basic Needs, Resources, and Inclusive Supports

Programs prioritize social-emotional learning, mental health, and overall wellness by creating safe, affirming environments where youth feel supported, valued, and understood. Activities such as wellness circles, mindfulness practices, restorative justice circles, counseling, and support groups help youth build emotional regulation, resilience, and coping strategies. Physical wellness is reinforced through sports, fitness programs, nutrition education, and health workshops that promote lifelong healthy habits. Programs also address basic needs through food distributions, clothing closets, and parenting education, reinforcing stability and trust.

Special attention is given to historically underserved populations, including immigrants, refugees, LGBTQ+ youth, and families experiencing housing or food insecurity. Programs provide culturally responsive services, legal consultations, advocacy workshops, and mental health resources, ensuring inclusive access and affirming spaces where youth can bring their full identities, especially during current challenging times. This holistic approach strengthens emotional well-being while reducing barriers to participation and engagement.

Highlights of these efforts include:

- Social Emotional Learning activities, such as wellness circles, mindfulness, restorative practices, and counseling, foster emotional regulation and resilience.
- Programs promote physical health through sports, fitness activities, nutrition education, and healthy lifestyle workshops.

- Targeted supports address the needs of marginalized populations, including immigrants, refugees, LGBTQ+ youth, and families experiencing housing or food insecurity.



Photo courtesy of East Oakland Boxing Association

- Safe, affirming spaces enable youth to express themselves, build trust, and access needed resources.

Challenges

Programs Should Continue to Prioritize Trauma-Informed Support During Challenging Times for Oakland Families

Major stress and challenges are prevalent among participants, particularly for those programs serving vulnerable populations. Many children, youth, and their families face high levels of trauma, mental health issues, and emotional stress,

“Post the election, there has been much fear and confusion as to what is going to happen, and we have seen an increase in the need for mental health services. We are connecting with local partners to promote their services and workshops, as we know many of our families are being impacted.”

-OFCY Provider

often stemming from external factors such as immigration-related challenges, community violence, and family instability. Additionally, ensuring student safety from threats like human trafficking and gang violence has been a priority for some OFCY programs. Parent engagement is another critical aspect of social and emotional well-being, as some programs struggle to involve families in their initiatives, thereby hindering students’ progress.



Strategies to Overcome this Challenge

To address these challenges, programs have implemented healing circles and connected with mental health resources to support families experiencing emotional stress and trauma recovery. They have also worked to build trust with families through communication and advocacy, ensuring that students receive the support they need both at home and in the community.

Resource Restraints Hinder Smooth Program Functioning

Resource constraints, including space limitations, transportation barriers, and, at times, funding delays, are significant challenges for many programs. Some programs have faced construction-related space issues, while others have struggled with student transportation due to safety concerns with public transport and have exhausted supplemental funds for transportation services. Other security concerns include break-ins and theft at a few program sites, which have disrupted operations and forced staff to adapt their instructional methods.

Strategies to Overcome this Challenge

Programs have addressed these challenges by partnering with local organizations, advocating for dedicated transportation positions, and reconfiguring available spaces to maximize efficiency. Many organizations have worked closely with school administrations to resolve scheduling and space conflicts, invested in additional technology resources (such as Zoom platforms to offer hybrid programs), and implemented security measures to protect their facilities.

“Just getting the students safely to our site each day has been a challenge...due to these safety concerns, our transportation services to and from the program were in higher demand this summer. This extra demand made it harder to provide transportation for the enhanced programs we had planned.”

-OFCY Provider

Participant Engagement and Retention is a Persistent Challenge

Student engagement and retention challenges are among the most frequently mentioned issues across various programs. Many students struggle with consistent attendance due to competing commitments, lack of interest, and waning motivation throughout the school year. For example, programs reported declining attendance, especially during transitions back to in-person activities. Other programs describe disruptive behaviors among some students, potentially due to boredom that complicate engagement efforts for other participants.

Strategies to Overcome this Challenge

Programs have implemented strategies such as creating engaging events, offering stipends, and introducing new activities, such as coding classes, to retain students. Additionally, programs have

“It would be great if we could have even more learning programs, or if they change the programs they offer, or ask us what we want, like adding chance classes or cheer.”

-OFCY participant

focused on building relationships with students,

surveying students about current interests, providing youth leadership opportunities to help design and develop new programs, and tailoring activities to student interests.

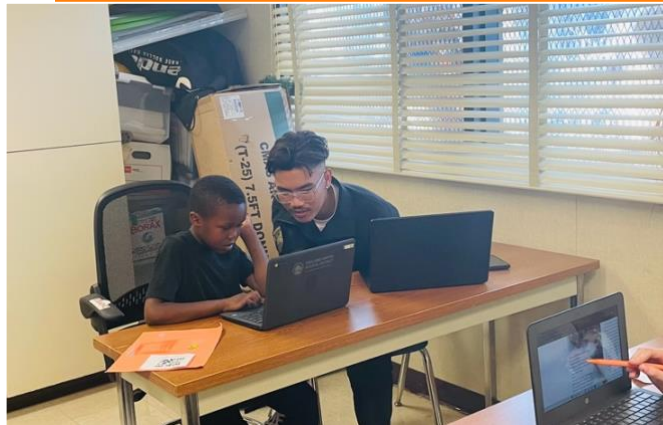


Conclusion

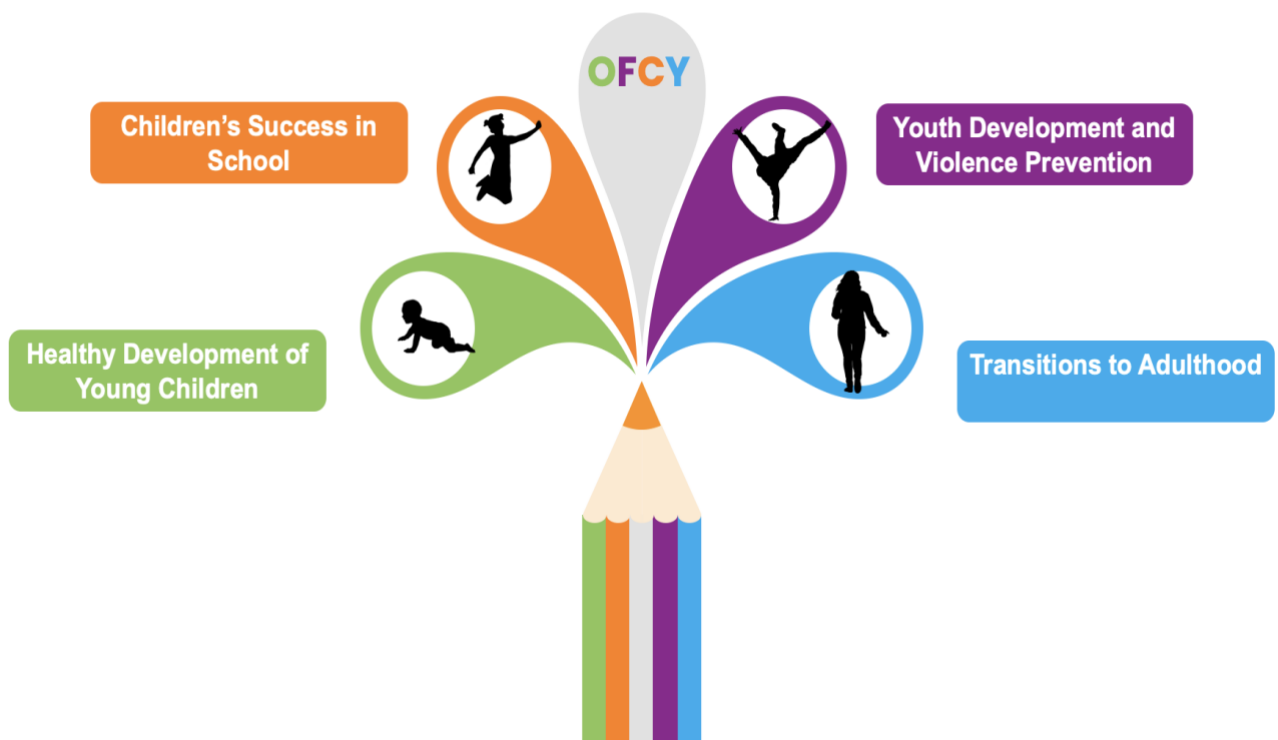
The substantial and diverse range of programs, services, and activities facilitated by the Oakland Fund for Children and Youth (OFCY) has greatly contributed to the holistic and healthy development of the children, youth, and families throughout the City of Oakland. From enriching afterschool support to career-readiness and employment support to engaging in community service projects, these experiences not

only enhanced participants' knowledge base but also instilled valuable life skills and a sense of civic responsibility. Celebrations, sporting events, and various group activities fostered teamwork, physical fitness, and a strong sense of community among participants. The cumulative effect of these initiatives is evident in the strengthened social connections and opportunities for belonging they created. This comprehensive approach underscores OFCY's commitment to nurturing children and youth from birth to 21 years old into healthy, happy, educated, engaged, powerful, and loved community members throughout the City of Oakland.

Photo courtesy of Aspire Education



Oakland Fund for Children and Youth



Appendix 1: Collaborative Partners

1951 Coffee Company	Cal-SOAP
18 Reasons	CalBright College
A Better Way, Inc	California CASA Association
Acta Non Verba Urban Farm	California College of the Arts (CCA)
Alameda County Community Food Bank	California Invasive Plant Council
Alameda County First 5	California Natural Resources Agency
Alameda County Flood Control	California State Coastal Conservancy
Alameda County Health	California Waste Solutions
Alameda County Office of Education	Career Centers at Fremont
Alameda County Probation Department	Career Roadmap Program
Alameda County Public Health Department	Career Technical Education Summer Institute
Alameda County Social Services	Carmen Flores Park Center
Alameda Family Services	Casey Family Services
Alameda Recreation and Park Department	Castlemont High School
Albany Berkeley Soccer Club	Center for Independent Living (CIL)
Alliance for Girls Partnership	Centro Legal
Alternatives in Action High School	Child Mind Institute
America Scores	Circus program
Anti Police Terror Project	City of Oakland Human Services Department
Anu Taranath	City of Oakland Parks and Recreation
Arise High School	Civicorps
Ascend Middle School	Claremont Middle School
Asian Health Services	Clem Miller Environmental Education Center
Attitudinal Healing Connections program	Cloudflare
AYPAL	Coffee Company
Bananas	College of Alameda
BART Summer Job Program	Coliseum College Prep Academy
Bay Area Air Quality District	Common Vision
Bay Area Community Resources	Communities for a Better Environment
Bay Area Urban Debate League (BAUDL)	Community Connections Program
BEAM	Community Futures School
Berkeley City College	Community Kitchens
Betti Ono Foundation	Community Outreach Outdoor Program
Black Alliance for Just Immigration	Community Reading Buddies
Blackfeet Nation	Community Works
Blaze Consulting Group	Conservation Program
Boost West Oakland Mentoring Program	Court Appointed Special Advocates (CASA)
BORP Adaptive Sports and Recreation	Create the Space
Boys and Girls Club	CURYJ
Brenkwitz	Cycles of Change
Bret Harte Middle School	Darryl Reed
Bunche Academy	Daughters of the American Revolution
Burns Institute	Destiny Arts Center

Dewey Academy
 Diversity in Health Training Institute - SIDRA
 Program
 Dream Youth Clinic
 Early Educator Apprenticeship Program
 Early Intervention Services
 East Bay Agency for Children
 East Bay Asian Youth Center
 East Bay Community Law Center
 East Bay Regional Parks District
 East Bay Sanctuary Covenant
 East Oakland Boxing Association
 East Oakland Youth Development Center
 Education for Change Family Leadership Council
 Edutainment for Equity
 Ella Baker Center
 Elmhurst Unified Middle School
 EMS Corps
 Encinal Swim Center
 Environmental Traveling Companions
 Envisioneers
 Eunice Law Foundation
 Expanded Learning Elementary Sports Program
 FACES for the Future
 Fairyland
 Family Pathways
 Family Violence Law Center
 FC Peralta Garden Club
 First Tee Golf Program
 Fred Finch Youth and Family Services
 Freedom School
 Fremont Bank
 Fremont High School
 Frick Academy Middle School
 Friends of Lincoln Square
 Genentech
 GetEmpoweredAll
 Girls and Boys Mentoring Program
 Girls Inc
 Golden Gate National Park Services
 Golden Gate University
 Harbor House
 Hayward Adult School
 Hayward Unified School District
 Head Start
 Health and Human Resources Education Center
 HealthPATH

Healthy Havenscourt Collaborative
 Help Me Grow
 Highland Hospital
 Housing & Homelessness Services
 Ignite Reading Program
 January Social Club
 Justice Institute
 Juvenile Justice Center
 Kapor Center
 Kenneth Rainin Foundation
 Kidpower
 Kindergarten to College
 Klasey Consulting LLC
 Knight Success College
 La Clinica de la Raza
 La Escuelita Elementary School
 La Femme Voyage LLC
 Laney Gateway to College
 Lao Family Foundation
 Latino Soccer Club
 Latitude High School
 Lawrence Livermore National Labs (LLNL)
 Lend A Hand Foundation
 Life Academy
 Lights On After School
 Lincoln Families
 Lions Creek Crossing Family Resource Center
 Los Positas College
 Madison Park Academy
 Manzanita Community School
 Marina Security
 McClymonds High School
 Mentoring in Medicine & Science
 Merritt College
 MetWest High School
 MISSEY
 MLK Oakland Public Library
 Moja Counseling and Consulting Services
 Multilingual Achievement Program
 Nate Dunstan, Program
 National Association of Climate Resilient Hubs
 Planners
 National Basketball Association - Math Hoops
 Native American Health Center
 Native American Student Development Center
 NEST Program at Fremont High School
 Netswitch Inc

New Door Ventures Program
 New Roots Program
 Newcomers English Language Learner
 Next Door Youth Services
 Oakland Athletics (MLB)
 Oakland Bloom
 Oakland Chinatown Coalition
 Oakland Chinatown Improvement Council (OCIC)
 Oakland Education Association (OEA)
 Oakland Family Resource Center
 Oakland Goes Outdoors
 Oakland Head Start
 Oakland High School
 Oakland Housing Authority
 Oakland International High School
 Oakland Kids First
 Oakland Lacrosse Club
 Oakland LEAF
 Oakland Literacy Coalition
 Oakland Marathon X
 Oakland Promise
 Oakland Public Library
 Oakland Roots (Soccer)
 Oakland Symphony
 Oakland Technical High School
 Oakland Technology Education Center
 Oakland Unified School District – Office of Equity
 Oakland Workforce Development Board
 Oakland Young Adult Program
 Oakland Youth Commission
 Oakland Youth Vote Coalition
 Oakland Zoo
 Oakland's Free Summer Food Program
 Oakland Athletic League
 Ocelot Training Partnership
 One Land One People Youth Center
 Options Recovery Services
 Original New York Hot Dogs
 OUSD ECCCO Program
 OUSD Music Department
 OUSD Refugee and Newcomers Program
 Parent University
 Pars Equality Center
 Peer Health Institute
 Peralta Community College District
 Piedmont Garden Club

Pixar Studios
 Planting Justice
 Point Reyes National Park
 Point Reyes National Seashore Association
 Prescott Circus
 Prescott Elementary School
 Presidio Visitor Center
 Project ANAR
 Project Pride
 Queer adoption attorneys
 Quest Community School
 Rainbow Club
 Randy Porter, the Music Department
 Reach Ashland Youth Center
 Restorative Justice for Oakland Youth (RJOY)
 Room to Bloom
 Roosevelt Middle School
 Roots Community Health
 RYSE Center
 Sacramento State University
 Safe Passages
 San Francisco 49ers
 San Francisco Giants
 San Francisco State University
 San Francisco Unified School
 San Jose State University
 Self Drafted, LLC
 Seneca Family of Agencies
 Set to Thrive
 Side By Side
 Silicon Valley Education Foundation
 Skyline High School
 SLUSD Lincoln High School
 SOAC LLC
 Social Club
 Social Justice Partnership
 Sogorea Te Land Trust
 Spark Girl Empowerment, Inc
 Spark Point
 Standing on a Cloud LLC
 Story Center
 Street Academy School
 Studio One
 Tandem
 Tech Foundation
 The Alameda County EMS Agency
 The Barrios Trust

The Berkeley School
The Betti Ono Foundation
The Holistic Health Program
The Mentoring Center
The Unity Council
The Youth Employment Partnership
Through the Looking Glass
Tiny Techs
UC Berkeley Beading Program
UC Berkeley Native American Student
Development Center
UCSF Benioff Children's Hospital
Unidos US/Escalera Partnership
Upward Roots
Urban Promise Middle School
Urban Strategies Council

Village Connect
Warriors Foundation
Waterside Workshops
West Coast Children's Clinic
West Oakland Environmental Impact Project
(WOEIP)
West Oakland Middle School
YMCA EAST BAY
Youth Mental Health Academy (YMHA)
Yonus Sports Program
Youth Alive
Youth Leadership Council
Youth Making History
Youth Organizing Council
Youth Uprising

Endnotes

ⁱ Public Profit completes an annual evaluation for Oakland Unified School District (OUSD) after-school programs. Reports can be found at <https://www.ousd.org/expanded-learning/after-school-enrichment-programs/after-school/evaluation-reports>

ⁱⁱ <https://www.ousd.org/expanded-learning/after-school-enrichment-programs/after-school/evaluation-reports>

ⁱⁱⁱ OFCY Strategic Investment Plan 2022-2025

^{iv} U.S. Census Bureau. (2023). *American Community Survey Demographic and Housing Estimates*. Retrieved from <https://data.census.gov/>

^v Oakland Community Stressors Index (2024): <https://www.oaklandca.gov/resources/oakland-community-stressors-index>

^{vi} City of Oakland's Department of Transportation (OakDOT) Geographic Equity Toolbox:

<https://www.oaklandca.gov/Community/Community-Development/Neighborhood-Improvement/Geographic-Equity-Toolbox>

^{vii} Francis K., Wilson, S. J., Hyra, A., Weiss, C. & Norvell, J. (2020). Improving programs for children and youth that address behavioral problems: Recommendations for aligning programs with evidence on core components. Office of the Assistant Secretary for Planning and Evaluation, U.S. Department of Health and Human Services.