

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

**Meeting of the Planning and Oversight Committee  
Evaluation Subcommittee**

November 1<sup>st</sup>, 2022 | 6:00pm-8:00pm

**Zoom Teleconference**

<https://us06web.zoom.us/j/84979508560>

**California enacted AB 361 in September 2021 to amend the Government Code to allow legislative bodies to remain meeting by teleconference if there is a local health emergency in place. Therefore, all members of the Oakland Fund for Children and Youth Planning and Oversight Committee (POC) as well as city staff will join the meeting via phone/video conference and no teleconference locations are required.**

**TO OBSERVE:**

- 1) To view the meeting by Zoom video conference, please click on this link: <https://us06web.zoom.us/j/84979508560> at the noticed meeting time.
- 2) To listen to the meeting by phone, please call the numbers below at the noticed meeting time:  
Or One tap mobile :  
US: +16694449171,,84979508560# or +12532158782,,84979508560#  
Or Telephone:  
Dial(for higher quality, dial a number based on your current location):  
US: +1 669 444 9171 or +1 253 215 8782 or +1 346 248 7799 or +1 719 359 4580 or +1 720 707 2699 or +1 301 715 8592 or +1 309 205 3325 or +1 312 626 6799 or +1 360 209 5623 or +1 386 347 5053 or +1 564 217 2000 or +1 646 558 8656 or +1 646 931 3860  
Webinar ID: 849 7950 8560  
International numbers available: <https://us06web.zoom.us/j/84979508560>

**TO COMMENT:**

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

**ADDITIONAL INSTRUCTIONS:**

- 1) Instructions on **how to join a meeting** by video conference is available at: [https://support.zoom.us/hc/en-us/articles/201362193 - Joining-a-Meeting#](https://support.zoom.us/hc/en-us/articles/201362193-Joining-a-Meeting#)
- 2) Instructions on **how to join a meeting** by phone are available at: [https://support.zoom.us/hc/en-us/articles/201362663 Joining-a-meeting-by-phone](https://support.zoom.us/hc/en-us/articles/201362663-Joining-a-meeting-by-phone).

- 3) Instructions on **how to “Raise Your Hand”** is available at: <https://support.zoom.us/hc/en-us/articles/205566129 - Raise-Hand-In-Webinar>

# AGENDA

1. Call to Order
  - Roll Call, Introductions, & Announcements
  - Review of Agenda
2. Open Forum
3. Adoption of OFCY Continuing Resolution 1 to Continue Conducting POC Meetings by Teleconference due to COVID-19 Public Health Emergency
4. Presentation of the OFCY Independent FY2021-2022 Evaluation Report by Social Policy Research Associates (SPR)
  - *Part I: Fund-Level Report*
  - *Part II: Strategy-Level Reports*
  - *Part III: Program Level Profile Reports*
5. Administrative Matters
  - General Announcements
  - Upcoming Meetings
6. Adjournment

# OAKLAND CHILDREN'S FUND PLANNING AND OVERSIGHT COMMITTEE

## RESOLUTION NO. 1

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**ADOPT A RESOLUTION DETERMINING THAT CONDUCTING IN-PERSON MEETINGS OF THE OAKLAND CHILDREN'S FUND PLANNING AND OVERSIGHT COMMITTEE AND ITS COMMITTEES WOULD PRESENT IMMINENT RISKS TO ATTENDEES' HEALTH, AND ELECTING TO CONTINUE CONDUCTING MEETINGS USING TELECONFERENCING IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 54953(e), A PROVISION OF AB-361.**

**WHEREAS**, on March 4, 2020, Governor Gavin Newsom declared a state of emergency related to COVID-19, pursuant to Government Code Section 8625, and such declaration has not been lifted or rescinded. *See* <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.4.20-Coronavirus-SOE-Proclamation.pdf>

**WHEREAS**, on March 9, 2020, the City Administrator in their capacity as the Director of the Emergency Operations Center (EOC), issued a proclamation of local emergency due to the spread of COVID-19 in Oakland, and on March 12, 2020, the City Council passed Resolution No. 88075 C.M.S. ratifying the proclamation of local emergency pursuant to Oakland Municipal Code (O.M.C.) section 8.50.050(C); and

**WHEREAS**, City Council Resolution No. 88075 remains in full force and effect to date; and

**WHEREAS**, the Centers for Disease Control (CDC) recommends physical distancing of at least six (6) feet whenever possible, avoiding crowds, and avoiding spaces that do not offer fresh air from the outdoors, particularly for people who are not fully vaccinated or who are at higher risk of getting very sick from COVID-19. *See* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>;

**WHEREAS**, the CDC recommends that people who live with unvaccinated people avoid activities that make physical distancing hard. *See* <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19/caring-for-children/families.html>;

**WHEREAS**, the CDC recommends that older adults limit in-person interactions as much as possible, particularly when indoors. *See* <https://www.cdc.gov/aging/covid19/covid19-older-adults.html>;

**WHEREAS**, the CDC, the California Department of Public Health, and the Alameda County Public Health Department all recommend that people experiencing COVID-19 symptoms stay home. *See* <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>;

**WHEREAS**, persons without symptoms may be able to spread the COVID-19 virus. *See* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>;

**WHEREAS**, fully vaccinated persons who become infected with the COVID-19 Delta variant can spread the virus to others. *See* <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>;

**WHEREAS**, the City's public-meeting facilities are indoor facilities that were not designed to ensure circulation of fresh / outdoor air, particularly during periods of cold and/or rainy weather, and were not designed to ensure that attendees can remain six (6) feet apart; now therefore be it:

**WHEREAS**, holding in-person meetings would encourage community members to come to City facilities to participate in local government, and some of them would be at high risk of getting very sick from COVID-19 and/or would live with someone who is at high risk; and

**WHEREAS**, in-person meetings would tempt community members who are experiencing COVID-19 symptoms to leave their homes in order to come to City facilities and participate in local government; and

**WHEREAS**, attendees would use ride-share services and/or public transit to travel to in-person meetings, thereby putting them in close and prolonged contact with additional people outside of their households; and

**WHEREAS**, on October 13, 2021, October 27, 2021, January 19, 2022, March 2, 2022, May 9, 2022, June 1, 2022, the Oakland Children's Fund Planning and Oversight Committee adopted a resolution determining that conducting in-person meetings would present imminent risks to attendees' health, and electing to continue conducting meetings using teleconferencing in accordance with California Government Code Section 54953(e), a provision of AB-361; now therefore be it:

**RESOLVED:** that the Oakland Children's Fund Planning and Oversight Committee finds and determines that the foregoing recitals are true and correct and hereby adopts and incorporates them into this Resolution; and be it

**FURTHER RESOLVED:** that, based on these determinations and consistent with federal, state and local health guidance, the Oakland Children's Fund Planning and Oversight Committee determines that conducting in-person meetings would pose imminent risks to the health of attendees; and be it

**FURTHER RESOLVED:** that the Oakland Children’s Fund Planning and Oversight Committee firmly believes that the community’s health and safety seriously and the community’s right to participate in local government, are both critically important, and is committed to balancing the two by continuing to use teleconferencing to conduct public meetings, in accordance with California Government Code Section 54953(e), a provision of AB-361; and be it

**FURTHER RESOLVED:** that the Oakland Children’s Fund Planning and Oversight Committee will renew these (or similar) findings at least every thirty (30) days in accordance with California Government Code section 54953(e) until the state of emergency related to COVID-19 has been lifted, or the Oakland Children’s Fund Planning and Oversight Committee finds that in-person meetings no longer pose imminent risks to the health of attendees, whichever occurs first.



# FY2021-2022 Final Evaluation Report



Prepared by Social Policy Research Associates

October 2022

Mika Clark | Julia Forte Frudden

Marianne Chen Cuellar | Cassandra Lin

# Acknowledgements

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



# Section A: Main Report Contents

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# Executive Summary

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth to lead safe, healthy, and productive lives. This report describes these programs and the experiences of the children and youth who participated in them during FY2021-2022.

## Who Was Funded?



**73** community-based organizations



**149** individual programs

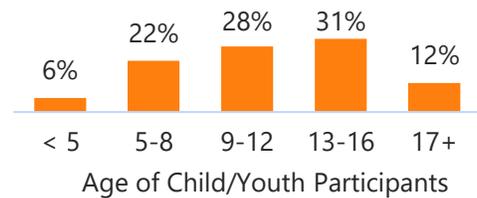
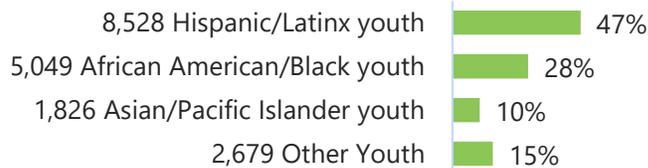


**4** public agencies



**\$17,690,900** awarded to programs

## Who Was Served? Programs served the groups prioritized by OFCY.



## How Much Did Programs Do?



**18,082** children and youth served



**2,196** parents/caregivers served



**889,611** total hours of service (excluding Comprehensive Afterschool Programs)



**790,127** days attended by students in Comprehensive Afterschool Programs

## Is Anyone Better Off?



**1,469** youth placed in **internships and jobs**



**\$1,491,816** in **wages/stipends** earned by youth



**93%** of youth who **learned about jobs** they can have in the future.\*



**73%** of youth who feel **more connected to their community**.\*



**75%** of youth agreed that they learned skills that **help with their schoolwork**.\*



**89%** of parents/caregivers agreed that their program helped them identify their child's needs.\*

\* Among participants in relevant strategies.

## How Well Did Programs Do It?



**85%** of youth agree that they **feel safe** in their program.



**82%** of youth agree that they are **interested in what they do** in their program



**94%** of parents/caregivers agree that staff **work well with families of different backgrounds**

## Result-Based Accountability Results

### How Much Did OFCY Programs Do?

<b>Unduplicated Number of Youth Served</b>	<b>18,082</b>
<b>Unduplicated Number of Parents/Caregivers Served</b>	<b>2,196</b>
<b>Total Hours of Service Provided</b> (excluding Comprehensive Afterschool Programs) <sup>1</sup>	<b>889,611</b>
<b>Average Hours of Service per Youth Participant</b> (excluding Comprehensive Afterschool Programs)	<b>71</b>
<b>Total Days of Attendance</b> (Comprehensive Afterschool Programs only)	<b>790,127</b>
<b>Average Days of Attendance per Student</b> (Comprehensive Afterschool Programs only)	<b>115</b>
<b>Number of Youth Placed in Jobs or Internships</b>	<b>1,456</b>
<b>Total Hours of Work Experience</b>	<b>142,909</b>
<b>Total Wages and Stipends Earned by Youth in Workforce Programs</b>	<b>\$2,122,342</b>
<b>Agencies Funded</b>	<b>77</b>
<b>Programs Funded</b>	<b>149</b>
<b>Early Childhood Sites Receiving Mental Health Consultation</b>	<b>50</b>
<b>K-12 Schools Receiving Support</b>	<b>69</b>

### How Well Did OFCY Programs Do It?

<b>Average Progress towards Projected Youth Served</b>	<b>127%</b>
<b>Average Progress towards Projected Hours of Service</b>	<b>102%</b>
<b>Average Progress towards Target Average Daily Attendance</b> (Comprehensive Afterschool Programs)	<b>78%</b>
<b>Safety:</b> Youth who report feeling safe in their program	<b>85%</b>
<b>Caring Adults:</b> Youth who respond that there is an adult at their program who cares about them	<b>82%</b>
<b>Positive Engagement:</b> Youth who respond that they are interested in their program	<b>81%</b>
<b>Supportive Environment:</b> Parents/caregivers who say staff make them feel comfortable and supported	<b>94%</b>
<b>Diversity &amp; Inclusion:</b> Parents/caregivers who say staff work well with families of different backgrounds	<b>94%</b>

### Is Anyone Better Off?<sup>2</sup>

<b>Career Goals:</b> Youth who learned about jobs they can have in the future	<b>93%</b>
<b>Employment Skills:</b> Youth who learned what is expected of them in a work setting	<b>92%</b>
<b>Interpersonal Skills:</b> Youth who learned how to get along with others in a work setting	<b>91%</b>
<b>Support with School:</b> Youth who report that they learned skills that help with their schoolwork	<b>74%</b>
<b>Community Connectedness:</b> Youth who feel more connected to their community	<b>73%</b>
<b>Motivated to Learn:</b> Youth who report that they are more motivated to learn in school	<b>68%</b>
<b>Youth Leadership:</b> Youth who view themselves as more of a leader	<b>61%</b>
<b>Connection to Resources:</b> Adults who report that staff refer them to other programs and resources that can help their family	<b>89%</b>
<b>Knowledge of Development:</b> Adults who say their program taught them to identify their child's needs	<b>89%</b>
<b>Skills to Manage Behavior:</b> Adults who say the program helped them to respond effectively when their child is upset	<b>86%</b>

<sup>1</sup> OFCY tracks days of attendance instead of hours of attendance to align with how these programs report to state and federal grant programs.

<sup>2</sup> Some survey questions in this section were only answered by participants in relevant strategies.

# Introduction

The vision of OFCY is that all children and youth in Oakland will thrive and lead safe, healthy, and productive lives. To this end, OFCY funds programs that promote racial and social equity; create safe spaces for children, youth, and families; and support youth's healing, learning, enrichment, and leadership development. Grants are provided through nine funding strategies that align with the Fund's four main goals (listed below).

## OFCY's count

### Early Childhood - \$3,330,800 invested

Supports the healthy development of young children:

- Parent Engagement and Support
- Family Resource Centers
- Socioemotional Well-being in Preschool and Early Childhood Education

### Student Success - \$5,606,800 invested

Helps children and youth succeed in elementary and middle school:

- Engagement and Success for Elementary and Middle School Students
- Comprehensive Afterschool Programs

### Positive Youth Development - \$5,237,200 invested

Promotes leadership and connection to community:

- Summer Programming
- Youth Development and Leadership

### Transitions to Adulthood - \$3,516,100 invested

Helps youth transition to a productive adulthood:

- High School & Postsecondary Student Success
- Career Awareness & Employment Support

## OFCY's Results Based Accountability Framework

Working closely with Oakland Unified School District (OUSD), city agencies, and community-based partners, OFCY aims to move the needle on key city-wide goals and measure progress toward population-level indicators of equity in health, education, safety, and housing.<sup>3</sup> The figure below highlights how OFCY strategies support relevant city-wide goals.

City RBA Goal	OFCY Impact
Children are ready for kindergarten	86% of parents attending Parent Engagement & Support Programs and Family Resource Centers agreed that their program taught them how <b>to help their child be ready for school.</b>
3rd grade students read at grade level	80% of 3 <sup>rd</sup> -5 <sup>th</sup> graders in Comprehensive Afterschool Programs agreed that they learned how to do things at their program that <b>help with their schoolwork.</b>
Students graduate high school	73% of High School and Postsecondary Success participants agreed that their program <b>increased their desire to stay in school.</b>
Older youth are connected to school or work	80% (1,456) of Career Awareness and Employment Support <b>participants worked in an internship or job placement</b> during their program. 78% of High School and Postsecondary Success participants agreed that their program helps them <b>feel more confident going to college.</b>
Youth are not caught in the justice system	72% of Youth Development and Leadership participants agreed that they were better at <b>saying “no” to things they know are wrong</b> since coming to their program.

<sup>3</sup> See [JPA Impact Tables: Update on Oakland Citywide Dashboard, September 13, 2018.](#)

To assess its contribution toward the city-wide goals, OFCY has adopted a Results Based Accountability (RBA) framework which serves as a guide for its evaluation. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. ***It does this by addressing three guiding questions: How much did OFCY programs do? How well did OFCY programs do it? Is anyone better off?*** This report discusses progress in each of these indicators.

## Overview of this Report

Since 2014, Social Policy Research Associates (SPR) has conducted OFCY's independent evaluation. This report describes OFCY's funded programs and the experiences of the children, youth, and parents/caregivers who participated in them during FY21-22, beginning with an overview of OFCY funding and cross-strategy findings and concluding with strategy-level summaries. SPR draws on a variety of data to inform the evaluation of OFCY programs, including:



**Administrative Records:** Programs tracked demographics and attendance for 18,082 participants in OFCY's client management system, Cityspan.



**Surveys:** 5,981 youth, 637 parents/caregivers in early childhood programs, 1,870 parents/caregivers whose children attend Comprehensive Afterschool Programs, and 34 educators completed surveys to share their perspectives on program quality and outcomes. Staff from 111 programs completed an online survey about program characteristics, staffing, and partnerships.



**Interviews:** SPR held focus groups and interviews with program line staff, managers, and directors from 25 programs and held focus groups with youth and adult participants from 5 programs.

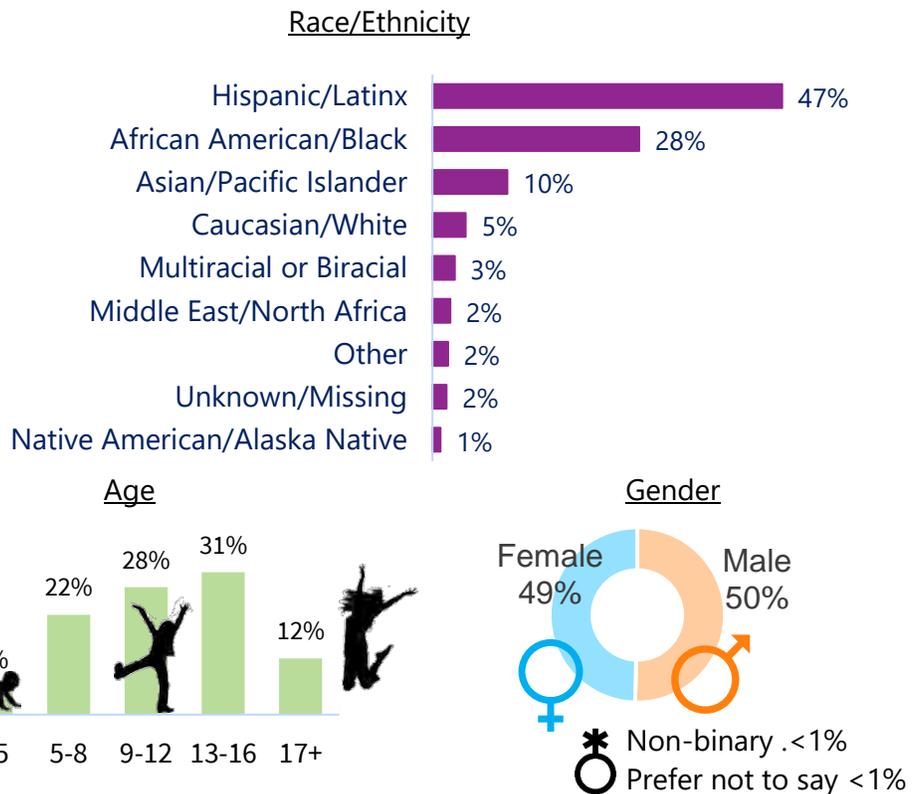
# OFCY Participants

**During FY21-22, 18,082 unduplicated children and youth participated in OFCY programs.**

In alignment with its goals, OFCY supports programs that explicitly prioritize and serve Oakland’s Black, Latinx, Native American, and Asian and Pacific Islander children and youth. OFCY programs also specifically prioritize serving immigrant and refugee youth, LGBTQ youth, children with disabilities, foster youth, and youth and young adults disconnected from school and employment.

During FY21-22, 18,082 unduplicated children and youth participated in OFCY programs, with 85% of them identifying as Latinx (47%), Black (28%) or Asian and Pacific Islander (10%). Programs served children and youth across the age spectrum. Children and youth between 5 and 16 years old represented 82% of participants served.

**Figure 1. Demographics of Child and Youth Participants**



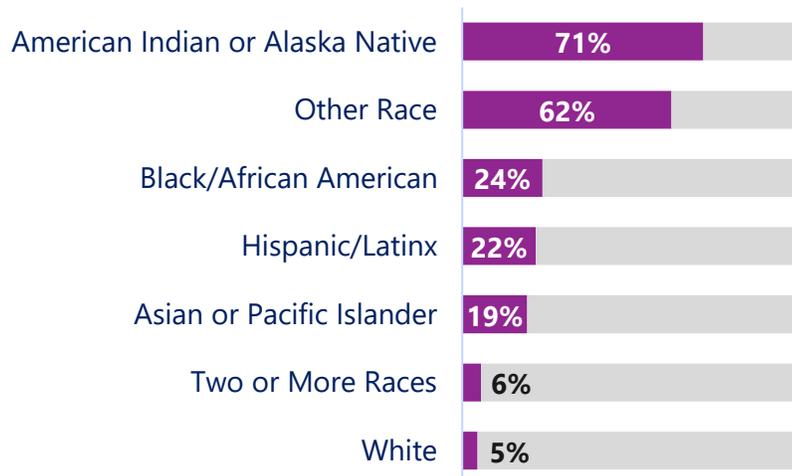
**85% of youth identify as Latinx, Black, or Asian and Pacific Islander.**

**OFCY served 18% of Oakland’s children and youth aged 0-19.**

**The city’s children and youth who identified as Native American, Black, Asian/Pacific Islander, or Latinx were more likely to be served than White children and youth.**

A comparison between OFCY participants and the general population of children and youth aged 0–19 indicates that OFCY programs were more likely to serve OFCY’s priority population than other groups.<sup>4</sup> For example, while OFCY served about 18% of Oakland’s youth 0–19, they served 71% of American Indian/Alaska Native children and youth, 24% of Black children and youth, and 22% of Latinx children and youth.

**Figure 2. Percent of Oakland Youth Served by OFCY Programs**



Moreover, as illustrated in the map on the following page, most participants live in neighborhoods with high unemployment, housing-cost burden, and percentage of

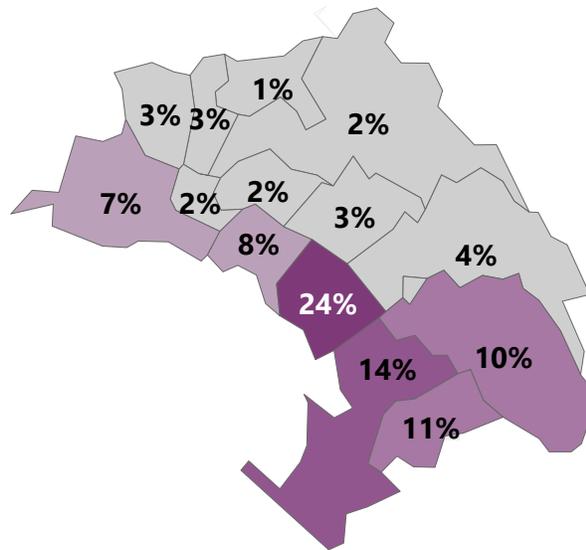
<sup>4</sup> City of Oakland youth data from American Community Survey (ACS) 2018 5-year Estimate. Some categories shown may be underestimated because OFCY’s database provides the option for participants to select Middle Eastern/North African as their race/ethnicity, which is not represented in racial/ethnic categories collected by the ACS. Because ACS reports race and Hispanic/Latino identification separately, we re-categorized children and youth as Hispanic/Latino regardless of which race they selected. As a result, the number of Hispanic/Latino children and youth may be overestimated and the number of children in other race categories may be underestimated.

children and youth enrolled in OUSD who qualify for free- and reduced-price meals.<sup>5</sup>

**Zip Code of Residence (Children and Youth Only)**

94601: Fruitvale	24%
94621: Webster Tract, Coliseum	14%
94603: Sobrante Park, Elmhurst	11%
94605: Eastmont, Havenscourt	10%
94606: Highland Park, East Lake	8%
94607: West Oakland, Chinatown	7%

**24% of child and youth participants lived in Fruitvale in the 94601 zip code.**



**“I guess the reason I like TNT is it's a safe space for us. I feel really comfortable when we're there in the moment, knowing that we have people who can also listen to us, knowing that we have an actual adult who will listen to us and who can help us with certain things and help us financially, be stable, and them giving us information that we are not going to learn in school, but we're still learning what we have going on within the program.”**

- Participant, Youth Alive’s Teens on Target

<sup>5</sup> Oakland Community Stressors Index (2019): [www.oaklandca.gov/resources/oakland-community-stressors-index](http://www.oaklandca.gov/resources/oakland-community-stressors-index)

OFCY participants under 5 were less likely to be Asian/Pacific Islander or African American/Black than older youth.

Looking more closely at race and ethnicity across different age groups reveals that participation rates varied across age and race. As shown below, Latinx children were more represented among children 0-12 than youth 13 and up. In comparison, Black and Asian and Pacific Islander participants comprised a higher proportion of children and youth over 5 years old than younger children. This mirrors larger city demographic trends showing a growing Latinx population among younger generations in the city.

**Race/Ethnicity by Age Groups**

	Under 5	5-8	9-12	13-16	17+
Hispanic/Latinx	48%	50%	51%	44%	42%
African American/Black	21%	28%	28%	29%	26%
Asian/Pacific Islander	6%	9%	10%	11%	13%
Caucasian/White	3%	4%	4%	7%	4%
Middle East/North Africa	10%	2%	1%	2%	4%
Multiracial or Biracial	5%	2%	2%	4%	4%
Other	5%	2%	1%	1%	6%
Native American/Alaska Native	2%	1%	1%	1%	1%
Unknown/Missing	1%	3%	2%	2%	1%



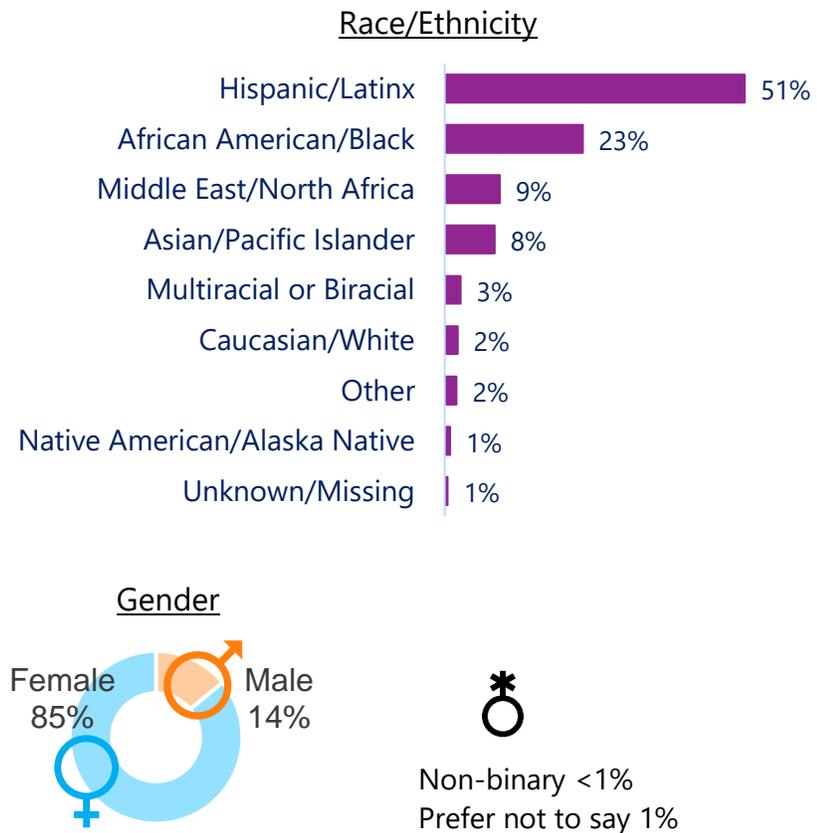
Photo courtesy of Prescott-Joseph Center for Community Enhancement's SVD Pre-Pre-School Program

**2,196 parents and caregivers attended programs in early childhood strategies that tracked adult attendance.**

Given the importance of families for supporting positive outcomes for children and youth, programs also provided diverse services for parents and caregivers, such as parent workshops and connections to community resources. Programs in two strategies focused on early childhood development tracked parent/caregiver enrollment and attendance. In FY21-22, 2,196 parents and caregivers attended *Parent Engagement and Support* and *Family Resource Center* programs. As shown below, 92% of adult participants in early childhood strategies identified as Latinx, Black, Asian and Pacific Islander, or North African/Middle Eastern.

**92% of adult participants in early childhood strategies identified as Latinx, Black, Asian and Pacific Islander, or North African/Middle Eastern.**

**Figure 3. Demographics of Parent/Caregivers**



## How Much Did Programs Do?

Programs offered a combination of virtual, hybrid, and in-person activities depending on the needs of the participants and the type of services offered

Programs provided **889,611 hours of service**, excluding hours provided by the *Comprehensive Afterschool* strategy, and students attended *Comprehensive Afterschool Programs* for a combined total of 862,249 days.<sup>6</sup> With the end of remote learning and the loosening of COVID restrictions, programs offered a combination of virtual, hybrid, and in-person activities depending on the needs of the participants and the type of services offered. For example, *Comprehensive Afterschool Programs* began the year with fully in-person programming to support the reopening of schools. Many programs offered most services in person and offered services like one-on-one check-ins and tutoring virtually. Some *Career Awareness and Employment Support* programs, for instance, developed hybrid approaches to allow youth to safely participate in work experience, such as offering virtual orientations and job readiness training and a combination of in-person and virtual work opportunities.

The flexibility to offer services in different formats allowed programs to provide a sense of consistency to children, youth, and families through another challenging, unpredictable year. For some participants, particularly parents who attended early childhood programming, virtual programming proved an effective and convenient way to engage, and several programs reported that they will continue to offer some services virtually.

While the loosening of COVID restrictions allowed programs to serve more youth than they could in FY20-21,

<sup>6</sup> Because of changes in state policy, comprehensive afterschool programs began to report on daily attendance rather than hours of services.

the pandemic continued to limit the quantity of programming that some programs could offer for myriad reasons:

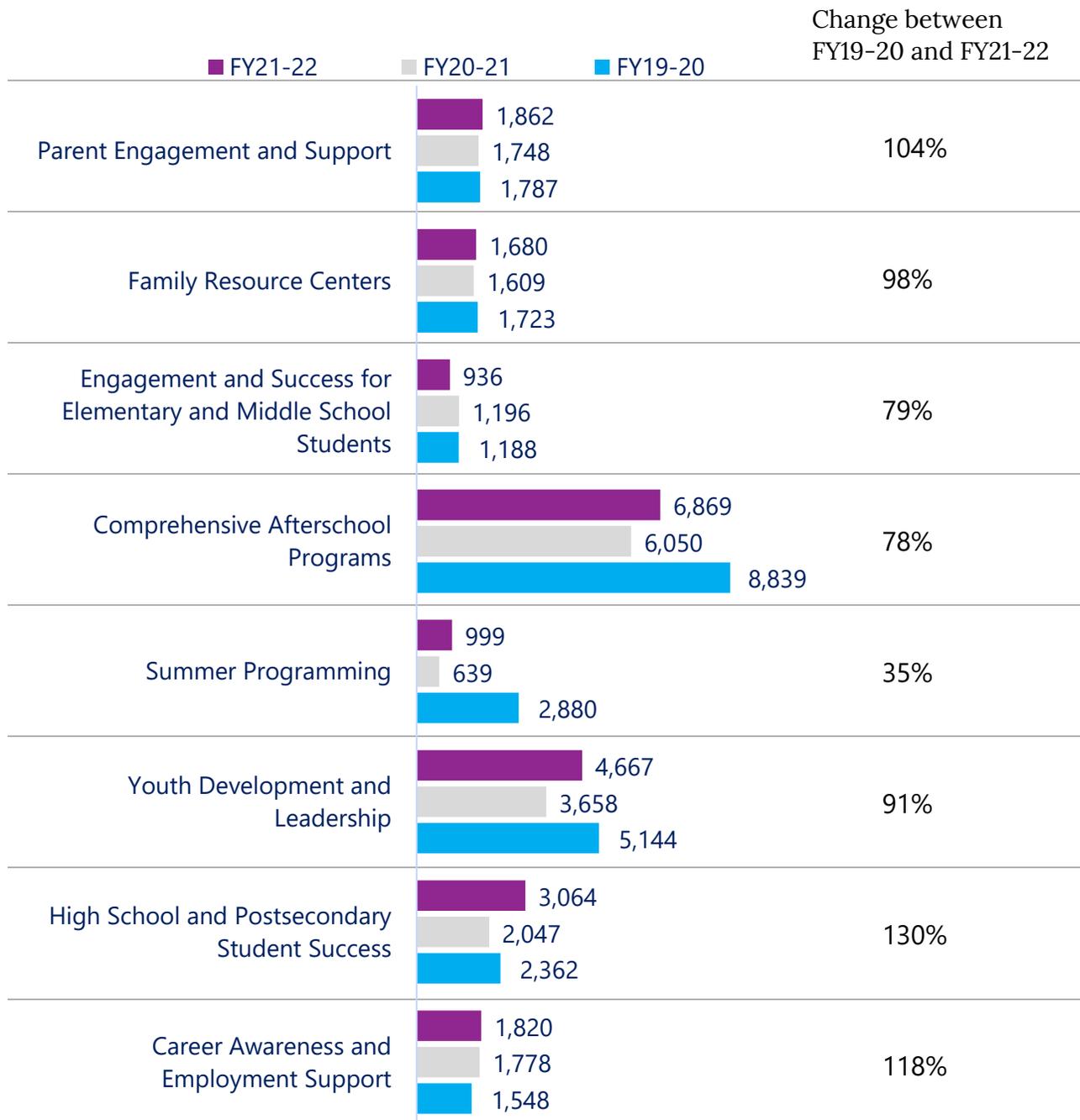
- Staffing challenges plagued many programs, particularly at the beginning of the year when the high case rate led to frequent staff shortages and many potential staff members felt wary of employment in in-person youth programs.
- Some programs reported that they reduced their enrollment in indoor activities to abide by public safety requirements, particularly early in the year.
- Programs operating out of health centers or government buildings were not allowed to serve youth on their premises and had to continue virtual programming or find alternative places to meet. Others decided to limit in-person engagement to keep their participants and staff safe. These programs often found it difficult to engage youth and families virtually.
- Remote learning during the 2020-2021 school year hindered traditional recruitment efforts because programs could not present in classes or attend school-based or other public events.
- Some programs reported that students experienced apathy and disengagement after their prolonged isolation during the pandemic, leading to lower participation in programming and school attendance.

**While the loosening of COVID restrictions allowed programs to serve more youth than they could in FY20-21, the pandemic continued to limit the quantity of programming that some programs provided.**

**The biggest challenge for sure has been the inconsistency in general around just how the pandemic has impacted our students and how it's impacting schools and even programs... Because we can't fully support them to commit when they all have to be quarantined or when their instructor's out for two weeks.**

The number of participants served in FY21-22 compared to the previous years of this grant cycle is displayed on the following page in Figure 4. As shown, *Summer Programming, Comprehensive Afterschool Programs, and Engagement and Success for Elementary and Middle School Students* had the lowest enrollment relative to FY19-20.

**Figure 4. Number of Participants per Strategy (by Year)**



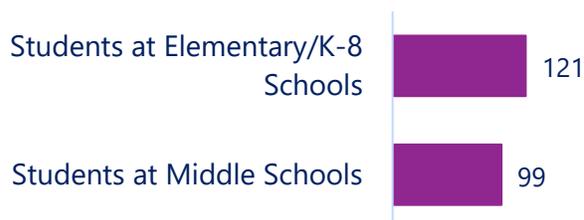
Youth spent an average of 71 hours in programming, with the exception of students in afterschool programming whose attendance was tracked differently.

Despite the challenges posed by the pandemic, programs provided 889,611 hours of service, and youth spent an average 71 hours in programming. (This excludes the hours that students attended Comprehensive Afterschool Programs, which tracked daily, but not hourly, attendance.) Because Oakland's children and youth have diverse interests and needs, programs provided a **broad range of services that varied in intensity and focus** and which depended on the target population and the goals of the program. As shown in Figure 5 below, 43% of youth attended programs for at least 40 hours. Over the year, 8% of youth attended more than one OFCY program.

Figure 5. Hours of Attendance (*children and youth only, not including hours in Comprehensive Afterschool Programs*)



Figure 6. Average Days of Attendance per Student (*Comprehensive Afterschool Program participants only*)

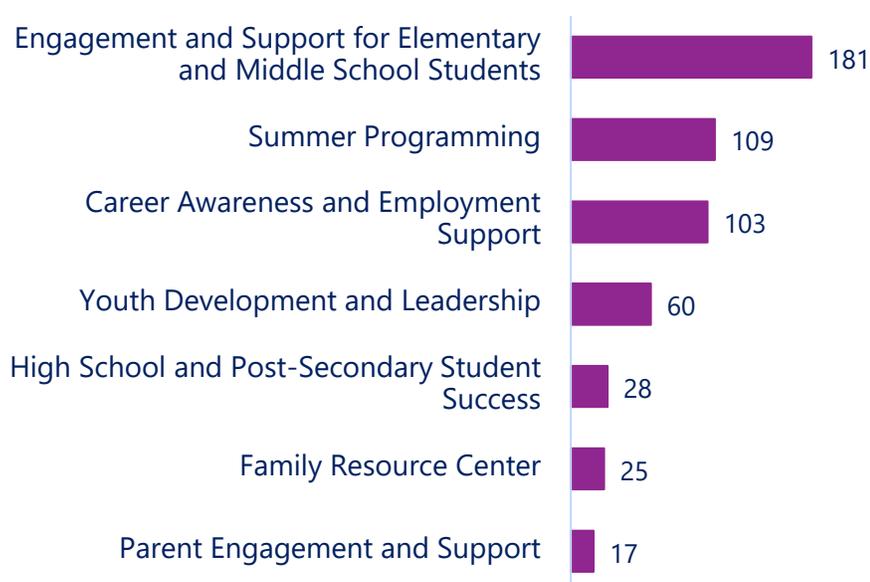


On average, students at elementary or K-8 Comprehensive Afterschool Programs attended 121 days of enrichment and academic programming.

**Within strategies serving children and youth aged 5 and above, hours of attendance varied widely by program.**

To meet the diverse needs of children and youth, some programs are designed to provide intensive services over the course of the year, while others have a shorter duration or provide drop-in services. Figure 7 below shows average hours of service for each strategy. As observed last year in FY20-21, participants in *Engagement and Success for Elementary and Middle School Students* spent the most time in programming on average, but this is primarily driven by intensive engagement in Safe Passages' Elev8 Youth, a program that served half of all participants in that strategy. On average, Elev8 participants spent 758 hours in programming, compared to an average of 87 hours at other programs in the strategy. Overall, children engaged in early childhood strategies (Parent Engagement and Support and Family Resource Centers) spent the least amount of time in their program. Most of these children joined their parents/caregivers in playgroups and other short learning activities appropriate for their developmental stage.

**Figure 7. Average Hours of Attendance by Strategy**



An analysis of attendance by participant characteristics did not reveal a discernable pattern in the levels of participation by age, as shown in Figure 8 on the following page.

**Figure 8. Average Hours of Attendance by Age** (*children and youth only, not including hours in Comprehensive Afterschool Programs*)

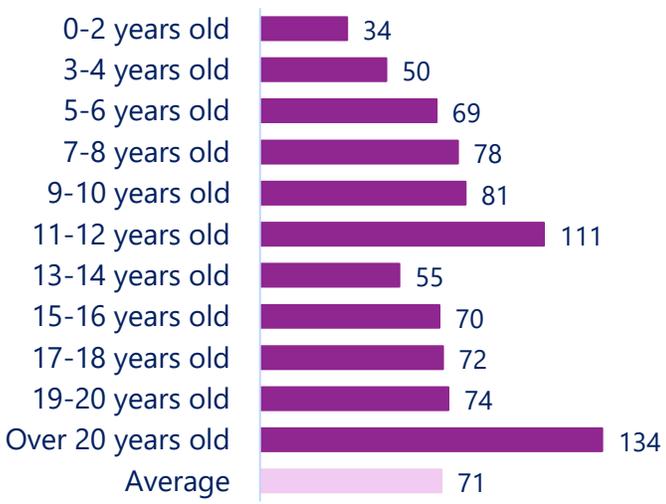
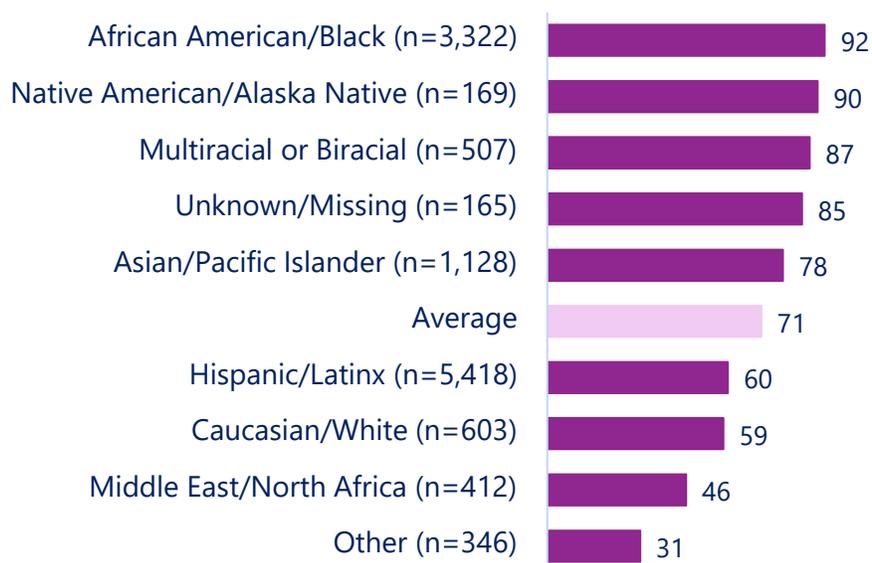


Photo courtesy of the Oakland Leaf Foundation's ASCEND Program

On the other hand, there was some variation in the amount of time youth spent in programming across race and ethnicity. Asian and Pacific Islander, multiracial, and Black youth spent more time in programming than the average participant. Some of this difference is related to the ages of participants. For example, Middle Eastern/North African children were most likely to participate in early childhood programs, where average hours of service tend to be lower.

**Figure 9. Average Hours of Attendance by Race/Ethnicity (children and youth only, not including hours in Comprehensive Afterschool Programs)**



**“In person playgroups actually have this social element to it that creates community within community, and that helps lead to strengthening communities with folks and making people feel like, ‘I have people over here so I can talk to an adult.’ If anyone who's been in the playgroup, sometimes the parents just need to talk and they're tired of being in baby world...It's so meaningful and helps with their mental health as well.”**

– Family Resource Center Program Staff

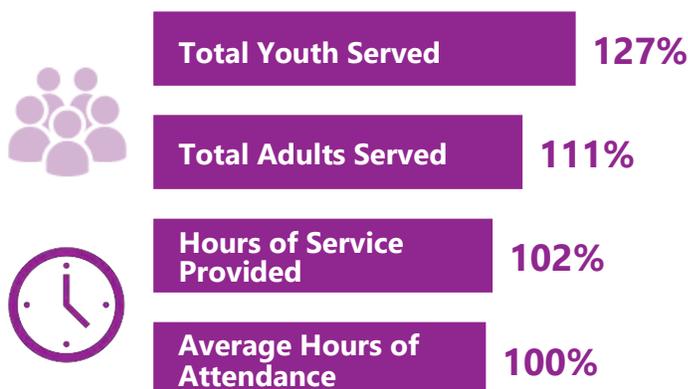
## How Well Did Programs Do It?

**Attendance and enrollment were strong— on average, programs enrolled 127% of the youth they anticipated and provided 102% of the hours of service they projected.**

OFCY tracks a series of indicators to assess how well grantees implemented their programming. The first three indicators include progress toward (1) projected number of youth served, 2) projected total hours of service, and (3) average hours of attendance per participant.<sup>7</sup>

As shown in Figure 10 below, attendance and enrollment were strong— on average, programs enrolled 127% of the youth they anticipated and provided 102% of the hours of service they projected. Further, on average, each youth participated in programs for about the amount of time that programs planned (see average hours of attendance).

Figure 10. Program Performance: Progress Toward Projections



However, **there was a lot of variability in progress toward the number of youth served**: 13 programs served more than double the number of youth they projected enrolling, while 12 programs served less than 60%. Appendix A lists performance measures for individual programs.

<sup>7</sup> At the start of the year, programs estimate the units of service they will provide and the number of participants they will enroll.

**At least 80% of surveyed youth agreed with questions related to safety, positive engagement, and connections to caring adults.**

In addition to these indicators, the evaluation investigates participant perceptions of critical aspects of program quality that are tailored for each strategy, as measured through participant surveys. Research has shown that these indicators are foundational positive youth development practices that encourage youth to thrive in programming. As shown in Figure 11, most participants felt safe, identified adults who cared about them, and engaged in activities that interest them at their programs.

**Figure 11. Program Quality: Participant Survey Responses**

***Children and Youth (n= 5,981)***

**Safety** 85%

Youth who agree that they feel safe in their program.

**Caring Adults** 82%

Youth who agree that there is an adult who cares about them at their program.

**Positive Engagement** 81%

Youth who agree that they are interested in what they do at their program.

***Parents and Caregivers (n=637)***

**Supportive Environment** 94%

Parents/caregivers who say staff make them feel comfortable and supported

**Diversity and Inclusion** 94%

Parents/caregivers who agree that the program staff work well with families from different backgrounds.

Early Childhood Educators (n=34)**Supportive Environment** 97%

The consultant works as a partner with me to meet children's mental health needs.

**Diversity and Inclusion** 82%

The consultant has a good understanding of our community and how to effectively and appropriately support them.

The strategy-level summaries in Appendix B describe how the programs in each strategy build a culture of safety, positive engagement, supportive relationships, and a respect for diversity and inclusion. For example, youth-serving programs fostered a sense of safety and connections to caring staff by hosting frequent one-on-one check-ins with youth, providing a safe space to discuss personal or program-related issues, and meeting youth where they were. Youth and families also often received basic needs support, such as bus passes, access to food pantries, and help applying for community services. To promote positive engagement, programs offered opportunities for youth to showcase what they learned, to mentor and lead their peers, and to provide feedback to guide the program, among other strategies. Early childhood programs created a supportive environment by creating a home-like feel to their spaces, taking the time necessary to build trust, and creating a judgement-free space that encouraged openness.

**Programs used multiple strategies to foster a sense of safety, promote positive engagement, and create a supportive environment.**

**“I feel like I belong at the program because the counselors really care about you. The counselors would hit me on my personal time and check on how I'm doing. So it made me not feel like it was just a program and like people actually care.”**

- Participant, Lao Family Community Development's Oakland Youth Industries Exploration

We observed some variation in survey responses related to these indicators of quality:

- On average, Black children and youth were more likely than their peers to report that they were interested in what they do at their program and that there was an adult at the program who cared about them.
- Asian and Pacific Islander youth were less likely than their peers to report that they were interested in what they do at their program.
- Middle school students were less likely to report positively to survey questions related to all three areas of quality.

These findings were consistent both within and across programs.



*Photo courtesy of the Music is eXtraordinary's Explorations in Music Program*

## Is Anyone Better Off?

Participant survey results also demonstrate that most participants met key outcomes aligned to the strategy in which they participated. For example, 73% of survey respondents from *Youth Development and Leadership* and *Summer* programs felt more connected to their community because of their program. Other survey results are listed in Figure 12 on the following page. The strategy summaries include more information about how programs supported strategy-specific outcomes, including outcomes for parents and caregivers.

**Figure 12. Participant Outcomes: Survey Results**

<b>Career Goals</b>	<b>93%</b>	<b>Youth Leadership</b>	<b>61%</b>
Youth learned about jobs they can have in the future		Youth who view themselves as more of a leader	
<b>Employment Skills</b>	<b>92%</b>	<b>Motivation to Learn</b>	<b>69%</b>
Youth learned what is expected in a work setting		Youth who report that they are more motivated to learn in school	
<b>Interpersonal Skills</b>	<b>91%</b>	<b>Support with School</b>	<b>75%</b>
Youth who feel they know how to get along with others in a work setting		Youth who report that they learned skills that help with their schoolwork	
<b>Community Connectedness</b>	<b>73%</b>	<b>Knowledge of Child Development</b>	<b>89%</b>
Youth who agree that they feel more connected to their community.		Parents/caregivers who say their program helped them identify their child's needs	

In addition to these key RBA indicators, participant survey data tell a more comprehensive story about the ways that programs support the mindsets, competencies, values, and social skills that help youth become successful adults. The following page presents survey results related to four key youth development goals that are relevant to all youth-serving programs.

“This program helped me with my people skills. It helped me to understand other backgrounds and cultures. Because I'm used to being inside a box, so being in the program it was really nice to be around a lot of people. And I now know how to operate and present myself around others.”

- Participant, Lao Family Community Development's Oakland Youth Industries Exploration

“Being a part of (this program) is knowing your surroundings, knowing how to handle situations with violence...In the future, it'll help me, because, one, they help me with my mental health. Two, they're able to teach me things that... Not a lot of people have the confidence or the knowledge to teach kids.”

- Participant, Youth Alive's Teens on Target Youth Leadership

Figure 13. Youth Development Outcomes: Survey Results

### Increased Confidence and Self-Esteem

Since coming to this program, I feel more comfortable sharing my opinion.\* **71%**

Since coming to this program, I feel I have more control over things that happen to me.\* **68%**

Since coming to this program, I feel I can make more of a difference.\* **67%**

### Development of Skills

In this program, I try new things. **85%**

At this program, I get the opportunity to talk about what I have learned. **79%**

In this program, I learned new information about a topic that interests me. **79%**

### Increased Persistence and Resilience

In this program, I have a chance to learn from my mistakes. **82%**

Since coming to this program, I am better at something that I used to think was hard. **76%**

Because of this program, I am better able to handle problems and challenges when they arise. **70%**

### Improved Decision-Making and Goal Setting

In this program, I learned how to set goals and meet them. **77%**

This program helps me to think about the future. **67%**

Since coming to this program, I am better at saying 'no' to things I know are wrong. **68%**

Since coming to this program, I am better at staying out of situations that make me feel uncomfortable. **68%**

\* These items were not included on the survey give to students in grades 3-5.

We observed some variation in survey responses related to these outcomes:<sup>8</sup>

**Generally, older youth and Black children and youth reported stronger youth development outcomes than their peers.**

- Youth in high school and out-of-school youth were more likely to report positive outcomes in all areas of youth development.
- Black children and youth were more likely than their peers to report progress toward all youth development outcome areas.
- LGBTQ+ youth were less likely to report progress toward improved self-confidence and self-esteem than their peers.

Participating in this program did help me as a mom to be more attentive to my children, and to let them talk. I learned how to be a better listener to my little children. Something I haven't always done in the past. But that program taught me, No, you better give time to your kids to talk. You better wait, listen to them, listen to their needs.

– Safe Passages Healthy Baby Program Participant



<sup>8</sup> All findings were consistent both within and across programs and were statistically significant at  $p < .01$ .

*Photo courtesy of the Oakland Public Education Fund's Youth Beat Program*

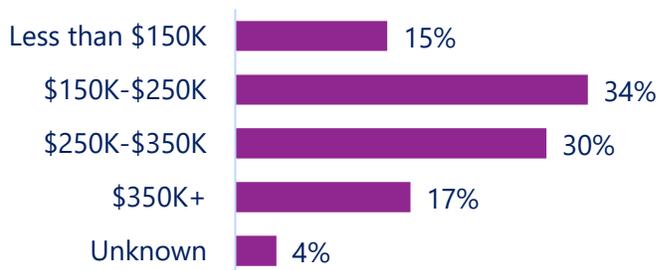
## Funded Programs

Program capacity allows organizations and their leaders to develop competencies and skills that make them more effective in serving children, youth, and families and supporting the mission of OFCY. This section describes four foundational components of program capacity, including a description of program budgets, staffing, training and professional development, and partnerships.

### Budget

Programs combine OFCY grants with other resources to fund the services they offer. Program budgets vary significantly in size, depending on the design and scale of the program. Half of programs operated on a budget under \$250,000, while 17% had a budget of over \$350,000.<sup>9</sup>

**Figure 14. OFCY Program Budgets (FY21-22)**



The average program budget was \$276,507. Budgets ranged from \$33,087 (Prescott Circus Theatre Summer Program) to \$1,627,555 (College Track's Empowering Oakland Students to and Through College).

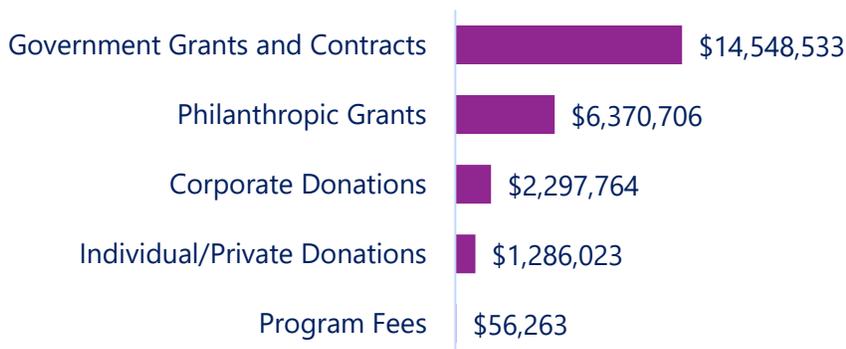
**Program budgets vary significantly in size, depending on the design and scale of the program.**

<sup>9</sup> Complete budget information was missing for six programs: Aim High for High School's Aim High Oakland, Alameda County Health Care Services Agency's Career Exploration Program, Bay Area Community Resource's Lockwood STEAM Academy afterschool program, East Side Arts Alliance's Youth Community Culture Builders, Oakland Unified School District's Exploring College and Career Options (ECCO), and Prescott-Joseph Center for Community Enhancement, Inc.'s Fr. Charles D. Burns, SVD Pre-Pre-School Program

**The largest donations came from the Crankstart and the Google Foundation.**

OFCY requires that programs bring in additional funding to cover at least 20% of their total program budget. In FY21-22, programs brought in \$24,559,289 to fund services for children, youth, and families. The type of funding source is displayed in Figure 15. More than half of these matched funds (59%) came from government grants and contracts, with \$7,915,786 million coming from ASES/21<sup>st</sup> Century contracts in support of comprehensive afterschool programs. The largest donations came from the Crankstart Foundation (a total of \$789,561 in funding for 12 programs) and the Google Foundation (\$500,000 donated to College Track’s Empowering Oakland Students to and Through College).

**Figure 15. Origin and Amount of Matched Funds**



**Many programs struggled to fully staff their programs amid the pandemic.**

### Staffing

Strong, high-quality programming requires qualified and trained professionals. Through an annual survey completed in the early spring of 2022, OFCY programs reported information on the staff that helps them to effectively serve Oakland communities.

Research suggests that employing staff who are representative of the community strengthens programming for children and youth and that relationships between adults and youth based on cultural- and interest-based connections is foundational to positive youth

development.<sup>10</sup> On the survey, 59% of programs reported on the race/ethnicity of their staff. Most staff at those programs identified as Latinx (37%), Black (34%), or white (11%). In total, 89% identified as BIPOC (Black, Indigenous, and people of color). In addition, half of programs were led by Executive Directors or CEOs who identified as Black (28%) or Latinx (22%). On average, 55% of program staff were Oakland residents.<sup>11</sup>

As mentioned previously, many programs struggled to staff their programs amid the pandemic. Slightly less than half of year-round and school-year programs that completed the annual survey were fully staffed at the start of the year (48%) and at the time of the survey in the spring, 56% were fully staffed. On average, 67% of staff from programs had been employed at their agency for more than 18 months at the time of the survey, compared to 45% in FY2019-2020. Overall, 40% of programs reported that it was difficult or very difficult to hire staff who represent the children, youth and families served; 27% reported that it was difficult or very difficult to retain staff.

Some of the barriers that programs faced included fears of working in person during the COVID-19 pandemic; a lack of BIPOC candidate applicants; difficulty recruiting and hiring multilingual candidates, particularly those who speak Mam; filling part-time positions; the high cost of living in the Bay Area; and competition with private companies and mental health practices that can pay more than community-based organizations. Successful staff recruitment strategies

**Successful staff recruitment strategies included hiring former participants and networking with community partners.**

<sup>10</sup> (<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>) (<https://doi.org/10.1177%2F0044118X10386077>)

<sup>11</sup> Of 68% of programs that reported on staff residency in the survey.

**The most important areas of professional development in the last year were behavioral management, youth development practices, social emotional development, and trauma-informed care.**

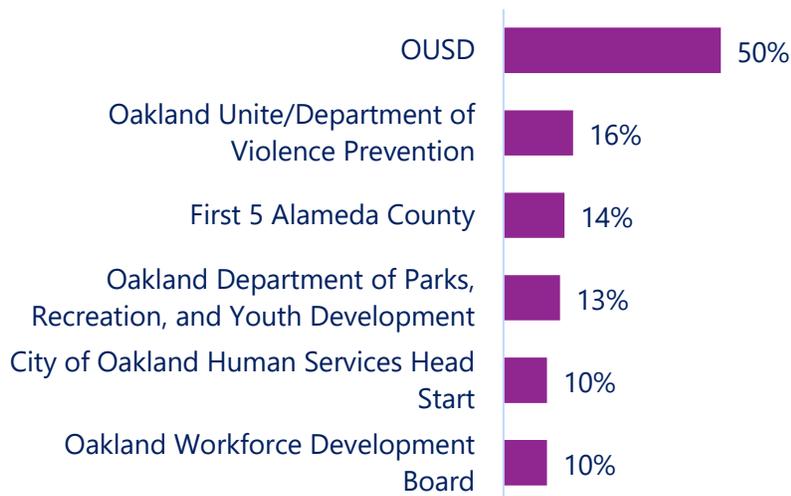
included hiring former participants and networking with community partners.

## **Training and Professional Development**

Maintaining a skilled workforce and high-quality services requires training and professional development to support the staff that serves Oakland's children, youth, and families. Programs reported that the most important areas of professional development in the last year were behavioral management, youth development practices, social emotional development, and trauma-informed care. These opportunities were particularly important as children and youth transitioned back to in-person instruction after months of isolation caused by the pandemic.

## **Partnerships**

Oakland has a rich network of organizations that work toward improving outcomes for children, youth, and families. In addition to partnering with other community-based agencies, OFCY programs work closely with key public agencies. The table below presents the percent of programs that reported partnering with key public partners in the annual staff survey.

**Figure 16. Programs Partnering with Public Agencies**

Half of the programs that responded to the survey reported partnering with Oakland Unified School District. For example, programs reported working with OUSD on recruitment and referrals to OFCY programs, providing support during the school day in classrooms or school-based health centers, and increasing school day and after school program alignment. Programs also participated in OUSD trainings and professional development opportunities.

The City of Oakland's Oakland Unite/Department of Violence Prevention provided funding to some OFCY programs and partnership on participant recruitment and referrals.

Early childhood programs collaborated with Oakland Human Services Head Start on literacy programs, family events, parent education workshops, and programming for young children; programs also continued to leverage trainings led by First 5 Alameda County.

Lastly, the Oakland Workforce Development Board co-funds summer jobs programs with OFCY, serves as a

referral source for youth employment, and funds several programs in the Youth Development and Leadership strategy, Career Awareness and Employment strategy, and OUSD after school programs.

Together, the funded programs and their partners expanded each other's capacity to better support Oakland's children, youth, and families.

## Conclusion

As a result of **OFCY's investment of \$17,690,900 million, 149 programs delivered vital resources to support 18,082 of Oakland's children and youth**, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity. Reflecting the City of Oakland's commitment to racial equity, **OFCY served a particularly high percentage of Oakland's African American and Latinx youth (23%)**, groups that face some of the highest levels of inequity in access to employment and educational opportunity.

Despite the loosening of COVID-19 restrictions, the pandemic continued to pose significant challenges for programs. Programs found that many participants and prospective staff members did not feel comfortable meeting in person; agencies faced staffing shortages, in-person meetings in certain venues had to comply with strict public health regulations, often limiting cohort sizes; and students faced significant social emotional learning needs after the isolation and stress caused by the pandemic. In response to these challenges, programs continued to demonstrate creativity and adaptability as they offered **a combination of virtual and safe in-person opportunities for engagement**. In response to the stressors families faced during the shelter-in-place, programs

continued to offer **more individualized services, including wellness checks and connections to resources**. Notably, despite the enrollment challenges listed above, programs served 127% of the children and youth they projected to serve.

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



# SOCIOEMOTIONAL WELL-BEING IN PRESCHOOL AND EARLY CHILDHOOD EDUCATION SETTINGS

FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

“So, I just appreciate [the consultants]. And I appreciate the Lincoln Center for coming through for me this year. Especially because this was a harder year than most.”

- Oakland Child Development Center Educator

The three programs funded under the Socioemotional Well-Being in Preschool and Early Childhood Education Strategy provide support to early childhood educators, parents, and caregivers to promote healthy social and emotional development for the children they care for at early childhood education (ECE) centers throughout Oakland. To summarize strategy achievements and progress to date, this report draws on:

- Program reports,
- Administrative records,
- Educator surveys, and
- Interviews with two educators who work with mental health consultants, including a preschool teacher at an Oakland Child Development Center and an Early Head Start director.

## Funded Programs

Early Child Mental Health Consultation (ECMHC) - Lincoln

Early Childhood Mental Health Consultation Collaborative - Family Paths, Inc.

Integrated Early Childhood Consultation Program - Jewish Family & Community Services East Bay

## Strategy Results

OFCY uses a Results Based Accountability (RBA) framework to assess its contribution to city-wide goals. The RBA model is a comprehensive approach to assessing the quantity and quality of services provided by programs, as well as how the services benefit children and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** The RBA results for this strategy are listed in the table on the following page.

## FY21-22 Results Based Accountability Results

### How much did we do?

<b>Number of Programs Funded</b>	3
<b>Total Hours of Service Provided</b>	6,154
<b>Number of Early Childhood Education Centers Served</b>	46

### How well did we do it?

<b>Progress Toward Consultation Hours:</b> Average progress toward projected total hours of consultation	110%
<b>Supportive Environment:</b> Educators who agree that the consultant works as a partner with them to meet children’s mental health needs.	97%
<b>Diversity and Inclusion:</b> Educators who agree that the consultant has a good understanding of the diversity of the community.	82%

### Is Anyone Better Off?

<b>Connection to Resources:</b> Educators who agree that the consultant works closely with parents to find resources to meet their children’s needs.	85%
<b>Knowledge of Development:</b> Educators who agree that they have a better understanding of why children behave the way they do since meeting with the consultant.	82%
<b>Educator Confidence:</b> Educators who agree that their work with the consultant has made them more confident as a teacher.	82%

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

- 1) Overview of Programs
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy’s work?

## Programs

The three programs funded under this strategy partnered with 46 ECE centers, including Head Start sites, Oakland Unified School District Child Development Centers (CDCs), and family child-care homes. Licensed professionals consulted with educators around the mental health and developmental needs of children in their care, provided direct therapeutic support to children, offered individualized mental health services and referrals to families, and delivered parent/caregiver workshops. A core component of the mental health consultation model is reflective meetings, where consultants engage educators individually or in small groups to discuss specific situations, analyze feelings, understand experiences from a personal cultural context, and consider other options for responding in the future.<sup>1</sup>

Throughout FY21-22, services fluctuated in relation to the pandemic context. As ECE centers were gradually reopening and rolling out their safety protocols at the beginning of the year, consultants provided services using a hybrid model. During the fall, consultants spent between 35% to 80% of their time delivering in-person services depending on the center. Virtual services were provided through Zoom meetings and phone calls with both staff and families. Notably, the ability to meet via virtual platforms increased access to consultation services for some parents. Additionally, consultants have used zoom to provide new offerings, including virtual yoga classes for children and staff, and parent/caregiver cafes.

**Mental health and developmental consultants worked closely with early childhood educators and provide hands-on support to help meet the needs of young children at 46 ECE centers.**

**Consultants delivered services and worked in a fluctuating virtual and in-person environment, while centering the needs of children and maintaining safety for all.**

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<sup>1</sup> See the Center of Excellence for Infant and Early Childhood Mental Health Consultation for more information about reflective practices.

<https://www.iecmhc.org/tutorials/competence/mod4-20/>

**The many ups and downs of the pandemic, including school closures and restrictions against in-person services, required consultants to be flexible.**

As cases surged in the winter, consultants had to remain nimble and flexible. Due to COVID-19 exposures, some centers closed for weeks at a time. Some consultants used this time to have in-depth virtual conversations and reflective meetings with staff about the strengths and needs of children, families, and the staff themselves. By late winter, programs could deliver services more regularly.

As children transitioned to in-person learning, consultants and centers emphasized social emotional learning, mental health, and wellness. Educators and consultants noted that because of the pandemic and distance learning, the children in their care had less academic and social emotional skills than they typically do. Across centers, staff reported a significant increase in the need for support; some centers saw a substantial increase in child-specific consultation referrals.

Consultants provided several activities, strategies, and interventions to support children, families, and educators, including:

**As children and families transitioned to in-person learning amidst the stress of the pandemic, consultants' work emphasized social emotional learning and mental health.**

**Social emotional lessons and programming** – Consultants facilitated lessons in small groups or as a whole class, focusing on topics such as separation anxiety, cooperation and friendship skills, COVID-related safety, and handling disappointment. At several OUSD centers, the JFCS consultant and teachers determined together that a consistent small group focused on friendship skills would support individual student needs, as well as support the classroom culture. After interviewing teachers and observing class time, the teacher implemented a curriculum in small groups of identified students to foster inclusivity, turn-taking, and mutual respect. At one OUSD center, Family Paths Inc. consultants partnered with educators to deliver weekly social-emotional skills lessons with half the class while addressing speech and language concerns with

**As families experienced greater challenges and barriers during the pandemic, consultants partnered with center staff to address the needs of children and their family members.**

the other half of the class. At a Head Start center, Lincoln consultants supported educators to facilitate self-regulation themed circle time where children learned language to describe their emotional state and engaged in sensory supports and activities to help them self-regulate in the classroom. Consultants also provided educators with support on how to implement self-regulation language and techniques in the classroom. Moreover, families received information every week to help them reinforce concepts at home.

**Intensive case management** – Consultants worked with families and center staff to provide support to both the child and their family, identifying and linking families to outside services while also creating in-class behavior support plans that are both developmentally appropriate and healing-centered. For example, a JFCS mental health consultant supported in-depth case management services for a family who experienced a violent crime and homelessness, connecting the family to therapy and working in partnership with Family paths to help the family access temporary and long-term housing, transportation, and funding through Victims of Crime.

**Calm corners** – At one center, a Lincoln consultant and educator partnered together to support children’s social emotional learning on an ongoing basis by introducing calm corners. Calm corners included visual cues and prompts for children as they identify their feelings and self-regulate.

**Supportive newsletters** – In response to the increased stress on children and families, in collaboration with the OUSD center, Lincoln consultants sent out a family newsletter that included simple, stress-busting strategies and guidance to help caregivers understand and respond empathetically to their children’s behavioral needs. The newsletter has been translated into Chinese and Spanish,

**Center staff and consultants shared information and materials with families to reinforce concepts at home and enhance the home-to-school connection.**

and Lincoln staff are partnering with OUSD to share it district wide. Similarly, JFCS sent weekly communication to the families of children attending its friendship skills groups, described above, to help parents and caregivers reinforce the social skills concepts at home.

As the needs of children intensified, early childhood mental health consultants reported that center staff and families became more interested in consultation services. The three programs reported deepened rapport and collaboration with staff, a stronger appreciation for reflective meetings, and an increased willingness among families to ask for help and partner with programs to support their child. For instance, Family Paths Inc. noted that there had been a dramatic increase in families accepting referrals and receiving individualized support from consultants compared to previous years.

**Consultants deepened rapport and collaboration with center staff.**

**“Well, this year, I have to say that I feel very comfortable. Meaning, I can talk to [the consultants], I feel that ease.”**

-Oakland Early Head Start Director

## How Well Did Programs Do It?

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

The first indicator measures progress toward projected hours of consultation. Despite the challenges posed by virtual consultation, programs provided more hours of consultation than they expected, reaching on average 110% of their projected consultation hours.

Two core indicators of program quality for socioemotional well-being programs are the degree to which they provide a supportive environment and promote diversity and

**Programs provided more hours of consultation than they expected, reaching an average of 110% of their projected consultation hours.**

inclusion. These indicators are measured by an annual educator survey administered in the spring that is completed by site-based staff.

### Program Quality: Educator Survey Responses (n=34)

#### Supportive Environment

96%

Educators who agreed that the consultant worked as a partner with them to meet children's mental health needs

#### Diversity and Inclusion

82%

Educators who agreed that the consultant has a good understanding of the center's community and how to effectively and appropriately support them

As demonstrated above, the 34 educators who completed the survey generally gave high ratings in these areas, with close to 100% of educators agreeing or strongly agreeing that their consultant works as a partner with them to meet children's mental health needs.

Consultants used a collaborative approach with center staff, families, and one another that allowed for effective and integrated support of children's development and mental health. For example, as part of Oakland Unified School District's new Inclusive Early Education Expansion Program, Lincoln mental health consultants worked with a team of specialists, therapists, and educators to discuss children's individual strengths, challenges, and needs. This team-based approach is meant to prevent the over-referral of children of color to special education and ensure children have more timely access to early intervention when needed. Additionally, consultants provided technical assistance and support to centers and families as they navigated this new program. At one OUSD center, Family

**Consultants use a team-approach to ensure developmental supports for children are more effective, at school and at home.**

**Consultants supported educators' mental health during a difficult year.**

Path consultants teamed up with educators to deliver direct small group intervention in the classroom that addresses the needs of individual children; this also creates an opportunity for the educators to receive individualized support from the consultant, helping them respond to children's needs in real time.

In interviews, center staff shared that consultants created a supportive environment through their calming presence and by tending to the mental health of educators. An educator shared that the consultant listened to them and helped them relax during times of heightened emotions.

**"I would describe [our consultant] as a Peace Corner... Her voice stays calm, she's straight forward without being harsh. And she has a way of making you feel good, even if you don't feel good. So, I love her, and she's been like that my whole little time knowing her."**

- Oakland Child Development Center Educator

## Is Anyone Better Off?

Because this strategy supports young children primarily by building the capacity of their educators and families, OFCY uses educator surveys to assess program outcomes. The evaluation focuses on the development of educators' confidence and understanding of child behavior, as well as the extent to which consultants connect families to resources. As shown below, educators largely agreed that consultants supported their own knowledge and confidence and helped families connect to resources.

**Educators largely agreed that consultants supported their own knowledge and confidence and helped families connect to resources.**

## Educator Outcomes: Educator Survey Results (n=34)

### Connections to Resources

**85%**

Educators who agree that the consultant works closely with parents to find resources to meet their children's needs

### Educator Confidence

**82%**

Educators who agree that their work with the consultant has made them more confident as a teacher

### Knowledge of Child Development

**82%**

Educators who agree that they have a better understanding of why children behave the way they do. since meeting with the consultant

**“It's been consistent. And they've been so supportive, and I've actually seen changes... Serious changes. And it just makes me happy that [the consultants] were all able to build bonds with my kids. So, when they come in there, they're like, "Oh, we have Miss [name] here today!"”**

**- Oakland Child Development Center Educator**

In addition to these primary indicators, program reports and center staff interviews tell a more comprehensive story about the ways that programs deliver healing-centered support with a social-emotional lens. Consultants also provided these vital services during a year of extreme transition for children, families, and staff, as they adjusted to in-person learning and continued to deal with the ongoing stress and uncertainty of the pandemic.

**Consultants' growth mindset, empathy, and deep knowledge of child development bolstered educators' confidence in the classroom.**

## **Confidence in Managing Children's Behavior**

Consultants' support in and out of the classroom, including new strategies to support social emotional learning and classroom management, the co-creation of action plans to support individual children and entire classrooms, and coaching on parent engagement, provided educators with tools and understanding to support their students.

Educators expressed appreciation for being able to act on their deepened understanding of children's developmental and mental health needs and felt more successful as they employed new methods of support. One Oakland Child Development Center educator described how the empathy and growth mindset employed by her consultant increased her confidence as an educator, as demonstrated in this quote:

**"It's mainly telling me it's going to be okay. Just those little simple words from her and just the calmness behind it. And it helps me in the classroom feel better with what I'm doing. So, I don't second guess it. And then if I do have that moment where I second guess it, then I go to her...And she'll give me different options. But she's never been like, "No, that was wrong."**

**She always made me feel confident.**

**- Oakland Child Development Center Educator**

**Parents and caregivers received direct individualized supports and referrals to support the wellbeing of both child and family.**

## **Access to Resources and Services**

Consultants provided resources to some of the most important individuals involved in a child's life, including educators, center administrators, and family members. They supplied families with communications about developmentally appropriate child behaviors and strategies to increase coping skills and strengthen parent-child relationships. As consultants engaged in case management, they also provided families with direct individualized support in the form of warm referrals to services, technical assistance to navigate complex public benefit systems, and sometimes the transportation needed to access resources. To support educators, consultants offered tangible resources such as books, charts, toys, and posters for the classroom. They also helped educators identify resources offered within and outside of OUSD, as sometimes educators are unaware of services children qualify for and may need technical assistance as they navigate processes, as one educator describes below.

**“So, [for] one of the little boys, [the consultant] ... gave me the resources that OUSD offers. So that, he can be tested, not only through OUSD, but through Kaiser... And so, she's been really, really, really, really helpful. Because a lot of stuff I didn't know, and that's just because they don't tell us.”**

**- Oakland Child Development Center Educator**

“They’re also following up with our concerns. Giving us either strategies... ‘this will maybe support you’ and what else we can do. So, it’s really just given us resources. ... But [the consultant] is again, our ears and eyes. If we miss something, she’ll let us know too...That is the teamwork, the collaboration.”

-Oakland Early Head Start Director

## Conclusion

In summary, the Socioemotional Well-Being in Preschool and Early Childhood Education Strategy helped early childhood centers navigate through a difficult year. The guidance around individual child development, support with classroom management and socioemotional learning, and direct therapeutic work that programs have provided throughout this grant cycle prepared educators to respond to the increased stress on children, families, and educators. In recognition of this support, educators expressed their appreciation for the calm presence, validation, and direct support that consultants provided.



OAKLAND FUND FOR  
CHILDREN & YOUTH



# Parent Engagement and Support

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

The programs funded under OFCY's Parent Engagement and Support (PES) strategy are designed to strengthen the capacity of parents and caregivers to support the healthy development of their children. Parents and caregivers with young children (birth to age 8) received linguistically and culturally relevant family supports and participated in family engagement activities that promoted attachment and positive parent-child interactions. To summarize achievements and progress to date, this report draws on the following:

- A focus group with program staff from Safe Passages' Baby Learning Communities Collaborative (BLCCP) and the Alameda County Health Care Services (ACHCS) Oakland WIC Father Cafes
- A focus group with Arabic-speaking mothers who participated in the Safe Passages' BLCCP
- Attendance records, parent/caregiver surveys, and quarterly submitted program reports

The photo on the cover page is courtesy of the City of Oakland Parks Recreation & Youth Development' Community Adventure Pre-K Playgroups (CAPP).

## Strategy Results



**618 Children &  
1,244 Adults**

participated in programming



**28,191 Hours**

of service provided



**10 Programs**

supported families with young children



**\$1,082,343**

granted to programs



**87% Families**

Agreed that they were connected with other programs and resources that help their family



**85% Families**

agreed that the program helped them to respond effectively when their child is upset

## Funded Programs

<p>Abriendo Puertas/ Opening Doors Parent Education - Family Paths, Inc.</p> <p>Building Strong Children in LGBTQ Families - Our Family Coalition</p> <p>Community Adventure Pre-K Playgroups (CAPP) - City of Oakland Parks Recreation &amp; Youth Development</p>	<p>Fr. Charles D. Burns, SVD Pre-Pre-School Program - Prescott-Joseph Center for Community Enhancement, Inc.</p> <p>Kindergarten Readiness- Summer PreK - Oakland Unified School District</p> <p>Oakland Promise: Brilliant Baby - Oakland Promise</p> <p>Oakland WIC Father Cafes - Alameda County</p>	<p>Health Care Services Agency (ACHCS)</p> <p>Parent &amp; Tot Initiative (PTI) - Refugee &amp; Immigrant Transitions</p> <p>Project Pride - LifeLong Medical Care</p> <p>Safe Passages Baby Learning Communities Collaborative - Safe Passages</p>
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“We learned how to interact with our children. We learned the importance of spending quality time with our children. And also, this program taught us better parenting skills. I really became a much better mom since I joined this program. And it helped, not only me, but also my children, us as a family. Not just the little children or the youngest one, but also even the older ones. “

-Parent Participant, Safe Passages’ BLCCP

## Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** Results for the strategy are displayed in the table on the following page.

## FY21-22 Results Based Accountability Results

## How much did we do?

<b>Number of Programs Funded</b>	10
<b>Number of Children Served</b>	618
<b>Number of Adults Served</b>	1,244
<b>Total Hours of Service Provided</b>	28,191
<b>Average Hours of Service per Child Participant</b>	17
<b>Average Hours of Service per Adult Participant</b>	14

## How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	202%
Average progress toward projected number of adults served	93%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	108%
<b>Average Hours of Service:</b> Progress towards projected average hours of service per participant	99%
<b>Supportive Environment:</b> Parents and caregivers who say that program staff make them feel comfortable and supported	95%
<b>Diversity and Inclusion:</b> Program staff work well with families from different backgrounds	94%

## Is Anyone Better Off?

<b>Knowledge of Child Development:</b> Parents and caregivers who say the program helped them to identify their child's needs	89%
<b>Connections to Resources:</b> Parents and caregivers who report that staff refer them to other programs and resources that can help their family	87%
<b>Skills to Manage Behavior:</b> Parents and caregivers who say the program helped them to respond effectively when their child is upset	85%

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

1. Overview of Programs and Participants
2. How much did the programs provide?
3. How well did programs do it?
4. Is anyone better off as a result of the strategy's work?

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

“So, the majority of our focus...is really to help our fathers in the development of zero to five of their children. So, making sure that they understand developmental milestones. Those that are coming out of jail or prison, making sure that they understand baby/child attachment and ... helping them understand and giving them ways that they can start to reinitiate ... their relationship with their children is one of the biggest things.”

–Staff, ACHCS’s Oakland WIC Father Cafes

## Programs and Participants

**PES programs offered a wide range of services, including parenting workshops, support groups, play groups, case management, and coaching.**

During FY2021-2022, **618 children and 1,244 adults participated in Parent Engagement and Support (PES) programs.** These programs offered an array of services to meet the unique needs of families and their young children, including trainings and workshops, support groups, playgroups, case management, mental health supports, coaching, basic needs assistance, wellness checks, referrals, and more.

PES programs continued to adapt to the changing landscape during the pandemic, many offering a combination of virtual and in-person services. Virtual programming was delivered via phone, online, text, and video calls. Programs found that virtual services were more effective and accessible to some families. For example, Oakland Promise: Brilliant Baby conducted virtual financial coaching sessions with parents and caregivers; this format removed logistical barriers for families resulting in a higher participation rate. Refugee & Immigrant Transitions’ Parent & Tot Initiative (PTI) staff reported that families found online learning to be both appealing and more accessible as it reduced transportation and child-care barriers. Our Family Coalition’s Building Strong Children in LGBTQ Families found it easier to partner with other local organizations through virtual platforms and easier to access trainings for staff. Safe Passages’ BLCCP also saw

**Thanks to programs' efforts to safely roll out health protocols, both families and program staff welcomed in-person programming as it became a safe, low-risk option.**

high attendance at virtual events like their family engagement celebrations, which brought together up to 300 children and adults from West Oakland to far East Oakland.

In-person programming included case management, playgroups, and events. Safe Passages' BLCCP staff reported that both families and staff were grateful for the opportunity to be in-person again, noting that families shared that in-person events were needed after a year of restricted social interaction, and staff expressed joy from being able to connect face-to-face with children and families again.

On the other hand, some programs had the added challenge of having to adhere to their parent agency's health and safety policies. For example, Alameda County Health Care Services Agency required that ACHCS's Oakland WIC Father Cafes hold all programming virtually. This created challenges for participants who did not have the necessary technology or did not have the privacy needed to share openly about sensitive topics. Conversations at Father Cafes can touch on masculinity, divorce, and relationships, which fathers may not feel comfortable discussing in the presence of other household members. In response, the program offered one-on-one consultation and case management with participants who needed to discuss sensitive subjects.

**ACHCS's Oakland WIC Father Cafes offered one-on-one consultation and case management as a work around for participants who were restricted by the virtual format.**

To recruit and stay connected with local families, community programs needed to conduct extensive and targeted outreach during a regular year. Programs recruited through in-person and virtual events, phone calls, emails, text messages, flyers, social media, and partnerships with other local community-based and nonprofit organizations, as well as schools.

**PES programs conducted extensive and targeted outreach to recruit families, often leveraging relationships with local partners.**

### Program Spotlight

To inform this report, SPR conducted a focus group with staff from two programs:

**Alameda County Health Care Services (ACHCS) Oakland WIC Father Cafes** serves fathers of children 0-5 who are enrolled in the Alameda County Women, Infants, and Children Supplemental Nutrition program (WIC). The program offers facilitated peer-to-peer support groups, focusing on developing parenting skills and knowledge to support their child's development and the co-parenting relationship with their partners. The program promotes fatherhood responsibility, resulting in healthy development for children and improved kindergarten readiness.

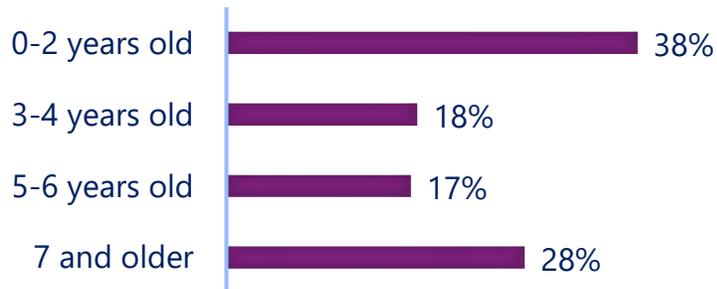
**Safe Passages Baby Learning Communities Collaborative Program (BLCCP)** serves four high-need communities in Oakland: Havenscourt, Stonehurst, West Oakland, Fruitvale. BLCCP supports families and children 0-8 years old by providing culturally and linguistically responsive programs and services. They offer infant playgroups, Pre-K readiness playgroups, parent workshops, enrichment activities, mental health resources, special needs case management, and essential needs support. SPR also conducted a focus group with Arabic-speaking mothers who participated in BLCCP.

**Parents/caregivers represented about two-thirds of all participants in the PES strategy.**

In line with the focus on strengthening the capacity of families to support the healthy development of their young children, this strategy served parents and caregivers, and their children ages 0-8. Parents/caregivers represented two-thirds of all participants (67%). As shown in the chart on the following page, children ages 0 to 4 represented over 50% of child participants served by this strategy.

### Age of Participants

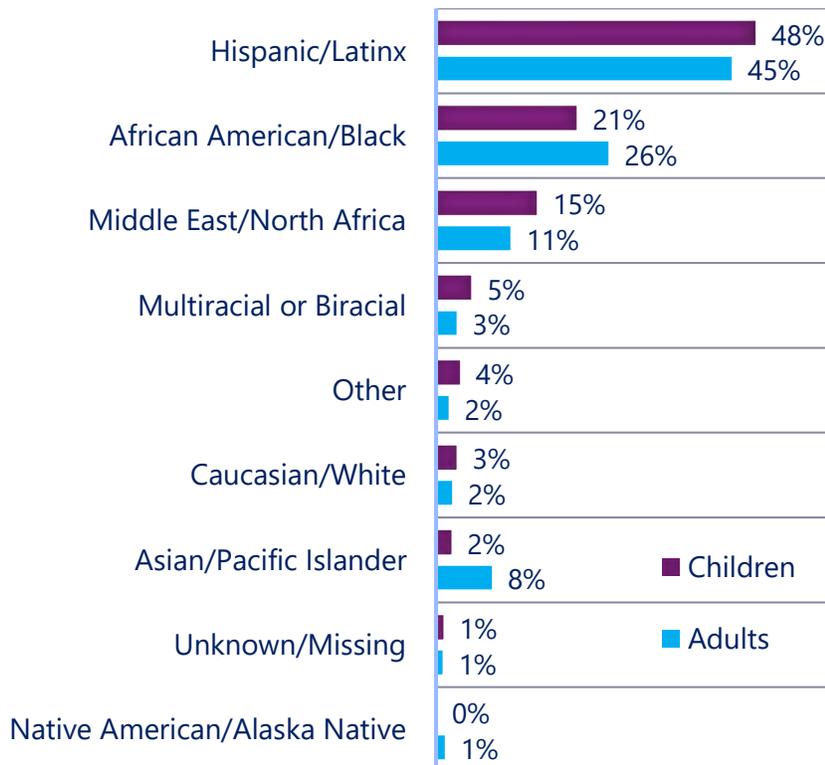
*Child*



**Children ages 0 to 4 made up over 50% of the children served by PES programs.**

As shown in the graph below, 69% of children identified as Hispanic/Latinx or African American/Black. Because 15% of children identified as Middle Eastern/North African, which is not a census-designated group, it is difficult to make a comparison to the demographics of the city.

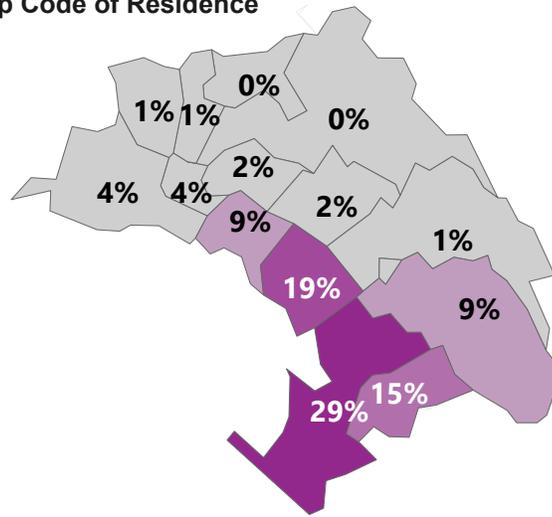
### Race/Ethnicity



**Participants were most likely to identify as Latinx.**

As illustrated below, most families lived in zip codes located along the 880 corridor and in West Oakland that experience the highest levels of community stress in the city. Among other stressors, these neighborhoods have a particularly high percentage of unemployment, unaffordable housing, and unsheltered homelessness.

**Zip Code of Residence**

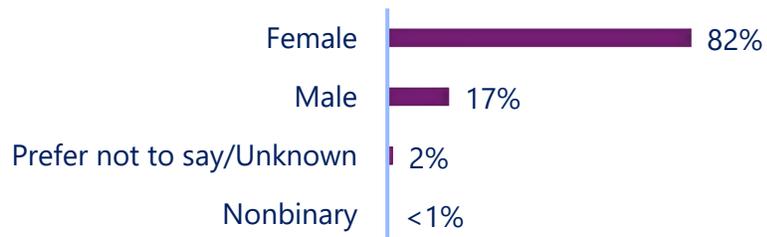


94621: Webster Tract, Coliseum	29%
94601: Fruitvale	19%
94603: Sobrante Park, Elmhurst	15%
94606: Highland Park, East Lake	9%
94605: Eastmont, Havenscourt	9%

*Table includes zip codes where at least 5% of participants live.*

As seen in previous years, adult participating in PES programs overwhelmingly identified as female.

**Gender of Adult Participants**



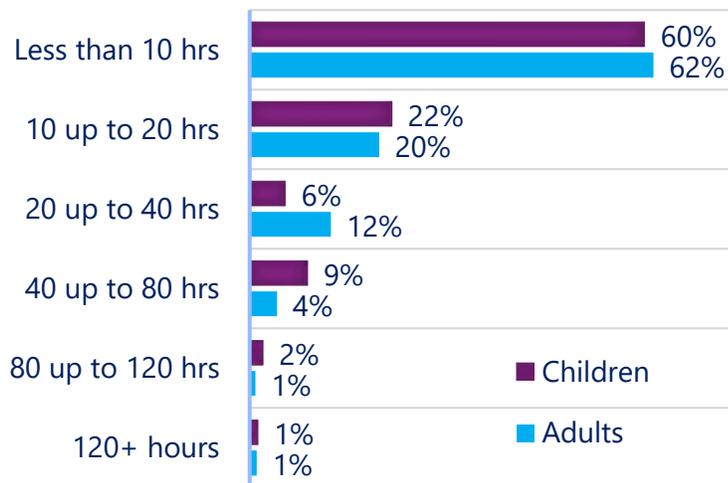
**Over 80% of adult participants identified as female.**

## How Much Did Programs Do?

**Programs provided 28,191 hours of service.** To meet the diverse needs of families, programs offer a range of service models that offer opportunities for varied levels of engagement. For example, some programs offered ongoing playgroups that families could attend all year, while others facilitated limited workshop and/or playgroup series with six to eight sessions. Programs that provided case management also tailored the amount of support provided to meet the needs of the family. As shown below, the amount of time children and families engaged in Parent Support and Engagement services varied significantly.

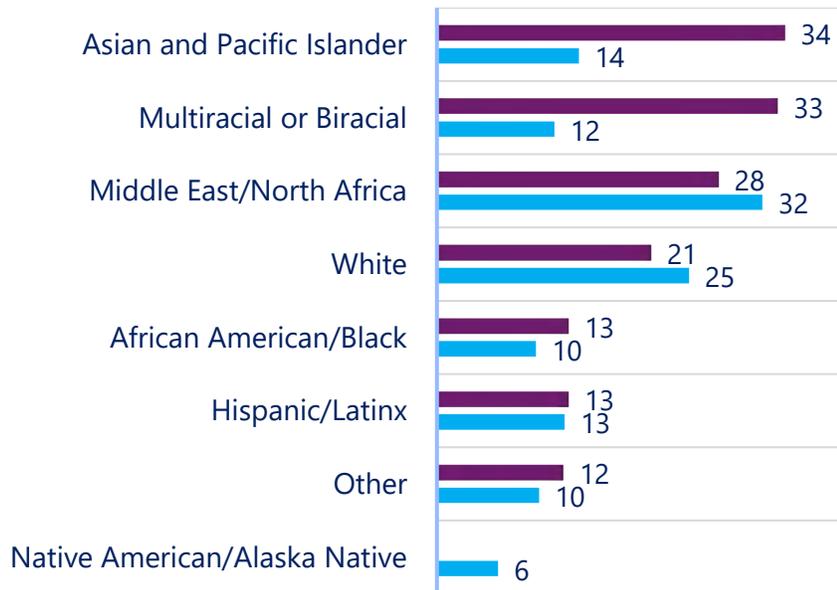
**Programs offered a range of service models that provided opportunities for varied levels of engagement.**

### Hours of Attendance



**Children and parents spent a similar amount of time in programming. Parents spent an average of 17 hours in programming, compared to 14 hours for children.**

### Average Hours of Child Participation by Race/Ethnicity

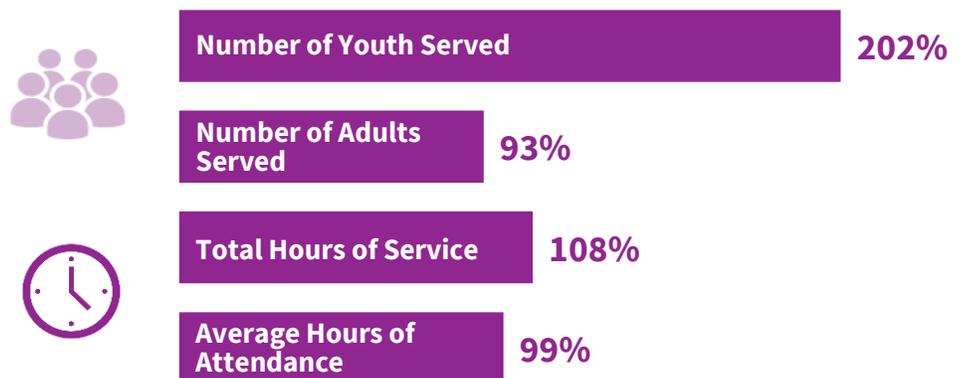


The level of participation varied by race/ethnicity but there was no discernable pattern between child participants and adult participants.

## How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first four indicators include progress toward projected program enrollment (children and adults), total hours of service, and average hours of service per participant. As shown, on average programs met or came close to meeting their targets.

### Program Performance: Progress Towards Projections



In addition to these performance measures, the Parent Education and Support strategy has indicators based on parent/caregiver surveys that assess key dimensions of program quality. As demonstrated below, the 383 parents and caregivers that completed a survey gave high ratings in these areas, with more than nine out of ten adult participants reporting that program staff made them feel comfortable and supported and that the staff work well with families of different backgrounds.

#### Program Quality: Parent/Caregiver Survey Responses (n=383)

**Over 90% of participants who completed a survey agreed with questions related to having supportive environment and supporting diversity and inclusion.**

#### Supportive Environment

**95%**

Parents and caregivers who say that program staff make them feel comfortable and supported

#### Diversity and Inclusion

**94%**

Program staff work well with families from different backgrounds

**To ensure families were successful in getting necessary supports, PES programs followed up with local partners, public agency staff, and the families.**

According to focus groups and grantee reports, PES programs created a supportive environment for families by centering their needs, taking the time necessary to build trust, and creating a judgement-free space that encouraged openness. Support groups were spaces for parents and caregivers to deepen their understanding of parenting and child development, ask questions, and connect with one another. The community aspect of these groups was vital to helping families feel less alone and share their experiences.

PES programming is focused on supporting families' parenting goals and ensuring that families have a support system behind them. Safe Passages' BLCCP staff had many conversations with families to identify their goals and needs before providing tailored services and referrals. Both BLCCP and

**PES programs helped families navigate complicated systems to get the support they needed.**

ACHCS's Oakland WIC Father Cafes staff shared the importance of following up with families. ACHCS's Oakland WIC Father Cafes staff ensured they had strong relationships with local partners so they could do the necessary follow up to ensure services and supports were delivered. BLCCP staff helped families navigate complicated systems to access resources, such as applying for Pandemic Electronic Benefit Transfer (EBT) cards and troubleshooting with families as challenges often arise with the public agencies. Because staff walked through entire processes with families, families knew they had a support system behind them.

**“The system is broken. The system is not looking out for our particular clients. So, we have to show them that we actually do care. We're going to work for you. We're going to go to battle for you. We're going to advocate for you. We're going to do all these different things to show them that we care and then actually do it. We can speak a good game, but if we never put any feet behind our words, then we're just like everybody else.”**

**-Staff, ACHCS's Oakland WIC Father Cafes**



*Photo courtesy of the City of Oakland Parks Recreation & Youth Development' Community Adventure Pre-K Playgroups (CAPP)*

## Is Anyone Better Off?

To assess if Parent Engagement and Support participants are better off because of their involvement in programming, OFCY uses parent/caregiver surveys to assess knowledge of child development and skills to manage child behavior.

**Family Outcomes: Parent/Caregiver Survey Results (n=383)**

### Knowledge of Child Development

89%

Parents and caregivers who say the program helped them to identify their child's needs

### Connections to Resources

87%

Parents/caregivers who report that staff refer them to programs and resources that can help their family

### Skills to Manage Behavior

85%

Parents and caregivers who say the program helped them to respond effectively when their child is upset

**Close to 90% of surveyed participants agreed that their program helped them identify their child's needs.**

**“When I’m feeling sad or angry, I usually don’t know what to do. I end up ignoring my feelings and try to forget about them. Coming to group has helped me direct some of those feelings towards something positive; I can bring up what I’m going through in class, and [staff] will listen to me and help me see things from a different angle. This is something I feel I cannot do with my wife or my kids because I don’t want to burden them.”**

**– Participant, ACHCS’s Oakland WIC Father Cafes**

In addition to these primary indicators, participant survey data, staff reports, and program and participant focus groups tell a more comprehensive story about the ways that PES programs strengthened families' understanding of their children's development, helped families' reach their parenting goals and be more responsive to their children's needs, and delivered vital services to families, including pandemic-related support.

### **Knowledge and Skills to Support Child Development**

**PES programs provide group and one-on-one supports to families as they strengthen their child development knowledge and skills.**

Playgroups, support groups, workshops, and community events helped parents and caregivers strengthen their parenting skills and deepen their knowledge of healthy child development. For example, ACHCS's Oakland WIC Father Cafes hosted a Boot Camp for New Dads where expecting fathers and father figures learned about caring for a new baby, child safety, working as a parent team, and paternal postpartum depression. They also used child development questionnaires to help fathers understand their child's developmental milestones and progress. Project Pride provided families with case management services for specific parenting needs and supported families as they learned to bond with their new babies. And, at Safe Passages BLCCP, developmental specialists and family clinicians worked with families to help them advocate for their children in the school system and assisted them in developing their skills to communicate and support their children at home. PES programs used varying formats and approaches to support families and the healthy development of their children.

**87% of survey respondents agreed: Because of this program, I have a better understanding of how my child is grown and developing.**

### **Increased Confidence in Managing Children's Behavior**

PES programs also helped parents and caregivers respond to their children's needs and enjoy the experience of raising

**87% of survey respondents agreed: Because of this program, I have a better understanding of what behavior is typical at my child's age.**

children. For example, Safe Passages' BLCCP offered coaching to families. As families deepened their knowledge and tried new parenting strategies, staff followed-up with them and continued to provide guidance. BLCCP participants shared that they learned about listening to children, supporting their mental health during the pandemic, and understanding and responding effectively to their behavior. Parents expressed gratitude for the strategies that staff shared and noted that the strategies resulted in positive impacts on their whole family.

**Parents shared that they learned about how self-care is an important part of being a responsive parent and caregiver.**

Participants shared that they also learned the importance of their own self-care and how it impacts their parenting. In fact, they reported that they had more positive interactions with their children after taking time for themselves, as exemplified in the quote below.

**“Participating in this program did help me as a mom to be more attentive to my children, and to let them talk. I learned how to be a better listener to my little children. Something I haven't always done in the past. But that program taught me, ‘no, you better give time to your kids to talk. You better wait, listen to them, listen to their needs.’”**

**-Parent Participant, Safe Passages' BLCCP**

## **Access to Resources**

PES programs provide targeted resources to families, scaling up their supports as families' needs changed. This was especially vital during the pandemic and as the economy shifted. Families' requests for resources increased as inflation rose, gas prices surged, and the housing crisis continued to grow in Oakland. Safe Passages' BLCCP participants noted that their families experienced financial hardship due to lost or reduced wages, thus the program's support was critical to their livelihood. In response PES programs tailored the type

and intensity of services based on the needs of the community, offering the following supports:

- **Basic needs** - delivering food to quarantined families, offering rental and utilities assistance, setting up food pantries, and supplying diapers and wipes.
- **COVID-19** - providing at-home testing, scheduling vaccine appointments, navigating test sites, reviewing COVID-19 protocols, and supplying PPE.
- **Navigation** - assisting families to receive the child care tax credit, emergency housing, EBT cards, social security cards, as well as resolving issues with public benefits, immigration, health care, housing, transportation, etc.

**Families noted that without assistance and interpretation from PES staff they would not have access to vital resources.**

At Safe Passages' BLCCP, one staff member was able to schedule vaccination appointments for over 400 people in the West Oakland community. BLCCP participants expressed gratitude and affection for staff and their constant support noting that they would not have been able to access resources without their support. Additionally, recognizing that the needs of families are constantly changing, both BLCCP and ACHCS's Oakland WIC Father Cafes conducted focus groups to ensure that their services remained accessible and relevant to the families and fathers they serve.

**“Basically, I want to thank [a BLCCP staff member] for helping out quite a bit. ...Really what comes to my mind right now is the fact that I was able to get my EBT card. [She] did assist. She did interpret quite a bit. I was able to get my card. I don't speak English that well. So, getting my EBT card was very, very important for me personally.”**

**-Parent Participant, Safe Passages' BLCCP**

## Conclusion

To support families with young children, PES programs provided trainings and workshops, support groups, playgroups, case management, mental health supports, coaching, basic needs assistance, wellness checks, and referrals. In recognition of changing public health protocols, the safety of families and staff, and the needs of families, programs offered their programming both virtually and in person in FY21-22. Parent/caregiver surveys and focus group with parent participants demonstrated that these services promoted families' understanding of child development, supported their ability to respond effectively to their children and attend to their own self-care, helped families navigate complex public systems, and connected them to resources to support their basic needs.



# Family Resource Centers

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

The six Family Resource Centers (FRCs) funded by OFCY were designed to serve as welcoming centers in the community that meet the holistic needs of families where they live and support the development and learning of young children to ensure that they are happy, healthy, and better prepared for success in kindergarten and elementary school. Participating families benefited from FRCs’ early childhood programming as well as various supports intended to give them the knowledge, tools, and confidence to advocate for themselves, navigate systems, and strengthen their foundation of resiliency. To summarize strategy progress and achievements, this report draws on:

- Attendance records
- Program reports
- A focus group with program staff at three FRC agencies (East Bay Agency for Children, Lincoln, and Lotus Bloom)

**“We’re doing a lot of focus groups, supporting parents and seeing what they need, not just material things, right, like food or clothing, but also their interior too, and connecting them to different resources to see what is it that they need so that they can be healthy, and we can have healthy children too.”**

-Staff, Lincoln’s

New Highland Academy and Rise Community School

## Funded Programs

Central Family Resource Center - East Bay Agency for Children	Healthy Havenscourt Early Care & Kinder Readiness Hub - BANANAS, Inc	New Highland Academy and Rise Community School (NH/R) - Lincoln
Hawthorne Family Resource Center - East Bay Agency for Children	Multicultural Family Resource Centers - Lotus Bloom	School Readiness Playgroups - Lotus Bloom

Photo on the cover courtesy of Lotus Bloom’s Multicultural Family Resource Center.

## Strategy Results

Beginning in the 2019–2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

How much did we do?	
<b>Number of Programs Funded</b>	6
<b>Number of Children Served</b>	690
<b>Number of Adults Served</b>	990
<b>Total Hours of Service Provided</b>	30,175
<b>Average Hours of Service per Child Participant</b>	25
<b>Average Hours of Service per Adult Participant</b>	13
How well did we do it?	
<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	148%
Average progress toward projected number of adults served.	137%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	94%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	85%
<b>Supportive Environment:</b> Parents and caregivers who say that program staff make them feel comfortable and supported	94%
<b>Diversity and Inclusion:</b> Parents and caregivers who agreed that program staff work well with families from different backgrounds	93%
Is Anyone Better Off?	
<b>Connections to Resources:</b> Parents and caregivers who report that staff refer them to other programs and resources	91%
<b>Knowledge of Child Development:</b> Parents and caregivers who say the program helped them identify their child's needs	90%
<b>Skills to Manage Behavior:</b> Parents and caregivers who say the program helped them respond effectively when their child is upset	87%

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

**“I just wanted to express how much [the emergency financial assistance] has helped me & my children’s life. Life hasn’t been easy for anyone lately.**

**–Parent, BANANAS Inc.,  
Healthy Havenscourt Early Care & Kinder Readiness Hub**



Photo Courtesy of East Bay Agency for Children’s Hawthorne’s Family Resource Center

## Programs and Participants

**FRCs serve the diverse communities of Oakland, offering services and programming in multiple languages.**

During FY2021-2022, **690 children and 990 adults were served by FRCs** located in under-resourced neighborhoods. Rooted in the needs of the Oakland families they serve, FRCs built community while providing a range of services including play groups, parent education classes, case management, referrals to community resources, and adult education classes, including ESL. As FRC services and programs transitioned from virtual to hybrid, and eventually, to in-person, FRCs greeted returning families and welcomed new ones, many from immigrant and newcomer populations. FRCs listened to, connected with, and supported diverse families in multiple languages, including Arabic, Amharic, Mam, Spanish, and Tigrinya. FRCs located on school sites provided support to Oakland Unified School District (OUSD) students and their families, most of whom qualified for free and reduced school meals.

**FRCs are collaborative, working with local community organizations and schools to provide wrap around supports to Oakland families.**

To recruit families, FRCs made concerted efforts to connect to and build relationships with families, while also relying on warm referrals from partners and word of mouth communication. Because of the past support FRCs have provided to families in their respective communities, families often heard about their services and supports through their social contacts. FRCs were also designed to be collaborative in nature, and their partners, including local community-based nonprofits and schools, often referred families to them. Some FRCs were also located on OUSD campuses and collaborated with the associated school(s). For example, Lincoln Family Resource Center, located on the campus of New Highland Academy and RISE Community School, provided tailored support to the school community, such as providing Spanish and Mam translation for teachers as they communicated with families.

**FRCs located on school sites had to increase their efforts to engage with families during the time period when OUSD did not permit families on campus.**

## Program Spotlight

To inform this report, SPR conducted a focus group with program staff from three agencies:

**Lotus Bloom, Multicultural Family Resource Centers** – Lotus Bloom is a network of three family resource centers in Oakland that has been in operation since 2006. Their mission is “to provide a safe, welcoming and inclusive space to traditionally underserved populations to come together as a community to provide children with a rich learning foundation.”<sup>2</sup>

**East Bay Agency for Children (EBAC), Hawthorne & Central Family Resource Centers** – With FRCs located in the Fruitvale District on the campus of Achieve Academy. at the OUSD Lakeview Campus, EBAC’s mission is to improve “the well-being of children, youth and families by reducing the impact of trauma and social inequities.”<sup>3</sup>

**Lincoln, New Highland Rise Family Resource Center** – Lincoln’s FRC is a school-based center that serves families of New Highland Academy and RISE Community School in East Oakland. Their primary goal is “to build on the strengths of families and develop their capacity for supporting the healthy development and educational objectives of their children.”<sup>4</sup>

**As COVID-19 cases fluctuated and safety protocols changed, FRCs continued to provide vital services and programming by offering in-person, virtual, or hybrid formats.**

FRCs’ ability to be flexible and responsive to challenges was especially critical during the COVID-19 pandemic. FRCs located on OUSD campuses had the added challenge of engaging families while parents and caregivers were banned from being on school sites. As a result, FRCs made concerted efforts to increase their visibility by conducting “sidewalk outreach.” Staff were forced to introduce themselves to new parents while on opposite sides of the school gate. They also set up outreach

<sup>2</sup> <https://www.lotusbloomfamily.org/mission.html>

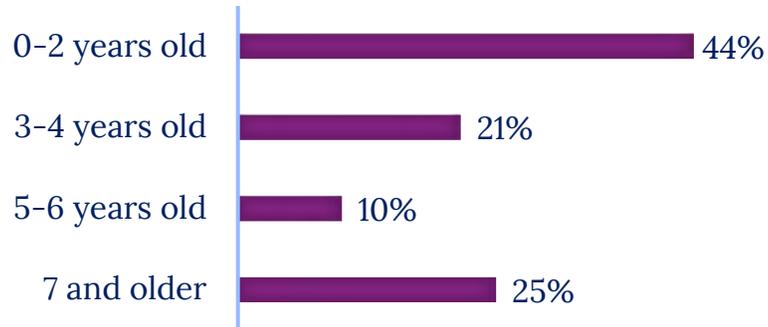
<sup>3</sup> <https://www.ebac.org/about/mission.asp>

<sup>4</sup> <https://lincolnfamilies.org/programs-services/well-being/family-resource-center>

tables in front of the school to distribute informational flyers and brochures, made phone calls, and sent text messages.

About half of participants in FRC programs were parents or caregivers (58%). As shown below, close to two-thirds of the children served were under 5 years old.

**Age of Child Participants**



**Age of Adult Participants**

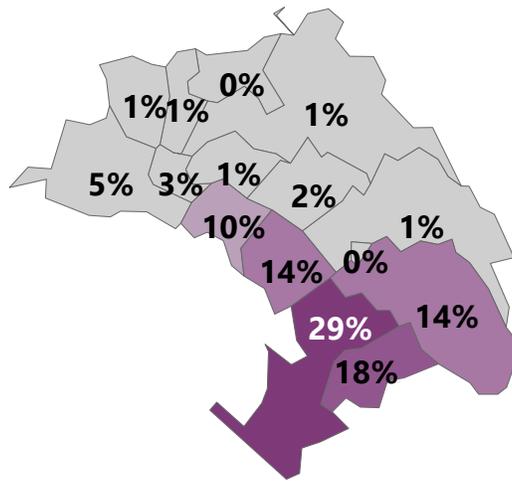


**58% of FRC participants were parents, compared to 42% of children. Close to two-thirds of the children served were under 5 years old.**

As illustrated on the following page, most families lived in zip codes located along the 880 corridor and in West Oakland, including neighborhoods with a high percentage of unemployment, unaffordable housing, and unsheltered homelessness.

**Over 80% of FRC participants lived in East Oakland along the 880 Corridor. Similarly, Latinx and Black families comprised about 80% of participants.**

### Zip Code of Residence

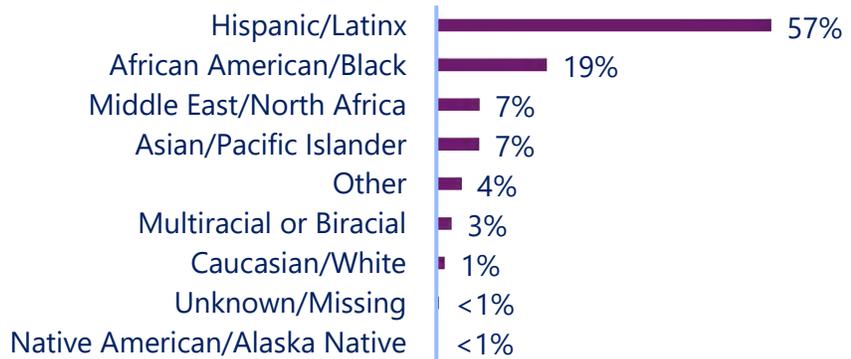


94621: Webster Tract, Coliseum	29%
94603: Sobrante Park, Elmhurst	18%
94601: Fruitvale	14%
94605: Eastmont, Havenscourt	14%
94606: Highland Park, East Lake	10%
94607: West Oakland, Chinatown	5%

*Table lists zipcodes where at least 5% of participants live.*

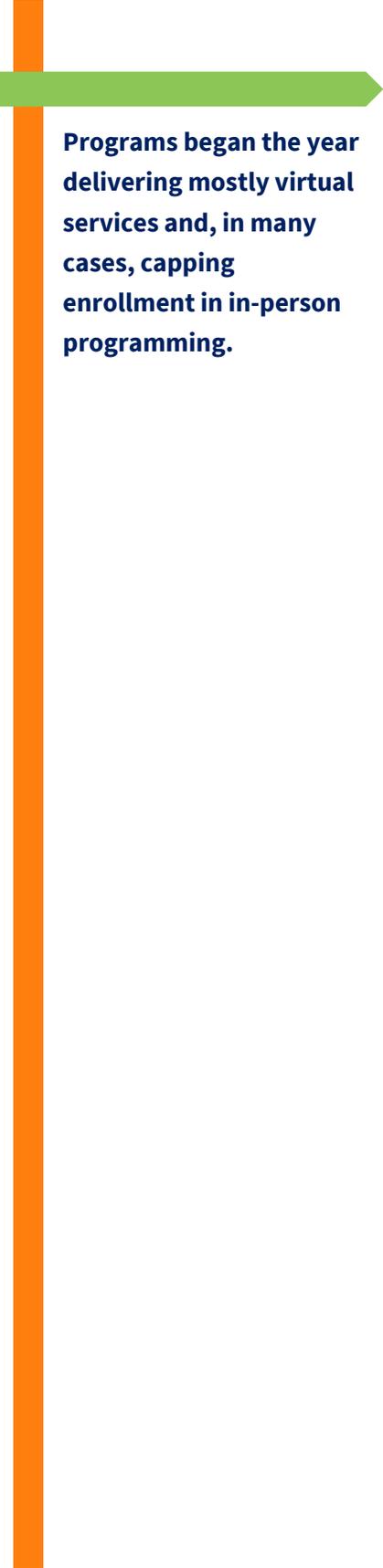
As shown in the graph below, close to 80% of participants identified as Latinx or Black. The racial composition of children and adults was similar.

### Race/Ethnicity of FRC Participants



## How Much Did Programs Do?

In FY21-22, **programs provided 30,175 hours of service.** Out of precaution and necessity, FRC programs began the fiscal year delivering most of their services virtually with some limited in-person programming, in many cases reducing the number of service hours they were able to provide. For



**Programs began the year delivering mostly virtual services and, in many cases, capping enrollment in in-person programming.**

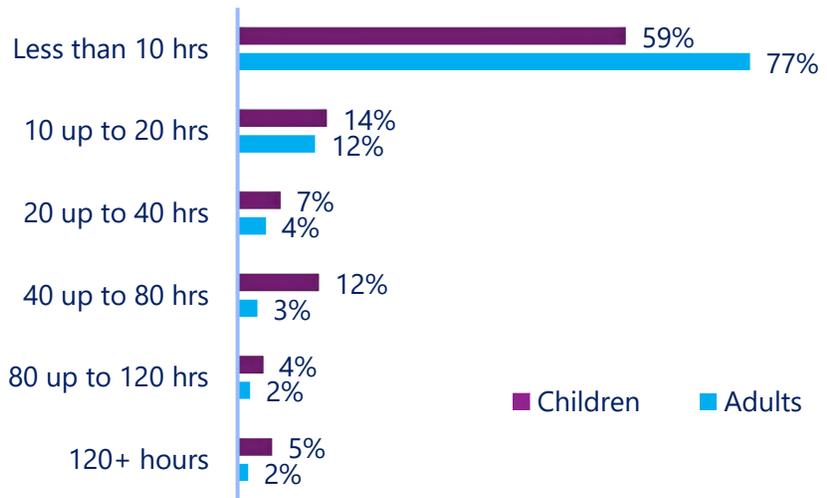
example, Lotus Bloom capped attendance to their playgroups to eleven families due to pandemic precautions and staffing constraints. As a result, families often lined up thirty minutes before the program to ensure a spot in the playgroup. To expand their reach, Lotus Bloom also published virtual content for families to watch and participate in each week. Staff noted that families expressed appreciation for both in-person and virtual offerings, noting that their children had a place to play, learn, and grow.

As noted previously, FRC programs located on OUSD campuses had the added challenge of adhering to OUSD's safety protocols, which banned parents and caregivers from school sites. At the beginning of quarter one, programs were not offering in-person services. In addition, virtual services like parent-child playgroups were often shortened to keep young children engaged and avoid the negative effects of prolonged screen time. As COVID-19 cases began to decline, school-based FRCs slowly rolled out in-person services. For example, by quarter two, the Hawthorne FRC's services were 50% virtual and 50% in-person. This allowed families to gain access to their food pantry and community closet for necessities like diapers, dish soap, cooking oil, shampoo, deodorant, etc.

Programs tailored their services to meet the needs and desires of families. As shown on the following page, while most participants received light touch services and spent less than 10 hours in programming, 9% of children and 4% adults spent more than 80 hours in programming.

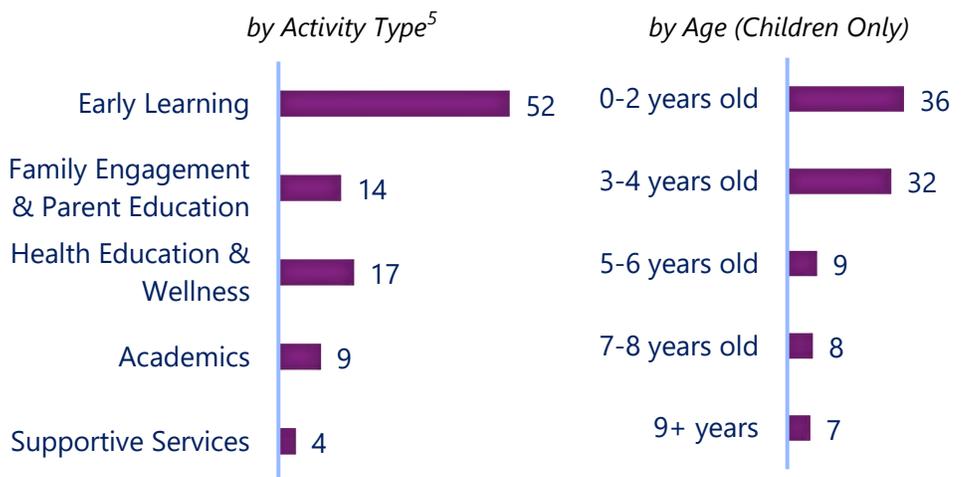
**Programs tailored their services to meet the needs and desires of families. Most participants received light touch services while 9% of children and 4% of adults spent more than 80 hours in programming.**

### Hours of Attendance



The amount of time that participants spent in programming depended on the type of services they received. Families who primarily received supportive services spent less time in programming than those enrolled in playgroups. As shown below, those engaged in early learning activities, such as playgroups, spent an average of 52 hours in those activities, while families spent fewer hours engaged in other services. Because families participating in early learning activities tended to have younger children, children under 5 tended to spend more time in FRC programming than older children.

### Average Hours of Participation



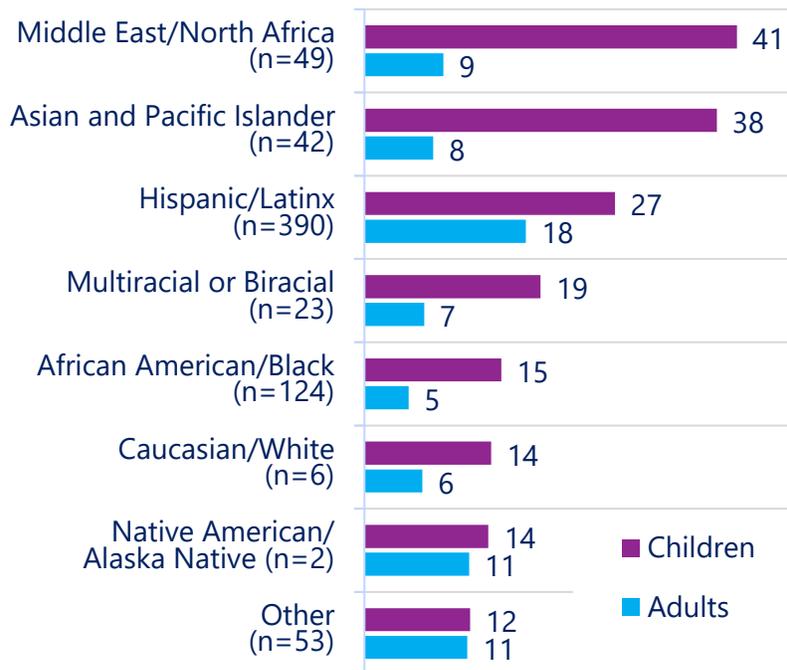
**On average, children and adults attending early learning services, such as playgroups, spent the most time in programming.**

<sup>5</sup> Averages include participants who had at least one attendance record in the relevant activity.

**The level of participation varied by race/ethnicity but there was no discernable pattern between child participants and adult participants.**

As shown in the graph below, the level of participation varied by race/ethnicity but there was no discernable pattern between child participants and adult participants. Middle Eastern/North African families and Asian and Pacific Islander children had the highest average hours of service, while Latinx adults spent more time in programs compared to other adults.

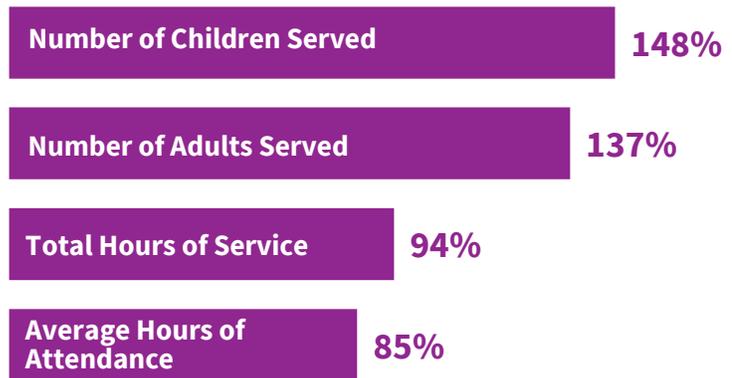
**Average Hours by Race**



## How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant. On average, programs exceeded the number of children and youth they projected serving and came close to providing their projected total hours of service.

### Program Performance: Progress Toward Projections



On average, programs exceeded the number of children and adults they projected serving and came close to providing their projected total hours

In addition to these performance measures, the Family Resource Center strategy has indicators captured through parent surveys that assess key dimensions of program quality, including the creation of a supportive environment, respect for diversity and inclusion, and connection to resources. As demonstrated on the right, the 254 parents and caregivers that completed a survey gave high ratings in these areas, with 94% of parents and caregivers reporting that program staff made them feel comfortable and supported.

### Program Quality: Parent/Caregiver Survey Responses (n=254)

#### Supportive Environment

94%

Parents and caregivers who say that program staff make them feel comfortable and supported

#### Diversity and Inclusion

93%

Parents and caregivers who agreed that the program staff work well with families from different backgrounds

Over 90% of surveyed parents and caregivers agreed that program staff made them feel supported and that programs work well with families from different backgrounds.

To remain responsive to community needs and provide tailored services, FRCs continually gathered feedback from families and children. They did this both formally and

**FRC programs were shaped by the needs and experiences of children, families, and the community.**

informally through surveys, focus groups, one-on-one conversations, and child development screenings. Staff then made necessary changes based on feedback to better support families. FRCs often prioritized regular check-ins with families to hear about challenges they were facing. Lotus Bloom family navigators check in weekly with families via phone or text to identify their unique needs and provide referrals and case management support. These check-ins were also an opportunity for staff to connect with and build rapport with families.

To create a welcoming and supportive environment for families, FRCs created a space where families feel at home, listened to, and cared for as soon as they walk in the door. Lincoln and Lotus Bloom FRCs help families get acquainted with their spaces by providing tours. Lotus Bloom also played jazz music, lit lavender incense, and set up their space to feel like a living room to help families relax. And Lincoln FRC staff offered bags of coffee and snacks to take home. FRCs also walk new families through registration processes and answer any questions families have about their services and programs.

**“There's a sense of trust, a sense of being part of community, I think that is established from, again, the moment they come into the space. We got their back; we're trying to find out how we can best support them.”**

**-Staff, Lotus Bloom Family Resource Center**

To support diversity and inclusion, FRCs made efforts to ensure that their programs and staff reflected families and their communities. Hawthorne, Central, and Lotus Bloom noted that they hired former participants and members of the communities they served. Lotus Bloom also created volunteer opportunities for families to engage in, such as

**To bolster belonging and inclusion, FRCs hired from the communities they serve and invested in materials that reflect families' backgrounds and cultures.**

working in their community garden, leading a sing along, or preparing snacks for playgroups. FRCs shared their hope that by seeing people that look like them and/or live in their neighborhood, families would have a bolstered sense of familiarity and connection. Additionally, FRCs ensured that their curriculum and materials reflected the community. Recently, as more Arabic-speaking families moved to Oakland and started attending their programming, Lotus Bloom FRC began incorporating Arabic into their circle time during playgroups and investing in Arabic books.

**“So, when families see [materials in their language], they're like, "Oh, they got me, they see me." They know that this is my people right here.”**

**-Staff, Lotus Bloom**



Photo Courtesy of Lotus Bloom's Multicultural Family Resource Centers

## Is Anyone Better Off?

**At least 85% of parents and caregivers agreed that the FRCs supported their connection to resources, knowledge of child development and skills to manage behavior.**

To assess if families served by FRCs are better off because of their involvement, OFCY uses parent/caregiver surveys to assess the influence of the program on parents' and caregivers' knowledge of child development, skills to manage child behavior, and connections to other resources. As shown below, over 85% of parents and caregivers agreed that the FRCs supported them in these areas.

### Program Quality: Parent/Caregiver Survey Results (n=254)

#### Connections to Resources

**91%**

Parents/caregivers who report that staff refer them to other organizations

#### Knowledge of Child Development

**90%**

Parents and caregivers who say the program helped them to identify their child's needs

#### Skills to Manage Behavior

**87%**

Parents and caregivers who say the program helped them to respond effectively when their child is upset

In addition to these primary indicators, participant survey data, staff reports, and program focus groups tell a more comprehensive story about the ways that FRCs fostered connection amongst families and children, strengthened parents' and caregivers' knowledge of children's healthy

development, and provided needed supports to families as they grow and navigate challenges.

FRC programs provided a wide range of supports and services for both children and families, focusing on ensuring they had what they need to grow and thrive. FRCs supported parents and caregivers in understanding child development, gaining tools and strategies to support children's wellbeing, strengthening self-advocacy and leadership skills, accessing resources, and building community. Building community was especially vital during the pandemic when many families experienced social isolation. To support young children, FRCs focused on school readiness, self-regulation, literacy, healthy development, and social-emotional skills.

### **Increased Social Connection**

FRCs provided both children and adults with opportunities to socialize with one another during a time of great isolation. Playgroups allowed children to connect with one another while they explored their interests and developed social-emotional skills. For example, Lotus Bloom's playgroups were designed to help children develop their fine and gross motor skills, support literacy and language, and expose them to various enrichment activities. Staff also administered child development assessments during playgroups to track children's progress. These playgroups also provided time for parents and caregivers to connect with one another, share their experiences, and build community. Lotus Bloom staff reported that many families shared that they feel more connected to other families because of the bonds established during playgroups. FRCs noted that these connections support adults' mental health and decreases the social isolation they experienced during the pandemic. Hawthorne FRC facilitated virtual parent-child education support groups and outdoor in-person

**FRC playgroups were an opportunity for both children and parents/caregivers to connect during a time of increased isolation, as well as learn and grow.**

events that allowed families to connect and share about their pandemic experiences. At Lincoln FRC, staff hosted a bilingual reading/book club to support children's literacy and strengthen adults' understanding of how to support their child's growth and passion for reading.

**“Having a group where parents can share what has been working for them allows parents to not only learn from the group educator, but from each other.”**

-Staff, Central Family Resource Center

## **Increased Knowledge and Skills to Support Child Development**

FRCs provided families opportunities to strengthen their parenting skills and build on their knowledge of healthy child development, thus strengthening their ability to identify and address their children's needs. Families engaged in workshops and trainings where they learned about a whole range of topics, including trauma-informed care, early literacy support, parent-child engagement through play, effective communication with children, conflict resolution, proactive parenting strategies, and children's developmental ages and stages. At Hawthorne FRC, a group educator provided tips and tools for parents; they modeled various communication strategies and encouraged families to practice at home. Hawthorne FRC also provided parenting and education coaching services in Spanish, Mam, and English. Staff followed up with parents and caregivers after group activities to answer questions, get feedback, and connect them to more resources. At Central FRC, staff offered a virtual workshop for families with children experiencing bereavement. These workshops

**Workshops and trainings for parents and caregivers allowed them to strengthen their knowledge about child development and better address their child's needs.**

**Families received tailored support and warm referrals to help them overcome challenges and received the assistance they needed to achieve their goals.**

focused on the developmental stages of young children's grief, caregiver self-care, and community resource education.

## **Access to Resources**

FRCs provided resources and referrals to families as they grew and as they navigated challenges in their lives. This support was especially critical as families experienced additional barriers during the pandemic, which exacerbated many social challenges. FRCs delivered one-on-one case management services to help families navigate complicated systems, including connecting them to legal support. By regularly checking in with families and talking amongst staff to identify the community's high-priority needs, they were able to offer a range of targeted assistance related to various issues including:

- **Child Care & School** - navigation services, referrals for subsidies, enrollment support, back-to-school materials
- **Financial Support** - emergency financial assistance, financial coaching, utility and housing assistance
- **Basic Needs** - food, clothing, diapers, householding cleaning items, toys, CalFresh application support
- **Career Advancement** - career development, employment search support, resume writing, job application support
- **Language Access** - English and Spanish classes, multilingual book clubs and books
- **Health and Safety** - MediCal application support, personal protective equipment (PPE), hygiene kits

**“By bolstering their limited income with these public benefits and resources, families can stretch their dollars for other essentials such as rent.”**

-Staff, Hawthorne Family Resource Center

**Recognizing the significant need for wellness and mental health supports, FRC staff created opportunities for families to learn about and employ new self-care, self-reflection, and relaxation practices.**

FRC's also addressed communities' heightened need for mental health and wellness support during the pandemic. In response to families' stress and anxiety, Lotus Bloom began offering wellness workshops for both children and adults. Staff reported that parents and caregivers expressed gratitude for this space and shared how they incorporated their learnings into their self-care and wellness routines. At Lincoln FRC, both parents and children learned about how their urban garden can be a place for self-reflection and relaxation.

**“We're focusing a lot on the mental health of parents and the families, because if our parents are good, our kids are going to be good. So that's one of our biggest focus.”**

-Staff, Lincoln Family Resource Center

**Parents who spent at least six months in their program reported higher outcomes in all areas measured by the survey.**

### **Outcomes by Parent/Caregiver Subgroups**

An analysis of survey responses by race, gender, and role (father, mother, grandparent, other) revealed some differences in outcomes.<sup>6</sup> Within individual and across programs, Latinx parents/caregivers were more likely than others to report strong progress around developing confidence in managing their children's behavior.

Parents who spent at least six months in their program reported higher outcomes in all areas measured by the survey, including family involvement in their child's learning, parental confidence, access to resources, and parental leadership.

<sup>6</sup> All findings were statistically significant at  $p < .05$  and were consistent both within individual programs and across all programs in the strategy.

## Conclusion

OFCY-funded family resource centers served 690 children and 990 adults, providing a range of services including play groups, parent education classes, case management, referrals to community resources, and adult education classes.

Programs tailored their services to meet the needs and desires of families, with some receiving light touch services and others spending over 100 hours in programming.

Results from a survey of parents and caregivers demonstrated that programs supported parents and caregivers in understanding child development, gaining tools and strategies to support children's wellbeing, strengthening self-advocacy and leadership skills, accessing resources, and building community.



Photo Courtesy of Lotus Bloom's Multicultural Family Resource Center



# Engagement and Success for Elementary and Middle School Students

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

## Introduction

The five programs funded under OFCY's Engagement and Success for Elementary and Middle School Students (ESEMSS) strategy were designed to help improve attendance, school connectedness, and academic performance, particularly in literacy and numeracy. Services included tutoring, writing workshops, dance and drumming classes, parent support groups, and one-on-one meetings to support socioemotional wellbeing. To summarize strategy achievements and progress to date, this report draws on attendance records, program reports, youth surveys, and an interview with one program (Chapter 510's Writing to Readiness). Cover photo is courtesy of Lincoln's West Oakland Initiative.

## Strategy Results



**936 Youth**  
participated in  
programming



**169,536 Hours**  
of service provided



**181 Average Hours**  
per youth participant



**5 Programs**  
supported students



**67% of Youth**  
feel more motivated to  
learn in school



**\$546,000**  
awarded to programs

## Funded Programs

- Arts in Oakland Schools – Destiny Arts Center
- Athletes CODE (TAC) MS Engagement – S.P.A.A.T. (Student Program for Academic And Athletic Transitioning)
- Elev8 Youth – SAFE PASSAGES
- West Oakland Initiative (WOI) – Lincoln
- Writing to Readiness – Chapter 510 Ink

## Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is an approach to assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

### FY21-22 Results Based Accountability Results

#### How much did we do?

<b>Number of Programs Funded</b>	5
<b>Number of Youth Served</b>	936
<b>Total Hours of Service Provided</b>	169,536
<b>Average Hours of Service per Youth</b>	377
<b>Number of Elementary Schools Supported</b>	7
<b>Number of Middle Schools Supported</b>	6

#### How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	113%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	109%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	98%
<b>Safety:</b> Youth who agreed that they felt safe in their program	77%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	75%
<b>Positive Engagement:</b> Youth who agreed that they are interested in what they do at their program	74%

#### Is Anyone Better Off?

<b>Motivation to Learn:</b> This program helps me feel more motivated to learn in school.	67%
<b>Academic Skills:</b> I learned how to do things that help with my schoolwork.	58%

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

**“It taps into something different when the learning is coming from the inside out. When a student is personally invested in the story they're telling, that in and of itself gives them joy. And then the confidence comes in surrounding them with professional writing mentors, who can support them every step of the way when they get overwhelmed or feel like they want to quit. And having fun, out of the box activities so that they can learn about genre, theme, and plot in fun and unusual ways.”**

**–Staff, Chapter 510's Writing to Readiness**



Photo courtesy of S.P.A.A.T.'s Athletes CODE

## Programs and Participants

During FY21-22, 936 unduplicated youth participated in Engagement and Success for Elementary and Middle School Students (ESEMSS) programs at seven elementary and six middle schools that have a high number of children and youth who qualify for free and reduced-price meals.<sup>2</sup> Designed to support academic success and school connection, services included the following:

**ESEMSS programs support academic success and school connection through engaging activities such as creative writing, dance, and literacy interventions.**

- Creative writing workshops
- Dance programming
- Literacy interventions
- Academic case management
- College and career readiness programs
- In-school and afterschool academic supports
- Parent engagement
- STEAM service-learning projects

Since the onset of COVID, many programs also deepened their wraparound support offerings, such as food distribution and holiday gift drives. Programs typically identified potential participants through their partnerships with school sites and school-based afterschool programs. Some also used social media to promote their program.

**Each [class] has its own curriculum, but it's all rooted in this culturally responsive teaching model. It includes free writing and ways of visually engaging with character development details, collective storytelling, and collaborative storytelling, imagination and visualization games... And then we also always have a revision process, so there's the rigor of revision, editing, and feedback.**

-Staff, Chapter 510's Writing to Readiness

<sup>2</sup> Participating schools included Esperanza Elementary, Hoover Elementary, Horace Mann Elementary, International Community School, Laurel Elementary, Martin Luther King Jr. Elementary, PLACE at Prescott, Coliseum College Prep Academy, Elmhurst Community Prep, Montera Middle School, United for Success Academy, West Oakland Middle School, and Westlake Middle School.

## Program Spotlight

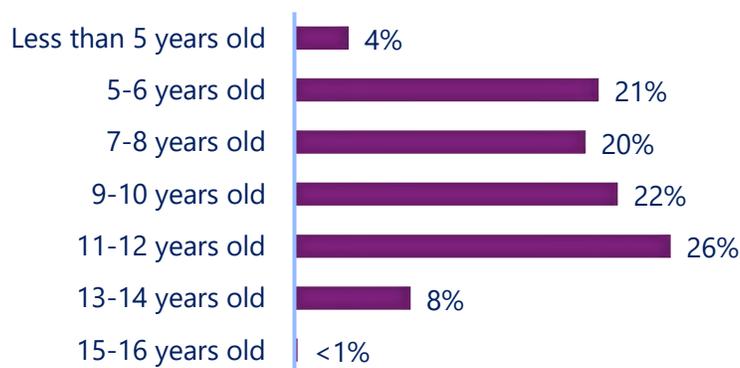
To inform this report, SPR conducted interviews with staff and/or youth participants from one program:

In **Chapter 510's Writing to Readiness** program, students from Westlake Middle School tap into their creativity in a safe and supportive writing workshop, where they partner with professional mentors and illustrators to create and publish their own novels. The program leads an afterschool writing workshop and hosts students in Westlake's writer's room, an inclusive and inspiring space designed in collaboration with students, where they can focus on their craft. As noted by staff, the program's strength "lies in curating creative writing and publishing workshops, where [they] work within our model of culturally responsive teaching, where [they] have arts teaching artists at the helm, and where the students can really write from their imagination, from what they feel excited about, from their life story and have themselves at the center of the curriculum."

**89% of participants were between five and twelve years old.**

In line with the strategy's focus on elementary and middle school engagement, 89% of participants served by programs in this strategy were between the ages of five and twelve, as shown in the graph below.

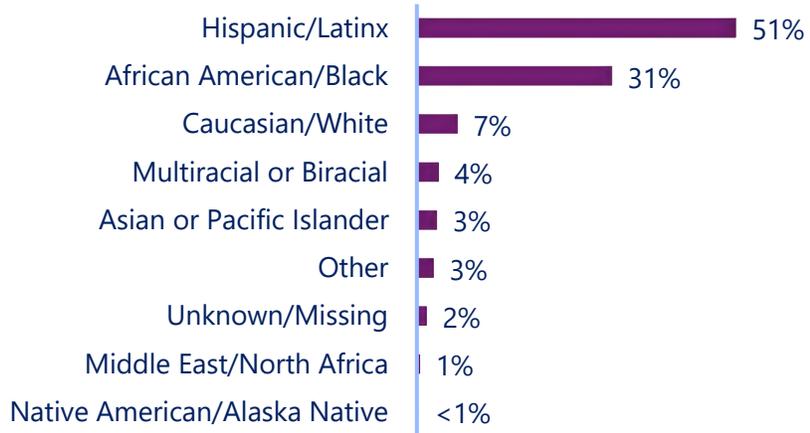
### Age of Participants



**About 85% of participants identified as Latinx, Black, Asian, or Pacific Islander.**

In line with OFCY’s focus on reducing race-based disparities in education, about 85% of participants identified as Latinx, Black, Asian, or Pacific Islander.

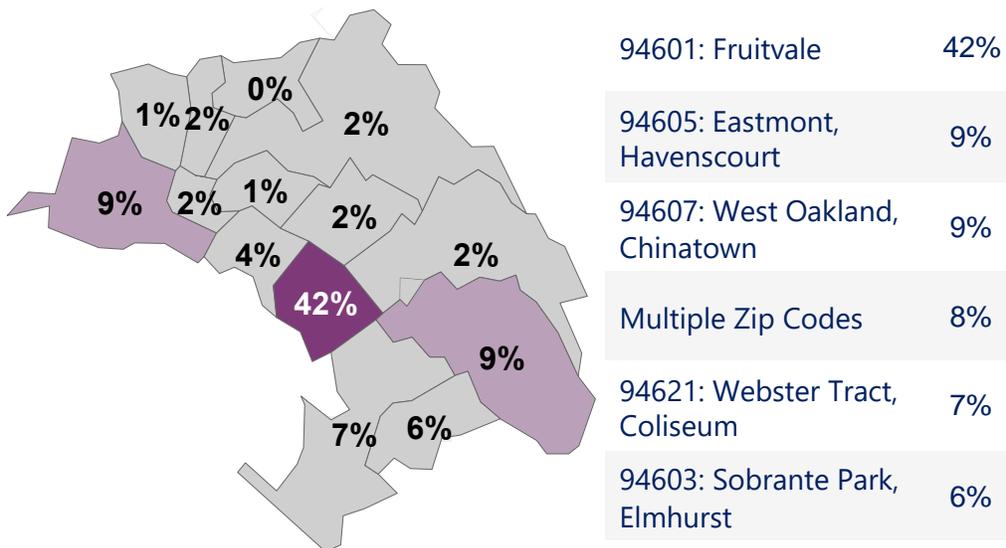
**Race/Ethnicity of OFCY YDL Participants and Oakland**



**Over 40% of participants lived in the 94601 zip code in Fruitvale.**

As illustrated below, most participants lived in East Oakland. Over 40% of the youth served by the strategy lived in or around Fruitvale.

**Zipcode of Residence**



*Table lists zip codes where at least 5% of participants live.*

**Programs provided most services in person and drew on their ability to offer virtual services as needed, allowing programs to continue operating during COVID outbreaks or safely connect students to mentors and tutors from the community.**

## How Much Did Programs Do?

Programs provided 169,536 hours of service. As schools fully reopened in the fall, programs transitioned back to school campuses while sometimes maintaining some form of virtual programming. For example, after offering online workshops in FY20-21, Chapter 510’s Writing to Readiness re-engaged students in in-person workshops this year while also coordinating online mentoring between students and professional writers. S.P.A.A.T.’s Athletes CODE program offered some services virtually, such as study hall, for students who had to quarantine during COVID-19 outbreaks.

Programs offered a range of services to support academic growth and build connections to school. As shown below, students spent the most time overall in academic activities, followed by youth leadership, civic engagement, and community building.

### Total Hours of Service Provided, by Type of Activity



Although programs reported a successful transition back to in-person programming, several programs faced a range of attendance challenges throughout the year, particularly due to the pandemic. COVID infections among students, program staff, and school faculty resulted in inconsistent

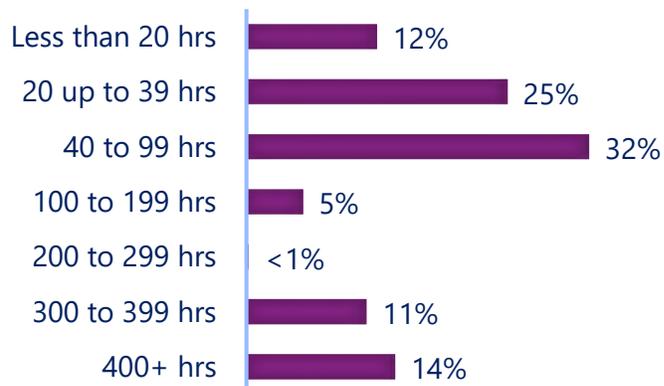
**Programs reported that COVID-19 infections resulted in inconsistent student attendance, staffing shortages, and decreased capacity for partnerships with schools.**

student attendance, staffing shortages, and decreased capacity for partnerships with schools. In addition, some programs reported that declining enrollment at OUSD made recruitment more challenging, while low morale on school campuses and disruptions caused by impending school closures hurt student engagement in school and ESEMSS activities. In response to these challenges, programs used virtual platforms when necessary, focused on building group cohesion and community with their youth, and adapted the program schedule to accommodate when they could engage the most students.

**Youth spent an average of 181 hours in programming, with attendance varying widely across programs.**

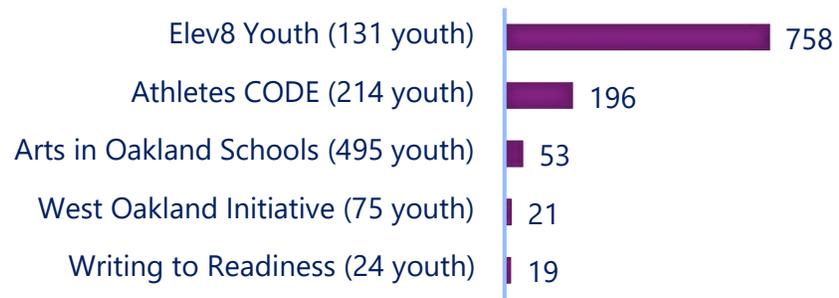
Youth spent 181 hours in programming on average, but hours of attendance varied widely. As shown below, about one-third of participants spent less than 40 hours in programming while one-quarter spent at least 300 hours in programming.

**Hours of Attendance**



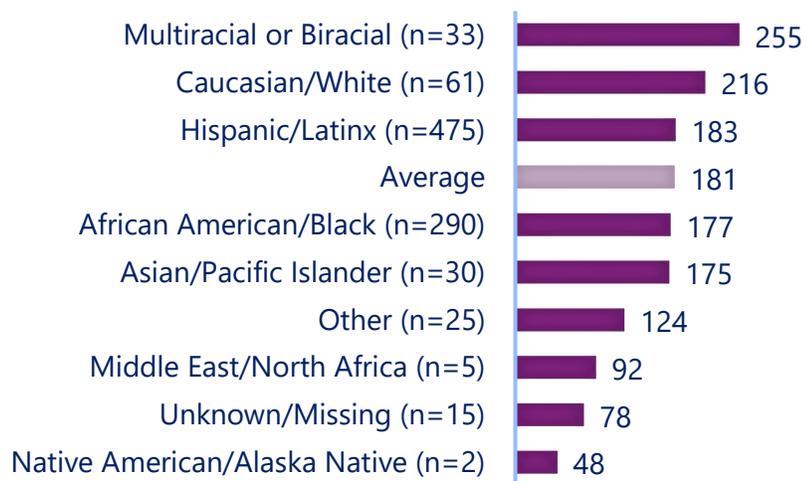
Hours of attendance varied across programs. Notably, 94% of the youth who spent at least 100 hours in programming were from Safe Passages’ Elev8 Youth or S.P.A.A.T.’s Athletes CODE. The average time that participants spent in the other programs ranged from 19 to 53 (see chart on the following page).

### Average Hours of Participation by Program<sup>3</sup>



The number of hours spent in programming also varied somewhat by race/ethnicity, but there was very little variation in hours of attendance among the racial/ethnic groups that comprised most participants (Latinx and Black youth.)

### Average Hours of Participation by Race/Ethnicity



**There was very little variation in hours of attendance among the racial/ethnic groups that comprised most participants.**

<sup>3</sup> Some students participated in more than one program and are represented in each program they attended in the chart.

## How Well Did Programs Do It?

**On average, programs exceeded the number of youth they projected serving and the number hours of service they anticipated providing.**

As part of the RBA framework, OFCY tracks a series of indicators to assess how well grantees implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant. As shown below, program attendance and enrollment were strong, with programs on average enrolling 113% of the youth they anticipated and providing 109% of their anticipated hours of service. On average, programs provided 98% of the hours of attendance per youth that they anticipated.

### Program Performance: Progress Toward Projections

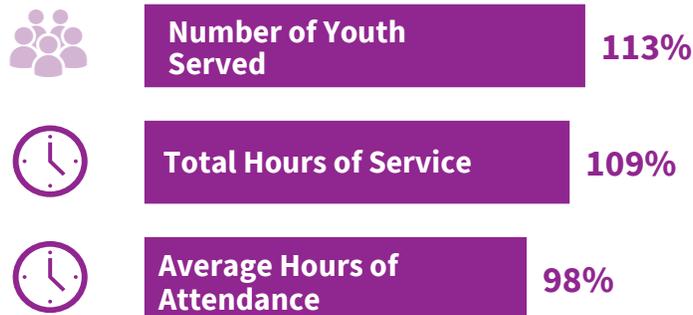


Photo courtesy of Destiny Art Center’s Arts in Oakland Schools

In addition to these performance measures, OFCY uses youth surveys to assess program quality. Surveys reveal that participants generally felt safe, connected to adults that cared about them, and engaged in their programs.

#### Program Quality: Youth Survey Responses (n=264)

##### Safety

77%

Youth who agree that they feel safe in their program.

##### Caring Adults

75%

Youth who agree that there is an adult who cares about them at their program.

##### Positive Engagement

74%

Youth who agree that they are interested in what they do at their program.

A focus on ensuring that students and staff felt safe as they returned to school campuses infused ESEMSS programming this year. In addition to maintaining COVID-19 safety protocols and ensuring that physical meeting spaces were well ventilated, programs also responded to the heightened social emotional needs the pandemic caused for many students. As discussed on page 15 in the student outcomes section, programs used community building activities to support emotional safety and social cohesion among staff and participants.

Chapter 510's Writing to Readiness program also shared ways that they fostered positive engagement, despite the strain many students were experiencing during the year. For example, teaching artists gave students the freedom to draw on their own lives, experiences, passions, and imagination to tell the stories that they wanted to share.

**“We strike this balance between centering the student's imagination and the student's experience. So it's not so much of, okay, here's the material you have to learn and write about. It's like, here's our theme, here's our resources, now what excites you about this or what's the story that you want to tell? Where does your imagination go with this? What experience in your life do you want to bring forward?”**

**-Program Staff, Chapter 510's Writing to Readiness Program**

The program also connected young writers to professionals in the field, including authors who mentored students through their process of writing, revising, and publishing, and artists who illustrated their published work. Finally, the teaching artists also listened to the needs of their participants. For example, after students in one class shared that they were struggling to focus after school, the teaching artist listened to the students' ideas and shifted the curriculum to incorporate mixed media, with the students building sculptures over which they overlaid their poetry.

Through practices like these, programs created an environment where students could learn, grow, and thrive.

## **Is Anyone Better Off?**

As part of the RBA framework, OFCY uses youth survey questions related to academic motivation and skills to assess if ESEMSS participants are better off because of their participation. As shown by the survey results on the following page, most youth reported gaining the experience and skills that the strategy aims to provide.

## Participant Outcomes: Youth Survey Responses (n=264)

### Motivated to Learn

67%

Youth who agree that they are more motivated to learn in school

### Support with School

58%

Youth who agree that they learned skills that help with their schoolwork

**“A big part of our focus is creating safe and supportive communities for Black, Brown and queer youth to bravely write. A big through line is around confidence and joy. Using a culturally responsive teaching approach, how do we create spaces where students can grow their sense of confidence and joy in the writing process? And then how does that influence their success in school, in class and also in life?”**

-Program Staff, Chapter 510's Writing to Readiness Program

As shared below, participant survey data and program interviews supplement these RBA indicators to tell a more comprehensive story about the ways that ESEMSS programs foster positive youth development and academic success.

### Academic Preparedness and Engagement

ESEMSS programs had an explicit focus on increasing academic preparedness and engagement with schools. With the aim of boosting literacy rates and reducing chronic absenteeism, Lincoln's West Oakland Initiative integrated in-class supports, afterschool academic services, parent

**74% of surveyed middle school students agreed: This program increased my desire to stay in school.<sup>3</sup>**

<sup>4</sup> Elementary students received a shorter version of the survey and did not respond to all questions.

engagement, and case management at three elementary schools and one middle school. S.P.A.A.T.'s Athletes Code program offers several academic supports to middle school student athletes during afterschool hours. Services include academic case management and advising, life skills workshops, and study hall.

**“We found that our strength is in (supporting students’ writing journey) and then that allows the students to be like, “Wow, I wrote this novel with Chapter 510 this year; of course, I can write this essay in English class.” It creates a boost of confidence.**

-Program Staff, Chapter 510’s Writing to Readiness Program

## Sense of Belonging and Mental Wellness

With the transition back to in-person activities, and in response to intensifying social emotional needs reported by many OFCY programs, ESEMSS staff reported focusing on emotional safety, social cohesion, and community building. For example, at Destiny Arts Center’s Arts in Oakland Schools, teaching artists began the year guided by the following questions: How do we come together again? How do we rebuild a sense of social cohesion and community? And how can we help students process and integrate during COVID-19? At Safe Passage’s Elev8 Youth, staff members dedicated the first quarter to “Getting to Know You” and social emotional learning activities to promote a positive school culture and climate and continued offering social emotional learning activities throughout the year to support mental and emotional health. As noted in the quote below, teaching artists that led workshops at Chapter 510’s Writing to Readiness created opportunities for students to feel celebrated and affirmed to build a supportive environment and sense of engagement.

**72% of surveyed middle school students agreed: This program helps me feel happy to be at this school.**

**67% of surveyed youth agreed: I feel like I belong at this program.**

**“Our teaching artists always have this intention of creating spaces of belonging and spaces where students can have their brilliance, their ideas, their opinions, their thoughts, and their vulnerabilities affirmed and celebrated and welcomed. I think starting from that place of building community and inspiration does a lot for the students to feel engaged in the process.”**

-Program Staff, Chapter 510’s Writing to Readiness Program

**65% of surveyed youth agreed: This program helps me to feel like a part of my school.**

## **Sense of School Connectedness**

Building student connections to school became increasingly critical to help school communities heal after a year of remote instruction, frequent COVID-related student absences, and for several schools, the threat of school closures. As mentioned above, Destiny Arts’ Arts in Oakland Schools and Safe Passages’ Elev8 Youth focused on community building to reestablish social cohesion and a positive school climate. To support students at an elementary school threatened by closure, Destiny Arts Center provided a creative outlet for students and tried to establish “continuity, connection, and joy in a time of uncertainty.”<sup>5</sup>

## **Outcomes by Youth Subgroups**

An analysis of survey responses by student characteristics revealed that middle school students were far more likely than elementary students to agree that the program helped them achieve the academic outcomes and sense of belonging highlighted in the sections above.<sup>6</sup> For example, 78% of middle school students agreed that the program helped with their schoolwork, compared to 50% of

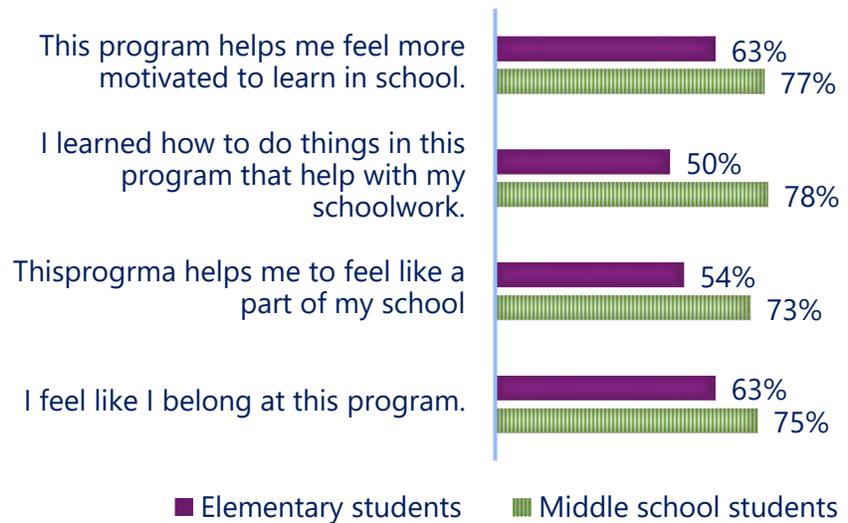
**Middle school students were far more likely than elementary students to agree that the program helped them achieve academic outcomes and sense of belonging.**

<sup>5</sup> As reported in Destiny Art Center’s Quarter 3 Grant Report.

<sup>6</sup> All findings were statistically significant at  $p < .01$ .

elementary students. Other examples are illustrated in the chart below.

### Survey Responses by Grade Level



## Conclusion

The five programs funded under the *Engagement and Success for Elementary and Middle School Students* strategy partnered with 13 schools to support school engagement, academic growth, and positive youth development for 936 students. Although the programs faced some challenges navigating COVID-19 safety protocols and low student attendance in schools, on average they exceeded their enrollment targets and the number of hours of service they projected providing. Programs offered a range of services including creative writing workshops, academic case management, in-class and afterschool academic support, and enrichment opportunities during the school day, resulting in most students feeling more motivated to learn and prepared academically.



# Comprehensive Afterschool Programs

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022



The 57 programs funded under OFCY's Comprehensive Afterschool Program (CASP) strategy strive to increase positive youth development and educational outcomes by providing safe and high-quality afterschool activities at low- or no-cost. Funded programs coordinate afterschool academic and enrichment activities for youth by working with subcontractors, the school site, Oakland Unified School District (OUSD) and OFCY. Programs in this strategy serve students in grades K-8 at Oakland public school sites, targeting schools where more than half of students qualify for free or reduced lunch rates. To summarize strategy achievements and progress to date, this report draws on participant surveys, administrative data, one-on-one interviews and focus groups with program staff at eight schools.

## Strategy Results



**6,869 Youth**  
participated in  
programming



**77% of Students**  
report that they learned skills that  
help with their schoolwork



**57 Schools**  
received afterschool  
support



**69% of Students**  
report that the program helped  
them feel more motivated to learn  
in school



**\$5,060,800**  
granted to programs



**92% of School Leaders**  
report that the program supports  
social emotional health

**“It’s more of supporting kids so that they can succeed in school. My goal is to have them be able to refresh all the material that they learn in school, so that’s the academic portion. And then the other portion is introducing them to subjects or classes that they might not [otherwise] be able to participate in. We offer cooking science, arts and crafts, all that stuff. So that’s kind of my other half of the focus – exposing kids to things they don’t normally get.”**

**–Staff, East Bay Asian Youth Center at Franklin Elementary**

*Cover photo courtesy of Oakland Leaf Foundation at Learning without Limits.*

## Funded Programs

Achieve Academy - East Bay Agency for Children	Edna Brewer Middle School - East Bay Asian Youth Center	International Community School - Oakland Leaf Foundation
Acorn Woodland Elementary - Girls Incorporated of Alameda County	Elmhurst United - Bay Area Community Resources	La Escuelita Elementary - Girls Incorporated of Alameda County
Allendale Elementary School - Girls Incorporated of Alameda County	Emerson Elementary - Bay Area Community Resources	Laurel Elementary - SAFE PASSAGES
ASCEND - Oakland Leaf Foundation	EnCompass Academy - Oakland Leaf Foundation	Lazear Charter Academy - East Bay Asian Youth Center
Bella Vista Elementary School - East Bay Asian Youth Center	Esperanza Elementary - Bay Area Community Resources	Learning Without Limits - Oakland Leaf Foundation
Bret Harte Middle School - Oakland Leaf Foundation	Franklin Elementary School - East Bay Asian Youth Center	LIFE Academy - Bay Area Community Resources
Bridges Academy - Girls Incorporated of Alameda County	Fred T. Korematsu Discovery Academy - Bay Area Community Resources	Lighthouse Community Charter School - Lighthouse Community Public Schools
Brookfield Elementary - Bay Area Community Resources	Frick Middle School - East Bay Asian Youth Center	Lincoln Elementary School - East Bay Asian Youth Center
Burckhalter Elementary - Girls Incorporated of Alameda County	Fruitvale Elementary - Bay Area Community Resources	Lockwood STEAM Academy - Bay Area Community Resources
Carl B. Munck Elementary - UJIMAA FOUNDATION	Garfield Elementary School - East Bay Asian Youth Center	Madison Park Academy 6-12 - Bay Area Community Resources
Coliseum College Prep Academy - SAFE PASSAGES	Global Family - Bay Area Community Resources	Madison Park Academy TK-5 - Bay Area Community Resources
Community School for Creative Education - Attitudinal Healing Connection	Grass Valley Elementary - Bay Area Community Resources	Manzanita Community School - East Bay Asian Youth Center
East Oakland Pride Elementary - Higher Ground Neighborhood Development Corp.	Greenleaf Elementary - Bay Area Community Resources	Manzanita SEED - East Bay Asian Youth Center
	Hoover Elementary - Bay Area Community Resources	Markham Elementary - Bay Area Community Resources
	Horace Mann Elementary - Girls Incorporated of Alameda County	

Martin Luther King, Jr. Elementary - Bay Area Community Resources	Prescott - Bay Area Community Resources	United for Success Academy - SAFE PASSAGES
New Highland Academy - East Bay Agency for Children	REACH Academy - Young Men's Christian Association of The East Bay	Urban Promise Academy - East Bay Asian Youth Center
Oakland Academy of Knowledge (OAK) - Bay Area Community Resources	Rise Community School - East Bay Agency for Children	West Oakland Middle School - Young Men's Christian Association of The East Bay
Parker Elementary - Girls Incorporated of Alameda County	Roosevelt Middle School - East Bay Asian Youth Center	Westlake Middle School - Citizen Schools, Inc.
Piedmont Avenue Elementary School - Young Men's Christian Association of The East Bay	Sankofa Academy - Bay Area Community Resources	
	Think College Now - Oakland Leaf Foundation	



Photo courtesy of East Bay Agency for Children at Achieve Academy

## Program Spotlight

To inform this report, SPR conducted focus groups with staff from eight programs from six agencies:

- **Attitudinal Healing Connection:** Community School for Creative Education
- **Bay Area Community Resources:** Life Academy
- **East Bay Agency for Children:** Achieve Academy
- **East Bay Asian Youth Center:** Franklin Elementary, Lazear Charter Academy
- **Oakland Leaf Foundation:** ASCEND, Bret Harte Middle School
- **YMCA of The East Bay:** Piedmont Avenue Elementary

## Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** The table on the following page displays results related to these three questions.

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

## FY21-22 Results-Based Accountability Results

### How much did we do?

<b>Number of Programs Funded</b>	57
<b>Number of Youth Served</b>	6,869
<b>Elementary and K-8 Schools Served</b>	40
<b>Middle School Served</b>	17
<b>Total Days of Attendance</b>	790,127
<b>Average Days of Attendance (per student)</b>	115

### How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	116%
<b>Attendance:</b> Average progress toward target Average Daily Attendance	78%
<b>Safety:</b> Youth who agreed that they felt safe in their program	81%
Parents/caregivers who agree that the program is a safe place for their child to be after school.	98%
School leaders who agree that the program provides a safe place for students to be after school.	92%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	79%
Parents/caregivers who report that staff kept them informed about their child's participation at the program.	93%
<b>Positive Engagement:</b> Youth who agreed that they are interested in what they do at their program	77%
Parents/caregivers who agree that their child enjoys the afterschool program.	97%

### Is Anyone Better Off?

<b>Academic Skills:</b> Youth who agreed that they learned skills that help with their schoolwork	77%
Parents/caregivers who agreed that the program helped their child complete their homework.	94%
Principals who agree that the program supported student academic growth.	82%
<b>Motivation to Learn:</b> Youth who agreed that they are more motivated to learn in school	69%

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Programs and Participants

**Afterschool programs provide social emotional development, enrichment, and leadership opportunities to meet the diverse needs of Oakland's youth.**

**97% of surveyed parents and caregivers reported that having afterschool care was essential to their ability to work or go to school.**

During 2021-2022, 6,869 unduplicated youth participated in CASP programs. All programs were committed to serving communities most in need. Programs served youth from low-income, newcomer, English learner, unsheltered, single-parent and foster households. Notably, 97% of participants' parents and caregivers who submitted surveys reported that having afterschool care was essential to their ability to work or go to school. In interviews, program staff highlighted the diverse cultural backgrounds and emerging leadership skills of participants as core strengths. Staff also underscored that pandemic-related challenges continued to affect the physical, social emotional, and mental wellbeing of students. Specifically, staff reported higher levels of anxiety, stress, and fear among students due to the ongoing pandemic, concerns about safety, and in some cases, the loss of family members or a parent's job. Comprehensive Afterschool programs were attuned to the challenges of each community they worked in and utilized whole-child approaches to support and build the resilience of youth.

Programs reached prospective participants by partnering with the school's parent teacher group, hosting Zoom orientations, presenting to students during advisory period,

**"A goal that we have for our students this year is to learn different coping strategies, so that goes along with the social emotional work that we're doing. We circle up, they talk about specific social emotional components and do activities along with it. [We] then provide strategies, tools, and skills along with that activity to [focus on] the self-management and coping component ... The goal is for them to definitely leave with just a better understanding of how they're feeling, what they can do when they're feeling a certain way."**

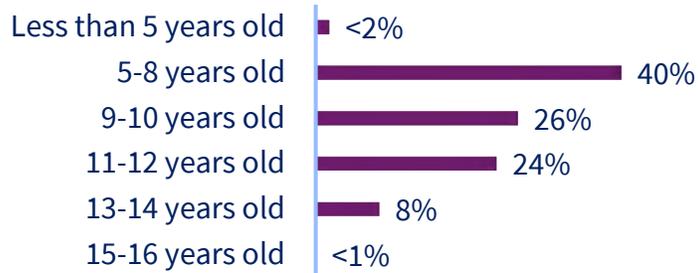
**—Staff, Oakland Leaf at ASCEND Afterschool Program**

and informally sharing about afterschool activities during lunchtime and passing periods. Programs also posted afterschool program information and enrollment forms on school websites. Some also supported Spanish-speaking families with the enrollment process through phone calls and in-language support at parent orientations.

In line with the focus on youth development and educational outcomes, this strategy served youth across the elementary and middle school spectrum. As shown in the graph below, 90% of participants were between the ages of five and twelve.

**Age of Participants**

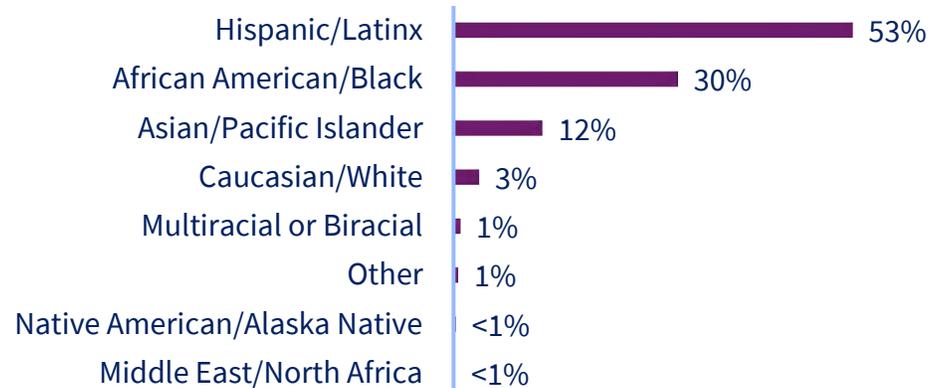
**90% of participants were between five and twelve years old.**



Reflecting OFYC’s goal of reducing race-based inequities in education, 95% of participants identified as Latinx, Black, Asian or Pacific Islander, as shown below.

**Race/Ethnicity**

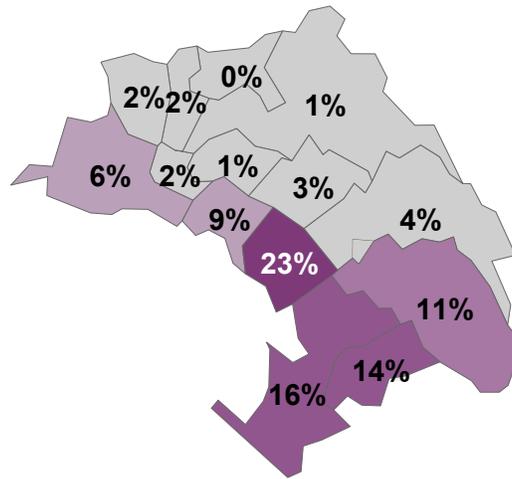
**95% of participants identified as Latinx, Black, Asian or Pacific Islander.**



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

**Zip Code of Residence**

**Two-thirds of participants lived in the four East Oakland zip codes that include Fruitvale, Webster Tract, Sobrante Park, and Eastmont.**



94601: Fruitvale	23%
94621: Webster Tract, Coliseum	16%
94603: Sobrante Park, Elmhurst	14%
94605: Eastmont, Havenscourt	11%
94606: Highland Park, East Lake	9%
94607: West Oakland, Chinatown	6%

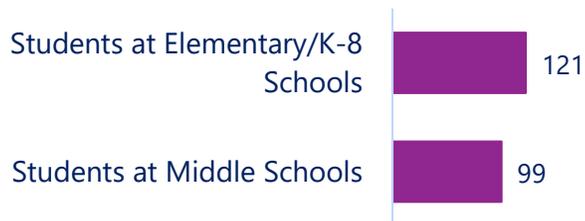
*Table lists zipcodes where at least 5% of participants live.*

**How Much Did Programs Do?**

As stated previously, 6,869 students participated in a CASP program. Overall, programs served 4,390 students on a typical day. On average, these students attended 115 days of programming throughout the year. As shown below, elementary students generally attended more days of programming than middle school students.

**6,869 students participated in a CASP program. On average, these students attended 115 days of programming.**

**Average Days of Attendance per Student**



**Between January and May, each program served an average of 90 students every day.**

Several programs mentioned enrollment challenges, including class size restrictions to reduce the spread of COVID-19, competing afterschool activities for students (e.g. sports teams), parents' desire for earlier pickup times, and afterschool staffing issues that affected enrollment. Some programs also noted that afterschool staffing issues limited enrollment and mentioned efforts to recruit new staff throughout the school year.

Programs also struggled more with attendance this year compared to typical years due to quarantines and temporary closures during COVID outbreaks. Between August and September, programs served an average of 81 students per day, compared to 102 in August and September of the 2019-2020 school year. To address this challenge, afterschool programs worked closely with their school to conduct outreach through newsletters, emails, robocalls, texting, and personal phone calls to participants and families; administered weekly COVID tests to monitor transmission, and implemented quarantine protocol when an individual tested positive for COVID to contain outbreaks. Through these efforts, attendance improved somewhat over time. Between January and May, programs served an average of 90 students every day.



*Artwork by students from Attitudinal Healing Connection at Community School for Creative Education*

## How Well Did Programs Do It?

**On average, programs enrolled 116% of the number of students they expected enrolling, but daily attendance was somewhat lower than expected.**

OFCY tracks two indicators to assess how well grantees implemented programming. The first indicator looks at progress toward projected program enrollment. Enrollment was strong and programs enrolled 116% of the youth they anticipated. As mentioned previously, COVID-related challenges impacted attendance. On average, programs served 78% of their daily target.<sup>2</sup>

### Program Performance: Progress Toward Projections



Number of Youth Served

116%



Average Daily Attendance

78%



Photo courtesy of Lighthouse Community Charter School Afterschool Program

<sup>2</sup> Average daily attendance refers to the average number of students in attendance per day. Progress toward attendance was only measured for January 2022–May 2022 to align with state reporting requirements.

**Youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs.**

OFCY also looks at youth perceptions of critical aspects of programming as indicators of quality using an annual survey. Despite the challenges of delivering online enrichment and support, the 3,026 youth who completed a survey generally felt safe, connected to caring adults, and interested in their programs, as below.

**Program Quality: Survey Responses<sup>3</sup>**

**Safety**

Youth who agree that they feel safe in their program.	<b>81%</b>
Parents/caregivers who agree that the program is a safe place for their child to be after school.	<b>98%</b>
School leaders who agree that the program provides a safe place for students to be after school.	<b>92%</b>

**Caring Adults**

Youth who agree that there is an adult who cares about them at their program.	<b>79%</b>
Parents/caregivers who report that staff kept them informed about their child’s participation at the program.	<b>93%</b>

**Positive Engagement**

Youth who agree that they are interested in what they do at their program.	<b>77%</b>
Parents/caregivers who agree that their child enjoys the afterschool program.	<b>97%</b>

To strengthen the sense of safety and trust in staff, programs conducted wellness checks, created space for students to share their concerns with staff without feeling judged, and supported students when they were having a bad day. Strategies used by afterschool programs to foster positive engagement include incorporating student voice and choice

<sup>3</sup> Surveys were submitted by 3,026 students, 28 school leaders, and 1,870 parents/caregivers.

**“[We] provide students with that space to kind of be themselves ... create those spaces for the students within their smaller enrichment programs to express themselves and give them tools to be themselves outside of that space as well.”**

– Staff, Bay Area Community Resources at LIFE Academy Middle School

**Programs used a variety of strategies to ensure that students are positively engaged in afterschool activities, feel safe and supported, and form positive connections to adults.**

for enrichment activities, offering opportunities to try a wide range of activities, hosting marking period celebrations with music and treats for students, offering paid internship opportunities for older youth, engaging families, and carving out space for social interaction amongst participants.

Program staff built relationships and positive connections to students by listening, being adaptable when students voice their needs, managing power dynamics between staff and students, showing students love and respect and recognizing their humanity. East Bay Asian Youth Center staff at Franklin Elementary also reported interacting with their participants during the school day, which helped students get to know afterschool staff that were available to support them throughout the day.

Furthermore, afterschool programs promoted diversity, equity, and inclusion by celebrating different cultural holidays, referring to students and staff by their preferred pronouns, holding welcome circles for new students, and recruiting and making accommodations for underrepresented youth. Programs also hired staff that reflect the linguistic and cultural background of participants.

**Results from the school leader survey suggest that programs may benefit from identifying additional ways and opportunities to meet with school-day teachers.**

Strong alignment with host schools is an indicator of program quality for afterschool programs. On the school leader survey, 40% of respondents indicated that they were not satisfied with the level of communication between program staff and school-day teachers, suggesting that programs may benefit from identifying additional ways and opportunities to meet with school-day teachers. Some school leaders recommended having afterschool staff attend more school meetings and communicate more about their programming with teachers.

**98% of surveyed parents/caregivers agreed that they would recommend the program to other parents.**

When asked what they most appreciate about the afterschool program on the parent survey, parents and caregivers most often identified the diversity of enrichment activities, the ability to interact with their peers, homework assistance and academic support, the quality of staff, and opportunities to stay active and be outside. Other responses included the supervision their child receives while they are working, the ability for their child to practice English, and leadership opportunities students enjoy. Notably, 98% of parents/caregivers who completed the survey agreed that they would recommend the program to other parents.

**“My child likes that her friends attend the program as well. What I love is the staff really monitor the kids, keep them safe and alert me about situations that need attention.”**

- Parent/Caregiver, Oakland Leaf Foundation at Bret Harte Middle School

**“The staff are the best. They keep my children active, safe, and learning. One child likes the outdoor activities, the other kids [like having] time with [their] friends.”**

-Parent/Caregiver, East Bay Asian Youth Center at Manzanita SEED

**The most common parent/caregiver recommendations included augmenting homework help and academic support, offering a wider variety of activities, increasing communication with parents, and improving the snacks.**

On the survey, the most common parent/caregiver recommendations included augmenting the homework help and academic support offered; offering a wider variety of enrichment activities, such as cooking, sports, dance, and art; communicating more often with parents about their child's progress, program activities, changes to the schedule, etc.; and offering more or improved snacks and meals. Other suggestions included spending more time outside, offering opportunities for parents to volunteer at the program, providing more training to newer staff, increasing staff pay, and organizing more family events.



*Photo courtesy of Oakland Leaf Foundation at Learning without Limits*

## Is Anyone Better Off?

As part of the RBA framework, OFCY uses youth surveys to assess if CASP participants are better off because of their participation. As shown below, the majority of youth reported learning academic skills and becoming more motivated to learn as a result of their program.

### Participant Outcomes: Youth Survey Responses<sup>4</sup>

#### Support with School

Youth who agreed that they learned how to do things that help with their schoolwork. **77%**

Parents/caregivers who agreed that the program helped their child complete their homework. **94%**

School leaders who agreed that the program supports students' academic growth. **82%**

#### Motivated to Learn

Youth who agreed that they feel more motivated to learn. **69%**

**“The group is able to receive academic instruction through tutoring with their homework, assigned work, group reading, and other activities such as chess. Many children have already shown great signs of improvement, some have been able to complete work several grades above their own, and others have taken great strides in getting on grade level. There are also several opportunities for the children to take on leadership responsibilities in the group. Whether it be picking teams, line leaders, or helpers, the children are able to take responsibility over their own actions and those of their peers.”**

–Quarterly Report, Bay Area Community Resources at Emerson Elementary

<sup>4</sup> Surveys were submitted by 3,026 students, 28 school leaders, and 1,870 parents/caregivers.

In addition to these RBA indicators, participant survey data and program interviews tell a more comprehensive story about the ways that afterschool programs support positive youth development, social emotional wellbeing, and academic preparedness.

## Academic Preparedness and Engagement

The pandemic left many students feeling behind academically. In response, programs offered a range of academic supports to meet the individual needs of students. Activities included in-person and virtual one-on-one tutoring, homework assistance by grade level, reading sessions, book clubs, study hall for students who participate in sports, and peer tutoring. At Franklin Elementary, East Bay Asia Youth Center facilitated project-based learning to support reading comprehension while making learning fun for students. Bay Area Community Resources hosted a homework challenge at Oakland Academy of Knowledge to encourage and promote academic engagement. At Westlake Middle School, Citizen Schools, Inc utilized Aeries to support students with homework completion and identify additional activities to support academic growth.

**93% of school leaders agreed:  
This program helps students feel connected to our school.**

## Sense of Belonging and Self-Esteem

With the transition back to in-person programming, afterschool programs to implemented community

**“Program Leaders reported seeing students supporting one another more than in previous months. Students are volunteering to help each other with homework, enrichment projects, and personal issues. Usually facilitators pair students, or projects are modified to accommodate the student's desire to work alone. What staff are seeing now is the youth taking initiative and stepping up to help each other through their own organic desire to do so. Students are volunteering their own time, energy, and knowledge to someone else with the sole purpose of helping that person succeed in that task. Students have built genuine bonds with people they do not spend a lot of time with outside of after school program.”**

- Quarterly Report, Girls Inc. at West Oakland Middle School

**74% of youth agreed:  
This program helps me to  
feel like a part of my  
school.**

**73% of youth agreed:  
I feel like I belong at this  
program.**

**92% of school leaders  
agreed: This program  
supports the social  
emotional health of  
students.**

agreements and activities that promote engagement and a sense of belonging among participants. For example, the Girls Inc. afterschool program at Parker Elementary led students through icebreakers, the development of the Girls Inc. Bill of Rights to push back on gender stereotypes, and a collage activity about themselves and what they love. Additionally, Oakland Leaf Foundation implemented the My Identity curriculum at its seven schools, offering students opportunities to explore different aspects of identity and learn more about themselves and their peers. Bay Area Community Resources at LIFE Academy created a young men's group and a LGBTQI group when students voiced a desire for small groups and space to be themselves. Furthermore, afterschool staff were mindful about addressing students and other staff by their preferred pronouns.

## **Mental and Social Emotional Wellness**

Mental health and social emotional wellbeing continued to be a core focus of afterschool programs in FY21-22 due to the ongoing pandemic. Many of the activities that promote sense of belonging and connections to adults also support mental health and social emotional wellbeing, such as one-on-one wellness checks that allow students to share their concerns about school or their home life. Staff emphasized the importance of helping youth process their feelings and build positive connections with adults in afterschool so that youth have someone to talk to and ask for help. At elementary and middle schools, program staff also led students through

**"We started doing meditation every day...We tell the kids, whatever happened during the day, let that go. We're going to start fresh here. And after school, if you got in trouble during the day, don't worry, end the day right. If you started the day right, end the day amazing. So, they really took three to five minutes a day, relaxing and letting that space open up for themselves physically and in their mind as well."**

**- Staff, YMCA of the East Bay at Piedmont Elementary**

reflections, meditation and self-affirmations, facilitated racial justice circles, and offered more arts curriculum. Additionally, a few programs created quiet spaces where students could take a moment to themselves.

## Outcomes by Youth Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age<sup>5</sup>:

**Elementary-aged students were more likely to agree with all of the quality and outcome bellwether questions than older students.** This pattern has been observed over multiple years.

**Males and black students were more likely to agree with several bellwether questions,** including that they felt safe in their program, that an adult at the program cares about them, and that they had learned new skills that will help with their schoolwork.

## Conclusion

In summary, close to 7,000 students accessed academic support, enrichment opportunities, and social emotional learning activities after school through the CASP strategy. Although some programs reported struggling with staffing and COVID-related absences, especially at the beginning of the year, they reached 116% of their enrollment target on average and as a whole served an average of 4,390 students per day. Most students, school leaders, and parents that were surveyed expressed satisfaction with the quality of the program and agreed that the program had supported academic skills and social emotional wellbeing.

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<sup>5</sup> All findings were statistically significant at  $p < .01$ .



# Summer Programming

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

The programs funded under OFCY’s Summer Programming strategy are designed to promote learning and social connection through services offered in school-based and community-based settings during summer months. Children and youth participate in programs that provide opportunities for enrichment, exploration, and new experiences that foster confidence, self-esteem, and other important life skills in a safe and supportive environment. This report draws on attendance records, youth surveys, and quarterly program reports to summarize strategy achievements and progress to date.

## Strategy Results



**999 Youth**  
participated in  
programming



**108,345 Hours**  
of service provided



**108 Average Hours**  
per youth participant



**10 Programs**  
provided enrichment  
activities



**85% of Youth**  
are interested in what  
they do at their program



**\$1,131,100**  
awarded to programs

“This year has been rough for everyone, especially the kids, so seeing them come to KYP bonding and building friendships was very heartwarming. Karaoke brought everyone together that day. Kids who were seemingly quiet and shy even got up and participated in karaoke. That day in particular everyone was getting along and it felt like one big family and to me that is what KYP is all about. It doesn't matter what's going on at home, but when you step foot into the program you know you have a support system and can let your hair down and have fun.”

– Staff, Family Support Services’ Kinship Summer Youth Program

Cover photo courtesy of Prescott Circus Theatre’s Summer Program

## Funded Programs

Aim High Oakland - Aim High for High School	Oakland Fine Art Summer School (OFASS) - City of Oakland Parks Recreation & Youth Development	Prescott Circus Theatre Summer Program - Prescott Circus Theatre
Camp Thrive - East Bay Asian Youth Center (EBAYC)	Oakland Freedom Schools (OFS) - Lincoln	Summer Cultural Enrichment Program - East Oakland Youth Development Center (EOYDC)
Concordia Summer - Girls Incorporated of Alameda County	Pre-Collegiate Academy - East Bay Consortium of Educational Institutions, Inc.	Summer Gains - Boys & Girls Clubs of Oakland, Inc.
Kinship Summer Youth Program - Family Support Services		

## Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** The table on the following page displays results related to these three questions.

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

## FY21-22 Results-Based Accountability Results

### How much did we do?

<b>Number of Programs Funded</b>	10
<b>Number of Youth Served</b>	999
<b>Total Hours of Service Provided</b>	108,345
<b>Average Hours of Service per Youth</b>	108

### How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	96%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	124%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	189%
<b>Safety:</b> Youth who agreed that they felt safe in their program	85%
<b>Positive Engagement:</b> Youth who agreed that they are interested in what they do at their program	85%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	76%

### Is Anyone Better Off?

<b>Community Connectedness:</b> Youth who agreed that they feel more connected to their community	63%
<b>Youth Leadership:</b> Youth who agreed that they view themselves as more of a leader	55%

**“I like Aim High because the teachers are fantastic and they are always there to help you with anything you need either in your schoolwork or life problems. The classes are always fun and the teachers make the lessons interesting and easier for us to understand.”**

– Participant, Aim High Oakland (from Aim High’s end-of-summer report)

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

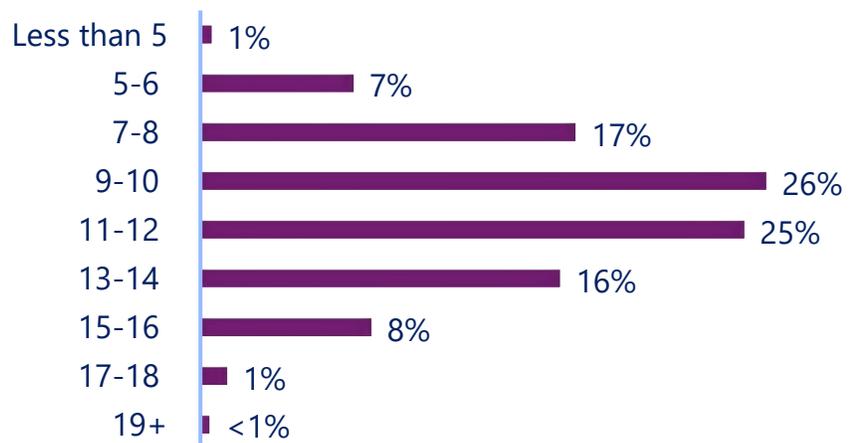
## Programs and Participants

During the summer of 2021, 999 children and youth participated in summer programs. Summer programs offered learning and enrichment activities for youth ranging from STEAM activities, college and career workshops, sports, arts and performance arts, and field trips that supported academic success and meaningful peer relationship-building. Due to the pandemic, programs adjusted their recruitment strategy to enroll participants through texting and calling families, as well as tabling at school sites during the end of the school year. Girls Incorporated’s Concordia Summer reported that these recruitment efforts raised elementary enrollment by 50%.

Furthermore, programs such as EBAYC’s Camp Thrive and the Boys and Girls Club’s Summer Gains provided youth with opportunities to be outdoors through sports, physical fitness programs, and field trips. For some youth, this was their first time engaging with the outdoors. Activities such as fishing, hiking redwood trails, and swimming gave youth a chance to connect with their environment in engaging and novel ways.

As shown below, about half of participants were between 9 and 12 years old; 90% were between 5 to 14 years old.

### Age of Participants



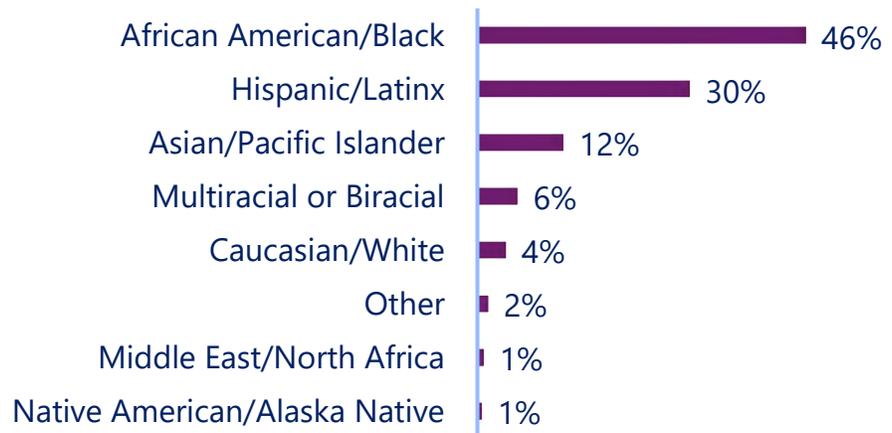
**Summer programs offered social emotional development and leadership opportunities to meet the diverse needs of Oakland’s youth.**

“For our middle school campers, one of our pods of 12 students were all newcomers from Guatemala and whose primary language is Mam. These students have been in the US and Oakland/East Bay Area for less than 2 years. When we took them on Camp Thrive field trips, most were not aware there were forest, wilderness and outdoor environments in Oakland. In addition, many had not actually gone to a swimming pool previously.”

– Quarterly Report, EBAYC’s Camp Thrive

Reflecting OFCY’s priority focus on reducing race-based disparities, close to half of participants in summer programs identified as Black. About one-third identified as Latinx and 12% identified as Asian or Pacific Islander.

#### Race/Ethnicity of OFCY YDL Participants and Oakland

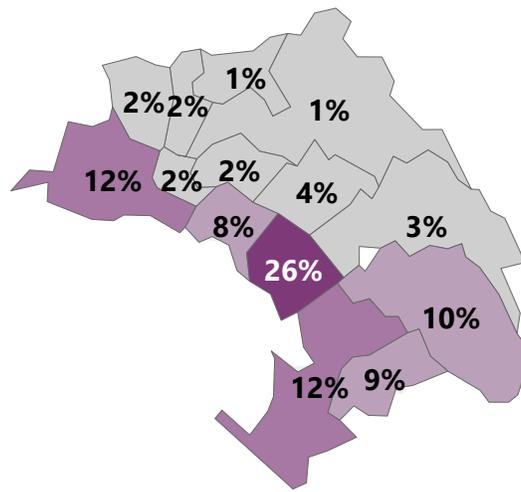


**Black participants comprised the largest group of youth served.**

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

**Youth were most likely to live in East and West Oakland.**

### Zip Code of Participants



94601: Fruitvale	26%
94607: West Oakland, Chinatown	12%
94621: Webster Tract, Coliseum	12%
94605: Eastmont, Havenscourt	10%
94603: Sobrante Park, Elmhurst	9%
94606: Highland Park, East Lake	8%
Multiple Zip Codes	6%

*Table lists Zip Codes where at least 5% of participants live.*

**Programs provided virtual and in-person programming that focused on a wide variety of goals and activities to meet the needs and interests of Oakland’s diverse youth.**

### How Much Did Programs Do?

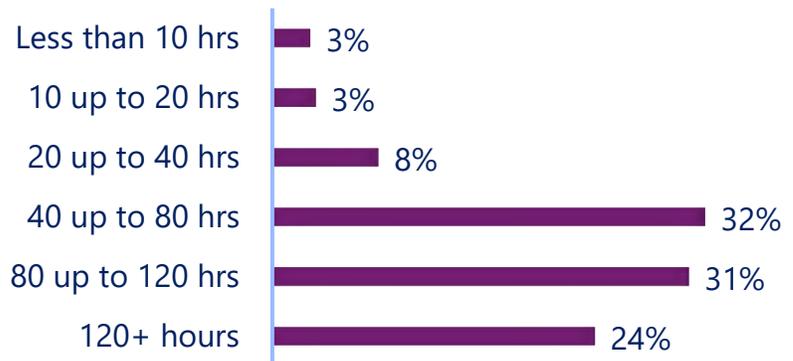
Over the summer, programs provided 108,345 hours of service, which is more than the twice the number of hours provided last year. Over the summer, programs adapted to the circumstances surrounding the pandemic, offering a mixture of virtual, hybrid, and fully in-person programming. For example, the East Bay Consortium’s Pre-Collegiate Academy offered virtual classes in algebra and geometry alongside an online guest speaker series where speakers shared their experiences and educational journeys in their career fields. Lincoln’s Oakland Freedom Schools led online literacy program sessions for youth in the mornings and in-person enrichment activities in the afternoon. Other programs, such as EOYDC’s Summer Cultural Enrichment Center and Prescott Circus Theatre Summer Program, noted

**Participants spent an average of 108 hours in summer programming. About one quarter spent over 120 hours.**

that in summer 2021 they were able to return to fully in-person programming for the first time since March 2020.

Youth spent an average of 108 hours in programming, a significant increase compared to last year, when average attendance was 69 hours. About one quarter of participants spent over 120 hours in summer programming.

**Hours of Attendance**

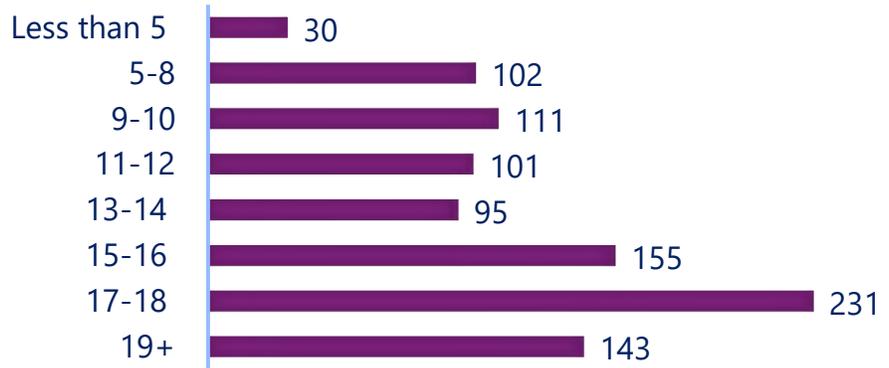


**Hybrid and virtual programs reported challenges with enrollment and attendance.**

Many programs noted low enrollment and absenteeism as challenges coming out of the pandemic. For programs that offered virtual programming, caregivers sometimes expressed apprehension that youth would have “Zoom fatigue” from participating. Programs that offered hybrid in-person and virtual programming noted that families opted for fully in-person summer programs or summer interventions offered by their schools. Despite these challenges, programs continued to conduct outreach to families, which helped address absenteeism. Additionally, programs such as the East Bay Consortium’s Pre-Collegiate Academy bolstered virtual engagement with daily “get to know each other” games and activities (e.g., warm-ups, ice breakers, journals, and shared strategies to cope with stress).

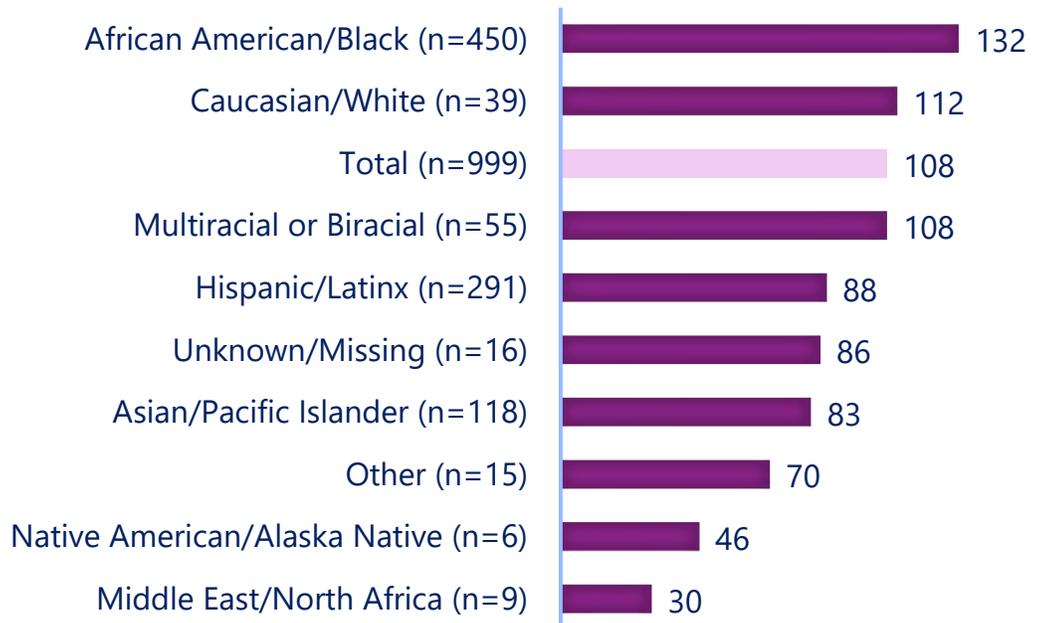
Among 5 to 14 years, who comprised 90% of participants, the time spent in programming did not vary consistently, as shown in the chart below.

**Average Hours of Attendance by Age**



Black children and youth spent the most time in program on average, followed by White participants. Native American and Middle Eastern/North African children and youth, comprising less than 2% of all participants, spent the least number of hours in their program.

**Average Hours by Race/Ethnicity**



**On average, Black children and youth spent the most time in programming.**

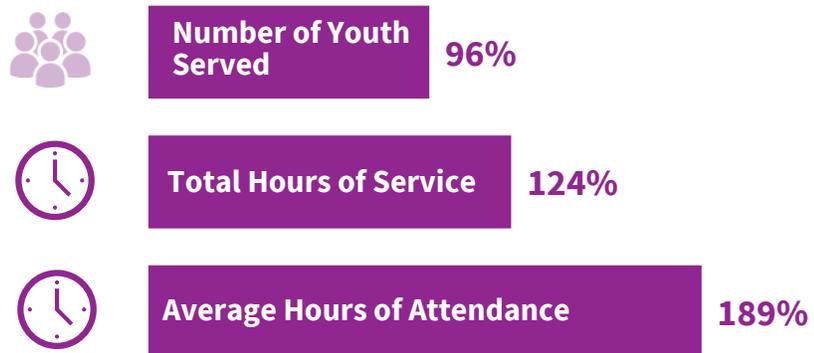
## How Well Did Programs Do It?

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

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant. Despite the enrollment challenges described previously, programs enrolled an average of 96% of the number of youth anticipated. Overall, attendance was strong, with participants attending programs for more hours than anticipated. On average, programs provided 124% of the total hours of service they projected providing.

**Attendance was strong, with participants attending programs for more hours than anticipated.**

### Program Performance: Progress Toward Projections



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

feel safe in their program and that they are interested in what they do at the program.

#### Program Quality: Youth Survey Responses (n=244)

**Safety** **85%**

Youth who agree that they feel safe in their program.

**Positive Engagement** **85%**

Youth who agree that they are interested in what they do at their program.

**Caring Adults** **76%**

Youth who agree that there is an adult who cares about them at their program.

**“We spent the first two weeks of camp supporting our elementary campers to unlock their most powerful inner self and getting to know their classmates and learning how to work together. Toward the end of camp, one of our younger students brought a pair of shoes for another student because he saw that his peer's shoes had holes. We couldn't be more proud and humbled by the kindness and compassion our youth have demonstrated.”**

- Staff, EBAYC's Camp Thrive

## Is Anyone Better Off?

In addition to the general youth development outcomes highlighted in the main FY21-22 OFCY report, OFCY tracks indicators of youth leadership and community connectedness to assess if summer program participants are better off because of their participation. As shown below, close to two-thirds of participants who completed a survey

reported feeling more connected to their community and more than half reported that they became more of a leader since coming to their program.

### Participant Outcomes: Youth Survey Scores (n=244)

#### Community Connection

63%

Youth who agree that they feel more connected to their community since coming to their program.

#### Leadership

55%

Youth who agree that they are more of a leader since coming to their program.

Although survey results were not as high this year as they have been in past years, most participants still agreed that they felt more connected to their community and were more of a leader since attending their program. This difference may stem from the apathy and disengagement that some OFCY-funded program staff across all strategies observed in youth this year after the isolation and stress caused by COVID-19.

In addition to these primary indicators, participant survey data and program reports tell a more comprehensive story about the ways that the Summer Programming strategy supports social emotional wellbeing, retention of skills and knowledge from the school year, leadership, and community connectedness.

**74% of youth agreed:  
I feel like I belong at this  
program.**

## Social Emotional Wellbeing

Programs emphasized social emotional wellbeing and implemented activities and approaches to center the mental wellness of children and youth. This was a high priority for summer programming coming out of the pandemic, which has caused trauma, isolation, and stress for many youth in Oakland. EBAYC’s Camp Thrive offered a “Power of Me” curriculum for elementary students, which taught youth how to explore their feelings, how to live a healthier lifestyle, and how to work with their peers. At Aim High Oakland, participants had an opportunity to explore topics such as bullying, peer pressure, and racism as part of the social and emotional skill building course entitled “Issues and Choices.” Notably, Aim High Oakland also provided teachers with extra training on how to support students’ mental health in a virtual environment, including trauma-informed teaching practices and anti-bias training.

**“This is my third summer and I love it. I don’t know what I’d do without it. Aim High really makes you feel a part of something. At such a large school, you can feel lost sometimes. Aim High has allowed me to make new friends and be motivated. The teachers are really involved and I feel like they want to teach you. It is always fun and you really learn.”**

- Participant, Aim High Oakland (from Aim High’s end-of-summer report)

## Retention of Skills and Knowledge

To help offset learning loss results from the pandemic, programs offered enrichment opportunities intended to engage students in summer learning in fun and interactive ways. For example, Aim High Oakland offered a range of project-based learning opportunities, from STEAM activities like building parachutes to culturally-relevant humanities coursework, such as engaging in creative writing and designing virtual gardens. At Family Support Services’

**“Because of Aim High, I’m a better student, friend and person. I used to eat alone, walk alone, sit alone. Now I have all of these friends. I always hesitated to ask for help at school, but here at Aim High, when I ask, there is always someone to help. I used to struggle with math a lot, and Aim High really helped with that. My grades improved because of math classes at Aim High.”**

– Participant, Aim High Oakland (from Aim High’s end-of-summer report)

**79% of youth agreed:  
Since coming to this  
program, I am better at  
something that I used to  
think was hard.**

Kinship Summer Youth Program, participants received daily academic support in math, reading, and science, along with field trips to locations like the West Oakland library. East Bay Consortium’s Pre-Collegiate Academy offered math classes and invited guest speakers from a diverse range of professional fields to share their career experiences with students. At the end of the summer, Pre-Collegiate Academy also hosted a virtual open house with over sixty families. During the open house, parents and guardians had the opportunity to hear about summer program experiences from students and teachers in the program.

### **Leadership and Connection to Community**

Summer programs incorporated different opportunities within their program model to support children and youth in developing their leadership capacity and foster their connection to community. For example, at EBAYC’s Camp Thrive middle school students engaged with an “Outdoor Adventure” curriculum designed to foster their leadership and self-confidence, as well as outdoor skills. Youth participated in various activities across the East Bay, including Lake Chabot, the redwood forests, and the Berkeley Marina. Prescott Circus Theatre Summer Program offered a leadership development program for middle and high school aged students.

**79% of youth agreed:  
This program helps me  
be more active.**

Moreover, many programs engaged older youth as program leaders to support their younger peers with mentorship and support. At EOYDC's Summer Cultural Enrichment Program, youth interns had the opportunity to take on different leadership roles, such as serving as a youth leader or providing administrative support. This year, the Youth leader advisor role was added as a peer-to-peer support role to familiarize new youth leaders with implementing trauma-informed practices with participants.

## Conclusion

In summary, the Summer Programming Strategy offered both virtual and in-person opportunities for enrichment, exploration, academic support, and community-based experiences to children and youth during the pandemic. Although several programs reported pandemic-related challenges with enrollment, they still enrolled 999 youth who spent an average of 108 hours in safe, supportive programs. Notably, 85% of surveyed children and youth agreed that they felt safe in their program and that they were interested in what they do at their program. As a result of these experiences, most youth agreed that they became more connected to their community, more of a leader, and better at something that they used to think was hard.



# Youth Development and Leadership

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

Programs funded under OFCY's Youth Development and Leadership (YDL) strategy are designed to help youth develop leadership skills, contribute to their community, participate in arts programming, develop their personal and cultural identities, and engage in enrichment activities including sports, technology, and nature exploration that build on youth's strengths to build positive peer and adult relationships. To summarize strategy achievements and progress to date, this report draws on participant surveys, administrative data, focus groups with staff from four programs (Teens on Target Youth Leadership, Youth Brigade, Culture Keepers, and Indigenous Youth Leadership Development Program), a staff interview with one program (Brothers, UNITE!), and a focus group with youth from one program (Teens on Target Youth Leadership).

## Strategy Results



**4,667 Youth**  
participated in  
programming



**281,601 Hours**  
of service provided



**60 Average Hours**  
per youth participant



**35 Programs**  
provided enrichment  
activities



**87% of Youth**  
are interested in what  
they do at their program



**\$4,106,100**  
awarded to programs

**“We teach our kids to express themselves, whether that expression is of confidence or confidence in the making, or fear, or worry, or whatever it may be. And also, to set goals. We teach them to set smart goals. We explain the process of making smart goals in workshops and in Zoom, in person. Make it measurable, make it timely, make it realistic.”**

**– Program Staff, Brothers, UNITE!**

Cover photo courtesy of Oakland Public Education Fund's Youth Beat.

## Funded Programs

ACCASA Mentors for Oakland Youth in Foster Care - Alameda County Health Care Services Agency

AYPAL: Building API Community Power Youth Development and Leadership - Asian Pacific Environmental Network

Brothers, UNITE! - Brothers on the Rise

Culture Keepers - American Indian Child Resource Center

CURYJ Leadership Development - Communities United for Restorative Youth Justice

DreamCatcher Youth Program - Covenant House California

Explorations in Music - Music is eXtraordinary, Inc

FLY Mentoring and Leadership Services - Fresh Lifelines for Youth, Inc.

Get Active - SAFE PASSAGES

Girls Rock Summer Camp & Girls Rock After School Program - Bay Area Girls Rock Camp

Indigenous Youth Leadership Development Program - Native American Health Center, Inc.

K-8 Year-Round Youth Development - East Oakland Youth Development Center

Leadership in Diversity - Health Initiatives for Youth

Leadership Program for Children with Incarcerated Parents - Project Avary

LGBTQ Youth Development Program - Oakland LGBTQ Community Center

LIBRE (Leading the Independence of our Barrios for Raza Empowerment) - East Bay Spanish Speaking Citizen's Foundation

Lion's Pride - East Bay Asian Local Development Corporation

Newcomer Community Engagement Program (NCEP) - Refugee & Immigrant Transitions

Oakland Leaf Internship Program - Oakland Leaf Foundation

Oakland Programming Series - The Hidden Genius Project

Peralta Hacienda Youth Programs - Friends of Peralta Hacienda Historical Park

Project WHAT! - Community Works West

REAL HARD- Youth Leadership Program - Oakland Kids First

Rites of Passage - Dimensions Dance Theater

Sports & Recreation for Youth with Disabilities - Bay Area Outreach & Recreation Program

STAR Leadership Collaborative - Motivating, Inspiring, Supporting and Serving Sexually Exploited Youth

Teens on Target Youth Leadership - Youth Alive

The Latinx Mentoring & Achievement (LMA) - Spanish Speaking Unity Council of Alameda County, Inc.

West Oakland Legacy Project - Attitudinal Healing Connection

Young Adult Leadership Program (YALP) - First Place for Youth

Youth Beat - Oakland Public Education Fund

Youth Brigade - La Clinica de La Raza, Inc.

Youth Community Culture Builders - EastSide Arts Alliance

Youth Leadership Development Program - Youth Together

## Strategy Results

Beginning in the 2019–2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

How much did we do?	
<b>Number of Programs Funded</b>	35
<b>Number of Youth Served</b>	4,667
<b>Total Hours of Service Provided</b>	281,607
<b>Average Hours of Service per Youth</b>	60
How well did we do it?	
<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	130%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	134%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	144%
<b>Safety:</b> Youth who agreed that they felt safe in their program	91%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	87%
<b>Positive Engagement:</b> Youth who agreed that they are interested in what they do at their program	87%
Is Anyone Better Off?	
<b>Community Connection:</b> Youth who agreed that they feel more connected to their community since coming to their program	75%
<b>Youth Leadership:</b> Youth who agreed that they are more of a leader since coming to their program	63%

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

**“At the end, the culmination of our project is giving back, meaning that we're providing workshops, or we are providing education, or outreach in the community, whatever it is that we're going to be doing, it's really creating that giving back.”**

- Program Staff, Youth Brigade



Photo courtesy of Brothers on the Rise's Brothers Unite

## Programs and Participants

**YDL programs offer social emotional development and leadership opportunities to meet the diverse needs of Oakland's youth.**

During 2021-2022, **4,667 unduplicated youth participated in Youth Development and Leadership (YDL) programs.** YDL programs offered enriching experiences, social emotional development, and leadership opportunities to meet the diverse needs and interests of Oakland's youth ages five to twenty. Many programs were population-specific, offering services and activities tailored to specific groups such as boys and men of color, system-involved or high-risk youth, and Indigenous youth. Programs offered additional resources that aligned with the needs of the youth they serve. For example, the Indigenous Youth Leadership Program provided youth with access to traditional medicines, while Culture Keepers provided indigenous youth with tobacco use prevention education that incorporates the distinctions between the traditional use of tobacco in indigenous cultures and commercial use.

Programs emphasized the importance of proactive and varied outreach strategies for recruitment. For example, health educators at Youth Brigade successfully conducted in-person presentations at Coliseum College Prep Academy, which increased youth recruitment compared to virtual outreach efforts. Staff at Brothers, UNITE! employed new recruitment strategies, such as group texts and follow-up phone calls, as COVID constraints precluded tabling and other in-person recruitment methods. Programs also discussed how enrollment and retention has fallen due to COVID risk, as some

**“We see very distinct needs from our students that are oftentimes disconnected from their roots. I think in providing that space and that knowledge for them, I think that really helps them to feel safe and more secure in themselves.”**

**- Program Staff, Culture Keepers**

families were not comfortable sending their youth to programs that worked across multiple high schools.

### Program Spotlight

To inform this report, SPR conducted focus groups and interviews with staff and/or youth participants from five programs:

**Teens on Target Youth Leadership** trained and mentored East Oakland high school students to be community leaders and violence prevention peer educators. Youth leaders delivered workshops on violence prevention to other students and participated in community advocacy events, such as speaking at public forums and testifying before city leaders.

**Youth Brigade** provided leadership skills and violence prevention education to high school youth who are at risk of violence, crime, and/or gang involvement. The youth led a workshop series for middle schoolers each year to practice their skills as community leaders and violence prevention peer educators.

**Culture Keepers** offered academic support, cultural enrichment, and physical activities to support cultural identity, academic success, and resiliency among American Indian/Alaska Native youth and families.

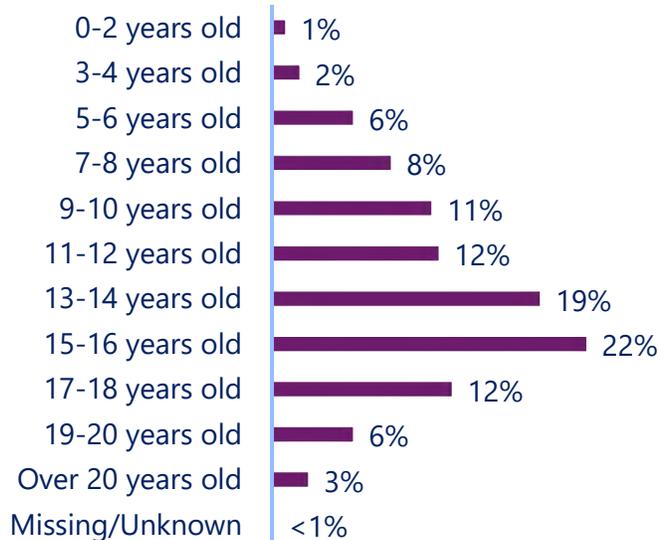
**Indigenous Youth Leadership Development Program** created a safe space for Indigenous youth to participate in various skill building activities, from art and recreation classes, Native American-specific cultural activities, and peer leadership.

**Brothers, UNITE!** offered programming for low-income Oakland males of color to build literacy, life skills and leadership through support from male peer adult mentors. Through cultural ritual, manhood training, media/arts education, fitness, community service and social action, youth developed confidence, conflict resolution and coping skills to facilitate success at school, at home and within their communities.

**About half of participants were between 13 and 18 years old.**

In line with the focus on enrichment and youth development, this strategy served youth across the age spectrum. As shown in the graph below, youth between 13 and 18 years old represented 53% of participants served by this strategy.

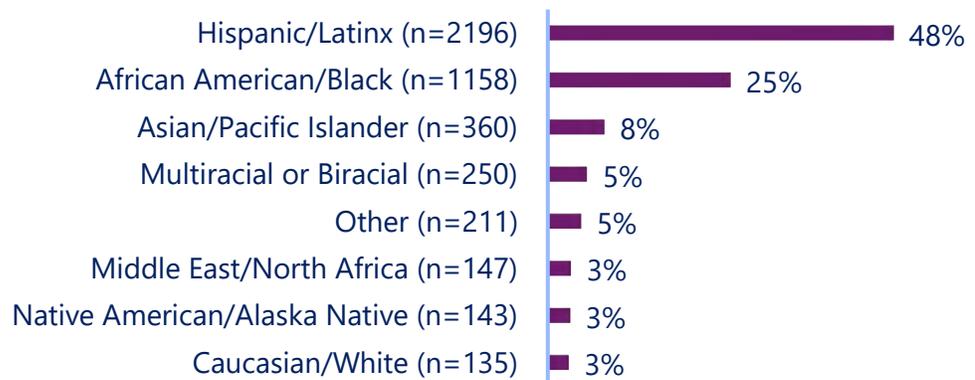
**Age of Participants**



**Almost half of participants identified as Hispanic/Latinx.**

As shown in the graph below, over 70% of participants identified as African American/Black or Hispanic/Latinx, reflecting OFCY’s target population.

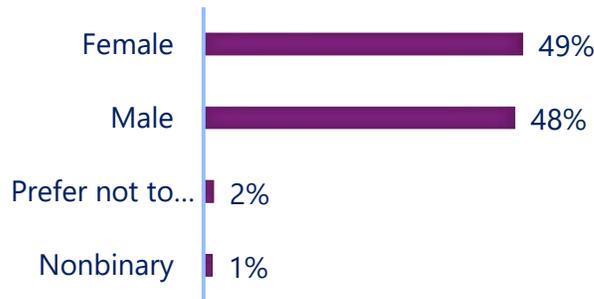
**Race/Ethnicity of YDL Participants**



**Most YDL participants lived in zip codes that experience high levels of community stress in East and West Oakland.**

Participants were evenly divided between youth who identified as female and those who identified as male. Youth who identified as nonbinary comprised one percent of youth.

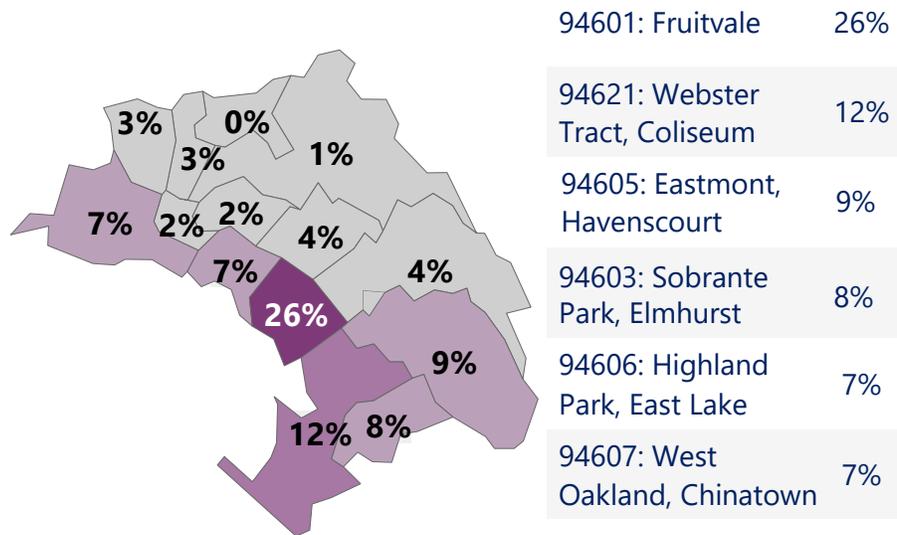
**Gender**



As illustrated below, most YDL participants lived in zip codes that experience high levels of community stress in East and West Oakland, with about one-quarter of participants living in Fruitvale (zip code 94601).

**Participants were evenly divided between youth who identified as female and those who identified as male.**

**Zipcode of Residence**



*Table lists zip codes where at least 5% of participants live. (5% of participants listed as homeless/transitioning and 5% were associated with multiple zip codes.)*

## How Much Did Programs Do?

**Programs provided 281,607 hours of service to 4,667 youth.**

In response to the ongoing pandemic, programs offered a combination of virtual, hybrid, and fully-in person activities to safely meet the needs of Oakland youth. For example, participants at Youth Brigade took part in a virtual altar workshop where youth honored loved ones who had passed and learned about healthy coping mechanisms for how to deal with grief. Participants at Brothers, UNITE! took a field trip to Point Reyes, where they conducted field biology and field chemistry, with activities such as calculating the pH and salinity of the water.

Programs such as Culture Keepers and Indigenous Youth Leadership Program discussed how Zoom fatigue led to enrollment challenges, leading them to shorten their virtual programming. At the same time, housing instability and rising living costs contributed to the ongoing displacement of families from Oakland, which reduced the number of youth available to participate in programs. To overcome these challenges, some programs partnered with schools to offer their services as part of their school day or afterschool programming. For example, Culture Keepers established a partnership with Roosevelt Middle School as part of their afterschool gardening programming.

**Programs provided virtual and modified in-person programming that focused on a wide variety of goals and activities to meet the needs and interests of Oakland's diverse youth.**

YDL programs engaged youth in a diverse array of activities to promote positive youth development and leadership. As shown below, programs provided the most hours in youth leadership and community building.

**Total Hours of Service Provided, by Type of Activity**



**Overall, YDL participants spent over 97,000 hours engaged in youth leadership and community building activities, including civic engagement activities.**

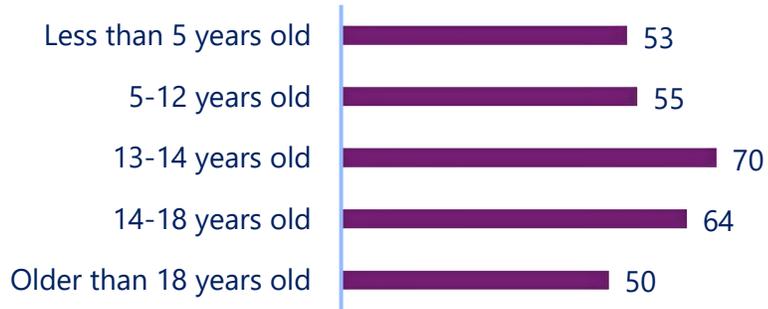
In light of the diverse needs and interests of youth served by this strategy, the amount of time youth spent in programming varied. About 40% of participants received 40 or more hours of service. On average, youth spent 60 hours in programming. Generally, youth between 13 and 18 years old spent the most time in programming.

**Hours of Attendance**



**Youth spent an average of 60 hours in YDL programming.**

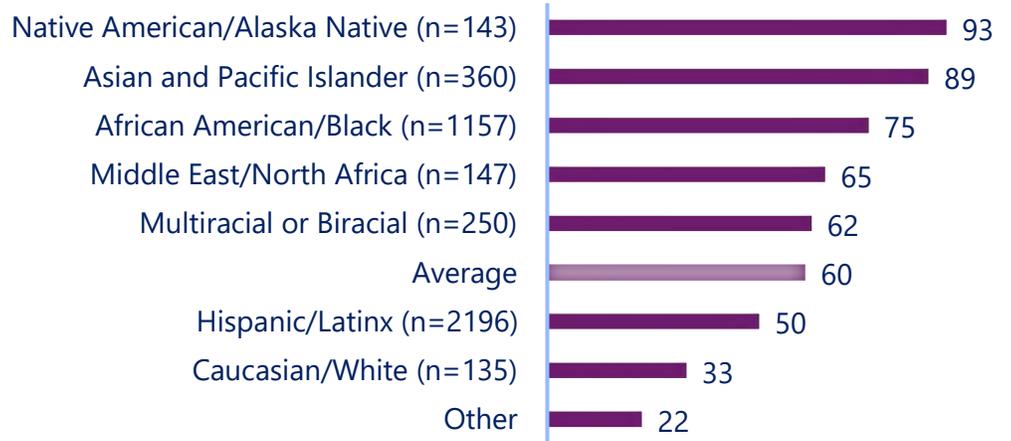
### Average Hours of Participation by Age



The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, Native American/Alaska Native and Asian and Pacific Islander youth had the highest average hours of participation. White participants spent the least amount of time in programming.

**Native American/Alaska Native and Asian and Pacific Islander youth had the highest average hours of participation**

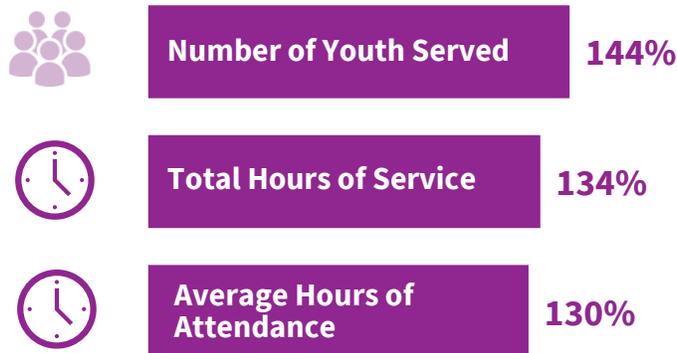
### Average Hours of Participation by Race



## How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant. **Attendance and enrollment were strong**— on average, programs enrolled over 140% of the youth they anticipated and youth received more hours of service than programs projected.

### Program Quality: Progress Toward Projections



In addition to these performance measures, OFCY uses youth survey results as indicators of program quality. As shown on the following page, the 1,100 youth who completed the survey generally felt safe, interested in their program(s), and connected to adults that cared about them in their program.

**On average, programs exceeded their enrollment and attendance targets.**

## Program Quality: Youth Survey Responses (n=1,100)

### Safety

91%

Youth who agree that they feel safe in their program.

### Caring Adults

87%

Youth who agree that there is an adult who cares about them at their program.

### Positive Engagement

87%

Youth who agree that they are interested in what they do at their program.

“We are very intentional about creating that space of like, “You can be yourself. You’re bringing your true self into this space. And let’s check in to see how you’re doing, what you need, and then let’s see what we can do to supply that need, to support that need.” We’ve even gone as far as, “What does your home need? How are things at home and what do you need at home so that you feel just at peace when you’re at home?” We’ve gone and groceries with students. They’ve been comfortable enough to express the need of food and not just for them. But, “Hey, I have little brothers and sisters.””

– Program Staff, Teens on Target

Programs fostered **a sense of safety and connections to caring staff** by hosting frequent one-on-one check-ins with youth, providing a safe space to discuss issues such as violence and the causes of violence, and meeting youth where they were, from advocating for them at school to providing them with necessities such as gym clothes and bus passes. In addition, program staff listened and responded to youth’s needs. For example, some programs helped youth address material needs, such as obtaining fresh produce and clothing.

Programs supported **positive engagement** by working to make the content engaging to youth, helping youth set achievable goals, and creating opportunities for youth to showcase what they learned, through peer mentorship or leading workshops for other students.

## Is Anyone Better Off?

As part of the RBA framework, OFCY tracks indicators of youth leadership and community connectedness to assess if YDL program participants are better off because of their participation. As shown below, most youth reported gaining the experience and skills that the strategy aims to provide.

### Participant Outcomes: Youth Survey Results (n=1,100)

#### Community Connection

75%

Youth who agree that they feel more connected to their community since coming to their program

#### Leadership

63%

Youth who agree that they are more of a leader since coming to their program.

**“I'm able to advocate for myself and for my peers. It made me more confident in me speaking to others because (before) I wasn't really a type of person to speak in front of everybody. I (had) stage-fright and stuff like that, but they pushed me out of my comfort zone. And when they did that, it was basically teaching me how to be confident on what I need to say and how to voice my own opinion, and how to have my voice heard without being silenced.”**

– Teens on Target Participant

While the majority of surveyed youth agreed that they met the strategy's desired outcomes, survey results were somewhat lower than last year, when 80% of surveyed youth agreed that they felt connected to their community and 74% agreed that they were more of a leader since coming to their program. This difference may stem from the apathy and disengagement that some OFCY-funded program staff observed in youth this year after the isolation and stress caused by COVID-19.

In addition to these RBA indicators, participant survey data and program interviews tell a more comprehensive story about the ways that YDL programs prepared youth to be leaders in their community, supported a sense of belonging, and helped youth set goals for their future.

### **Increased Leadership and Connection to Community**

**77% of surveyed middle school students agreed that they know more about what is going on their community since coming to their program.<sup>2</sup>**

Programs provided various opportunities for youth to develop as leaders and foster connections within their community. For example, youth in Teens on Target were taught a comprehensive, youth-authored violence prevention curriculum that they then presented at numerous middle school workshops throughout the year. The youth leaders led discussions on how to talk about and navigate experiences with gun violence and gang violence.

**“Another thing I like about TNT is I can become a peer mentor to other youth and kids. I can go to schools like elementary schools and middle schools, and I can teach them stuff about TNT, stuff about violence prevention, and I can also teach my little siblings and my little cousins about [violence prevention].”**

**– Teens on Target Participant**

<sup>2</sup> Elementary students received a shorter version of the survey and did not respond to all questions.

Additionally, youth learned how to speak out against violence at public forums and events. As one example, TNT leaders met with policymakers at the California State Capitol to discuss legislation about victim compensation for use of force by law enforcement. Collectively, these activities allowed youth to develop their public speaking, group management, team building and leadership skills. At Youth Brigade, youth engaged in community action and leadership training, including workshops focused on the social issues that they wanted to bring awareness to in their communities. Furthermore, youth participants in the Indigenous Youth Leadership Fellowship Program planned and facilitated presentations for younger youth on topics of their choice, as part of their preparation for college and the professional workforce.

**“TNT, it's a really good community. Everybody's always here, they're always joyful, we always have something to be proud of, we always have goals to reach. And even once we reach those goals, we help each other reach other goals that we have. And knowing the fact that we always... Even our mentors, they have our backs whenever we need anything.”**

- Teens On Target Participant

## **Sense of Belonging and Mental Wellness**

Programs leveraged their practices that support safety and connections to caring adults to build a sense of belonging and support mental well-being. For example, as part of its Circle of Courage framework, Youth Brigade encouraged youth to think about belonging as the link between themselves, their families, their ancestors, and their community, which in turn gave youth a sense of connection to their community. At the Indigenous Youth Leadership Program, the Fellowship fostered a sense of belonging by focusing on indigenous cultural components, which helped youth feel like they were a part of their community. Fellows

**83% of surveyed youth agreed that they felt like they belong at their program.**

who completed the fellowship often continued to work within their Native communities. To support mental wellness, YDL programs checked in individually with participants, drew on their extensive partnership and referral networks, and provided opportunities for youth to practice social emotional skills, such as creating an open space for youth to verbalize their emotions with each other.

## Setting Goals

YDL programs incorporated different opportunities for youth to develop their decision-making capacity and ability to set goals. For example, youth at Youth Brigade set personal, social, and academic goals, which helped them develop personal responsibility and independence. The youth then worked on vision boards where they reflected on the past year and set three new goals based on self-care, mental health, and healthy relationships. At Brothers, UNITE!, program staff held resiliency workshops that centered self-expression and smart goal-setting.

## Outcomes by Youth Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race and age<sup>3</sup>:

**Older youth were more likely to agree that they felt safe in their program and that they had connections to caring adults than younger participants were.**

Among youth in grades 6 and above, **Asian/Pacific Islander youth reported stronger progress** than their peers in several outcome areas tied to this strategy, including for *Connection to Community, Goal Setting, Development and Mastery of Skills, Confidence and Self-Esteem, Improved*

**80% of surveyed middle school students agreed that they learned how to set goals and meet them.**

<sup>3</sup> All findings were statistically significant at  $p < .01$  and were consistent both within and across programs.

*Decision-Making, and Persistence and Resilience.*<sup>4</sup>

Asian/Pacific Islander youth of all ages were also more likely to respond positively to program quality bellwether questions related to a sense of safety, connections to caring adults, and positive engagement.

There was no statistical difference in survey results between youth who identified as LGBTQ+ on the survey (230 youth) and those who did not, indicating that LGBTQ+ youth felt as safe and engaged in programs as their peers and were just as likely to reach key outcomes.

## Conclusion

In summary, despite the challenges posed by the pandemic, the Youth Development and Leadership Strategy continued to provide opportunities for youth to build connections to their community and with each other, develop leadership skills, and learn new skills. In fact, despite challenges around zoom fatigue, displacement outside of Oakland, and trepidation about in-person activities, programs on average exceeded their enrollment and attendance targets. In response to the ongoing pandemic, programs offered a combination of virtual, in-person, and hybrid programming to engage youth, including peer mentorship, enrichment, community building, and civic engagement activities. As a result, most surveyed youth felt more connected to their communities and reported that they felt more like leaders.

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<sup>4</sup> Because elementary students responded to an abridged survey, they did not answer all of the questions tied to these outcome areas and were not included in this analysis.



# High School and Post-Secondary Student Success

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

The eight programs funded under OFCY’s High School and Postsecondary Success (HSPSS) strategy are designed to support student success and persistence through school and community-based programming that aims to support achievements in learning, increase attachment to school, and facilitate transitions into high school and postsecondary education. To summarize strategy achievements and progress to date, this report draws on participant surveys, administrative data, quarterly narrative reports, and one focus group with OUSD’s Student Engagement in Restorative Justice and Catholic Charities of the East Bay’s Experience Hope.

## Strategy Results



**3,064 Youth**  
participated in  
programming



**84,416 Hours**  
of academic services and  
college access support  
provided



**28 Average Hours**  
per youth participant



**8 Programs**  
Received funding



**77% of Youth**  
agreed that the program  
helped them feel more  
motivated to learn in  
school



**\$1,164,300**  
granted to programs

**“[We] provide avenues for connection for ninth graders specifically because the highest rate of drop out is ninth grade, and we want to provide connection and caring loving spaces for them where they are more likely to want to come to school, rather than drop out.”**

– OUSD Student Engagement in Restorative Justice

## Funded Programs

ACCASA Mentors for Oakland African American Male Achievement: College and Career Performance Program - Oakland Unified School District	Empowering Oakland Students To and Through College - College Track	OIHS: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative - Oakland Unified School District
EMERGE - The Mentoring Center	Experience Hope - Catholic Charities of the East Bay	Student Engagement in Restorative Justice - Oakland Unified School District
	Knight Success: College Ready, Career Ready and Community Ready - Oakland Kids First	Youth Law Academy (YLA) - Centro Legal de la Raza, Inc.

## Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** Results related to these three questions are displayed in the table on the following page.

**“We train youth in restorative justice practices and support them in engaging in it, which means helping them plan for circles and facilitate the circles and ultimately debrief them as well.”**

–Staff, OUSD Student Engagement in Restorative Justice

## FY21-22 Results-Based Accountability Results

### How much did we do?

<b>Number of Programs Funded</b>	8
<b>Number of Youth Served</b>	3,064
<b>Total Hours of Service Provided</b>	84,416
<b>Average Hours of Service per Youth</b>	28
<b>Number of High Schools Served</b>	7

### How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	159%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	104%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	67%
<b>Safety:</b> Youth who agreed that they felt safe in their program	91%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	87%
<b>Positive Engagement:</b> Youth who agreed that they are interested in what they do at their program	85%

### Is Anyone Better Off?

<b>Motivated to Learn:</b> Youth who agreed that they are more motivated to learn in school	77%
<b>Academic Skills:</b> Youth who agreed that they learned skills that help with their schoolwork	74%

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.



**High School and Post-Secondary Success programs provide academic support, enrichment opportunities, and social emotional support to older youth.**

## Programs and Participants

During FY21-22, 3,064 unduplicated youth participated in High School and Post-Secondary Success (HSPSS) programs. Under this strategy, programs focused on supporting high school and older youth, particularly in neighborhoods and school sites where students experience high levels of environmental stress. HSPSS programs are varied by design, serving distinct priority populations with diverse intervention models. Services included academic support, transition services, therapeutic case management, career exploration, enrichment opportunities, and social support. For example, Oakland International High School provided on-campus wellness services, leadership training, and restorative justice programming to immigrant students. The Mentoring Center's EMERGE program helped reentering girls and young women recover school credits and prepare for postsecondary education and/or permanent employment. Additionally, Catholic Charities held an annual summer bridge program for eighth grade students that were transitioning to high school as well as school-based, trauma-informed restorative justice services to promote youth healing.

## Program Spotlight

To inform this report, SPR conducted a focus group with staff from two programs:

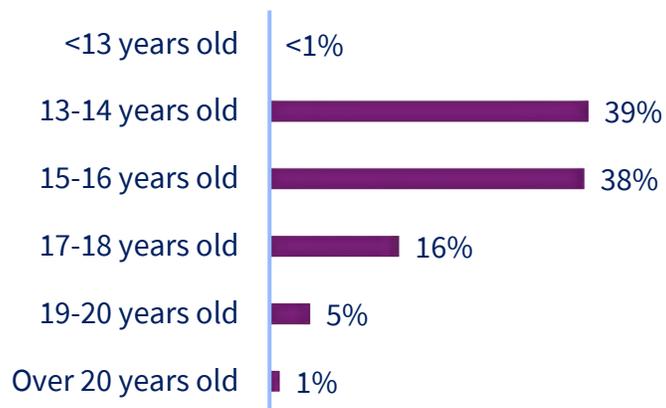
**OUSD’s Student Engagement in Restorative Justice Program** trained student leaders from three OUSD high schools to design and lead restorative justice circles with ninth graders to support their transition to high school and welcome new students.

**Catholic Charities of the East Bay’s Experience Hope Program** provided transition services to students moving from eighth to ninth grade as well as trauma-informed restorative justice services to promote youth healing.

**About 80% of participants were between 13 and 16 years old.**

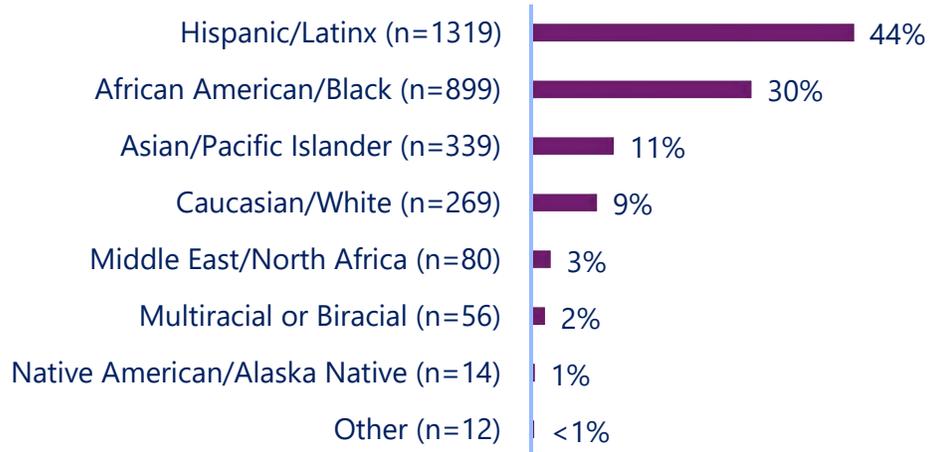
Most participants were in high school or would soon transition into high school. As shown below, youth ages 13 to 16 represented close to 80% of participants served by this strategy.

**Age of Participants**



In alignment with OFCY’s goal of reducing race-based disparities in postsecondary access, 74% of participants identified as Hispanic/Latinx or African American/Black.

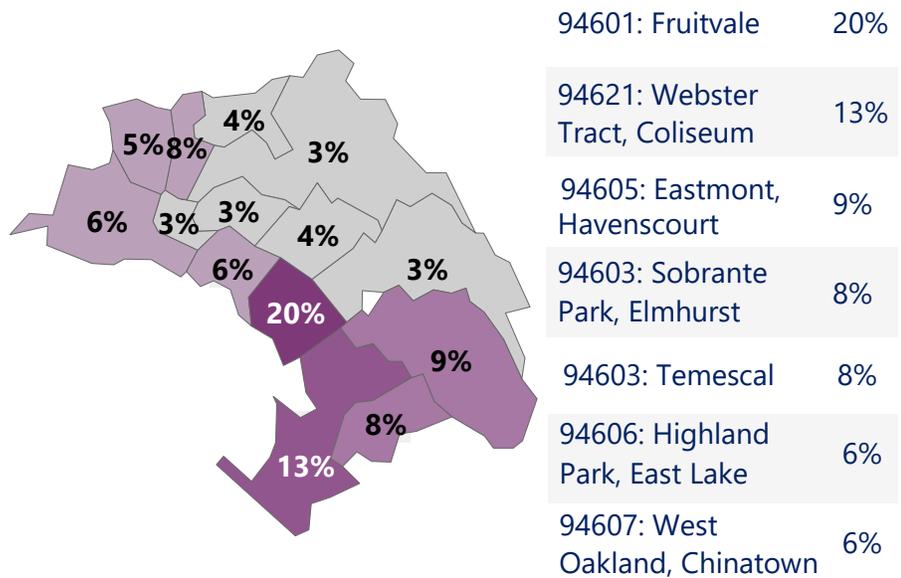
**Race/Ethnicity**



**Latinx and Black youth comprised about three-quarters of participants.**

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

**Zipcode of Residence**



*Table lists zip codes where at least 5% of participants live.*

**HSPSS programs provided 84,416 hours, offering both in-person and virtual programming to support students as schools transitioned back to in-person learning.**

## How Much Did Programs Do?

Programs provided 84,416 hours of service. In FY21-22, HSPSS programs moved towards a hybrid model to support students as schools transitioned back to in-person learning. Many programs provided most of their services in person and offered classes and tutoring virtually. For in-person programming, COVID-19 precautions, such as weekly testing, masking, social distancing, vaccination requirements, and outdoor activities, helped curb the spread of the virus and safely reengage students experiencing remote learning fatigue.

Still, the ongoing and evolving nature of the pandemic impacted participants' attendance and retention at several programs. Common challenges included low engagement in virtual components due to Zoom fatigue, students missing sessions or dropping out of programming because they took part-time employment to help support their family, general apathy and low morale on school campuses, and concerns among students and families about in-person programming. Additionally, COVID-19 outbreaks and staffing shortages forced some to temporarily pause programming or shift the program structure at their school sites. In response to outbreaks, programs were able to pivot and leverage their existing infrastructure for providing virtual activities and services to allow them to continue serving youth. A few programs also engaged in more follow up and outreach than they traditionally did, which helped increase enrollment. The chart on the following page provides an overview of the total hours of service provided by type of activity. As shown, programs provided over 20,000 hours of academic support, as well as college and career awareness activities.

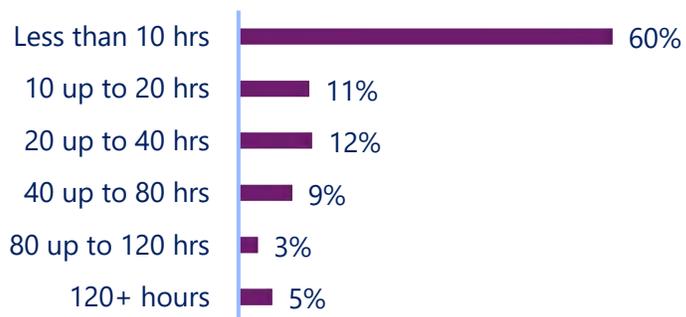
### Total Hours of Service Provided, by Type of Activity



\* *Master Sign-In is a generic activity category that was used by OUSD's African American Male Achievement program.*

HSPSS programs varied in duration and intensity of services offered. For example, participants OUSD's African American Male Achievement: College and Career Performance program spent 106 hours in program on average. In comparison, 93% of students in OUSD's Student Engagement in Restorative Justice spent less than 10 hours engaged in restorative justice circles, which were organized and facilitated by student leaders who received up to 50 hours of service. As shown below, 83% of youth participants attended programs for 40 hours or less. On average, youth spent 28 hours in programming.

### Hours of Attendance



**Programs provided over 20,000 hours of academic services, as well as college and career readiness activities.**

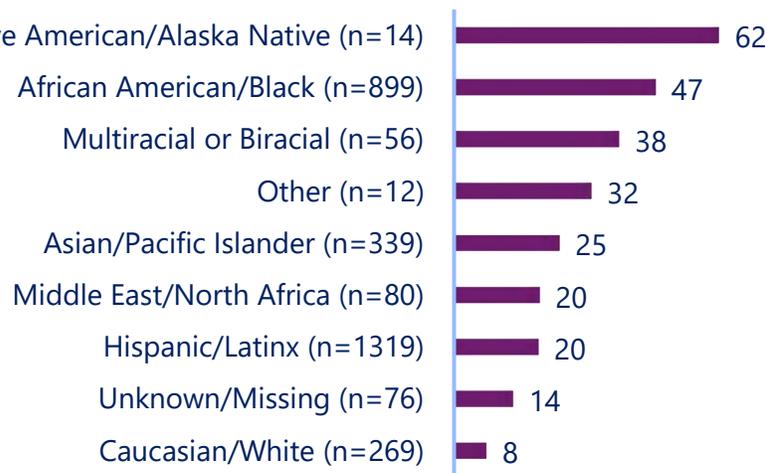
In line with the strategy’s focus on older youth transitioning to adulthood, youth in the target age range (15-18) had the highest hours of service.

**Average Hours of Participation by Age**



The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, Native American/Alaska Native and Black youth had the highest average hours of participation.

**Average Hours of Participation by Race/Ethnicity**

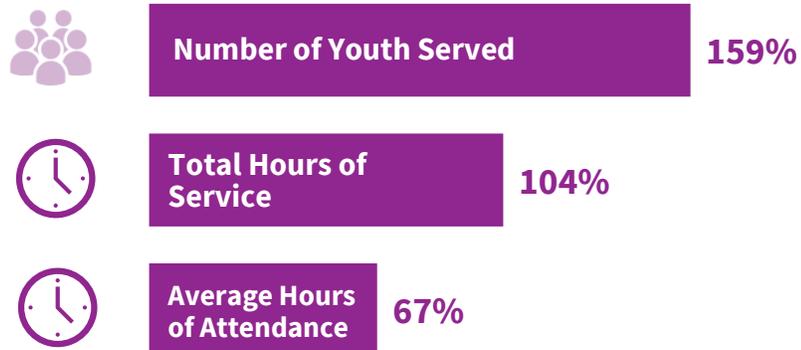


**Native American/Alaska Native and Black youth had the highest average hours of participation.**

## How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees implemented their programming. The first three indicators include progress toward projected enrollment, total hours of service, and average hours of service per participant. Enrollment was strong: On average, programs enrolled close to 160% of the youth they anticipated. Despite the attendance challenges several programs faced, as previously described, on average programs provided 104% of the total hours of service they anticipated providing. On the other hand, the average attendance per participants was 67% of what programs projected on average. As noted previously, several programs reported struggling with retention and consistent attendance and, in response, boosting recruitment and enrollment.

### Program Performance: Progress Toward Projections



**Programs enrolled close to 160% of the youth they anticipated and exceeded the total hours of service they anticipated providing.**

In addition to these measures, OFCY uses youth survey results as indicators of program quality. As shown on the following page, the 307 participants who completed surveys generally felt safe, interested in their program, and connected to adults that cared about them in their programs.

## Program Quality: Youth Survey Responses (n=307)

### Safety

**91%**

Youth who agree that they feel safe in their program.

### Caring Adults

**87%**

Youth who agree that there is an adult who cares about them at their program.

### Positive Engagement

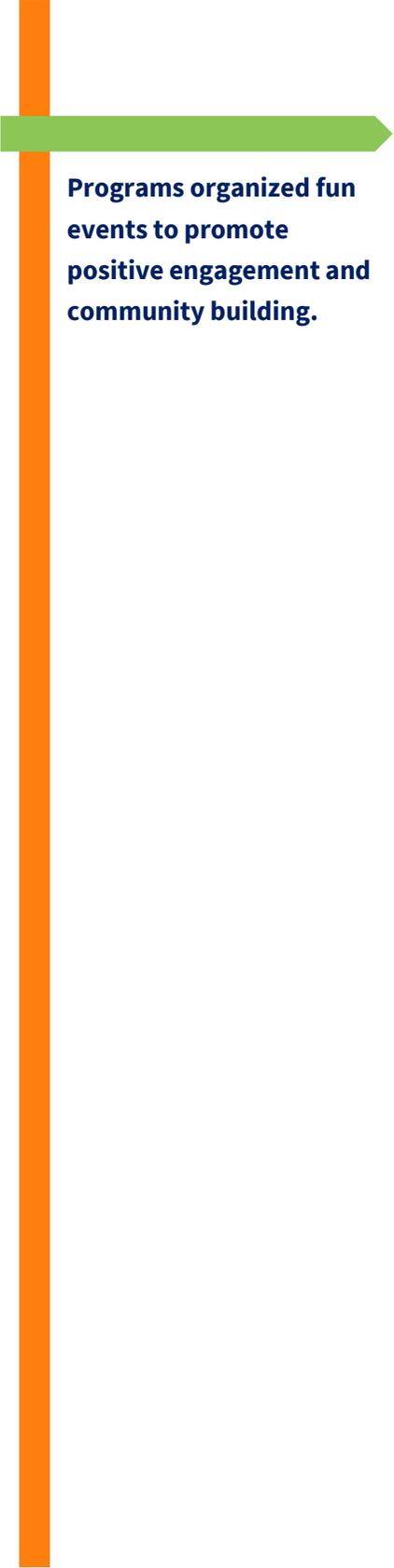
**85%**

Youth who agree that they are interested in what they do at their program.

To create a safe environment, programs engaged students in restorative justice practices and support circles that fostered positive relationships with peers. Programs also tended to participants' basic needs (e.g. housing, food, medical, etc.) and implemented COVID mitigation protocols to support physical safety amid the pandemic. Some ran a hybrid model to be inclusive of youth who were apprehensive or unable to attend in-person programming. Others reported switching to mostly virtual programming when youth expressed concern about their health and safety during COVID surges.

**We give youth the option to not only express themselves but express themselves differently in ways that they never even thought they could have the opportunity to express themselves. It's deepening relationships so these youth learn to count on each other. Those things you just can't quantify.**

–Staff, Catholic Charities of the East Bay's Experience Hope



**Programs organized fun events to promote positive engagement and community building.**

To encourage positive engagement, HSPSS programs resumed in-person activities which helped students who experienced Zoom fatigue and burnout from remote learning. Lunchtime and First Friday events at school also helped promote positive engagement. These activities included community building, college preparation, peer academic support, and paid internship opportunities. One program provided translation and interpretation to English Language Learner and newcomer youth to support positive engagement.

Finally, the return of in-person programming also created opportunities for young people to connect with and build relationships with caring adults. HSPSS programs conducted one-on-one wellness checks with participants, provided case management to connect and follow up with students in need of services, and built trust with youth and families to reduce stigma related to mental health supports.

## **Is Anyone Better Off?**

To assess if HSPSS participants are better off because of their participation, OFCY uses surveys general youth development and academic outcomes. As shown below, most of the 307 youth who completed the survey reported gaining the academic motivation and skills that the strategy aims to provide.

## Participant Outcomes: Youth Survey Results (n=307)

### Motivated to Learn

77%

Youth who agree that they are more motivated to learn in school

### Support with School

74%

Youth who agree that they learned skills that help with their schoolwork

In addition to these outcome indicators, participant survey data and program interviews tell a more comprehensive story about the ways that programs prepared youth for success during and after high school, as described on the following pages.

## Academic Preparedness and Engagement

A key area of focus for HSPSS programs was academic preparedness and engagement. For example, OUSD's African American Male Achievement program focused on completing courses required for admission to California's public colleges, college acceptance, and college attendance rates. In this program, African American and Latinx student athletes received peer tutoring, attended study hall and enrichment activities, participated in the college application process, and engaged in financial planning for college. Similarly, Oakland Kids First's Knight Success: College, Career, and Community Readiness Initiative supported Black, Latinx, and Newcomer students with transitioning to high school, completing graduation requirements, and accessing postsecondary opportunities. The return to in-person programming allowed staff to support ELL/newcomer students with translation and interpretation during the school day and engage

**78% of surveyed youth agreed that the program helped them feel more confident about going to college.**

bilingual students to serve as peer interpreters in classrooms. The program also offered on campus tutoring to help student athletes maintain their GPA and online credit recovery and dual enrollment opportunities.

**“You know you have AP exams, you have PSATs, you have a huge college push. But what is success in those areas if we haven't given young people the tools that they need to advocate [for themselves] and express their thoughts and feelings...to be reflective?”**

–Staff, OUSD Student Engagement in Restorative Justice

**92% of surveyed youth agreed that they felt supported and respected at their program.**

## **Sense of Belonging and Mental Wellness**

Recognizing the importance of belonging and mental wellness, especially during the pandemic, HSPSS programs continued to incorporate these key components in their intervention model. Programs facilitated conflict resolution and restorative justice practices and offered individual and group therapy, case management, and one-on-one wellness checks. OUSD's Student Engagement in Restorative Justice program engaged student leaders in facilitating meditation circles. To foster belonging, the program engaged students of all learning styles, including youth with IEPs and disabilities, in restorative justice work on school campuses, such as community building circles and consensual decision making. Additionally, the program held multilingual student-led circles in Spanish, Arabic, and Mam to celebrate students' personal identities.

## **Decision-Making and Goal Setting**

HSPSS programs supported decision-making and goal setting in different ways. For example, Youth Law Academy helped seniors move towards their postsecondary goals by providing guidance on crafting their personal statement and completing their college applications. College Track engaged students with cumulative GPAs below 3.25 in their Affinity

Group workshops to strengthen their executive funding skills like prioritization and time management. The program also hosted a summer activity fair to help students identify opportunities to spend their out-of-school time in a meaningful way, such as applying for internships and enrichment programs.

**“Everything revolves around relationships. We do see the social awareness and the responsible decision making...these areas of social emotional development that you see if you take the time to nurture those things in the same way that you English, History, Math and Science... You can see those changes for sure when you are sitting in a restorative justice circle with young people and hear them say things that are reflective and honest.”**

–Staff, OUSD Student Engagement in Restorative Justice

## Outcomes by Youth Subgroups

An analysis of survey responses by subgroup revealed that Latinx/Hispanic youth reported stronger progress in two outcome areas tied to this strategy: *Academic Engagement and Preparedness* and *School Connectedness*. There were no other statistically significant differences across ethnicity, age, gender, or sexual orientation.

## Conclusion

In summary, despite the challenges posed by the pandemic, High School and Post-Secondary Student Success Strategy continued to provide academic support, transition services, enrichment opportunities, and social support. HSPSS programs moved towards a hybrid model to support students as schools transitioned back to in-person learning. Many programs provided most of their services in person and offered classes and tutoring virtually, allowing them to continue engaging youth despite COVID-19 outbreaks, Zoom

**84% of youth surveyed agreed that they learned how to set goals and meet them.**

fatigue and trepidation about in-person activities. Still, programs reported struggling with low engagement in virtual components due to Zoom fatigue, low attendance due to competing demands, low morale on school campuses, and staffing shortages. Despite these challenges, programs were able to exceed both the number of youth they projected serving and the total number of hours they anticipated providing by focusing recruitment efforts throughout the year. As a result of the activities and services offered to students, about three-quarters of surveyed youth agreed that they were motivated to learn in school as a result of their program and that they learned skills that will help with their schoolwork.



OAKLAND FUND FOR  
CHILDREN & YOUTH



# Career Awareness and Employment Support

## FY2021-2022 Strategy Summary

Prepared by Social Policy Research Associates | October 2022

OFCY’s Career Awareness and Employment Support strategy supports career exploration, work-readiness training, on-the-job experience, skill-building supports, exposure to career options, and employment. This report draws on a focus group with three programs (Civicorps Academic and Professional Pathway, Youth Employment Partnership’s Level Up - Options for Real Careers, and Lao Family Community Development’s Oakland Youth Industries Exploration Program, a participant focus group with one program (Oakland Youth Industries Exploration Program), an interview with one program (Center for Young Women's Development’s Sisters on the Rise), attendance and wage records, and program reports to summarize strategy achievements and progress to date.

### Strategy Results



**1,820 Youth**  
participated in programming



**103 Average Hours**  
per youth participant



**15 Programs**  
provided jobs and career exploration



**93% of Youth**  
learned about jobs they can have in the future.



**\$2,122,342**  
Total wages/stipends earned by youth



**80% of Youth**  
participated in a job or internship



**\$1,937,402**  
granted to programs



**\$1,825**  
Average wages/stipends earned by youth

“With the Lao Family... With finding jobs, their training with doing cover letters, doing interviews and resumes, that really helped me in my real professional life in finding jobs. So I really like the skills that they have set me with, and they're very useful in my day to day life now.”  
- Participant, Lao Family Community Development’s Oakland Youth Industries Exploration

Cover photo courtesy of Civicorps Academic and Professional Pathway

“The skills that I developed through this program will help me get different job positions, because of the experience I gained. And one example is that I recently applied and interviewed for a position at my school for organizing an event, and I just got the job offer a couple days ago.”

- Participant, Lao Family Community Development’s Oakland Youth Industries Exploration

### Funded Programs

Biotech Partners' Biotech Academy at Oakland Technical High School - Biotech Partners	Exploring College and Career Options (ECCO) - Oakland Unified School District	Oakland Youth Industries Exploration (YIE) Program - Lao Family Community Development, Inc.
Bridges from School to Work - Marriott Foundation for People with Disabilities	Havenscourt Youth Jobs Initiative - East Bay Asian Local Development Corporation	Sisters on The Rise - Center for Young Women's Development
Career Exploration Program - Alameda County Health Care Services Agency	Level Up - Options for Real Careers - The Youth Employment Partnership, Inc.	Summer Jobs - The Youth Employment Partnership, Inc.
Civicorps Academic and Professional Pathway - Civicorps	New Door Ventures Employment Program for Oakland Opportunity Youth 16-21 - New Door Ventures	The Oakland Youth on the Move (YOM) Summer Employment Program - Lao Family Community Development, Inc.
Digital Media Pathways - Youth Radio dba YR Media	Oakland Health Careers Collaborative - Alameda Health System	YU Achieve (Summer Youth Employment) - Youth UpRising

### Strategy Results

Beginning in the 2019-2022 funding cycle, OFCY adopted a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing **three guiding questions: (1) How much did we do? (2) How well did we do it? (3) Is anyone better off?** Results for this strategy are displayed on the following page.

## Results-Based Accountability Results

### How much did we do?

<b>Number of Programs Funded</b>	15
<b>Number of Youth Served</b>	1,820
<b>Total Hours of Service Provided</b>	187,339
<b>Average Hours of Service per Youth</b>	103
<b>Number of Youth Placed in Internships and Jobs</b>	1,456
<b>Total Hours Youth Spent in Jobs or Internships</b>	142,909
<b>Total Wages and Stipend Earned by youth</b>	\$2,122,342

### How well did we do it?

<b>Enrollment:</b> Average progress toward projected number of youth served <sup>1</sup>	118%
<b>Total Service Hours:</b> Average progress toward projected total hours of service	113%
<b>Average Hours of Service:</b> Average progress toward projected average hours of service	99%
<b>Job Placement:</b> Youth placed in a job or internship	80%
<b>Work Experience:</b> Youth receiving at least 10 hours of work experience	73%
<b>Safety:</b> Youth who agreed that they felt safe in their program	94%
<b>Caring Adults:</b> Youth who agreed that there is an adult at their program who really cares about them	87%

### Is Anyone Better Off?

<b>Career Goals:</b> Youth who agreed that they learned about jobs they can have in the future	93%
<b>Employment Skills:</b> Youth who agreed that they learned what is expected of them in a work setting	92%
<b>Interpersonal Skills:</b> Youth who agreed that they learned how to get along with others in a work setting	91%

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

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

<sup>1</sup> At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

## Programs and Participants

**CAES programs offer career development and leadership opportunities to meet the diverse needs of Oakland's youth.**

During FY21-22, 1,820 unduplicated youth participated in the Career Awareness and Employment (CAES) programs. These programs provided job training, leadership development, college and career counseling, academic services, and placements in jobs and internships. Participants included opportunity youth, justice-involved youth, and youth who face high barriers to self-sufficiency. While the ongoing pandemic continued to pose recruitment challenges, programs offered programming to connect with young people in virtual and physical spaces, such as in-person one-on-one leadership development, on-site and remote vocational trainings, virtual orientations, , and virtual job readiness workshops.

Adapting to the moment - amid changing COVID protocols and limits on external internships - proved essential to programs' success. When external internships were extremely limited, programs created internal internships and developed additional work sites to continue to engage youth in career-building opportunities.

**“So, we pivoted. Instead of building indoors, we built outside. Instead of doing this, we did that... We just moved in directions to make sure we could meet our young people there and keep them safe.”**

- Staff, Youth Employment Partnership's Level Up

## Program Spotlight

To inform this report, SPR conducted interviews and focus groups with staff and/or youth participants from four programs:

**Center for Young Women's Development's Sisters on the Rise** provided justice-involved youth with an employment training internship to develop their leadership and entrepreneurship skills and offered opportunities for healing and self-care as they prepare to transition to sustainable employment.

**Civicorps Academic and Professional Pathway** provided youth with paid internship opportunities to help them gain job experience while re-engaging them to earn their high school diplomas, pursue college, and begin sustainable careers.

**Youth Employment Partnership's Level Up - Options for Real Careers** provided educational opportunities and work experience to opportunity youth, with vocational training in an area of their choice, including automotive, construction, culinary, document processing, or warehouse/logistics.

**Lao Family Community Development's Oakland Youth Industries Exploration Program** provided employment opportunities, academic support, and wraparound support to low-income youth who were not enrolled in school or employed.

**Programs were most likely to serve high-school aged youth, but 10% of youth served were age 19 or above.**

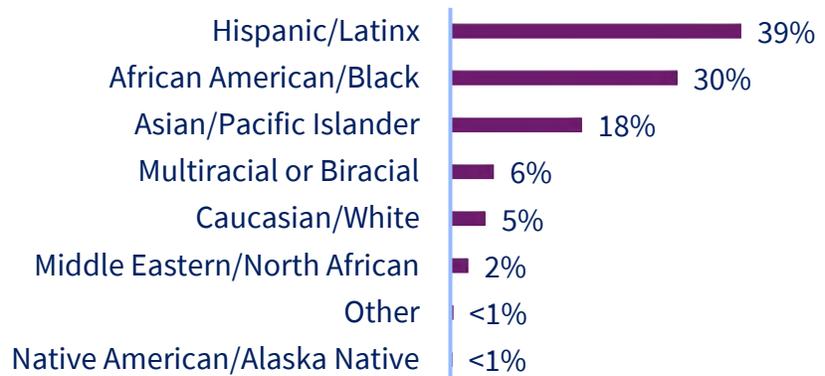
In line with the focus on preparing youth for productive adulthood, most youth served by the career awareness programs were age 15 or older. As shown in the chart on the following page, programs were most likely to serve high-school aged youth, but 10% of youth served were age 19 or above.

### Age of Participants



Aligned with the goal of reducing race-based disparities in employment, programs served predominantly Black, Indigenous, and People of Color (BIPOC) youth residing in under-resourced communities. As shown in the graph below, over 85% of participants identified as Latinx, Black, or Asian and Pacific Islander.

### Race/Ethnicity of OFCY CAES Participants and Oakland

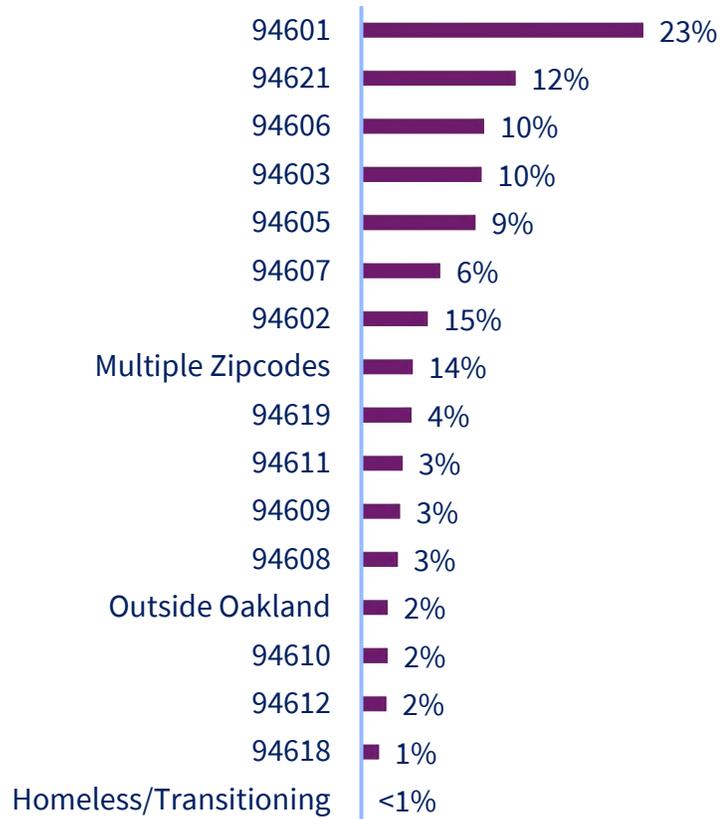


As illustrated below, most participants lived in zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.

**Relative to the city's population, youth who identify as Latinx, Black, or Asian and Pacific Islander were most likely to be served.**

**Most participants lived in zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.**

### Zipcode of Residence

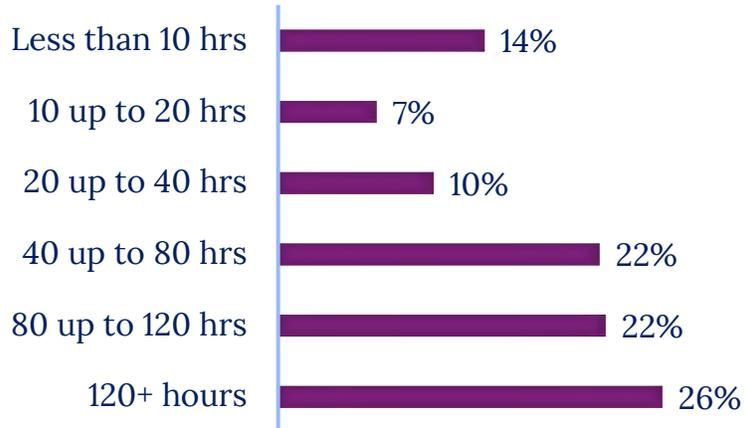


## How Much Did Programs Do?

Programs provided 187,339 hours of service. During the ongoing pandemic, programs developed hybrid approaches to allow youth to safely participate in programming, such as offering virtual orientations and remote job readiness training. In addition to developing COVID protocols to allow for social distancing on site, programs provided youth with virtual work site opportunities, as many youth did not feel safe working in person. Over two-thirds of youth (69%) received 40 or more hours of career awareness and employment support services. About 8% of participants attended more than one career program.

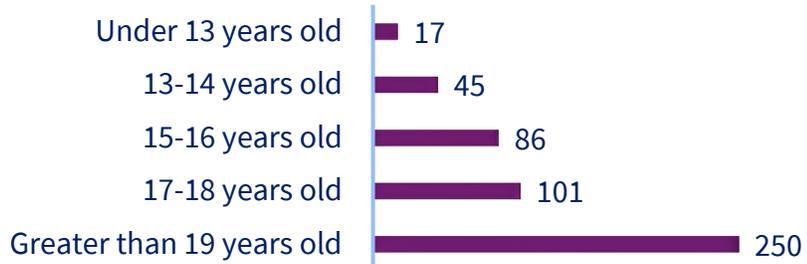
**Youth spent an average of 103 hours in career awareness programming, job training, and work placements.**

### Total Hours of Service Provided



On average, youth spent 103 hours in programming. As shown below, older youth spent more time in career programming and work experience opportunities than their younger peers, consistent with the needs of youth as they transition to adulthood.

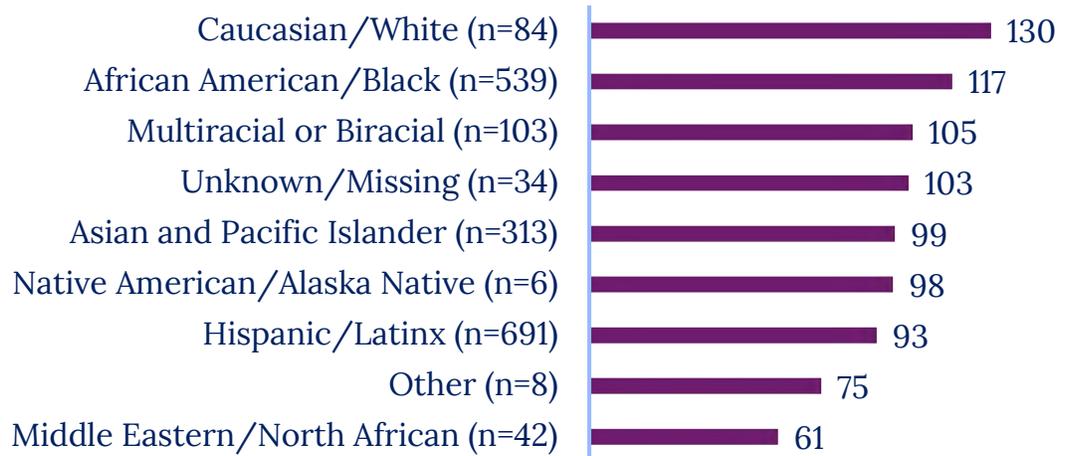
### Hours of Attendance by Age



**Older youth spent more time in career programming and work experience opportunities than their younger peers.**

The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, Caucasian/White and African American/Black youth had the highest average hours of participation.

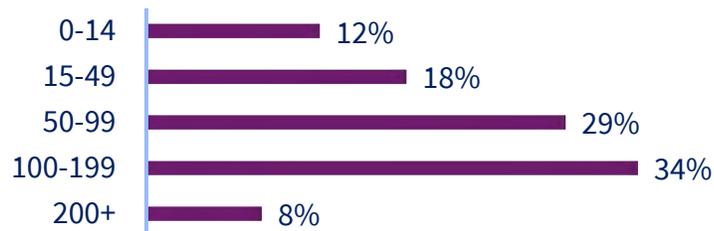
### Average Hours of Participation by Race/Ethnicity



**1,456 youth participated in job and internship placements, spending an average of 95 hours in work settings.**

Through their programs, 1,456 unduplicated youth (80% of all participants) engaged in jobs and internship opportunities. Programs creatively modified placements to provide valuable career exploration and work experiences despite limited external opportunities, such as creating internal internships as part of construction, administration, or culinary projects. The amount of time participants spent in work settings varied. As shown below, more than one-third of those placed into a job spent 100 hours or more in work setting.

### Hours of Work Experience

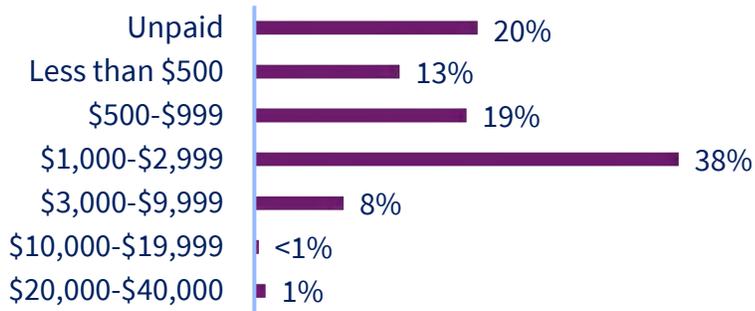


In addition to gaining experience, 80% of youth and young people participating in placements received a wage that ranged from less than \$100 to \$37,900. On average, these participants earned about \$1,825 for their time and effort. Overall, programs distributed \$2,122,342 in stipends and wages to youth.

**80% of youth placed in work experience earned a wage, ranging from less than \$100 to \$37,900.**

**Older youth in programs that focus on transitions to unsubsidized employment generally received higher wages than other participants.**

### Wages Earned by Youth in Work Experience Placements



The amount earned depended on the time youth spent in placements and the type of work experience they received. Programs designed to prepare older youth to transition into unsubsidized employment generally offered hourly wages, while programs focused career exploration generally provided a flat stipend and served younger participants.

For example, 33% of youth of received a wage at Alameda Health System’s Oakland Health Careers Collaborative, where middle and high school students shadowed medical professionals, attended seminars, and learned about a range of medical professions. Those who received a paid placement earned an average of \$453. In contrast, at Civicorps Academic and Professional Pathway, where young adults received between \$14 to \$19 per hour for paid job training and on-the-job experience in environmental management and recycling, the average payment was \$7,890 and 15% of participants received over \$20,000. On

### Wages Earned, by Age



**African American youth were more likely to receive a stipend or wages.**

average, participants earning over \$20,000 spent 1,412 hours in their placements.

As shown on the previous page, older youth were more likely to receive a wage and, among those who did were paid, earned more than their younger peers. They generally spent more time in their placements and were more likely to receive wages. Notably, African American youth were more likely to receive a wage compared to other youth (95% versus 74%).

## How Well Did Programs Do It?

**On average, programs met or exceeded their enrollment and attendance goals.**

OFCY tracks a series of indicators to assess how well grantees have implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant. As shown below, program attendance and enrollment were strong: on average, programs enrolled 118% of the youth they anticipated, provided 113% of their anticipated hours of service, and were at 99% of their average hours of attendance goal.

### Program Performance: Progress Toward Projections



In addition to these performance measures, the Career Awareness and Employment Support strategy has indicators of program quality, including the percentage of youth who received work experience, and youth perceptions of critical aspects of programming. As mentioned previously, 80% of

participants were placed in a job or internship. Further, 73% spent at least ten hours in their work placement.

As shown below, the 684 participants who completed a survey generally felt safe and connected to adults that cared about them in their programs

#### Program Quality: Youth Survey Scores (n=684)

### Safety

94%

Youth who agree that they feel safe in their program.

### Caring Adults

87%

Youth who agree that there is an adult who cares

Programs emphasized that ensuring youth's physical and emotional safety was their number one priority over the course of the pandemic. Programs limited in-person interactions, implemented social distancing measures by utilizing outdoor classrooms and rearranging staff offices, and got creative, such as creating a mask-making station on site. In addition, programs provided face shields, face masks, and in some cases vaccination clinics.

Program participants emphasized how staff created a caring environment by checking in on them and supporting their interests. Youth reported that staff helped place them in internships that matched their interests and felt that staff were genuinely looking out for them.

**“When I'm in the program I feel like I belong a lot in that I'm very welcomed there, because connecting back to what we said earlier about how supportive the staff were...I feel like it's like a family there, it's not an office. It's more like a family where everyone supports each other.”**

- Oakland Youth Industries Exploration Participant

**Over 90% of the youth surveyed agreed that they met outcomes related to employment skills, career goals, and interpersonal skills.**

## Is Anyone Better Off?

As part of the RBA framework, OFCY tracks indicators of job and career readiness to assess if program participants are better off because they participated. As shown below, the vast majority of youth reported gaining the experience and skills that the Career Awareness and Employment Support strategy aims to provide.

### Participant Outcomes: Youth Survey Scores (n=684)

#### Career Goals 93%

Youth who agree that they learned about jobs they can have in the future

#### Employment Skills 92%

Youth who agree that they learned what is expected in a work setting

#### Interpersonal Skills 91%

Youth who agree that the program taught them how to get along with others in a work setting

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

**“[I learned]...not just [about] being more open but also knowing that even if I don't know exactly what I'm going to do in the future, there are ways that I can build up to that level by gaining different skills and experiences.”**

**– Oakland Youth Industries Exploration Participant**

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

## Awareness of Job and Career Options

Programs provided hands-on opportunities for participants to explore different careers through internship and job placements. While many programs continued to offer virtual and hybrid job placement options, some programs were able to offer fully in-person job opportunities. For example, Youth Employment Partnership's Level Up was able to work with local businesses to develop over 30 external internship sites, which was not an option in FY20-21 due to the pandemic. In addition to these external internships, Level Up created internal internships involving construction, administration, culinary and mosaic art projects.

## Development of Technical Skills

Programs supported technical skill development through training and on-the-job experience, which they offered through a combination of virtual, hybrid, and in-person formats to meet the needs and safety concerns of youth. Programs helped youth earn industry recognized certifications in fields such as warehouse logistics, construction, culinary arts, and environmental services (e.g., using chainsaws and rush cutters). Furthermore, programs such as Civicorps Academic and Professional Pathway and Youth Employment Partnership's Level Up offered job training alongside coursework, allowing youth to simultaneously work towards completing their education requirements (e.g., to obtain their high school diploma).

**94% of youth surveyed agreed: In this program, I try new things.**

## Professionalism and Work Soft Skills

Programs provided youth with opportunities to build their professionalism and soft skills through activities such as public speaking or workshop facilitation. For example, after undergoing outreach trainings, youth interns at Center for Young Women's Development's Sisters on the Rise began developing outreach strategies to reach youth in their community. As a result, the interns successfully co-facilitated virtual workshops on topics such as navigating systems and self-advocacy. The Annual Summer Youth Conference hosted by Lao Family Community Development's Oakland Youth Industries Exploration Program also provided youth with opportunities to learn about career paths, increase their networking skills, and increase their self-confidence through public speaking engagements.

Moreover, programs engaged youth in comprehensive job readiness trainings to build their repertoire of soft skills. For example, Youth Employment Partnership's Level Up offered a three-week, hybrid Job Readiness Training. Half of the training involved on-site vocational training, job training workshops, and education, and the other half included remote employability activities, where youth learned financial literacy, communication, and conflict management skills. As part of addressing professionalism in the workplace, Center for Young Women's Development's Sisters on the Rise developed a framework called "Writing

**92% of youth agreed: Because of this job, I learned new skills that will help me to get a job (e.g., job search, interviewing, and resume development).**

**"I used to be a very shy person and would hate public speaking but being in this program gave me different opportunities to get out of my comfort zone. And specifically this past summer, I was able to help MC their summer conference, so that I think really helped improve my public speaking."**

- Lao Family Community Development's Oakland Youth Industries Exploration Program

for Power” that encouraged youth organizing interns to highlight their own experience as expertise. Furthermore, youth attended fully in-person job readiness trainings that taught skills such as

setting up a professional email, working on a team, practicing time management, and recording time on payroll systems. Center for Young Women's Development's Sisters on the Rise also offered various other trainings to engage youth interns, including outreach, self-defense, and critical consciousness trainings.

## Differences in Outcomes by Youth Subgroups

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

- Out-of-school youth were the most likely to agree with questions related to having positive connections to adults, followed by students in 11<sup>th</sup> or 12<sup>th</sup> grade. Students in 10<sup>th</sup> grade or below were least likely to report positive connections to adults.
- Asian and Pacific Islander participants were less likely than their peers to report feeling safe in their program or having an adult in their program that cares for them.<sup>2</sup>

## Conclusion

In summary, despite the challenges posed by the pandemic, the Career Awareness and Employment Strategy continued to connect youth to job readiness training, career exploration, and work experience. In response to limited work opportunities and the hesitance that some youth felt about working in public settings, programs devised new strategies to safely expose youth to careers and work experience, such as providing virtual work opportunities and creating new internships within their organizations. As a result of these experiences, most youth agreed that they had learned career options, better understand how to find the job they want, and developed soft skills for the work setting.

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<sup>2</sup> This finding was consistent when controlling for program of enrollment. In other words, this was not driven by enrollment in certain programs.