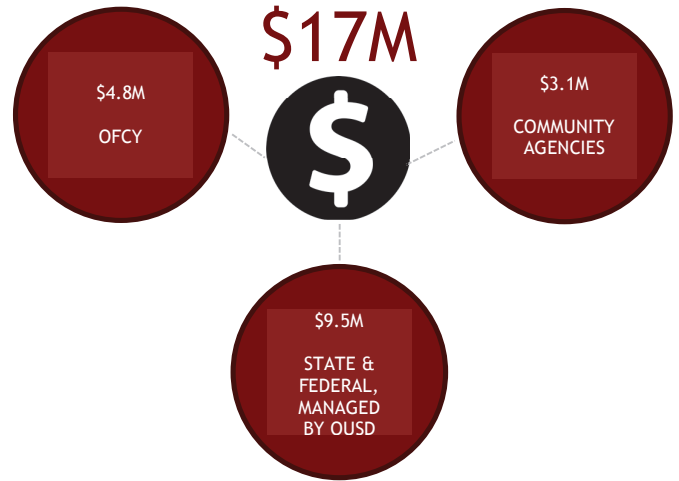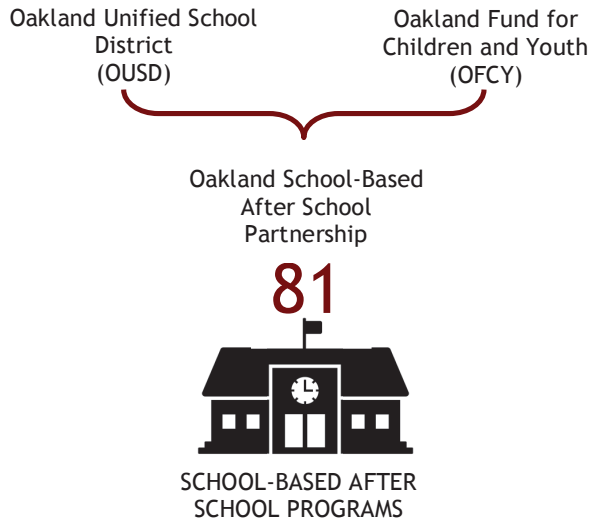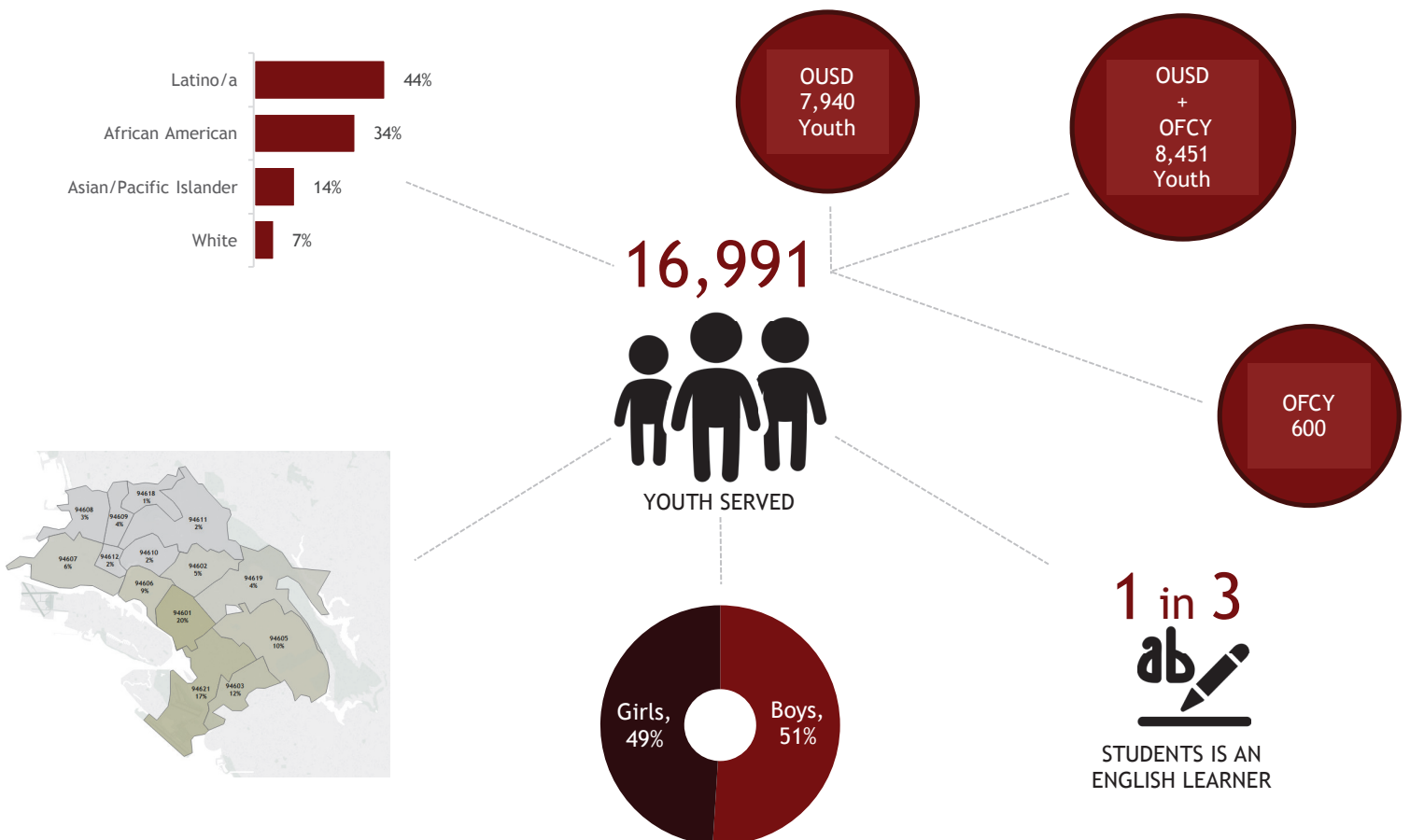# 2016-17 EVALUATION HIGHLIGHTS
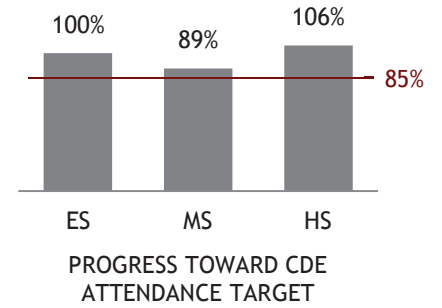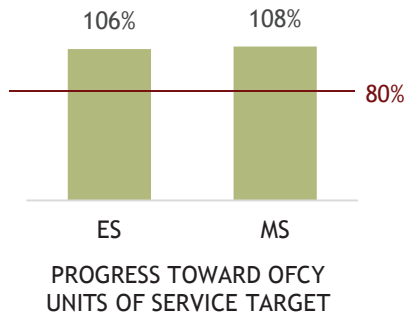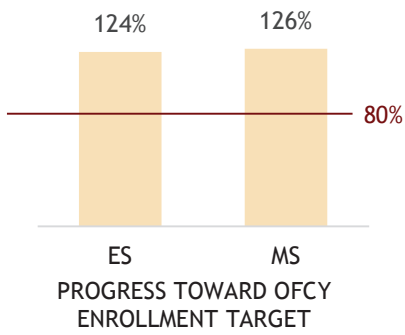
THE OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP INVESTS IN HIGH QUALITY AFTER SCHOOL PROGRAMING FOR OAKLAND'S YOUTH.

Oakland Unified School District (OUSD)

Oakland Fund for Children and Youth (OFCY)

Oakland School-Based After School Partnership

81

SCHOOL-BASED AFTER SCHOOL PROGRAMS

$17M

$4.8M OFCY

$3.1M COMMUNITY AGENCIES

$9.5M STATE & FEDERAL, MANAGED BY OUSD

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

Latino/a	44%
African American	34%
Asian/Pacific Islander	14%
White	7%

OUSD 7,940 Youth

OUSD + OFCY 8,451 Youth

16,991

YOUTH SERVED

OFCY 600

Girls, 49%

Boys, 51%

1 in 3

STUDENTS IS AN ENGLISH LEARNER

94618 1%
94608 3%
94609 4%
94611 2%
94607 6%
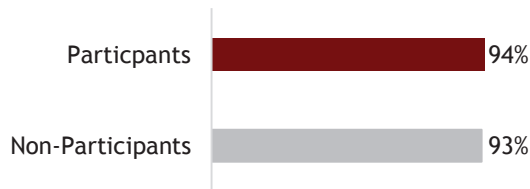94612 2%
94610 2%
94602 5%
94619 4%
94606 9%
94601 20%
94605 10%
94621 17%
94603 12%

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

PROGRESS TOWARD OFCY ENROLLMENT TARGET

	ES	MS
	124%	126%

Target line: 80%

PROGRESS TOWARD OFCY UNITS OF SERVICE TARGET

	ES	MS
	106%	108%

Target line: 80%

PROGRESS TOWARD CDE ATTENDANCE TARGET

	ES	MS	HS
	100%	89%	106%

Target line: 85%

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

SCHOOL DAY ATTENDANCE RATE

Particpants	94%
Non-Participants	93%

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

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

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

4.04
AVERAGE PQA SCORE (SCALE 1-5)

71%
OF YOUTH REPORT FEELING SAFE IN THEIR PROGRAMS

18
PROGRAM AND ASPO STAFF WERE CERTIFIED AS EXTERNAL PQA ASSESSORS

59
PROGRAMS DEVELOPED AN IMPROVEMENT PLAN

16
SUPPLEMENTAL FUNDING REQUESTS AWARDED

- Supported on-going literacy needs
- Supported middle school or rising middle school youth
- Supported culturally- or gender-responsive programming
- Drove opportunities for collaboration

ABOUT OAKLAND SCHOOL-BASED PROGRAMS

- ✓ **Oakland School-Based After School Partnership:** Formed in 2004 by OFCY and OUSD's After School Programs Office.

- ✓ **Funding Sources:** The Partnership leverages over $17 million to Oakland programs through OFCY grants, State and Federal grants managed by OUSD, and additional community-based funding sources.

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

ABOUT THE EVALUATION PROJECT

- ✓ **Theory of Action:** Youth who regularly participate in a high quality after school program gain skills and experience that benefit them both now and in the future.

- ✓ **Data Sources:** Youth surveys; site visits (n=79); program attendance records; youth demographic records; District academic data.

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

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

✓ **Youth Served:** 16,991

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

✓ **Oakland Neighborhoods Served:** Half (49%) of all participants live in the Fruitvale, Coliseum, and East Oakland zip codes.

✓ **English Learners:** About 29% of after school participants are English Learners.

In the 2016-17 program year, Oakland school-based after school programs served 16,991 youth across Oakland: 8,451 were served through programs jointly funded by OUSD and OFCY; 7,940 were served through OUSD-funded programs; and 600 were served through OFCY-funded programs at charter school sites. Elementary schools served 5,723 youth, middle school programs served 4,775 and high school programs served 6,493. After school programs are open to all students[1] at the program's host school at low or no cost.[2]

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

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

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

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[1] Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.
[2] Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

✓ **Enrollment Targets:** OFCY grantees exceeded their 2016-17 program enrollment goals.

✓ **Units of Service:** OFCY grantees exceeded their 2016-17 goals for units of service (hours of service per participant).

✓ **Program Attendance:** Overall, youth attended an average of 83 days, with expected variations by grade level.

✓ **Program Access:** After school programs served 44% of the students in their host school.

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

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

✓ **Program Quality Assessments:** The vast majority of the 79 programs observed were found to be Thriving (14%) or Performing (85%).

✓ **Youth Surveys:** Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth reported that their programs are safe (71%); help them to achieve mastery of skills (64%); improve their academic behaviors (63%); and teaches them about college and careers (63%).

✓ Nearly 5,700 youth completed the survey during the 2016-17 program year; surveys were matched to youths' academic records (when available).

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

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

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

✓ **Outcome Domain Differences:** Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in nearly every domain in the youth survey.

✓ **Academic Data Sources:** School day attendance/chronic absenteeism; and OUSD's high school readiness measure. When possible, we compared youth to non-participants in the same schools.

✓ **Academic (Contributory) Outcomes Findings:** Encouragingly, after school participants have higher school day attendance rates than non-participants, and are less likely to be chronically absent.

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

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

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

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

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