

OFCY 2018-2019
Independent Evaluation
Report

Section B –
Strategy Summaries



Section B contains strategy-specific evaluations of the seven funding strategies supported by the Oakland Fund for Children and Youth in Fiscal Year 2018-2019.

Tab 1..... Early Childhood Mental Health Consultations

Tab 2..... Parents Support and Education Programs

Tab 3..... Student Engagement in Learning Programs

Tab 4..... School Based After School Programs

Tab 5..... Summer Youth Development & Empowerment

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Early Childhood Mental Health Consultation: FY18-19



“ This is my first year teaching and being able to talk with (our mental health consultant) every week has **really helped me grow as a teacher** - both in my confidence and in learning how to support my students, families, and staff.

– Staff, Lincoln’s Early Childhood Mental Health Consultation

Programs funded under OFCY’s *Early Childhood Mental Health Consultation* strategy provide support to early childhood educators and parents to promote healthy emotional and social development. Licensed mental health professionals consult weekly with educators around the mental health and developmental needs of children in their classroom, deliver parenting workshops, and provide individual consultations to children and parents to help transform challenging behaviors. These programs support Head Start, OUSD Child Development Centers, and a handful of home-based preschools throughout Oakland.

Programs at a Glance

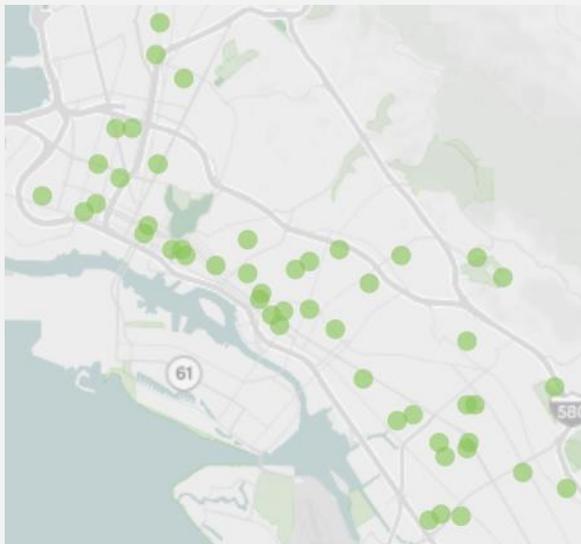


Photo courtesy of Oakland Unified School District

\$772,500 invested
2,048 children served
3 programs
49 sites

Programs include

- Family Paths, Inc. – *Early Childhood Mental Health Collaborative*
- Jewish Family & Community Services East Bay – *Integrated Early Childhood Consultation Program*
- Lincoln – *Early Childhood Mental Health Consultation*

Participants

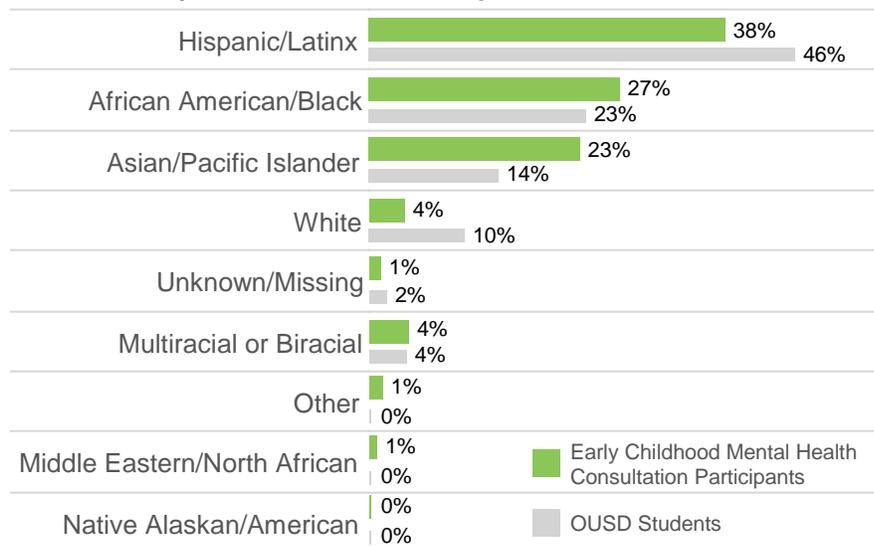
During the program year, 2,048 children participated in early childhood education programs where educators received support from the *Early Childhood Mental Health Consultation* programs. Key demographic information about these children are displayed below.

“ Especially with the children with challenging behaviors, they are learning to calm down and ask for things in a more calming way. (They are) learning how to **work more in groups** and have more **empathy towards their friends**.
 – Staff, Family Path’s Early Childhood Mental Health Collaborative

About two-thirds of children were Hispanic/Latinx or African American/Black, indicating that OFCY is serving its priority populations.

Compared to OUSD, these programs served a larger proportion of Asian/Pacific Islander youth.

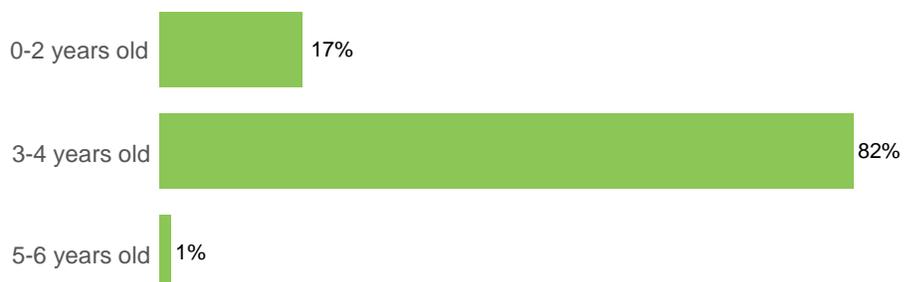
Race/Ethnicity of OFCY Youth Participants and OUSD Students



The vast majority of children were between three and four years old.

Younger children were served by Early Head Start sites and home-based preschools participating in the consultation program.

Age of Participants



Program Activities

In the *Early Childhood Mental Health* programs, consultants help school staff identify and respond to children and families experiencing trauma. In addition to consulting with school staff around the mental health and developmental needs of children in their classroom, providing individualized mental health services and referrals to children and families, and delivering parenting education workshops, mental health consultants think creatively about how they can promote mental health and wellness, as described by the examples below.

“

(The consultant) has provided me with several interventions to use with specific students and has provided keen observations of targeted students that have been **beneficial in meeting the child's needs**.

– Staff, Lincoln’s Early Childhood Mental Health Consultation

At one site, educators and the site director collaborated with consultants from **Jewish Family and Children’s Services-East Bay’s Integrated Early Childhood Consultation Program** to create a playgroup that supports social and emotional support to students. The playgroup is focused on building teacher capacity, creating greater collaboration between parents and teachers, and increasing parent engagement with their children’s development at school.

Lincoln’s Early Childhood Mental Health Consultation program hosted an expectant-mothers group, where mothers, grandmothers, and soon-to-be big sisters gathered for activities, crafts, giveaways, and tips for communicating with children about the arrival of a new baby. The gathering aimed to build community, offer self-care, and help mothers connect with one another to share experiences throughout pregnancy and birth. In addition, parents received information on child development and suggestions of activities that promote parent-child attachment.

Family Paths’ Early Childhood Mental Health Collaborative held mini workshops on trauma-informed care for young children, where educators discussed strategies that promote self-regulation, such as child-friendly breathing exercises and the creation of “calm spaces” where children can go when they are upset.

“

Because of the **communication** among parents, the mental health consultant and me as the teacher, the **children's behavior (has improved)** and the children themselves have become more aware of how they should behave and relate to everyone appropriately and accordingly.

– Staff, Jewish Family & Community Services of the East Bay’s Integrated Early Childhood Consultation Program

Outcomes

A central goal of this strategy is to increase the child development knowledge of educators that work with young children so that they can better support families and manage children’s behavior. Over two hundred (209) educators completed the OFCY participant surveys that measure progress towards strategy-specific outcomes. The results, illustrated below, indicate that *Early Childhood Mental Health Consultation* programs successfully supported educators in these areas.

Progress toward Child Development Outcomes (frequency that educators agreed with questions tied to each outcome)

“The consultant has offered me many different **strategies and tools to utilize with my children**. I learned how to modify things I'm already doing to better **meet their needs**.
– Staff, Jewish Family & Community Services of the East Bay’s Integrated Early Childhood Consultation

“We have more communication with our parents. The **relationships are better**. (We have) more understanding and **more engagement from families**.
– Staff, Family Path’s Early Childhood Mental Health Collaborative

Increased knowledge of child development

Since meeting with the mental health consultant, I have a better understanding of why children behave the way they do. 73%

Increased access to resources and support

I have a good relationship with the mental health consultant. 90%

The mental health consultant works as a partner with me to meet children's mental health needs. 88%

The mental health consultant is available when I need her/him. 81%

I regularly go to the mental health consultant when I need help with particular children or families. 78%

The mental health consultant works closely with parents to find resources that meet their children's needs. 77%

Working with the consultant has increased my knowledge of available resources that can support children and families. 72%

The consultant connected me with useful resources to help me strengthen my work with children and families. 72%

Increased confidence in managing children’s behavior

My work with the mental health consultant has helped me to feel more confident as a teacher. 77%

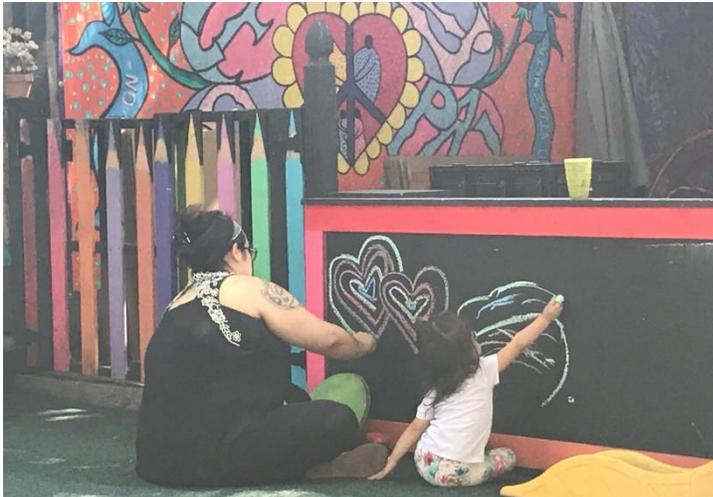
Since meeting with the mental health consultant, I feel better able to handle children's challenging behaviors. 74%

Improved skills to support children’s academic and socio-emotional development

Working with the consultant helped me ensure that more children I work with have the skills they need to succeed in school. 79%

The mental health consultant has helped me to strengthen my relationship with parents and caregivers. 69%

Parent Support and Education Programs: FY18-19

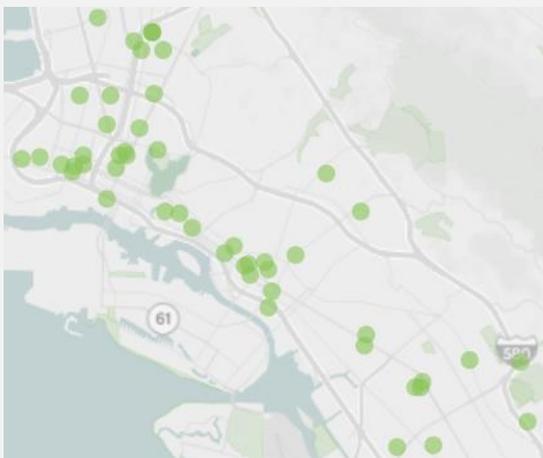


“ We build really good informal **relationships with the families...** when we build a good relationship it's [based in] trust and **when people trust each other**, that's when **a lot of good things can happen.**

– Staff, Lotus Bloom’s School Readiness Playgroups

The Parent Support and Education programs funded by OFCY build parenting skills and knowledge in order to meet the needs of young children and strengthen families. Programs provide programming for parents/caregivers such as playgroups with their children, parent education workshops, support groups, case management, financial literacy training, and community capacity building around early literacy in safe and accessible community locations. In the spring of 2019, Social Policy Research Associates visited one program (Lincoln’s New Highland-RISE Family Resource Center) and conducted interviews with project staff from two programs (East Bay Community Recovery Project’s Project Pride and Lotus Bloom’s School Readiness Playgroups) to learn more about the programs in this strategy.

Programs at a Glance



\$1,788,272 invested

2,171 children served

2,165 parents/caregivers served

14 programs

53 sites

Participants

During the program year, 2,171 children and 2,165 adults participated in *Parent Support and Education* programs. All but one program served children and their parents/caregivers together in playgroups or in parallel activities. Oakland Promise: Brilliant Baby supported children indirectly by providing financial coaching to their parents/caregivers.

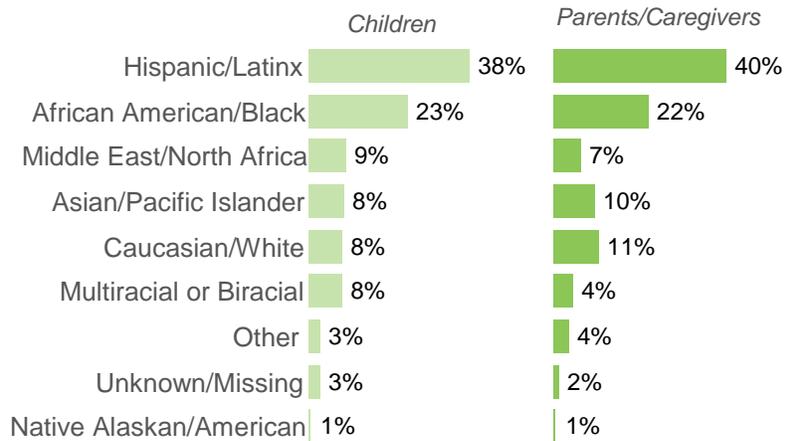
“The children that come here have been **traumatized**. They've either directly experienced it or they've witnessed it. Often, unless **we address what's happening within the child**, they're going to have a very difficult time in school.

– Staff, Project Pride’s East Bay Community Recovery Project

Over 60% of children were Hispanic/Latinx or African American/Black, reflecting OFCY’s priority populations.

Parent Support and Education programs continue to support diverse families throughout Oakland.

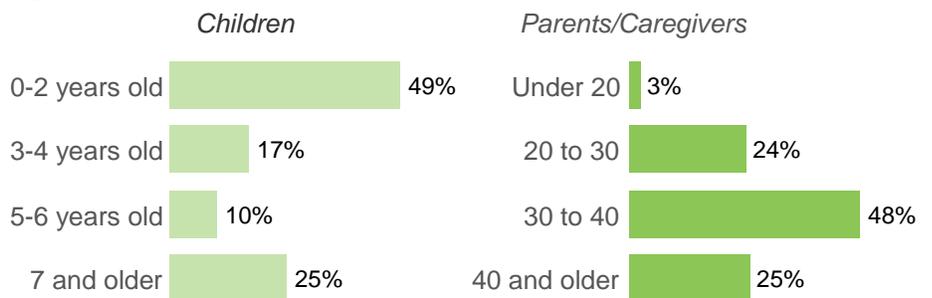
Race/Ethnicity of OFCY Participants



Almost half of children were two years old or younger.

Although programs focused on young children, some programs also served their older siblings by offering enrichment programming while parents/caregivers attended workshops, as well as supportive services.

Age of OFCY Participants



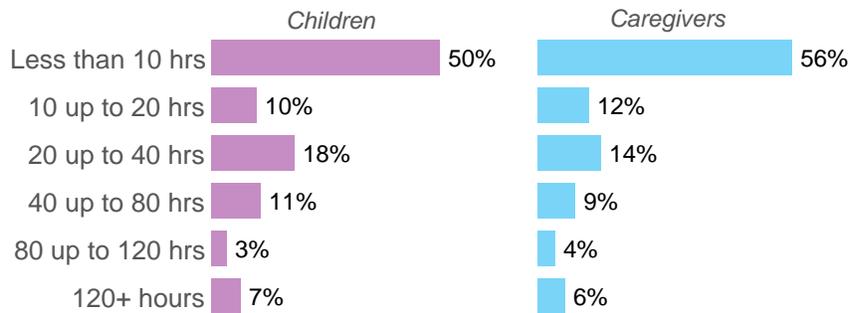
Participation

Parent Support and Education programs were diverse, offering a broad range of activities and service models. Because programs varied in duration from several weeks to year-long, the number of hours families participated in programs ranged widely, as shown below. About two percent of participants attended more than one *Parent Support and Education* program.

About 20% of children and adults spent more than 40 hours in programs.

Many families who participated for less than ten hours received supportive services and/or accessed services through family resource centers.

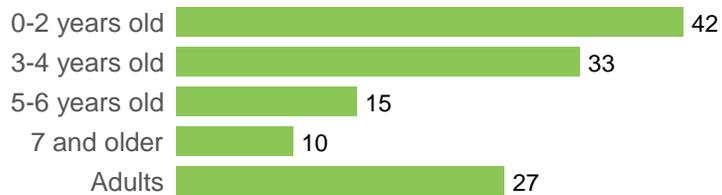
Hours of Participation (per program)



Families with the youngest children generally spent more time in programming.

Families with younger children often participated in ongoing playgroups that provided many hours of programming throughout the year.

Average Hours of Participation by Age (per program)



Program Activities

Parent Support and Education programs offered an assortment of activities tailored to the diverse needs of Oakland’s families with young children.

Playgroups

- Infant and toddler playgroups
- School readiness playgroups

Lotus Bloom provides parent/caregiver playgroups designed to help close the gap in early learning and provide referrals to resources, such as medical services, speech therapy, or other types of case management offered through the school district.

Parent/Caregiver Education

- Child development and literacy workshops
- Financial coaching and college savings accounts
- Parent/caregiver leadership meetings

Lotus Bloom’s School Readiness Playgroups prepare children for school by creating a preschool-like environment and modeling practices and activities that caregivers can use at home to encourage early learning.

Supportive Services

- Case management
- Clinical services
- Referrals and connections to resources

East Bay Community Recover Project’s Project Pride provides clinical services and case management, conducts child assessments, and develops service plans for families at a residential program that addresses mental health and substance abuse.

Transition to Kindergarten

Oakland Unified School District’s Summer Pre-K Program is designed to prepare incoming kindergarteners by providing social learning, literacy activities and math development. Staff also offer parent/caregiver education to support academic readiness.

“ We have free play, circle time, snack time, very similar to preschool. It’s also very **child-led**. So the **child chooses** what activity they would like to do. And **the parent supports and facilitates that play with the child**. It’s **play-based**. The families are looking for... information about school [and] resources in the community.

– Staff, Lotus Bloom’s School Readiness Playgroups

“ Many of our [parents] did not receive adequate parenting. As we improve their skills and knowledge of what’s expected of a [parent] and establish that parent-child relationship... **We broaden their perspective** and show them how... what they see as a well behaved child, is actually a frightened child and that the trajectory for someone growing up under that kind of parenting style is not so good.

– Staff, East Bay Recovery Project’s Project Pride

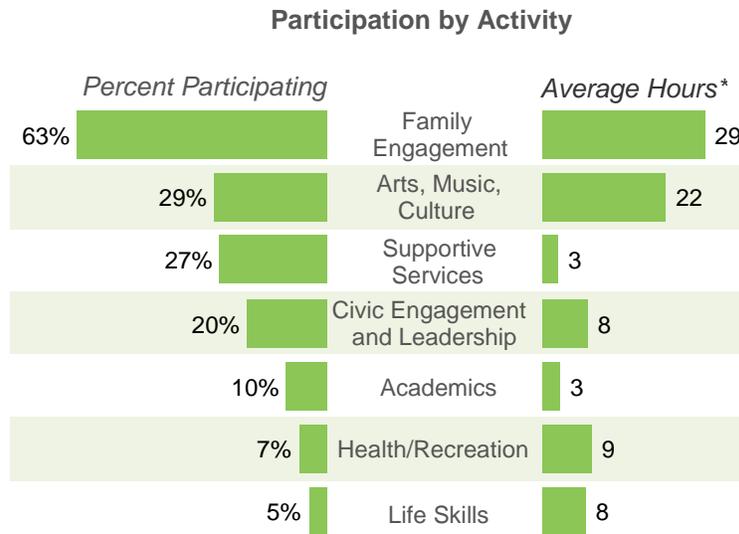
“ **We promote good health, good eating**. The women go to the farmer’s market once a week and for fresh produce. We try to practice those sorts of eating habits, **exposing the children to good foods for their bodies**. We go out on walks and emphasize healthy communication.

– Staff, East Bay Recovery Project’s Project Pride

The tables below illustrate the amount of time families spent in the activities offered by *Parent Support and Education* programs.

Children and parents/caregivers were most likely to participate in family engagement activities. This is also the activity that participants spent the most time engaged in.

About half of participants who received supportive services also participated in playgroups, workshops, and other activities.



**When calculating average hours spent in each activity, we only included children and parent/caregivers who participated in that activity.*

Lincoln’s New Highland-RISE Family Resource Center is co-located with RISE Community School and primarily serves students and parents that attend the school or live in the surrounding neighborhood. Focused on creating relationships with students, parents, staff, and teachers, they provide an emotionally and physically safe space for families. Lincoln staff shared the following story on their website:

At age 6, David’s family became part of Lincoln’s Family Resource Center. Impacted by a traumatic migration journey, David was sad and not adjusting well to his new country. Not understanding English, he didn’t play at recess with the other children and wasn’t eating. Determined to help her son, David’s mother Gabriela shared David’s story with a Lincoln clinician. Through the Lincoln team, David and his mom are getting the support they need to build a strong future.

The Lincoln clinician immediately advocated a transfer for David from his community school to a bilingual dual language immersion school. In working with the family, she also discovered that David had sustained a significant injury during his migration journey, which had not healed properly due to a lack of medical attention. The Lincoln team connected the family to medical resources, and David had the operation he needed. Today, David is a thriving third grader, participating in sports and making friends. David’s mom received the tools and resources she needed from Lincoln’s bilingual staff leaders, and David is now on a strong path toward academic achievement and success. **“Lincoln makes my son and I feel like we matter,”** says Gabriela, which really says it all.

Outcomes

Parents and caregivers who participate in programs provide their feedback and assessment of the programming through annual surveys. The results, illustrated below, were very positive, indicating that *Parent Support and Education* programs successfully supported parents and caregivers in foundational areas of early childhood development, critical to the healthy development of young children. On the survey, 545 parents/caregivers identified how strongly they agreed with various statements tied to the key outcome areas. **Over 90% of parents/caregivers agreed or strongly agreed with all the questions related to early childhood outcomes**, indicating that these programs successfully supported families in these areas.

“The families come and see **what a classroom setting would look like**. It creates routine for them. We sing songs and we say a lot of words, so that can help with the **language and literacy gap**. We have a lot of children that come in that might be delayed with speech. And them just being around other children and socializing and hearing a lot more language...**really advances their language**. That's how we contribute to **kindergarten readiness**.
—Staff, Lotus Bloom’s School Readiness Playgroups

Progress toward Early Childhood Outcomes (frequency that parents/caregivers agreed with questions tied to each outcome)

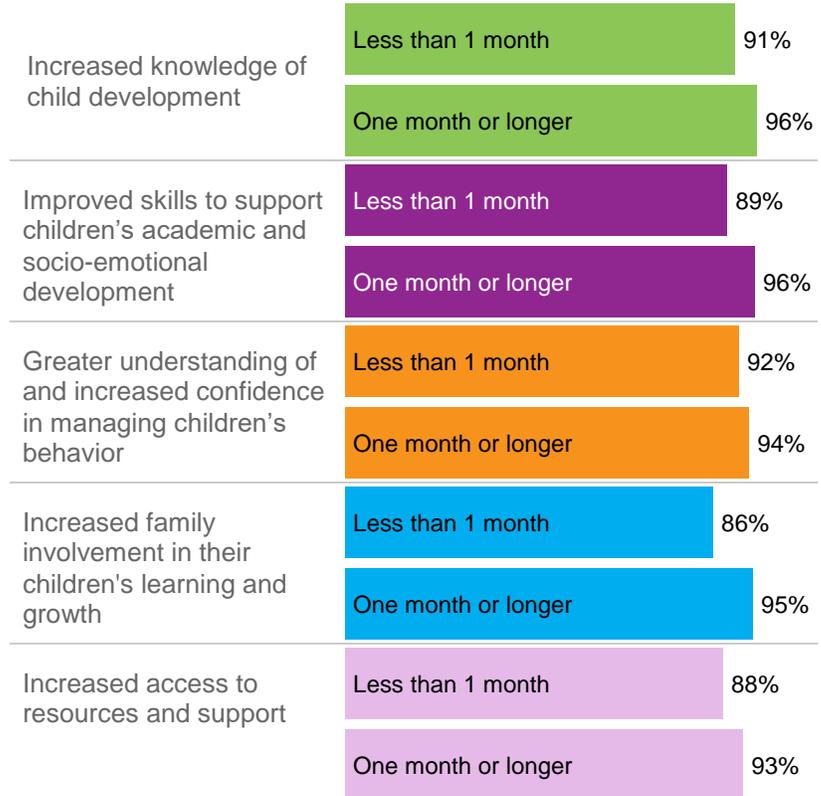


In general, parents and caregivers who attended their program for at least one month reported stronger early childhood outcomes, particularly around involvement in their children’s learning and growth. This is a strong indicator that programs that are able to engage parents and caregivers are making an impact and providing services that work.

“ We do whatever necessary to keep women engaged. We know that this isn't a fun time in their lives. ...We're asking them to feel a whole bunch of things that maybe they haven't felt in years. We just try to pay attention to that and **provide them some relief from that through outings, movie nights, special dinners, things like that.**

– Staff, East Bay Community Recovery Project’s Project Pride

Average Outcomes by Time in Program



At the beginning of every school term the program staff at Lincoln’s New Highland-RISE Family Resource Center at RISE Community School **engage parents/caregivers in a planning session**, so that they help develop the calendar for the following term. They have found that the best way to engage parents is to **provide flexible activities**, such as Zumba and gardening, and to create a safe healing space on campus.





“ **A supportive environment is really important to us.** Having parents come into the resource center and participate in play groups, so when [when their children are] ready to go into preschool, kindergarten, a childcare facility, **they feel empowered to know how to navigate** that space. That, along with kindergarten readiness, is our [main goal].

-Staff, Lotus Bloom’s School Readiness Playgroups

Parent Support and Education Programs

- East Bay Community Recovery Project - Project Pride
- East Bay Agency for Children - Parent Child Education Support Program
- Family Paths, Inc. - Abriendo Puertas/Opening Doors Parent Education
- Lincoln - New Highland-RISE Family Resource Center
- Lotus Bloom - School Readiness Playgroups
- Lotus Bloom - Multicultural Family Resource Centers
- Northern California Society to Prevent Blindness -Vision Awareness and Education
- Oakland Parents Together - Listening to Children Parent Cafes
- Oakland Parks and Recreation - Sandboxes to Empowerment
- Oakland Public Education Fund - Oakland Promise: Brilliant Baby
- Oakland Unified School District - Summer Pre-K Program
- Our Family Coalition - Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement - Prescott Joseph Center's Pre-preschool Program
- Safe Passages - Safe Passages Baby Learning Communities Collaborative
- Tandem, Partners in Early Learning – Community Capacity Building

Student Engagement in Learning: FY18-19



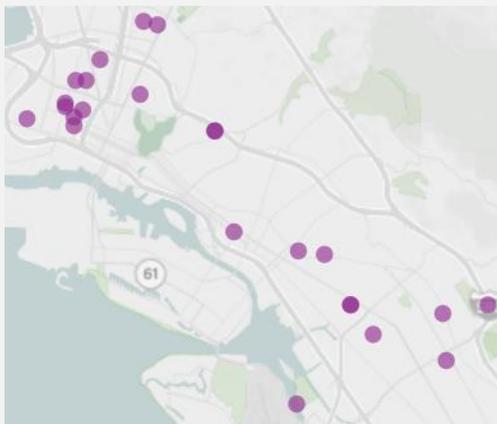
“ Our priority is making sure that students are getting what they need when they come through the doors.... I am hoping that **what they learned is transferrable** to school and to their jobs and to college...But the big piece for me is...that **students feel connected.**

—Staff, East Bay Asian Youth Center’s 9th Grade Transitions Program

The programs funded under OFCY’s Student Engagement in Learning strategy are designed to help children and youth feel connected to school and engaged in their own learning.

Programs provide targeted academic support to meet the specific needs of the participants they serve, including youth at risk of dropping out of school, newcomers, boys of color, and students with chronic absences. In addition to academic support, participants may receive case management or participate in arts programming, restorative justice training, and socio-emotional learning activities. In the spring of 2019, Social Policy Research Associates visited two programs (East Bay Asian Youth Center’s 9th Grade Transition and Youth Alive! Targeted Engagement for Older Youth) to learn more about the programs in this strategy.

Programs at a Glance



\$783,171 Invested

3,234 youth served

9 programs

24 sites

Photo courtesy of Youth Alive-Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

Participants

During FY2018-2019, 3,234 children and youth participated in *Student Engagement in Learning* programs. Most programs serve a specific group of students who are at risk of disconnecting from school at one or more schools in East or West Oakland. The target populations range from elementary-aged students reading below grade level to high school youth identified as at risk for violence, students who are chronically absent, gang-involved, experiencing homelessness, newcomer youth, and/or at-risk of violence.



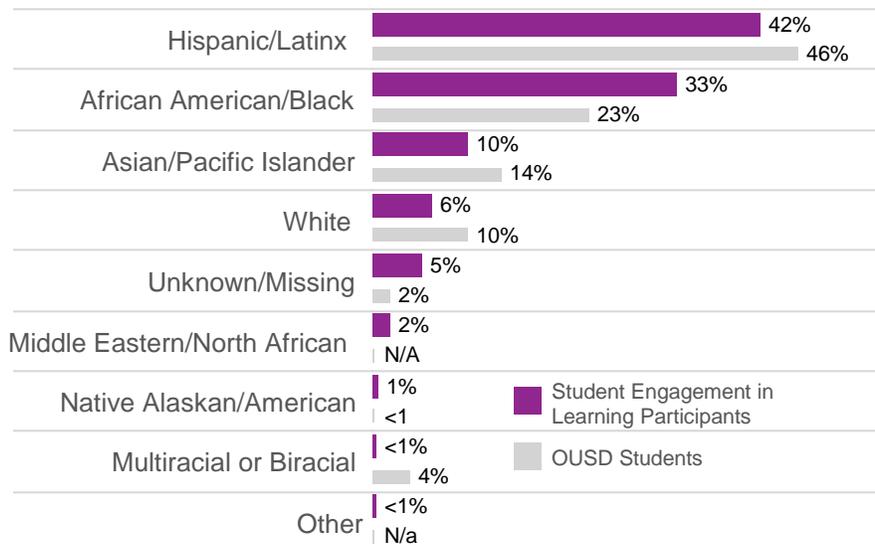
We have a referral system here and we get close to 400 referrals each year. Half of them are 9th graders and the primary reason for referrals is because of academic concern. And sometimes it's paired up with some sort of behavioral, mental health [concern]. But for the most part it's just lack of motivation.

—Staff, EBAYC's 9th Grade Transitions Program

75% of youth identified as Hispanic/Latinx or African American/Black indicating that programs serve OFCY's priority populations.

Compared to OUSD, these programs served a larger proportion of African American youth.

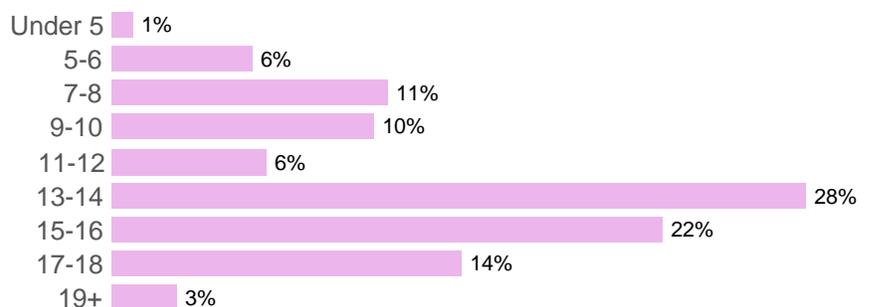
Race/Ethnicity of OFCY Youth Participants and OUSD Students



Student Engagement in Learning programs were more likely to serve youth over 12 years old.

Youth aged 13 to 18 represented close to 70% of participants served by this strategy.

Age of Participants



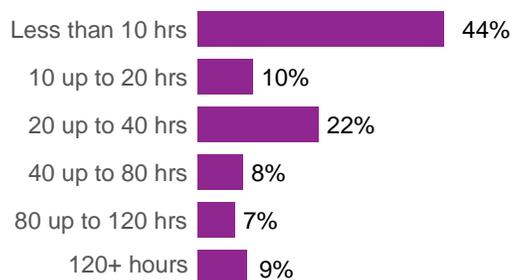
Participation

Student Engagement in Learning programs were diverse, offering activities focused on academic support, civic engagement, and arts, music and culture. Because programs operated under different models and varied in duration from several weeks to year-long, the amount of time youth spent in programs ranged widely. For example, by design, OUSD’s Student Engagement in Restorative Justice program served over 900 youth with light touch services (on average youth participated for six hours). In contrast, participants in Student Program for Academic and Athletic Transitioning’s (SPAAT) Middle School Engagement in Learning program attended the program for over 100 hours on average. These differences are in keeping with each program’s model.*

Time spent in program varied widely.

Over forty percent of youth spent less than ten hours in their program, while close to ten percent attended for over 120 hours. Most students with less than ten hours of participation attended OUSD’s Student Engagement in Restorative Justice Program.

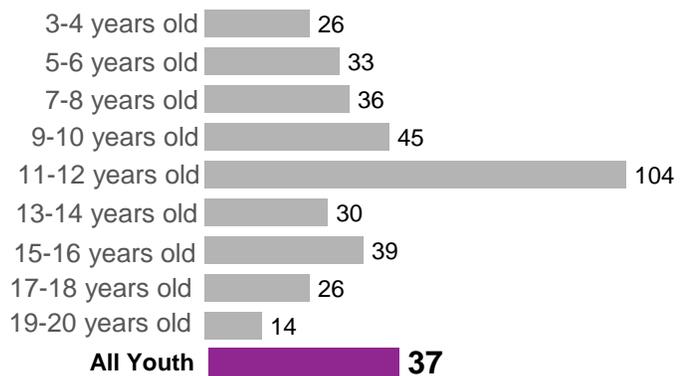
Hours of Participation per Program



Students transitioning into middle school spent the most time in programming.

Students ages 11 and 12 spent over 100 hours in programs on average, compared to 37 hours for all participants. Almost 70% of students in this age group participated in SPAAT’s Middle School Engagement in Learning program.

Average Hours of Participation by Age



I joined because [the program] sounded interesting...I stayed because it's actually a lot of fun. We **learn a lot** [and] we get to go on **field trips** and do things we haven't done before. I think it's just **a great experience**.

—Student, East Bay Asian Youth Center’s (EBAYC’s) 9th Grade Transitions Program

* OUSD’s Student Engagement in Restorative Justice trained a group of student leaders to facilitate restorative justice workshops for over 700 ninth graders. SPAAT’s Middle School Student Engagement in Learning program enlists Oakland Athletic League (OAL) coaches and paid tutors to support student athletes.

Program Activities

Student Engagement in Learning programs offered a variety of activities to keep children and youth engaged in learning, as described below.

Academics

- Literacy support • Project-based learning
- Credit recovery • Academic advising

Girls Inc.’s Daytime Literacy Intervention collaborated with principals and school day teachers at four schools to design tailored literacy interventions for K-5 students who were reading behind grade level.

SPAAT’s Middle School Student Engagement in Learning program provides paid tutors to work with student athletes.

“ We have guided reading, where the students build their confidence in reading out loud and in a small group. We have readers' theater, where students build fluency, so they're able to read scripts and then practice them and learn words that they've never seen before. Then they act them out and demonstrate their skill-building in front of a group.

— Staff, Girls Inc’s Daytime Literacy Intervention

Civic Engagement & Leadership

- Mentoring and leading activities
- Restorative justice
- Organizing and facilitating events
- Community impact project

EBAYC’s 9th Grade Transitions staff run an afterschool group focused on outdoor leadership and social, emotional, mental and life skill training.

OUSD’s Student Engagement in Restorative Justice Program trains 30 diverse student leaders to lead a restorative justice program focusing on the transition to high school.

“ The program] continues to really help them share their voice, advocate for themselves, and to develop themselves and be youth leaders. [As a result,] they've been able to **advocate for themselves, and for their communities.**

—Staff, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Arts, Music and Culture

- Cultural clubs
- Dance
- Music production

EBAYC’s 9th Grade Transitions offer an afterschool music studio where students can create their own music, compose their own tracks, and record a CD to increase their sense of connection to Oakland High School.

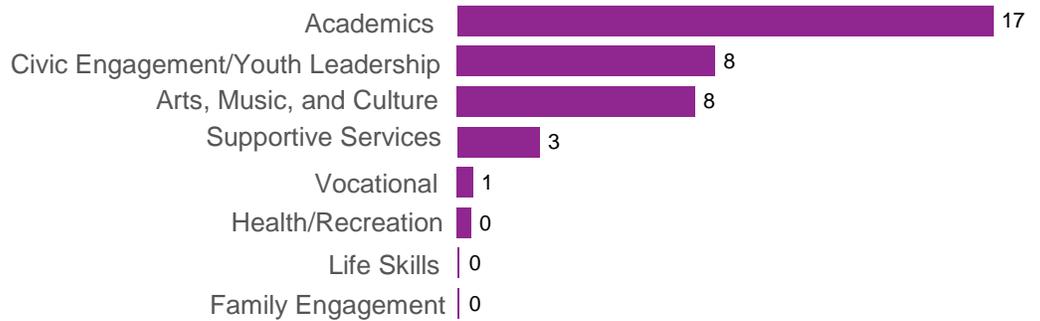
“ Since I was born and raised in Oakland, I don't really know anything about my ethnicity or my culture. During this program, I learned new stuff, like when we researched Chinese New Year’s, Vietnamese people also celebrate it, but I didn't know why. So that **helped me learn more about my culture.**

—Youth, EBAYC’s 9th Grade Transitions

The tables below illustrate the amount of time youth spent in the diverse activities offered by *Student Engagement in Learning* programs.

On average, youth spent the most time engaged in academic activities, civic engagement and youth leadership, and arts, music and culture.

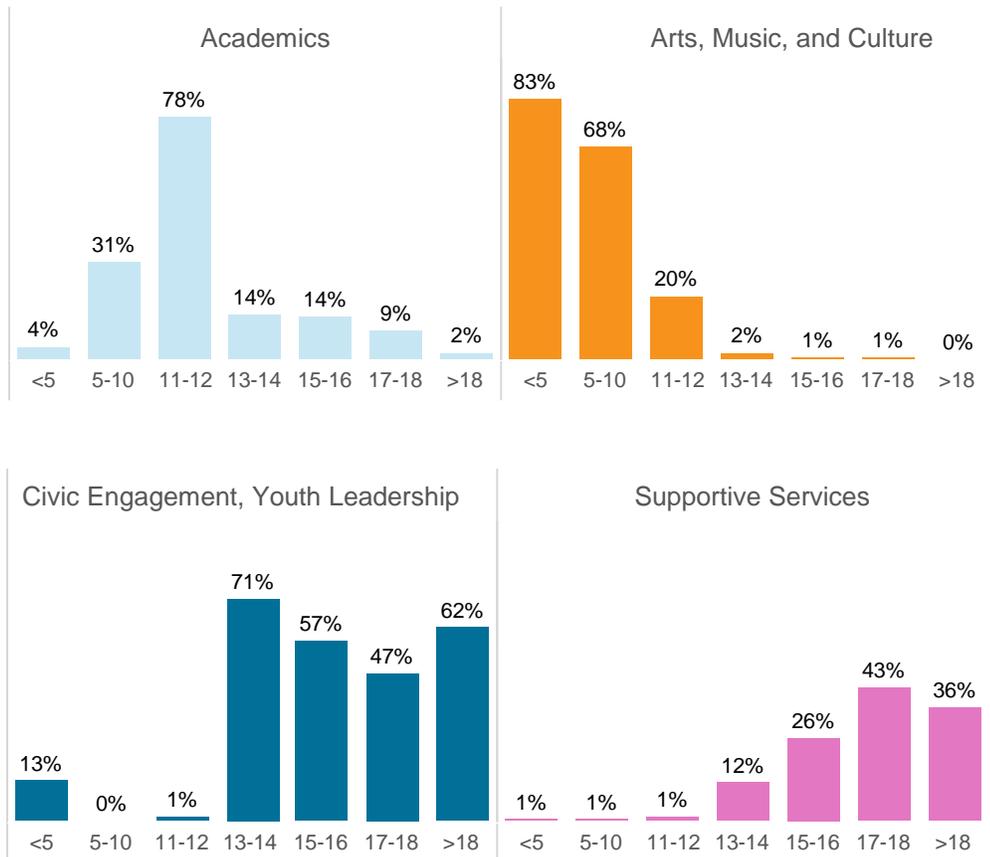
Average Hours by Type of Activity



Programs tailor services to the developmental needs and capacities of children and youth as they age.

Although only youth ages 11-12 spent the majority of their time engaged in academic activities, youth across different age groups participated in a range of activities that contribute to school connection and were developmentally appropriate. For example, programs engaged younger children (up to age 10) in learning by focusing on arts, music and culture, while older youth spent progressively more time in leadership activities and receiving supportive services.

Percent of Time Engaged in Top Service Categories by Age Group

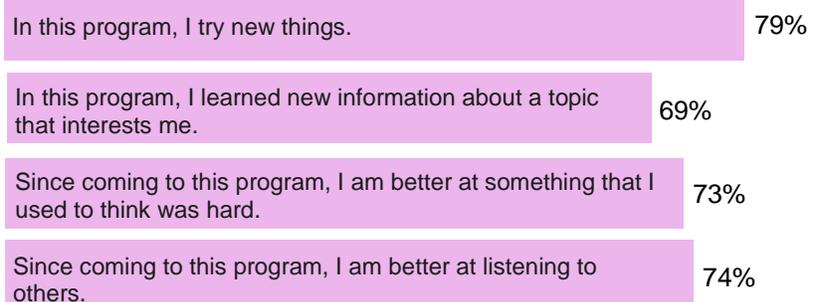


Outcomes

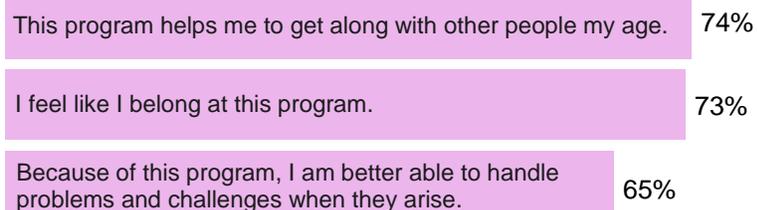
All youth participants had the opportunity to assess their achievement of key outcomes through a survey administered in spring 2019. On the survey, 727 youth identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 71% of youth agreed with statements related to youth development outcomes**, indicating that programs successfully supported youth in these areas.

Achievement of Youth Development Outcomes (frequency that youth agreed with questions tied to each outcome)

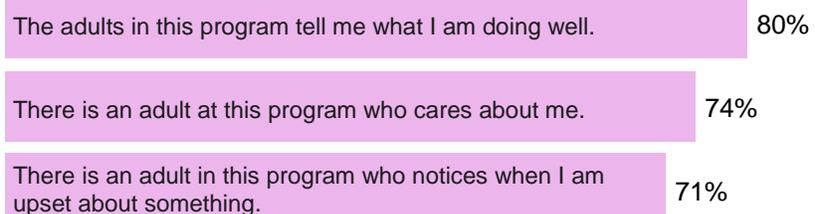
Development & Mastery of Skills



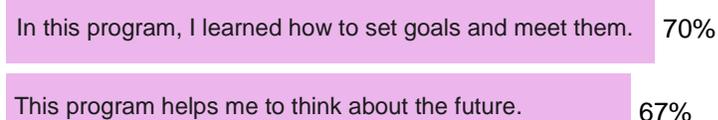
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal Setting



“ [The program] is safer than school. I think mainly because we're able to talk about more personal issues rather than saying it out loud during a class discussion, because I think here it's like our safe space.

—Youth, EBAYC's 9th Grade Transitions Program

“ I've learned how to be more mature [compared to] kids my age. They make different decisions than me because they have not had the opportunity to experience this program, but I feel like if they did then they'll for surely make more wise decisions.

—Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

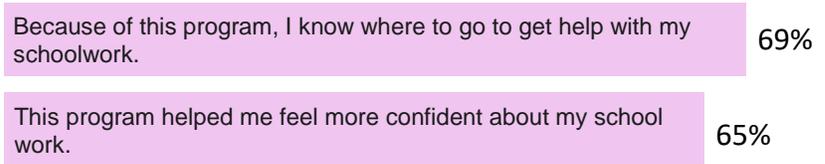
Youth also had the opportunity to assess their achievement of “student success” outcomes that research shows lead to academic success. Youth reported strong achievement of these outcomes as well, with African American/Black youth reporting higher levels of leadership capacity.

“EBAYC gave me the **extra help and support I need** that nobody else could give me. Because my parents, who immigrated from Vietnam, don't really know English, so being able to have the support when I need it from EBAYC, to help me with my school work or with an upcoming test, was really helpful and made me feel like I was more prepared.
—Youth, EBAYC's 9th Grade Transitions

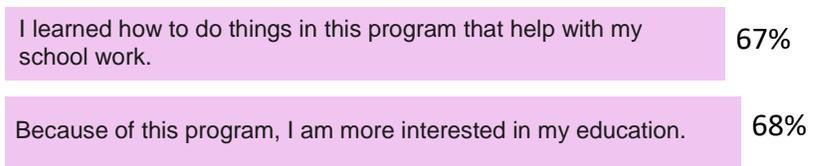
“I used to not really care so much about school but then I realized it's going to make out my future. So if I was to not go to school now, when I get older, that'll affect me [because] I want a job.
--Youth, Youth Alive! Targeted Engagement for Youth Exposed to Violence

Achievement of Student Success Outcomes
(frequency that youth agreed with questions tied to each outcome)

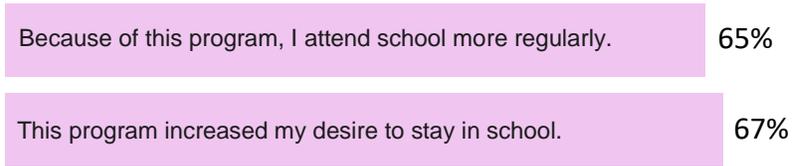
Confidence in Accessing Educational Opportunities



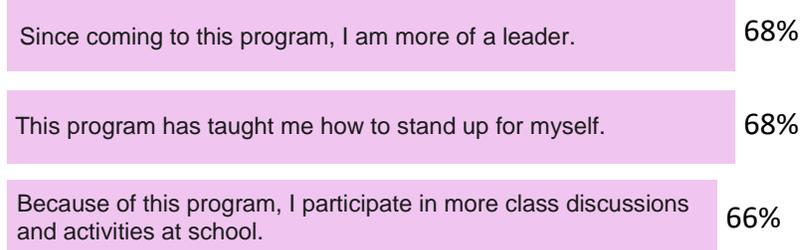
Ability to Develop Academic Goals



School Attendance



Leadership Capacity



College Readiness

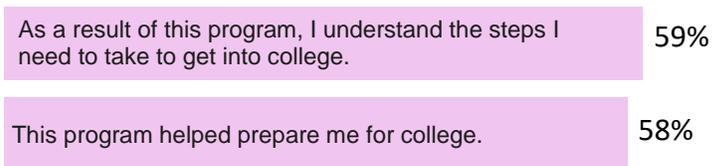




Photo courtesy of Oakland Unified School District- OUSD Student Engagement in Restorative Justice

“

[Youth] are **making connections** with parents, making connection with day school teachers, and really getting a holistic view. While we're a literacy program, we know that there's so much more to a student.

- Staff, Girls Inc.'s Daytime Literacy Intervention

“

If you take the time to look at the real issues and **stop labeling kids, particularly kids of color**, I think that their educational outcomes can be so much better. Rather than just labeling them as troublemakers... See what the root of the issue is first. Often, **it's not because they don't want to do well in school**, it's because there's so much going on they cannot keep it together.

-Staff, Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

Student Engagement in Learning Programs

- Alternatives in Action-FOCUS: Fremont - Our Community United for Success
- Destiny Arts Center-DAC: Havenscourt Artists-at-School Residency
- East Bay Asian Youth Center-9th Grade Transition
- Girls Incorporated of Alameda County-Daytime Literacy Intervention and Engagement
- Lincoln Child Center, Inc.-West Oakland Initiative
- Oakland International High School / Oakland Unified School District-OIHS Immigrant & Refugee Wellness Program
- Oakland Unified School District-OUSD Student Engagement in Restorative Justice
- Student Program for Academic and Athletic Transitioning-Middle School Student Engagement in Learning
- Youth Alive-Youth ALIVE! Targeted Engagement for Youth Exposed to Violence

School-Based Afterschool for Elementary and Middle Schools: FY18-19



“**Our students are amazing.** They bring such unique experiences and diversity to the program, both diversity in culture and in personality, and life experience.... It brings a lot of excitement to the program, because when we're **incorporating each voice**, then we're able to **tailor the program to what the young people want.**

– Staff, Girls Inc.

The programs funded under OFCY’s School-Based Afterschool strategy are designed to coordinate comprehensive academic and enrichment activities afterschool at Oakland school sites for students in elementary and middle schools. In the spring of 2019, SPR interviewed directors of the 10 community-based organizations that provide programming at school-based afterschool programs (YMCA of the East Bay, Bay Area Community Resources, East Bay Agency for Children, Girls Incorporated of Alameda County, Higher Ground Neighborhood Development Corporation, Lighthouse Community School, East Bay Asian Youth Center, Ujimaa Foundation, Oakland Leaf Foundation, and Safe Passages) to learn more about the School-Based Afterschool strategy.

Programs at a Glance



\$5,006,596 invested

8,333 youth served

59 programs

59 sites

Photo courtesy of East Bay Asian Youth Center at Frick Middle School

Participants

During FY2018-2019, over 8,000 children and youth participated in *School-Based Afterschool* programs. Participants attended elementary and middle school where most students qualify for free and reduced price lunch.



They're brilliant... I think they are incredibly **resilient and incredibly intelligent**. I think they all have linguistic and cultural experiences that are assets for our program.

-Staff, Safe Passages

Over 80% of afterschool participants identified as Latinx or African American, indicating that afterschool programs served OFCY's priority populations.

Compared to OUSD, these programs served a larger proportion of African American youth.

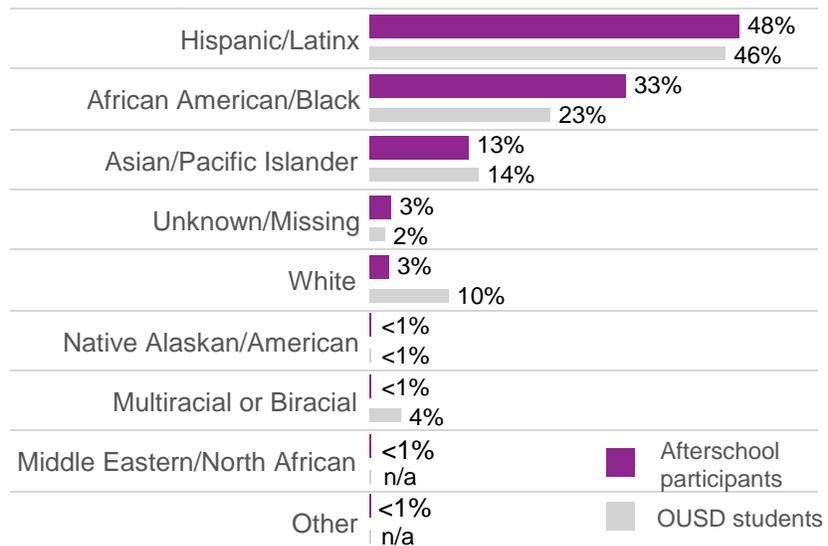
Most students were multiple years below grade level in reading at the start of the school year.

Afterschool participants were slightly more likely to be below grade level than other students at host schools.

About one-third of afterschool students were English Learners.

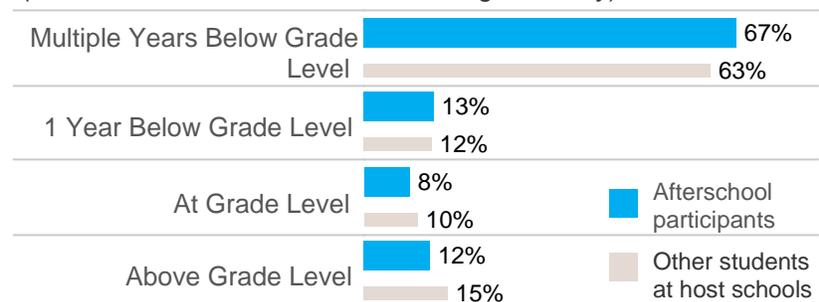
English Learners were less likely than their peers to attend afterschool programs.

Race/Ethnicity of OFCY Youth Participants and OUSD Students

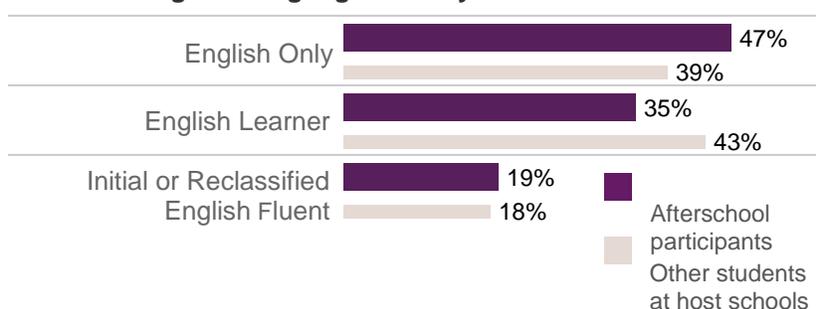


Fall 2018 Literacy Levels

(as assessed on the Scholastic Reading Inventory)



Fall 2018 English Language Fluency



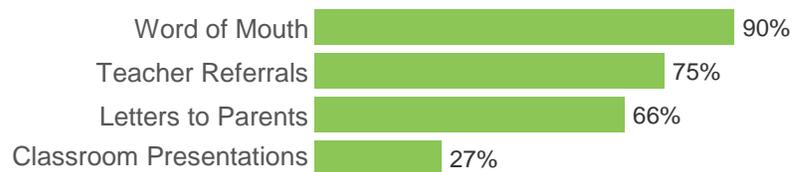
Outreach, Recruitment, and Waitlists

The need for school-based after school programs is so high that, for the most part, programs in this strategy do not spend a significant amount of time on outreach and recruitment. In fact, over 80% of programs placed students on waitlists at the beginning of the school year, illustrating the value and high demand for these programs. Programs work hard to prioritize families most in need (e.g. families experiencing homelessness or families with extremely limited resources, single parents, families with siblings, etc.).

Word of mouth was the most commonly identified approach to recruitment.

Most programs reported that, due to high demand, they did not have to spend a lot of energy on recruitment.

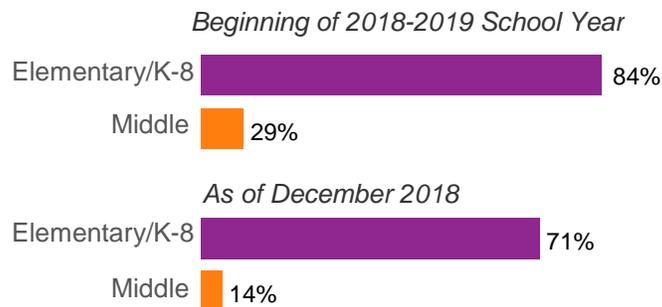
Recruitment Approaches



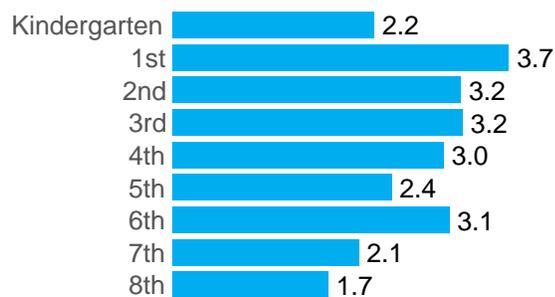
At most schools, demand for afterschool programming exceeds the number of slots for students.

At the beginning of the year, 84% of elementary school programs and 29% of middle school programs had waitlists. By December, over 900 students were still on waitlists for their OFCY-funded school-based afterschool program. In general, waitlists were longest for 1st through 6rd grade.

Percent of Programs with Waitlist (by type of school)



Average Number of Students on Waitlists as of December 2018



Partnerships with Host Schools

School-based afterschool staff consistently highlighted the importance of strong partnerships with their host school for **maximizing out-of-school time learning and creating a strong afterschool culture**. Through regular communication and joint planning between afterschool and school-day staff, programs built strong partnerships with their host schools, as demonstrated below.

“ It is hard to have knowledge-structured quality programming... if there's not that **cohesiveness and that buy-in from the school day**.

—Staff, Citizen Schools

Programs sought to achieve alignment between the school-day and afterschool programming through coordination of content and staffing.

Staff created alignment with the school-day by working with school partners on accessing resources and information such as curriculum materials so that they could build on the content that students were learning during the school day. YMCA of the East Bay staff spoke about engaging crossover staff that were available during both the school day and continued in the afterschool program.

Development of shared goals helped programs complement school-day learning.

Staff at programs, such as Bay Area Community Resources, described undergoing a program planning process with their school partners to ensure alignment of shared goals for the school year. These shared goals centered around how afterschool programming can provide “whole child” activities that complement academic goals, such as enrichment, social emotional learning, and targeted academic support.

School leaders and program staff jointly identified areas for improvement

At some programs, such as Girls, Inc., afterschool staff and school leaders reviewed survey results and quality assessments together to identify areas of strength and areas to focus on for continuous improvement.

Interviews with afterschool staff also surfaced challenges related to these relationships. First, when school leadership changes, afterschool providers spent a great deal of time rebuilding trust and re-establishing their working relationship. At times, programs felt that new principals did not value their partnership and were reluctant to invest the time necessary to build a strong afterschool program. Second, school leaders and afterschool providers did not always agree on the purpose of the programming, as some school leaders reportedly encouraged programs to prioritize tutoring and academics over youth development, enrichment, and social-emotional learning. Finally, a few programs felt that school leaders viewed afterschool programming as a

separate program and not a continuation of the school day, which they reported created misalignment between school-day and after-school programming.

Program Fees

Having free or low-cost afterschool programming is critical for supporting students and families, particularly given the rapidly rising cost of living in Oakland. The majority of OFCY-funded school-based afterschool programs provide free afterschool programming. Those that charged fees also provide discounts or fee waivers to make the costs of attending programs manageable.

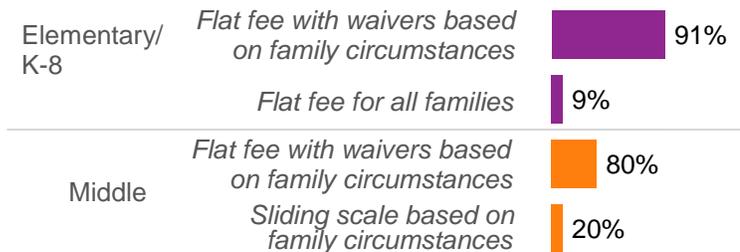
About one-quarter of programs charged fees.

Middle school programs were more likely than elementary school programs to charge fees. Of programs who charged fees, most charged a flat fee and provided waivers to families based on their ability to pay. All but one program also offered a sibling discount.

Percent of Programs Charging Fees



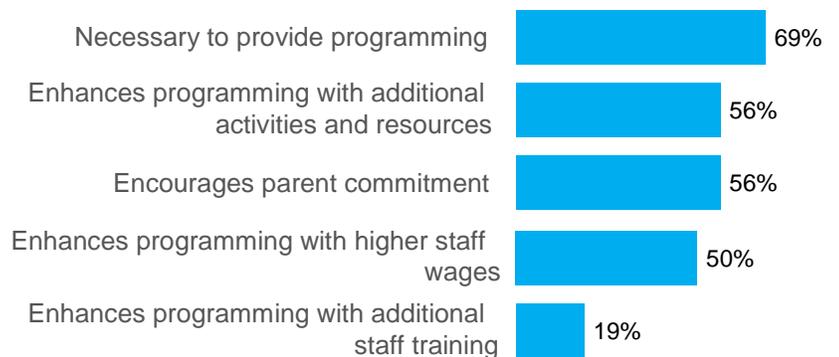
Type of Fees Charged (of programs charging fees)



Programs identified various reasons for charging fees.

Of those who charged fees, close to 70% reported that it was necessary in order to provide programming. For example, some programs noted that they used fees to cover overhead costs. OFCY has addressed this by increasing budgets and allowable indirect costs for FY2019-2020. Many programs also used fees to provide additional activities and encourage greater commitment to the program from parents.

Reasons for Charging Fees



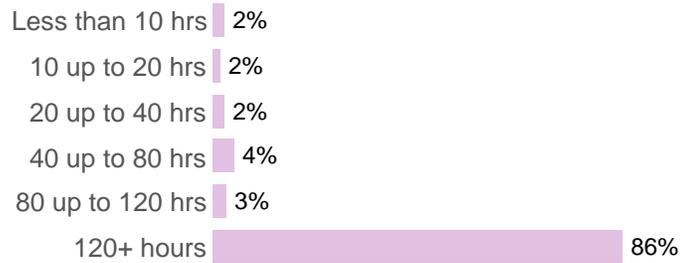
Participation

School-Based Afterschool programs offer programming every day during the school year, five days a week, from the end of the school day until at least 6 p.m. Because these programs occur daily throughout the school year, most youth participants receive a high level of service hours.

Over 85% of youth spent more than 120 hours in their afterschool program.

On average, youth spent over four hundred hours in programs. Elementary students spent more time in programs than middle school students.

Hours of Participation per Program



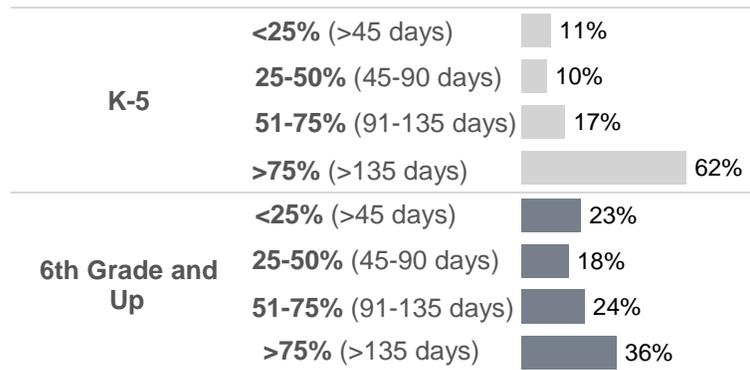
Elementary students attend more days out of the school year and spend more hours in programs than middle school students.

The majority of elementary students attended programs for more than 75% of school days. On average, elementary students attended programs for 126 days and middle school students attended for 100 days.

Average Hours of Participation by Age



Percent of School Days Attended by Grade



We've been told by many of our youth and families that they like coming to after school, they love coming after school, but they don't necessarily like coming to the school day. **They come to school because they want to go to after school....** There's definitely a connection with after school attendance supporting school day attendance.

—Staff, Bay Area Community Resources

Program Activities

School-Based Afterschool programs offered a variety of activities to keep students engaged in learning. Below we provide a sense for the different types of programs that fall into this strategy.

Academics

- English and STEM
- Literacy
- Reading and literature days

Youth at **Ujimma Foundation's** afterschool program participate in an integrated culturally-responsive curriculum that incorporates mentoring, rites of passage, academic support to encourage a love for learning and reading.

Civic Engagement and Leadership

- Cascading and youth leadership
- Educational garden-based activities
- Community service
- College preparation and field trips
- Project based learning

Oakland Leaf provides culturally relevant project-based learning that emphasizes development of student identity and social justice.

Health & Recreation

- Health and fitness workshops
- Healthy relationships
- Sports
- Cooking and nutrition classes

Through health workshops and activities, youth in **Girls Inc.** discuss topics such as confidence, healthy relationships, positive self-image, and positive risk-taking.

“**Everything is about youth development principles and finding children's islands of competency** and exposing them to things that they would not otherwise be exposed to. That's more important to us than to be doing homework or running math facts with the children all day. I would rather take them outside [to] count the butterflies than be sitting [in a classroom] counting butterflies on the page.

– Staff, Higher Ground

“We're looking **at enrichment of the whole child**...physical activity, belonging, having a safe environment for students. We work primarily in underserved communities and those pieces are important to us, not just kids getting their homework done.

– Staff, Bay Area Community Resources

“We can bring **mental health services** on site if we need it, we can do a lot of **referrals**, we have a family resource center. There are also other ways we can **support our families**. I would say that providing these resources is one of our best practices.

– Staff, East Bay Asian Youth Center

Outcomes

All youth participants had the opportunity to assess their progress toward youth development outcomes that research demonstrates contribute to improved health, academic success, and positive life outcomes in adulthood. On the spring 2019 survey, 2,468 children in grades 3 and above (30% of all children in OFCY afterschool programs) identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 70% of children agreed with statements related to youth development outcomes,** indicating that *School-Based Afterschool* programs successfully supported youth in these areas.

“(From) the experiences they get in afterschool, they realize, “I didn’t die from embarrassment. I can try something and not be so fearful of being embarrassed because I’ve already **conquered that emotion because in afterschool program, they made me try it.**”

—Staff, Higher Ground

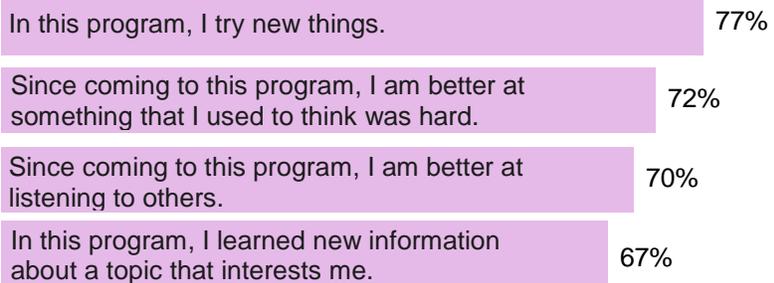
“We **teach kids life skills.** You can be angry but throwing someone across the room is maybe not the best choice. But, if you can tell the teacher - I’m really upset and I need to leave here- we respect that. That’s a skill that children need to learn.

– Staff, EBAYC

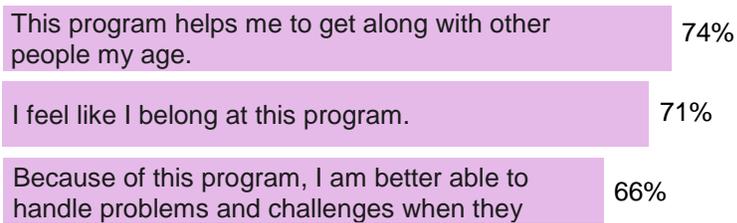
Achievement of Youth Development Outcomes

(frequency that youth agreed with questions tied to each outcome)

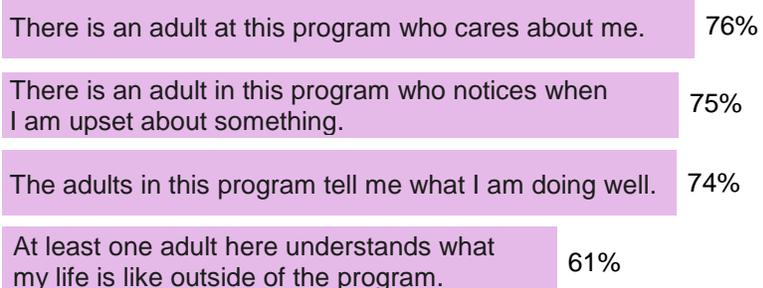
Development & Mastery of Skills



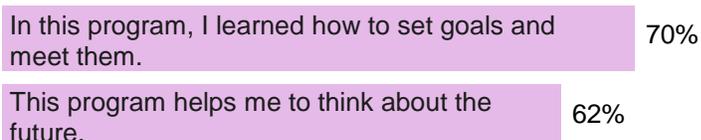
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal setting



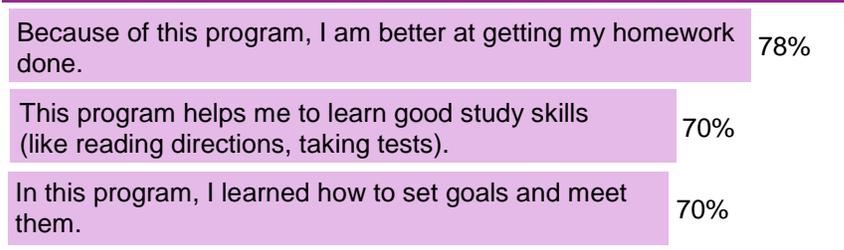
Youth also had the opportunity to assess their progress toward outcomes that school-based afterschool programs are trying to achieve, including academic behaviors, college and career readiness, increased school engagement, and overall wellness.

“
We personalize (learning). It helps the students with their **confidence** level because they don't necessarily feel like they have to keep up with everybody else, because they get to work on what they know. And there could be another student struggling in an area that they've mastered, so they're like, "Oh I can help them with that."
 – Staff, YMCA of the East Bay

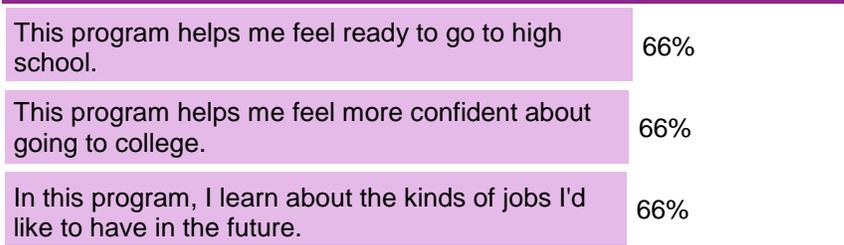
“
 If you're in martial arts, you're not just going to learn how to kick and how to punch and how to simply defend yourself, but **you're going to learn martial arts as a philosophy ...as a way of life, so that you understand that any type of challenge that comes your way, you don't necessarily have to strike at it.**
 —Staff, Ujimaa Foundation

Achievement of Academic Outcomes
(frequency that youth agreed with questions tied to each outcome)

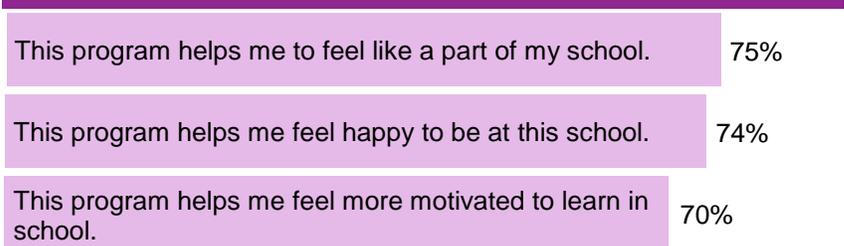
Academic Behaviors



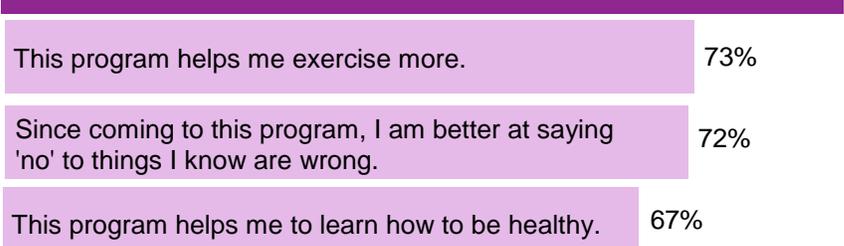
College and Career Readiness



Increased School Engagement



Greater Wellness

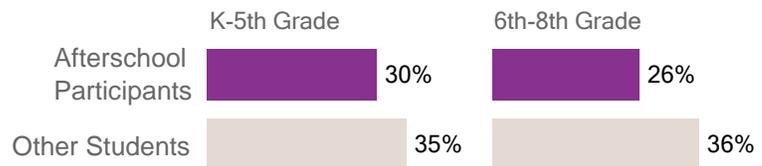


To further assess academic outcomes, SPR matched OFCY participant records with academic records from Oakland Unified School District, including scores on the Scholastic Reading Inventory assessment in fall 2018 and spring 2019 and school-day attendance rates. We observed statistically significant differences in these outcomes between afterschool participants and their school peers.¹

Other Academic Outcomes

Afterschool participants were less likely to be chronically absent than their peers.

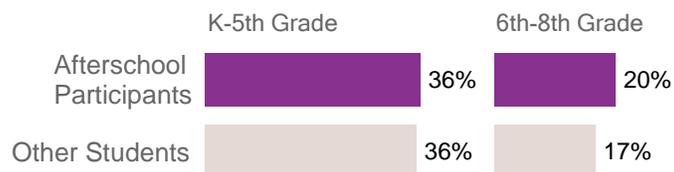
Percent of Chronically Absent Students



Compared to their peers, middle school participants were more likely to increase their literacy level over the school year.¹

For example, they were more likely to move from “one grade below” to “at grade level” between the fall and spring assessments.

Percent of Students Increasing at Least One Level on Literacy Assessment



Afterschool participants had slightly higher school-day attendance rates as their peers.

Difference in School-Day Attendance Rates



We try to make sure that the kids want to be around us, so, if nothing else, that will help them make it to school because they know that they're going to see one of their favorite adults later on that day.

—Staff, Higher Ground

¹ Three times during the school year, students complete the Scholastic Reading Inventory to measure reading comprehension. Students are assessed at one of the following levels: multiple years below grade level, one year below grade level, at grade level, and above grade level.

School-Based After School Programs

Elementary Programs

- Achieve Academy-East Bay Agency for Children
- Acorn Woodland Elementary School-Girls Incorporated of Alameda County
- Allendale-Girls Incorporated of Alameda County
- Bella Vista Elementary-East Bay Asian Youth Center
- Bridges Academy-Bay Area Community Resources
- Brookfield Elementary-Bay Area Community Resources
- Burckhalter Elementary-Ujima Foundation
- Carl B. Munck Elementary-Ujima Foundation
- Cleveland Elementary-East Bay Asian Youth Center
- Communities United Elementary School (CUES)-Safe Passages
- East Oakland Pride-Girls Incorporated of Alameda County
- Emerson Elementary-Bay Area Community Resources
- EnCompass-Oakland Leaf Foundation
- Esperanza Elementary-Bay Area Community Resources
- Franklin Elementary-East Bay Asian Youth Center
- Fred T. Korematsu Discovery Academy-Bay Area Community Resources
- Fruitvale Elementary School-Bay Area Community Resources
- Futures Elementary-Bay Area Community Resources
- Garfield Elementary-East Bay Asian Youth Center
- Global Family-Bay Area Community Resources
- Grass Valley Elementary-Bay Area Community Resources
- Greenleaf Elementary-Bay Area Community Resources
- Hoover Elementary-Bay Area Community Resources
- Horace Mann-Girls Incorporated of Alameda County
- Howard Elementary-Bay Area Community Resources
- International Community School-Oakland Leaf Foundation
- Lafayette Elementary-Bay Area Community Resources
- Laurel Community Partnership Academy-Safe Passages
- Learning Without Limits-Oakland Leaf Foundation
- Lincoln Elementary School-East Bay Asian Youth Center
- Madison Park Academy -(Elementary)-Higher Ground Neighborhood Development Corp
- Manzanita Elementary-East Bay Asian Youth Center
- Manzanita SEED-East Bay Asian Youth Center

- Markham Elementary-Bay Area Community Resources
- New Highland Elementary School-Higher Ground Neighborhood Development Corp
- Piedmont Avenue Elementary-YMCA of the East Bay
- Preparatory Literary Academy of Cultural Excellence @ Prescott-Bay Area Community Resources
- Reach Academy-Girls Incorporated of Alameda County
- Rise Community-East Bay Agency for Children
- Think College Now-Oakland Leaf Foundation

K-8 Programs

- ASCEND-Oakland Leaf Foundation
- La Escuelita Elementary-Girls Incorporated of Alameda County
- Lighthouse Community Charter School-Lighthouse Community Charter School
- Parker Elementary School-Higher Ground Neighborhood Development Corp
- Sankofa Academy-Bay Area Community Resources

Middle School Programs

- Alliance Academy-Bay Area Community Resources
- Bret Harte Middle-Oakland Leaf Foundation
- Coliseum College Prep Academy (CCPA)-Safe Passages
- Edna Brewer Middle School-East Bay Asian Youth Center
- Elmhurst Community Prep-Bay Area Community Resources
- Frick Middle School-East Bay Asian Youth Center
- Life Academy Middle School-Alternatives in Action
- Madison Park Academy (Middle)-Bay Area Community Resources
- Roosevelt Middle-East Bay Asian Youth Center
- Roots International Academy-Citizen Schools, Inc.
- United For Success Academy-Safe Passages
- Urban Promise Academy Middle School-East Bay Asian Youth Center
- West Oakland Middle-YMCA of the East Bay
- Westlake Middle School-East Bay Asian Youth Center

Summer Youth Development and Empowerment: FY18-19

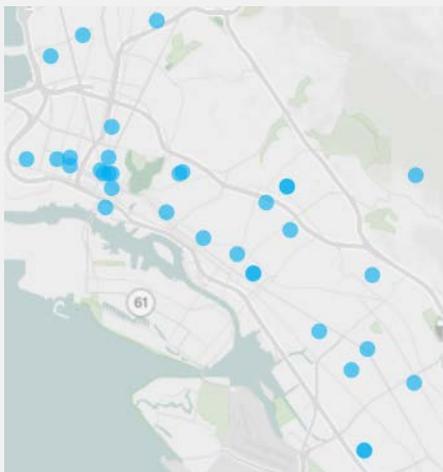


“ Prescott Circus has helped me become a leader because it helps me learn more about responsibility. It made me more prepared [and] organized. It's just **helped me mostly with responsibility in becoming a leader.**

-Participant, Prescott Circus Theatre

Programs funded under OFCY's *Summer Youth Development and Empowerment* strategy aim to help youth stay academically engaged over the summer while developing leadership skills, contributing to their community, and having fun. Youth receive academic support and participate in opportunities such as field trips, arts programming, project-based learning, and community activism. Five of these programs operated community-based summer camps and seven provided enrichment for students enrolled at OUSD summer school programs (OUSD Summer Hubs). In the summer of 2018, Social Policy Research Associates visited two programs (Edventuremore's Camp Edmo and Prescott Circus Theatre's Summer Program) to learn more about this strategy.

Programs at a Glance



\$1,075,218 invested

2,450 youth served

12 programs

39 sites

Photo courtesy of Edventuremore! Camp Edmo

Participants

During FY2018-2019, 2,450 children and youth participated in Summer Youth Development and Empowerment programs. These programs share a commitment to **keeping youth with limited access to enriching summer experiences engaged in learning** over the summer. Seven of the programs provided enrichment activities to students who were attending OUSD summer learning hubs at the recommendation of their school. The remaining programs tailored their services to specific groups, including foster youth, girls, and youth from under-resourced neighborhoods.

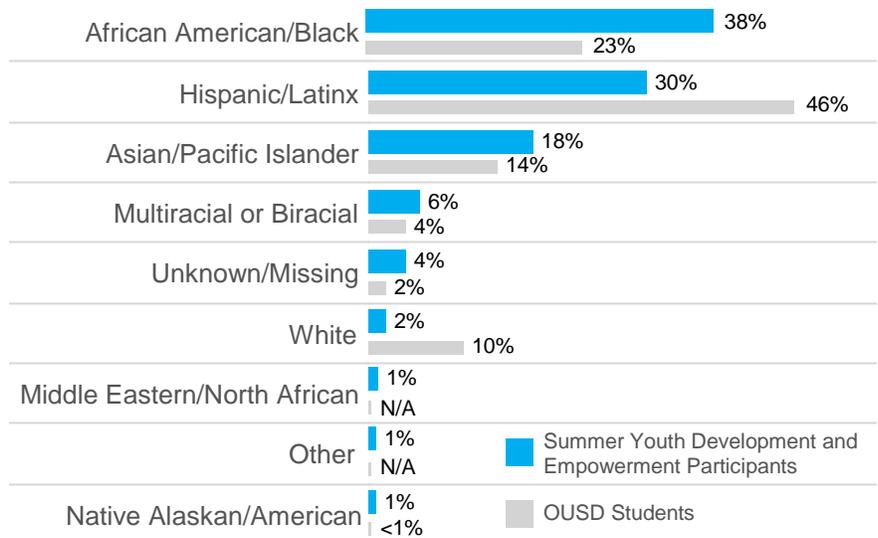
“My favorite part about coming here is: One is it makes me **feel special**. Everyone claps for you like "Yay, good job". Two is **the friends you make** after, so it's not just like we meet here and then we're done. Most of us have phones so we're like, "your number, Snapchat, or Instagram"

-Youth, Prescott Children's Circus

Close to 70% of participants identified as Latinx or African American, indicating that the strategy is serving OFCY's priority populations.

Compared to OUSD, these programs served a larger proportion of African American youth.

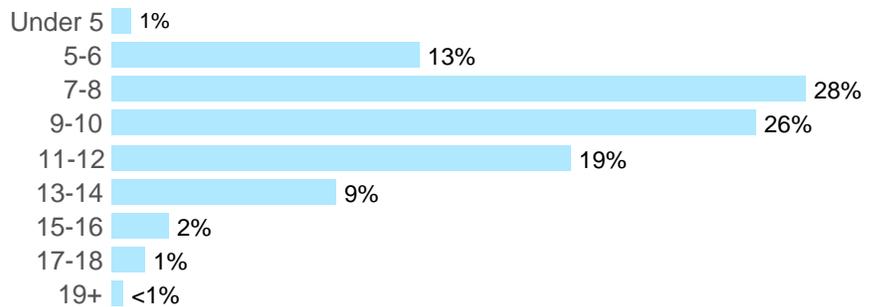
Race/Ethnicity of OFCY Youth Participants and OUSD Students



Over half of Summer program participants were between the ages of seven and ten.

Only 12% of participants were over 12 years old.

Age of Participants



Participation

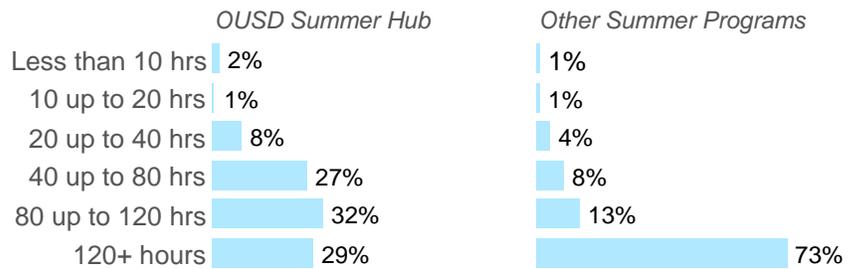
Operating during the summer months, *Summer Youth Development and Empowerment* programs were able to provide intensive services to participants. In fact, the average participant spent over 100 hours in their program over a four- to eight-week period. The level of participation was higher for summer programs that did not operate as OUSD summer hubs because some participants at OUSD summer hubs attended academic classes in the morning and attended OFCY programs in the afternoon only.

About three-quarters of participants at community-based summer programs spent at least 120 hours in their programs.

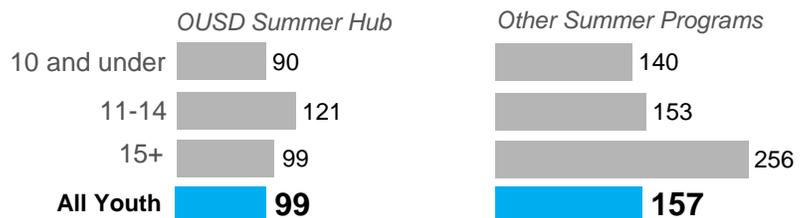
Older youth spent more hours in programming than younger participants; these older youth often led their peers as mentors and camp counselors.

For example, at *East Oakland Youth Development Center's Summer Cultural Enrichment Program*, youth leaders aged 13-20 planned and led educational and enrichment classes for participants ages 5-12.

Hours of Participation by Program Type



Average Hours of Participation by Age and Program Type



[We] have **positive activities** to engage in. [Otherwise], they might sit at home and watch TV and play games and get into trouble. At Camp EDMO, we have different types of enrichment activities they engage in and we teach **conflict resolution skills** and things like that.

-Staff, Edventuremore! Camp Edmo



Photo Courtesy of Prescott Circus Theatre Summer Program 69

Program Activities

Summer Youth Development and Empowerment programs provide academics, leadership development, arts and enrichment, recreation, and supportive services to children and youth. All programs promote positive youth development with a focus on summer learning, but with an understanding that **programs need to be tailored to the diverse interests and identities of Oakland youth**. As a result, the activities and approaches used to engage young people vary. Below are examples of the different types of programs that fall into this strategy.

Leadership and Civic Engagement

- Service learning projects
- Career readiness/internships
- Youth-led enrichment classes
- Community service
- Activism and public speaking
- Conflict resolution and restorative justice
- Community farming

Youth leaders at **East Oakland Youth Development Center’s Summer Cultural Enrichment Program (SCEP)** lead planning for their summer program and provide mentorship and instruction to young students. **Oakland Leaf Peace Camp** offers a project-based camp rooted in social justice, which aims to empower youth and promote community activism and cultural literacy.

Academics

- Literacy support
- Math and STEM
- Project-based learning

Lincoln’s Oakland Freedom Schools uses a culturally responsive model that includes intensive academic literacy and reading instruction to increase self-esteem and advance academic skills.

Camp Edmo grounds its program in science, technology and nature, engaging youth in Maker Projects that combine collaborative design challenges with art and individual expression.

Art, Music, and Culture

- Circus training
- Theater
- Visual arts
- Dance
- Martial arts
- Field trips

Prescott Circus Theater participants learn about the circus arts and develop performance skills. Youth often showcase their skills by performing at events throughout the community.

“

[Our program] helps give these children opportunities to develop the tools and skills to channel these experiences... to **communicate in peaceful ways, self-regulate, [and] bring in an element of play** and fun to reframe the experience of being a child.

-Staff, Prescott Circus Theater

“

Students work in groups and lead projects together: Examples include building boats, airplanes, and boardgames. This allows them to **work collaboratively, listen to one another, and contextualize learning**. For example, after they build a rocket model, then they have discussions about gravity. This makes teaching and learning more engaging.

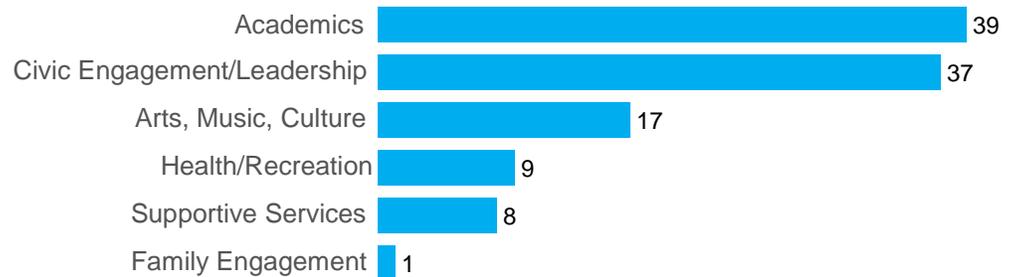
-Staff, Edventuremore! Camp Edmo

The tables below illustrate the amount of time youth spent in the activities offered by *Summer Youth Development and Empowerment* programs.

On average, youth spent the most time engaged in academic activities.

This was followed by enrichment activities, such as youth leadership and civic engagement, arts, music, and culture.

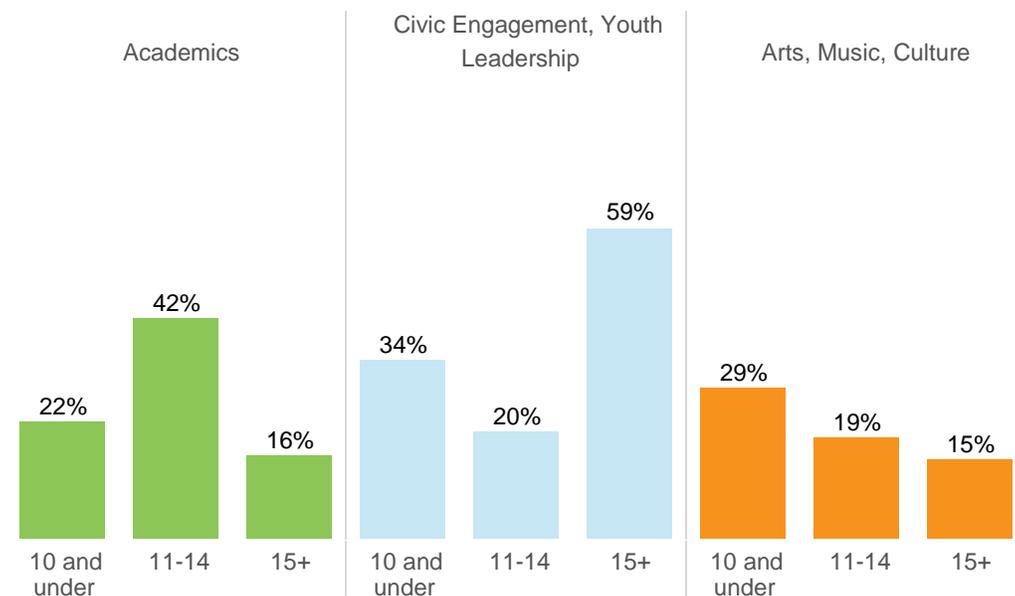
Average Hours by Type of Activity



Programs tailor services to the developmental needs of children at different ages.

Older youth spent the majority of their time in civic engagement and youth leadership because of their role as mentors and program leaders. Middle school-aged youth spent close to half of their time in academic activities, and younger students spent more time than others in arts, music, and culture.

Percent of Time Engaged in Most Common Activities by Age Group



“By the end of the summer, students gained an appreciation for **community, advocacy, the environment, Oakland, art, and culture**. They gained workplace experience through a wide range of externships. They gained self-confidence, the ability to work as a team, and honed skills including public speaking, research, critical thinking, and community outreach.

-Staff, Rose Foundation for Communities and the Environment’s New Voices Are Rising

Outcomes

All youth participants had the opportunity to provide direct feedback on their program experience and their achievement of key outcomes via a survey. In all, 1,317 youth in summer programs identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 70% of youth respondents agreed with statements related to youth development outcomes**, indicating that *Summer Youth Development and Empowerment* programs successfully supported youth in these areas.

“ There's the level of confidence... that comes with that empowerment sense of **achieving something you did not think you were going to be able to do before**. And that's in reflective work. We give students an opportunity to share that a lot.

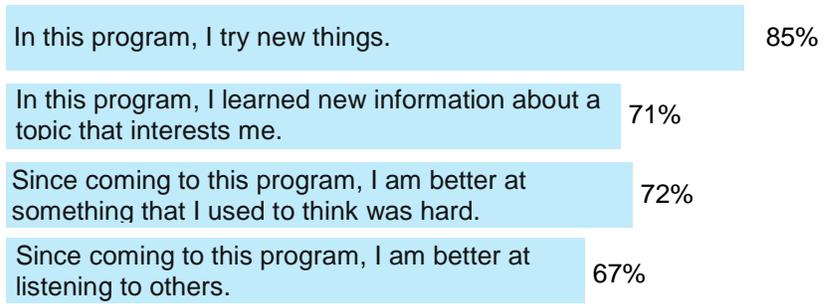
-Participant, Prescott Children's Theater

“ I truly believe that in the one summer that I've been here, it has changed my life. I love the **relationships I've built with the staff** and the way that the kids now look up to me and trust me with little bits of their lives.

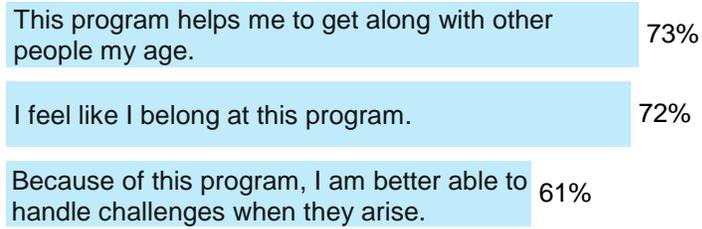
-Participant, East Oakland Youth Development Center's Summer Cultural Enrichment Program

Achievement of Youth Development Outcomes (frequency that youth agreed with questions tied to each outcome)

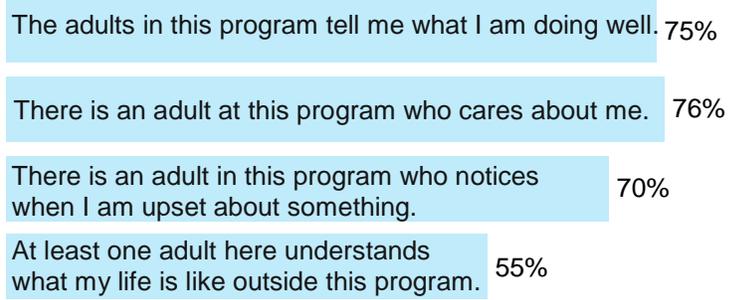
Development & Mastery of Skills



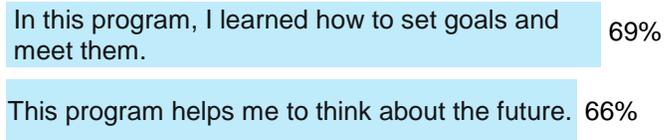
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal setting



Youth in the *Summer Youth Development and Empowerment* programs also had the opportunity to give feedback regarding their achievement of youth empowerment outcomes related to leadership, agency, and conflict resolution. These results are displayed below.

“

[One program] site focused on homelessness. Youth took an active role in providing the homeless community with tangible supplies. They delivered the packages and books to homeless encampments. This gave scholars an opportunity to not just do a good deed, but also **interact with one of our most vulnerable populations in the city.**

-Staff, Lincoln's Oakland Freedom Schools

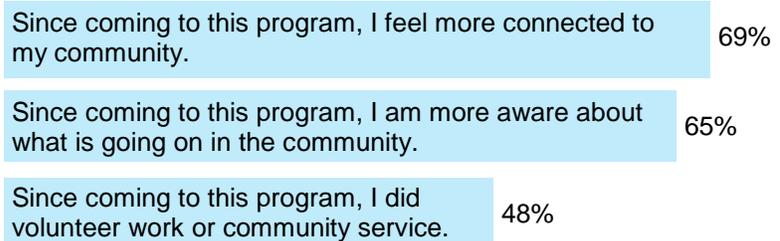
“

The program has taught me mindfulness because when other people get angry, you can calm them down with mindfulness and just tell them, "take a couple deep breaths," and then they're all good, and the person that they got into the conflict with, they can both be friends again.

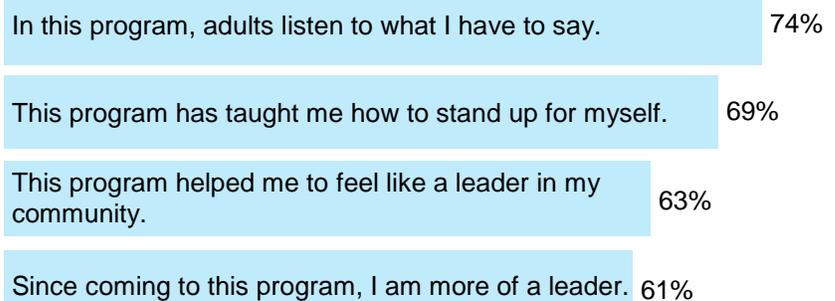
-Youth, Prescott Circus Theatre

Achievement of Youth Empowerment Outcomes
(frequency that youth agreed with questions tied to each outcome)

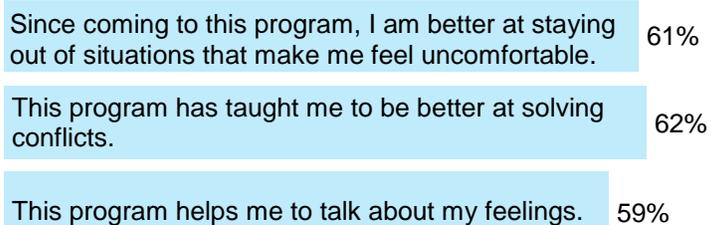
Increased Knowledge of and Engagement in Community



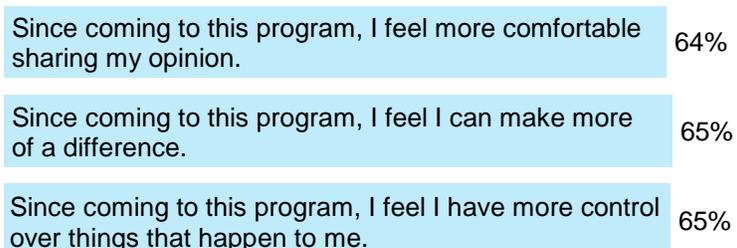
Increased Leadership Capacity



Increased Risk Avoidance and Conflict Resolution



Greater Empowerment & Agency

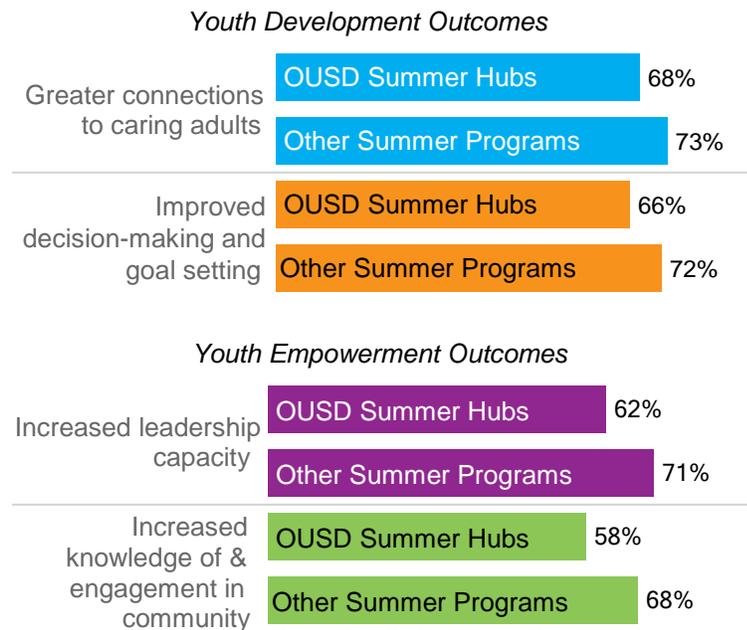


Some groups of youth reported stronger youth development and empowerment outcomes than others. Youth who participated in OUSD Summer Hub programs reported lower outcome scores than those who participated in other OFCY-funded summer programs. Participants at the community-based summer programs may have reported higher outcome scores because they were more likely to attend programs by choice and spent more time engaged in enrichment activities (arts, recreation, etc.). Participants at OUSD Summer Hub programs were required to attend academic intervention over the summer.

Youth development and empowerment outcome scores were higher among participants of community-based summer programs compared to OUSD summer hubs.

Students at OUSD summer hubs were required to attend academic intervention with OUSD teachers in the mornings and participated in enrichment from OFCY programs in the afternoon.

Youth Outcomes by Type of Program



We provide [trainings] where kids can help and manage their emotions as well as **make smart, safe choices** that they could use not only at camp, but beyond this. And that's one thing that Camp EDMO tries to do is try to give students **skills that impact their character** and their actions when they can take it beyond just summer camp.

-Staff, Edventuremore! Camp Edmo

“

I like the fact that I get to come here every day and **be part of a community**. It also gives me another family, a place that I feel I can be part of, knowing that they will be there for me, and they will help me through situations that I can't help myself through. So being in **Prescott Circus** makes me feel more ... **I guess, loved and cared for.**

-Participant, Prescott Circus Theatre



Photo Courtesy of East Oakland Youth Development Center's Summer Cultural Enrichment Program

Summer Youth Development and Empowerment Programs

- Aim High for High School-Aim High/Oakland
- Destiny Arts Center-Summer with Destiny
- East Bay Asian Youth Center-Camp Thrive
- East Oakland Youth Development Center-Summer Cultural Enrichment Program
- Edventuremore!-Camp Edmo
- Family Support Services of the Bay Area-Kinship Summer Youth Program
- Girls Incorporated of Alameda County-Concordia Summer
- Lincoln-Oakland Freedom Schools
- Oakland Leaf Foundation-Oakland Peace Camp (OPC)
- Prescott Circus Theatre-Prescott Circus Theatre Summer Program
- Rose Foundation for Communities and the Environment-New Voices are Rising
- Social and Environmental Entrepreneurs (SEE), Inc.-Acta Non Verba: Youth Urban Farm Project

Year-Round Youth Development and Empowerment: FY18-19

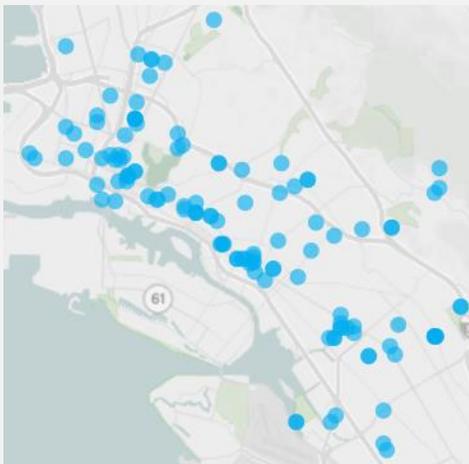


We leverage learning experiences because we don't expect any of our young people to come in, flip a switch and be perfect. We provide a **peer support culture** where our youth can hold each other through those difficult moments.

– Staff, Oakland Kids First’s REAL HARD Youth Leadership Program

The programs funded under OFCY’s Year-Round Youth Development and Empowerment (YDE) strategy are designed to help youth develop leadership skills, contribute to their community, and build friendships while engaging in the arts, technology, entrepreneurship, and sports. In addition to providing enrichment activities, programs allow youth to build relationships with adults and mentors. Many programs specifically support distinct populations, including foster youth, youth exposed to violence, homeless youth and LGBTQ youth. In the spring of 2019, SPR visited two programs (Fresh Lifelines for Youth’s FLY Leadership Program and East Bay Asian Local Development Corporation’s Lion’s Pride) and interviewed program staff from two additional programs (Safe Passage’s Get Active and Oakland Kids First’s REAL HARD Youth Leadership Program).

Programs at a Glance



\$3,646,760 invested

7,650 youth served

36 programs

141 sites

Photo courtesy of the Boys and Girls Club of Oakland’s Educational Programs for the Youth of Oakland

Participants

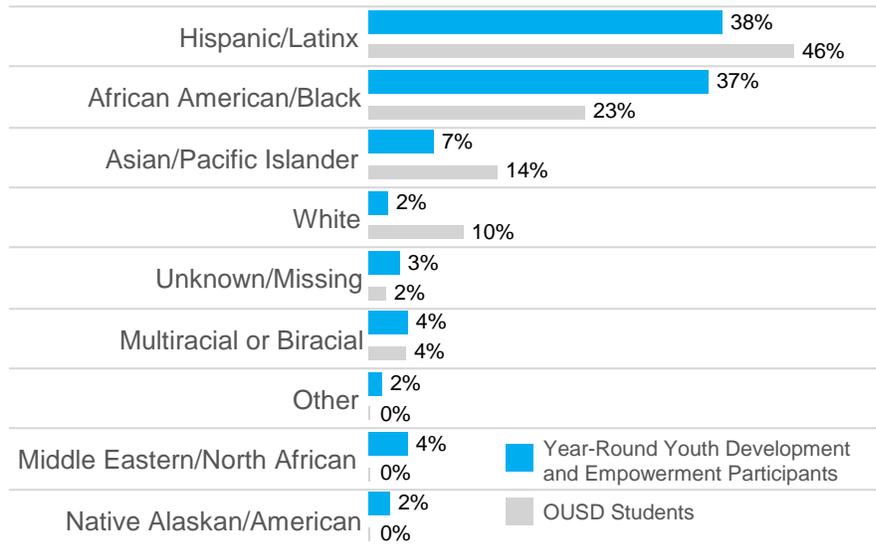
During FY2018-2019, 7,650 unduplicated children and youth participated in *Year-Round Youth Development and Empowerment* programs. Although these programs share a common youth development framework and a commitment to **servicing the communities most in need**, they support different groups of young people. For example, place-based programs, such as East Bay Asian Local Development Corporation’s Lion’s Pride, which offers afterschool enrichment to elementary students from the Lions Crossing public housing development, recruit **youth from their neighborhoods**. Other programs recruit youth interested in specific enrichment areas, such as visual arts, digital media, and music. Finally, population-specific programs offer service and activities tailored to specific groups, such as **boys and men of color, justice-involved youth, LGBTQ+ youth, and transitional-aged foster youth**. Key demographic findings based on participant-level data are displayed below.

“Our youth deserve a chance to **become more than their past mistakes...** Our curriculum is designed to work with [Oakland youth.] It’s all about life experiences and how they bring that into the classroom.”

-Staff, Fresh Lifelines for Youth, Inc.’s FLY Leadership Program

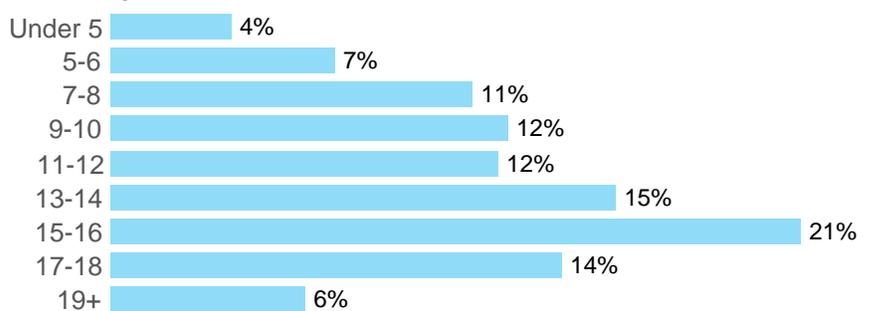
Reflecting OFCY’s target population, over 70% of participants identified as Hispanic/Latinx or African American/Black. Compared to OUSD, these programs served a larger proportion of African American youth.

Race/Ethnicity of OFCY Youth Participants and OUSD Students



YDE programs were more likely to serve youth aged 13-18. Youth in this age range represented over 50% of participants served by this strategy.

Age of Participants



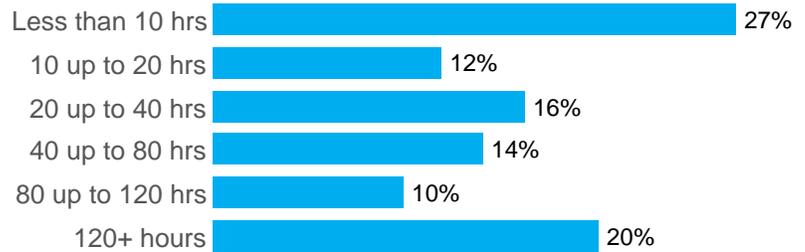
Participation

Year-Round YDE programs were diverse, offering a broad range of activities and service models. Because programs varied in duration from several weeks to year-long, the number of hours youth participated in programs ranged widely, as shown below.

The amount of time youth spent in programs varied.

About one-quarter of participants spent under ten hours in their program, while 20% engaged in their program for over 120 hours over the year.

Hours of Participation per Program



School-aged youth spent the most time in programming.

On average, children and youth spent 78 hours in programming. Notably, children under five and youth over 18, who spent less time in programs, accounted for only 10% of all participants.

Average Hours of Participation by Age

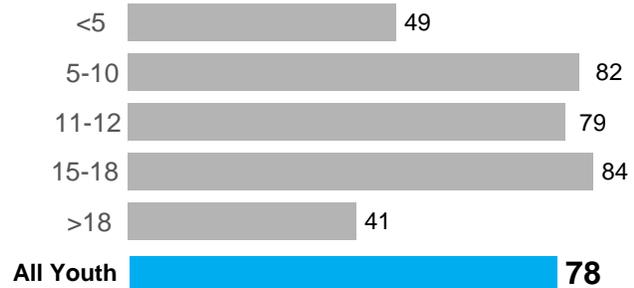


Photo Courtesy of Music is Extraordinary Inc.'s Preparatory Studies in Music

Program Activities

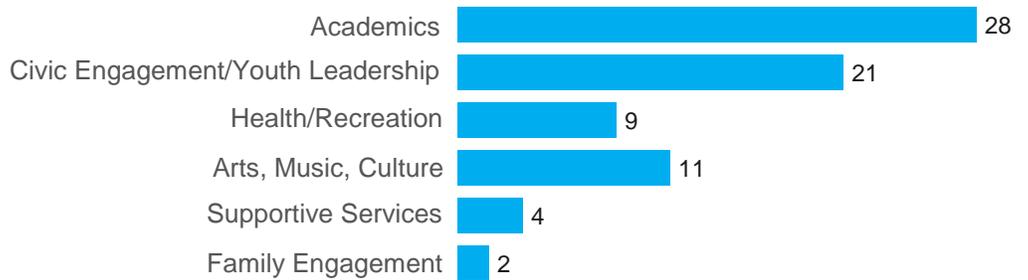
Year-Round Youth Development and Empowerment programs promote positive youth development through a focus on relationship building, skill building, social-emotional learning, promotion of positive peer relationships, and leadership development. With an understanding that **programs need to be tailored to the diverse interests and identities of Oakland youth**, the activities and approaches they use to engage young people vary. Below we provide a sense for the different types of programs that fall into this strategy.

<p>Arts</p> <ul style="list-style-type: none"> • Visual arts • Spoken word • Music • Media Arts • Dance 	<p>Arts programs provided opportunities for youth to build new skills, promote healthy risk taking, provide opportunities for self expression, and build relationships to maintain youth engagement over time. Examples of arts programs include Dimensions Dance Theater’s Rites of Passage, and Music is Extraordinary’s Preparatory Studies in Music.</p>
<p>Community-Based Afterschool</p> <ul style="list-style-type: none"> • Academic, remediation, and literacy • Leadership workshops • Arts/media education • College/career support • Health and wellness • Conflict resolution • Mentoring 	<p>In addition to providing academic support, community-based afterschool programs sought to promote youth leadership through peer-to-peer mentorship. These programs also focused on developing social and emotional learning through workshops on resiliency, coping skills, stress management, and communication. Examples of community-based after school programs include East Bay Asian Local Development Corporation’s Lion’s Pride and Boys & Girls Clubs of Oakland’s Educational Programs for the Youth of Oakland.</p>
<p>Population-Specific Programs</p> <ul style="list-style-type: none"> • Exploration and affirmation of identities, such as race and sexual orientation • Support for youth with barriers, such as children of incarcerated parents and teen mothers • Youth advocacy workshops 	<p>Population-specific programs provided structured opportunities for youth to explore their identities, develop a sense of belonging, and learn about each other’s individuality. Examples of a population specific program include the First Place for Youth’s First Steps Community Resource Center, which serves transition age foster youth, and East Bay Spanish Speaking Citizens’ Foundation’s LIBRE, which engages low-income Spanish speaking and bilingual Latinx youth.</p>
<p>High School Academic Support</p> <ul style="list-style-type: none"> • Leadership opportunities • Academic goal setting • Life skills • Tutoring • College and careers • Peer-led community engagement 	<p>The high school academic support programs provide training in leadership, life skills, and community change strategies. They also placed a strong focus on social emotional learning and problem solving skills to support success in college, career and community. Examples of high school academic programs include College Track Oakland and Oakland Kids First REAL HARD Youth Leadership).</p>

The tables below illustrate the amount of time youth spent in the activities delivered by *Youth Development and Empowerment* programs.

On average, youth spent the most time engaged in academic activities, followed by civic engagement and youth leadership.

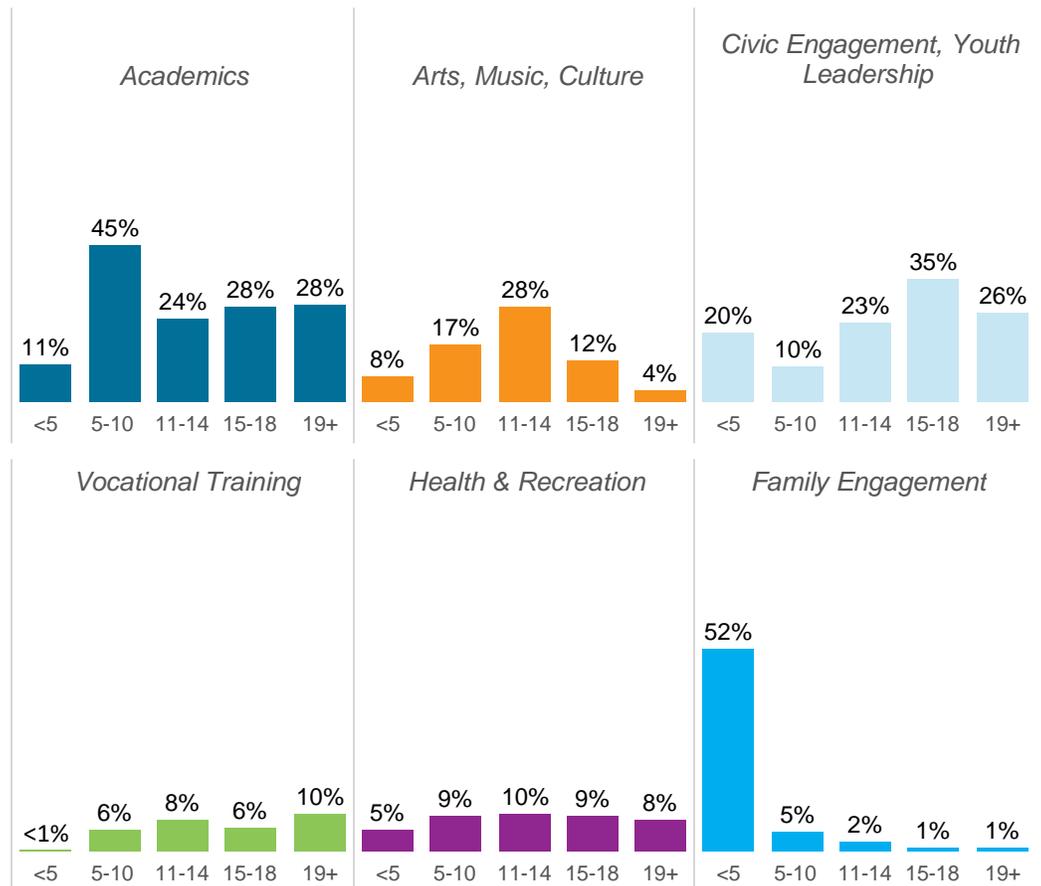
Average Hours by Type of Activity



Programs tailor services to the developmental needs of children and youth at different ages.

Elementary-aged youth (ages 5-10) spent close to half of their time engaged in academics. Older youth spent progressively more time engaged in leadership activities as they moved to middle school and high school. Children under five spent over half of their time in family engagement activities.

Percent of Time Engaged in Most Common Activities by Age Group



Outcomes

All youth participants had the opportunity to assess their achievement of youth development outcomes that research demonstrates contribute to improved health, academic success, and positive life outcomes in adulthood. On the spring 2019 survey, 1,583 youth (21% of all served) identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 82% of youth agreed with statements related to youth development outcomes**, indicating that Year-Round Youth Development and Empowerment programs successfully supported youth in these areas.



[Our program] gives youth small and then larger **opportunities to lead their peers**. We see improvements [over time], like not being as shy. I have a student who didn't say a word for months... Now she has fire in her eyes, and she is yelling out, saying things. She's not shy anymore.

-Staff, East Bay Asian Local Development Corporation's Lion's Pride



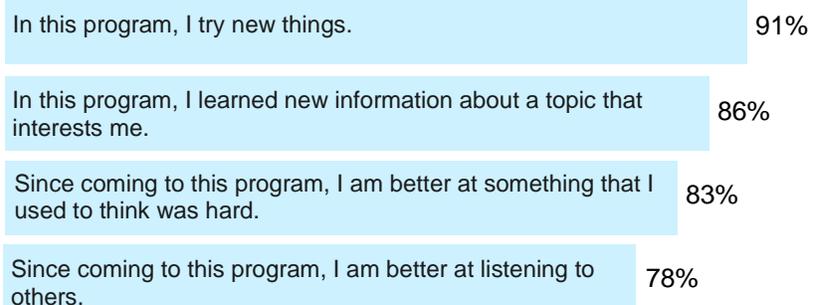
You can trust Fly... **You can trust your case manager**. They gonna be there for you by your side. And people really need that, somebody to really be there every step of the way.

-Youth, Fresh Lifelines for Youth's FLY Leadership Program

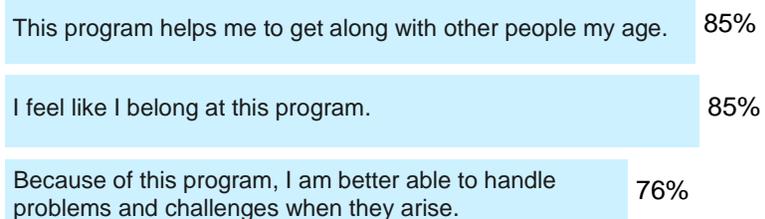
Achievement of Youth Development Outcomes

(percent of youth agreed with questions tied to each outcome)

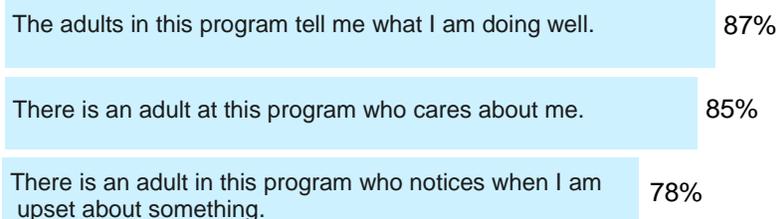
Development & Mastery of Skills



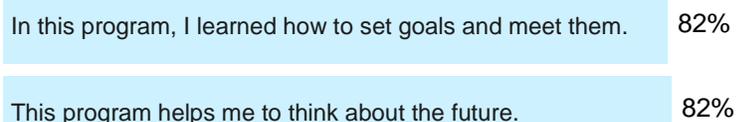
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal setting



Youth also had the opportunity to assess their achievement of youth empowerment outcomes related to leadership, agency, and conflict resolution. Youth reported strong progress toward these outcomes as well.

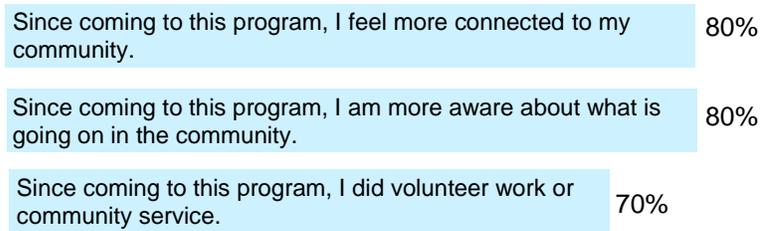
“ [We're] framed as a youth development program, and it certainly is, but it's also organizing. It's a **living civics education** of how systems work and how you **build solidarity to tackle complex issues**.
-Staff, Oakland Kids First's Real Hard Youth Leadership Program

“ [When a participant was recently stopped by police who thought he was someone else], he wasn't able to control what was happening around him or his environment, but **he was able to decide how he was going to respond and react**.
-Staff, Fresh Lifelines for Youth's FLY Leadership Program

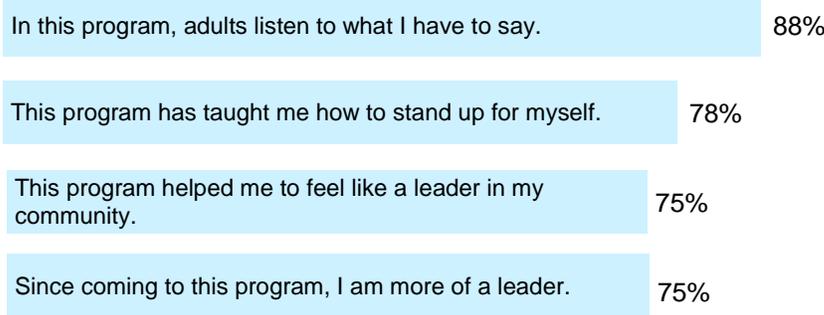
“ [Our youth] say, "I tried what you said again with the officer, and it worked. He actually let me go." That's where [we see] increasing youth confidence and self-esteem, because they walk away like, "Okay, I do have some rights. **I am in power. I'm not going to be a victim to my circumstances.**"
-Staff, Fresh Lifelines for Youth's FLY Leadership Program

Achievement of Youth Empowerment Outcomes
(percent of youth agreed with questions tied to each outcome)

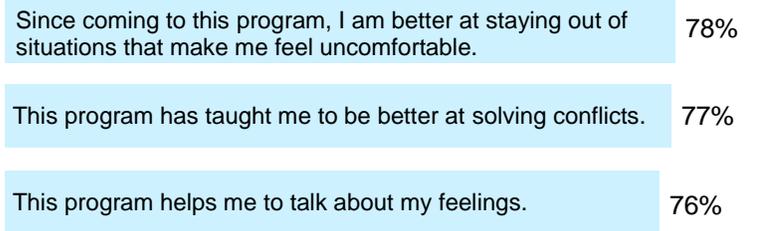
Increased Knowledge of & Engagement in Community



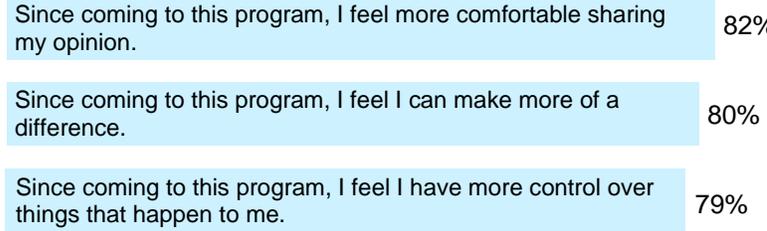
Increased Leadership Capacity



Increased Risk Avoidance & Conflict Resolution



Greater Empowerment & Agency



Some groups of youth reported more progress toward youth development and empowerment outcomes than others. An analysis of outcome scores by race revealed some differences by ethnicity. Specifically, Asian/Pacific Islander youth were more likely, and Latinx youth were less likely, to report progress toward youth development and empowerment outcomes. However, this finding was not consistent when we looked at differences in scores *within* programs, suggesting that some of the difference may stem from the types of programs these youth tend to participate in because some programs are racially specific and others are more diverse in their enrollment.

We also observed that differences in how strongly youth agreed with statements tied to the youth development outcomes varied across age groups, as shown below. The data indicates that youth receive more leadership opportunities as they move toward high school.

Average outcome scores increased between elementary, middle, and high school.

This trend reflects how youth development and empowerment occurs on a continuum as youth mature. For example, some programs use a cascading mentorship model, where youth who have gained leadership and other skills can teach and mentor younger or newer youth.

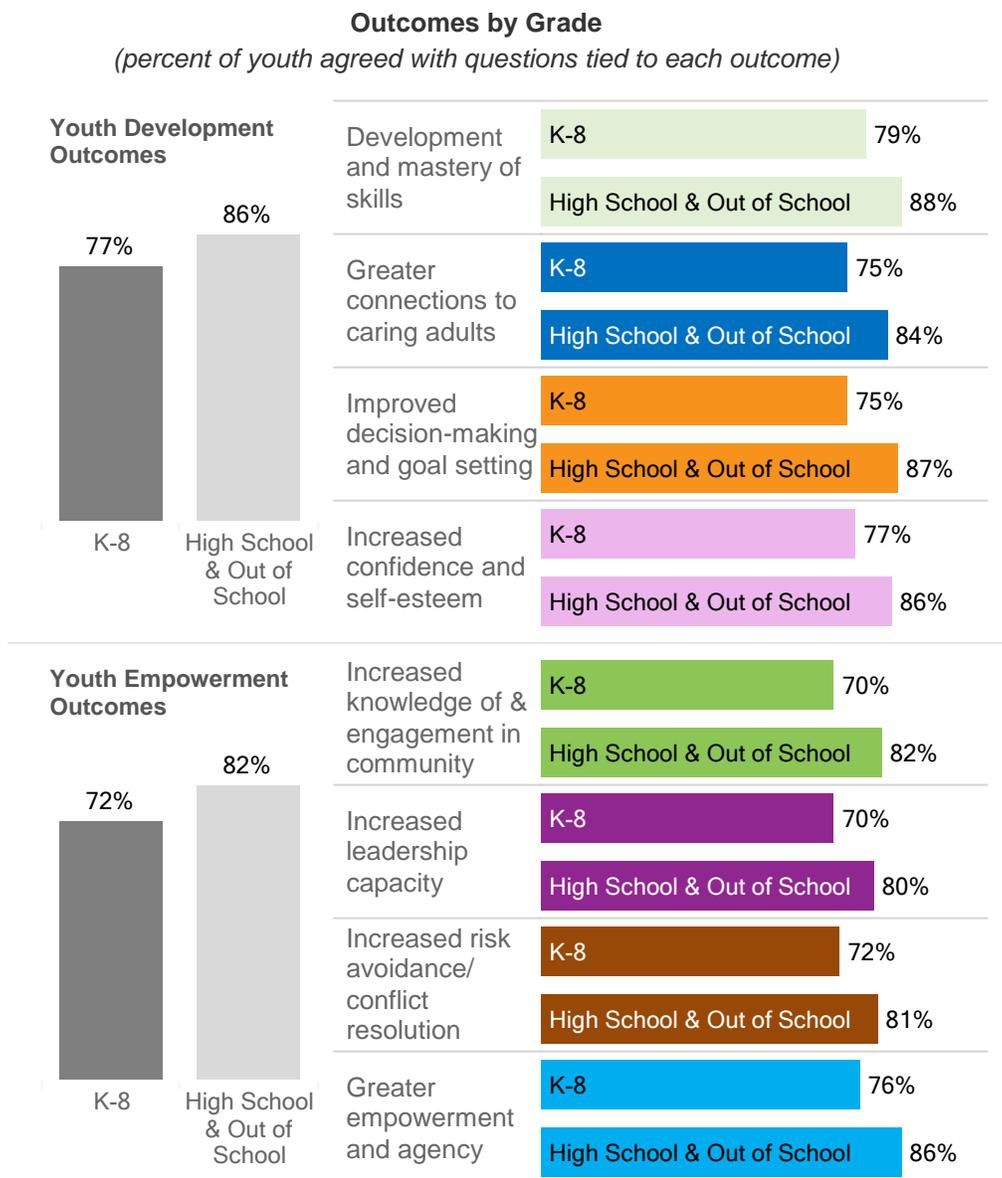




Photo Courtesy of Fresh Lifelines for Youth's FLY Program

“ This [volunteer from the program] just came... and we didn't know him and he's interested in our lives and we can relate to him. Like dang, **there are really people out there that actually care.** So, I'm not going to carry this weight on shoulders that nobody cares about me, because people do.

-Youth, Fresh Lifelines for Youth's FLY Program

Year-Round Youth Development and Empowerment Programs

Alameda Family Services - *DreamCatcher Youth Services* ⚡ Alternatives in Action – *Youth Development Leadership Communities* ⚡ American Indian Child Resource Center - *Culture Keepers* ⚡ Asian Pacific Environmental Network (APEN) - *AYPAL: Building API Community Power* ⚡ Attitudinal Healing Connection, Inc. - *West Oakland Legacy & Leadership Project* ⚡ Bay Area Girls' Rock Camp - *Girls Rock After School Program* and *Girls Rock Summer Camp* ⚡ Bay Area Outreach & Recreation Program - *Sports & Recreation for Youth with Disabilities* ⚡ Boys & Girls Clubs of Oakland - *Educational Programs for the Youth of Oakland* ⚡ Brothers on the Rise - *Brothers, UNITE!* ⚡ Center for Media Change, Inc. - *Hack the Hood Bootcamp* ⚡ Chapter 510 INK - *Dept. of Make Believe* ⚡ College Track - *College Track Oakland* ⚡ Communities United for Restorative Youth Justice - *Homies 4 Justice* ⚡ Community Works West Inc - *Project WHAT* ⚡ Dimensions Dance Theater, Inc. - *Rites of Passage* ⚡ East Bay Asian Local Development Corporation - *Lion's Pride* ⚡ East Bay Spanish Speaking Citizens' Foundation – *LIBRE* ⚡ East Oakland Boxing Association - *SmartMoves Education and Enrichment Program* ⚡ East Oakland Youth Development Center - *After School Leadership Academy* ⚡ First Place for Youth - *First Steps Community Resource Center* ⚡ Fresh Lifelines for Youth, Inc - *FLY Leadership Program* ⚡ Health Initiatives for Youth (HIFY) - *Youth Development and Empowerment* ⚡ La Clinica de La Raza, Inc - *Youth Brigade* ⚡ Music is Extraordinary, Inc. - *Preparatory Studies in Music* ⚡ Native American Health Center, Inc. - *Community Wellness Department Youth Services* ⚡ Oakland Kids First - *REAL HARD Youth Leadership* ⚡ Oakland Leaf Foundation - *Love Cultivating Schoolyards* ⚡ Oakland Parks and Recreation - *Oakland Discovery Centers* ⚡ Oakland Public Education Fund - *Media Enterprise Alliance* ⚡ Project Re-Connect Inc. - *Family Connections/Leaders Connect* ⚡ Refugee Transitions - *Newcomer Community Engagement Program* ⚡ Safe Passages - *Get Active* ⚡ Teen Success, INC – *Support Teen Mothers Program* ⚡ Youth Alive - *Teens on Target Youth Leadership* ⚡ Youth Speaks, Inc. - *Arts in Education* ⚡ Youth UpRising - *Queer & Allies Initiative*

Career Awareness and Academic Support: FY18-19

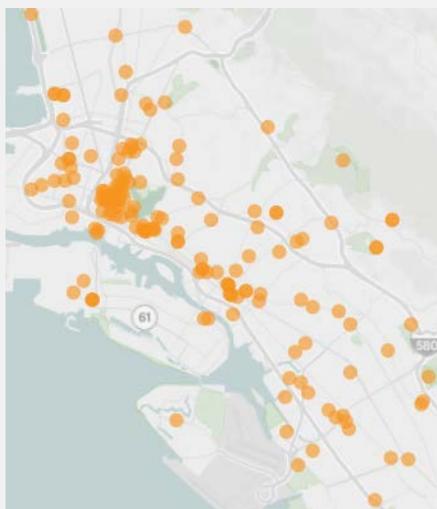


“The [program] experience can be **transformative for students** in thinking about what health careers they aspire to. Upon admission into the program, students have strong ideas about their future career aspirations; however, experiences in clinical rotations place students in **real-life scenarios that affect their long-term goals.**

—Staff, Alameda Health System’s Oakland Health Careers Collaborative HEAL

Programs funded under OFCY’s *Career Awareness and Academic Support for Older Youth* strategy are designed to help youth explore career opportunities in in-demand industries and prepare for college and career success. Participants attend job readiness training, learn from worksite visits and guest speakers, receive academic support and college/career advising, and work in subsidized and unsubsidized employment. To learn more about this strategy, Social Policy Research Associates interviewed one program in the spring of 2019 (Youth Radio’s Digital Communications Pathway). We also drew on interviews from FY2017-2018 and grantee reports.

Programs at a Glance



\$2,019,349 invested

2,022 youth served

13 programs

191 sites

Photo courtesy of Civicorps’ Academic and Professional Pathway

Participants

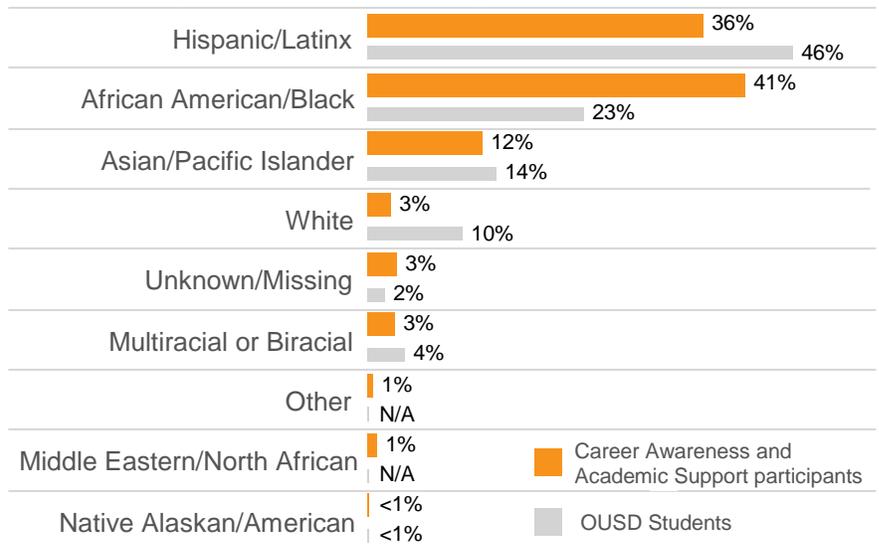
During FY2018-2019, over 2,000 unduplicated youth participated in *Career Awareness and Academic Support for Older Youth* programs. The programs in the CAAS portfolio provide activities and support tailored to a range of participants, including opportunity youth, youth with special needs, students interested in high-demand career pathways, and first-generation college students.

“**We're extremely diverse....**We have young people...[from] completely different socioeconomic statuses... It's pretty even in terms of young men and young women and [we are] even now taking record of the trans young people that we serve.
—Staff, Youth Radio-Digital Communication Pathways

Reflecting OFCY's target population, over 75% of youth identified as Hispanic/Latinx or African American/Black.

Compared to OUSD, these programs served a much larger proportion of African American youth.

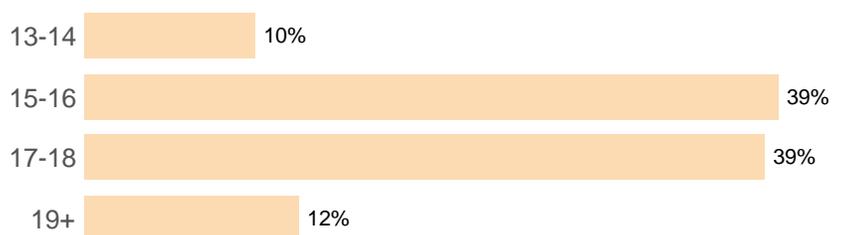
Race/Ethnicity of OFCY Youth Participants and OUSD Students



Career Awareness programs were more likely to serve youth over 15 years old.

Close to 80% of participants were between the ages of 15 and 18.

Age of Participants



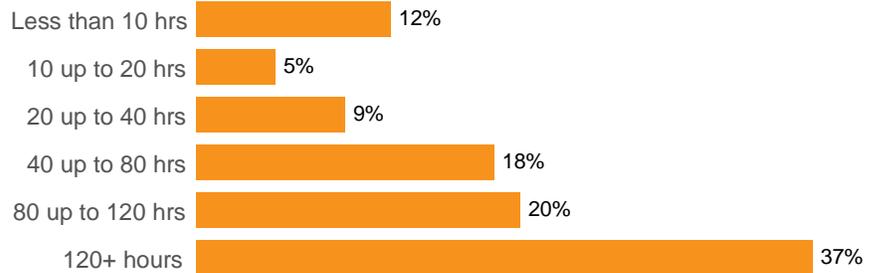
Participation

Although *Career Awareness and Academic Support* programs share the common goal of connecting youth to college and/or careers, they use different approaches and offer different levels of services to meet the diverse needs, interests, and aptitudes of Oakland’s young people.

The amount of time participants engaged in programs varied widely.

Over half of participants spent at least 80 hours in their program.

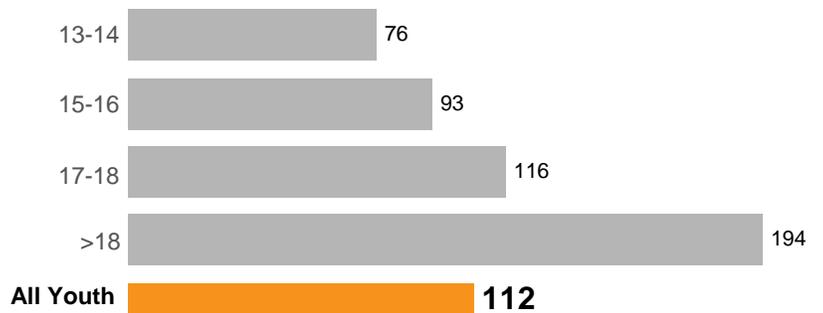
Hours of Participation per Program



Youth over 18 spent the most time in programming.

Many of these older youth were engaged in full-time programs that offered GED or high school courses in combination with paid internships and supportive services.

Average Hours of Participation by Age



“

We really **emphasize youth voice**, so many times our strategies come from the youth. They're the foundation and we build from there. That's what makes us unique.

– Staff, Youth Radio’s Digital Communications Pathways



Photo courtesy of Alameda Health System’s Oakland Health Careers Collaborative

Program Activities

Career Awareness and Academic Support programs offered a variety of activities to keep children and youth engaged in learning.

Vocational

- Internships and work-based learning
- Career exploration and work site visits
- Guest speakers and career fairs
- Job search skills and soft skills training

Exploring College and Career Options (ECCO) provides a linked college and career curriculum facilitated by a certificated Career Technical Education teacher throughout OUSD career academies and pathways. Students apply their learning in summer internships, hosted by a local industry professionals. **Marriott Foundation for People with Disabilities' Bridges from School to Work** provides unsubsidized job placement and support.

Supportive Services

- Case management and connection to resources
- Counseling and mental health care

Civicorps participants meet counselors about twice every week to help youth identify their assets and their challenges; discuss ways the program can help students meet their basic needs, such as transportation, housing, and food security; and provide support around personal challenges faced by students.

Academics

- Tutoring and seminars
- Academic counseling and college advising
- High school credit and GED classes

In addition to providing work experience, **Youth Employment's Building Green Futures** participants are enrolled at YEP's support hub that hosts Quest Academy, Adult Education, Next Step, & GED services.

“

We're a certified on the job training program, so they **receive a certificate** through the state of California...They have something attainable that they can take with them.

– Staff, Youth Radio-Digital Communications Pathways

“

Based on feedback from previous years, we hosted a “speed dating” opportunity for high school and college students to interview one another and discuss what they look for in a mentor/mentee. We want students to have access to a **relatable mentor that can support them in their education and career goals.**

- Staff, Alameda Health systems' Oakland Health Careers Collaborative

“

(Our) workshops, from Career Awareness and Exploration to Financial Literacy... directed the youth with the appropriate **knowledge to gain greater confidence** within a sometimes new and frightening environment.

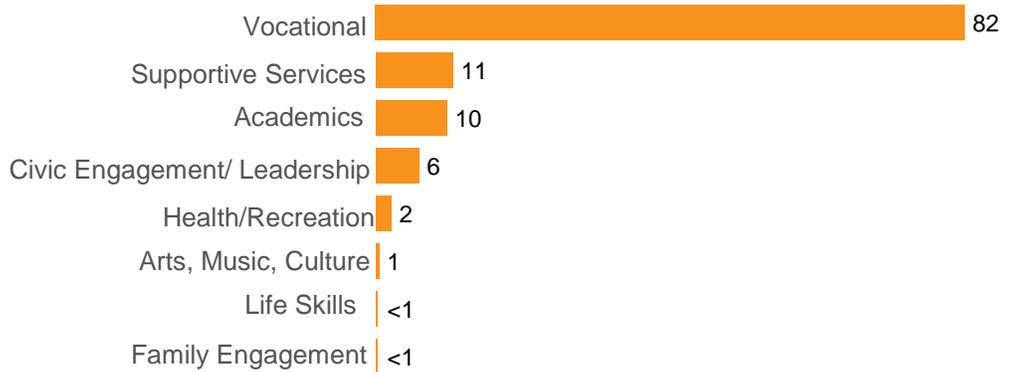
- Staff, Spanish Speaking Unity Council's Oakland Youth Engaged

The tables below illustrate the amount of time youth spent in the diverse activities offered by *Career Awareness and Academic Support* programs.

On average, youth spent the most time engaged in vocational activities.

Programs also focused on supportive services, academics, and civic engagement/ leadership.

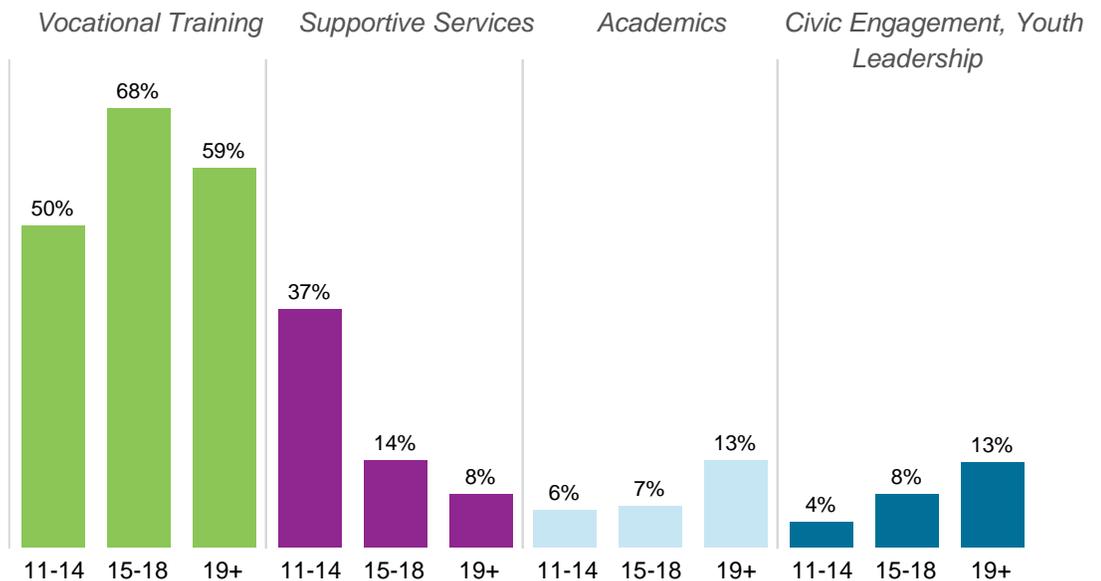
Average Hours by Type of Activity



Youth over 18 spent more time in academic and leadership activities than younger youth did.

Older youth were more likely to participate in programs designed for opportunity youth, which provide integrated academic support, wraparound services, and employment activities.

Percent of Time Engaged in Top Service Categories by Age Group



I particularly like their support. Some days when I don't feel like coming in or something like that, I still come here because **I know I could talk to somebody** or I can just go sit somewhere and I'll get my work done and just be okay.

—Participant, Civicorps' Academic and Professional Pathway

Outcomes

Youth participants had the opportunity to assess their achievement of key outcomes through a survey administered in spring 2019. On the survey, 495 youth identified how strongly they agreed with various statements tied to the key outcome areas illustrated below and on the following page. **On average, 88% of youth agreed with statements related to youth development outcomes**, indicating that *Career Awareness and Academic Support* programs successfully supported youth in these areas.

Achievement of Youth Development Outcomes

(frequency that youth agreed with questions tied to each outcome)

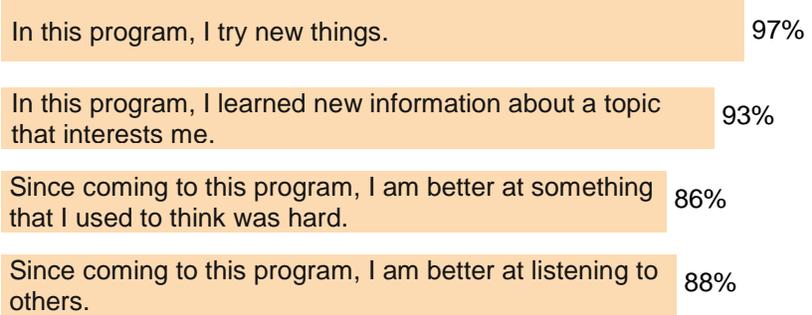
“When I came in here it just felt so unreal at the beginning. Just being able to **explore what's in the hospital** instead of watching movies about it. It just felt better.

- Participant, Alameda Health Systems' Oakland Health Careers Collaborative: HEAL

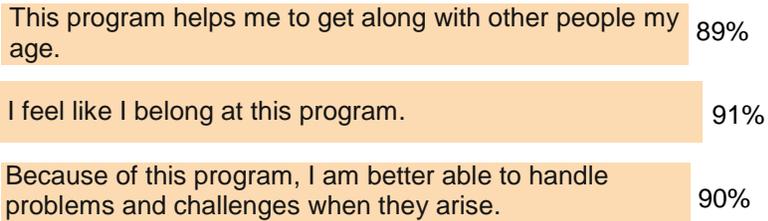
“[In the CHAMPS program], each student attributed their positive development not only [to] their amazing internship supervisors, but the connections made with staff, peers and even our community partners.

—Staff, Alameda Health Systems' Oakland Health Career Collaborative: CHAMPS

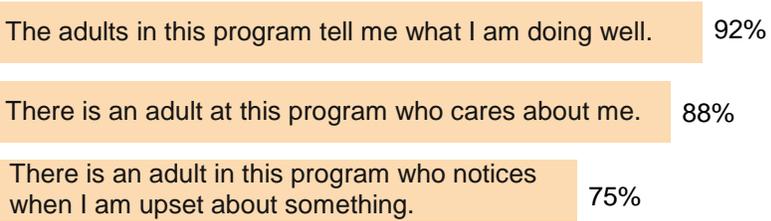
Development & Mastery of Skills



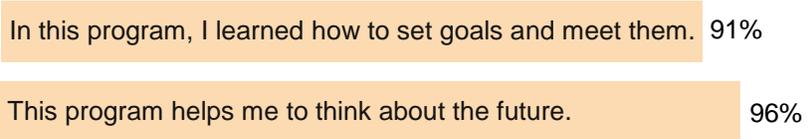
Increased Confidence & Self-Esteem



Greater Connections to Adults



Improved Decision-Making and Goal setting



Youth also had the opportunity to assess their achievement of career awareness outcomes related to knowledge about careers, connections to professionals, and work experience. Youth reported strong progress toward these outcomes as well.

Achievement of Career Awareness Outcomes
(frequency that youth agreed with questions tied to each outcome)

Increased Awareness of Educational Requirements for Specific Careers

As a result of this program, I understand the steps I need to take to get into college.	87%
As a result of this program, I understand the importance of an education for getting the job I want.	93%
Because of this program, I am more interested in my education.	89%

Increased Connections to Working Professionals

At this program, I met people who have the types of jobs that I want.	79%
This program helps me to connect with potential employers.	84%

Increased Professionalism

This program taught me how to get along with others in a work setting.	94%
At this program, I learned what is expected in a work setting (e.g., punctuality, appropriate dress, communication)	92%

Increased Knowledge of Careers & Career Paths

This program helps me to understand how to get the kind of job I want.	89%
Because of this program, I have learned new skills that will help me to get a job (e.g., interviewing, resume development, job search).	92%
In this program, I learned about an industry that I am interested in (IT, healthcare, culinary arts.)	84%
In this program, I learned about jobs I can have in the future.	93%

Placement into Internship or Employment

Because of this program, I have an internship or volunteer position now or lined up for the future.	68%
Because of this program, I have a paying job now or lined up for the future.	60%

“ In the HEAL Program I learned how to introduce myself to the various people I worked with in department rotations. Now I feel confident introducing myself in a professional manner, which will help make good first impressions.
--Student, Alameda Health Systems' Oakland Health Careers collaborative: HEAL

“ Before coming to HEAL I thought about being a Biology teacher, now I want to study to become a Respiratory Therapist.
--Student, Alameda Health Systems' Oakland Health

Internships and Work Experience

Over half of youth (55%) received work experience through an internship or job placement, giving them hands on experience, mentors in the community, and, in many cases, a paycheck.

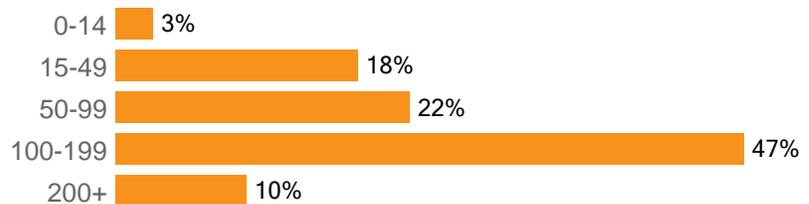


One intern [worked] at AlaMar Kitchen in downtown Oakland. While she was presenting her Demonstration of Mastery, **her mentor offered her a position** in the kitchen. Her first official day as a staff member at AlaMar is the day after her internship ends!

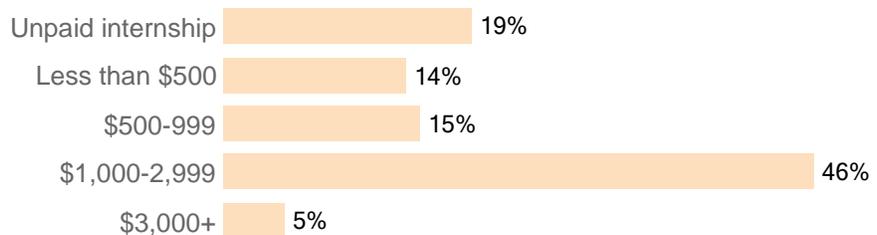
--Staff, Marriott Foundation for People with Disabilities' Bridges from School to Work Program

1,113 youth received a placement

Hours Spent in Placement



Hours Spent in Placement



\$1,335,125.76

Total Wages Earned

\$1,199.57

Average wages earned

Career Awareness & Academic Support for Older Youth Programs

- Alameda Health System-Oakland Health Careers Collaborative
- Better Health East Bay Foundation-Youth Bridge Workforce Development Program
- Beyond Emancipation-GROW Oakland
- Center for Media Change, Inc.-A-Team
- Center for Media Change, Inc.-Hack the Hood Bootcamp
- Centro Legal de la Raza-Youth Law Academy
- Civicorps-Academic and Professional Pathway
- East Bay College Fund-Oakland Promise College and Career Access and Success Program
- Marriott Foundation for People with Disabilities-Bridges from School to Work
- Oakland Unified School District-Exploring College and Career Options
- Spanish Speaking Unity Council of Alameda County, Inc.-Oakland Youth Engaged (OYE)
- Youth Employment Partnership-Building Green Futures
- Youth Radio-Digital Communications Pathway