STUDENT ENGAGEMENT IN LEARNING

> " Building **leadership skills supports ongoing education**, ongoing confidence. (Our older youth) talk about how you graduate high school, how you navigate going into college. Then when they have conversations with the younger students, it helps them **reflect on their own goals** and paths. "
>
> -Program Director, on using peer mentorship and leadership training to support academic and educational goals

The *Student Engagement in Learning* programs funded by OFCY 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.

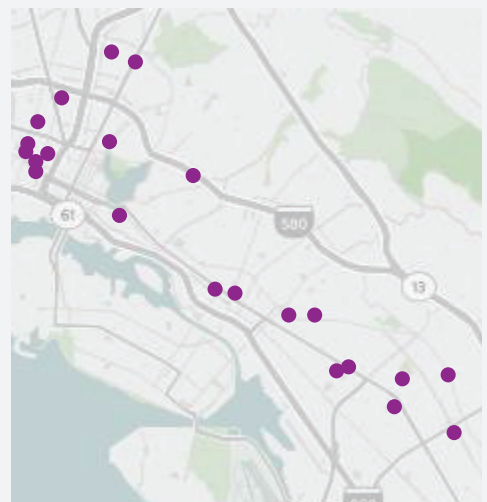### The Student Engagement in Learning Strategy at a Glance

$835,360 invested

10 programs funded

4,151 youth served

28 program sites

- Alternatives in Action - *Fremont: Our Community United for Success (FOCUS)*
- Destiny Arts Center - *Havenscourt Artists-at-School Residency*
- East Bay Asian Youth Center - *9th Grade Transition*
- East Bay Spanish Speaking Citizens' Foundation - *LIBRE*
- Girls Incorporated of Alameda County - *Daytime Literacy Intervention and Engagement*
- Lincoln Child Center, Inc. - *West Oakland Initiative*
- Oakland International High School - *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 - *Targeted Engagement for Youth Exposed to Violence*

Participants

During FY2016-2017, 4,151 children and youth participated in *Student Engagement in Learning* programs. Key demographic findings are displayed in Exhibit 2 below.

Exhibit 2: Student Engagement in Learning Participants

Although children and youth came from across Oakland, more than one quarter came from the Fruitvale District.

Home zipcode and neighborhood

94601: Fruitvale and East Oakland	27%
94621: Webster Tract and East of Coliseum	22%
94603: Sobrante Park, Elmhurst, E. 14th Street	10%
94605: Eastmont, Seminary, Havenscourt	9%
94606: Highland Park, San Antonio, East Lake	6%
94607: West Oakland and Chinatown	5%
94619: Maxwell Park, Leona Hgts, Redwood Hgts	4%
94602: Glenview, Lincoln, Oakmore	3%
94609: Temescal, Pill Hill, Bushrod Park	3%
94608: San Pablo and Market Street Corridor	2%
94610: Adams Pt, Lakeshore, Crocker Highlands	2%
94611: Piedmont Avenue and Montclair	2%
94618: Rockridge and Hiller Highlands	2%
94612: Downtown	2%
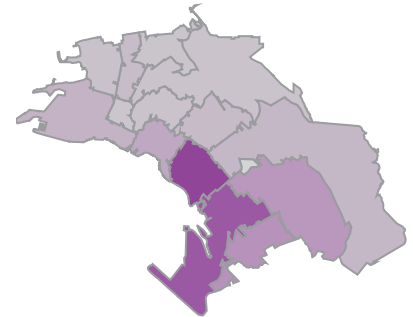
A racially diverse group of children participated in academic programs. The racial composition of participants was similar to the OUSD student body.

Race/Ethnicity of OFCY participants compared to OUSD students (2016-2017)

	OFCY enrollment	OUSD enrollment
African American/Black	29%	25%
Hispanic/Latino	47%	45%
Asian/Pacific Islander	11%	15%
Multiracial or Biracial	1%	4%
White	5%	10%
Native Alaskan/American	0%	0%
Other	2%	0%

Three-quarters of participants were between thirteen and eighteen years old.

Age of participants

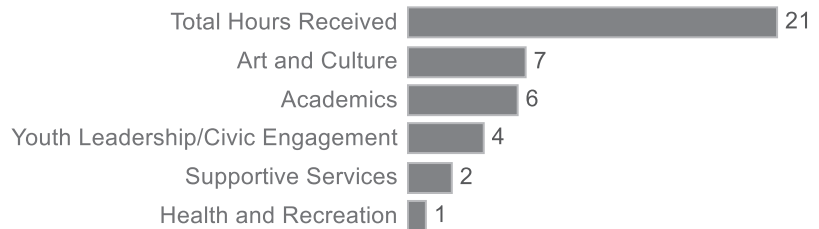|	
5-6 years old	5%
7-8 years old	8%
9-10 years old	7%
11-12 years old	5%
13-14 years old	32%
15-16 years old	28%
17-18 years old	14%
19-20 years old	1%

Services

Average hours of service for children and youth in *Student Engagement in Learning* programs was 21 hours. Key findings related to service patterns are displayed in Exhibit 3.

Exhibit 3: Services Received by Student Engagement in Learning Participants

Programs did not focus exclusively on academics; they also used art and youth leadership activities to engage youth in learning.

Average Number of Hours of Service

Total Hours Received	21
Art and Culture	7
Academics	6
Youth Leadership/Civic Engagement	4
Supportive Services	2
Health and Recreation	1

Younger youth spent the most time in programming and were most likely to participate in art and culture activities. Older youth spent more time engaged in youth leadership and civic engagement.
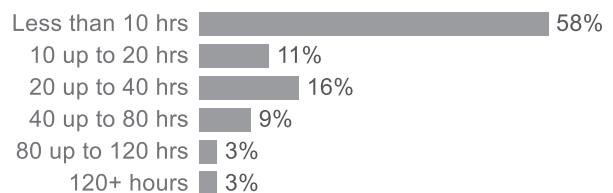
Hours of Service by Age
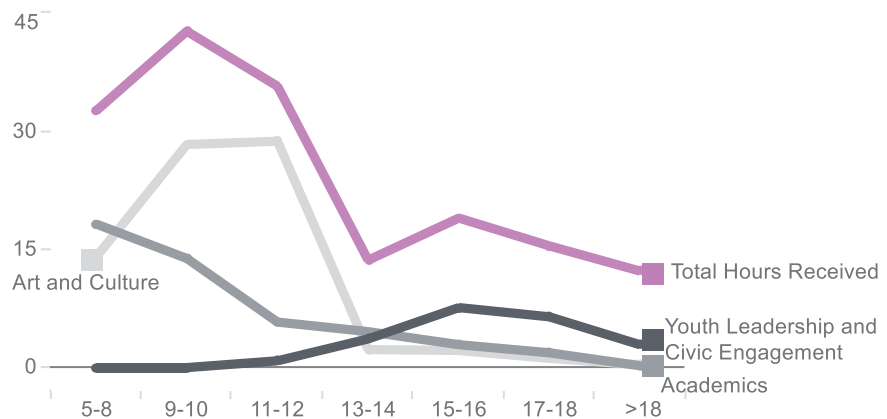
Over half of youth spent less than ten hours in programming. This was driven by a large number of youth who participated in restorative justice workshops.

Distribution of Hours of Service

Less than 10 hrs	58%
10 up to 20 hrs	11%
20 up to 40 hrs	16%
40 up to 80 hrs	9%
80 up to 120 hrs	3%
120+ hours	3%

Sampling of Student Engagement in Learning Activities

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

Example: Girls Inc. facilitated small group and one-on-one literacy intervention services to elementary students through a curriculum that also promoted social-emotional learning.

Art/Culture:
- Beat making
- Music producing
- Cultural clubs
- Dance

Example: Destiny Arts brought professionally taught performing arts programs to 4th-8th graders during and after school to increase their sense of connection to their school.

Leadership & Civic Engagement:
- Mentoring and leading activities
- Restorative justice
- Organizing events
- Community impact project

Example: Students at Fremont FOCUS organized an antiviolence campaign and concert that focused on messages of antiviolence. At the concert, they deployed a youth survey that assessed how youth can tackle violence in their community.

Outcomes

Children and youth survey results reveal participants' assessments of their progress toward academic outcomes. The results, illustrated in Exhibit 4, indicate that Student Engagement in Learning programs successfully supported youth in these areas.
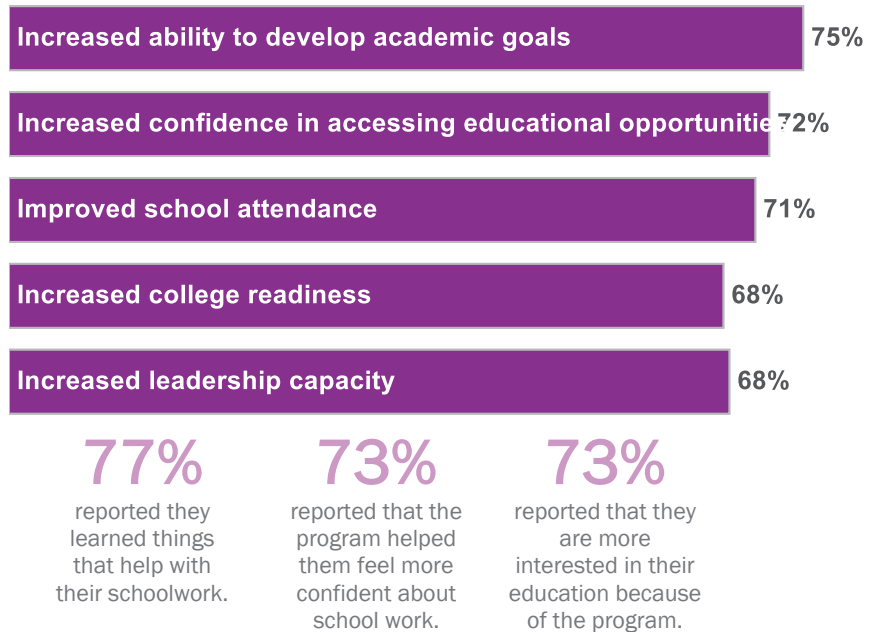
Exhibit 4: Percent of Youth Agreeing to Questions tied to Student Engagement in Learning Outcomes

Youth reported strong progress in academic outcomes, especially in developing academic goals.

Overall

Increased ability to develop academic goals	75%
Increased confidence in accessing educational opportunities	72%
Improved school attendance	71%
Increased college readiness	68%
Increased leadership capacity	68%

77% reported they learned things that help with their schoolwork.

73% reported that the program helped them feel more confident about school work.

73% reported that they are more interested in their education because of the program.

Younger youth (those in grade 10 and below) consistently reported greater progress toward academic outcomes. Youth in grades 9 and 10 generally reported the highest outcomes, while older youth (11th and 12th graders) reported the lowest outcomes.

By Grade Level

Increased ability to develop academic goals	8th Grade or Below	75%
	9th-10th Grade	82%
	11th-12th Grade	68%
Increased confidence in accessing educational opportunities	8th Grade or Below	69%
	9th-10th Grade	85%
	11th-12th Grade	68%
Improved school attendance	8th Grade or Below	73%
	9th-10th Grade	73%
	11th-12th Grade	55%
Increased college readiness	8th Grade or Below	66%
	9th-10th Grade	83%
	11th-12th Grade	57%
Increased leadership capacity	8th Grade or Below	71%
	9th-10th Grade	68%
	11th-12th Grade	56%