

# Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2012 - 2013

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

*October 2013*



## ACKNOWLEDGEMENTS

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We would like to thank all the individuals and agencies that contributed to this evaluation report. We are first and foremost grateful to the non-profit and public agencies that provide services to the children and youth in Oakland. Their active participation in the evaluation is key to the success of this report.

We would also like to thank the OFCY Planning and Oversight Committee who we name individually on the following page. We appreciate the Evaluation Subcommittee for its guidance, leadership, and commitment to independent evaluation, with special thanks to Chair Nina Horne.

The City of Oakland Department of Human Services staff and the Oakland After School Programs Office greatly contributed to the design and structure of the evaluation

report. We thank Children and Youth Services Director Sandy Taylor, OFCY Program Planner Mike Wetzel, and Julia Fong-Ma, the OUSD Coordinator of After School Programs for their support.

The report could not be done without our partners at First Five Alameda, Harder + Company Community Research, Practicing Freedom and iSEED. We are especially grateful to the seven youth who served on the OFCY Youth Evaluation Team. Their insight into program quality and effectiveness was invaluable.

Finally we'd like to thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

This report evaluates the performance, quality, and outcomes of grantees of the Oakland Fund for Children and Youth.

This report is prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and for the Oakland City Council. This report fulfills the legislatively mandated independent evaluation.

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## Programs Included in the OFCY Grantee Evaluation

The Oakland Fund for Children and Youth (OFCY) provides grants to 117 programs serving children, youth and their families, which operate under four funding strategy areas: Early Childhood, Out of School Time, Older Youth and Wellness & Healthy Transitions. Two of these strategy areas – Early Childhood and Older Youth – include two sub-strategies each. Out of school Time and Wellness & Healthy Transitions include three sub-strategies each.

Funding Strategy	Grantees in 2012-13
<b>Early Childhood</b>	<b>13</b>
Mental Health Consultation	5
Community Playgroups	8
<b>Out of School Time</b>	<b>72</b>
School-Based After School	51
Community-Based After School	9
Summer <sup>1</sup>	12
<b>Wellness &amp; Healthy Transitions</b>	<b>14</b>
Conflict Resolution	1
Transitions	6
Youth Leadership	7
<b>Older Youth</b>	<b>18</b>
Academic and Career Success	10
Comprehensive	8
<b>Total Programs</b>	<b>117</b>

The *Grantee Report* is organized primarily by funding strategy, as these programs implement relatively consistent program models and share a set of common performance measures defined by OFCY.

For each funding strategy, OFCY defines a series of outcomes measures, which provide a common set of priorities for grantees. These measures are based both on the larger goals of the Kids First! legislation (see page 6) and on the unique opportunities afforded by each grant strategy to positively affect children and youth.

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<sup>1</sup> Please see the Summer Grantee Findings Report (April 2013) for detailed information about programs funded through this strategy.

### Programs Included

Outcome measures for each grant group – Early Childhood, Out of School Time, Wellness & Healthy Transitions, and Older Youth – are detailed in the Progress Toward Outcome Measures section for each grant group, organized according to OFCY’s four leading outcomes for youth:

*Support the healthy development of young children.<sup>2</sup>*



*Help children and youth succeed in school and graduate high school.*

*Prevent and reduce violence, crime and gang involvement among young people.*



*Prepare young people for a healthy and productive adulthood.*

#### What’s in the OFCY Grantee Evaluation Report:

- To find out how programs are doing overall, go to the **Executive Summary** on page 7.
- To track whether programs are meeting their service targets, see **Program Performance** subsections.
- To review the degree to which programs are providing high quality service, read the **Point of Service Quality** subsections.
- Information about participants’ progress toward OFCY’s outcome goals is in the **Progress Toward Youth Outcomes** sections.

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<sup>2</sup> This goal applies to early childhood programs only.

#### **Programs Included**

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
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# EXECUTIVE SUMMARY

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## Overview of the 2012-13 OFCY Grantee Evaluation

This report summarizes evaluation findings for the 117 OFCY-funded programs that served children, youth and families during 2012-13.

### **Program Performance**

112 of 117 grantees have reached at least 80% of the targeted number of youth served. 111 met or exceeded their targeted units of service.

OFCY-funded programs reported employing 388 people, two-thirds of whom live in Oakland (for the 74 grantees that reported this information).

### **Point of Service Quality**

Site visits conducted by the evaluation team indicate that all OFCY programs meet research-based standards for point of service quality, a key driver of positive outcomes for youth.

### **Youth Outcomes**

#### ***Early Childhood – Community Playgroups***

- Ninety-five percent (95%) of parents of children in community playgroups report that program staff seemed knowledgeable about their children's needs.
- Ninety-four percent (94%) of parents of children in community playgroups report that as a result of the program, their child has learned new skills.
- Ninety-two percent (92%) of parents of children in community playgroups report that as a result of the program, their child plays better with other children.

#### ***Early Childhood – Mental Health Consultation***

- Ninety-eight percent (98%) of parents report they better understand what their child needs to grow and learn since meeting with the mental health consultant.
- Ninety-five percent (95%) of parents report that they feel more comfortable managing their child's behavior since meeting with the mental health consultant.
- Ninety-four percent (94%) of early childhood educators report that the consultant was approachable and accessible.

## Overview of the 2012-13 OFCY Grantee Evaluation

### Youth Outcomes (*continued*)

#### ***Out of School Time - School-Based After School***

- Eighty-percent (80%) of youth participants agree that the program helps them to care about their school.
- Seventy-three percent (73%) of participants report feeling more confident about their academic success, with elementary participants more likely to report increased confidence than middle school participants (80% compared to 63%).
- Eighty-eight percent (88%) of elementary-aged and 70% of middle school-aged participants report positively on health and wellness outcomes.

#### ***Out of School Time - Community-Based After School***

- Seventy-five percent (75%) of elementary-aged and 89% of middle school-aged participants report that their program helps them improve their communication and social skills.
- Ninety-five percent (95%) of elementary-aged and middle school-aged participants report that there is at least one adult in the program that cares about them.
- Eighty-seven percent (87%) of elementary-aged and 92% of middle school-aged participants report feeling more connected to their community.

#### ***Out of School Time – Summer (2012)***

- Eighty-five percent (85%) elementary-aged and 88% middle school-aged participants report that their Summer program helps them to understand what is being taught in school.
- Ninety-two percent (92%) of elementary-aged and 90% of middle school-aged participants report that there is at least one adult in the program that cares about them.
- Ninety-one percent (91%) of elementary-aged and 96% of middle school-aged participants report that they work hard toward their goals.

#### ***Wellness & Healthy Transitions – Youth Leadership***

- Ninety-one percent (91%) of participants agree that the program helps them to make healthy decisions.
- Ninety-six percent (96%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.
- Eighty-seven percent (87%) of participants reported positively about growth in their relationship-building and communication skills.



## Overview of the 2012-13 OFCY Grantee Evaluation

### Youth Outcomes (*continued*)

#### ***Wellness & Healthy Transitions – Conflict Resolution***

- Eighty-five percent (85%) of participants agree that the program helps them to care about their school.
- One hundred percent (100%) of participants report that there is at least one adult in the program that cares about them.
- Seventy-five percent (75%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.

#### ***Wellness & Healthy Transitions – Transitions***

- Ninety-one percent (91%) of participants report feeling more confident about their academic success overall, with 85% feeling more confident about graduating from high school or earning their GED.
- Eighty-six percent (86%) of participants report learning about jobs they would like to have in the future, with 73% reporting increased understanding about how to get a job they want.
- Ninety-three percent (93%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.

#### ***Older Youth – Academic and Career Success***

- Ninety-eight percent (98%) of academic success participants report feeling more confident about graduating from high school or earning their GED.
- Ninety-five percent (95%) of career success participants report learning new skills in the program that will help them get a job; 85% report that the program connected them with potential employers.
- Ninety eight percent (98%) of participants report that their program helps them to be more confident in their skills and abilities.

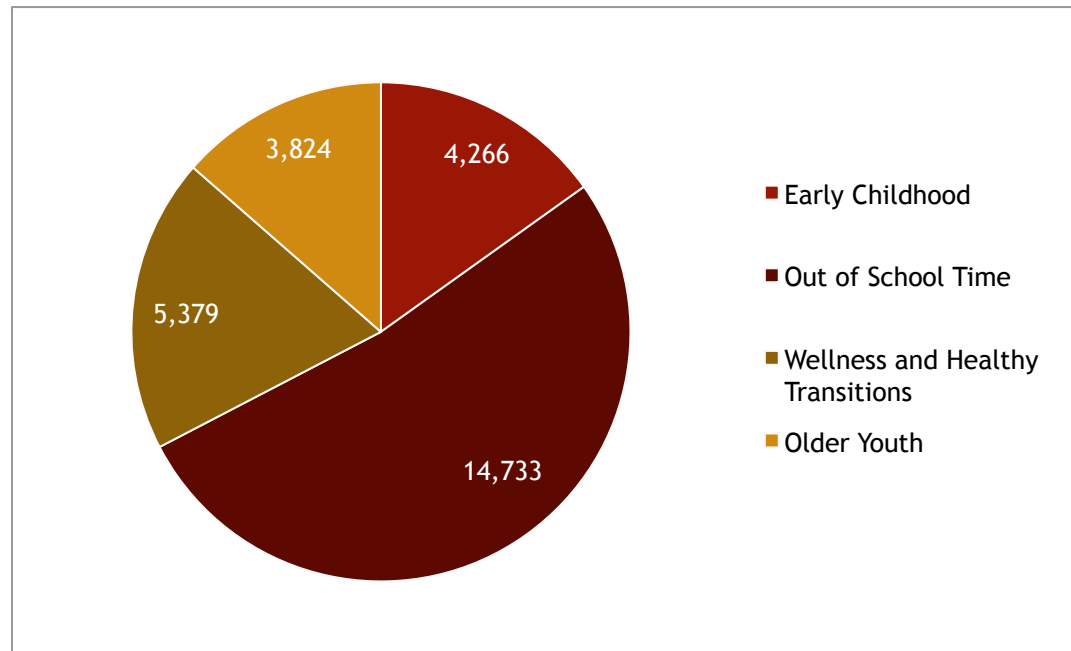
#### ***Older Youth – Comprehensive Programs***

- Eighty-nine percent (89%) of participants report increased ability to make good decisions, to lead and to set goals for themselves.
- Eighty-nine percent (89%) of participants report that there is at least one adult in the program that cares about them.
- 97% of participants report that they feel good about themselves while in the program.

## Scope of Service

OFCY-funded programs in Oakland served 28,202 children and youth in the 2012-13 program year, compared with 25,860 in 2011-12.<sup>3</sup> Early Childhood programs served 4,266 children, Out of School Time programs 14,733, Wellness & Healthy Transitions programs 5,379, and Older Youth grantees 3,824.

**Figure 1: OFCY Participants by Program Type**



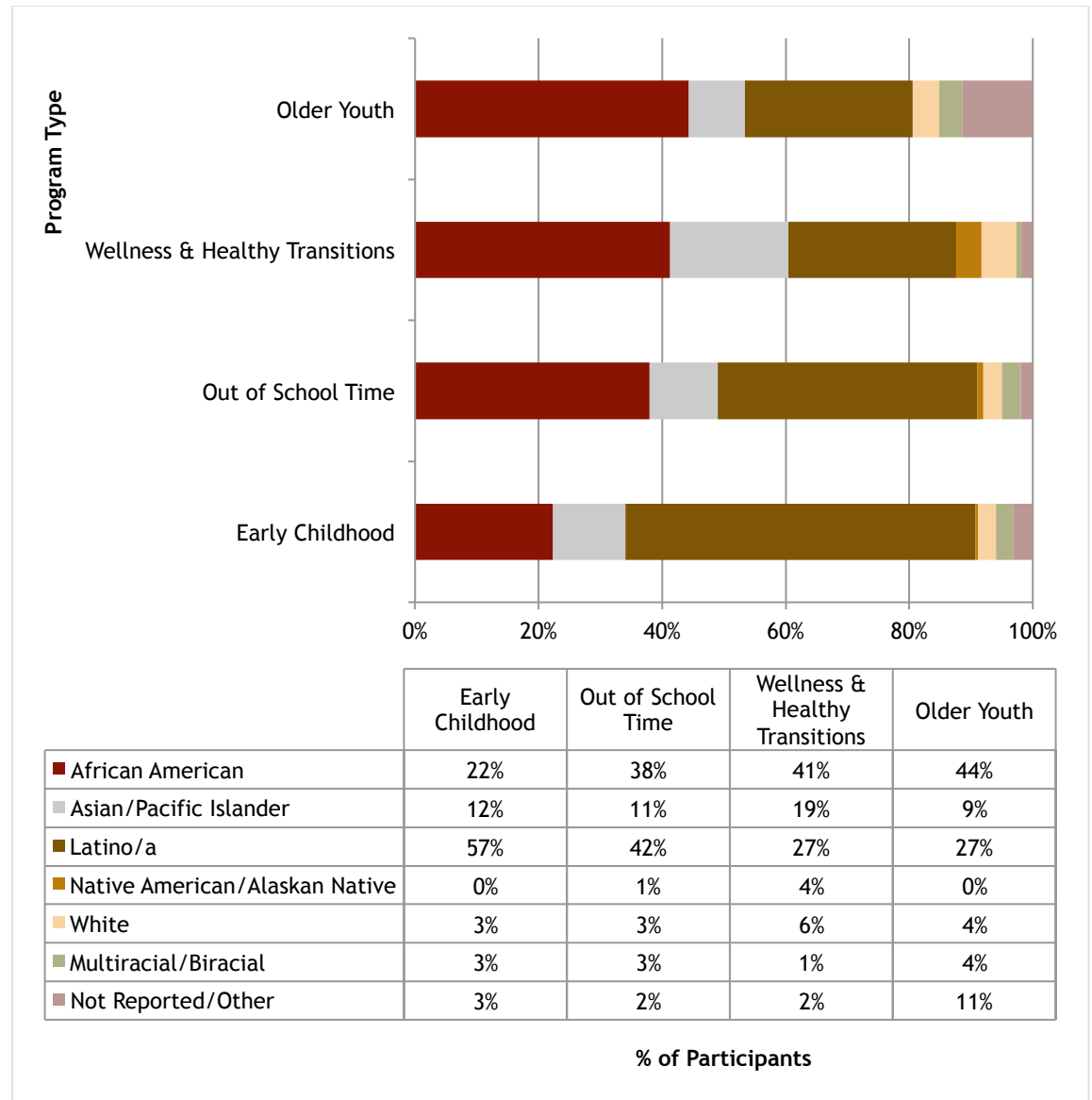
Source: CitySpan Actuals to Projections Report for youth served between July 2012 and June 2013.

Youth participants were roughly evenly divided among boys and girls. About 50% of participants are girls and 50% are boys, among the youth for whom gender data are reported. Seven participants are reported as transgender youth.

<sup>3</sup> 25,860 youth participants were reported in the 2011-12 Final Report for OFCY grantees.

Of the children and youth served in the 2012-13 program year, 40% are Latino/a, 36% are African American, 12% are Asian/Pacific Islander, 4% are Caucasian and .3% are American Indian.<sup>4</sup>

**Figure 2: Ethnicity of OFCY Participants by Program Type**



Source: CitySpan attendance records for youth who attended programs between July 2012 and June 2013.

<sup>4</sup> Race/ethnicity is available for 24,055 participants, approximately 95% of youth served.

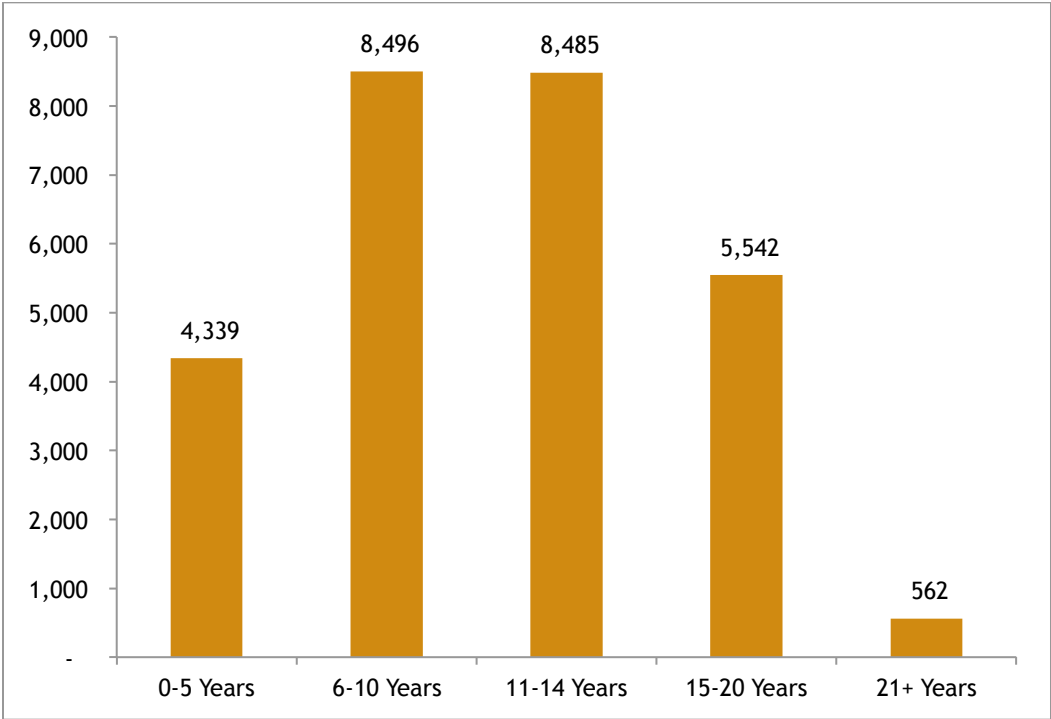
## Executive Summary

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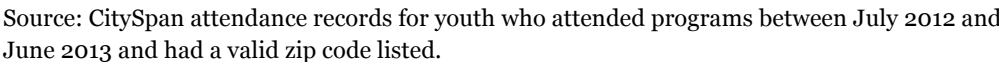
Of the 27,424 youth with valid birthdates who participated in OFCY-funded programs in 2012-13, 16% (4,339) were between 0 and 5, 31% (8,496) were between 6 and 10, 31% (8,485) were between 11 and 14, 20% (5,542) were between 15 and 20 and 2% (562) were 21 years or older.

**Figure 3: Participation in OFCY-Funded Programs by Age**



Source: CitySpan attendance records for program participants whose birthdates were collected between July 2012 and June 2013. Ages for summer program participants were calculated as of June 1, 2012; ages for school-year participants were calculated as of December 31, 2012.

### Figure 4: Participants' Home Zip Codes



In some cases, youth served by OFCY programs are homeless and therefore do not have a stable zip code to report. In other cases, youth may live outside of Oakland. The evaluation team worked closely with all grantees to assure that all available zip code data was reported.

**Table 1: Youth Served by Zip Code**

Zip Code	Number of Youth	%
94601	5,537	20%
94621	4,016	15%
94603	3,150	12%
94606	2,704	10%
94605	2,324	9%
94607	1,982	7%
94608	1,124	4%
94602	1,094	4%
94612	860	3%
94619	968	4%
94609	692	3%
94610	443	2%
94611	279	1%
All Others	2,029	7%
<b>Total:</b>	<b>27,202</b>	

Source: CitySpan records for youth who attended programs between July 2012 and June 2013 and had a valid zip code listed.

In 2012-13, OFCY-funded community-based grantees received \$9.8 million in OFCY funds, and self-report a match by an estimated \$12.2 million, totaling \$22 million in investments in child and youth-serving programs. These programs served 28,202 youth with an average of \$784 in funding per youth served.

## Executive Summary

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**Table 2: Per Youth Investment**

Grant Group	OFCY Funding	Matched Funding <sup>5</sup>	Total Funding	Total Youth Served <sup>6</sup>	OFCY Investment per Youth	Total Investment per Youth
Early Childhood - Community Playgroups	\$636,785	\$373,385	\$1,010,170	1,120	\$569	\$902
Early Childhood - Mental Health Consultation	\$725,871	\$356,387	\$1,082,258	3,146	\$231	\$344
Out of School Time - Community-Based After School	\$643,123	\$1,288,308	\$1,931,431	3,419	\$188	\$565
Out of School Time - School-Based After School	\$4,183,564	\$7,109,479	\$11,293,043	9,480	\$569	\$1,991/ \$1,998 <sup>7</sup>
Out-of-School Time - Summer	\$711,372	NA	\$711,372	2,290	\$311	NA
Wellness & Healthy Transitions - Conflict Resolution	\$120,256	\$31,150	\$151,406	1,043	\$115	\$145
Wellness & Healthy Transitions - Transitions	\$498,692	\$397,944	\$896,636	3,259	\$153	\$275
Wellness & Healthy Transitions - Youth Leadership	\$693,703	\$434,054	\$1,127,757	898	\$772	\$1,256
Older Youth - Academic & Career Success	\$929,283	\$1,071,141	\$2,000,424	1,199	\$775	\$1,668
Older Youth - Comprehensive Programming	\$693,819	\$1,185,477	\$1,879,296	2,319	\$299	\$810
<b>Total/Average</b>	<b>\$9,837,135</b>	<b>\$12,247,325</b>	<b>\$22,084,460</b>	<b>28,202</b>	<b>\$349</b>	<b>\$784</b>

Source: CitySpan matched funding data for OFCY programs during summer 2012 and the 2012-13 school year. Matching funds not available for Summer grantees.

According to the 74 OFCY grantees that provided staffing information, OFCY funds supported the salaries of 388 employees, 260 (67%) of whom live in Oakland.

<sup>5</sup> This is a self-reported match.

<sup>6</sup> This figure is calculated using the total number of youth served as reported by OFCY grantees.

<sup>7</sup> Investment calculated using average daily attendance rather than total youth served. Available for school-based after school only.

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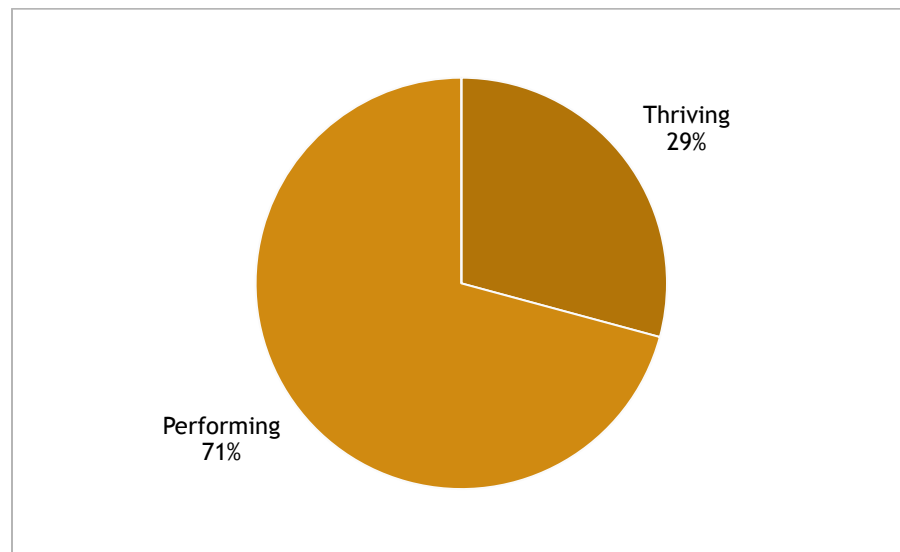
## Program Performance & Point of Service Quality

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Ninety-six percent (96%) of OFCY-funded programs met their contracted attendance goals, with only 6 programs not meeting target attendance (1 Early Childhood, 1 Summer, 2 Wellness & Healthy Transitions, and 2 Older Youth Programs). Just 6 programs reached less than 80% of their annual units of service targets (4 School-Based Out of School, 1 Summer, and 1 Older Youth grantee).

Site visits<sup>8</sup> indicate that OFCY-funded programs serving school-aged youth are providing high quality service. There are no sites in the *Emerging* program quality category in 2012-13, indicating that all programs are meeting point of service quality expectations. Seventy-one percent (71%) of sites are in the *Performing* category, indicating that they are providing quality service overall and can continue to improve in specific areas. Twenty-nine percent (29%) of OFCY-funded sites serving school-aged youth are *Thriving*, indicating strong overall performance.

**Figure 5: Quality Status for Programs Serving School-Aged Youth**



Source: Youth Program Quality Assessment scores for 113 sites that serve school-aged youth and for which site visit scores are available.

Site visits indicate that all OFCY-funded Early Childhood Community Playgroup programs are in the *Thriving* program quality category, evidence that all programs are demonstrating strong overall performance. Early Childhood Mental Health Consultation programs are not assigned a quality category, as described in greater detail on page 28.

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<sup>8</sup> Through March 2013.

### Executive Summary



In 2012-13, nearly all OFCY-funded programs met or exceeded their target units of service, and all observed programs were in the Performing or Thriving point of service quality categories.

**Table 3: Summary of Program Performance and Point of Service Quality**

Grant Group	Met or Exceeded Units of Service Goal	Met Point of Service Quality Measures <sup>9</sup>
Early Childhood - Mental Health Consultation	100%	-
Early Childhood - Community Playgroups	100%	100%
OST - School-Based Out of School Time	93%	100%
OST - Community-Based Out of School Time	100%	100%
OST - Summer	92%	100%
Wellness & Healthy Transitions - Conflict Resolution	100%	100%
Wellness & Healthy Transitions - Transitions	100%	100%
Wellness & Healthy Transitions - Youth Leadership	100%	100%
Older Youth - Academic and Career Success	90%	100%
Older Youth - Comprehensive	88%	100%
<b>Total</b>	<b>95%</b>	<b>100%</b>

Source: CitySpan records and site visit results for OFCY grantees funded in 2012-13.

<sup>9</sup> Mental health consultation grantees were not assigned a point of service quality category.

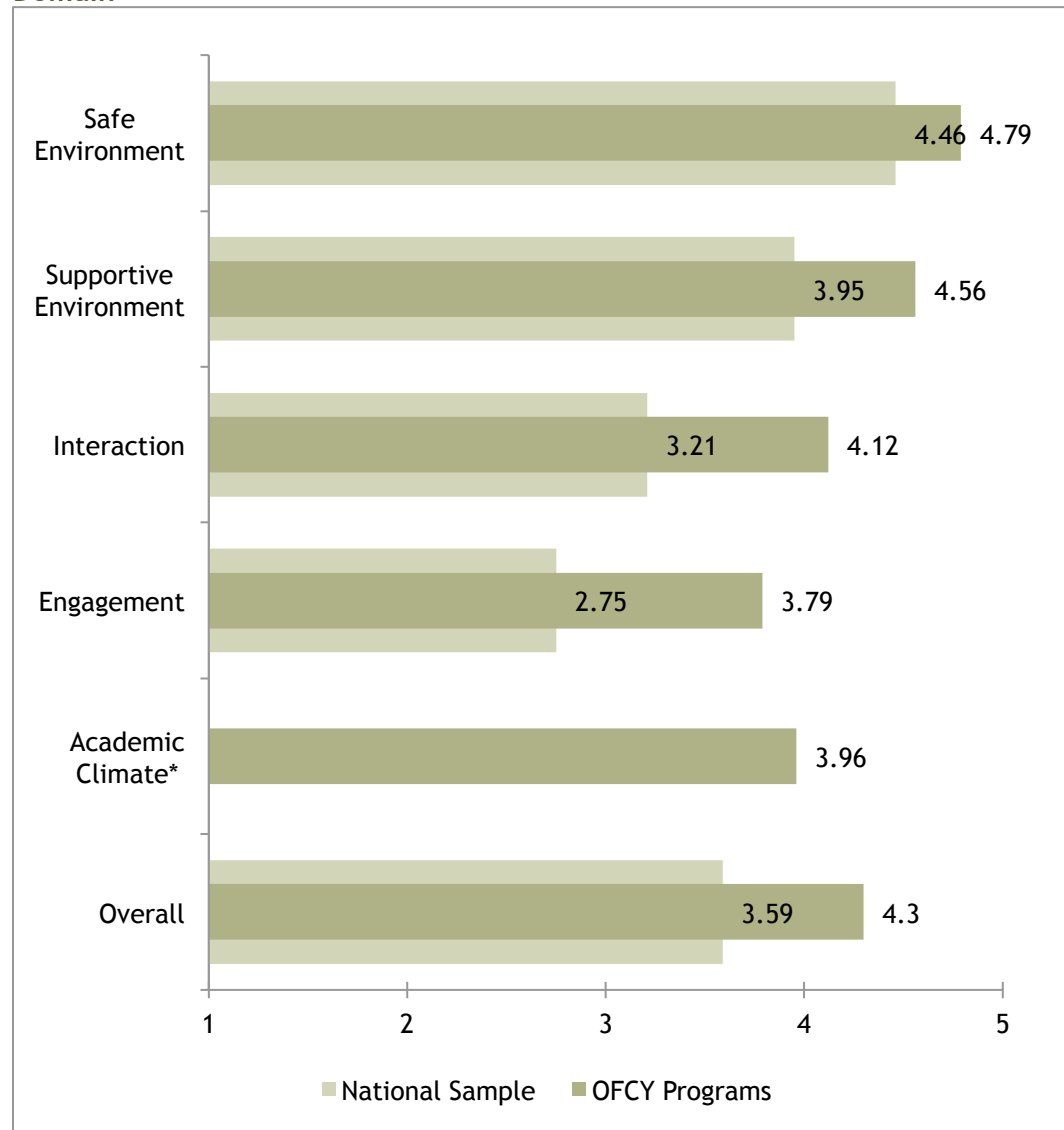
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Moreover, OFCY-funded programs serving school-aged youth are out-performing similar programs nationally, as described in the following figure. Differences are particularly striking in the Interaction and Engagement domains, in which OFCY-funded programs score substantially higher than the national average.<sup>10</sup>

**Figure 6: OFCY School-Aged Grantees\* vs. National Sample, Comparison by Domain**



Source: Program Quality Assessment scores for 104 OFCY-funded programs serving school-age youth.<sup>11</sup>

\*National Sample data for 1,460 School-Aged and Youth Out of school time programs; National sample data not available for Academic Climate.

<sup>10</sup> Site Visit Assessment scores through March 2013.

<sup>11</sup> Early Childhood groups not included due to use of different tools.

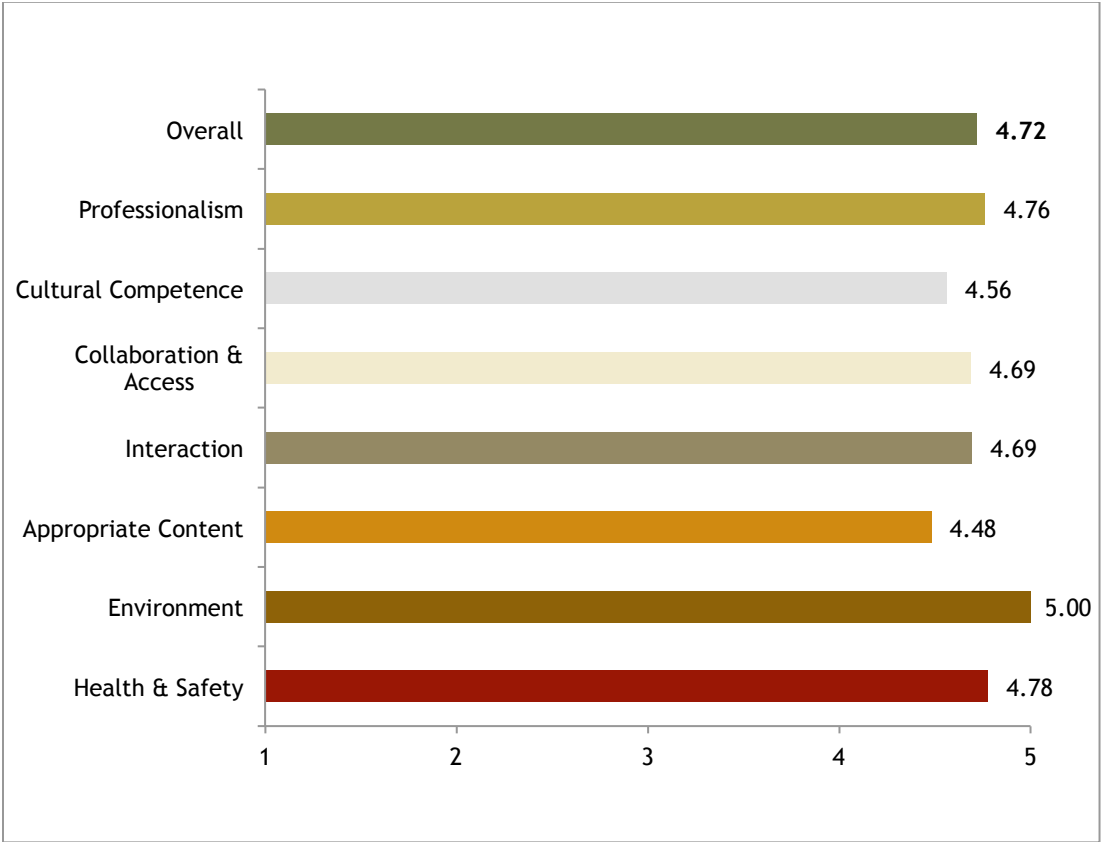
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Visits to Early Childhood Community Playgroup grantees use the Program Quality Assessment site visit instrument originally developed by See Change and OFCY. This tool aligns with OFCY-outcome indicators and maps to the structure and focus of playgroups on seven domains. OFCY-funded playgroups provide high quality service overall, as demonstrated by their high site visit ratings in each domain.

**Figure 7: Early Childhood Playgroup Point of Service Quality Scores**

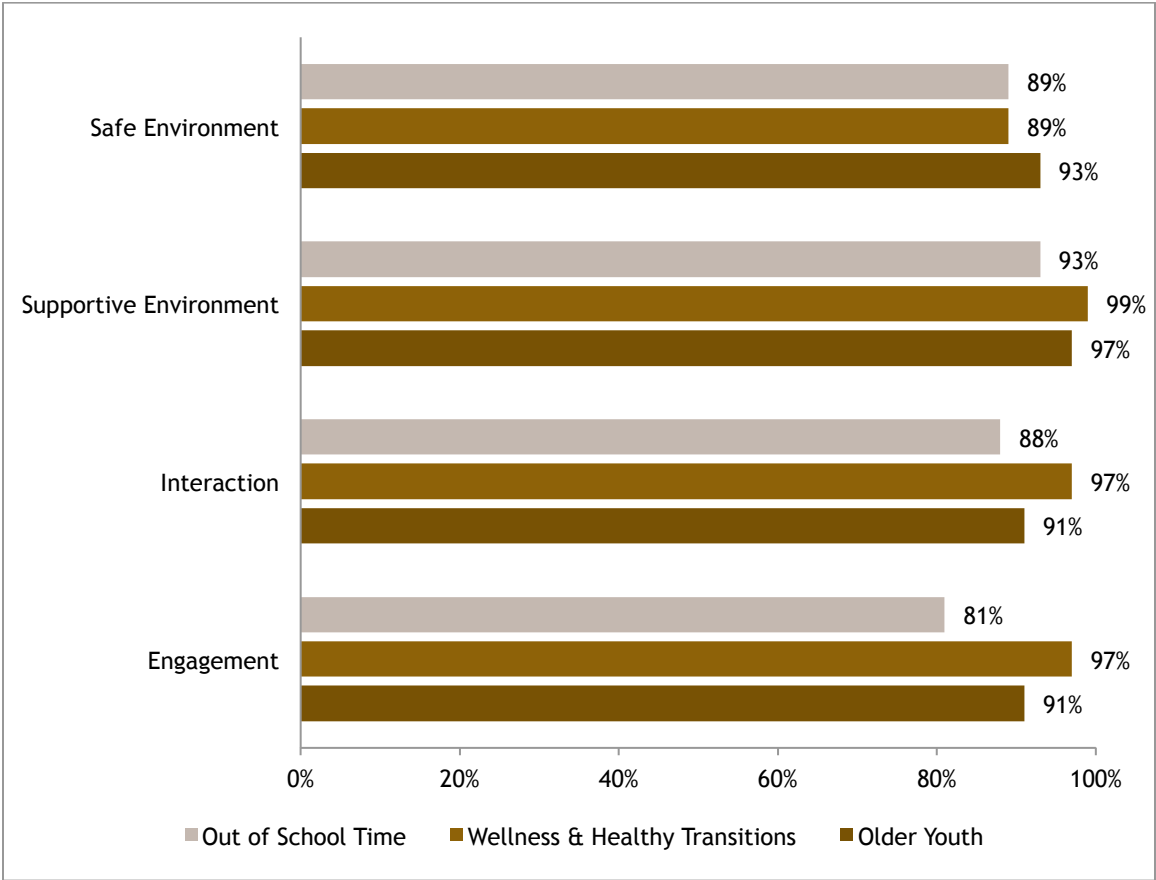


Source: Site Visit Assessment scores for 8 Early Childhood Community Playgroup providers.

OFCY youth program participants completed surveys in which they assessed their programs based on the four domains from the Youth Program Quality Assessment as well as on outcomes specific to their program's grant group. Participants provided favorable ratings of program quality, overall.

The Out of School Time grant group had slightly lower ratings in Interaction and Engagement than did other OFCY strategies, however. This likely reflects the fact that this grant group includes larger, more comprehensively-focused programs, some of which have mandatory attendance policies for youth. In contrast, many of the Wellness & Healthy Transitions and Older Youth programs are small, topic-specific projects in which young people enroll by choice.

Figure 8: OFCY School-Aged Youth Survey Quality Composite Scores



Source: Youth Surveys completed by participants, n=5,761, spring 2013.  
\*Does not include Summer 2013 survey results.

Detailed findings are located in the individual grant group summaries.

## Participant Outcomes

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### Early Childhood

Early childhood mental health consultants improved early childhood educators' ability to work with children, and nearly all parents reported that they are more aware of resources to help their children learn and grow.

Eighty nine percent (89%) of parents in playgroups report that they engage more often in developmentally appropriate activities – like singing songs and playing games – since attending the program.

Ninety-two percent (92%) of Early Childhood Community Playgroups parents surveyed report that, “as a result of this program, my child plays better with other children.”

Eighty-five percent (85%) report that, “the program taught me about resources in the community that can help me and my family.”

### Out of School

In school-based after school programs, 83% of survey respondents report that they learned to do something they used to think was hard in an OFCY-funded school-based program. Among community-based out of school time programs, 93% of respondents report that they learned to do something they used to think was hard in an OFCY-funded school-based program, and 98% agreed that they trust the staff in their program.

In school-based after school programs, youth participants reported positively to school engagement outcomes, which included the program helping them to care more about their school (84%) and feeling like they are a part of the school (84%). For community-based after school programs, youth participants reported positively to community engagement outcomes, which included the program helping them to care more about their community (95%) and feeling like they are a part of the community (93%).

Ninety five percent (95%) of the youth in Wellness & Healthy Transition programs report that their OFCY-funded program has helped them to feel confident about graduating from high school or earning their GED.

### Wellness & Healthy Transitions

Nearly all participants in Leadership programs report that their OFCY-funded program helped them to make better decisions (97%), to set goals (98%) and to be more of a leader (89%).

Ninety percent (90%) of youth who participated in the OUSD Conflict Resolution program reported that they learned how to take care of problems without violence or fighting. Ninety-seven percent (97%) reported learning how to make their school a better place.

### Executive Summary

Nearly all participants in Transitions programs report that since attending their OFCY-funded program, they are better at setting goals for themselves (95%), and are more confident that they will graduate from high school or earn a GED (95%).

### **Older Youth**

Nearly all youth in Academic Success programs reported that their OFCY-funded program helped them to feel more confident about completing high school (98%) and going to college (96%).

Nearly all Older Youth program participants (95%) report increased access to caring adults since attending their OFCY-funded program.

Pass rates for 10<sup>th</sup> graders, the first time high school students can take the California High School Exit Exam (CAHSEE), were substantially higher than the District-wide average— with 94% of Older Youth: Academic participants passing the CAHSEE English Language Arts (ELA) section, and 90% of 10<sup>th</sup> graders passing in Math. By contrast, just 64% of OUSD 10<sup>th</sup> graders passed the ELA CAHSEE, and 68% passed the Math section.<sup>12</sup>

Eighty-nine percent (89%) of surveyed youth in Career Success programs reported that they learned more about the different kinds of jobs they'd like to have; 85% reported that they expanded their network of potential employers. Survey results suggest that Asian/Pacific Islander participants (100%) were more likely to report expanding their professional networks compared to their African American (90%) and Latino/a (86%) peers.

Youth in Comprehensive programs reported that their program helped them to work hard towards their goals (95%), to feel good about themselves (97%), and to get along with other people better (87%).

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<sup>12</sup> 10<sup>th</sup> grade pass rates for OUSD in 2012-13, reported in Data Quest: [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

## EARLY CHILDHOOD

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The OFCY 2010-13 Strategic Plan defined *early childhood* as 0-5 years, and created two different funding streams: (1) mental health and developmental consultations and (2) family/enrichment activities (Community Playgroups):

**Mental Health Consultation (ECMHC):** These grantees support early childhood education providers and provide counseling for children and families. In 2012-13, five OFCY grantees served 3,146 children.

**Community Playgroups:** These family enrichment grantees offer parent and child playgroups, child only playgroups, and parent workshops. The eight programs funded under this sub-strategy served 1,120 children in 2012-13.

Both the Mental Health Consultation and Community Playgroups programs educate parents on developmental needs and provide information on community resource referrals.

Programmatic outcomes for each of the grant sub-groups focus on improving the ability of adults – whether early childhood educators or parents – to support the healthy development of young children.

Early childhood grantees served 4,380 children in 2012-13. Among early childhood programs<sup>13</sup>, boys and girls are evenly represented: 52% of attendees are boys and 48% are girls. The gender ratio is generally consistent within ethnic groups.

**Table 4: Early Childhood Participants' Gender Distribution Within Program Type**

Program Type	Male	Female
Overall	51%	49%
Early Childhood Mental Health Consultation	51%	49%
Community Playgroups	54%	46%

Source: CitySpan attendance records for 4,380 youth who attended an early childhood program between July 2012 and June 2013.

**Table 5: ECMHC Participants' Gender Distribution Within Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall <sup>14</sup>
Overall	51%	49%	100%
Latino/a	28%	28%	57%
African American	13%	12%	25%
Asian/Pacific Islander	7%	5%	12%
White	1%	1%	2%
Native American	0%	0%	0%
Multi/Bi-Racial	1%	1%	2%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	1%	1%	2%

Source: CitySpan attendance records for youth who attended ECMHC-affiliated programs between July 2012 and June 2013.

<sup>13</sup> For the 4,366 early childhood participants for whom race/ethnicity and gender data is available.

<sup>14</sup> Because of rounding, overall percentages may not equal sum of male and female.

### Early Childhood



**Table 6: Community Playgroup Participants' Gender Distribution Within Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall <sup>15</sup>
Overall	54%	46%	100%
Latino/a	32%	27%	59%
African American	8%	6%	14%
Asian/Pacific Islander	7%	5%	12%
White	3%	1%	4%
Native American	<1%	0%	<1%
Multi/Bi-Racial	3%	4%	7%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	2%	1%	3%

Source: CitySpan attendance records for youth who attended an early childhood program between July 2012 and June 2013.

Nine early childhood programs – 6 Community Playgroups and 3 Mental Health Consultation programs – recorded parent/caregiver participation in 2012-13, which was an optional piece of information for grantees to record. Collectively, these programs served 397 parents/caregivers.

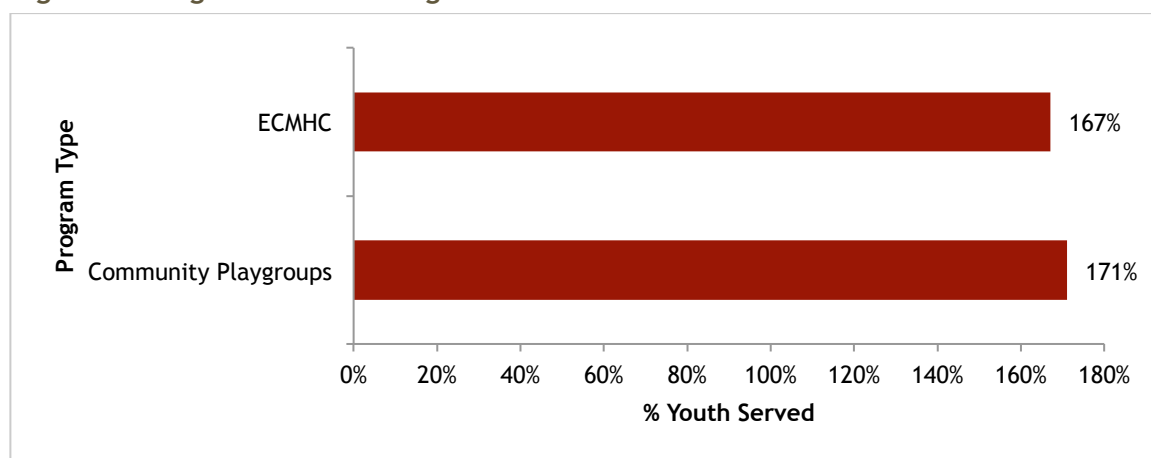
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<sup>15</sup> Because of rounding, overall percentages may not equal sum of male and female.

## Program Performance

Early childhood programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. 11 of 13 Early Childhood programs in Oakland met or exceeded their targets in reaching the targeted number of youth as a whole, and 12 of 13 programs reached at least 80% of the targeted number of youth served.

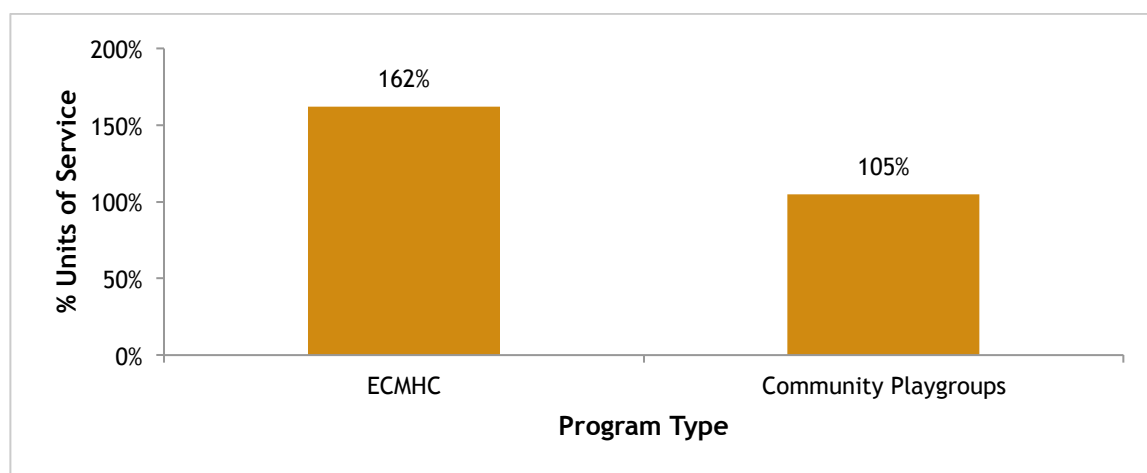
**Figure 9: Progress Toward Targeted Number of Children Served**



Source: CitySpan attendance records for 4,266 children in early childhood programs.

Figure 10 describes the Early Childhood grantees' units of service delivered relative to their contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 10: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 4,266 children in early childhood programs.

Site level program performance data is available in the Appendix.

### Early Childhood

## Point of Service Quality

Site visits to early childhood programs provide observationally-based data about key components of program design and delivery. Visits to Community Playgroup grantees were conducted using a slightly modified version of the Parent/Child Program Quality Assessment site visit instrument developed by See Change and OFCY. This tool maps to the structure and focus of playgroup programs and aligns with OFCY-defined outcome indicators for this grant group.

**Table 7: Community Playgroup Site Visit Scores, by Domain**

Program Quality Domain	Average Rating On a 1-5 scale
Health, Safety and Nutrition	4.78
Environment	5
Developmentally Appropriate Content and Curriculum	4.48
Interaction: Supports for Relationship Building	4.69
Family, Community and School Collaboration and Access	4.69
Cultural Competence of Staff and Programming	4.56
Professionalism	4.76

Program-level site visit scores are available in the Appendix.

### Early Childhood

Moreover, parents reported that their OFCY-funded playgroup provided high quality service. About nine in ten agreed that their playgroup was a high quality program.

**Table 8: Parent Reported Playgroup Quality**

	Community Playgroup: Parents
Program staff/educators were cheerful and welcoming.	95%
Program staff/educators seemed knowledgeable about children's needs.	95%
Program staff/educators were able to answer my questions about my child.	94%
The program was located in a place that was convenient to get to.	93%

Source: Parent and Caregiver Survey, spring 2013, n=302.

Early childhood educators who received mental health consultation services from OFCY-funded grantees were asked to report on the quality of the services they received. Survey results indicate that the mental health consultant was approachable, and provided valuable guidance. Early childhood educators were somewhat less likely to agree that the consultant assisted with goal setting, however.

**Table 9: Quality of Mental Health Consultation Services**

	ECMHC: Staff
The consultant was approachable and accessible.	94%
The consultant provided advice that was appropriate for my work and my classroom.	91%
The consultant worked with me to set goals for the program.	88%

Source: Challenging Behaviors Checklist, April-May 2013, n=120

The evaluation team conducted site visits to a representative classroom supported by each Mental Health Consultation grantee and completed the Classroom Assessment Scoring System (CLASS) to rate the quality of the observed early childhood education setting. Mean scores are in the Appendix, and are presented to illustrate the settings in which the MHC grantees provided services, not as a measure of the quality of the consultation services themselves.

Parent-child playgroups supported by OFCY are designed to improve young children's school readiness by enhancing their parent/caregivers' understanding of child development, and to improve families' access to services.



### *Support the healthy development of young children*

Parent survey results indicate that OFCY-funded playgroups help children to play better with others and to manage their emotions.

**Table 10: Children's Behavior and Interpersonal Relationships**

	Community Playgroup: Parents
As a result of this program, my child plays better with other children.	92%
As a result of this program, my child has learned to control his or her emotions.	86%
<b>Average:</b>	<b>89%</b>

Source: Parent and Caregiver Survey, spring 2013, n= 302.

Further, parents report that they better understand their child's developmental needs, and are better able to use appropriate behavioral guidance strategies as a result. For example, parents report a large gain in their self-reported ability to respond to effectively to an upset child, and to understand which behaviors are typical for young children.

**Table 11: Mean Improvement in Parents' Behavioral Guidance Strategies**

	Rating Before Playgroup	Rating After Playgroup	Change
My ability to respond effectively when my child is upset.	4.10	5.03	.93 (23%)
My ability to identify what my child needs.	4.15	5.06	.90 (22%)
My knowledge of what behavior is typical at this age.	3.77	4.59	.88 (23%)
My confidence in setting limits for my child.	4.07	4.86	.79 (19%)
<b>Average:</b>	<b>4.02</b>	<b>4.88</b>	<b>.86</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.  
On a 7 point scale in which 0 = "low" and 6= "high"

In addition, parents report that their playgroup helped them to access available resources and to build connections with other parents, key foci of the community playgroups.

**Table 12: Parents' Self-Reported Connection to Resources**

	Community Playgroup: Parents
This program taught me about resources in the community that can help me and my family.	85%
This program taught me about resources in the community that can help my child.	84%
This program helped me to connect with other parents/caregivers.	84%
<b>Average:</b>	<b>84%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.



## *Help children and youth succeed in school and graduate high school*

The path to academic success begins in early childhood, when activities like reading books, singing, and playing games can lay the groundwork for later success in school. Notably, parents/caregivers report a large improvement in their self-reported knowledge of how their child's cognitive and physical development unfolds and advances.

**Table 13: Mean Improvement in Parents' Developmental Awareness**

	Rating Before Playgroup	Rating After Playgroup	Change
My knowledge of how my child's brain is growing and developing.	3.85	5.10	1.25 (32%)
My knowledge of how my child is growing and developing.	3.98	4.98	1.00 (25%)
My confidence that I can help my child learn at this age.	4.25	5.13	.88 (21%)
<b>Average:</b>	<b>4.03</b>	<b>5.07</b>	<b>1.04</b>

Source: Parent and Caregiver Survey, spring 2013, n=302  
On a 7 point scale in which 0 = "low" and 6= "high"

Parents in Community Playgroups report that they are learning the parenting tools needed to increase engagement with their children and to support their children's school readiness.

**Table 14: Parents' Self-Reported Change in Activities with Children**

	Community Playgroup: Parents
Because of this program, I play more with toys or games with my child.	89%
Because of this program, I sing or tell my child a story more often.	88%
<b>Average:</b>	<b>89%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.

### **Early Childhood**

Pre/post ratings on the Parenting Ladder indicate that parents engaged in key developmental activities with their children more often after participating in the playgroup, including doing activities together and reading frequently.

**Table 15: Mean Improvement in Parent Involvement**

	Rating Before Playgroup	Rating After Playgroup	Change
The amount of activities my child and I do together.	4.13	4.98	.85 (21%)
The amount I read to my child.	3.61	4.46	.85 (24%)
<b>Average:</b>	<b>3.87</b>	<b>4.72</b>	<b>.85</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.  
On a 7 point scale in which 0 = “low” and 6= “high”

Among OFCY-funded Community Playgroups, parent survey respondents report that programs support school readiness for their children. Almost all (94%) agree that their child learned new skills in the Playgroup.

**Table 16: Children’s School Readiness**

	Community Playgroup: Parents
As a result of this program, my child has learned new skills.	94%
As a result of this program, my child is more prepared for school.	91%
The program taught me how to help my child be ready for school.	89%
<b>Average:</b>	<b>91%</b>

Source: Parent and Caregiver Survey, spring 2013, n=302.



Mental Health Consultants supported by OFCY provide coaching and support intended to improve the quality of early childhood settings, to strengthen early childhood educators' professional skills, and to enhance parents' ability to support their child's unique developmental needs.

### *Improve the quality of early childhood settings*

In their self-assessments, 3 of 3 MHC grantees report a high level of proficiency in helping to reduce the number of suspensions, expulsions, and severe class disruptions resulting from children's negative behaviors.

Further, early childhood educators who received mental health consultation services reported a modest decrease in the frequency with which they used exclusionary behavioral management techniques. Particularly impressive is the decrease in the use of "reduce child's schedule" in response to challenging behaviors, suggesting that early childhood programs are better able to keep children enrolled.

**Table 17: Educators' Response to Challenging Behavior**

	Before Services	After Services	Change
Ask parent to withdraw child from program	1.14	1.04	-0.10 (-9%)
Reduce child's schedule	1.22	1.12	-0.10 (-8%)
Physically restrain or remove child from space	1.22	1.17	-0.05 (-4%)
Move child to another group or classroom	1.46	1.45	-.01 (-1%)

Source: Challenging Behaviors Checklist, n = 120.

One 1-3 scale in which 1 = "Rarely" and 3 = "Most of the time"

Further, in self-assessments, 3 of 3 of MHC grantees report that their services helped to increase child retention in early childhood programs.

CLASS observation ratings indicate that the early childhood classrooms supported by MHC grantees demonstrate high Productivity, suggesting smooth transitions between activities and effective use of instructional time. Four of seven observed classrooms received a rating of 4 or higher (on a 7 point scale).



## *Support the healthy development of young children*

Early childhood educators face many challenges in their work, including providing support to youth with developmental, emotional, and behavioral challenges. Supporting their ability to work effectively with all children can improve educators' job satisfaction, the quality of their work, and support lower levels of staff turnover.

Early childhood educators who worked with mental health consultants report less exclusionary practices when responding to children with challenging behaviors.

Early childhood educators report increased support in their roles. Survey results indicate that the mental health consultants helped early childhood educators make positive changes in the classroom. Further, just 10% report feeling “Very Dissatisfied” or “Dissatisfied” with their job, while 90% report feeling “Satisfied” or “Very Satisfied.”

**Table 18: Educators' Sense of Support**

	ECMHC: Staff
The consultant helped me make positive changes to my classroom.	82%
The consultant increased my understanding of how to use learning materials.	68%
The consultant has helped me to plan a curriculum based on children's needs and interests.	59%

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

About seven in ten early childhood educators who worked with mental health consultants reported that they improved their communication skills.

**Table 19: Educators' Self-Reported Communication Skills**

	ECMHC: Staff
The consultant has helped me to better communicate with parents.	67%
The consultant has helped me to better communicate with other staff members.	65%

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

Early childhood educators who worked with OFCY-funded Mental Health Consultants were asked to rate their concerns regarding troubling child behaviors both *before* MHC services began, and *currently*. Of the 20+ possible challenging behaviors, early childhood educators reported notable decreases in their level of concern for very young children requiring excessive attention or are too “clingy,” children having limited interest in interacting with play materials, and children engaging in temper tantrums.

**Table 20: Educators' Self-Reported Change in Concern, 0-3 year olds**

	Before Services	After Services	Change
Children requiring excessive attention or are too “clingy”	2.00	1.38	-0.62 (-31%)
Children having limited interest in interacting with play materials	1.47	1.14	-0.32 (-22%)
Children engaging in temper tantrums	1.93	1.62	-0.31 (-16%)

Source: Challenging Behaviors Checklist, April-May 2013, n = 15.

Among early childhood educators working with toddlers, early childhood educators reported the greatest decrease in concern about children who have difficulty expressing their needs, those who have trouble taking turns, and children who disrupt activities.

**Table 21: Educators' Self-Reported Change in Concern, 3-5 year olds**

	Before Services	After Services	Change
Children having difficulty expressing needs	2.11	1.72	-0.39 (-18%)
Children having trouble taking turns or sharing	2.17	1.79	-0.39 (-18%)
Children disrupting activities	2.26	1.88	-0.38 (-17%)

Source: Challenging Behaviors Checklist, April-May 2013, n=120.

Further, educators' self-reports indicate that their practice has become more supportive since working with the mental health consultant, including notable increases in the use of positive reinforcement.

**Table 22: Educators' Use of Supportive Behavioral Management Techniques**

	Before Services	After Services	Change
Reinforce when the child displays new skills	2.44	2.62	0.17 (7%)
Show the child ways to replace challenging behavior with desired skills	2.29	2.42	0.13 (6%)
Redirect child	2.55	2.63	0.08 (3%)
Sing to child	1.82	1.89	0.07 (4%)

Source: Challenging Behaviors Checklist, n = 120.

One 1-3 scale in which 1 = "Rarely" and 3 = "Most of the time"

On the other hand, early childhood educators report low levels of punitive measures initially, but decrease their frequency. This is evident by a reduction of both requests for a parent to remove their child from the program (-.10), and physical or mechanical methods of restraint (-.05).

## Early Childhood

Parents who worked with mental health consultants report benefiting from the relationship via an increased awareness of resources and support services that can help their child, as well as a stronger understanding of what their children need to grow and learn.

**Table 23: Parents' Improved Knowledge**

As a result of meeting with the mental health consultant...	ECMHC Parents
I understand more about what my child needs to grow and learn.	98%
I feel more confident when managing my child's behavior.	95%
<b>Average:</b>	<b>97%</b>

Source: Parent and Caregiver Survey, spring 2013, n=124.

Moreover, 98% of parents who met with the mental health consultant reported that they were more comfortable talking with their child's teacher since working with the consultant.

Finally, about nine in ten parents who worked directly with a mental health consultant reported that their consultant helped them to access additional resources.

**Table 24: Parents' Access to Resources and Supports**

	ECMHC Parents
I am aware of more resources to help my child grow and learn.	93%
I have used one or more of the resources the Mental Health Consultant gave me.	89%

Source: Parent and Caregiver Survey, spring 2013, n =124.

Challenges remain, however. Early childhood educators report a number of barriers to managing children's challenging behaviors effectively, including:<sup>16</sup>

- Too much paper work (52% of respondents)
- Lack of time to meet with colleagues (50% of respondents)
- Lack of support from children's families (40% of respondents)

<sup>16</sup> From the Challenging Behaviors Checklist, n = 120.

The evaluation team met with 9 mental health consultants in spring 2013 to solicit their opinions regarding the impact of OFCY-supported mental health consultation services.

They reported that early childhood educators benefitted from a consistent, supportive relationship with a knowledgeable coach. Consultants emphasize that trust and strong interpersonal relationships are the cornerstones of successful engagement. One consultant stated, “We are the support person who is the holder of the [educator’s] experience.”

With sufficient time to work with early childhood educators (see below), mental health consultants report the following benefits:

- Educators are better able to create positive learning environments for children, improving their self-regulation behaviors. Creating small, distinct activity areas is a common strategy.
- Educators receive help with “problem solving” when addressing troubling behaviors, identifying specific triggers for children and taking steps to minimize them. One consultant described this process as “making meaning of children’s behavior... taking a step back and think about what’s happening.”
- Educators enhance their understanding of early childhood developmental stages. In the words of one consultant, “we help to normalize children’s behaviors.” This mindset helps early childhood educators make changes to their environment and to their routines from a place of professional strength, rather than making changes simply because they were suggested by an expert.
- Educators are better able to identify children who may need developmental screenings. Those identified with developmental support needs receive intervention services more quickly via consultants’ referrals.
- Educators communicate more effectively with fellow teachers and parents.
- Children benefit from more secure attachments to their caregivers, and a more child-centered, culturally sensitive, and developmentally appropriate setting.

Mental health consultants noted that a large proportion of young children have endured physical or emotional trauma, which can negatively affect their physical, emotional and cognitive development. Too often, early childhood educators are not well equipped to recognize nor to address trauma-related issues, creating frustrating situations for teachers and children alike. Moreover, many educators themselves experience primary and secondary traumas, hampering their ability to be successful professionally. Mental health consultants reported taking steps to address trauma-related issues in early childhood programs, but emphasized that this issue colored the daily life of children and educators.

Leaders in some early childhood education centers were either inattentive or actively resistant to mental health consultation, posing a substantial challenge to consultants. In these cases, consultants sought to “go slow” with educators and site leaders, focusing on building trust and rapport. In a few very limited cases, consultants elected to discontinue services until conditions were more favorable.

Mental health consultants emphasized their role in helping both children and early childhood educators validate and bring meaning to their experiences.

Securing regular, uninterrupted time with early childhood educators posed a major challenge for many mental health consultants. They noted that very few educators were compensated for the additional time with their coach, and that few early childhood education centers had sufficient staff to allow for regular release time. As a result, mental health consultants often met with educators during children’s naptimes, or in “walk and talk” meetings while children were in unstructured playtime. One consultant described the limitations of this approach, stating that they “tend to work with teachers when they are with the kids... [teachers] are already [emotionally] activated, so it augments their negative feelings about what’s challenging them.”

Consultants suggested that providing paid release time for early childhood educators and assuring that site leaders were supportive of mental health consultation services would ameliorate these challenges.

## Promising Practice

### Developmentally Appropriate Academic Support

#### *Early Childhood Mental Health Consultation*

#### Centro Infantil de la Raza,

#### supported by Jewish Family and Children's Services

**Key Takeaway:** *Early childhood programs can promote academic skill development through age-appropriate play.*

**About the program:** Centro Infantil de la Raza is supported by a mental health consultant from Jewish Family and Children's Services, and serves 24 preschool-age children and their families. Children are taught literature, language, math, social studies, science and art by two teachers, with ample support from family volunteers.

Early childhood education programs can provide children with a strong foundation in social, emotional and academic areas of development. Children at Centro Infantil de la Raza are provided with a safe and nurturing environment in which to explore and understand the world around them. At this program, children and adults play and learn through shared activities and social conversation.

Preschoolers are often recognized for their achievements and efforts in grasping concepts presented by the teacher. For instance, children are encouraged to share in conversation and provided with opportunities for hands-on learning in art, literature, and social studies. They are encouraged to observe nature through science, to think about what they are learning, and to ask questions. At Centro Infantil de la Raza, the teacher request the children participate in a "thinking activity" regarding a chrysalis. She states, "I want you to think about it. Thinking is quiet. Now, tell me what you think about...", and poses various questions.

The classroom is highly productive, with effective facilitation of activities provided by the lead teacher and with clear routines, allowing children a sense of predictability and order to their day. The activities provided to the children are engaging and offer children a chance to move, create, and sing. Children are using a variety of modalities such as snapping, clapping, singing, rhyming ("wowie, zowie".) They use their feet to draw letters in the air standing up, sitting down, and singing.

## Early Childhood

Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit



# OUT OF SCHOOL TIME

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The OFCY 2010-13 Strategic Plan defines three strategies within the Out of School Time grant group: (1) community-based out of school time (OST), (2) school-based out of school time and (3) summer.

**School-based out of school time** programs serve elementary and middle school-aged youth. These programs seek to increase access to after school programming that promotes academic success through applied learning and enrichment activities that support a youth development framework in a community school setting. The 51 grantees supported through this sub-strategy served 9,480 children and youth in 2012-13.

The Oakland Fund for Children and Youth works in close collaboration with the After School Programs Office of the Oakland Unified School District to co-fund and provide support to grantees in this sub-strategy. OFCY grants provide matching funds for nearly every elementary and middle school-based after-school program in the District, leveraging city funds to expand the funds available to the District's after-school programs. The District, in turn, provides additional training and technical support to the programs' site coordinators.

**Community-based out of school time** programs serve elementary and middle school-aged youth with “programming that enables children to embrace their unique identities by participating in applied experiential learning, enrichment, fitness, and peer support activities within a youth development framework” and are offered during after school, evening, and weekend hours. These programs seek to enhance participants' confidence and self esteem, support their academic success, and promote community engagement. The 9 grantees in this sub-strategy served 3,419 children and youth in 2012-13.

**Out of School - Summer Programs** are community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities supported within a youth development framework. These programs seek to enhance participants' confidence and self-esteem, support their academic success, and promote community engagement.

The 12 programs funded through this sub-strategy served 1,834 children and youth in summer 2012. Please see the separate Grantee Findings Report for Summer for additional detail about these programs.<sup>17</sup>

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<sup>17</sup> A copy of this report is available at <http://ofcy.org/evaluation/>

## Youth Served

Out of school time grantees served 14,733 youth in 2012-13, including 1,834 in summer 2012. Among after school programs,<sup>18</sup> boys and girls are evenly represented: 50% of attendees are girls and 50% are boys. The gender ratio is generally consistent within ethnic groups (Table 26).

**Table 25: Out of School Time Participants' Gender Distribution Within Program Type**

Program Type	Male	Female
Overall	50%	50%
School-Based	50%	50%
Community-Based	49%	51%

Source: CitySpan attendance records for youth who attended out of school time programs between July 2012 and June 2013.

\*Does not include Summer program participants.

**Table 26: Out of School Time Participants' Gender Distribution Within Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall <sup>19</sup>
Overall	50%	50%	100%
Latino/a	22%	22%	44%
African American	18%	19%	37%
Asian/Pacific Islander	6%	5%	11%
White	1%	2%	3%
Native American	<1%	<1%	<1%
Multi/Bi-Racial	1%	1%	2%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	2%	2%	3%

Source: CitySpan attendance records for youth who attended out of school time programs between July 2012 and June 2013.

\*Does not include Summer program participants.

<sup>18</sup> For the 12,504 participants for whom gender data is available.

<sup>19</sup> For the 12,504 participants for whom gender data is available. Because of rounding, overall percentages may not equal sum of male and female.

### Out of School Time

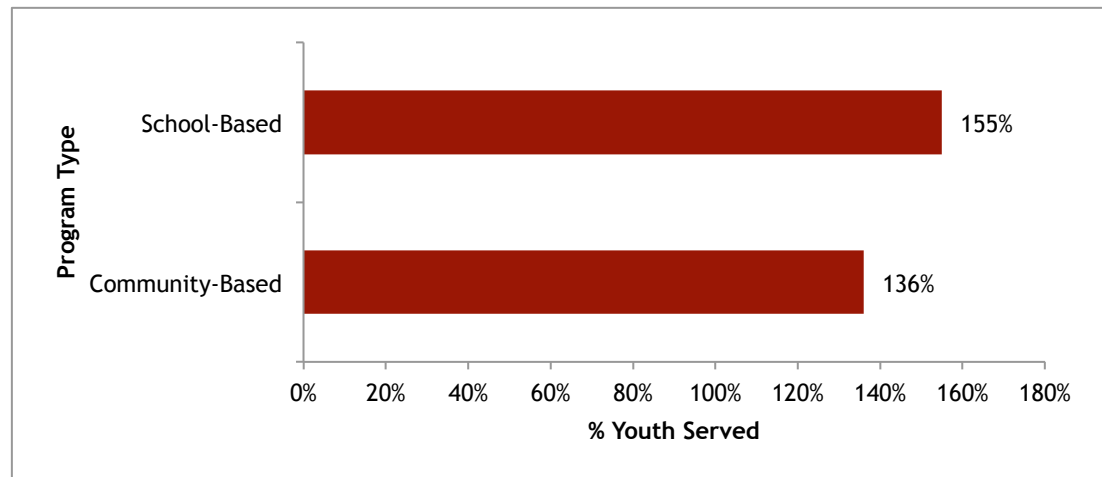
Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit

## Program Performance

Out of school time (OST) programs supported by OFCY set goals for the number of children and youth they plan to serve each year, as one measure of the programs' reach in the community. All OFCY-funded out of school time programs met or exceeded their targets in reaching the targeted number of youth as a whole, and 56 of 60 programs have reached at least 80% of the targeted units of service.

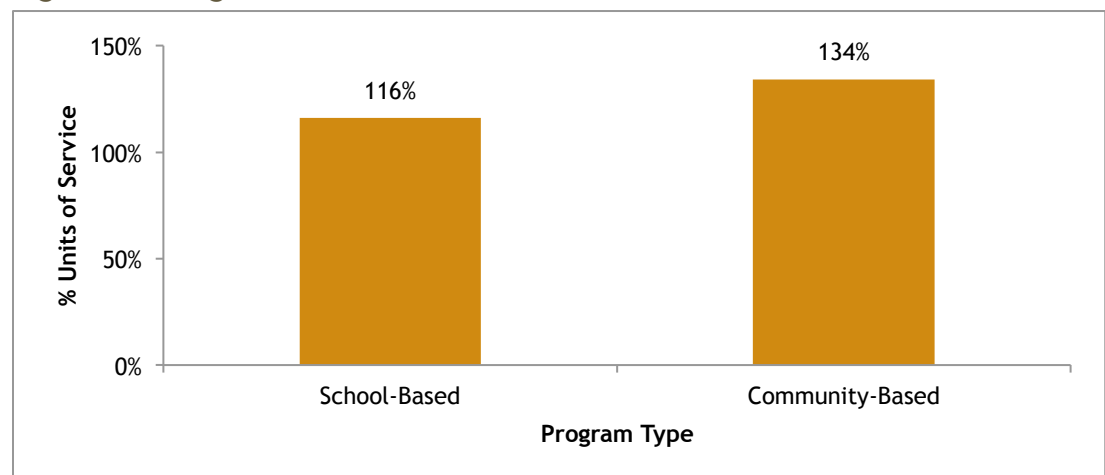
**Figure 11: Proportion of Targeted Number of Children Served**



Source: CitySpan attendance records for 60 out of school time programs. Does not include Summer programs.

Figure 12 describes the out of school time grantees' units of service delivered relative to their contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 12: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 60 out of school time programs. Does not include Summer programs.

Detailed program performance data by grantee is located in the Appendix.

### Out of School Time

Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit

## Point of Service Quality

Available evidence suggests that OFCY-funded out of school time programs provide a safe, supportive environment for youth that promotes a sense of belonging. Out of school time programs were rated highly in the areas of safety and support during site visits. Ninety-one percent (91%) of participants in OST programs reported feeling safe in their program and 85% of participants in OST programs reported positively on a group of questions about physical safety in the program.

Children and youth in nearly all programs report high levels of belonging and have strong connections with caring adults. A smaller proportion report high levels of engagement and interaction opportunities in OST programs.

Program Quality Domain	Average Rating (On a 1-5 scale)	Stakeholder Survey Results
Safety	4.80	<p>53 of 69 OST grantees had 85% or more of surveyed children and youth report feeling safe.</p> <p>44 of 69 OST grantees had 15% or fewer of surveyed children and youth report being physically or verbally harassed.</p>
Support	4.32	<p>63 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of adult support.</p> <p>40 of 69 OST grantees had 85% or more of surveyed children and youth report opportunities to try new things.</p>
Interaction	4.06	<p>51 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of interaction.</p> <p>53 of 69 OST grantees had 85% or more of surveyed children and youth report that they feel like they belong in the program.</p>
Engagement	3.61	<p>29 of 69 OST grantees had 85% or more of surveyed children and youth report high levels of engagement.</p> <p>42 of 69 OST grantees had 85% or more of surveyed children and youth report that the adults in the program listen to what they have to say.</p>

Site level point of service quality data is available in the Appendix.

### Out of School Time

Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
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## Progress Toward Outcome Measures: Out of School Time



### *Prepare young people for healthy and productive adulthood*

Children and youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, youth in Out of School Time programs report increased access to caring adults who can support their academic and social success. Eighty-one percent (81%) of children and youth in school-based programs report increased access to caring adults; 97% of children and youth in community-based programs report the same.

Middle school-aged participants in school-based programs reported lower overall levels of agreement to this – and many other – survey items. This lower rate of agreement may stem from the mandatory extended day model in many OUSD middle schools; at least some of the survey respondents do not attend the program by choice. By contrast, enrollment in community-based programs is voluntary, potentially affecting participants' perceptions of the program.

**Table 27: Participants' Self-Reported Access to Caring Adults**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
I could go to a staff member at this program for advice if I have a serious problem.	92%	78%	90%	92%
There is an adult at this program who really cares about me.	94%	83%	95%	95%
I trust the staff in this program.	-	-	97%	98%
<b>Overall/Composite:<sup>20</sup></b>	<b>88%</b>	<b>71%</b>	<b>97%</b>	<b>97%</b>

Source: Youth surveys, spring 2013

<sup>20</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 97% of OST participants in community-based programs responded positively to two of three questions about access to caring adults.

Males in OST programs report different levels of perceived adult support. While 92% of boys in Community-Based programs agree that there is a staff member they could go to for help with a problem, just 82% of boys in School-Based programs agree. Relatively low rates of agreement for middle school-aged boys (75%) drive this difference.

Additionally, while 92% of youth in Community-Based programs report that they get to do things in the OST program that they don't get to anywhere else, just 67% in School-Based programs report the same. On the other hand, a relatively large proportion - 38% - of youth in Community-Based Out of School Time programs report that they usually wish they were doing something else.

One component of children's and youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future. According to youth surveys, Out of School Time program participants report that they have a greater understanding of career opportunities since participating in their programs. Further, 74% of elementary-aged participants reported that, "I've learned about the kinds of jobs I'd like to have in the future."

**Table 28: Participants' Self-Reported Understanding of Career Opportunities**

	School-Based: Middle (n= 1,587)	Community-Based: Secondary (n=251)
In this program, I've learned about the kinds of jobs I'd like to have in the future.	69%	67%
This program has helped me to understand how to get the kind of job I want.	69%	63%
<b>Overall/Composite<sup>21</sup>:</b>	<b>58%</b>	<b>54%</b>

Source: Youth surveys, spring 2013

Male program participants report higher levels of understanding of career opportunities than females in both School-Based and Community-Based programs. Seventy-five percent (75%) of male participants report that, "this program helped me to understand how to get the kind of job I want," while only 56% of female participants responded positively.

<sup>21</sup> Youth who answered both questions positively.

When children and youth are exposed to new things, and feel a connection to their community; this promotes a greater sense of possibilities for what youth can achieve, helping them to build confidence and plan for the future.

**Table 29: Participants' Self-Reported Connection to Their Community**

	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
This program has helped me to care about my community.	94%	96%
This program has helped me to feel like a part of my community.	91%	94%
<b>Overall/Composite:</b>	<b>87%</b>	<b>92%</b>

Source: Youth surveys, Spring 2013

These results were consistent across race/ethnic groups and among genders.

OFCY-funded Community-Based OST programs are charged with helping young people expand their awareness of other cultures.

Community-Based youth program participants in reported increased understanding of different cultures since attending their program (81%). Across gender and ethnic groups, youth reported similar levels of increased cultural awareness.

Eighty-nine percent (89%) of Community-Based program participants report that they learned about people who are different than them in their OFCY-funded program.

**Table 30: Participants' Self-Reported Cultural Awareness**

	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
I learned about people who are different than me in this program.	87%	91%
Since coming to this program, I understand different cultures better.	-	82%
<b>Overall/Composite:</b>	<b>-</b>	<b>81%</b>

Source: Youth surveys, spring 2013

#### **Out of School Time**

Interventions that increase children and youth’s access to healthy foods and physical activity allow them to learn practices that will help them to lead healthier lives. Survey results indicate that youth had varied exposure to health and wellness activities, as shown in Table 31.

**Table 31: Participants’ Self-Reported Health & Wellness Behaviors**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)	Community- Based: Elementary (n=220)	Community- Based: Secondary (n=251)
This program helps me make good choices about my health.	87%	70%	75%	90%
This program helps me learn about healthy foods to eat.	82%	65%	60%	87%
Since joining this program, I exercise more.	86%	68%	70%	84%
<b>Overall/Composite:</b>	<b>88%</b>	<b>70%</b>	<b>67%</b>	<b>91%</b>

Source: Youth surveys, spring 2013

Male program participants report more positively on health and wellness-related outcomes than their female counterparts. Males were more likely to report learning more about healthy food (70%) and exercising more (71%) than females (63%) and (50%).





## *Help children and youth succeed in school and graduate high school*

Out of School Time programs can support youth to be successful in school. Available evidence indicates that participants in OST programs build a stronger sense of connection to their school, and that elementary-aged youth build academic skills while in OST.

**Table 32: Participants' Self-Reported Academic Success**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)
I learn how to do things in this program that help with my schoolwork.	90%	78%
This program helps me enjoy learning.	85%	70%
<b>Overall/Composite:</b>	<b>80%</b>	<b>63%</b>

Source: Youth surveys, spring 2013

School-based after school programs can encourage children and youth to increase school engagement. A strong majority of participants reported that their OST program helped them form stronger connections with their school; elementary-aged participants were slightly more likely to agree than their middle school counterparts.

**Table 33: Participants' Self-Reported Connection to Their School**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)
This program has helped me to feel like a part of my school.	88%	79%
This program has helped me to care about my school.	89%	77%
<b>Overall/Composite:</b>	<b>82%</b>	<b>77%</b>

Source: Youth surveys, spring 2013

For elementary school-aged participants in School-Based after school programs, the 2012-13 average rate of school day attendance increased from 95.34% to 95.88%, demonstrating a 0.54% growth in school day attendance rate between 2011-12 and 2012-13. This change is statistically significant.<sup>22</sup>

Elementary school-aged participants also slightly decreased their chronic absence rates between years, from 8.6% to 8.4%, though this change was not statistically significant.

Middle school-aged participants in School-Based after school programs also increased their 2012-13 school day attendance, from 95.64% in 2011-12 to 96.19% in 2012-13. Moreover, chronic absence rates among participants decreased between years, from 10% to 8% of middle school youth. Neither the school day attendance rate nor change in chronic absence rate was statistically significant for middle school participants.

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<sup>22</sup> n= 3,939 youth with reported attendance data in 2011-12 and 2012-13.

Young people's success in school and beyond is heavily influenced by their ability to set and achieve goals, and to make good decisions. Participants' survey responses suggest that OST programs offer consistent opportunities for young people to build leadership, decision-making, and goal setting skills. Middle school-aged youth in community-based programs appear particularly likely to benefit.

The difference in rates of agreement between middle school programs appears to be driven by boys' reports. While 83% of boys in Community-Based programs report strong support for better decision-making and goal setting, just 70% of boys in School-Based programs do so.

**Table 34: Participants' Self-Reported Decision-Making and Goal Setting**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
Since coming to this program, I am more of a leader.	77%	70%	73%	83%
Since coming to this program, I am better at taking care of problems without violence or fighting.	87%	72%	78%	83%
Since coming to this program, I am better at setting goals for myself.	74%	77%	72%	90%
Since coming to this program, I make better decisions.				90%
<b>Overall/Composite:</b>	<b>83%</b>	<b>76%</b>	<b>78%</b>	<b>85%</b>

Youth surveys, spring 2013

Increased family involvement in young people's educational lives is likely to increase children youths' chances of succeeding in high school by creating additional opportunities for engaging with academic material.

In Community-Based Out of School Time program sites' self-reported practice, 5 of 8 programs reported some work on family engagement and 3 programs reported a high level of proficiency in increasing families' participation in program-related activities. In addition, when reporting if the program increased families' use of community support service – such as housing assistance, financial management services, or parenting education – 6 of 8 programs responded that they had a high or exceptional level of proficiency.

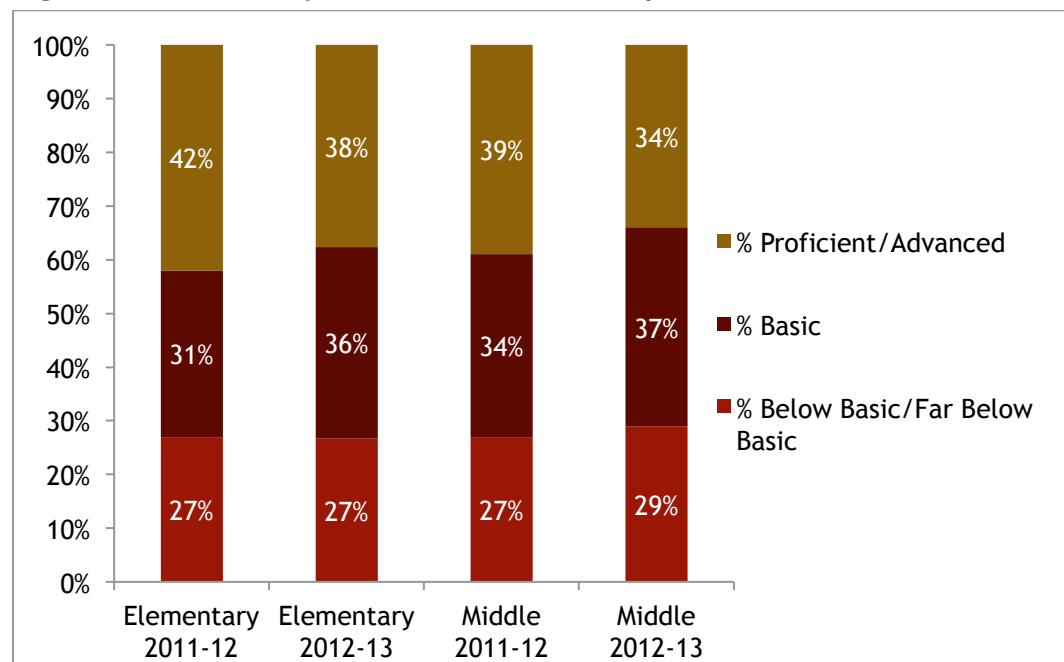
#### **Out of School Time**

For participants with two years' worth of CST English Language Arts (ELA) data, there is a slight decrease in proficiency levels between 2011-12 and 2012-13. For elementary school-aged participants in School-Based after school programs, the percentage of youth who scored 'Proficient' or 'Advanced' on the CSTs decreased by four percentage points.

For middle school- aged participants, the percentage of youth who scored 'Proficient' or 'Advanced' on the CSTs decreased by five percentage points, while the percentage of youth who scored 'Basic' or 'Below Basic/Far Below Basic' increased. These changes were statistically significant for both elementary and middle school-aged youth.

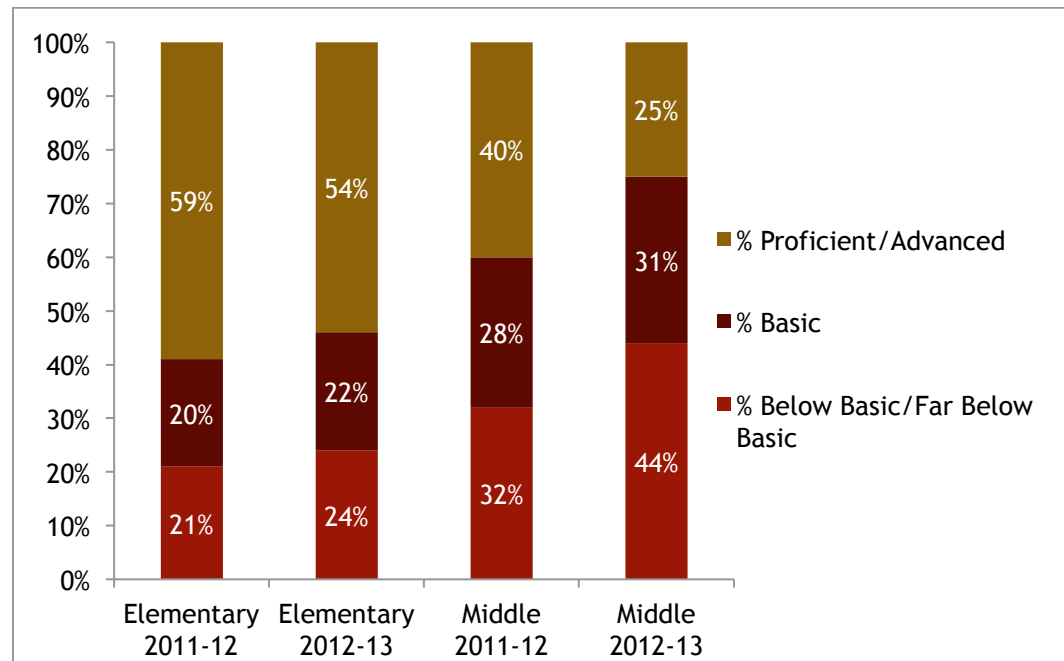
There is also a decrease in proficiency levels between the 2011-12 and 2012-13 school years in Math. For elementary and middle school school-aged youth, there is a five-percentage point decrease in the 'Proficient' or 'Advanced' proficiency level. These differences are statistically significant.

**Figure 13: Elementary & Middle School Participants' CST ELA Results**



Source: 2011-12 and 2012-13 California Standards Test Proficiency Level for 2,754 elementary participants and 4,067 middle school participants, provided by the Oakland Unified School District, September 2013.

**Figure 14: Elementary & Middle School Participants' CST Math Results**



Source: 2011-12 and 2012-13 California Standards Test (CST) Proficiency Level for 2,750 elementary participants and 4,038 middle school participants, provided by the Oakland Unified School District, September 2013.

For English Language fluency re-designation rates, 14% of elementary school-aged after school participants who were English Learners in 2011-12 were re-designated as English Fluent in 2012-13 (or 318 youth). At the middle school level, 13% (or 161 youth) of English Learner School-Based after school participants in 2011-12 were re-designated as English Fluent in 2012-13. This is a notably higher rate than for the District as a whole (8.6%).<sup>23</sup>

<sup>23</sup> English Learners re-designated as Fluent English Proficient in OUSD in 2012-13, reported in Data Quest: [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

#### **Out of School Time**



## ***Prevent and reduce violence, crime and gang involvement among children***

Providing children and youth the opportunity to develop strong relationships, build communication and social skills helps to strengthen young people's pro-social attachments. These improvements help students to better navigate multiple environments, including school, the workplace, and personal relationships.

Youths' survey responses indicate that the majority of youth have strengthened their interpersonal skills while involved in OFCY-supported OST programs, though the level of agreement varies by program type. Middle school-aged youth attending Community-Based programs (90%) respond positively to being "better at telling others about my ideas and feelings," in comparison to 76% of School-Based middle school participants. Girls' experiences appear to differ substantially: 92% of girls in Community-Based programs report improved social skills, while 73% of girls in School-Based programs report the same.

**Table 35: Participants' Self-Reported Communication & Social Skills Change**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
Since coming to this program, I am better at listening to other people.	87%	76%	85%	90%
Since coming to this program, I am better at telling others about my ideas and feelings.	75%	-	70%	86%
Since coming to this program, I get along better with other people my age.	88%	80%	90%	-
In this program, someone my own age helps me with bad days.	-	-	67%	83%
<b>Overall/Composite:</b>	<b>85%</b>	<b>67%</b>	<b>75%</b>	<b>90%</b>

Source: Youth surveys, spring 2013

When children and youth are exposed to new things and have a chance to gain a sense of mastery, this promotes a greater sense of possibilities for what youth can achieve, can expand their horizons, and increase their engagement in positive pursuits.

Survey responses indicate that nearly all youth have a stronger sense of mastery since participating in their OFCY-funded OST program.

Eighty-seven percent of youth (87%) in OST programs report that their program helps them work hard toward their goals.

Eighty-seven percent of youth (87%) report feeling good about themselves while in their program.

Overall, youth in Community-Based OST programs report high levels of mastery for elementary youth (95%) and middle school and secondary youth (95%). Self-reported mastery is consistent across age of youth served, gender and ethnic group. School-Based programs had somewhat lower rates of agreement.

**Table 36: Participants' Self-Reported Sense of Mastery**

	School-Based: Elementary (n= 2,412)	School-Based: Middle (n= 1,587)	Community-Based: Elementary (n=220)	Community-Based: Secondary (n=251)
Since coming to this program, I am better at something that I used to think was hard.	86%	79%	93%	92%
This program helps me work hard toward my goals.	90%	79%	94%	96%
When I'm in this program, I feel good about myself.	88%	82%	95%	97%
This program has helped me to be more confident in my skills and abilities.	-	-	96%	96%
<b>Overall/Composite:</b>	<b>91%</b>	<b>83%</b>	<b>95%</b>	<b>95%</b>

Source: Youth surveys, spring 2013

## Promising Practice

### Self Esteem and Leadership Building Activities

*Dimensions Dance Theater: Rites of Passage*

**Youth at Rites of Passage have opportunities to *increase students' self esteem and leadership skills.***

**Key Take Away:** *Rites of Passage is one of Dimensions Dance Theater's most visible programs. It is a comprehensive educational outreach program serving youth ages 8-18 years in the East Bay. The program offers classes in different schools in OUSD, and after school, weekend and summer camps at the Malonga Casquelourd Center for the Arts. Students learn traditional styles of movement and music such as West African, Haitian, Cuban, and Brazilian, as well as more contemporary forms such as Modern/Jazz, Tap, Ballet, Spoken Word, and Hip Hop. Using dance as the vehicle to expose students to the arts, the program also works to increase students' self esteem and teach leadership skills.*

**About the Program:** Because the program is taught either by former students and members, the teachers have a real sense of what the students can accomplish. They work diligently to encourage students to use dance as a means of expression in a very authentic way. The program offered several opportunities built into the daily schedule for students to collaborate and work collectively to plan what they wanted to create and how they wanted to showcase that creation.

When done thoughtfully and intentionally, youth development programs can offer students opportunities to make connections to their peers and caring adults and help them build the confidence in spite of challenges. In the Rites of Passage program, the students worked together to create an entire piece from concept to implementation. This included crafting the storyline, discussing the costumes and creating the actual dance steps that told the story. This was done in a full group work session. The students, with facilitation support from the Adult Instructor and Intern, charted their process through storyboards and examples. Students were also broken down into small groups to work on choreographing two 8-count measures. Every student had to offer a move and teach it to the rest of his or her group. They then worked together to determine the most appropriate order for the different moves, where they would stand, who would go first, etc. Every student danced, and received positive encouragement from peers through claps and cheers. The beginning students were praised for their contribution, which made them more confident when trying the harder choreography offered by the senior, more experienced students using a variety of modalities such as snapping, clapping, singing, rhyming ("wowie, zowie".) They use their feet to draw letters in the air standing up, sitting down, and singing.

### Out of School Time

Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit



Students had the opportunity to work together to plan not only their final presentation, but also the steps along the way. All students had a true sense of accomplishment because they each had input, received positive feedback from their peers and were given constructive feedback on how to improve.

## WELLNESS & HEALTHY TRANSITIONS

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Three program models are funded under the Wellness & Healthy Transitions strategy:

**Youth Leadership** – “Programs that focus on young people’s choices promoting physical health, safety, emotional health and promotion of positive school and community environment.” These programs seek to improve young people’s ability to identify and address issues affecting their school community. The 7 programs in this sub-strategy served 982 youth in 2012-13.

**Conflict Resolution** – “Support for non-violence promotion through peer leadership/ learning using conflict resolution programs that are embedded in the goal of creating a positive school culture.” These programs seek to enhance participants’ decision-making abilities and to make a measurable impact on school safety. One program received funding through this sub-strategy in 2012-13, it served 1,043 youth.

**Transitions** – “Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).” Six programs in this sub-strategy served 3,354 youth in 2012-13, including 179 in summer 2012.

Wellness & Healthy Transitions grantees served 5,200 youth in 2012-13. Among Wellness & Healthy Transitions programs<sup>24</sup>, boys and girls are evenly represented: 52% of attendees are girls, 48% are boys and 5 are transgender. The gender ratio is generally consistent within ethnic groups (Table 38).

**Table 37: Wellness & Healthy Transitions Participants' Gender By Program Type**

Program Type	Male	Female
Overall	48%	52%
Youth Leadership	46%	54%
Conflict Resolution	47%	53%
Transitions	50%	50%

Source: CitySpan attendance records for youth who attended Wellness & Healthy Transitions programs between July 2012 and June 2013.

**Table 38: Wellness & Healthy Transitions Participants' Gender Distribution By Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall <sup>25</sup>
Overall	48%	52%	100%
Latino/a	12%	14%	26%
African American	20%	22%	42%
Asian/Pacific Islander	10%	10%	19%
White	3%	3%	6%
Native American	2%	2%	4%
Multi/Bi-Racial	<1%	<1%	1%
Other/Prefer Not to Say	<1%	<1%	<1%
Not Reported/Missing	1%	1%	1%

Source: CitySpan attendance records for youth who attended Wellness & Healthy Transitions programs between July 2012 and June 2013.

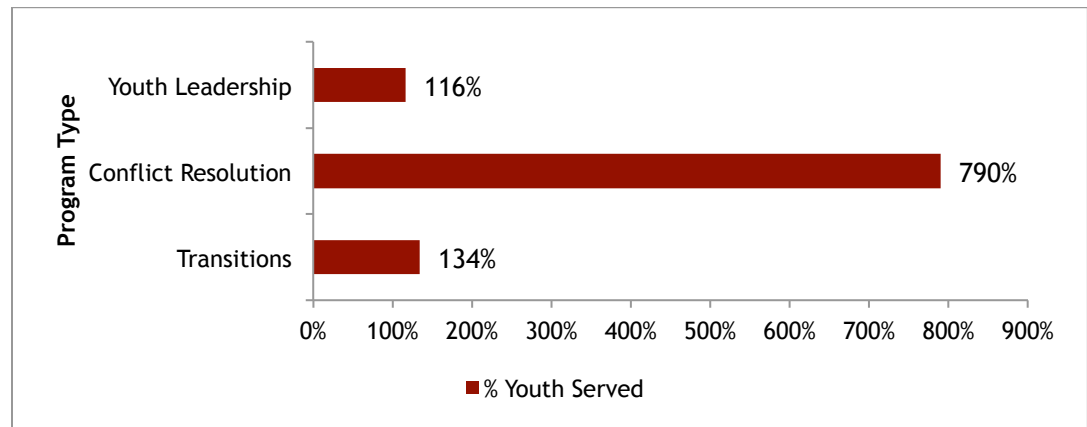
<sup>24</sup> For the 5,183 participants for whom race/ethnicity and gender data is available.

<sup>25</sup> Because of rounding, overall percentages may not equal sum of male and female.

## Program Performance

Wellness & Healthy Transitions programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. The Wellness & Healthy Transitions programs in Oakland exceeded their goals in reaching the targeted number of youth as a whole; 10 of 12 programs in this strategy met or exceeded their targeted number of youth served.

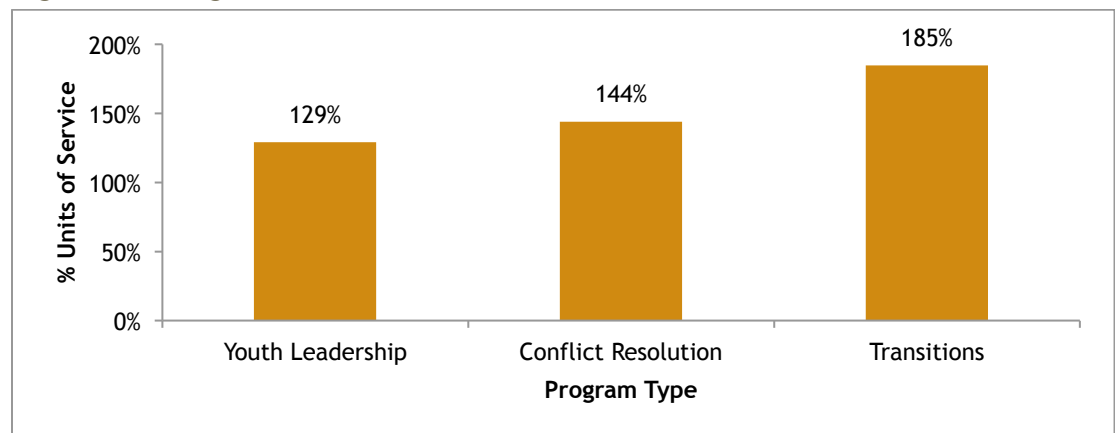
**Figure 15: Program Integrity - Progress Toward Targeted Number of Youth Served**



Source: CitySpan attendance records for 12 Wellness & Healthy Transitions programs that operate in the school year. Conflict Resolution includes one program.

Figure 15 describes the Wellness & Healthy Transitions grantees' units of service provided relative to their contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 16: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 5,200 youth in Wellness & Healthy Transitions programs served during the school year. Conflict Resolution includes one program.

Site-level program performance data is available in the Appendix.

### Wellness & Healthy Transitions

Oakland Fund for Children and Youth Grantee Evaluation 2012-13

Prepared by Public Profit

## Point of Service Quality

Wellness & Healthy Transitions programs were rated highly in the areas of safety, support, interaction, and engagement during site visits. In contrast to the relatively low site visit ratings, more than 95% of youth participants in these programs reported high levels of engagement in their program.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results
Safety	4.71	<p>10 of 12 WHT grantees had 85% or more of surveyed youth report feeling safe.</p> <p>9 of 12 WHT grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.</p>
Support	4.70	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of adult support.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report opportunities to learn.</p>
Interaction	4.29	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of interaction.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report that they feel like they belong.</p>
Engagement	3.54	<p>12 of 12 WHT grantees had 85% or more of surveyed youth report high levels of engagement.</p> <p>12 of 12 WHT grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.</p>

Site-level point of service quality data is available in the Appendix.



### *Prepare young people for a healthy and productive adulthood*

Interventions that increase children's access to healthy foods and encourage physical activity help them to make healthier choices. When asked about healthy decision-making, youth enrolled in Wellness & Healthy Transitions programs report they are more aware of, and make better decisions about their health. For instance, ninety five percent (95%) of participants in Youth Leadership programs report learning more about factors that affect others' health, and 89% agree that they learn how to help others make healthy choices.

74% of Wellness & Healthy Transitions participants report that their program helps them learn about healthy foods to eat.

By contrast, youth in School-Based transitions programs were somewhat less likely to report learning about healthy behaviors. Seventy two percent (72%) agree that they learn about making good choices about their health in the Transitions program, and 68% agree that they exercised more after joining the program.

**Table 39: Participants' Reported Healthy Decision-Making Skills**

	Youth Leadership
I learned about the factors that affect people's health in this program.	95%
In this program, I learned how to help people make healthy choices.	89%
This program helps me learn about healthy foods to eat.	81%
<b>Overall/Composite:<sup>26</sup></b>	<b>92%</b>

Youth surveys, Spring 2013, n=284.

<sup>26</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 92% of Youth Leadership participants responded positively to two of three questions about healthy decision-making skills.

**Table 40: Participants' Reported Health Habits**

	Transitions
This program helps me make good choices about my health.	72%
Since joining this program, I exercise more.	68%
This program helps me learn about healthy foods to eat.	65%
<b>Overall/Composite:</b>	<b>69%</b>

Youth surveys, Spring 2013, n=248.

Participants in Wellness & Healthy Transitions programs overwhelmingly agree that they had strong, pro-social relationships with the adult staff in the program, setting the stage for positive interpersonal relationships later in life.

**Table 41: Participants' Reported Access to Caring Adults**

	Youth Leadership (n= 284)	Conflict Resolution (n= 62)	Transitions (n= 248)
There is an adult at this program who really cares about me.	99%	100%	94%
I could go to a staff member at this program for advice if I have a serious problem.	94%	87%	93%
I trust the staff in this program.	99%	98%	96%
<b>Overall/Composite:</b>	<b>99%</b>	<b>100%</b>	<b>98%</b>

Youth surveys, Spring 2013

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about the staff in their programs; there were no substantial differences in agreement rates by gender or race/ethnicity.

School-based Transitions programs are charged with helping young people better understand their career options. Youth survey responses indicate that participants learned more about potential careers in their Transitions program, but were somewhat less likely to learn about the mechanics of getting a desired job.

**Table 42: Transitions Participants' Reported Career Awareness**

	Transitions
In this program, I have learned about the kinds of jobs I'd like to have in the future.	86%
This program has helped me to understand how to get the kind of job I want.	73%
<b>Overall/Composite:</b>	<b>69%</b>

Youth surveys, spring 2013, n=248.

While 73% of youth in Transitions programs report increased understanding about how to get the kind of job they want, 79% of boys were more likely to report an increased understanding than girls (67%).

Asian/Pacific Islander youth reported higher levels of agreement (77%) than African American youth (65%).





## Help children and youth success in school and graduate high school

A series of California-based research studies found a strong link between school-level academic achievement and students' perceptions of adult support, safety in school, and connection to others. That is, young people who feel safe, supported, and connected to their school do better than those who do not.<sup>27</sup>

Participants in Wellness & Healthy Transitions programs reported feeling more connected to their school and more confident about starting the new school year, key outcomes for middle and high school-aged youth.

**Table 43: Participants' Self-Reported Connection to Their School**

	Youth Leadership (n= 284)	Conflict Resolution (n= 62)	Transitions (n= 248)
This program has helped me to feel like a part of my school.	83%	94%	87%
This program has helped me to care about my school.	92%	92%	92%
<b>Overall/Composite:</b>	<b>82%</b>	<b>85%</b>	<b>84%</b>

Youth surveys, spring 2013

Wellness & Healthy Transitions participants respond positively to survey questions about connection to their school: 82% of African-American, 87% of Latino/a and 83% of Asian/Pacific Islander youth.

Moreover, school-based Transitions programs are tasked with helping young people to better understand the resources available to them in their school.

**Table 44: Participants' Self-Reported Connection to Their School**

	Transitions
This program helped me learn more about school activities that are available.	88%
This program helped me get involved with activities at school.	83%
<b>Overall/Composite:</b>	<b>79%</b>

Youth surveys, spring 2013, n=248.

<sup>27</sup> California Safe and Supportive Schools, <http://californias3.wested.org/>.

Young people in Youth Leadership and Transitions programs report that their OFCY-funded program helped them to improve their decision-making and goal setting abilities. The high rates of agreement suggest that programs in this strategy are providing meaningful support for youths' skill building in this area.

**Table 45: Participants' Self-Reported Decision-Making and Goal Setting**

	Youth Leadership (n= 284)	Transitions (n= 248)
Since coming to this program, I am more of a leader.	89%	89%
Since coming to this program, I am better at taking care of problems without violence or fighting.	93%	87%
Since coming to this program, I am better at setting goals for myself.	98%	95%
Since coming to this program, I make better decisions.	97%	-
<b>Overall/Composite:</b>	<b>96%</b>	<b>93%</b>

Youth surveys, spring 2013

Wellness & Healthy Transitions participants had varying responses to survey questions about decision-making and goal setting: 92% of African-American, 86% of Latino/a and 89% of Asian/Pacific Islander youth participants report that, "since coming to this program, I am more of a leader." Further, 86% of African-American, 90% of Latino/a and 92% of Asian/Pacific Islander youth participants report that, "since coming to this program, I am better at taking care of problems without violence or fighting."

Young people in the Conflict Resolution program were most likely to report building leadership skills (98%), taking care of problems without violence or fighting (90%), and saying ‘no’ to things they know are wrong (89%), indicating that the program in this sub-strategy is helping youth to build key conflict resolution skills.

**Table 46: Participants’ Self-Reported Decision-Making and Goal Setting**

	Conflict Resolution
Since coming to this program, I am more of a leader.	98%
Since coming to this program, I am better at taking care of problems without violence or fighting.	90%
Since coming to this program, I am better able to say “no” to things I know are wrong.	89%
Since coming to this program, I am better at setting goals for myself.	84%
Since coming to this program, I make better decisions.	84%
Since coming to this program, I got in trouble less at home, in school, or in the community.	74%
<b>Overall/Composite:</b>	<b>75%</b>

Youth surveys, spring 2013, n=62. Conflict Resolution includes one program.

While 90% of Conflict Resolution participants report being better able to take care of problems without violence or fighting, only 74% of participants express that they get into trouble less at home, in school, or in the community.

School-based Transition programs seek to enhance participants' academic skills and awareness. Survey responses were quite positive overall, reflecting the academically oriented focus of these school-based programs. Participants were most likely to agree that their program helped them to feel more confident about finishing high school or earning a GED, to practice learning skills, and to feel more confident about going to college.

**Table 47: Participants' Self-Reported Academic Skills**

	Transitions
This program has helped me feel more confident about graduating from high school or earning my GED.	95%
In this program, I practice skills that help understand what is being taught in school.	91%
This program has helped me feel more confident about going to college.	91%
This program has helped me to learn good study skills.	85%
<b>Overall/Composite:</b>	<b>91%</b>

Youth surveys, spring 2013, n=248.

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about academic gains; there were limited differences in responses by race/ethnicity or gender.

Increased family involvement in young people’s educational lives is also likely to increase youths’ chances of succeeding in high school. School-based Transition program participants were moderately likely to report that they spoke with their families about school or that there were opportunities for family engagement available in their OFCY-funded program.

**Table 48: Participants’ Reported Family Involvement**

	Transitions
Since coming to this program, I talk with my family about school more often.	72%
In this program, there are events for families (like cookouts, showcases, or open houses).	70%
<b>Overall/Composite:</b>	<b>57%</b>

Youth surveys, spring 2013, n=248.

Available evidence suggests that youth who participated in Wellness & Healthy Transitions Conflict Resolution Programs in 2011-12 were less likely to be suspended in 2012-13.<sup>28</sup> The average number of suspension incidents per student and the average number of days suspended per student decreased between years – from 0.97 incidents to 0.64, and from 2.26 days to 1.49.<sup>29</sup>

<sup>28</sup> One hundred eighty-two (182) youth attended programming during both the 2011-12 school year and have OUSD suspension records for both years.

<sup>29</sup> These findings are statistically significant at  $p < .05$ .



## ***Prevent and reduce violence, crime, and gang involvement among children***

Wellness & Healthy Transitions programs provide academic, social, and mental health supports for young people. Activities vary by program, but may include peer mentoring, youth leadership, and social skill development opportunities. The mix of services is intended to help youth build strong academic and social supports that can engender more pro-social behavior.

Neighborhoods in deep East Oakland and West Oakland have higher than average stressors, identifying these communities as most likely to face crime and violence.<sup>30</sup> During the middle and high school years many Oakland youth are witness to, and involved with, violence and other destructive behaviors. Therefore, programs that stem aggression, build social skills, and help youth to develop their leadership potential can have a positive impact on the life outcomes of young people.

Youth Leadership and Transitions program participants report quite high levels of improvement in their interpersonal relationships since participating in their OFCY-funded program. Ninety three percent (93%) of Youth Leadership

participants report, “I am better at telling others my ideas and feelings,” and 91% agree that someone their own age helps them with bad days.

While Youth Leadership (87%) and Transitions (86%) participants report similar improvement in their relationship building and communication skills, only 63% of Conflict Resolution participants felt that their programs helped them improve in the same areas.

Similarly, 93% of youth in Transitions programs report that they are better at listening to others, and 90% agree that they are better able to get along with peers.

On the other hand, youth in the Conflict Resolution program report lower levels of relationship-building and communication skills. Just 79% agree that someone their own age helps with bad days, and 77% agree that they are better able to tell others their thoughts and feelings. We note that the Conflict Resolution program is primarily a drop-in program that serves youth who are referred for behavioral issues. In practice, then, youth with greater support needs participate in a relatively short-term intervention, potentially contributing to the lower levels of agreement.

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<sup>30</sup> <http://www.infoalamedacounty.org/index.php/Research/Crime-Safety/Crime-Research/Oakland-Stressors-2011-Model-Update.html>

**Table 49: Participants' Self-Reported Relationship-Building & Communication Skills**

	Youth Leadership (n= 284)	Conflict Resolution (n= 62)	Transitions (n= 248)
Since coming to this program, I am better at telling others about my ideas and feelings.	93%	77%	83%
In this program, someone my own age helps me with bad days.	91%	79%	89%
Since coming to this program, I am better at listening to other people.	.	.	93%
This program helps me get along with other people my age.	.	.	90%
<b>Overall/Composite:</b>	<b>87%</b>	<b>63%</b>	<b>86%</b>

Youth surveys, spring 2013. Conflict Resolution includes one program.

Wellness & Healthy Transitions participants had varying responses to survey questions about relationship-building and communication skills: 80% of African-American, 85% of Latino/a and 89% of Asian/Pacific Islander youth participants report that their program helps develop relationship-building and communication skills. This is driven largely by differences in participant survey responses to “In this program, someone my own age helps me with bad days,” with 83% of African-American, 89% of Latino/a and 92% of Asian/Pacific Islander youth participants responding positively.

Nearly all young people in Wellness & Healthy Transitions programs report a stronger sense of self-confidence and mastery since participating. For example, 96% of youth in Transitions programs, 95% of Youth Leadership and 89% of Conflict Resolution participants agree that, “this program has helped me to work hard toward my goals.”

**Table 50: Participants’ Self-Reported Confidence and Mastery**

	Youth Leadership (n= 284)	Conflict Resolution (n= 62)	Transitions (n= 248)
Since coming to this program, I am better at something that I used to think was hard.	94%	84%	91%
This program has helped me work hard toward my goals.	95%	89%	96%
When I’m in this program, I feel good about myself.	99%	97%	94%
This program has helped me to be more confident in my skills and abilities.	98%	92%	94%
<b>Overall/Composite:</b>	<b>97%</b>	<b>89%</b>	<b>94%</b>

Youth surveys, spring 2013. Conflict Resolution includes one program.

All groups of Wellness & Healthy Transitions participants respond very positively to survey questions about mastery, regardless of gender or race/ethnicity.



## Promising Practice

### Youth Ownership through Constructive Feedback *Wellness & Healthy Transitions - Transitions* Safe Passages Transitions Program (Frick Middle School)

**Key Take Away:** *In the Safe Passages Transitions Program at Frick Middle School, program staff solicit input from each student to determine the efficacy of the program. This feedback is then used to restructure the program. By allowing the youth to exercise this level of control, the staff shares ownership of the program with the youth, resulting in a climate of mutual respect that allows successful program to ensue.*

**About the Program:** The Safe Passages Transitions Program strives to curb school and community violence by implementing solutions that aim to repair the rifts that youth encounter as a result of growing up in disenfranchised communities. This program targets high-need incoming 6<sup>th</sup> graders and outgoing 8<sup>th</sup> graders during critical, developmental periods by striving to improve youth outlook towards school.

While each class within the program is structurally similar, the classes differ procedurally; in one class, the participants choose how they will present projects and to whom; in another class, the students are assigned a rotating list of classroom duties. Both of these differences are examples of structural changes that have been suggested by students and are implemented into program. At the end of each class, each staff member sets aside time for youth to write suggestions for future programs, constructive feedback on program effectiveness, or general appreciation. The staff later reviews these suggestions, and implements them into future iterations of the program. For example, the aforementioned system of assigning youth to a rotating cycle of classroom jobs was a result of a suggestion the youth had provided.

Through cultivating this climate of respect and shared trust, the youth are able to gain ownership of their circumstances, and thus experience a stronger investment in the program and its outcomes.

## OLDER YOUTH

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Two types of programs are funded through OFCY's Older Youth grant strategy:

**Academic and Career Success** – Grantees in this sub-strategy include career preparedness and academic success programs that reinforce college, work readiness, and paid employment. The 8 programs funded through this sub-strategy served 1,419 youth in 2012-13, including 220 in summer 2012.

**Comprehensive Supports** – OFCY supports increased access to programs that support youth generally, as well as vulnerable youth such as English-language learners, LGBTQ youth, foster youth, those with special needs, and youth generally disengaged from school with high truancy or low academic performance. A key objective for this strategy is to provide a broad range of opportunities in venues/ youth centers where older youth can congregate, be engaged in activities that respond to their interests and be encouraged to pursue other academic and career supports. The 8 grantees in this sub-strategy served 2,319 youth in 2012-13.

## Youth Served

Older Youth grantees served 3,529 youth in the 2012-13 program year. In Older Youth programs<sup>31</sup>, females are somewhat more likely to participate: 54% of attendees are female, 46% are male and 2 youth are transgender. The gender ratio is roughly consistent within ethnic groups, though African American males are notably less likely to participate than females (Table 52).

**Table 51: Older Youth Participants' Gender By Program Type**

Program Type	Male	Female
Overall	46%	54%
Academic and Career Success	41%	59%
Comprehensive Programming	48%	52%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2012 and June 2013.

**Table 52: Older Youth Participants' Gender Distribution By Race/Ethnicity**

Youth Ethnicity	Male	Female	Overall <sup>32</sup>
Overall	46%	54%	100%
Latino/a	15%	14%	29%
African American	18%	24%	42%
Asian/Pacific Islander	5%	5%	10%
White	2%	2%	4%
Native American	<1%	<1%	<1%
Multi/Bi-Racial	1%	2%	4%
Other/Prefer Not to Say	1%	1%	2%
Not Reported/Missing	5%	5%	10%

Source: CitySpan attendance records for youth who attended Older Youth programs between July 2012 and June 2013.

<sup>31</sup> For the 3,498 participants for whom race/ethnicity and gender data is available.

<sup>32</sup> Because of rounding, overall percentages may not equal sum of male and female.

### Older Youth

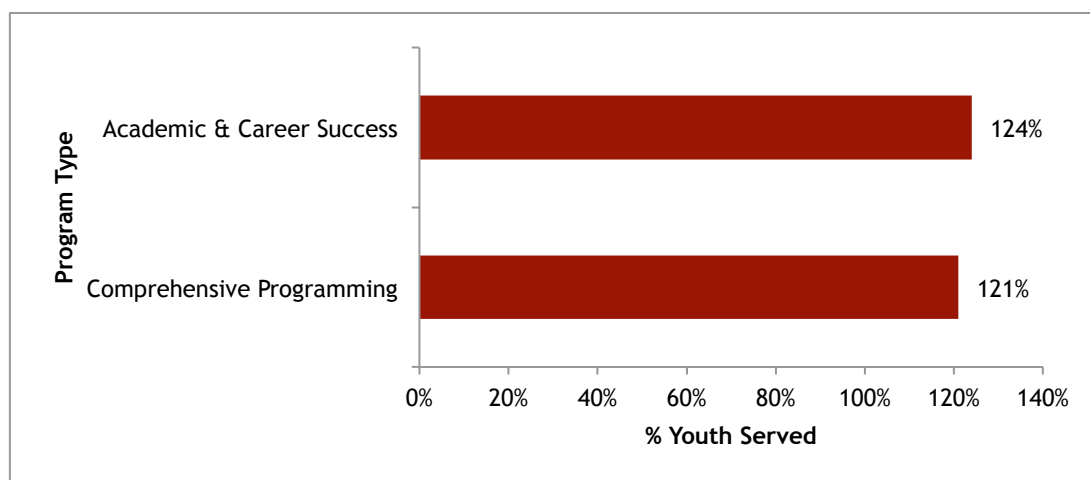
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## Program Performance

Older Youth programs supported by OFCY set goals for the number of children they plan to serve each year, as one measure of the programs' reach in the community. In 2012-13, Older Youth programs in Oakland met or exceeded their targets in reaching the targeted number of youth, and 15 of 16 programs met or exceeded their target number of youth served.

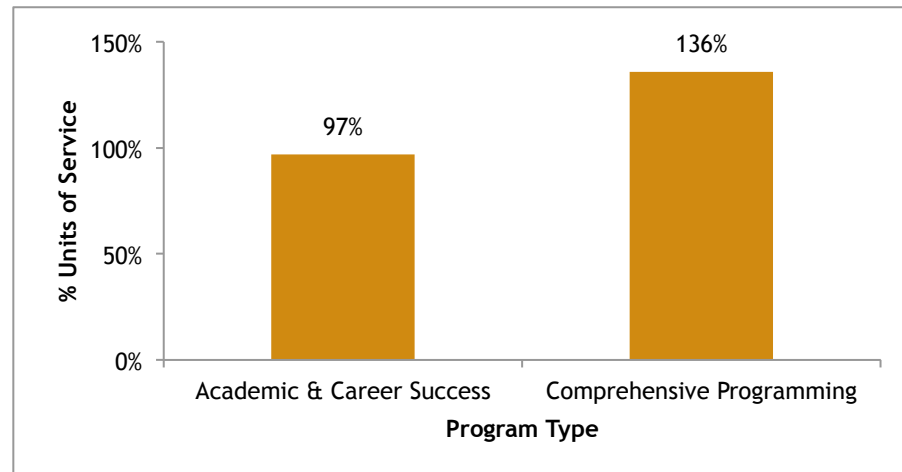
**Figure 17: Progress Toward Targeted Number of Youth Served**



Source: CitySpan attendance records for 16 Older Youth programs.

Figure 17 describes the Older Youth grantees' units of service delivered relative to contracted units of service (i.e., youth service hours) in 2012-13.

**Figure 18: Progress Toward Contracted Units of Service**



Source: CitySpan attendance records for 3,518 youth in Older Youth programs.

Site-level program performance data is available in the Appendix.

### Older Youth

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## Point of Service Quality

Older Youth programs were rated highly in the areas of safety and support; however they earned somewhat lower ratings on interaction and engagement. Youth survey responses were very positive overall, with slightly lower overall ratings for interaction and engagement.

Program Quality Domain	Average Rating On a 1-5 scale	Stakeholder Survey Results
Safety	4.75	<p>16 of 16 OY grantees had 85% or more of surveyed youth report feeling safe.</p> <p>16 of 16 OY grantees had 15% or fewer of surveyed youth report being physically or verbally harassed.</p>
Support	4.60	<p>15 of 16 OY grantees had 85% or more of surveyed youth report high levels of adult support.</p> <p>14 of 16 OY grantees had 85% or more of surveyed youth report opportunities to try new things.</p>
Interaction	3.81	<p>13 of 16 OY grantees had 85% or more of surveyed youth report that they get to help others in the program.</p> <p>14 of 16 OY grantees had 85% or more of surveyed youth report that they feel like they belong in the program.</p>
Engagement	3.95	<p>14 of 16 OY grantees had 85% or more of surveyed youth report that they have the opportunity to decide things in the program.</p> <p>15 of 16 OY grantees had 85% or more of surveyed youth report that the adults in the program listen to what they have to say.</p>

Site level point of service quality data is available in the Appendix.

### Older Youth

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## Progress Toward Outcome Measures: Older Youth



### *Prepare young people for healthy and productive adulthood*

Youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. According to youth surveys, participants in Older Youth programs report increased access to caring adults who can support their academic and social success. Ninety three percent (93%) of Older Youth program participants report that they trust the staff in their OFCY-funded program.

**Table 53: Participants' Self-Reported Access to Caring Adults**

	Academic & Career Success (n= 347)	Comprehensive (n= 350)
I could go to a staff member at this program for advice if I have a serious problem.	91%	87%
There is an adult at this program who really cares about me.	94%	89%
I trust the staff in this program.	96%	87%
<b>Overall/Composite:</b> <sup>33</sup>	<b>95%</b>	<b>90%</b>

Youth surveys, spring 2013

There were no substantive differences in participants' reports by gender or race/ethnicity.

<sup>33</sup> Survey composites are reported as the proportion of youth who responded positively to the majority of related survey questions. So, for example, 95% of Academic and Career Success participants responded positively to two of three questions about access to caring adults.

Program participants report that their OFCY-funded program has helped them to build stronger connections with their community. Ninety percent (90%) of participants in Career Success programs report caring more about their community, along with 83% of Comprehensive program participants.

**Table 54: Participants' Self-Reported Connection to Their Community**

	Career Success (n= 252) <sup>34</sup>	Comprehensive (n= 215)
This program has helped me to care about my community.	90%	83%
This program has helped me to feel like a part of my community.	86%	84%
<b>Overall/Composite:</b>	<b>83%</b>	<b>77%</b>

Source: Youth surveys, spring 2013

Youth report varying levels of connection to their community based on their ethnicity. African-American youth report lower levels of connection (78%), than Latino/a (90%) and Asian/Pacific Islander (90%) youth participants.

One key to youths' economic self-sufficiency is greater awareness of possible careers that they can have in the future. According to youth surveys, 89% of Career Success participants report that they have a greater understanding of career opportunities since participating in their program. This provides a considerable contrast to Older Youth - Comprehensive program participants wherein only 73% report that their program helped them understand how to get the kind of job they want.

Only 83% of Career Success and 77% of Comprehensive program participants report feeling a connection to their community.

African-American youth report disproportionately lower levels of connection (78%) than Latinos (90%) or Asian (90%) participants.

<sup>34</sup> Academic program participants did not take surveys with these questions.

Overall, a large number of Career Success participants report high levels of understanding about their career opportunities (90%).

**Table 55: Participants' Self-Reported Understanding of Career Opportunities**

	Career Success <sup>35</sup>
I've learned new skills in this program that will help me to get a job.	95%
In this program, I've learned about the kinds of jobs I'd like to have in the future.	92%
This program has helped me to understand how to get the kind of job I want.	89%
This program has connected me with potential employers.	85%
<b>Overall/Composite:</b>	<b>90%</b>

Youth surveys, spring 2013, n=252.

There is some variance between ethnicities when reporting on an increased understanding of their career opportunities; while 100% of Asian/Pacific Islanders reported a better understanding of their future career opportunities, 90% of African-American and 86% Latino/a students reported the same.

OFCY Career Success grantees who participated in the Program Practice Survey strongly agree (3 of 4 programs) and agreed (1 of 4 programs) that their young people increase their skill levels in relation to career areas.

<sup>35</sup> Academic program participants did not take surveys with these questions.





## *Help children and youth succeed in school and graduate high school*

High quality enrichment programs can increase achievement, enhance motivation and engagement with learning, and improve decision-making, leadership and goal setting. Older Youth respond positively when asked questions about these habits of mind. For instance:

**Table 56: Participants' Self-Reported Decision-Making and Goal Setting**

	Academic & Career Success (n= 347)	Comprehensive (n= 350)
Since coming to this program, I am better at setting goals for myself.	94%	91%
Since coming to this program, I am better at taking care of problems without violence or fighting.	86%	86%
Since coming to this program, I am more of a leader.	85%	82%
Since coming to this program, I make better decisions.	89%	-
<b>Overall/Composite:</b>	<b>89%</b>	<b>89%</b>

Youth surveys, spring 2013

Survey respondents in Older Youth programs report that they improved their academic skills and are more confident about their success in school.

**Table 57: Participants' Self-Reported Academic Gains**

	Academic (n= 94)	Comprehensive (n= 215) <sup>36</sup>
This program helped me to learn good study skills.	99%	86%
This program helped me to understand what is being taught in school.	98%	87%
This program helps me enjoy learning.	96%	88%
This program has helped me feel more confident about going to college.	96%	87%
This program has helped me feel more confident about graduating from high school or earning my GED.	98%	84%
<b>Overall/Composite:</b>	<b>98%</b>	<b>81%</b>

Youth surveys, spring 2013

88% of African-American, 81% of Latino/a and 88% of Asian/Pacific Islander youth participants report academic gains. Male (85%) and female (87%) older youth program participants report similar levels of academic gains.

Among 10<sup>th</sup> graders in Older Youth Academic Success programs taking the CAHSEE for the first time<sup>37</sup>, 94% passed the ELA section of the CAHSEE, and 90% passed the Math section. In comparison, 63% of OUSD 10<sup>th</sup> graders passed the CAHSEE ELA<sup>38</sup>, and 68% passed the Math section<sup>39</sup>.

In terms of graduation rates, 12<sup>th</sup> graders in Academic Success programs graduated high school at high rates as compared to OUSD overall. Of 12<sup>th</sup> graders in Older Youth Academic Success programs, 95% of youth graduated in 2012-13.<sup>40</sup> This is in contrast to 63% of all seniors graduating from OUSD.<sup>41</sup>

<sup>36</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.

<sup>37</sup> Forty-eight (48) 10<sup>th</sup> grade youth in Older Youth Academic Success programs were matched to District academic records.

<sup>38</sup> This accounts for 1,976 10<sup>th</sup> graders in OUSD who took the CAHSEE ELA section.

<sup>39</sup> This accounts for 1,960 10<sup>th</sup> graders in OUSD who took the CAHSEE Math section.

<sup>40</sup> Ninety-two (92) 12<sup>th</sup> grade youth in Older Youth Academic Success programs were matched to District academic records.



## ***Prevent and reduce violence, crime and gang involvement among young people***

Program participants report improved peer relationships and stronger communication skills as a result of participating in their Older Youth programs. For instance, eighty one percent (81%) of youth agreed that their OFCY-funded program helped them to talk about their ideas and feelings.

**Table 58: Participants' Self-Reported Relationship-Building & Communication Skills**

	Academic & Career Success
Since coming to this program, I am better at telling others about my ideas and feelings.	81%
In this program, someone my own age helps me with bad days.	71%
<b>Overall/Composite:</b>	<b>63%</b>

Youth surveys, spring 2013, n=347.

Asian/Pacific Islander Older Youth program participants (85%) are more likely to report building communication skills than their Latino/a (68%) or African-American (60%) peers.

Of Academic and Career Success program participants, 60% of African-American, 68% of Latino/a and 85% of Asian/Pacific Islander youth participants report that their program helps develop relationship-building and communication skills. Male (69%) and female (72%) program participants report similar levels of relationship-building and communication skill development.

<sup>41</sup> 12<sup>th</sup> grade graduation rates in 2012 for OUSD, reported in Data Quest: [www.cde.ca.gov/dataquest](http://www.cde.ca.gov/dataquest).

Overall, more youth in the Comprehensive programs (80%), than in the Academic and Career Success programs (63%), report building their interpersonal skills, including 87% of Comprehensive program participants who agreed that their program helped them to get along with other people their age and to listen to other people.

**Table 59: Participants' Self-Reported Relationship-Building & Communication Skills**

	Comprehensive <sup>42</sup>
This program helps me get along with other people my age.	87%
Since coming to this program, I am better at listening to other people.	87%
In this program, someone my own age helps me with bad days.	72%
<b>Overall/Composite:</b>	<b>80%</b>

Youth surveys, spring 2013, n=213.

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<sup>42</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.

A key component of high quality programming is increasing the availability of activities that allow youth to gain a sense of mastery. These activities help youth to develop a sense of personal agency, and experience challenges that help them pursue their learning.

According to youth surveys, nearly all youth in Older Youth programs report that they developed a stronger sense of mastery. Ninety-eight percent (98%) of Academic and Career Success participants report that since participating, they are more confident in their skills and abilities. Similarly, 93% of Comprehensive program participants respond positively to increased confidence in their skills and abilities.

95% of all Older Youth program participants are more confident in their skills and abilities since attending their programs.

**Table 60: Participants' Self-Reported Sense of Mastery**

	Academic & Career Success (n= 347)	Comprehensive (n= 216) <sup>43</sup>
This program helps me work hard toward my goals.	99%	95%
This program has helped me to be more confident in my skills and abilities.	98%	93%
Since coming to this program, I am better at something that I used to think was hard.	93%	87%
When I'm in this program, I feel good about myself.	94%	97%
<b>Overall/Composite:</b>	<b>98%</b>	<b>95%</b>

Youth surveys, spring 2013

<sup>43</sup> Participants served by Alternatives in Action were not surveyed on these items; these programs administered a different survey at the request of the OUSD after-school evaluation team.

## Promising Practice

### Youth Reflection

*Older Youth - Academic and Career Success*

#### Youth Radio: Pathways to Higher Education and Careers

**Key Take Away:** *In Youth Radio's Pathways to Higher Education and Careers program, youth experience a wide variety of workshops designed to improve the skills that will help youth matriculate into their ideal futures. During each activity, youth are asked to reflect upon their development, explain their thoughts, and articulate lessons learned. In doing so, the youth in this program become more self-aware and develop a deeper interpersonal understanding of those around them.*

**About the Program:** Youth Radio's goal is to equip and empower youth with the resources they need to achieve their goals for the future. This is achieved by providing "intensive hands-on training in media production; individualized academic support and college preparation assistance; and workplace-based training such as internships and externships".

In one session, youth were guided through a series of activities connected to the theme of "perception." After each activity, staff facilitated a brief discussion with the youth, reflecting on what they learned from the activities. At the end of the program session, youth were asked to write in their journals what they learned from the day, how they felt about it, and how they can apply these lessons to their everyday lives.

Because the Pathways to Higher Education and Careers program strives to empower youth to realize their ideal futures, it is necessary for the youth, in turn, to be aware of what they want their futures to include. By exposing youth to reflection exercises, the youth become more self-aware and solidify their understanding of how they function, and, subsequently, gain a deeper sense of who and what they would like to become. A further benefit of conducting these activities in a group setting is that youth also get to learn about how others process information, thereby gaining an understanding not only of the community, but how each individual is able to fit into it.

## APPENDICES

### Early Childhood Community Playgroup Program Performance

Grantee	Program	Enrollment			Units of Service		
		Project Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	30	33	110%	4,572	4,390	96%
Safe Passages	Baby Learning Communities	60	280	467%	3,418	4,012	117%
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	115	163	142%	13,214	12,623	96%
Jumpstart for Young Children, Inc.	Jumpstart Oakland	225	233	104%	33,696	33,526	99%
Lotus Bloom Child & Family Center	Multicultural Playgroups	40	154	385%	9,360	11,515	123%
East Bay Agency for Children	Parent Child Education Support Program	115	148	129%	4,752	13,353	281%
Lawrence Hall of Science	Preschool Scientists of Oakland	35	77	220%	765	797	104%
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	35	32	91%	4,940	4,349	88%
<b>Average/Total</b>		<b>655</b>	<b>1,120</b>	<b>171%</b>	<b>74,717</b>	<b>84,564</b>	<b>113%</b>

#### Appendices

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## Early Child Community Mental Health Consultation Program Performance

Grantee	Program	Enrollment			Units of Service		
		Project Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)
East Bay Agency for Children	Early Childhood 0-5 Years Mental Health & Developmental Consultation	196	114	58%	21,690	18,874	87%
Lincoln Child Center	Early Childhood Mental Health Consultation	280	280	100%	2,840	5,436	191%
The Link to Children	Early Childhood Mental Health Consultation	323	360	111%	17,630	24,384	138%
Jewish Family & Children's Services of the East Bay	Integrated Early Childhood Consultation Program	434	1277	294%	203,216	256,426	126%
Family Paths	The Early Childhood Mental Health Collaborative	848	1229	145%	165,703	236,192	143%
Average/Total		1,885	3,146	167%	389,389	522,437	134%

### Appendices

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## Out of School Time Program Performance

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
Aspiranet	ACORN Woodland*	220	298	135%	125,879	108,639	86%	128
Higher Ground Neighborhood Development Corp.	Allendale	120	123	103%	50,309	54,461	108%	87
Bay Area Community Resources (BACR)	Alliance Academy*	180	482	268%	94,465	143,528	152%	53
Oakland Leaf	ASCEND	115	165	143%	44,303	46,633	105%	115
East Bay Asian Youth Center	Bella Vista	75	91	121%	34,905	50,071	143%	161
BACR	Bret Harte	120	211	176%	43,527	44,681	103%	65
BACR	Bridges Academy	90	108	120%	39,388	49,080	125%	132
Higher Ground Neighborhood Development Corp.	Brookfield	120	124	103%	52,619	53,163	101%	124
Ujimaa Foundation	Burckhalter	120	143	119%	33,440	39,582	118%	135

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Oakland Fund for Children and Youth Grantee Evaluation 2012-13  
Prepared by Public Profit

Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
Aspiranet	Carl B. Munck	120	138	115%	60,516	68,262	113%	151
BACR	Claremont	110	194	176%	38,101	23,772	62%	77
East Bay Asian Youth Center	Cleveland	80	94	118%	42,480	48,964	115%	157
Safe Passages	Coliseum College Prep Academy*	150	206	137%	43,860	39,288	90%	118
Aspiranet	Community United*	200	305	153%	106,391	118,281	111%	118
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center Youth and Family Services, Inc.	120	579	483%	30,134	64,784	215%	37
Aspiranet	East Oakland Pride	120	182	152%	50,232	61,416	122%	76
Safe Passages	Edna Brewer	120	176	147%	20,258	27,233	134%	48
BACR	Elmhurst Community Prep*	180	482	268%	94,465	143,528	152%	123
BACR	Emerson	90	115	128%	43,767	44,282	101%	141
Aspiranet	Encompass Academy*	220	298	135%	125,879	108,639	86%	127
BACR	Esperanza Academy*	180	245	136%	66,460	69,685	105%	99

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
East Bay Asian Youth Center	Franklin	115	143	124%	51,015	68,556	134%	140
BACR	Fred T. Korematsu*	180	245	136%	66,460	69,685	105%	103
Safe Passages	Frick	120	187	156%	15,439	14,852	96%	55
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	115	176	153%	34,478	42,642	124%	94
Aspiranet	Futures*	200	305	153%	106,391	118,281	111%	119
East Bay Asian Youth Center	Garfield	145	229	158%	70,553	99,511	141%	103
BACR	Global Family*	180	217	121%	50,888	87,739	172%	100
BACR	Greenleaf	90	108	120%	43,947	44,866	102%	98
BACR	Hoover	90	97	108%	36,755	24,814	68%	151
San Francisco Bay Area Council of Boy Scouts of	Horace Mann	120	169	141%	44,120	66,415	151%	123
Aspiranet	Howard	97	117	121%	53,911	54,638	101%	140

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
Oakland Leaf	International Community School*	234	266	114%	103,677	107,547	104%	120
East Bay Asian Youth Center	La Escuelita	75	95	127%	35,310	51,407	146%	156
BACR	Lafayette	100	139	139%	48,450	72,083	149%	124
San Francisco Bay Area Council of Boy Scouts of	Laurel	85	100	118%	32,373	41,257	127%	137
BACR	Learning Without Limits*	180	217	121%	50,888	87,739	172%	134
Lighthouse Community Charter School	Lighthouse Community Charter	190	303	159%	66,197	74,806	113%	137
East Bay Asian Youth Center	Lincoln	115	144	125%	66,648	81,618	122%	159
BACR	Madison	120	318	265%	59,397	41,458	70%	76
East Bay Asian Youth Center	Manzanita Community School*	75	278	371%	70,575	134,200	190%	149
East Bay Asian Youth Center	Manzanita SEED*	75	278	371%	70,575	134,200	190%	149
BACR	Markham	90	112	124%	51,647	47,323	92%	117

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
BACR	Martin Luther King, Jr.	90	160	178%	45,984	66,203	144%	110
Aspiranet	Melrose Leadership Academy	125	143	114%	44,000	41,773	95%	130
Aspiranet	New Highland*	200	229	115%	113,917	100,095	88%	131
Girls, Inc.	Parker	60	80	133%	11,455	12,407	108%	125
Aspiranet	Piedmont	100	123	123%	53,115	50,144	94%	137
BACR	PLACE at Prescott	90	156	173%	60,645	61,353	101%	122
Aspiranet	Rise Community School*	200	229	115%	113,917	100,095	88%	111
East Bay Asian Youth Center	Roosevelt	165	248	150%	78,525	146,959	187%	85
Safe Passages	Roots*	150	206	137%	43,860	39,288	90%	60
BACR	Sankofa Academy	110	139	126%	61,634	42,745	69%	125
East Bay Agency for Children	Sequoia	95	98	103%	50,729	51,630	102%	151

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time - School-Based After School								
Higher Ground Neighborhood Development Corp.	Sobranite Park	120	129	108%	46,165	46,858	102%	92
Oakland Leaf	Think College Now*	234	266	114%	103,677	107,547	104%	136
Safe Passages	United For Success	120	151	126%	12,381	15,681	127%	101
Oakland Leaf	Urban Promise Academy	111	259	233%	47,245	42,484	90%	56
Urban Services YMCA	West Oakland Middle School	55	167	304%	29,144	33,052	113%	143
East Bay Agency for Children	World Academy/Achieve Academy	72	221	307%	36,111	48,008	133%	81
Average/Total		6,119	9,480	155%	2,647,459	3,070,923	116%	101

\* Program that is dual-funded by OFCY.

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time- Community-Based After School								
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	72	90	125%	47,196	40,597	86%	158
Museum of Children's Art	Library Education and Art Program (LEAP)	900	1135	126%	7,440	8,687	117%	4*
Unity Council	Neighborhood Sports Initiative	300	324	108%	15,510	35,428	228%	35
The American Indian Child Resource Center	Nurturing Native Pride	20	56	280%	7,091	6,950	98%	48
City of Oakland-Office of Parks and Recreation	Oakland Discovery Centers	400	806	202%	27,849	30,523	110%	11*
LifeLong Medical	OBUGS Out of School Time	160	211	132%	7,188	5,899	82%	18
Dimensions Dance Theater, Inc.	Rites of Passage	120	217	181%	20,186	27,795	138%	39
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	490	530	108%	42,499	80,538	190%	46

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Grantee	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)	Average Days Attended
Out of School Time- Community-Based After School								
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	45	50	111%	4,434	3,970	90%	10*
Average/Total		2,507	3,419	136%	179,393	240,385	134%	23

\*Drop-in program, accounting for the lower average days attended for this grantee

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## Wellness & Healthy Transitions Program Performance

Grantee	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)
Wellness & Healthy Transitions - Leadership							
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	300	339	113%	29,111	36,297	125%
Loto Taha Pasifika	Healthy Heart Healthy Mind (HHHM)	40	80	200%	5,979	10,184	170%
Native American Health Center	Indigenous Youth Voices	160	281	176%	25,984	25,541	98%
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	200	84	42%	3,360	10,282	306%
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	60	110	183%	3,312	3,322	100%
Asian Health Services	Taking Charge: API Youth Leaders	40	27	68%	2,000	4,882	244%
Youth ALIVE!	Teens On Target Violence Prevention Program	45	61	136%	3,807	4,415	116%
Average/Total		845	982	116%	73,553	94,923	129%
Wellness & Healthy Transitions - Conflict Resolution							
Oakland Unified School District	OUSD Conflict Resolution	132	1,043	790%	2,132	3,061	144%
Average/Total		132	1,043	790%	2,132	3,061	144%

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Grantee	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress <i>(Shaded If less than 80%)</i>	Projected Units of Service	Actual Units of Service	Progress <i>(Shaded If less than 80%)</i>
Wellness & Healthy Transitions - Transitions							
BACR	Bret Harte Bridges Program	100	171	171%	8,247	17,617	214%
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment (LIBRE)	90	130	144%	10,159	12,065	119%
Oakland Kids First	PASS-2 Peer Mentoring Program	1272	2038	160%	16,596	21,889	132%
Safe Passages	Safe Passages Transitions Program	915	836	91%	7,195	26,497	368%
Average/Total		2,377	3,175	134%	42,197	78,068	185%

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## Older Youth Program Performance

Grantee	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)
Older Youth - Academic and Career Success							
Biotech Partners	Biotech Academy at Oakland Tech and Bioscience Career Institute Community College Program	55	56	102%	19,090	18,493	97%
College Track	College Track Oakland	200	215	108%	26,087	22,063	85%
East Side Arts Alliance	ESAA Youth Arts Program	150	182	121%	24,408	24,865	102%
Alameda County Medical Center	Model Neighborhood Program	125	144	115%	12,074	14,589	121%
Youth Radio	Pathways to Higher Education and Careers	85	158	186%	3,777	4,498	119%
First Place for Youth	Steps to Success	175	203	116%	9,236	10,328	112%
Next Step Learning Center	Success at Seventeen	115	183	159%	25,866	21,784	84%
Centro Legal de la Raza	Youth Law Academy	61	58	95%	2,500	2,457	98%
Average/Total		966	1,199	124%	123,036	119,076	97%

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Grantee	Program	Enrollment			Units of Service		
		Projected Youth Served	Actual Youth Served	Progress (Shaded If less than 80%)	Projected Units of Service	Actual Units of Service	Progress (Shaded If less than 80%)
Older Youth - Comprehensive Programming							
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	60	34	57%	790	944	119%
Alameda Family Services	DreamCatcher	300	253	84%	35,136	33,404	95%
First Place for Youth	First Steps Community Resource Center	600	681	114%	8,304	6,640	80%
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	15	18	120%	16,292	15,491	95%
Alternatives in Action	Life Academy*	515	673	131%	80,404	138,265	172%
Alternatives in Action	McClymonds*	515	673	131%	80,404	138,265	172%
Refugee Transitions	Refugee and Immigrant Wellness Project	289	375	130%	18,688	20,933	112%
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	140	285	204%	7,870	11,275	143%
Average/Total		1,919	2,319	121%	167,483	226,952	136%

## Appendices

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## Early Childhood Community Playgroup Site Visits

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Visits to Early Childhood Community Playgroup Grantees were conducted using the Early Childhood Program Quality Assessment (ECPQA), a point-of-service quality observation tool developed for Oakland Fund for Children and Youth and by See Change, Inc. in 2009-10 with the collaboration of Early Childhood programs.

The ECPQA includes seven sections:

- Health, Safety and Nutrition
- Environment
- Developmentally Appropriate Content and Curriculum
- Interaction: Supports for Relationships
- Family, School and Community Collaboration and Access
- Cultural Competence
- Professionalism

Programs had one site visit per program between November 2012 and February 2013. Each observation consisted of a 2-3 hour site visit, including a brief interview with program staff.

Each program was given a rating of “does not meet expectations,” “meets expectations” or “exceeds expectations” for each item on the assessment.

**Limited Evidence:** Based on observations and conversations during the visit, the program does not meet expectations.

**Sufficient Evidence:** Based on observations and conversations during the visit, the program meets expectations.

**Ample Evidence:** Based on observations and conversations during the visit, the program exceeds expectations. A program should receive a rating of ample evidence only when an exceptionally positive instance of this item is observed.

### Appendices

Sites are categorized by three point of service quality categories:

- **Thriving** – Program provides high quality services across all seven quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

## **Appendices**

## Early Child Community Playgroup Point of Service Quality Ratings, By Site

Grantee	Program	Overall Point-of-Service Quality Status		Domain Ratings							
		2011-12	2012-13	Overall	Health, Safety and Nutrition	Environment	Appropriate Content	Interaction	Collaboration & Access	Cultural Competence	Professionalism
City of Oakland - Office of Parks and Recreation	Arroyo Inclusive Playgroup	Thriving	Thriving	4.53	4.75	5.00	4.78	4.71	4.33	4.50	3.67
Safe Passages	Baby Learning Communities	Thriving	Thriving	4.83	5.00	5.00	-	5.00	4.67	4.33	5.00
Children's Hospital & Research Center Oakland	Integrated Developmental Playgroups Program	Thriving	Thriving	4.52	4.80	5.00	4.00	4.43	5.00	4.00	4.43
Jumpstart for Young Children, Inc.	Jumpstart Oakland	Thriving	Thriving	4.78	5.00	5.00	4.78	5.00	4.33	4.33	5.00
Lotus Bloom Child & Family Center	Multicultural Playgroups	Thriving	Thriving	4.74	4.80	5.00	4.14	4.60	4.67	5.00	5.00
East Bay Agency for Children	Parent Child Education Support Program	Thriving	Thriving	4.84	4.60	5.00	4.56	4.71	5.00	5.00	5.00
Lawrence Hall of Science	Preschool Scientists of Oakland	Thriving	Thriving	4.86	5.00	5.00	4.33	4.67	5.00	5.00	5.00
City of Oakland - Office of Parks and Recreation	Sandboxes to Empowerment	Thriving	Thriving	4.62	4.27	5.00	4.78	4.43	4.50	4.33	5.00
<b>Average/Total</b>				<b>4.72</b>	<b>4.78</b>	<b>5.00</b>	<b>4.48</b>	<b>4.69</b>	<b>4.69</b>	<b>4.56</b>	<b>4.76</b>

### Appendices

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## Early Childhood Community Mental Health Consultation Site Visits

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For Early Childhood Mental Health Consultation Grantees, site visits provided observationally based data about key components of program quality. Visits were conducted using the Classroom Assessment Scoring System (CLASS) site visit instrument. The CLASS provided point-of-service quality data about programs served by Mental Health Consultation grantees.

Site visits were conducted using two out of three Domains on the CLASS instrument: Emotional Support and Classroom Organization. The third domain, Instructional Support, was not considered in visits, as it does not align with OFCY Outcome Indicators for the Mental Health Consultation grant group.

The CLASS visits are reported using the seven dimensions within the Emotional Support and Classroom Organization Domains:

### **Emotional Support**

- Positive Climate
- Negative Climate
- Teacher Sensitivity
- Regard for Student Perspective

### **Classroom Organization**

- Behavior Management
- Productivity
- Instructional Learning Formats

Since Mental Health Consultation grantees provide training and coaching to early childhood educators – rather than teaching children themselves – CLASS ratings describe the settings in which Mental Health Consultants work, *not* as the quality or attributes of the mental health consultation services.

## **Appendices**



## Early Childhood Mental Health Consultation Point of Service Quality Ratings, By Site

Grantee	Name of Program Visited	Domain Ratings							
		Overall	Positive Climate	Negative Climate	Teacher Sensitivity	Regard for Student Perspective	Behavior Management	Productivity	Instructional Learning Formats
Early Childhood - Mental Health Consultation									
East Bay Agency for Children	Brookfield Elementary Child Development Center (Pre-K)	5.96	6.5	5.5	5.5	5	7	6	6.25
Lincoln Child Center	Yuk Yau Child Development Center	6.04	6.5	7	5.25	4.25	7	7	5.25
The Link to Children	Fruitvale Child Development Center	4.68	5	5	4.5	3.75	5.25	4.75	4.5
Jewish Family & Children's Services of the East Bay	Centro Infantil de la Raza	3.47	3.56	3.75	2.75	3.5	3.75	3.75	3.25
Family Paths	West Grand Head Start Center	3.86	2.5	2.75	3.5	4.75	6.25	4	3.25
Average/Total		4.8	4.81	4.8	4.3	4.25	5.85	5.1	4.5

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## School-Aged Program Site Visits

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Visits to programs serving school-aged youth were conducted using either the School-Aged Program Quality Assessment (SAPQA) or Youth Program Quality Assessment (YPQA), to research based tools developed by the Center for Youth Program Quality. For simplicity, we refer to the tools collectively as the “Program Quality Assessments” or PQA.

Program quality elements are rated according to visitors’ observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is observed. Though the specific language varies by practice and version of the tool, the ratings indicate the following levels of performance:

- A rating of **one (1)** indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of **three (3)** indicates that the practice is implemented relatively consistently across staff and activities.
- A **five (5)** rating indicates that the practice was implemented consistently and well across staff and activities.

Sites are categorized by three point of service quality categories:

- **Thriving** – Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- **Performing** – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- **Emerging** – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3.

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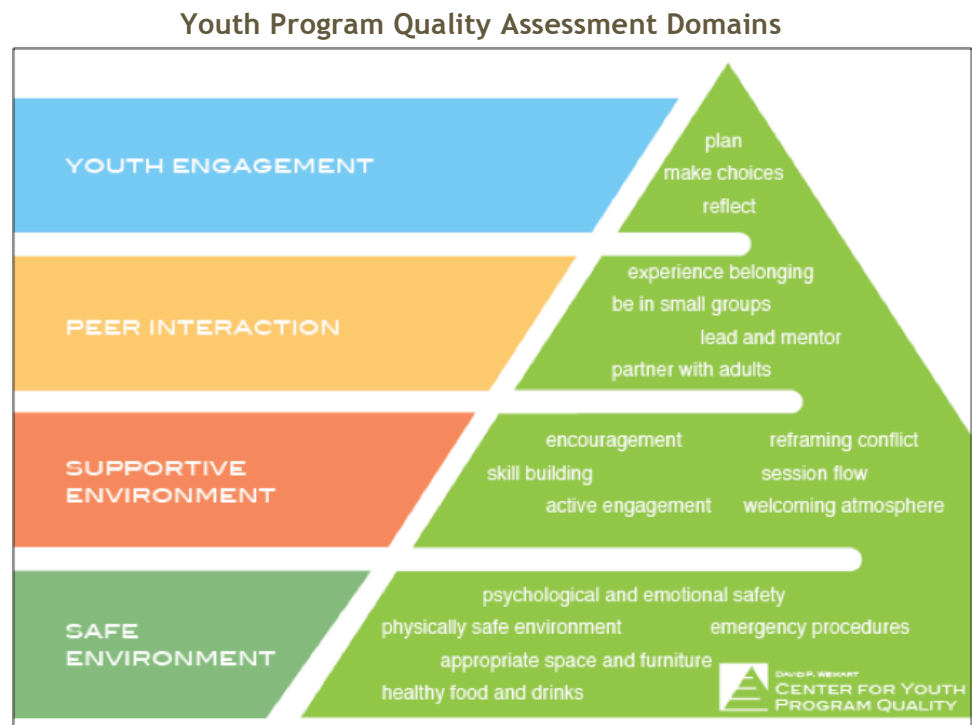
The PQAs include four domains:

1. **Safe Environment** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.
2. **Supportive Environment** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.
3. **Interaction** – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.
4. **Engagement** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, reflect, and learn from their experiences.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction and Engagement. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

## **Appendices**

The figure below characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction or Engagement.



Source: Adapted from *Youth PQA Handbook* by High/Scope Educational Research Foundation, 2007

## Out of School Time Point of Service Quality Ratings, By Site

Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Aspiranet	ACORN Woodland	Performing	Performing	4.32	4.92	88%	4.34	93%	4.47	87%	3.54	78%	4.47	95%	
Higher Ground	Allendale	Performing	Performing	4.49	4.92	100%	4.54	100%	4.4	100%	4.08	100%	3.97	100%	
BACR	Alliance Academy	Performing	Performing	3.26	4.36	84%	3.58	95%	2.75	89%	2.33	91%	2.89	83%	
Oakland Leaf	ASCEND	Thriving	Performing	4.4	5	95%	4.69	98%	3.69	94%	4.21	79%	3.14	86%	
East Bay Asian Youth Center	Bella Vista	Performing	Performing	4.41	4.7	98%	4.65	97%	4.16	94%	4.13	72%	3.97	89%	
BACR	Bret Harte	Performing	Performing	4.03	4.87	86%	4.29	89%	3.85	81%	3.08	75%	3.42	73%	
BACR	Bridges Academy	Thriving	Performing	4.44	4.96	95%	4.52	87%	4.27	74%	4	57%	4.36	73%	
Higher Ground	Brookfield	Performing	Thriving	4.79	4.92	94%	4.86	100%	4.69	100%	4.67	100%	4.64	100%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Ujimaa Foundation	Burckhalter	Performing	Performing	4.23	4.84	89%	4.33	89%	4.52	66%	3.25	49%	4.36	87%	
Aspiranet	Carl B. Munck	Performing	Performing	4.02	4.81	100%	3.9	100%	3.72	98%	3.67	100%	3.28	100%	
BACR	Claremont	Performing	Performing	3.29	4.53	78%	3.6	87%	2.19	70%	2.83	78%	2.56	75%	
East Bay Asian Youth Center	Cleveland	Thriving	Thriving	4.96	4.92	100%	5	94%	5	91%	4.92	87%	5	100%	
Safe Passages	Coliseum College Prep Academy	Performing	Thriving	4.72	5	86%	5	92%	4.38	87%	4.5	78%	4.56	83%	
Aspiranet	Community United	Performing	Performing	4.17	4.52	87%	4.36	98%	4.56	94%	3.25	73%	5	92%	
Eagle Village Community Center Youth and Family Services, Inc.	Eagle Village Community Center	Performing	Performing	4.06	4.71	88%	4.52	93%	3.77	89%	3.25	80%	3.89	90%	
Aspiranet	East Oakland Pride	Performing	Performing	4.11	4.83	95%	4.23	95%	4	90%	3.38	83%	3.78	93%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Safe Passages	Edna Brewer	Performing	Performing	3.8	4.76	83%	4.45	88%	2.98	82%	3	71%	4.11	73%	
BACR	Elmhurst Community Prep	Performing	Performing	3.94	4.6	79%	4.01	80%	3.9	68%	3.25	56%	4.61	72%	
BACR	Emerson	Performing	Performing	4.45	4.92	100%	4.51	98%	4.53	100%	3.83	86%	3.64	95%	
Aspiranet	Encompass Academy	Performing	Performing	4.25	4.88	92%	4.05	92%	4.38	90%	3.71	86%	4.08	90%	
BACR	Esperanza Academy	Performing	Performing	3.11	4.19	82%	2.82	96%	3.15	78%	2.29	75%	2.28	91%	
East Bay Asian Youth Center	Franklin	Thriving	Thriving	4.54	4.95	95%	4.57	99%	4.47	93%	4.17	88%	4.28	94%	
BACR	Fred. T. Korematsu	Performing	Performing	3.49	4.44	74%	3.5	84%	3.54	70%	2.46	76%	2.72	86%	
Safe Passages	Frick	Performing	Performing	4.01	4.86	87%	4.42	91%	3.6	89%	3.17	80%	4.33	89%	

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Prepared by Public Profit

Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
San Francisco Bay Area Council of Boy Scouts of America	Fruitvale	Performing	Performing	4.22	4.63	91%	3.95	95%	4.42	94%	3.88	76%	3.53	86%	
Aspiranet	Futures	Thriving	Thriving	4.59	4.86	88%	4.72	92%	4.6	83%	4.17	76%	4.64	92%	
East Bay Asian Youth Center	Garfield	Thriving	Thriving	4.58	5	97%	4.64	99%	4.47	100%	4.21	97%	4.92	100%	
BACR	Global Family	Performing	Performing	4.05	4.92	100%	4.09	100%	4.08	100%	3.13	98%	4.14	100%	
BACR	Greenleaf	Performing	Thriving	4.64	4.92	79%	4.85	96%	4.44	88%	4.33	83%	4.06	94%	
BACR	Hoover	Thriving	Performing	3.68	4.5	95%	3.76	96%	3.58	83%	2.88	74%	2.72	93%	
San Francisco Bay Area Council of Boy Scouts of America	Horace Mann	Performing	Performing	3.99	4.86	92%	4.06	94%	3.94	90%	3.08	78%	4.19	86%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Aspiranet	Howard	Performing	Performing	4.21	4.8	88%	4.31	96%	4.33	92%	3.42	86%	5	96%	
Oakland Leaf	International Community School	Performing	Performing	4.34	5	92%	4.4	97%	4.08	97%	3.88	86%	3.9	92%	
East Bay Asian Youth Center	La Escuelita	Performing	Performing	4.36	4.73	90%	4.54	94%	4.2	76%	3.96	82%	3.97	87%	
BACR	Lafayette	Performing	Thriving	4.68	4.96	99%	4.7	100%	4.81	100%	4.25	99%	3.83	100%	
San Francisco Bay Area Council of Boy Scouts of America	Laurel	Thriving	Performing	4.33	5	93%	4.05	93%	4.31	72%	3.96	79%	4.08	79%	
BACR	Learning Without Limits	Performing	Performing	4.3	5	95%	4.19	95%	4.42	88%	3.58	73%	3.83	89%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Lighthouse Community Charter School	Lighthouse Community Charter <sup>44</sup>	Performing	Thriving	4.62	4.83	73%	4.6	88%	4.71	86%	4.33	78%	-	.	
East Bay Asian Youth Center	Lincoln	Thriving	Thriving	4.81	4.92	97%	4.66	97%	4.75	94%	4.92	77%	4.44	90%	
BACR	Madison	Performing	Performing	4.38	4.92	93%	4.6	81%	3.83	84%	4.17	71%	4.56	79%	
East Bay Asian Youth Center	Manzanita Community School	Thriving	Performing	4.48	4.85	87%	4.53	94%	4.21	94%	4.33	85%	4.33	98%	
East Bay Asian Youth Center	Manzanita SEED	Performing	Performing	4.38	4.92	93%	4.41	94%	4.44	89%	3.75	83%	3.5	91%	

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<sup>44</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
BACR	Markham	Performing	Performing	4.27	4.92	95%	4.15	98%	4.47	95%	3.54	90%	3.53	98%	
BACR	Martin Luther King, Jr.	Performing	Performing	3.69	4.85	82%	3.43	93%	3.53	87%	2.96	73%	3.69	95%	
Aspiranet	Melrose Leadership Academy	Performing	Performing	3.99	4.77	71%	4.51	82%	3.35	68%	3.33	55%	4.25	60%	
Aspiranet	New Highland	Thriving	Thriving	4.75	4.81	91%	4.69	86%	4.92	89%	4.58	74%	4.61	88%	
Girls, Inc.	Parker	Performing	Performing	4.21	4.87	86%	4.29	98%	4.08	90%	3.58	84%	4.08	97%	
Aspiranet	Piedmont	Performing	Performing	3.53	4.57	89%	3.56	93%	2.75	80%	3.25	73%	4.06	91%	
BACR	PLACE at Prescott	Performing	Performing	3.88	4.56	97%	4.12	98%	3.92	89%	2.92	92%	3.81	98%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Aspiranet	Rise Community School	Performing	Performing	4.03	4.92	78%	4.03	96%	4.01	88%	3.17	71%	2.69	92%	
East Bay Asian Youth Center	Roosevelt	Performing	Performing	4.12	4.96	98%	4.41	98%	3.96	95%	3.17	89%	3.64	94%	
Safe Passages	Roots	Performing	Performing	3.49	4.57	68%	3.74	83%	2.75	83%	2.92	44%	3.03	63%	
BACR	Sankofa Academy	Performing	Performing	3.6	4.52	73%	3.32	92%	3.8	92%	2.75	71%	3.25	87%	
East Bay Agency for Children	Sequoia	Thriving	Thriving	4.75	4.95	90%	4.92	96%	4.77	88%	4.38	81%	4.92	86%	
Higher Ground	Sobranite Park	Performing	Thriving	4.68	4.92	100%	4.79	100%	4.92	100%	4.08	100%	4.39	100%	
Oakland Leaf	Think College Now	Performing	Performing	4.4	5	94%	4.55	96%	4.5	91%	3.54	80%	4.28	85%	

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	2012-13 Domain Ratings											
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement		Academic Climate		
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	
Out of School Time - School-Based After School															
Safe Passages	United For Success	Performing	Performing	3.08	4.57	93%	3.83	90%	2.25	80%	1.67	71%	4.61	81%	
Oakland Leaf	Urban Promise Academy	Performing	Performing	4.21	5	96%	4.56	97%	3.77	94%	3.5	95%	4.39	92%	
Urban Services YMCA	West Oakland Middle School	Performing	Performing	3.83	4.42	95%	3.75	100%	3.23	98%	3.92	87%	3.64	93%	
East Bay Agency for Children	World Academy/ Achieve Academy <sup>45</sup>	Performing	Performing	3.95	4.34	63%	4.04	100%	4.5	92%	2.92	90%	-	.	
Average/Total				4.17	4.79	89%	4.27	94%	4.03	88%	3.59	80%	3.96	89%	

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<sup>45</sup> Charter-based programs are not rated using the Academic Climate section of the PQA.

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Out of School Time - Community-Based After School												
Ala Costa Centers	Enhanced Learning After School Program for Children with Special Needs	Performing	Performing	4.37	5	86%	4.57	97%	3.58	97%	4.33	96%
Museum of Children's Art	Library Education and Art Program (LEAP)	Emerging	Performing	3.72	4.84	99%	4.55	97%	2.83	97%	2.67	88%
Unity Council	Neighborhood Sports Initiative	Performing	Performing	4.19	4.64	83%	4.09	100%	3.88	100%	4.17	100%
The American Indian Child Resource Center	Nurturing Native Pride	Thriving	Performing	4.14	4.87	100%	4.71	100%	4	95%	3	100%
City of Oakland- Office of Parks and Recreation	Oakland Discovery Centers	Performing	Thriving	4.59	4.73	85%	4.83	97%	4.56	95%	4.25	98%
LifeLong Medical	OBUGS Out of School Time	Performing	Performing	3.93	4.24	65%	4.55	95%	4.17	83%	2.75	78%
Dimensions Dance Theater, Inc.	Rites of Passage	Performing	Thriving	4.61	5	99%	4.23	99%	4.71	97%	4.5	90%

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
East Oakland Boxing Association	SmartMoves Education and Enrichment Program	Performing	Thriving	4.63	4.93	90%	4.8	96%	4.61	96%	4.17	98%
Bay Area Outreach & Recreation Program	Sports & Recreation for Youth with Physical Disabilities	Performing	Performing	4.46	4.87	96%	4.87	100%	4.63	100%	3.5	100%
<b>Average/Total</b>				<b>4.29</b>	<b>4.79</b>	<b>90%</b>	<b>4.58</b>	<b>97%</b>	<b>4.11</b>	<b>96%</b>	<b>3.70</b>	<b>94%</b>

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## Wellness & Healthy Transitions Point of Service Quality Ratings, By Site

Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Wellness & Healthy Transitions - Youth Leadership												
Movement Strategy Center	Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Thriving	Thriving	4.71	4.9	89%	4.79	100%	4.83	99%	4.33	100%
Loto Taha Pasifika	Healthy Heart Healthy Mind	Thriving	Thriving	4.82	4.7	97%	4.87	100%	4.88	100%	4.83	100%
Native American Health Center	Indigenous Youth Voices	Performing	Performing	3.84	4.8	98%	4.13	100%	3.42	100%	3	100%
AIDS Project of the East Bay	LGBT Youth Health and Wellness Conductors Program	Performing	Performing	4.07	4.73	96%	4.92	100%	3.96	100%	2.67	100%
La Clinica de la Raza	Oakland Middle School Youth Leadership Health Collaborative	Thriving	Performing	4.37	4.82	87%	4.74	100%	4.42	95%	3.5	97%
Asian Health Services	Taking Charge: API Youth Leaders	Performing	Thriving	4.57	5	100%	4.9	100%	4.71	100%	3.67	100%
Youth ALIVE!	Teens On Target Violence Prevention Program	Thriving	Performing	3.7	4.33	100%	4.49	100%	4.29	100%	1.67	100%
Average/Total				4.30	4.75	95%	4.69	100%	4.36	99%	3.38	100%

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Wellness & Healthy Transitions - Conflict Resolution												
Oakland Unified School District	OUSD Conflict Resolution	Performing	Performing	3.7	4.27	78%	4.39	100%	3.67	98%	2.5	95%
Average/Total				3.7	4.27	78%	4.39	100%	3.67	98%	2.5	95%
Wellness & Healthy Transitions - Transitions <sup>46</sup>												
BACR	Bret Harte Bridges Program	Thriving	Thriving	4.71	4.92	100%	4.87	100%	4.54	100%	4.5	100%
Spanish Speaking Citizens' Foundation	Leading the Independence of our Barrios for Raza Empowerment	Performing	Thriving	4.74	4.3	100%	5	96%	4.67	88%	5	92%
Oakland Kids First	PASS-2 Peer Mentoring Program	Thriving	Performing	4.11	4.8	88%	4.61	99%	4.04	94%	3	93%
Safe Passages	Safe Passages Transitions Program	Performing	Performing	4.39	5	63%	4.63	95%	4.08	95%	3.83	93%
Average/Total				4.49	4.76	88%	4.78	98%	4.33	94%	4.08	95%

<sup>46</sup> See the OFCY Summer 2012 Evaluation report for information on LEAP and Bridge to Success, transitions programs that operate only in summer.

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## Older Youth Point of Service Quality Ratings, By Site

Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth - Academic and Career Success												
Biotech Partners	Biotech Academy and Bioscience Career Institute	Performing	Performing	4.2	4.52	92%	4.16	97%	4.29	92%	3.83	87%
College Track	College Track Oakland	Performing	Performing	3.74	4.8	94%	4.3	98%	3.04	92%	2.83	93%
East Side Arts Alliance	ESAA Youth Arts Program	Performing	Performing	4.01	4.65	98%	4.82	100%	3.58	98%	3	100%
Alameda County Medical Center	Model Neighborhood Program	Thriving	Thriving	4.51	4.62	91%	4.11	98%	4.29	98%	5	98%
Youth Radio	Pathways to Higher Education and Careers	Thriving	Thriving	4.73	4.92	97%	4.87	100%	4.29	91%	4.83	91%
First Place for Youth	Steps to Success	Thriving	Thriving	4.53	4.9	88%	4.87	98%	4.17	80%	4.17	98%
Next Step Learning Center	Success at Seventeen	Performing	Performing	3.89	4.9	100%	4.6	100%	3.38	73%	2.67	100%
Centro Legal de la Raza	Youth Law Academy	Performing	Performing	4.48	5	88%	4.84	100%	3.92	80%	4.17	96%
Average/Total				4.26	4.79	94%	4.57	99%	3.87	89%	3.81	95%

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Grantee	Program	'11-'12 Point of Service Quality Status	'12-'13 Point of Service Quality Status	Domain Ratings								
				Overall	Safe Environment		Supportive Environment		Interaction		Engagement	
					Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite	Domain Score	Youth Survey Composite
Older Youth - Comprehensive Programming												
Youth ALIVE!	Caught in the Crossfire Comprehensive Services	Performing	Performing	3.6	4.2	100%	4.53	100%	3	100%	2.67	100%
Alameda Family Services	DreamCatcher	Performing	Performing	4.37	5	96%	4.57	93%	3.58	93%	4.33	86%
First Place for Youth	First Steps Community Resource Center	Performing	Thriving	4.69	4.67	85%	5	85%	4.44	85%	4.67	91%
Dimensions Dance Theater, Inc.	Internships and Apprenticeships Program	Thriving	Performing	4.07	4.47	100%	4.63	100%	3	100%	4.17	100%
Alternatives in Action	Life Academy	Thriving	Thriving	4.92	5	97%	5	97%	5	96%	4.67	96%
Alternatives in Action	McClymonds	Performing	Thriving	4.73	5	87%	4.71	98%	4.54	94%	4.67	84%
Refugee Transitions	Refugee and Immigrant Wellness Project	Performing	Performing	3.65	4.69	91%	3.87	88%	3.04	91%	3	77%
City of Oakland, Office of Parks and Recreation	Transforming Ordinary Obstacles into Life Skills	Thriving	Performing	4.29	4.6	97%	4.73	100%	3.33	97%	4.5	100%
Average/Total				4.29	4.70	93%	4.63	91%	3.74	94%	4.09	88%

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## Shared School-Based Out of School Time Grants

The following table includes all Out of School Time programs that share OFCY grants. Because of the way that data are collected in CitySpan, these programs list a common set of performance indicators, including targeted and actual youth served and targeted and actual units of service.

Funding Strategy	Grantees in 2012-13
Aspiranet	ACORN Woodland and EnCompass Academy
BACR	Alliance Academy and Elmhurst Community Prep
Safe Passages	Coliseum College Prep and Roots
Aspiranet	Community United and Futures
BACR	Esperanza Academy and Fred. T. Korematsu
BACR	Global Family and Learning Without Limits
Oakland Leaf	International Community School and Think College Now
East Bay Asian Youth Center	Manzanita Community School and Manzanita SEED
Aspiranet	New Highland and Rise Community School

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