Oakland Fund for Children and Youth
Grantee Evaluation Findings Report, Summer 2013

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

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This report evaluates the performance, quality, and outcomes of grantees in the Youth Leadership and Community Safety-Summer funding strategy 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.

OFCY POC AND STAFF

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Derrick Muhammad

District 7 – Councilmember Larry Reid
Briana Dunn, Kisha Jackson

OFCY Staff

Sandra Taylor
Children and Youth Services Manager

Marchelle Huggins
Program Assistant/Office Manager

Michael Wetzel
Program Planner

Scott Kim
Program Analyst II

Terry Hill
Program Analyst II

Debra Chester
Program Analyst II

Public Profit Evaluation Team

Corey Newhouse – *Project Director*

Jocelyn Atkins – *Research Associate*

Linda Lu – *Research Assistant*

Saili Willis – *Project Assistant*

[public profit]

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- To find out about youth served by OFCY Summer strategy programs, go to the **Youth Served** section on page 6.
- For up-to-date information about grantees' point of service quality, please refer to the **Point of Service Quality** tables on page 15.
- To learn about participants' outcomes, refer to the applicable **Progress Toward Outcome Measures** section starting on page 17.

INTRODUCTION

The Oakland Fund for Children and Youth funds 127 programs serving children and youth from birth to age 20 in a variety of community- and school-based settings. Programs operate under one of four funding strategy areas: Healthy Development of Young Children; Student Success in School; Youth Leadership and Community Safety; and Transitions to Adulthood.

There are 10 summer programs in the Youth Leadership and Community Safety-Summer grant group, which are included in this report. Evaluation findings for the four "summer operational" OFCY grantees, along with evaluation findings for OFCY grantees that operate during the school year, will be included in the Oakland Fund for Children and Youth Grantee Evaluation Findings Report 2013-14, released in fall 2014.

The Youth Leadership and Community Safety-Summer strategy supports community- and school-based summer programming, providing a broad range of enriching activities for children ages 5-14 within safe and supportive environments and within a positive youth development framework.

OFCY instituted the Summer funding strategy to help to address the persistent achievement gap in Oakland. More than half of the achievement gap between lower- and higher-income youth can be explained by unequal access to summer learning opportunities. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al, 2007).[1]

High-quality summer enrichment programs can help schools address summer learning loss. Well-designed summer learning programs are those that increase achievement, enhance motivation for and engagement in learning, and develop and nurture new skills and talents.[2]

OFCY-funded Summer program activities may include learning-based enrichment activities including arts, dance, or music instruction; field trips to parks, museums, or other enriching locations; recreation and fitness activities; and academic support and literacy programming.

[1] Alexander, Karl et al. "Lasting Consequences of the Summer Learning Gap." *American Sociological Review* 72 (2007): 167-180.

[2] National Summer Learning Association, http://www.summerlearning.org/?page=know_the_facts

YOUTH SERVED

OFCY Summer Programs strategy grantees served 1,548 youth in summer 2013. Among Summer participants, 47% of attendees are boys and 53% are girls; girls are relatively over-represented within the Summer strategy, with the difference particularly concentrated among African American participants. Forty-four percent (44%) of Summer participants were African American, while over twenty percent were Latino (22%) or Asian/Pacific Islander (21%).

Compared with overall Oakland Unified School District (OUSD) K-12 demographics for the 2012-13 school year, OFCY Summer programs serve higher proportions of African American (43% of total OFCY Summer participants, versus 31% of total OUSD enrollees), Asian/Pacific Islander (22% in OFCY, versus 16% in OUSD), and Bi-/Multi-Racial (5% in OFCY, versus 2% in OUSD) youth. However, Latino (20% in OFCY, versus 39% in OUSD) and White (1% in OFCY, versus 11% in OUSD) students are underrepresented in OFCY Summer programs by this standard; enrollment rates for Native American/Alaskan Native enrollment are on par in OUSD and OFCY (0.4% and 0.3%, respectively). [3]

Table 1: YLCS-Summer Program Participants' Gender by Race/Ethnicity

Youth Ethnicity	Female	Male	Overall
African American	25%	18%	43%
Asian/Pacific Islander	10%	13%	22%
Latino	10%	10%	20%
Unknown	3%	2%	5%
Multiracial or Biracial	3%	2%	5%
Other	2%	1%	3%
White	1%	1%	1%
Native American/Alaskan Native	0.1%	0.1%	0.3%
TOTAL	**53%**	**47%**	**100%**

Source: Cityspan attendance records for 1,548 youth who attended an OFCY-funded YLCS-Summer program between June and August 2013.

[3] OUSD Fast Facts (2012-13), http://www.ousd.k12.ca.us/cms/lib07/CA01001176/Centricity/Shared/Fast_Facts.pdf

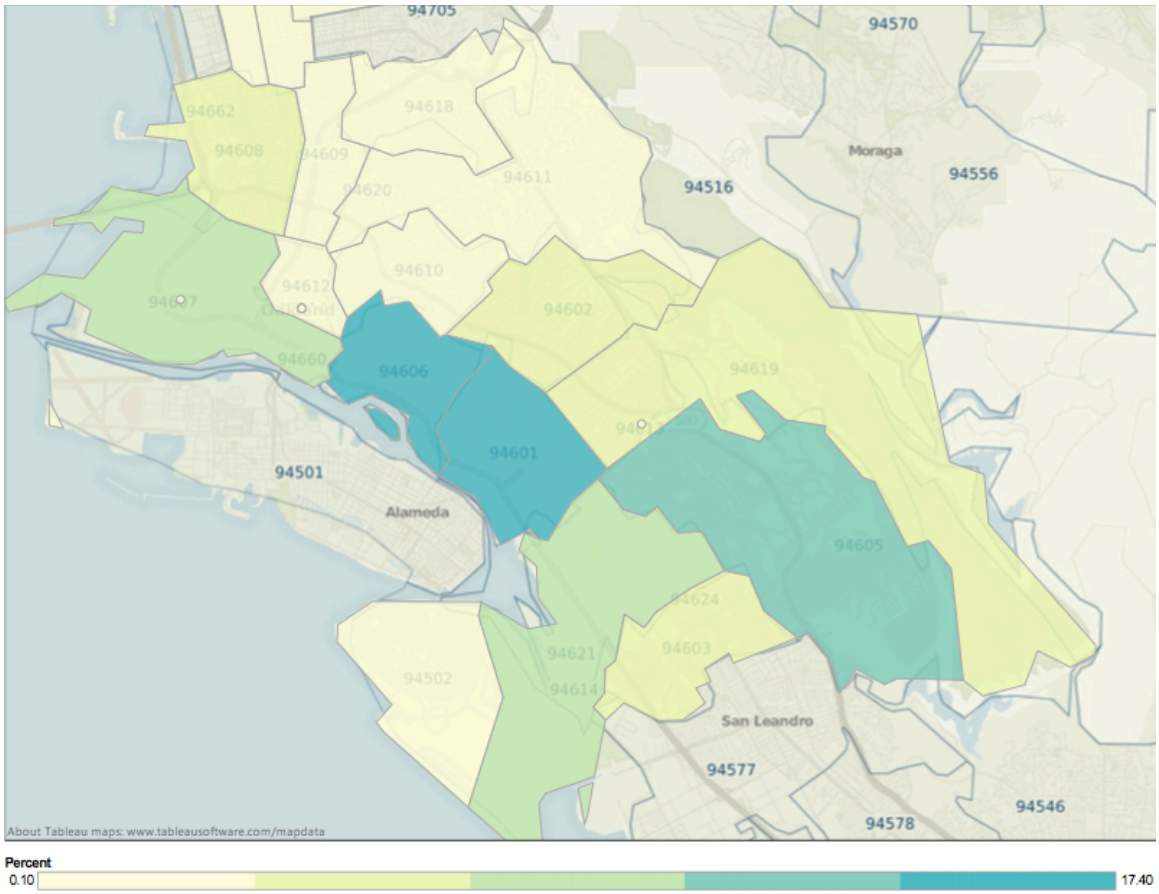
As shown in Table 2 below, over three-fifths (62%) of participants reside in the 94606, 94601, 94605, 94621, and 94619 Zip codes (in other words, 62% of OFCY Summer program participants are concentrated in 5 Oakland Zip codes), with the remaining participants (38%) residing in all other Zip codes served by OFCY.

Table 2: Youth Served by Zip Code

Zip Code	Number of Youth Served	Percent
94606	270	17%
94601	256	17%
94605	193	12%
94621	130	8%
94607	111	7%
94603	92	6%
94619	91	6%
94602	82	5%
All Others	323	21%
TOTAL	**1,548**	**100%**

Source: Cityspan records for 1,548 youth who attended an OFCY-funded YLCS-Summer program between June and August 2013.

Figure 1: Proportion of Youth Served by Zip Code



Source: Cityspan records for 1,548 youth who attended an OFCY-funded YLCS-Summer program between June and August 2013.

PROGRAM PERFORMANCE

Programs supported by OFCY set goals for the number of youth they plan to serve each summer as one measure of the programs' reach in the community. Summer programs in Oakland are exceeding their goals in reaching the targeted number of youth as a whole, and all 10 programs have reached at least 80% of the targeted number of youth served.

100% of OFCY Summer programs met their planned enrollment targets, and 70% met their planned Units of Service targets.

Youth enrolled in OFCY Summer strategy programs attended, on average, 22 days of programming. It should be noted that because of the small sample size (n=10) and because of important schedule variations within this group (i.e., some programs are on a drop-in or weeklong cycle, and not offered all summer long), the average number of days attended should be examined on a program level.

Table 3: Program Performance - Youth Leadership and Community Safety-Summer Programs

Agency	Program	Enrollment			Units of Service			Youth Participation
		Projected Youth Served	Actual Youth Served	Progress Toward Annual Target *Shaded if less than 80%*	Projected Units of Service	Actual Units of Service	Progress Toward Annual Target *Shaded if less than 80%*	Average Days Attended ** Denotes program with week-long session cycles*
Aim High for High School	Aim High/Oakland	220	198	90%	34,600	33,769	98%	23
City of Oakland Parks and Recreation	Summer Camp Explosion	300	425	142%	72,170	110,115	153%	38
College Track	Academic Summer Advancement	60	97	162%	3,706	4,194	113%	10
Destiny Arts Center	Camp Destiny	70	56	80%	3,118	2,164	69%	7 *
East Bay Asian Youth Center (EBAYC)	Summer Matters	350	310	89%	35,000	41,984	120%	23
E. Oakland Youth Development Ctr. (EOYDC)	Summer Cultural Enrichment Program	200	206	103%	94,846	72,287	76%	22
Family Support Services of the Bay Area	Kinship Summer Youth Program	55	55	100%	7,666	8,820	115%	20
Girls Incorporated of Alameda County	Concordia Park Summer Program	74	77	104%	11,243	11,548	103%	18
Lincoln Child Center, Inc.	Oakland Freedom Schools	100	83	83%	32,560	14,691	45%	24
Prescott Circus Theatre	Prescott Circus Theatre Summer	30	41	137%	3,750	3,902	104%	16
Average/Total		**1,459**	**1,548**	**106%**	**29,866**	**30,347**	**102%**	**20**

Source: CitySpan enrollment, units of service, and youth participation records for the 10 Oakland Fund for Children and Youth YLCS-Summer programs.

POINT OF SERVICE QUALITY

Point of service quality ratings for OFCY grantees are based on observational data collected by Public Profit through on-site visits. These observations focus on the experiences of young people in OFCY-funded programs, exploring the extent to which grantees provide high quality experiences for young people.

Drawing from an extensive literature about program features and practices that are most likely to positively affect young people's development, visits focus on the observable behaviors of staff and youth.[4]

Site visitors use the Youth Program Quality Assessment or School Age Program Quality Assessment to rate point of service quality (see Appendix A). Summer grantees each received one site visit in summer 2013.

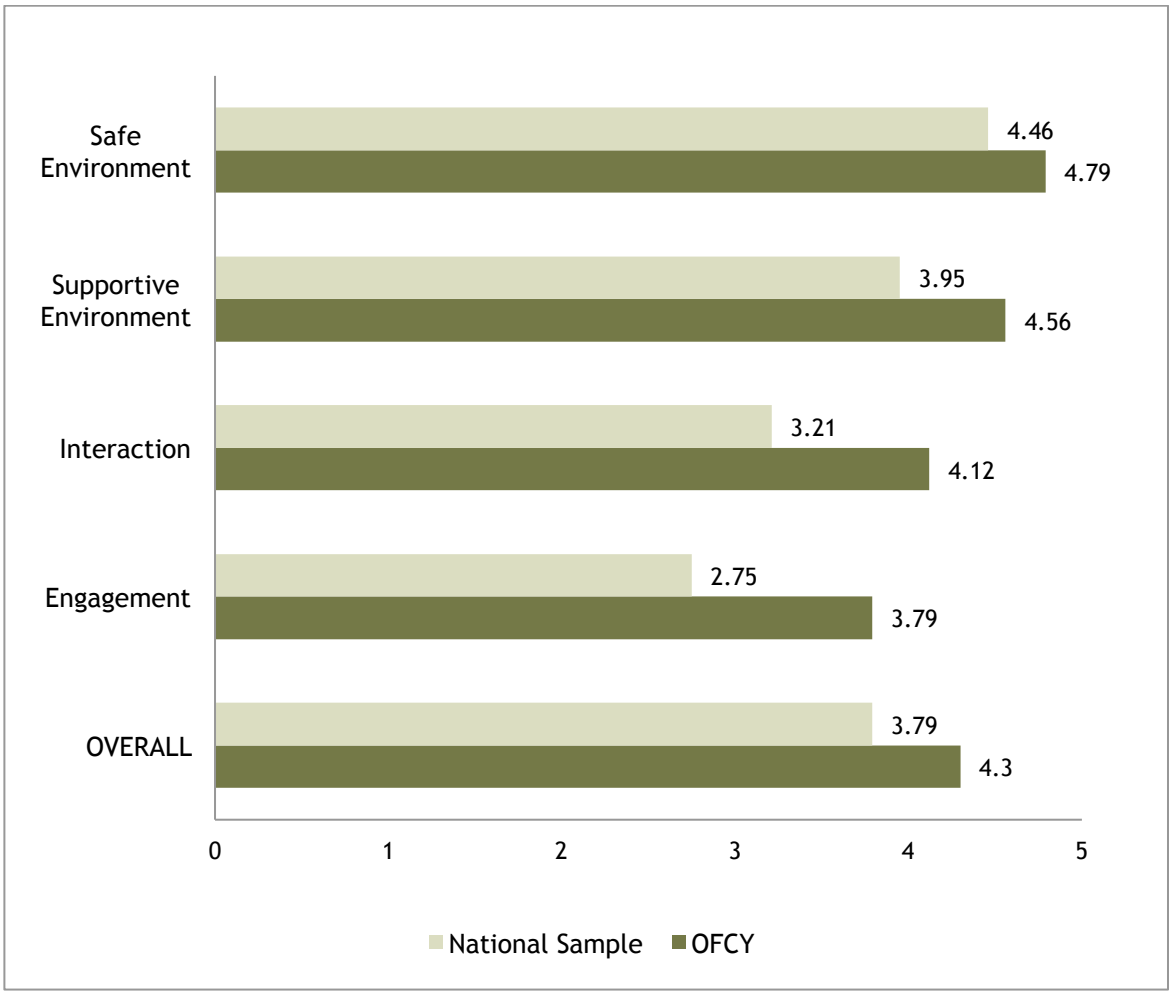
Available evidence suggests that OFCY-funded Summer programs provide a safe, supportive environment for youth (see Tables 3 and 4). Specifically, 3 out of 10 programs had overall scores of 4.5 or higher (out of a possible rating of 5 overall, "thriving") and thus were among the highest performers, indicating that they implemented research-based youth development practices consistently and well.

The remaining 7 out of 10 programs had overall scores between 3 and 4.49, indicating that they are providing quality service overall and can continue to improve in specific areas. No Summer programs were rated with an overall score lower than 3.0.

[4] Smith, Charles, Devaney, Thomas J., Akiva, Tom, Sugar, Samantha. "Quality and Accountability in the Out-of-School-Time Sector." *New Directions for Youth Development* 121 (2009).

Summer programs are rated most highly in the areas of safety and support during site visits, with average ratings near the top of the 5-point scale; these scores are very high compared to national averages for these categories, indicating that OFCY's YLCS-Summer grantees are stronger-than-average performers.

Table 4: OFCY Summer Grantees vs. National Sample, Comparison by Domain



Source: Program Quality Assessment scores for 10 OFCY-funded Summer strategy programs serving school-age youth.

Youth participants' reports echoed observers' ratings: 96% of participants in OFCY Summer programs reported a strong sense of physical and emotional safety in their OFCY-funded program, suggesting that a cornerstone of youth development – physical and emotional safety – is in place among OFCY Summer grantees. Some variation in perceived safety was reported by youth, however. For example, among secondary school-age participants, only 5% of Asian/Pacific Islander youth report that mean rumors or lies had been spread about them in their program, though 15% of their Multi-/ Biracial peers reported the same. Among elementary-aged youth, girls were more likely than their male peers (at 96% of girls versus 90% of boys) to agree overall that they feel safe.[5]

Nearly all participants (96%) report high levels of support from adults in their Summer program. Girls were more likely to report high levels of support than boys, including agreeing that program staff tell them when they do a good job (94% of girls versus 90% of boys); that they learn new things in their program (94% of girls versus 90% of boys); and overall that the adults in their programs provide high quality support (99% of girls versus 95% of boys).

However, among secondary school-age participants, respondents' race/ethnicity affects their responses to the prompt, "In this program I learn new things": Asian/Pacific Islander students were the most likely to agree (at 100%), while Latino participants (at 82%) are the least likely to agree that they learn new things in their Summer program.[6]

As compared to the very strong response rates described above, a somewhat smaller proportion of participants report high levels of engagement and interaction opportunities – at 73% and 92%, respectively – a common pattern among youth development programs.

[5] These findings are statistically significant at $p<.05$.
[6] *Ibid*

Promising Practice

Youth-Centered Space and Activities
Family Support Services of the Bay Area: Kinship Summer Youth Program

Key Takeaway: *In the Kinship Summer Youth Program, youth have the opportunity to create their own class, share their stories and experiences, and create a collaborative project of their own design*

About the Program: The Kinship Summer Youth Program, comprised of foster youth ranging from 6 to 18 years old, creates a sense of belonging for all youth in the program. Every week, participants come together for a weekly recognition and award ceremony to honor and acknowledge youths' achievements. Youth also have the ability to achieve by advancing into leadership positions within the group.

The Kinship Summer Youth Program places a premium on student-led and –planned activities, with older youth in the program (called "Upper Classmen") holding leadership positions and guiding younger participants in groups and in various activities. The emphasis is on team work and being supportive, versus on "winning," with presentations and recognition of team and group work facilitated through group cheers, banners, and team names presented collectively to the larger group. Through this type of activity, youth learn leadership, work in teams, communication skills, and choice and decision making skills, and have a creative space and platform through which to express themselves individually and as part of a team. Youth also have a voice in planning and selecting field trips and other activities.

POINT OF SERVICE QUALITY

Table 5: YLCS-Summer Programs Point of Service Quality Ratings by Site[7]

Agency	Program	Point of Service Quality Status[8]		Safe		Supportive		Interaction		Engagement	
		Summer 2013	Average Rating	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*
Aim High for High School	Aim High/Oakland	Performing	4.20	5	93%	4.73	94%	3.75	80%	3.33	65%
City of Oakland Parks and Recreation	Summer Camp Explosion	Performing	3.93	4.56	94%	3.83	96%	4.17	94%	3.17	73%
College Track	Academic Summer Advancement Program	Performing	4.15	4.8	100%	4.73	100%	3.75	100%	3.33	78%
Destiny Arts Center	Camp Destiny	Performing	4.42	4.92	100%	4.6	99%	4.56	90%	3.58	58%
East Bay Asian Youth Center (EBAYC)	Summer Matters	Thriving	4.62	5	98%	4.6	96%	4.56	93%	4.33	79%
East Oakland Youth Development Center (EOYDC)	Summer Cultural Enrichment Program	Performing	4.10	4.8	93%	4.52	99%	3.75	98%	3.33	85%
Family Support Services of the Bay Area	Kinship Summer Youth Program	Thriving	4.73	5	96%	4.73	98%	4.67	94%	4.5	68%

[7] Youth survey questions were compiled based on the four Program Quality Assessment (PQA) domains to construct composite scores for each domain based on youth responses. Composites are calculated using weighted averages for programs that serve both elementary- and secondary school-age youth.

[8] Visits were conducted using either the School-Age Program Quality Assessment (SAPQA) for programs serving elementary-age youth, or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-age youth. These are research-based point of service quality observation tools used by youth development programs nationally.

Agency	Program	Point of Service Quality Status[8]		Safe		Supportive		Interaction		Engagement	
		Summer 2013	Average Rating	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*	*Site Visit Rating*	*Youth Survey Composite*
Girls Incorporated of Alameda County	Concordia Park Summer Program	Thriving	4.59	4.84	93%	4.52	100%	4.67	89%	4.33	58%
Lincoln Child Center, Inc.	Oakland Freedom Schools	Performing	3.97	4.64	91%	4.07	98%	4.17	86%	3	55%
Prescott Circus Theatre	Prescott Circus Theatre Summer Program	Performing	4.47	5	100%	4.47	100%	4.56	91%	3.83	86%
Average/Total		**N/A**	**4.32**	**4.86**	**96%**	**4.48**	**98%**	**4.26**	**92%**	**3.67**	**71%**

Sources: Point of Service Quality scores for the 10 Oakland Fund for Children and Youth programs designated in the Youth Leadership and Community-Summer strategy; Youth surveys, summer 2013.

PROGRESS TOWARDS OUTCOME MEASURES

OFCY defines a series of outcomes measures for each of its grant groups, which provides a common set of priorities for grantees. These measures are based both on the larger goals of the Kids First! legislation and on the unique opportunities afforded by each grant strategy to positively affect children and youth. Supporting outcome measures for individual grant groups is an overarching framework of four leading outcomes for youth; one of these, to support the healthy development of young children, only applies to Early Childhood grantees and so is not treated in this report.

Outcome measures for Summer program participants are detailed in the next section for each grant group, organized according to the three applicable leading outcomes for youth:

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.

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

High-quality summer enrichment programs can help schools address summer learning loss. Well-designed summer learning programs can increase achievement, enhance motivation for and engagement in learning, and develop and nurture new skills and talents.[9]

91% of elementary-age and 78% of secondary school-age participants report that their summer program helps them to care about their school.

Youth in OFCY-funded YLCS-Summer programs report that they improved their academic skills and are more confident about their success in school.

Over half (57%) of elementary-age participants report that they feel more confident about college after attending their YLCS-Summer program. Eighty-six percent (86%) of secondary school-school-age participants report the same.

Eighty-seven percent (87%) of elementary school-age and eighty percent (80%) of secondary school-age participants report that their YLCS-Summer program helped them to feel more like part of their school. Multi-/Biracial secondary school-age respondents are less likely to report this than were others: only seventy percent (70%) of Multi-/Biracial survey respondents agree, while 91% Asian/Pacific Islander respondents reported the same.[10]

Similarly, 78% of secondary and 91% of elementary respondents agree that the program helped them to care about their school. This is consistent across racial/ethnic and gender categories.

[9] Afterschool Alliance. "Summer: A season when learning is essential." *Issue Brief* 43 (June 2010): 1-6.
[10] This is a statistically significant finding at $p<.05$.

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

To counter the possibility of youth engaging in or being exposed to violent or delinquent behavior, youth development programs provide meaningful alternatives to anti-social activities, with a particular emphasis on experiences that:

- Build young people's sense of accomplishment by exposing them to experiences intended to build new skills;
- Encourage youth to make better decisions; and
- Help young people improve their interpersonal skills.

According to youth surveys, youth in YLCS-Summer programs have ample access to activities that promote skill building, mastery and accomplishment. For instance, program participants report that they work hard toward their goals (91% elementary-age, 87% secondary school-age) and are more confident in their skills and abilities (93% elementary-age, 90% secondary school-age).

93% of elementary-age and 90% of secondary school-age program participants report feeling more confident in their skills and abilities.

Similarly, youth report making better decisions (91% elementary and 83% secondary) and being better at saying "no" to things they know are wrong (94% elementary and 84% secondary) since attending their YLCS-Summer program. Eighty-four percent (84%) of secondary school-age participants now avoid getting into trouble.[11]

Participants report building their communication and social skills in Summer programs: they are better listeners (93% elementary and 84% secondary) and better at team work (89% elementary and 87% secondary).

[11] This question was not asked of elementary-aged participants.

Building young people's sense of accomplishment

Overall, ninety-three percent (93%) of all participants agree that their YLCS-Summer program has helped them to expect good things from themselves; 91% across all age groups report that "This program has helped me to be more confident in my skills and abilities."

Secondary school-age girls are more likely than their male peers (91% versus 86, respectively) to agree that "This program helps me work toward my goals;" within this same age group African Americans are the most likely to agree (90%), while Asian/Pacific Islander and Multi-/Biracial youth are least likely to do so (83% and 77%, respectively).[12]

There is some variation among youth in whether they agree that their Summer program helps them expect good things from themselves. Elementary-age girls are more likely than boys to agree (93% female versus 88% male), while in the secondary school-age group African American respondents are the most likely to agree (95%), with Latino and Multi-/Biracial students least likely to do so (each 86%).[13] Within this older age group overall, African American students are the most likely to agree that their program develops their sense of mastery (90%), with Multi-/Biracial respondents the least likely to agree (73%).[14]

As OFCY's programs contribute to and affect broader citywide goals to support African-American boys, it is important to underscore the role that OFCY Summer programs play in supporting these participants. As illustrated by the strong African American survey responses above, Summer programs are helping these participants develop a sense of mastery and accomplishment and build their ability to set goals.

Table 6: YLCS-Summer Participants' Self-Reported Sense of Mastery

	Elementary (n=518)	Secondary (n=431)
Since coming to this program, I am better at something that I used to think was hard.	86%	79%
This program helps me work hard toward my goals.	91%	87% ✪⊙
This program has helped me to expect good things from myself.	95% ✪	90% ⊙
This program has helped me to be more confident in my skills and abilities.	93%	90%
Overall/Composite[15]:	**88%**	**84% ⊙**
✪Gender difference is p<.05	⊙Ethnicity difference is p<.05	

Source: Youth surveys, summer 2013

[12] There was no statistically significant variance amongst elementary-age youth.
[13] These are statistically significant findings at p<.05.
[14] *Ibid.*
[15] Composites are reported as the proportion of youth agreeing with the majority of related survey questions. (E.g., 84% of secondary school-age youth agreed with three of four questions about their sense of mastery.)

Encouraging youth to make better decisions

Youth report improvements in their decision-making skills as a result of their participation. For example, ninety-four percent (94%) of elementary-age youth report being better at saying "no" to things they know are wrong; 84% of middle- and high-schoolers reported the same. Among elementary school-age respondents, 97% of Latino and Asian/Pacific Islander students agree, while only 80% of Multi-/Biracial participants agree.

Gender plays a significant role in whether youth agree that their Summer program makes them more of a leader: girls are more likely than boys to agree with this statement, at a rate of 81% to 76%, respectively. Race/ethnicity also plays an important role in whether youth agree that their Summer program makes them more of a leader: African American elementary and secondary school-age respondents are the most likely to agree (84% and 85%, respectively); Asian/Pacific Islander participants are the least likely in both the elementary (70%) and secondary (53%) school-age groups.[16]

Among elementary school-age participants, 95% of African American and Latino participants agree that their program has helped them to make better decisions, whereas 75% of Multi-/Biracial respondents agree. Overall, secondary school-age Latino students are the most likely to respond positively to questions about their decision making skills (77%), and Multi-/Biracial students are the least likely (at 65%) to agree.[17]

Table 7: YLCS-Summer Participants' Self-Reported Decision-Making Skills

	Elementary (n=518)	Secondary (n=431)
Since coming to this program, I am more of a leader.	71% ⊙	77% ✪⊙
Since coming to this program, I am better at setting goals for myself.	81%	84% ⊙
Since coming to this program, I make better decisions.	91% ⊙	83%
Since coming to this program, I am better at saying "no" to things I know are wrong.	94% ⊙	84%
Overall/Composite:	**79**%	**78**% ⊙
✪Gender difference is p<.05	⊙Ethnicity difference is p<.05	

Source: Youth surveys, summer 2013

[16] These are statistically significant findings at p<.05; due to the small sample size (n=51 Multi-/Biracial participants) survey results for this group may not be representative of Multi-/Biracial youths' OFCY program experiences overall.
[17] *Ibid.*

Participants report on their ability to reduce and prevent violence in their school and community environments. For example, among secondary school-age participants, 84% indicate that they avoid getting into trouble since attending their program. Further, 80% agree that they are better at taking care of problems without violence or fighting.

Within the violence prevention domain, elementary school-age youth report positively on their ability to prevent violence and avoid getting into trouble, regardless of gender or race/ethnicity. On the other hand, secondary school-age participants differ significantly in their agreement with the statement, "Since coming to this program, I helped someone stay out of a fight": 73% of African American respondents agree, 54% of Latino respondents agree, and 49% of Asian/Pacific Islander respondents agree.[18]

Table 8: YLCS-Summer Participants' Self-Reported Violence Prevention Skills

	Secondary (n=431)
Since coming to this program, I avoid getting into trouble.	84%
Since coming to this program, I helped someone stay out of a fight.	65% ⊙
Since coming to this program, I am better able to stay out of a fight.	79%
Since coming to this program, I am better at taking care of problems without violence or fighting.	80%
Overall/Composite:	**74%**

✪Gender difference is p<.05 ⊙Ethnicity difference is p<.05

Source: Youth surveys, summer 2013

[18] These are statistically significant findings at p<.05.

Helping young people improve their interpersonal skills

Youth development programs can help participants build stronger social skills, including stronger relationships with peers, as well as improved self-efficacy, self-esteem, and self-control. These improvements help students to better navigate multiple environments, including school, the workplace, and personal relationships.

89% of elementary school-age participants believe their Summer program helps them to work well in a team.

Youth in YLCS-Summer programs report improvement in communication skills, with students reporting that they are better at group work since attending their program. Among older school-age participants, eighty-seven percent (87%) believe their YLCS-Summer program helps them to work well with others in a team. Eighty-nine percent (89%) of elementary-age participants report the same. Similarly, 84% of secondary school-age participants report that their Summer program helped them to be "better at listening to other people;" this is consistent across racial/ethnic groups.

Elementary school-age respondents have significantly different responses along gender lines (86% of boys versus 92% of girls) when agreeing with the statement, "Since coming to this program, I work better with others on a team." Likewise secondary school-age respondents differ in their agreement that their program helps them get along better with people their own age: over nine out of ten boys (92%) and over eight out of ten girls (81%) feel this way.[19]

Table 9: YLCS-Summer Participants' Self-Reported Communication Skills

	Elementary (n=518)	Secondary (n=431)
Since coming to this program, I am better at telling others about my ideas and feelings.	78%	74%
Since coming to this program, I get along better with other people my age.	88%	85% ✪
Since coming to this program, I am better at listening to other people.	93%	84%
Since coming to this program, I work better with others on a team.	89% ✪	87%
Overall/Composite:	**83**%	**78**%
✪Gender difference is p<.05	⊙Ethnicity difference is p<.05	

Source: Youth surveys, summer 2013

[19] These are statistically significant findings at p<.05.

Prepare young people for healthy and productive adulthood.

YLCS- Summer programs seek to improve young people's health and wellness through nutrition and physical activity education and by helping young people to be more involved in their communities, and to develop stronger relationships with caring adults.

Youth in YLCS-Summer programs report an increased interest in physical activities and improved health outcomes as a result of Summer program participation. For instance, eighty-seven percent (87%) of elementary-age program participants report that they spend more time exercising since participating in their Summer program; within this group Multi-/Biracial respondents are least likely to agree (67%), while Latino respondents were most likely agree (93%).[20] Seventy-three percent (73%) of secondary school-age respondents report that they exercise more since coming to their program.

Elementary-age program participants report they eat more healthy foods (91%). Older youth were less likely to report eating healthier (68%).

Table 10: YLCS-Summer Participants' Self-Reported Healthy Habits

	Elementary (n=518)	Secondary (n=431)
Since coming to this program, I exercise more.	87% ⊙	73%
Since coming to this program, I eat healthier.	91%	68%
This program helps me make good choices about my health.	94%	76%
Overall/Composite:	**90**%	**71**%
✪Gender difference is p<.05	⊙Ethnicity difference is p<.05	

Source: Youth surveys, summer 2013

[20] These are statistically significant findings at p<.05.

Young people's reports indicate that their YLCS-Summer program helps them to build stronger community connections. Ninety-one percent (91%) of secondary school-age participants agreed that, "this program helped me to feel like a part of my community." Eighty-five percent of elementary-age participants (85%) report the same.

This increased level of community engagement among older participants may stem from the fairly high levels of community-based work they did in 2013:

- 70% reported that they did volunteer or community service; and
- 85% agreed that they are more aware of what is going on in their community.

Youth benefit from access to caring adults to whom they can go for mentorship, advice, and guidance. Youth in YLCS-Summer programs report increased access to caring adults. For instance, the overwhelming majority of participants (96% of elementary-age and 92% of secondary school-age participants) report that there is at least one adult in the program that cares about them. Among the elementary-age respondents, girls are more likely to agree than boys (98% compared to 93%, respectively)[21]; there were no gender-based differences in agreement among older youth.

Eighty-five percent (85%) of secondary school-age students report that there is an adult in the program that they can go to for advice. Further, 94% overall agreed (including 100% of Asian/Pacific Islander and 89% of Latino secondary-age youth) that, "I trust the staff in this program;"[22] however, elementary-age girls were slightly more likely to agree than boys in this same group, at 98% versus 95%, respectively. Additionally, agreement among elementary-age participants that there is a caring adult in the program varies slightly by gender, with 93% of boys and 98% of girls agreeing.[23]

Table 11: YLCS-Summer Participants' Self-Reported Connections to Caring Adults

	Elementary (n=518)	Secondary (n=431)
I trust the staff in this program.	97%	94% ✪⊙
I could go to a staff member at this program for advice if I have a serious problem.	95%	85%
There is an adult at this program who really cares about me.	96% ✪	92%
Overall/Composite:	**95***%*	**91***%*
✪Gender difference is p<.05	⊙Ethnicity difference is p<.05	

Source: Youth surveys, summer 2013

[21] This is a statistically significant finding at p<.05.

[22] *Ibid*

[23] *Ibid*; there was no statistically significant difference among secondary-age youth.

Promising Practice

Effective Use of Small Groups
College Track: Academic Summer Advancement Program

Key Take Away: *At the College Track Summer Program, youth work in small groups in courses modeled after college classes, which engenders motivation, retention of facts, team communication skills, and a sense of accountability among group members.*

About the Program: The College Track Summer Program provides high school students with opportunities to learn and work toward their dream of achieving a college education. Youth can enroll in courses (such as Math, English, Guitar, or College Affairs) based on their personal and future professional interests. Courses are taught by college students and program alumni, using a peer- and group-led model.

At College Track, youth work in small groups, which helps promote learning, fact retention, group process skills, and social and emotional learning. In the English Language Arts course, for example, small groups were formed and youth were assigned different rock and roll songs to relate to a piece of literature they were reading, with groups presenting out to one another. In the Math course, young people worked in small groups on math problems, and the instructor asked for volunteers to come up to the board to work through the problem with the entire class, where other classmates would assist when a Math problem was not answered correctly.

In the College Affairs class, adult staff break down the college admissions process into pieces in order to make the process clear and unthreatening to youth by allowing youth to plan, articulate ideas, make decisions, and set goals. Within this class, youth are exposed to various colleges - particularly those outside of the area - via virtual touring. Youth discussed advantages and disadvantages of particular college campus and were able to reflect and begin planning for their own needs when looking at colleges.

APPENDIX: SITE VISITS

Site visits provide observationally based data about key components of program quality, as research has demonstrated that point of service quality is strongly related to positive outcomes for youth.

Visits were conducted using the School-age Program Quality Assessment (SAPQA) for programs serving elementary-age youth or the Youth Program Quality Assessment (YPQA) for programs serving middle and high school-age youth. The Program Quality Assessments are research-based point of service quality observation tools used by out of school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

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.

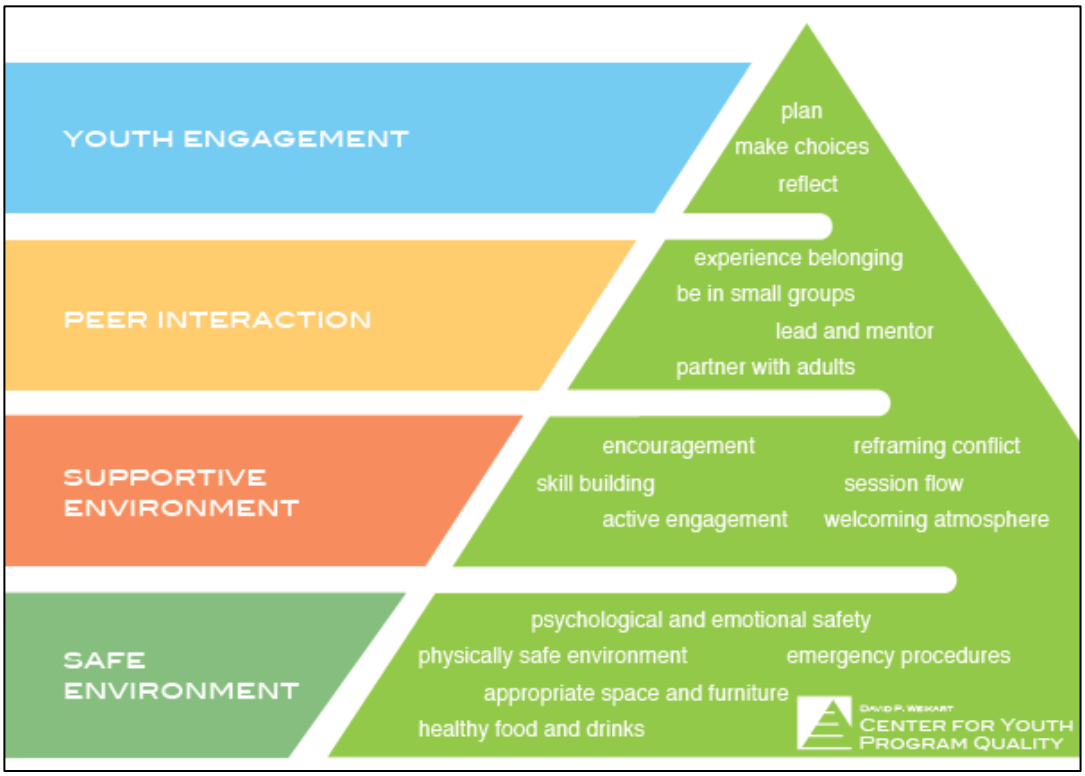
3. Interaction – There is a positive peer culture in the program, encouraged and supported by adults. Youth support each other. Youth experience a sense of belonging. Youth participate in small groups as members and as leaders. Youth have opportunities to partner with adults.

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.

The figure that follows 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.

Program Quality Assessment Domains



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

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 implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. 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; and
- 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.