



# OAKLAND FUND FOR CHILDREN AND YOUTH



## Planning and Oversight Committee (POC) Strategic Planning Subcommittee Meeting

August 22, 2012

6:00 p.m. – 9:00 p.m.

**Oakland City Hall, Hearing Room #4**

*1 Frank H. Ogawa Plaza, 2<sup>nd</sup> Floor,  
Oakland, CA 94612*

### AGENDA

- 1) Call to Order
- 2) Open Forum for Youth and Parents of Young Children
- 3) OFCY Proposed Strategy Development Update
- 4) Review and Discussion of Proposed FY2013-2016 Strategies
- 5) Open Forum
- 6) Adjournment

*In compliance with Oakland's policy for people with chemical allergies, please refrain from wearing strongly scented products to meetings. In compliance with the American Disabilities Act, if you need assistance to participate in the meetings for the Oakland Fund for Children and Youth Planning & Oversight Committee, please contact the Oakland Fund for Children and Youth at 510-238-6379. Notification 48 hours prior to the meeting will enable the City of Oakland to make reasonable arrangements to ensure accessibility. If you have questions regarding this agenda or related materials, please contact our office at the number above.*

**OFCY Strategy Area 1: Healthy Development of Young Children**

<b>Funding Strategy</b>	<b>Strategy Description Summary</b>	<b>OFCY Outcomes (Short-Term)</b>	<b>Shared Outcomes (Long-Term)</b>
<b>1) Mental Health and Developmental Consultations in Early Care and Education</b>	<ul style="list-style-type: none"> <li>• Provide Program/Classroom Consultation and/ or Individual or Child-centered Mental Health Consultation services in Oakland Early Care and Education programs, specifically Head Start and OUSD Child Development Centers.</li> <li>• Programs partner with First 5 Alameda County to participate in professional development and trainings, coordinate services with the Quality Counts , incorporate agreed upon assessment tools (CLASS) and social and emotional learning curriculum, support the continuum of care and linkages to OUSD Child Development Center</li> </ul>	<ul style="list-style-type: none"> <li>• Families gain an understanding of their child’s developmental needs</li> <li>• Programs Parents have increased awareness and access to resources and support services that help their child reach developmental and educational milestones</li> </ul>	<ul style="list-style-type: none"> <li>• Improved Teacher understanding and ability to address children’s challenging behavior and classroom emotional support at child Care Centers.</li> <li>• Increased screening and direct mental health services for children identified as needing additional support.</li> </ul>
<b>2) Community and Parent Engagement in Early Care</b>	<ul style="list-style-type: none"> <li>• Expanded support for programs that provide playgroup learning environments and interactions for very young children with group learning opportunities for new parents (ensuring culturally competent services); Support for programs that connect parents of young children to resources to support the healthy development of their children consistent with the strengthening families framework approach and enhanced connection to the systems of care in place for families; and Fund programs in highest-priority neighborhoods to link parents to child and family support resources and services and contribute to a continuum of services linking early learning and education to K-3 education to reduce achievement gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• Families involvement in their child’s learning and growth is increased.</li> <li>• Children and their families have access to development support services when needed and which may otherwise be unavailable.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents gain awareness of practices for promoting social and emotional wellness for infants and toddlers and early learning</li> <li>• Parents are able to identify child developmental milestones.</li> <li>• Parents learn of services and are connected with appropriate supportive services for health, child care/ education, and family stability.</li> <li>• Children experience early learning opportunities in a structured playgroup setting</li> <li>• Children are connected to more structured high quality early care and education, improving kindergarten readiness</li> </ul>
<b>3) Summer Pre-K</b>	<ul style="list-style-type: none"> <li>• Programs provide a 5 – 6 week summer camp experience for children who have never experienced preschool, to provide orientation and structured learning experience prior to first entry to Kindergarten.</li> </ul>	<ul style="list-style-type: none"> <li>• Social and emotional learning</li> <li>• Increase in children’s K readiness and attachment to school</li> <li>• Parent and family engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Children are Ready to Learn by Kindergarten</li> </ul>



OFCY Strategy Area 2: Student Success in School			
Funding Strategy	Strategy Description Summary	OFCY Outcomes (Short-Term)	Shared Outcomes (Long-Term)
<b>4) School-based after school programming for elementary &amp; middle school children</b>	OFCY will continue and build upon the existing school-based afterschool strategy in partnership with Oakland elementary and middle school sites that receive state After School Education and Safety (ASES) Program funding. OFCY funding to provide resources for enrichment programming to complement the academic requirements supported through ASES funding; and coordinated support for OUSD's community schools implementation efforts.	<ul style="list-style-type: none"> <li>• Increase student connectivity with the school, both with peers and adults</li> <li>• Third grade students will be proficient in reading</li> <li>• Families invested in the success of their student and the school as a whole</li> </ul>	<ul style="list-style-type: none"> <li>• Improved rates of children reading at grade level</li> <li>• Improved student attendance rates and decreased rates of chronic absenteeism</li> <li>• Improved high school graduation rates</li> <li>• Students participate in career exploration and readiness services prior to graduation</li> </ul>
<b>5) Transition programs for youth into middle and high school</b>	OFCY will continue and build upon the existing funding strategy supporting programming designed to help youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully.	<ul style="list-style-type: none"> <li>• Increase student connectivity with the school, both with peers and adults</li> <li>• Increased parent connectivity with and knowledge of the school and awareness of potential transitional issues their child may face</li> <li>• Increased familiarity and comfort with the new school building, changing classes, expectations on homework, interacting with older students, and organizational systems to manage increased responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Improved rates of children reading at grade level</li> <li>• Improved student attendance rates and decreased rates of chronic absenteeism</li> <li>• Improved high school graduation rates</li> <li>• Students participate in career exploration and readiness services prior to graduation</li> </ul>
<b>6) Youth Leadership in Community Schools</b>	OFCY will support programs that engage youth as peer leaders to support a range of positive behaviors, including promoting healthy choices and behaviors among youth, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically and not drop out of school, support to continue on to post-secondary education, and in promoting a positive school culture.	<ul style="list-style-type: none"> <li>• Empower youth as leaders and active agents of change instead of passive service recipients</li> <li>• Safe and supportive school environment</li> <li>• Families invested in the success of their student and the school as a whole</li> <li>• Students educated to make a healthier lifestyle choice</li> </ul>	<ul style="list-style-type: none"> <li>• Improved rates of children reading at grade level</li> <li>• Improved student attendance rates and decreased rates of chronic absenteeism</li> <li>• Improved high school graduation rates</li> <li>• Students participate in career exploration and readiness services prior to graduation</li> </ul>



OFCY Strategy Area 3: Youth Leadership and Community Safety			
Funding Strategy	Strategy Description Summary	OFCY Outcomes (Short-Term)	Shared Outcomes (Long-Term)
<b>7) Community-based programs</b>	OFCY will continue and build upon the existing funding strategy supporting neighborhood-based community programming providing safe spaces and enriching activities for children and teens. Programs will support positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours. OFCY will seek to support for programming anchored in teen and youth centers and park and recreation sites.	<ul style="list-style-type: none"> <li>• Youth have access to enriching activities in safe and supportive places in quality programs</li> <li>• Increased levels of community engagement</li> <li>• Increased confidence/self-esteem</li> <li>• Increased connection to caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Neighborhoods</li> <li>• Decreased rates of youth and community violence</li> <li>• Increased access to safe and enriching activities for Oakland youth to support their positive and healthy development.</li> <li>• Increased academic success</li> <li>• Improved rates of physical fitness for Oakland youth</li> </ul>
<b>8) Summer Programs</b>	OFCY will continue and build upon the existing funding strategy supporting community- and school-based summer programming, providing a broad range of enriching activities for children and teens within safe and supportive environments to expand horizons and offset summer learning loss. Programming will provide services within a positive youth development framework.	<ul style="list-style-type: none"> <li>• Increased community engagement</li> <li>• Increased confidence/self-esteem</li> <li>• Increased connection to caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Neighborhoods</li> <li>• Decreased rates of youth and community violence</li> <li>• Children reading at grade level</li> <li>• Improved rates of physical fitness for Oakland youth</li> </ul>
<b>9) Youth Leadership and Community Safety</b>	OFCY will provide support for programs that work with youth as leaders to engage their peers, families, and broader neighborhood in community revitalization and improvement efforts. Programming must be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives. OFCY will also support community-based programs that engage youth as peer leaders to prevent violence and resolve conflict and promote healthy choices and behaviors among youth.	<ul style="list-style-type: none"> <li>• Youth are engaged as leaders in their communities</li> <li>• Projects provide safe and enriching activities for youth, families and neighborhoods</li> </ul>	<ul style="list-style-type: none"> <li>• Safe Neighborhoods</li> <li>• Decreased rates of youth and community violence</li> <li>• Increased access to safe and enriching activities for Oakland youth to support their positive and healthy development.</li> </ul>



OFCY Strategy Area 4: Transitions to Adulthood			
Funding Strategy	Strategy Description Summary	OFCY Outcomes (Short-Term)	Shared Outcomes (Long-Term)
10) Career and Workforce Preparation	<p>OFCY will expand programming available that prepares youth in Oakland for employment and careers. OFCY will support programs providing youth workforce development services during the school year and in the summer months.</p>	<ul style="list-style-type: none"><li>• Youth complete job skills training</li><li>• Youth are placed into internships</li></ul>	<ul style="list-style-type: none"><li>• Attainment of high school diplomas,</li><li>• Placement and retention in postsecondary education, advanced training, or subsidized and unsubsidized employment,</li><li>• Attainment of recognized credential relating to the achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills.</li></ul>
11) Academic Support for Older Youth	<p>OFCY will support programming that helps youth to persist in school, graduate high school, and continue on to further post-secondary education. Programs may address the drop-outs for Oakland youth and low rates of high school graduation, and may work to help youth to be prepared for college by completing high school prerequisites, navigate enrollment, and assist with the financial aid process for post-secondary education.</p> <p>The strategy will also support programs that target youth who want to re-engage in education by providing comprehensive academic support and other supportive services that will lead to achievement of a GED, high school equivalency degree, or re-entry into high school.</p>	<ul style="list-style-type: none"><li>• Re-entry into secondary education</li><li>• Obtainment of a GED</li><li>• Completion of UC/CSU College pre-requisites</li><li>• Entry into college or other post-secondary education / training program</li></ul>	<ul style="list-style-type: none"><li>• Attainment of high school diplomas</li><li>• Reduced drop-out rates</li></ul>





## OFCY STRATEGY AREA

Healthy Development of Young Children

## FUNDING STRATEGY

### #1: Mental Health and Developmental Consultations in Early Care and Education

## STRATEGY DESCRIPTION SUMMARY:

- Provide **Program/Classroom Consultation** and/ or **Individual or Child-centered** Mental Health Consultation services in Oakland Early Care and Education programs, specifically Head Start and OUSD Child Development Centers.
- Programs partner with First 5 Alameda County to participate in professional development and trainings, coordinate services with the **Quality Counts** , incorporate agreed upon assessment tools (CLASS) and social and emotional learning curriculum, support the continuum of care and linkages to OUSD Child Development Center .

## TARGET POPULATION

- Children from birth to five years of age enrolled in Early Care and Education programs through Head Start, Early Head Start, and OUSD Child Development Centers, or other family day care providers.

## ACTIVITIES

- Mental Health Professionals will provide programmatic and/ or individual mental health consultations to teachers and educators working in early child care and education settings.
- Agencies and sites selected will develop a program action plan and concrete steps for classroom consultation objectives.
- Support the implementation of the SART (Screening, Assessment, Referral) program
- Provide support for early intervention and identification of services for children with special needs (physical, emotional, developmental)

## POTENTIAL OUTCOMES

### Shared Outcomes

- Improved Teacher understanding and ability to address children's challenging behavior and classroom emotional support at child Care Centers.
- Increased screening and direct mental health services for children identified as needing additional support.

### OFCY Outcomes

- Families gain an understanding of their child's developmental needs
- Parents have increased awareness and access to resources and support services that help their child reach developmental and educational milestones



## ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

Public systems in Alameda County and Oakland are partnering with parents and family care providers and others (community based organizations) to increase the connections to early care systems and support, strengthen families and improve the quality of early care and education, and address social and emotional needs of babies and young children. First Five of Alameda County, the Alameda County Behavioral Services, and the United Advocates co-coordinate “Early Connections Systems of Care to strengthen the coordination and effectiveness of AC systems Alameda Child care Planning Council and First Five are implementing the Quality Counts initiative using the QRIS (Quality Rating and Improvement system, a voluntary rating system launching in 2013 to expand of quality childcare. OFCY goals for the healthy development of young children clearly align with the stated goals of First Five.

The City of Oakland Head start and Early Head Start programs reach 1059 children annually at 17 sites in Oakland. OUSD's FSCS Plan references the goal of improving the continuum of quality early learning opportunities and alignment of pre-k to k-3 standards. OFCY may leverage these critical community assets by linking funding early childhood mental health classroom consultation work in Head Start sites and OUSD CDCs to support the goals of improving the quality of early care and education programs.

## FUNDING ALLOCATION

*To be determined*

## DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

- Heller et al. (2011) Implementation of a Mental Health Consultation Model and its Impact on Early Childhood Teachers' Efficacy & Competence: Infant Mental Healthy Journal Vol. 32(2)
- “Brain Development and Early Learning” Quality Matters: A Policy Brief Series on Early Care and Education

## COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

- Interview with Usana Pulliam, Director of Oakland Head Start and Early Care and Childhood Manager, City of Oakland
- Interview with Lisa Erickson, Sujata Bansal, Malia Ramler, Alameda County First Five
- Working Group for Healthy Development of Young Children –
- The top three prioritized needs 1)early identification and intervention, 2)programs serving the most at risk of falling through the cracks and 3)increased collaboration and alignment with city/county initiatives. OFCY may have greater impact by serving the highest risk or most at risk of falling through the cracks, provide robust training for EC providers, identify best practices/program standards, address linkages between preschool and k-5, address early identification and intervention gaps...
- EC Provider Focus Group
- Challenges of implementing ECMHC strategies and need for coordination with OUSD with First Five support



**EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT**

- Tout, Kathryn; Isner, Tabitha, and Zaslow, Martha. (February 2011) Coaching for Quality Improvement: Lessons Learned from Quality Rating and Improvement Systems (QRIS) Research Brief: Child Trends
- Koh, S. & Newuman, S.B. (2006). Exemplary elements of coaching: Ann Arbor MI: University of Michigan Research Program on Ready to Read
- Early Childhood Mental Health and Parenting Services Inter-Agency Referral Guide – EPSDT Programs February 2011, updated with the support of First 5 of Alameda County
- “Mounting evident indicates that effective, well-planned early care and education programs can positively supplement parents’ efforts, and have dramatic positive impacts on children’s school success. “ --“ Brain Development and Early Learning “ in Quality Matters: A Policy Brief Series on Early Care and Education, Winter 2007, Vol.1
- Applied Survey Research (2011) School Readiness in Alameda County 2010: Results of the all 2010 Assessment.
- Applied Survey Research, First 5 Alameda County Evaluation of Mental Health Consultation





OFCY STRATEGY AREA
Healthy Development of Young Children
FUNDING STRATEGY
<b>#2: Parent and Child Engagement in Early Learning</b>
STRATEGY DESCRIPTION SUMMARY
<ul style="list-style-type: none"> <li>Expanded support for programs that provide playgroup learning environments and interactions for very young children with group learning opportunities for new parents (ensuring culturally competent services)</li> <li>Support for programs that connect parents of young children to resources to support the healthy development of their children consistent with the strengthening families framework approach and enhanced connection to the systems of care in place for families.</li> <li>Fund programs in highest-priority neighborhoods to link parents to child and family support resources and services and contribute to a continuum of services linking early learning and education to K-3 education to reduce achievement gaps.</li> <li>Build on existing city assets, such as community/recreation centers and libraries, and publicly supported institutions to expand enrichment opportunities for young children.</li> </ul>
TARGET POPULATION
<ul style="list-style-type: none"> <li>Children from Birth to 5 (26,099 children ages 0 -5 in Oakland)</li> <li>Parents of Very Young Children</li> </ul>
ACTIVITIES
<ul style="list-style-type: none"> <li>Group learning opportunities for parents. (child's health and development, early literacy building, "parents as teachers" , social and emotional wellness, peer supports and socialization reducing isolation, etc.)</li> <li>Community Playgroups</li> <li>Home visits and individualized learning opportunities for parents</li> <li>Screening and assessment for early intervention and referral</li> <li>Family engagement and enrichment /community activities and events</li> </ul>
POTENTIAL OUTCOMES
<b>Shared Outcomes</b> <ul style="list-style-type: none"> <li>Parents gain awareness of practices for promoting social and emotional wellness for infants and toddlers and early learning</li> <li>Parents are able to identify child developmental milestones.</li> <li>Parents learn of services and are connected with appropriate supportive services for health, child care/ education, and family stability.</li> <li>Children experience early learning opportunities in a structured playgroup setting</li> <li>Children are connected to more structured high quality early care and education, improving kindergarten readiness</li> </ul>



### OFCY Outcomes

- Families involvement in their child's learning and growth is increased.
- Children and their families have access to development support services when needed and which may otherwise be unavailable.

### ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

OFCY strategies for healthy development of young children reflect strong alignment and extension of countywide systems approach and goals expressed in First Five, Early Connections systems of Care, Alameda County Early Childhood Policy Committee, Alameda County Child Care Planning Council.

Programming addresses parents of babies and toddlers who are not in pre-school or licensed day care, family childcare, etc. in their neighborhoods and communities and to link young families to existing resources and systems of support. Programs incorporate professional development, training, and best practices to support healthy development of young children through links to other county/local initiatives (First Five, Project Launch, Promise neighborhoods, community schools, etc.) and to link young families to existing resources and services such as preschool referrals (OUSD CDCs, Head Start) , health screening and immunization rates, enrollment in health insurance, nutrition, literacy, family supports etc. Programs reach children and families where they are in neighborhood sites, and incorporate recommendations for parent engagement and family strengthening (see approved family strengthening framework developed by Alameda County Early Childhood Policy Committee).

### FUNDING ALLOCATION

Current is \$792,339 for 9 programs at 23 sites, reached 1,436 clients.

### DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

OFCY Data Indicator Report --Oakland's youngest children represent the largest block of children, at 28.3% of children under age 20. Oakland's child poverty rate has increased in recent years to 32.7%. Oakland has higher rates of births to teen mothers, higher rates of asthma and obesity among children, and lower rates of immunizations than Alameda as a whole. OUSD students and families in Oakland are increasingly dual language learners. A First Five Alameda County School Readiness study of selected K classrooms (non-representative), teachers indicated that about one-third of children entering their classrooms needed better preparation to be ready for Kindergarten.

### COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

Working Group for Healthy Development of Young Children –

- Brain research shows the importance of care and early learning in the birth to three year old ages. A principle of OFCY should be to intervene as early as possible.
- EC working group top three prioritized needs were 1)early identification and intervention, 2)programs serving the most at risk of falling through the cracks and 3)increased collaboration and alignment with city/county initiatives.
- OFCY could have greater impact by serving the highest risk or most at risk of falling through the cracks, such as teen moms, children of incarcerated



parents, children in the highest need areas, by strengthening parent, caregiver, and family engagement services, parent empowerment and increased access to resources for families children, and by improving programs to be developmentally informed, provide robust training for EC providers, identify best practices/program standards, and linkages between preschool and k-5, address early identification and intervention gaps, using community based services to go where children/families are, identify obstacles to family access, identify kids in need of developmental services.

- Programming needs to be developed and delivered by culturally competent staff. OFCY should support children and youth within their family and community context.

Parent Participants Focus Group of the Children's Hospital and Research Center Developmental Playgroup in partnership with Lotus Bloom at EOYDC –

- Parents voice their desire for more playgroup services in terms of frequency (more than once per week) and term (exit program at the end of six month cycle)
- Parents find benefits include –children talk/interact more, have less tantrums, learned practices to use at home, parents and children of different cultures /races interact in a safe environment, bridge to more structured childcare

First Five stakeholders interview – First Five of Alameda County direction and alignment

- The Early Learning Challenge Grant – federal Race to the Top funding will be used to implement Quality Counts - a countywide move toward an EC rating system for child care. With the shared objective to improve early care and learning environments for young children. Quality Counts uses the ECIS rating system and supports ec providers in improvements to curriculum, better procedures and training in health and safety, business practices, and supports improved readiness for mental health consultation. Mental health consultation becomes a part of the Quality Counts framework with referral in this phased process but fewer direct services funded by First Five.
- First Five to become a capacity building resource and provide less direct service funding. OFCY aligns by continuing funding support for ec mhc providers and community playgroups and 1) ensuring that funded programs participate in FF professional development opportunities, such as intensive coaching training, CESEL, and revisions to the mental health consultation model to incorporate action planning/duration of term.



## EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT:

- Research on: Brain development of young children - "the first years and months of life set the stage for life long learning"
- National Research Council and Institute of Medicine, 2000, *From Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.
- Wisconsin Council on Children & Families --- from "Brain Development and Early Learning" Quality matters: A Policy Brief Series on Early Care and Education Winter 2007, Volume 1
- "With the neuroscience of brain development unfolding, we now know that (1)the way a brain develops hinges on the complex interplay between the genes a person is born with and the experiences a person has from birth on; (2) it actually takes up to 12 years for the brain to come fully organized , with parts of the cortex to be organized through the later teen years; (3)the quality of an infant's relationship with his or her primary caregivers has a decisive impact on the architecture of the brain, affecting the nature and extend of adult capabilities; and (4)early interactions directly affect the way the brain is "wired," and do not merely create a context for development.
- Strengthening Families Framework -- Center for Social Policy (CCSP) Strengthening Families Initiative  
Families thrive when protective factors are robust in their lives and communities. Those five protective factors are parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need and social and emotional competence of children.  
**Parent Cafés** - a series of structured small group conversations that bring parents together to discuss issues important to them. The goal is to directly engage parents in building the protective factors needed to prevent maltreatment and promote healthy outcomes for their children.
- Help Me Grow/ SART system
- Importance of early learning – reaching parents
- Applied Survey Research, *Home Visiting Programs in Alameda County Program Review and Evaluation*, funded by Alameda County Public health Department and First 5 of Alameda County
- The **Baby College** is a program of the Harlem Children's Zone. Its goal is to provide everyone in the Harlem Children's Zone who is expecting a child or raising children between the ages of 0 and 3 with the information and support necessary to bring up happy and healthy children who enter school ready to learn. The Baby College offers a nine-week parenting workshop to expectant parents and those raising a child up to three years old. Among other lessons, the workshops promote reading to children and verbal discipline over corporal punishment. Classes are held on Saturday mornings at a local public school, and all services are free. Participants receive breakfast, lunch, incentives, and child care during the nine-week course, which covers a broad range of subjects including brain development, discipline,



immunization, safety, asthma, lead poisoning, parental stress, and parent-child bonding.

- **Touchpoints:** child development theory developed by Dr. Tony Brazelton which refers to a vulnerable period in a child's development, occurring just before an emotional, physical, or cognitive growth spurt," says Dr. Brazelton. "At those critical points, children are likely to regress for a brief period. That can sometimes be very stressful for parents. What we try to do is to help parents understand that the regressions are a natural part of the child's development, a positive sign of growth.
- The organization **Oakland Parents Together** currently provides parenting classes based on a peer counseling model, with the goal of each participating parent to develop an ongoing, permanent listening partnership with another parent/participant.
- Home Visiting Programs in Alameda County, Program Review and Evaluation Applied Survey Research



OFCY STRATEGY AREA
Healthy Development of Young Children
FUNDING STRATEGY
<b>#3: Summer Pre-Kindergarten Summer Camp</b>
STRATEGY DESCRIPTION SUMMARY
<ul style="list-style-type: none"> <li>Programs provide a 5 – 6 week summer camp experience for children who have never experienced preschool, to provide orientation and structured learning experience prior to first entry to k. Classrooms co-taught by ECE teacher and K classroom teacher and conducted on elementary school sites.</li> <li>Parents of young children are connected to resources to support the healthy development of their children and transition to K school.</li> <li>Fund programs in highest-priority neighborhoods to promote K readiness.</li> <li>Builds on current First Five initiative implemented at multiple sites with coordination by First Five. Carefully coordinated with Oakland Unified School District.</li> </ul>
TARGET POPULATION
<ul style="list-style-type: none"> <li>Preschool Age Children from 4 to 5</li> </ul>
ACTIVITIES
<ul style="list-style-type: none"> <li>Group learning opportunities for new parents. (coaching on child's health, development and early literacy building, "parents as teachers" , social and emotional wellness, peer supports and socialization reducing isolation, etc.)</li> <li>Community Playgroups</li> <li>Home visits and individualized learning opportunities for new parents</li> <li>Screening and assessment for early intervention and referral</li> <li>Family engagement and enrichment at community events</li> </ul>
POTENTIAL OUTCOMES TO BE ACHIEVED
<p><b>Shared Outcomes</b></p> <ul style="list-style-type: none"> <li>Children are Ready to Learn by Kindergarten</li> </ul> <p><b>OFCY Outcomes</b></p> <ul style="list-style-type: none"> <li>Social and emotional learning</li> <li>Increase in children's K readiness and attachment to school</li> <li>Parent and family engagement</li> </ul>
ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT
<p>The strategy supports shared community and system goal to smooth the transition to Kindergarten and increase young children's readiness for school. Policy Committee, First Five provides support for establishment and coordination of summer pre-K camps on OUSD sites. OFCY grants may expand with pre-k summer camps to additional sites where demand exists. First Five provides extensive support through coordination and guidance for this strategy.</p>



## FUNDING ALLOCATION

Estimated 10 to 12K per site.

## DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

Data indicates that children who enter kindergarten with preschool experience are more ready for school learning and achievement in the school environment over time. A First Five Alameda County School Readiness study of selected K classrooms (non-representative), teachers indicated that about one-third of children entering their classrooms needed better preparation to be ready for Kindergarten.

## COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT:

- Interview with Erin Faschi, School Readiness Coordinator, Alameda County First Five
- Interview with Lisa Erickson, AC First Five
- Healthy Development for Young Children Working Group
- Support development of continuum of early learning experiences from preschool to K, aligning preschool and kindergarten standards to enhance early learning environments for young children.

## EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

[www.attendanceworks.org](http://www.attendanceworks.org) "Why Attendance Matters in Early Education Programs"

*Applied Survey Research: Attendance in Early Education Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, May 2011*

*Interview with Alameda County First Five -- Evidence suggests that children who participated in summer pre-k camps increased readiness and caught up to children attended preschool. AC First Five Guide to Summer Pre-Camps - Key Program components for summer pre-k camps.*

- Applied Survey Research, School Readiness in the Oakland Unified School District -2010 Assessment - District Results, funded by First Five of Alameda County



## **OFCY STRATEGY AREA**

### **Student Success in School**

## **FUNDING STRATEGY**

### **#4: School-based after school programming for elementary & middle school children**

## **STRATEGY DESCRIPTION SUMMARY**

OFCY will continue and build upon the existing school-based afterschool strategy in partnership with Oakland elementary and middle school sites that receive state After School Education and Safety (ASES) Program funding. OFCY funding to provide resources for enrichment programming to complement the academic requirements supported through ASES funding; and coordinated support for OUSD's community schools implementation efforts.

Consideration of funding additional slots for afterschool programming at schools with highest need and demand, support for specialized K-3 literacy in after school, and learning opportunities and gender based programming to close opportunity/achievement gaps.

OFCY funding will support schools with high needs as indicated by student poverty, student enrollment, neighborhood location, academic performance, safety and absenteeism, and other factors.

## **TARGET POPULATION**

- Elementary and middle school students (K-8), ages 5-14
- Students who are not proficient at grade level reading
- Schools with high free and reduced lunch rates
- Schools serving families in high stress areas

## **ACTIVITIES**

Activities may include but not limited to:

- Enrichment activities including physical activities, arts, music, cultural activities, gardening, etc.
- Used evidence based training approaches (sequenced events and active learning that promote mastery of new skills and knowledge)
- Project based learning including STEM (Science, Technology, Engineering and Math) focus
- Family Engagement activities
- Focus on K-3 literacy for Elementary School afterschool programs

## **POTENTIAL OUTCOMES**

### **Shared Goals/Outcomes**

- Improved rates of children reading at grade level
- Improved student attendance rates and decreased rates of chronic absenteeism<sup>1</sup>
- Improved high school graduation rates
- Students participate in career exploration and readiness services prior to





graduation

**OFCY Outcomes:**

- Increase student connectivity with the school, both with peers and adults
- Third grade students will be proficient in reading
- Families invested in the success of their student and the school as a whole

**ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT**

- OUSD Full Service Community Schools (FSCS) – This strategy will align with OUSD strategic Plan to become a FSCS that serves the whole child and eliminates inequity by partnering with community based organizations to serve the community at the school site.
- Social and Emotional Learning (SEL) – OUSD is focusing on teaching the whole child including social and emotional learning recognizing that there are social and emotional components to learning. SEL is a process for helping children develop overall life skills.
- Oakland Literacy Coalition and Oakland Reads 2020 – This strategy will align with the campaign to increase third grade reading proficiency in the city of Oakland.

**FUNDING ALLOCATION**

*To be determined.*

**DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT**

Afterschool in Action: How Innovative Afterschool Programs Address critical Issues Facing Middle School Youth <http://www.afterschoolalliance.org/documents/MetLife-Compendium.pdf>

Early Warning! Why reading by the end of third grade matters

[http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC\\_report\\_color\\_highres.pdf](http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf)

*"Common sense and research suggest that attending school regularly is important to ensuring children develop a strong foundation for subsequent learning. During the early elementary years, children are gaining basic social and academic skills critical to ongoing academic success. Unless students attain these essential skills by third grade, they often require extra help to catch up and are at grave risk of eventually dropping out of school."*

Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades [http://www.nccp.org/publications/pdf/text\\_837.pdf](http://www.nccp.org/publications/pdf/text_837.pdf)

**COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT**

- Presentation and Conversation with the Oakland Youth Advisory Commission, 5/7/12
- Focus Group with Lead Agency Partners, 2/8/12
- Interview with Brian Rogers, Rogers Family Foundation, 12/6/11
- Interview with Edward Hanneman, OCASA(Oakland Community After School Alliance), 3/26/12
- Interview with Julia Fong-Ma, OUSD Afterschool Program Office, 5/8/12
- Key Stakeholder Conversation with OUSD Leadership, 4/26/12
- Interview with Katie Breckenridge, Partnership for Children and Youth, 6/7/21

**EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT**



STEM Learning in Afterschool: An Analysis of Impact and Outcomes  
<http://www.afterschoolalliance.org/STEM-Afterschool-Outcomes.pdf>

The Impact of Youth Development Programs On Student Academic Achievement  
<http://nationalassembly.org/Knowledge/documents/SchoolSuccessBrief.pdf>

The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions <http://casel.org/wp-content/uploads/Meta-Analysis-Child-Development-Full-Article1.pdf>

Afterschool in Action: How Innovative Afterschool Programs Address critical Issues Facing Middle School Youth <http://www.afterschoolalliance.org/documents/MetLife-Compendium.pdf>



OFCY STRATEGY AREA
Student Success in School
FUNDING STRATEGY
<b>#5: Transition Programs For Youth Into Middle And High School</b>
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will continue and build upon the existing funding strategy supporting programming designed to help youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully.</p> <p>Sites will be prioritized so services can be delivered at schools with high rates of chronic absenteeism and other indicators of need (such as low graduation rate, API score, etc.), and will support services for student populations most at risk for academic failure in order to close the achievement gap (including programming with specific gender and racial focused outreach and recruitment).</p> <p>Programs when possible should link to OUSD resources and initiatives to coordinate support and address the achievement gap.</p> <p>Evaluation data indicates that this strategy has been effective in increasing school-day attendance rates of participants, contributing to improved academic outcomes.</p>
TARGET POPULATION
<ul style="list-style-type: none"> <li>• 5<sup>th</sup> graders transitioning to 6<sup>th</sup> grade</li> <li>• 8<sup>th</sup> graders transitioning to 9<sup>th</sup> grade</li> <li>• Boys of color</li> <li>• English Language Learners</li> <li>• Students with chronic absenteeism</li> </ul>
ACTIVITIES
<p>Activities may include:</p> <ul style="list-style-type: none"> <li>• Field trips from feeder school to future school</li> <li>• Mentoring from future school students to feeder schools</li> <li>• Parent engagement activities that educate parents about the new school and the importance of a good transition.</li> <li>• Transitions discussion groups with peers, teachers, and/or counselors</li> <li>• Youth leadership development activities</li> </ul>
POTENTIAL OUTCOMES
<p><b>Shared Goals/Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved rates of children reading at grade level</li> <li>• Improved student attendance rates and decreased rates of chronic absenteeism</li> <li>• Improved high school graduation rates</li> </ul>



- Students participate in career exploration and readiness services prior to graduation

#### **OFCY Outcomes**

- Increase student connectivity with the school, both with peers and adults
- Increased parent connectivity with and knowledge of the school and awareness of potential transitional issues their child may face
- Increased familiarity and comfort with the new school building, changing classes, expectations on homework, interacting with older students, and organizational systems to manage increased responsibility.

#### **ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT**

- OUSD Full Service Community Schools (FSCS) – We will align with the goals of the FSCS to address chronic absenteeism and increase academic achievement.
- OUSD's The African American Male Achievement Initiative (AAMAI) - The African American Male Achievement Initiative (AAMAI) aims to reverse the academic and social inequities facing the 6,415 African American males (AAM) in the Oakland Unified School District (OUSD) in seven key areas: the achievement gap, graduation rates, literacy, suspensions, attendance, middle school holding power, and juvenile detention.

#### **FUNDING ALLOCATION:**

*To be determined.*

#### **DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT**

"Transition is receiving increased attention due to the fact that ninth grade course failures and high school dropout rates exceed all other grade levels."

Transition from Middle School to High School (September 2006)

<http://www.amle.org/Research/ResearchSummaries/TransitionfromMStoHS/tabid/1087/Default.aspx>

Changing Places: How Health Equity for Boys of Color Will Improve Communities

[http://www.urbanstrategies.org/documents/GIH\\_Pres\\_3-5-12.pdf](http://www.urbanstrategies.org/documents/GIH_Pres_3-5-12.pdf)

African American Male Achievement Initiative - A Deeper Look At African American Males In OUSD: On Course To Graduate 2010-11

[http://www.thrivingstudents.org/sites/default/files/AAMAI\\_OnCourseToGraduate.pdf](http://www.thrivingstudents.org/sites/default/files/AAMAI_OnCourseToGraduate.pdf)

#### **COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT**

- Presentation and Conversation with the Oakland Youth Advisory Commission, 5/7/12;

#### **EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT**

*Successful transition programs must involve collaboration between eighth and ninth grade buildings/personnel. Feeder middle schools and receiving high schools should communicate to identify the distinctive features of academic, social, and organizational logistics and philosophies in middle school and high school. Programs designed to reduce high school dropout rates must address the challenges associated with the transition to high school and*



*provide targeted early intervention in order to promote academic recovery in failing students. Successful transition programs address the information gap by providing students and families with a wealth of information about the academic, social, and organizational similarities and differences between middle school and high school. High school dropout rates are significantly lower in school districts that have explicit middle school to high school transition programs.*

Transition from Middle School to High School (September 2006)

<http://www.amle.org/Research/ResearchSummaries/TransitionfromMStoHS/tabid/1087/Default.aspx>

Supporting Students in Their Transition to Middle School

<http://www.amle.org/aboutamle/positionstatements/transitioningstudents/tabid/283/default.aspx>

Changing Places: How Health Equity for Boys of Color Will Improve Communities

[http://www.urbanstrategies.org/documents/GIH\\_Pres\\_3-5-12.pdf](http://www.urbanstrategies.org/documents/GIH_Pres_3-5-12.pdf)

*"Among transitions program participants, nine in ten reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism."*

Oakland Out-Of-School Time Program Evaluation Findings Report 2010-11

Oakland Fund for Children and Youth & OUSD After School Programs Office September 2011

<http://www.ofcy.org/assets/Uploads/Evaluation/Public-Profit-Findings-Report-9.15.2.pdf>



OFCY STRATEGY AREA
Student Success in School
FUNDING STRATEGY
<b>#6: Youth Leadership in Community Schools</b>
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will support programs that engage youth as peer leaders to support a range of positive behaviors, including promoting healthy choices and behaviors among youth, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically and not drop out of school, support to continue on to post-secondary education, and in promoting a positive school culture.</p> <p>The strategy would also expand restorative justice programming and youth development or enrichment programming in after school for older youth.</p>
TARGET POPULATION
Middle school and High school youth
ACTIVITIES
<p>Through the framework of peer to peer trainings and mentoring, activities may focus on:</p> <ul style="list-style-type: none"> <li>• Creating a safe and supportive environment at school</li> <li>• Staying on track academically to graduate high school and potentially move on to college</li> <li>• Family engagement activities</li> <li>• Conflict resolution and violence prevention</li> <li>• Promoting healthy decisions</li> </ul>
POTENTIAL OUTCOMES
<p><b>Shared Goals/Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved rates of children reading at grade level</li> <li>• Improved student attendance rates and decreased rates of chronic absenteeism</li> <li>• Improved high school graduation rates</li> <li>• Students participate in career exploration and readiness services prior to graduation</li> </ul> <p><b>OFCY Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Empower youth as leaders and active agents of change instead of passive service recipients</li> <li>• Safe and supportive school environment</li> <li>• Families invested in the success of their student and the school as a whole</li> <li>• Students educated to make a healthier lifestyle choice</li> </ul>



### ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

- OUSD Full Service Community Schools (FSCS) – This strategy will align the FSCS goals of creating healthy, safe and supportive environment.
- Social and Emotional Learning (SEL) – OUSD is focusing on teaching the whole child including social and emotional learning recognizing that there are social and emotional components to learning. SEL is a process for helping children develop overall life skills.
- Alameda County School Health Services Coalition- School Health Centers provide a continuum of age-appropriate, integrated, health and wellness services for youth at some OUSD school sites. This strategy will align by having youth led projects that promote a healthy lifestyle.

### FUNDING ALLOCATION

*To be determined.*

### DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

- Youth Indicator report

### COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

- Focus Group with youth participants at Alternatives in Action, May 4, 2012
- Presentation and Conversation with the Oakland Youth Advisory Commission, 5/7/12
- Focus Group Meeting #2 with Middle school students at Ascend, 5/29/12
- Interview with Susan Benz, OUSD College and Career Readiness Office, 3/2/12

### EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- Broadening the parameters of youth development and strengthening civic activism [http://theinnovationcenter.org/files/YLDI\\_Brochure.pdf](http://theinnovationcenter.org/files/YLDI_Brochure.pdf)



## OFCY STRATEGY AREA

### Youth Leadership and Community Safety

## FUNDING STRATEGY

### #7: Community-Based Programs

## STRATEGY DESCRIPTION SUMMARY

OFCY will continue and build upon the existing funding strategy supporting neighborhood-based community programming providing safe spaces and enriching activities for children and teens.

Programs will support positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours.

Programs to provide opportunities for youth to explore areas of interests, participate in creative activities, and expand their horizons.

OFCY will seek to support for programming anchored in teen and youth centers and park and recreation sites.

## TARGET POPULATION

Oakland youth from low-income families and youth living in high stress neighborhoods.

## ACTIVITIES

Programs supported through this strategy will provide a range of activities to youth through a positive youth development framework. Programs will provide enriching activities in a safe and supportive environment, and may include:

- Community service projects
- Arts and technology
- Recreation, Fitness, and Neighborhood sports
- Peer-to-Peer leadership and support
- Project-based learning
- Academic Support

## POTENTIAL OUTCOMES

### Shared Outcomes

- Safe Neighborhoods
- Decreased rates of youth and community violence
- Increased access to safe and enriching activities for Oakland youth to support their positive and healthy development.
- Increased academic success





- Improved rates of physical fitness for Oakland youth.

### **OFCY Outcomes**

- Youth have access to enriching activities in safe and supportive places in quality programs
- Increased levels of community engagement
- Increased confidence/self-esteem
- Increased connection to caring adults

### **ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT**

Programs are encouraged to base services in City of Oakland sites, including Oakland Parks and Recreation Department recreation and teen centers and libraries. Community-based afterschool programs are encouraged to partner with local schools as partners in the Full Service Community School model and link services and activity to match the needs of students served.

### **FUNDING ALLOCATION**

*To be determined*

### **DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT**

Oakland has over 21,000 children and youth ages 5-19 living in poverty according to current census data, creating a large demand for subsidized recreational, enrichment, academic activities for children and youth for families.

- Oakland Youth Indicator Report, 2012

Community-based programs that provide services afterschool, evenings and weekends to children and youth help to keep children safe and engaged in positive activities. Numerous studies have shown how programs that provide positive youth development programming to youth in safe and supportive environments has positive health and academic outcomes for children and youth participants<sup>i</sup>.

### **COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT**

Young people overwhelmingly voiced their desire to see continued enrichment and recreational activities available for children and youth in Oakland. Safety and community violence was a strong theme from stakeholders, workgroup participants, and in youth and provider focus groups; quality community-based programming is seen across the community as a successful means of keeping youth safe, providing youth with opportunities that otherwise may not be afforded to them, provide youth with access to caring adults, helping youth set goals and plan for the future, and generally supporting positive youth development. There was strong community input that programs should leverage city investments, assets and resources in delivering services to youth.



## EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing multiple opportunities, fostering positive relationships, and furnishing the support needed to build their skills, sense of mastery, and leadership strengths. Positive youth development programs promote a number of outcomes in youth, including social skills, emotional competence, positive relationships with peers and adults, and civic and school engagement. Five key principles are:
  - Youth participation and involvement in program design, implementation and evaluation. Although adults may set the structure, youth are involved as active agents in the program and are not just the recipients of services. Adults engage youth in creating a respectful and inclusive program environment.
  - Positive environments and safe and structured places. Programs provide appropriate youth-to-adult ratios for supervision, a system for ensuring youth are welcomed when they arrive, and a balance for different learning styles in programmatic activities. Programs respect diversity and different cultures.
  - Skill and asset development opportunities. Programs develop, acknowledge and employ youth assets. Programs engage youth in exploring career and workforce opportunities and provide occasions for goal setting. Programs provide opportunities to master and apply skills, and engage youth in determining choices that help them progress toward new levels of learning.
  - Opportunities to serve others. Youth have opportunities for civic involvement and civic engagement. Youth contribute to their communities through service. Programs create opportunities to make a difference through service learning or peer support.
  - Positive relationships with adults. Adults and youth work in partnership through the program. Adequately trained, caring staff members who understand and respect the developmental needs and contributions of young people are essential.

(<http://www.findyouthinfo.gov/feature-article/interagency-working-group-youth-programs-develops-common-language-positive-youth>)<sup>ii</sup>

<sup>i</sup> “More juvenile crimes are committed during the hours after school ends and before parents return home from work—approximately 3 to 6 p.m.—than in any other time during a 24 hour period. In addition to committing crimes, during these afterschool hours, children are also more likely to become victims of crime, be in or cause a car crash, be killed by household or other accidents, get hooked on cigarettes and/or experiment with dangerous drugs.”

- America’s After-School Choice: The Prime Time for Juvenile Crime, or Youth Enrichment and Achievement, published by Fight Crime: Invest in Kids, [www.fightcrime.org](http://www.fightcrime.org), 2000.

<sup>ii</sup> The Interagency Working Group on Youth Programs was formed in 2008 to improve enhanced collaboration among 12 federal departments/agencies: the U.S. Department of Agricultural, Commerce, Defense, Education,



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Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, and Transportation; the Corporation for National and Community Service, and the Office of National Drug Control Policy. The Interagency Working Group on Youth Programs supports several subgroups, including one focused on Positive Youth Development. Eight Federal youth-serving departments participate actively on this subgroup, which is focused on identifying promising approaches, strategies, and evidence related to positive youth development, youth-adult partnerships, and youth engagement in youth programs.



OFCY STRATEGY AREA
Youth Leadership and Community Safety
FUNDING STRATEGY
<b>#8: Summer Programs</b>
STRATEGY DESCRIPTION SUMMARY:
<p>OFCY will continue and build upon the existing funding strategy supporting community- and school-based summer programming, providing a broad range of enriching activities for children and teens within safe and supportive environments. Programming will provide services within a positive youth development framework.</p> <p>Programs will provide opportunities for youth to explore areas of interests through physical, social, emotional, artistic and academic activities that expand horizons and offset summer learning loss. Funding would support field trips and other activities to provide youth opportunities to discover new areas and have new experiences.</p>
TARGET POPULATION
Oakland youth from low-income families and youth living in high stress neighborhoods.
ACTIVITIES
<p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Learning-based enrichment activities, including arts, dance, or music instruction</li> <li>• Field trips to parks, museums, or other enriching locations.</li> <li>• Recreation and fitness activities.</li> <li>• Academic support and literacy programming</li> </ul>
OUTCOMES TO BE ACHIEVED
<p><b>Shared Goals</b></p> <ul style="list-style-type: none"> <li>• Safe Neighborhoods</li> <li>• Decreased rates of youth and community violence</li> <li>• Children reading at grade level</li> <li>• Improved rates of physical fitness for Oakland youth</li> </ul> <p><b>OFCY Goals</b></p> <ul style="list-style-type: none"> <li>• Increased community engagement</li> <li>• Increased confidence/self-esteem</li> <li>• Increased connection to caring adults</li> </ul>
ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT
The programs supported in this strategy align with the Oakland Unified School District's



goals for supporting students to be academically successful by providing enriching learning opportunities during the summer months to offset summer learning loss. Programs supported leverage the city's assets and resources by providing programming connected to parks, recreation centers, libraries, and other city assets and resources.

## **FUNDING ALLOCATION**

*To be determined*

## **DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT:**

- Oakland has over 21,000 children and youth ages 5-19 living in poverty according to current census data, creating a large demand for subsidized summer activities for children and youth for families. Summer programs that provide youth with safe and enriching activities also help support working families.
  - *Oakland Youth Indicator Report, 2012*
- "Unequal summer learning opportunities during elementary school years are responsible for about two-thirds of the ninth-grade achievement gap between lower- and higher-income youth. As a result, low-income youth are less likely to graduate from high school or enter college."
  - Cruz, Rozel; Karosic, Laura; and Piha, Sam: (July 2012): Summer Programs That Reflect the Learning in Afterschool & Summer Learning Principles: Learning in Afterschool and Summer (LIAS)
- "Children gain weight two or three times faster during summer vacation than during the school year. It makes sense that the right kinds of summer programs will help if they provide structure, limit opportunities to eat, schedule time for exercise, and make sure children aren't unsupervised for long stretches of the day."
  - von Hippel, Paul: (2009) Summertime and Weight Gain: National Summer Learning Association

## **COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT:**

It was emphasized in interviews with Key Stakeholders that OFCY's support for summer enrichment activities for Oakland youth is of critical importance, as there currently is limited funds available to support subsidized summer activities for Oakland youth. Programs need to operate in alignment with other systems, so that school-based summer programs have strong linkages to the school year programming and curriculum; and community-based programs provide linkages to place-based support services for youth and their families in addition to the primary services delivered through summer programming. The importance of quality summer activities and learning opportunities for youth, as well as the need for youth to experience new places close and far through field trips and camping trips was also expressed in youth focus groups and in working groups for Student Success in School and Youth Leadership and Community Safety.

## **EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT:**

- The nine characteristics of effective summer learning programs are: 1) Intentional focus on accelerating learning; 2) Firm commitment to youth development; 3) Proactive approach to summer learning; 4) Strong, empowering leadership; 5)



Advanced, collaborative planning; 6) Extensive opportunities for staff development; 7) Strategic partnerships; 8) Rigorous approach to evaluation and commitment to program improvement; and 9) Clear focus on sustainability and cost-effectiveness.

- Bell, Susanne R. Bell; Carrillo, Natalie: (summer 2007): Characteristics of effective summer learning programs in practice: New Directions for Youth Development, No. 114
- “Summer programs should wrap up close to the beginning of the school year in order to prevent summer learning loss, and summer programs should be well-planned to complement the school year, not necessarily more of the same or an afterthought.”
- Cooper, Harris: (2009) More Than a Hunch: Kids Lose Learning Skills Over the Summer Months: National Summer Learning Association



## OFCY STRATEGY AREA

### Youth Leadership and Community Safety

## FUNDING STRATEGY

### #9: Youth Leadership and Community Safety

## STRATEGY DESCRIPTION SUMMARY

OFCY will provide support for programs that work with youth as leaders to engage their peers, families, and broader neighborhood in community revitalization and improvement efforts. Programming must be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives. It may include arts, beautification, social justice work, community research, cultural events, or similar activities. Programming would include plans for community engagement and follow-up activities to sustain efforts. OFCY is interested in supporting projects that work to make parks and places where children and youth walk safe by hosting recreational, cultural, or beautification/ improvement activities that engage youth, families, and the local community.

OFCY will also support community-based programs that engage youth as peer leaders to prevent violence and resolve conflict and promote healthy choices and behaviors among youth. Funding would support expansion of successful strategies such as peer mentorship, restorative justice, and other programming targeting youth at risk.

## TARGET POPULATION

Priority would be for programs that target services in high-need neighborhoods in Oakland and engage youth in these neighborhoods as leaders in the design and implementation of projects. East Oakland, West Oakland, and high transit corridors where youth and children walk are priority areas, based on current City of Oakland stressor data and community input. Consideration will be given for programs in other areas with demonstrated high need, (such as public housing or promise neighborhood zones).

## ACTIVITIES

- Recreational or cultural activities and events in neighborhood parks
- Community Beautification and Improvement Projects
- Peer-to-peer leadership and mentorship to reduce violence, crime or gang involvement
- Conflict Resolution or Restorative Justice activities including peer mediation



## POTENTIAL OUTCOMES

### Shared Outcomes

- Safe Neighborhoods
- Decreased rates of youth and community violence
- Increased access to safe and enriching activities for Oakland youth to support their positive and healthy development.

### OFCY Outcomes

- Youth are engaged as leaders in their communities
- Projects provide safe and enriching activities for youth, families and neighborhoods

## ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

Projects that aim to develop activities and events in local parks are strongly encouraged to work with Measure Y and Messengers for Change to receive technical assistance in program development and implementation.

## FUNDING ALLOCATION

*To be determined*

## DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT:

With a high rate of crime and violence affecting children and youth in Oakland<sup>ii</sup> there is a need for youth to have enriching activities in safe and supportive environments.

## COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT:

Multiple Key Stakeholders expressed an interest in building on the positive outcomes of the Summer Nights/ Peace in the Park program implemented last year by Messengers 4 Change. Many youth expressed the desire to see their parks improved to afford greater recreational opportunities. Community feedback through the Youth Leadership and Community Safety working group voiced support for strategies that employ youth as leaders in community solutions, and that engage families and the broader community in efforts.

## EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- The Measure Y supported program Messengers 4 Change implemented a Peace in the Park program last year at Willie Wilkins Park in East Oakland, providing activities and events on Friday and Saturday nights for six weeks from July 15 through August 19th in 2011. An analysis by Measure Y found that by comparing data from 2011 against the prior two summers, police incidents in the Willie Wilkins Park area decreased by 52% during the six weeks that the event was held compared to the previous two year average<sup>iii</sup>.
- The Summer Nights/ Peace in the Park program is based in part on the City of Los Angeles' Summer Nights Lights program, part of their broader Gang Reduction and Youth Development Program. An evaluation of the program in 2011 indicated that sites reached an large number of families and provided them with four core





components of the program: Extended Programming (skill-building programming including cooking, athletics, arts, etc.); Youth Squad (at-risk youth from the community are hired as leaders to plan and implement events and serve as community liaisons); Intervention (Community Intervention Workers, such as Measure Y street outreach workers, provide proactive peace-making activities); and Law Enforcement/Community Engagement (LAPD is an active participant in events and activities).

- Dunworth, Terence et al.: (July 2011): Y2 Final Report: Evaluation of the Los Angeles Gang Reduction and Youth Development Program: Urban Institute Justice Policy Center in partnership with Harder + Company.
- The strategy aligns with recommendations from the National Forum on Youth Violence Prevention, specifically, "The Forum promotes the development and implementation of locally tailored approaches that balance prevention, intervention, enforcement and reentry. **These strategies should include prevention efforts spanning from early childhood into young adulthood, such as youth development, family support, school and community mentoring, and school-based and out-of-school recreational activities.**"
  - National Forum on Youth Violence Prevention, Strategic Plan April 2011 – April 2014
- "The very process of getting involved makes young people stronger and healthier. They work in partnership with adults, become leaders on issues that matter to them, and develop skills that will be useful for the rest of their lives."
  - Creating Change: How organizations connect with youth, build communities, and strengthen themselves: Innovation Center for Community and Youth Development (2004)
- The strategy works to address issues of family isolation and lack of access to support structures, and lack of community cohesion to improve public safety – two of the ten root conditions identified by the City of Los Angeles in their Comprehensive Violence Reduction Logic Model.
  - Advancement Project (2012): Community Safety Scorecard: City of Los Angeles 2011: Violence Prevention Coalition and the Advancement Project's Urban Peace and Healthy City Program
- "New York's experience challenges the major assumptions that have dominated American crime and drug policy for more than a generation. It shows that huge increases in incarceration are unnecessary and inefficient. **It proves that targeted violence-prevention policies can reduce drug violence and reclaim public areas from drug anarchy without all-out drug wars.**"
  - Zimring, Franklin E; (2012) The City that Became Safe: New York's Lessons for Urban Crime and its Control: Oxford University Press

<sup>i</sup> Urban Strategies Council and Measure Y collaborate to develop Oakland neighborhood stressor information for each of Oakland's 57 police beats, looking at demographic, poverty, and crime data to compute 'stress' for each of the beats. For more information visit (<http://measurey.org/index.php?page=violence-in-oakland>) or (<http://www.infoalamedacounty.org/index.php/Research/Crime-Safety/Crime-Research/Oakland-Stressors-2011-Model-Update.html>)

<sup>ii</sup> OFCY Youth Indicator Report (2012)

<sup>iii</sup> Measure Y: (2012): Crime Analysis of Summer Nights in East Oakland Parks, 2011



## OFCY STRATEGY AREA

### Transition to Adulthood

## FUNDING STRATEGY

### #10: Youth Career and Workforce Development

## STRATEGY DESCRIPTION SUMMARY

OFCY will expand programming available that prepares youth in Oakland for employment and careers. OFCY will support programs providing youth workforce development<sup>1</sup> services during the school year and in the summer months. Programs may work individually or collaboratively to provide job and career preparation activities along with comprehensive supports to aid youth's successful transition to adulthood and careers. Programs offering summer internship or employment should coordinate services in alignment with the Mayor's Summer Jobs Program managed by the Oakland Workforce Investment Board.

Programs supported in this strategy should strategies to engage employers in the region. Programs that that employ sector strategies to support or develop career pathways for youth to employment aligned to the City of Oakland's priority industry sectors are encouraged; these priority sectors are: Arts and Digital Media, Food Production and Distribution; Green Business; Healthcare and Life Sciences; Industrial; International Trade and Logistics; Office; and Retail.

Programs that serve youth enrolled in high school are encouraged to operate in partnership with the Oakland Unified School District's College and Career Readiness Office to design and implement age-appropriate programming for 9th to 12th grade students, incorporate linked learning<sup>2</sup> activities for youth, and leverage existing resources available through OUSD to support internships for students. Programs for in-school youth will prepare students to successfully transition on to careers and post-secondary education or training by providing a combination of career exploration, job skills training, internships, college access and readiness activities, and academic support to keep youth in school and on track to graduate high school.

## TARGET POPULATION

- Services will target youth ages 14-20 from low-income families and neighborhoods. OFCY will prioritize services for vulnerable<sup>3</sup>, disconnected<sup>4</sup>, opportunity youth<sup>5</sup>, or under-attached opportunity youth ages 14-20 that face barriers to future success.

## ACTIVITIES

- Individual and Career Assessments, development of individual employment plan, career planning and exploration, job search, resume development, job placement, job readiness training, job skills training, financial literacy, academic support, post-secondary education access and assistance, short-term pre-vocational training, case management, supportive services, paid internships, placement into unsubsidized employment, and post-placement services.



## POTENTIAL OUTCOMES

### Shared Outcomes

- Attainment of high school diplomas,
- Placement and retention in postsecondary education, advanced training, or subsidized and unsubsidized employment,
- Attainment of recognized credential relating to the achievement of educational skills, which may include attainment of a secondary school diploma or its recognized equivalent, or occupational skills.

### OFCY Outcomes

- Youth complete job skills training
- Youth are placed into internships

## ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

All programs providing workforce development services will coordinate with local systems to ensure greatest saturation of employment opportunities for Oakland youth. Providers that also receive funding from the Oakland WIB, Measure Y, or through the Alameda County Social Services Agency through the Title IV-E waiver program will be requested to first attempt to enroll youth in these restricted workforce development slots prior to enrolling youth into programming through OFCY support. Programs providing summer employment and internships will coordinate with the Oakland WIB in the delivery of the Mayor's Summer Jobs Program. Programming that serves OUSD high school youth will coordinate with the OUSD College and Career Readiness Office to leverage linked learning resources and internships positions available through the district.

## FUNDING ALLOCATION

### To be determined

## DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

- There are 22,456 youth ages 15-20 in Oakland. Oakland's unemployment rate is 13.9%, higher than the regional and state rate. Local workforce funding from the Oakland WIB and Measure Y will support approximately 435 youth in FY2012-2013 in workforce services year round<sup>6</sup>. The Mayor's Summer Jobs program coordinated by the Oakland WIB expects to support approximately 1,000 youth in subsidized summer employment in 2012 through multiple funding sources (including OFCY) but has received over 2,300 applications from youth, indicating that demand far exceeds the current level of support available.
- In 2011 Oakland's summer jobs program there were 1,200 youth that applied for summer internships who were not placed into training and internship slots due to limited and restrictive funding.
  - Youth Employment Partnership (November 2011): 2011 Mayor's Summer Jobs Program Report; prepared by Youth Employment Partnership on behalf of the Oakland WIB
- Most youth workers in Oakland ages 19-21 are employed in the Food Services industry sector, followed by Administrative and Support Services, and Private Households.
  - Aldinger, Tim; Amin, Ratna; Roberts, Julian (October 2011): Oakland Workforce



Investment Board Draft Strategic Plan 2012-2014 "Excellence in Workforce Development": National Association of Workforce Investment Boards, on behalf of the Oakland Workforce Investment Board

- The share of young people nationally who were employed in July 2011 was 48.8 percent, the lowest July rate on record since the Bureau of Labor Statistics began keeping records in 1948.
  - US Department of Labor (2011) Employment and Unemployment Among Youth – Summer 2011: Bureau of Labor Statistics
- California has the highest rate of unemployment for youth ages 16-19 in the nation, with over 80% of teens unemployed.
  - Annie E. Casey Foundation (2011): Unemployed teens ages 16-19 by State, 2010: Kids Count Data Center

### **COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT**

OFCY heard from multiple sources through community engagement efforts that there is a need to increase support to help Oakland youth obtain jobs. Community input advocating for increased funding for workforce programming for youth was heard throughout Key Stakeholder Interviews (can cite later); OFCY Working Groups for Transition to Adulthood and Youth Leadership and Violence Prevention; Youth Focus Groups (to cite later); and at Community Meetings. Input indicated the need for increased provision of workforce services, increased need for summer employment opportunities, and desire to see that workforce services are coordinated with the school district and the local workforce system to maximize efforts.

### **EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT**

"A strategy for improving the early post-high school labor market experiences of out-of-school young adults is to increase the number, intensity, diversity, and quality of work opportunities, especially for high school students from low-income families, poor neighborhoods, and racial and ethnic minorities. *A substantial literature now indicates that employment during the high school years has consistent favorable short- and long-term effects on employability and earnings, especially among those who do not go on to complete any substantive postsecondary education.*"

- Sum, Andrew; et. al (1997): A Generation of Challenge: Pathways to Success for Urban Youth: A policy study of The Leviatan Youth Policy Network; Johns Hopkins University Institute for Public Studies.
- Yohalem, N. & Pittman, K. (October 2001): Powerful Pathways: Framing Options and Opportunities for Vulnerable Youth; Discussion paper of the Youth Transition Funders Group. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.
- Jones, Dennis; Kelly, Patrick (2007): The Emerging Policy Triangle: Economic Development, Workforce Development, and Education; National Center for Higher Education Management Systems, supported by a grant from the Ford Foundation
- Conway, Maureen; Dworak-Munoz, Linda; Blair, Amy (2004): Sectoral Workforce Development: Research Review and Future Directions; The Aspen Institute, Workforce



Strategies Initiative

- Wald, Michael; Martinez, Tia (2003): Connected by 25: Improving the Life Chances of the Country's Most Vulnerable 14-24 Year Olds: Stanford University, William and Flora Hewlett Foundation Working Paper
- Wright, Vanessa et al (December 2010): A Profile of Disconnected Young Adults in 2010: National Center for Children in Poverty
- Belfied, Clive R.; Levin, Henry M.; Rosen, Rachel: (January 2012): The Economic Value of Opportunity Youth: Corporation for National and Community Service and the White House Council for Community Solutions, in association with Civic Enterprises with the support of the W.K. Kellogg Foundation
- Jacobs, R., & Hawley, J. (2007): Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications. In R. MacLean & D. Wilson (eds.), International Handbook of Technical and Vocational Education and Training, Amsterdam: Kluwer.
- National Academy Foundation (2010): Preparing Youth for Life: The Gold Standards for High School Internships: with the support of the James Irvine Foundation
- Connect Ed (May 2008): Evidence From California Partnership Academies: One Model of Linked Learning Pathways: Connect Ed: The California Center for College and Careers.
- Maguire, et al (2010): Tuning in to Local Labor Markets: Findings from the Sectoral Employment Impact Study: Public/ Private Ventures
- Stern, David; Dayton, Charles; Raby, Marilyn: (2010): Career Academies: A Proven Strategy to Prepare High School Students for College and Careers: University of California at Berkeley, Career Academy Support Network
- City of Oakland, Office of Economic and Workforce Development: Key Industries (<http://www2.oaklandnet.com/Government/o/CityAdministration/d/EconomicDevelopment/s/WFD/index.htm>)

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<sup>1</sup> Workforce development is defined as the coordination of public and private sector policies and programs that provides individuals with the opportunity for a sustainable livelihood and helps organizations achieve exemplary goals, consistent with the societal context.

<sup>2</sup> Linked Learning is an educational approach designed to create partnerships between school districts and industry leaders within their communities.

<sup>3</sup> Vulnerable youth are defined as youth expected to age out of foster care, juvenile justice, or welfare; youth who were or had been homeless; youth who are out of school and had not graduated; or youth with an incarcerated parent

<sup>4</sup> Disconnected youth are not active in school, employment, or military service or completed education beyond high school.

<sup>5</sup> Opportunity youth are neither enrolled in school nor participating in the labor market; under-attached opportunity youth are not in the labor market or school but have accumulated some education and work experience.

<sup>6</sup> The Oakland WIB is funding 285 positions for FY2012-2013 for youth ages 14-21, while Measure Y is supporting 150 positions for youth ages 12-18 during the year and 80 additional positions during the summer.



## OFCY STRATEGY AREA

### Transition to Adulthood

## FUNDING STRATEGY

### #11: Academic Support for Older Youth

## STRATEGY DESCRIPTION SUMMARY

OFCY will support programming that helps youth to persist in school, graduate high school, and continue on to further post-secondary education. Programs may address the drop-outs for Oakland youth and low rates of high school graduation, and may work to help youth to be prepared for college by completing high school prerequisites, navigate enrollment, and assist with the financial aid process for post-secondary education.

The strategy will also support programs that target youth who want to re-engage in education by providing comprehensive academic support and other supportive services that will lead to achievement of a GED, high school equivalency degree, or re-entry into high school. Programming could include alternative education, experiential-based education, or work-based education that link to a degree (GED or high school diploma).

## TARGET POPULATION

Services will target youth ages 14-20 disconnected from or at-risk of disconnecting from high school and post-secondary education. Priority will be for services towards populations most affected by the achievement gap in school and that experience low rates of high school graduation and continuation on to further post-secondary education.

## ACTIVITIES

Potential activities may include:

- Academic Tutoring
- Peer mentoring linking college youth with high school age-youth
- College Counseling
- Financial Aid and College Entrance/ Enrollment Assistance
- GED Preparation
- Life skills and peer support

## POTENTIAL OUTCOMES

### Shared Outcomes

- Attainment of high school diplomas
- Reduced drop-out rates

### OFCY Outcomes

- Re-entry into secondary education
- Obtainment of a GED





- Completion of UC/CSU College pre-requisites
- Entry into college or other post-secondary education / training program

### ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

Programs may support the Oakland Unified School District's Master Plan and goal of reducing absenteeism and boosting the high school graduation rate. Programs may coordinate with OUSD's departments and initiatives, including the Office of Family and Community Engagement, African American Male Initiative, and when possible, the After School Program Office (APSO) for professional development training or to support linkages to community schools. Programs may align with the Peralta Community College District to re-engage youth to education and continuation on to post-secondary education by linking GED preparation and college enrollment activities to the district.

### FUNDING ALLOCATION

To be determined

### DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

- Oakland's drop-out rate (37%) is nearly twice as high as the county and state average, and the high school graduation rate (60%) is 15% lower than the state and county average. With over 1,100 high school drop outs annually and high youth unemployment rate there are a substantial number of disconnected Oakland youth.
- Nearly two-thirds of students graduating from OUSD qualify as socially disadvantaged, and less than half of this group continues on to enroll in college.
  - *Oakland Youth Indicator Report (2012)*

### COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

OFCY heard from youth and young adults that there are limited resources to help youth that has disconnected from OUSD to re-engage or enter alternative education (cite focus group). Many youth expressed the desire to continue their education on to college and vocalized a need for college preparation and support programs (cite youth focus groups). The need to support youth academically to persist in school and continue to post-secondary education was expressed in the Student Success in School, Youth Leadership and Community Safety, and Transitions to Adulthood Working Groups.

### EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- A scan of numerous secondary school alternative support programs, including culturally targeted programs, peer mentoring and tutoring, counseling, career academies, and peer support programs demonstrates the effectiveness of intervention programs on reducing dropout rates and increasing high school graduation rates. ***"If an intervention can be more closely targeted to just those students on the margin of dropping out, it is likely to be substantially more cost-effective."***
  - Belfield, Clive R.; Levin, Henry M.(2007) : The Return on Investment for Improving California's High School Graduation Rate: California Dropout Research Project Report #2, August 2007, UC Santa Barbara Gervitz Graduate School of Education
- A report by Civic Enterprises found that, among other supports, ensuring that students



have strong relationships with at least one adult in the school and improving the communication parents and schools are two effective ways of reducing high school dropouts. The paper recommends increased parent engagement strategies and individualized graduation plans for students as effective measures.

- Bridgeland, John M.; et al. (March 2006) The Silent Epidemic: Perspectives of High School Dropouts: A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation
- "Students are more likely to attend regularly when they get along well with school adults and when they feel they are personally expected to come to school every day and are missed when they do not."
- McParland, James; Jordan, Will (2002): Essential Components of High School Dropout Prevention Reforms: Johns Hopkins University