

City of Oakland
Human Services Department
Oakland Fund for Children and Youth

**Meeting of the Planning and Oversight Committee
Evaluation Subcommittee**

November 3rd, 2021 | 6:00pm-8:00pm

Zoom Teleconference

<https://us06web.zoom.us/j/86883005124>

California enacted AB 361 in September 2021 to amend the Government Code to allow legislative bodies to remain meeting by teleconference if there is a local health emergency in place. Therefore, all members of the Oakland Fund for Children and Youth Planning and Oversight Committee (POC) as well as city staff will join the meeting via phone/video conference and no teleconference locations are required.

TO OBSERVE:

- 1) To view the meeting by Zoom video conference, please click on this link: <https://us06web.zoom.us/j/86883005124> at the noticed meeting time.
- 2) To listen to the meeting by phone, please call the numbers below at the noticed meeting time:
One tap mobile : US: +12532158782,,86883005124# or +13462487799,,86883005124#
Or Telephone: Dial(for higher quality, dial a number based on your current location): US: +1 253 215 8782 or +1 346 248 7799 or +1 720 707 2699 or +1 301 715 8592 or +1 312 626 6799 or +1 646 558 8656
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TO COMMENT:

- 1) To comment by Zoom video conference, you will be prompted to use the “**Raise Your Hand**” button to request to speak when Public Comment is being taken on the eligible Agenda item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.
- 2) To comment by phone, you will be prompted to “**Raise Your Hand**” by pressing “* 9” to request to speak when Public Comment is being taken on the eligible Agenda Item. You will then be unmuted, during your turn, and allowed to make public comments. After the allotted time, you will then be re-muted.

ADDITIONAL INSTRUCTIONS:

- 1) Instructions on **how to join a meeting** by video conference is available at: <https://support.zoom.us/hc/en-us/articles/201362193 - Joining-a-Meeting#>
- 2) Instructions on **how to join a meeting** by phone are available at: <https://support.zoom.us/hc/en-us/articles/201362663 - Joining-a-meeting-by-phone>.
- 3) Instructions on **how to “Raise Your Hand”** is available at: <https://support.zoom.us/hc/en-us/articles/205566129 - Raise-Hand-In-Webinar>

AGENDA

1. Call to Order
 - Roll Call, Introductions, & Announcements
 - Review of Agenda
2. Open Forum
3. Adoption of OFCY Continuing Resolution 1 to Continue Conducting POC Meetings by Teleconference due to COVID-19 Public Health Emergency
4. Presentation of the OFCY Independent FY2020-2021 Evaluation Report by Social Policy Research Associates (SPR)
 - *Part I: Fund-Level Report*
 - *Part II: Strategy-Level Reports*
 - *Part III: Program Level Profile Reports*
5. Administrative Matters
 - General Announcements
 - Upcoming Meetings
6. Adjournment

OAKLAND CHILDREN'S FUND PLANNING AND OVERSIGHT COMMITTEE

RESOLUTION NO. 1

ADOPT A RESOLUTION DETERMINING THAT CONDUCTING IN-PERSON MEETINGS OF THE OAKLAND CHILDREN'S FUND PLANNING AND OVERSIGHT COMMITTEE AND ITS COMMITTEES WOULD PRESENT IMMINENT RISKS TO ATTENDEES' HEALTH, AND ELECTING TO CONTINUE CONDUCTING MEETINGS USING TELECONFERENCING IN ACCORDANCE WITH CALIFORNIA GOVERNMENT CODE SECTION 54953(e), A PROVISION OF AB-361.

WHEREAS, on March 4, 2020, Governor Gavin Newsom declared a state of emergency related to COVID-19, pursuant to Government Code Section 8625, and such declaration has not been lifted or rescinded. *See* <https://www.gov.ca.gov/wp-content/uploads/2020/03/3.4.20-Coronavirus-SOE-Proclamation.pdf>

WHEREAS, on March 9, 2020, the City Administrator in their capacity as the Director of the Emergency Operations Center (EOC), issued a proclamation of local emergency due to the spread of COVID-19 in Oakland, and on March 12, 2020, the City Council passed Resolution No. 88075 C.M.S. ratifying the proclamation of local emergency pursuant to Oakland Municipal Code (O.M.C.) section 8.50.050(C); and

WHEREAS, City Council Resolution No. 88075 remains in full force and effect to date; and

WHEREAS, the Centers for Disease Control (CDC) recommends physical distancing of at least six (6) feet whenever possible, avoiding crowds, and avoiding spaces that do not offer fresh air from the outdoors, particularly for people who are not fully vaccinated or who are at higher risk of getting very sick from COVID-19. *See* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>;

WHEREAS, the CDC recommends that people who live with unvaccinated people avoid activities that make physical distancing hard. *See* <https://www.cdc.gov/coronavirus/2019-ncov/your-health/about-covid-19/caring-for-children/families.html>;

WHEREAS, the CDC recommends that older adults limit in-person interactions as much as possible, particularly when indoors. *See* <https://www.cdc.gov/aging/covid19/covid19-older-adults.html>;

WHEREAS, the CDC, the California Department of Public Health, and the Alameda County Public Health Department all recommend that people experiencing COVID-19 symptoms stay home. *See* <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>;

WHEREAS, persons without symptoms may be able to spread the COVID-19 virus. *See* <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/prevention.html>;

WHEREAS, fully vaccinated persons who become infected with the COVID-19 Delta variant can spread the virus to others. *See* <https://www.cdc.gov/coronavirus/2019-ncov/vaccines/fully-vaccinated.html>;

WHEREAS, the City's public-meeting facilities are indoor facilities that were not designed to ensure circulation of fresh / outdoor air, particularly during periods of cold and/or rainy weather, and were not designed to ensure that attendees can remain six (6) feet apart; now therefore be it:

WHEREAS, holding in-person meetings would encourage community members to come to City facilities to participate in local government, and some of them would be at high risk of getting very sick from COVID-19 and/or would live with someone who is at high risk; and

WHEREAS, in-person meetings would tempt community members who are experiencing COVID-19 symptoms to leave their homes in order to come to City facilities and participate in local government; and

WHEREAS, attendees would use ride-share services and/or public transit to travel to in-person meetings, thereby putting them in close and prolonged contact with additional people outside of their households; and

WHEREAS, on October 13, 2021 and October 27, 2021 the Oakland Children's Fund Planning and Oversight Committee adopted a resolution determining that conducting in-person meetings would present imminent risks to attendees' health, and electing to continue conducting meetings using teleconferencing in accordance with California Government Code Section 54953(e), a provision of AB-361; now therefore be it:

RESOLVED: that the Oakland Children's Fund Planning and Oversight Committee finds and determines that the foregoing recitals are true and correct and hereby adopts and incorporates them into this Resolution; and be it

FURTHER RESOLVED: that, based on these determinations and consistent with federal, state and local health guidance, the Oakland Children's Fund Planning and Oversight Committee determines that conducting in-person meetings would pose imminent risks to the health of attendees; and be it

FURTHER RESOLVED: that the Oakland Children's Fund Planning and Oversight Committee firmly believes that the community's health and safety seriously and the community's

right to participate in local government, are both critically important, and is committed to balancing the two by continuing to use teleconferencing to conduct public meetings, in accordance with California Government Code Section 54953(e), a provision of AB-361; and be it

FURTHER RESOLVED: that the Oakland Children's Fund Planning and Oversight Committee will renew these (or similar) findings at least every thirty (30) days in accordance with California Government Code section 54953(e) until the state of emergency related to COVID-19 has been lifted, or the Oakland Children's Fund Planning and Oversight Committee finds that in-person meetings no longer pose imminent risks to the health of attendees, whichever occurs first.



OAKLAND FUND FOR CHILDREN AND YOUTH
Final Evaluation Report
FY2020-2021

Prepared by: Social Policy Research Associates

Acknowledgements

Social Policy Research Associates (SPR) would like to thank the Oakland Fund for Children and Youth staff members who have worked with us on this evaluation project and the OFCY Planning and Oversight Committee for their ongoing feedback and support. We would also like to give a special thanks to the staff, participants, and volunteers for sharing their thoughts and experiences to inform this report.

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Executive Summary

The Oakland Fund for Children and Youth (OFCY) funds community-based organizations and public agencies to support children and youth, from birth through twenty-one years of age, to lead safe, healthy, and productive lives. This report describes these programs and the experiences of the children and youth who participated in them during FY2020-2021, the first full year of programs operating during the pandemic. Major findings from the report are presented below.

Who Was Funded?

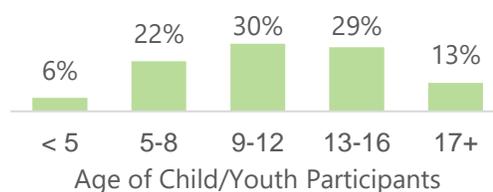
 **149**
Programs

 **73**
Community-Based Organizations

 **4**
Public Agencies

 **\$18,111,301**
Awarded to programs

Who Was Served? Programs served the groups prioritized by OFCY.



How Much Did We Do?

 **15,289**
Children and Youth Served

 **2,213**
Parents/Caregivers Served

 **1,045,470**
Total hours of service (excluding comprehensive afterschool programs)

How Well Did We Do It?

 **92%** of youth agree that they **feel safe** in their program.

 **85%** of youth agree that they are **interested in what they do** in their program

 **94%** of parents/caregivers agree that staff **work well with families of different backgrounds**

Is Anyone Better Off?

* Among participants in relevant strategies.

 **1,469**
Youth Placed in Internships and Jobs

 **88%** of parents/caregivers agreed that their program helped them **identify their child's needs**.*

 **80%** of youth participants who feel **more connected to their community**.*

 **\$1,491,816**
Wages/stipends earned by youth

 **84%** of youth agreed that they learned skills that **help with their schoolwork**.*

 **94%** of youth who **learned about jobs*** they can have in the future.

FY 2020-2021 Results-Based Accountability Score Card

How Much Did OFCY Programs Do?

Unduplicated Number of Youth Served	15,289
Unduplicated Number of Parents/Caregivers Served	2,216
Total Hours of Service Provided	1,055,910¹
Average Hours of Service per Youth Participant	103
Number of Youth Placed in Jobs or Internships	1,496
Total Hours of Work Experience	132,279
Total Wages and Stipends Earned by Youth in Workforce Programs	\$1,491,816
Agencies Funded	77
Programs Funded	149
Early Childhood Sites Receiving Mental Health Consultation	54
Elementary and Middle Schools Receiving In-Person or Virtual Support	73
High Schools Receiving In-Person or Virtual Support	14

How Well Did OFCY Programs Do It?

Safety: Youth who report feeling safe in their program	92%
Caring Adults: Youth who respond that there is an adult at their program who cares about them	85%
Positive Engagement: Youth who respond that they are interested in their program	85%
Supportive Environment: Parents/caregivers who say staff make them feel comfortable and supported	96%
Diversity & Inclusion: Parents/caregivers who say staff work well with families of different backgrounds	94%

Is Anyone Better Off? ²

Career Goals: Youth who learned about jobs they can have in the future	94%
Employment Skills: Youth who learned what is expected of them in a work setting	92%
Interpersonal Skills: Youth who learned how to get along with others in a work setting	88%
Support with School: Youth who report that they learned skills that help with their schoolwork	84%
Community Connectedness: Youth who feel more connected to their community	80%
Motivated to Learn: Youth who report that they are more motivated to learn in school	78%
Youth Leadership: Youth who view themselves as more of a leader	73%
Connection to Resources: Parents/caregivers who report that staff refer them to other organizations	92%
Knowledge of Development: Parents/caregivers who say their program helped them identify their child's needs	88%
Skills to Manage Behavior: Parents/caregivers who say the program helped them to respond effectively when their child is upset	87%

¹ Total Hours of Service does not include hours spent in Comprehensive Afterschool Programs.

² Surveys were tailored to each strategy. Survey questions in this section were only answered by youth in relevant strategies.

Introduction

The vision of OFCY is that all children and youth in Oakland will thrive and lead safe, healthy, and productive lives. To this end, OFCY funds programs that promote racial and social equity; create safe spaces for children, youth, and families; and support youth's healing, learning, enrichment, and leadership development. Grants are provided through nine funding strategies that align with the Fund's four main goals (listed below).

OFCY's Nine Funding Strategies

Early Childhood - \$3,185,129 invested

Supports the healthy development of young children:

- **Parent Engagement and Support**
- **Family Resource Centers**
- **Socioemotional Well-being in Preschool and Early Childhood Education**

Student Success - \$5,714,699 invested

Helps children and youth succeed in elementary and middle school:

- **Engagement and Success for Elementary and Middle School Students**
- **Comprehensive Afterschool Programs**

Positive Youth Development - \$4,709,463 invested

Promotes leadership and connection to community:

- **Summer Programming**
- **Youth Development and Leadership**

Transitions to Adulthood - \$3,501,112 invested

Helps youth transition to a productive adulthood:

- **High School & Postsecondary Student Success**
- **Career Awareness & Employment Support**

Since 2014, Social Policy Research Associates (SPR) has conducted OFCY's independent evaluation. This report describes OFCY's funded programs and the experiences of the children, youth, and parents/caregivers who participated in them during FY20-21, beginning with an overview of OFCY funding and cross-strategy findings and concluding with strategy-level summaries. SPR draws on a variety of data to inform the evaluation of OFCY programs, including:



Administrative Records: Programs tracked demographics and attendance for 17,502 participants in OFCY's client management system, Cityspan.



Surveys: 5,147 youth, 645 parents/caregivers, and 101 educators completed surveys to share their perspectives on program quality and outcomes. Staff from 131 programs completed an online survey about program characteristics, staffing, and partnerships.



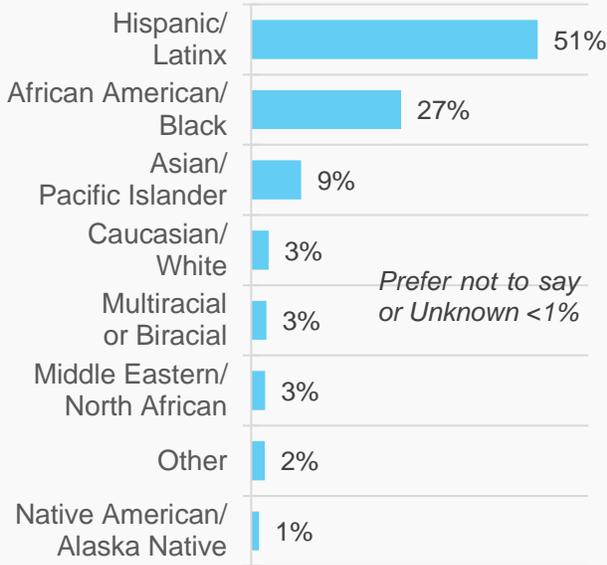
Interviews: SPR interviewed program managers and directors from 11 programs and held focus groups with youth and adult participants from 5 programs.

OFCY Participants

In alignment with its strategic goals, OFCY supports programs that explicitly prioritize and serve Oakland’s African American/Black, Hispanic/Latinx, and Asian/Pacific Islander children and youth. OFCY programs also specifically prioritize serving immigrant and refugee youth, LGBTQ youth, children with disabilities, foster youth, and opportunity youth.³ During FY20-21, **15,289 unduplicated children and youth participated in OFCY programs**, with over 85% of them identifying as Hispanic/Latinx (51%), African American/Black (27%) or Asian/Pacific Islander (9%). While this is a high number, it is about 6,000 fewer youth than last year, due to challenges caused by COVID-19.

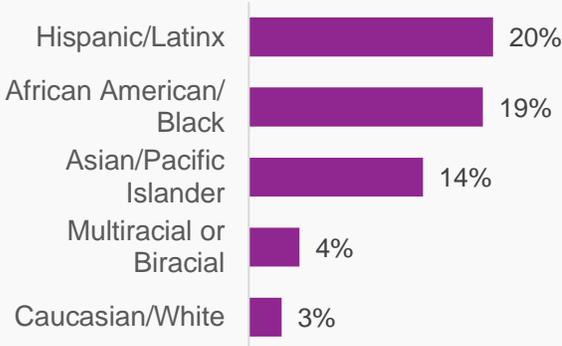
Over 85% of youth identify as Latinx, African American/Black, or Asian/Pacific Islander.

Race/Ethnicity of Children/Youth Served by OFCY

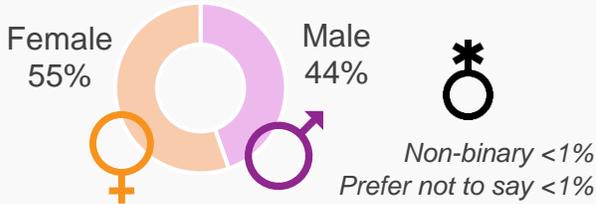


OFCY programs served about 20% of Oakland’s African American/Black and Hispanic/Latinx children and youth.

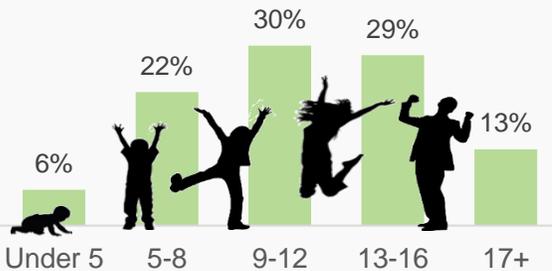
Percent of Oakland population’s aged 0-19 served by OFCY



Programs served more females than males.



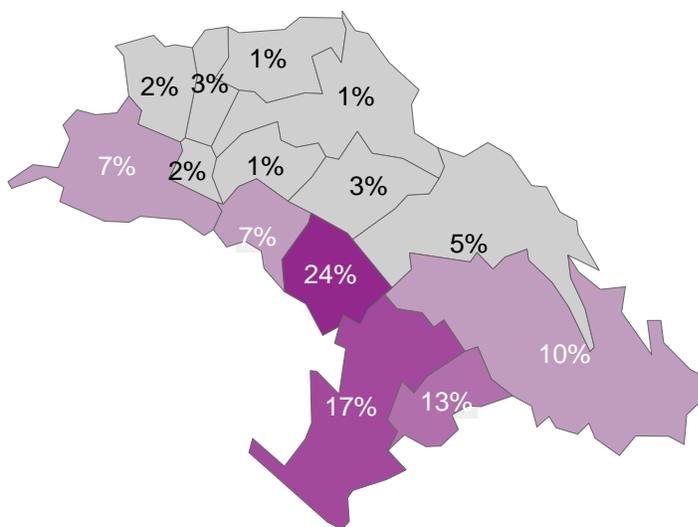
Over 80% of participants were between 5 and 16 years old.



³ Opportunity youth is defined as youth and young adults who are disconnected from school and employment.

Moreover, as illustrated in the maps below, most participants live in neighborhoods with high unemployment, housing-cost burden, and percentage of children and youth enrolled in OUSD who qualify for free- and reduced-price meals.⁴ Overall, programs also served more females than male participants, although the distribution varied across strategies.⁵ For example, 59% of participants in the Career Awareness and Employment Support identified as female, compared to 45% of High School and Post-Secondary Student Success participants. OFCY programs primarily work with school-aged youth, with 81% of participants being between the ages of 5-16. Of the 4,070 youth in grades six and up who submitted a survey, 9% identified as LGBTQ+.

Zip Code of Children and Youth Served by OFCY



About one-quarter of OFCY participants live in Fruitvale. Another 30% live in the Webster Tract/Coliseum or Sobrante Park/Elmhurst neighborhoods.

⁴ Oakland Community Stressors Index (2019): www.oaklandca.gov/resources/oakland-community-stressors-index

⁵ Less than one percent of children and youth identified as non-binary.

Looking more closely at race and ethnicity across different age groups reveals that participation rates varied across age and race. As shown below, Latinx children were more represented among children 0-12 than youth 13 and up. In comparison, African American/Black and Asian/Pacific Islander participants comprised a higher proportion of children and youth over 5 years old than younger children. This mirrors larger city demographic trends showing a growing Latinx population among younger generations in the city.

Programs described how they strive to serve the population who could most benefit from their services and strive to reduce race-based disparities. For example, College Track staff regularly investigates the demographics of the students they are accepting into the program so that they can identify target groups that they are missing and strategize for future recruitment.

Race/Ethnicity by Age Groups

	<5	5-8	9-12	13-16	17+
Hispanic/Latinx	55%	56%	55%	48%	43%
African American/Black	19%	27%	27%	28%	27%
Asian/Pacific Islander	4%	8%	8%	11%	11%
Caucasian/White	4%	3%	3%	4%	2%
Multiracial or Biracial	4%	1%	2%	3%	4%
Middle Eastern/North African	9%	2%	1%	3%	3%
Some other race	2%	1%	2%	1%	8%
Native American/Alaska Native	4%	2%	1%	1%	1%

OFCY participants under 5 were less likely to be Asian/Pacific Islander or African American/Black than older youth.

Results-Based Accountability Framework

Working closely with Oakland Unified School District (OUSD), city agencies, and community-based partners, OFCY aims to move the needle on key city-wide goals and measure progress toward population-level indicators of equity in health, education, safety and housing.⁶ The figure below highlights how OFCY strategies support relevant city-wide goals.

City RBA Goal	Indicator	OFCY Impact
Children are ready for kindergarten	43% of students ready for kindergarten in OUSD	86% of parents attending Parent Engagement & Support Programs and Family Resource Centers agreed that their program taught them how to help their child be ready for school.
3rd grade students read at grade level	35% of students at or above grade level on SBAC scores	80% of K-5 students in Comprehensive Afterschool programs agreed that they learned how to do things at their program that help with their school work.
Students graduate high school	70% OUSD graduation rate	86% of High School and Postsecondary Success participants agreed that their program increased their desire to stay in school.
Older youth are connected to school or work	9.8% of Oakland youth 16-19 not in school and not working	84% (1,496) of Career Awareness and Employment Support participants worked in an internship or job placement during their program. 86% of High School and Postsecondary Success participants agreed that their program helps them feel more confident going to college.
Youth are not caught in the justice system	97 youth incarceration (average daily population)	74% of Youth Development and Leadership participants agreed that they were better at saying "no" to things they know are wrong since coming to their program.

To assess its contribution toward the city-wide goals, OFCY has adopted a Results Based Accountability (RBA) framework. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. ***It does this by addressing three guiding questions: How much did OFCY programs do? How well did OFCY programs do it? Is anyone better off?*** The following section discusses the first group of RBA indicators, describing how many children and youth were served and the intensity of services provided.

⁶ See [JPA Impact Tables: Update on Oakland Citywide Dashboard. September 13, 2018.](#)

How Much Did Programs Do?

A total of 15,289 unduplicated children and youth and 2,216 unduplicated adults participated in OFCY programs in FY20-21. Many programs served fewer students than they have in previous years due to the COVID-19 pandemic. Some in-person programs limited enrollment to accommodate social distancing requirements, some programs offering virtual activities reported that students were burnt out on virtual platforms, and a few programs found it difficult to recruit youth because they were unable to access their traditional recruitment channels, such as in-person school or events. Compared to last year, programs were less likely to serve children ages 5-8. On the other hands, some programs were able to enroll more students than last year because of their virtual format. Early childhood programs, in particular, increased their enrollment of parents and caregivers in FY20-21.



15,289

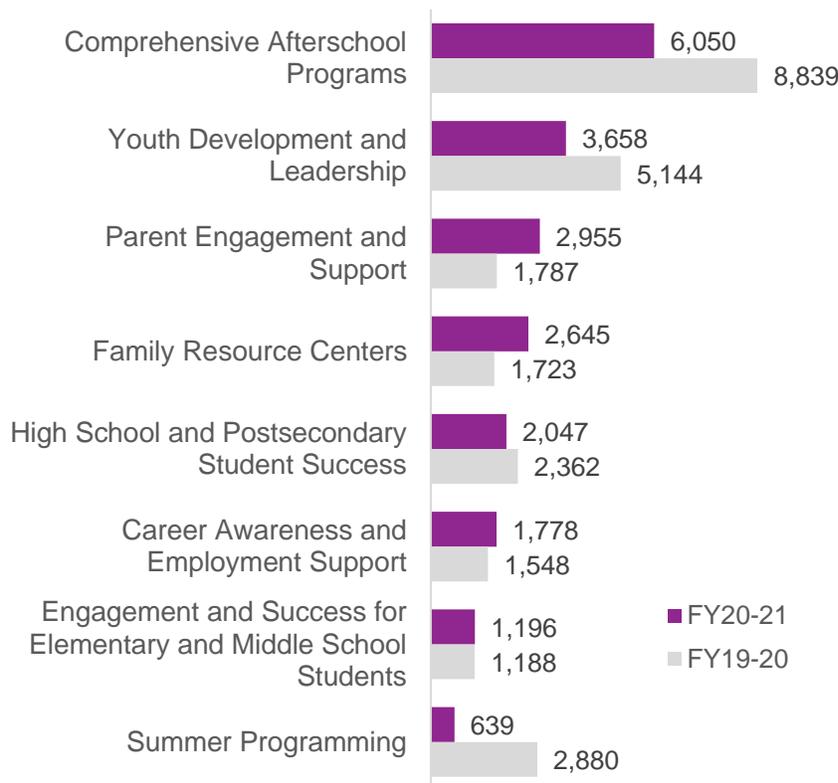
children and youth served



2,216

parents and caregivers served

Number of Participants per Strategy (FY20-21 and FY19-20)



“ We normally recruit in schools. So it was a huge challenge... We recruit from wellness centers and [school-based] coordinators and they didn't have access to the students either...The most effective strategy was having those relationships with the people that we normally recruit from. And then all of us just sort of brainstorming together, trying to get our students in.

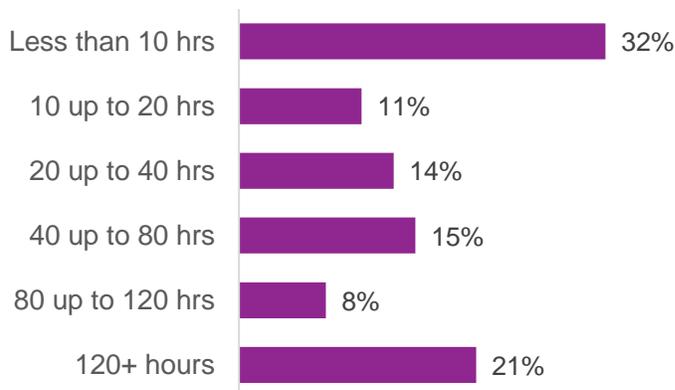
- Staff, Bridges Inc.'s Bridges from School to Work

Comparing enrollment patterns between FY19-20 and FY20-21 reveals that

Despite the challenges posed by the pandemic, programs provided a total of 1,055,910 hours of service, and youth spent an average 103 hours in OFCY programming.⁷ Using a variety of new approaches, including Zoom, socially distanced in-person meetings, reduced group sizes in small cohorts, and independent at-home activities, programs identified ways to engage children, youth, and families in-person and virtually. For example, Music is eXtraordinary found that holding virtual parent meetings and engaging families helped them maintain enrollment. As their staff noted,

Because Oakland’s children and youth have diverse interests and needs, programs provided **a broad range of services that varied in intensity and focus** depending on the target population and the goals of the program. As shown in the graph below, 44% of youth attended programs for at least 40 hours. Over the year, 8% of youth attended more than one OFCY program.

Hours of Attendance



 **1,055,910**

hours of attendance
(excluding Comprehensive Afterschool Programs)

Almost half of youth spent at least 40 hours in each OFCY programming.

“*Parents showed up [for us]. That's why we didn't lose many students, they just shifted and pivoted with us and are doing the best that they can.*

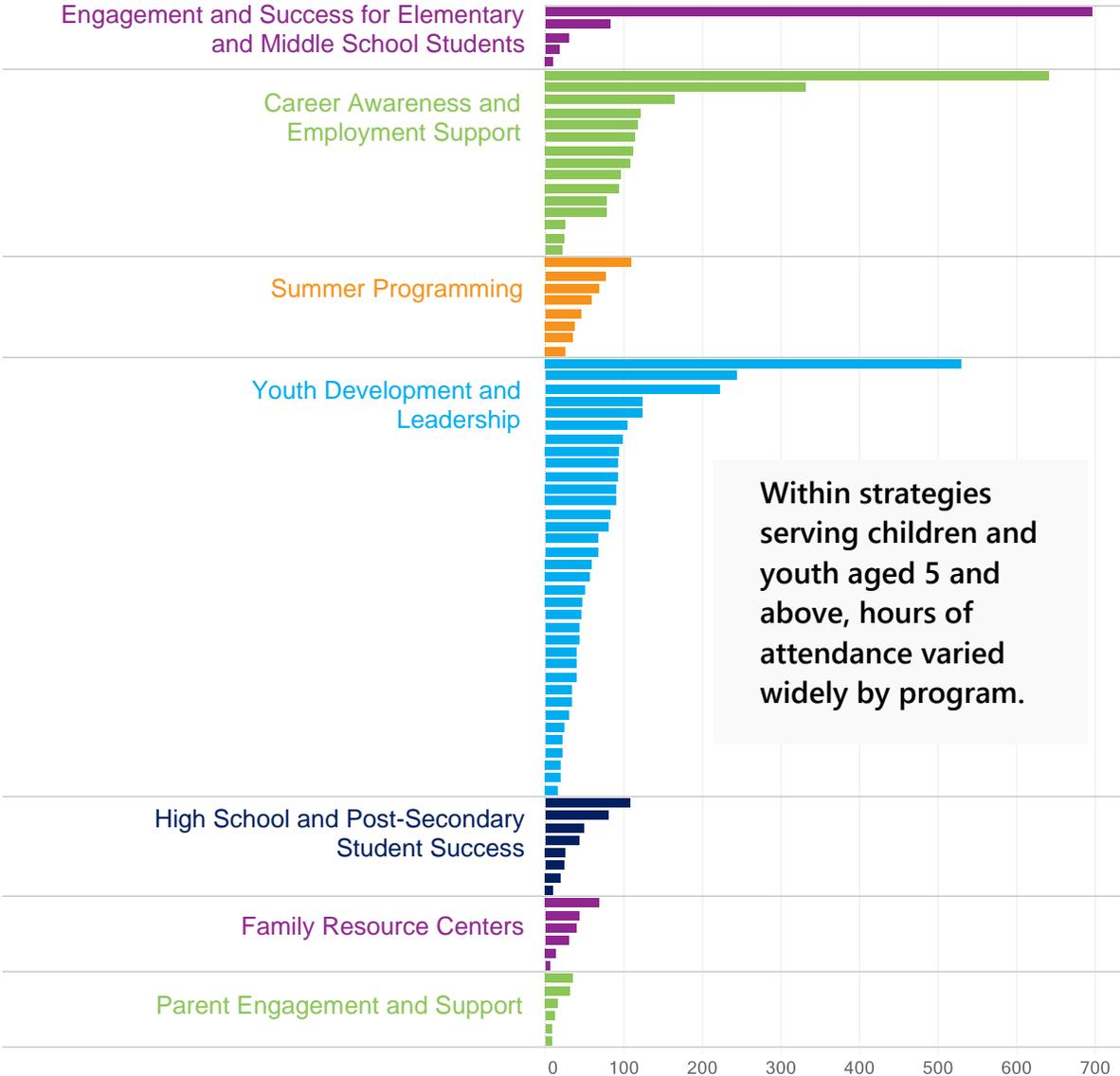
-Staff, Music is eXtraordinary's Explorations in Music

⁷ The total number of hours and average number of hours per youth does not include Comprehensive Afterschool programs, which did not record program attendance in a uniform way due to the varied ways that they supported students during school closures.

To meet the diverse needs of children and youth, some programs are designed to provide intensive services over the course of the year, while others have a shorter duration or provide drop-in services. Consequently, total hours of attendance in programming varied significantly by program. The chart below shows average hours of service for each program, organized by strategy. On average, participants in Engagement and Success for Elementary and Middle School Students spent the most time in programming, but this is primarily driven by intensive engagement in Safe Passages' Elev8 Youth, a program that served half of all participants in that strategy. On average, Elev8 participants spent 696 hours in programming, compared to an average of 27 hours at other programs in the strategy. Overall, children engaged in early childhood strategies (Parent Engagement and Support and Family Resource Centers) spent the least amount of time in their program. Most of these children joined their parents/caregivers in playgroups and other short learning activities appropriate for their developmental stage.

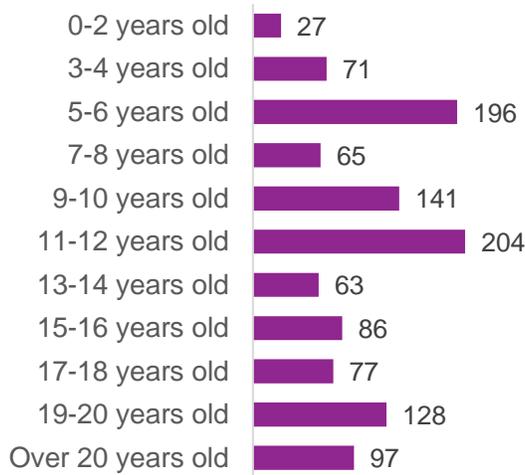
Average Hours of Attendance by Program

(each line represents one program; includes children and youth only)



There was no discernable pattern in the levels of participation by age, as shown in the chart below.

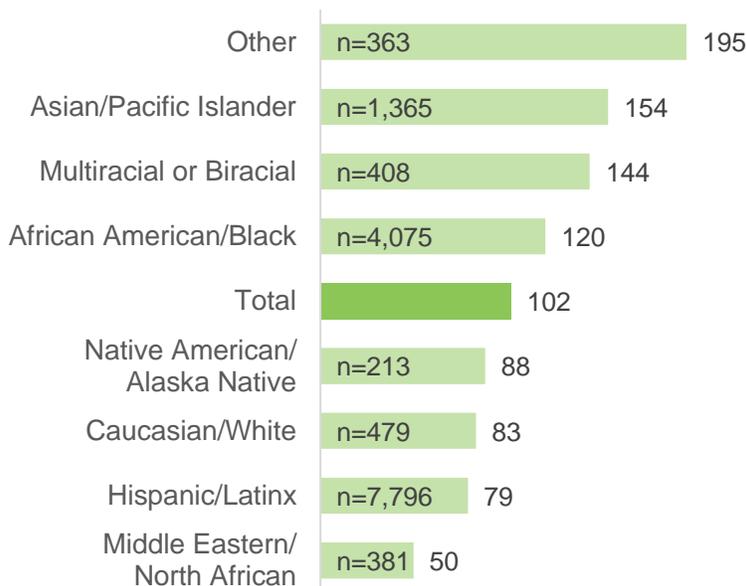
Average Hours of Attendance by Age
(Children and Youth Only)



On the other hand, there was some variation in the amount of time youth spent in programming across race and ethnicity. Asian/Pacific Islander, multiracial/biracial, and African American/Black youth spent more time in programming than the average participant. Some of this difference is related to the ages of participants. For example, Middle Eastern/North African participants were most likely to participate in early childhood programs, where average hours of service tend to be lower.

On average, Asian/Pacific Islander, multiracial or biracial, and African American/Black youth spent more time in programming than the average OFCY participant.

Average Hours of Attendance by Race/Ethnicity



How Well Did Programs Do It?

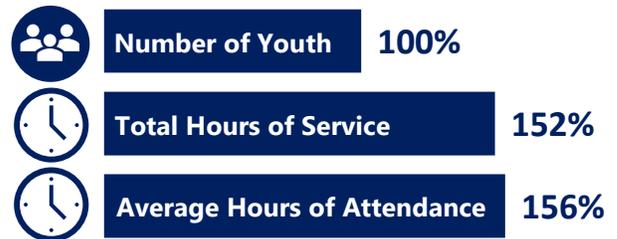
OFCY tracks a series of indicators to assess how well programs met their objectives and supported youth. The first three indicators include progress toward (1) projected number of youth served, 2) projected total hours of service, and (3) average hours of attendance per participant.⁸ As shown to the right, **program attendance was very high**, with participating students attending programs for more hours than anticipated. On average, programs also successfully served the number of youth they projected serving. However, **there was a lot of variability in progress toward the number of youth served**: some programs served more than double the number of youth they projected enrolling, while 15% of programs served less than half.

In addition to these indicators, the evaluation investigates participant perceptions of critical aspects of program quality that are tailored for each strategy, as measured through participant surveys. Research has shown that these indicators are foundational positive youth development practices that encourage youth to thrive in programming. As shown to the right, most participants felt safe, identified adults who cared about them, and engaged in activities that interest them at their programs.

“All the teachers and mentors are able to put you out of your comfort zone in the right way. They know exactly what to say to get you to the place where you need to be to become better.”

- Youth, *Music is eXtraordinary's Explorations in Music*

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Participant Survey Responses Children and Youth (n=5,147)



Parents and Caregivers (n=645)



⁸ At the start of the year, programs estimate the units of service they will provide and the number of participants they will enroll.

These successes are particularly striking given the challenges created by the pandemic and shelter-in-place orders, which forced most programs to shift to all or mostly virtual programming.

Through interviews, program staff discussed the ways in which they built a culture of safety, positive engagement, and caring relationships with staff:

- Programs start by **creating a physically safe space** for youth. This means having enough staff, actively supervise youth and monitor sign-in and sign-out procedures, and for many programs, creating safety plans in the case of neighborhood violence. To protect participants and families during the pandemic, programs have also created on-site protocols, provided PPE, and educated children, youth, and adults about prevention and the science of COVID-19.
- **Assisting participants and families with basic needs** supports their wellbeing, builds trust, and allows children and youth to fully participate. Programs like OUSD's African American Male Achievement College and Career Performance Program reached out directly to families to make sure they had enough food and access to computers for successful engagement. At the Oakland LGBTQ Community Center, the LGBTQ Youth Development program often builds trust with youth by providing groceries and information about community resources before youth ask for more personal support, such as information and resources related to safe sex.
- All programs maintained a focus on **supporting diversity, equity, and inclusion** by hiring staff that represent the participants, celebrating and honoring a wide range of cultures through programming and events, and integrating the cultures and backgrounds of participants.
- **Creating opportunities for staff and participants to get to know each other** was a priority at all programs we interviewed. Safe Passages' Elev8 Youth started the year with team building games and interactive ice breakers to build strong relationships before moving into academics and enrichment. Hidden Genius'

“ **The most important thing is the emotional safety of youth in our program.** It's a one-on-one relationship that's built between the counselor and the young person. Building that trust initially is really, really important. If somebody feels unwelcomed or not listened to or misunderstood, which is often the case for [the students with special needs we serve] they won't come back.

-Staff, Bridges Inc.'s Bridges from School to Work

“ There's not much that you can say or do where we're not going to show up the same way for you the next day and still try to offer you the same type of support and sense that **this is your home away from home.**

-Staff, Hidden Genius' Oakland Programming Series

“ We made space for and honor students of all backgrounds, especially Black students to be seen and be heard and have opportunities that are culturally relevant and culturally sustaining so they don't come and feel othered or like an outsider.

-Staff, Music is eXtraordinary's Explorations in Music

Oakland Programming Series and College Track build opportunities for staff to engage youth in conversations about their interests, goals, and needs in the application process.

- **Focusing on emotional safety and wellbeing** was more important than ever given the stressors caused by COVID-19. Programs drew on trauma-informed practices and offered opportunities for youth to express how they are doing in group activities and individual conversations. For example, many programs, such as Music is eXtraordinary's Explorations in Music and College Tracks' Empowering Oakland Students to and Through College, used opening rituals, including opening circles, mindfulness practices, and ice breakers, to build a sense of emotional safety, belonging, and predictability. Some Comprehensive Afterschool programs led warm welcomes during school-day remote instruction. Bridges from School to Work and Hidden Genius' Oakland Programming Series holds individual check-ins between staff and participants to create that sense of safety and foster a deeper relationship between youth and staff.
- Some programs found that **being available to youth outside of program hours** helped build trust between staff and participants. At OUSD's African American Male Achievement College and Career Performance Program, staff often stayed on Zoom calls with participants after program ended to discuss the day's curriculum or what's going on in their lives. Participants are encouraged to text staff with academic or personal questions.
- **Allowing student interest to guide programming** allows programs to adapt programming to maximize engagement. Programs solicited feedback through surveys or conversations to inform enrichment activities, offered a range of activity options to choose from, and created activities where youth could follow their passions. For example, Hidden Genius' Oakland Programming Series worked with students interested in video games to create an online tournament with participants and families.

“ Our staff took time out the class to just sit in a breakout room and have a conversation. Some of our students needed that.”

-Staff, Safe Passages afterschool program at United for Success

“ [We spend] the first 10 to 15 minutes building community through our mindful moment and the icebreaker that are in every single workshop at College Track...That has not only helped students in feeling safe and that they can trust us, but it also normalizes [taking care of yourself.]

-Staff, College Track's Empowering Oakland Students to and Through College

“ [During remote learning], we were **still able to replicate some of the standards like giving students choice in their activities** or the curriculum that they learned... [We offered] three or four activities that might orbit the same content, so that they didn't feel like they were just being talked to through a screen or watching a PBS show. Allowing them [to] make decisions and move around or just being asked about things that weren't school related [was important].

-Staff, Safe Passages' Elev8 Youth

Is Anyone Better Off?

Participant survey results also demonstrate that the vast majority of OFCY participants met key participant outcomes aligned to the strategy in which they participated.⁹ For example, 80% of survey respondents from *Youth Development and Leadership* and *Summer* programs felt more connected to their community because of their program. The strategy summaries include more information about how programs supported strategy-specific outcomes, including outcomes for parents/caregivers.

In addition to these key RBA indicators, participant survey data tell a more comprehensive story about the ways that programs support the mindsets, competencies, values, and social skills that help youth become successful adults. The following page presents survey results related to four key youth development goals. We observed some variation in survey responses by participant demographics.

- Older youth reported the strongest outcomes in several youth development areas, including decision-making and goal setting, development and mastery of skills, confidence, and sense of belonging.
- African American/Black children and youth were most likely to agree that an adult at their program cared about them and other questions related to positive connections to adults.
- Asian/Pacific Island were most likely to agree with questions related to improved development and mastery of skills and Latinx youth were most likely to agree with questions related to improved decision making.

Participant Outcomes: Youth Survey Responses (n=5,147)



⁹ In consultation with program leaders and OFCY staff, SPR identified RBA indicators that help gauge youth progress toward the key goals for each strategy.

Increased Confidence and Self-esteem

Since coming to this program, I feel I can make more of a difference. **81%**

Since coming to this program, I feel I have more control over things that happen to me. **76%**

Since coming to this program, I feel more comfortable sharing my opinion. **80%**

Development and Mastery of Skills

At this program, I get the opportunity to talk about what I have learned. **89%**

In this program, I learned new information about a topic that interests me. **85%**

In this program, I try new things. **92%**

Increased Persistence and Resilience

Because of this program, I am better able to handle problems and challenges when they arise. **81%**

In this program, I have a chance to learn from my mistakes. **90%**

Since coming to this program, I am better at something that I used to think was hard. **82%**

Improved Decision-Making and Goal Setting

In this program, I learned how to set goals and meet them. **84%**

This program helps me to think about the future. **89%**

Since coming to this program, I am better at saying 'no' to things I know are wrong. **74%**

Since coming to this program, I am better at staying out of situations that make me feel uncomfortable. **74%**

*This is the first program where I can really be as much myself as possible because sometimes, I'll go into a place and I'll mask part of myself because I just feel like I don't fit in, but this program, I am around people who are exactly like me. **I've never been able to connect with other people like that before.***

-Youth, Music is eXtraordinatry's Explorations in Music

*College Track keeps me where I need to go every step of the way, especially right now with all the applications I need to fill out and everything I need to do. They let us know what we need to do it and how to do it, and all these workshops **really keep us on track.***

- Youth, College Track's Empowering Students To and Through College

Funded Programs

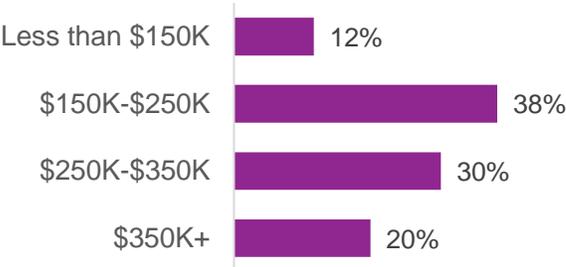
Program capacity allows organizations and their leaders to develop competencies and skills that make them more effective in serving children, youth, and families and supporting the mission of OFCY. This section describes four foundational components of program capacity, including a description of program budgets, staffing, training and professional development, and partnerships.

Budget

Programs combine OFCY grants with other resources to fund the services they offer. Program budgets vary significantly in size, depending on the design and scale of the program. Half of programs operated on a budget under \$250,000, while 20% had a budget of over \$350,000.¹⁰

The average program budget was \$287,123. Budgets ranged from \$48,424 to \$1,835,731.

OFCY Program Budgets (FY20-21)



The average program budget was \$287,123. Budgets ranged from \$48,424 (Girls Incorporated’s Concordia Summer) to \$1,835,731 (College Track’s Empowering Oakland Students To and Through College).

OFCY requires that programs bring in additional funding to cover at least 20% of their total program budget. In FY20-21, programs brought in \$23,570,259 to fund services for children, youth, and families. As shown in the chart on the following page, nearly half of these matched funds came from government grants and contracts, with \$7,694,005 million coming from ASES/21st Century

¹⁰ Budget information was missing for three programs: City of Oakland Parks Recreation & Youth Development’s Community Adventure Pre-K Playgroups; Friends of Peralta Hacienda’s Peralta Hacienda Youth Programs; and Motivating, Inspiring, Supporting and Service Sexually Exploited Youth’s STAR Leadership Collaborative.

contracts in support of comprehensive afterschool. The largest philanthropic and private donations came from the Sergey Brin Family Foundation (\$500,000) and Kaiser Permanente (\$495,000).

Origin and Amount of Matched Funds



Government grants and contracts made up about half of the matched funding that agencies contributed to programs.

Staffing

Strong, high-quality programming requires qualified and trained professionals. Through an annual survey completed in the winter of 2020, OFCY programs reported information on the staff that helps them to effectively serve Oakland communities.

On average, 70% of staff identified as African American/ Black or Hispanic/Latinx.

Research suggests that employing staff who are representative of the community strengthens programming for children and youth and that relationships between adults and youth based on cultural- and interest-based connections is foundational to positive youth development.¹¹ On average, 70% of OFCY program staff identified as African American/Black or Hispanic/Latinx; 43% of programs were also led by Executive Directors or CEOs who identified as African American/Black or Hispanic/Latinx, reflecting the ethnic composition of participants. About 74% of programs have at least 50 percent of staff who are Oakland residents.

Almost 75% of OFCY programs have at least 50 percent of staff who are Oakland residents.

Over half of the programs (52%) were fully staffed throughout the year. On average, 67% of staff from OFCY programs had been employed at their agency for more than 18 months at the time of the survey, compared to 45% in FY2019-2020. Some of the barriers that programs faced included COVID-19, difficulty recruiting and hiring male and multilingual candidates, filling part-time positions,

Compared to previous years, a higher proportion of program staff had employed with their agency for more than 18 months.

¹¹ (<https://www2.ed.gov/rschstat/eval/highered/racial-diversity/state-racial-diversity-workforce.pdf>) (<https://doi.org/10.1177%2F0044118X10386077>).

and the high cost of living in the Bay Area. Like previous years, Comprehensive Afterschool programs were the most likely to report challenges recruiting (38%), hiring (34%), and retaining staff (31%) compared to other strategies.

Training and Professional Development

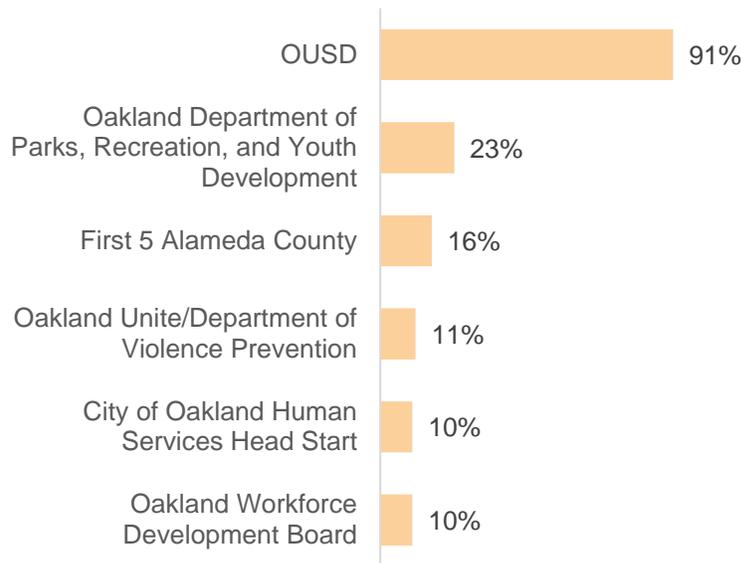
Maintaining a skilled workforce and high-quality services requires training and professional development to support the staff that serves Oakland’s children, youth, and families. These opportunities were particularly important in the last year when OFCY programs adjusted their participant recruitment practices and programming in response to COVID-19 and remote learning. In the annual staff survey, OFCY programs identified program planning and curriculum development; youth development and engagement; coaching, mentoring, and counseling; social justice and restorative justice; and family engagement as the most important professional development content areas. Virtual training and meetings allowed staff to participate in professional development more easily. Additional training topics that OFCY programs found helpful include technology, community care meetings, self-care supports, place-based learning strategies, and grant writing.

Partnerships

Oakland has a rich network of organizations that work toward improving outcomes for children, youth, and families. In addition to partnering with other community-based agencies, OFCY programs work closely with key public agencies. The table below presents the percent of programs that reported partnering with key public partners in the annual staff survey.

Program staff identified 1) program planning and curriculum development; 2) youth development and engagement; 3) coaching, mentoring, and counseling; and 4) social justice and restorative justice as the top four most important areas for professional development.

Percent of Programs Partnering with Key Public Agencies



Oakland Unified School District is a partner for nine out of ten OFCY programs. For example, programs reported working with OUSD on recruitment and referrals to OFCY programs, providing push-in support during the school day, implementing in-person learning pods, and increasing school day and after school program alignment. Programs also participated in OUSD trainings and professional development opportunities. The City of Oakland's Oakland Unite/ Department of Violence Prevention provided funding to some OFCY programs and partnership on participant recruitment and referrals. Early childhood programs collaborated with Oakland Human Services Head Start on literacy programs, family events, parent education workshops, and programming for young children; programs also continued to leverage trainings led by First 5 Alameda County. Lastly, the Oakland Workforce Development Board co-funds summer jobs programs with OFCY, serves as a referral source for youth employment, and funds several programs in the Youth Development and Leadership strategy, Career Awareness and Employment strategy, and OUSD after school programs.

Nine out of ten OFCY programs reported partnering with OUSD.

OFCY programs leverage training and professional opportunities led by key public agencies in Oakland.

Support from OFCY

While OFCY's mission is to provide strategic funding to support Oakland's children and youth, it also provides *opportunities and resources* to grantees to support their capacity and to strengthen their networks so that the ecosystem of diverse organizations working to support Oakland families can flourish. Specific examples include:

- **Providing data to support continuous quality improvement.** OFCY works with its evaluation partner, SPR, to ensure that evaluation efforts support grantees in program improvement efforts. To that end, SPR provides grantees with critical performance information, via grantee profiles, at the midway point and end of each year in the funding cycle. SPR works with grantees at each of these points to help them understand the data and how to use it to assess what is working well and identify areas of improvement. OFCY staff also use this information in their work with grantees to support effective goal setting and reporting.
- **Creating space for peer learning and networking.** Recognizing that its grantees are the experts in how to best serve children and families in Oakland, OFCY dedicates time at each of its quarterly grantee convenings for peer learning and networking. These sessions typically focus on best practices as well as addressing common challenges identified by grantees. Examples of topics covered include trauma-informed care for participants and staff and effective recruitment and retention practices. OFCY supports peer learning outside of quarterly meetings by sharing grantee announcements and creating a resource guide with grantee contact information.
- **Sharing opportunities and resources from systems partners.** OFCY leverages its unique vantage point within the ecosystem of partners working in service of Oakland youth and families to provide opportunities for grantee organizations and their participants to benefit from a broader array of resources and capacity building opportunities afforded through these partners. These are shared through OFCY's communications channels and grantee convenings.

Conclusion

As a result of **OFCY's investment of \$18,111,301 million, 149 programs delivered vital resources to support 15,289 of Oakland's children and youth**, particularly in neighborhoods facing the greatest stressors and serving populations most deeply affected by inequity. Reflecting the City of Oakland's commitment to racial equity, **OFCY served a particularly high percentage of Oakland's African American and Latinx youth** (20%), the group that faces the highest levels of inequity in access to employment and educational opportunity.

COVID-19 and the shelter-in-place order created significant challenges for programs. Many programs and participants did not feel comfortable meeting in person; agencies faced staffing shortages, in-person meetings had to comply with strict public health regulations, often limiting cohort sizes; many families lacked access to technology for virtual engagement; and programs could not rely on many of their traditional recruitment practices, such as attending events and recruiting through schools. In response to these challenges, programs demonstrated creativity and adaptability as they shifted to **engaging virtual enrichment experiences and safe, socially-distanced opportunities for in-person participation**. In response to the stressors families faced during the shelter-in-place, programs offered **more individualized services, including wellness checks and connections to resources**. Notably, despite the limitations on how programs could recruit youth, on average, programs served 100% of the participants they projected to serve.

The experiences of programs, staff members, youth, and adult participants demonstrate the critical role that community-based programming plays in creating a city where all children and youth are safe, supported, and able to thrive, particularly given the increasing economic, social inequities, and racial injustices that disproportionately impact African Americans, Latinx communities, immigrants and refugees.

OAKLAND FUND FOR CHILDREN AND YOUTH FY2020-2021 STRATEGY REPORT

Socioemotional Well-Being in Preschool and Early Childhood Education Settings

The three programs funded under the Socioemotional Well-Being in Preschool and Early Childhood Education Strategy provide support to early childhood educators, parents, and caregivers to promote healthy emotional and social development for the children they care for at Head Start sites and Oakland Unified School District's Child Development Centers. This report draws on interviews with a teacher and coordinator who work with mental health and developmental consultants from the funded agencies, program reports, administrative records, and teacher surveys to summarize strategy achievements and progress to date.

FUNDED PROGRAMS

- Family Paths, Inc. - Early Childhood Mental Health Consultation Collaborative
- Jewish Family & Community Services East Bay - Integrated Early Childhood Consultation Program
- Lincoln - Early Child Mental Health Consultation (ECMHC)

“ I find [the consultants] invaluable. They're an amazingly empathetic group. They're very open to wondering and thinking about how to be the voices for the families, for the children, for the teachers.

-Head Start Coordinator

Strategy Results



857 Children

Benefitted from consultation at Head Start sites



6,643 Hours

of service provided

3 Programs

provided early childhood mental health consultation



54 Centers

received consultation support



87% of Educators

agreed that their mental health consultant helped them feel more confident as a teacher.



\$915,999

granted to programs

Strategy Results

OFCY uses a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing three guiding questions: *How much did we do? How well did we do it? Is anyone better off?*

How Much Did We Do?	
Total Hours of Consultation Provided	6,643
Number of Children Served at Head Start Sites	857 ¹
Number of Head Start and Child Development Centers Served	54
How Well Did We Do It?	
Progress Toward Consultation Hours: Average progress toward projected total hours of consultation	126%
Supportive Environment: Educators who agree that the consultant works as a partner with them to meet children’s mental health needs.	99%
Diversity and Inclusion: Educators who agree that the consultant has a good understanding of the diversity of the community	89%
Is Anyone Better Off?	
Knowledge of Development: Educators who agree that working with the consultant has deepened their understanding of child behavior	88%
Connection to Resources: Educators who agree that the consultant connects families to resources	88%
Educator Confidence: Educators who agree that their work with the consultant has made them more confident as a teacher	87%

The remainder of this report includes the following sections aligned with this RBA framework:

- 1) Overview of Funded Programs
- 2) How Well Did Programs Do It?
- 3) Is Anyone Better Off as a Result of the Strategy’s Work?

¹ This does not include the number of children who benefited from consultation at Oakland Unified School District’s Child Development Centers.

Overview of Programs

The three programs funded under this strategy partnered with 54 Head Start sites and Oakland Unified School District Child Development Centers (CDCs). Using a proven mental health consultation model, programs integrate child development services and direct therapeutic work to support social-emotional development and learning readiness. Licensed professionals consult with educators around the mental health and developmental needs of children in their care, offer individualized mental health services and referrals to families, and deliver parent/caregiver workshops. A core component of the mental health consultation model is reflective meetings, where consultants engage educators individually or in small groups to discuss specific situations, analyze feelings, understand experiences from a personal cultural context, and consider other options for responding in the future.²

In FY20-21, the pandemic forced programs to shift to virtual services. For most of the year, CDCs operated virtual-only programming. Although Head Start used a hybrid in-person and virtual model, consultants were not allowed on site due to public safety regulations. Under these limitations, programs offered consultation over Zoom, attended at virtual Head Start and CDC staff meetings, observed virtual programming, and conducted outdoor observations, when possible. Programs continued to provide child-specific consultations and referrals for additional services. Programs also supported Head Start and CDC administrators with the design of virtual and/or hybrid early learning experiences.

As centers adapted to shifting public safety requirements, the focus of consultation also evolved. Compared to previous years, consultants spent more time supporting the emotional wellbeing of families and staff, who were coping with anxiety, frustration over virtual early learning, fear of contracting the virus, isolation, and uncertainty about the future. In addition, on-site educators at Head Start centers often felt overwhelmed by the lack of staff capacity because only educators and center

The strategy integrates child development services and direct therapeutic work to support children's healthy social-emotional development and promote learning readiness.

In FY20-21, consultants provided virtual services, including Zoom consultations, virtual parent and educator workshops, and a combination of virtual and outdoor classroom observations.

“ This year has been a challenging one since I have had to do distance learning with my moderate to severe students. My mental health consultant was a wonderful resource for me and the families.

-Educator, Lincoln's Early Child Mental Health Consultation

² See the Center of Excellence for Infant and Early Childhood Mental Health Consultation for more information about reflective practices. <https://www.iecmhc.org/tutorials/competence/mod4-20/>

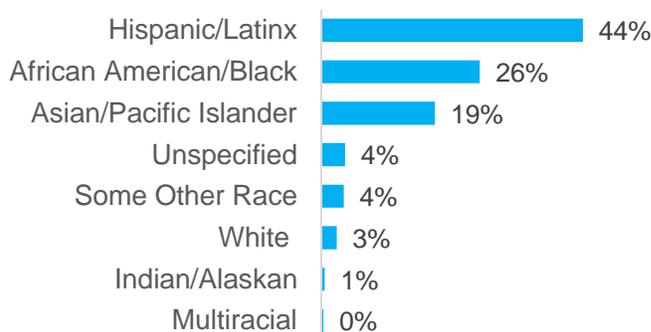
directors were allowed on site. Supportive staff, such as family advocates and aides were required to work remotely. Staff capacity was further strained because Head Start centers prioritized children with special needs and challenges for in-person services. As a result, several centers served a large number of children with intensive needs and received no extra support.

In response to these needs, consultants provided the following:

- **Grounding meditations and supportive spaces** for educators to talk about anxiety and support their emotional wellbeing
- **Consultations with educators on how to talk to parents and caregivers** about how they can best support their children during remote learning activities
- **One-on-one phone calls, mini technology training, virtual learning observations, and social emotional lesson demonstrations** to help educators hone their virtual early learning instruction.
- Events to **celebrate and honor educators**, many of whom felt underappreciated, through events like a surprise educator appreciation party.
- Support for **virtual parent/caregiver support groups** and **individual consultation for families** to strengthen parental wellbeing during a stressful year.

In alignment with OFCY’s priorities, funded programs supported Head Start sites and CDCs that predominantly serve Hispanic/Latinx, African American/Black, and Asian children of color, as shown below.

Race/Ethnicity of Children at Supported Head Start Sites



“ The consultant’s role shifted from concerns about behavior management to ensuring caregivers and children are physically and emotionally safe. They also focused on the anxiety teachers have felt about the uncertainty of schools opening and expectations regarding teaching remotely.

-Quarterly Report, Jewish and Family Services of the East Bay’s Integrated Early Childhood Consultation Program

Consultants identified ways to help center staff and families adapt to new challenges and stressors, including training on new technology, space to discuss feelings of anxiety and uncertainty, and parent support groups.

How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming.

The first indicator measures progress toward projected hours of consultation.³ Despite the challenges posed by virtual consultation, programs provided more hours of consultation than they expected, reaching on average 126% of their projected consultation hours.

Socioemotional Well-Being programs are also assessed on indicators that signal program quality in the areas of support and diversity and inclusion. These indicators are measured by an annual educator survey administered in the spring that is completed by site-based Head Start and CDC staff. As demonstrated to the right, the 101 educators that completed a survey generally gave high ratings in these areas, with close to 100% of educators agreeing or strongly agreeing that their consultant works as a partner with them to meet children’s mental health needs.

“ [Our consultant is] a good resource for me, too. She reminded me that I [needed balance] and that parents needed to do their part. [She gave] me the okay to not feel responsible for every single thing that was going on because [some] things were out of my control.

-Educator, Lincoln’s Early Child Mental Health Consultation

Program Performance: Average Progress Toward Projected Hours of Consultation



Hours of Consultation

126%

Program Quality: Educator Survey Responses (n=101)



Supportive Environment

99%

Educators who agree that their consultant works as a partner with them to meet children’s mental health needs.



Diversity and Inclusion

89%

Educators who say the consultant has a good understanding of the diversity of their community and how to support it.

“ [Our consultant] taught me it was okay to create boundaries with my families even though it was a unique situation with the pandemic. She also helped me to learn balance with work and life.

-Educator, Lincoln’s Early Child Mental Health Consultation

³ At the start of the fiscal year, programs estimate the units of service and enrollment they expect to meet.

Is Anyone Better Off?

Because this strategy supports young children primarily by building the capacity of their teachers and families, OFCY uses educator surveys to assess program outcomes. The evaluation focuses on the development of educators' confidence and understanding of child behavior, as well as the extent to which consultants connect families to resources.

In addition to these primary indicators, educator survey data and program interviews tell a more comprehensive story about the ways that programs foster educators' skills to support child development, confidence in managing children's behavior, ability to identify and refer children in need of additional support, and increased access to resources, including mental health and trauma-informed care supportive services. Consultants also helped educators manage the stress of the pandemic, engage in their own self-care, and recognize they are not responsible for things outside their control. As programs transitioned between virtual and physical spaces during the year, consultants supported the wellbeing of educators, as demonstrated in the quote below.

Participant Outcomes: Educator Survey Responses (n=101)



Knowledge of Development

88%

Educators who agreed that their work with their mental health consultant has deepened their understanding of child behavior



Connection to Resources

88%

Educators who agreed that consultants connect families to resources



Educator Confidence

87%

Educators who agreed that their mental health consultant helped them feel more confident as a teacher

“ Our weekly reflective meetings provided teachers and center directors a space to discuss how vicarious trauma affects our work with families and each other. After noticing a sense of loneliness and isolation during the pandemic, I explained how the empathic hearts of helping professionals can carry and internalize the trauma and stress of others. By giving staff a dedicated space to discuss their challenges, **many of the staff I work with felt that they were no longer carrying this stress alone.** They gained a better sense of each other's strengths and collaborated with one another to support families and each other. Amidst the tears staff shed, there were also opportunities for staff to laugh with one another and celebrate the small but needed wins... They presented as **more competent, confident, and open in speaking with families about children's behaviors and needs.**

-Consultant, Family Paths, Inc.'s Early Childhood Mental Health Consultation Collaborative

Knowledge and Skills to Support Child Development

Consultants build the knowledge and skills of educators to support child development in different ways across the participating sites. Pre-pandemic, educators benefited from in-person observation, modeling, and direct feedback related to sensory and behavioral techniques to help them work with students. During the pandemic, consultants advised educators on how to integrate more sensory materials and activities into the virtual classroom and the homes of children. One collaborative launched reflective practice groups for their family advocates and center directors, facilitated by mental health consultants, to provide space for teams to ask questions, review frameworks, and reflect on their work together.

“ [Our consultants'] example of care and kindness improved my own interaction with children when either they or I feel challenged. They modeled the "joy of reading and connection" when I only felt the pressure of academics. They are so creative with their lesson presentations, that they have reminded me of **the "magic" of teaching**. It is appreciated.

-Educator, Jewish Family & Community Services East Bay's Integrated Early Childhood Consultation Program

Confidence in Managing Children's Behavior

During the pandemic, mental health consultants helped educators adjust and feel confident managing children's behavior, particularly in the online environment. In addition to suggesting techniques and connecting educators to resources, mental health consultants also played the role of "cheerleader" and built the confidence of educators by identifying what they were doing well. Consultants helped educators manage their anxiety around engaging children and families online by modeling how to use technology, visuals, music, and mindfulness activities in remote learning. When sites re-opened and transitioned back to in-person learning in Spring 2021, mental health consultants helped educators understand and respond to changes in student behavior and dynamics as they returned to a classroom setting.

“ [During distance learning] I felt uncomfortable, not very confident. And I didn't feel like I was really helping [children] through Zoom either. But [my consultant] was just such a good like cheerleader for me, pointing out things that I was doing to give me a little more confidence in my new role.

-Educator, Lincoln's Early Child Mental Health Consultation

87%

of educators agreed:

Working with their consultant helped them ensure that more of the children they work with have the skills they need to succeed in school.

83%

of educators agreed:

Since meeting with their consultant, they felt better able to handle children's challenging behaviors.

Increased Access to Resources

Mental health consultants and Socioemotional Well-Being programs shared information about community resources, caregiver education and self-care, and suggestions for caregiver-child connection activities through one-on-one meetings, group sessions, and newsletters. Jewish Family & Community Services East Bay also directly provided food, rent, and other financial assistance and resources to families affected by COVID-related quarantine or job losses.

Socioemotional Well-Being programs also offered mental health and trauma-informed support services through online family support groups and individualized one-on-one services with mental health consultants. Virtual platforms allowed consultants to connect with families and students in more ways, such as joining circle time to meet and build relationships with children and parents/caregivers and do child observations. Several sites and programs launched parent and caregiver support groups. At one site, the educator brought in a range of specialists to support families, including physical therapists, occupational therapists, and assistive technology assistants. Another program held an 8-week support group for Spanish-speaking parents and caregivers. Moreover, mental health consultants continued to provide one-on-one services to families in need of more individualized and intensive support.

86%

of educators agreed:
Working with the consultant increased their knowledge of available resources that support children and families in need.

86%

of educators agreed:
The consultant connected them with useful resources to help them strengthen their work with children and their families.

“ [Our consultant] increased my knowledge of available resources that can support children and families in need.

-Educator, Family Paths' Early Childhood Mental Health Consultation Collaborative

OAKLAND FUND FOR CHILDREN AND YOUTH FY2020-2021 STRATEGY REPORT

Parent Engagement and Support

The programs funded under OFCY's Parent Engagement and Support (PES) strategy are designed to strengthen the capacity of parents and caregivers to support the healthy development of their children through services offered in community-based settings. Parents and caregivers with young children (birth to age 8) received linguistically and culturally relevant family supports and participated in family engagement activities that promoted attachment and positive parent-child interactions. This report draws on interviews with two programs (LifeLong Medical Care's Project Pride and Prescott Joseph Center's Pre-Pre-School Program), attendance records, parent/caregiver surveys, and program reports to summarize strategy achievements and progress to date.

FUNDED PROGRAMS

- Alameda County Health Care Services Agency – Oakland WIC Father Cafes
- Family Paths, Inc. – Abriendo Puertas/Opening Doors Parent Education
- LifeLong Medical Care – Project Pride
- Oakland Promise – Brilliant Baby
- Oakland Unified School District, Kindergarten Readiness Summer Pre-K
- Our Family Coalition – Building Strong Children in LGBTQ Families
- Prescott-Joseph Center for Community Enhancement, Inc. – Fr. Charles D. Burns, SVD Pre-Pre-School Program
- Refugee & Immigrant Transitions – Parent & Tot Initiative (PTI)
- SAFE PASSAGES – Safe Passages Baby Learning Communities Collaborative

Strategy Results



541 Children

participated in programming

1,207 Adults

participated in programming



24,290 Hours

of service provided



9 Programs

engaged young children and their families



90% Parents/Caregivers

were connected to other programs and resources that help their family.



87% Parents/Caregivers

agreed their taught them how to identify what their child needs.



\$1,221,499

granted to programs

Strategy Results

OFCY uses a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing three guiding questions: **(1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

Program Achievements – How Much Did We Do?

Number of Children Served	541
Number of Adults Served	1,207
Total Hours of Service Provided	24,290

Program Performance and Quality - How Well Did We Do It?

Enrollment: Average progress toward projected number of youth served ¹	88%
Average progress toward projected number of adults served	125%
Total Hours of Service: Average progress toward projected total hours of service	140%
Average Hours of Service: Average progress toward projected average hours of service	131%
Supportive Environment: Parents and caregivers who say that program staff make them feel comfortable and supported	95%
Diversity and Inclusion: Parents and caregivers who say that program staff work well with families of different backgrounds	94%

Participant Outcomes – Is Anyone Better Off?

Connection to Resources: Parents and caregivers that report that staff refer them to other programs and resources that help their family	90%
Knowledge of Development: Parents and caregivers who say the program helps them to identify their child's needs	87%
Skills to Manage Behavior: Parents and caregivers who say the program helps them to respond effectively when their child is upset	84%

The remainder of this report includes the following sections aligned with this RBA framework:

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy's work?

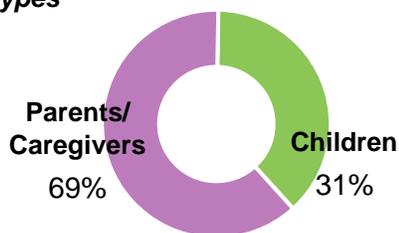
¹ At the start of the year, programs estimate their annual enrollment and the total number of hours of service they will provide for each quarter. Progress is calculated as the actual enrollment divided by the projected enrollment.

Programs and Participants

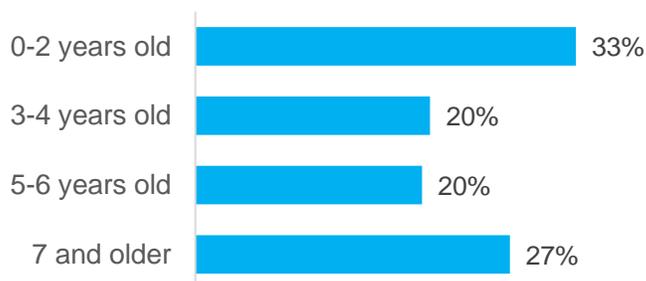
During FY2019-2021, **541 children and 1,207 adults** participated in Parent Engagement and Support programs. These programs serve diverse populations of parents and caregivers with young children from birth to age 8 and prioritize families most in need. Programs typically recruit families through word of mouth, flyers, social media (e.g., NextDoor), 211 Alameda County, and referrals from local partners such as Head Start and Alameda County Social Services Agency. In addition, some programs provide tailored services and activities to specific populations, such as low-income fathers enrolled in the Alameda County Women, Infants, and Children Supplemental Nutrition program (WIC), immigrant and refugees, women and children in a residential treatment program, and LGBTQ+ families.

In line with the focus on strengthening the capacity of families to support the healthy development of their young children, this strategy served parents and caregivers, and their children ages 0-8. As shown in the graphs below, parents/caregivers represented over 60% of all participants, and children ages 0 to 4 represented over 50% of child participants served by this strategy.

Participant Types



Age of Children



The Parent Engagement and Support strategy served a diverse target population, including low-income families and newcomer parents and caregivers.

Program Spotlights



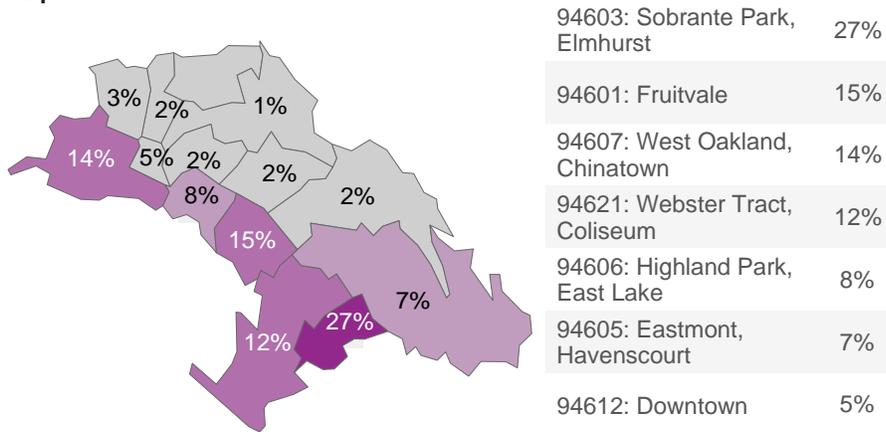
To inform this report, SPR conducted interviews with staff from two PES programs:

Prescott Joseph Center's Pre-Pre-School Program employs a play-based approach to child development where parents and children grow and develop together in walk-in "Play-learn" Sessions. The program focuses on parent engagement for families with children 6 months to 4 years old.

At its residential treatment program for women and their children five and under, **Lifelong Medical Care's Project Pride** provides developmental assessments, parenting education three times weekly, parent/child observation sessions 1-2 times weekly, and case management. The goal is to reduce the children's risk for adverse childhood events while strengthening their capacity for healthy development.

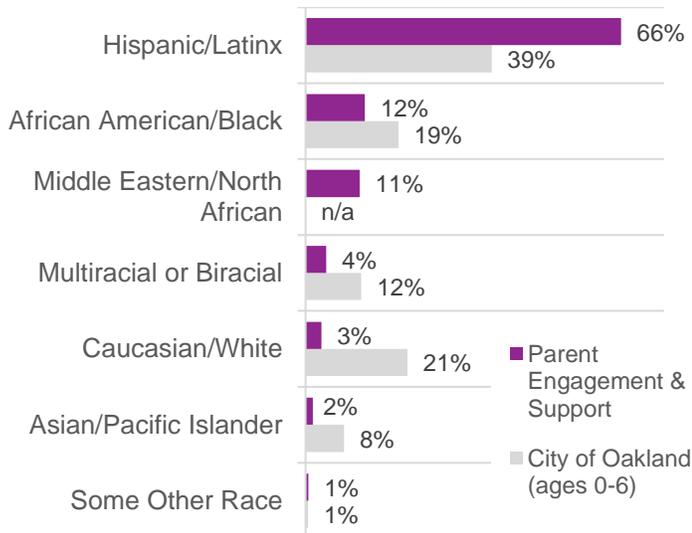
As illustrated below, most families lived in zip codes located along the 880 corridor and in West Oakland that experience the highest levels of community stress in the city. Among other stressors, these neighborhoods have a particularly high percentage of unemployment, unaffordable housing, and unsheltered homelessness.

Zip Code of Residence



As shown in the graph below, 78% of child participants identified as Hispanic/Latinx or African American/Black.² Because 11% of children identified as Middle Eastern/North African, which is not a census-designated group, it is difficult to make a comparison to the demographics of the city.

Race/Ethnicity of OFCY Participants and Oakland Youth



“Consistently, [our clients] have said the most positive thing of their experience has been engaging with their individual counselor. They mentioned feeling like the counselors were really great, were really on their team, were really an advocate for them. And that was one of the motivations for remaining in treatment, and also one of the most positive things about their experience.

-Staff, Lifelong Medical's Project Pride

² City of Oakland data from American Community Survey (ACS) 2018 5-year Estimate. Middle Eastern/North African is not represented in racial/ethnic categories collected by the ACS.

During the year, **programs provided 24,290 hours of service.** Parent Engagement and Support programs continued to adapt to provide a combination of virtual and in-person services, in accordance with county health guidelines and based on the needs of participating parents and caregivers. As a residential treatment center for women, LifeLong Medical’s Project Pride continued to provide in-person 24/7 services (individual therapy, case management) for women in recovery while shifting Child Protective Service (CPS) meetings and family programming to Zoom.

Another program, Prescott Joseph Center’s Pre-Preschool Program shifted all programming online for the majority of the year, offering a range of English and Spanish language virtual activities like circle time and music and movement. Instead of in-person program activities like shared meals, the Pre-Pre-School Program provided holiday giveaways at Thanksgiving, Christmas, and Valentine’s Day. In late spring 2021, the program returned to in-person, outdoor circle time so families could gather in the same physical space but safely distanced outside. After the circle times, the program gave families take-home lunches. In addition to food, PES programs were able to provide families with key essentials like diapers, wipes, rash cream, and PPE through their partners.

As shown below, the amount of time children and families engaged in Parent Engagement and Support services varied significantly. Average hours of participation by program ranged from 48 in Project Pride to five at Our Family Coalition’s Building Strong Families in LGBTQ families.

Hours of Participation

	Children	Parents/Caregivers
Less than 10 hrs	66%	61%
10 up to 20 hrs	22%	14%
20 up to 40 hrs	7%	17%
40 up to 80 hrs	3%	5%
80 up to 120 hrs	1%	1%
120+ hours	1%	2%

Programs continued to adapt to the pandemic and provided a combination of virtual and in-person services.

“ Our family group that's being held via Zoom has been really successful in keeping people engaged, I think, especially because it's on Zoom and it's so much easier [for families to connect]. We actually had a lot of families join, which then inspire residents who are transitioning out to come back and join our group too.

-Staff, LifeLong Medical Care's Project Pride

Over 66% of children and 60% of parents and caregivers spent less than 10 hours in programs.

The level of engagement was generally determined by the design of the program. Programs fell into one of the following categories:

- Six programs facilitated **ongoing playgroups, early learning activities, and parent support groups** that families could attend all year. Two programs also offered supportive services.
- **Oakland Promise: Brilliant Baby** helped low-income families open a college savings account and provided financial coaching to over three hundred parents and caregivers.
- Two programs offered **limited workshop and/or playgroup series** with six to eight sessions. One of these programs also provided case management to some participating families.
- **Oakland Unified School District's Kindergarten Readiness Summer PreK** offered a 4-week transitional kindergarten program over the summer with a parent engagement component.

Average Hours by Type of Program



Participants engaged in ongoing playgroups and parent support groups generally spent more time in programming than participants in other types of programming.

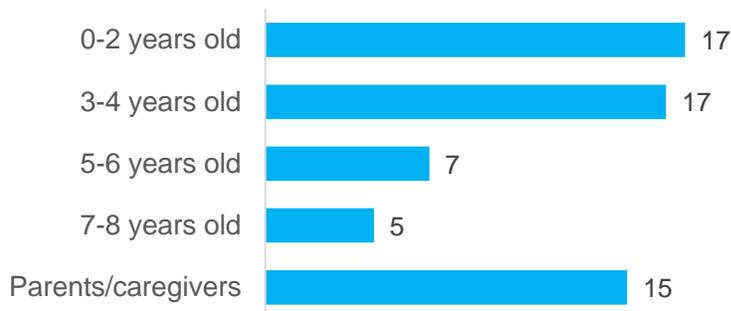
“ The reason I started coming originally was because I had a real awkward toddler. And I was like, "You need to be around some other kids." She didn't know what to do with other children. And I had just moved here, and I didn't have any other children to let her play with.

– Staff and former participant, Prescott-Joseph Center's Pre-Pre-School Program

How participants spent their time in programs varied by age, as shown in the graph below. Children ages five and under spent half their time engaged in early learning activities, while older children (ages six and older) and parents/caregivers spent around half of their time participating in family engagement and parent education activities. Families also spent a significant amount of time receiving supportive services.

Children five and under spent the most time engaged in early learning, while parents/caregivers spent the most time in family engagement and parent education.

Average Hours of Participation by Age



Add picture

Program Performance and Quality

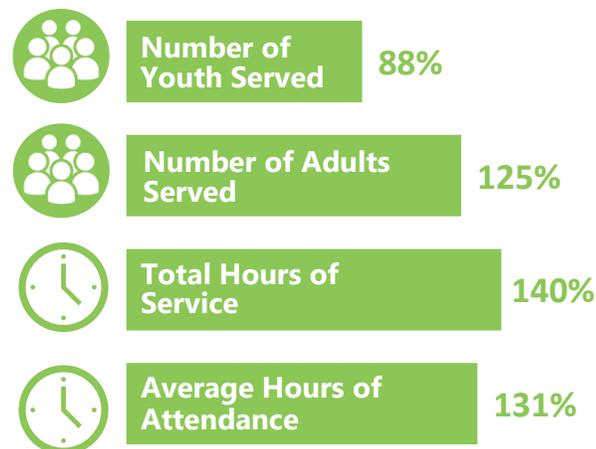
OFCY tracks a series of indicators to assess how well grantees in each strategy have implemented their programming. The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.³

In addition to these performance measures, the Parent Education and Support strategy has indicators based on parent/caregiver surveys that assess key dimensions of program quality. As demonstrated on the right, the 433 parents and caregivers that completed a survey gave high ratings in these areas, with more than nine out of ten adult participants reporting that program staff made them feel comfortable and supported and that they staff work well with families of different backgrounds.

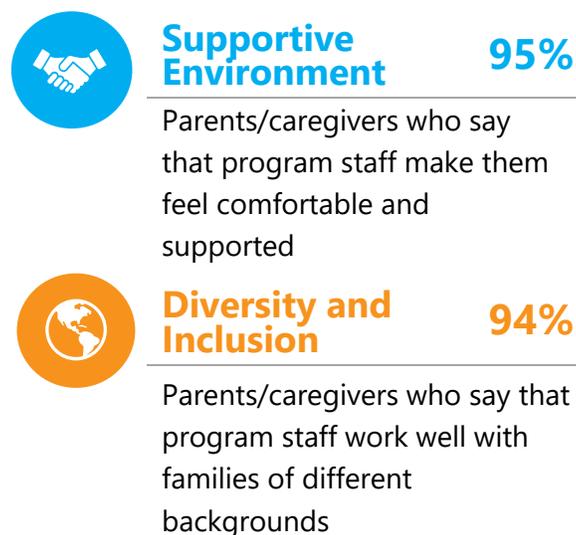
To create a **supportive environment** for parents and caregivers, programs focus on creating a sense of physical and emotional safety, building community, and maintaining a “no judgment” policy that meets families where they are.

To promote respect for **diversity, equity, and inclusion**, programs are run by diverse staff, including staff from the communities the programs serve, and ensure their program staff complete diversity trainings and are comfortable having difficult conversations related to inclusion and equity. Some programs incorporated a focus on incorporating works from authors of color (e.g., Native American, Indigenous, and Black) in their lessons and curriculum, as well as a re-evaluation of the holidays that are celebrated (e.g., shifting from the Fourth of July to Juneteenth).

Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Quality: Parent/Caregiver Survey Responses (n=433)



³ At the start of the fiscal year, programs estimate the units of service and enrollment they expect to meet.

Participant Outcomes

To assess if Parent Engagement and Support participants are better off because of their involvement in programming, OFCY uses parent/caregiver surveys to assess knowledge of child development and skills to manage child behavior.

In addition to these primary indicators, participant survey data and program interviews tell a more comprehensive story about the ways that programs support increased family involvement, confidence in managing children's behavior, parental leadership, and increased access to resources, including mental health and trauma-informed care support services.

Survey responses revealed that in comparison to other families, Latinx parents and caregivers were more likely to report progress in all outcome areas and were also more likely to report that program staff helped them feel supported and worked well with families from different backgrounds.

Knowledge and Skills to Support Child Development

PES programs engaged families in learning through play, provided opportunities for socialization, and laid the foundation for formal education. In playgroups, children practiced basic routines (washing hands, sitting down for meals, cleaning up), interacted with other children, and learned early numeracy and literacy skills, such as the alphabet. Parents and caregivers had the opportunity to watch teachers and facilitators model play-based activities and learn from other families with children going through the same developmental stages.

“ At our breakfast time we talk about childhood development and parent support. A lot of talk is like, ‘How are you potty training? How are you sleep training?’ And so we're just sharing our stories.

- Staff, Prescott-Joseph Center's Pre-Pre-School Program

Participant Outcomes: Parent/Caregiver Survey Responses (n=433)



Connection to Resources **90%**

Parents/caregivers who agree that staff refer them to other organizations



Knowledge of Development **87%**

Parents and caregivers who say the program helped them identify their child's needs



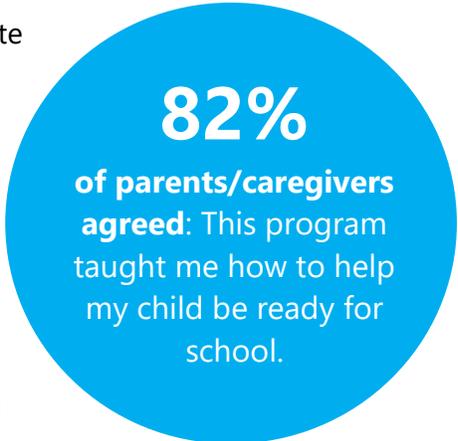
Skills to Manage Behavior **84%**

Parents and caregivers who say the program helped them to respond effectively when their child is upset

86%
of Parents/Caregivers Agreed: Because of this program, I have a better understanding of how my child is growing and developing.

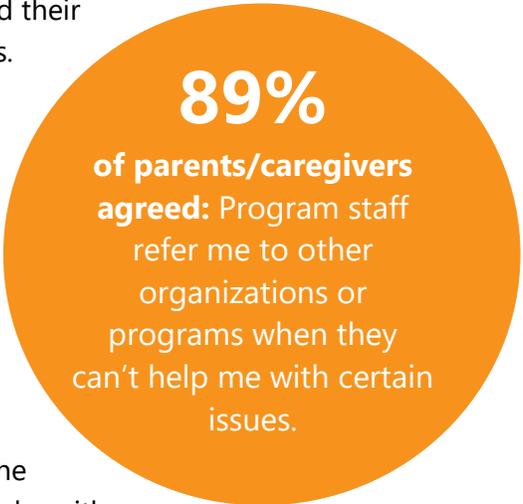
Family Involvement

Parent Engagement and Support programs incorporate opportunities for families to be involved in their children's learning. Abriendo Puertas/Opening Doors Parent Education teaches activities through their online program that parents and caregivers can do at home to help prepare children for kindergarten. For example, parents and their children participate in a scavenger hunt to search for items at home that relate to math. The instructor then discusses how simple and fun activities like this can help adults introduce numbers, patterns, colors, shapes, sizes, and weights to their children. Similarly, Safe Passages Baby Learning Communities Collaborative's SeeSaw program helps bring parents, caregivers, and children together to complete fun learning activities.



Increased Access to Resources

Many PES programs connect families to resources beyond their programming, particularly through their partners. Resources include food support (food giveaways, mini food banks), baby supplies (diapers and wipes), and COVID-specific resources (PPE, stipends for emergency funds). Project Pride's case managers complete needs assessments with all program participants and connect them with partners like Child Protective Services to support family reunification, Children's Hospital for early intervention services, and medical services to support physical and psychiatric health. In addition, programs stressed the importance of the connections parents and caregivers make with each other and how they begin to think of each other as a resource.



“ There's this community of people that comes together. There's a real solitude in parenting that happens in our society where we're with this kid 24 hours a day in our homes, and we're expected to do that plus all over the other things that life presents us. And we don't have any help with that. And so this program has turned into a support system for a lot of the people who show up.

- Staff, Prescott-Joseph Center's Pre-Pre-School Program

OAKLAND FUND FOR CHILDREN AND YOUTH FY2020-2021 STRATEGY REPORT

High School and Postsecondary Student Success

The eight programs funded under OFCY's High School and Postsecondary Success (HSPSS) strategy are designed to support student success and persistence through school and community-based programming that aims to support achievements in learning, increase youth attachment to school, and facilitate older youth transitions into high school and postsecondary education. To summarize strategy achievements and progress to date, this report draws on participant surveys, administrative data, interviews with two programs (College Track's Empowering Oakland Students To and Through College and Oakland Unified School District's African American Male Achievement), and a focus group with youth from one program (College Track's Empowering Oakland Students To and Through College).

FUNDED PROGRAMS

- Catholic Charities of the East Bay - Experience Hope
- Centro Legal de la Raza, Inc. - Youth Law Academy
- College Track - Empowering Oakland Students To and Through College
- Oakland Kids First - Knight Success: College Ready, Career Ready and Community Ready
- Oakland Unified School District - African American Male Achievement: College and Career Performance Program
- Oakland Unified School District - OIHS: Refugee & Immigrant Wellness, Leadership and Restorative Justice Initiative
- Oakland Unified School District - Student Engagement in Restorative Justice
- The Mentoring Center – EMERGE

Strategy Results



2,047 Youth

participated in programming



93,313 Total Hours

of academic services and college access/persistence support provided



46 Average Hours

per youth participant



8 Programs

received funding



89% of Youth

agreed that the program helped them feel more motivated to learn in school



\$1,200,027

granted to programs

Strategy Results

OFCY uses a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing three guiding questions: **(1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

How Much Did We Do?	
Number of Youth Served	2,047
Total Hours of Service Provided	93,313
Number of High Schools Served	8
How Well Did We Do It?	
Enrollment: Average progress toward projected number of youth served ¹	105%
Total Hours of Service: Average progress toward projected total hours of service	167%
Average Hours of Service: Average progress toward projected average hours of service	200%
Safety: Youth who report feeling safe in their program	96%
Caring Adults: Youth who agreed that there is an adult at their program who really cares about them	92%
Positive Engagement: Youth who agreed that they are interested in their program	88%
Participant Outcomes – Is Anyone Better Off?	
Motivated to Learn: Youth who report that they are more motivated to learn in school	89%
Academic Skills: Youth who report that they learned skills that help with their schoolwork	86%

The remainder of this report includes the following sections aligned with this RBA framework:

- 1) Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the strategy’s work?

¹ At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

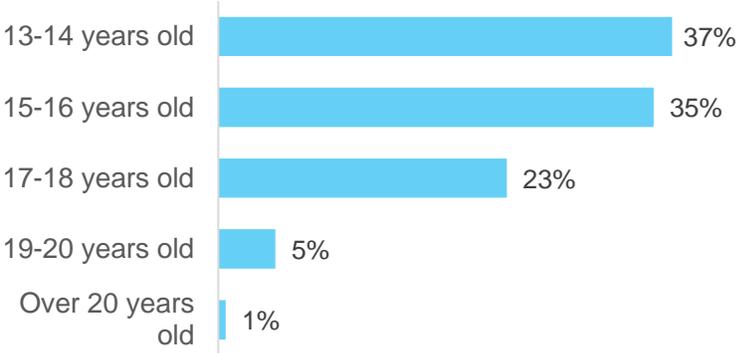
Programs and Participants

During FY20-21, **2,047 unduplicated youth participated in High School and Post-Secondary Success (HSPSS) programs**, generally at high schools and alternative schools where students experience high levels of environmental stress. With a focus on students facing barriers in the traditional education system, programs offered support in high school academics and college access and persistence, as well as internship placements, socio-emotional wellness support, and access to financial aid and scholarship opportunities.

Although HSPSS programs share a commitment to serving youth who face barriers in traditional schools, they support different groups of young people and have diverse intervention models. For example, College Track supports and empowers youth from low-income backgrounds who are historically underrepresented in higher education and would be the first in their family to go to college. OUSD’s African American Male Achievement Program provides predominantly African American and Latinx high school athletes with an array of academic, enrichment, and college-readiness supports.

Most participants are in high school or will soon transition into high school. As shown below, youth ages 15 to 18 represented close to 60% of participants served by this strategy in FY20-21.

Age of Participants



HSPSS programs provide support for high school students and those transitioning into and out of high school, prioritizing youth who face barriers in the traditional education system.

Program Spotlights

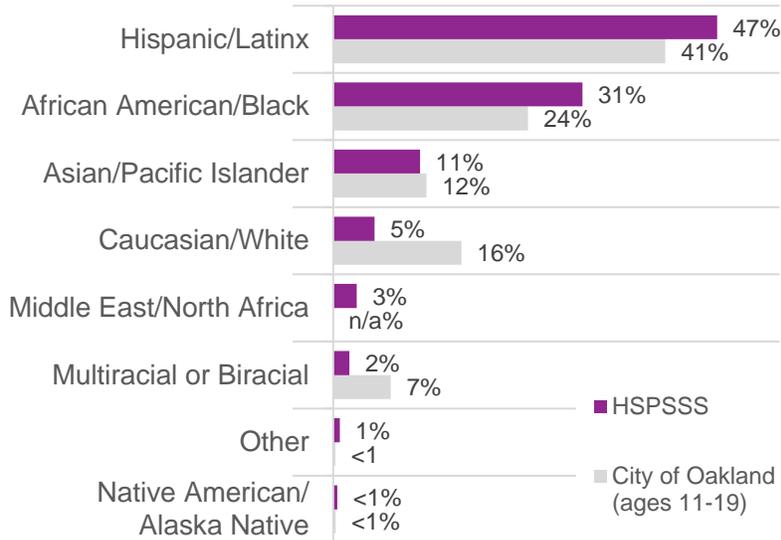
To inform this report, SPR conducted interviews with staff from two HSPSS programs:

College Track’s Empowering Oakland Students To and Through College empowers low-income and first generation students to persist to and through college. From enrollment in ninth grade through their graduation from college, students receive services including academic advising and tutoring, social emotional wellness programming, college exploration/application support, scholarships, and career exploration opportunities.

Oakland Unified School District’s African American Male Achievement Program provides culturally responsive academic care management, transcript review, course planning, study strategies, study hall tutors, mentorships, mindfulness, life skills, college application and enrollment, career exploration and internships to students who play on their school’s competitive sports teams.

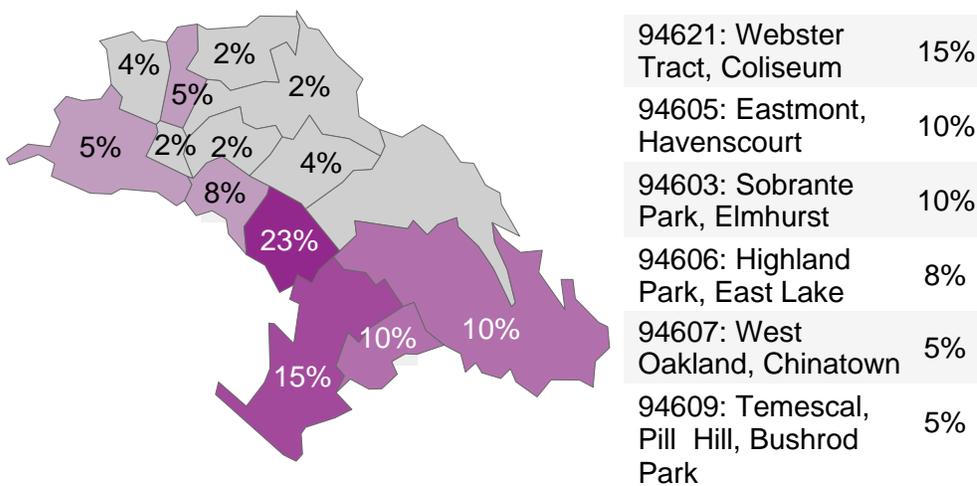
In alignment with OFCY’s goal of reducing race-based disparities in employment, over three-quarters of participants identified as Hispanic/Latinx or African American/Black.

Race/Ethnicity of OFCY Participants and Oakland Youth



As illustrated below, most participants lived in zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.

Zip Code of Residence



Relative to the city’s population, youth who identify as Hispanic/Latinx or African American/Black were most likely to be served.

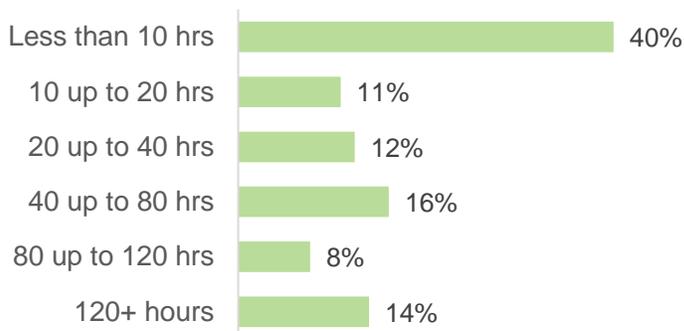
“ [Our students bring] **maturity**. Their confidence and their maturity to get on a bus and to travel between school and us and home is something that kids outside a city just don't do...I also think that about their **persistence and resilience**. They face all kinds of things... They also bring **a sense of community and family inspiration and aspirations** because they're setting out on [this college path] for themselves and for their family potentially for the first time.
- Staff, College Track’s Empowering Oakland’s Students To and Through College

How Much Did Programs Do?

Programs provided 93,313 hours of service. In response to the COVID-19 pandemic, programs offered many of their services online. In this virtual program environment, disparities in technological literacy and access to technology posed challenges, including unstable connections to Zoom meetings and difficulties gathering online registration forms and other materials from families. Despite the challenges of the virtual environment, College Track launched its largest ever cohort of students in January 2021, reflecting how well the program is known in the community and the strong desire for college access and support for students in Oakland.

HSPSS programs varied in duration and intensity of services offered. For example, participants at College Track's Empowering Oakland's Students To and Through College spent 107 hours in program on average. In comparison, at Oakland Unified School District's Student Engagement in Restorative Justice Student, students spent an average of 9 hours engaged in restorative justice circles that were organized and facilitated by 45 student leaders. As shown below, 63% of youth participants attended programs for 40 hours or less. On average, youth spent 46 hours in programming.

Average Hours of Attendance

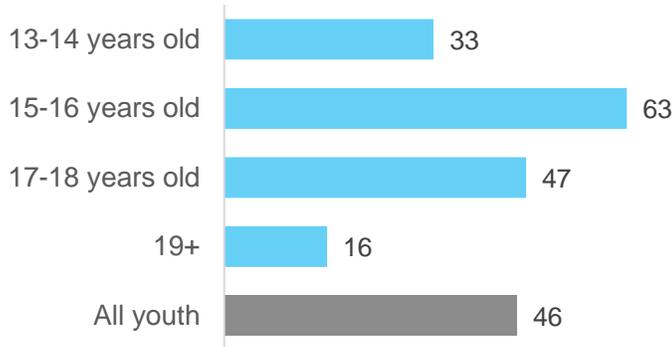


Programs provided virtual and modified in-person programming that focused on academic support, emotional wellbeing, and college access.

Youth spent an average of 46 hours in High School and Post-Secondary Success programming.

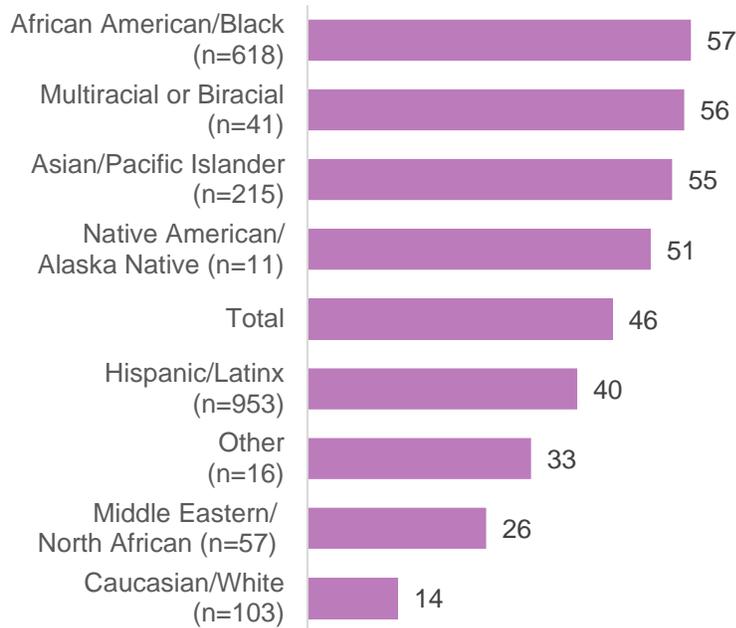
In line with the strategy’s focus on older youth transitioning to adulthood, youth in the target age range (15-18) had the highest hours of service.

Average Hours of Attendance by Age



The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, African American/Black, multiracial or biracial, or Asian/Pacific Islander youth had the highest average hours of participation.²

Average Hours of Participation by Race/Ethnicity



High-school aged youth spent the most time in programming.

Youth who identified as African American/Black, multiracial or biracial, or Asian/Pacific Islander youth spent the most time in programming.

² The chart only includes racial/ethnic groups with at least three members.

How Well Did Programs Do It?

OFCY tracks a series of indicators to assess how well grantees implemented their programming. The first three indicators include progress toward projected enrollment, total hours of service, and average hours of service per participant.³ **Program attendance and enrollment were strong:** On average, programs enrolled over 100% of the youth they anticipated.

In addition to these measures, OFCY uses youth survey results as indicators of program quality. As shown on the right, the 370 participants who completed surveys generally felt safe, interested in their program, and connected to adults that cared about them in their programs.

To create a **safe environment**, programs fostered community through ice-breakers, engaged youth through multiple contact points, and supported families with basic needs. In addition to hiring diverse staff and providing diversity training, programs encouraged inclusivity by translating materials and meetings, displaying signage to show solidarity with diverse community groups, and celebrating multicultural and identity-based holidays and celebrations, such as Lunar New Year and Pride Month.

To encourage **positive engagement**, programs prioritized student-led activities and drew on student interest when developing curriculum and activities. Finally, programs assigned coaches to students for regular check-ins and mentoring and were available to youth outside of traditional hours, which encouraged **strong connections between adults and participants**.

Average Progress Toward Projected Enrollment and Attendance



Number of Youth Served **105%**



Total Hours of Service **167%**



Average Hours of Attendance **200%**

Program Quality: Youth Survey Responses (n=370)



Safety **96%**

Youth who agree that they feel safe in their program



Caring Adults **92%**

Youth who agree that there is an adult who cares about them at their program



Positive Engagement **88%**

Youth who agree that they are interested in what they do at the program

“ We got to be **student-led**. We can't be adult-led. That's part of the problem with our educational system. Nobody wants to hear me go on and on. It's more powerful if there's a student voice involved. That's one of the things that we are doing differently.

-Staff, OUSD's African American Male Achievement: College and Career Performance Program

³ At the start of the fiscal year, programs estimate the units of service enrollment they expect to meet. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

Participant Outcomes

To assess if HSPSS participants are better off because of their participation, OFCY uses surveys related to youth leadership and community connectedness. As shown below, most youth reported gaining the experience and skills that the strategy aims to provide.

In addition to these outcome indicators, participant survey data and program interviews tell a more comprehensive story about the ways that career awareness programs prepare youth for success in youth employment and their future careers.

Increased Academic Preparedness and Engagement

HSPSS programs explicitly focus on academic preparedness and engagement. For example, College Track's supports students in achieving a C or better in their A-G requirements, an ACT score of 18 or higher, and an average GPA of 3.0 or better to avoid remedial classes at California State Universities and to be eligible for the University of California system. The program supports college application, matriculation, persistence, and completion with a goal of 100% of students accepted into 4-year colleges, 95% or more matriculating, a 90% persistence rate from the first to second year, and graduation with 6 years. To support these outcomes, 11th and 12th graders receive weekly support with college search and application, and college completion advisors ensure enrolled students get what they need to be successful in higher education. The African American Male Achievement program also focuses on A-G completion as well as increased graduation, college acceptance, and college attendance rates. The program holds Breakfast Club meetings every Monday through Friday to bring together members of the Fremont football team and covers topics like jobs, internships, A-G requirements, college readiness, and other topics in a community setting.

Program Outcomes: Youth Survey Results (n = 370)



Motivated to Learn 89%

Youth who agreed that the program helped them feel more motivated to learn in school



Academic Skills 86%

Youth who report that they learned skills that help with their schoolwork in their program

86%

of youth agreed:
This program helped me feel more confident about going to college.

74%

of youth agreed:
Because of this program, I participate in more class discussions and activities at school.

“College Track keeps me where I need to go every step of the way, especially right now with all the applications I need to fill out and everything I need to do. They let us know what we need to do it and how to do it, and all these workshops **really keep us on track.**”

- Participant, College Track's Empowering Students To and Through College

Increased sense of belonging and mental wellness

High School and Post-Secondary Success programs embed a focus on belonging and mental wellness into their programming. In response to COVID-19 and the impact of the pandemic on students' mental health, programs noted they have taken more of a social-emotional wellness approach. To support engagement and meet young people where they are, College Track opens meetings and activities with meditation and mindfulness exercises to normalize self-care and wellness. College Track's Student Life Department provides social-emotional wellness support to students and helps them identify and declare a purpose, dream, or passion that serves as the anchor for their work in the program.



“ [Staff] talked to us like all the time. We'll just be talking out in the open and then they may join in and all that stuff and the kids talk to them all the time. They're very involved with like everyone, very intermingled. Kids just walk up and talk to them...I guess they just **try to get to know you**, like make an active effort.

- Participant, College Track's Empowering Students To and Through College

Decision-making and Goal Setting

Programs support youth on decision-making and goal setting in different ways. For example, Knight Success supported students in reaching their academic goals through offering evening study hall sessions. African American Male Achievement helped student athletes work towards completing their college applications and securing scholarship awards.



“ I think **that this program is like putting all of us on the right track**, like to our desired careers. I think if I wasn't in the program, I'd just be making a lot of mistakes, like the classes I choose, stuff like that.

- Participant, College Track's Empowering Students To and Through College



Survey Responses by Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race and age:⁴

- **Youth who have already left high school reported higher connections to caring adults and stronger progress in the area of Development and Mastery of Skills** than high school students did.
- **Asian/Pacific Islander youth reported lower progress in some areas**, including Connections to Adults, Positive Engagement, School Connectedness, and Academic Engagement than other students. **African American/Black youth reported lower progress** in the areas of academic preparedness and school connections.

⁴ All findings were statistically significant at $p < .01$.

OAKLAND FUND FOR CHILDREN AND YOUTH FY2020-2021 STRATEGY REPORT

Career Awareness and Employment Support

OFCY's Career Awareness and Employment Support strategy supports career exploration, work-readiness training, on-the-job experience, skill-building supports, exposure to career options, and employment. This report draws on interviews with two programs (Bridges from School to Work and East Bay Asian Local Development Corporation's Havenscourt Youth Jobs Initiative), attendance and wage records, a participant survey, and program reports to summarize strategy achievements and progress to date.

FUNDED PROGRAMS

- Alameda County Health Care Services Agency - Career Exploration Program
- Alameda Health System - Oakland Health Careers Collaborative
- Biotech Partners - Biotech Partners' Biotech Academy at Oakland Technical High School
- Center for Young Women's Development - Sisters on The Rise
- Civicorps - Civicorps Academic and Professional Pathway
- East Bay Asian Local Development Corporation - Havenscourt Youth Jobs Initiative
- Lao Family Community Development, Inc. - Oakland Youth Industries Exploration (YIE) Program
- Lao Family Community Development, Inc. - The Oakland Youth on the Move (YOM) Summer Employment Program
- Bridges, Inc. - Bridges from School to Work
- New Door Ventures - New Door Ventures Employment Program for Oakland Opportunity Youth 16-21
- Oakland Unified School District - Exploring College and Career Options (ECCO)
- The Youth Employment Partnership, Inc. - Level Up - Options for Real Careers
- The Youth Employment Partnership, Inc. - Summer Jobs
- Youth Radio dba YR Media - Digital Media Pathways
- Youth UpRising - YU Achieve (Summer Youth Employment)

Strategy Results



1,778 Youth

participated in programming



98 Average Hours

per youth participant



15 Programs

provided jobs and career exploration



94%

learned about jobs they can have in the future.



84%

participated in a job or internship



\$1,491,816

granted to programs



\$2,308,597

granted to programs

Strategy Results

OFCY uses a Results Based Accountability (RBA) framework to assess its role in contributing toward city-wide goals. The RBA model is a comprehensive approach for assessing the quantity of services provided by programs, the quality of those services, and the effect of those services on the lives of children, youth, and families. It does this by addressing three guiding questions: **(1) How much did we do? (2) How well did we do it? (3) Is anyone better off?**

How Much Did We Do?	
Number of Youth Served	1,778
Total Hours of Service Provided	173,794
Number of Youth Placed in Internships and Jobs	1,496
How Well Did We Do It?	
Enrollment: Average progress toward projected number of youth served ¹	102%
Total Hours of Service: Average progress toward projected total hours of service	90%
Average Hours of Service: Average progress toward projected average hours of service	88%
Job Placement: Youth placed in a job or internship	84%
Work Experience: Youth receiving at least 10 hours of work experience	71%
Safety: Youth who agreed that they felt safe in their program	94%
Caring Adults: Youth who agreed that there is an adult at their program who really cares about them	83%
Is Anyone Better Off?	
Career Goals: Youth who agreed that they learned about jobs they can have in the future	94%
Employment Skills: Youth who agreed that they learned what is expected of them in a work setting	92%
Interpersonal Skills: Youth who agreed that they learned how to get along with others in a work setting	88%

The remainder of this report includes an overview of program participants followed by sections aligned with this RBA framework:

- 1) Overview of Programs and Participants
- 2) How much did the programs provide?
- 3) How well did programs do it?
- 4) Is anyone better off as a result of the programs' work?

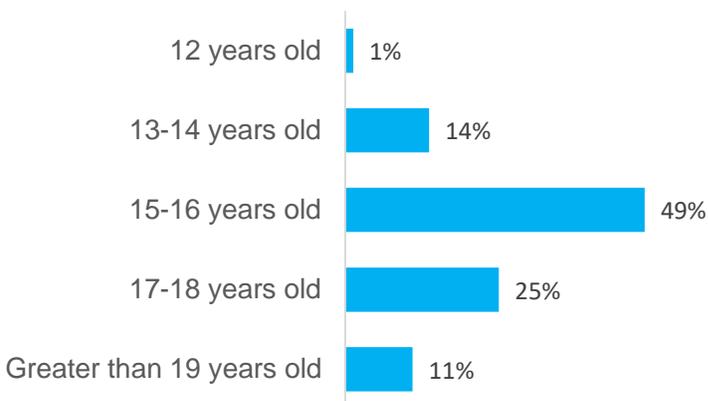
¹ At the start of the fiscal year, programs estimate their annual enrollment and the total number of hours of service they will provide. Progress is calculated as the actual enrollment divided by the projected enrollment.

Participants and Programs

During FY20-21, **1,778 unduplicated youth participated in the Career Awareness and Employment programs.** These programs provided career exploration, supportive services, skill-building opportunities, and placements in jobs and internships. Participants included high school students interested in high-demand career pathways (such as health), opportunity youth, and youth who face high barriers to self-sufficiency. While shelter-in-place continued to pose recruitment challenges, programs used a range of strategies to connect with young people in virtual and physical spaces: group presentations in online classrooms, one-on-one communication with teachers, social media, door-to-door canvassing, and holding public events and projects in the community. Creative and persistent follow-up—drawing on multiple communication channels, including in-person check-ins, calling, texting, emails, and calendar invites—was key to recruitment during a pandemic.

In line with the focus on preparing youth for productive adulthood, most youth served by the career awareness programs were age 15 or older. Programs were most likely to serve high-school aged youth, but 11% of youth served were age 19 or above.

Age of Participants



Career Awareness programs offer work experience and career exploration to youth from across Oakland, including opportunity youth and others who face barriers to self-sufficiency.

Program Spotlights



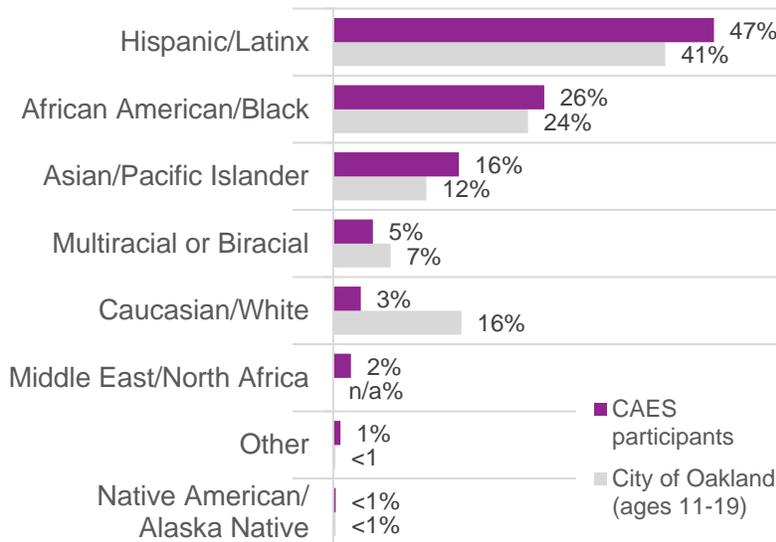
To inform this report, SPR conducted interviews with staff from two Career Awareness and Employment Support programs:

Bridges, Inc.'s Bridges from School to Work provides comprehensive job-readiness skills training, job development, placement, and retention services to opportunity youth and youth with special needs for up to 2 years. The program places youth in competitive, unsubsidized jobs in their community and encourage a successful transition to adult employment.

The East Bay Asian Local Development Corporation's Havenscourt Youth Jobs Initiative develops career readiness skills in high school age youth and provides direct employment to opportunity youth. Young adults participate in career exploration programs, job readiness trainings, paid internship, hiring fairs, and financial coaching.

Aligned with the goal of reducing race-based disparities in employment, programs served predominantly BIPOC youth residing in under-resourced communities. As shown in the graph below, over 85% of participants identified as Hispanic/Latinx, African American/Black, or Asian/Pacific Islander.²

Race/Ethnicity of OFCY Participants and Oakland Youth

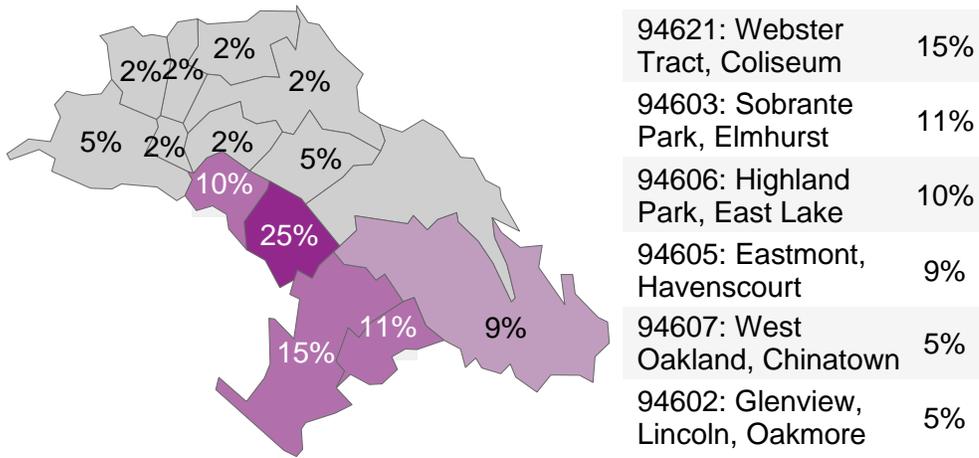


The largest group of youth identified as Hispanic/Latinx.

Relative to the city’s population, youth who identify as African American/Black, Asian/Pacific Islander and Hispanic/Latinx were most likely to be served.

As illustrated below, most participants lived in zip codes that experience high levels of community stress, including Fruitvale, Webster Tract, Sobrante Park, and Eastmont.

Zip Code of Residence



Youth participants were most likely to live in East Oakland.

“ We are very conscious that we're working toward the positive outcomes of young people of color who have [received the message] that they're not going to be able to achieve adult positive outcomes.

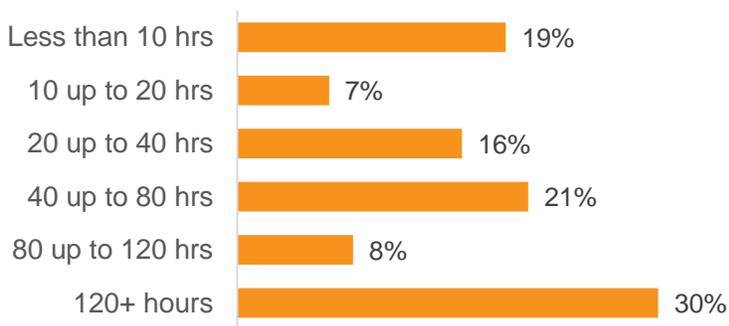
- Staff, Bridges from School to Work

² City of Oakland youth data comes from American Community Survey (ACS) 2018 5-year Estimate. Middle Eastern/North African is not represented in racial/ethnic categories collected by the ACS.

How Much Did Programs Do?

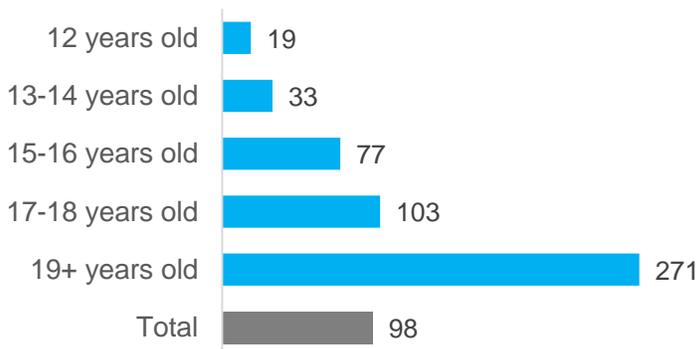
Programs provided 173,794 hours of service. During the on-going shelter-in-place order, programs adapted to provide services safely to youth from across Oakland. Programs identified job training opportunities that supported the community during COVID-19, such as food distribution for seniors, and built their leadership and facilitation skills through activities like restorative justice trainings. Close to two-thirds of youth (62%) received 40 or more hours of career awareness and employment support services. Compared to previous years, hours of attendance were somewhat lower. About 5% of participants attended more than one career program.

Hours of Attendance in Career Programs



On average, youth spent 98 hours in programming. As shown below, older youth spent more time in career programming and work experience opportunities than their younger peers, consistent with the needs of youth as they transition to adulthood.

Average Hours of Attendance by Age



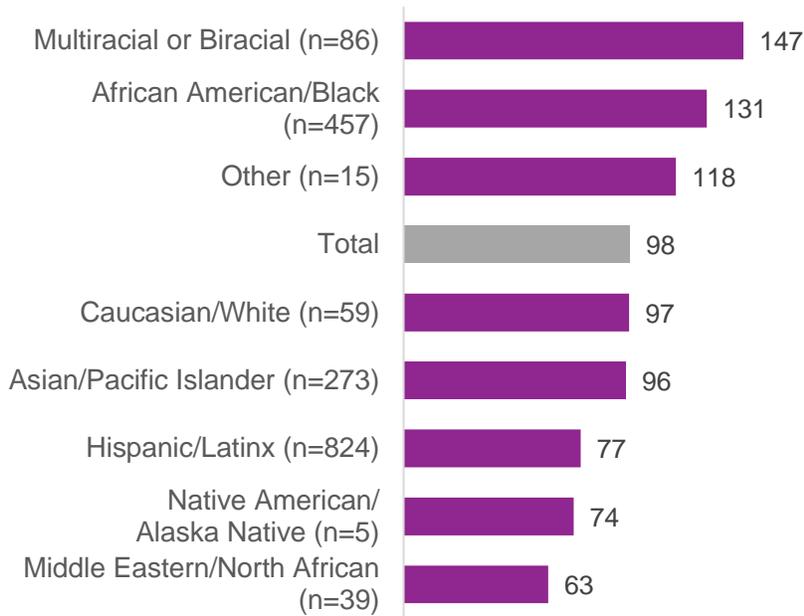
Programs provided virtual and in-person programming that focused on career preparation and work experience opportunities that met the needs *and* safety concerns of youth during the pandemic.

Youth spent an average of 98 hours in career awareness programming and work experience opportunities. Transitional-aged youth spent the most time in programming.

The number of hours spent in programming varied somewhat by race/ethnicity. As shown below, African American/Black youth and multiracial or biracial youth had the highest average hours of participation.

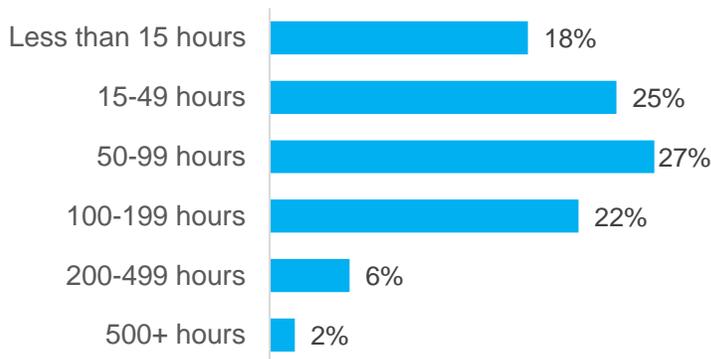
African American/Black youth and multiracial youth spent the most time in programming.

Average Hours of Participation by Race/Ethnicity



Through their programs, **1,496 unduplicated youth participated in jobs and internship opportunities**, comprising 84% of all participants. Programs creatively modified placements to provide valuable career exploration and work experiences despite the shelter-in-place order, as described below in the Participant Outcomes section. About half of participants who were placed in jobs or internships spent between 15 and 100 hours in work settings.

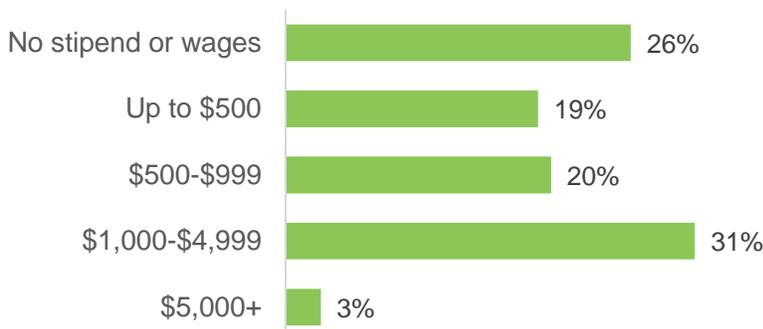
Hours Spent in Placements



In addition to gaining experience, about three-quarters of youth and young people participating in placements received a wage that ranged from less than \$100 to over \$30,000. On average, these participants earned about \$1,355 for their time and effort. Overall, programs distributed \$1,491,816 in stipends and wages youth.

Stipends and Wages Earned

- **1,101** youth received wages
- **\$1,491,816** total wages
- **\$1,355** average wages earned



Despite the shelter-in-place order, **84% of participants received work experience through a virtual internship or modified in-person job placement.**

“ The majority of jobs that our students get are front-facing customer service jobs... We had to be very clear that the decision was theirs to make and that it was made thoughtfully.

- Staff, Bridges from School to Work

About three-quarters of youth and young adults participating in work experience received a wage, ranging from less than \$100 to over \$30,000.

The amount earned depended on the time youth spent in placements and the type of work experience they participated in. Programs designed to prepare older youth to transition into unsubsidized generally offered hourly wages, while programs focused more on career exploration generally provided a flat stipend for participation and served younger participants.

Depending on the type of placement, participants received a flat stipend or an hourly wage.

For example, participants received an average of \$332 at Alameda Health System’s Oakland Health Careers Collaborative, where middle and high school students shadowed medical professionals, attended seminars, and learned about a range of medical professions. In contrast, at Civicorps, where young adults received \$14.36 per hour for paid job training in environmental management and recycling, the average payment was \$11,380. As shown below, older youth earned more than their younger peers. They generally spent more time in their placements and were more likely to receive hourly wages.

Total Stipends and Wages by Age



Older youth generally earned more during their placements.

The total payment that participants received varied by race. African American youth received the highest average payment.

African American/Black youth received the highest average payment.

Total Stipends and Wages by Race/Ethnicity



How Well Did Programs Do It?

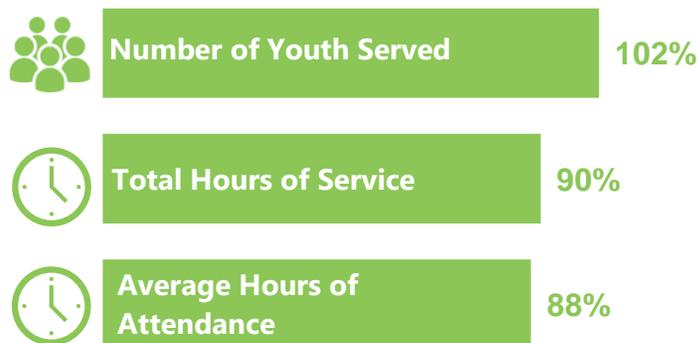
OFCY tracks a series of indicators to assess how well grantees have implemented their programming.

The first three indicators include progress toward projected program enrollment, total hours of service, and average hours of service per participant.³ As shown to the right, **program attendance and enrollment were strong**. On average, programs enrolled over 100% of the youth they anticipated.

In addition to these performance measures, the Career Awareness and Employment Support strategy has indicators of program quality, including the percentage of youth who received work experience, and youth perceptions of critical aspects of programming. In the FY2020-2021, 84% of participants were placed in a job or internship and 71% spent at least ten hours in a job or internship.

Also shown to the right, the 764 participants who completed a survey generally felt safe and connected to adults that cared about them in their programs. Programs emphasized that having staff that are reflective of youth demographics and are from their neighborhoods play a key role in establishing a welcoming environment and building trusting relationships. These ratings are similar to how youth assessed program quality in FY19-20. In addition to focusing on physical and psychological safety, programs employed COVID-19 safety measures, including access to personal protective equipment, trainings, and on-site protocols for internships and jobs.

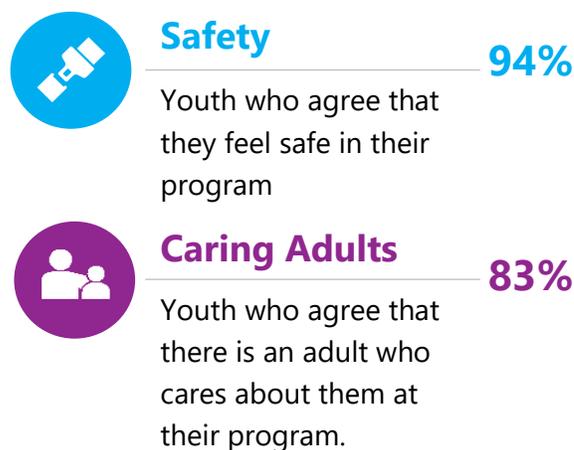
Program Performance: Average Progress Toward Projected Enrollment and Attendance



Program Performance: Rate of Job Placement and Work Experience



Program Quality: Youth Survey Responses (n=764)



³ At the start of the fiscal year, programs estimate the units of service enrollment they expect to meet. By the end of the year, programs are expected to reach at least 80% of their projected enrollment and units of service.

Is Anyone Better Off?

As part of the RBA framework, OFCY tracks indicators of job and career readiness to assess if program participants are better off because they participated. As shown below, the vast majority of youth reported gaining the experience and skills that the Career Awareness and Employment Support strategy aims to provide.

Program Outcomes: Youth Survey Results (n=764)



Career Goals

94%

Youth who agree that they learned about jobs they can have in the future



Employment Skills

92%

Youth who agree that they learned what is expected in a work setting



Interpersonal Skills

88%

Youth who agree that the program taught them how to get along with others in a work setting

In addition to these RBA indicators, participant survey data and program interviews tell a more comprehensive story about the ways that career awareness programs prepare youth for success in youth employment and their future careers.⁴

Awareness of Job and Career Options

Many programs provide opportunities for participants to explore different careers. Pre-COVID, programs often organized field trips and hosted job fairs and in-person panels with professionals from different fields. In the second year of the pandemic, programs continued to modify these opportunities to protect the health, safety, and wellbeing of participants. For example, Havenscourt Youth Job Initiative transformed their career explorations into immersive online experiences where youth received boxes of supplies and learned how to make homemade

89%
of youth agreed:
This program helps me understand how to get the kind of job I want.

“ [Because of COVID-19], we changed our hiring fairs to virtual career explorations or demonstrations. [It was] very engaging. The hands-on approach that we tried to capture even [during COVID] is extra work, but it's worth it. It really keeps them coming back.

- Havenscourt Youth Job Initiative, Staff

⁴ Program participants also report on their progress toward youth development outcomes, which are reported in the OFCY FY20-21 Final Report.

pasta and cold brew coffee while gaining insight into careers in the food industry and customer service skills from employers like Starbucks.

Interpersonal Skills and Professionalism

Programs supported professional and soft skills through training and on-the-job experience. This year, programs offered these activities virtually or through a hybrid in-person/virtual format to meet the needs and safety concerns of youth. For example, the Havenscourt Youth Job Initiative at EBALDC transitioned to holding their professionalism trainings and internship interviews online. At Bridges from School to Work, program staff offered one-on-one, In addition to traditional interpersonal like communication, career awareness programs provided individualized support in person, over the phone, or online because youth were burnt out from virtual group meetings. youth with COVID safety training as part of professionalism training to prepare them for their internships and placements. Topics included understanding the science behind COVID-19, PPE and masks, sanitation and handwashing, access to vaccination opportunities, and best practices when engaging with community members in-person.

Increased Participation in Internships and Other Work Opportunities

Internship and work experience opportunities are typically a core component of OFCY career awareness programs as it provides youth a positive, productive activity during out-of-school time and important monetary incentives in the form of wages and stipends. During 2020-2021, COVID-19 and shelter-in-place orders continued to force programs to adjust the scope of their internship and employment opportunities. Throughout the year, Bridges from School to Work placed youth in unsubsidized essential worker jobs like courtesy clerks at Safeway. Bridges offered all their pre-readiness skills trainings to youth and families who were not comfortable with front-facing, customer service jobs, and all youth and guardians had to sign COVID-19 acknowledgement forms. EBALDC's Havenscourt Youth Job Initiative continued to run its year-round afterschool

91%

of youth agreed:
Because of this program, I have learned new skills that will help me get a job.

“ **Communication is the key.**
If something is happening in your life, please let your counselor know.

- Staff, Bridges from School to Work

61%

of youth agreed:
Because of this program, I have an internship, volunteer position, or paid job now or lined up for the future.

“ *[Because of COVID-19], we changed our hiring fairs to virtual career explorations or demonstrations. [It was] very engaging. The **hands-on approach** that we tried to capture even [during COVID] is extra work, but it's worth it. It **really keeps them coming back.***

- Staff, Havenscourt Youth Job Initiative

internship program and implemented a smaller, pilot version of the summer internship program that they were unable to launch in Summer 2020 due to shelter-in-place. This included placements as a creative intern at the San Francisco Symphony, a program intern at United Way Bay Area, and a social media and marketing intern at Bay Cities Realty & Home Loan, a local real estate company.

Survey Responses by Subgroups

An analysis of survey responses by subgroup revealed some differences in outcomes across race, gender, and age:

- **Latinx/Hispanic youth reported higher scores** than their peers in several general youth development outcomes, including *Goal Setting, Development and Mastery of Skills, Confidence and Self-Esteem, and Sense of Belonging*.
- **Females were more likely than males to report *feeling safe in their program*** and reported higher scores than males around in questions related to *Sense of Belonging*.
- **African American youth were more like to report that there is an adult in the program who cares for them.**