



OUSD After School Master Plan

VISION FOR OUSD AFTER SCHOOL

OUSD After School Programs are places where children and youth have both a right and access to well-structured, high quality programming that is physically and emotionally safe and enriching during out of school time hours. Children and youth participate in purposeful learning experiences built upon meaningful relationships. Programs are based on youth development philosophy and meet academic, social-emotional, health and wellness needs, thereby supporting the “whole child”.

OUSD After School Programs foster conditions for learning by uniting schools and community based organizations. Programs enrich the lives of Oakland’s young people and families and link them to support services available in the community. Program staff are trained youth development professionals and consistent, caring adults who are culturally competent and work in partnership with the community, families, and youth. Children and youth are at the center of all after school decision-making.

OUSD After School Programs extend and enhance the learning of students in order to foster their achievement and interpersonal success. Students have opportunities for challenging and engaging skill building activities, where they can practice and reinforce skills learned during the school day. Students in need of additional academic support receive services to elevate their skills. After school instruction is intentional, targeted, rigorous, and relevant. Moreover, after school education is distinct from the regular school day in that it does not replicate school day instruction; rather, after school complements and enhances the school day.

OUSD After School Programs motivate and inspire students to be more connected to their schools and their communities. Programs offer innovative strategies to engage hard-to-reach students. Students have opportunities for leadership, choice in program options, and a voice in program offerings and structure. They have access to new experiences that engage them and increase their interest in learning in the school community, including project-based learning, service learning, arts-integrated learning, volunteering and internships.

There is explicit, intentional alignment between after school and the regular school day, so that ultimately, OUSD after school programs support tangible student achievement goals and support the school district’s efforts to close the achievement gap.

KEY OUTCOMES OF OUSD AFTER SCHOOL PROGRAMS

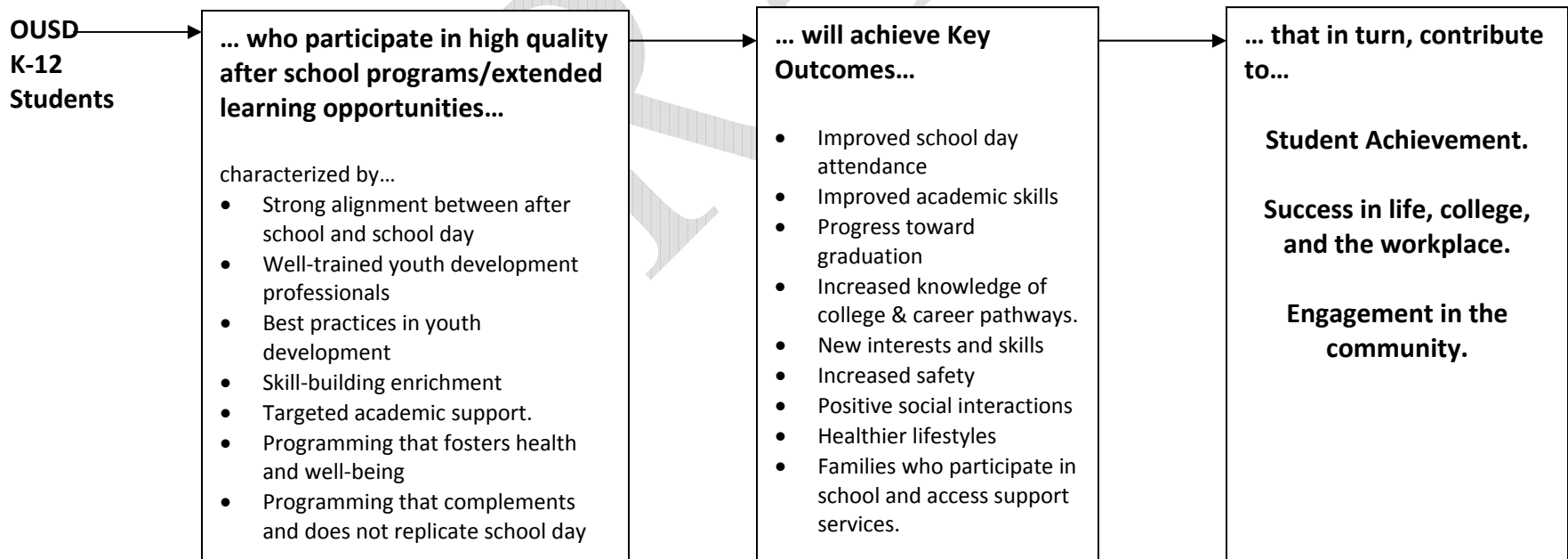
Students who participate regularly in OUSD after school programs will...

- Improve school day attendance.
- Improve academic skills and behaviors, including math, literacy, science, and English fluency (for EL students).
- Increase progress toward high school graduation, and knowledge of college and career pathways.
- Develop a variety of new interests and skills.
- Experience increased safety during out-of-school-time hours.
- Increase positive social interactions with peers and caring adults.
- Become active participants in their communities.
- Have healthier lifestyles and increased levels of physical activity.

Families whose children/youth participate regularly in OUSD after school programs will...

- Increase participation in school-related activities.
- Increase access to community support services.

THE CONNECTION BETWEEN AFTER SCHOOL OUTCOMES AND SCHOOL DISTRICT GOALS



OUSD After School Program Goals:

OUSD After School Programs seek to...

- 1) Provide high quality instruction during after school hours.
- 2) Provide a physically and emotionally safe and supportive environment at all times for students and families.
- 3) Support participants' academic achievement, college and career readiness, and graduation rates.
- 4) Provide skills-based and standards-aligned enrichment, physical activity, nutrition, and wellness programs.
- 5) Foster students who take responsibility for themselves and the common good through leadership opportunities and service learning experiences.
- 6) Develop community based partnerships that enhance supports offered to students and families and advance program sustainability.
- 7) Provide opportunities for families to be involved and participate in their children's education.

Strategies to Achieve After School Program Goals

After School Goal	Alignment with key OUSD goals and Board priorities	Strategies		
		Elementary School	Middle School	High School
1) Provide high quality instruction during after school hours.	Board Priority: High-quality instruction that results in high levels of learning.	<ul style="list-style-type: none"> • Academic Liaison • Professional development for after school staff • Alignment with school/district strategies for student achievement • Site observations and ongoing technical assistance • Use of data to inform program enrollment and academic components 		
2) Provide a physically and emotionally safe and supportive environment at all times for students and families.	Board Priority: To Increase Student Achievement We Create Conditions for Success: Personalized Learning Environments; Safe and Supportive Schools.	<ul style="list-style-type: none"> • Safety and emergency planning; secure campus • Caring adult relationships with trained youth development professionals • 20:1 staff to student ratio • Integrated student and family services • Peer conflict mediation and other youth leadership opportunities • Violence intervention programs • Restorative practices 		

After School Goal	Alignment with key OUSD goals and Board priorities	Strategies		
		Elementary School	Middle School	High School
<p>3) Support participants' academic achievement, college and career readiness, and graduation rates.</p>	<p>District Goals: Students will graduate prepared to succeed in college and the workplace.</p> <p>Succeed in Algebra by the end of ninth grade.</p> <p>Read and write by the end of third grade.</p>	<ul style="list-style-type: none"> • Tutoring/Homework assistance • Targeted academic support in math and literacy • Academic skill-building in literacy and math • Science/STEM exploration • College/career exploration activities and goal setting • Support for 6th grade transition. 	<ul style="list-style-type: none"> • Tutoring/Homework assistance • Targeted academic support in math and literacy • Academic skill-building in literacy and math • Science/STEM exploration • College/career exploration activities and goal setting • Support for 6th and 8th grade transitions. 	<ul style="list-style-type: none"> • Tutoring/Homework assistance • Targeted academic support in math and literacy • Academic skill-building • Career pathways exploration (internships) • College exploration activities and goal-setting (i.e. College and FAFSA application support; college tours; community college course access) • Graduation Support (CAHSEE prep, credit recovery) • Support for 9th grade transition and 12th grade transitions.
<p>4) Provide skills-based and standards-aligned enrichment, physical activity, nutrition, and wellness programs.</p>	<p>District Goal: Students will possess personal motivation, skills and resiliency necessary for success in life and the workplace.</p>	<ul style="list-style-type: none"> • Structured physical activities • Nutrition/Health Ed. • Visual & performing arts • Gardening • Variety of enrichment offerings to develop new interests & skills 	<ul style="list-style-type: none"> • Structured physical activities • Nutrition/Health Ed. • Visual & performing arts • Computer technology • Variety of enrichment offerings to develop new interests & skills 	<ul style="list-style-type: none"> • Structured physical activities (team sports) • Nutrition/Health Ed. • Visual & performing arts • Computer technology • Variety of enrichment offerings to develop new interests & skills

After School Goal	Alignment with key OUSD goals and Board priorities	Strategies		
		Elementary School	Middle School	High School
5) Foster students who take responsibility for themselves and the common good through leadership opportunities and service learning experiences.	District Goal: Students take responsibility for themselves and the common good.	<ul style="list-style-type: none"> • Service Learning and project-based learning opportunities • Youth leadership opportunities (including youth-facilitated programming at high school level, Youth Advisory Councils, Youth Ambassadors) • Internships (high school level) • Community building activities 		
6) Develop community based partnerships that advance program sustainability and enhance supports offered to students and families.	District Priority for Safe & Supportive Schools: Engaged civic and community partners to reduce violence in the community and at schools	<ul style="list-style-type: none"> • Collaboration with city-wide initiatives and programs (<i>Oakland's Promise Alliance, Mayor's Council on Education</i>) • Resource sharing and strategic collaboration with <i>Oakland Fund for Children and Youth (OFCY)</i> • Partnership with <i>Oakland Community After School Alliance (OCASA)</i> for after school sustainability efforts • Partnership with <i>Partnership for Children and Youth</i> for after school advocacy and awareness building • Collaborations with on-site school based health centers and Family Resource Centers • Partnerships with other district departments, including Family Community Office, Integrated Support Services, OUSD Police, and Health Services 		
7) Provide opportunities for families to be involved and participate in their child's education.	District Priority for Safe & Supportive Schools: Integrated student and family services at school that address the needs of the whole child	<ul style="list-style-type: none"> • Parent workshops and trainings, including workshops on the college application and financial aid process • Parent education classes and parent/family literacy activities • Parent volunteering and leadership opportunities • Family events and showcases 		

Target Populations for OUSD After School Programs

OUSD After School Programs are open to all K-12 students in OUSD schools that are eligible for ASES and 21st Century funding (schools with 50% or more FRL at time of district grant application). 21st Century ASSETS high school after school programs are also open to eligible high school youth in communities surrounding the schools. The after school legislation allows districts/schools to prioritize student participants based on district/school needs.

The following guidelines broadly define target populations for OUSD after school programs. Within these broad district guidelines, each school will annually review data to prioritize its site-specific target populations for enrollment, based on school needs and capacity of the after school program. Successful after school programs are heterogeneous and include several of the following target populations.

Target Populations: OUSD After School Programs are intended for the following students... <i>(target populations listed below are not ranked in any order; ranking will occur at the school site level)</i>	Data to Inform Selection of Program Participants
Students in need of academic support and intervention to improve or sustain academic performance.	CST, Benchmark, CELDT, CAHSEE performance Grades, GPA, Credits toward graduation Teacher or counselor referral/recommendation Parent/Caregiver feedback Student self-selection FRL data Data from COST or SST Referrals by other depts/agencies Other data and risk factors identified by site
Students from socio-economically disadvantaged families/backgrounds.	
Students in need of social-emotional support.	
Students in need of being engaged in learning (including students who have already learned regular school day content and need additional academic enrichment).	
English language learners	
Transitional youth, including foster youth, homeless youth, students returning to school, and students transitioning from the juvenile justice system.	
Students with siblings already enrolled in after school program based on above priorities.	

Enrollment Process and Timeline for OUSD After School Programs

Timeline	After School Enrollment Process
November - March	1) Site engages in program planning for next year’s after school program. During this planning, site prioritizes target population(s) for after school enrollment, based on school needs, program capacity, and broad district guidelines for target populations.
March, April	2) Site clearly defines enrollment priorities and enrollment process in a site-specific “Enrollment Policy” that is reviewed and approved by the ASPO; site shares After School Enrollment Policy with parents and school faculty on ongoing basis.
April, May	3) After School Leadership Team (including After School Site Coordinator, Principal, and Academic Liaison) meets in Spring to identify 50-75% of after school participants for next school year, based on enrollment policy and student data (leaving at least 25% of slots for incoming students who meet enrollment priorities.)
May, June	4) After school Site Coordinator, in collaboration with school staff, conduct Spring recruitment and enrollment of priority students identified; families are notified about next year’s program participation by last day of school.
August	5) After School Leadership Team identifies students to fill remaining slots based on enrollment policy and new student data (ie. test scores released over summer).
August, September	6) After School Site Coordinator conducts new year recruitment and enrollment to fill remaining slots and ensure full program enrollment by end of Sept.
September - June	7) Program creates waitlist and fills openings throughout the year based on criteria established in enrollment policy.

Notes:

ASES and 21st Century grants are intended for elementary students who can consistently attend the program daily until 6pm; and for middle school students who can consistently attend the program at least 3 days/week. Students with infrequent after school attendance may be dropped from the program, so that program slots are filled by families who will most maximize the program.

Timelines for high school after school programs may vary from the above timelines due to the transitional nature of high school student populations, and the varying enrollment and graduation dates of the Alternative high schools.

OAKLAND AFTER SCHOOL PROGRAM EVALUATION FINDINGS REPORT 2009-10

Oakland Fund for Children and Youth

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OUSD After School Programs Office

October 2010

[public
profit]

[measure and manage
what matters.]

Highlights from the 2009-10 Oakland After School Programs Evaluation

Positive findings from the evaluation:

- After school programs served 20,329 participants, about one in three school-aged youth in Oakland. School-based programs served 51% of the youth at their sites.
- Nearly all (96%) programs met evaluators' expectations for service quality, as observed in on-site visits.
- Nearly all youth agreed that they tried new things in after school, and teachers and principals agree that programs provide experiences unavailable during the school day.
- After school programs help youth to build social skills. Most participants agree that the programs help them to get along better with others and make new friends.
- Youth report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college. Principals and teachers report that participants improved their study skills and academic content knowledge.
- Participants attended school an additional 33,696 days in 2009-10, valued at between \$788,486 and \$943,488 in additional revenue for OUSD.
- For older English Learners, regular participation improves their chances of mastering the language. Spending twenty-five days in after school increases the likelihood of re-designation by 24%; one hundred days increases the likelihood by 40%.
- Youth who attended after school for 100 or more days (just over half of all youth) are 10% more likely to score at Proficient or Advanced on the California Standards Test in English Language Arts or Math.
- Six in ten parents report that they are better able to keep a job or to stay in school since their child is in after school.

Areas for improvement:

- Youth describe after school as the safest environment in their lives. However, at least one in four has been physically or verbally abused while in after school. Programs should consider improving their policies and practices around physical and verbal interactions among youth.
- Although programs meet expectations for quality overall, they can further improve the quality of academic support provided to youth, and enhance skill-building opportunities available in ongoing activities.

See the Executive Summary and Findings Report for details.

Executive Summary

After school programs can serve as a “launching pad” for youths’ success. Young people who attend high quality after school programs regularly learn to get along better with peers and adults, experience new things, and are more connected to school. These improved attitudes and behaviors can in turn affect other outcomes, including grades and test scores.

This evaluation assesses the extent to which after school programs successfully recruit and retain youth and provide high quality programming for the young people who attend. The analysis then explores a variety of outcomes for participants to assess the extent to which youth benefit from attending Oakland after school programs.

Almost One-Third of Oakland Youth Attend After School Programs

Oakland after school programs operate in 85 schools and 10 community-based organizations and charter schools in 2009-10. After school programs in Oakland served 20,329 children and youth, accounting for roughly 31% of 5-18 year-olds in the city. School-based programs served an estimated 51% of the student population at their host schools.¹

Youth who attended after school broadly reflect the composition of the Oakland Unified School District (OUSD), though some modest differences exist. After school programs serve a somewhat smaller proportion of Asian/Pacific Islander and White students, and smaller proportion of English Learners. Programs serve a higher proportion of low-income students.

Youth Characteristic	After School Participants	Non-Participants
Race/Ethnicity		
<i>African American</i>	41%	37%
<i>Latino/a</i>	37%	34%
<i>Asian/Pacific Islander</i>	11%	17%
<i>White</i>	3%	7%
<i>Native American</i>	1%	.4%
<i>Multi-Racial/Other/Not Reported</i>	7%	5%
English Learner	29%	38%
Receives Special Education Services	9%	11%
Lives in Low Income Household	69%	61%

¹ Including 42% of students in elementary schools, 71% of students in middle and 56% of high school students.

Programs meet grant performance expectations.

In the 2009-10 year, 95% of programs have met or exceeded their target number of youth served. This indicates both that the programs are meeting funder-determined service goals and that after school programs have substantial “reach” in the neighborhoods and communities they serve.

Further, after school programs overall have good youth retention rates, meaning that youth come to programs nearly all of the days they are enrolled. Regular attendance is key to assuring that youth have the greatest chance of benefitting from their participation.

After school programs represent an investment of approximately \$5.6 million in OFCY funds, \$13.4 million in state and federal funds through OUSD, and an additional \$3.97 million in grant and in-kind funds leveraged by lead agencies.

OFCY’s grant making strategy is to *intentionally match* OUSD’s after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, some high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the table.

Program Area	OFCY Funds Granted	OFCY Funds Spent	ASES/21 st CCLC Funds	Programs	Youth Served	Total Hours of Service
Elementary	\$3,726,660	\$3,720,150	\$6,551,788	52	7,689	4,115,285
Middle	\$1,373,820	\$1,362,055	\$2,834,973	16	4,852	1,173,678
Charter/ Community	\$863,512	\$863,512	NA	10	2,763	595,799
High	\$223,081	\$223,081*	\$3,963,650	17	5,025	898,329
Total	\$6,187,073	\$6,168,798	\$13,350,411	95	20,329	6,783,091

*Note: OFCY intentionally matches funding for elementary and middle schools as part of its larger investment strategy. For three high school-based after school programs that apply Older Youth strategy funding to school-based after school.

After school programs that offer a variety of activities are more likely to retain youth over time, and research suggests that youth benefit most when they participate in a variety of activities. Activity data demonstrate that after school programs in Oakland offer a balanced mix of academics, athletics, recreation, arts and cultural activities, and life skills (like career training or computer skills).

After School Programs Benefit Youth and Families

This evaluation looked at opportunities for youth to experience new things, build social skills, strengthen engagement with school and improve academic skills, as well as feel safe in after school activities. The 2009-10 evaluation found the following:

1. **Nearly all youth agreed that they tried new things in after school**, and teachers and principals agree that programs provide experiences unavailable during the school day. Youth who attend after school most often were more likely to report that they learned new things while in the program.²
2. **After school programs help youth to build social skills.** Teachers indicate that after school programs help students improve relationships with other, and principals report that after school programs help students improve their conflict management skills and help students build leadership skills. Most participants agree that the programs help them to get along better with others and make new friends.
3. **After school participants demonstrate a stronger connection to school.** Program participants had equivalent or better attendance rates than their peers, suggesting that after school helps some young people feel more connected to school. Gains in school days attended among participants are worth between \$788,486 and \$943,488 in additional District revenue.

Moreover, those who attend after school programs most often report the strongest connection to school and peers. Youth who attended after school for 100 or more days were almost twice as likely to report that after school has increased their sense of belonging at school.

4. **Youth improved their academic skills and confidence while in after school.** Participants report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college. Parents and caregivers reported that their child's attitude toward school has improved since coming to the after school program. Principals and teachers report that participants improved their study skills and academic content knowledge.

² See Public Profit's *Supplemental Analysis* for more information on the characteristics of youth who attended after school for two or more years.

Benefits for Youth & Families, continued

5. **English learners benefit from after school participation.** There is some evidence that participation in after school helps English Learners in middle and high school to master the language faster than their peers. Participation of about 25 days in after school activities was associated with about 24% greater likelihood of being re-classified as English fluent. This increased to about 41% greater likelihood for attendees participating in 100 days of after school activities. This relationship does not appear to hold for elementary-aged youth, however.
6. **After school participation appears to benefit youth in some, but not all academic performance measures.** For example, youth who attend after school for 100 days or more are about 10% more likely to score at Proficient or Advanced on the CST in either English Language Arts or Math. On the other hand, there is limited evidence that CAHSEE³ Prep activities contribute to higher passage rates for youth who participate, though three programs appear to have more effective Prep courses.
7. **Parents report that after school benefits their families.** In surveys, parents of participants reported that they feel less stressed about their child's safety since enrolling in after school, and six of ten parents reported that they are better able to hold a job or stay in school since their child is in after school.

From the full report

Promising Practice - Promoting Pro-Social Skills in Gender-Specific Clubs

After school programs promote students' pro-social development in a variety of ways; gender-specific groups are one way to create emotional safety for youth, particularly for adolescents. Two examples from middle school-based after school programs highlight how programs help youth build pro-social skills.

At Frick, academic support activities are gender-specific. As part of its daily schedule, Frick's after school staff dedicate time to allow the students to discuss any social or personal issues that came up throughout the day. One girls' group talked about a fight that took place during the school day, while the staff member asked guiding questions about how the conflict arose and for alternate means to resolve the conflict.

The boys' empowerment class at Edna Brewer helps young men better understand the motivations of others. In one session, a student wanted to discuss why a teacher was being hard on him in class. The boys all brainstormed possibilities, such as the teacher might have been upset at the student for talking in class, performing badly on his homework or coming in late. The group leader acted as a facilitator providing students the opportunity to talk about sensitive issues openly and to learn from their peers.

³ All high school students are required to pass the California High School Exit Exam (CAHSEE) as a condition of graduation.

Programs Meet Evaluator and Stakeholder Quality Standards

Nearly all after school programs (96%) met or exceeded evaluators' quality expectations. Middle school-based programs are among the most highly rated, a notable contrast from prior years.

A sizable minority of programs (13%) did not meet expectations for the quality of their academic supports, however. Most of these programs are based in middle and high schools. Site Coordinators' reports indicate that a large number don't yet feel confident in providing strong academic support to participants, which may in part explain the lower-than-expected quality ratings in this domain.

Mostly positive site evaluations are backed up with a high degree of agreement in positive stakeholder reviews. In surveys, parents, youth, principals and school-day teachers are satisfied with after school program quality.

Site Coordinators were more critical of their programs than stakeholders or evaluators. Coordinators cited areas for improvement around academics, physical and emotional safety of participants, and building strong management practices and effective community partnerships. In these categories, while site evaluators reported positive findings, site staff reported more guarded impressions.

From the full report

Promising Practice - Quality Improvement in Middle School

Middle school-based after school programs are among the most highly rated programs in the Oakland after school programs evaluation, a notable contrast from prior years, in which middle school program quality lagged behind other programs.

The marked improvement in middle school program quality can be credited to sustained efforts to strengthen the academic supports available to youth, strengthened relationships between program and school-day staff, and more frequent inter-program collaboration and problem solving. Nearly all middle school program Site Coordinators returned to their programs in the 2009-10 school year, enabling them to build on the systems, relationships, and strategies developed in prior years. Moreover, monthly gatherings with middle school-based Coordinators facilitated site- and age-specific professional development and problem solving.

Oakland After School Programs Can Continue to Improve in Three Key Areas

Based on information collected for this report, the evaluation team has identified the following key findings:

- Participants report feeling safer in after school than any other place, yet at least one in four has been bullied in after school. This suggests that programs can further improve policies and group norms affecting physical and verbal interactions among youth.
- After school programs need continued assistance in providing high quality academic supports, including homework help and academically oriented enrichment. Similarly, programs can further improve meaningful learning opportunities for youth to promote higher levels of engagement and skill building for youth.
- Programs can benefit from stronger communication with school-day staff and with community members and support in building linkages with the community.

From the full report

Promising Practice - Focusing Academic Support

The after school program at Sequoia Elementary incorporates writing into its schedule every day, with the express goal of “helping students develop their own voice as writers and learning to love to write.”

This targeted focus is the result of intentional design. The school’s principal, Site Coordinator, and Academic Liaison worked together to find a skill that would help youth succeed in the classroom *and* was something that could be taught “after school style” - that is, with lots of creative, hands-on activities that motivate and engage youth.

Focusing on writing in after school has helped to inform staff recruitment and training, and allowed the Academic Liaison to focus his time on helping the program implement high quality, fun writing activities.

Acknowledgements

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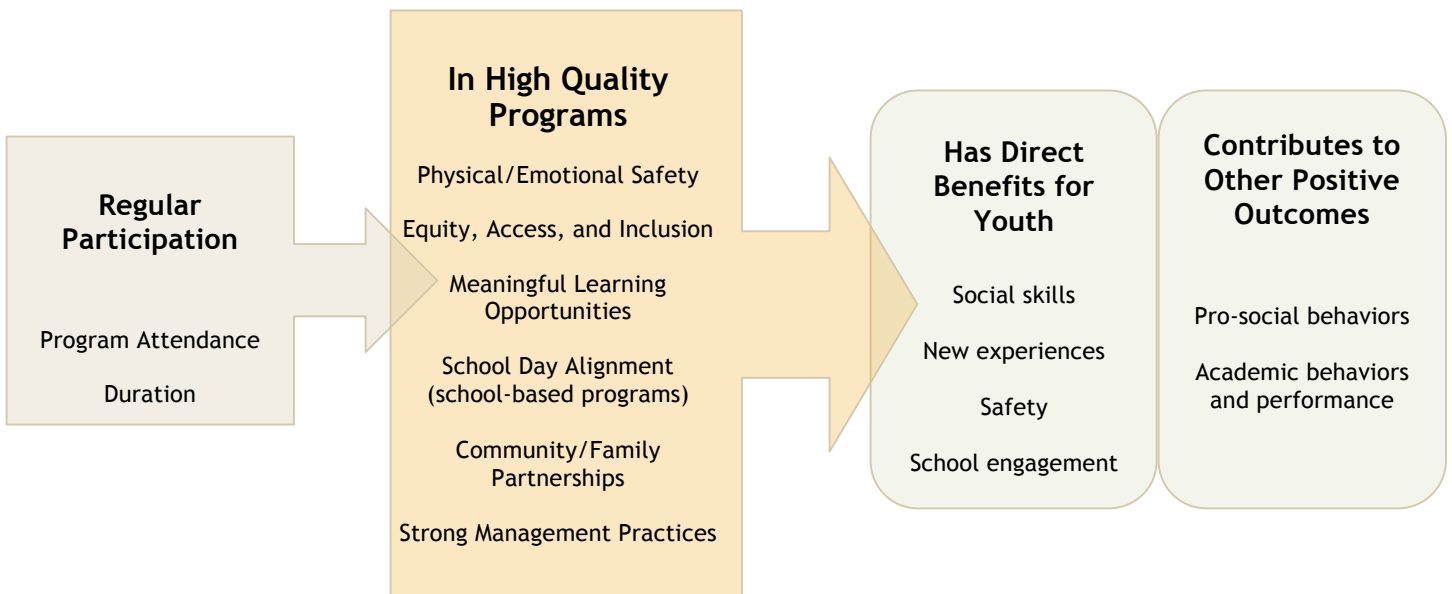
After School Programs Can Promote Youth Success

After school programs can serve as a “launching pad” for student success, providing additional time for young people to learn and practice important skills and to gain new experiences. Existing research in the field suggests that young people who come to high quality after school programs often are most likely to demonstrate positive outcomes in a variety of dimensions, including socio-emotional skills, engagement with school, and improved academic skills and performance.

Current research suggests that, for young people to benefit from after school programs, they need to regularly attend a high quality program. Youth who do this are more likely to demonstrate improved social skills, become more aware of the world around them, be safer, and be more engaged in school. These positive changes then support other positive outcomes for youth, such as increased pro-social behavior (i.e., fewer school suspensions, reduced conflicts with others) and enhanced school performance.

Figure 1 provides a visual model of the ways in which after school programs contribute to positive outcomes for young people.

Figure 1: Theory of Action for Oakland After School Programs



A more detailed description of this model is available in the Appendix.

Oakland After School Programs Scope of Service

Youth Served in 2009-10

After school programs managed by the Oakland Unified School District (OUSD) After School Programs Office and the Oakland Fund for Children and Youth operated in 85 schools and 10 community-based organizations and charter schools throughout Oakland, including 52 elementary schools, 16 middle schools, 17 high schools, and 10 community-based organizations or charter schools. (See Table 2 for a complete list.)

After school programs are grouped by type in this report:

School-based programs supported by OUSD are grouped based on type of school: elementary, middle, high.

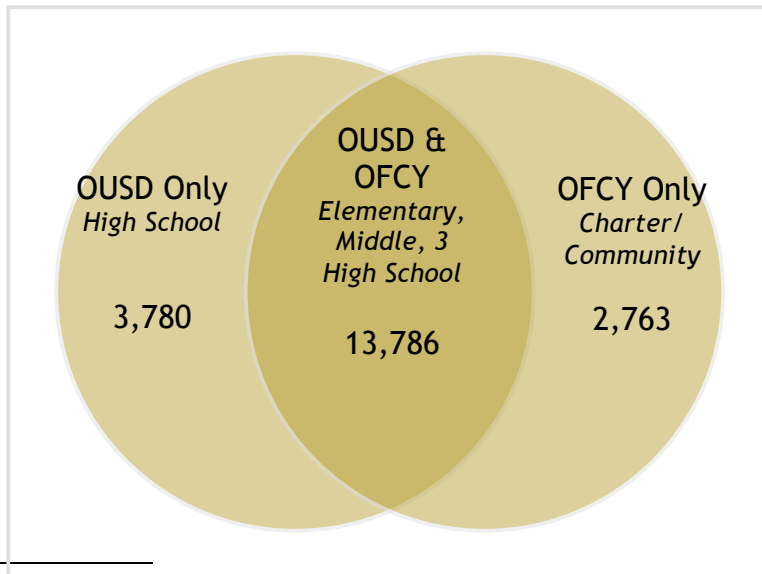
Comprehensive after school programs that receive OFCY funds, but are not supported by OUSD, are in the “charter/community” group.

After school programs in Oakland served 20,329 children and youth in 2009-10, accounting for roughly 31% of 5-18 year-olds in the city.⁴ School-based programs served an estimated 51% of the student population at their host schools.⁵

After school programs based in elementary schools served 7,689 youth, middle school-based programs served 4,852 youth, high school programs served 5,025, and community and charter-based programs served 2,763.

Figure 2 demonstrates the relationship between OFCY-funded and OUSD-funded programs, documenting the number of youth served by each organization. This figure shows that OFCY-funded programs served 16,549 youth, while OUSD-funded programs served 17,566.

Figure 2: Youth Served in 2009-10 by Program Funder



⁴ From the 3-year population estimate from the American Community Survey (2006-08): 65,007 people ages 5-18 live in Oakland. Downloaded November 30, 2009 from www.census.gov.

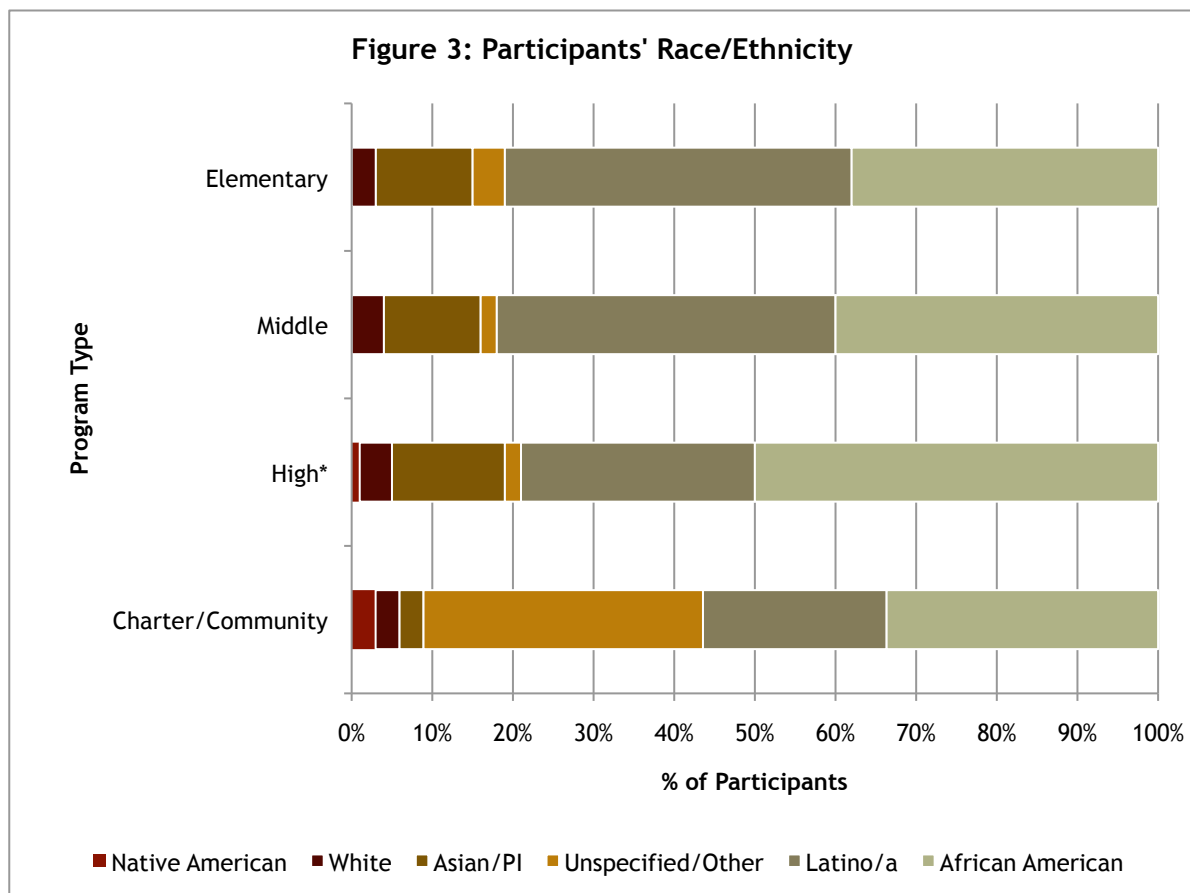
⁵ Based on 2008-09 enrollment figures for schools that host a school-based after school program. Including 42% of students in elementary schools, 71% of students in middle and 56% of high school students.

Of the children and youth served in 2009-10, 37% are Latino/a; 41% are African American; 11% are Asian/Pacific Islander; 3% are White; 1% are of Native American heritage; and 7% are multiracial, of another race, or have no reported race or ethnicity data.⁶

The racial/ethnic make up of youth served in after school programs broadly reflect the composition of OUSD with slightly more Latino/a and African American participants and fewer Asian/Pacific Islander and White participants.⁷

Charter/Community-based programs serve a notably higher proportion of Native American youth than other after school programs, largely because a program specifically for Native American youth is included among these programs.

The racial/ethnic heritage of youth served by program type is in Figure 3. A tabular version of this data is available in the Appendix.



*21st Community Learning Centers-funded programs only.
 Source: CitySpan attendance records for 20,185 program participants.

⁶ Race/ethnicity is available for 18,899 participants, approximately 90% of youth served.

⁷ The racial/ethnic makeup of OUSD is as follows: 34% Latino/a, 37% African American, 17% Asian/Pacific Islander, 7% White, and 0.4% Native American. This data is available at www.ousd.k12.ca.us, assessed July 20, 2010.

Among school-based after school programs⁸, boys and girls are evenly represented: 49% of attendees are girls and 51% are boys, compared to 47%/53% among non-participants. About 69% of participants are eligible for free or reduced-price lunches, slightly higher than the non-participant rate of 61%.

After school programs have a smaller proportion of English Learners: 29% of after school program participants were classified as English Learners, compared to 38% of non-participants. Approximately 9% of program participants have an identified learning disability of some kind (identified special education student), compared to about 11% of non-participants.

Table 1: Demographic Characteristics of Participants and Non-Participants

Youth Characteristic	After School Participants	Non-Participants
Race/Ethnicity		
<i>African American</i>	41%	37%
<i>Latino/a</i>	37%	34%
<i>Asian/Pacific Islander</i>	11%	17%
<i>White</i>	3%	7%
<i>Native American</i>	1%	.4%
<i>Multi-Racial/Other/Not Reported</i>	7%	5%
English Learner	29%	38%
Receives Special Education Services	9%	11%
Lives in Low Income Household	69%	61%

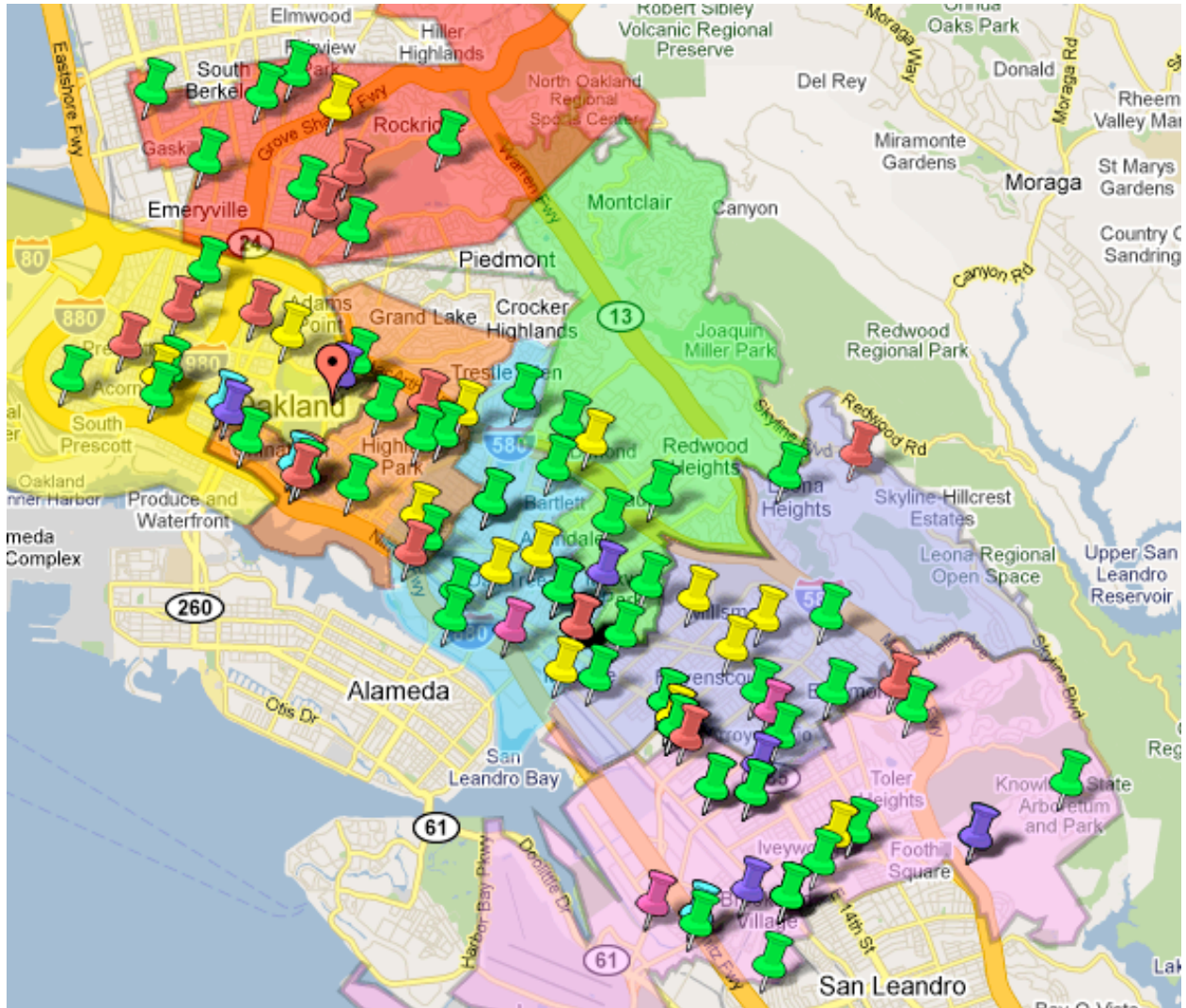
Source: CitySpan attendance records for 16,914 program participants, matched with OUSD student records.

School-based after school programs operated for an average of 171 school days in 2009-10 (up from 168 school days in 2008-09). Elementary school programs operated for an average of 171 days (up from 169 days in 2008-09), middle schools for 170 days (up from 164 in 2008-09), and high schools for 171 days (up from 170 in 2008-09). Community and charter school-based programs operated for an average of 184 days in 2009-10.

⁸ For the 16,914 school-based after school participants for whom data is available.

Figure 4 maps the after school programs included in this evaluation. The map was developed by the Oakland Youth Evaluation Team Interns (YETI), a group of five students from Met West High School who conducted a youth-led evaluation of the programs included in this evaluation. To view an interactive version of the map and video case studies developed by YETI team members, visit www.oaklandasp.blogspot.com.

Figure 4: Map of Oakland After School Programs



Source: Youth Evaluation Team Intern (YETI) map of Oakland after school. www.oaklandasp.blogspot.com
 “Push pins” indicate program locations. Multi-color shapes are Oakland City Council Districts.

Key	
Green	= School based, elementary
Yellow	= School based, middle
Red	= School based, high
Purple	= Charter and community
Turquoise	= OFCY and OUSD offices

Funding

Oakland's after school programs are supported through approximately \$19.8 million annually in public funds, including \$13.35 million in state and federal after school funds administered by the Oakland Unified School District, \$5.62 million in OFCY grants that directly co-fund comprehensive after school programming at OUSD programs. An additional \$863,500 in OFCY supports comprehensive after school programs in charter and community based programs. These grant funds are further leveraged by \$3.97 million in grants and in-kind contributions obtained through the community based organizations (CBOs) that manage nearly all after school programs in this study.

Figure 5 describes the annual per student investment in Oakland after school, based on site-level grants and self-reported matching funds. Elementary and Charter/Community based programs invested more than \$1,000 per participant per year, on average, while middle and high school based programs invested about \$800 per youth participant.

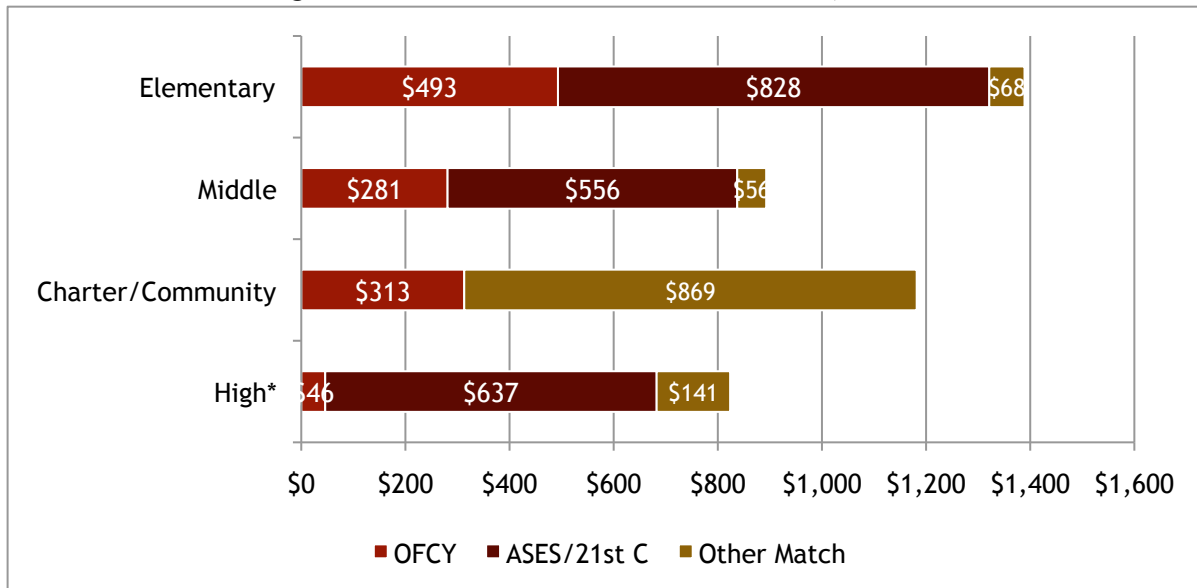
Charter and community programs have a higher match than other programs in the study, as noted in the following figure. This difference is driven largely by the two programs in this group that serve children with special needs, and therefore draw down substantial state dollars to serve this population.

OFCY's grant making strategy is to *intentionally match* OUSD's after school funding at the elementary and middle school level. This partnership allows these programs to meet their mandated match requirements and to provide a broader array of services to youth. In addition, some high school programs leverage OFCY funding from other strategies to directly support school-based after school, as noted in the figure.

Based on estimates developed for the "ideal after school program" by the San Francisco Department of Children Youth and their Families, the per youth cost for school-based after school programs is approximately \$3,200 per youth for elementary-aged participants (estimates were not calculated for other program types). Though budgeting methods and staffing patterns vary, the gap between the "ideal" per youth budget and funds available to Oakland after school is notable.⁹

⁹ Estimate derived from *Cost Estimate for K-5 Afterschool Program* prepared by San Francisco Afterschool for All. http://www.dcyf.org/Content.aspx?id=4424&ekmense1=14_submenu_22_link_6

Figure 5: Annual After School Investment, Per Youth



**Note: OFCY intentionally matches funding for elementary and middle schools as part of its larger investment strategy. Per-youth OFCY funding for high school is lower than for other program types, because just three programs receive grants through the Older Youth strategy area. In this figure, these grants are amortized across all high school program participants. Source: ASES 21st Century Community Learning Centers grants for school-based programs reported by OUSD; OFCY funds spent reported by OFCY; matching funds reported by individual grantees to OFCY.

Staffing

School-based after school programs

School-based after school programs share a basic staffing pattern across all sites, though specific staff duties may vary somewhat from site to site. Shared features include a Site Coordinator and Academic Liaison position, along with youth development workers and certificated teachers. Many after school programs also work with additional service providers for specific services, and some may rely on regular volunteer assistance, as well.

The Site Coordinator is responsible for the day-to-day operations of the program, for supervising staff, for recruiting and retaining youth, and for establishing and maintaining relationships with school administrators and faculty. Academic Liaisons are, a member of the host school's faculty who promote integration with the school day through aligning after school activities with state curricular standards, providing professional development for staff, and facilitating ongoing communication with school day staff.

Youth development workers (i.e., line staff) provide the bulk of direct service to youth in after school, and are responsible for leading activities and assuring that youth are safe and supervised during program hours. Line staff positions are generally part-time, part-year, hourly jobs that are often filled by college-age students and parents.

At some sites, certificated teachers provide targeted academic assistance and academic enrichment activities for after school participants through extended contracts. Available evidence suggests that about 22% of school-day teachers also serve as program staff at OUSD-based after school programs.¹⁰

Charter and community-based programs

Charter and community-based programs have a full- or part-time Site Coordinator, responsible for responsible for day-to-day management of the project. Youth workers, usually drawn from local colleges and surrounding neighborhoods, engage directly with participants. In many cases, the host organization has a distinct staff training process through which all youth workers proceed, generally focusing on the basics of child development, positive behavioral guidance strategies, and active learning.

Some charter-based programs incorporate certificated teachers onto the staff, either in an advisory capacity or as direct service providers.

¹⁰ Based on a survey of 716 school-day teachers at OUSD schools with an active after school program.

Program Operations and Oversight

The majority of Oakland after school programs are managed by local community based organizations, colloquially known as lead agencies, which provide services ranging from content-specific activities for youth, such as tutoring or sports activities, to overseeing large groups of after school programs at multiple sites.

This management model offers several benefits, including lower staffing and overhead costs and demonstrated experience in developing and implementing after school programs. Moreover, as most lead agencies are relatively large organizations, they bring substantial managerial, resource development, and administrative resources to the table. Grantees at this level bear primary responsibility for every aspect of the after school program, including staffing, budgeting, program design, managing extensive compliance and reporting requirements, and managing daily operations of the program.

In addition, many lead agencies subsequently sub-contract with content-area specialists to provide targeted services for youth, including visual and performing arts, sports and recreation, and tutoring.

After school programs co-funded by the Oakland Unified School District are supported by the OUSD After School Programs Office (ASP Office), a part of the Complementary Learning division of OUSD. The primary activities of the OUSD ASP Office are to assure that the fiscal and contracting requirements of funders and the District are met, to provide professional development opportunities for staff, and to work with individual sites to promote quality.

Placeholder for language from OFCY about city oversight and monitoring.

Promising Practice - Program Development

Fremont High School's *Eye of the Tiger* after school program design represents the input of 12 youth leaders who came together at the Eastlake YMCA 2009 Summer Institute to provide input about the activities of the after school program. Three activities generated from these youth leaders have become an integral part of *Eye of the Tiger*, and the students who helped develop these activities now serve as youth ambassadors for the program.

As one Site Coordinator stated, "I've learned that sometimes my ideas about what I'm excited about and would like to the after school program end up not being liked by students and no one shows up. I've learned now that the key is really being intentional about getting youth input and letting them lead in deciding what they would like to see in their own program."

After School Program Activities

Publicly-funded after school programs in Oakland are school-based programs that provide a mix of academic, recreational/physical, and enrichment activities¹¹ that are open to all students at the host school at low or no cost. In some cases, schools may determine specific criteria for priority student enrollment, such as poor academic performance or social needs. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population. This model is associated with positive outcomes for youth in both socio-emotional and academic dimensions, as described in the Theory of Action. Table 2 provides examples of after school activities.

CATEGORY	EXAMPLES OF ACTIVITIES
Academic Support	Homework help Tutoring Intervention for students below grade level Project-based learning CAHSEE test prep Credit recovery
Enrichment	Arts and cultural activities Youth leadership and service learning Health and nutrition education
Recreation/Physical Activity	Cooperative games Dance Martial arts Intramural sports Sports leagues
Family Involvement and Support	Parent education workshops Family literacy events Parent volunteer & leadership opportunities Links to basic needs supports and counseling

In general, elementary school programs have a set schedule that includes homework assistance, recreational activities, and enrichment activities. Middle school programs include a greater element of choice for youth; participants may self-select into a number of activities offered but are expected to remain with the program until closing (usually 6pm).

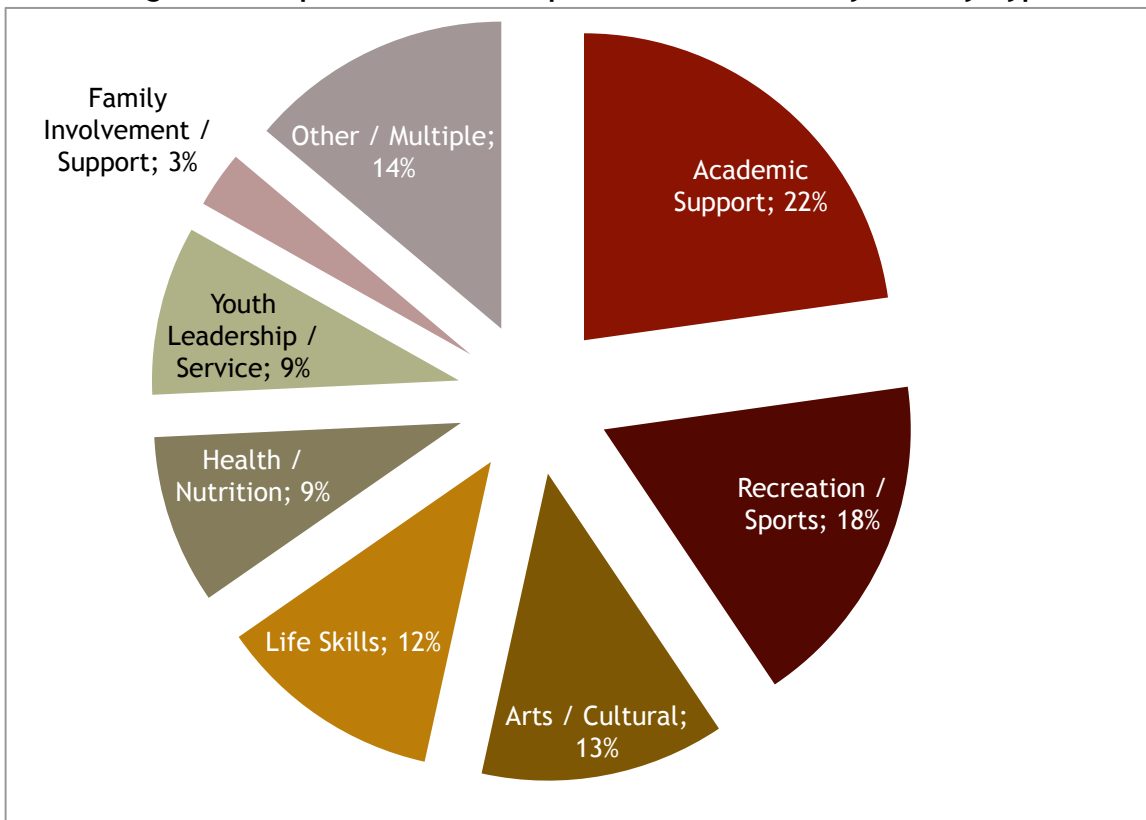
High school after school programs offer youth the most choice, in which participants blend activities in after school with other commitments, such as work, internships, sports teams, and family responsibilities. Further, high school after school programs have a more targeted academic focus, offering test preparation and courses-for-credit (i.e., credit recovery) to participants.

Charter and community-based programs are more varied, serving a school-age youth of a wide range of ages. These programs tend to organize activities around a common theme, such as participants' shared cultural heritage, hands-on science exploration, or sports. This provides cross-curricular learning opportunities for participants, such as exploring Native American traditions around tobacco use in health class, or tapping young people's interest in making things to build their understanding of basic science concepts. Most programs in this cluster offer activities an enrollment based model (requiring youth to attend for a set period), while some are strictly drop-in based.

¹¹ "Enrichment" is used to describe activities that stop short of more academically-focused pursuits (homework help, tutoring) but are more intentional about skill building than strictly recreational activities. Clubs are a common kind of enrichment in after school.

Available attendance information shows that after school program participants shared their time primarily between academic support activities (23% of hours attended), athletics/recreational activities (18%) and arts activities (13%) as shown in Figure 6.¹²

Figure 6: Proportion of Hours Spent in After School by Activity Type



Source: CitySpan units of service by activity type n=85,839 activity participation records for 20,003 participants.

Activities varied somewhat by school type. Academics and recreational activities were the most popular activities across all program types; however, high school participants spent a greater share of time as compared to other programs on service and leadership activities and less time on arts and cultural activities.

High school and middle school participants spent a greater share of time on life skills and leadership and service activities than other programs. Youth in charter and community-based programs had activity patterns similar to both elementary and middle school participants; however, a greater share of their activities (about 23%) was classified as other or combined activities.

Across program types, between one-quarter and one-third of program activities were classified as academic support.

¹² Percentages are based on total attendances in each activity category in the 2009-10 school year.

Table 3: Time in After School by Activity Type, by Site

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
Elementary										
AspiraNet	Acorn Woodland	458	15%	27%	35%	8%	1%	0%	15%	0%
Higher Ground	Allendale	443	28%	13%	19%	18%	1%	2%	12%	8%
Oakland LEAF	Ascend	505	27%	21%	20%	8%	0%	11%	6%	7%
East Bay Asian Youth Center (EBAYC)	Bella Vista	392	79%	0%	21%	0%	0%	0%	0%	0%
Bay Area Community Resources (BACR)	Bridges Academy	350	21%	15%	11%	18%	0%	13%	10%	12%
Higher Ground	Brookfield	436	25%	28%	16%	7%	1%	0%	6%	16%
Learning for Life	Burckhalter	455	20%	10%	23%	25%	0%	3%	3%	16%
AspiraNet	Carl Munck	488	32%	16%	17%	4%	0%	8%	5%	18%
Oakland Asian Student Educational Services (OASES)	Cleveland	485	27%	8%	19%	15%	5%	7%	10%	10%
AspiraNet	Community United	627	13%	12%	15%	4%	0%	0%	5%	50%
AspiraNet	East Oakland Pride	483	37%	0%	33%	21%	0%	0%	9%	0%
BACR	Emerson	634	19%	12%	20%	6%	10%	8%	12%	13%
AspiraNet	Encompass Academy	378	35%	24%	0%	0%	0%	0%	20%	21%
BACR	Esperanza Academy	516	23%	12%	30%	11%	0%	0%	5%	18%
EBAYC	Franklin	424	60%	0%	40%	0%	0%	0%	0%	0%
BACR	Korematsu	498	21%	9%	41%	10%	0%	0%	6%	14%
Learning for Life	Fruitvale	482	28%	13%	24%	6%	0%	10%	6%	13%
AspiraNet	Futures	1,053	28%	3%	9%	2%	0%	1%	24%	33%
EBAYC	Garfield	349	59%	0%	41%	0%	0%	0%	0%	0%
BACR	Glenview	506	36%	14%	15%	23%	0%	0%	12%	0%
BACR	Global Family	376	19%	13%	20%	9%	0%	0%	23%	16%
AspiraNet	Grass Valley	425	18%	15%	8%	0%	0%	17%	15%	27%
BACR	Greenleaf	357	32%	16%	18%	16%	0%	0%	9%	9%
BACR	Hoover	432	34%	8%	13%	12%	0%	8%	10%	16%
Learning for Life	Horace Mann	362	42%	29%	0%	8%	0%	0%	7%	14%

Lead Agency	Program Site	Avg. Hrs in ASP	Aca- demic	Arts	Rec- rea- tion	Health	Family Support	Life Skills	Leader- ship / Service	Other / Mult.
AspiraNet	Howard	396	31%	18%	19%	22%	0%	0%	0%	10%
AspiraNet	International Community	462	22%	22%	25%	8%	0%	7%	6%	9%
EBAYC	La Escuelita	390	60%	0%	40%	0%	0%	0%	0%	0%
BACR	Lafayette	525	39%	0%	15%	15%	0%	11%	21%	0%
Ujimaa Foundation	Lakeview	485	37%	35%	12%	6%	0%	0%	0%	9%
PMA Consulting	Laurel	478	33%	15%	16%	9%	0%	9%	8%	11%
Spanish Speaking Citizens' Foundation	Lazear	407	33%	12%	21%	11%	0%	0%	18%	6%
BACR	Learning Without Limits	374	28%	10%	24%	11%	0%	0%	12%	16%
OASES	Lincoln	442	38%	10%	8%	16%	1%	8%	11%	9%
BACR	M.L. King, Jr.	476	22%	11%	40%	7%	0%	5%	6%	9%
EBAYC	Manzanita Community	324	60%	0%	40%	0%	0%	0%	0%	0%
OUSD	Manzanita Seed	911	17%	28%	32%	0%	0%	0%	5%	19%
BACR	Markham	448	26%	5%	17%	4%	0%	5%	7%	37%
Learning for Life	Marshall	420	44%	17%	7%	16%	0%	0%	6%	9%
Learning for Life	Maxwell Park	391	45%	8%	7%	16%	0%	6%	13%	6%
Higher Ground	New Highland Academy	401	30%	12%	30%	9%	0%	0%	8%	11%
Girls, Inc.	Parker	340	40%	12%	21%	11%	0%	0%	0%	15%
AspiraNet	Peralta	379	20%	14%	20%	24%	0%	0%	12%	10%
AspiraNet	Piedmont Avenue	337	35%	15%	19%	0%	0%	0%	4%	27%
BACR	Place @ Prescott	247	27%	13%	14%	16%	0%	7%	22%	0%
OUSD	Reach Academy	217	30%	0%	9%	0%	33%	0%	28%	0%
AspiraNet	Rise Community	380	53%	8%	19%	11%	0%	9%	0%	0%
BACR	Sankofa	430	24%	14%	37%	8%	1%	0%	9%	8%
BACR	Santa Fe	343	33%	17%	8%	13%	0%	0%	16%	12%
East Bay Agency for Children	Sequoia	562	47%	11%	20%	4%	0%	0%	6%	12%
Higher Ground	Sobrante Park	376	23%	13%	16%	8%	2%	14%	9%	15%
AspiraNet	Think College Now	950	48%	0%	0%	0%	0%	10%	0%	42%
Average/Total		468	33%	12%	20%	9%	1%	4%	9%	12%

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
Middle										
BACR	Alliance Academy	862	15%	18%	17%	15%	0%	17%	18%	0%
Murphy and Associates	Bret Harte	775	19%	24%	21%	9%	0%	21%	6%	0%
BACR	Claremont	247	15%	14%	12%	13%	14%	16%	12%	3%
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	315	30%	18%	22%	18%	0%	0%	3%	9%
Safe Passages	Edna Brewer	215	23%	9%	28%	8%	0%	0%	13%	19%
BACR	Elmhurst Community Prep	955	16%	16%	17%	15%	0%	22%	14%	0%
YMCA of the East Bay	Explore College Prep	820	20%	19%	27%	0%	0%	18%	17%	0%
Safe Passages	Frick	483	23%	14%	33%	16%	0%	0%	11%	4%
BACR	Madison	912	13%	14%	27%	4%	0%	22%	17%	4%
AspiraNet	Melrose Leadership	982	11%	16%	16%	9%	0%	7%	15%	26%
EBAYC	Roosevelt	433	57%	0%	0%	0%	0%	0%	0%	43%
AspiraNet (ASES) Safe Passages (OFCY)	Roots	358	44%	7%	18%	6%	0%	0%	12%	12%
Safe Passages	United For Success	375	30%	15%	10%	0%	0%	24%	14%	7%
Oakland LEAF	Urban Promise Academy	371	18%	20%	33%	0%	0%	9%	12%	7%
Ujimaa Foundation	West Oakland Middle	446	24%	25%	26%	10%	0%	6%	4%	5%
Eagle Village Community Center	Westlake	223	15%	12%	20%	5%	2%	24%	11%	11%
Average/Total		519	24%	15%	21%	8%	1%	12%	11%	8%
Charter/Community										
Ala Costa Center	Ala Costa Centers	372	12%	12%	21%	28%	7%	0%	9%	10%
Civicorps	Civicorps Charter	158	0%	18%	7%	0%	0%	0%	0%	75%
Lighthouse Community Charter	Lighthouse Community Charter	410	31%	18%	21%	21%	0%	0%	9%	0%
East Oakland Youth Development Center	Community After School Program	1,010	38%	22%	11%	1%	0%	18%	10%	0%
EBAC	Hawthorne Family	418	46%	16%	11%	0%	0%	0%	4%	24%

Lead Agency	Program Site	Avg. Hrs in ASP	Academic	Arts	Recreation	Health	Family Support	Life Skills	Leadership / Service	Other / Mult.
	Resource Center									
Oakland Parks and Recreation	OPR Inclusion Center	259	0%	0%	9%	0%	0%	0%	9%	82%
Camp Fire USA	Kids With Dreams	132	42%	0%	14%	18%	0%	0%	9%	17%
American Indian Child Resource Center	Nurturing Native Pride	381	37%	14%	18%	3%	3%	7%	4%	13%
Oakland Parks and Recreation	Oakland Discovery Centers	128	16%	17%	18%	0%	0%	23%	25%	0%
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	469	16%	9%	36%	15%	0%	3%	9%	11%
Average/Total		374	24%	13%	17%	9%	1%	5%	9%	23%
High*										
BACR	Bunche	142	11%	0%	25%	3%	4%	21%	24%	12%
AspiraNet	Coliseum College Prep Academy	363	25%	0%	13%	0%	0%	22%	29%	11%
YMCA	College Prep & Architecture	1,045	23%	0%	34%	6%	0%	3%	22%	13%
YMCA	Dewey	197	33%	0%	29%	6%	0%	22%	11%	0%
Alternatives in Action	EXCEL	108	19%	0%	53%	6%	0%	0%	20%	2%
BACR	Far West	209	32%	0%	61%	0%	0%	0%	8%	0%
Alternatives in Action	Life Academy	412	20%	6%	19%	20%	0%	25%	11%	0%
YMCA	Mandela	324	28%	0%	0%	0%	0%	0%	49%	23%
YMCA	Media Academy	656	33%	0%	14%	11%	0%	10%	19%	14%
OUSD	Met West	352	13%	0%	18%	3%	0%	59%	6%	0%
EBAYC	Oakland High	145	74%	0%	0%	0%	0%	0%	0%	26%
BACR	Oakland Technical	781	34%	0%	18%	8%	0%	14%	0%	27%
YMCA	Robeson	1,225	15%	0%	14%	0%	0%	0%	66%	6%
BACR	Rudsdale Continuation	210	23%	0%	33%	16%	0%	24%	1%	4%
Youth Together	Skyline	217	38%	0%	37%	0%	0%	0%	25%	0%
BACR	Street Academy	771	18%	13%	8%	0%	0%	38%	14%	9%
Youth Together	Youth Empowerment	282	25%	0%	49%	0%	0%	0%	26%	0%
Average/Total		438	27%	1%	25%	5%	0%	14%	19%	9%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Program Performance

This section summarizes three inter-related performance indicators: enrollment, attendance, and retention. Taken together, they allow readers to assess programs' ability to recruit and retain sufficient numbers of children and youth.

- **Enrollment** is the number of unduplicated children and youth served by an after school program; it describes for the “reach” of the program. The phrase “**program integrity**” is used to describe sites' progress toward their targeted number of youth served.
- **Attendance** is the number of unique visits to the after school program, a key measure of program capacity. The yearly projected attendances should be greater than 85% for school-based programs, per the California Department of Education, a primary funding source for school-based programs.
- **Retention** is the average participant attendance rate in the after school program. It measures the frequency with which youth attend after school.

Both the Oakland Fund for Children and Youth and California Department of Education set goals for the number of youth served and overall attendances; tracking site progress toward these measures is a key measure of program accountability.

Existing research suggests that ongoing participation in after school increases the likelihood that youth will benefit from attending after school. While Oakland after school programs do not have pre-determined metrics for participant retention, tracking this measure is one way to estimate program quality and helps to describe the extent to which after school programs have the opportunity to benefit participants.

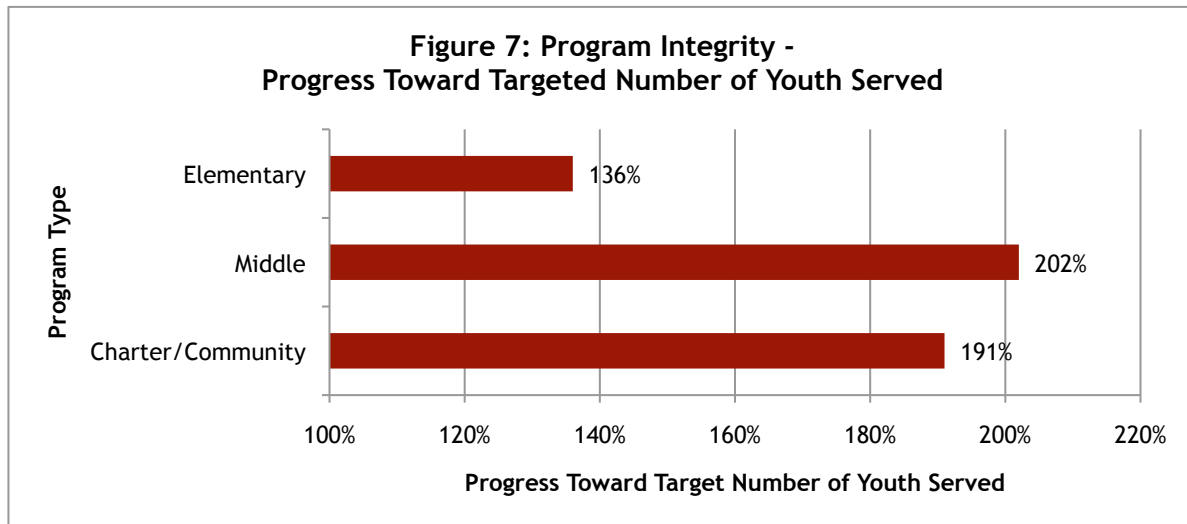
Enrollment and Attendance

After school programs supported by OFCY set goals for the number of young people they plan to serve each year, as one measure of the programs' reach in the community. After school programs in Oakland are exceeding their targets in reaching the targeted number of youth as a whole, and 95% of programs have met or exceeded their target number of youth served.

Available evidence suggests that programs are exceeding their annual youth-served attendance targets for a variety of reasons. In most cases, programs are simply serving a larger number of youth than anticipated, demonstrating a strong desire for out-of-school time programming for youth in Oakland. These programs are characterized by high program integrity and high youth retention.

Some programs, however, appear to have a high level of “churn,” serving a large number of youth for a relatively short time. These programs are characterized by high program integrity (youth served) and low youth retention rates. Finally, some participant records were potentially duplicated in error by program staff and subsequently reported in CitySpan; this is particularly likely for the charter/community based sites, as they were not required to match participant records against a common database.

High school programs are excluded from this analysis since so few have targets for youth served set by OFCY. These programs are evaluated in the report prepared by See Change Evaluation. Site-by-site results are available in Table 4 on page 29.



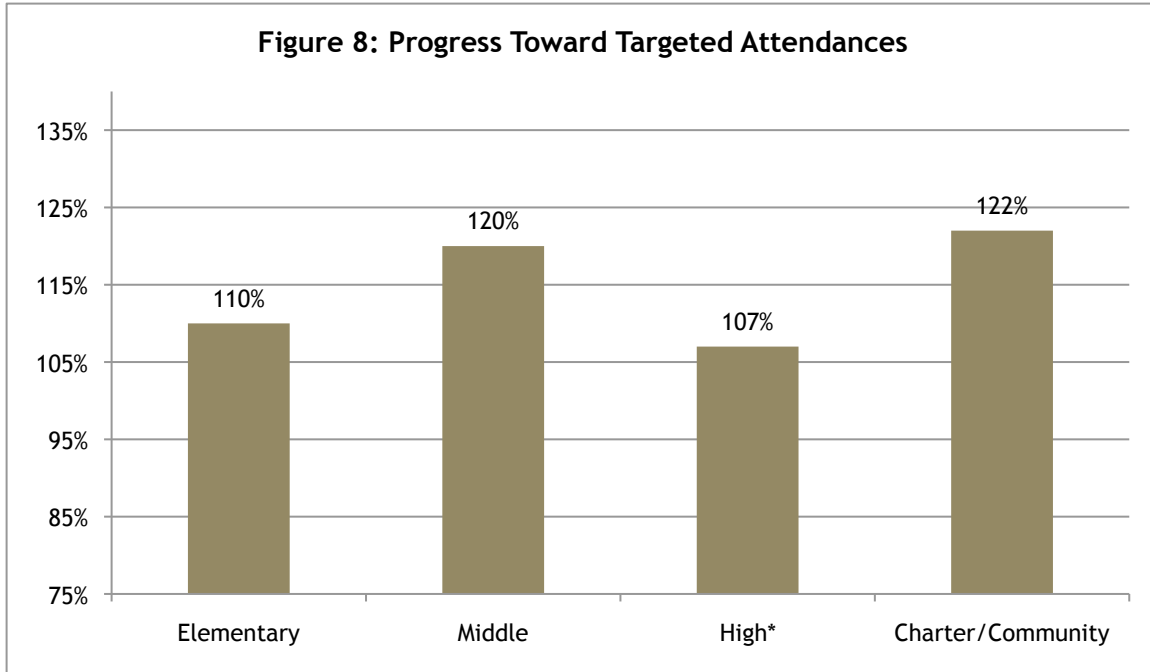
Source: CitySpan attendance records for 77 after school programs that receive OFCY funds.

After school programs in Oakland are expected to meet specific attendance targets based on their grant funding amounts. OUSD school-based after school programs must meet an 85% attendance target established by the California Department of Education. Charter and community-based programs' targets are based on their OFCY Scope of Work.

In the 2009-10 program year, Oakland after school programs earned 111% of their target attendances for the year, including 110% for elementary school-based programs, 120% for programs in middle schools, 107% for high school-based programs and 122% for charter and community-based programs.

Among school-based after school programs, six programs (7%) failed to meet their CDE-defined annual attendance goals of 85% of their targeted annual attendance, including one elementary (which reached 78% of its targeted attendances), one middle (82%), and four high schools (84%, 42%, 49%, and 83%).

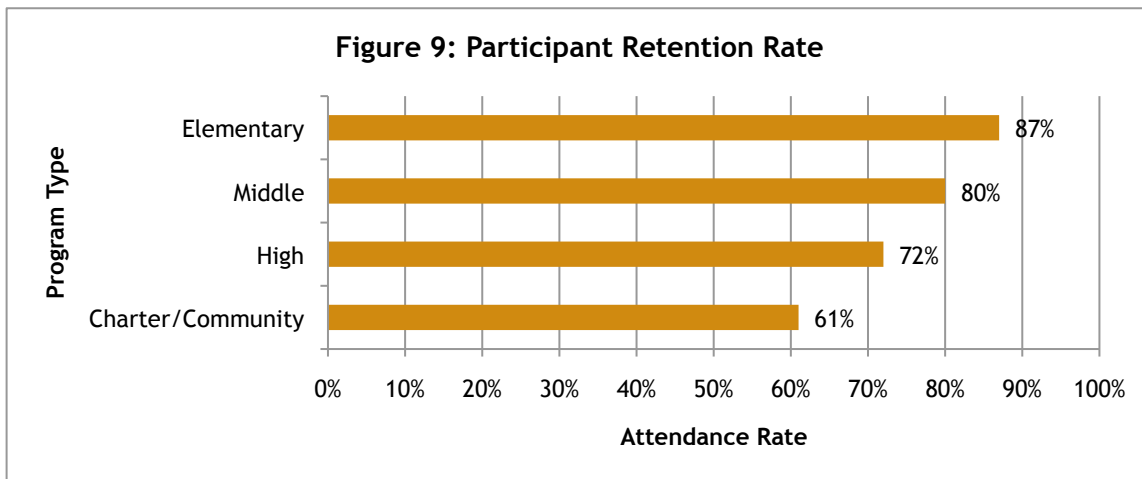
Of the ten charter and community-based programs, three did not meet their service unit goals established in their OFCY Scope of Work (they met 91%, 71%, and 75% of their units of service goals, respectively).



*21st Century Community Learning Centers-funded programs only.
 Source: CitySpan attendance records for the 2009-10 school year and programs' grant information, which determines annual attendance goals.

Figure 9 describes the average retention rate by program type, calculated as the number of days attended divided by the number of days enrolled in after school. Younger children tend to attend after school more often, as youth have more alternative choices and responsibilities in middle and high school.

School-based after school programs have moderate to high overall attendance rates, ranging from 72% in high school to 87% in elementary school. Charter and community-based programs have a somewhat lower attendance rate (61%), reflecting the drop-in model that many programs in this category use, in which youth may choose to attend as often as they prefer.



Source: CitySpan attendance records for 20,978 youth.

Table 4: Enrollment, Attendance & Retention by Program

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
Elementary							
AspiraNet	Acorn Woodland	212	177%	28,116	114%	133	92%
Higher Ground	Allendale	131	146%	16,275	108%	125	89%
Oakland LEAF	Ascend	226	105%	31,034	89%	140	96%
East Bay Asian Youth Center (EBAYC)	Bella Vista	104	139%	13,465	90%	131	96%
Bay Area Community Resources (BACR)	Bridges Academy	124	118%	14,618	97%	117	87%
Higher Ground	Brookfield	145	107%	17,724	118%	123	72%
Learning for Life	Burckhalter	151	137%	18,284	122%	122	85%
AspiraNet	Carl Munck	153	122%	21,206	150%	140	97%
Oakland Asian Student Educational Services (OASES)	Cleveland	98	109%	15,645	104%	160	98%
AspiraNet	Community United	155	129%	16,103	107%	105	85%
AspiraNet	East Oakland Pride	168	157%	20,696	138%	122	92%
BACR	Emerson	120	120%	16,512	110%	139	82%
AspiraNet	Encompass Academy	138	138%	16,060	107%	117	89%
BACR	Esperanza Academy	137	137%	16,795	105%	123	75%
EBAYC	Franklin	157	131%	22,064	104%	141	92%
BACR	Korematsu	147	147%	16,456	110%	113	68%
Learning for Life	Fruitvale	161	123%	17,452	116%	109	82%
AspiraNet	Futures	140	140%	13,333	89%	95	81%
EBAYC	Garfield	232	193%	26,674	89%	115	91%
BACR	Glenview	89	98%	13,212	88%	150	94%
BACR	Global Family	144	135%	16,910	113%	118	90%
AspiraNet	Grass Valley	145	111%	22,521	150%	156	91%
BACR	Greenleaf	125	137%	14,468	97%	117	89%
BACR	Hoover	179	149%	21,693	145%	122	82%
Learning for Life	Horace Mann	174	145%	19,870	133%	114	88%
AspiraNet	Howard	107	112%	13,667	91%	129	89%
AspiraNet	International Community	147	122%	17,549	117%	120	83%
EBAYC	La Escuelita	108	154%	13,922	93%	130	94%
BACR	Lafayette	130	103%	19,498	131%	151	95%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
Ujimaa Foundation	Lakeview	148	127%	17,463	117%	118	88%
PMA Consulting	Laurel	132	132%	16,448	110%	125	91%
Spanish Speaking Citizens' Foundation	Lazear	157	157%	15,669	104%	100	89%
BACR	Learning Without Limits	125	120%	14,365	96%	116	89%
OASES	Lincoln	184	153%	26,139	97%	143	96%
BACR	M.L. King, Jr.	166	166%	18,267	122%	111	69%
EBAYC	Manzanita Community School	154	205%	14,901	100%	97	91%
OUSD	Manzanita Seed	120	108%	17,788	119%	147	79%
BACR	Markham	112	118%	14,825	99%	134	80%
Learning for Life	Marshall	114	114%	14,904	99%	131	88%
Learning for Life	Maxwell Park	119	119%	15,367	103%	130	89%
Higher Ground	New Highland Academy	329	336%	18,119	121%	55	99%
Girls, Inc.	Parker	143	117%	13,611	91%	96	86%
AspiraNet	Peralta	190	121%	20,130	135%	105	68%
AspiraNet	Piedmont Avenue	138	111%	18,588	124%	136	88%
BACR	Place @ Prescott	140	146%	12,692	78%	90	70%
OUSD	Reach Academy*	140	NA	16,015	107%	115	77%
AspiraNet	Rise Community School	169	169%	15,312	102%	91	91%
BACR	Sankofa	131	131%	16,835	85%	130	89%
BACR	Santa Fe	119	119%	13,879	93%	118	85%
East Bay Agency for Children	Sequoia	102	107%	15,213	101%	149	93%
Higher Ground	Sobrante Park	148	111%	18,957	127%	129	97%
AspiraNet	Think College Now	162	106%	23,511	157%	146	86%
Average/Total		7,938	136%	920,820	110%	121	87%
Middle							
BACR	Alliance Academy	322	106%	32,915	165%	103	85%
Murphy and Associates	Bret Harte	215	154%	26,088	130%	122	98%
BACR	Claremont	355	296%	17,612	88%	49	78%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	159	133%	20,750	104%	135	93%
Safe Passages	Edna Brewer	343	245%	19,492	97%	55	59%
BACR	Elmhurst Community Prep	328	105%	33,364	167%	102	87%
YMCA of the East Bay	Explore College Prep	170	91%	23,100	115%	139	94%
Safe Passages	Frick	350	294%	17,699	88%	51	81%
BACR	Madison	305	235%	43,500	291%	143	74%
AspiraNet	Melrose Leadership	249	123%	31,770	82%	127	93%
EBAYC	Roosevelt	257	234%	30,999	93%	121	89%
AspiraNet (ASES) Safe Passages (OFCY)	Roots	214	238%	12,830	89%	60	82%
Safe Passages	United For Success	337	281%	18,674	103%	55	79%
Oakland LEAF	Urban Promise Academy	292	195%	18,840	94%	65	44%
Ujimaa Foundation	West Oakland Middle	248	115%	23,182	116%	94	67%
Eagle Village Community Center	Westlake	708	315%	37,376	93%	59	70%
Average/Total		4,603	202%	408,191	120%	83	80%
Charter/Community							
Ala Costa Center	Ala Costa Centers	225	265%	42,955	91%	93	85%
Civicorps	Civicorps Charter	219	110%	24,959	71%	68	81%
Lighthouse Community Charter	Lighthouse Community Charter	236	126%	63,356	142%	114	79%
East Oakland Youth Development Center	Community After School Program	241	193%	148,442	216%	135	65%
EBAC	Hawthorne Family Resource Center	163	190%	39,179	111%	77	87%
Oakland Parks and Recreation	OPR Inclusion Center	199	111%	36,927	150%	33	58%
Camp Fire USA	Kids With Dreams	125	147%	17,769	75%	44	25%

Lead Agency	Program Site	Enrollment		Attendance		Retention	
		Total Youth Served	Integrity % of Projected Youth Served	Total Days Attended	% of Annual Attendance Target	Average Days per Youth	Average Participant Attendance Rate
American Indian Child Resource Center	Nurturing Native Pride	110	110%	19,785	130%	45	40%
Oakland Parks and Recreation	Oakland Discovery Centers	866	433%	57,046	115%	9	40%
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	379	63%	145,700	118%	129	50%
Average/Total		2,763	191%	596,118	122%	65	61%
High*							
BACR	Bunche	318	NR	12,206	90%	38	65%
AspiraNet	Coliseum College Prep Academy	125	NR	13,091	84%	106	91%
YMCA	College Prep & Architecture	181	NR	21,085	112%	117	94%
YMCA	Dewey	338	NR	23,479	94%	70	84%
Alternatives in Action	EXCEL	311	NR	8,854	42%	31	32%
BACR	Far West	178	NR	12,489	93%	71	66%
Alternatives in Action	Life Academy	354	118	17,856	119%	55	77%
YMCA	Mandela	257	NR	21,320	113%	83	72%
YMCA	Media Academy	203	NR	23,293	123%	115	86%
OUSD	Met West	149	NR	13,490	88%	91	91%
EBAYC	Oakland High	580	NR	24,814	100%	44	28%
BACR	Oakland Technical	843	NR	75,351	303%	89	78%
YMCA	Robeson*	66	NR	9,314	49%	143	87%
BACR	Rudsdale Continuation	235	NR	17,863	83%	76	77%
Youth Together	Skyline	493	NR	14,424	85%	28	26%
BACR	Street Academy	145	NR	21,135	157%	147	93%
Youth Together	Youth Empowerment School	249	NR	20,818	89%	84	73%
Average/Total		5,025	NR	350,882	107%	70	72%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Service Quality

This section is organized according to the Theory of Action discussed earlier in this report, and presents particularly notable findings about program quality.

Overall, the majority of after school programs (at least 80% in each quality dimension) meet or exceed expectations. Positive program observations are supported by mostly positive stakeholder (parents, teachers, youth and principal) reviews and positive site self-assessments.

A few programs (reported in Table 10 on page 52) will require assistance to encourage growth in areas with program deficits. Further, Site Coordinators have reported areas of skill growth or areas where they will need support in the coming academic year.

In comparison to the 2008-09 program year, program quality indicators have stayed the same or improved. Site Coordinators report higher scores for Meaningful Learning Opportunities and site evaluators report that greater than 80% of programs meet or exceed expectations in all evaluation dimensions. Site visit results were tabulated differently this year, making direct comparisons with prior year data difficult.

In site evaluation visits, the sites scored highest on Physical & Emotional Safety and Equity & Inclusion. The lowest-scoring category was Meaningful Learning Opportunities (though the average program scored within the “Acceptable” range on this indicator). Middle schools tended to score much higher than other programs on all indicators except for Meaningful Learning Opportunities. High schools tended to score the lowest due to low average scores in Equity & Inclusion and Academic Support. Again, the average high school scored in the “Acceptable” range.

Tables 5 and 6 provide snapshots of site evaluator’s feedback regarding program quality in Oakland and site coordinator’s own self-assessments in these areas, respectively.

Based on evidence gathered in site visits and programs’ self-assessments, the areas in which sites could most improve are:

- Providing high-quality academic support and engaging, meaningful activities.
- Assuring the physical safety of youth.
- Implementing strong management practices.
- Forming and sustaining partnerships with families and forming effective collaborative relationships.

Table 5: Program Sites that Meet or Exceed Expectations in Site Visit Quality Ratings




QUALITY ELEMENT	Elementary	Middle	High	Community / Charter
Overall Rating	94%	100%	93%	100%
Physical & Emotional Safety	94%	100%	100%	100%
Equity, Access, and Inclusion	100%	100%	86%	100%
Meaningful Learning Opportunities	88%	81%	93%	100%
Academic Support	90%	81%	79%	100%

Source: N=90 Site evaluation visits (representing 96 after school programs) conducted by ASPO and Program Evaluation staff. The data in each cell is the total number of programs that meet or exceed quality expectations.

Table 6: Program Sites with Self-Identified Strengths in Key Areas

QUALITY ELEMENT	Elementary	Middle	High	Community / Charter
Physical Safety (# with first aid, emergency plan & drills)	78%	73%	45%	67%
Physical & Emotional Safety	85%	87%	73%	100%
Equity, Access, and Inclusion	81%	67%	55%	83%
Meaningful Learning Opportunities	85%	93%	91%	100%
Academic Support	58%	60%	64%	33%
Family & Community Partnerships	75%	47%	55%	83%
Management Practices	79%	67%	73%	33%

Source: N=81 site self-assessment surveys completed by site coordinators. Unless noted, program rankings are the number of sites reporting area as a “program strength” using a composite ranking. “Physical Safety” reports the number of sites with first aid supplies, an emergency response plan and yearly emergency drills.

Key	
	Dark - 80% or more agreement
	Medium=50-80% agreement
	Light= Less than 50% agreement

Point of Service Site Visit Quality Ratings Guide

Quality ratings were assigned to sites based on evaluation visits performed by the After School Program Office and Evaluation Team staffs. The After School Program Office completed two site visits per school in the fall and spring, and the Evaluation Team conducted one visit per school over the entire program year. Community and charter based sites were visited once by the Evaluation Team.

Ratings were averaged across site visit observations and scores were assigned within each program quality element (e.g. Physical and Emotional Safety) in the form of “Limited Evidence” or failing to meet expectations, “Sufficient Evidence,” or meeting expectations, and “Ample Evidence,” or exceeding expectations. Sites were assigned a numerical code of 1 for “Limited Evidence,” 2 for “Sufficient Evidence” and 3 for “Ample Evidence.”

Multiple observations within each element are then averaged to generate an omnibus score for each dimension of program quality. Programs with an average score of 0 to 1.85 are categorized as “Below Expectations.” Sites with an average score of 1.86 to 2.49 are categorized as “Meeting Expectations,” and sites with average scores of 2.50 and above are categorized as “Exceeding Expectations.”

In order for sites to receive a score of “Below Expectations” within an indicator category (1.85 or below in composite score) about 20% of site observation scores would need to fall into the “Limited Evidence” category.

Physical and Emotional Safety

Research shows that young people are more likely to thrive in a physical environment that is safe and well maintained. In addition, psychological and emotional safety is critical for youth to feel safe to be themselves, take risks, share, get to know each other, and learn.

Data sources used to assess sites' progress in this practice area include direct observation of sites during evaluation visits, surveys of youth taking part in program activities, and surveys of parents, teachers, principals and site coordinators.

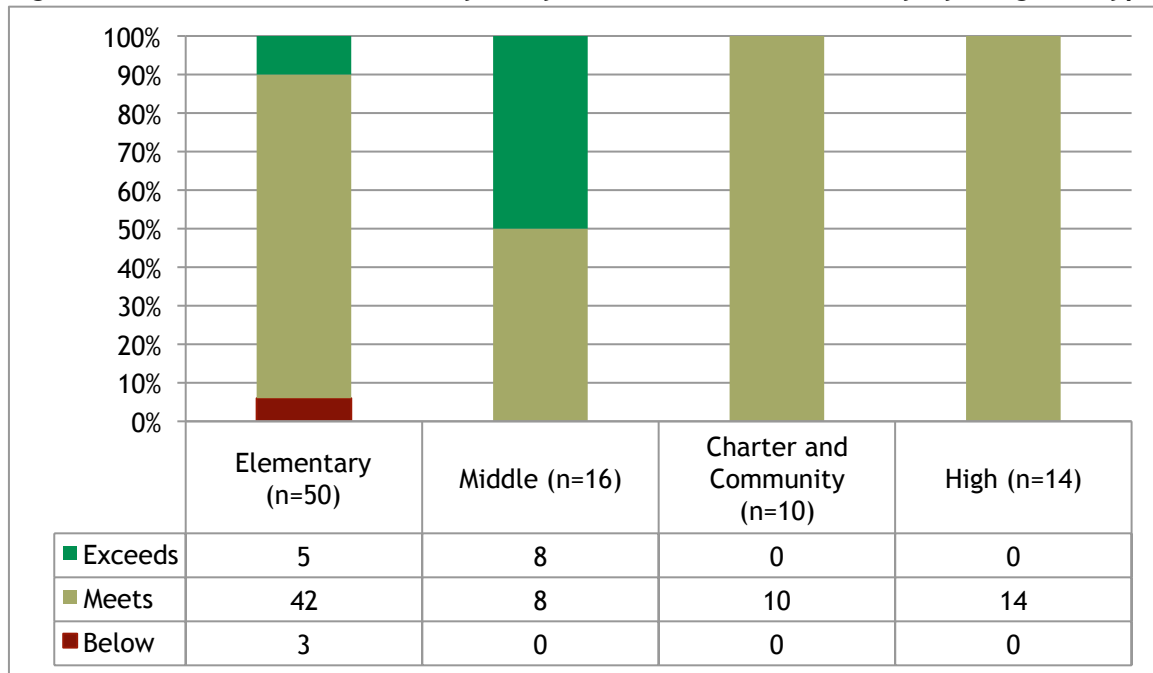
Available evidence suggests that most programs meet or exceed expectations on Physical and Emotional Safety. In particular, all High School and Charter and Community Schools met expectations. Half of all Middle Schools exceeded expectations and three elementary schools did not meet expectations. In youth surveys, participants report largely positive responses to survey questions dealing with emotional safety; however, a large number of youth report being the victim of bullying or having a physical confrontation in after school.

Site visit results indicate that programs excel in assuring youth's emotional safety, as they tended to score highest on the indicator "staff members make an effort to get to know youth personally" and "staff members intentionally encourage positive interactions." In the program-specific scores for the first indicator, twenty-four sites exceeded expectations while only two programs scored below expectations. For the second indicator, twenty-five sites exceeded expectations while only four sites scored below expectations.

Likewise, after school programs received the lowest ratings in the indicator "program expectations are posted and reinforced by staff." Eleven sites scored below expectations on this indicator based on site visits.

Figure 10 summarizes the overall point-of-service observations in Physical and Emotional safety. Most programs either meet or exceed Physical and Emotional Safety expectations. Middle schools, in particular, score highly on these criteria. About 5% of elementary schools, on the other hand, are classified as failing to meet expectations for Physical and Emotional Safety using the combined site visits classification.

Figure 10: Point of Service Quality - Physical and Emotional Safety by Program Type



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office. Site evaluations were combined for two elementary school-based programs (there are 52 total elementary programs), and five high school programs (for 18 total high school programs). See Table 10 on page 54 for details.

Site level ratings are presented in Table 10 on page 52.

Site Coordinators were asked to report on practices and policies that support youths’ physical and emotional safety that were not easily observable during site visits. Overall, most sites report having basic safety considerations including first aid supplies, a disaster response plan, and yearly safety drills; however, a significant number of sites, especially high school programs, did not have these basic safety elements in place (see table 5 above).

In addition, coordinators at most sites (greater than 80%) report that “staff develop positive, emotionally-supportive relationships with youth,” “the program promotes positive peer interactions,” “participants and staff feel physically secure,” and “staff members pro-actively address conflict among youth.”

Site Coordinators reported lower overall scores in two indicators: “[sites] practice emergency response drills at least once per school year” and “staff know students’ personal interests.” In the first case, only three-quarters of sites report holding emergency response drills while in the second only 70% of Site Coordinators felt this was a programmatic strength.

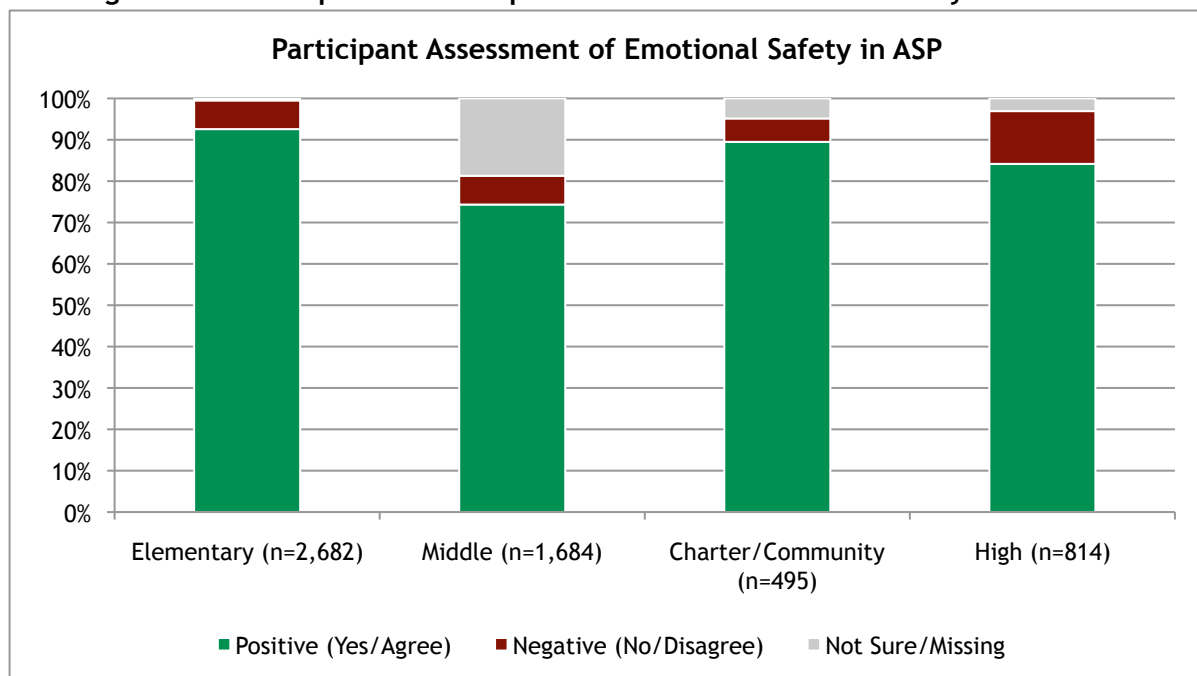
Site principals and teachers had mostly positive reports about after school program safety. Most (72% of) principals and (67% of) teachers said that the after school program “always” keeps students safe or that this was a high program priority. However, over one-quarter of principals and teachers felt that after school programs less frequently prioritize program safety or do not always provide a safe atmosphere.

In surveys of program participant’s parents, most parents rank after school programs highly in providing safe activities. Ninety-seven percent of parents report that “the after school program is a safe place for my student.”

Program participants completed surveys in spring 2010 that assessed their perceptions of their own physical and emotional safety. Overall, participants reported positive feelings about the emotional safety present in their after school program. A large number of participants, however, are subject to some form of bullying or physical confrontation, especially in elementary-based programs.

Figure 11 describes the pattern of youth responses to a set of questions exploring participants’ self-reported sense of emotional safety and positive relationships with others by program type.¹³ Program participants report largely positive feelings about the emotional safety of their after school programs. Over 80% of participants in elementary, high school and community programs or charter schools report positive feelings in this area. Participants in middle school-based programs were more qualified in their responses to this question; however, they were also allowed in their survey responses to answer “not sure” to questions about emotional safety. This accounts for the large number of responses in this category for middle school students.

Figure 11: Participants’ Self-Reported Sense of Emotional Safety in After School



Source: Youth participant surveys administered in spring, 2010.

¹³ Questions include: *There is an adult at this program who pays attention to me and my life; There is an adult at this program who tells me when I do a good job; There is an adult at this after school program who takes time to help me when I don’t understand something; There is an adult at this after school program who listens when I have something to say; There is an adult at this program who wants me to do my best; There is an adult who I can go to for help.*

Program participants were also asked to report any incidents of physical violence or bullying. Table 6 lists the percentage of youth in the year-end survey that reported being physically confronted or bullied. While participants overall reported feeling safe in their after school program, a large percentage of youth, especially in elementary school, reported being the victim of bullying or having a physical confrontation in after school.

Table 7: Participants’ Self-Reported Physical Safety in After School

	Elementary (n=2,682)	Middle (n=1,684)	Charter/ Community (n=495)	High (n=814)
I have been pushed, shoved, slapped, hit, or kicked by someone who wasn’t just kidding around.	40%	26%	30%	Not Asked
I have been made fun of because of my looks or the way I talk.	41%	25%	30%	Not Asked
% reporting they feel safe in after school	83% ¹⁴	93%	92%	95%

Source: Youth participant surveys administered in spring, 2010.

Promising Practice - Quality Improvement in Middle School

Middle school-based after school programs are among the most highly rated programs in the Oakland after school programs evaluation, a notable contrast from prior years, in which middle school program quality lagged behind other programs.

The marked improvement in middle school program quality can be credited to sustained efforts to strengthen the academic supports available to youth, strengthened relationships between program and school-day staff, and more frequent inter-program collaboration and problem solving. Nearly all middle school program Site Coordinators returned to their programs in the 2009-10 school year, enabling them to build on the systems, relationships, and strategies developed in prior years. Moreover, monthly gatherings with middle school-based Coordinators facilitated site- and age-specific professional development and problem solving.

¹⁴ Elementary students were allowed to answer “don’t know” to whether they felt safe in after school making comparisons across grades somewhat problematic.

Equity, Access and Inclusion

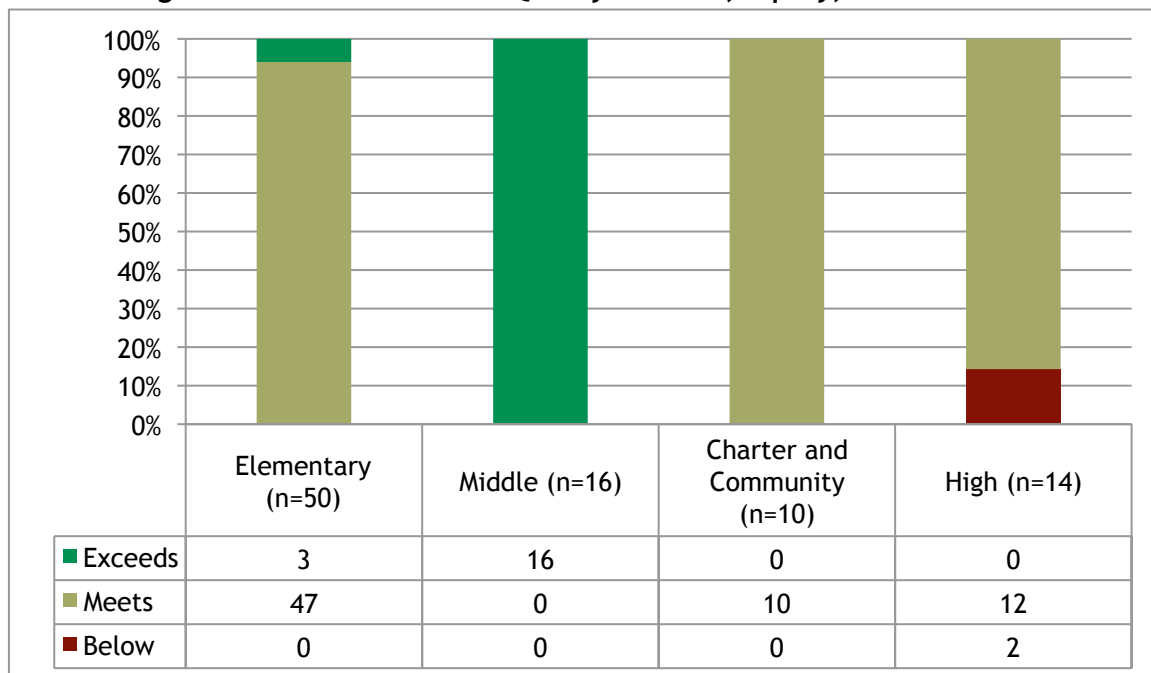
The need for belonging is particularly important during a young person’s years. High quality after school programs implement deliberate strategies and structured activities geared toward belonging, so that all youth can have opportunities to have a sense of belonging.

Available evidence suggests that most programs provide after school activities that promote Equity, Access and Inclusion. In site visits, only two programs (both high schools) scored below expectations.

Site visit results indicate that most programs meet or exceed expectations in providing after school activities that promote Equity, Access and Inclusion. Middle schools, in particular, score highly in this area. Two programs, both high schools, scored below expectations in this area. Programs tended to score highest on having staff members that challenge discriminatory or prejudicial language (eighteen scored above expectations while only one program scored below expectations on this indicator). After school programs scored lowest on the indicator “students reflect the student body of the host school or target community.” In this case, however, only two schools scored below expectations.

Figure 12 demonstrates the point of service quality scores in Equity, Access and Inclusion by program type. Most sites meet the evaluation teams criteria for satisfactory operation on these scale items. Middle schools, in particular, show high marks in exceeding programmatic expectations in Equity, Access and Inclusion. The only sites failing to meet expectations were high schools: in this group, two sites failed to meet satisfactory levels in Equity, Access and Inclusion.

Figure 12: Point of Service Quality - Access, Equity, and Inclusion



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site Coordinators were asked to report on practices and policies that support Equity, Access, and Inclusion that were not easily observable during site visits. Almost all (91% of) Site Coordinators report strong program scores on “students in our program demographically and academically reflect our host school.”

Most Site Coordinators, however, report that their programs are currently not strong in “staff [use of] bilingual and EL support strategies with English Learners” and “staff use instructional strategies [when] appropriate for special needs students and resource students.” On these indicators, Site Coordinators report their programs are either “emerging” or “need support.”

Meaningful Learning Opportunities

Successful after school activities provide meaningful learning opportunities that expand and enrich the curriculum participants are learning in the school day, in a more flexible learning environment.

Activities that rate highly in this dimension are characterized by well-prepared staff, a clear learning goal for each session, and the use of a variety of learning styles (such as direct instruction, group work, and guided practice). Observers should see that youth are engaged, active, and challenged in these kinds of activities.

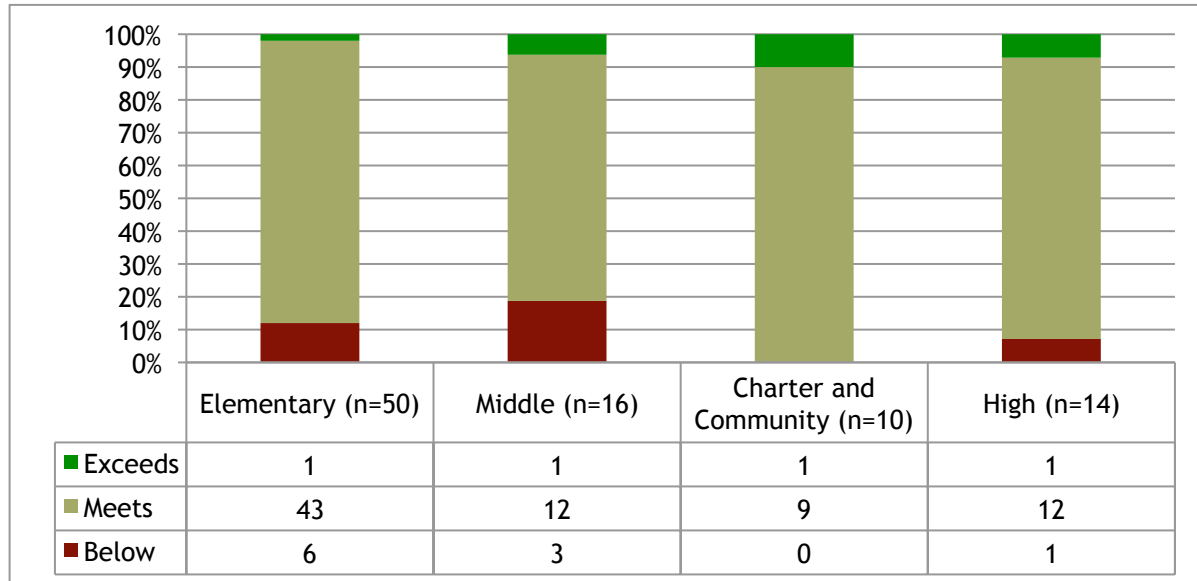
Available evidence suggests that most programs meet expectations for providing Meaningful Learning Opportunities; however, a significant minority fall below expectations. 12% of elementary school programs, 19% of middle school programs and one high school program were scored as failing to meet expectations. Participant surveys indicate that youth at most programs (at least 70%) report being actively engaged in program activities, have the opportunity to learn new things, and take on interesting projects and activities.

Site visit results indicate that programs tended to score highest on “staff members are prepared to lead daily activities” and “students are actively engaged in program activities,” reflecting the programs’ ability to plan and implement engaging, content-rich, skill building activities for youth. On these two indicators, eight and nine schools, respectively, scored above expectations.

After school programs received somewhat lower ratings on the following indicators: “staff members describe the learning goal at the start of the activity” and “students can repeat the learning goal for each activity.” Sixteen and seventeen sites fell below expectations on these indicators, respectively.

Figure 13 demonstrates the point of service quality scores in Meaningful Learning by program type. The range in quality was greatest for middle schools (19% failing to meet expectations) while community and charter schools scored the highest in these indicators.

Figure 13: Point of Service Quality - Meaningful Learning



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 10 on page 52.

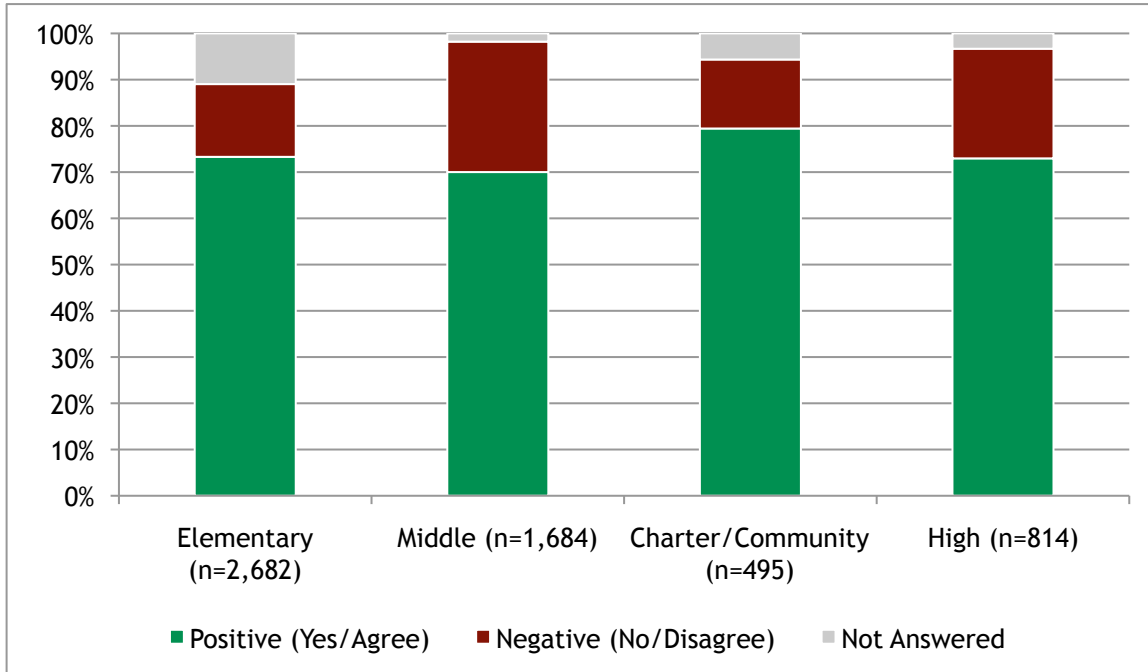
Site Coordinators were asked to report on practices and policies that support meaningful learning for youth that were not easily observable during site visits. In general, Site Coordinators in self-report surveys report that their programs offer meaningful learning opportunities. Greater than 80% of Coordinators report that their programs offer “activities based on student interest and engagement,” “ongoing opportunities for young people to learn diverse skills and explore new subjects and disciplines,” “collaborative learning skills,” “program activities that strengthen youths’ academic, social and life skills,” and “project-based activities that include culminating experiences that promote a sense of accomplishment and achievement.”

Site Coordinators tended to rank their programs highly in Meaningful Learning Opportunities; however, on two indicators, about one-quarter of Coordinators reported that their programs are not currently strong but “emerging”: “students have the opportunity to take leadership roles” and “young people have ongoing opportunities to establish their personal goals, assess their progress over time and are recognized by staff for their efforts and achievements.”

Program participants completed surveys in spring 2010 that assessed their sense of engagement with program activities and opportunities to build skills while in after school. Overall, youth in all program types reported favorably to survey questions assessing engagement and skill building.

Figure 14 describes the pattern of youth responses to a set of questions exploring participants' engagement in after school, and the extent to which they are able to try new things and be an active participant in after school activities.¹⁵ At least 70% of youth in all program types reported favorably to survey questions assessing engagement and skill building. Middle school participants reported the lowest levels of agreement on these indicators while charter and community participants reported the most positive feelings.

Figure 14: Participants' Self-Reported Sense of Engagement and Skill Building



Source: Youth participant surveys administered in spring, 2010.

¹⁵ Questions include: *In this after school program I try new things; In this after school program I do interesting things; In this after school program I choose what activities I want to do; In this after school program I learn new things; In this after school program I get to help other people; The staff ask me my ideas for things we can do in this program; At this after school program I do interesting projects and activities; At this after school program I help decide things like activities and group agreements; At this after school program I do things that I don't usually get to do; At this after school program I do things that make a difference.*

School Day Alignment

Successful School Day Alignment ensures that after school programs support participants' academic achievement by providing high quality homework help and academic enrichment activities, and by establishing ongoing communication with school day teachers and principals. Such support requires after school program staff to be familiar with California State Content Standards, the host school's curriculum, and effective tutoring and academic coaching methods.

Available evidence suggests that most programs meet or exceed site visit expectations on Academic Support and have a moderate to high degree of communication with school-day staff. A sizable minority of programs (especially among middle and high schools), however, fail to meet Academic Support expectations. Site's self-assessment indicate that a large number of programs don't yet feel confident in providing strong academic support.

Point of Service Quality - Academic Support

Site visit results indicate that programs tended to score highest on their activity space being conducive to learning. On site visits, evaluators scored only three sites below expectations while twenty-two sites were scored as exceeding expectations on this indicator.

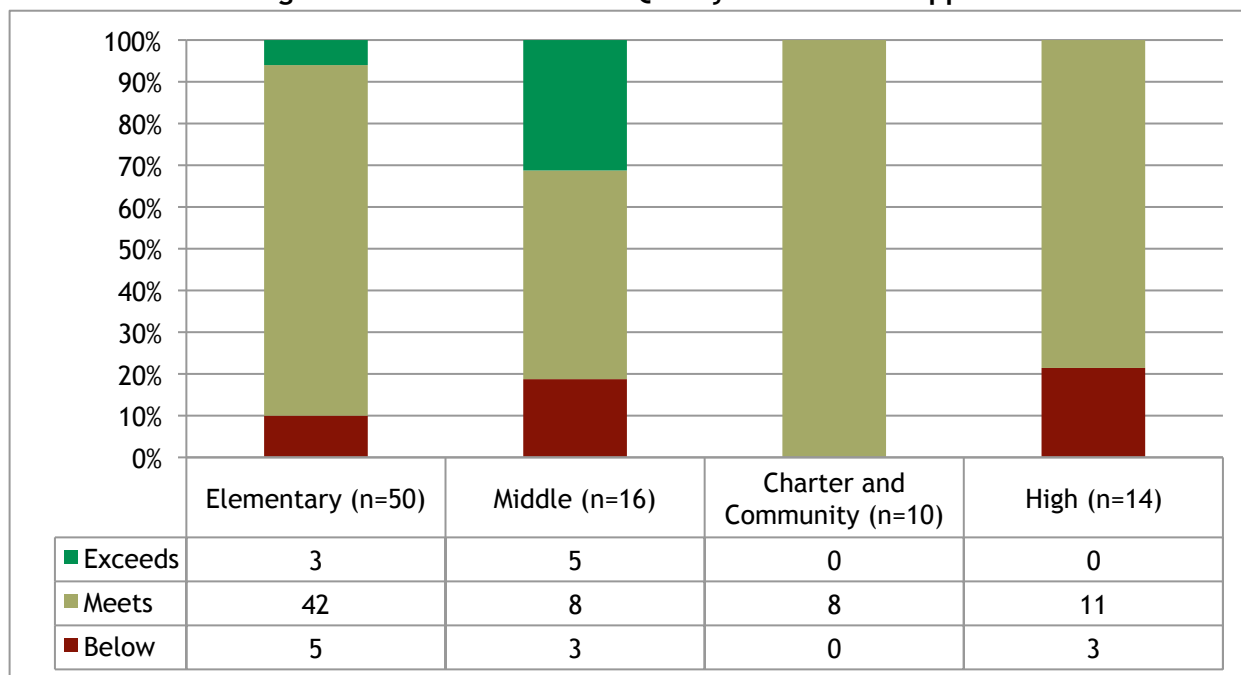
On the other hand, after school programs received somewhat lower ratings in both staff presentation of key learning concepts in multiple formats (i.e., visually, written and verbally) and the ability of staff to model learning skills for participants. On these two indicators, eighteen and fourteen sites scored below expectations, respectively.

Figure 15 demonstrates the point of service quality scores in Academic Support by program type. Most programs are successful in meeting expectations for Academic Support; however, 19% of middle schools and 21% of high schools fell below expectations. The greatest range in quality was observed in middle schools.

Promising Practice - Academic Enrichment

The SEED project at the Horace Mann/Learning For Life After School Program brings UC Berkeley undergraduate and graduate students to the program to teach 4th and 5th graders science. UC Berkeley students develop the SEED curriculum each year, incorporating hands-on learning opportunities into standards-aligned science content.

Figure 15: Point of Service Quality - Academic Support



Source: Site visits conducted by the evaluation team and OUSD After School Programs Office.

Site level ratings are presented in Table 10 on page 52.

Site Coordinators were asked to report on practices and policies that support high quality academic support that were not easily observable during site visits. Greater than 80% of Site Coordinators reported that their programs were “strong” on the following indicators: “program has a strong, positive relationship with site administrators,” “staff model enthusiastic and engaged learning,” and “Site Coordinator regularly collaborates with Academic Liaison to develop professional development opportunities for staff.”

Site Coordinators expressed that their programs were “emerging” or “needing support” in: “staff can articulate the specific instructional strategies they use,” “staff incorporate California Content Standards into enrichment,” “Academic Liaison assists with lesson plan development,” and “CPM binder¹⁶ includes sample lesson plans, curricula, and homework packets.” On these indicators, fewer than 50% of Site Coordinators reported their programs were currently “strong.” On a composite score of school-based programs, 41% of sites reported either needing support in developing a strong Academic Support program or felt their program was developing skills but not yet strong in this area.

¹⁶ Categorical Program Monitoring (CPM) is conducted every three years by the California Department of Education and requires extensive documentation by sites.

Communication with School Day Staff¹⁷

Ongoing communication between after school program staff and school-day staff, including faculty, administrators, and other student support staffers helps to establish positive relationships between programs and the school day and facilitates effective alignment between school day and after school activities.

When asked to describe the relationships between the after school programs and school day in general, principals and school day teachers indicate a high degree of familiarity with after school activities. Eighty-six percent (86%) of teachers and 97% of principals agreed or agreed strongly that they are familiar with the daily activities of the after school program and most (greater than 80%) teachers know which students attend after school programs.

Available evidence suggests that many after school programs have formal communications and training structures, but that a significant minority do not. Principals and school day teachers indicate a moderate degree of communication with after school programs surrounding specific students and school day assignments. Principals (62%) indicate they “usually” or “often” invite after school staff to faculty meetings, that teachers (78%) provide copies of homework to staff and that teachers (68%) communicate with program staff about student performance. Principals, however, indicate no clear attempt to invite after school staff to Student Success Team (SST) and Coordination of Services Team (COST) meetings (only 46% report usually or often doing so).

Site Coordinators in self-report surveys report regular communication with school day staff as well. Eighty-four percent of Site Coordinators report that one of their program strengths is a “strong, positive relationship with site administrators” and 59% report their program is strong in “communicating with school day teachers about individual students” (another 32% report their programs are moving in the right direction on this indicator). Most Site Coordinators report that they consider it a program “strength” that Site Coordinators are invited to faculty or Student Success Team (SST) meetings when appropriate though principals report rarely inviting after school staff to school day SST or COST meetings indicating that Site Coordinators may be unaware that some of these meetings are occurring.

Support from the Academic Liaison

Each school-based after school program is assigned an Academic Liaison (AL) - a certificated school-day teacher who provides a variety of supports to the after school program. Depending on the needs of an individual program, Academic Liaisons may help develop academic support services, coordinate with other teachers, or observe and coach after school program staff.

The evaluation team conducted a series of focus groups with Academic Liaisons in the Spring of 2010 to better understand the role that the ALs play in their after school programs, to identify the benefits of the AL-after school partnership, and to explore opportunities for future growth and improvement.

¹⁷ For school-based after school programs only.

In focus groups, Academic Liaisons reported providing a variety of supports to after school programs. The most commonly provided AL services were:

- Helping Site Coordinators and program staff review and select curricula or intervention programs that address students' learning needs and are appropriate for the after school program context.
- Provide coaching and professional development for program staff, particularly on classroom/group management techniques, teaching and learning strategies, and the California Curricular Content Standards.
- Facilitating more effective communication between school-day and after school program staff, including developing formal procedures for teacher-to-staff information sharing, convening meetings, and informally talking with teachers and program staff.

Many ALs see themselves as a bridge between the after school program and school day, encouraging teachers and staff members to communicate more often and more frequently, and helping after school programs implement academic activities that support the school day. Academic Liaisons generally understand and support the complementary role that after school programs play, and were energized by the opportunity to help program staff provide high quality service to youth.

When asked to describe the ways in which Academic Liaisons can further support program quality, ALs nearly universally called for additional planning and training time. To address staff members' foundational knowledge and skill needs, ALs expressed an interest in having one to two in-service days available to work with program staff, ideally at the beginning of the school year. Further, ALs reported that they need more time throughout the school year to meet with staff to support ongoing communication and program improvement efforts.

On a related note, some Academic Liaisons were curious to learn more about the staff recruitment and training policies for after school program staff. One Liaison reported that the staff at her program were "blind sided" when asked to prepare lesson plans and learning targets, having never been told that this was a job requirement, and having had no preparation to do so. Other ALs expressed similar concerns, noting that some staff appear to be unprepared or even unqualified to independently lead a medium-sized tutorial or academic enrichment activity.

Promising Practice - Focusing Academic Support

The after school program at Sequoia Elementary incorporates writing into its schedule every day, with the express goal of "helping students develop their own voice as writers and learning to love to write."

This targeted focus is the result of intentional design. The school's principal, Site Coordinator, and Academic Liaison worked together to find a skill that would help youth succeed in the classroom *and* was something that could be taught "after school style" - that is, with lots of creative, hands-on activities that motivate and engage youth.

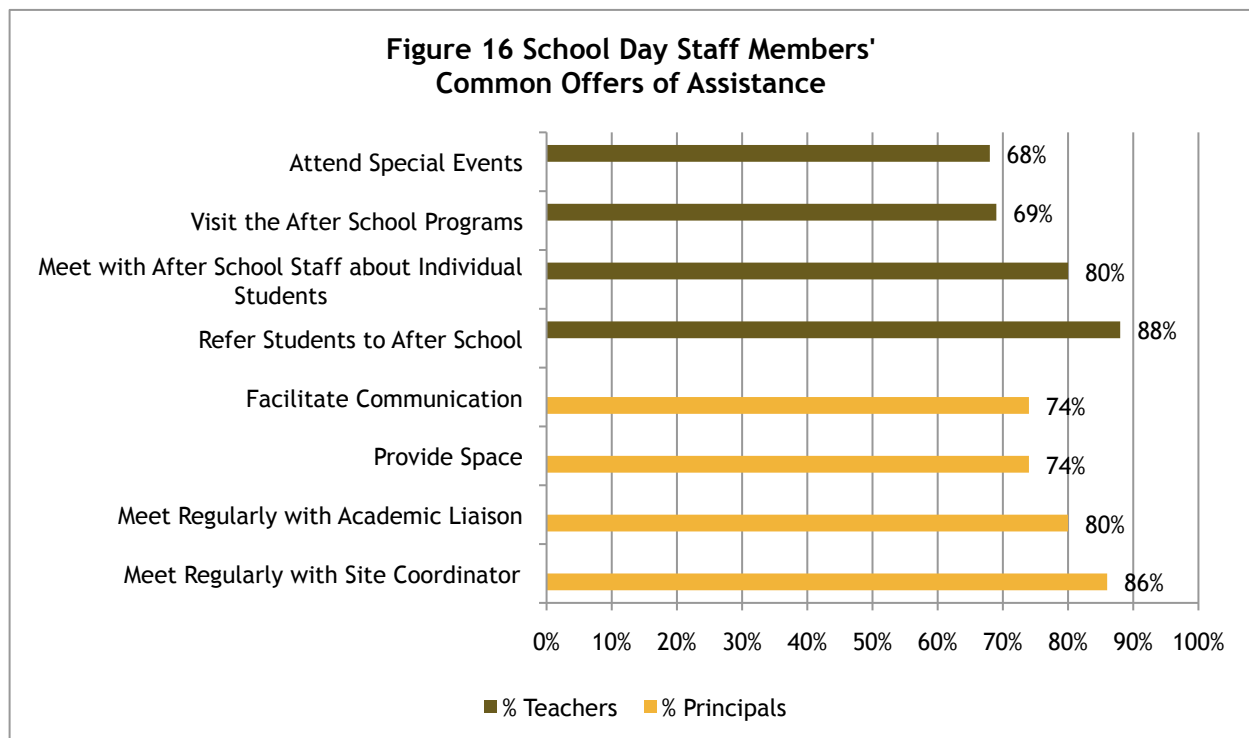
Focusing on writing in after school has helped to inform staff recruitment and training, and allowed the Academic Liaison to focus his time on helping the program implement high quality, fun writing activities.

Finally, Academic Liaisons commonly expressed a desire to refine the academic support goals of the after school program. This would accomplish two goals: focusing the AL’s limited time on specific support topics, and helping to assure that the program provides high quality academic support. ALs noted that after school programs have different resources and organizational strengths than the school day, and that focusing on a narrow set of high value academic skills in the after school program is more appropriate than attempting to cover all that is included in class.

Most Site Coordinators (almost 80%) report that one of their program strengths is the involvement of the Academic Liaison in developing academic support activities. Most Coordinators also felt that their program provided strong program staff coaching by senior staff including the Academic Liaison. Fewer Coordinators, however, report the involvement of the Academic Liaison in lesson plan development (only 49% reported this was a program strength).

Support from Principals and Teachers

Principals and teachers were asked to suggest ways in which they would be willing to support the after school program at their school. Figure 15 presents the four most common offers of support for after school programs from principals and teachers.



From Teacher Survey, Elementary, Middle, and High School combined, n=716 and Principal Survey n = 65.

Community/Family Partnerships

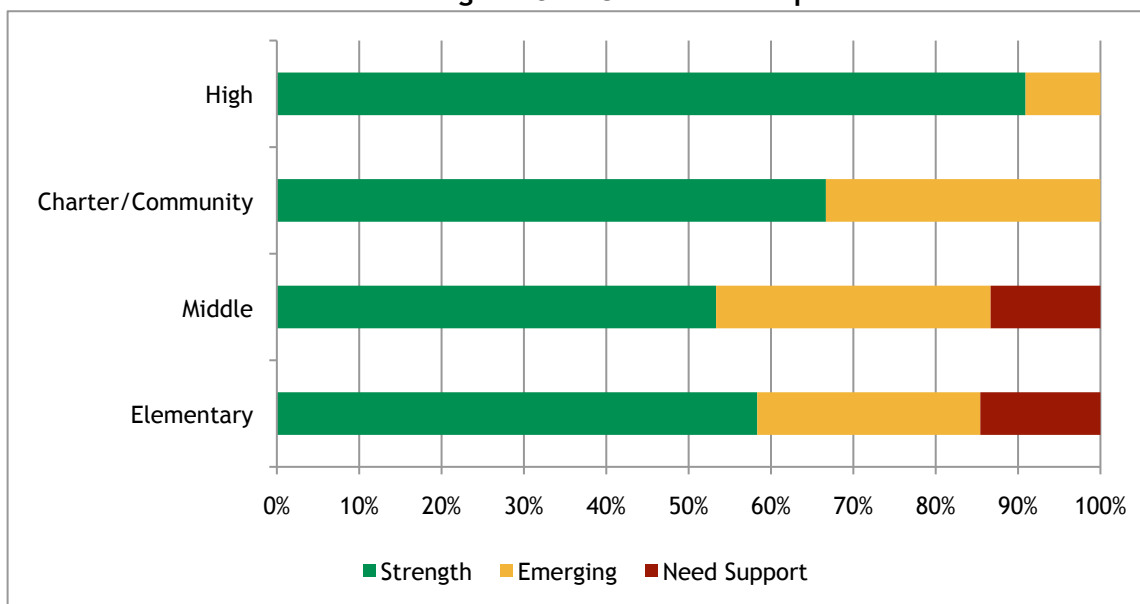
Available evidence suggests that most programs have emerging or strong partnerships with family and community members, though a significant minority of sites requested support in building these strong partnerships.

Neighborhood and Community Connections

Site Coordinators were asked to report on policies and practices intended to enhance participants' awareness of and involvement in their community, as well as on the program's partnerships with other community organizations. Overall, most programs report strong community connections or are moving in the right direction on Neighborhood and Community Connections indicators. A total of 63% of programs reported a strong score on this composite indicator while only 11% of programs (all elementary or middle school-based) report they need support in building these types of connections.

Areas in which programs most often reported needing support (21%) were in their knowledge of and ability to make referrals to for other family supports (e.g. to low-cost health insurance, adult education programs, or recreational league sports). Programs also requested support (17%) in building a site advisory group to provide input into program activities.

Figure 17: Neighborhood and Community Connections - Program Site Coordinator Input



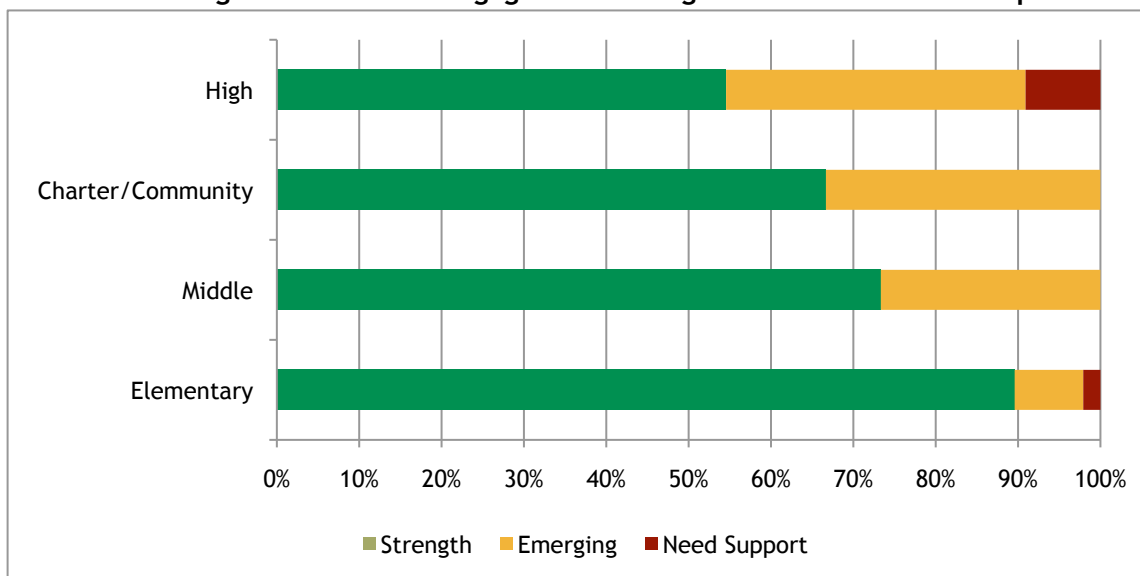
From Site Practices Survey: All programs combined, n=81

Family Engagement

After school programs that encourage parents to participate in the program in a number of ways benefit from strong parent involvement; supporting family-friendly events provides an opportunity for participants to showcase what they have learned in after school and encourages stronger family-school connections.

Site Coordinators' self-assessments indicate that most programs are either strong on Parental Engagement indicators or are moving in the right direction on these indicators. Eighty percent of programs report strong parental engagement while only 3% requested support in building site parental engagement. High Schools were the most likely to report emerging strengths in this area or to request support in building parental engagement.

Figure 18: Parent Engagement - Program Site Coordinator Input



From Site Practices Survey: All programs combined, n=81

In addition, parents noted that there were opportunities for involvement and engagement within the after school program. A majority of parents answered positively on questions pertaining to their own engagement with the after school program. A notable minority - 14% - reported that they do not know if there were opportunities for parental participation in their child's after school program, however.

Table 8: Parent Involvement - Parent/Caregiver Input

Practice	Yes	No	DK/NA
The staff listen to me when I have a question or comment.	94%	1%	5%
At least one staff member recognizes me when I visit.	94%	2%	4%
There is opportunity for parent participation in this program.	82%	4%	14%

From Parent/Caregiver Survey, n=4,268.

Management Practices

A growing body of research in the after school field¹⁸ indicates that strong management practices are an essential foundation for appropriate point-of-service quality. This includes establishing appropriate operational foundations, providing high quality supervision and training for staff, and regularly reflecting on program quality.

Most site programs self-report that they have emerging to strong management practices including very strong ratings in Qualified and Supported Staff, moderate to strong ratings in Continuous Quality Improvement, and strong adherence to appropriate Operational Foundations. Two programs report needing support in the Qualified and Supported Staff indicators (a composite score falling below 1.85) while nine programs report needing support in incorporating Continuous Quality Improvement into their program activities. In addition, thirteen programs (16%) adhere to less than 80% of good Operational Foundations practices.

Programs were most likely to report strong programmatic practice in Operational Foundations (e.g. using appropriate consent forms, sign out and attendance sheets, personnel records, access to space, and sufficient operational staff). On the other hand, programs were most likely to rate their practice as “in need of support” in use of student-level data in program operations and program staff access to student level data (10% and 7% need support in these areas, respectively).

Table 9 provides program management ratings by program type for each of the major dimensions of Management Practice. Self-reported ratings of “Strength” are coded as a 3, “Emerging” as 2, and “Need support” as a 1.

Table 9: Sites’ Self-Reported Management Practices

Practice	Average Rating (1-3 scale or % adherence for Operations)			
	Elementary (n=49)	Middle (n=15)	Charter/ Community (n=6)	High (n=11)
Operational Foundations (% adherence)	96%	90%	77%	83%
Qualified and Supported Staff	2.73	2.61	2.7	2.61
Continuous Quality Improvement	2.57	2.53	2.25	2.48

Source: Sites’ self reported management practices, collected via survey in spring 2010.

¹⁸ Rebecca Raley, Jean Grossman and Karen E. Walker, *Getting It Right: Strategies for After School Success*, (Philadelphia: Public/Private Ventures, 2005); Kristi Palmer, et al., “How is the after school field defining program quality?” *Afterschool Matters*, Number 8, Fall 2009.

Stakeholder Satisfaction

Youth who are satisfied with their after school program are more likely to attend, and parents who like the program will encourage their children to do the same. Similarly, the support of school-day staff is a critical component of after school program quality, since principals and teachers can provide a variety of important resources, ranging from classroom space and supplies to student referrals and training for program staff.

Available evidence suggests that after school program stakeholders (parents, participants, principals and school-day teachers) are quite satisfied with Oakland after school programs.

Participants reported moderate to high levels of satisfaction with after school programs in Oakland. Youth participants reported the following markers of satisfaction:

- 80% of youth in elementary-based programs and 89% of youth in elementary-age charter or community programs reported, “I am happy to be here.”
- Less than half of middle school-age youth (42% in school-based programs and 40% in charter or community programs) reported, “I usually wish I was doing something else.”
- 89% of youth in high school-based programs reported that after school has helped them “somewhat” or “a lot” “have fun after school.”

Parents reported very high levels of satisfaction with after school. Of the 4,268 parents who responded, 98% were satisfied with their child’s after school program. Moreover, parents and caregivers reported that Oakland after school programs have secondary benefits for families:

- 66% report that they feel less concerned about their children in after school hours because of after school.
- 42% report that their families save money on child care costs.
- 63% report that they are able to keep a job or go to school because their child is in after school.

Among school-based programs, principals are satisfied overall with after school programs at their campus. 95% of all principals who responded strongly agreed or agreed that they were satisfied with after school, including all elementary school (n=33) middle school (n=6) principals and 90% of high school principals (n=10) expressed satisfaction with the after school program at their school.

Faculty members at host schools also expressed satisfaction with after school. Overall, 86% of teachers reported that they were satisfied with the after school program at their site (only 5% reported that they didn’t know if they were satisfied and 9% were unsatisfied). The proportion of faculty expressing satisfaction with their after school program has increased slightly during the 2009-10 program year (86% in 2009-10 versus 81% in 2008-09).

Table 10: Point of Service Quality by Site

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>							
Elementary							
AspiraNet	Acorn Woodland	3	2.16	2.39	2.00	2.24	2.00
Higher Ground	Allendale	3	1.96	2.00	2.00	2.00	1.86
Oakland LEAF	Ascend	3	2.45	2.35	2.61	2.50	2.33
East Bay Asian Youth Center (EBAYC)	Bella Vista	3	2.04	2.17	2.00	2.00	2.00
Bay Area Community Resources (BACR)	Bridges Academy	3	1.97	2.15	2.08	1.79	1.86
Higher Ground	Brookfield	3	2.00	2.00	2.00	2.00	2.00
Learning for Life	Burckhalter	3	1.84	1.58	2.00	1.88	1.92
AspiraNet	Carl Munck	3	2.12	2.18	2.00	2.14	2.15
Oakland Asian Student Educational Services (OASES)	Cleveland	3	2.16	2.26	2.00	2.00	2.40
AspiraNet	Community United ¹	3	2.22	2.28	2.00	2.57	2.04
AspiraNet	East Oakland Pride	3	1.77	1.90	2.00	1.70	1.49
BACR	Emerson	3	2.21	2.33	2.00	2.29	2.21
AspiraNet	Encompass Academy	3	2.18	2.23	2.28	2.19	2.01
BACR	Esperanza Academy*	2	1.86	1.79	2.00	1.71	1.93
EBAYC	Franklin	3	2.05	2.14	2.00	2.00	2.07

¹ Community United and Futures Elementary are located at the same site and have the same site evaluation scores.

* Esperanza Academy and Fred T. Korematsu are located at the same site and have the same site evaluation scores.

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
			Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).				
BACR	Fred T. Korematsu*	2	1.86	1.79	2.00	1.71	1.93
Learning for Life	Fruitvale	2	2.00	2.00	2.00	2.00	2.00
AspiraNet	Futures Elementary ¹	2	2.22	2.28	2.00	2.57	2.04
EBAYC	Garfield	3	2.22	2.30	2.50	2.10	2.00
BACR	Glenview	3	1.98	1.94	2.00	2.00	1.97
BACR	Global Family School	3	2.05	2.00	2.25	2.00	1.95
AspiraNet	Grass Valley	2	1.90	1.75	2.00	2.00	1.83
BACR	Greenleaf	3	2.14	2.00	2.50	2.00	2.05
BACR	Hoover	3	2.06	1.98	2.17	2.00	2.08
Learning for Life	Horace Mann	3	2.07	2.07	2.00	2.00	2.21
AspiraNet	Howard	3	1.87	1.86	2.00	1.83	1.77
AspiraNet	International Community School	3	1.94	2.00	2.00	2.00	1.75
EBAYC	La Escuelita	3	1.95	1.96	2.00	1.86	2.00
BACR	Lafayette	3	2.11	2.33	2.11	2.00	2.00
Ujimaa Foundation	Lakeview	2	2.08	2.33	2.00	2.00	2.00
PMA Consulting	Laurel	3	2.10	2.08	2.00	2.33	2.00
Spanish Speaking Citizens' Foundation	Lazear	3	1.98	2.00	2.00	2.00	1.90
BACR	Learning Without Limits	2	1.98	2.00	2.00	2.00	1.90
OASES	Lincoln	3	2.37	2.65	2.33	2.38	2.13
BACR	M.L. King, Jr.	3	2.04	2.17	2.00	2.00	2.00

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
			<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>				
EBAYC	Manzanita Community School	3	1.84	1.93	2.00	1.74	1.69
OUSD	Manzanita Seed	3	2.04	2.00	2.00	2.00	2.17
BACR	Markham	3	2.07	1.99	2.25	2.05	2.00
Learning for Life	Marshall	3	2.28	2.39	2.00	2.50	2.25
Learning for Life	Maxwell Park	3	2.02	2.00	2.00	2.00	2.08
Higher Ground	New Highland Academy	3	2.10	2.31	2.17	1.95	1.96
Girls, Inc.	Parker	3	2.30	2.33	2.17	2.38	2.31
Aspiranet	Peralta	3	2.12	2.44	2.00	1.90	2.13
AspiraNet	Piedmont Avenue	2	2.20	2.54	2.25	2.00	2.00
BACR	Place @ Prescott	3	1.86	1.90	2.11	1.88	1.56
OUSD	Reach Academy	2	2.46	2.67	2.25	2.36	2.56
AspiraNet	Rise Community School	3	2.02	2.11	2.00	2.00	1.96
BACR	Sankofa	3	2.11	2.37	2.06	2.00	2.00
BACR	Santa Fe	3	2.04	2.20	2.00	1.95	2.02
East Bay Agency for Children	Sequoia	3	2.35	2.53	2.00	2.45	2.42
Higher Ground	Sobrante Park	3	2.33	2.61	2.17	2.40	2.13
AspiraNet	Think College Now	3	2.09	2.00	2.00	2.26	2.11
Average			2.08	2.15	2.09	2.07	2.02

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>							
Middle							
BACR	Alliance Academy	3	2.51	2.50	2.89	2.51	2.13
Murphy and Associates	Bret Harte	3	2.32	2.25	2.50	2.38	2.17
BACR	Claremont	3	2.16	2.33	2.56	1.95	1.81
AspiraNet (ASES) Safe Passages (OFCY)	Coliseum College Prep Academy	3	2.47	2.56	2.78	2.38	2.15
Safe Passages	Edna Brewer	3	2.50	2.50	2.78	2.55	2.19
BACR	Elmhurst Community Prep	3	2.49	2.48	2.78	2.57	2.13
YMCA of the East Bay	Explore College Prep	2	2.15	2.13	2.83	1.71	1.94
Safe Passages	Frick	3	2.26	2.49	2.56	2.01	1.99
BACR	Madison	2	2.26	2.46	2.83	1.80	1.93
AspiraNet	Melrose Leadership	3	2.40	2.40	2.78	2.52	1.89
EBAYC	Roosevelt	2	2.80	2.88	3.00	2.71	2.63
AspiraNet (ASES) Safe Passages (OFCY)	Roots	3	2.42	2.44	2.78	2.30	2.17
Safe Passages	United For Success	3	2.42	2.58	2.78	2.26	2.04
Oakland LEAF	Urban Promise Academy	3	2.45	2.58	2.70	2.26	2.27
Ujimaa Foundation	West Oakland Middle	2	2.26	2.71	3.00	1.71	1.63
Eagle Village Community Center	Westlake	3	2.32	2.51	2.67	2.27	1.83
Average			2.39	2.49	2.76	2.24	2.05

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>							
Charter/Community							
Ala Costa Center	Ala Costa Centers	1	2.03	2.10	2.00	2.00	2.00
Civicorps	Civicorps Charter	1	2.00	2.00	2.00	2.00	2.00
Lighthouse Community Charter	Lighthouse Community Charter	1	2.00	2.00	2.00	2.00	2.00
East Oakland Youth Development Center	Community After school Program	1	1.99	2.00	2.00	2.00	1.96
EBAC	Hawthorne Family Resource Center	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	OPR Inclusion Center	1	2.00	2.00	2.00	Not applicable	2.00
Camp Fire USA	Kids With Dreams	1	2.00	2.00	2.00	2.00	2.00
American Indian Child Resource Center	Nurturing Native Pride	1	2.00	2.00	2.00	2.00	2.00
Oakland Parks and Recreation	Oakland Discovery Centers	1	2.17	2.00	2.00	Not applicable	2.50
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	1	2.00	2.00	2.00	2.00	2.00
Average			2.02	2.01	2.00	2.00	2.05

Lead Agency	Program Site	# Ratings	Overall Rating 1-3 Scale: 2 = "Meets Expectations"	Physical and Emotional Safety	Equity, Access, and Inclusion	Academic Support	Meaningful Learning Opportunities
<i>Sites in red did not meet quality expectations (0 - 1.85), those in green exceeded expectations (2.50 - 3.00).</i>							
High*							
BACR	Bunche	3	2.05	2.19	2.17	1.93	1.92
AspiraNet	Coliseum Coll, Prep	3	2.02	2.00	2.00	2.00	2.07
YMCA	College Prep & Arch *	3	1.92	1.99	1.67	2.00	2.02
YMCA	Dewey	2	1.83	2.00	2.00	1.42	1.92
Alternatives in Action	EXCEL	3	2.05	2.06	2.06	2.00	2.08
BACR	Far West	3	1.93	2.00	1.67	2.00	2.04
Alternatives in Action	Life Academy	3	2.05	2.02	2.17	2.17	1.83
YMCA	Mandela *	3	1.92	1.99	1.67	2.00	2.02
YMCA	Media Academy *	3	1.92	1.99	1.67	2.00	2.02
OUSD	Met West	3	2.05	2.01	2.00	2.00	2.20
EBAYC	Oakland High	3	2.08	2.00	1.94	2.24	2.13
BACR	Oakland Technical	2	2.29	2.29	2.17	2.21	2.50
YMCA	Robeson *	3	1.92	1.99	1.67	2.00	2.02
BACR	Rudsdale Cont.	3	2.10	2.13	2.00	2.21	2.08
Youth Together	Skyline	3	1.90	2.00	1.92	1.79	1.90
BACR	Street Academy	3	1.91	1.97	2.00	1.76	1.90
Youth Together	Youth Emp. School	3	1.96	2.00	2.00	1.93	1.93
Average/Total			2.01	2.05	1.98	1.98	2.04

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

* The sites (College Prep & Architecture, Mandela, Media Academy and Robeson) that are part of the Fremont Federation High School program have the same site scores.

Participant Outcomes

Direct Outcomes

Direct outcomes for Oakland after school programs are those that are most closely related to the common program quality indicators and have the strongest, most consistent basis in the after school literature.

These outcomes are desirable in and of themselves; improving young people's social skills, awareness of their skills and abilities, and sense of physical and emotional safety are all positive outcomes for youth.

Moreover, these direct outcomes can positively contribute to other high priority outcomes, such as improved grades and test scores. These outcomes are categorized as *contributory outcomes* in the Oakland After School Theory of Action. Participants' progress toward these outcomes is described in the following sub section.

Available evidence suggests that:

- Young people who attend after school improved their social skills, including getting along with other youth and with adults, and building conflict management skills.
- After school programs offer youth opportunities they don't otherwise have access to in school and in the community. Youth who attended most often reported the greatest exposure to new opportunities.
- Regular participation in after school is related to stronger feelings of connection with the school day among youth. Program participants demonstrated equivalent or better school day attendance rates than their peers. Participants attended school an additional 33,696 days in 2009-10, valued at between \$788,486 and \$943,488 in additional revenue for OUSD.
- Youth feel safer in after school than any other place, including school and their neighborhoods. As noted earlier, however, physical violence and bullying in after school affect at least one in four participants.

Improved social skills

Participation in after school programs is commonly associated with improved relationships with others and enhanced social skills, both as a result of conscious actions to model pro-social behaviors by staff and as a result of sustained interaction with adults and peers.

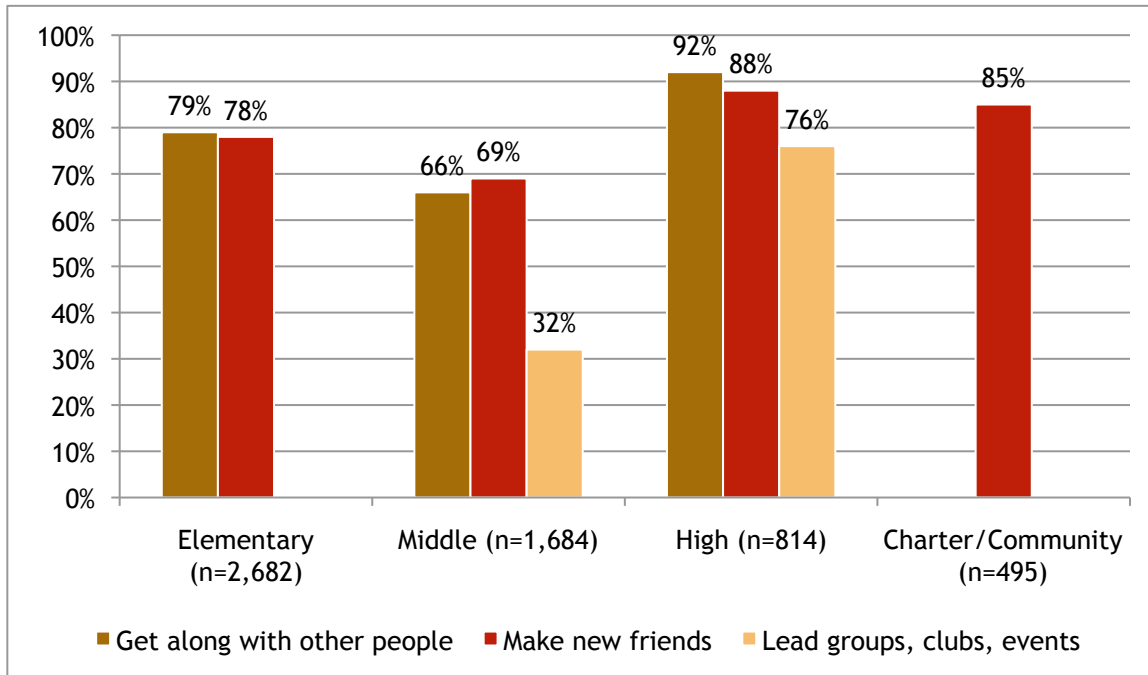
Teacher and principal surveys indicate that school-day staff members perceive substantial supports for participants' social skill development in after school. Teachers indicate a high degree of agreement that after school programs help participants improve peer-to-peer relationships and relationships with adults (greater than 60% of teachers felt that after school programs "usually" or "always" imparted these skills). Principals tend to also believe that after school programs help participants improve conflict management skills and help participants build leadership skills (greater than 70% of principals felt that after school programs "usually" or "always" imparted skill development in all four social-skill development indicators).

Similarly, most youth who attended after school in 2009-10 reported that the programs helped them to get along better with other people and make new friends. A third of youth in middle school-based programs and most youth in high school-based programs reported that after school helped them to lead groups, clubs and events. Figure 18 lists areas of social skill growth reported by participants.¹⁹

Finally, about nine in ten parents reported that the after school program helped their child to improve leadership skills and get along better with adults as well as other youth (see Table 11 on page 60).

¹⁹There was no observable relationship between program dosage and students' self-reported skill growth. Since nearly all participants indicated improvements in this area, there is limited opportunity to detect a meaningful relationship between participation and skill growth.

Figure 19: Participants' Self-Reported Social Skill Growth



Source: Youth participant surveys administered in spring, 2010.

Table 11: Parent/Caregivers' Reported Social Skill Growth

<i>How much has this after school program helped your student with the following things?</i>	% Marking "Yes"
In this program, my student has opportunities to develop leadership skills.	86
The program helps my student get along better with and have access to caring adults.	91
The program helps my student get along better with other students.	92

From Parent/Caregiver Survey, n=4,268

New experiences

After school programs can serve as a “launching pad” for student success, providing additional time for youth to gain new experiences they might otherwise have access to.

Elementary school participants (84%) reported that the after school program allows them to try new things. Similarly, 72% of middle school participants and 77% of high school participants stated that they do things in the after school program that they usually do not get to do. Among community and charter school program participants, 90% of elementary-age and 82% of older youth reported that after school allows them to try new things or do things they usually do not get to do.

Youth were more likely to report that after school exposed them to new activities the longer they participated. Youth participating in 100 days of after school activities during the 2009-10 school year were almost 50% more likely to report that they were able to try new things or do things they don't usually get to do. Multi-year after school participants were also almost 25% more likely to report that after school allows them to try new things.

Over 90% of principals and teachers reported that the after school program “provides opportunities for students that they wouldn't otherwise have access to.”

Finally, parents also shared the belief that their children were being exposed to new opportunities within the after school program. Ninety-six percent (96%) of parents surveyed agreed that after school has provided their child with the opportunity to try new things.

Promising Practice - Promoting Pro-Social Skills in Gender-Specific Clubs

After school programs promote students' pro-social development in a variety of ways; gender-specific groups are one way to create emotional safety for youth, particularly for adolescents. Two examples from middle school-based after school programs highlight how programs help youth build pro-social skills.

At Frick Middle School, academic support activities are gender-specific. As part of its daily schedule, Frick's after school staff dedicate time to allow the students to discuss any social or personal issues that came up throughout the day. One girls' group talked about a fight that took place during the school day, while the staff member asked guiding questions about how the conflict arose and how it could have been more effectively solved.

The boys' empowerment class at Edna Brewer Middle School helps young men better understand the motivations of others. In one session, a student wanted to discuss why a teacher was being hard on him in class. The boys all brainstormed possibilities, such as the teacher might have been upset at the student for talking in class, performing badly on his homework or coming in late. The group leader acted as a facilitator providing students the opportunity to talk about sensitive issues openly and to learn from their peers.

Safety

In addition to being a key element of point of service quality, after school programs can make a positive contribution to participants' physical and emotional safety, both inside and outside of the after school program.

Youth surveys indicate that participants feel safe in their after school program. Most (83%) elementary participants agreed that they felt safe while in the after school program, and one quarter of middle school participants stated that they attended after school programming because it was safe. There was no statistically-significant relationship between participation and self-reported safety; that is, youth who attended more often did not report feeling safer than their peers who attended after school less often.

In addition, participants reported learning ways to keep themselves safe through strategies learned in the after school program. Eighty-three percent (83%) of elementary and 44% of middle school participants stated that they learned how to keep themselves safe in their after school program.

Participants in middle and high school after school programs were asked to report on the extent to which they felt safe during school in their after school program, in their neighborhood, and going to and from school. In general, participants reported feeling more safe in after school than at any other point during the day. These results are reported below.

Table 12: Middle and High School Participants' Sense of Safety - In After School, At School, and in the Community

<i>% Reporting they feel safe or very safe...</i>	Middle (n=1,684)	High (n=814)
During school?	87%	90%
In this after school program?	93%	95%
In your neighborhood where you live?	78%	75%
Going to school?	88%	86%
Going home?	86%	80%

Source: Youth participant surveys administered in spring 2010.

Parents and caregivers also agreed that after school programs kept their children safe during the after school hours. Ninety-seven percent (97%) of parents stated that the after school program is a safe place for their student, while 66% stated that because their student is in the after school program, they worry less about their student during those hours.

Teachers rated student safety as a high priority for the after school program. Ninety percent (90%) of teachers felt that the after school program "usually" or "always" provided a safe physical space for activities.

Principals who returned surveys expressed similar opinions regarding student safety, also rating it as a top priority for after school, and indicating broad agreement that after school programs met their expectations.

School engagement

Young people's strong attachment to school is associated with improved attendance, decreased disciplinary issues, and increased engagement. Participation in after school programs is associated with improved school connectedness.

Participants' school day attendance rates are common ways to measure young people's connection with school. Among all school-based after school program participants in the 2009-10 program year, attendance improved slightly for elementary school participants, stayed steady for high school participants, and declined slightly among middle school participants. These year-to-year changes were equivalent with non-participants in elementary and high schools, but better among high school youth.

Moreover, two-thirds (67%) of after school program participants met District goals for school day attendance in 2009-10, compared to 62% of non-participants. This difference is statistically-significant.

Though the year-to-year changes in attendance rate were modest overall, participants came to school an additional 33,696 days in 2009-10. This additional in-school time translates into more learning time for students, and higher revenue for OUSD. While per-day student revenue varies based on student characteristics, these additional school days attended are valued at between \$788,486 and \$943,488²⁰.

Table 13 summarizes participants' school day attendance in 2008-09 and 2009-10. After school may act as a protective factor for high school students, as their year-to-year attendance rate change was better than for non-participants. On the other hand, participants' school-day attendance rate was similar to their peers in elementary and middle schools.

Table 13: Participants' School Day Attendance Rate in 2008-09 and 2009-10

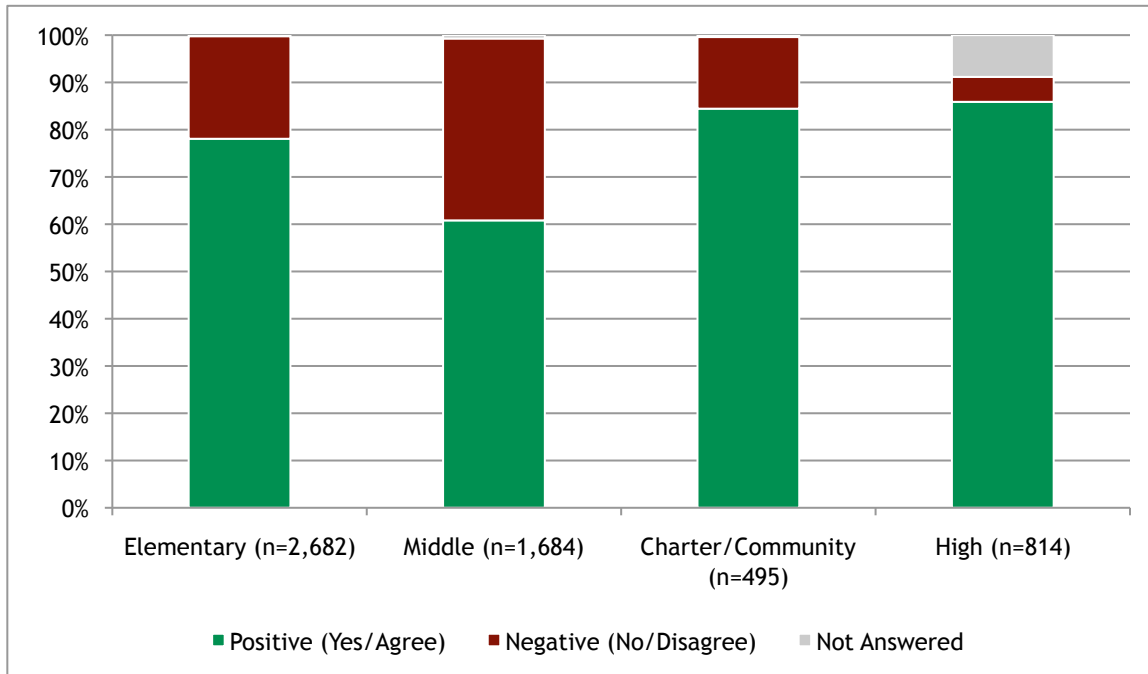
	Elementary	Middle	High
2008-09 School Day Attendance Rate	95.60%	95.52%	95.15%
2009-10 School Day Attendance Rate	95.73%	94.96%	95.26%
Year-to-Year Difference	.13	-.56	.11
Statistically Different Change from Non-Participants?	No	No	Yes, better
Change in School Days Attended	12,890	4,295	16,511
Value of Additional Days in District Revenue	Between \$301,626 and \$360,920	Between \$100,503 and \$120,260	Between \$386,357 and \$462,308

Source: School day attendance rates for 13,804 program participants and 11,978 non-participants for the 2008-09 and 2009-10 school years.

²⁰ To calculate the total change in days attended, evaluators summed the days attended in 2008-09 and 2009-10, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

Figure 20 describes the pattern of youth responses to a set of questions exploring participants' self-reported connections with their school and other youth.²¹ Survey results indicate that most participants (at least 60% within each program type) feel their participation in after school has helped them to feel more like part of the school and to make new friends. Available evidence suggests that there is a strong relationship between program participation and sense of connection with school.

Figure 20: Participants' Self-Reported Connections with School and Other Youth



Source: Youth participant surveys administered in spring, 2010.

In an analysis of after school youth survey data and attendance records, youth who attended more days of after school activities in 2009-10 were more likely to report feeling a greater sense of engagement with the school day. Youth who attended 100 days of after school activities, for example, were almost twice as likely to report that after school has increased their sense of engagement with the school day.

²¹ Survey questions include: *This after school program has helped me make new friends; This after school program has helped me feel more like a part of my school; This after school program has helped me get along with other people; In this after school program, I learn how to get along with other kids better.*

Parents also stated feeling more connected to their children’s school as a result of the after school program. About half of parents of elementary and middle school participants, and one-third of high school participants’ parents reported that they feel more connected to and aware of their child’s school than in the past.

Table 14: Parents’ Self-Reported Sense of Connection with their Child’s School

<i>Because my child is in this after school program...</i>	Elementary (n=2,885)	Middle (n=759)	High (n=236)
I am more connected to my student’s school.	55%	45%	30%
I know more about what goes on in the school day.	52%	48%	29%

Source: Parent/Caregiver Survey administered in spring 2010.

NOTE: These questions were not included in surveys for charter/community-based programs.

Promising Practice - Engaging “Hard to Reach” Students

Middle school students at Lighthouse Community Charter School’s after school program can apply to participate in a 6-week dog-training program at the nearby SPCA. This promising practice pairs students with dogs from the SPCA, and helps students build the special bond that often exists between a dog and its caregiver, whether full time or part time.

During this process, the leaders at the SPCA pose life questions to the students and help them make real life connections between the animals and themselves. Since many of the students who are enrolled in this class may have difficulties in school or in relationships, this program offers them a different kind of relationship and different expectations.

Lighthouse’s Site Coordinator reported that the project has interested many “hard to reach” youth: “When we first started recruiting for the project, the SPCA brought a few of the dogs to school during lunch. Some kids who I *never* would have thought would be interested were running up to the dogs, asking what they had to do to join the group.”

Table 15: Site-Level Direct Outcomes for Youth

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p<.05)	
		<i>% of youth reporting that after school helps them learn to get along with others²²</i>	<i>% of youth reporting that they learned new things in after school²³</i>	<i>% of youth reporting that they feel safe in after school</i>	<i>Participants' school day attendance, using paired-samples t-test (08-09 09-10)</i>	
Elementary						
AspiraNet	Acorn Woodland	82%	91%	95%	96.5	96.3
Higher Ground	Allendale	77%	91%	83%	95.0	94.8
Oakland LEAF	Ascend	85%	96%	96%	96.5	96.8
EBAYC	Bella Vista	72%	81%	87%	96.9	96.6
BACR	Bridges Academy	80%	79%	65%	96.7	97.2
Higher Ground	Brookfield	71%	93%	95%	92.5	95.0*
Learning for Life	Burckhalter	67%	88%	74%	94.8	93.9
AspiraNet	Carl Munck	70%	86%	89%	96.5	96.0*
OASES	Cleveland	92%	95%	97%	97.2	97.7
AspiraNet	Community United	74%	89%	75%	96.4	96.3
AspiraNet	East Oakland Pride	86%	91%	70%	94.3	94.5
BACR	Emerson	89%	91%	87%	96.4	95.5*
AspiraNet	Encompass Academy	86%	83%	69%	95.7	95.4
BACR	Esperanza Academy	79%	84%	75%	96.8	97.1
EBAYC	Franklin	78%	89%	87%	97.9	98.2
BACR	Fred T. Korematsu	77%	77%	89%	94.2	95.5*
Learning for Life	Fruitvale	88%	88%	93%	95.7	95.0*
AspiraNet	Futures Elementary	86%	98%	88%	94.4	95.0
EBAYC	Garfield	84%	89%	77%	95.7	95.8
BACR	Glenview	95%	95%	100%	96.1	96.5
BACR	Global Family School	92%	90%	90%	95.6	96.0
AspiraNet	Grass Valley	50%	82%	55%	96.7	96.4
BACR	Greenleaf	84%	93%	72%	96.0	96.6
BACR	Hoover	76%	85%	67%	94.0	93.9
Learning for Life	Horace Mann	84%	84%	86%	94.8	95.1

²² For elementary-age respondents the survey question is “In this after school program I learn how to get along with other kids better.” For older respondents, the survey question is “This after school program has helped me get along with other people.”

²³ For high school, this survey question is “At this after school program I do things that I don’t usually get to do.”

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p<.05)	
		<i>% of youth reporting that after school helps them learn to get along with others²²</i>	<i>% of youth reporting that they learned new things in after school²³</i>	<i>% of youth reporting that they feel safe in after school</i>	<i>Participants' school day attendance, using paired-samples t-test (08-09 09-10)</i>	
AspiraNet	Howard	85%	91%	87%	95.2	95.9
AspiraNet	International Community School	82%	89%	77%	96.0	96.3
EBAYC	La Escuelita	77%	76%	91%	96.8	96.9
BACR	Lafayette	85%	99%	94%	92.6	93.9*
Ujima Foundation	Lakeview	86%	93%	83%	94.9	95.8*
PMA Consulting	Laurel	75%	91%	89%	97.1	97.2
SSCF	Lazear	95%	93%	88%	96.3	95.8
BACR	Learning Without Limits	88%	81%	83%	94.7	95.7*
OASES	Lincoln	61%	86%	92%	98.7	98.3*
BACR	M.L. King, Jr.	89%	93%	85%	92.5	92.9
EBAYC	Manzanita Community School	84%	90%	79%	95.5	94.5*
OUSD	Manzanita Seed	86%	90%	84%	96.3	95.9
BACR	Markham	84%	86%	73%	95.7	95.3
Learning for Life	Marshall	80%	96%	92%	95.8	96.7*
Learning for Life	Maxwell Park	42%	59%	58%	94.0	95.3*
Higher Ground	New Highland Academy	89%	91%	95%	95.0	95.5
Girls, Inc.	Parker	82%	95%	74%	94.7	95.2
AspiraNet	Peralta	58%	66%	84%	97.8	97.0*
AspiraNet	Piedmont Avenue	71%	90%	73%	94.5	95.4*
BACR	Place @ Prescott	72%	72%	76%	93.2	92.7
OUSD	Reach Academy	58%	72%	57%	94.4	93.5
AspiraNet	Rise Community School	66%	91%	81%	94.1	94.7
BACR	Sankofa	86%	88%	86%	93.9	94.3
BACR	Santa Fe	71%	93%	71%	95.2	94.0*
East Bay Agency for Children	Sequoia	73%	82%	85%	96.9	96.7
Higher Ground	Sobrante Park	92%	98%	96%	94.5	94.6
AspiraNet	Think College Now	74%	89%	79%	97.3	97.2
Average		79%	87%	82%	95.6	95.7*

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p<.05)	
		<i>% of youth reporting that after school helps them learn to get along with others²²</i>	<i>% of youth reporting that they learned new things in after school²³</i>	<i>% of youth reporting that they feel safe in after school</i>	<i>Participants' school day attendance, using paired-samples t-test (08-09 09-10)</i>	

Middle						
BACR	Alliance Academy	58%	63%	93%	96.2	95.7
Murphy and Associates	Bret Harte	77%	72%	98%	95.0	95.6
BACR	Claremont	44%	56%	86%	95.1	93.2*
AspiraNet / Safe Passages	CCPA	69%	65%	84%	96.1	95.7
Safe Passages	Edna Brewer	55%	58%	97%	96.7	96.4
BACR	Elmhurst Community Prep	71%	67%	91%	97.0	95.6*
YMCA of the East Bay	Explore	58%	54%	93%	94.6	96.3*
Safe Passages	Frick	67%	64%	97%	95.1	93.9*
BACR	Madison	71%	68%	96%	95.3	95.3
AspiraNet	Melrose Leadership	60%	62%	90%	95.6	95.8
EBAYC	Roosevelt	57%	76%	96%	96.1	95.7
AspiraNet / Safe Passages	Roots	82%	78%	97%	95.9	96.2
Safe Passages	United For Success	72%	63%	81%	94.7	93.7*
Oakland LEAF	Urban Promise Academy	82%	84%	99%	96.9	96.2*
Ujima Foundation	West Oakland Middle	76%	60%	88%	92.0	90.7*
Eagle Village Community Center	Westlake	61%	71%	94%	95.4	94.7*
Average		66%	66%	93%	95.5	95.0*
Charter/Community						
Ala Costa Center	Ala Costa Centers	93%	92%	91%		
Civicorps	Civicorps Charter	85%	95%	75%		
Lighthouse Community Charter	Lighthouse Community Charter	73%	64%	88%		
East Oakland Youth Development Center	Community After school Program	85%	83%	93%		

Lead Agency	Program Site	Improved Social Skills	New Experiences	Safety in After School Program	School Day Attendance Rate (* if statistically significant, p<.05)	
		<i>% of youth reporting that after school helps them learn to get along with others²²</i>	<i>% of youth reporting that they learned new things in after school²³</i>	<i>% of youth reporting that they feel safe in after school</i>	<i>Participants' school day attendance, using paired-samples t-test (08-09 09-10)</i>	
EBAC	Hawthorne FRC	82%	94%	89%		
Oakland Parks and Recreation	OPR Inclusion Center	95%	91%	95%		
Camp Fire USA	Kids With Dreams	89%	89%	94%		
American Indian Child Resource Center	Nurturing Native Pride	88%	84%	100%		
Oakland Parks and Recreation	Oakland Discovery Centers	80%	96%	96%		
East Oakland Boxing Association	Smart Moves Education and Enrichment Program	84%	81%	93%		
Average		85%	87%	91%		
High*						
BACR	Bunche	73%	64%	91%	90.0	93.4*
AspiraNet	CCPA	100%	83%	100%	95.6	94.9
YMCA	College Prep & Architecture	89%	78%	100%	96.1	96.1
YMCA	Dewey	96%	84%	100%	92.0	95.9*
Alternatives in Action	EXCEL	91%	72%	92%	95.3	94.5
BACR	Far West	89%	89%	95%	93.3	94.6
Alternatives in Action	Life Academy	87%	78%	94%	96.4	96.0
YMCA	Mandela	92%	92%	92%	94.0	93.2
YMCA	Media Academy	95%	100%	95%	94.4	94.7
OUSD	Met West	95%	80%	94%	95.7	99.8*
EBAYC	Oakland High	94%	81%	98%	97.0	96.7
BACR	Oakland Technical	91%	66%	96%	96.2	95.3*
YMCA	Robeson	100%	100%	100%	95.4	94.2
BACR	Rudsdale	85%	64%	91%	91.2	96.1*
Youth Together	Skyline	85%	80%	90%	95.5	94.8*
BACR	Street Academy	91%	82%	98%	96.8	99.0*
Youth Together	YES	86%	71%	91%	93.7	90.4*
Average		91%	80%	95%	95.2	95.3

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

Contributory Outcomes

This sub section explores changes in the *contributory outcomes* among program participants, including grades and test scores.

Existing research suggests that high quality after school programs can have a modest, but consistent, influence on participants' academic outcomes.²⁴ Other factors have a far greater influence on young people's academic performance, ranging from static characteristics such as parents' formal education level and household income, to mutable factors such as participants' language fluency, the quality of in class instruction, and housing stability.

Available evidence suggests that after school participants benefit in some - but not all - dimensions of academic performance:

- After school program participants improve their academic behaviors while in the program, including study skills and test-taking strategies.
- English Learners in middle and high school appear to benefit substantially from after school participation, demonstrating substantially higher re-designation rates.
- Participation in after school programming has a positive influence on the likelihood that an individual will score at Proficient or Advanced on the California Standards Test. Youth who spent 100 days or more in after school are about 10% more likely to score in the targeted range than those with similar characteristics who did not attend after school. Hours spent in academic support activities also contributes to the likelihood that participants will score at Proficient or Advanced.
- Core course grades differ somewhat between participants and non-participants, suggesting that programs may benefit some youth, but that the influence of after school is quite modest.
- There is some evidence that after school programs in high school help students to earn more credits and to sustain their progress in completing college prep courses.
- Services targeted specifically at CAHSEE prep and academic support had no appreciable influence on participants' outcomes. More analysis is needed to understand how more successful program sites differ in order to enhance the impact of these services.

²⁴ Robert Granger, Ed.D., "After-School Programs and Academics" Implications for Policy, Practice, and Research" in *Social Policy Report*, Volume XXII, No 2, 2008. (Ann Arbor, MI: Society for Research in Child Development)

Academic Behaviors

After school programs can help participants improve their academic behaviors, such as task persistence, completing homework and taking tests. Available evidence suggests that after school programs in Oakland help to support participants' improved academic behaviors.

Elementary participants and a lower proportion of middle school participants noted improved academic behaviors as a result of after school. Seventy-four percent (74%) of elementary school participants and 42% of middle school participants stated that they learned good study habits through the after school program (like taking tests, reading directions, organizing notes). Similarly, 43% of middle school participants agreed that the after school program helped them to understand what is being taught in school and 56% stated the after school program helped them to want to do their best in school.

When asked to describe the primary benefits of after school, high school participants reported the following reasons (after school has helped them “somewhat” or “a lot” in the following areas):

- Make up class credits - 77%
- Get better grades -- 82%
- Do better on tests - 78%
- Feel more confident about graduating high school - 83%
- Feel more confident about going to college - 83%

Eighty-seven percent (87%) of parents and caregivers who completed a survey agreed that “my child’s attitude toward school has improved since coming to the after school program.”

Finally, principals and teachers who work in school-based programs’ host schools were asked to report the extent to which after school encourages positive academic behaviors. Table 16 lists the proportion of educators and administrators who agreed that their after school program “always” or “usually” provide a specific support.

**Table 16: Principal and Teacher Survey Results -
After School Supports for Positive Academic Behaviors**

<i>How often does the after school program at your school...</i>	Principals (n=65)	Teachers (n=716)
Help students improve study skills	63%	62%
Help students improve their academic content knowledge	68%	59%
Help students improve their test-taking skills	47%	41%

Academic Performance

The evaluation team conducted a series of regression analyses to explore the potential relationship between program participation and key academic performance measures. In each case, the regression model was specified as follows:

Outcome = Days in ASP + Years in ASP + Participant Demographics²⁵ + School Day Attendance + Past Academic Performance

This analysis allows the identification of the potential “value add” of after school program participation, controlling for a variety of covariates that may affect participants’ academic performance. For measures in which the outcome variable is binomial (i.e., either “yes” or “no”), logistic regression was used.

A comparison group was not used for the grade and test score analysis, as there is insufficient information available to control for the extracurricular activities of those who did not attend Oakland after school programs. There is sufficient range in the participation rate among those who did attend to assess the “value-add” of after school program participation. As further described in the sub section *High School Graduation and College Readiness*, participants’ performance was compared to similar students who did not attend after school.

English Fluency

This sub section explores changes in student English fluency among participants who were designated as English Learner in 2008-09 and attended after school programs in 2009-10. This analysis examines the role that greater after school participation plays in the development of English language skills.

Using the regression model defined under “Academic Performance,” we first examine rates of re-designation as English fluent in the 2009-10 school year based on designation as an English Learner in 2008-09. In order to control for past academic performance, we used the prior year (2008-09) core English and Math course GPA. This limited our analysis to middle and high school after school participants with core course grades in Math and English (about 762 OUSD students designated as EL status in the 2008-09 school year with GPA data in the 2008-09 and 2009-10 school years).

Within this population, participation in an after school program in 2009-10 was significantly associated with being re-classified as English fluent in that academic year.²⁶ Participation of about 25 days in after school activities was associated with about 24% greater likelihood of being re-classified as English fluent. This increased to about 41% greater likelihood for attendees participating in 100 days of after school activities. Participation in the after school

²⁵ Including gender, race/ethnicity, parent’s education level, school grade level, free/reduced lunch eligibility, special education placement, and language fluency.

²⁶ Each additional day of after school participation in the 2009-10 school year was associated with an increased but diminishing likelihood of being re-designated as English fluent. The first day of participation was associated with 1.2% increased likelihood of designation. The 50th day was associated only an additional 0.4% likelihood (additive) of re-designation (with intermediate lengths of participation between these extremes). This analysis controls for prior year GPA, special education status, and age. Student race and ethnicity, days absent during school year, free or reduced price lunch status, gender, and years in after school were found to be unrelated to re-designation status.

program in 2008-09; however, was not associated with being re-classified as English fluent in 2009-10 for participants who were enrolled in OUSD in both academic years.

Among 3,235 third through twelfth grade after school participants with CST scores in the prior year (as a proxy for prior academic performance), there is no strong evidence that more days of participation in after school programs in either the current or prior year increases the likelihood of being re-classified as English fluent.²⁷

In an analysis of changes to the participants' California English Language Development (CELDT) scaled score between 2008-09 and 2009-10 school years, the number of days of after school activities attended in 2009-10 or 2008-09 had no discernable relationship to improvements in CELDT scores after controlling for prior year academic performance and demographics.

The above analysis suggests that greater participation in after school activities in the current school year is associated with English Learner youth in middle or high school being re-classified as English fluent. There was little association with the overall CELDT scaled score, however. Available evidence does not offer a conclusive explanation as to why this is the case; additional exploration of the ways in which English Learners experience after school programs is needed.

English Language Arts

Core course grades in English Language Arts among middle and high school students declined overall between the first and second semesters. Students who attended after school demonstrated a smaller decline than their peers, however, with average course grades declining by .6 points (on a 4.33 scale) compared to a .11 decline among non-participants.²⁸

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .001% increased likelihood of scoring at Proficient or Advanced.²⁹ In practical terms, youth who attended after school for 98 days were 10% more likely to score at Proficient or Advanced than those who attended just one day.

Similarly, regression analysis indicates that the hours that youth spend in academic support activities influences their CST performance. In this case, youth who spent 189 hours in academic support activities were 45% more likely to score Proficient or Advanced than those who spend substantially fewer hours in academic support activities.

²⁷ Prior year participation in after school activities was at the margin of statistical significance ($P = 0.052$) with each additional day of after school activities increasing the likelihood of re-designation by about 0.1 - 0.7%.

²⁸ Paired samples t-test results for students for whom two semesters of core course grade data are available. Course grades were converted to numeric equivalents, in which A+ = 4.33 points, A = 4 points, and so on.

²⁹ Logistic regression analysis, with outcome variable as "scored Proficient or Advanced" odds ratio for ASP days attended = 1.001.

Mathematics

Core course grades in Mathematics declined between the first and second semesters for all students. There was no statistically-significant difference in semester-to-semester course grade changes between participants and their peers.

When participants' performance on the California Standards Test (CST) is considered, after school participation appears to contribute to student success. Namely, each additional day of after school program participation is associated with a .001% increased likelihood of scoring at Proficient or Advanced.³⁰ In practical terms, youth who attended after school for 98 days were 10% more likely to score at Proficient or Advanced than those who attended just one day.

Similarly, regression analysis indicates that the hours that youth spend in academic support activities influences their CST performance. In this case, youth who spent 189 hours in academic support activities were 20% more likely to score Proficient or Advanced than those who spend substantially fewer hours in academic support activities.

The number of youth who attended after school at these “threshold” levels varies by school type. About 54% of all participants attended after school for 98 days or more, including 70% of elementary, 48% of middle, and 33% of high schoolers.

Forty percent (40%) of after school participants came to 189 hours or more of academic support activities, including 56% of elementary, 23% of middle, and 25% of high school students.

³⁰ Logistic regression analysis, with outcome variable as “scored Proficient or Advanced” odds ratio for ASP days attended = 1.001.

High School Graduation and College Readiness

The school-based after school programs serving high school students provide targeted academic supports including intensive tutoring, CAHSEE prep, and credit recovery. Participant analysis in this sub section includes those youth participating in a related after school program activity, and is compared to similar non-participants.

California High School Exit Exam

Students are required to pass the California High School Exit Exam (CAHSEE) in both Math and English Language Arts (ELA) in order to be eligible for graduation. Among after school youth, at least 292 participated in after school CAHSEE Prep activities in 2009-10. The average participant took part in 16.9 hours of Prep (with a maximum of 50.3 hours). Among high school students who participated in significant (10 or more hours total) CAHSEE Prep activities in after school in 2009-10 a total of 62% of tenth graders, 71% of eleventh graders and 56% of twelfth graders passed Math and 60% of tenth graders, 74% of eleventh graders and 56% of twelfth graders passed ELA.

These numbers are significantly lower than OUSD students not taking part in after school programs (tenth grade 60%/62%, eleventh grade 79%/75% and twelfth grade 87%/86% for Math and ELA, respectively) suggesting that students who take CAHSEE Prep classes in after school are doing so to correct deficiencies in these subject areas.

Among all OUSD students with low Math or ELA CST scores in the prior year (e.g. scored below basic or far below basic), students who took part in significant CAHSEE Prep in after school had significantly lower CAHSEE passing rates than students with low CST scores who did not take part in significant CAHSEE Prep. Among prior year low-CST scoring ten to twelfth graders, 55% of those taking significant CAHSEE prep passed the CAHSEE Math versus 73% of low-scoring youth with no CAHSEE Prep. In the same population, 46% of those with CAHSEE Prep passed the CAHSEE ELA versus 63% of those with no preparation in after school. The same pattern is observed when the sample is restricted to just after school participants.

There were three programs that had higher CAHSEE passing rates for students that participated in Prep activities as compared to the school as a whole: EXCEL, Rudsdale Continuation and Street Academy. At these sites, CAHSEE Prep participants had much higher passage rates than the school averages, suggesting that these CAHSEE Prep programs achieved greater success than CAHSEE Prep activities at other sites.³¹

Available data cannot be interpreted causally. That is, it is unlikely that CAHSEE Prep activities made participants less likely to pass the test. Instead, the of a finding of benefit may be related to strong deficiencies in Math and ELA skills in students who are routed to CAHSEE Prep activities in after school. Additional exploration of the three programs with above-average passage rates for CAHSEE Prep participants may shed additional light on the most effective approaches for these activities.

³¹ EXCEL's CAHSEE passing rates for Math and ELA were 65% and 64% for students not taking part in CAHSEE Prep and 80% and 73% for CAHSEE Prep participants, respectively. At Street Academy, the passing rates were 47% and 61% for non-participants and 75% and 75% for participants. At Rudsdale, the passing rates were 41% and 50% for non-participants and 49% and 51% for participants.

Course Credits Earned

Course credit recovery allows students who fall behind in core courses to make up class credit through Cyber High and elective courses offered through the after school program. At least 550 students took part in after school credit recovery activities in 2009-10. On average, these youth spent 55.6 hours in credit recovery (with a maximum of 423 hours). Among students who participated in high school credit recovery activities in after school, the number of course credits earned was higher than in the previous school year.³² In the 2008-09 school year, these students earned on average 36.7 credits (compared to 38.5 credits among their peers). In the 2009-10 school year, during their credit recovery participation, they earned on average 39.8 credits (compared to 38.5 credits for all students).

Academic support services in after school also allow high school students to stay on track for completion of A-G courses required for admission to the University of California and California State University education systems. Students who participated in 10+ hours of academic support activities in after school maintained their progress toward A-G courses, completing between three and four required courses on average. By contrast, students who did not participate in academic support activities demonstrated a slight decline in the proportion of A-G classes they complete, decreasing from 56% to 51% of required courses.³³

Graduation

Eighty-five percent (85%) of twelfth graders graduated in OUSD in 2009-10. Students who participated in 10+ hours of academic support had slightly lower graduation rates (83%) than their peers (87%), though this difference is not statistically significant.

Students who participated in academic support activities in after school were slightly less likely to graduate qualified to attend a UC or CSU.³⁴ This does not suggest that after school program participation makes students poorer academically, but instead likely demonstrates that programs most actively recruit youth who can benefit from additional support.

³² An analysis of credits earned for 359 high school after school participants with data on credits earned in 2008-09 and 2009-10. This is compared to all OUSD high school students with earned credits information in both school years (n=10,146 students). Students who did not participate in credit recovery earned an equivalent number of credits, while those who attended credit recovery activities in after school earned three additional course credits. Results for participants are statistically significant using paired samples T-test, $P < .05$.

³³ Paired samples t-tests for youth who attended 10+ hours of academic assistance found no statistically-significant difference in the proportion of A-G classes completed, compared to a 6 percentage point decline for youth who did not attend academic support services.

³⁴ Ten percent (10%) of students who attended academic support activities were UC qualified, compared to 17% of their peers. Twenty three percent (23%) were CSU qualified, compared to 29% of their peers.

Table 17: Site-Level Contributory Outcomes for Youth in School-Based Programs

Lead Agency	Program Site	Academic Behaviors % of participants reporting that after school helps them with school skills ³⁵	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency % of English Learner Participants Re-Designated	English Language Arts % Proficient/Advanced		Math % Proficient/Advanced	
				Participants	Non-Participants	Participants	Non-Participants
Elementary							
AspiraNet	Acorn Woodland	77%	11%	48%	64%	61%	73%
Higher Ground	Allendale	81%	12%	46%	49%	56%	63%
Oakland LEAF	Ascend	88%	9%	45%	49%	56%	57%
EBAYC	Bella Vista	74%	23%	73%	54%	83%	78%
BACR	Bridges Academy	67%	12%	34%	44%	56%	63%
Higher Ground	Brookfield	**	15%	40%	34%	47%	52%
Learning for Life	Burckhalter	71%	21%	46%	64%	71%	73%
AspiraNet	Carl Munck	74%	38%	66%	58%	67%	58%
OASES	Cleveland	69%	16%	75%	78%	89%	84%
AspiraNet	Community United	77%	11%	23%	19%	37%	30%
AspiraNet	East Oakland Pride	78%	10%	22%	21%	33%	34%
BACR	Emerson	91%	22%	33%	37%	55%	47%
AspiraNet	Encompass Academy	82%	14%	48%	33%	49%	40%
BACR	Esperanza Academy	71%	10%	25%	29%	58%	62%
EBAYC	Franklin	80%	29%	61%	46%	78%	58%

³⁵ The Academic Behaviors survey questions are not comparable between Elementary, Middle and High School programs because the survey questions differ. For elementary students the survey question is “In this after school program, I learn good study skills,” where students check a box to indicate “yes.” For middle school participants, the survey question is “This afterschool program has helped me learn good study skills.” For high school participants, the survey question is “How much has this after-school program helped you get better grades,” where the reported percent is the proportion of students answering “somewhat” or “a lot.”

Lead Agency	Program Site	Academic Behaviors <i>% of participants reporting that after school helps them with school skills³⁵</i>	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency <i>% of English Learner Participants Re-Designated</i>	English Language Arts <i>% Proficient/Advanced</i>		Math <i>% Proficient/Advanced</i>	
				Participants	Non-Participants	Participants	Non-Participants
BACR	Fred T. Korematsu	75%	5%	22%	31%	49%	47%
Learning for Life	Fruitvale	81%	11%	46%	38%	55%	49%
AspiraNet	Futures Elementary	76%	4%	34%	42%	47%	51%
EBAYC	Garfield	80%	9%	31%	35%	54%	53%
BACR	Glenview	100%	17%	50%	63%	61%	71%
BACR	Global Family School	92%	11%	18%	14%	41%	39%
AspiraNet	Grass Valley	47%	NR	55%	43%	59%	57%
BACR	Greenleaf	74%	18%	52%	50%	72%	78%
BACR	Hoover	70%	25%	39%	19%	67%	50%
Learning for Life	Horace Mann	75%	21%	48%	53%	68%	70%
AspiraNet	Howard	81%	15%	42%	40%	52%	54%
AspiraNet	International Community	74%	13%	34%	35%	61%	68%
EBAYC	La Escuelita	82%	10%	59%	47%	85%	68%
BACR	Lafayette	86%	22%	24%	21%	39%	35%
Ujimaa Foundation	Lakeview	83%	8%	43%	45%	53%	60%
PMA Consulting	Laurel	81%	13%	66%	52%	82%	60%
Spanish Speaking	Lazear	95%	8%	18%	42%	31%	49%
BACR	Learning Without Limits	88%	19%	37%	32%	66%	50%
OASES	Lincoln	59%	32%	80%	85%	95%	97%
BACR	M.L. King, Jr.	78%	14%	39%	36%	39%	26%

Lead Agency	Program Site	Academic Behaviors <i>% of participants reporting that after school helps them with school skills³⁵</i>	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency <i>% of English Learner Participants Re-Designated</i>	English Language Arts <i>% Proficient/Advanced</i>		Math <i>% Proficient/Advanced</i>	
				Participants	Non-Participants	Participants	Non-Participants
EBAYC	Manzanita Community	90%	15%	30%	45%	64%	55%
OUSD	Manzanita Seed	82%	26%	58%	50%	77%	70%
BACR	Markham	69%	16%	57%	54%	62%	58%
Learning for Life	Marshall	**	0%	46%	24%	61%	48%
Learning for Life	Maxwell Park	55%	14%	32%	24%	52%	41%
Higher Ground	New Highland Academy	87%	7%	33%	100%	58%	100%
Girls, Inc.	Parker	67%	21%	55%	48%	59%	54%
AspiraNet	Peralta	48%	0%	71%	78%	81%	86%
AspiraNet	Piedmont Avenue	68%	13%	41%	56%	65%	68%
BACR	Place @ Prescott	76%	0%	29%	41%	42%	41%
OUSD	Reach Academy	61%	8%	11%	14%	28%	27%
AspiraNet	Rise	85%	7%	35%	38%	43%	40%
BACR	Sankofa	86%	0%	39%	.	53%	.
BACR	Santa Fe	76%	0%	33%	21%	40%	32%
EBAC	Sequoia	73%	13%	70%	69%	72%	77%
Higher Ground	Sobrante Park	88%	0%	43%	30%	50%	44%
AspiraNet	Think College Now	79%	20%	58%	54%	78%	72%
Average		74%	13%	43%	45%	59%	59%

Lead Agency	Program Site	Academic Behaviors <i>% of participants reporting that after school helps them with school skills³⁵</i>	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency <i>% of English Learner Participants Re-Designated</i>	English Language Arts <i>% Proficient/Advanced</i>		Math <i>% Proficient/Advanced</i>	
				Participants	Non-Participants	Participants	Non-Participants
Middle							
BACR	Alliance Academy	28%	20%	29%	27%	32%	23%
Murphy and Associates	Bret Harte	43%	19%	39%	30%	33%	20%
BACR	Claremont	38%	20%	41%	36%	36%	30%
AspiraNet (ASES) & Safe	Coliseum College Prep	44%	16%	18%	28%	18%	13%
Safe Passages	Edna Brewer	35%	10%	59%	63%	61%	69%
BACR	Elmhurst Community	39%	14%	27%	22%	35%	15%
YMCA of the East Bay	Explore College Prep	36%	27%	20%	9%	10%	6%
Safe Passages	Frick	39%	14%	21%	27%	23%	18%
BACR	Madison	33%	18%	35%	37%	41%	33%
AspiraNet	Melrose Leadership	38%	13%	27%	.	27%	.
EBAYC	Roosevelt	62%	8%	29%	21%	30%	21%
AspiraNet (ASES) & Safe	Roots	41%	6%	13%	15%	11%	11%
Safe Passages	United For Success	55%	14%	19%	18%	22%	20%
Oakland LEAF	Urban Promise Academy	56%	21%	41%	56%	39%	69%
Ujimaa Foundation	West Oakland Middle	43%	7%	24%	0%	20%	0%
Eagle Village Community	Westlake	43%	18%	32%	.	34%	.
Average		42%	15%	31%	33%	32%	31%

Lead Agency	Program Site	Academic Behaviors <i>% of participants reporting that after school helps them with school skills³⁵</i>	ASPs contribute to these outcomes; other factors have a stronger influence.				
			English Fluency <i>% of English Learner Participants Re-Designated</i>	English Language Arts <i>% Proficient/Advanced</i>		Math <i>% Proficient/Advanced</i>	
				Participants	Non-Participants	Participants	Non-Participants
High*							
BACR	Bunche	82%	0%	1%	0%	0%	.
AspiraNet	Coliseum College Prep	83%	5%	14%	0%	12%	0%
YMCA	College Prep & Architecture	67%	0%	27%	17%	13%	4%
YMCA	Dewey	97%	3%	3%	0%	0%	0%
Alternatives in Action	EXCEL	80%	10%	15%	33%	4%	0%
BACR	Far West	82%	0%	17%	.	4%	.
Alternatives in Action	Life Academy	77%	10%	27%	26%	13%	11%
YMCA	Mandela	100%	4%	13%	11%	8%	13%
YMCA	Media Academy	95%	3%	24%	17%	2%	0%
OUSD	Met West	83%	2%	29%	.	9%	.
EBAYC	Oakland High	78%	2%	36%	33%	17%	23%
BACR	Oakland Technical	78%	7%	47%	40%	23%	21%
YMCA	Robeson	100%	0%	18%	8%	4%	0%
BACR	Rudsdale Continuation	88%	4%	2%	.	0%	.
Youth Together	Skyline	70%	7%	44%	43%	20%	17%
BACR	Street Academy	93%	5%	11%	.	2%	.
Youth Together	Youth Empowerment	81%	0%	9%	.	3%	.
Average		84%	4%	28%	36%	13%	18%

*EXCEL, Life Academy and Oakland High receive OFCY funding through other strategies that supported after school programs at these sites, other high school-based programs do not.

** The incorrect youth survey version was administered at this site, omitting this question.

Key Findings from the 2009-10 Oakland After School Evaluation

This section identifies areas in which Oakland after school programs can further improve. Key findings are based on the information analyzed for the 2009-10 program year, including site visit results, program self-assessments, stakeholder surveys and focus groups, and participant performance data.

The large majority of after school programs in the study provide quality services to children and youth. Programmatic observations, stakeholder surveys, and sites' self-assessments indicate that, on the main, Oakland after school programs provide services in accordance with research-based quality practices. In most cases, programs' areas for improvement are opportunities to further enhance service quality, rather than to reach a baseline level.

Programs can benefit from stronger communication with school-day staff and with community members. At school-based after school programs, fewer than half (46%) of principals reported that they regularly invited after school staff to School Site Council (SSC) or Coordination of Services Team (COST) meetings, a critical opportunity for cross-program coordination and communication. Similarly, about one in five Site Coordinators requested assistance in building strong community partnerships, particularly in making referrals to other services and collaborating with other organizations.

Children report feeling safer in after school than any other place, yet at least one in four has been bullied in after school. Middle and high school-aged participants reported that they felt physically safer in after school than in their neighborhoods or at school, reflecting the success of after school programs in creating a physically and emotionally safe place for youth. On the other hand, between 24% and 40% of participants reported that they were bullied or hit while in after school, suggesting more work is needed to encourage safe practices among participants.

Key Findings, Continued

After school programs need continued assistance in providing high quality academic supports. Site observations, stakeholder surveys and focus groups, and sites' self-assessments confirm that after school programs can further improve their academic supports. Specific areas for growth include:

- In program self-assessments, Site Coordinators report that their programs are currently not strong in bilingual and English Learner support strategies and use of instructional strategies for special needs.
- Academic Liaisons called for additional planning and training time and more time throughout the school year to meet with staff to support ongoing communication and program improvement efforts. Academic Liaisons commonly expressed a desire to refine the academic support goals of the after school program.

Site Coordinators and Academic Liaisons expressed a moderate level of frustration and confusion regarding lesson plan development. Some Academic Liaisons reported frustration with the lack of training for site staff, while Site Coordinators reported less than adequate amounts of support from their Academic Liaison.

- Site visits indicate that program staff can further improve by more consistently presenting key concepts in multiple formats (i.e., visually, written and verbally) and actively modeling learning skills for participants.

Programs can further improve meaningful learning opportunities for youth. Program observations suggest that staff can improve most by consistently using a clearly stated learning goal to guide activities. Sites self-assessments indicate that Site Coordinators are interested in further enhancing opportunities for youth leadership and reflection. Youth survey results indicate that a notable minority (15%-30%) of participants reported low levels of engagement and skill building opportunities in after school.

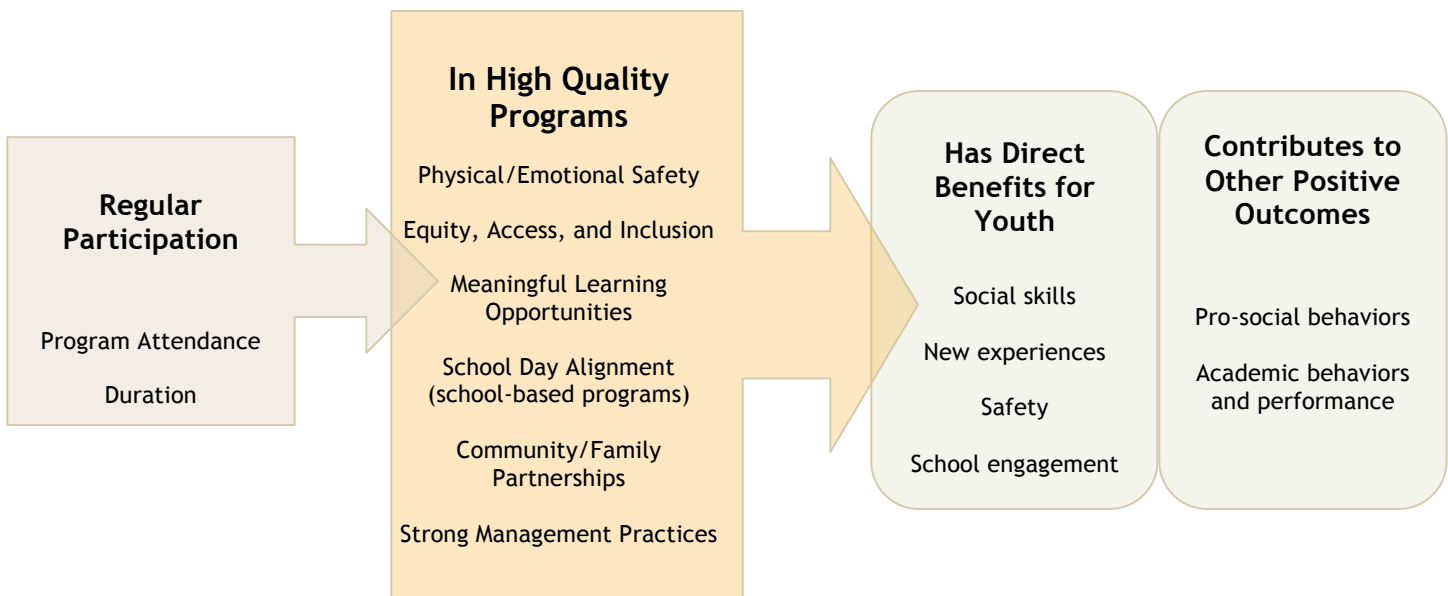
Appendices

Appendix 1: Theory of Action for Oakland After School Programs

To guide the evaluation of Oakland after school programs, the evaluation team developed a Theory of Action based on existing literature that emphasizes the links between regular participation, high quality programming, and positive student outcomes.

Figure A provides a visual model of the ways in which after school programs contribute to positive outcomes for young people.

Figure A: Theory of Action for Oakland After School Programs



This model distinguishes between two types of participant outcomes: direct outcomes and contributory. Direct outcomes can be observed during the program year and are more directly influenced by participants' experiences in after school programs. For example, many after school programs offer a variety of activities that young people may not otherwise have the opportunity to experience, such as music, organized sports, and visual arts. After school participants in turn have the opportunity to explore new interests and skills.

After school program participation can also contribute to a variety of other positive outcomes that are subject to a greater variety of external influences. For example, many after school programs provide homework help and tutoring, which can contribute to participants' school success, but these supports are less influential than the quality of instruction participants receive in the classroom, factors over which after school programs have limited control.

Regular Participation in After School

Research in the after school field finds that youth who attend programs most often can demonstrate the greatest changes in social, emotional, and academic performance. For example, an evaluation of high quality after school programs found that youth who attended regularly demonstrated significant gains in standardized math scores (compared to similar youth who were unsupervised after school) and decreases in misconduct at school, including skipping school and fighting with other youth.³⁶ Another study found that youth who participated regularly in after school programs for two or more school years had higher aspirations regarding graduation and college and were less likely to drop out than their peers.³⁷

High Quality After School Programs

After school program evaluations have found that the quality of after school programs is a key component in affecting participant outcomes. High quality after school programs are both better able to recruit and retain participants, and are more likely to be associated with positive outcomes for youth. Current research in after school suggests that high quality programs offer a combination of recreation, academics, and enrichment activities, with a strong emphasis on hands-on, student directed learning. This allows participants to explore new subjects and skills that they may not otherwise know of, and encourages their successful development socially, emotionally, and academically.

Extending beyond *what* is offered is *the way in which* activities are offered. For example, an after school program that creates a positive, supportive environment for young people, in which they feel comfortable expressing ideas and making mistakes, is associated with greater outcomes for participants, regardless of the specific focus of the program.

The Oakland After school Theory of Action builds upon this idea, identifying common quality elements for all after school programs, inclusive of setting or content-area focus. This allows the use of a common evaluation framework for multiple after school programs.³⁸ The Theory of Action prioritizes six quality elements:

1. **Physical and emotional safety** - Youth and staff are physically safe while in the program, and participants build skills to help them make good decisions about their own and others' safety. Participants have the opportunity to use pro-social conflict mediation skills and to share their thoughts and feelings.
2. **Equity, access, and inclusion** - Youth of all cultural, racial, linguistic, and developmental backgrounds participate in after school, and participants are actively encouraged to interact with a variety of peers. Staff model inclusive attitudes and behaviors.

³⁶ Deborah Lowe Vandell, et al., *Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs*, (Irvine, CA: University of California, Irvine, 2007).

³⁷ Harvard Family Research Project, "After school Programs in the 21st Century: Their Potential and What it Takes to Achieve It," *Issues and Opportunities in Out-of-School Time Evaluation*, Number 10, February 2008.

³⁸ Charles Smith, Tom Devaney and Samantha Sugar, "Quality and Accountability in the Out-of-School Time Sector," *New Directions for Youth development*, Number 121, Spring 2009.

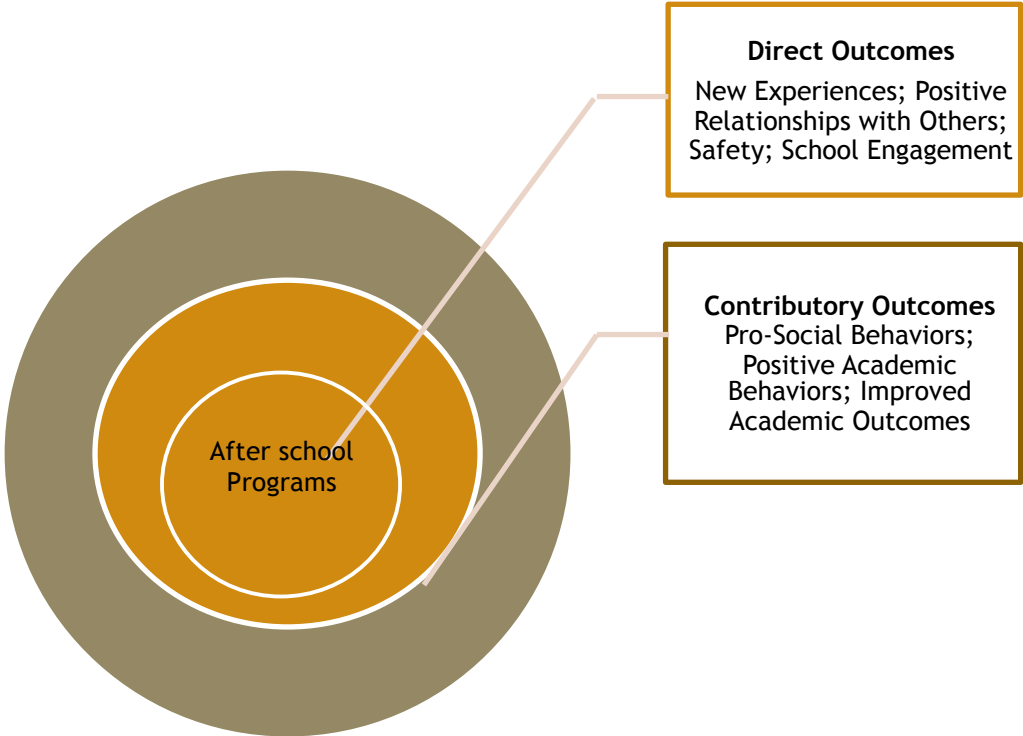
3. **Meaningful learning opportunities** - After school programs engage participants as active learners in challenging, relevant, and enriching learning experiences that provide rich opportunities for youth to learn new skills that draw on their personal interests.
4. **School-day alignment** (school-based programs) - After school programs provide regular homework support, academic intervention, and enrichment activities that extend upon key skills and concepts covered in the school days. Faculty and administrators communicate regularly with after school programs about the learning and behavioral styles of individual participants, effective instructional techniques, and learning goals for program staff to pursue. In a reciprocal fashion, after school program staff can provide faculty with helpful insights into participants' interests and needs.
5. **Community/Family partnerships**—Programs incorporate local resources into programming and facilitate opportunities for young people to learn about and contribute to their community. Parents and caregivers have meaningful opportunities to participate in after school programs; programs serve as a link to other community resources for families.
6. **Strong management practices** - After school programs have enough resources to provide quality programming, including staff, space, and materials. Staff are well-trained in youth development practices and have sufficient content-area expertise for the activities they lead; staff members use feedback and performance data to inform the design and implementation of the program.

Benefits for Participants

Young people are affected by a wide array of influence in their lives, and after school is just one. Therefore, the contribution of an after school program to a particular outcome should be understood within the larger context of children's lives; after school programs have a greater influence over some outcomes than others. Figure B provides a visual representation of the relative impact that after school programs have on student outcomes. The inner circle (orange) describes those outcomes that are most directly attributable to after school, as they are most closely related to what programs do regularly.

The outer circle depicts desirable outcomes to which after school can contribute, but that are subject to numerous additional influences outside the purview of after school programs, including school-day instruction, family support, and participants' other extracurricular activities.

Figure B: The Range of After School Outcomes

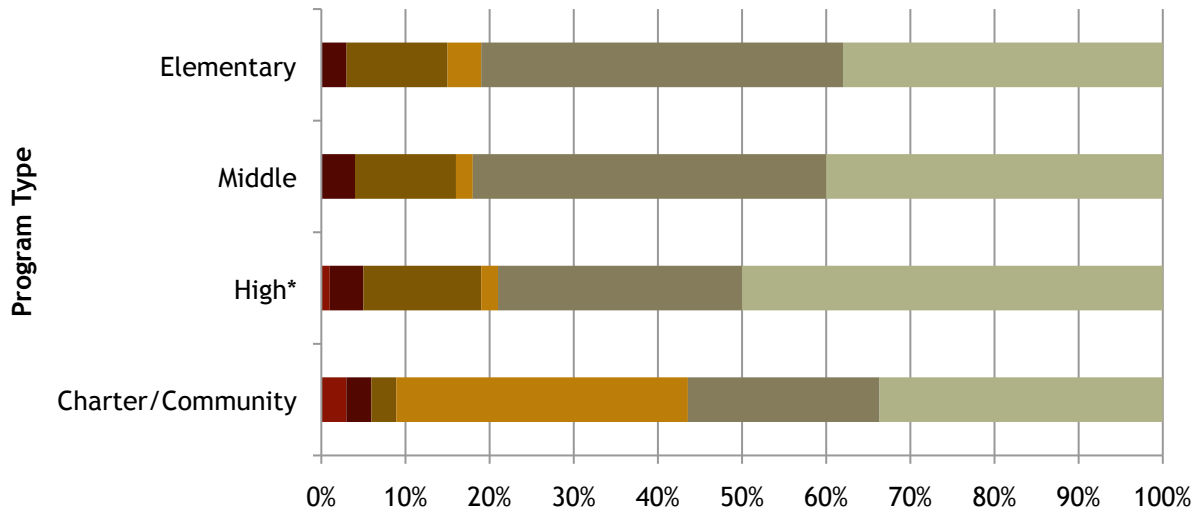


In the Oakland After School Theory of Action, direct outcomes of program participation include awareness of new interests and abilities, stronger social skills, enhanced safety and a greater attachment to school. Contributory outcomes include improved pro-social behaviors (i.e., in settings other than after school), stronger academic behaviors, and improved grades and test scores.

Appendix 2: Data Sources and Response Rates

Survey	Date Administered	N	Response Rate Overall	Elem. Response Rate	Middle Response Rate	High Response Rate	Charter / Community Response Rate
Site Coordinators							
Site Practices	May 2010	81	85%	94%	94%	65%	60%
End-of-Year Satisfaction (for Coordinators and lead agency staff)		53	56%	58%	44%	76%	50%
School Staff							
Principal (satisfaction and familiarity with program, suggestions for improvement)	April/May 2010	55	65% (15 sites did not indicate site type)	50%	38%	47%	N/A
Teacher (similar to Principal survey)		716	39%	46%	38%	22%	85%
Participants							
Youth Survey (satisfaction with the program, self-reported changes)	April/May 2010	5,675	60%	55%	80%	50%	61%
Parents							
Parent Survey (satisfaction with the program, observed changes in child, benefits of after school for parent/family)	April/May 2010	4,268	45%	59%	36%	14%	48%

Appendix 3: Participants' Race/Ethnicity



	Charter/ Community	High*	Middle	Elementary
Native American	3%	1%	0%	0%
White	3%	4%	4%	3%
Asian/PI	3%	14%	12%	12%
Unspecified/Other	35%	2%	2%	4%
Latino/a	23%	29%	42%	43%
African American	34%	50%	40%	38%

% of Participants

■ Native American ■ White ■ Asian/PI ■ Unspecified/Other ■ Latino/a ■ African American

**OUSD Oakland SUCCESS After School Programs
Comprehensive After School Program Plan
Elementary & Middle Schools
2010 - 2011**

PART A

SECTION 1: School Site Information

School Site:	Date:
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Principal Signature:	Lead Agency Signature:
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After School Coordinator Name (if known at this time):

SECTION 2: After School Program Vision and Goals
Please describe your school site's overall vision for the After School Program. Describe how the after school program fits into the school's larger mission, vision and goals.

State 3 – 4 primary goals of the After School Program and intended impacts for participating students.

Section 3: Target Population and Recruitment Plan

Please describe your targeted student populations (e.g. FBB, BB, ELL's, grade levels, etc.)

How will the school identify and recruit students for the after school program beginning in Spring 2010? How will families be notified of enrollment prior to the start of the 2010-11 school year? Which parties will be responsible for the identification and recruitment of students?

Section 4: Program Model and Lead Agency Selection

Refer to Appendix A for an overview of extended learning program models.

For 2010-2011, my site selects:

- Coordinated partnership
- Blended/Hybrid
- Extended School Day

Description and Rationale for selection of Lead Agency

Please provide a narrative description of the agency that is managing the program. Indicate why this agency is qualified to manage the site's program, highlighting specific strengths or weaknesses. (Note: If school is managing program, site is considered to be the Lead Agency.)

SECTION 5: Academics

Your site should plan to offer a range of academic supports including:

1) Targeted Interventions 2) Skill-Building 3) Homework Support 4) Tutoring

Other possible supports may include computer lab, library exploration, project-based learning, coordination with SES tutoring.

Academic activities should be aligned with school goals and support specific student achievement needs defined by the school. Activities should be based on sound instructional strategies aligned with the regular school day program.

	Target Population	Academic Support (choose one)	SPSA goal(s) or school need supported by activity	Measurable Objective/ Target	Description of program	Instructional Strategies
1		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				
2		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				
3		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				
4		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				
5		<input type="checkbox"/> Homework Support <input type="checkbox"/> Tutoring <input type="checkbox"/> Skill Building <input type="checkbox"/> Academic Intervntn <input type="checkbox"/> Other				

SECTION 6: ENRICHMENT & PHYSICAL ACTIVITY/RECREATION

Enrichment activities and physical activity/recreation are required components of the ASES and 21st Century grants. Enrichment activities should provide students with the opportunity to apply learning in a real, hands-on way. Enrichment activities should intentionally and creatively build skills that support students' success in school and in life. Enrichment activities often support school goals for health and wellness, positive school climate, arts learning, and student engagement.

Type of Enrichment	Rationale	SPSA goal(s) or school need supported by activity	Brief Description	Targeted Skills	Measurable Objective / Target
Physical Activity/ Fitness	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	
Gardening/ Nutrition* <i>(*required for sites applying for OFCY gardening grants.)</i>	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	
	<input type="checkbox"/> Student Identified <input type="checkbox"/> School Identified <input type="checkbox"/> Parent Identified <input type="checkbox"/> Other (specify)			<input type="checkbox"/> Conflict Resolution <input type="checkbox"/> Social Skills <input type="checkbox"/> Leadership <input type="checkbox"/> Academic (specify) <input type="checkbox"/> Health/Fitness <input type="checkbox"/> Other (specify)	

Section 7: FAMILY ENGAGEMENT / FAMILY LITERACY

After school provides an excellent context to foster parent involvement, connect families to the larger school community, and share important information related to both the after school and regular school day programs. After school family engagement efforts should be aligned with school day efforts, and support school goals for family involvement. A variety of activities may be offered, including: parent information nights, family celebrations, parent-and-child-together activities, parent leadership and volunteer opportunities, etc.

All after school programs are expected to complete this section. Family literacy is a required component of all 21st Century and ASSETS programs.

Type of Activity	SPSA goal(s) or school need supported by activity	Brief Description	Measurable Objective/Target	Alignment with school day family engagement efforts or resources

SECTION 8 ATTENDANCE AND PROGRAM DATES

In order to remain in compliance and meet minimum funding requirements, the after school program must commence immediately upon the conclusion of the regular day and operate at least until 6pm *on every regular school day*. (EC 8483)

Required # of Program Days your program will operate during School Year 2010-2011:	180 days required*
Projected Daily Attendance during School Year 2010-2011:	

* CDE allows programs to close for a maximum of 3 of these days during the school year for professional development.