



**To:** Oakland Unified School District Intergovernmental Relations Committee  
**From:** Josefina Alvarado Mena, J.D., Chief Executive Officer, Youth Ventures Joint Powers Authority  
**Date:** June 3, 2010

**RE: Update Report Regarding the Youth Ventures Joint Powers Authority and Accomplishments to Date on Behalf of Member Organizations including the Oakland Unified School District.**

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## Summary

Created in 2007, the Youth Ventures Joint Powers Authority (JPA) is an intergovernmental partnership that includes the city of Oakland, the County of Alameda, the Oakland Unified School District (OUSD), San Lorenzo Unified School District (SLZUSD), philanthropy and community-based partners. The JPA is committed to advocating for children, youth, and families with a special emphasis on vulnerable populations within the County of Alameda. This report outlines the accomplishments of this partnership during the last two years.

## History

The JPA institutionalized OUSD's commitment to working collaboratively with other public partners and community partners. This collaborative structure has enabled its members and partners to access new funding streams so as to pilot innovative systems-change strategies and implement a comprehensive support system for Oakland's kids. The JPA has a unique role among local agencies that support Oakland's youth because *it draws together and coordinates efforts among the City, County and OUSD and other public and private funders to drive a common, youth centered policy agenda*. The JPA collaborative works with public systems and community partners to improve outcomes for children and youth using the following core principles:

- Choose program models that are proven to work
- Build partner capacity to do what works based on best practices
- Bring together the financial and human resources of the partners; and
- Sustain success.

The Youth Ventures Joint Powers Authority (JPA) is the first governmental entity of its kind dedicated to building human capital in an urban center. The Board of Trustees includes elected officials, agency directors, high level administrators, and community leaders from County, City, and School District governments in Alameda County. As the Research and Development (R&D) arm of our public systems, the JPA functions are: research, development, implementation, and evaluation of the delivery of social services for vulnerable populations, particularly children and youth.

While the Joint Powers Authority membership is composed of local governmental entities, the partnership extends to philanthropy, community based organizations and academic institutions. These include over 65 governmental agencies, departments and school sites (including **34 OUSD Child Development Centers, 12 OUSD middle school sites,** and 17 Head Starts) and over 30 community based organizations, all working together in the development and implementation of best practice services for vulnerable families.

The JPA's work focuses on the most disadvantaged communities in Alameda County where 64% of children live in poverty, in neighborhoods with the highest levels of health disparities including the highest rates of hospitalization for asthma, teen birth rates, and hospitalization for assaults among youth; where schools have Free and Reduced Priced Lunch rates of 80% or higher; where students score far below academic test standards and have high rates of school suspension, drop-outs and truancy.

At present, the Youth Ventures JPA Board of Trustees includes:

**Alameda County:**

Supervisor Keith Carson  
Supervisor Nate Miley  
Susan Muranishi, County Administrator  
Dave Kears (Chairperson), Former Director of  
Health Care Services Agency  
Yolanda Baldovinos, Director of Social Services Agency  
Chief of Probation

**City of Oakland:**

Council President Jane Brunner  
Councilmember Jean Quan  
Dan Lindheim, City Administrator  
Anthony Batts, Oakland Police Chief  
Andrea Youngdahl, Director of the Department  
of Human Services

**Oakland Unified School District:**

Board Director Jody London  
Board Director Alice Spearman  
Board Director Gary Yee  
Dr. Anthony Smith, Superintendent  
Laura Moran, Chief Services Officer

**San Lorenzo Unified School District:**

Dr. Dennis D. Byas, Superintendent  
Dr. Ammar Saheli, Director of Student Support

**Strategies Developed:**

**In an effort to intervene early and at the most susceptible stages in a child's life, Youth Ventures JPA has expanded and sustained strategies that span the age continuum of children and youth:**

**Early Childhood Initiative** – Promotes collaboration between multiple public systems and non-profit providers to create a citywide safety net for children, from birth through age five, who are exposed to violence. Public childcare teachers, including Head Start teachers, are trained to implement a social skills/violence prevention curriculum. Services also include mental health and parent trainings. Law enforcement is also trained on how to respond to children at scenes of violent crime. This initiative helps to increase the school readiness of children entering OUSD by identifying early risk factors and intervening at a critical stage.

- To date, the Early Childhood Initiative has served approximately 3,157 children and their families in Oakland per year and trained approximately 1,269 police officers in Alameda County.
- Safe Passages and the University of California San Francisco researchers found that children participating in the programs from 2004-2006 demonstrated reduced anger, aggression, anxious and withdrawn behavior. Pro-social behavior among pre-school participants had improved significantly compared to before the program- thus increasing school readiness for these children;
- In 2009, over 2,800 children were taught the Second Step/Social Skills curriculum at approximately 59 public childcare sites;
- In 2009, nearly 2,000 children and families received mental health services and/or participated in Early Childhood Development workshops.

**School Linked Services Initiative**– Aims to integrate education and social services at school sites in order to make school communities catalysts for social change within the larger neighborhood context. Through multiple funding streams including The Atlantic Philanthropies Elev8 initiative, the collaborative has effectively integrated support services on school campuses. School staff members are poised to work closely with the family, therapists, case managers, and other providers to develop a coordinated plan for students in need (view documentary video at: [http://www.safepassages.org/content.asp?l2=menu\\_li26&l1=menu\\_li25&ids=9431524](http://www.safepassages.org/content.asp?l2=menu_li26&l1=menu_li25&ids=9431524))

Benefits of this strategy include:

- Participating schools in Oakland have experienced a **72% decrease** in suspensions due to violence; this has not only allowed children to stay connected to schools and carrying adults, but has helped to considerably preserve the District's ADA dollars otherwise lost to suspensions
- Students receive on site mental health services valued at over \$10 Million from the County in Medical funds annually.
- Five new Family Resource Centers have been created.
- Transition programs have been created to help incoming 6th graders and outgoing 8th graders transition from elementary to middle school and middle to high school.
- Four new school based health clinics are under construction in high need middle school sites.

**Juvenile Justice Initiative**– Brings juvenile courts, school districts, police departments, the sheriff's office, probation officers, and service providers together to reduce disproportionate minority contact with law enforcement, and lower recidivism among juvenile offenders. Programs developed and later institutionalized by the collaborative resulted in:

- Alternatives to incarceration mentoring programs that served repeat offender youth at a cost of approximately \$5,000 per person per year (compared to more than \$50,000 annually to incarcerate one youth)
- Recidivism reduction of nearly half during a 18 month follow up period, and
- 26% drop in school absence rates and a 71% drop in suspensions
- Cross agency data sharing that allows analysis of data to identify intersections between youth offenders and high school drop-outs and to support cross jurisdictional strategies to improve school retention.

### **Fiscal Benefits:**

The fiscal benefits of this collaborative approach are remarkable. Membership jurisdictions each contribute to the core functions of the JPA. OUSD's contribution has remained the same since 2007 at \$150,000 per year, exactly equal to the amount contributed by Alameda County and to the amount contributed by the City of Oakland. This contribution is utilized to leverage millions of dollars in services from a large variety of funding pools.

For its \$150,000 participation in the JPA during the 2008-09 fiscal year, Oakland Unified School District received \$5.6 million in funded services for district children and families, including Safe Passages awards and grants from the City of Oakland OFCY (\$544,000), Alameda County (\$1.28 million), Federal DHHS and DOJ grants (\$309,000), and private philanthropy (\$3.47 million).

During first year of the JPA's creation, the partnership was awarded a \$15 million 4-year grant from The Atlantic Philanthropies to implement an Integrated Services in Schools Initiative, called Elev8. A key rationale for selecting Oakland as one of only four sites to be funded nationally was based on the innovative multi-jurisdictional infrastructure encompassed by the Joint Powers Authority and Safe Passages. The JPA partnership enabled the organization to secure \$25.7 million in new or redirected local funding for the Elev8 effort. In total, the Elev8 Initiative is a \$40.7 million project for the 2008-2012 years—an unprecedented investment in the welfare of high need middle school children in the United States.

**In addition, the district directly receives a total of \$528,375 from the JPA to fund 2 FTE OUSD Administrators at an annual cost of \$247,125, and \$281,250 per year to fund 5 Family Advocates. This is the second year of a four-year commitment to OUSD to fund OUSD Central Office administration.**

The Elev8 Oakland initiative is based on the premise that access to educational opportunity, health services, and family support should not be dictated by race or socio-economic status, and that healthy and supported young people are better prepared to learn and succeed.

The six middle schools that are part of the initiative: **West Oakland, Roosevelt, United for Success, CCPA/ROOTS (Havenscourt), and Madison**, serve Oakland's most disadvantaged families and are located in neighborhoods with the highest levels of health disparities, crime rates, lowest life expectancy rates and high levels of community stressors. Oakland Elev8 has developed a comprehensive and integrated system of support services for students and their families at these schools. The support services include academic intervention services delivered afterschool, on Saturdays and during the summer; health services including mental health, case management and dental services; and family resource centers.

The JPA is partnering with **over 40 community-based providers** and private partners to deliver services, conduct community outreach and provide training and education.

### **Elev8 Oakland Service Components**

Elev8 Oakland is implementing the following services at each of the five OUSD school campuses during the four-years of the initiative (2008-2012):

#### *Learning/Extended Day*

- Academic support activities targeted to the highest-need children across the five sites;
- Extended day academic support; and
- Saturday school and summer transition programs.

#### *Mills-Elev8 Afterschool Program*

- In its second year of implementation, Elev8 Oakland, OUSD Complimentary Learning, and Mills College School of Education have continued to strengthen their partnership and provide academic support to high-need students scoring ‘below basic’ and ‘far below basic’ at Madison, Roosevelt, and United For Success middle schools in a highly personalized afterschool program.
- With a targeted ratio of 5 students per instructor, a total of 76 students were served at these sites.
- Of the 13 afterschool instructors, all are ‘highly qualified,’ that is, they are either teaching staff, credentialed, or engaged in graduate-level study.
- Of the 13 instructors, 9 are graduate-level students at Mills College School of Education, 3 are OUSD teachers, and 1 is a graduate-level student at Cal State East Bay pursuing a Master’s degree in school counseling.
- In addition to providing academic support, another goal of this partnership has been to attract and recruit candidates from Mills College to serve as OUSD teachers after receiving their preliminary teaching credential in efforts to create a ‘teacher pipeline’ from Mills College to OUSD. As such, many of the afterschool instructors from Mills this year have expressed interest in teaching in OUSD next year.

#### *Saturday School Implementation*

- One hundred and eighty-five students successfully participated in Elev8 Saturday School programming this year.

#### *Summer School Implementation*

- Approximately 500 students attended Elev8 summer programming during the summer 2009. Site administrators were pleased with the attendance, curricula and Elev8 recommended student 10:1 ratio. Each Elev8 school site had four weeks of summer school including Math, English Language Arts, Enrichment and Transition programs.
- Algebra Academies were offered on site and/or at nearby high schools for outgoing 8<sup>th</sup> graders for an additional week of programming.
- Per Atlantic Philanthropies guidelines, Elev8 funding supported academic, enrichment and transition programming for incoming sixth graders and outgoing eighth graders.
- The Elev8 Oakland team developed a Transition curriculum that addresses key transition points and social/emotional development. The curriculum focuses on developing social emotional skills to prepare students at key transitions (i.e. 5<sup>th</sup> to 6<sup>th</sup> grade and 8<sup>th</sup> to 9<sup>th</sup> grade).

- School district funding supported programming targeting rising 7<sup>th</sup> and 8<sup>th</sup> graders, and the Algebra Academies. This year, Elev8 Oakland is completing another round of planning with Complimentary Learning and school site principals to provide summer school programming for 2010.

### ***Health Services***

- Health Education across the five sites;
- Build 4 new School Based Health Centers (SBHC) at Madison, Calvin Simmons, Cole, and Havenscourt campuses, and expand the existing clinic at Roosevelt Middle School;
- The clinics will provide physical, mental and dental health services, and case management services;
- Additional nutrition services and nutrition trainers.
- The health providers selected by the school communities are:
  - West Oakland Middle School: Life Long Medical Care
  - Calvin Simmons: Native American Health Center
  - CCPA/ROOTS (Havenscourt): La Clinica de La Raza
  - Roosevelt: La Clinica de La Raza
  - Madison: Alameda County Public Health Department

### ***Dental Services***

This school year over 300 students and their siblings have received dental screenings administered by each site's assigned health provider and in collaboration with the Alameda County Public Health Department Office of Dental Health.

### ***Nutrition Program***

Under the health component, a nutrition education program is being implemented across the Elev8 sites. Activities include: peer health education training series; immunizations, diabetes workshop; H1N1 screenings, health education classes; a workshop on healthy eating during the holidays; self esteem and body awareness activities; and physical activity challenge/nutrition education Olympics.

### ***School-based Health Center/Facilities Update***

In accordance with the partner matching contribution guidelines, OUSD is contributing \$ 6.6 M from Measure B funds for the construction of the Health Based School Centers. The OUSD Facilities Department is the lead department for the construction stage and will begin construction at select school sites this school year. Elev8 Oakland has held ongoing meetings with the OUSD Facilities department, principals, architects and staff at the Elev8 sites to plan for the design and construction of four School Based Health Centers and one expansion.

Anticipated groundbreaking for the School-based Health Centers:

- United for Success: May 14, 2010
- Roosevelt: June 1-7, 2010
- Madison: June 26, 2010
- Havenscourt and West Oakland Middle: July-August 2010

The groundbreaking ceremony will be held on June 1 at the United for Success Campus.

### ***Family Support***

- OUSD was provided funds to contract with 5 Family Advocates who work with families in developing their financial, health and educational skills and opportunities;
- Alameda County Social Service Agency has placed Alameda County Eligibility Technicians at the Family Resource Centers who assist families in enrolling for government benefits including MediCal;
- Establishment of adult education services including ESL/DBET courses, parenting and job skills courses.
- Establishment of legal services.
- Family Resource Centers have been developed at all five sites, offering: adult educational classes including ESL, parenting and computer literacy. Further each center provides information for parents/guardians related to job opportunities and provides referrals to county and community-based resources.
  
- Family Advocates at each site are housed in these centers and are instrumental in engaging families.
  
- The Family Resource Centers are also being used to implement the only school-based Volunteer Income Tax Assistance (VITA) effort in Alameda County. Between January and April 2010, Elev8 Oakland conducted 15 days of tax clinic sessions across all five sites. These efforts garnered a total of \$83,000 in federal returns for Elev8 families. This is an increase of \$20,000 from last year's efforts.
  
- *Alameda County Community Food Bank Partnership (ACCFBP)*- Elev8 Oakland has partnered with the ACCFBP to provide holiday food baskets to Elev8 families and to utilize Elev8 Oakland Family Resource Centers as food distribution sites. In addition, Safe Passages staff is working with the ACCFBP to enable Elev8 Family Advocates at each site to become certified food bank shoppers. In this capacity, Family Advocates will be able to access food from the Food Bank for families in need on a regular basis.
  
- *East Bay Community Law Center (EBCLC) Partnership* - Elev8 Oakland is finalizing agreements with the EBCLC to provide legal services, training and educational services at each of the five Elev8 sites. EBCLC will assign a staff attorney dedicated to providing legal services across all five Elev8 sites. The Elev8 Staff Attorney will help develop and implement a program to deliver legal information and services to Elev8 families. Legal workshops will include issues such as Immigration, Housing, Clean Slate, and Consumer Rights. The EBCLC legal staff will begin providing legal workshops at the end of May with a focus on Clean Slate and Consumer law workshops. Clean Slate is a process by which individuals are able to remove applicable criminal offenses from their records.

Over 500 families across the five sites attend family engagement events monthly; these events range from nutrition classes, to CPR certification, to learning about college requirements.

### **Advocacy**

The JPA board has also approved priority areas for the advocacy work of the collaborative. Among this is legislation that supports: sustainability of integrated school linked services, early childhood programs and supports, and sustainability of juvenile justice initiatives. Through the partnership with Atlantic Philanthropies, the JPA has also had the opportunity to collaborate in these efforts along with several of the foundation's funded national advocacy groups including:

Afterschool Alliance  
America's Promise  
Californians for Justice  
Communities in Schools  
Center for Community Change  
Center for Law and Social Policy  
Center for Summer Learning  
Center on Budget and Policy Priorities  
Children's Defense Fund Action Council  
Children Now  
Every Child Matters  
Education Funds  
Fight Crime: Invest in Kids  
First Focus  
Georgetown Center for Children Families  
National Academy of State Health Policy  
National Academy of School Based Health Centers  
National Council of La Raza,  
Food Research and Action Center  
Voices for America's Children

JPA staff recently joined Superintendent Tony Smith, OUSD Board Member/JPA Trustee Jody London and OUSD Board Member Jumoke Hodge in D.C (March 22-23<sup>rd</sup>) to participate in a series of meetings with legislators, and federal office staff. Alice Walker Duff from Atlantic Philanthropies joined the group for all the meetings during the visit. Atlantic Philanthropies is part of a coalition of National funders who have been meeting with the U.S. Department of Education regarding President Obama's reform agenda.

The Oakland delegation met with the Offices of Senator Boxer, Senator Feinstein, and Congresswoman Lee. The delegation also met with the Offices of Innovation and Improvement, the Office of Civil Rights and the Office of Family Engagement. This meeting included Larkin Tackett, Assistant Deputy Secretary for Innovation and Improvement for the U.S. Department of Education who will oversee both the Promise Neighborhoods Initiative and the Investments in Innovation (I3) funding. Larkin Tackett was extremely interested in the JPA model and the integrated services in school models developed in Oakland. Both Larkin Tackett and his superior Jim Shelton, Deputy Secretary have been briefed several times by Atlantic Philanthropies on the Elev8 and other Atlantic funded education efforts.

In addition, Elev8 Families participated in an advocacy trip in Washington D.C. during May 17-19<sup>th</sup> hosted by The Atlantic Philanthropies. This was the first Washington advocacy trip that brought together all four sites and parents from the Elev8 initiatives. Participants included parents from New Mexico, Oakland and Chicago and staff from each site, many of whom work directly with parents and the community as family advocates and family support staff. This



meeting was an opportunity to share our public policy priorities with Members of Congress, their staff and the Administration, and was designed to draw from and build on the deep experiences and expertise of all participants. This learning and skills-building training also served as the next step in engaging parents as advocates.

A key component of the two day program included visits to key legislative offices. Amongst those visited by the Oakland delegation were: Senator Barbara Boxer, Senator Dianne Feinstein, Speaker Pelosi, and the Senate Agriculture Committee. In addition, the group was able to join Senator Feinstein's constituent breakfast and had the opportunity to hear directly from the Senator regarding her priorities for this upcoming legislative session.

Elev8 prioritized three key legislative areas for advocacy during this trip. These included: the reauthorization of the Elementary and Secondary Act to ensure that parental engagement and afterschool programs are at the forefront; comprehensive immigration reform to give children of undocumented parents the opportunity to believe that college is an option for them; and the Nutrition Act that focuses on healthier school nutrition programs, particularly the inclusion of organic and fresh foods.

## **Publications and Media**

In accordance with the functions of the JPA, staff has also published several policy briefs, including:

[Afterschool Efficacy: A Guide to Evaluating What Works for Kids](#)  
[Afterschool Landscape, Analysis and Recommendations for Sustainability in Oakland, CA](#)  
[Early Learning Opportunities Act Evaluation Report](#)  
[Oakland Community Profiles 2010](#)

The innovative structure of the JPA and its work has also been highlighted in several major media outlets and academic reviews including:

*Capitol Weekly, Sacramento, CA*  
*Harvard Family Research Center*  
*Irvine Quarterly*  
*News Media*  
*Stanford Social Innovation Review*  
*The San Francisco Chronicle*

## **Outreach**

The work of the JPA is also communicated to Oakland families via an array of publications which are generally translated into Spanish, Chinese, Vietnamese, Cambodian and Arabic. These include:

- Elev8 Oakland School Calendars
- Elev8 Family Resource Center Brochures
- Tax Clinic Brochures
- Posters (displayed in public areas and in school sites)

- Direct mail (to school families and frequent voters)
- Radio shows: Children Matters/Nuestros Niños
- Annual Reports
- E-newsletters
- Press events

In addition, the Elev8 initiative has implemented *EdText* at the five target middle schools. The *EdText* partnership includes Mobile Commons, Digital Divide and San Francisco State University.

EdText is a simple text messaging vehicle that will allow school sites to communicate important information directly to parents and families.. EdText is designed to work on cell phones with cell phone companies so parents do not have to buy additional equipment or learn new technology.

One major goal of the pilot is to improve and increase communication with families so as to strengthen the school-home relationship and thereby increase student success. Another important goal is to support the launch of the Family Resource Centers at each target school. These centers are the hub for all the family support services implemented at the schools and information sharing regarding these services is essential to the utilization of the centers.

## **Conclusion**

Both private and federal funders have looked favorably at the partnership embedded in the JPA and view this governmental structure as innovative and effective. The JPA has served to bring millions of dollars to students and families in OUSD and shared responsibility, power and credit have been the cornerstone of this entity the JPA provides the only forum where city, county and school district leaders and administrators come together on a regular basis to focus on policies that impact children and families. Without the full participation of OUSD, a charter member of the JPA vital resources for Oakland students and families may be jeopardized, at a time when public systems and families are in financial crisis.

## Governing Body – Funders - Partners – Community Providers

### Youth Ventures JPA Board of Trustees

#### Alameda County:

Supervisor Keith Carson  
 Supervisor Nate Miley  
 Susan Muranishi, County Administrator  
 Dave Kears (Chairperson), Former Director of Health Care Services Agency  
 Yolanda Baldovinos, Director of Social Services Agency  
 Donald Blevins, Chief of Probation

#### City of Oakland:

Council President Jane Brunner  
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Board President Jody London  
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 Dr. Anthony Smith, Superintendent  
 Laura Moran, Chief Services Officer

#### San Lorenzo Unified School District:

Dr. Dennis D. Byas, Superintendent  
 Dr. Ammar Saheli, Director of Student Support Services

#### Funders

Alameda County Health Care Services Agency  
 City of Oakland  
 County of Alameda  
 Evelyn and Walter Haas, Jr. Fund  
 Jonas Foundation  
 Irvine Foundation  
 Measure Y  
 Oakland Fund for Children and Youth  
 Oakland Police Department  
 Oakland Unified School District  
 The Atlantic Philanthropies  
 United Way of the Bay Area  
 U.S. Dept. of Health & Human Services  
 U.S. Department of Justice, Office of Juvenile Delinquency

#### Federal

Internal Revenue Service

#### Public & Private Agency Partners

Applied Learning Technologies Institute –  
 Arizona State University  
 Bay Area Video Coalition  
 East Bay Community Foundation  
 LaFrance Associates  
 Mobile Commons  
 The Institute for Next Generation Internet –  
 San Francisco State University  
 Public Private Ventures  
 RAND – Research and Development

#### Colleges and Universities

Mills College School of Education  
 San Francisco State University  
 Cal East Bay State University  
 University of California at Berkeley  
 University of California San Francisco

### City of Oakland

Department of Human Services  
 Oakland Fund for Children and Youth  
 Oakland Park and Recreation  
 Oakland Police Department  
 Oakland Head Start  
 Family Child Care Centers  
 City of Oakland Head Start Sites:

City Towers-F/D  
 Fannie Wall-F/D  
 Frank G. Mar  
 Franklin  
 Manzanita  
 San Antonio CDC  
 San Antonio Park  
 Virginia Ave.  
 Arroyo Viejo  
 Brookfield  
 Eastmont  
 Lion Creek Crossings  
 Sun Gate  
 Tassaforonga  
 West Grand  
 85<sup>th</sup> Avenue  
 92<sup>nd</sup> Avenue

#### Oakland Unified School District

Office of the Superintendent  
 Department of Community Accountability  
 Department of Complementary Learning  
 Department of Early Childhood Education  
 Department of Research and Assessment  
 Division of Student Achievement  
 Facilities Department  
 OUSD Child Development Centers:  
 Acorn Woodland, Allendale,  
 Alice Street, Arroyo Viejo,  
 Bella Vista, Bridges Academy,  
 Brookfield, Centro Infantil De La Raza,  
 Centro Infantil Annex, Cox,  
 Emerson, Fruitvale,  
 Golden Gate, H.R. Tubman,  
 Highland, Hintil Kuu CA,  
 Howard, International,  
 Jefferson, Lakeview,  
 Laurel, Lockwood,  
 Lockwood Pre-K,  
 Manzanita, M.L.King, JR.,  
 Parker, Peralta,  
 Piedmont Avenue, Santa Fe,  
 Sequoia, Stonehurst,  
 Webster Academy,  
 Yuk Yau, Yuk Tau Annex  
 OUSD School Sites:  
 Alliance Academy, Brewer Middle School  
 Claremont Middle School,  
 Coliseum College Preparatory School,  
 Elmhurst Community Prep. Academy,  
 Frick Middle School, Roots International,  
 United for Success Academy,  
 Madison Middle School,  
 Roosevelt Middle School,  
 Westlake Middle School,  
 West Oakland Middle School

#### San Lorenzo Unified School District

Office of the Superintendent  
 Student Support Services  
 Bohannon Middle School  
 Edendale Middle School  
 D.I.C.E. Program

### Alameda County:

Behavioral Health Care Services  
 Child Care Planning Council  
 District Attorney's Office  
 Every Child Counts  
 Family Justice Center  
 Health Care Services Agency  
 Our Kids Initiative  
 Probation Department  
 Public Defender's Office  
 Public Health Department  
 Social Services Agency  
 Superior Court

#### Community Service Provider Partners:

Alameda County Food Bank  
 Alta Bates Summit Medical Center and Samuel Merritt College Youth in Medicine Program  
 Asian Community Mental Health Services  
 Bay Area Video Coalition (BAVC)  
 Brothers on the Rise  
 Central American Refugee Committee of the East Bay (CRECE)  
 Child Abuse Listening and Interviewing Center (CALICO)  
 Chabot Space & Science Center (Tech Bridge)  
 Children's Hospital Oakland  
 Citizen Schools  
 East Bay Agency for Children  
 East Bay Asian Youth Center  
 Family Paths  
 Family Violence Law Center  
 Fred Finch Youth Center  
 Friends of Hacienda Peralta Creek  
 Girls Scouts  
 Jewish Family and Children's Services  
 La Clinica de La Raza  
 Life Long Medical Care and Healthy Oakland  
 Moving Forward Education  
 Native American Health Center  
 Seneca Center  
 Spanish Speaking Citizens Foundation  
 STARS Behavioral Health Group  
 Street Side Stories  
 The Link to Children  
 Through the Looking Glass  
 Urban Arts  
 UCSF Child Care Health Program  
 YMCA of the East Bay  
 Youth Alive!

#### Staff

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 Quinta Seward, Ph.D., Policy Director  
 Angela Shepard, MSW Intern  
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 Katherine Sullivan, M.P.A., Senior Policy Associate  
 Jason Wallace, Policy Associate  
 Tynisa Zawde, Senior Policy Associate, Early Childhood Initiative



## YOUTH VENTURES JOINT POWERS AUTHORITY BOARD OF TRUSTEES REPORT

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** March 15, 2010  
**RE:** **Report and Recommendations Regarding Safe Passages Initiatives and Programs and Evaluation Findings. (Action Item)**

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### Summary

At the request of Board Trustee Jane Brunner, President Oakland City Council, staff is submitting this report outlining the current Safe Passages and Youth Ventures Initiatives and Programs along with Evaluations conducted to data internally and by external evaluators.

Staff requests board approval of recommendations for program improvement made in this report.

### Background

In an effort to intervene early and at the most susceptible stages in a child's life, Safe Passages and Youth Ventures JPA developed strategies that span the age continuum of children and youth:

***Early Childhood Initiative*** – Promotes collaboration between multiple public systems and non-profit providers to create a citywide safety net for children, from birth through age five, who are exposed to violence. All public childcare teachers, including Head Start teachers, are trained to implement a social skills/violence prevention curriculum. Services also include mental health and parent trainings. Law enforcement is also trained on how to respond to children at scenes of violent crime.

***School Linked Services*** – Aims to integrate education and social services at school sites in order to make school communities catalysts for social change within the larger neighborhood context. Through multiple funding streams including The Atlantic Philanthropies for the Elev8 initiative, the collaborative has effectively co-located services on school campuses. School staff members are poised to work closely with the family, therapists, case managers, and other providers to develop a coordinated plan for students in need.

***Juvenile Justice Initiative*** – Brings juvenile courts, school districts, police departments, sheriff's office, probation officers, and service providers together to reduce disproportionate minority contact with law enforcement, and lower recidivism among juvenile offenders.

While the Joint Powers Authority membership is composed of local governmental entities, the partnership extends to philanthropy, community based organizations and academic institutions. These include over 45 governmental agencies, departments and school sites; over 30 community based organizations, all working together in the development and implementation of best practice services for vulnerable families. A full list of partnering entities is found in Attachment A of this report.

## **Evaluations**

Safe Passages was resourced through the Robert Wood Johnson Urban Health Initiative to conduct an impact/outcome evaluation of the three strategies. That report was presented to the board in 2005 and a summary of those findings are contained in this report. Following that evaluation study, Safe Passages Initiative and Programs have received financing from multiple funders including local public agencies members of the JPA, federal and philanthropic entities. Each funding body has its own data collection, reporting and evaluation processes. This report summarizes findings from those evaluation studies.

## **Recommendations**

Staff makes the following recommendations for program improvement per the evaluation findings for each strategy:

### **Early Childhood Initiative**

- Measure Y:
  - Program staff should undergo continued professional development training, particularly in the most current trauma informed and cultural competency approaches.
  - Work with collaborative partner agencies to elevate the awareness of how their work fits into the larger picture of violence prevention.
- Second Step
  - Improve internal capacity within the Oakland Unified School District to evaluate Second Step surveys. Second Step staff currently does not have this capacity.
  - Parents have voiced the need for more parent education opportunities
- Oakland SSPA
  - Seek additional funding for the program
  - Hiring of an additional Intake Coordinator
- OFCY
  - Continue to integrate mental health clinicians with Head Start and OUSD CDC staff.
  - Continue efforts to recruit trained, Spanish speaking mental health consultants

- Continue seeking ways to support pre-school staff with resilience in the face of the daily situations of trauma and violence of individuals and families' experiences.
- Alameda County First 5 ECC-Safe Passages Police Training Collaborative
  - Seek additional funding for the Safe Passages Police Training Collaborative to continue its training county-wide.

### **Middle School Strategy**

Due to Measure Y funding reductions, the Conflict Resolution component of the Middle School Strategy is no longer funded. This component is integral to the reduction in suspensions and expulsions on schools sites as this approach serves to intervene early when conflicts arise among students. In addition, this approach is proven to teach youth life-long skills on how to resolve differences by a non-violent means.

Case management continues to be an underresourced component both in Oakland and San Lorenzo. All schools report waiting lists for students and families needing assistance in navigating public systems and accessing resources. The Elev8 initiative has served to alleviate this issue somewhat in those five target middle schools as a Family Advocate was added to assist families with attaining existing public system services including MediCal and others. However, this service is in high demand and low supply at the other middle school sites.

Mental Health services are provided via the EPSDT/MediCal funding stream managed by Alameda County. However, only full scope MediCal students are eligible for services under this program. Non MediCal/uninsured and undocumented children (which account for almost 50% of the population at some target schools) are ineligible for these funds. Limited alternative funds for this population were made available by the Robert Wood Johnson foundation, but have been exhausted. Currently, The Atlantic Philanthropies resources the Elev8 sites with funds for undocumented children to access health services. Funds for this population at the other middle school sites remains unidentified.

### **After School Programs**

Refer to OFCY evaluation finding recommendations.

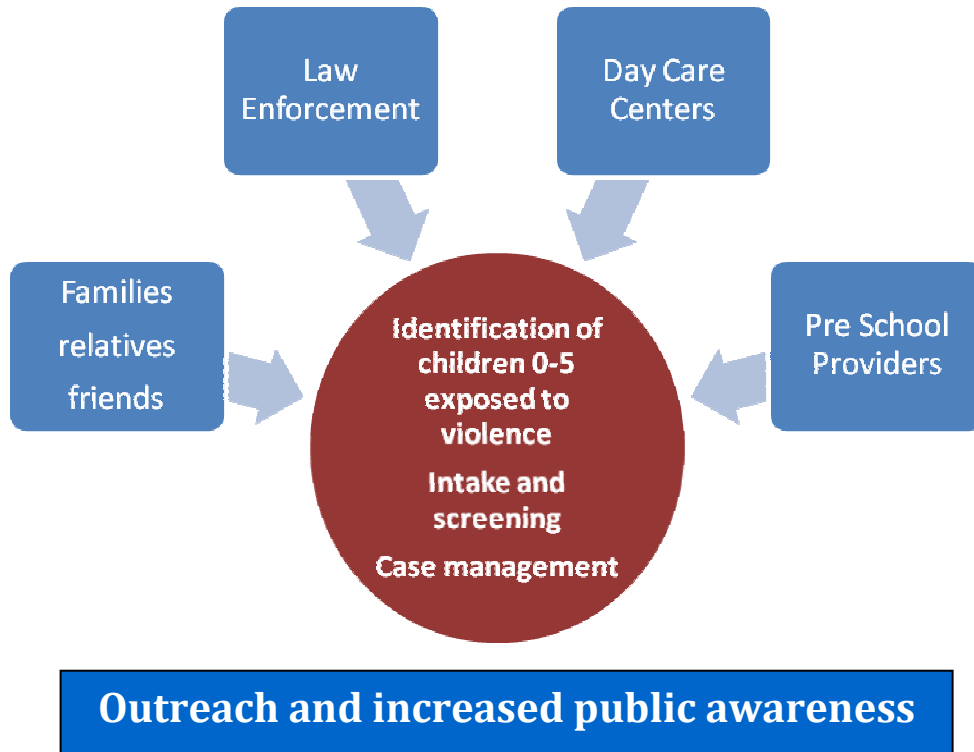


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## Safe Passages Early Childhood Initiative

### City Wide Referral Network for Children Exposed to Violence

The Early Childhood Initiative promotes collaboration between multiple public systems and non-profit providers to create a citywide safety net for children, from birth through age five, who are exposed to violence.



- **Identification of children 0-5 exposed to violence:** Law enforcement, schools, families, and community service providers who come in contact with young children exposed to violence refer families to services.
- **Intake and screening of children identified:** A dedicated Intake Coordinator tracks children exposed to violence that are identified and referred and links them with appropriate services and resources.
- **Case management for children exposed to violence and their families:** Case Manager/Mental Health counselors receive referrals from the Intake Coordinator, conduct needs assessment, contact families weekly, and assists them in navigating through public systems.
- **Outreach and increased public awareness:** Safe Passages conducts public awareness campaigns to educate the general public about the effects of exposure to violence on children 0- 5. In addition, the collaborative provides ongoing training to police officers to improve police response to young children at exposed to violence, and encountered at scenes of violent crime.

**Partners:** The City of Oakland Department of Human Services – Measure Y and Head Start, Family Paths, Family Violence Law Center (FVLC), Jewish Family and Children’s Services of the East Bay (JFCS), Asian Community Mental Health Services (ACHMS), Oakland Police Department, OUSD Early Childhood Department, U.S. Department of Human Services Safe Start Promising Approaches.

For more information, please contact Safe Passages at (510) 238-6368 or log onto: [www.safepassages.org](http://www.safepassages.org)



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## ***Safe Passages Early Childhood Initiative***

### ***School Based Referral and Intervention Process***

A growing body of research has shown that exposure to habitual violence can permanently alter brain development predisposing children to violent impulsive behavior and has a negative impact on brain development, leading to lower intelligence scores in young children. Since 2005, Safe Passages Early Childhood Initiative has been working with service providers and public systems in the identification, referral and intervention services of young children exposed to violence. Working in City of Oakland Head Start, Oakland Unified School District Early Childhood Education Centers, and homeless shelters, partners in this endeavor deliver the following services:

### **Second Step Violence Prevention Curriculum**

Through colorful pictures and hand puppets, young children learn the importance of peaceful problem-solving and how to articulate their emotions. The curriculum promotes school readiness by incorporating language development and comprehension into each lesson. It is being currently taught at 59 early childhood centers and emergency family shelters, to over 2,500 children throughout the city of Oakland.

### **Mental Health Consultation**

A collaborative of mental health providers offer class-room-based mental health consultation at early childhood education sites in high-crime areas. Mental health consultation encompasses an array of services, including program consultation, therapeutic playgroups, case consultation, direct intervention with children and families, early referrals, parent education, and support groups.

### **Parent Infant Psychotherapy**

The collaborative provides intensive counseling to families in which children have been exposed to violence. The focus of the work is to promote and restore nurturing relationships between parents and children.

**Partners:** Head Start, Oakland Unified School District Early Childhood Department and Centers, Jewish Family and Children's Services of the East Bay, Through the Looking Glass, Family Paths, Inc., and Family Violence Law Center; City of Oakland Measure Y and Every Child Counts.

**For more information, please contact Safe Passages at (510) 238-6368 or log onto: [www.safepassages.org](http://www.safepassages.org)**



## EARLY CHILDHOOD INITIATIVE

**Description:** In order to intervene early in children’s lives, the **Early Childhood Initiative** promotes collaboration between multiple public systems and non-profit providers to create a citywide safety-net for children, from birth through age five, who are exposed to violence. All public childcare teachers and families, including Head Start and Oakland Unified School District Child Development Centers are trained to implement a social skills/violence prevention curriculum (Second Step) with young children. Additional services include mental health consultation and assessment, parent infant psychotherapy, and parent trainings. Law enforcement is also trained on how to respond to children at scenes of violent crime.

To date, the Early Childhood Initiative has served approximately 3,100 children and their families in Oakland, per year and trained approximately 1,744 law enforcement (officers and dispatchers) in Alameda County.

**Goals:** One the key funders for this initiative is the City of Oakland Measure Y. The goals of the Early Childhood Initiative are aligned with the Measure Y Early Childhood Mental Health goal to: reduce the negative impact of violence on the psychological and mental development of young children and the parental relationship. The Initiative is also associated with the Measure Y Special Services - Exposure to Violence cluster goals to: provide services to children and adults exposed to violence, while they are in crisis and after to connect individuals and families to resources, reduce the likelihood or re-exposure, and promote healthy outcomes.

### Numbers Served September thru March 2010

Service Provided	Annual Goal	# Served	% of Annual Goal	*% of Year
Parent Infant Psychotherapy & Case Management-Families	50	346	692%	40%
Mental Health Assessment & Consultation - Families	380	690 (Note: 675 received assessments from the Safe Passages Intake Coordinator)	181%	40%
Police Training – Officers Trained (Oakland, Berkeley, Fremont, Pleasanton, Alameda County Sheriffs, Hayward, San Leandro)	155	401	258%	40%
2 <sup>nd</sup> Step – Preschool Children	2,522	2,522	100%	40%

\* Note: Early Childhood goals and numbers served are revised based on current Safe Passages targets (SSPA, ECC & Measure Y). In addition, the % of Year is the total number of months covered thus far, divided by 12.

## **Early Childhood Initiative**

### **Evaluation Findings**

**1. Early Learning Opportunities Act (ELOA) (2004-2006):** Safe Passages partnered with the University of California, San Francisco (UCSF) to evaluate the project. Major project outcomes include:

- Statistically significant gains in the following areas: oral language facilitation; presence of books; approaches to curriculum integration; and increasing diversity in the classroom. In addition, 63% of the parents attending literacy workshops report spending 1 hour or more reading stories, looking at books or doing other educational activities compared to 27% before the workshop.
- Further, 85% of parents after the workshop report having more than 5 books at home available for their child compared to 65% of parents before the workshop.
- Significant increases in pro-social behavior according to Social Competence and Behavior Education (SCBE) results. Teacher sensitivity towards children's behavior showed statistically significant increases.
- On average, centers showed decreases in anger/aggression and anxiety/withdrawal according to teacher SCBE results.<sup>1</sup>

**2. Oakland Safe Start Promising Approaches (SSPA) (2006-2009):** Safe Passages is partnering with RAND to evaluate this project. Outcome findings have not been released by RAND yet. Below is a summary of the number of clients served and referrals made to needed services:

- A total of 675 families and 169 individuals have received services or referrals to basic need services, including: food, clothing, legal services, transportation, child care, financial assistance, support groups, and shelter/housing.<sup>2</sup>
- Since the inception of the Oakland SSPA program a total of 84 Oakland children 0-5 and their families received services.
  - 41 Control (young children and their families who have received the usual case management and mental health services available before the SSPA project)
  - 43 Treatment (young children and their families who have received the Oakland SSPA intervention model services, which includes integrated Dyadic Caregiver/Parent-Child/Infant Psychotherapy)

**3. Measure Y Early Childhood Mental Health Collaborative (2005-2009):** The evaluation findings from Berkeley Policy Associates (BPA), Resource Development Associates, and Gibson and Associates suggest the following:

- Further the number of domestic violence homicides is at a low.
- According to BPA, the increased number of domestic violence police reports may very well mean that more families are receiving early intervention and the support they need to be safe.<sup>3</sup>

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<sup>1</sup> Safe Passages Early Learning Opportunities Act, Final Progress Report (2004-2006)

<sup>2</sup> Oakland Safe Start Promising Approaches, Six Month Report (July-December 2009).

<sup>3</sup> Hans Brothers, CEO of Berkeley Policy Associates, The Measure Y (Violence and Public Safety Act of 2004) Outcome Evaluation Report for Violence Prevention Programming, 2005-2008. BPA 4/29/08 Interim Outcome Report.

- Victims are coming forward to report these crimes more frequently as a result of increased awareness of the services and options available to domestic violence survivors.<sup>4</sup>
- According to a client satisfaction survey, 91% of respondents felt the staff understood their situation and life experiences. 91% of clients also responded that they received services in their primary language. 91% also reported overall satisfaction with the services received.<sup>5</sup>

#### **4. Alameda County First 5 Every Child Counts (ECC)-Safe Passages Police Training**

**Collaborative (2008):** Safe Passages conducted an evaluation consisting of post-training surveys and focus groups with police officers throughout Alameda County. Below is a summary of some key outcome findings:

- An overwhelming 93% of the officers responded that their knowledge concerning infant's awareness of what goes around them had increased.
- Another 89% responded that they learned about the impact of early life experiences on a child's development.
- In addition, 91% acknowledged that they might interact with babies and young children while in the line of duty.
- 91% were able to list ways in which officers can interact with young children.
- Further 97% responded that they would use the information covered in the training to communicate with young children exposed to violence.<sup>6</sup>

**5. Second Step Violence Prevention Curriculum (2009-2010):** The Oakland Unified School District (OUSD) conducted an evaluation of its Second Step Violence Prevention Curriculum at its Child Development Centers (CDC) and City of Oakland Head Start sites. Below is a summary of its Parent Education Workshop survey results.

- 100% of the parents/caregivers said that the Second Step parent session was helpful in giving them an understanding of the Second Step curriculum.
- 100% of parents/caregivers said that they utilize Second Step ideas and skills at home with their children.
- 95% of the parents/caregivers said that they were interested in learning more ways that they can help their child use Second Step violence prevention skills at home.<sup>7</sup>

#### **6. Oakland Fund for Children and Youth (OFCY)-The Oakland Early Childhood Mental Health Collaborative (2008-2009):**

Below is a summary of evaluation outcomes from the OFCY Final Report (2008-2009) conducted by the Community Crime Prevention Associates.

- 96% Because of this program, my child's ability to master skills is better;
- 80% Because of this program, my child's level of active participation in his/her daily life is better;

<sup>4</sup> City of Oakland, Department of Human Services Report for the City Council to Approve Recommendations for Funding Measure Y Violence Prevention Program Strategies and the Competitive Proposal Process for the Three Year Funding Cycle Beginning Fiscal Year 2009-2010.

<sup>5</sup> The Measure Y (Violence and Public Safety Act of 2004), Evaluation Report 2008-2009. Special Services: Exposure to Violence Cluster Level Evaluation Report.

<sup>6</sup> First 5 Alameda County Every Child Counts. End of Year (online) Report (September 19, 2008).

<sup>7</sup> Oakland Unified School District, Post Parent Education Workshop surveys (2009-2010).

- 91% Because of this program, my ability to be my child's first teacher is better;
- 76% Because of this program, my child's ability to play with other children is better;
- 91% Because of this program, my appreciation of my child's unique qualities is better;
- 75% Because of this program, my child get along with others better;
- 80% Because of this program, my child's ability to calm down is better;
- 95% Because of this program, my relationship with my child is better; and
- 84% Because of this program, my child's ability to express affection is better.<sup>8</sup>

### **Recommendations:**

#### Measure Y:

- Program staff should undergo continued professional development training, particularly in the most current trauma informed and cultural competency approaches.
- Work with collaborative partner agencies to elevate the awareness of how their work fits into the larger picture of violence prevention.

#### Second Step

- Improve internal capacity within the Oakland Unified School District to evaluate Second Step surveys. Second Step staff currently does not have this capacity.
- Parents have voiced the need for more parent education opportunities

#### Oakland SSPA

- Seek additional funding for the program
- Hiring of an additional Intake Coordinator

#### OFCY

- Continue to integrate mental health clinicians with Head Start and OUSD CDC staff.
- Continue efforts to recruit trained, Spanish speaking mental health consultants
- Continue seeking ways to support pre-school staff with resilience in the face of the daily situations of trauma and violence of individuals and families' experiences.

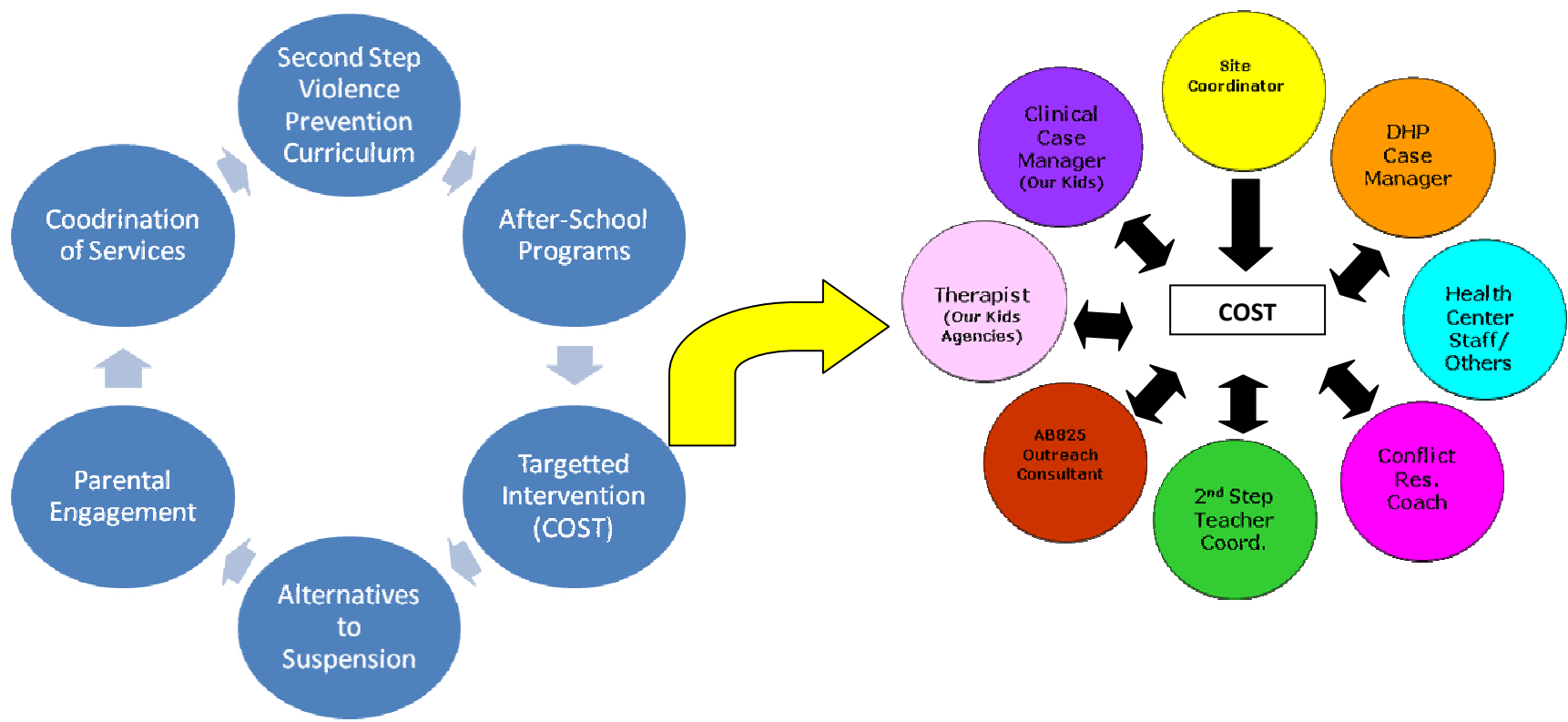
#### Alameda County First 5 ECC-Safe Passages Police Training Collaborative

- Seek additional funding for the Safe Passages Police Training Collaborative to continue its training county-wide.

## ***Safe Passages School Linked Services Initiative: Middle School Strategy***

*The integration of education and social services at target sites has made school communities catalysts for social change within larger neighborhoods. At the heart of the Strategy, is the school based Coordination of Services Team (COST). This Team made up of teachers, principals, and parents can refer students to on-campus specialists who provide a range of support to steer the students back on track, including mental health therapy, case management, conflict resolution and various community-based services. The COST meets weekly to discuss, refer and assess student cases.*

### Site Based Middle School Services



**Oakland program schools are:** West Oakland\*, Coliseum College Preparatory Academy\*, Roots International\*, Madison\*, United for Success\*, Westlake Middle School, Alliance, Elmhurst Community Prep., Frick, Edna Brewer, and Claremont (\* indicates Elev8 School). **San Lorenzo Unified School District Schools are:** Bohannon and Edendale Middle Schools.

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## **School Linked Services Strategy- Oakland Unified School District**

### **Description**

The School-linked Services **Middle School Strategy** aims to create safe and supportive school environments and reduce the number of suspensions (particularly due to violence) at school sites. It includes:

- 1) Site-based service coordination,
- 2) Violence prevention curriculum,
- 3) Targeted Intervention: school-based mental health counseling and case management,
- 4) suspension alternatives,
- 5) parental involvement and
- 6) after-school programs

**OUSD Middle Schools currently implementing the Safe Passages Middle School Model:** West Oakland\*, CCPA\*, Roots\*, Madison\*, United for Success\*, Westlake Middle School, Alliance, Elmhurst Community Prep., Frick, Edna Brewer, and Claremont (\* indicates Elev8 School).

### **The results:**

- Between 2001 and 2005, participating schools in Oakland experienced a **72% decrease in suspensions** due to violence
- Over 4511 students and families at 11 middle schools are currently served
- This strategy was expanded to San Lorenzo USD in the 2006-07 School Year where 1779 students are served.

**Goals:** The goals of the Middle School Strategy are aligned with the Measure Y School-based Prevention goals, to:

- 1) **Increase attendance rates,**
- 2) **Decrease disciplinary referrals and suspensions,**
- 3) **Increase student participation in school activities, and**
- 4) **Increase student access to caring adults.**

**Numbers Served Sept. 2009 thru Dec. 2009, OUSD<sup>9</sup>**

Program Component	Total 08-09 Enrollment	Service Goal	# Served	% of Goal Reached	% of School Year (Sept. –Dec. 09)
Second Step / Too Good for Violence	4511	1493*	1494	33%	40%
Case Management	4511	450**	216 (902 hours)	48%	40%
Mental Health	4511	225***	195 (2835 hours)	87%	40%
After School Activities	4511	1122****	1122	100%	40%
Family Engagement	4511	1353*****	1908	141%	40%

**Outcomes**

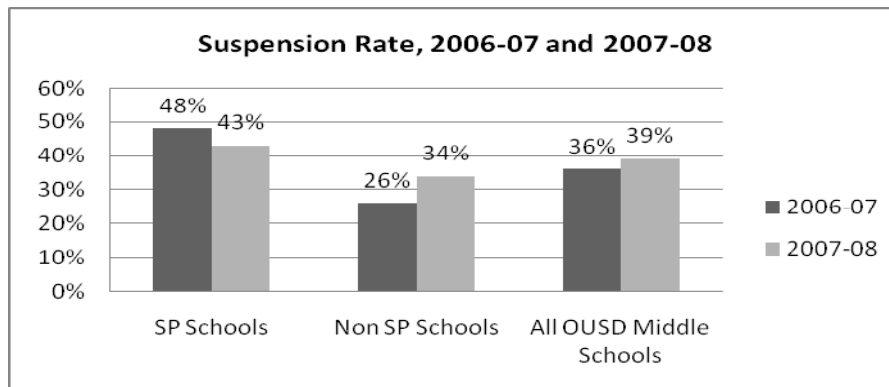
**Violent Suspensions: Safe Passages Outcome Report 2005**

The 2005 Safe Passages Outcome Report showed significant reductions in violent suspensions at Safe Passages schools, such as:

- From the baseline year of 1998-1999, the number of violent suspensions decreased by 72% and the violent suspension rate decreased by 63%, surpassing the benchmark goal (30% reduction) by 200%.
- While violent suspension rates decreased across all middle schools, Safe Passages middle schools reduced their violent suspension rate by 63% since 1998-99, compared to a 44% reduction for non-Safe Passages schools.

Since that report was produced, a similar trend continues for suspension rates in middle schools:

**Figure 1: Suspension Incidence Rate, 2006-07 to 2007-08**

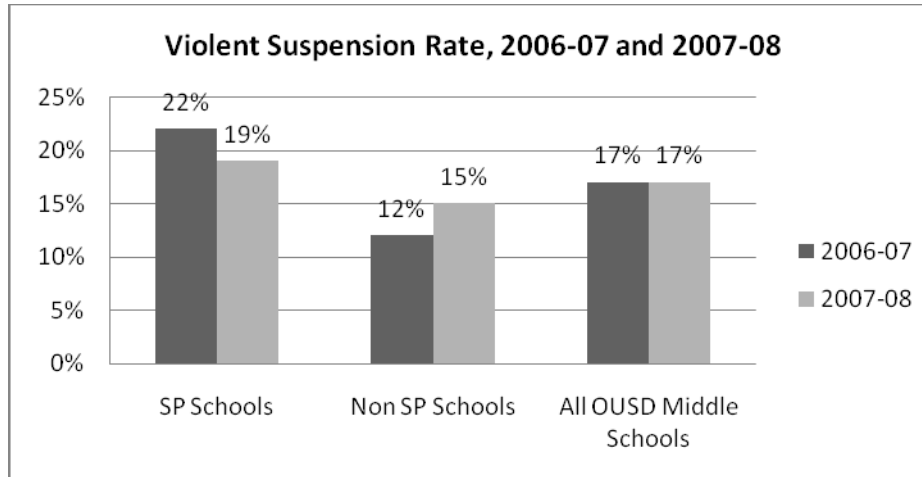


<sup>9</sup> \* Second Step / Too Good for Violence service goal is based on OUSD’s 6<sup>th</sup> grade implementation requirement.  
 \*\* Case Management service goal is based on Our Kids caseload requirements of 50 clients per site, per year (total 9 sites- 2 campuses share a case manager).  
 \*\*\* Mental Health service goal is based on 25 clients per site, per year (total 9 sites- 2 campuses share a mental health therapist).  
 \*\*\*\* After School Activities service goal is based on the ASES minimum attendance rate (120 per site x 11 sites x .85 minimum attendance requirement)  
 \*\*\*\*\* Family Engagement service goal is based on 30% of student enrollment. Numbers served relates to the number of parent contacts.

**Suspensions: Measure Y Evaluation OUSD Safe Passages Data Review 07-08\***

Overall, the OUSD middle school suspension incidence rate increased slightly between 2006-07 and 2007-08 by 3%, with the non-Safe Passages sites accounting for this increase. For schools implementing Safe Passages, there was a 5% *decrease* in the suspension incidence rate during this period. Non-Safe Passages schools had a significantly lower suspension incidence rate for both years than Safe Passages implementers, but saw an 8% *increase* between 2006-07 and 2007-08, as shown in Figure 1 below:

**Figure 2: Violent Suspension Incidence Rate, 2006-07 to 2007-08**



**Violent Suspensions: Measure Y Evaluation OUSD Safe Passages Data Review 07-08\***

Violent suspensions are a subset of overall suspensions, and as with the overall suspension rate, Safe Passages schools show a decrease in the violent suspension rate between 2006-07 and 2007-08, while at the same time, the Non-SP schools showed a 3% increase. The OUSD middle school violent suspension rate remained constant at 17% per year over the two years.

**Conflict Resolution, Violence Prevention Curriculum, and Case Management: Measure Y Evaluation 08-09**

The goal of the 2008-2009 Measure Y School-based Prevention cluster is to increase the resiliency and protective factors among OUSD students. By providing students with access to behavioral health services, relationships with caring adults, safe peer-based social and recreational opportunities and academic supports, the school-based cluster aims to increase students' social and emotional health and build their conflict resolution and leadership skills, resulting in a higher level of healthy engagement in both their school and community.

In 2008-2009, the School-based Prevention cluster provided \$274,200.00 to Alameda Health Care Services Agency, funding 3 clinical case managers at Safe Passages schools, and \$494,143.00 towards the OUSD Second Step / Conflict Resolution Violence Prevention Program, bringing those services to all 14 Safe Passages Middle schools.

Programs within the School-based Prevention cluster aimed to address three or more of the following client outcomes:



1. Improve conflict resolution skills
2. Improve academic performance
3. Improve relationship and communication with a caring adult
4. Decrease suspensions, violence on school sites and truancy
5. Improve student engagement
6. Improve educational attainment
7. Improve attitude towards school
8. Improve parenting skills

Although the Measure Y School-based Prevention cluster findings included only 9% middle-school aged youth in the sample (n=41), results showed that:

- 79% of participants felt the staff were supportive and understood their situation
- 43% of participants reported a decrease in the use of drugs and alcohol
- 46% of participants reported that they take better care of themselves
- 37% of participants report that they are better at solving problems.

### **Case Management and Mental Health Therapy: University California San Francisco (UCSF) Evaluation July, 2009**

Clinical case management and mental health services at Safe Passages schools are provided by the Alameda County Our Kids Program. Recent findings from the 2008-2009 school year showed:

- Our Kids case managers and therapists served over 12% of the combined school enrollment in 08-09 (total of 674 clients).
- 42% of clients were 8<sup>th</sup> grade students.
- 53% of clients were African-American.
- One-fifth (21%) of the students had been suspended in the past.
- 92% of students were found to have been exposed to violence in the past either as a victim, participant or witness.
- 16% of students were considered chronic truants (5 or more unexcused absences per school year).
- Topics addressed by clinical case managers during treatment included academic performance, peers/ relationships, anger management, classroom behavior, parent/child family conflict, anxiety, and depression.

### **Outcomes**

- After treatment, providers reported **significant improvements (p<0.05)** between intake and discharge among their clients in both presenting problems and observed strengths.\*\*
- 60 clients were administered a Strengths and Difficulties Questionnaire during the 07-08 school year, which **showed significant improvements (p<0.05)** in the Emotional Symptoms, Hyperactivity and Total Difficulties scales from intake to discharge.\*\*

**Middle School Strategy- San Lorenzo Unified School District**  
**Background**

Since 2006 San Lorenzo Unified School District (SLZUSD), the District has implemented the Safe Passages Middle School Strategy at two high-need middle schools, Bohannon and Edendale. Approximately 1800 students attend these two schools.

**Numbers Served Sept. 2009 thru December 2009, SLZUSD<sup>10</sup>**

<b>Program Component</b>	<b>Total Enrollment</b>	<b>Goal</b>	<b># Served</b>	<b>% of Year* (Sept. -Dec 09)</b>
Second Step	1806**	1806	1806	40%
Case Management	1806	20***	20	40%
Mental Health	1806	60****	43*****	40%
After School Activities	1806	120*****	120	40%
Family Engagement Activities	1806	N/A		40%

**Suspension levels at Bohannon and Edendale Middle Schools, SLZUSD**

Over the past two school years there has been a significant decline in suspensions at both Bohannon and Edendale Middle Schools.

<b>School Site</b>	<b>Total Suspensions 2007-08</b>	<b>Total Suspensions 2008-09</b>	<b>% Drop in Disciplinary Referrals</b>
Edendale	573	324	↓ 44%
Bohannon	499	297	↓ 41%

Based on data provided by the California Department of Education

<sup>10</sup> \* Based on the 10 month school year

\*\* Total 09-10 current enrollment for Bohannon and Edendale Middle Schools

\*\*\* Temporarily provided by 2 MSW interns 2 days a week; each MSW hold a case load of 12 students at a time

\*\*\*\*Tiburcio Vasquez Health Center is contracted by Alameda County to perform 80 hours/month at each site, with an average annual caseload of 30 students per site

\*\*\*\*\*Alameda County INSYST data through December 2009

\*\*\*\*\*Based on ASES average daily attendance target of 120 participants, ASES programming is implemented at Edendale only.

## **Recommendations for Program Improvement**

Do to Measure Y funding reductions, the Conflict Resolution component of the Middle School Strategy is no longer funded. This component is integral to the reduction in suspensions and expulsions on schools sites as this approach serves to intervene early when conflicts arise among students. In addition, this approach is proven to teach youth life-long skills on how to resolve differences by a non-violent means.

Case management continues to be an underresourced component both in Oakland and San Lorenzo. All schools report waiting lists for students and families needing assistance in navigating public systems and accessing resources. The Elev8 initiative has served to alleviate this issue somewhat in those five target middle schools as a Family Advocate was added to assist families with attaining existing public system services including MediCal and others. However, this service is in high demand and low supply at the other middle school sites.

Mental Health services are provided via the EPSDT/MediCal funding stream managed by Alameda County. However, only full scope MediCal students are eligible for services under this program. Non MediCal/uninsured and undocumented children (which account for almost 50% of the population at some target schools) are ineligible for these funds. Limited alternative funds for this population were made available by the Robert Wood Johnson foundation, but have been exhausted. Currently, The Atlantic Philanthropies resources the Elev8 sites with funds for undocumented children to access health services. Funds for this population at the other middle school sites remains unidentified.

## 2008-09 OFCY Evaluation of Site Based After School Programs

Safe Passages is the lead entity for after school programming for the following middle schools in Oakland. It manages several CBO's who are program implementers.

School	OFCY Award	Planned Hours of Service	Actual Hours of Service	Average Satisfaction of Youth	Average Satisfaction of Parents
Coliseum College Preparatory Academy (CCPA)	\$72,750	33,320	30,560	58%	77%
Edna Brewer	\$112,500	43,298	36,088	72%	90%
Frick	\$95,000	42,146	42,000	88%	81%
ROOTS	\$72,750	33,551	22,121	70%	82%
United for Success	\$95,000	66,753	52,739	72%	83%

### CCPA

**Project Description** Safe Passages, partnering with Coliseum College Preparatory Academy, San Francisco State University College of Extended Learning, and Bay Area Video Coalition provide OFCY programming at CCPA. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths** The program and staff have very high expectations for their students to prepare them for UC and CSU schools and provide them with a real world learning experiences. The staff treats every student as an individual and attempts give students the gift of life-long learners. The program strives to assist students to be reflective and to work to continually improve. The staff works hard to build supportive and caring relationships with their youth and parent customers.

**Program and Staff Opportunities for Improvement** The staff of the after school program should work with the school staff to use the techniques for assisting youth to be reflective and to see how they are improving. The program should build on the success of soccer and graffiti arts programs by finding other program and activities of interest to the youth. One suggestion is for the program to expand the youth leadership component of the program to assist in the design and implementation of the program.<sup>11</sup>

<sup>11</sup> OFCY 2008-09 Evaluation of Site Based After School Programs

**2009-10 Program Quality Improvement Efforts.** During the 2008-2009 school year the After-school coordinator's duties were stretched across both CCPA and ROOTs on the Havenscourt campus. This Year each site has a dedicated after-school coordinator. This will greatly improve the ability of staff to meet OFCY performance goals and planned hours of service at both sites respectively.

The after school staff has worked closely with the traditional school day staff to align the program with the traditional school day. The leadership team facilitates joint staff meetings on a monthly basis that includes traditional school day and after school staff, the staff work together in tracking the progress of each students' academic and emotional growth. This partnership helps in creating an open dialogue where youth can reflect on their progress. Parents are included in this process by volunteering, observing the program, and participating in events that celebrate student accomplishments.

The program has been successful in identifying activities that interest and engage youth. Program activities have been selected based on student feedback collected through surveys and focus groups. Most recently we added a cooking class, a boxing program, and expanded the soccer activities based on student interest. During the summer months the After School Coordinator held focus groups with students who were attending summer school to discuss what students wanted to get out of their after school program.

The program has developed a Student Advocate group. The purpose of this group is to include student voice in the design and implementation of programming. The Student Advocate group has also helped to create a yearbook, organizing special events, dances, showcases, and special events.

## **Edna Brewer**

**Project Description** Safe Passages, partnering with Brewer Middle School, San Francisco State University, and Bay Area Video Coalition proposes to provide OFCY programming at Edna Brewer Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths** The strength of the program many of their collaborative partners. Brothers on the Rise is an example of a partner that has a very impressive youth development program that empowers males to succeed and act as leaders both within the school and their community as a whole. All the after school program staff are effective at building good relationships with the youth served. The program use of technology is excellent and the program has a strong relationship with the parents of the youth.

**Program and Staff Opportunities for Improvement** The program started the year with a waiting list of youth for the after school program but by the end of the year the program missed their planned hours of service. How to hold middle school youth interest is always difficult. The program should consider using its capacity for youth development and leadership to engage the

youth in the design and operation of the after school program. The program should consider doing more debriefing and discussions with youth about the target changes the program expects youth to achieve throughout the year. The program should continue to work on their transitions from one program to another during after school programming.

**Program Quality Improvement Efforts.** Last year, student enrollment in after school programming declined after Spring break – which partially mirrored the waning performance and engagement of the assigned after-school coordinator. This year a new after school coordinator was hired. Further a new principal was assigned to Brewer. The new coordinator is working closely with the principal to align after-school programming with the traditional school day and to implement new strategies in maintaining after school enrollment throughout the year. This year, Brewer will implement a Sports Festival and Performance Arts showcase after Winter break to help sustain student enrollment and engagement in after-school activities during the Spring semester. This strategy has worked on other campuses.

Edna Brewer has also implemented procedures that hold providers more accountable for the structure of their programs daily classroom activities. Some key procedures include but are not limited to,

- Lesson planning which require the providers to set clear objectives for each class session that are aligned with a long term project/performance goal
- Observations and evaluation by the after school coordinator which allows for providers to receive on-going coaching and feedback
- Student feedback is collected through surveys regarding each activity and the after school program.

Edna Brewer encourages all its students to take on leadership roles within their individual program activities. This year we have added a leadership enrichment class where students are evaluating the existing program and making recommendations to improve the programming. In the enrichment activities the students provide input and make decisions regarding their performance goals.

## **Frick**

**Project Descriptions** Safe Passages, partnering with Frick Middle School, San Francisco State University, Bay Area Video Coalition, and enrichment providers to continue to provide and expand OFCY programming at Frick Middle School. Services will include instruction in cutting-edge technologies such as animation & digital music, and arts & recreation programming. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths** The program and staff have built a culture where kids come first. Bigger kids look out for smaller kids and everyone in the after school program works at getting along. The staffs' level of dedication is high. The youth are exposed to computer technology and the program has an excellent media lab run by San Francisco State University for students to learn state of the art software to create animation projects. The collaboration with enrichment providers works well with dance, theater, martial arts, and youth leadership. The program has

modeled an effective site based professional development program for staff. The Spring Sports and Fitness Festival is also a celebration that should be disseminated.

**Program and Staff Opportunities for Improvement:** The program could use more resources to meet the needs of the after school program. The program is encouraged to continue their fund development efforts. The changing demographics of the students require the hiring additional bilingual staff. The program missed their grantee selected service productivity and service quality performance goals. The program should continue to listen and assist students to become aware of their growth and changes in behaviors and skills.

**2009-10 Quality Improvement Efforts** This year the after school program has implemented a leadership component program which engages youth in the design, implementation, and evaluation of the program. Three additional bilingual English/Spanish staff joined the after school team to reflect the change in participant demographics. The Frick community continues to be impacted by several community stressors including high rates of crime and violence. With the increase in violent incidences and criminal activity, including a fatal car accident which took the life of a Frick student, the after school program continues to identify and secure additional resources to increase available activities during out of school time hours.

## **ROOTS**

**Project Descriptions** Safe Passages, partnering with Roots International (ROOTS) School, San Francisco State University, Bay Area Video Coalition, and enrichment provide OFCY programming at ROOTS. These services will include instruction in cutting-edge technologies such as animation & digital music, arts & recreation programming, and educational skill building and apprenticeships. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths** The program and staff work with a student population that have extremely high need in context of socio-economic status and educational attainment. The program provides a range of experiential learning opportunities for their middle school students. The program provided seasonal sports, music production, digital animation, performing arts, and academic enrichment.

**Program and Staff Opportunities for Improvement** The program should develop a leadership group of youth and the staff to redesign the program with youth input that will encourage the youth participation in the after school program. Because the participation level was low the cost per hour was higher than planned at ten dollars an hour. Because the survey sample was small, it is difficult to assess if performance goals were met. The program has an opportunity next year to build a program that the students will attend by involving them in the planning, operations, and evaluation of the after school program.

**2009-10 Quality Improvement Efforts** As mentioned in the narrative regarding CCPA, which shares the Havenscourt campus with ROOTS, each school has a dedicated after school coordinator this year. In previous years, a single after school coordinator worked across both schools. This year the dedicated ROOTS after school coordinator is working with the principal to increase student enrollment in after school programming.

The program has been successful in identifying activities that interest and engage youth. Program Activities have been selected based on student feedback collected through surveys and focus groups. Most recently we added a cooking class, a boxing program, and expanded the soccer activities based on student interest. During the summer months the After School Coordinator held focus groups with students who were attending summer school to discuss what students wanted to get out of their after school program.

ROOTs offers a Sports & Fitness program 5 days/week. There has been a high level of student interest and participation in this program. Students who participate in Sports & Fitness program commit to maintaining a 2.5 GPA, attending school on a regular basis, and exhibiting positive citizenship at school and in their community. At the end of the first semester 15 of the 18 enrolled students met this requirement (three of the participating students earned a 4.0) which is a huge success for these students, many of whom struggled to reach a 2.0 the prior year.

### **United for Success**

**Project Descriptions** Safe Passages, partnering with United For Success (UFS) Middle School, Citizen Schools, Friends of Peralta Hacienda Historical Park, and Spanish Speaking Citizens Foundation provides OFCY programming at UFS Middle School. These services will include mentoring programs, arts, music, exposure to higher education, and recreational programming. Goals include improving engagement in school, skill-building and exposure to the arts.

**Program and Staff Strengths** The program staff was dedicated and passionate caring professionals. The staff operated a program that included Citizen Schools, academic enrichment, seasonal sports, visual arts, performing arts, digital storytelling, and soccer. The Citizen Schools is an unique service that has a proven track record of over 12 years and is an effective, evaluated and proven model of coaching and mentoring students to successfully high school completion and the advancement to college, and full participation in the civic and economic life of their communities. This program should be considered for other Safe Passages Middle School After School Programs. It is well designed, highly structured, and effective.

**Program and Staff Opportunities for Improvement** The program youth participation level was behind plan with the program completing 79% of their plan. The program did build up participation by the fourth quarter a good trend. The program missed their target changes in behaviors and skills for their youth service productivity goals. The program should continue to expand the role of youth leadership and the role of youth in setting and assessing their completion of goals set for each of the programs.

**2009-10 Quality Improvement Efforts** This year, at UFS, Safe Passages helped establish a youth leadership group. The youth leadership group at UFS is charged with supporting and initiating positive school climate and community building activities. This year, the group will help organize a can food drive in December and will provide a pizza party for the classroom with the largest collection. Further peer mediators are working with the assigned Conflict Mediator Coordinator to build their leadership skills. This group meets twice a week to further develop skills in conflict mediation.



## Elev8 Oakland

Five school campuses **Calvin Simmons, Cole, Havenscourt, Madison, Roosevelt** were selected by the Oakland partners to participate in Elev8 Oakland; the selection was based on criteria that included socio-economic need and disparity, health profiles, academic performance and neighborhood crime data for the 2007-2008 school year.

Elev8 School Site	Enrollment 2007-08	Free & Reduced Lunch	English Language Learner	Exceptional Needs
*Calvin Simmons	540	459 (85%)	208 (38.6%)	48 (9%)
**Cole	211	175 (83%)	19 (9%)	14 (7%)
Havenscourt	547	470 (86%)	168 (31%)	35 (6.4%)
Madison	315	252 (80%)	104 (33%)	14 (4%)
Roosevelt	760	646 (85%)	180 (24%)	93 (12%)
<b>Total</b>	<b>2373</b>	<b>2002 (84%)</b>	<b>679 (29%)</b>	<b>204 (8.5%)</b>

\* During the 2008-2009 school year Calvin Simmons had two middle school campuses: *Peralta Creek* and *United for Success*. *Peralta Creek* was phased out at the end of the school year.

\*\*During the 2008-2009 school year OUSD made a decision to phase Cole out and selected West Oakland Middle School campus located on the former Lowell campus to serve West Oakland middle schoolers.

### Service Components

The Elev8 Oakland Demonstration proposes to develop and implement the following services at each of the five school campuses during the **four-year implementation phase** of the initiative (2008-2012):

#### *Learning/Extended Day*

- Academic support activities targeted to the highest-need children across the five sites;
- Extended day academic support; and
- Saturday school and summer transition programs.

#### *Health Services*

- Health Education across the five sites;
- Build 4 new School Based Health Centers (SBHC) at Madison, Calvin Simmons, Cole, and Havenscourt campuses, and expand the existing clinic at Roosevelt Middle School;
- The clinics would provide physical, mental and dental health services, and case management services;
- Additional nutrition services and nutrition trainers.

#### *Family Support*

- Hire 5 Family Advocates who would work with families in developing their financial, health and educational skills and opportunities;
- Placement of Alameda County Eligibility Technicians who would assist families in enrolling for government benefits;

- Establishment of adult education services including ESL/DBET courses, parenting and job skills courses.
- Establishment of legal services.

### **Program Evaluation**

Safe Passages, with collaborative partners, is working with Atlantic's national evaluation teams Public/ Private Ventures and LFA (formerly LaFrance Associates) to determine the best performance measures for assessing the full implementation impact of this project, and for facilitating the larger cross-site national evaluation over the long term.

#### ***Public Private Ventures and LaFrance Associates***

***Public/Private Ventures (P/PV)***, the national program office of Elev8 is conducting evaluation activities that support continuous improvement efforts, determine technical assistance strategies, support sustainability, and inform funders. Their efforts focus on using a data collection system to collect and manage participant data, a youth survey and academic data to measure indicators of student success, and an activity observation tool related to the extended day learning programs. The year one Student Survey report has been completed (see attachment). The attached report presents data on several key areas of Elev8 implementation and short-term outcomes including participation in afterschool activities, short-term indicators of academic success, perceived safety, and health care patterns.

Additionally, ***LFA***, a San Francisco based evaluation firm is working in collaboration with P/PV to develop case studies for each of the Elev8 Oakland sites. The case studies will explore the experiences of students, school staff, service providers and other key stakeholders, as well as changes in the school environment and operations and provider integration practices. These efforts will compliment the national effort to assess the potential integration of support services as a strategy to transform low performing schools into effective community schools that improve the lives of student and families. LFA has finalized the year one Cross School Evaluation Report. A copy of that Executive Summary is found in Attachment B of this report.

#### ***Outcome Evaluation***

Safe Passages is convening a cross agency committee to develop an Elev8 Outcomes Evaluation design that includes outcome indicators for the following (4) categories: School Engagement; Academic; Youth Development; Family; and Health. The tables below highlight key indicators and databases under discussion.

## Safe Passages Elev8Oakland Outcome Evaluation Proposed Indicators

Students who participate in Elev8 will demonstrate/report:								Families who participate in Elev8 will demonstrate/report:		Staff at Elev8 Sites will report:	
School Engagement		Youth Development		Academics		Health		Family		Climate, Practice, Integration	
Outcome	Measurement	Outcome	Measurement	Outcome	Measurement	Outcome	Measurement	Outcome	Measurement	Outcome	Measurement
Increased Attendance	OUSD Attendance Data	Increased connections to caring adults	OUSD CHKS, PPV Student Survey, UCSF Post Survey	Increased GPA	OUSD AERIES	Increased # of pre/post dental screenings	Alameda County Public Health	Increased participation in family engagement events & services	ETO Database	Increased awareness of integrated services and supports for students	Staff Satisfaction Surveys (UYV/UCSF?)
Decreased Truancy	OUSD Attendance Data	Increased prosocial factors	OUSD CHKS, PPV Student Survey, UCSF Post Survey	Increased # of students performing at Basic or above on the CST	OUSD AERIES	Decreased cavity rates	Alameda County Public Health	Increased responsiveness to meeting requests and subsequent participation	Site Tracking Log	Increased ability to collaborate and integrate student support services	Staff Satisfaction Surveys (UYV/UCSF?)
Successful transitions		Increased participation in youth leadership and activities	OUSD CHKS, PPV Student Survey, UCSF Post Survey	Increased Benchmark assessment scores	OUSD AERIES	Increased # of medical visits	UCSF ETO Database	Increased # of parent volunteers	ETO Database	Changes in practices that lead towards the development of a positive school climate.	Staff Satisfaction Surveys (UYV/UCSF?)
Decreased Suspensions /Expulsions	OUSD Discipline Data	Increased opportunities for meaningful participation	OUSD CHKS, PPV Student Survey, UCSF Post Survey	Promotion rates/Retention	OUSD AERIES	Increased physical activity	OUSD CHKS, PPV Student Survey, UCSF Post Survey	Indicate that the school is a welcoming environment	PPV Surveys, LFA Satisfaction Surveys	Leadership supports the development of integrated support services.	Staff Satisfaction Surveys (UYV/UCSF?)
Decreased Involvement in Juvenile Justice system	Juvenile Justice Data System ( JUVIS), OUSD Juvenile Hall database					Increased participation in individual health promotion	UCSF ETO Database	Increased parent satisfaction	LFA Satisfaction Surveys		
College readiness/matriculation	Attempt/Completion of OUSD A-G Requirements					Increased comfort in accessing Health services	UCSF Surveys	Increased connectivity to school	LFA Satisfaction Surveys		
						Decreased referrals for behavioral health	COST Referral list?	Increased # of new eligibility applications	SSA Data Request		

**DRAFT Longitudinal Outcomes**

		Increased ability to set goals for college		Increased rates of CAHSEE passage	College acceptance						
				Increased graduation rates (as compared to a control group?)							

# Attachment A

## Safe Passages and Youth Ventures Governing Body – Funders - Partners – Community Providers

### Youth Ventures JPA Board of Trustees

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<b>Alameda County:</b> Supervisor Keith Carson Supervisor Nate Miley Susan Muranishi, County Administrator Dave Kears (Chairperson), Former Director of Health Care Services Agency Yolanda Baldovinos, Director of Social Services Agency Donald Blevins, Chief of Probation	The Institute for Next Generation Internet - San Francisco State University Public Private Ventures RAND – Research and Development San Francisco State University Cal East Bay State University University of California San Francisco	<b>Alameda County:</b> Behavioral Health Care Services Child Care Planning Council District Attorney's Office Every Child Counts Family Justice Center Health Care Services Agency Our Kids Initiative Probation Department Public Defender's Office Public Health Department Social Services Agency Superior Court
<b>City of Oakland:</b> Council President Jane Brunner Councilmember Jean Quan City Administrator Howard Jordan, Interim Chief Oakland Police Department Andrea Youngdahl, Director of the Department of Human Services	<b>City of Oakland</b> Department of Human Services Oakland Fund for Children and Youth Oakland Park and Recreation Oakland Police Department Oakland Head Start Family Child Care Centers City of Oakland Head Start Sites: Arroyo Viejo Brookfield Eastmont Lion Creek Crossings Sun Gate Tassaforonga West Grand 85 <sup>th</sup> Avenue 92 <sup>nd</sup> Avenue	<b>Community Service Provider Partners:</b> Alameda County Food Bank Alta Bates Summit Medical Center and Samuel Merritt College Youth in Medicine Program Asian Community Mental Health Services Bay Area Video Coalition (BAVC) Brothers on the Rise Central American Refugee Committee of the East Bay (CRECE) Child Abuse Listening and Interviewing Center (CALICO) Chabot Space & Science Center (Tech Bridge) Children's Hospital Oakland Citizen Schools East Bay Agency for Children East Bay Asian Youth Center Family Paths Family Violence Law Center Fred Finch Youth Center Friends of Hacienda Peralta Creek Girls Scouts Jewish Family and Children's Services La Clinica de La Raza Life Long Medical Care and Healthy Oakland Moving Forward Education Native American Health Center Seneca Center Spanish Speaking Citizens Foundation STARS Behavioral Health Group Street Side Stories TechBridge – Chabot Space and Science Center The Link to Children Through the Looking Glass Urban Arts UCSF Child Care Health Program YMCA of the East Bay Youth Alive!
<b>Oakland Unified School District:</b> Board Director Jody London Board Director Alice Spearman Board Director Gary Yee Anthony Smith, Superintendent Laura Moran, Chief Services Officer	<b>Oakland Unified School District</b> Office of the Superintendent Department of Community Accountability Department of Complementary Learning Department of Early Childhood Education Department of Research and Assessment Division of Student Achievement Facilities Department OUSD Child Development Centers OUSD School Sites: Alliance Academy Claremont Middle School Cole Middle School Coliseum College Preparatory School Elmhurst Middle School Frick Middle School Peralta Creek Academy Roots International United for Success Academy Madison Middle School Roosevelt Middle School Westlake Middle School West Oakland Middle School	
<b>San Lorenzo Unified School District:</b> Dr. Dennis D. Byas, Superintendent Dr. Ammar Saheli, Director of Student Support Services		
<b>Funders</b> Alameda County Health Care Services Agency City of Oakland County of Alameda Evelyn and Walter Haas, Jr. Fund Measure Y Oakland Fund for Children and Youth  Oakland Police Department Oakland Unified School District The Atlantic Philanthropies United Way of the Bay Area U.S. Dept. of Health & Human Services U.S. Department of Justice, Office of Juvenile Delinquency		
<b>Federal</b> Internal Revenue Service		
<b>Public &amp; Private Agency Partners</b> Applied Learning Technologies Institute - Arizona State University Bay Area Video Coalition East Bay Community Foundation LaFrance Associates Mills College School of Education Mobile Commons	<b>San Lorenzo Unified School District</b> Office of the Superintendent Student Support Services Bohannon Middle School Edendale Middle School	

**Attachment B – LFA Summary Evaluation Report**

# SAFE PASSAGES

## AFTER-SCHOOL EFFICACY: A Guide To Evaluating What Works For Kids



Bringing  
together  
what works  
for kids

This document, as well as many other Safe Passages publications and resources, is available on the website:  
[www.safepassages.org](http://www.safepassages.org)



Bringing  
together  
what works  
for kids

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# AFTER-SCHOOL EFFICACY:

A Guide To Evaluating  
What Works For Kids

SAFE PASSAGES

12/2/05

# ABOUT SAFE PASSAGES

Safe Passages was founded when Oakland was chosen as one of five urban cities in 1996 to participate in the Urban Health Initiative of the Robert Wood Johnson Foundation designed to improve the health and safety of children. The focus of Safe Passages was to create large scale systems change to improve public system service delivery. To this end, Safe Passages developed an unprecedented partnership in Oakland among the city government, the County of Alameda, the Oakland Unified School District (OUSD), the East Bay Community Foundation (EBCF), and a variety of community-based organizations.

The Safe Passages Board of Directors includes elected county, city, and school district officials, as well as agency directors, high level administrators, and community leaders. Today over 65 governmental agencies, community service providers, schools, early childhood centers, and philanthropic organizations work together under the Safe Passages umbrella to design, fund, implement, and evaluate programs for poor and vulnerable families in Oakland, particularly those exposed to community violence.

As part of the Robert Wood Johnson Foundation’s Urban Health Initiative (UHI), Safe Passages has developed health and safety-related strategies for children and youth that are data-driven, research-based and proven best practices. Prior to implementing three of its current strategies, Safe Passages conducted a thorough two-year literature review, made site visits to various cities, and conducted surveys to identify effective models to replicate locally, deciding upon violence prevention strategies that spoke to the unique needs of Oakland:

(1) **Early Childhood Strategy** - includes identification of children *exposed to violence*, implementation of a violence prevention curriculum throughout the city, mental health consultations, infant/child-parent psychotherapy, and coordination of services.

(2) **Middle School Strategy** - includes a violence prevention curriculum, school-based mental health counseling and case management, alternatives to suspension, parental involvement, and after-school programs.

(3) **Youth Offender Strategy** - involves intensive case management and service referrals for youth offenders.

(4) **After-School Strategy**-Safe Passages houses Oakland’s city-wide After-School Coordinating Team (OASCT), which includes city and school district representatives and providers to promote data sharing and the sustainability of quality after-school programs. To date, the efforts of the OASCT have improved the way the City of Oakland and the school district work together to transform the after-school arena, **and have brought in an additional \$23 million in funding to Oakland after-school programs.**

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## INTRODUCTION

### The Purpose of this Guide

The purpose of this guide is to provide information about multiple aspects of after-school program evaluation to the after-school community so they can become more informed and empowered participants in the development of Oakland's evaluation efforts. Towards this endeavor, this guide identifies questions that cities are currently addressing in their evaluations, and provides definitions of research terms and activities used in program evaluation, a comprehensive list of common outcomes and processes that have been measured in past after-school evaluations, a summary of recent after-school outcome evaluation findings, and a discussion of these findings. Finally, this paper presents the next steps in Oakland's evaluation efforts, based on this information, for the Oakland Comprehensive After-School Program Initiative and other city funded after-school programs.

### Method

In the interest of this work, over 60 recent and frequently cited articles regarding after-school programs were reviewed and definitions of common research terms were identified. Information from these sources was synthesized and is presented in the following report.



## MUNICIPAL AFTER-SCHOOL PROGRAM EVALUATION QUESTIONS

In this time of decreasing public resources and increasing demands, many municipalities have embarked on city-wide evaluations of their after-school programs to learn, whether their investments are effective, how they can be improved, and whether they should be expanded. To inform municipal leaders who are developing after-school evaluations, Little and Traub (2002), reviewed the effort of 15 different municipalities engaged in evaluating after-school programs. The following is a list of questions they found cities are addressing in their evaluations:

- What are we doing and how could we do it better?
- What is the impact of the program/initiative?
- What is the quality of the program/initiative?
- What are the characteristics/perceptions/experiences of participants?
- What are the costs of the program/initiative?
- What factors affect the impact of the program/initiative?

## DEFINITIONS OF RESEARCH TERMS AND ACTIVITIES

### Outcome Evaluations

One of the tools being used to determine the answers to the questions that cities are implementing is outcome evaluation. *Outcome Evaluation* is a type of evaluation that measures the effects of an intervention. Typically, the emphasis is on the measurement of desired intended effects, but sometimes the impact on possible negative effects is also measured.

### Process Evaluations

Another tool being used to answer these questions is process evaluation. *Process Evaluation* focuses on how a program was implemented and operates. It identifies the procedures undertaken and the decisions made in developing the program. It describes how the program operates, the services it delivers, and the functions it carries out. Process evaluation addresses whether the program was implemented and is providing services as intended, as well as documenting the program's development and operation, it allows an assessment of the reasons for successful or unsuccessful performance, and provides information for potential replication.



## Cost-Benefit Analysis

Cost-benefit analysis has become a hot-bed topic in recent years. According to Lynn Karoly, senior economist from the RAND Corporation, the growing interest in assessing programs on the basis of net cost savings is the result of two trends:

1. Funder emphasis on result-based accountability, and
2. Interest in demonstrating not only program benefits but economic returns, including savings to government and benefits to society has been a growing interest in assessing programs.

(Kaufman Foundation, 2005)

*Cost-Benefit Analysis* is an analytical technique employed in the field of economics that compares the social costs and benefits of proposed programs or policy actions. All losses and gains experienced by society are included and measured in dollar terms. The net benefits created by an action are calculated by subtracting the losses incurred by some sectors of society from the gains that accrue to others. Alternative actions are compared to choose one or more that yield the greatest net benefits, or ratio of benefits to costs.

The following is an example of a cost-benefit analysis of a school-based smoking prevention program conducted by The Public Health Agency of Canada:

The objective of this study was to conduct a cost-benefit analysis to compare the costs of developing and delivering an effective school-based smoking prevention program with the savings to be expected from reducing the prevalence of smoking in the Canadian population over time. A smoking prevention program that meets published criteria for effectiveness, implemented nationally in Canada, would cost \$67 per student (1996 dollars). Assuming such a program would reduce smoking by 6% initially and 4% indefinitely, lifetime savings on health care would be \$3,400 per person and on productivity, almost \$14,000. The benefit-cost ratio would be 15.4 and the net savings \$619 million annually. Sensitivity analyses reveal that considerable economic benefits could accrue from an effective smoking prevention program under a wide range of conditions. (Stephens et. al., 2000)

After-school program advocates have been looking to cost-benefit analysis for evidence to build political support for their cause. However, Karoly cautions that in addition to the process being extremely arduous, in many cases it may not be possible to comprehensively measure cost and benefits for the following reasons:

1. Conversion of outcomes to dollar benefits is challenging, particularly when they pertain to emotional/cognitive development and only slightly less so with health education.
2. Estimated net savings vary with the discount rate and, at a certain point, may no longer generate positive net savings to government.
3. Data are often less than ideal because we rarely have long periods of follow-up to observe the kinds of outcomes that eventually generates savings to government and benefits to society. (Kaufman Foundation, 2005)

With these challenges in mind, evaluators can choose to employ less intensive cost related analyses that may be more appropriate in regards to the resources programs have available, the services they provide, and the financial questions they want to answer. The following is a brief description of these analyses:

*Cost Analysis* is an evaluation of actual or anticipated cost data (material, labor, overhead, general and administrative). This analysis involves applying experience, knowledge, and judgment to data in an attempt to project reasonable estimated costs for a program

*Cost-Effectiveness Analysis* is an economic evaluation in which alternative programs, services, or interventions are compared in terms of the cost per unit of clinical effect (for example, cost per life saved, cost per millimeter of mercury of blood pressure lowered, or cost per quality-adjusted life-year gained). There is no need to translate outcomes into dollars.

## Research Design

There are three types of research design that can be employed when evaluating programs: experimental, quasi-experimental, and non-experimental.

*Experimental Design* entails case controlled studies which use random sampling practices to place subjects in control groups and experimental groups and then compare the differences in outcomes. This design is the most rigorous and is implemented to investigate cause and effect relationships between interventions and outcomes.

*Quasi experimental Design* is similar to experimental design, but does not include the random assignment of subjects. The quasi experimental design is, therefore, not as strong, and is therefore much harder to establish causal relationships between events and conditions.

*Non-experimental Design* uses purposeful sampling techniques to get “information rich” cases. Types include case studies and data collection and reporting for accountability.

It is common for after-school programs to employ a combination of quasi experimental and non-experimental research design in their evaluations. The quasi experimental design enables the programs to compare groups that receive their services to groups that don't receive them. Thus questions can be answered regarding whether or not the program is responsible for positive impact on its participants. Non-experimental design can be used to answer questions about individuals personal progress within the program, as well as stakeholders satisfactions with the program and areas in which they feel the program could be improved.

Experimental design is rarely employed in after-school evaluation for a variety of reasons. Commonly, the level of rigor necessary to collect data cannot be applied given the constraints of the after-school milieu, and/or programs cannot afford the cost of execution.



## Data Collection

City after-school initiatives are using many different methods to gather data about the functioning and impact of their programs. Data collection methods can be understood as the way in which evaluators approach answering evaluation questions. Most evaluated city initiatives use multiple data collection methods, including:

- Interviews/focus groups
- Observation
- Surveys/questionnaires
- Secondary sources/data review
- Document review
- Tests/assessments

## AFTER-SCHOOL PROGRAM OUTCOME MEASURES

In this section, information has been compiled from meta-analysis after-school evaluation reports to identify what outcomes have commonly been measured to determine program impact.<sup>1</sup> These outcomes have been divided into three categories: academic, prevention, and youth development, and are listed below:

### Academic:

- |                                       |  |
|---------------------------------------|--|
| • Academic involvement                | • Grades   |
| • Achievement motivation              | • Homework completion                                  |
| • Achievement test scores             | • Lower rates of course failure                        |
| • Attitude toward school or academics | • Reduced retention rates                              |
| • College attendance                  | • Overall academic performance                         |
| • Competence                          | • Reduced suspensions                                  |
| • Educational aspirations             | • School attendance (includes dropout and tardy rates) |
| • Expulsions                          |  |

### Prevention:

- |   |  |
|---|--|
| • Avoidance of delinquency (including criminal arrest)            | • Knowledge about drug and alcohol use (including perceived social benefits) |
| • Avoidance of drug and alcohol use (including cigarette smoking) | • Knowledge of sexuality issues (including attitudes toward sex)             |
| • Avoidance of sexual activity                                    | • Reduced pregnancy rates  |
| • Avoidance of violence   | • Use of safe sex practices  |
| • Reduced conflicts   |  |

### Youth Development:

- |  |  |
|--|--|
| • Communication skills                   | • Opportunities for leadership roles             |
| • Community involvement                  | • Overall happiness/well-being                   |
| • Computer skills                        | • Performance skills (e.g., music)               |
| • Confidence/self-esteem                 | • Planning/organizing                            |
| • Conflict resolution                    | • Positive attitude about the future             |
| • Decision making                        | • Positive behavior                              |
| • Decreased aggression                   | • Problem solving                                |
| • Desire to help others                  | • Productive use of leisure time                 |
| • Exposure to new experiences            | • Projected success in career/the future/college |
| • General well-being                     | • Public speaking skills                         |
| • Goal setting                           | • Respect for diversity                          |
| • Interactions/relationships with adults | • Respect for others                             |
| • Interactions/relationships with peers  | • Social/interpersonal skills                    |
| • Job experience/skills                  | • Task orientation                               |
| • Leadership skills                      | • Understanding of a value system                |
| • Maturity                               | • World view broadened                           |
| • Money management skills                |  |

## AFTER-SCHOOL PROGRAM PROCESS MEASURES

In addition to outcome measures most evaluations include process measures to determine consumer and provider satisfaction, and/or adherence to program models. Below is a list of common measures employed by evaluations to determine levels of satisfaction with programs and adherence to program model:

### SATISFACTION:

- Rate of attendance
- Student satisfaction with program
- Student satisfaction with staff
- Parent perception of program support for their work/school
- Parent involvement
- Teacher satisfaction
- Staff satisfaction

### ADHERENCE:

- Activity implementation
- Hours activities offered
- Quality/Quantity of equipment
- Quality of space
- Student to staff ratio
- Staff training
- Staff skill set

1. The outcomes listed are primarily taken from two articles: Little, P. & Harris, E. (2003) Out-of-School Time Evaluation Snapshot: A Review of Out-of-School Time Program Quasi-Experimental and Experimental Evaluation Results, *Harvard Family Research Project Out-of-School Time Program Evaluation Database, No.1, July 2003* and Miller, B. (2003). *Critical hours: Afterschool programs and educational success. Quincy, MA: Nellie Mae Foundation.*



## OUTCOME MEASURES SUMMARY

In this section information was gathered from 44 recent and frequently cited after-school outcome evaluation reports. These reports were reviewed to identify study design, number of participants, frequently employed outcome measures, and the impact programs had on these measures. This information is reported in Table I with an accompanying description of table items, key and discussion of the reports' findings.

### Item Description for Outcome Table

- Change in academic performance is reported only for studies that measure change in academic pre- and post-test scores and/or change in standardized achievement scores with “significant” indicating a statistically significant positive change and “not significant,” indicating no significant change.
- Change in teachers’, parents’, and students’ view of academic improvement is reported for studies that examine these subjects’ perceptions of after-school program impact on academics with “yes,” indicating positive impact and a “no,” indicating no impact.
- Change in homework is reported for studies that examine change in quantity and/or quality of completed homework measured by teacher and student report or statistical data with “yes,” indicating positive change and “no,” indicating no change.
- Change in attendance is reported for studies that examine impact on attendance measured by school statistical data with a “yes,” indicating positive change in attendance and “no,” indicating no change.
- Change in youth development is reported for studies that examine impact on students’ coping skills, self-esteem, leadership skills, drug and alcohol use, and delinquency measures by teacher, parent and/or student report with “yes,” indicating positive impact and a “no,” indicating no impact.
- Change in student relationships is reported for studies that examine change in student relationships with peers and adults by teacher, parent and/or student report with “yes,” indicating positive impact and “no,” indicating no impact.

### TABLE KEY

#### Program Type:

A=Academic, P/YD= prevention/youth development, R= recreation

#### Study Design:

ex = experimental, quasi = quasi-experimental, non = non-experimental

#### Academic performance:

ns = not significant, s=significant, n/a =not applicable

#### All other items:

n/a = not applicable (not examined)

nr = not reported

yes = positive impact

no = no impact

TABLE I: AFTER-SCHOOL OUTCOME EVALUATION SUMMARY

Report	Program Type	Study Design	n=	Academic Performance	Teacher View	Parent View	Student View	Home-work	Attend-ance	Youth Develop	Student Relation-ships
Anderson-Butcher, (2002)	A, P/YD, R	quasi	134	ns	n/a	n/a	n/a	n/a	yes	n/a	n/a
Aseltine (2000)	P/YD	non	729	n/a	n/a	n/a	n/a	n/a	yes	yes	yes
Baker, (1996)	A, R	quasi	302	n/a	yes	n/a	n/a	n/a	no	yes	n/a
BELL. (2002).	A, R	quasi	309	s	n/a	n/a	n/a	n/a	n/a	no	n/a
Birkby, (2002)	A, R	non	1323	n/a	yes	yes	yes	yes	yes	n/a	n/a
Bissell, (2002)	A, R	quasi	567	ns	n/a	n/a	yes	yes	no	yes	n/a
Bitz, (2003)	A, R	non	~320	n/a	yes	n/a	yes	n/a	n/a	yes	n/a
Chase (2000)	A, R	quasi and non	211	ns	n/a	n/a	n/a	n/a	n/a	yes	n/a
Cleveland, (2001)	P/YD,R	non	~110	n/a	yes	n/a	n/a	n/a	yes	yes	n/a
Cosden, (2001)	A	ex	146	ns	yes	n/a	n/a	yes	n/a	yes	n/a
EDSTAR (2002)	A, R	quasi	~8000	s	yes	n/a	yes	yes	yes	n/a	n/a
ESC (1999)	A, R	non	nr	s	n/a	n/a	n/a	n/a	yes	n/a	n/a
Foley, (2000)	A, R	quasi	3,500	ns	n/a	n/a	n/a	n/a	yes	n/a	n/a
Grossman, (2002)	A, P/YD, R	quasi	1,511	n/a	n/a	n/a	yes	yes	yes	yes	yes
Huang, (2000)	A, R, P/ YD	quasi	~4400	ns	n/a	n/a	n/a	n/a	yes	n/a	n/a
Klein (2002)	A, R	quasi	~409	s	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lauver, (2002)	A, R	exp, quasi and non	227	ns	n/a	yes	yes	yes	yes	yes	n/a
Liu, (2002)	A	non	920	n/a	no	n/a	n/a	n/a	n/a	n/a	n/a
LoSciuto, (1999)	A, P/YD, R	exp	369	n/a	n/a	n/a	n/a	n/a	yes	yes	yes

Report	Program Type	Study Design	n=	Academic Performance	Teacher View	Parent View	Student View	Home-work	Attend-ance	Youth Develop	Student Relationships
Mass. 2020 (2004)	A, R	quasi and non	116	s	n/a	yes	yes	yes	yes	yes	yes
Minicucci Associates, (2002)	A, R	quasi and non	240	s	n/a	n/a	n/a	n/a	yes	yes	n/a
Neufeld, (1995)	A, R	quasi	~100	n/a	yes	n/a	n/a	n/a	n/a	yes	yes
Oyserman, (2002)	P, R	quasi	~200	n/a	n/a	n/a	yes	n/a	yes	yes	yes
Pechman, (2003)	A, R	quasi and non	1,319	n/a/	n/a	n/a	yes	yes	n/a	yes	yes
Prenovost, (2001)	A, P/ YD, R	quasi	nr	ns	n/a	yes	yes	n/a	yes	n/a	n/a
Rodriguez, (1999)	R	quasi and non	3,198	n/a	n/a	n/a	n/a	n/a	n/a	yes	yes
Ross, (1996)	A	quasi	328	ns	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Schirm, (2004)	A, R	exp and non	1,100	ns	n/a	n/a	n/a	n/a	n/a	n/a	no
Smith, A. (2000)	A, R	non	706	n/a	yes	yes	yes	n/a	n/a	yes	yes
Smith, D. (2001)	A, R	non and quasi	160	s	yes	yes	yes	n/a	n/a	yes	yes
The Sun Evaluation Workgroup, (2001)	A, R	non	~2000	ns	n/a	n/a	n/a	n/a	yes	n/a	n/a
Terao, (2002)	A, R	non	5,358	n/a	yes	n/a	n/a	n/a	n/a	yes	yes
University Arizona, (2003)	A, R	non	~3,000	n/a	n/a	n/a	no	n/a	n/a	yes	yes
University California, (2001)	A	non	nr	s	n/a	n/a	n/a	n/a	n/a	n/a	n/a
University Illinois, (2004)	A, P/ YD, R	ex and non	~1046	n/a	yes		yes	n/a	yes	yes	n/a
University Illinois, (2004)	A	quasi	513	n/a	yes	yes	yes	yes	n/a	yes	yes
U.S.Dep. Ed, (2003)	A, R	quasi and exp	5,400	ns	no	yes	yes	yes	yes	yes	n/a
Underwood, (2002)	A, R	non	46	n/a	yes	n/a	n/a	n/a	n/a	yes	n/a
Warren, (2002)	A, P/ YD, R	non	7406	n/a	n/a	yes	yes	n/a	n/a	yes	yes
Welsh, (2002)	A, R	quasi	~2100	s	n/a	n/a	n/a	n/a	yes	yes	n/a
Witt, (1997)	A, R	quasi	nr	n/a	yes	n/a	n/a	n/a	yes	yes	n/a
Witt, (2000)	A	non	270	n/a	yes	yes	yes	yes	n/a	n/a	n/a
Witt, (2002)	A, R	non	~1000	n/a	yes	yes	yes	yes	yes	yes	yes
Zavela, (2001)	A, P/ YD, R	quasi	859	s	n/a	n/a	n/a	n/a	n/a	yes	yes

## OUTCOME SUMMARY TABLE DISCUSSION

### The Numbers

All but one of the 44 program evaluations reviewed in Table I reported positive impact on at least one outcome measure. Below is a list of the number of evaluations that examined each outcome measure in Table I, the number of evaluations that found the program had a positive impact on each measure, and the percentage of positive findings:

- 30 measured impact on youth development, with 29 (97%) reporting a positive impact.
- 22 measured impact on academic performance, with 10 (45%) reporting positive impact.
- 23 measured impact on attendance, with 21(91%) reporting positive impact.
- 19 measured student view of academic growth, with 18(95%) reporting positive impact.
- 17 measured teacher view of academic growth, with 16 (95%) reporting positive impact.
- 17measured impact on student relationships, with16 (94%) reporting positive impact
- 12 measured impact on homework, with 12 (100%) reporting positive impact.
- 11 measured parent view of academic growth, with 11 (100%) reporting positive impact.

### Academic Performance

In recent years, as a result of funding priorities, there has been increasing pressure for after-school programs to target activities towards improving academic achievement. Thus, a large part of program evaluation has focused on program impact on standardized test scores. This trend is evident in the 44 evaluations reviewed in Table I with 22 of them examining impact on academic performance. Yet positive impact on this outcome measure was found significantly less frequently than on other measures. Of the 22 reports measuring impact on academic performance in Table I, only 10 (45%) found positive impact on their total samples. Further, of the 22 evaluations, studies that utilized samples of over 500 students were less likely to find significant impact on achievement than smaller studies, suggesting that it is more difficult to find impact on this outcome when conducting a large study. A probable explanation for this occurrence is that many of the studies with smaller samples examined individual programs resulting in the programs having greater control over their interventions, as opposed to larger and/or city-wide samples that examine a variety of programs with varying interventions and levels of implementation.

Tables II and III, pg. 15-16, that provide information on the measures each of these 22 evaluations used to determine achievement outcomes, and the evaluations' success and/or failure in finding significant impact on individual academic areas among their total sample. Results from evaluations that examined impact on achievement among the subgroup, high dosage participants, are also reported when applicable. Table II reports on studies that used a sample size of 500 or under and Table III reports on studies that examined a sample of over 500 students. Two of the 22 studies did not report on sample size. They are also included in Table II.



TABLE II: N<500

REPORT	N =	ACHIEVEMENT MEASURE	SUCCESS	FAILURE	HIGH DOSAGE
<b>Capital Kids</b> Anderson-Butcher, (2002)	134	Reading Proficiency Scores		reading	
<b>Gervitz Homework Project</b> Cosden, (2001)	146	SAT-9 achievement test		reading	
<b>Hmong Youth Pride</b> Chase (2000)	211	Woodcock-Johnson Tests of Achievement: language arts, math		language arts math	
<b>Cooke Middle School After School Recreation Program</b> Lauver, (2002)	227	SAT-9 Reading and Math Tests		reading math	
<b>Extended-Day Tutoring Program</b> Ross, (1996)	328	Tennessee Comprehensive Assessment Program (TCAP)Reading Normal Curve Equivalent (NCE) scores		reading	significant impact on reading scores was found for 3 <sup>rd</sup> graders attending more than 50% of the time
<b>BELL After School Instructional Curriculum</b> BELL, (2002)	309	Stanford Diagnostic Reading Test-IV (SDRT-IV) and the Stanford Diagnostic Mathematics Test-IV (SDMT-IV)	math	reading	
<b>Transition to Success Pilot Project</b> Mass. 2020 (2004)	116	Development Reading Assessment (DRA) Scholastic Reading Inventory (SRI) Boston Math Tasks.	reading math		
<b>Sacramento Start</b> Minicucci, (2002)	240	SAT-9 Reading and Math Tests	reading math		
<b>Foundations School-Age Enrichment Program</b> Klein, (2002)	409	CTB/McGraw-Hill CAT-5 Mathematics and Reading Comprehension tests	reading math		
<b>After School Achievement Program</b> Smith, D., (2001)	160	Pre-post test in reading, other language arts, mathematics, science, social studies, fine arts, handwriting, physical education, health and safety, computers, and science lab.	science fine arts	language arts mathematics social studies handwriting physical education health and safety computers science lab	

TABLE II: N<500 (CONTINUED)

REPORT	N =	ACHIEVEMENT MEASURE	SUCCESS	FAILURE	HIGH DOSAGE
<b>Ohio Urban School Initiative School Age Child Care Project</b> ESC, (1999)	~200	Ohio Proficiency Tests scores	Writing reading math	science	
<b>After School Education and Safety Program—California</b> U.C. Irvine, (2001)	nr	SAT-9 Reading and Math Tests	reading	math	Significant positive impact on high dosage participants' math scores Higher significant impact on high dosage participants reading scores
<b>After School Education and Safety Program—Santa Ana, California</b> Prenovost, (2001)	nr	SAT-9 Reading and Math Tests		reading math	reading and math scores examined, and although high dosage participants performed better than general sample, significant impact was not found

The Numbers

As illustrated in Table II, 11 of the 22 studies used a sample size of 500 or less. All of these studies examined program impact on both reading/language arts and math. Below is a list of the numbers and percentage of evaluation that found significant impact on these achievement outcomes.

6 programs (55%) were successful in finding impact on at least one of these achievement outcome measures. Of these 6:

- 4 programs (36%) found positive significant impact on reading/language arts and math achievement.
- 1 program (9%) found impact on reading, alone
- 1 program (9%) found impact on math, alone

1 program (9%) found significant impact on math achievement scores among a subgroup of high dosage participants.

1 program (9%) found significant impact on another achievement measure (science).



TABLE III: N>500

REPORT	N =	ACHIEVEMENT MEASURE	SUCCESS	FAILURE	HIGH DOSAGE
<b>Y-S Cares</b> Bissell, (2002)	567	SAT-9 Reading and Math tests LAUSD Reading Achievement measure(NCE),		reading (SAT-9) reading (NCE) math (SAT-9)	
<b>Quantum Opportunities Program</b> Schirm, (2004)	1100	National Education Longitudinal Study Reading and mathematics achievement tests		reading math	
<b>Schools Uniting Neighborhoods Initiative</b> The Sun Evaluation Workgroup, (2001)	2000	Rasch Unit (RIT) test scores		reading math	
<b>Virtual Y</b> Foley, (2000)	3,500	standardized reading and math tests		reading math	
<b>Los Angeles' Better Educated Students for Tomorrow Program</b> Huang, (2000)	4400	SAT-9 reading, language arts, and math test scores		reading, language arts, math	significant positive impact on high dosage participants' standardized tests scores in math, reading, and language arts, when the influence of gender, ethnicity, income, and language status was controlled.
<b>21st Century Community Learning Centers—national</b> U.S.Dep. Ed, (2003)	5400	SAT-9 reading and math test scores		reading math	no significant difference in level of achievement was found between high dosage participants and general sample
<b>The After-School Corporation (TASC)</b> Welsh, (2002)	2100	CTB/McGraw-Hill CAT-5 Mathematics and Reading Comprehension tests	math	reading	Higher significant impact on high dosage participants' math score
<b>Say Yes First</b> Zavela, (2001)	859	Reading and math achievement tests	reading	math	
<b>Support Our Students</b> EDSTAR (2002)	8000	North Carolina End-of-Grade (EOG) achievement test scores reading and math tests	reading math		

### The Numbers

As illustrated in Table III, 9 of the 22 studies used a sample of 500 or more. All these studies also examined program impact on both reading/language arts and math. Below is a list of the number and percentage of evaluations in which significant impact on individual achievement outcomes was found.

3 programs (33%) were successful in finding impact on at least one achievement outcome measure. Of these 3:

- 1 program (11%) found positive significant impact on reading/language arts and math achievement scores.
- 1 program (11%) found positive significant impact on reading, alone.
- 1 program (11%) found positive significant impact on math, alone.

2 programs (22%) found significant impact on achievement scores among a sub group of high dosage participants

- 1 program (11%) found positive significant impact on reading/language arts and math achievement scores.
- 1 program (11%) found positive significant impact on math.

### Sample Size Comparison Regarding Impact on Achievement Outcomes

Table IV, below, compares the success/failure of studies with smaller vs. larger sample sizes.

TABLE IV: POSITIVE IMPACT COMPARISON

	N<500		N>500	
<b>Total # studies</b>	11	55%	9	45%
<b>Total positive impact</b>	6	55%	3	33%
<b>Positive impact reading/math</b>	4	36%	1	11%
<b>Positive impact reading</b>	1	9%	1	11%
<b>Positive impact math</b>	1	9%	1	11%
<b>Total high dose impact reading/math</b>	0	0%	1	11%
<b>Total high dose impact reading</b>	0	0%	1	11%
<b>High dose impact math</b>	1	9%	0	11%

Although many experts agree that after-school programs can impact achievement test scores, they are quick to point out that this endeavor is complicated, time consuming, and extremely costly (Kane, 2004; Weiss, 2003; LA's BEST, 2004). As a result, many of the studies reviewed in Table I focused on, or incorporated other measures to capture academic impact. These measures included teacher, parent and student perceptions of program impact on academic involvement, achievement motivation, attitude toward school or academics, educational aspirations and overall academic performance, as well as level of homework completion and level of attendance. Studies in Table I examining these measures were much more successful in detecting impact than those examining impact on test scores, with 95%-100% reporting positive change.

## Prevention/Youth Development

The goal of youth development activities is to promote problem reduction (i.e. preventing substance abuse, teen pregnancy, school drop-out and juvenile delinquency), as well as provide services, supports and opportunities to prepare children for adulthood. The lists of youth development and prevention outcome measures provided above, illustrates the wide variety of after-school program goals that fall under this classification. For the purpose of this review, because youth development outcomes encompass such a large area, two columns were provided in Table 1. The first column, “youth development” may report impact on any of the outcome measures listed under prevention or youth development. The second column “student relationships” although falling under the youth development umbrella, was separated out because it was the most common youth development outcome reported in the 44 reviewed evaluations.

Historically, evaluations of youth development programs have documented significant positive outcomes associated with program participation (Miller, 2003). This success is mirrored in the evaluations reviewed in Table 1. Of the 30 evaluations that measured youth development outcomes, 97% reported positive impact and of the 16 that measured improvement of student relationships, 94% reported positive impact.

## Level of Participation and Program Success

The link between level of participation and program impact on outcome measures is often discussed in after-school evaluation literature (Chinman, 2004; Grossman, 2002; Kane, 2004; Little, 2003). This link was apparent in the 44 evaluations reviewed in Table I. Many of the reviewed reports noted that high dosage participants of after-school programs experienced higher levels of positive impact than lower dosage participants for all outcome measures, suggesting that program satisfaction and involvement are strongly linked to program success (Bell, 2000; EDSTAR, 2002; Huang, 2000; Massachusetts 2020, 2004; Minicucci, 2002; University of California, Irvine, 2001; etc).



## EVOLUTION OF THE CITY OF OAKLAND’S AFTER-SCHOOL EVALUATION: OAKLAND FUND FOR CHILDREN AND YOUTH IN PARTNERSHIP WITH THE OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland Fund for Children and Youth (OFCY) evaluation system is based on a performance logic model which describes the way service activities ought to change the behaviors of those receiving services. During the last five years, the OFCY Evaluation team worked with staff and grantees to design an integrated evaluation system for after-school and other OFCY funded programs in which performance accountability is divided



into three categories of performance measures: effort, effect, and results. Effort refers to the amount of work the OFCY service providers conducted with the children and youth. The effect of OFCY funded programs is determined by measuring the satisfaction of children and youth as well as their parents/caregivers and, in their opinion, whether the programs were effective in producing change for the better. Results are long term outcomes that are visible to the general public and, unlike program specific outcomes, are about improvements to the population as a whole.

OFCY has successfully focused on the effect of programs on youth served, creating a nationally recognized model of evaluation that emphasizes the use of youth development outcomes and documents positive changes in the behavior of children and youth participating in funded programs. The OFCY evaluation provides feedback from parents, staff, and youth resulting in continuous improvement in program quality, and strengthening Oakland’s network of children and youth serving community organizations. More recently OFCY added academic measures to examine the impact of after school services, relying on the Oakland Unified School District to obtain data on participant attendance, grades, Star test scores and other indicators.

Over the past two years the OFCY evaluation has evolved through partnership with the Oakland Unified School District, and its 21st Century evaluation. The partnership has allowed OFCY to share youth development tools and incorporate more data on student performance in the evaluation – focusing on the intermediate results for students participating in after school programs. OFCY’s evaluation model recognizes that improvements in student outcomes documented by measures such as changes in GPA and test scores, reflects the efforts of many members of the Oakland community to positively impact these results.

## CONCLUSION

The sheer volume of after-school evaluation articles argues for the importance of evaluation in the after-school landscape. Cities and funders want reasonable assurances that their investments produce meaningful outcomes. Cities, funders and providers are also committed to supporting quality programs to ensure that participants and their families benefit from after-school programming. Effective evaluation strategies are critical to producing both quality programs and meaningful outcomes. This paper lays out several critical elements for the City of Oakland to consider in creating its city-wide evaluation plan. The City of Oakland must continue to expand its evaluation strategy to capture the true impact of its after-school programming. The proposed pilot offers the logical next step in moving forward.



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# SAFE PASSAGES

## After-School Landscape, Analysis, & Recommendations for Sustainability in Oakland, California



Bringing  
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for kids

This document, as well as many other Safe Passages publications and resources, is available on the website:  
[www.safepassages.org](http://www.safepassages.org)



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After-School Landscape,  
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for Sustainability in Oakland, California

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## EXECUTIVE SUMMARY

This report examines publicly-subsidized, comprehensive after-school programs in the City of Oakland. These programs provide community and site-based services to public school students, grades kindergarten through twelfth grade, either through the Oakland Unified School District (OUSD) or public charter schools. Programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBOs).

Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate 3 to 5 days a week for three or more hours a day. Programs that are not comprehensive, are fee-based or provided by non-profits through philanthropic or private donations are not included in this study.

The purpose of this document is to answer the following questions regarding after-school programming in the City of Oakland:

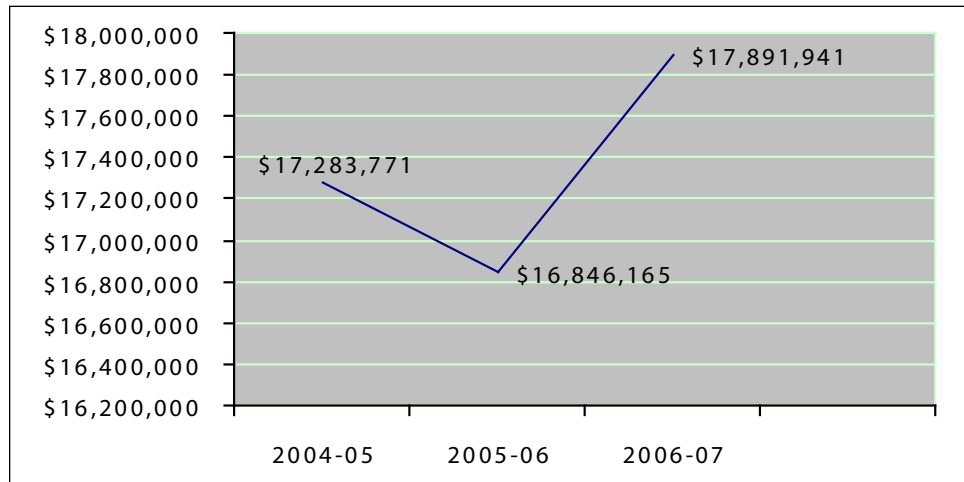
- 1) What is the after-school context in Oakland?**
- 2) What are the existing resources?**
- 3) Who is being served?**
- 4) Who is not being served?**
- 5) What should be the priorities?**
- 6) What are new resources and how to target them?**

Overall, the study found that:

- In the 2006-07 school year, \$17.89 million public dollars are being spent in comprehensive, free, after-school programs in Oakland.
- Approximately 25% of the public school student population is being served in Oakland through public resources in comprehensive after-school programs.
- There are more students enrolled in City Council Districts 6 and 7 public schools but a similar amount of resources are being spent in these districts on after-school programs. This results in a lower per capita expenditure in these districts.
- Furthermore, high need students, defined in this report as students with suspension incidences, unexcused absences, and low test scores, constitute less than 25% of students served in after-school programs.

The following tables represent after-school expenditure in Oakland and funding allocation based on City Council District and by student.

CHART I. After-School Funding in Oakland



Funding for after-school since the 2004-2005 school year has increased by \$600,000. The total allocation predicted for 2006-2007 is just under \$18 million; this does not include Proposition 49 funding, estimated to be up to \$10.5 million per year (\$7 million for elementary, \$3.5 million for middle schools).

The majority of funding is funneled to Oakland programs for youth through Federal and State grants to Oakland Unified School District and through the City of Oakland's Fund for Children and Youth (OFCY). On average, 67-70% of the funds are from federal and state sources/grants, and approximately 30-33% from the City of Oakland.

CHART II. Distribution of Resources Across City Council Districts

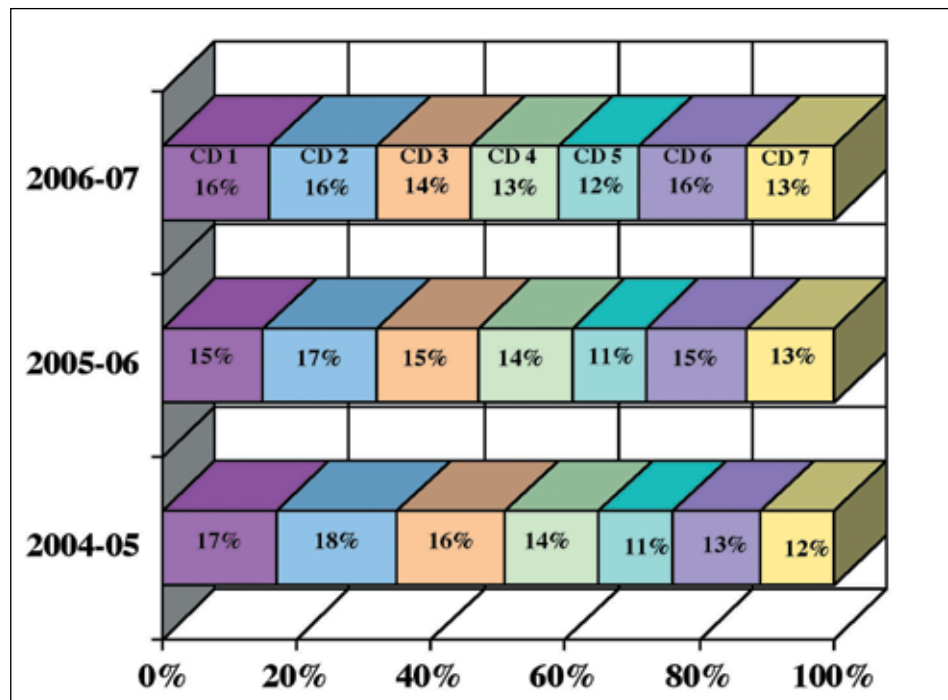
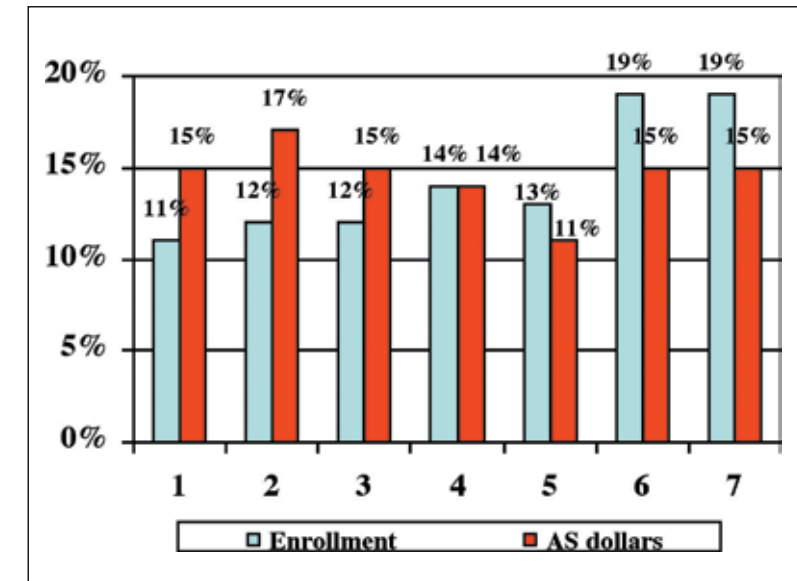
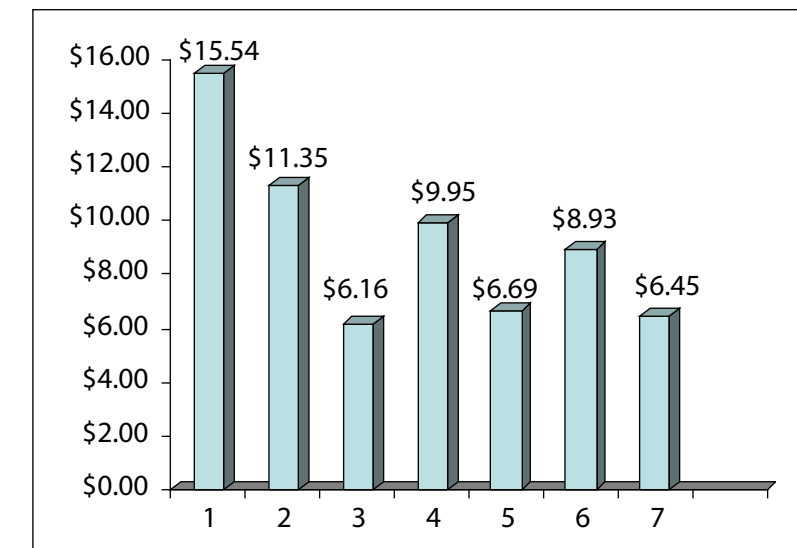


CHART III. Public School Enrollment vs. After-School Funding 2005-06



While resources appear to be distributed fairly equally across the City (Chart 2), proportional analysis of the funding distribution versus the enrollment distribution shows a great discrepancy in spending per child (Chart 3). Due to the fact that dollars are evenly distributed across the City but public school enrollment is not, spending per child varies by district. Public school enrollment data reveals that two of the high need districts, six and seven, have over 2,500 more students than all other districts in the City. Compared to some districts the difference in enrollment reaches over 3,800 students. District six and seven each have 19% of the public school students in the City, a combined total of almost 40% of the City enrollment; however, they have 29% of the resources.

CHART IV. After-School Allocation Per Child City-Wide 2005-06

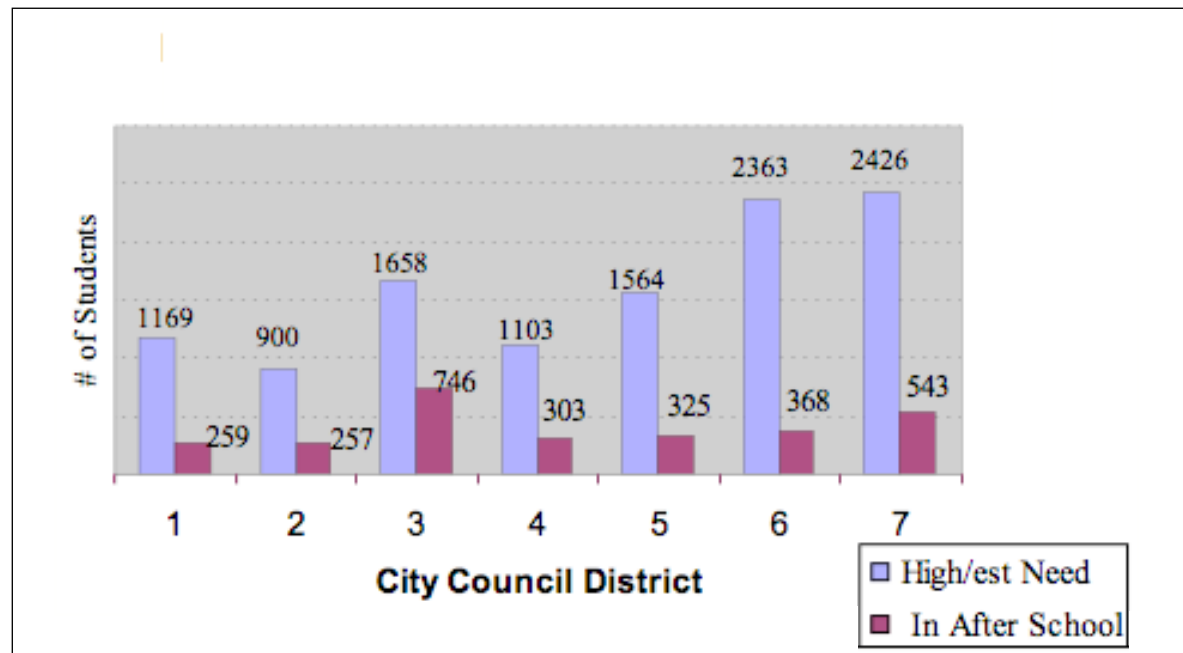


## High Need Students

The total enrollment of “high need students” in OUSD is 11,183 students. Twenty-five percent (25%) of these students are enrolled in after-school (2801 students). High need students are defined in the report as students with suspension incidences, unexcused absences, and/or low test scores.

While all districts have some success in enrolling high need students in after-school. School district three has the greatest success in after-school enrollment, with 45% of its target population represented. All other districts are enrolling between 16% and 28% of their respective target population in after-school; with district six serving the lowest percentage of its students that fall into the high need category.

CHART V. High Need Students Served by Publicly Funded After-School



## Policy Recommendations

This paper provides a series of policy recommendations for a wide audience including: policy makers, public administrators, and philanthropy and private investors. These recommendations include:

- I. Infrastructure- Investment in Oakland’s Infrastructure is Mandatory to Support the Expansion and Long Term Sustainability of Comprehensive After-School Programs.
- II. Leveraging- Leverage Existing Partnerships with Growth Potential
- III. Integration- Maximize and Improve the Integration of Existing Funding Sources
- IV. Expansion- Secure New Funding Sources to Expand the Resource Base
- V. Re-engagement- Expand After-School enrollment with a special emphasis on involving students that need to be re-engaged in school.



## BACKGROUND

Safe Passages was founded in 1996 as part of the Robert Wood Johnson Foundation’s Urban Health Initiative – a 10-year effort to improve the health and safety of children in five urban cities throughout the United States. At present, Safe Passages is a partnership between the City of Oakland, the County of Alameda, the Oakland Unified School District (OUSD), the East Bay Community Foundation, and over 65 public and community-based partners. This partnership is committed to advocating for children, youth and families with a special emphasis on vulnerable populations within Alameda County. Safe Passages has developed health and safety-related strategies for children and youth that are data-driven, research-based, and proven best practices. At present, Safe Passages houses four strategies: Oakland Early Childhood Strategy, Middle School Strategy, Youth Offender Strategy, and After-School Strategy.



## INTRODUCTION

Although after-school programs alone are not sufficient to meet the entire gamut of social, emotional and academic needs of children and youth, over the past several decades’ research consistently highlights the benefit of these programs. These benefits include increasing student achievement, reducing juvenile crime rates, and providing a safe and structured environment for children who are often left unsupervised during hours that parents and/or caregivers are at work (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003). Under the auspices of the Safe Passages’ After-School Strategy the following report examines publicly funded, comprehensive after-school programs in Oakland, California and includes recommendations to support sustained, quality, city-wide after-school programs for Oakland youth.

## Methodology

This report serves four interrelated purposes: 1) to examine the after-school context in Oakland, 2) to provide an overview of existing public resources and who they serve, 3) to identify gaps in terms of youth not being served, 4) to explore strategies that will expand services to youth not currently being served, and, 5) to provide policy recommendations to sustain and increase quality after-school programming in Oakland. To this end, Safe Passages staff conducted a thorough analysis by collecting, integrating, and cross referencing data sets and/or interviewing representatives from the following entities:

- o Oakland Unified School District: Early Childhood Education; Research Assessment and Accountability; Student, Family and Community Services; and Oakland SUCCESS Office.
- o The City of Oakland: Oakland Police Department; Office of Parks and Recreation; Oakland Public Library; Human Services; Oakland Fund for Children and Youth; and Measure Y (the Violence Prevention and Public Safety Act of 2004, which allocates new parcel tax and parking surcharge from commercial lots, supports fire safety, policy services, and targeted violence prevention programs).
- o California Department of Education: Fiscal and Administrative Services Division.
- o Community Based Organizations that receive Oakland Fund for Children and Youth dollars (a voter approved measure, established in November 1996, to fund direct services to children and youth in the city), including the following: Ala Costa Center, Bay Area Community Resources, Bay Area SCORES, Boys & Girls Club of Oakland, Destiny Arts Center, East Bay Agency for Children, East Oakland Boxing Association, Girls Incorporated, Leadership Excellence, Native American Health Center, Oakland Asian Student Education Services, OBUGS, Spanish Speaking Unity Council, and Sports 4 Kids.

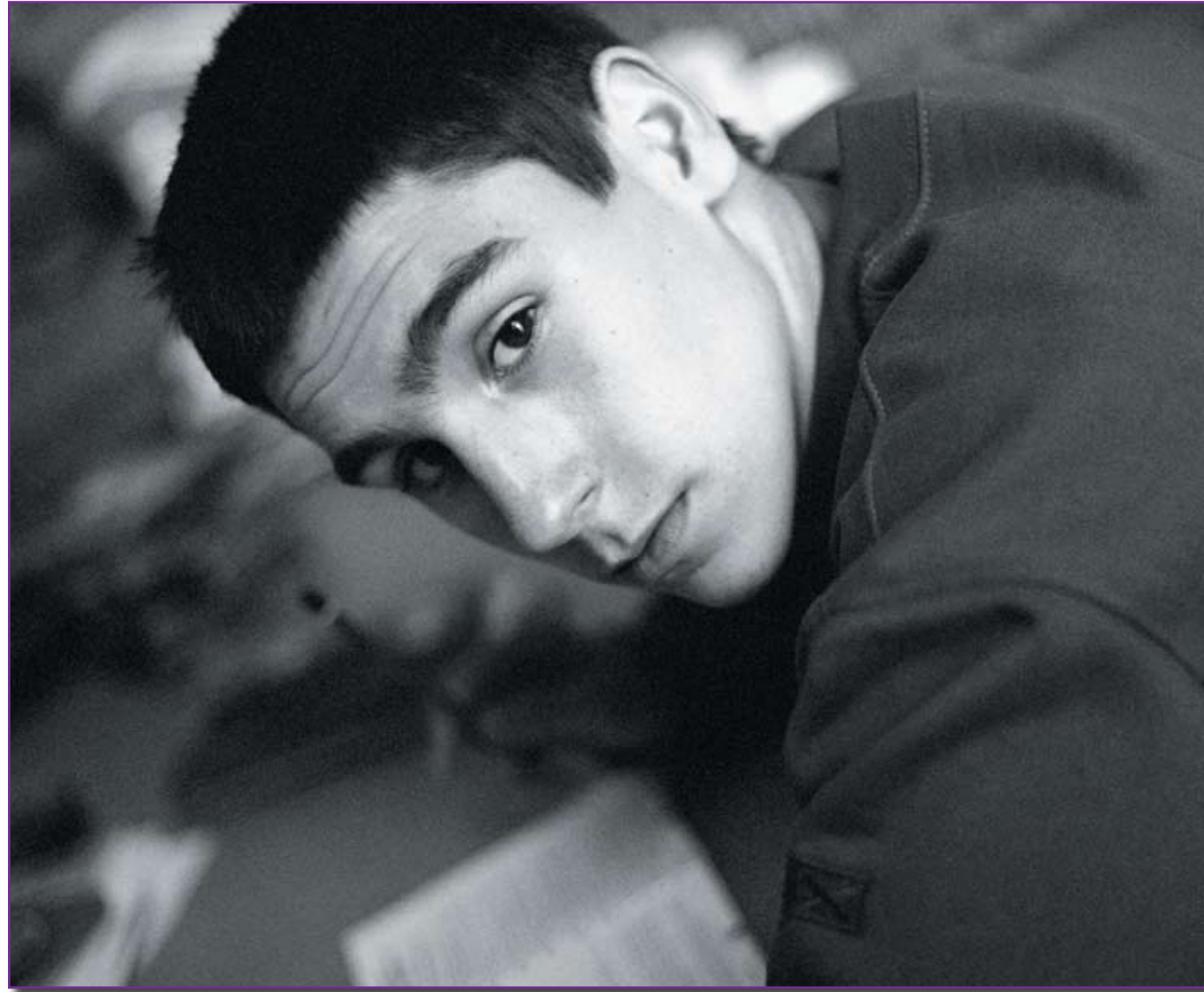
The programs examined in the report provide comprehensive community and site-based services to kindergarten through twelfth grade public school students. These programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBO’s) funded by Oakland Fund for Children and Youth (OFCY).

Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate three to five days a week for three hours a day.<sup>1</sup> However, the purpose of this report is not to evaluate the effectiveness of these programs. Further, programs that are not comprehensive, fee based or provided by non-profits through philanthropic or private donations are not included in this study.

The report is divided into five sections: Section One: provides an overview of the City of Oakland’s demographics and a brief discussion of Oakland youth’s connection to work and school. Section Two: provides a detailed overview of the current landscape of publicly funded, comprehensive after-school programs in the City. Section Three: provides a needs assessment and analysis of existing service and funding. Section Four: provides a summary of the needs assessment as it relates to each of the city’s seven council districts; and Section Five: provides policy recommendations to support sustained, quality, city-wide after-school programs for Oakland youth.<sup>2</sup>

<sup>1</sup> No OUSD charter schools have comprehensive after-school programs on-site.

<sup>2</sup> Data regarding charter school students is included in the landscape section. Charter school student data, however, is not included in the need section because it is unavailable.



### Demographics

The City of Oakland is located in the County of Alameda, the fifth largest of 58 counties in the state of California, with a population of 1.4 million. Oakland is the sixth largest city in the state, occupying roughly 54 square miles on the east side of the San Francisco Bay. As of the 2000 U.S. Census, Oakland's population totaled 399,484. At present, the current racial composition of Oakland is as follows: 35.1% African American, 23.5% Caucasian, 21.9% Latino, 15.6% Asian, and 3.9% Native American/multiple races/other races.<sup>3</sup> Children under 18 comprise 17% of the total population. Nineteen percent of Oakland's population lives below the poverty line, 28% of whom are under the age of 18.<sup>4</sup>

### Oakland Youth: Connection to School and Work

Many of Oakland's youth live in neighborhoods with high concentrations of poverty. These youth are disconnected from school and work at a greater-than-average number compared to youth in other urban cities in the United States. Based on the findings of the 2000 decennial census, the Center for Labor Market Studies of Northeastern University developed a set of profiles for the 16- to 24-year-old population of the 59 largest cities in the nation. These profiles, which included the City of Oakland, provided a measure of this population's education and work activities. On average, approximately 18% of youth from the 59 cities examined in the study were disconnected from both school and work in 2000, a number 40% higher than youth residing in the rest of the nation. In comparison, over 21% of Oakland's youth, ages 16 to 24, were disconnected from school and work, a number that is 43% higher than the national average. These youth are falling through the cracks in the system as they lose their connection to school and future employment opportunities (Fogg, Harrington, and McCabe, 2005).

After-School programming is becoming highly recognized throughout the United States as a suitable strategy to engage youth in learning. "Research has shown that involvement in high quality after-school programs is related to a number of positive youth outcomes (Little & Lauver, 2005)." In addition, evidence presented by multiple sources concludes that quality extracurricular programs can increase youth connectedness in school (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003).

<sup>3</sup>U.S. Census Data, 2000

<sup>4</sup>City Of Oakland Head Start Community Needs Assessment 2003, California Department of Human Services .

<sup>5</sup> OUSD charter school student data is included in the enrollment and demographic numbers presented in Section II.



As a community, the City of Oakland has taken great steps toward successfully making the service of children and youth in after-school a priority. Comprehensive after-school programs are actively promoted by the Oakland Unified School District and the City of Oakland, and are provided in public and private settings. Private programs are often fee-based, funded by caregivers, and provided in varied locations. Subsidized programs, on the other hand, are often free and are located on school sites or nearby at community-based agencies, parks and recreation sites, and public libraries.

This report examines publicly-subsidized, comprehensive after-school programs. Public after-school programming in Oakland is a mix of multi-component, best practice models, supported primarily by voter initiatives and government systems, and implemented by the dedicated work of public systems and various community organizations. These programs provide community and site-based services to Oakland Unified School District (OUSD) students in grades K-12. Programs are provided by OUSD, Oakland Parks and Recreation (OPR), the Oakland Public Library (OPL), and various Community Based Organizations (CBOs). **Programs are considered comprehensive if they include academic, enrichment and recreation activities and operate 3 to 5 days a week for three or more hours a day.**

## FUNDING

This section describes the landscape of after-school funding by presenting, for the first time, an integrated overview of the broad range of public after-school funding sources. To this end, a list and description of current funding sources for after-school in Oakland is provided, as well as a breakdown of the distribution of this funding citywide.

### *Public Funding in After-School*

There are a several sources of public after-school funding utilized in Oakland. The majority of funding is funneled to Oakland programs for youth through Federal and State grants to OUSD and through the City of Oakland's Fund for Children and Youth (OFCY). Additional funds are provided by the State of California through the OUSD child care contract to serve school-aged children at local Child Development Centers and by the City of Oakland's General Fund through OPR and OPL. These sources are summarized in Table I:

<sup>5</sup> OUSD charter school student data is included in the enrollment and demographic numbers presented in Section II.

**TABLE I: Sources Of Public Funding**

STATE AND FEDERAL FUNDING	
<i>Funding Source</i>	<i>Description</i>
21 <sup>st</sup> Century Community Learning Centers (CCLC)	The 21st Century Community Learning Centers (CCLC) Program is federally funded and state administered. The program is now a key component of President Bush’s No Child Left Behind Act <sup>1</sup> . The purpose of the 21st CCLC program, as described in federal statute, is to provide opportunities for communities to establish or expand activities that focus on improved academic achievement, enrichment services that reinforce and complement the academic program, and family literacy and related educational development services. This program provides three funding streams that support different activities. These funding streams include: 1) <i>Core grants</i> that establish or expand before- and after-school programs that provide disadvantaged K-12 students (particularly students who attend schools in need of improvement) with academic enrichment opportunities and supportive services to help students meet state and local standards in core content areas, 2) <i>Direct Access grants</i> that provide transportation and address other accessibility issues for students attending current 21st CCLC before- and after-school programs, and 3) <i>Family Literacy grants</i> that provide family literacy services for adult family members of students attending current 21st CCLC programs, based on need.
Supplemental Educational Services (SES)	Supplemental Educational Services is also a federally funded, state administered program. The services are a component of Title I of the Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act and provide additional academic instruction designed to increase the academic achievement of students who attend schools in need of improvement. These services may include academic assistance such as tutoring, remediation, and other educational interventions, provided that such approaches are consistent with the content and instruction used by the local educational agency (LEA) and are aligned with the States academic content standards. Supplemental educational services must be provided outside of the regular school day and must be high quality, research-based, specifically designed to increase student academic achievement, and must offer extra academic assistance for eligible students.
After-school Education and Safety (ASES)Program	After-school Education and Safety (ASES) Program is a state funded program provided by the 2002 voter approved initiative, Proposition 49. This proposition amended California <i>Education Code</i> 8482 to expand and rename the former Before and After-school Learning and Safe Neighborhood Partnerships Program. The ASES Program funds the establishment of local after-school education and enrichment programs. These programs are created through partnerships between schools and local community resources to provide literacy, academic enrichment, and safe, constructive alternatives for students in kindergarten through ninth grade. Funding is designed to: 1) maintain existing before- and after-school program funding, and 2) provide eligibility to all elementary and middle schools that submit quality applications throughout California.
Child Development Center (CDC)Child Care Program	The CDC Child Care Program is a state funded service provided to individual cities by the California Department of Education through a California Center (CCTR) based contract grant program. The program is administered by Cities School District Child Development Divisions and funds child care services for school age children at child development centers that are located on school sites. Families are required to pay fees, determined by a sliding scale based on family size and income, for these services. Exclusions for payment are made for Child Protective Services referrals.

**TABLE I: Sources Of Public Funding (Continued)**

CITY FUNDING	
<i>Funding Source</i>	<i>Description</i>
OFCY/Measure K	The Oakland Fund for Children and Youth (OFCY)/Measure K was established in November 1996. The OFCY is administered by the City of Oakland. It has a twelve-year lifespan, and represents a long-term commitment to support the development of a network of integrated services for children and youth in Oakland. Since its inception in 1996, OFCY has funded comprehensive, community- and school-based after-school programs for children and youth. In 2004, OFCY launched a two-year After-School Initiative (ASI) in partnership with OUSD that provides funding for after-school programs in under-performing schools. This partnership ensured that children would receive comprehensive services, including academic support, enrichment and recreational activities.
Measure Y: The Violence Prevention and Public Safety Act of 2004 (VPPSA)	On November 2, 2004, Oakland voters passed Measure Y, the Violence Prevention and Public Safety Act of 2004. Under Measure Y voters approved a new parcel tax, along with a parking surcharge on parking in commercial lots, in order to support a variety of programming to increase public safety and to dramatically reduce violence among young people. To this end, VPPSA funding is allocated toward specific best practice strategies that intervene with target populations most at risk for being perpetrators or victims of violence in order to reduce violence. One of the program areas funded through the act is after-school for At-Risk Youth; VPPSA funds are allocated to provide after-school programs for children and youth living in neighborhoods with the highest incidences of violent crime in Oakland.
The City of Oakland General Fund: Oakland Public Library & Oakland Parks and Recreation	Portions of The City of Oakland’s General Fund, allocated to Oakland Public Library and Oakland Parks and Recreation, support after-school programs provided at their sites. Comprehensive after-school at OPL is the PASS! Program; OPR provides comprehensive after-school through the Passport Program.

Distribution of Funding Citywide

This section provides a snapshot of the public dollars that Oakland has and will receive for after-school programming. This section shows where these dollars have been, and will be spent across the city over time.<sup>6</sup> After-School investments by funding source are presented here for each of the seven Oakland City Council Districts.

Table II below shows after-school investment within the City of Oakland for the 2004-2005 school year. As shown, over 17 million dollars were secured and spent on subsidized after-school programs in the City of Oakland during 2004-2005. Funding was distributed over the seven council districts. Districts received between \$1.8 and \$3.1 million.

<sup>6</sup> Funding levels that appear in the tables below reflect investment from public sources and do not include in-kind support and/or dollars generated by community-based development efforts.



**TABLE II: Oakland Public After-school Dollars 2004-2005**

FUND	City Council District							TOTAL
	1	2	3	4	5	6	7	
21 <sup>st</sup> CCLC	\$426,440	\$426,440	\$703,360	\$666,960	\$408,240	\$306,180	\$306,180	<b>\$3,243,800</b>
ASES	\$0	\$255,706	\$74,700	\$0	\$0	\$0	\$0	<b>\$330,406</b>
CDC <sup>7</sup>	\$1,993,581	\$1,645,053	\$613,410	\$1,038,614	\$947,997	\$1,498,671	\$1,303,495	<b>\$9,040,821</b>
OFCY asi	\$306,915	\$444,712	\$966,915	\$650,000	\$387,500	\$175,000	\$288,000	<b>\$4,284,932</b>
OFCY *	\$52,305	\$249,900	\$352,974	\$44,623	\$39,515	\$179,058	\$147,515	
OPR (PP)	\$33,736	\$33,736	\$0	\$16,868	\$33,736	\$16,868	\$16,868	<b>\$151,812</b>
OPL Pass	\$58,000	\$29,000	\$29,000	\$29,000	\$29,000	\$29,000	\$29,000	<b>\$232,000</b>
<b>Total</b>	<b>\$2,870,977</b>	<b>\$3,084,547</b>	<b>\$2,740,359</b>	<b>\$2,446,065</b>	<b>\$1,845,988</b>	<b>\$2,204,777</b>	<b>\$2,091,058</b>	<b>\$17,283,771</b>
% of all	17%	18%	16%	14%	11%	13%	12%	100%

\* OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites. All funding information was provided by the respective representative agency.

Table III below shows after-school funding in Oakland for the 2005-2006 school year and follows the same format as Table II, above.

**TABLE III: Oakland Public After-school Dollars 2005-2006**

FUND	City Council District							TOTAL
	1	2	3	4	5	6	7	
21 <sup>st</sup> CCLC	\$380,324	\$380,324	\$833,071	\$637,486	\$583,488	\$452,243	\$476,657	<b>\$3,743,593</b>
ASES	\$0	\$265,760	\$97,051	\$0	\$0	\$0	\$0	<b>\$362,811</b>
CDC *	\$1,714,759	\$1,435,936	\$487,939	\$1,010,732	\$822,527	\$1,526,553	\$996,791	<b>\$7,995,237</b>
OFCY asi	\$296,545	\$655,887	\$749,547	\$650,000	\$272,500	\$175,000	\$386,696	<b>\$3,186,175</b>
OFCY **	\$16,935	\$63,726	\$429,164	\$30,520	\$154,772	\$278,607	\$282,813	<b>\$1,256,537</b>
OPR Passport	\$33,736	\$33,736	\$0	\$16,868	\$33,736	\$16,868	\$16,868	<b>\$151,812</b>
OPL Pass	\$50,000	\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000	<b>\$150,000</b>
<b>Total</b>	<b>\$2,492,299</b>	<b>\$2,860,369</b>	<b>\$2,596,772</b>	<b>\$2,370,606</b>	<b>\$1,892,023</b>	<b>\$2,449,271</b>	<b>\$2,184,825</b>	<b>\$16,846,165</b>
% of all	15%	17%	15%	14%	11%	15%	13%	100%

\*CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. \*\*OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites. All funding information was provided by the respective representative agency.

<sup>7</sup> CDC information in TABLES II, III, and IV was calculated based upon a formula utilized by OUSD to estimate cost per child. The total dollars per child reported by OUSD was multiplied by the total number of children enrolled for School Age Care. Children do not attend each site for the same number of hours, so dollar values may vary with the actual site data. In addition, it was impossible to determine what number of days students attended programs, so dollars represent the cost for the entire year.

Table III, the 2005-2006 funding table shows that the total dollars provided for after-school service in Oakland was just under \$17 million.

Table IV shows the projected funding from public fund sources for the 2006-2007 school year. It too follows the same format as the previously presented funding tables.

**TABLE IV: Oakland Public After-school Dollars 2006-2007**

FUND	City Council District							TOTAL
	1	2	3	4	5	6	7	
21 <sup>st</sup> CCLC	\$380,324	\$380,324	\$833,071	\$637,486	\$583,488	\$452,243	\$476,657	<b>\$3,743,593</b>
ASES	\$0	\$265,760	\$97,051	\$0	\$0	\$0	\$0	<b>\$362,811</b>
CDC *	\$1,714,759	\$1,435,936	\$487,939	\$1,010,732	\$822,527	\$1,526,553	\$996,791	<b>\$7,995,237</b>
OFCY	\$752,125	\$667,959	\$1,079,368	\$575,000	\$763,508	\$850,750	\$799,778	<b>\$5,488,488</b>
OPR (PP)	\$33,736	\$33,736	\$0	\$16,868	\$33,736	\$16,868	\$16,868	<b>\$151,812</b>
OPL Pass	\$50,000	\$25,000	\$0	\$25,000	\$25,000	\$0	\$25,000	<b>\$150,000</b>
<b>TOTAL</b>	<b>\$2,930,944</b>	<b>\$2,808,715</b>	<b>\$2,497,429</b>	<b>\$2,265,086</b>	<b>\$2,228,259</b>	<b>\$2,846,414</b>	<b>\$2,315,094</b>	<b>\$17,891,941</b>
% of all	16%	16%	14%	13%	12%	16%	13%	100%

\* CDC information from 2005-2006 was utilized as a predictor of funding for 2006-2007. All funding information was provided by the respective representative agency.

As demonstrated in the above tables, funding for after-school since the 2004-2005 school year has increased by \$600,000. The total allocation projected for 2006-2007 is just under 18 million dollars. Further, research and evaluation of the three years of funding analysis reveals a trend towards distribution of total after-school funding citywide.

**ENROLLMENT LANDSCAPE**

This section provides information by city council district on the following: 1) the city's public school enrollment and distribution of students, 2) the city's after-school enrollment and distribution of students, 3) the proportions of public school enrollment served in after-school, and 4) demographic distribution of students.

*Public School Enrollment and Distribution*

A discussion of overall public school enrollment is presented in this section to facilitate analysis of current after-school participants. Public school enrollment is defined as students enrolled in Oakland Unified School District as well as Oakland's 26 charter schools. During the 2005-2006 school year a total of 48,135 students were enrolled in OUSD and a total of 6,668 students were enrolled in Oakland charter schools. Table V below presents a public school enrollment summary by City Council District. Additionally, the total for each City Council District is shown as a percentage of the public school enrollment for 2005-2006 in Oakland.





**TABLE V: Public School Enrollment 2005-2006: OUSD & Charter Schools**

	City Council District							
	1	2	3	4	5	6	7	TOTAL
<b>Enrollment</b>	5383	5642	5988	6525	6332	9207	9058	48,135
<b>% of Public Enrollment</b>	<b>11%</b>	<b>12%</b>	<b>12%</b>	<b>14%</b>	<b>13%</b>	<b>19%</b>	<b>19%</b>	<b>100%</b>

As the above table illustrates, student enrollment in Council Districts six and seven is significantly higher than in other areas of the city, with both districts' populations over 9,000 students. Enrollments increase slightly across Council Districts one, two, and three, but remain in each of those districts between 11% and 12% of the overall enrollment total. Council Districts four and five have slightly higher enrollments than one, two and three.

After-School Enrollment 2005-06<sup>8</sup>

After-School enrollment for 2005-2006 is shown below in Table VI and is listed for each City Council District. The bottom row of the table shows the number of students served in after-school, by area, as a percentage of the city's after-school enrollment for the year.

**TABLE VI: After-School Enrollment 2005-2006**

	City Council District								
	1	2	3	4	5	6	7	unknown	TOTAL
<b>Served in After-School</b>	972	1528	2557	1444	1715	1633	2053	222	12,124
<b>% of Total After-School</b>	<b>8%</b>	<b>13%</b>	<b>21%</b>	<b>12%</b>	<b>14%</b>	<b>13%</b>	<b>17%</b>	<b>2%</b>	<b>100%</b>

As the above table shows, District three has the greatest proportion of after-school enrollment in the city, followed by Districts seven and five.

Proportions of Public School Enrollment Served in After-School

During the 2005-2006 school year, 25% of Oakland public school students were enrolled in publicly-funded, comprehensive after-school programs. The citywide summary of the proportion of enrollment in each City Council District is presented below in Table VII.

<sup>8</sup> After-School enrollment data was provided by OUSD Research Assessment and Accountability office, OPR, OPL OUSD CDC, and OFCY.



**TABLE VII: Proportion of Enrollment Served in After-School 2005-2006**

	City Council District							
	1	2	3	4	5	6	7	TOTAL
<b>Public Enrollment</b>	5383	5642	5988	6525	6332	9207	9058	48,135
<b>After-School Enrollment</b>	972	1528	2557	1444	1715	1633	2053	12,124
<b>% of Public Enrollment</b>	<b>18%</b>	<b>27%</b>	<b>43%</b>	<b>22%</b>	<b>27%</b>	<b>18%</b>	<b>23%</b>	<b>25%</b>

District three enrolled 43%, the greatest proportion of its public school students, in after-school programs during 2005-2006. In comparison, the other council districts enrolled between 18% - 27%, with districts one and six enrolling the smallest portion of their students.

Public School and After-School Demographic Distribution of Students

Demographic information is presented to provide greater detail regarding the public school population enrolled in after-school programs in Oakland in 2005-2006. Demographics are broken down by three characteristics: ethnicity, grade level, and eligibility for Free or Reduced Price Meals Program (FRPM).<sup>9</sup>

Ethnicity

Table VIII below provides: 1) the number of students by ethnicity enrolled in public school, 2) the number of students by ethnicity enrolled in after-school, and 3) the percent of public school students of each ethnicity served in after-school (see Appendix A for more information on ethnicity).

**TABLE VIII: Oakland Public School & After-School Enrollment by Ethnicity, 2005-2006**

Ethnicity	Public School Enrolled	After-School Enrolled	% of Public Enrolled
<b>AA</b>	19,193	5,764	30%
<b>AS</b>	8,072	1,829	23%
<b>C</b>	2,872	214	7%
<b>L</b>	16,849	3,694	22%
<b>NA</b>	210	153	73%
<b>O</b>	939	248	26%
<b>Total*</b>	48,135	12,124	25%

\* The After-School enrollment total includes 222 students whose ethnicity and city council district were unable to be determined.

<sup>9</sup> Title I is a federal assistance program that provides funding to schools and school districts that have high concentrations of students that are designated low-income.

Information included in Table VIII is not presented for proportional comparison of after-school enrollment among ethnic groups; rather, it is shown to provide an overview of the population. For example, the table reports that 30% of OUSD's African American students are enrolled in after-school and 23% of OUSD's Asian American students are enrolled in after-school.

Grade Level

Table IX below provides Oakland's after-school enrollment by grade level.

TABLE IX: Oakland Public School & After-School Enrollment by Grade, 2005-2006														
Gd*	K(5)	1(6)	2(7)	3(8)	4(9)	5(10)	6(11)	7(12)	8(13)	9(14)	10(15)	11(16)	12(17)	UK
Pub	4321	4090	4126	3877	3768	3758	3876	3750	3441	4291	3684	2694	2350	109
AS	551	787	1038	1135	1219	1305	1528	1285	1073	484	542	503	379	568
%	13%	19%	25%	29%	32%	35%	39%	34%	31%	11%	15%	19%	16%	-

\* Age is represented in parentheses next to the grade where that age was included with the information for grade. CDE datafile for Pub S enrollment. OFCY and OUSD RAA data provided After-S numbers.

As evidenced in the grade level table, the bulk of after-school service is provided to students in grades 4 - 8. Kindergarten and 9th grade have the lowest level of enrollment, with high school grade level enrollment significantly lower than elementary or middle school enrollment (see Appendix B for more information on grade level).

Free or Reduced Priced Meals

TABLE X: Public Enrollment in Free or Reduced Priced Meals Program (FRPM)		
OUSD School Enrollment FRPM <sup>10</sup>	% of total FRPM students Enrolled in AS	FRPM Students Enrolled in AS
32,839 - 60% of OUSD total	22% of FRPM total	7,330 - 76% of AS total

\*FRPM data provides information on every student that was active in OUSD at any point in 05-06. FRPM information was unavailable for 2507 OFCY students enrolled in community based after-school programs.

Sixty percent of OUSD total student enrollment throughout the 2005-06 school year were recipients of the national Free or Reduced Priced Meals Program. Twenty-two percent of these students (7,330) were also served by comprehensive public, site-based after school programs. Out of the entire public, site-based, after-school enrollment population, 76% were FRPM recipients.

Further discussion of these demographics is provided in the Needs Assessment and District Summaries sections.

Summary of Landscape

The after-school landscape presents a comprehensive view of the current after-school service in Oakland. To summarize:

- Publicly funded after-school programs succeeded in serving 25% of the entire public school student enrollment (including charter schools) in 2005-2006.
- The public school enrollment in 2005-2006 was 48,135 students, and after-school was provided for 12,124 of those students.
- There were over \$16.8 million dollars allocated to provide this after-school service citywide.
- The average cost per student per day for the city was \$8.42. As the information will illustrate in the needs assessment section, proportions of dollars and student engagement vary citywide and begin to reveal gaps in resources and service.



<sup>10</sup> Title I public enrollment does not include charter school students and does include all students enrolled in OUSD at some point during the school year.



The information detailed above points to the success of the City's partnerships in providing after-school programming in each of its seven council districts. Now that Oakland's current service landscape has been clearly defined it is important to understand the different levels of need for after-school programming throughout the City. Identifying the different degrees of need in each district will inform the analysis presented in this plan to aid the City in focusing its expansion efforts where they are most needed.

This report examines current research on after-school program impact to determine what issues and needs were successfully addressed in the after-school environment. Based on current research and data regarding after-school outcomes, indicators were chosen to inform the need for after-school in Oakland. Data was collected on each indicator and need was identified on two levels:

- 1) **Community Need**
- 2) **Student Need**

The results of this data analysis were used in determining specific need by City Council District and by student population.

#### 1) *Community Need for After-School*

Indicators used to determine *Community Need for After-School* per council district include: socioeconomic status and environmental stress/safety.

##### Indicator I: Socioeconomic Status

Nineteen percent of Oakland's population lives below the poverty line, 28% of whom are under the age of eighteen (California Budget Project, 2004). It is important to continue to provide and expand subsidized after-school programming to families who may not otherwise benefit from these services. For the purpose of this document, need under this category is determined by the number of students enrolled in schools that receive Title I funding. The purpose of Title I funding is to provide resources to help economically disadvantaged children reach state academic standards. Title I funds flow to states and school districts on a formula basis. The formula takes into account the number of low-income children and the statewide average per pupil expenditures. Resources within the state are targeted for the districts and schools with the greatest need (see Appendix C for more information on Title I eligibility).



<sup>11</sup> Data integration requires the collection of several key indicators and common data elements. Data collected by community based after-school programs funded by OFCY do not include information on the indicators presented in Section III. Thus, the 2507 students that participate in community based programs funded by OFCY in 2005-2006 are not included in the Section III analysis. It is also important to note that no OUSD charter schools currently provide comprehensive after-school programs. After-school data reflecting students enrolled in OUSD charter schools is not included in the analysis.

## Indicator II: Environmental Stress/Safety

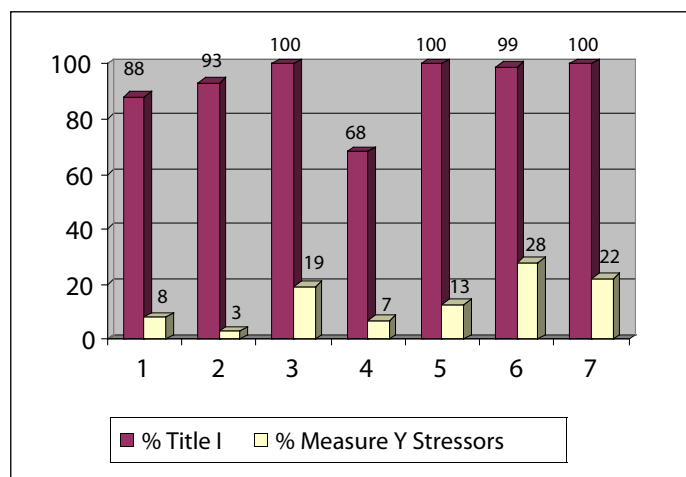
Numerous education campuses, schools, and communities in Oakland are located in neighborhoods with high concentrations of crime and high levels of community “stressors.” Need under this category is identified by City of Oakland Measure Y data, which looks at incidences of arrests, domestic violence calls to the Police Department, child abuse incidence, violent crime, unemployment rates, poverty rates, public assistance recipients, chronic truants, and suspensions for violence at school.<sup>12</sup>

Providing after-school programs for these communities may reduce the impact of crime and environmental stress on students. Historically, evaluations of after-school programs have documented significant positive impact on students’ feelings of safety (Miller, 2003). Oakland’s own 2004-05 city-wide after-school evaluation found that the majority of students’ participating in after-school activities felt safer as a result of attending their programs. Further, students that participate in after-school programs frequently report that their programs have helped them stay out of trouble (Grossman et.al, 2001).

### Community Need Data Analysis

Figure 1 below illustrates the percentage of OUSD student enrollment in Title I schools within each city council district and the percentage of total Measure Y community stressors identified within each city council district.

FIGURE I: Community Need Summary Chart



The above indicators identify four city council districts that are most in need of community resources for after-school: districts three, five, six, and seven. These Districts have the highest levels of socioeconomic need; almost 100% of students in these areas are enrolled in Title I schools. The federal government determines high need schools to be those that enroll 75% of students who qualify to receive Title I funding. By the federal standard, all city council districts, outside of district four, fall into the high need category. Clearly, the highest need Districts in Oakland are Districts three, five, six and seven, where 100% of students, or just under that amount, attend schools that qualified for federal assistance in 2005-2006.

<sup>12</sup> Measure Y, the Violence Prevention and Public Safety Act (VPPSA) of 2004 allocates new parcel tax and parking surcharge from commercial lots, support fire safety, policy services, and targeted violence prevention programs. The goal of the Violence Prevention and Public Safety Act is to increase public safety and to dramatically reduce violence among young people. In 2006, approximately \$6 million of the \$19 Millions generated by Measure Y revenues, are targeted for programs for young people. These efforts are being jointly administered by the City of Oakland’s Department of Human Services and the Community and Economic Development Agency.

A closer examination of the data shows district six at the top of the highest need list with over 10,000 students enrolled in schools with Title I support. District seven remains close to the top, with 8,239 students in low-income/Title I designated schools.<sup>13</sup>

These districts also have high levels of community stress and violence. The City of Oakland Measure Y Data shows that Council Districts three, five, six and seven contain the largest number of police beats that have been identified as having high incidences of juvenile and adult arrests, domestic violence, child abuse and violent crime (further information on Measure Y stressors by City Council District is provided in Appendix D).

From the intersection of this data, one can infer that districts three, five, six and seven are targets for expanded community resources for after-school.

### Need for Student Support in After-School

Indicators of *Student Need for Support in After-School* were determined based on levels of student engagement measured through student absences, suspensions, and test scores (please note that charter school data is not available for these indicators). Students were further placed in two categories of need – “High Need Students” and “Highest Need Students,” depending on their level of disconnectedness with school.

The information provided in section three so far establishes a geographic focus for expanded after-school programming in Oakland. The next analysis incorporates data on student engagement. As mentioned earlier, Oakland’s youth are disconnected from school at rates higher than youth from other urban areas in the United States (Fogg, Harrington, and McCabe, 2005). Poor school engagement is likely a result of many factors, including students’ ability to perform academic tasks. Without these skills a cyclical downward spiral occurs in which students’ lack of ability lowers their motivation for learning; consequently, their success decreases, and they become less connected to school. As a result, these students become more likely to engage in misbehavior and less likely to stay in school (Levin & Shanken-Kaye, 2001).

Oakland public school student data illustrates the strong relationship between attendance and performance (see Appendix E). From this data it becomes evident that the more frequently students attend school, the better they perform on academic achievement tests. For example, 19.7 % of students with the lowest absence rate scored “Advanced” in Math versus 1.0% of students with the highest rate of absence. Given this information, attendance data has been selected as one indicator of need for student engagement. Attendance and suspension data alone initially identify that City Council Districts three, six, and seven have a higher need than other areas for student engagement in school (see Appendix F for more information on attendance and suspension data).

Measures of student attendance in correlation with levels of student academic performance data identify a very specific target population in Oakland that would most benefit from after-school service. Research has shown that after-school programs can reengage youth in school. Obviously, students that are not in school are not able to receive programming that might serve as intervention to increase their academic success. Students that participate in after-school activities report that the programs have increased their ability to learn and succeed academically (Birkby & Illback, 2002; Bissell, Dugan, Ford-Johnson, & Jones, 2002; Pechman & Suh, 2003).

<sup>13</sup> The number of active students enrolled in OUSD varies throughout the year. The Title I student enrollment is a cumulative count of students enrolled throughout the 2005-2006 school year. CBED’s enrollment data provides a snapshot of enrollment in October 2005.

Further, after-school programming has been demonstrated to have a positive impact on school day attendance (Baker & Witt, 1996; Foley & Eddins, 2000; Anderson-Butcher, 2002; Oyserman, Terry & Bybee, 2002). The need formulas, described below, therefore incorporate unexcused absences, suspensions, absences due to disciplinary hearing, and academic performance to identify the target student population for engagement.

### Target Population Need Formula

The formula appearing below utilizes individual student school engagement data to determine the number of students in “high need” and in “highest need” of after-school programming.

**High Need:** Student had 2 or more of the following during the school year:

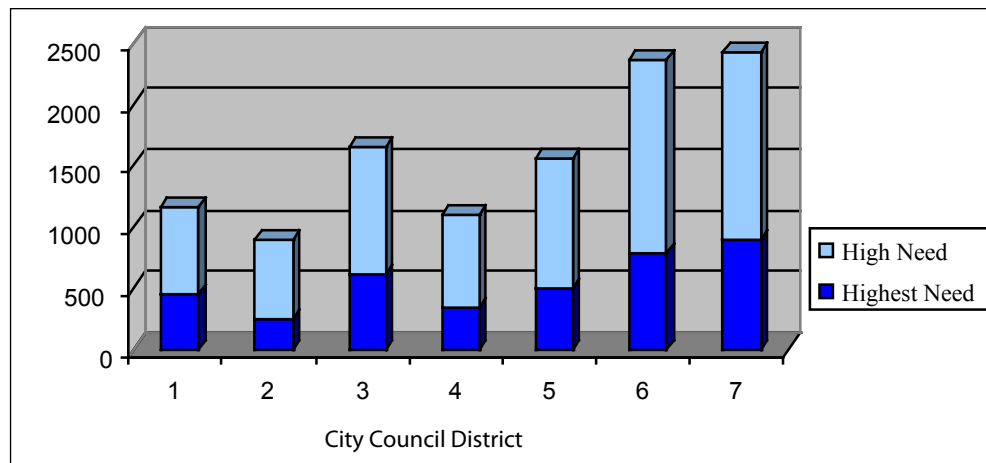
- Two or more suspension incidences,
- Recommendation for expulsion,<sup>14</sup>
- five or more unexcused absences,
- scored below or far below basic in Math,
- scored below or far below basic in English Language Arts.

**Highest Need:** Student had 2 or more of the following during the school year:

- Two or more suspension incidences,
- Recommendation for expulsion,
- 10 or more unexcused absences,
- Scored far below basic in Math,
- Scored far below basic in English Language Arts.

Figure 2, below, illustrates the number of students with a high-need for school engagement by Oakland City Council District for 2005-2006.

FIGURE II: High and Highest Need Students



As illustrated above, the greatest numbers of students with a high need for engagement in Oakland schools are located in the City Council Districts also identified as having a high need for community resources: Districts three, five, six, and seven.

<sup>14</sup> Students are recommended for expulsion for acts of misconduct defined by the California Education Code. Students are referred to Disciplinary Hearing Panel for due process administrative hearing. Students may be excluded from school up to 40 school days during the administrative process. Students who are ultimately expelled are excluded from regular education placement for one year or more.

## NEED ANALYSIS: RESOURCES AND STUDENT SUPPORT

This section applies information from the landscape overview and need indicator to analyze after-school across the city in multiple ways, including: funding, enrollment, and service levels within the target population.

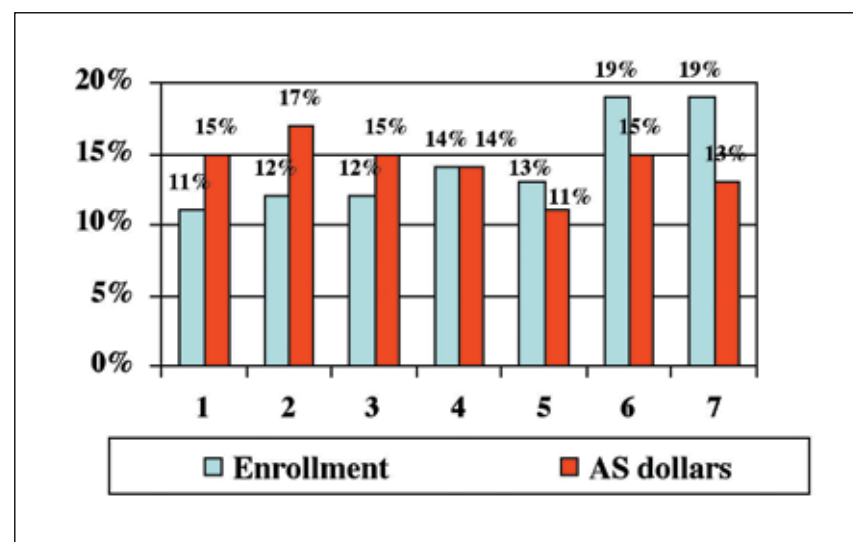
### After-School Resource Allocation and Enrollment in High Need Districts

As mentioned in the Public Funding segment of the second section: The Landscape of Oakland After-School, funding is provided citywide for students in after-school. A look at funding alone illustrates that dollars are distributed evenly for programs; however, student enrollment is not evenly distributed in Oakland. The proportion of public school enrollment compared to the number enrolled in after-school provides an opportunity to evaluate resource distribution citywide.

Public school enrollment data reveals that two of the high need districts, six and seven, have over 2,500 more students than all other districts in the city. Compared to some districts the difference in enrollment reaches over 3,800 students. These two districts, targeted for expanded community resources, have a lesser proportion of funding with respect to their public school enrollment. They each have 19% of the public school students in the city, a combined total of almost 40% of the city enrollment; nonetheless, these districts secured under 30% of the after-school funding that year. Thus, districts six and seven are proportionally under-funded, with respect to their



FIGURE III: Public School Enrollment vs. AS Funding \$\$  
2005-06



In contrast, as illustrated above, districts three and five, the two other high need areas, are more successfully securing a greater proportion of funding. Interestingly, in 2005-2006 these two districts also enrolled a large proportion of their public school population in after-school. For example, the Landscape section shows that district three enrolled 43% of students and district five enrolled 27% of public school students. It is possible that this higher level of after-school enrollment can be attributed to the higher resource allocation in these districts (see Tables II -VI).

Nevertheless, proportional analysis of the funding distribution versus the enrollment distribution shows a great discrepancy in spending per child. Due to the fact that dollars are evenly distributed across the city but public school enrollment is not, spending per child varies by district. For example, district one has the highest average spending per child per day (\$15.54) because it is spent on the least number of students in after-school (972) in a district with the lowest public school enrollment. Districts recommended for continued expansion of community resources have the lowest spending per child per day. Spending per child citywide in 2005-2006 is illustrated below in Table XI.

TABLE XI: Enrollment & After-School Spending Per Child City-Wide 2005-06								
	City Council District							Total
	1	2	3	4	5	6	7	
Public Enrollment	5383	5642	5988	6525	6332	9207	9058	48,135
After-Schl Enrollment	972	1528	2557	1444	1715	1633	2053	12,124
Total	\$2,492,299	\$2,860,369	\$2,596,772	\$2,370,606	\$1,892,023	\$2,449,271	\$2,184,825	\$16,846,165
\$/child/yr	\$2,564	\$1,872	\$1,016	\$1,642	\$1,103	\$1,473	\$1,064	\$1,398
\$/child/day	\$15.54	\$11.35	\$6.16	\$9.95	\$6.69	\$8.93	\$6.45	\$8.42

Total number served includes 222 students with district data unavailable. The daily rate is based upon an after-school year of 165 days. The dollar amount includes CDC dollars that are provided for attendance in the July and August.



### After-School Enrollment and the Target Population

Changing focus from the macro need analysis to the micro student-level need analysis raises the question: Are after-school programs reaching the students in greatest need? Figure IV and Figure V supply an in-depth look at the target population and respective enrollment levels in 2005-2006.

FIGURE IV: High Need Students Enrolled in Publicly Funded After-School Programs  
Citywide 2005 - 2006

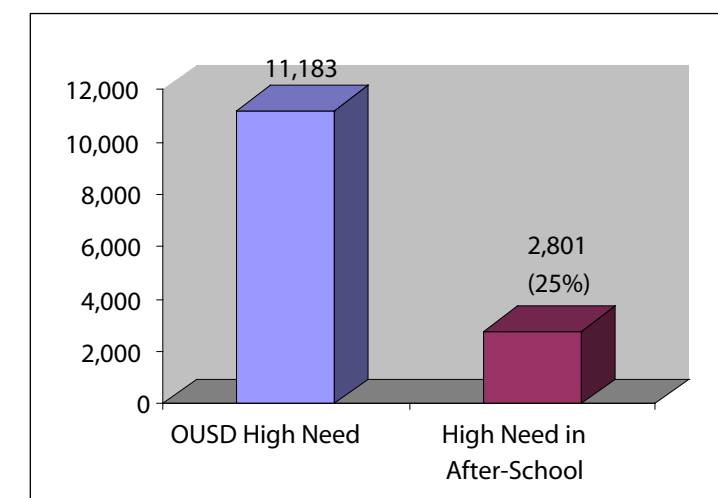
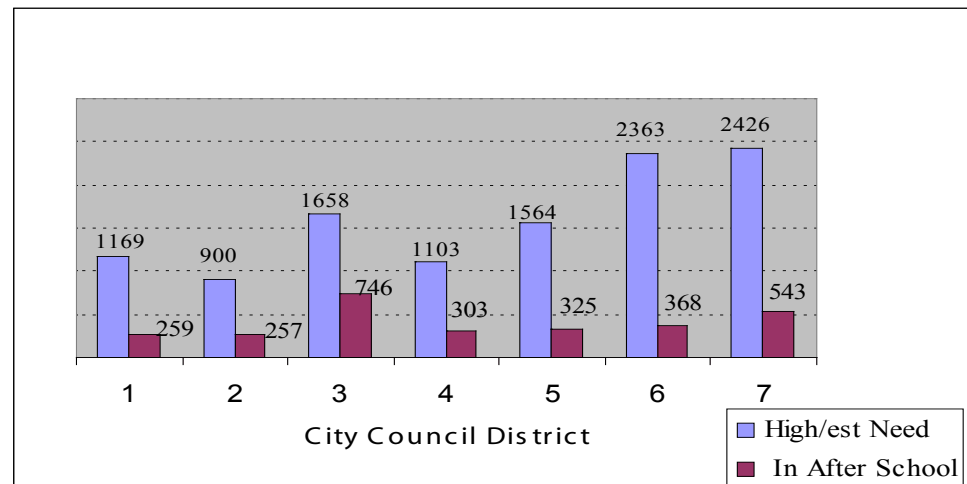


FIGURE V: High Need Students Enrolled in Publicly Funded After-School Programs  
By City Council District 2005 – 2006



The information presented above clearly illustrates the portion of students in need of school engagement and the number participating in after-school in 2005-2006. These figures indicate that all districts are having some success in enrolling high need students in after-school. The total enrollment of high need students in OUSD is 11,183 students. Twenty-five percent of these students are enrolled in after-school (2801 students). District three has the greatest success in after-school enrollment of high need students, with 45% of its target population represented. All other districts enroll between 16% and 28% of their respective target population in after-school, with district six serving the lowest percentage of its students that fall into the high need category. Table XII shows the percentage of high/est need students in OUSD served in after-school citywide:

TABLE XII: Target Population Enrolled in After-School Citywide								
	City Council District							Total
	1	2	3	4	5	6	7	
% of High/est Need Students Enrolled in After-School	22%	28%	45%	28%	21%	16%	22%	25%

It is clear from this data that more must be done for students with a high need for student engagement, especially in the districts where greater numbers of students with high needs reside. For more detail on the specific needs identified within each area of Oakland refer to the City Council District summary section.



## Current After-School Programming Summary: District 1



Based on the criteria explained in the previous section, City Council **District 1** is not designated an area of Oakland in highest need for additional after-school resources. Though students have a high socio-economic need and 88% of students in the district are enrolled in OUSD schools that are designated Title I, the area is one that is more environmentally safe than other parts of the city.<sup>15</sup> There are a low number of community stressors in the police beats in the district and a lower rate of violent suspensions. Finally, based on the lower numbers of suspensions and lower rates of unexcused absences than other areas of the city, in **District 1** students as a whole are more engaged in school.

Community Resource Need Summary District 1, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	88%	6 <sup>th</sup>
Community Stressors	12	5 <sup>th</sup>
Violent Suspension rate	7.2	4 <sup>th</sup>
Suspension rate	17.63	4 <sup>th</sup>
Absence rate	12.69	4 <sup>th</sup>
<p>■ = Socio-Economic                      ■ = Safety/Violence Prevention                      ■ = School Engagement</p>		

<sup>15</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

Public Enrollment Facts for District 1, 2005-2006	
Public School Enrollment - with charters	5383
Percent of citywide enrollment	11%
Charter Enrollment	707
Percent of citywide charter enrollment	11%

School Numbers in District 1, 2005-2006	
Number of public schools -with charter schools	20
Number of charter schools	3
Number of elementary schools - 2 are charter schools	13
Number of middle schools - 1 is charter school	4

After-school enrollment in **District 1** is the lowest out of seven overall. Fifteen public, comprehensive programs served a total of 972 students in 2005-2006. In other words, 14% of all programs in the city served 80% of the city's after-school enrollment. After-school programs in 2005-2006 enrolled 18% of public school students in city council **District 1** during the 2005-2006 school year.

The amount of public dollars provided for after-school in **District 1** ranks third overall out of the seven districts citywide. In 2005-2006, the schools in **District 1** received \$2,492,299 in public funding. Based on the number of students served, this is over \$2,560 a year, and is \$15.54 per day. This amount places **District 1** first in spending per child out of the seven City Council Districts, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city has invested \$2,930,944 in this district for comprehensive after-school.<sup>17</sup>

<sup>16</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>17</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

**District 1** had the lowest OUSD K-12 public school enrollment in the city in 2005-2006. **District 1** students make up only 11% of the overall OUSD student enrollment, with 5,383 students enrolled. This number includes the 707 students enrolled in charter schools. There are 20 schools within this boundary: 13 are elementary schools, four are middle schools, and three are high schools. Two of the elementary schools are charters, and one of the middle schools is a charter school.

After-School Numbers in District 1, 05-06	
Number of District 1 students in comprehensive after-school	972
Percent of citywide comprehensive after-school enrollment served in District 1	8%
Percent of District 1 public school students enrolled in comprehensive after-school	18%
Number of public comprehensive after-school programs in District 1	15
Percent of Oakland public comprehensive after-school programs located in District 1	14%

District 1 Public After-School Dollars, 2005-2006 <sup>16</sup>			
FUND	Oakland TOTAL	District 1	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$380,324	10%
ASES	\$362,811	\$0	0%
CDC	\$7,995,237	\$1,714,759	21%
OFCY ASI	\$3,186,175	\$296,545	9%
OFCY	\$1,256,537	\$16,935	1%
OPR Passport	\$151,812	\$33,736	22%
OPL Pass	\$150,000	\$50,000	33%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,492,299</b>	<b>15%</b>



The enrollment demographic summary for **District 1** analyzes two categories: grade level and ethnicity. The total number of public school students in **District 1** that fall within each demographic category is presented below. Each demographic category was further analyzed to break down the total number of public school students within each demographic category that were served in public, comprehensive after-school programs.

The enrollment comparison for ethnicity in **District 1** is shown for 2005-2006. **Ethnicity** is listed by row in the column on the left as follows: **AA**, African American; **AS**, Asian; **C**, Caucasian; **L**, Latin; **NA**, Native American;

Ethnicity District 1 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 1 Total	Dist 1 AS	% of Dist 1 Total
<b>AA</b>	3243	800	<b>25%</b>
<b>AS</b>	547	32	<b>6%</b>
<b>C</b>	828	23	<b>3%</b>
<b>L</b>	522	68	<b>13%</b>
<b>NA</b>	22	4	<b>18%</b>
<b>O</b>	221	45	<b>20%</b>
<b>Total</b>	<b>5383</b>	<b>972</b>	<b>18%</b>

As the table illustrates, the ethnicity represented by the greatest percent in after-school enrollment occurs within the largest ethnic subgroup, the African American population. Twenty-five percent of the African American students in **District 1** are enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnicity in **District 1**. The greatest ethnicity represented in after-school, beyond students enrolled in the category designated "Other," is the Native American population. Eighteen percent, or almost one fifth of this subgroup is enrolled in after-school.

#### Enrollment by Grade in District 1

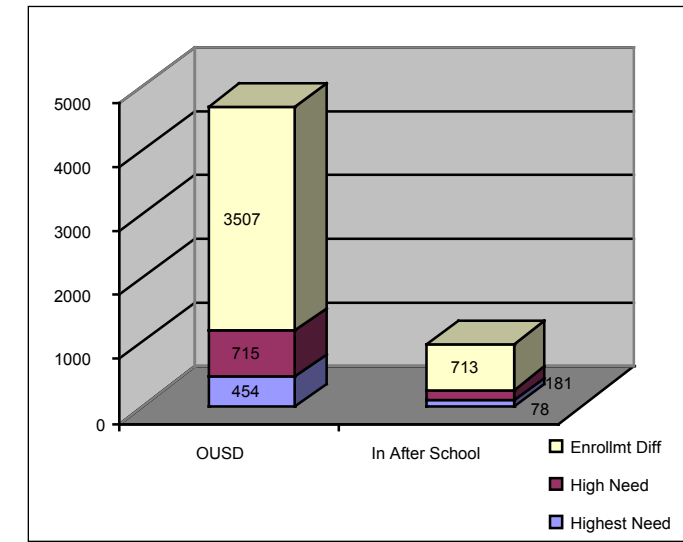
Grade	Dist 1 Total	Dist 1 AS	% of Dist 1 Total
<b>K (5)</b>	542	81	<b>15%</b>
<b>1 (6)</b>	483	95	<b>20%</b>
<b>2 (7)</b>	463	114	<b>25%</b>
<b>3 (8)</b>	422	118	<b>28%</b>
<b>4 (9)</b>	405	91	<b>22%</b>
<b>5 (10)</b>	377	87	<b>23%</b>
<b>6 (11)</b>	279	123	<b>44%</b>
<b>7 (12)</b>	266	141	<b>53%</b>
<b>8 (13)</b>	283	86	<b>30%</b>
<b>9 (14)</b>	635	7	<b>1%</b>
<b>10 (15)</b>	508	9	<b>2%</b>
<b>11 (16)</b>	373	5	<b>1%</b>
<b>12 (17)</b>	347	6	<b>2%</b>
<b>UG/UK</b>	0	9	<b>-</b>
<b>Total</b>	<b>5383</b>	<b>972</b>	<b>18%</b>

The following table shows enrollment by grade for **District 1** compared to the public school enrollment in the city overall. The highest percentage of after-school enrollment is provided to students in sixth, seventh, and eighth grades, serving between 30 and 55% of students. In addition, almost a quarter of students in grades two through five are enrolled in after-school in district one. Grades nine through twelve have a very low percentage of students enrolled in after-school.

<sup>18</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. The data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 76 students in District 1 enrolled in the community-based programs (8% of District 1 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 1**.<sup>18</sup> The target number is based on the formula described in the Citywide Needs Assessment. Also shown is the portion of the target population served in after-school within the district. These numbers are compared to determine level of service.

District 1 High Need Students



#### District 1 Target Population

OUSD Enrollment: **4676**  
 High/est Need: **1169**  
 After-school Enrollment: **972**  
 After-school High/est Need: **259**

#### In City Council District 1:

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the OUSD school enrollment in <b>District 1</b>, how many students fall into the High/Highest need definition? (1169 / 4676)</li> </ul>	<b>25%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the after-school enrollment in <b>District 1</b>, how many students fall into the High/Highest need definition? (259 / 972)</li> </ul>	<b>27%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the High/Highest need students in <b>District 1</b>, how many students are enrolled in public after-school programs? (259 / 1169)</li> </ul>	<b>22%</b>

## Current After-School Programming Summary: District 2

Community Resource Need Summary District 2, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	93%	5 <sup>th</sup>
Community Stressors	5	7 <sup>th</sup>
Violent Suspension rate	2.01	7 <sup>th</sup>
Suspension rate	4.4	7 <sup>th</sup>
Absence rate	8.69	6 <sup>th</sup>

■ = Socio-Economic  
■ = Safety/Violence Prevention  
■ = School Engagement

Based on the criteria laid out in the previous section, City Council **District 2** is not an area of Oakland where students are likely to be in *highest* need for after-school programming. Students do have a high socio-economic need: 93% of OUSD students in **District 2** are enrolled a school that is designated Title I.<sup>19</sup> However, the area is arguably the safest part of the city environmentally, due to the lowest number of community stressors in the police beats in the district and the low rate of violent suspensions. Finally, based on the low numbers of suspensions and unexcused absences in **District 2**, a great proportion of students are engaged in school here.

Public Enrollment Facts for District 2, 2005-2006	
Public School Enrollment - with charters	5642
Percent of citywide enrollment	12%
Charter Enrollment	365
Percent of citywide charter enrollment	5%

School Numbers in District 2, 2005-2006	
Number of public schools -with charter schools	14
Number of charter schools	2
Number of elementary schools - 1 is charter school	9
Number of middle schools - 0 are charter schools	1
Number of high schools - 1 is charter school	4

After-School Numbers in District 2, 2005-06	
Number of District 2 students in comprehensive after-school	1528
Percent of citywide comprehensive after-school enrollment served in District 2	13%
Percent of District 2 public school students enrolled in comprehensive after-school	27%
Number of public comprehensive after-school programs in District 2	14
Percent of Oakland public comprehensive after-school programs located in District 2	13%

**District 2** had the second lowest K-12 public school enrollment in the city in 2005-2006. Enrollment mostly occurs in the primary schools here. **District 2** students make up 12% of the overall public school enrollment, with 5,642 students enrolled in the 14 schools in the area. This includes the 365 students enrolled in **District 2** charter schools.

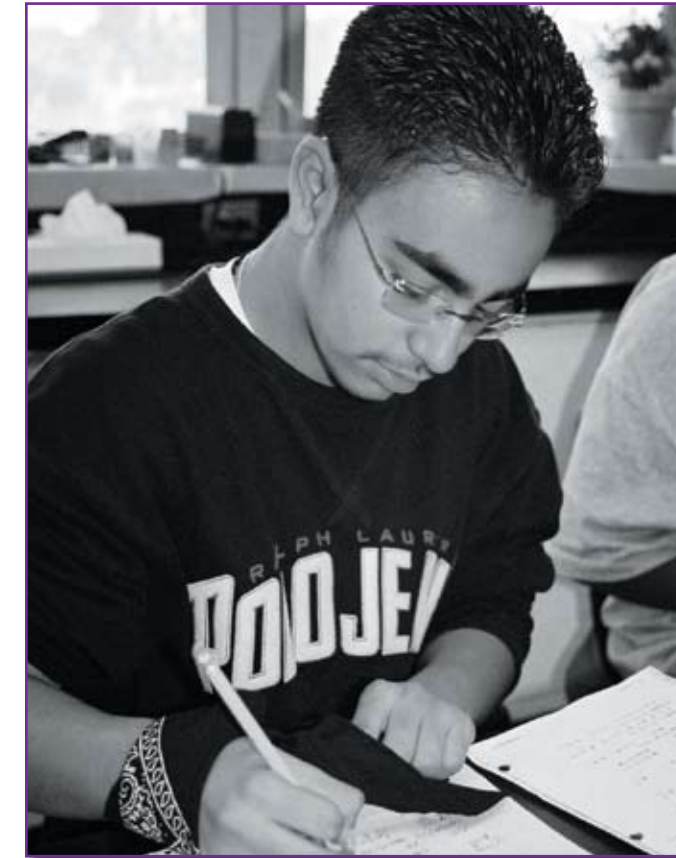
There are nine elementary schools, one middle school, and four high schools. The after-school programs in **District 2** are served by 14 public, comprehensive after-school programs that enrolled a total of 1,528 students in 2005-2006.

After-School enrollment in this district ranks sixth out of the seven districts, supporting 13% of the public, comprehensive after-school programs in Oakland. After-school programs in 2005-2006 enrolled 27% of students in **District 2**.

This district secured the greatest amount of public dollars provided for after-school out of the seven districts citywide. In 2005-2006, the schools in **District 2** received \$2,860,369 in public funding. Based on the number of students served, this amounts to \$1,872 per child for the year, and for 165 days, is \$11.35 per child per day.

<sup>19</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

The amount places **District 2** second in spending per child out of the seven Council Districts in the City, with 17% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest \$2,808,715 in this District for comprehensive after-school.<sup>21</sup>



District 2 Public After-School Dollars, 2005-2006 <sup>20</sup>			
FUND	Oakland TOTAL	District 2	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$380,324	10%
ASES	\$362,811	\$265,760	73%
CDC *	\$7,995,237	\$1,435,936	18%
OFCY asi	\$3,186,175	\$655,887	21%
OFCY **	\$1,256,537	\$63,726	5%
OPR Passport	\$151,812	\$33,736	22%
OPL Pass	\$150,000	\$25,000	17%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,860,369</b>	<b>17%</b>

Enrollment by Grade in District 2			
Grade	Dist 2 Total	Dist 2 AS	% of Dist 2 Total
<b>K (5)</b>	733	87	12%
<b>1 (6)</b>	676	110	16%
<b>2 (7)</b>	647	219	34%
<b>3 (8)</b>	626	225	36%
<b>4 (9)</b>	650	248	38%
<b>5 (10)</b>	639	235	37%
<b>6 (11)</b>	334	155	46%
<b>7 (12)</b>	326	93	29%
<b>8 (13)</b>	305	96	31%
<b>9 (14)</b>	230	12	5%
<b>10 (15)</b>	199	11	6%
<b>11 (16)</b>	137	15	11%
<b>12 (17)</b>	140	12	9%
<b>UG/UK</b>	0	10	-
<b>Total</b>	5642	1528	27%

The enrollment demographic summary for **District 2** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

The Enrollment by Grade in **District 2** table illustrates that a large percentage of after-school enrollment is represented from grades two through eight, with 46%, the greatest proportion, served in sixth grade. The lowest enrollment is in the high schools, where 11% or less are enrolled.

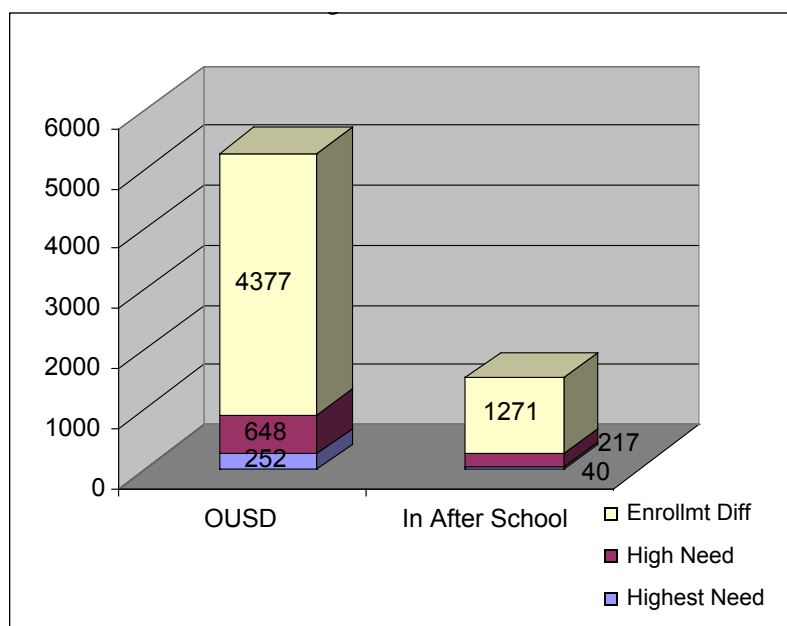
<sup>20</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>21</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The highest ethnic group served in After-school programs were Asian-Americans, with 34% of students enrolled. African-American and Latino student populations each comprised 24% of after-school services.

Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 2**.<sup>22</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in After-School within the district. These numbers are compared to determine level of service.

District 2 High Need Students



Ethnicity	Dist 2 Total	Dist 2 AS	% of Dist 2 Total
AA	1259	302	24%
AS	2249	759	34%
C	224	22	10%
L	1717	409	24%
NA	4	17	425%
O	189	19	10%

**District 2 Target Population**

OUSD Enrollment: **5277**  
 High/est Need: **900**  
 After-School Enrollment: **1528**  
 After-School High/est Need: **257**

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 2</b>, how many students fall into the High/Highest need definition? (900 / 5277)</li> </ul>	<b>17%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 2</b>, how many students fall into the High/Highest need definition? (257 / 1528)</li> </ul>	<b>17%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 2</b>, how many students are enrolled in public after-school programs? (257 / 900)</li> </ul>	<b>29%</b>

<sup>22</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

**Current After-School Programming Summary: District 3**

Based on the criteria explained in the previous section, City Council **District 3** is an area of Oakland where students are likely to be in high need for after-school programming. **District 3** represents a significant population of children and youth, many who live under poor socioeconomic conditions. One hundred percent of students enrolled in the OUSD schools in **District 3** attend schools designated as Title I.<sup>23</sup> The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district houses the police beats with the third highest number of community stressors in the city of Oakland. Finally, **District 3** has the highest suspension and absence rates, indicating an increased need for school engagement in this area of Oakland.

INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	100%	1 <sup>st</sup>
Community Stressors	27	3 <sup>rd</sup>
Violent Suspension rate	10.52	1 <sup>st</sup>
Suspension rate	26.25	1 <sup>st</sup>
Absence rate	22.3	1 <sup>st</sup>

■ = Socioeconomic Level  
■ = Safety/Violence Prevention  
■ = School Engagement



<sup>23</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

Public Enrollment Facts for District 3, 2005-06	
Public School Enrollment - with charters	5,988
Percent of citywide enrollment	12%
Charter Enrollment	1,192
Percent of citywide charter enrollment	18%

School Numbers in District 3, 2005-06	
Number of public schools -with charter schools	19
Number of charter schools	5
Number of elementary schools - 1 is charter school	5
Number of middle schools - 2 are charter schools	7
Number of high schools - 2 are charter schools	7

The development of after-school programs in **District 3** has accelerated in recent years, producing 19 public, comprehensive programs that served a total of 2,557 students in 2005-2006. After-school enrollment in this district ranks first out of the seven districts, supporting 21% of the public, comprehensive after-school programs in Oakland. Notably, after-school programs in 2005-2006 enrolled 43% of students in City Council **District 3**.

District 3 Public After-School Dollars, 2005-06 <sup>24</sup>			
FUND	Oakland TOTAL	District 3	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$833,071	22%
ASES	\$362,811	\$97,051	27%
CDC	\$7,995,237	\$487,939	6%
OFCY asi	\$3,186,175	\$749,547	24%
OFCY	\$1,256,537	\$429,164	34%
OPR Passport	\$151,812	\$0	0%
OPL Pass	\$150,000	\$0	0%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,596,772</b>	<b>15%</b>

<sup>24</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>25</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

**District 3** had the fifth highest K-12 public school enrollment in the city in 2005-2006. This enrollment was fairly evenly distributed across the primary schools, with a greater number of students enrolled in secondary schools. **District 3** students make up 12% of the overall public school enrollment, with just under 6,000 students enrolled in 19 schools in the area. This includes the 1,192 students enrolled in **District 3** charter schools. There are five elementary schools, seven middle schools, and seven high schools.

After-School Numbers in District 3, 2005-06	
Number of District 3 students in comprehensive after-school	2,557
Percent of citywide comprehensive after-school enrollment served in District 3	21%
Percent of District 3 public school students enrolled in comprehensive after-school	43%
Number of public comprehensive after-school programs in District 3	19

The amount of public dollars provided for after-school in **District 3** is second overall out of the seven Districts Citywide. In 2005-2006, the schools in the District received \$2,596,772 in public funding. Based on the number of students served, this is \$1,016 dollars per child for the year, and for 165 days, is only \$6.16 per child per day. Due to the high numbers of after-school students enrolled, this amount indicates that **District 3** has the lowest in spending per child out of the seven city council districts in the city, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest \$2,497,429 in this District for comprehensive after-school.<sup>25</sup>

The enrollment demographic summary for **District 3** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

Enrollment by Grade in District 3			
Grade	Dist 3 Total	Dist 3 AS	% of Dist 3
<b>K (5)</b>	249	54	<b>22%</b>
<b>1 (6)</b>	271	119	<b>44%</b>
<b>2 (7)</b>	254	125	<b>49%</b>
<b>3 (8)</b>	262	126	<b>48%</b>
<b>4 (9)</b>	232	105	<b>45%</b>
<b>5 (10)</b>	264	98	<b>37%</b>
<b>6 (11)</b>	713	261	<b>37%</b>
<b>7 (12)</b>	653	247	<b>38%</b>
<b>8 (13)</b>	447	184	<b>41%</b>
<b>9 (14)</b>	970	323	<b>33%</b>
<b>10 (15)</b>	708	330	<b>47%</b>
<b>11 (16)</b>	511	323	<b>63%</b>
<b>12 (17)</b>	345	247	<b>72%</b>
<b>UG/UK</b>	109	15	<b>14%</b>
<b>Total</b>	<b>5988</b>	<b>2557</b>	<b>43%</b>

Ethnicity District 3 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 3 Total	Dist 3 AS	% of Dist 3 Total
<b>AA</b>	3634	1796	<b>49%</b>
<b>AS</b>	677	323	<b>48%</b>
<b>C</b>	167	33	<b>20%</b>
<b>L</b>	1341	323	<b>24%</b>
<b>NA</b>	16	3	<b>19%</b>
<b>O</b>	153	79	<b>52%</b>
<b>Total</b>	<b>5988</b>	<b>2557</b>	<b>43%</b>

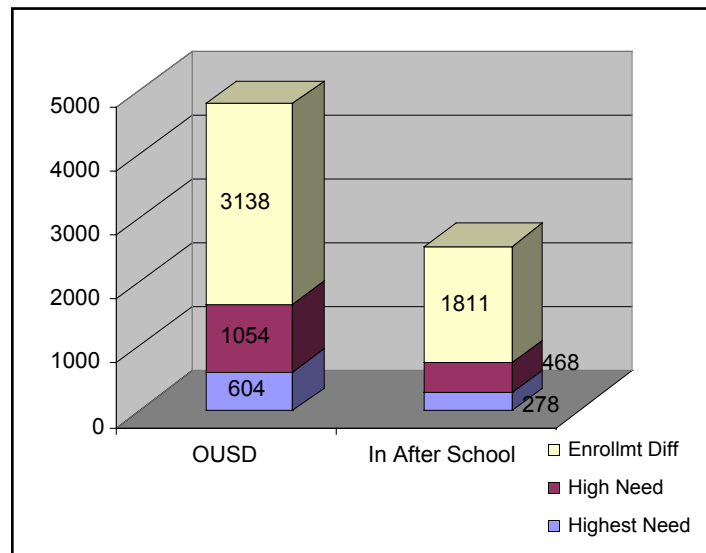
The ethnic group represented by the greatest percentage in after-school enrollment occurs within the largest ethnic subgroup, the African-American population. Forty-nine percent of the African-American students in **District 3** were enrolled in after-school. After-school provides service here for about a fifth or more of the population of every other ethnic group in **District 3**.

The highest percentage of after-school enrollment is represented by the upper grades, eleventh and twelfth, which serve over 60% each of all these students. The remaining enrollment is distributed across all grade levels. The highest enrollments beyond high school are in grades one through four. Kindergarten is served the least in **District 3**, with 22% of students enrolled.



Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 3**.<sup>26</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 3 High Need Students



**District 3 Target Population**

OUSD Enrollment: **4796**  
 High/est Need: **1658**  
 After-School Enrollment: **2557**  
 After-School High/est Need: **746**

**In City Council District 3:**

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 3</b>, how many students fall into the High/Highest need definition? (1658 / 4796)</li> </ul>	<b>35%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 3</b>, how many students fall into the High/Highest need definition? (746 / 2557)</li> </ul>	<b>29%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 3</b>, how many students are enrolled in public after-school programs? (746 / 1658)</li> </ul>	<b>45%</b>

<sup>26</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

**Current After-School Programming Summary: District 4**

Based on the criteria explained in the previous section, City Council **District 4** is not designated an area of Oakland where students are likely to be in highest need for after-school programming. Within the population of **District 4** children and youth some are living under poor socioeconomic conditions and 68% of OUSD students in District 4 are enrolled in a Title I designated school.<sup>27</sup> **District 4** is environmentally safer than other parts of the city due to the low number of community stressors in the police beats. Finally, low suspension and low absence rates indicate an increased need for school engagement in this area of Oakland for only some students.

Community Resource Need Summary District 4, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	68%	7 <sup>th</sup>
Community Stressors	11	6 <sup>th</sup>
Violent Suspension rate	7.1	5 <sup>th</sup>
Suspension rate	12.7	6 <sup>th</sup>
Absence rate	8.94	5 <sup>th</sup>

■ = Socio-Economic  
■ = Safety/Violence Prevention  
■ = School Engagement

Public Enrollment Facts for District 4, 2005-06	
Public School Enrollment - with charters	6525
Percent of citywide enrollment	14%
Charter Enrollment	196
Percent of citywide charter enrollment	3%

School Numbers in District 4, 2005-2006	
Number of public schools -with charter schools	15
Number of charter schools	1
Number of elementary schools - 0 are charter schools	11
Number of middle schools - 1 is charter school	4
Number of high schools - 0 are charter schools	0

After-school programs in **District 4** have produced 13 public, comprehensive programs that served a total of 1,444 students in 2005-2006. After-school enrollment in this District ranks sixth out of the seven districts, supporting 12% of the public comprehensive After-School programs in Oakland. After-School programs in 2005-2006 enrolled 22% of students in that City Council District.

<sup>27</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

**District 4** had a moderate number of K-12 public school student enrollment in Oakland in 2005-2006. This enrollment is fairly evenly distributed between primary schools, with no high schools serving students here. **District 4** students make up 14% of the overall public school enrollment, with 6,525 students enrolled in the 15 schools in the area. This includes the 196 students enrolled in **District 4** charter schools. There are eleven elementary schools, four middle schools, and no high schools.

After-School Numbers in District 4, 2005-06	
Number of District 4 students in comprehensive after-school	1444
Percent of citywide comprehensive after-school enrollment served in District 4	12%
Percent of District 4 public school students enrolled in comprehensive after-school	22%
Number of public comprehensive after-school programs in District 4	13
Percent of Oakland public comprehensive after-school programs located in District 4	12%

The amount of public dollars provided for After-school in **District 4** is fifth overall out of the seven districts citywide. In 2005-2006, the schools in the district received \$2,370,606 in public funding. Based on the number of students served, this is \$1,642 per child for the year, and for 165 days, is \$9.95 per child per day. The amount places this District third in spending per child out of the seven city council districts in the city, with 14% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest \$2,265,086 in this District for comprehensive after-school.<sup>29</sup>

The enrollment demographic summary for **District 4** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

District 4 Public After-School Dollars, 2005-2006 <sup>28</sup>			
FUND	Oakland TOTAL	District 4	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$637,486	17%
ASES	\$362,811	\$0	0%
CDC *	\$7,995,237	\$1,010,732	13%
OFCY asi	\$3,186,175	\$650,000	20%
OFCY **	\$1,256,537	\$30,520	2%
OPR Passport	\$151,812	\$16,868	11%
OPL Pass	\$150,000	\$25,000	17%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,370,606</b>	<b>14%</b>

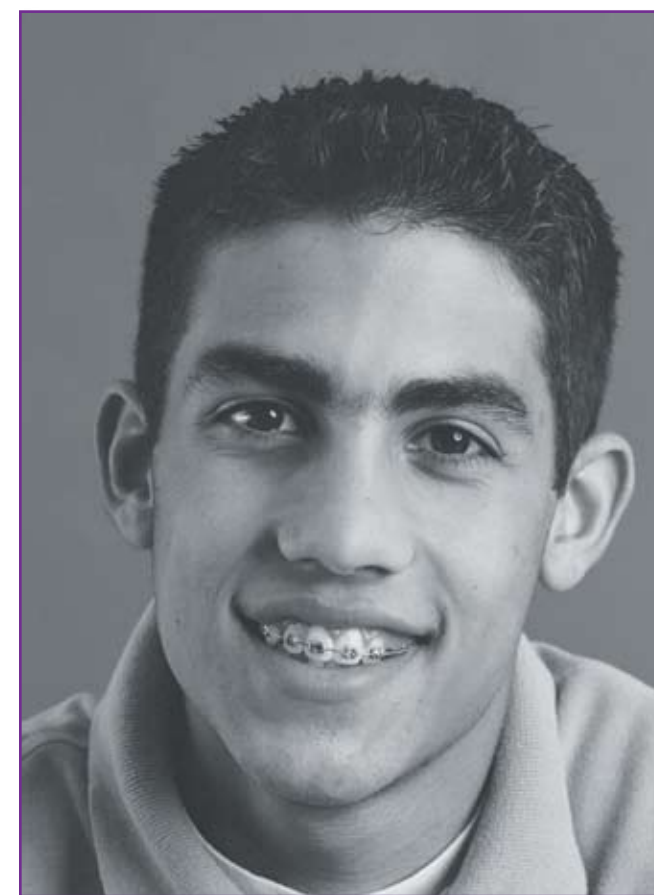
Ethnicity District 4 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 4 Total	Dist 4 AS	% of Dist 4 Total
AA	2249	663	30%
AS	1502	328	22%
C	1180	64	5%
L	1455	368	25%
NA	55	12	22%
O	84	9	11%
<b>Total</b>	<b>6525</b>	<b>1444</b>	<b>22%</b>

The table to the left shows that 30% of the African-American population in **District 4** attended after-school programs during 2005-06 and 25% of the Latino students in **District 4** were enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnic group in **District 4**.

The table to the right highlights the grade level distribution for **District 4** by public school and after-school enrollment. The highest percent of After-School enrollment is represented by grades four and five, representing 40% or more of all students in those grades in after-school. In addition, fewer than 30% of third grade students in **District 4** are enrolled in after-school. The middle grades enrolled under 20% of students in 2005-2006.

Enrollment by Grade in District 4			
Grade	Dist 4 Total	Dist 4 AS	% of Dist 4 Total
K (5)	782	55	7%
1 (6)	611	126	21%
2 (7)	635	148	23%
3 (8)	648	172	27%
4 (9)	586	244	42%
5 (10)	655	259	40%
6 (11)	870	144	17%
7 (12)	884	133	15%
8 (13)	823	144	18%
9 (14)	31	3	10%
10 (15)	No high school in district 4	6	-
11 (16)		6	-
12 (17)		1	-
UG/UK	3	-	-
<b>Total</b>	<b>6525</b>	<b>1444</b>	<b>22%</b>

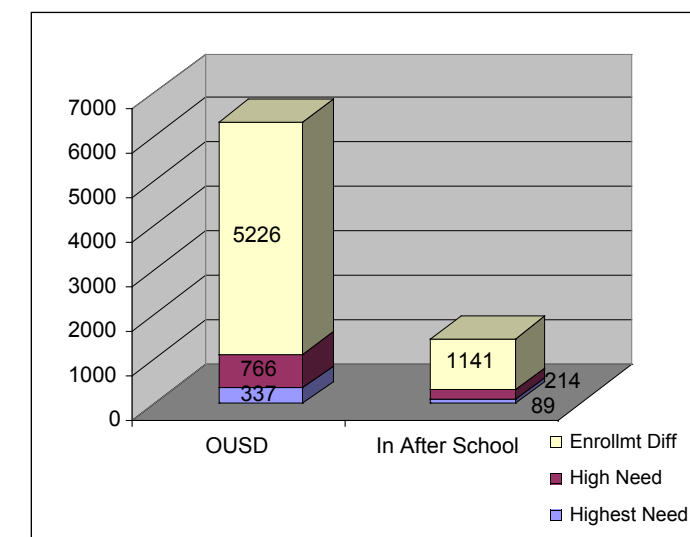
Finally, the Figure below shows the target population of highest need students in OUSD enrolled in **District 4**.<sup>30</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.



In City Council District 4:

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 4</b>, how many students fall into the High/Highest need definition? (1103 / 6329)</li> </ul>	<b>17%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 4</b>: how many students fall into the High/Highest need definition? (303 / 1444)</li> </ul>	<b>21%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 4</b>, how many students are enrolled in public after-school programs? (303 / 1103)</li> </ul>	<b>27%</b>

District 4 High Need Students



District 4 Target Population

OUSD Enrollment: **6329**  
 High/est Need: **1103**  
 After-School Enrollment: **1444**  
 After-School High/est Need: **303**

<sup>28</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>29</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

<sup>30</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

## Current After-School Programming Summary: District 5

Based on the criteria explained in the previous section, city council **District 5** is designated an area of Oakland where students are likely to be in high need for After-School programming. **District 5** represents a significant population of children and youth, many of which living under poor socioeconomic conditions. One hundred percent of OUSD students in **District 5** are enrolled in Title I designated schools.<sup>31</sup> The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district housed the police beats with the fourth greatest number of community stressors in the city of Oakland. Although numbers are lower than other areas, the suspension and absence rates indicate a need for school engagement in this area of Oakland.

Community Resource Need Summary District 5, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	100%	1 <sup>st</sup>
Community Stressors	21	4 <sup>th</sup>
Violent Suspension rate	6.5	6 <sup>th</sup>
Suspension rate	17.02	5 <sup>th</sup>
Absence rate	7.41	7 <sup>th</sup>

■ = Socio-Economic  
■ = Safety/Violence Prevention  
■ = School Engagement

Public Enrollment Facts for District 5, 2005-2006	
Public School Enrollment - with charters	6332
Percent of citywide enrollment	13%
Charter Enrollment	997
Percent of citywide charter enrollment	15%

School Numbers in District 5, 2005-2006	
Number of public schools -with charter schools	19
Number of charter schools	5
Number of elementary schools - 1 is charter school	10
Number of middle schools - 0 are charter schools	3
Number of high schools - 1 is charter school	6

There are 15 public, comprehensive After-School programs that served a total of 1,715 **District 5** students in 2005-2006. After-school enrollment in this district ranks third out of the seven districts, supporting 14% of the public, comprehensive After-School programs in Oakland. After-School programs in 2005-2006 enrolled 27% of students in **District 5**.

<sup>31</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

**District 5** has the fourth highest K-12 public school enrollment in the city in 2005-2006. This enrollment gets increasingly smaller from lower to upper grades. **District 5** students make up 13% of the overall public school enrollment, with 6,332 students enrolled in 19 schools in the area. This includes the 997 students enrolled in **District 5** charter schools. There are ten elementary schools, three middle schools, and six high schools.

After-School Numbers in District 5, 2005-2006	
Number of District 5 students in comprehensive after-school	1715
Percent of citywide comprehensive after-school enrollment served in District 5	14%
Percent of District 5 public school students enrolled in comprehensive after-school	27%
Number of public comprehensive after-school programs in District 5	15
Percent of Oakland public comprehensive after-school programs located in District 5	14%



In 2005-2006, the amount of public dollars provided for after-school in **District 5** ranked lowest overall out of the seven districts citywide. In 2005-2006, the schools in the district received \$2,228,259 in public funding. Based on the number of students served, this amounts to \$1,103 per student per year, and for 165 days, is \$6.69 per child per day. The amount places this district fifth in spending per child out of the seven city council districts, with 11% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest \$2,228,259 in this district for comprehensive after-school.<sup>33</sup>

District 5 Public After-School Dollars, 2005-2006 <sup>32</sup>			
FUND	Oakland TOTAL	District 5	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$583,488	16%
ASES	\$362,811	\$0	0%
CDC *	\$7,995,237	\$822,527	10%
OFCY asi	\$3,186,175	\$272,500	9%
OFCY **	\$1,256,537	\$154,772	12%
OPR Passport	\$151,812	\$33,736	22%
OPL Pass	\$150,000	\$25,000	17%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$1,892,023</b>	<b>11%</b>

<sup>32</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>33</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 5** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

Enrollment by Grade in District 5			
Grade	Dist 5 Total	Dist 5 AS	% of Dist 5 Total
<b>K (5)</b>	609	87	<b>14%</b>
<b>1 (6)</b>	642	110	<b>17%</b>
<b>2 (7)</b>	634	172	<b>27%</b>
<b>3 (8)</b>	588	171	<b>29%</b>
<b>4 (9)</b>	598	220	<b>37%</b>
<b>5 (10)</b>	420	217	<b>52%</b>
<b>6 (11)</b>	436	318	<b>73%</b>
<b>7 (12)</b>	461	233	<b>51%</b>
<b>8 (13)</b>	429	140	<b>33%</b>
<b>9 (14)</b>	460	14	<b>3%</b>
<b>10 (15)</b>	434	11	<b>3%</b>
<b>11 (16)</b>	314	11	<b>4%</b>
<b>12 (17)</b>	307	6	<b>2%</b>
<b>UG/UK</b>	0	5	
<b>Total</b>	6332	1715	<b>27%</b>

The table below shows that 29% percent of the African-American population in **District 5** participated in After-School programs during 2005-06, and the Latino subgroup is represented by 27% in After-School. After-School provides service here for less than a quarter of the population of Asian and Caucasian students in **District 5**.

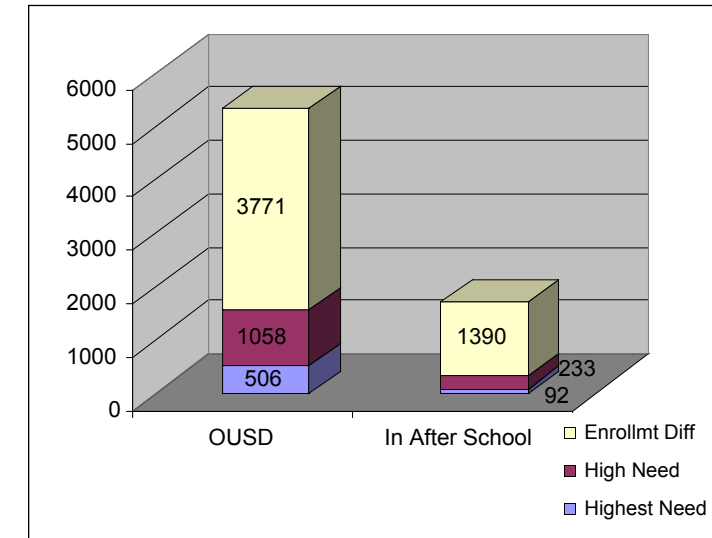
The table to the left highlights the grade level distribution for District 5 by public school and After-School enrollment. The highest percent of After-School enrollment is represented by grades five, six, and seven. In sixth grade almost 75% of students are enrolled in After-School in 2005-2006. In District 5, high school students represent the lowest number of students enrolled in After-School.

Ethnicity District 5 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 5 Total	Dist 5 AS	% of Dist 5 Total
<b>AA</b>	1221	351	<b>29%</b>
<b>AS</b>	860	197	<b>23%</b>
<b>C</b>	103	18	<b>17%</b>
<b>L</b>	4027	1079	<b>27%</b>
<b>NA</b>	32	52	<b>165%</b>
<b>O</b>	89	18	<b>20%</b>
<b>Total</b>	6332	1715	<b>27%</b>



Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 5**.<sup>34</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 5 High Need Students



**District 5 Target Population**

OUSD Enrollment: **5335**  
 High/est Need: **1564**  
 After-School Enrollment: **1715**  
 After-School High/est Need: **325**

**In City Council District 5:**

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 5</b>, how many students fall into the High/Highest need definition? (1564 / 5335)</li> </ul>	<b>29%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 5</b>, how many students fall into the High/Highest need definition? (325 / 1715)</li> </ul>	<b>19%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 5</b>, how many students are enrolled in public after-school programs? (325 / 1564)</li> </ul>	<b>21%</b>

<sup>34</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.



## Current After-School Programming Summary: District 6

Based on the criteria explained in the previous section, City Council **District 6** is designated an area of Oakland where students are likely to be in high need for after-school programming. **District 6** represents a significant population of children and youth, many of whom are living under poor socioeconomic conditions. Ninety-nine percent of OUSD students in **District 6** are enrolled Title I designated schools.<sup>35</sup> The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. In fact, this district housed the police beats with the greatest number of community stressors in the city of Oakland. Finally, high suspension and absence rates indicate an increased need for school engagement in this area of Oakland.

Community Resource Need Summary District 6, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	99%	4 <sup>th</sup>
Community Stressors	42	1 <sup>st</sup>
Violent Suspension rate	7.5	3 <sup>rd</sup>
Suspension rate	23.06	2 <sup>nd</sup>
Absence rate	18.93	3 <sup>rd</sup>

■ = Socio-Economic  
■ = Safety/Violence Prevention  
■ = School Engagement

Public Enrollment Facts for District 6, 2005-2006	
Public School Enrollment - with charters	9207
Percent of citywide enrollment	19%
Charter Enrollment	1313
Percent of citywide charter enrollment	19%

School Numbers in District 6, 2005-2006	
Number of public schools -with charter schools	27
Number of charter schools	5
Number of elementary schools - 2 are charter schools	13
Number of middle schools - 1 is a charter school	8
Number of high schools - 2 are charter schools	6

The development of after-school programs in **District 6** has accelerated in recent years, producing 14 public, comprehensive programs that served a total of 1,633 students in 2005-2006. After-school enrollment in this District ranks fourth out of the seven districts, supporting 13% of the public comprehensive After-school programs in Oakland. After-school programs in 2005-2006 enrolled almost 18% of students in that City Council District.

<sup>35</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

Notably, **District 6** had the greatest K-12 public school enrollment in the city in 2005-2006. This enrollment was fairly evenly distributed between primary and secondary schools. **District 6** students make up 19% of the overall public school enrollment with 9,207 students enrolled in the 27 schools in the area. This includes the 1,313 students enrolled in **District 6** charter schools. There are thirteen elementary schools, eight middle schools, and six high schools.

After-School Numbers in District 6, 2005-06	
Number of District 2 students in comprehensive after-school	1633
Percent of citywide comprehensive after-school enrollment served in District 2	13%
Percent of District 2 public school students enrolled in comprehensive after-school	18%
Number of public comprehensive after-school programs in District 2	14
Percent of Oakland public comprehensive after-school programs located in District 2	13%

The amount of public dollars provided for after-school in **District 6** is fourth overall out of the seven Districts Citywide. In 2005-2006, the schools in the district received \$2,449,271 in public funding. Based on the number of students served, this is \$1,473 per child for the year, and for 165 days, is \$8.93 per child per day. The amount places this District fourth in spending per child out of the seven City Council Districts in the city, with 15% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the City will invest \$2,846,414 in this District for comprehensive after-school.<sup>37</sup>

District 6 Public After-School Dollars, 2005-2006 <sup>36</sup>			
FUND	Oakland TOTAL	District 2	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$452,243	12%
ASES	\$362,811	\$0	0%
CDC *	\$7,995,237	\$1,526,553	19%
OFCY asi	\$3,186,175	\$175,000	5%
OFCY **	\$1,256,537	\$278,607	22%
OPR Passport	\$151,812	\$16,868	11%
OPL Pass	\$150,000	\$0	0%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,449,271</b>	<b>15%</b>



<sup>36</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>37</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

The enrollment demographic summary for **District 6** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

The table to the right shows that 20% of the African-American population in **District 6** received after-school services during 2005-06. The ethnic group represented by the greatest percentage in the after-school enrollment occurs within the smallest ethnic subgroup, the Native American population. Seventy-five percent of the Native American students in District 6 were enrolled in after-school. After-school provides service here for less than a quarter of the population of every other ethnic group in **District 6**.

Ethnicity District 6 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 6 Public School	Dist 6 AS	% of Public School
AA	4113	832	20%
AS	906	110	12%
C	306	44	14%
L	3681	562	15%
NA	70	53	75%
O	131	32	24%
<b>Total</b>	<b>9207</b>	<b>1633</b>	<b>18%</b>

#### Enrollment by Grade in District 6

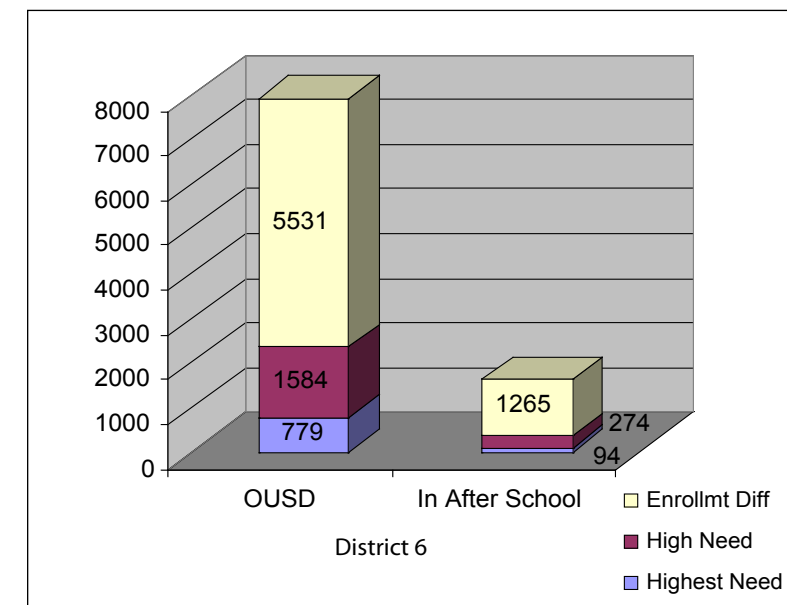
Grade	Dist 6 Public School	Dist 6 AS	% of Public School
<b>K (5)</b>	646	83	<b>13%</b>
<b>1 (6)</b>	672	82	<b>12%</b>
<b>2 (7)</b>	714	100	<b>14%</b>
<b>3 (8)</b>	636	155	<b>24%</b>
<b>4 (9)</b>	599	108	<b>18%</b>
<b>5 (10)</b>	736	153	<b>21%</b>
<b>6 (11)</b>	716	191	<b>27%</b>
<b>7 (12)</b>	654	186	<b>28%</b>
<b>8 (13)</b>	595	165	<b>28%</b>
<b>9 (14)</b>	949	92	<b>10%</b>
<b>10 (15)</b>	925	129	<b>14%</b>
<b>11 (16)</b>	699	106	<b>15%</b>
<b>12 (17)</b>	666	69	<b>10%</b>
<b>UG/UK</b>	0	14	<b>?</b>
<b>Total</b>	<b>9207</b>	<b>1633</b>	<b>18%</b>

The table to the left highlights the grade level distribution for **District 6** by public school and after-school enrollment. The final column shows the percent of public school students for each grade that were enrolled in after-school programs in **District 6** in 2005-2006. The highest percent of after-school enrollment is represented by the middle grades - sixth, seventh, and eighth - representing over a quarter of all students served. In addition, just under a quarter of third grade students in **District 6** are enrolled in After-School. Ten percent of all ninth and twelfth graders are enrolled in After-School, the lowest distribution of all grades.



Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 6**.<sup>38</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 6 High Need Students



#### District 6 Target Population

OUSD Enrollment: **7894**  
 High/est Need: **2363**  
 After-School Enrollment: **1633**  
 After-School High/est Need: **368**

#### In City Council District 6:

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 2</b>, how many students fall into the High/Highest need definition? (2363 / 7894)</li> </ul>	<b>30%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 2</b>, how many students fall into the High/Highest need definition? (368 / 1633)</li> </ul>	<b>23%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 2</b>, how many students are enrolled in public after-school programs? (368 / 2363)</li> </ul>	<b>16%</b>

<sup>38</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.

## Current After-School Programming Summary: District 7

Based on the criteria explained in the previous section, City Council **District 7** is designated an area of Oakland where students are likely to be in high need for after-school programming. **District 7** represents a significant population of children and youth, many who live under poor socioeconomic conditions. One hundred percent of students in **District 7** are enrolled in OUSD schools that are designated Title I.<sup>39</sup> The area is also one that is less environmentally safe than other parts of the city due to the high number of community stressors in the police beats. Finally, high suspension and absence rates indicate an increased need for school engagement in this area of Oakland.

Community Resource Need Summary District 7, 2005-2006		
INDICATOR	Value	Rank
OUSD Students Enrolled in a Title I school	100%	1 <sup>st</sup>
Community Stressors	33	2 <sup>nd</sup>
Violent Suspension rate	8.2	2 <sup>nd</sup>
Suspension rate	20.13	3 <sup>rd</sup>
Absence rate	21.05	2 <sup>nd</sup>

■ = Socio-Economic  
■ = Safety/Violence Prevention  
■ = School Engagement



<sup>39</sup> The data regarding Title I for charter schools was unavailable and thus not included here.

### Public Enrollment Facts for District 7, 2005-2006

Public School Enrollment - with charters	9058
Percent of citywide enrollment	19%
Charter Enrollment	1979
Percent of citywide charter enrollment	29%

### School Numbers in District 7, 2005-2006

Number of public schools -with charter schools	24
Number of charter schools	5
Number of elementary schools - 3 are charter schools	13
Number of middle schools - 0 are charter schools	3
Number of high schools - 2 are charter schools	8

The development of after-school programs in **District 7** has accelerated in recent years, producing 16 public, comprehensive programs that served a total of 2,053 students in 2005-2006. After-school enrollment in this District ranks second out of the seven districts, supporting 15% of the public, comprehensive after-school programs in Oakland. After-school programs in 2005-2006 enrolled almost 23% of students in that City Council District.

### District 7 Public After-School Dollars, 2005-2006<sup>40</sup>

FUND	Oakland TOTAL	District 7	Percent of TOTAL
21 <sup>st</sup> CCLC	\$3,743,593	\$476,657	13%
ASES	\$362,811	\$0	0%
CDC *	\$7,995,237	\$996,791	12%
OFCY asi	\$3,186,175	\$386,696	12%
OFCY **	\$1,256,537	\$282,813	23%
OPR Passport	\$151,812	\$16,868	11%
OPL Pass	\$150,000	\$25,000	17%
<b>Total</b>	<b>\$16,846,165</b>	<b>\$2,184,825</b>	<b>13%</b>

<sup>40</sup> CDC funding is calculated based upon a formula utilized by OUSD to estimate cost per child. Please see page 8 in section two for information on the CDC formula. OFCY represents dollars spent for OFCY programs serving comprehensive after-school at sites other than the ASI sites.

<sup>41</sup> The investment projection for 2006-2007 does not include funding expected from the State of California Proposition 49 increase to the Before and After-School Education and Safety grants.

Notably, in 2005-2006, **District 7** had the second highest K-12 public school enrollment in the City. The enrollment is fairly evenly distributed between primary and secondary schools, with a high number of ninth grade students. **District 7** students make up 19% of the public school enrollment, with 9,058 students enrolled in the 24 schools in the area. This includes the 1,979 students enrolled in **District 7** charter schools. In 2005-2006 there were thirteen elementary schools, three middle schools, and eight high schools.

### After-School Numbers in District 7, 2005-06

Number of District 7 students in comprehensive after-school	2053
Percent of citywide comprehensive after-school enrollment served in District 7	17%
Percent of District 7 public school students enrolled in comprehensive after-school	23%
Number of public comprehensive after-school programs in District 7	16
Percent of Oakland public comprehensive after-school programs located in District 7	15%

The amount places **District 7** second in spending per child out of the seven City Council Districts in the City, with 17% of the entire amount of public dollars provided in 2005-2006. In 2006-2007, the city will invest \$2,808,715 in this District for comprehensive after-school.<sup>41</sup>

The enrollment demographic summary for **District 7** is provided below. Two demographic categories are analyzed: grade level and ethnicity.

This table shows that 29% of the African-American population in **District 7** participated in after-school programs during 2005-06. Beyond the “other” category, after-school provides service here for less than a quarter of the population of every other ethnic group in **District 7**.

Enrollment by Grade in District 7			
Grade	Dist 7 Total	Dist 7 AS	% of Dist 7 Total
<b>K (5)</b>	760	104	<b>14%</b>
<b>1 (6)</b>	735	145	<b>20%</b>
<b>2 (7)</b>	779	160	<b>21%</b>
<b>3 (8)</b>	695	168	<b>24%</b>
<b>4 (9)</b>	698	203	<b>29%</b>
<b>5 (10)</b>	667	256	<b>38%</b>
<b>6 (11)</b>	528	336	<b>63%</b>
<b>7 (12)</b>	506	252	<b>50%</b>
<b>8 (13)</b>	559	258	<b>46%</b>
<b>9 (14)</b>	1016	33	<b>3%</b>
<b>10 (15)</b>	910	46	<b>5%</b>
<b>11 (16)</b>	660	37	<b>6%</b>
<b>12 (17)</b>	545	38	<b>7%</b>
<b>UG/UK</b>	0	17	
<b>Total</b>	9058	2053	<b>23%</b>

The table to the left highlights the grade level distribution for **District 7** by public school and after-school enrollment. The highest percentage of after-school enrollment is represented by the middle grades - sixth, seventh, and eighth – representing, in some grades, over 60% of students. In addition, 20% or more of students in grades one through five are enrolled in after-school in **District 7**. The lowest distributions of all grades in this district are the numbers of after-school students served in high school.

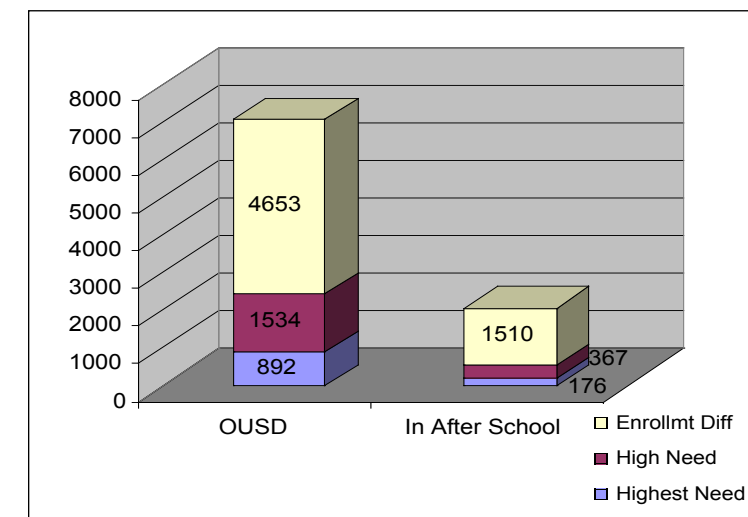
### Ethnicity District 7 2005-2006: Total Enrollment & After-School

Ethnicity	Dist 7 Total	Dist 7 AS	% of Dist 7 Total
<b>AA</b>	3474	1020	<b>29%</b>
<b>AS</b>	1331	80	<b>6%</b>
<b>C</b>	64	10	<b>16%</b>
<b>L</b>	4106	885	<b>22%</b>
<b>NA</b>	11	12	-
<b>O</b>	72	46	<b>64%</b>
<b>Total</b>	9058	2053	<b>23%</b>



Finally, the figure below shows the target population of highest need students in OUSD enrolled in **District 7**.<sup>42</sup> The target number is based on the formula described in the Need Analysis section. Also shown is the portion of the target population served in after-school within the District. These numbers are compared to determine level of service.

District 7 High Need Students



### District 7 Target Population

OUSD Enrollment: **7079**  
 High/est Need: **2426**  
 After-School Enrollment: **2053**  
 After-School High/est Need: **543**

### In City Council District 7:

<ul style="list-style-type: none"> <li><b>High/Highest Need Population:</b> Out of the total school enrollment in <b>District 7</b>, how many students fall into the High/Highest need definition? (2426 / 7079)</li> </ul>	<b>34%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment:</b> Out of the total after-school enrollment in <b>District 7</b>, how many students fall into the High/Highest need definition? (543 / 2053)</li> </ul>	<b>26%</b>
<ul style="list-style-type: none"> <li><b>After-School Enrollment in Comparison to OUSD Enrollment:</b> Out of the total High/Highest need students in <b>District 7</b>, how many students are enrolled in public after-school programs? (543 / 2426)</li> </ul>	<b>22%</b>

<sup>42</sup> Refer to page 16 in Section Three for the Target Population formula. Data integration requires the collection of several key indicators and common data elements. Data required for this analysis was not collected by community-based after-school programs funded by OFCY in 2005-2006, and therefore was not available for the 225 students in District 2 enrolled in the community-based programs (15% of District 2 enrollment in after-school). In addition, the data for OUSD charter school students is unavailable and thus not included here. No OUSD charter schools provided site-based comprehensive public after-school programs in 2005-2006.



Oakland has made tremendous progress in creating and sustaining After-School programming. Significant local funding streams have been created specifically to support these activities. In addition, there is a strong local commitment across public and private sectors to improve and expand the quality of programming. The policy recommendations presented in this section are designed for policy makers, investors and those entities charged with implementation looking toward the next round of strategic investments to further Oakland’s After-School agenda. Recommendations are grouped into four categories: (1) Infrastructure; (2) Existing Partnerships with Growth Potential; (3) Maximization and Integration of Existing Funding Sources; (4) Expansion of the Resource Base; and (5) Expansion of After-school Programs that Target High-Risk Students.

**I. Infrastructure- Investment in Oakland’s Infrastructure is Mandatory to Support the Expansion and Long Term Sustainability of Comprehensive After-School Programs.**

*⇒ Institutionalize and Invest in Data Integration Across Public Systems and Community Based Providers*

Long term sustainability of existing and future After-School programs is dependent upon Oakland’s ability to collect, track and analyze participation data from all partner agencies and organizations. Oakland must be able to consistently answer the following critical questions:

- (1) How many children and youth participate in After-School programs?
- (2) What is the level of participation?
- (3) What is the impact of that participation?

Oakland, furthermore, must be able to tie participation to positive youth outcomes to be successful at securing additional resources. The ability to answer these questions is contingent upon the data sharing and integration infrastructure to facilitate analyses that ensure strategic and meaningful investment of both public and private dollars.

While a level of infrastructure has been built and more data is collected, integrated and analyzed than ever before, data sharing has yet to be institutionalized. Data collection protocols should continue to be standardized and streamlined to reduce duplication and support integration. Investments in building the capacity of public systems like OUSD and the City of Oakland, intermediaries like Safe Passages and community-based organizations should be made to expand data collection, integration and analysis in the After-School context. Accountability structures should be strengthened to ensure that all partners are responsible for the collection of data to facilitate evaluation of After-School programs on a City-wide scale. Data sharing agreements and protocols must be institutionalized to enable consistent and longitudinal analysis.

*⇒ Build on Existing Facility Infrastructure*

Facilities are a critical ingredient of quality, comprehensive After-School programs. After-School facilities must be safe, community-based, and inviting to children and youth. Quality facilities are in short supply and vary greatly by neighborhood. Urban areas, therefore, must be creative in the identification of potential After-School sites. OUSD school sites were identified early on as facility resources for Oakland After-School programs. One of the major reasons for the tremendous expansion of site based after-school programs in Oakland is the availability of school site facilities across the City. Often schools offer the only adequate after-school space within a community, particularly in communities that lack public infrastructure and community- based organizations.

There also other exist other infrastructures that should be utilized to expand and sustain comprehensive after-school programs. Both the Oakland Public Libraries and Oakland Parks and Recreation Centers have community-based facility infrastructure. Existing partnerships with both entities should be expanded to provide additional comprehensive after-school slots for children and youth, particularly in communities with few school-based after-school slots. Recreation Centers can provide alternative facility options for school sites that do not have space to operate after-school programs.

## II. Leverage Existing Partnerships with Growth Potential

### ⇒ *Expand Services through SES funding*

For years, the OPL has implemented comprehensive after-school programs for children and youth at several of their community-based branches. In addition to the ability to leverage community-based facilities, OPL has the potential to leverage its considerable literacy, academic support and research expertise, as well as extensive collections of literary material for children and youth. OPL can play various roles to support applicants to the California Department of Education to become approved Supplemental Educational Services providers under the federal No Child Left Behind Legislation. This could include providing space and library materials for additional academic support outside of the regular school day. OPL is currently planning to expand its after-school programming to engage young people in various reading and learning activities.

Families with children who qualify for Supplemental Education Services (SES) have the ability to select the provider of their choice. School districts are then required to initiate contracts with providers for \$1486.86 per student per school year. Although the contract dollar amount is already set by SES, the number of service hours can be adjusted by the provider. This funding structure allows for the provider to capture the true cost of providing individualized academic support services. Per pupil funding allowed under SES is also much higher than other after-school funding sources. For example, any educational agencies or organizations with enrollment of 50 students could access \$74,343 in SES funding for after-school academic support programs.

Although SES does not provide an unlimited source of funding for after-school programming, it does represent a sizeable resource. No Child Left Behind (NCLB) requires school districts to allocate a minimum of 15-20% of their Title I funding to SES for eligible students. Students attending NCLB designated Program Improvement Schools in year two and beyond may be eligible for SES. SES is offered on a first come, first served basis until the school district SES cap is reached. During the 2005-2006 school year, the Oakland Unified School District allocated approximately \$5.2 million dollars for SES. That level of funding is greater than all of the 21st Century funding allocated to the 32 elementary and high school sites. SES funding should be integrated into Oakland's after-school landscape and long term sustainability plan.



### ⇒ *Expand the Passport Program*

The City of Oakland's Parks and Recreation Department embarked on a partnership with the Oakland Unified School District to create the Passport Program. This program paired OUSD schools with neighboring OPR sites that provide comprehensive after-school programs. Passport sites have provided comprehensive after-school opportunities for school sites that have historically lacked the facilities, funding, and other resources to support site-based programs.

OPR has been the lead agency and the provider for Passport sites, a role that should be expanded. Additional resources could expand OPR's capacity to serve as both lead agency and provider for comprehensive after-school programs. OPR can play this critical role in neighborhoods that lack school site capacity or community-based organizations to serve as lead agencies and/or providers to implement comprehensive after-school programs. More immediately, OPR in partnership with the school district and the community, can serve as a lead agency for school sites interested in applying for after-school funding and in need of a the community-based option. Existing OPR funding can serve as important programmatic matching dollars for Proposition 49 and other after-school funding sources.

### ⇒ *Support the Expansion of Effective Community-Based Organizations and the Creation of new Community-Based Organizations to Serve as Lead Agencies for Comprehensive After-School Programs*

Oakland has a long history of partnering with community-based organizations (CBOs) to create effective after-school programs. CBOs have served as both lead agencies and providers of after-school services for many years. Interested CBOs that have the organizational capacity to expand should be supported in expansion efforts to replicate quality, comprehensive after-school programs. Capacity building efforts should focus on cultural competency, fiscal management, personnel management, recruitment and retention of after-school staff, communications, and program evaluation. Expansion should not compromise the quality of existing programs by spreading an agency beyond its capacity.

### III. Integration- Maximize and Improve the Integration of Existing Funding Sources

#### ⇒ *Strategically Prioritize Existing Gaps in Service and Allocate New Resources to Fill Gaps in Order of Priority*

As discussed in the previous section, there are existing gaps in comprehensive after-school programming. Gaps exist both in terms of where services are being offered and who is being served. Charter schools serving a largely socio-economically disadvantaged student population, for example, have not accessed significant after-school funding sources. Gaps in services also exist at the high school grade level. Significant funding sources have not always existed to support after-school programs for high school students. Many program models and funding streams have been tailored exclusively to elementary and middle school grade levels. After-school Policy decisions must be made to prioritize existing gaps. Equity must be a major consideration in the prioritization of existing gaps. Children who are most at risk of academic and social failure should be prioritized, particularly for those from low income families who must rely on public resources for after-school programming.

An important policy question that should be addressed is: Should the City of Oakland establish a policy that prioritizes the allocation of resources to provide after-school programs for children and youth who are most at risk for academic failure or negative behavior? These resource allocation inquiries must be researched and analyzed to avoid service duplication and ensure equity in the distribution of after-school resources. The analysis provided earlier in this paper should be pursued and revisited on a consistent basis to measure Oakland's progress towards equitable access for all of its children and youth.

#### ⇒ *Continue to Aggressively Pursue 21st Century Funding*

Although the future of 21<sup>st</sup> Century funding at the federal level remains uncertain, any future 21<sup>st</sup> Century funding should be aggressively pursued. 21<sup>st</sup> Century has been the most consistent federal source of school-based, comprehensive after-school funding in Oakland. 21<sup>st</sup> Century funding has allowed Oakland to expand site based, comprehensive after-school programs exponentially over the past ten years from just three to over thirty programs across the City.

21<sup>st</sup> Century funding should be pursued to first support school based programs that do not secure ASES funding but meet socio-economic funding requirements, such as high school based, after-school programs. Secondly, 21<sup>st</sup> Century funding may be used to augment after-school programs serving historically underserved communities because of geographic disparities, language, disability, ethnicity or socio-economic status. For example, the current 21<sup>st</sup> Century Direct Access grants are designed for this purpose. The ability to pair these grants with core funding from Proposition 49 or other after-school funding sources will expand the accessibility of comprehensive after-school programs in Oakland.

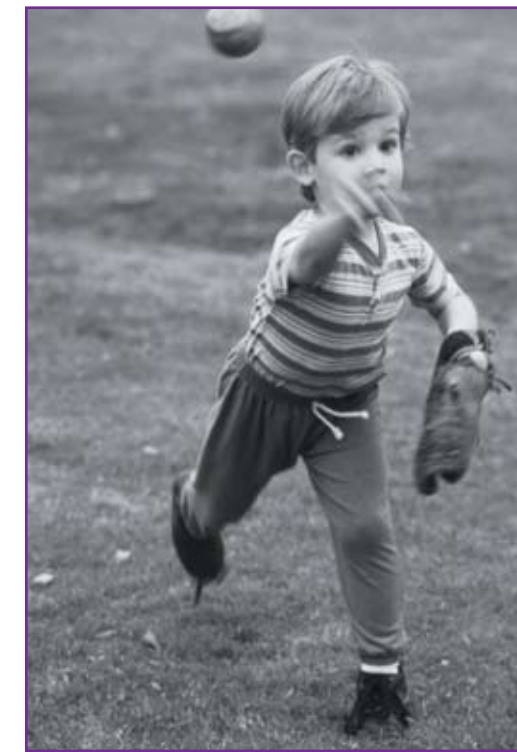
The reconfiguration of the 21<sup>st</sup> Century program by the California Department of Education should continue to be closely monitored. 21<sup>st</sup> Century funding must be built into the long-term sustainability plan for Oakland, at least as long as the funding continues to exist. This funding must be aligned with Proposition 49 and used as seed funding in order to leverage local dollars, such as OFCY or philanthropic investments.

#### ⇒ *Strategically Integrate OUSD's Child Development Center Programs into Oakland After-School Landscape to Leverage Funding.*

The funding distribution discussed in Section II illustrate the resources currently allocated by the State to Child Development Centers in the Oakland Unified School District. These centers serve many school-aged children from kindergarten to middle school in some of the most disenfranchised neighborhoods in Oakland. State funding for these programs has represented the single largest funding source for comprehensive after-school programs for the last three fiscal years. Although Child Development Centers have a long history of administering school-aged after-school programs, these programs have generally operated in isolation from other school-based after-school programs like 21<sup>st</sup> Century and OFCY. Despite the lack of an integrated model, there is tremendous potential to leverage state child care funding with after-school funding. Moreover, these funding sources share similar funding priorities regarding targeting children and youth from economically disadvantaged families. Public system partners should collaborate to create and incubate a blended program to test viability of this strategy in Oakland.

#### ⇒ *Sustain and Expand Local Tax Initiatives such as The Oakland Fund for Children and Youth and the City of Oakland's Violence Prevention and Public Safety Act of 2004.*

Local tax initiatives provide critical local dollars that support City-wide after-school programs and services. Local tax initiatives and City budget set-asides provide clear messages regarding a concrete local commitment to children and youth from local voters, constituencies, and elected officials to state and federal after-school funding agencies and the philanthropic community. Oakland voters have repeatedly opened their wallets to support comprehensive after-school programs. Local dollars generated through the budget set-aside, known as the Oakland Fund for Children and Youth (OFCY), have supported a wide range of quality after-school programs and have served as required matching dollars for 21<sup>st</sup> Century and ASES funding. OFCY funding has been instrumental in providing real-time flexibility in after-school programming, without which the richness of after-school enrichment programs would not exist. In addition, OFCY funding has been strategically directed to fill gaps in Oakland's after-school landscape to provide access to programs for Oakland's children and youth living in harder to reach neighborhoods.



Similarly, the City of Oakland's Violence Prevention and Public Safety Act of 2004 produces approximately \$16 million in tax revenue to bring locally supported violence prevention and intervention programs and services to scale in Oakland. Among these strategies is an effort to provide after-school programs to students attending alternative public schools in the Oakland Unified School District. State and Federal grant funding is restrictive and does not allow for significant local flexibility to meet real-time emerging gaps. Local initiatives provide flexible funding that allows for additional leveraging of State and Federal funding streams and philanthropic investments. For example, there are few 21<sup>st</sup> Century resources for high school youth. In this case, the OFCY funding has helped to match state/federal resources and has provided for more comprehensive programming for youth during the critical teenage years. City and County initiatives also allow for more local discretion and alignment with local priorities, such as after-school programs. Finally, private philanthropic opportunities are greater when local public systems work together and invest in after-school programming. This proves to philanthropic organizations that there exist local commitments to improving after-school programming. For all of the reasons enumerated above, local tax initiatives should be sustained and expanded.

#### IV. EXPANSION: Secure New Funding Sources to Expand the Resource Base

##### ⇒ *State Supplemental Instructional Services*

In California, school district Pupil Promotion and Retention Policy must provide opportunities for remedial instruction for pupils at risk of or recommended for retention as provided by the California Education Code § 48070.5. School districts are also required to provide “programs of direct, systematic, and intensive supplemental instruction to pupils enrolled in grades two through nine who have been recommended for retention or who have been retained,” as provided by California Education Codes §§ 37252.2 and 37252.5. These services are known as Supplemental Instruction and are reimbursable by the State at an hourly reimbursement rate of \$3.68 per student. Supplemental Instruction programs can be offered through after-school programming. Currently, there are no required number of hours or days for Supplemental Instruction programs, required student/teacher ratio, curricula or requirement to use credentialed teachers.

Supplemental Instruction services and funding should be integrated with other after-school funding specifically to bolster intensive academic support for qualifying students. The reimbursement rate under this funding is higher than 21<sup>st</sup> Century or ASES funding. These dollars would have to be drawn down directly by OUSD and/or charter schools but can be reinvested in comprehensive after-school programs to expand academic support. More exploration should be made to definitively determine the type of seed funding required in gaining access to these reimbursement streams. These funding streams should be leveraged as part of the long term sustainability plan.

##### ⇒ *Proposition 49*

Voter approved Proposition 49 will offer an unprecedented opportunity to expand and provide a sustainable base of funding for predominately school-based, comprehensive programs. Planning is ongoing in Oakland to ensure that this potential funding source is maximized and leveraged with existing and future OFCY funding.

##### ⇒ *Integrate Obesity Prevention Funding into Oakland’s After-School Landscape*

The nation is experiencing an unparalleled obesity epidemic and California is no exception. Poor diet and physical inactivity are the second leading causes of death and disability, resulting in nearly 30,000 deaths each year in California. All gender, age, and race/ethnic groups have shown an increase in obesity rates during the past decade. However, Californian Latino and African American adolescents and Californians living below the poverty level are disproportionately affected. Currently, about one in three children and one in four teens is at risk or already overweight in California .

To address this problem federal and private foundation dollars have been made available for youth obesity prevention programming. The USDA has allocated \$8,000,000 to its Human Nutrition and Obesity Funding Opportunity Initiative, providing grants totaling as much as \$1,500,000 to programs that address critical factors related to obesity prevention. The National Institute for health provides grants of \$250,000 to \$500,000 per year through its School-Based Intervention to Prevent Obesity Initiative. These supporting programs encourage the formation of partnerships between academic institutions and school systems in order to develop and implement controlled, school-based intervention strategies designed to reduce the prevalence of obesity in childhood. In addition, large

##### ⇒ *City-Wide Philanthropic Campaign to Support Oakland After-school Programs*

Oakland, like many urban cities, has struggled with creating sustained relationships with the philanthropic community. Philanthropy has invested in after-school providers in Oakland, yet not in a systematic or coordinated manner. These investments have produced mixed results, providing an influx of resources in select neighborhoods and a dearth of resources in others. Historically, Oakland has lacked the infrastructure to support larger, more strategic philanthropic investments in the Landscape of after-school. Over the last few years, Oakland created a City-wide vision for comprehensive after-school programs, infrastructure within its public systems, such as the Oakland Unified School District and the City of Oakland’s Department of Human Services, and sophisticated intermediaries like Safe Passages. This platform can now coordinate and leverage larger philanthropic investments to fill remaining critical gaps.

Oakland can offer the philanthropic sector the opportunity to play a strategic role in supporting comprehensive after-school programs. The philanthropic community, for example, can come together with local efforts to target resources toward providing after-school programs to the existing high need students not served by existing programming. This funding strategy has the potential to produce significant school engagement and youth development outcomes in Oakland’s highest need population of children and youth.





⇒ *Create a Strategic City-Wide Corporate Campaign to Support Oakland After-school Programs*

The Oakland and Bay Area Business Community must be cultivated and become an integral partner of the Oakland after-school conversation and landscape. On a national level, there is and has been in the last decade, a significant interest and investment in after-school and related youth development and parent education programs by the business community. For example, the federal government invested \$981 million dollars in after-school funding in 2005 through the 21st Century Community Learning Center Program. Eight companies (Allstate, J.C. Penney, Knowledge Learning Corporation, LifeCare, Philip Morris, Providian, Prudential, Public Service Gas and Electric) alone in this same year invested \$136 million into after-school programming. This investment by eight companies represented 13% of what was the entire 2005 federal budget allocation for after-school. The recognition of the benefits of investing in after-school and extra learning opportunities for the future workforce has been a strong driver for this investment. Because of the inherent flexibility of after-school programming noted earlier in this report, diverse levels of engagement and approaches, by the business community can and should be leveraged. Oakland must intentionally and carefully create venue that attracts and employs the expertise, leadership, partnership, company/employee programs, after-school infrastructure development, company benefits and in-kind contributions available to the after-school community from businesses.

Leadership and the visible support of respected elected officials, executives, and company leaders are invaluable contributions to after-school programs. Such collaborations between business leaders and elected officials can encourage participation in building infrastructure for an awareness of after-school. These opportunities can serve as springboards for longer term, comprehensive policy agendas, and can result in worthwhile public-private partnerships.

Business leaders have spoken about the positive impact after-school programs have on the well-being of their current and future workforce, and have encouraged employee involvement in after-school programs. If actively and effectively cultivated, these individuals can have a tremendous impact and influence as spokespersons for after-school. Their involvement speaks to the importance of the issue and can help garner additional business and public support and investment. Successful and continual collaboration with the business community and public-private partnership can provide a valuable roadmap for increasing interest and efficiency of business investment in this critical area.

Ethnicity District 7 2005-2006: Total Enrollment & After-School			
Ethnicity	Dist 7 Total	Dist 7 AS	% of Dist 7 Total
AA	3474	1020	29%
AS	1331	80	6%
C	64	10	16%
L	4106	885	22%
NA	11	12	-
O	72	46	64%
<b>Total</b>	9058	2053	23%

V. EXPANSION: Expand After-School Enrollment with a Special Emphasis on Involving Students That Need to be Reengaged in School.

As shown in the Needs Analysis section of this paper, a large number of OUSD’s public school population has a high need for after-school programming. Along with having the highest level of need, many of these students are also disconnected from school. As a result of this disconnection, these students are often the most difficult to engage in after-school or other critical interventions. Oakland has already successfully enrolled some of these students in its after-school programming opportunities. However, this trend must be accelerated; targeted efforts must be made to ensure these youth get served.

Scholars from The Harvard Family Research Project, one of the leading after-school research organizations in the country, conducted a meta-analysis of after-school engagement research to identify effective approaches to attract and sustain participation in after-school. Through this analysis they found the following three strategies successfully engaged high need youth in after-school programming: 1) work closely with teachers to identify and encourage high need students to participate, (2) earmark a certain number of program slots for hard-to-reach children, and (3) hire staff members who demonstrate an ability to relate well to these youth (Lauver, Little & Weiss, 2004).

In addition, the following approaches were also found to be effective in engaging and retaining all students in after-school programming:

- ⇒ *Recruiting and Retaining Youth in Out of School Time (OST) Programs*
- ⇒ *Show Families the Opportunities Associated With Participation*
- ⇒ *Reach Out Directly to Youth and Their Families in Their Homes and Communities*
- ⇒ *Match the Program’s Attendance Goals to Participant Needs*
- ⇒ *Recruit Friends to Join Together*
- ⇒ *Hire Program Staff Who Develop Real Connections With Participants*
- ⇒ *Hook Youth With Both Fun and Relaxing Times*
- ⇒ *Link Academics to an Engaging Project*

Many quality after-school programs in Oakland already employ these strategies. However, as demonstrated in this paper, there is still a need to focus more energy and resources to engage the City’s high need population. This high need population as evidenced by the data has already experienced truancy, suspension, expulsion and low academic performance, all indicators of increased risk behaviors and potential entrance into the criminal justice system. The needs of this high risk population must be addressed through after-school and other strategies if Oakland is to move its children and youth to self-sufficiency and positive outcomes in the future.

APPENDICES

Appendix A - Table VIII City-Wide Distribution of Ethnicity Enrollment, 2005-2006<sup>45</sup>

Public School and After-School Enrollment by Ethnicity 2005-2006																												
Ethnicity	City Council District																											
	1				2				3				4				5				6				7			
	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%
AA	3243	60.2	800	82.3	1259	22.3	302	19.8	3634	60.7	1796	70.2	2249	35.0	663	45.9	1221	19.3	351	20.5	4113	44.7	832	50.9	3474	38.4	1020	49.7
AS	547	10.2	32	03.3	2249	39.9	759	49.7	677	11.3	323	12.6	1502	23.0	328	22.7	860	13.6	197	11.5	906	10.0	110	06.7	1331	14.7	80	03.9
C	828	15.4	23	02.4	224	3.4	22	01.4	167	2.3	33	01.3	1180	18.1	64	04.4	103	1.6	18	01.0	306	3.3	44	02.7	64	0.7	10	00.5
L	522	09.7	68	07.0	1717	30.4	409	26.8	1341	22.4	323	12.6	1455	22.3	368	25.5	4027	63.6	1079	62.9	3681	40.0	562	34.4	4106	45.3	885	43.1
NA	22	00.4	4	00.4	4	0.07	17	01.1	16	0.3	3	00.1	55	1.0	12	00.8	32	0.5	52	03.0	70	0.8	53	03.2	11	0.1	12	00.6
O	221	04.1	45	04.6	189	3.3	19	01.2	153	2.6	79	03.1	84	1.3	9	00.6	89	1.4	18	01.0	131	1.4	32	01.0	72	1.0	46	02.2
Tot**	5383	100	972	100	5642	100	1528	100	5988	100	2557	100	6525	100	1444	100	6332	100	1715	100	9207	100	1633	100	9058	100	2053	100

T = Total Enrollment data set was collected from the CDE datafile for CBEDS enrollment 2005-2006.  
 % = percent of total enrollment; All percentages are rounded to the nearest tenth of one percent.  
 A = After-school Enrollment (which includes students in OFCY other) (The city council district is unknown for 222 students.)  
 % = Percent of After-School enrollment.  
 AA = African American;  
 AS = Asian (includes Cambodian, Chinese, Filipino, Japanese, Laotian, and Pacific Islander);  
 C = Caucasian;  
 L = Latino (incorporates Hispanic);  
 NA = Native American;  
 O = Other (includes unidentified or unknown).

The left column lists the categorical breakdown of the demographic. In this case AA, AS, L, NA, and O; these categories are African American, Asian (which includes Asian Other, Cambodian, Chinese, Japanese, Laotian, Vietnamese, and Filipino), Latino, Native American, and Other (which includes those not specified or identified), respectively. The enrollment is listed under T for each area, while the After-School enrollment is listed under A. The table also shows the proportional relationship for each subgroup, compared to each other, presented as a percent.

<sup>45</sup> OUSD Enrollment data for total ethnicity was taken from California Department of Education Website on August 10, 2006: <http://data1.cde.ca.gov/dataquest/DistEnr2.asp?cChoice=DistEnrEt2&cYear=2005-06&cLevel=District&ctopic=Enrollment&myTimeFrame=S&TheName=oak&cSelect=0161259--OAKLANDUNIFIED&submit1=Submit>. After-School enrollment was provided by OUSD Research Accountability and Assessment Department and OFCY other data was provided by the City of Oakland Fund for Children and Youth.

Appendix B - Table XI City-Wide Distribution of Grade Level Enrollment, 2005-2006<sup>46</sup>

Public School and After-School Enrollment by Grade Level 2005-2006																												
City Council District																												
Grade*	1				2				3				4				5				6				7			
	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%	T	%	A	%
<b>K (5)</b>	542	10.0	81	08.3	733	13.0	87	05.7	249	04.2	54	02.1	782	12.0	55	03.8	609	09.6	87	05.1	646	07.0	83	05.1	760	08.4	104	05.1
<b>1 (6)</b>	483	09.0	95	09.8	676	12.0	110	07.2	271	04.5	119	04.7	611	9.4	126	08.7	642	10.1	110	06.4	672	07.3	82	05.0	735	08.1	145	07.1
<b>2 (7)</b>	463	08.6	114	11.7	647	11.5	219	14.3	254	04.2	125	04.9	635	9.7	148	10.2	634	10.0	172	10.0	714	07.8	100	06.1	779	08.6	160	07.8
<b>3 (8)</b>	422	07.8	118	12.1	626	11.1	225	14.7	262	04.4	126	04.9	648	9.9	172	11.9	588	09.3	171	10.0	636	06.9	155	09.5	695	07.7	168	08.2
<b>4 (9)</b>	405	07.5	91	09.4	650	11.5	248	16.2	232	03.9	105	04.1	586	9.0	244	16.9	598	09.4	220	12.8	599	06.5	108	06.6	698	07.7	203	10.0
<b>5 (10)</b>	377	07.0	87	09.0	639	11.3	235	15.4	264	04.4	98	03.8	655	10.0	259	17.9	420	06.6	217	12.7	736	08.0	153	09.4	667	07.4	256	12.5
<b>6 (11)</b>	279	05.2	123	12.7	334	05.9	155	10.1	713	12.0	261	10.2	870	13.3	144	10.0	436	06.9	318	18.5	716	07.8	191	11.7	528	05.8	336	16.4
<b>7 (12)</b>	266	04.9	141	14.5	326	05.8	93	06.1	653	11.0	247	09.7	884	13.5	133	09.2	461	07.3	233	13.6	654	07.1	186	12.0	506	05.6	252	12.3
<b>8 (13)</b>	283	05.3	86	08.8	305	05.4	96	06.3	447	07.5	184	07.2	823	12.6	144	10.0	429	06.8	140	08.2	595	06.5	165	10.1	559	06.2	258	12.6
<b>9 (14)</b>	635	11.8	7	00.7	230	04.1	12	00.8	970	16.2	323	12.6	31	0.5	3	00.2	460	07.3	14	00.8	949	10.3	92	05.6	1016	11.2	33	01.6
<b>10 (15)</b>	508	09.4	9	00.9	199	03.5	11	00.7	708	11.8	330	12.9	No High School In District 4		6	00.4	434	06.9	11	00.6	925	10.0	129	07.9	910	10.1	46	02.2
<b>11 (16)</b>	373	06.9	5	00.5	137	02.4	15	01.0	511	08.5	323	12.6			6	00.4	314	05.0	11	00.6	699	07.6	106	06.5	660	07.3	37	01.8
<b>12 (17)</b>	347	06.4	6	00.6	140	02.5	12	00.8	345	05.8	247	09.7			1	00.1	307	04.9	6	00.3	666	07.2	69	04.2	545	06.0	38	01.9
<b>UG/UK</b>	0	0	9	00.9	0	0	10	00.6	109	01.8	15	00.6	0	0	3	00.2	0	0	5	00.3	0	0	14	00.9	0	0	17	00.8
<b>totals</b>	5383	100	972	100	5642	100	1528	100	5988	100	2557	100	6525	100	1444	100	6332	100	1715	100	9207	100	1633	100	9058	100	2053	100

\* The demographic detail for age was available for the OFCY students enrolled in the non-ASI sites. Age is listed in parentheses.  
**UG/UK** = un-graded or unknown (The city council district is unknown for 222 Students.) Students age 18 + were included in the un-graded/unknown row.  
**T** = Total Enrollment data set is from the CDE datafile for CBEDS enrollment for 2005.  
**%** = percent of total enrollment in that City Council District rounded to the nearest tenth of one percent  
**A** = After-school Enrollment (Includes OFCY other added)  
**%** = Percent of After-School enrollment (total After-School enrollment is 12,124)

Appendix C - Table X Citywide Distribution of Student Enrollment for Schools Designated Title I & After-school 2005-2006<sup>47</sup>

Students Enrolled in Title I-Designated OUSD Schools and After-School Enrollment, 2005-2006																												
City Council District																												
Title I	1				2				3				4				5				6				7			
	T	%	A	%	T	%	A	%	t	%	a	%	t	%	a	%	t	%	a	%	t	%	a	%	t	%	a	%
<b>Qualify</b>	4882	88.1	486	54.2	6241	93.0	1281	98.3	5751	100	1005	45.6	5098	68.0	1352	98.3	6207	100	1027	87.4	10034	98.9	808	62.9	8239	100	1013	73.6

**T** = Total # OUSD Data was unavailable for charter schools. Data provides information on every student that was active in OUSD at any point in 05-06.  
**A** = Total # in After-School; Title I information was unavailable for 2507 OFCY students enrolled in after- school.

<sup>46</sup> OUSD Enrollment data for total ethnicity was taken from California Department of Education Website on August 10, 2006: <http://data1.cde.ca.gov/dataquest/DistEnr2.asp?cChoice=DistEnrGr2&cYear=2005-06&cLevel=District&ctopic=Enrollment&myTimeFrame=S&TheName=oak&cSelect=0161259--OAKLANDUNIFIED&submit1=Submit>  
 After-School enrollment was provided by OUSD Research Assessment and Accountability. OFCY other data was provided by the City of Oakland Fund for Children and Youth.  
<sup>47</sup> Total enrollment numbers for OUSD for Title I and Primary Language will vary from the tables created for ethnicity and grade. Total amounts were provided by different data sets with the inactive students also included.

Appendix ...: Measure Y Stressors by Oakland City Council District, 2000-2004

Council District <b>1</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
06X	•	•	•	•	•	•	•	•	•	10
08X		•	•	•	•	•	•	•	•	4
09X										0
10Y										0
10X										0
11X										0
12Y										0
12X										0
13Y										0
13X										0
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>14</b>

Council District <b>2</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
14Y										0
15X							•			1
16X										0
16Y										0
17Y										0
17X										0
17Y										0
18X										0
18Y								•		1
19X	•	•			•					3
<b>TOTAL</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>5</b>

Council District <b>5</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
16Y										0
18Y								•		1
20X		•		•	•					3
21X		•								0
21Y			•	•				•	•	4
23X	•	•			•		•	•		5
24X						•				1
26X						•		•		2
27X	•							•	•	3
<b>TOTAL</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>19</b>

Council District <b>3</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
01X										0
02X						•				1
02Y						•		•	•	3
03Y		•				•	•	•		3
04X		•			•					2
05X										0
05Y										0
06X	•	•	•	•	•	•	•	•	•	10
07X	•	•			•	•	•	•		3
08X			•		•		•	•		4
09X										0
14X										0
15X							•			1
<b>TOTAL</b>	<b>2</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>27</b>

Council District <b>4</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
13Y										0
13Z								•		1
21Y			•	•				•	•	4
22X										0
22Y										0
24X						•				1
24Y										0
25X								•	•	1
27X	•							•	•	3
28X							•			1
<b>TOTAL</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>11</b>

Council District <b>6</b> Police Beats	Community Stressors									TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	
25X									•	1
25Y								•		1
26X							•	•		2
26Y	•	•	•	•	•	•	•	•	•	10
27X	•							•	•	3
27Y			•	•	•			•	•	6
28X							•			1
29X			•							1
30X	•	•	•	•			•	•	•	7
30Y	•			•						2
34X	•	•	•	•	•	•		•	•	8
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>42</b>

Council District 7 Police Beats	Community Stressors										TOTAL
	Arrests 18 and Under	Arrests 19-29	Domestic Violence	Child abuse	Violent crime	Unemployment	Poverty	Public Assistance	Chronic Truants	Violent suspension	
26X											2
26Y	•	•	•	•	•	•	•	•	•	•	10
30Y	•			•							2
31Y						•					1
32X											0
32Y							•	•			2
33X			•	•	•				•		4
34X	•	•	•	•	•	•			•	•	8
35X	•		•	•						•	4
35Y											0
<b>TOTAL</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>33</b>

Community Stressors data was compiled into District Tables by Safe Passages for the purposes of citywide analysis. The information was derived from the City of Oakland - Measure Y data. A checkmark in a row indicates that the respective police beat was among the top ten of all city beats for the highest incidences in the city for the Community Stressor column under which the checkmarks falls.

Measure Y data is reported by individual police beats many of which cross over council district borders. Because there is no way to determine exactly where incidents occur within the beats, all beats located in each of the council districts are listed in these tables no matter how much, or how little, of each beat falls within the council districts' borders. For example although the majority of police beat 6x is located in District 3, it is also included in the totals for District 1.

Data sources for the Measure Y data are as follows: Crime factors (arrests, domestic violence, and violent crime) were provided by the Oakland Police Department Crime Analysis Section for the dates January 1, 2000 through June 31, 2004. Arrest data indicates the location of the arrest, and are for all offenses. Domestic violence includes felony offenses only. Child abuse offenses include penal code sections 273A, 273A(A), 273A(A)(1), 273(A)(B), 273D, 273D, 273G, 286(A), 288, 288(A), 288(B), 288(B)(1), 288.2(A). Violent offenses include penal code sections 187(A), 211(A), 211(S), 212.5(B), 215(A), 245(A)(1), 245(A)(2), 245(B), 245(C), 245(D)(1), 245.5(A), 245.5(B), 246, 220/261, 261(A)(1), 261(A)(2), 261(A)(2), 261(A)(3), 261(A)(4). Economic factors (unemployment, poverty, public assistance) are derived from the 2000 Census and beats were correlated by Urban Strategies. Education factors were derived from Oakland Unified School District data. Violent suspension data is for the 2003-2004. Truancy data is from 2002-2003 school year and counts students that had 16 or more unexcused absences.

### Appendix E: Performance Standard Scores

	ENGLISH LANGUAGE PERFORMANCE STANDARD					
	Far below	below	Basic	Proficient	Advanced	
Absence Rate	1	11.9%	19.4%	32.5%	23.1%	13.1%
Score (1-5)	2	18.0%	25.6%	31.3%	17.2%	8.0%
	3	24.7%	27.2%	30.7%	12.7%	4.7%
1=Lowest rate	4	32.2%	29.8%	26.6%	9.1%	2.2%
5=Highest rate	5	43.6%	31.8%	17.8%	5.1%	1.8%

	MATH PERFORMANCE STANDARD					
	Far below	below	Basic	Proficient	Advanced	
Absence Rate	1	8.3%	23.0%	25.1%	23.9%	19.7%
Score (1-5)	2	16.8%	32.7%	25.2%	16.3%	9.0%
	3	24.9%	39.5%	21.6%	10.4%	3.6%
1= Lowest rate	4	36.4%	41.9%	14.3%	5.8%	1.5%
5=Highest rate	5	48.6%	38.3%	10.0%	2.1%	1.0%

### Appendix F: School Day Attendance by City Council District

	School Attendance Data						
	City Council District						
	1	2	3	4	5	6	7
Suspension rate	17.63	4.4	<b>26.15</b>	12.7	17.02	<b>23.06</b>	<b>20.13</b>
Unexcused Absence rate	12.69	8.69	<b>22.3</b>	8.94	7.41	<b>18.93</b>	<b>21.05</b>

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## YOUTH VENTURES JOINT POWERS AUTHORITY BOARD OF TRUSTEES REPORT

**TO:** Board of Trustees  
**FROM:** Josefina Alvarado Mena, Chief Executive Director  
**DATE:** March 15, 2010

**RE: Update on Latest Information Regarding the Federal Promise Neighborhood Initiative, Recommendations from the JPA Working Group and Analysis of Data Based on those Recommendations.**

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### **Summary**

At the January 25, 2010 JPA Board Meeting, the Board created a JPA Working Group to further refine the data provided by staff regarding the Oakland neighborhood profiles. This report contains the recommendations made by that Working Group and an analysis of data based on those recommendations.

### **Background**

During the November 16, 2010 Board Meeting, Trustees reviewed a report outlining background information about the JPA's investigation and research to date on the Promise Neighborhood Initiative, information about the Harlem Children's Zone (HCZ) model, and information about the work of the JPA and Safe Passages to date to build a continuum of services that spans the ages of birth to young adulthood.

The Board directed staff to bring back a report on community profiles for Oakland containing an overview of high need analysis and services in those neighborhoods, and gaps. During the January 25, 2010, staff provided information about five Oakland high need communities: West Oakland, Lower San Antonio, Fruitvale, Havenscourt, Sobrante Park.

### ***About The Harlem Children's Zone Program and Finance Model***

- Obama Administration is expected to launch "Promise Neighborhoods" Initiative in 2010; modeled after The Harlem Children's Zone<sup>®</sup> Project (HCZ).
- HCZ is a unique, holistic approach to rebuilding a community so that its children can stay on track through college and go on to the job market.

- The goal is to create a "tipping point" in the neighbourhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults, a counterweight to "the street" and a toxic popular culture that glorifies misogyny and anti-social behaviour.
- In January 2007, the Children's Zone<sup>®</sup> launched its Phase 3, expanding its comprehensive system of programs to nearly 100 blocks of Central Harlem.
- The HCZ pipeline begins with The Baby College<sup>®</sup>, a series of workshops for parents of children ages 0-3. The pipeline goes on to include best-practice programs for children of every age through college. The network includes in-school, after-school, social-service, health and community-building programs.
- The two fundamental principles of The Zone Project are to help kids as early in their lives as possible and to create a critical mass of adults around them who understand what it takes to help children succeed.
- The current budget for the HCZ Project for fiscal year 2009 is over \$75 million: 1/3 Public Systems, 1/3 Philanthropy, 1/3 private/business donors
- Outcomes:
  - 10,883 number of youth served by HCZ in 2008
  - 100% of students in the Harlem Gems pre-K program were found to be school-ready for the sixth year in a row.
  - 81% of Baby College parents improved the frequency of reading to their children.
  - \$4.8 million returned to 2,935 Harlem residents as a result of HCZ's free tax-preparation service.
  - 100 percent of the third-graders at HCZ Promise Academy II scored at or above grade level in the state-wide math tests. A few blocks away, 97 percent of the Promise Academy I third-graders were at or above grade level.
  - Many of these children have been in HCZ programs from the time their parents were in The Baby College, which highlights the effectiveness of our comprehensive model of supporting children.

### ***JPA Working Group***

A JPA Working Group met on February 24, 2010 to review the neighborhood boundaries and data provided by staff based on preliminary analysis of high need Oakland neighborhoods. The Working Group consists of Trustees: Jane Brunner, Oakland City Council President; Andrea Youngdahl, Oakland Department of Human Services Director; Yolanda Baldovinos, Alameda County Social Services Agency Director; and Laura Moran, Oakland Unified School District Chief Services Officer. Other staff present included: Josefina Alvarado Mena, Safe Passages and Youth Ventures JPA CEO, Alicia Perez, Safe Passages Intergovernmental Relations Officer, Quinta Seward, Safe Passages Policy Director, and Reygan Harmon, City of Oakland Public Safety Committee Legislative Analyst.



## **Key Issues and Impacts**

### ***Neighborhood Selection Criteria***

Selection of a neighborhood for the Promise Neighborhood application should be based on data driven analysis of needs and assets for each community. Given that reasoning, the Working Group recommended the following as primary indicators of need for the Neighborhood Selection Criteria:

- **Neighborhood demographics** – population, ethnicity, socio-economic levels, Free and Reduced Lunch levels of 80% or higher, English Language Learners (ELL), student mobility, enrollment.
- **Academic performance** – OUSD, California Department of Education data of Academic Performance Index (API) scores, California Achievement Test (CAT6) scores, statewide rank.
- **Suspension levels**- rate, days and students suspended, violent vs. all suspensions level, expulsion referral data.
- **Community Stressors** – Measure Y police data, juvenile arrests and victimization levels.
- **Early Childhood Data** – kindergarten readiness, pre-school participation rates.
- **Health Indicators** – infant mortality, asthma rates, immunization rates, STDs, teen pregnancies.
- **Social Services Data** – CalWorks participants.
- **Homelessness Data** – including number of homeless families with children currently in temporary shelters within neighborhoods (data not included in this report; staff has requested zip code level data for this analysis).

As secondary criteria, and additional analysis, the Working Group recommended looking at the following data:

- **Distribution of resources** – OUSD, Alameda County, and City of Oakland data on Early Periodic Screening and Diagnostic Treatment (EPSDT) services, school based health center locations, Safe Passages Middle School Strategy, AB825 programs, Head Start Programs, Measure Y funded programs, Oakland Fund for Children and Youth (OFCY) funded programs, community based clinics.

This data is not included in this report. Staff will continue to work with the JPA Working group in the attainment and refinement of these data.

### ***Community Boundaries***

Additionally, the Working Group recommends the following criteria for defining neighborhood boundaries and for purposes of data analysis as it relates to school data, police beat data, and zip code data.

❖ **West Oakland (W. Oakland MS)**

- ❖ City Council District 3
- ❖ Feeder elementary schools: Hoover Elementary, Lafayette Elementary, ML King Jr. Elementary, Prescott (PLACE at Prescott) = 2343 Students
- ❖ Charter schools: American Indian Public Charter School, Civicorps Corpsmember Academy, KIPP Bridge Charter, Oakland Charter High
- ❖ McClymonds High School campus (BEST, EXCEL small schools)
- ❖ OPD Beats: 2X, 5X, 6X,2Y, 3Y, 5Y
- ❖ Zip Codes: 94607

❖ **Lower San Antonio (Roosevelt MS)**

- ❖ City Council District 2
- ❖ Street Boundaries: 7<sup>th</sup> Avenue, E. 29<sup>th</sup> Street, 25<sup>th</sup> Avenue, to Estuary
- ❖ Feeder Schools: Bella Vista, Franklin, Garfield, Lazear, Manzanita (Manzanita SEED and Manzanita Community schools)
- ❖ Charter Schools: none
- ❖ Oakland High School
- ❖ OPD Beats: 15X,17X, 18X, 19X, 20X, 21X
- ❖ Zip Codes: 94606

❖ **Fruitvale (United for Success MS)**

- ❖ City Council District 5
- ❖ Street Boundaries: 25<sup>th</sup> Av., Brookdale/Allendale, Monticello, Estuary
- ❖ Feeder elementary schools: Allendale, Cesar Chavez Learning Center (Think College Now, International Community School), Fruitvale Elementary, Horace Mann Elementary, Jefferson (Global Family, Learning Without Limits), Lazear, Manzanita (Manzanita SEED and Manzanita Community schools), Maxwell Park, Melrose (Bridges at Melrose)
- ❖ Charter schools: Achieve Academy, ARISE High, Aspire ERES Academy, Oakland Charter Academy, World Academy
- ❖ OPD Beats: 20X, 21X, 23X, 24X, 21Y
- ❖ Zip Codes: 94601

❖ **East Oakland – (Havenscourt & Frick Middle Schools)**

- ❖ City Council Districts 6, 7
- ❖ Street Boundaries: High Street, Holly Street, 85<sup>th</sup> Ave., Hegenberger, Estuary
- ❖ Feeder Elementary Schools: Burckhalter, Highland (New Highland, RISE, ACORN Woodland, EnCompass) Horace Mann Elementary, Lockwood (Futures, Community United ES), Markham, Maxwell Park, Sherman, Melrose (Melrose Leadership Academy, Bridges @ Melrose, Webster Academy (East Oakland Pride), Whittier (Greenleaf Elementary)
- ❖ Charter Schools: Lighthouse Community Center, Lighthouse Community Charter High, Oakland Aviation High
- ❖ Fremont High School (College Prep & Architecture Academy, Mandela High, Media College Prep, Robeson School of Visual & Performing Arts)
- ❖ OPD Beats 26X, 26Y, 27X, 29X, 30X 31X, 27X, 27Y, 33X

- ❖ Zip Codes: 94621

- ❖ **Far East Oakland – Sobrante Park (Madison and Elmhurst Middle School)**

- ❖ City Council Districts 7
- ❖ Street Boundaries: 85<sup>th</sup> Ave., G Street, Hegenberger Road, San Leandro Border
- ❖ Feeder elementary schools: Brookfield Village Elementary, Highland (New Highland, RISE, ACORN Woodland, EnCompass), Reach Academy, Sobrante Park Elementary, Stonehurst (Esperanza, Korematsu ES), Webster Academy (East Oakland Pride)
- ❖ Charter schools: Aspire Lionel Wilson College Preparatory Academy, Aspire Monarch Academy, Education for Change at Cox Elementary
- ❖ OPD Beats 31X, 31Y, 31Z, 32X, 33X, 34X, 35X
- ❖ Zip Codes: 94603 & 94605

Refer to Attachment I for middle school boundaries and elementary school catchment areas (source: OUSD).

Given these criteria, staff is reviewed data from the following planning and assessment materials:

1. *Measure Y Stressor Data*
2. *OUSD school level data, public and charter schools*
3. *California Department of Education school level data, public and charter schools*
4. *Alameda County Public Health*
5. *Head Start (community assessment)*
6. *Social Services Data - CalWORKS*

**Neighborhood demographics** – population, ethnicity, socio-economic levels, Free and Reduced Lunch levels of 80% or higher, English Language Learners (ELL), student mobility, enrollment.

***Community Population***

In the January 25<sup>th</sup> Board Report we provided neighborhood data by zip code shown on the table below. Both are drawn from the 2000 Census. Given that this data is ten years old, staff has also researched birth data (2006-2009), early childhood center data (OUSD Child Development Centers and Oakland Head Start), and K-12 enrollment data (OUSD public, charter, home schooled children), in the target neighborhoods for a more accurate representation of children 0-18 living in these communities.

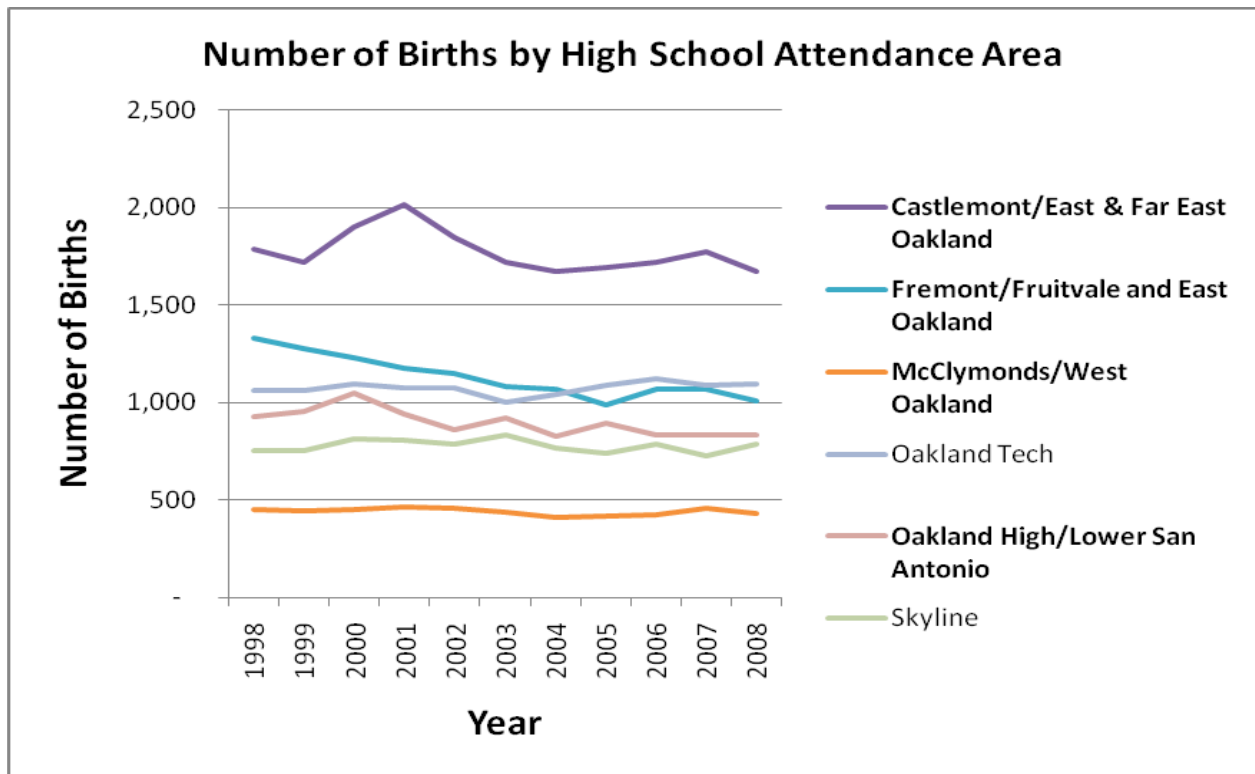
**Population Estimates - Source: Measure Y January 2009 Stressor Analysis; 2000 Census**

	<b>Measure Y Total Population</b>	<b>Population 0-17</b>
<b>West Oakland</b>	15,768	891
<b>Lower San Antonio</b>	40,076	2339
<b>Fruitvale</b>	47,298	2993
<b>Havenscourt</b>	47,403	2304
<b>Sobrante Park</b>	25,386	1725

**Birth Data**

The Alameda County Public Health Department Birth provided data of children born in Alameda County hospitals in the last ten years. The data, provided by census tract, was then matched by OUSD with High School Attendance areas. Data shows consistent birth rates in all regions except for sharp declines in the Fremont High School Attendance area which is the high school that serves the Fruitvale and Havenscourt (East Oakland) neighborhoods. There was also a slight decline in births in the Castlemont High School Attendance area between 2007-2008.

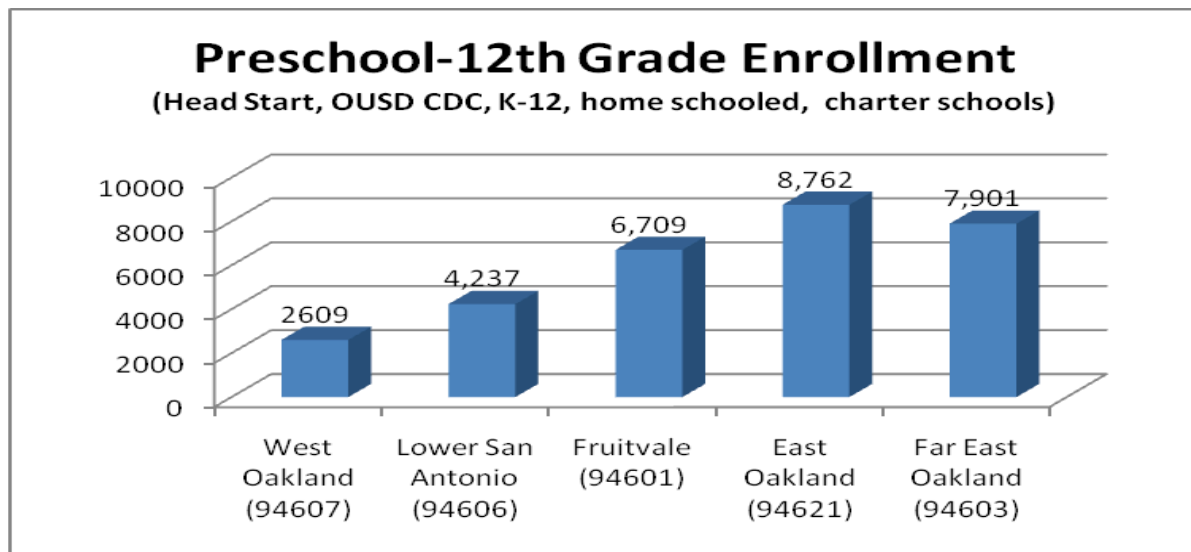
Births	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Castlemont/East & Far East Oakland	1,784	1,720	1,897	2,013	1,845	1,716	1,668	1,693	1,717	1,770	1,673
Fremont/Fruitvale and East Oakland	1,327	1,279	1,226	1,177	1,147	1,081	1,071	986	1,067	1,068	1,006
McClymonds/West Oakland	449	441	450	461	457	435	409	418	422	457	433
Oakland Tech	1,061	1,064	1,092	1,077	1,071	1,003	1,039	1,088	1,121	1,090	1,097
Oakland High/Lower San Antonio	927	953	1,050	939	858	923	829	892	836	836	835
Skyline	752	753	814	809	787	832	768	737	788	725	783
Total	6,300	6,211	6,529	6,476	6,166	5,991	5,785	5,814	5,952	5,946	5,827



### Children Population based School Enrollment Data

Neighborhood	OUSD CDC	Head Start	K-12 (OUSD, charters, home schooled)	Totals
<b>West Oakland</b>	165	101	2343	<b>2609</b>
<b>Lower San Antonio</b>	272	191	3774	<b>4,237</b>
<b>Fruitvale</b>	270	384	6055	<b>6,709</b>
<b>East Oakland</b>	330	231	8201	<b>8,762</b>
<b>Far East Oakland</b>	394	447	7060	<b>7,981</b>

*Data Sources: City of Oakland Head Start and OUSD. At the time that the report was written, staff did not have all data for zip code 94605; the OUSD CDC enrollment data would increase for the Far East Oakland population, and thus for the total population of children enrolled in schools pre-K to 12<sup>th</sup> Grade.*



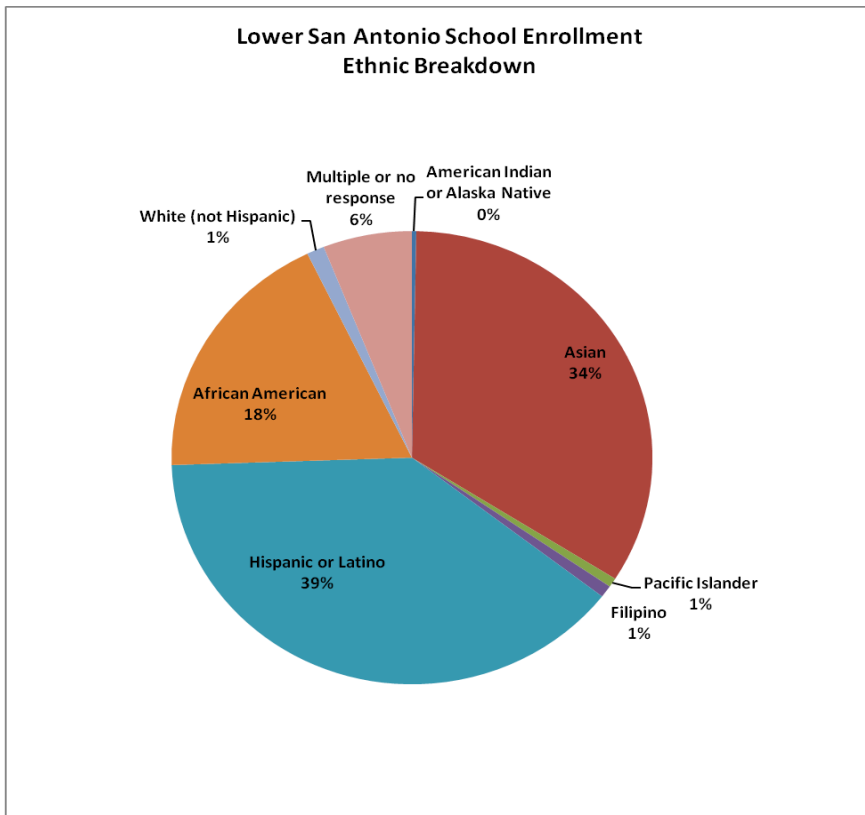
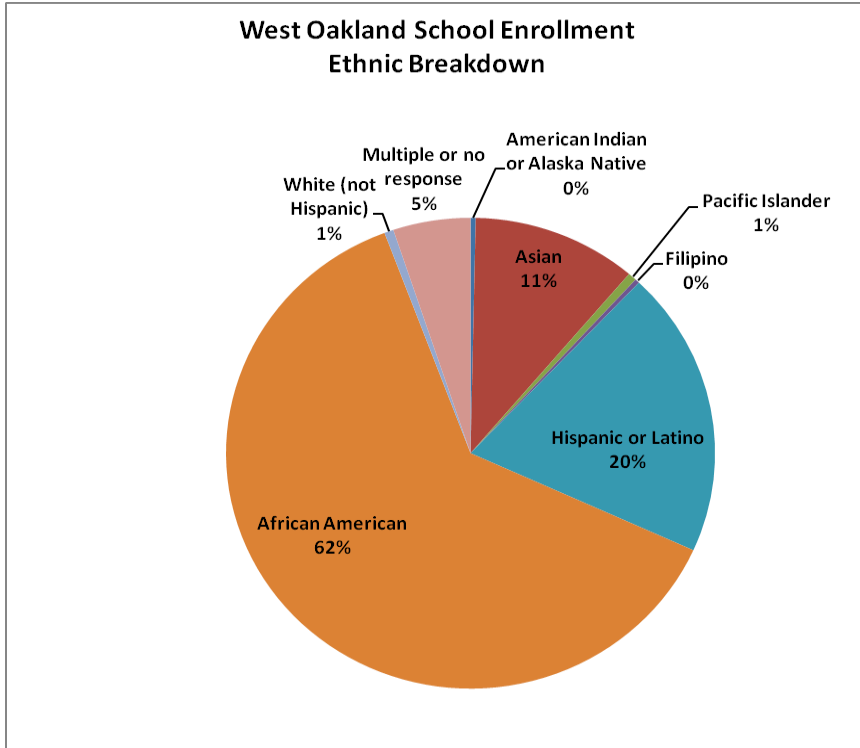
### K-12 School Data

Target neighborhood schools are geographically dispersed across the city's flatlands and serve Oakland's most disadvantaged families. The tables below illustrates the basic need profile of the target neighborhood schools. Individual school data is found in Attachment II.

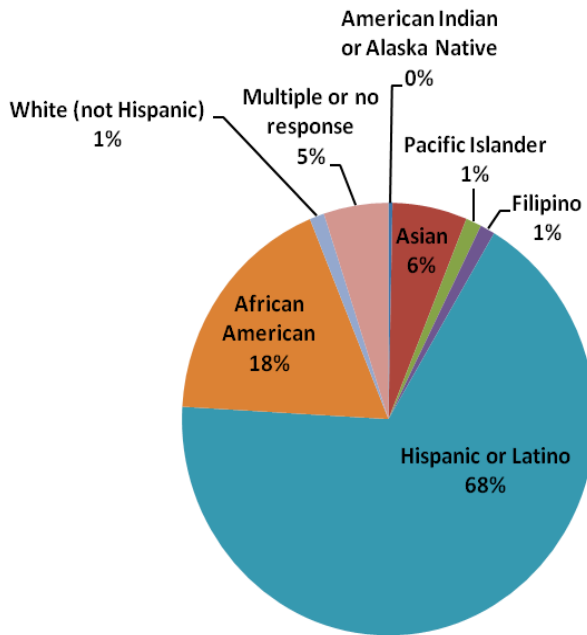
### School Data Summary

Neighborhood	K-12 Enrollment (including charters)	API Average	Free & Reduced Lunch Average
West Oakland Total	2283	704	76%
Lower San Antonio Total	4989	711	77%
Fruitvale Total	5192	718	84%
East Oakland Total	7044	666	81%
Far East Oakland Total	5188	697	86%

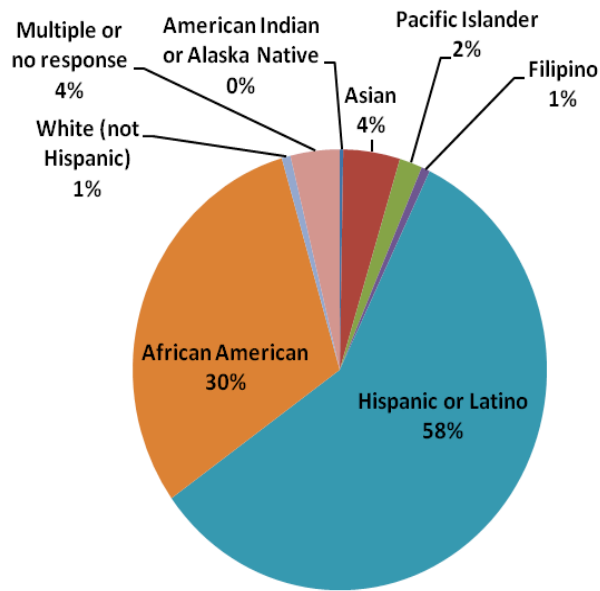
***K-12 School Enrollment Ethnic Breakdown***



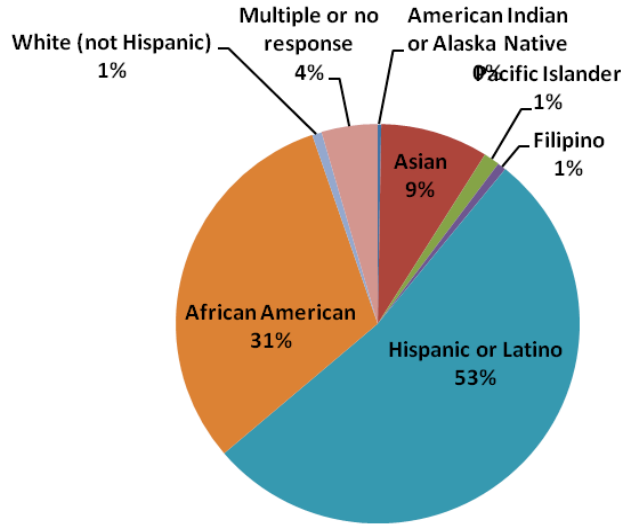
### Fruitvale School Enrollment Ethnic Breakdown



### East Oakland School Enrollment Ethnic Breakdown



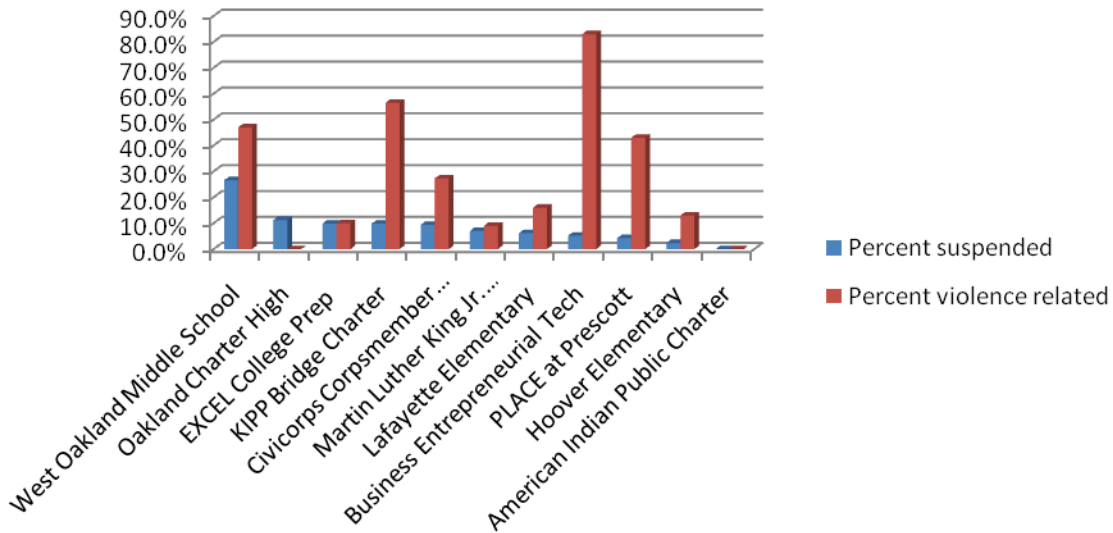
### Far East Oakland School Enrollment Ethnic Breakdown



### *School Suspensions and Truancy Data*

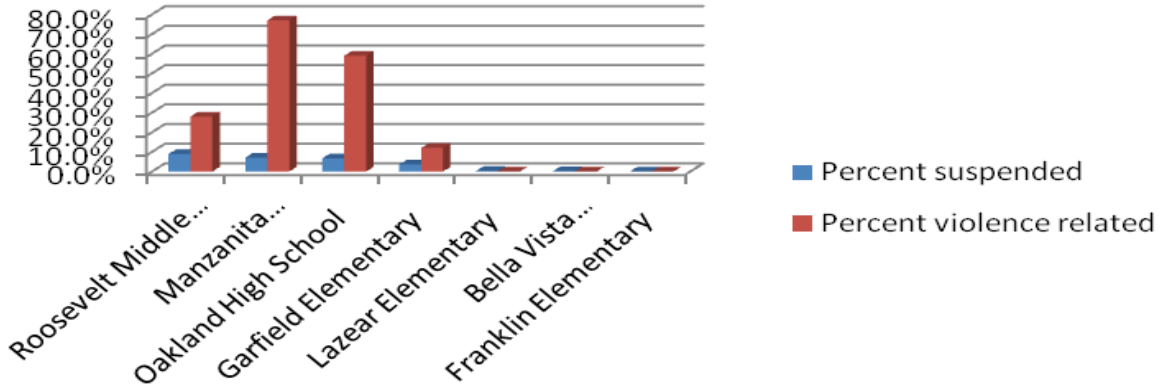
The source of suspension and truancy data below was obtained from OUSD Suspensions 2008-09 and was computed per data entered by the schools in AERIES Database system. Data lists number of students suspended as opposed to number of suspensions.

### West Oakland School Suspensions 2008-09

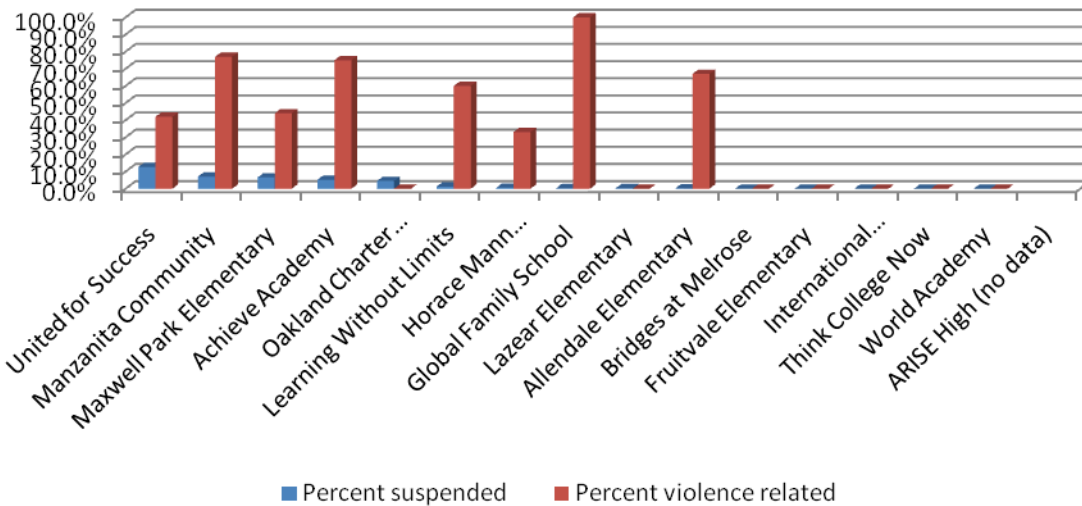




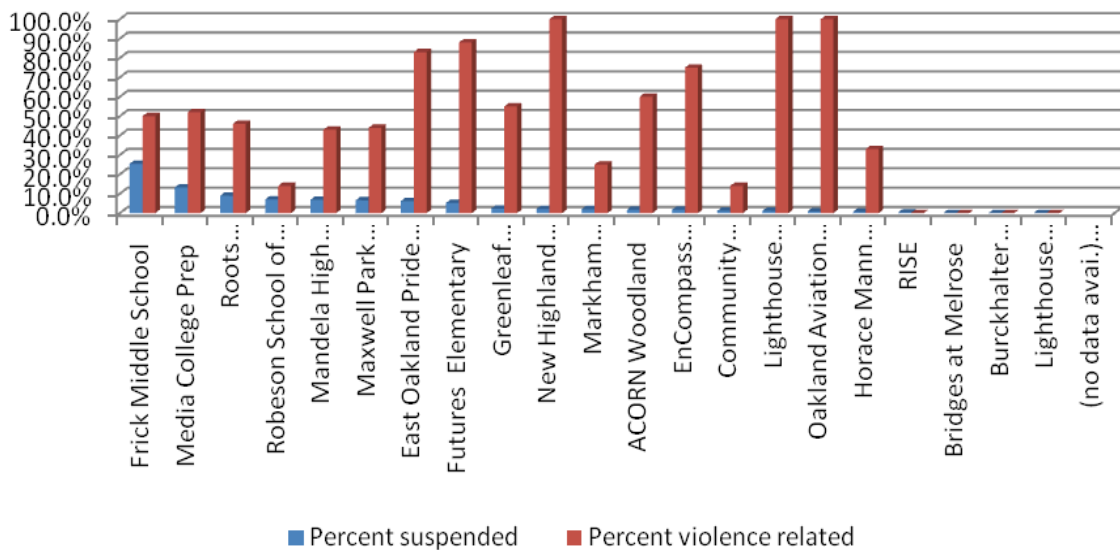
## Lower San Antonio Schools Suspensions 2008-09



## Fruitvale Schools Suspension Data 2008-09

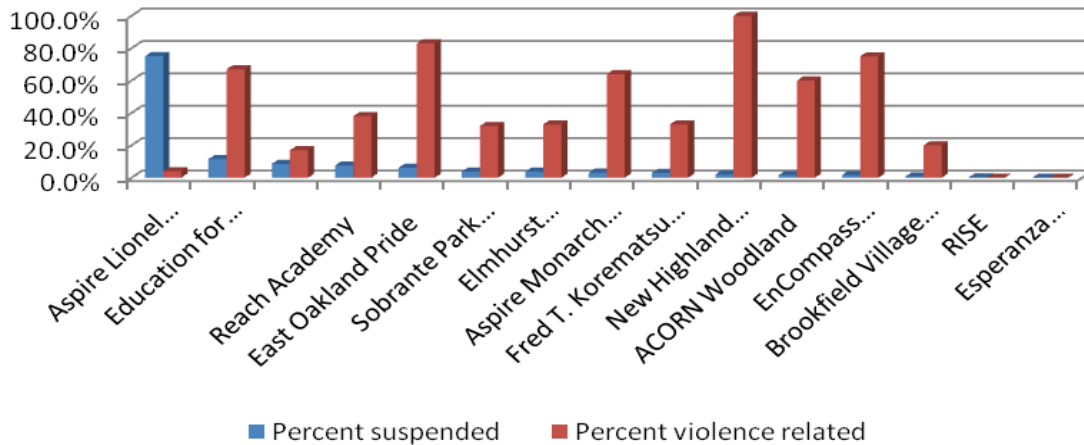


## East Oakland Schools Suspension Data 2008-09



Data not available for College Prep & Architecture

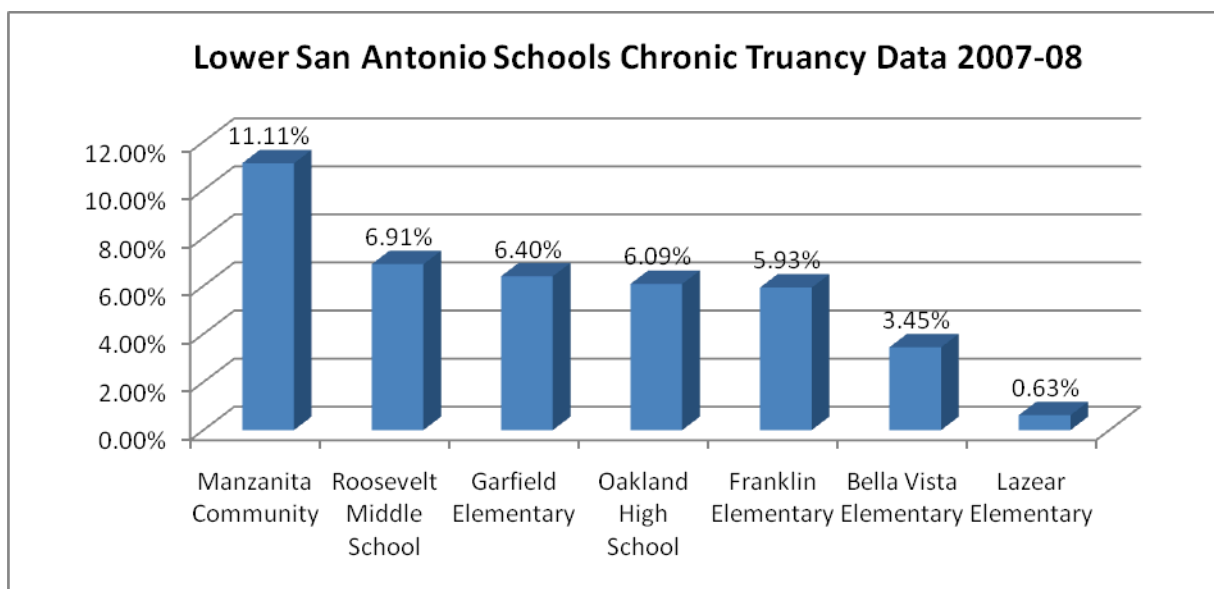
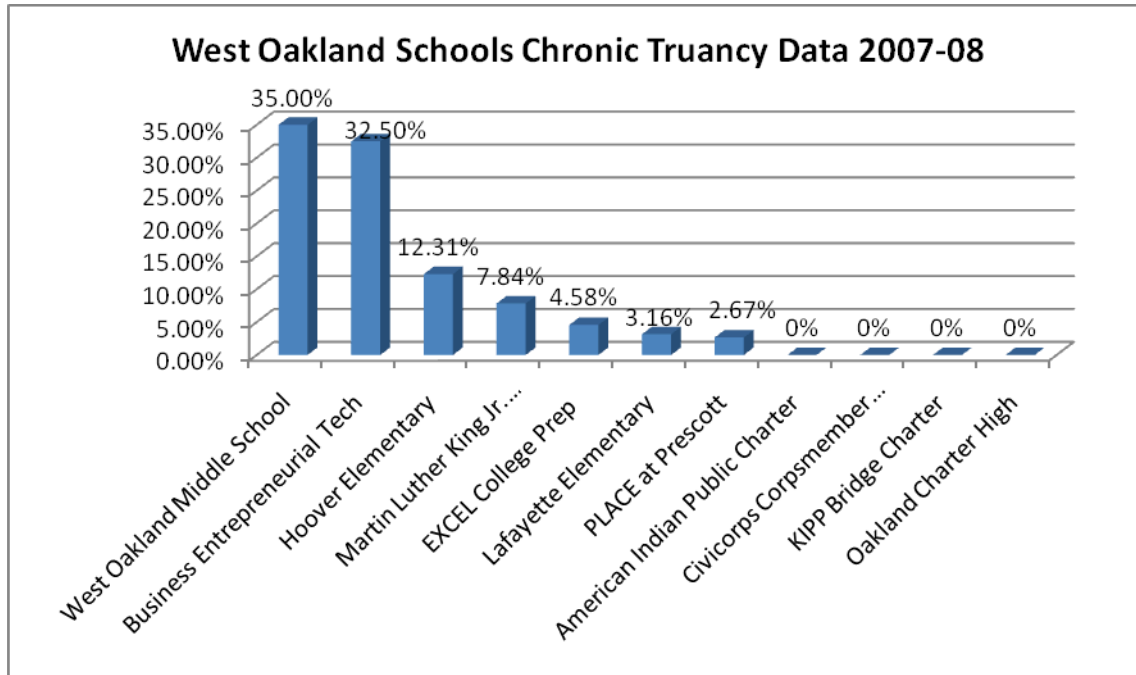
## Far East Oakland Schools Suspension Data 2008-09



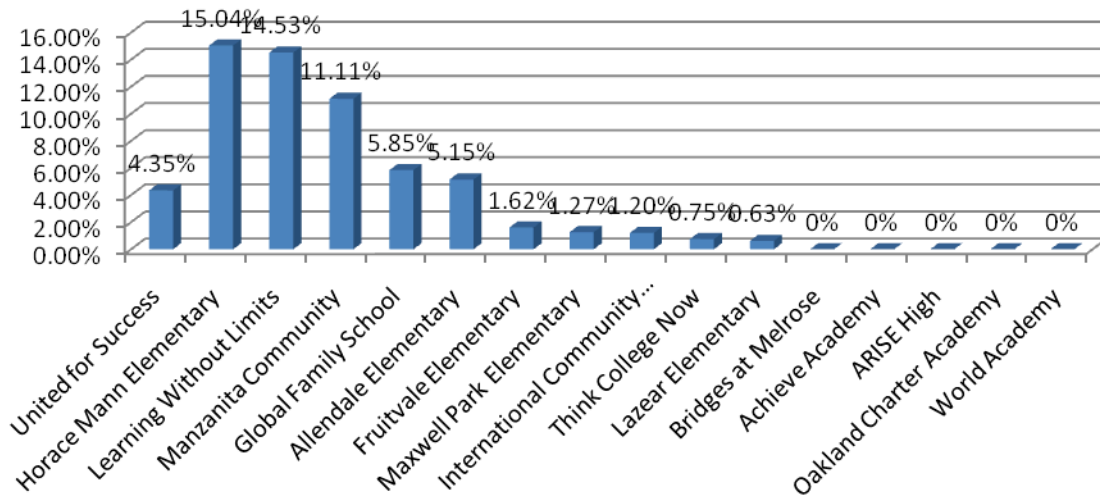
Interesting to note that the loss in ADA to OUSD from school suspensions in 08-09 was \$238, 884 and for 2009-10 to date has been \$224,353 (ADA \$ Loss: Based on figure of \$32.17 per day).

## Truancy

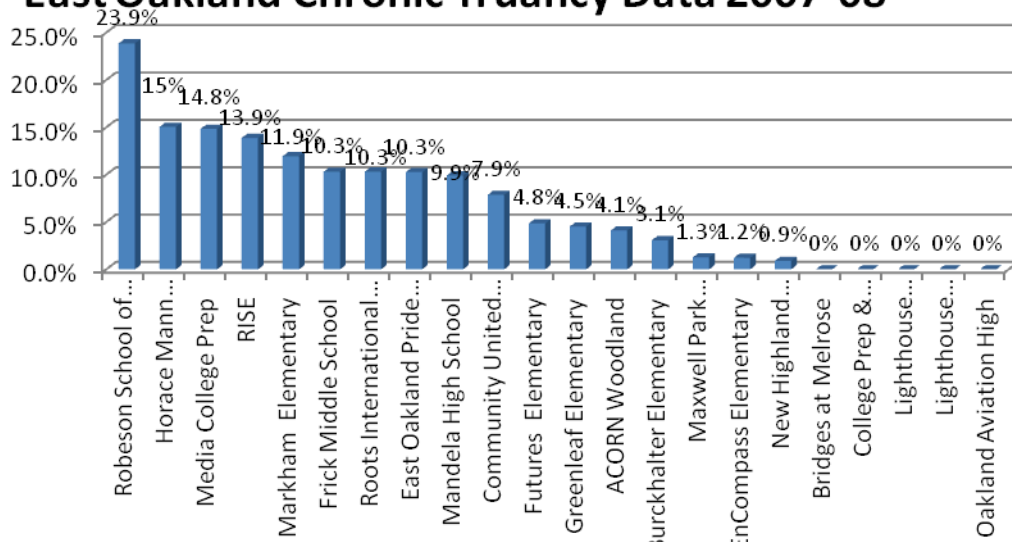
Truancy data below displays the percentage of students who are chronic truants (10+days unexcused absences) at each school site. Data gathered from California Department of Education 2007-08.



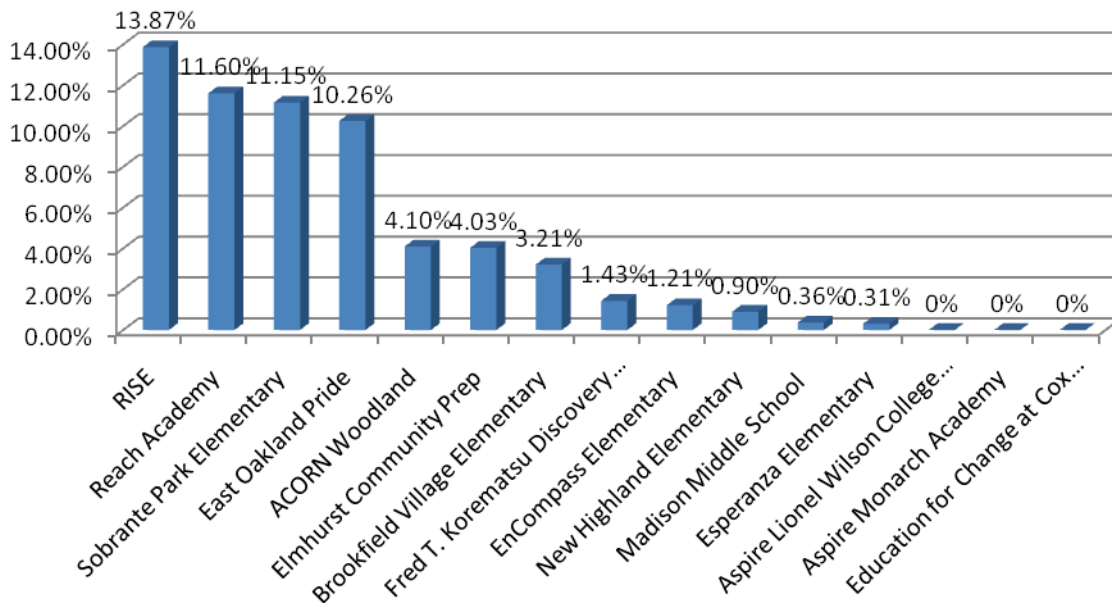
### Fruitvale Schools Chronic Truant Data 2007-08



### East Oakland Chronic Truancy Data 2007-08



## Far East Oakland Schools Chronic Truancy Data 2007-08



### Violence and Crime: Measure Y Stressor Data

The City of Oakland Human Services Department administers the Measure Y Violence Prevention Funds. They also conduct analysis of Oakland Police Beat areas and assign a “stressor” number based on environmental factors affecting communities.

Passed by Oakland voters in 2004, Measure Y, the Violence Prevention and Public Safety Act of 2004, is a comprehensive effort to address the root issues of violence including poverty, unemployment, discrimination, substance abuse, educational failure, fragmented families and domestic abuse. The initiative supports over \$20 million per year increased fire safety, police services, violence prevention programs.

Oakland’s local communities are affected by violence at vastly different levels. Distribution of measure Y resources was designed to reflect those differences. In order to determine the varying needs of each community, Department of Human Services staff evaluated fifty-seven (57) community police beats on eleven data indicators, referred to as “stressors.” The stressors identified include:

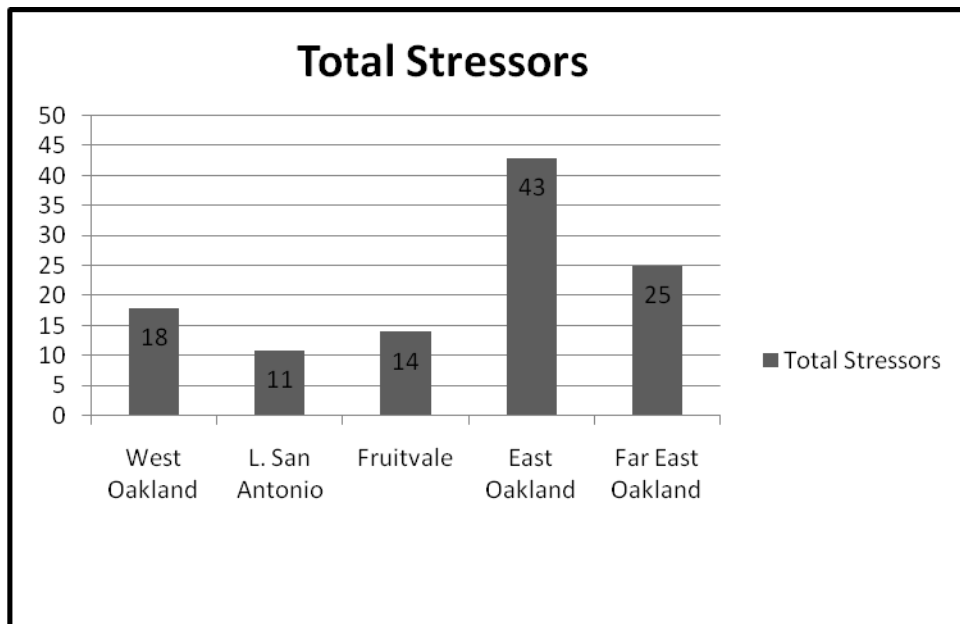
- **Crime Factors:** Juvenile and young adult arrests, domestic violence and child abuse, violent offenses and total crime.
- **Economic Factors:** Census data for unemployment, percent of residents living under the poverty level and percent of residents receiving public assistance.
- **Education Factors:** Number of chronic truants and violent suspensions.

Each beat was rated on each stressor and the top ten beats for each stressor were highlighted. The number of time a beat was found in the top ten on any given variable counted toward the total stressors for the beat.

Safe Passages examined the Measure Y stressor data for each of the communities served by the target program, aggregating beat data as follows:

- West Oakland: 2X, 5X, 2Y, 3Y, 5Y, 6X
- Fruitvale: 20X, 21X, 23X, 24X, 21Y
- Lower San Antonio: 15X, 17X, 18X, 19X, 20X, 21X
- East Oakland: 26X, 26Y, 27X, 30X 31X, 27Y, 29X, 33X
- Far East Oakland: 31X, 31Y, 31Z, 32X, 33X, 34X, 35X

The chart below outlines the total number of stressors in each of the target neighborhoods.



Source: Measure Y 2009 Stressor Analysis

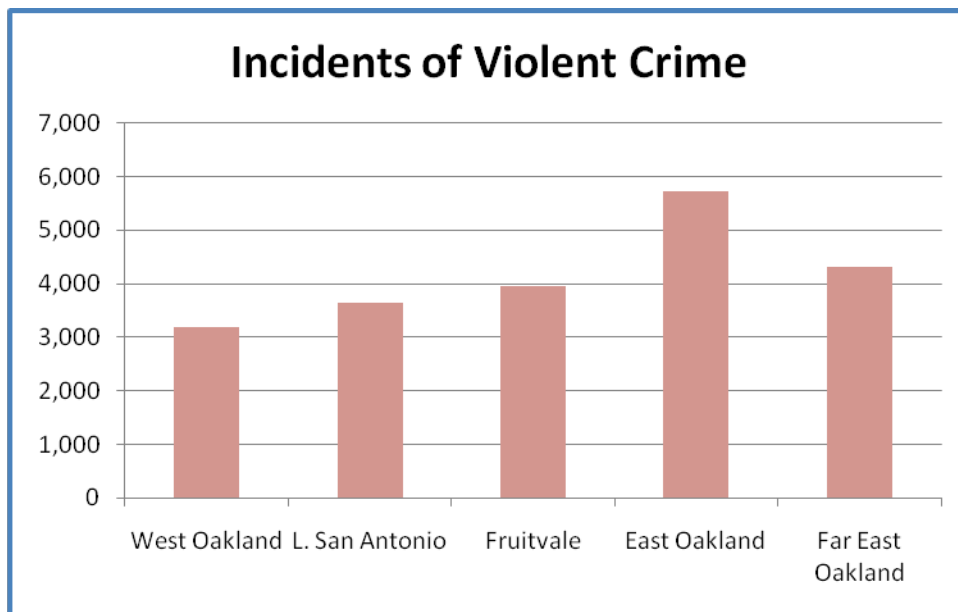
**Findings:**

- The East Oakland neighborhood has an average of 5 stressors per beat, compared to a citywide average of 2 stressors per beat.
- The East Oakland community holds five of the city’s highest stress beats. 26Y, 27Y and 30X account for 25 stressors alone. 31X has a very small population (452), but accounts for three stressors in the neighborhood. It is clear that the East Oakland neighborhood experiences significant stress related to crime, unemployment, domestic violence and child abuse.

- Far East Oakland has an average of 4 stressors per beat, double the citywide average of 2 stressors per beat. Beat 34X accounts for 10 of the 25 stressors in Far East Oakland. While Far East Oakland is currently showing a reduction in stressors in many of its neighborhood beats, it has been historically a highly stressed area. In 2007, that community had 42 stressors. An influx of cross jurisdictional services and interventions have attributed to the sharp decline of environmental stressors in the area.
- Lower San Antonio has an average of 2 stressors per beat, consistent with the citywide average.
- Fruitvale has an average of 3 stressors per beat, with half of the 14 stressors in this neighborhood concentrated in 23X and 20X. West Oakland also has an average of 3 stressors per beat, with 8 of the 18 stressors located within beat 6X.

### Incidents of Violent Crime

The chart below outlines the number of incidents of violent crime in each of the target neighborhoods:

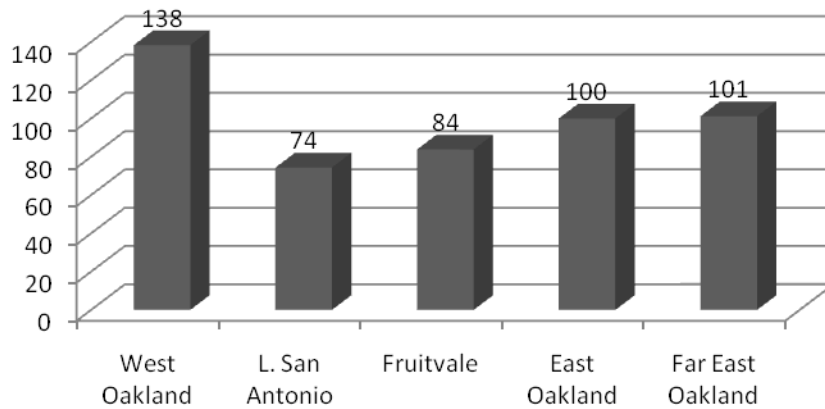


Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008.

- East Oakland has the highest number of incidents of violent crime, followed by Far East Oakland.

A further analysis of the Measure Y stressor data outlines the number of violent incidents per 1000 residents. The analysis had to rely on population counts from the Census 2000 since there is no other alternative count data of whole populations by census tracks or zip codes. Therefore, the data is dated and difficult to assess a “per capita” stress of violence.

## Incidents of Violence Crime per 1000 Residents

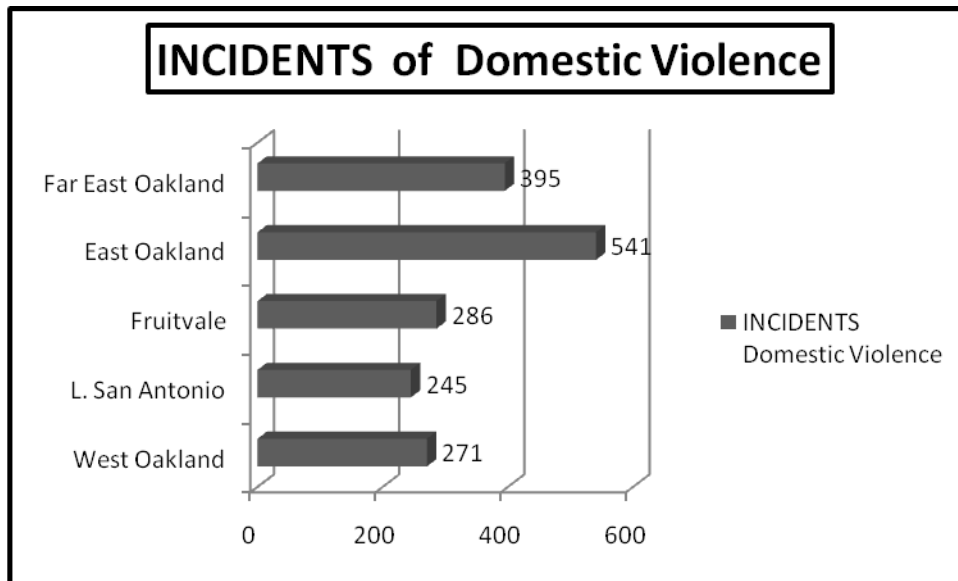


Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008.

- West Oakland had the highest rate of incidents of violent crime per 1000 residents, based on 2000 population counts, followed by East Oakland and Far East Oakland.
- Lower San Antonio and Fruitvale experience significantly lower rates of violent crime when compared to the other target neighborhoods.

### Domestic Violence

The level of domestic violence in a community is an indicator of family and community stressors and points to the need for additional supportive services. The chart below outlines the number of incidents of domestic violence in each of the target neighborhoods.



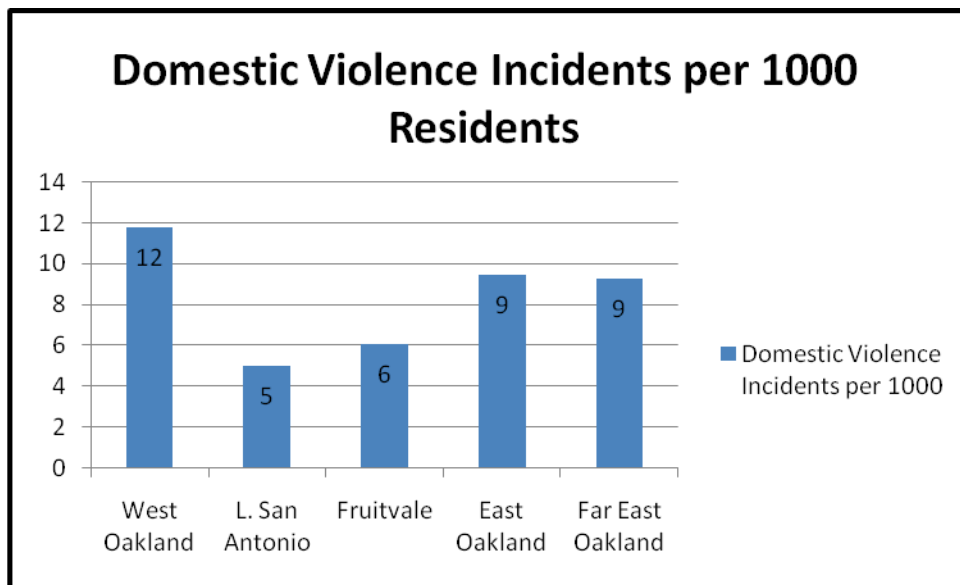
Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008.



- East Oakland has the greatest number of incidents of domestic violence, as reported to the Oakland Police Department. Fruitvale, Far East Oakland and Lower San Antonio have similar numbers of incidents.

### Incidents of Domestic Violence per 1000 Residents

The number of incidents of domestic violence per 1000 residents is an appropriate means of comparing domestic violence levels across communities. The table below outlines the number of incidents per 1000 residents in each target neighborhood (based on Census 2000 population data).

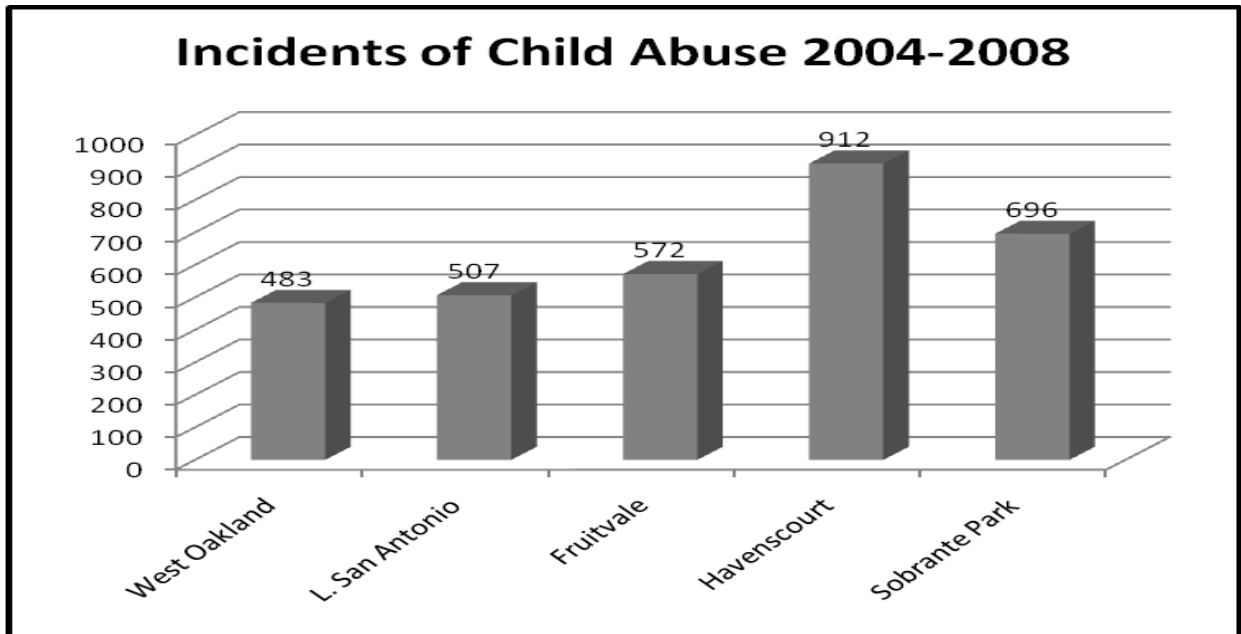


Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008.

- West Oakland has the highest rate of incidents of domestic violence per 1000 residents, more than twice that of Fruitvale and San Antonio.
- East Oakland and Far East Oakland also have high rates of incidents of domestic violence per 1000 residents.

### Child Abuse

Child abuse is another indicator of community stress and the need for additional supportive services. The number of incidents in each target neighborhood is outlined in the table below.

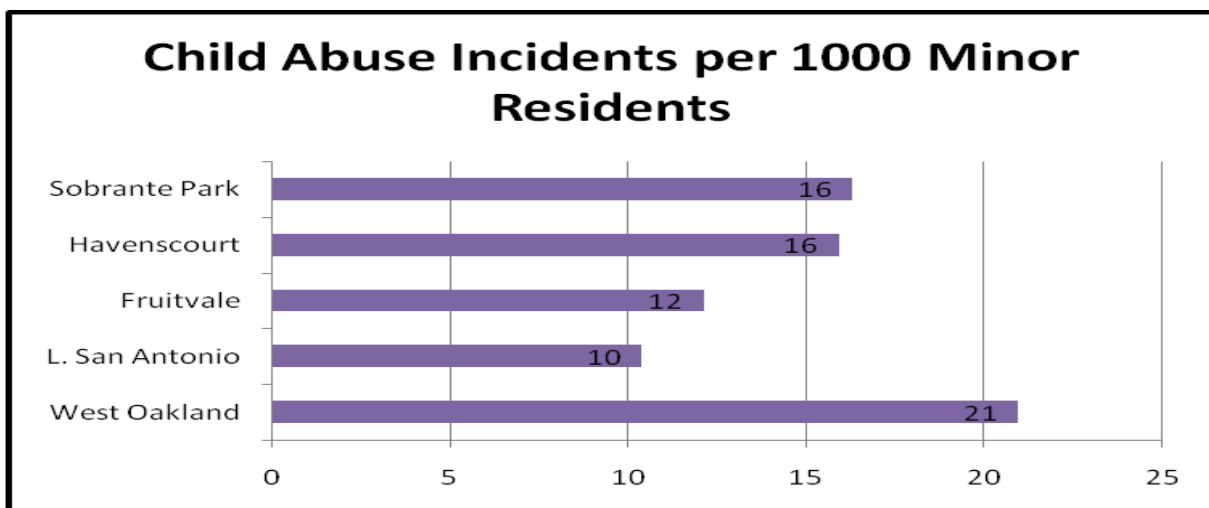


Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008.

- East Oakland has the highest number of incidents of child abuse, followed by Far East Oakland. West Oakland has the lower number of incidents.
- The number of incidents of child abuse does not take into account differences in population in each neighborhood and should not be used as a gauge for comparing the level of child abuse across communities.

#### Rates of Child Abuse per 1000 Residents 0-17 years

The number of incidents of child abuse per 1000 minor residents is an appropriate form of comparing child abuse rates across neighborhoods. The chart below outlines the number of incidents of child abuse per 1000 residents 0-17 years of age (based on Census 2000 population data).



Source: Measure Y Stressor Analysis January, 2009 Oakland Police Department 2004-2008. Census 2000.

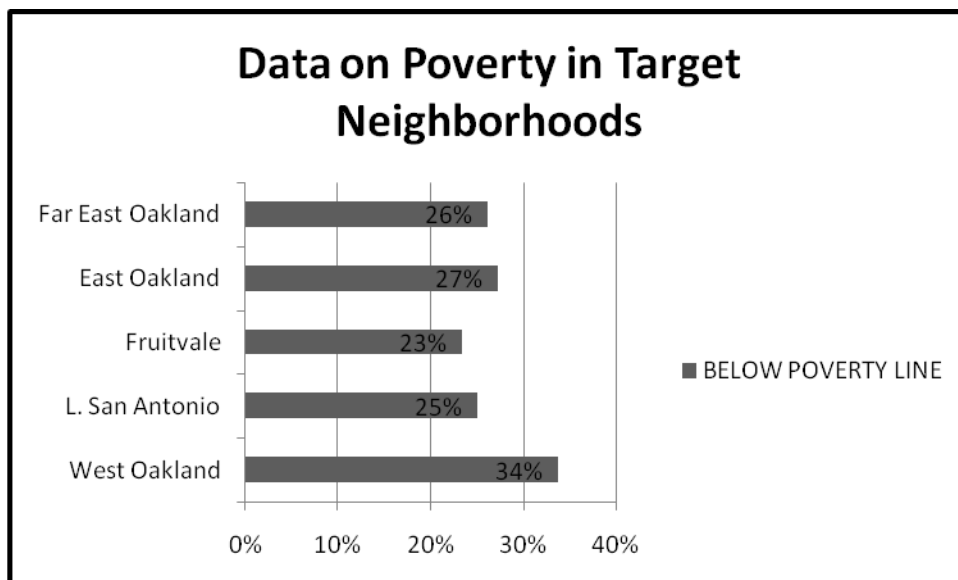
- West Oakland has the highest rate of child abuse per 1000 residents 0-17 years of age, more than twice that of Lower San Antonio.
- East Oakland and Far East Oakland have similar levels of child abuse, as do Lower San Antonio and Fruitvale.

### **Socio-economic Indicators**

All five of the target communities experience significant socio-economic challenges, including high levels of poverty, unemployment, and under-employment. A lack of job opportunities, particularly those that pay a living wage and offer healthcare and sick leave benefits, contributes to the significant challenges facing families in the communities we serve.

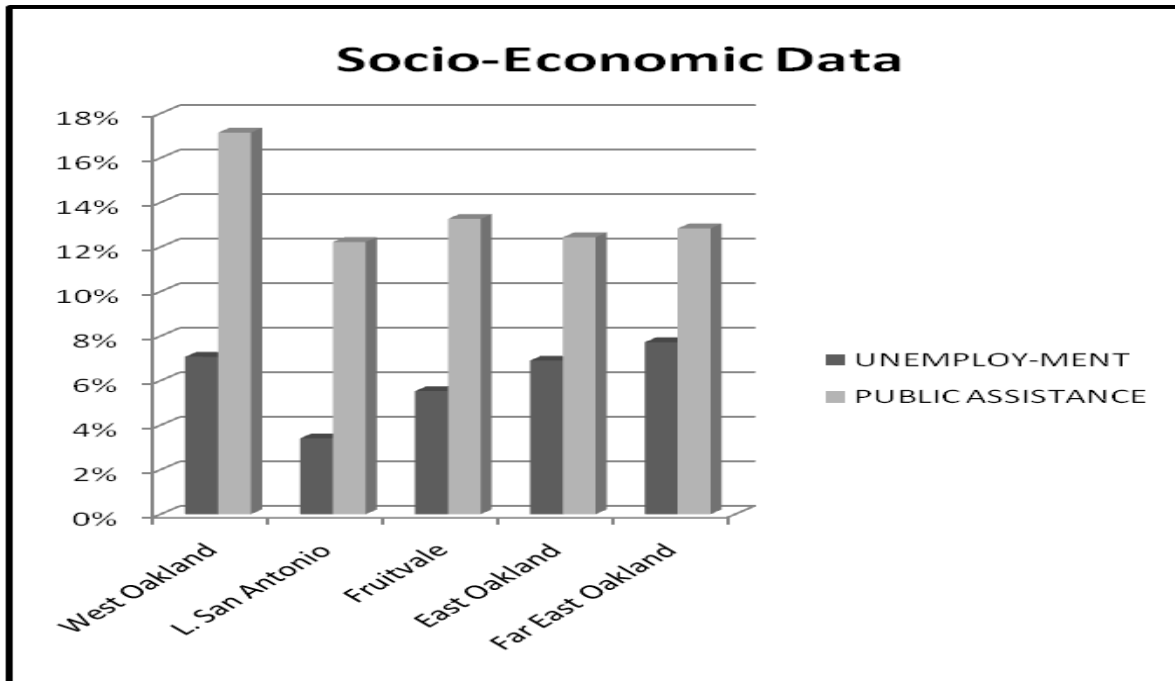
An analysis of 2000 Census data conducted for the Measure Y Stressor analysis (2009) demonstrates the high level of poverty within the five target neighborhoods. The target communities experience a disproportionate level of poverty, with between 23 to 30 percent of the residents living below the poverty line in each neighborhood, compared to a city-wide rate of 19%.

- West Oakland experiences the greatest level of poverty, with 34% of residents living below the federal poverty line.
- Close to a quarter of residents live below the poverty line in the remaining target neighborhoods.



The 2009 Measure Y stressor analysis provides additional evidence of the challenges families face with securing jobs that allow for them to provide for their families and achieve economic self-sufficiency. The target neighborhoods experience higher than average rates of unemployment and residents receiving public assistance.

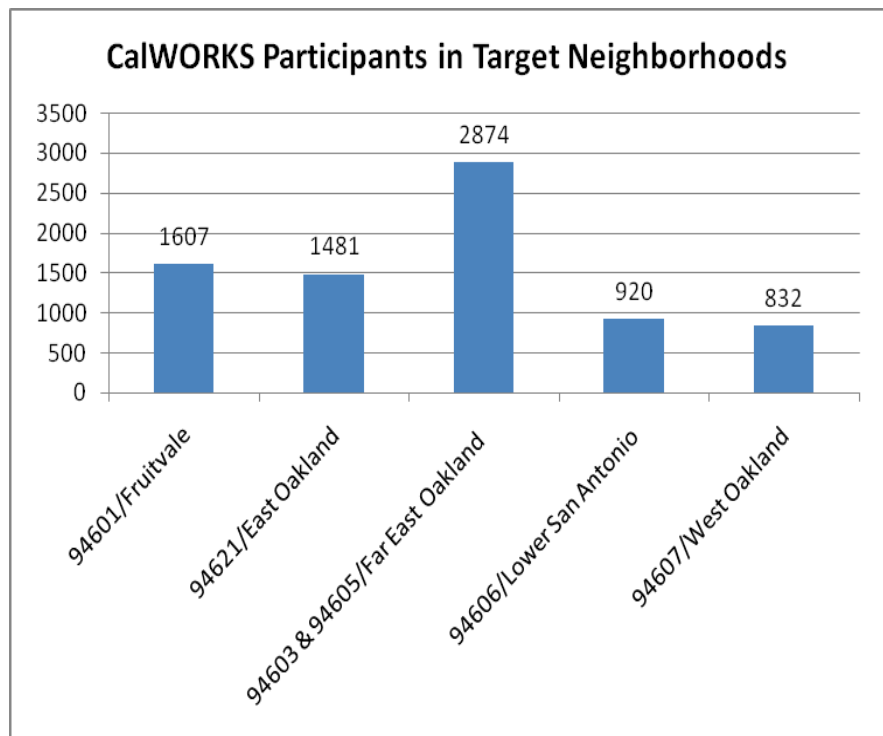
- East Oakland and Far East Oakland have the highest rates of unemployment. Both East Oakland and Far East Oakland have experienced substantial growth in the immigrant population over the last five years and likely have higher than reported unemployment rates.
- The Far East Oakland neighborhood continues to hold two of the top ten Police Beats in the area of unemployment, (31Y with 11.1% unemployment and 31 with 7.6% unemployment).
- Differences in reported unemployment and public assistance rates across the five target neighborhoods are most likely attributable to demographic characteristics. West Oakland, predominately African-American, has the highest proportion of native-born residents, while the other four neighborhoods have a greater proportion of foreign born residents. Immigrants tend to be less familiar with public assistance and unemployment programs, may not qualify because of their undocumented immigration status, and are less likely to participate in the Census. Further, unemployment data from most sources do not capture individuals who are marginally attached to the labor force, such as day laborers, undocumented workers, and those who work under the table, working arrangements common to many immigrants.
- The socio-economic data available through the Census likely reflects an under-reporting of unemployment for all target neighborhoods, except for West Oakland, due to the high proportion of immigrants in each of those neighborhoods.
- While the Census 2000 socio-economic data is the most recently available data source on these indicators at the neighborhood level, the statistics do not reflect recent changes in unemployment caused by the severe economic downturn and the foreclosure crisis afflicting many neighborhoods in Oakland. The Bureau of Labor Statistics most recent unemployment rate for Oakland was 17% in December 2009 (<http://data.bls.gov/PDQ/servlet/SurveyOutputServlet>). Target neighborhoods typically exceed city-wide rates and we can conclude that the unemployment rates are much higher than the Census data indicates.



### Social Services Data – CalWORKS

The Alameda County Social Services Agency provided the CalWORKS participants numbers by zip codes. For Oakland, the data follows:

Zip Codes	CalWORKS Participants
<b>94601</b>	<b>1607</b>
94602	369
<b>94603</b>	<b>1315</b>
94604	19
<b>94605</b>	<b>1559</b>
<b>94606</b>	<b>920</b>
<b>94607</b>	<b>832</b>
94608	495
94609	340
94610	133
94611	76
94612	440
94613	4
94618	16
94619	392
94620	1
<b>94621</b>	<b>1481</b>
94623	1
94624	1
94627	1



## **Early Childhood Centers**

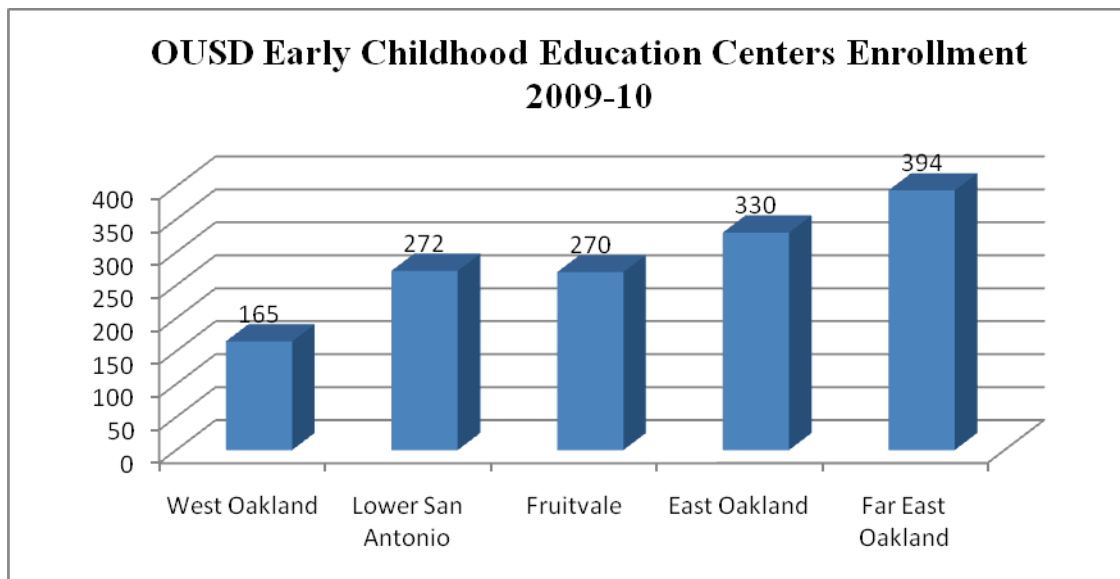
### ***Oakland Unified School District Early Childhood Development Program***

The Child Development Program is administered by the California State Department of Education, Child Development Division. The Oakland Unified School District (OUSD) is the contractor for the State and operates the program through its Department of Early Childhood Education. The Department of Early Childhood Education is charged with the responsibility for seeing that all local, state and federal requirements are met.

The Child Development program serves both preschool and school age children. Children with disabilities are accepted into the program as long as the staff is able to provide an appropriate program.

There are 34 child development centers and 21 State Preschool programs located throughout the city. All of the centers that school age children attend are located adjacent to elementary schools.

The chart below shows the student enrollment in OUSD Early Childhood Centers. Individual Center enrollment data is found in Attachment IV.



*Source: OUSD EARLY CHILDHOOD EDUCATION OFFICE: 495 Jones Avenue, 94603; Revised 02/10/10*

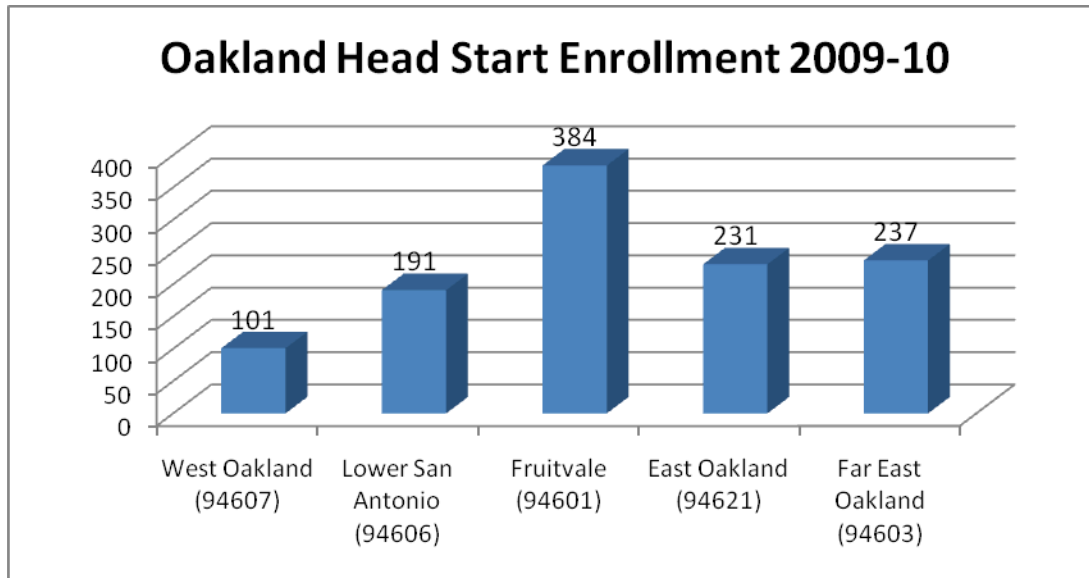
### ***Oakland Head Start***

Currently, the City serves 1,608 Head Start and Early Head Start children and their families. Of these, the City directly provides child development and family support services to 1,095 low-income children ages 3 to 5 and their families, in 18 centers and 7 family child care homes in Oakland. The Unity Council, a diverse community organization, became a Head Start delegate agency for the City in 1988.<sup>1</sup>

The following statistical information was gathered for the City of Oakland Head Start Program Community Assessment 2007 report.

- ❖ In 2000, Oakland had 11,216 children ages 0-1 year old, 17,076 children age 2-4 years old, and 46,797 children ages 5 to 12 years old.
- ❖ It is estimated that from 2006 to 2010 there will be a 1% decrease in children ages birth to 4 years old, and a 3% increase in children ages 5 to 12 years old.
- ❖ 35.7% of city residents AA, 15.2% Asian, 31.3% White, 5% Two or More Races, and 17.8 Other, 21.9% Latino.
- ❖ 38% of children under the age of 12 are AA, 32% are Latino, 13% Asian or Pacific Islander, and 11% White.
- ❖ 43% of children ages 5 to 12 years old speak a language other than English at home in Oakland.
- ❖ The areas with the highest rates of poverty (26 to 32% of residents living in poverty) are in West and East Oakland, followed by North Oakland, Fruitvale/San Antonio and far East Oakland.
- ❖ In Oakland, there is a shortage of slots for infants and toddlers (0-1) and school-age children (5-12), but a slight surplus in slots for preschoolers (2-4).
- ❖ According to an Alameda County ECE needs Assessment analysis of preschool supply, the zip codes with the greatest preschool supply are 94605 in East Oakland and 94601 in Fruitvale/San Antonio. The zip code with the least supply is 94618, in the Hills are of Oakland. In comparison with the MediCal live birth date 94601(Central Oakland) had the most number of births in 2005, and 94618 (Hills) the least.
- ❖ The areas identified with the highest level of environmental stressors (Measure Y) correspond to districts that contain most of the Head Start centers (14 out of 17 Centers in Districts 2,3,5,6 and 7).
- ❖ The zip codes with the largest number of Head Start families are 94603 (Far East Oakland) and 94621 (Havenscourt).

Oakland Head Start currently has 18 centers and family child care homes. The delegate agency has 4 centers and offers home based Early Head Start services. Sites are distributed throughout the City, located in the flatlands.



### ***Health Indicators***

Information gathered from the Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department (including Alameda County, birth data, 2003-05; Alameda County Sexually Transmitted Disease data, 2004-2006; and Alameda County hospitalization data, 2003-2005) shows that significant health inequities exist within all five of these communities. However, most notably, the **Havenscourt and Far East Oakland** neighborhoods struggle greatly amongst Oakland, and Alameda County, with highest rates of teen pregnancies, STD cases and hospitalizations.

**Havenscourt (94621 zip code) has:** The 2<sup>nd</sup> highest teen birth rates in the County; rates of teen births and new Chlamydia cases among youth that are more than double the rates in the County as a whole.<sup>ii</sup>

**Far East Oakland (94603 zip code) has:** The highest teen birth rate in the County; rate of Chlamydia among youth that is more than double the County rate; rate of youth asthma hospitalization that is more than 90% higher than for the county as a whole.<sup>iii</sup>

**West Oakland (94607 zip code) has:** highest rates of Chlamydia, hospitalization for asthma and assault among youth in Alameda County, 3<sup>rd</sup> highest rate of teen births; 25% higher rate of youth hospitalization for depression and unintentional injury than Alameda County as a whole.<sup>iv</sup>

**Lower San Antonio (94606 zip code) has:** Teen birth rate that is more than 50% higher than the rate found in the County as a whole.<sup>v</sup>

**Fruitvale (94601 zip code) has:** Teen birth rate that is more than double that rate found in the County as a whole;<sup>vi</sup> Rate of youth Chlamydia diagnosis that is more than 50% higher than for the county as a whole.<sup>vii</sup>



## **Recommendations**

Staff recommends that the board:

- 1)** Adopt the neighborhood selection criteria.
- 2)** Provide direction in next steps related to the selection of first target community.
- 3)** Continue to work with the Working Group in the refinement of community profile.

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<sup>i</sup> City of Oakland Head Start Community Assessment 2007.

<sup>ii</sup> Community Assessment, Planning and Education (CAPE) Unit of Alameda County Public Health Department, “Alameda County healthy Status Report 2006” and “Oakland Health Profile,” Alameda County Public Health Department website, <http://www.acphd.org/AXBYCZ/Admin?DataReport> (accessed October 11, 2007).

<sup>iii</sup> Alameda County, birth data, 2003-05; Alameda County Sexually Transmitted Disease data, 2004-2006; and Alameda County hospitalization data, 2003-2005.

<sup>iv</sup> Alameda County birth data 2003-05; Alameda County Sexually Transmitted Disease data, 2004-05.

<sup>v</sup> Ibid.

<sup>vi</sup> Ibid.

<sup>vii</sup> Ibid.

Youth Ventures JPA Board Report  
March 15, 2010

Oakland Neighborhood Profiles

**LIST OF ATTACHMENTS**

- I. OUSD Catchment Area Patterns for Middle Schools
- II. Individual school data by neighborhood
- III. OUSD Early Childhood Education Centers
- IV. OUSD Early Childhood Education Centers Enrollment Data 2009-10
- V. City of Oakland and Unity Council Head Start Programs – Location and Demographic Information
- VI. Neighborhood Schools Suspension and Truancy Data (OUSD and Charters)
- VII. Maps
- VIII. Other Neighborhood Data: Fire Stations, Parks and Recreation, Liquor stores

**ATTACHMENT I  
 OUSD CATCHMENT AREA PATTERNS  
 FOR MIDDLE SCHOOLS**

<b>Catchment Area Patterns</b>						
<i>Catchment Area patterns are geographical patterns that help to predict feeder patterns. A catchment area pattern is an indication of the geographical overlap of elementary and middle school attendance boundaries.</i>						
<b>United for Success (Calvin Simmons Attendance Area)</b>						
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>				<b>Number of K-12 Students</b>	<b>Percentage</b>
Allendale Elementary	Allendale ES				321	5.3%
Cesar Chavez Learning Center	Think College Now, International Comm. School				1438	23.7%
Fruitvale Elementary	Fruitvale ES				377	6.2%
Horace Mann Elementary	Horace Mann ES				523	8.6%
Jefferson	Global Family, Learning Without Limits				2306	38.1%
Lazear Elementary	Lazear ES				242	4.0%
Manzanita	Manzanita SEED, Manzanita Community				681	11.2%
Maxwell Park Elementary	Maxwell Park ES				100	1.7%
Melrose	Bridges @ Melrose				67	1.1%
<b>Roosevelt Middle School (Roosevelt Attendance Area)</b>						
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>				<b>Number of K-12 Students</b>	<b>Percentage</b>
Bella Vista Elementary	Bella Vista ES				315	8.3%
Franklin Elementary	Franklin ES				964	25.5%
Garfield Elementary	Garfield ES				1431	37.9%
Lazear Elementary	Lazear ES				216	5.7%
Manzanita	Manzanita SEED, Manzanita Community				848	22.5%
<b>Madison Middle School (Madison Attendance Area)</b>						
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>				<b>Number of K-12 Students</b>	<b>Percentage</b>
Brookfield Village Elementary	Brookfield ES				1049	52.3%

Highland	New Highland, RISE, ACORN Woodland, EnCompass					9	0.4%
Sobrante Park Elementary	Sobrante Park ES					663	33.0%
Stonehurst	Esperanza, Korematsu ES					286	14.3%
<b>Frick Middle School (Frick Attendance Area)</b>							
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>					<b>Number of K-12 Students</b>	<b>Percentage</b>
Burckhalter Elementary	Burckhalter ES					433	10.8%
Horace Mann Elementary	Horace Mann ES					433	10.8%
Markham Elementary	Markham ES					1034	25.9%
Maxwell Park Elementary	Maxwell Park ES					250	6.3%
Sherman	Melrose Leadership Academy					357	8.9%
Webster Academy	East Oakland Pride					805	20.2%
Whittier	Greenleaf ES					679	17.0%
<b>West Oakland Middle School (West Oakland Attendance Area)</b>							
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>					<b>Number of K-12 Students</b>	<b>Percentage</b>
Hoover Elementary	Hoover ES					261	11.1%
Lafayette Elementary	Lafayette ES					605	25.8%
M L King Jr Elementary	ML King Jr. ES					890	38.0%
Prescott	PLACE @ Prescott					587	25.1%
<b>Roots Academy/CCPA (Havenscourt Attendance Area)</b>							
<b>Attendance Area</b>	<b>Elementary Schools in Area</b>					<b>Number of K-12 Students</b>	<b>Percentage</b>
Highland	New Highland, RISE, ACORN Woodland, EnCompass					380	9.0%
Lockwood	Futures, Community United ES					1470	34.9%
Markham Elementary	Markham ES					266	6.3%
Melrose	Bridges @ Melrose					863	20.5%
Webster Academy	East Oakland Pride					276	6.6%
Whittier	Greenleaf ES					955	22.7%
<b>Elmhurst Community Prep / Alliance (Elmhurst Attendance Area)</b>							

Area)							
Attendance Area	Elementary Schools in Area					Number of K-12 Students	Percentage
Highland	New Highland, RISE, ACORN Woodland, EnCompass					1170	23.2%
Reach Academy	Reach Academy					2324	46.0%
Stonehurst	Esperanza, Korematsu ES					959	19.0%
Webster Academy	East Oakland Pride					600	11.9%

## Attachment II : Individual neighborhood school data

### West Oakland Neighborhood Schools K-12

K - 12 Schools	Enrollment	Type	Zip code	Grade level	API	F&R rates <sup>1</sup>
West Oakland Middle School	160	Middle School	94607	6-7	698	73%
Hoover Elementary	325	Feeder Elementary	94608	K-5	672	82%
Lafayette Elementary	285	Feeder Elementary	94607	K-5	664	83%
Martin Luther King Jr. Elementary	255	Feeder Elementary	94607	K-5		74%
PLACE at Prescott	262	Feeder Elementary	94607	K-5	652	82%
American Indian Public Charter	157	Charter	94607	6-8	933	87%
Civicorps Corpsmember Academy	117	Charter	94607	12		65%
KIPP Bridge Charter	234	Charter	94607	5-8	789	70%
Oakland Charter High	62	Charter	94607	9-10	955	97%
Business Entrepreneurial Tech (BEST)	120	High School	94607	9-12	429	64%
EXCEL College Prep	306	High School	94607	9-12	544	55%
<b>West Oakland Total</b>	<b>2283</b>				<b>704</b>	<b>76%</b>

### Lower San Antonio Neighborhood Schools

Schools	Enrollment	Type of School	Zip Code	Grade Levels	API	F&R Lunch
Roosevelt Middle School	695	Elev8 Middle School	94606	6-8	642	85%
Bella Vista Elementary	493	Feeder Elementary	94610	K-5	811	77%
Franklin Elementary	708	Feeder Elementary	94606	K-5	814	81%
Garfield Elementary	687	Feeder Elementary	94606	K-5	693	79%
Lazear Elementary	320	Feeder Elementary	94601	K-5	709	76%
Manzanita Community	279	Feeder Elementary	94601	K-5	672	73%
Oakland High School	1807	High School	94610	9-12	633	70%
<b>Lower San Antonio Total</b>	<b>4989</b>				<b>711</b>	<b>77%</b>

### Fruitvale Neighborhood Schools

Schools	Enrollment	Type of School	Zip Code	Grade Levels	API	F&R Lunch
United for Success	391	Middle School	94601	6-8	570	86%
Allendale Elementary	466	Feeder Elementary	94619	K-5	744	72%
Bridges at Melrose	380	Feeder Elementary	94601	K-5	730	91%
Fruitvale Elementary	556	Feeder Elementary	94602	K-5	739	87%
Global Family School	325	Feeder Elementary	94601	K-4	582	81%
Horace Mann Elementary	339	Feeder Elementary	94601	K-5	761	89%
International Community Elementary	249	Feeder Elementary	94601	K-5	746	85%
Lazear Elementary	320	Feeder Elementary	94601	K-5	709	76%
Learning Without Limits	296	Feeder Elementary	94601	K-4	718	78%
Manzanita Community	279	Feeder Elementary	94601	K-5	672	73%
Maxwell Park Elementary	316	Feeder Elementary	94619	K-5	665	73%
Think College Now	266	Feeder Elementary	94601	K-5	848	92%
Achieve Academy	229	Charter	94601	4-5	788	92%
ARISE High	163	Charter	94601	9-11	507	68%
Oakland Charter Academy	154	Charter	94601	6-8	943	96%
World Academy	463	Charter	94601	K-3	759	98%
<b>Fruitvale Total</b>	<b>5192</b>				<b>718</b>	<b>84%</b>



### East Oakland Neighborhood Schools

Schools	Enrollment	Type of School	Zip Code	Grade Levels	API	F&R Lunch
Frick Middle School	514	Middle School	94605	6-8	597	86%
Roots International Academy	349	Middle School	94621	6-8	575	83%
ACORN Woodland	244	Feeder Elementary	94621	K-5	782	91%
Bridges at Melrose	380	Feeder Elementary	94601	K-5	730	91%
Burckhalter Elementary	163	Feeder Elementary	94605	K-5	790	76%
Community United Elementary	267	Feeder Elementary	94621	K-4	577	85%
East Oakland Pride Elementary	390	Feeder Elementary	94621	K-4	657	87%
EnCompass Elementary	247	Feeder Elementary	94621	K-5	733	91%
Futures Elementary	248	Feeder Elementary	94621	K-4	701	80%
Greenleaf Elementary	398	Feeder Elementary	94621	K-4	777	93%
Horace Mann Elementary	339	Feeder Elementary	94601	K-5	761	89%
Markham Elementary	427	Feeder Elementary	94605	K-5	713	66%
Maxwell Park Elementary	316	Feeder Elementary	94619	K-5	665	73%
New Highland Elementary	335	Feeder Elementary	94621	K-5	687	92%
RISE	310	Feeder Elementary	94621	K-5	646	86%
College Prep & Architecture Academy	370	Charter	94601	9-12	582	79%
Lighthouse Community Charter	467	Charter	94621	K-8	763	80%
Lighthouse Community Charter High	176	Charter	94621	9-12	726	77%
Oakland Aviation High	112	Charter	94621	9-11	557	79%
Mandela High School	343	High School	94601	9-12	557	75%
Media College Prep	364	High School	94601	9-12	600	52%
Robeson School of Visual & Performing Arts	285	High School	94601	9-12	469	75%
<b>East Oakland Total</b>	<b>7044</b>				<b>666</b>	<b>81%</b>

### Far East Oakland Neighborhood Schools

Schools	Enrollment	Type of School	Zip Code	Grade Levels	API	F&R Lunch
Elmhurst Community Prep	347	Middle School	94603	6-8	647	82%
Madison Middle School	274	Middle School	94603	6-8	674	86%
ACORN Woodland	244	Feeder Elementary	94621	K-5	782	91%
Brookfield Village Elementary	405	Feeder Elementary	94603	K-5	707	83%
East Oakland Pride	390	Feeder Elementary	94621	K-4	657	87%
EnCompass Elementary	247	Feeder Elementary	94621	K-5	733	91%
Esperanza Elementary	324	Feeder Elementary	94603	K-5	704	91%
Fred T. Korematsu Discovery Academy	350	Feeder Elementary	94603	K-5	641	89%
New Highland Elementary	335	Feeder Elementary	94621	K-5	687	92%
Reach Academy	293	Feeder Elementary	94603	K-5	596	83%
RISE	310	Feeder Elementary	94621	K-5	646	86%
Sobrante Park Elementary	278	Feeder Elementary	94603	K-5	754	68%
Aspire Lionel Wilson College Preparatory Academy	510	Charter	94603	6-12	792	80%
Aspire Monarch Academy	351	Charter	94603	K-5	774	94%
Education for Change at Cox Elementary	530	Charter	94603	K-5	665	90%
East Oakland - Sobrante Park Total	5188				697	86%

## Attachment III: EARLY CHILDHOOD EDUCATION CENTERS

SITE CENTER <i>Located at or Nearby</i>	PROGRAMS*	MS Att. Area	PHONE	FAX	ADDRESS
861 ACORN WOODLAND/ Acorn Woodland /	C P ENCOMPASS Encompass	Elmhurst	635-1997 879-0198	1025 - 81st Avenue, 94621	
802 ARROYO VIEJO 94621	C East Oakland Pride	Frick	879-0802 879-0804	1895 - 78th Avenue,	
805 BELLA VISTA 94606	C	Roosevelt Bella Vista	535-2808 535-2811	2410 - 10th Avenue,	
XXX BRIDGES ACADEMY Bridges Academy @	P Melrose	Havenscourt @ Melrose	535-3876 535-3875	1325 - 53 <sup>rd</sup> Avenue 94601	
806 BROOKFIELD	C P Brookfield	Madison	879-0806 879-2899	401 Jones Avenue, 94603	
819 CENTRO INFANTIL DE LA RAZA 94601	C P	Roosevelt Hawthorne CS	535-2802 535-2803	2660 E 16th Street,	
807 COX 94603	P Reach Academy	Elmhurst	879-2816 879-2816	9860 Sunnyside Street,	
825 H.R. TUBMAN 33rd Street, 94608	C	West Oakland Hoover		654-7890 654-7896	800 -
815 HIGHLAND Highland / Rise	C P	Elmhurst	879-0815 879-2529	1322 - 86th Avenue, 94621	
809 INTERNATIONAL 94601	C P ICS /TCN	United for Success	532-7267 261-2024	2825 International Blvd.,	
817 JEFFERSON 94601	C P	United for Success Jefferson	535-3871 535-3873	1975 - 40th Avenue,	
823 LOCKWOOD Avenue, 94621	C	Havenscourt Futures/CUES		639-2884 639-2886	1125 - 69 <sup>th</sup>
829 MANZANITA 94601	C P	United for Success Manzanita / Seed	535-2804	535-2807	2618 Grande Vista,
822 M.L.KING,JR. Street, 94607	P	West Oakland M.L.King,Jr.		874-3392 874-3391	960A - 12th
837 SANTA FE Street, 94608	C Santa Fe	West Oakland	654-7555	654-7658	5380 Adeline
838 STONEHURST 94603	P	Madison Korematsu/Esperanza	879-0838	879-2496	901 - 105th Avenue,
842 WEBSTER ACADEMY 94621	C P Webster	Frick	879-0842	879-2639	7980 Plymouth Street,

## EARLY CHILDHOOD EDUCATION OFFICE:

• Phone: 879-8328 • Fax: 879-2821 • 495 Jones Avenue, 94603

\*PROGRAM CODES: C = Child Development

P = Pre -Kindergarten

SA = School-age

**Attachment IV**  
**Oakland Unified Early Childhood Education Centers in Target**  
**Neighborhoods**  
**Enrollment Data 2009-10**

<b>Neighborhood</b>	<b>Early Childhood Education Center</b>	<b>Enrollment</b>
<b>West Oakland</b>	HR Tubman	71
	M.L.King, Jr	43
	Santa Fe	51
	<b>TOTAL</b>	<b>165</b>
<b>Lower San Antonio</b>	Bella Visa	122
	Centro Infantil de la Raza	150
	<b>TOTAL</b>	<b>272</b>
<b>Fruitvale</b>	International	96
	Jefferson	82
	Manzanita	92
	<b>TOTAL</b>	<b>270</b>
<b>East Oakland</b>	Arroyo Viejo	64
	Webster Academy	100
	Bridge Academy@Melrose	40
	Lockwood	126
	<b>TOTAL</b>	<b>330</b>
<b>Far East Oakland</b>	Acorn Woodland/Encompass	72
	Cox	48
	Highland	130
	Brookfield	48
	Stonehurst	96
	<b>TOTAL</b>	<b>394</b>
	<b>GRAND TOTAL</b>	<b>1431</b>

**Attachment V**  
**City of Oakland Head Start Program**  
**Location and Demographic Information**

**Location by Zip Code**

The following Head Start & Early Head Start sites are located in the designated Zip Codes (94601, 03; 05; 06; 07; 21):

<b>Site Name:</b>	<b>Location:</b>	<b>Zip Code:</b>
<b>Sun Gate Head Start</b>	2563 International Blvd.	94601
<b>Benoit/Head Start FCC</b>	5140 Fairfax Avenue	94601
<b>Stowe/Head Start FCC</b>	2715 Bona St.	94601
<b>DeColores Head Start &amp; Early Head Start</b> (Delegate – Unity Council)	1155 35 <sup>th</sup> Avenue	94601
<b>Fruitvale Head Start</b> (Delegate – Unity Council)	1900 Fruitvale Avenue	94601
<b>Brighter Beginnings Early Head Start</b> (Home-Based Program) (EHS Partner)	2648 International Blvd	94601
<b>Brookfield Head Start</b>	9600 Edes Avenue	94603
<b>92<sup>nd</sup> Avenue Head Start</b>	9202 International Blvd.	94603
<b>Bulnes/Head Start FCC</b>	1807 104 <sup>th</sup> Street	94603
<b>Hudson/Head Start FCC</b>	2728 77 <sup>th</sup> Avenue	94603
<b>Rebollo/Head Start FCC</b>	2041 107 <sup>th</sup> Ave.	94603
<b>Arroyo Viejo Head Start</b>	7701 Krause Avenue	94605
<b>Eastmont Head Start</b>	7200 Bancroft Avenue, Ste. 203	94605
<b>Foothill Sq. Early Head Start</b> (Delegate – Unity Council)	10700 MacArthur Blvd., #10	94605
<b>Manzanita Head Start</b>	2701 22 <sup>nd</sup> Avenue	94606
<b>San Antonio CDC Head Start</b>	2228 E. 15 <sup>th</sup> Street	94606
<b>San Antonio Park Head Start</b>	1701 E. 19 <sup>th</sup> Street	94606
<b>Franklin Head Start</b>	1010 E. 15 <sup>th</sup> Street	94606
<b>Frank G. Mar Head Start</b>	274 12 <sup>th</sup> Street	94607
<b>West Grand Head Start</b>	1058 West Grand Avenue	94607
<b>Thurgood Marshall Early Head Start</b> (Delegate – Unity Council)	1117 10th Street	94607
<b>Lion Creek Crossings Head Start</b>	6818 Lion Way, Ste. 110	94621
<b>85<sup>th</sup> Avenue Head Start</b>	8501 International Blvd	94621
<b>Tassafaronga Head Start</b>	975 – 85 <sup>th</sup> Avenue	94621
<b>Hamilton/Head Start FCC</b>	2120 66 <sup>th</sup> Avenue	94621

\* Note: Three of the newest EHS sites (First Presbyterian; FAME and YMCA) are located in 94612.

**Oakland Head Start Current Site Ethnicity and Language**  
 (As indicated by family on Enrollment Application)  
**Demographic Information**  
 (2009-10)

Site Name:	Ethnicity	Language
<b>Sun Gate Head Start</b>	Hispanic/Latino: 48% African American: 18% Mexican/Chicano: 15% Asian/Pacific Islander: 7% Vietnamese: 7% Other: 3% American Indian: 2%	Spanish: 48% English: 42% Asian: 4% Vietnamese: 3% Other: 3%
<b>Benoit/Head Start FCC</b>	African American: 67% Hispanic/Latino: 33%	English: 83% Spanish: 17%
<b>Stowe/Head Start FCC</b>	African American: 67% Hispanic/Latino: 11% Asian/Pacific Islander: 11% White: 11%	English: 89% Spanish: 11%
<b>DeColores Head Start</b> (Delegate – Unity Council)	Hispanic/Latino: 87% African American: 6% Asian: 3% White: 2% Native American: 1% Other: 1%	Spanish: 87% English: 10% Other Asian: 2% Other: 1%
<b>DeColores Early Head Start</b>	Hispanic/Latino: 73% African American: 15% Asian: 5% White: 5% Native American: 2%	Spanish: 73% English: 23% Other Asian: 4%
<b>DeColores Home-Based</b>	Hispanic/Latino: 95% African American: 5%	Spanish: 95% English: 5%
<b>Fruitvale Head Start</b> (Delegate – Unity Council)	Hispanic/Latino: 99% Asian: 1%	Spanish: 99% English: 1%
<b>Brighter Beginnings Early Head Start</b> (Home-Based Program) (EHS Partner)	Hispanic/Latino: 58.1% Black/African American: 32.5% (Mixed race) Black/African American & Hispanic or Latino: 4.6% Asian: 2.3% (Mixed race) Black/African American & Asian: 2.3%	English: 60.5% Spanish: 37.2% Mien: 2.3%
<b>Brookfield Head Start</b>	Mexican/Chicano: 52% African American: 29% Hispanic/Latino: 11% Asian/Pacific Islander: 2% Vietnamese: 2% Puerto Rican: 2%	Spanish: 60% English: 38% Vietnamese: 2%

	White: 2%	
<b>Site Name:</b>	<b>Ethnicity</b>	<b>Language</b>
<b>92<sup>nd</sup> Avenue Head Start</b>	Hispanic/Latino: 60% Mexican/Chicano: 25% African American: 14% Other: 1%	Spanish: 78% English: 19% Other: 3%
<b>Bulnes/Head Start FCC</b>	Hispanic/Latino: 55% African American: 36% Asian/Pacific Islander: 9%	English: 64% Spanish: 35%
<b>Hudson/Head Start FCC</b>	African American: 56% Hispanic/Latino: 44%	English: 56% Spanish: 44%
<b>Rebollo/Head Start FCC</b>	Hispanic/Latino 91% African American: 9%	Spanish: 82% English: 18%
<b>Arroyo Viejo Head Start</b>	African American: 41% Mexican/Chicano: 38% Hispanic 18% Asian/Pacific Islander: 3%	English: 50% Spanish: 50%
<b>Eastmont Head Start</b>	African American: 53% Mexican/Chicano: 37% Hispanic/Latino: 7% Other: 3%	English: 59% Spanish: 34% Other: 7%
<b>Foothill Sq. Early Head Start (Delegate – Unity Council)</b>	African American: 69% Hispanic/Latino: 21% Bi-or Multi-Racial: 4% Asian: 3%	English: 80% Spanish: 16% Cantonese: 3% Other: 1%
<b>Manzanita Head Start</b>	Hispanic/Latino: 40% Mexican/Chicano: 18% African American: 18% Asian/Pacific Islander: 12% Other: 6% Asian Indian: 3% White: 3%	Spanish: 47% English: 41% Other: 6% Asian Dialect: 3% Vietnamese: 3%
<b>San Antonio CDC Head Start</b>	Mexican/Chicano: 38% Hispanic/Latino: 21% Vietnamese: 15% African American: 13% Asian/Pacific Islander: 7% Chinese: 6%	Spanish: 53% English: 24% Asian Dialect: 12% Vietnamese: 7% Cantonese: 3% Other: 1%
<b>San Antonio Park Head Start</b>	Hispanic/Latino: 27% Asian/Pacific Islander: 27% Vietnamese: 20% Mexican/Chicano: 6% Chinese: 6% African American: 6%	English: 28% Spanish: 27% Vietnamese: 16% Asian Dialect: 16% Cantonese: 10% Other: 3%

	Asian Indian: 4% Other: 4%	
<b>Site Name:</b>	<b>Ethnicity</b>	<b>Language</b>
<b>Franklin Head Start</b>	Vietnamese: 32% Asian/Pacific Islander: 26% Hispanic/Latino: 18% Chinese: 9% Mexican/Chicano: 6% African American: 6% Other: 3%	English: 26% Spanish: 21% English: 21% Asian Dialect: 18% Cantonese: 12% Other: 2%
<b>Frank G. Mar Head Start</b>	Chinese: 73% Hispanic: 9% Asian/Pacific Islander: 6% African American: 6% Other: 6%	Asian Dialect: 53% Cantonese: 15% English: 14% Spanish: 9% Other: 9%
<b>West Grand Head Start</b>	African American: 75% Hispanic/Latino: 8% Mexican/Chicano: 8% Asian/Pacific Islander: 5% Puerto Rican: 2% Vietnamese: 2%	English: 83% Spanish: 13% Asian Dialect: 3% Other: 1%
<b>Thurgood Marshall Early Head Start</b> (Delegate – Unity Council)	African American: 75% Bi- or Multi-Racial: 13% Hispanic/Latino: 10% Asian/Pacific Islander: 2%	English: 85% Spanish: 10% Other: 5%
<b>Lion Creek Crossings Head Start</b>	African American: 43% Mexican/Chicano: 41% Hispanic/Latino 9% Asian/Pacific Islander: 3% Other: 3% White: 1%	English: 53% Spanish: 44% Asian Dialect: 2% Arabic: 1%
<b>85<sup>th</sup> Avenue Head Start</b>	African American: 40% Mexican/Chicano: 32% Hispanic/Latino: 24% Asian/Pacific Islander: 4%	English: 52% Spanish: 42% Other: 6%
<b>Tassafaronga Head Start</b>	African American: 45% Mexican/Chicano: 34% Spanish: 9% Asian/Pacific Islander: 6% Guam: 6%	English: 52% Spanish: 45% Other: 3%
<b>Hamilton/Head Start FCC</b>	African American: 67% Hispanic/Latino: 25% Asian/Pacific Islander: 8%	English: 92% Spanish: 8%



**City of Oakland Head Start  
Number of Families by Zip Code  
2009-10**

94601: <b>135</b>	94605: <b>162</b>	94621: <b>166</b>
94603: <b>204</b>	94607: <b>76</b>	
	94606: <b>191</b>	

**Unity Council Head Start & Early Head Start (Combined)**

94601: <b>249</b>	94605: <b>48</b>	94621: <b>65</b>
94603: <b>33</b>	94607: <b>25</b>	
	94606: * Data unavailable	

\*Please Note: Zip Code data unavailable for new EHS Partner, Brighter Beginnings.

**Attachment VI**  
**Neighborhood Schools Suspension and Truancy Data**  
**K-12 (OUSD Public and Charter Schools)**

	Suspension data				Truancy data		
	Number suspended	Percent suspended	Percent violence-related	Lost days	Number chronic (10 + days)	Number truant	Percent truant
West Oakland Middle School	45	26.60%	47.00%	127	56	128	77.00%
Hoover Elementary	8	2.40%	13.00%	18	40	94	28.00%
Lafayette Elementary	17	6.20%	16.00%	55	9	37	14.00%
Martin Luther King Jr. Elementary	18	7.00%	9.00%	63	20	69	27.00%
PLACE at Prescott	11	4.30%	43.00%	19	7	22	9.00%
American Indian Public Charter	0	0.00%	0.00%			1	0.64%
Civicorps Corpsmember Academy	11	9.40%	27.30%			5	4.27%
KIPP Bridge Charter	23	9.83%	56.50%			13	5.56%
Oakland Charter High	7	11.29%	0.00%			16	25.81%
Business Entrepreneurial Tech (BEST)	6	5.20%	83.00%	13	39	78	68.00%
EXCEL College Prep	26	9.90%	10.00%	71	14	46	18.00%
West Oakland Subtotal	172	8.37%	27.71%	366	185	509	25.21%
Roosevelt Middle School	63	8.90%	28.00%	259	48	98	14.00%
Bella Vista Elementary	1	0.20%	0.00%	6	17	100	20.00%
Franklin Elementary	0	0.00%	0.00%	0	42	209	29.00%
Garfield Elementary	25	3.60%	12.00%	29	44	279	41.00%
Lazear Elementary	1	0.30%	0.00%	2	2	10	3.00%
Manzanita Community	21	7.10%	77.00%	32	31	134	46.00%
Oakland High School	111	6.70%	59.00%	403	110	344	21.00%
Lower San Antonio Subtotal	222	3.83%	25.14%	731	294	1174	24.86%
United for Success	52	12.70%	42.00%	251	17	74	18.00%
Allendale Elementary	1	0.20%	67.00%	1	24	107	23.00%
Bridges at Melrose	0	0.00%	0.00%	0	0	10	3.00%
Fruitvale Elementary	0	0.00%	0.00%	0	9	107	19.00%
Global Family School	1	0.30%	100.00%	3	19	125	35.00%
Horace Mann Elementary	2	0.60%	33.00%	11	51	143	42.00%

International Community Elementary	0	0.00%	0.00%	0	3	11	4.00%
Lazear Elementary	1	0.30%	0.00%	2	2	10	3.00%
Learning Without Limits	4	1.30%	60.00%	7	43	140	47.00%
Manzanita Community	21	7.10%	77.00%	32	31	134	46.00%
Maxwell Park Elementary	21	6.60%	44.00%	66	4	49	16.00%
Think College Now	0	0.00%	0.00%	0	2	4	1.00%
Achieve Academy	12	5.24%	75.00%			62	27.07%
ARISE High							
Oakland Charter Academy	7	4.55%	0.00%			16	10.39%
World Academy	0	0.00%	0.00%			63	13.61%
<b>Fruitvale Subtotal</b>	<b>122</b>	<b>2.59%</b>	<b>33.20%</b>	<b>373</b>	<b>205</b>	<b>1055</b>	<b>20.54%</b>
Frick Middle School	128	25.40%	50.00%	701	53	220	44.00%
Roots International Academy	63	8.90%	46.00%	134	36	120	35.00%
ACORN Woodland	4	1.70%	60.00%	5	10	85	36.00%
Bridges at Melrose	0	0.00%	0.00%	0	0	10	3.00%
Burckhalter Elementary	0	0.00%	0.00%	0	5	52	31.00%
Community United Elementary	3	1.20%	14.00%	7	21	105	41.00%
East Oakland Pride Elementary	24	6.20%	83.00%	59	40	170	44.00%
EnCompass Elementary	4	1.70%	75.00%	6	3	18	7.00%
Futures Elementary	13	5.30%	88.00%	28	12	57	23.00%
Greenleaf Elementary	9	2.30%	55.00%	35	18	80	20.00%
Horace Mann Elementary	2	0.60%	33.00%	11	51	143	42.00%
Markham Elementary	8	2.00%	25.00%	12	51	164	40.00%
Maxwell Park Elementary	21	6.60%	44.00%	66	4	49	16.00%
New Highland Elementary	7	2.10%	100.00%	12	3	15	4.00%
RISE	1	0.30%	0.00%	3	43	128	43.00%
College Prep & Architecture Academy							
Lighthouse Community Charter	0	0.00%	0.00%			0	0.00%
Lighthouse Community Charter High	2	1.14%	100.00%			0	0.00%
Oakland Aviation High	1	0.89%	100.00%			0	0.00%
Mandela High School	22	6.90%	43.00%	76	34	107	35.00%
Media College Prep	40	13.20%	52.00%	157	54	176	58.00%
Robeson School of Visual & Performing Arts	17	7.10%	14.00%	45	68	151	62.00%
<b>East Oakland Subtotal</b>	<b>369</b>	<b>4.45%</b>	<b>46.76%</b>	<b>1357</b>	<b>506</b>	<b>1850</b>	<b>27.81%</b>
Elmhurst Community Prep	12	3.70%	33.00%	66	14	127	39.00%
Madison Middle School	25	8.60%	17.00%	92	1	5	2.00%

ACORN Woodland	4	1.70%	60.00%	5	10	85	36.00%
Brookfield Village Elementary	3	0.80%	20.00%	13	13	41	11.00%
East Oakland Pride	24	6.20%	83.00%	59	40	170	44.00%
EnCompass Elementary	4	1.70%	75.00%	6	3	18	7.00%
Esperanza Elementary	0	0.00%	0.00%	0	1	35	11.00%
Fred T. Korematsu Discovery Academy	10	3.00%	33.00%	28	5	14	4.00%
New Highland Elementary	7	2.10%	100.00%	12	3	15	4.00%
Reach Academy	22	7.60%	38.00%	92	34	110	38.00%
RISE	1	0.30%	0.00%	3	43	128	43.00%
Sobrante Park Elementary	10	3.80%	32.00%	46	31	117	44.00%
Aspire Lionel Wilson College Preparatory Academy	383	75.10%	4.00%			1	0.20%
Aspire Monarch Academy	11	3.13%	64.00%			4	1.14%
Education for Change at Cox Elementary	61	11.51%	67.00%			63	11.89%
East Oakland -Sobrante Park Subtotal	577	8.62%	41.73%	422	198	933	19.75%

<sup>2</sup> Data lists total number of students suspended, as opposed to total number of suspensions

**JOINT POWERS AGREEMENT  
CREATING THE  
YOUTH VENTURES JOINT POWERS AUTHORITY**

THIS AGREEMENT is made and entered into as of December 13, 2006, by and between the following parties:

- (a) County of Alameda, a political subdivision of the State of California (“County”);
- (b) City of Oakland, a municipal corporation and charter City, organized and existing under the laws of the State of California;
- (c) Oakland Unified School District, a unified school district, organized and existing under the laws of the State of California.

The Agreement creates a Joint Powers Authority formed as a public entity, separate and apart from the signatories, pursuant to the provisions of California Government Code Section 6500, et seq. and pursuant to any state legislation that shall hereafter be enacted which may facilitate and/or augment the performance of the core functions and responsibilities of the JPA as defined below.

The public entity shall be referred to as the Youth Ventures and shall be synonymous with “Joint Powers Authority” as referred to in Government Code Section 6500.

**I. RECITALS**

**WHEREAS**, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT, are committed to social justice for children, youth and families; and

**WHEREAS**, promoting the education, health, well-being and economic viability of children, youth and families within the County of Alameda is a top priority of the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT.

**WHEREAS**, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT participate in the national Urban Health Initiative, locally implemented through the Safe Passages partnership, which focuses on collaboration and systems changes to improve the health and safety of young children and older youth in urban communities; and

**WHEREAS**, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT recognize the need to expand existing efforts County-wide to include all high

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need areas of Alameda County, building upon other successful collaborative efforts in Alameda County; and

**WHEREAS**, the intent of the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT is to initially promote coordination and collaboration among Charter Members in a manner that protects the privacy and confidentiality of those served, and to expand to include other jurisdictions as those jurisdictions choose to become Members.

**WHEREAS**, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT are committed to institutionalizing their cross jurisdictional collaboration as embodied by Safe Passages and also by the Alameda County Interagency Children's Policy Council (ICPC), and

**WHEREAS**, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT are committed to building upon eleven years of successful public and philanthropic investment to create better outcomes for children, youth and families in Oakland and other high need areas of Alameda County.

**WHEREAS**, public systems must invest in building research and development capacity to ensure that public dollars are invested in programs and services that are based on proven best practices and produce meaningful outcomes for the children, youth and families served by those services.

**WHEREAS**, The County, City of Oakland and OAKLAND UNIFIED SCHOOL DISTRICT hereto possess in common the power to study, discuss and enact policies and create and fund strategies to improve the education, health, well-being and economic viability of children, youth and families of direct concern to the performance of their constitutional and statutory functions and to join associations and expend funds for these purposes;

**NOW, THEREFORE IN CONSIDERATION**, of the mutual terms, covenants and conditions herein agreed, the County, City of Oakland, and OAKLAND UNIFIED SCHOOL DISTRICT mutually agree as follows:

## **II. DEFINITIONS**

For the purpose of Agreement, the following words shall have the following meanings:

1. "Agreement" means this Joint Powers Agreement.
2. "JPA" means the legal entity formed by this Agreement pursuant to the Joint Exercise of Powers Act, codified at California Government Code Sections 6500 et seq.
3. "Act" means the Joint Exercise of Powers Act

4. "Board" or "Board of Trustees" means the governing body of the JPA.
5. "Member" means each of the Members that become a signatory to this agreement, including any public entity executing an addendum of the original agreement hereinafter provided.
6. "Charter Member" means the City of Oakland, Alameda County, and Oakland Unified School District.
7. "Trustee" means any Trustee representing a Member.

### **III. PARTIES; MEMBERSHIP**

- A. The Parties to this Agreement, and the Members of the Joint Powers Authority are:
  1. County of Alameda, a political subdivision of the State of California ("County");
  2. City of Oakland, a municipal corporation and charter City, organized and existing under the laws of the State of California;
  3. Oakland Unified School District, a unified school district, organized and existing under the laws of the State of California.
- B. The Members of the JPA shall be the Charter Members hereto and such other public entities as may execute this Agreement or any addendum hereto. Membership is open to any city, local education agency or other entity deemed appropriate by the Board that participates in funding the administration of the JPA.
- C. Prospective Members may become signatories to this Agreement by petition to the JPA Board of Trustees. Each Member certifies that it intends to, and does, contract with every Member that is a signatory to this Agreement and, in addition, with such other entities as may later be added as Members pursuant to Section II (B) of this Agreement. Each Member also certifies that the deletion of any member from this Agreement does not void this Agreement nor each remaining Member's intent to contract with the other remaining Members.
- D. Any Member may withdraw from the JPA at any time upon giving each of the other Members written notice thirty (30) days prior to the withdrawal provided, however, any withdrawing Member shall be obligated for all expenses incurred prior to withdrawal as previously authorized by the Member's governing agency. Financial contributions shall not be refundable upon withdrawal.

- E. The JPA is a separate legal entity from each of the Members of the JPA.

#### IV. MISSION; PURPOSE

- A. **Mission.** The Mission of the JPA shall be to advocate for children, youth and families in Alameda County with a special emphasis on vulnerable populations. The JPA shall operate in accordance with core principles intended to support and implement this Mission. These core principles include, but are not limited to, the following:
- Creation and institutionalization of inter-agency and intra-agency support systems and strategies
  - Data-driven, collaborative decision-making;
  - Protection of individual privacy and confidentiality;
  - Resource development, expansion, leveraging and pooling;
  - Mutual responsibility for meaningful outcomes;
  - Joint credit for success;
  - Promotion of best practices.
- B. **Purpose.** The purpose of this Agreement is to jointly exercise the common powers of the Members to implement the following:
1. Develop, advocate and implement effective policy that promotes improvements in the health and well-being of children, youth and families within cities and the county as a whole.
  2. Advocate for system change to eliminate bureaucratic barriers to providing services for the children, youth and families who need them.
  3. Promote and facilitate the cross-jurisdictional coordination of efforts targeting children, youth and families to reduce duplication of effort.
  4. Maximize both new and existing resources dedicated to children, youth and families.
  5. Disseminate information regarding policy development, research, best practices, and resource development.
  6. Market services to target populations to maximize service utilization.
  7. Market strategies to potential funders.
  8. Conduct data gathering, integration and analysis to continuously assess the well-being of children, youth and families.



9. Promote and/or provide for the sharing of data among and between Members to assess need and evaluate outcomes, consistent with the requirements of State and Federal law, OUSD district policy, and regulations pertaining to the privacy and confidentiality of student records.
10. Evaluate the effectiveness of new and existing strategies to meet the needs of vulnerable populations.
11. Identify and analyze best practices.
12. Use data and best practices to guide the development of innovative cross-agency approaches to better meet the needs of children, youth, and families.
13. Design funding/leveraging plans to support implementation of innovative cross-agency approaches.
14. Incubate and implement strategies as needed to demonstrate viability and evaluate effectiveness.
15. Build capacity within public systems and partner agencies to implement innovative strategies.
16. Institutionalize effective strategies within public systems and partner agencies for long term implementation.
17. Administer and coordinate resource development strategies to secure new resources and recommendations for the redirection of existing resources to perform the functions of the JPA and support long term implementation of innovative service delivery systems for children, youth and families.
18. Establish effective systems to actively engage in authentic collaboration and communication with member parties and community members, This shall include establishing mechanisms and structures to solicit and incorporate ongoing community feedback and input into proposed policy and programmatic initiatives.
19. Any other function necessary to implement the mission of the JPA.
20. The focus of the work of Youth Ventures is inter-agency collaboration. Youth Ventures will not make policy decisions or program designs that contravene those of a member.
21. Notwithstanding the above, Members reserve the right to decline to implement Youth Ventures' recommended practices and policies at Member schools and/or sites. To the extent such recommended practices and policies are implemented at Member schools or sites, the implementation will follow all Member grant office protocols and procedures, including provisions for payment to Members of Administrative fees.

22. All contact between Youth Ventures and Members shall be through Members' designated contact with Youth Ventures. Direct contact between Youth Ventures and non-designated contacts of Members is prohibited. All processes and protocols of Members will be observed by Youth Ventures.

## V. POWERS

- A. **General Powers.** The JPA shall exercise, in the manner herein provided, the powers which are common to each of the Members, or as otherwise permitted under the Act, and necessary to the accomplishment of the purpose of this Agreement, as provided in Section IV. The powers of this JPA shall in no way diminish or infringe upon the authority or jurisdictions of the member organizations and their existing governing bodies.
- B. **Specific Powers.** The JPA is hereby authorized, in its own name, to do all acts necessary for the exercise of the foregoing general powers, including, but not limited to, any or all of the following :
1. Make and enter into contracts;
  2. Incur debts, liabilities and obligations; provided that no debt, liability or obligation of the JPA shall constitute a debt, liability or obligation of any Member except as separately agreed to by such Member that agreed to accept said debt, liability or obligation;
  3. Prepare and support legislation that may be necessary to carry out this Agreement.
  4. Acquire, hold, construct, manage, maintain, sell or otherwise dispose of real and personal property by appropriate means;
  5. Receive contributions and donations of property, funds, services and other forms of assistance from any source;
  6. Apply for, accept, receive and disburse grants, loans and other aids from any agency of the United States of America or the State of California, provided, however, that each Member reserves first right of refusal over Youth Ventures to apply as the Local Educational Agency to access funding for services. Members will reserve the right to receive indirect administrative fees on any and all funding to provide services;
  7. Invest any money in the treasury pursuant to the Act which is not required for the immediate necessities of the JPA, as the JPA determines is advisable, in the same manner and upon the same conditions as local agencies, pursuant to Section 53601 of the California Government Code;

8. Receive, collect, and disburse moneys;
9. Sue and be sued in its own name;
10. Employ agents, contractors, or employees;
11. Lease real or personal property as lessee and as lessor;
12. Sharing data among and between Members to assess need and evaluate outcomes consistent with applicable State and Federal law governing the confidentiality of individually identifiable information;
13. Exercise any and all other powers and authorities incidental to and/or necessary for the accomplishment of powers and duties of the JPA, including all of those powers referenced in Government Code Section 6508;
14. Exercise any and all other powers granted by any Special Legislation of the State Legislation enacted after the formation of the JPA.
15. Youth Ventures will set annual performance goals, objectives, and anticipated outcomes, and make quarterly and annual reports on performance available to the public.
16. Youth Ventures will not infringe upon the authority of its members to enter into or remain in contractual relationships with State and Federal Governments and non-profit agencies.

C. **Restrictions on Powers.** Pursuant to Section 6509 of the Act, the aforementioned powers shall be subject to the restrictions upon the manner of exercising the power of the City/County. The function of the JPA board is limited to creating policy recommendations for approval by the governing boards of the membership organizations, not to establish or enact policy separately or in lieu of the existing governmental bodies. Any modification of the JPA board's limitations is subject to the approval of all Members herein.

## **VI. ORGANIZATIONAL STRUCTURE; OPERATIONS**

### A. **Board of Trustees.**

1. The JPA shall be governed by a Board of Trustees which shall exercise all powers and authorities on behalf of the JPA.
2. Each Charter Member shall appoint up to five trustees. The number of Trustees shall not exceed sixteen unless the Board adjusts the number of

Trustees by a 2/3 majority vote. Trustees are appointed by the governing bodies of the Members.

3. The Trustees shall serve at the pleasure of the appointing body of the Member.
4. Subject to the right of the appointing Member to replace a Trustee at any time, the term of office of a Trustee shall be four years. Initial appointments shall be staggered at the discretion of the appointing body. The number of terms that may be served by a Trustee is to be determined by the appointing body of the Member. Proxy votes can be assigned in accordance with the Bylaws.
5. Trustees are not entitled to compensation. The Board may authorize reimbursement of expenses incurred by Trustees or alternative Trustees. Only disinterested Trustees may vote on such authorizations.

B. **Board of Trustees Voting Structure.** The voting structure of the JPA shall be a weighted voting structure. The initial voting structure of the JPA shall be as follows:

1. Five votes for the County of Alameda provided the minimum County contribution as set by the Board is made to the JPA.
2. Five votes for the City of Oakland provided the minimum city contribution as set by the Board is made to the JPA.
3. Five votes for the OAKLAND UNIFIED SCHOOL DISTRICT provided the minimum Local Education Agency contribution as set by the Board is made to the JPA.
4. Voting rights will be assigned to new Members according to a formula based on both population and financial contribution as set by the Board. The Board reserves the right to adjust the entire voting and financial contribution structure as necessary to incorporate new Members and/or address demographic shifts within Alameda County.

C. **General Powers of the Board of Trustees.** In accordance with applicable law, the Board powers include:

1. Selection and evaluation of a Chief Executive Officer responsible for daily operations.
2. Annual approval of the budget of the JPA.
3. Approval of necessary administrative policies and procedures.
4. Establishment and oversight of policies, priorities, goals, objectives evaluations and plans necessary to implement this Agreement.

5. Contract for all or parts of the administration of the JPA.
6. Youth Ventures will establish Committees and Sub-committees, as appropriate, in its discretion. Members reserve the right to chair and staff those committees which primarily pertain to that Member's functions and/or for which that Member has demonstrated leadership. All Committees will include at least one member staff person with content knowledge of that Committee or Sub-committee's area of responsibility.

**D. Meetings of the Board of Trustees.**

1. The Board shall hold regular meetings as determined in the JPA bylaws.
2. All meetings of the Board shall be in compliance with the provisions of the Ralph M. Brown Act.

**E. Officers.**

1. Chief Executive Officer. The Board of Trustees shall designate a Chief Executive Officer as set forth in the bylaws of the JPA. The Chief Executive Officer shall serve at the pleasure of the Board. The performance of the Chief Executive Officer shall be evaluated annually by the Board.
2. Treasurer. The Board of Trustees shall designate a treasurer consistent with Sections 6505.5 and 6505.6 of the Act. The designation may be made by way of resolution. The powers and duties and manner of designation shall be set forth in the bylaws of the JPA.
3. Other Officers. The Board of Trustees may determine other officers of the JPA and establish the powers and duties of each position in its bylaws.

**F. Committees.** The Board may create committees to facilitate review and analyses of Board issues. Committees shall be subject to the Ralph M. Brown Act such that if they are formed in a manner that constitutes them as a "legislative body" as defined in the Brown Act then they shall comply with all applicable requirements of that open meeting law.

**G. Bylaws.** The Trustees shall adopt Bylaws for the operation of the JPA. These Bylaws shall be subject to amendment as provided for in the Bylaws. Bylaws must be consistent with requirements, mandates and exceptions delineated by this agreement and the Act.

## **VII. BUDGET; FINANCE; CONTRIBUTIONS**

**A. Budget.** The Board shall adopt, at its sole discretion, an annual or multi-year budget before the beginning of a fiscal year.

- B. **Fiscal Year.** The first fiscal year of the JPA is the period from the date of this Agreement through June 30, 2007. Each subsequent fiscal year of the JPA begins on July 1 and ends on June 30.
- C. **Contributions and Payments.** The initial financial contribution from each member shall be \$150,000 per year in cash. Yearly financial contributions shall be made at the beginning of each fiscal year by the parties to this Agreement from the treasuries or other available public funds of the Members for the purpose of defraying the costs of providing the annual benefits accruing directly to the constituents of each Member from this Agreement. All such payments of public funds shall be paid to and expended by the JPA, which shall be strictly accountable for all funds. Financial contribution amounts shall be established by the Board and related to representation and the size of the jurisdiction. The Board may modify the financial contributions amounts as deemed necessary by the Board, subject to the approval of all Members. All financial contributions shall be made in cash contributions unless otherwise authorized by the Board.
- D. **Annual Audits and Audit Reports.** The Chief Executive Officer will cause an annual audit to be made by an independent certified public accountant with respect to all JPA receipts, disbursements, other transactions and financial records. By unanimous vote of the Board, the Chief Executive Officer may cause a biannual financial audit. A report of the financial audit will be filed as a public record with each Member. The audit will be filed no later than required by State law. The JPA will pay the cost of the financial audit as part of its administrative budget.
- E. **Establishment and Administration of Funds.** The JPA is responsible for the strict accountability of all funds and reports of all receipts and disbursements. It will comply with every provision of law related to the establishment and administration of funds, particularly Section 6505 of the Act.
- F. **Limitation on Liability of Members for Debts and Obligations of the JPA.** Pursuant to Section 6508.1 of the Act, the debts, liabilities, and obligations of the JPA do not constitute the debts, liabilities, or obligations of any party to this Agreement. A Member may separately contract for or assume responsibility for specific debts, liabilities, or obligations of the JPA. Notwithstanding any other provision of this Agreement, no fee or charge may be levied against a current Member without express consent of the Member.
- G. **Disposition of Property.** Upon termination of this Agreement, any property acquired by the JPA under this Agreement shall be distributed among the parties hereto in accordance with the respective contributions of each of the parties to the cost of the property or as otherwise legally allowable under IRS regulations.
- H. **Distribution of Funds Upon Termination.** Upon termination of this Agreement, any money in possession of the JPA after the payment of all costs, expenses and charges validly incurred under this Agreement shall be returned to the parties in

proportion to this contribution determined as of the time of termination or as otherwise legally allowable under IRS regulations.

## VIII. ADDITIONAL PROVISIONS

- A. **Term.** The JPA shall continue until this Agreement is terminated as herein provided. This JPA Agreement shall continue in full force and effect subject to the right of the parties to terminate it as set forth herein.
- B. **Termination.** This Agreement shall be terminated after written notice thereof has been given to all other members by a majority of the Members hereto; provided, however, there are no outstanding bonds or other debts or lease obligations necessitating the continuation of the JPA as an operating entity. Upon termination, the coalition of Members shall continue to exist for the purpose of disposing of all liabilities, the distribution of assets and all other functions necessary to wind up its affairs. Member withdrawal from the JPA shall be as set forth in Section III.D. of this Agreement.

In the event the Board determines to transfer all or part of the coalition's assets and liabilities to a successor JPA or other legal entity, no disposition of net assets shall be made to any Member. Notwithstanding the vote of the Members, the JPA Board shall remain in existence and continue to exercise authority during the transfer and/or assignment until provisions for the assignment and transfer of all assets, liabilities and functions of the coalition to a successor joint powers authority or other legal entity have been completed, but no Member contributions shall be required of any Member during this period.

- C. **Notice to Secretary of State.** The JPA shall cause a notice of this Agreement, and any subsequent amendment thereto, to be filed with the Secretary of State within thirty days of the effective date of this Agreement or subsequent amendment, as required by Section 6503.5 of the Act.
- D. **Amendments.** This Agreement may be amended only by agreement signed by all of the Members and as approved by resolution adopted by the governing body of each Member.
- E. **Attorney's Fees.** In the event an action is commenced by any party to this Agreement to enforce or construe its rights or obligations arising from this Agreement, the prevailing party in such action, in addition to any other relief and recovery awarded by the Court, shall be entitled to recover all statutory costs plus a reasonable amount for attorneys' and consultants' fees in regard thereto.
- F. **Severability.** If any portion, term, condition or provision of this Agreement is determined by a court of competent jurisdiction to be illegal or in conflict with a law of the State of California, or is otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby. Each of the Members hereby declares

that it would have entered into this Agreement and each section, subsection, sentence, clause, or phrase thereof, irrespective of the fact that one or more sections, subsections, sentences, clauses, or phrases, or the application thereof, to any Member or any other person or circumstance be held invalid.

G. **Indemnification.** Except as otherwise provided by law, the JPA shall protect, hold harmless, and indemnify each of the Members and their respective governing board members, directors, officers, employees, and volunteers from any and all claims, demands, actions, causes of action, judgments, losses and/or expenses including costs and attorneys fees, due to or arising from services performed by them pursuant to the provisions of this Agreement or at the direction of the Board. The JPA waives all claims and recourse against each Member and their respective governing board members, directors, officers and employees, including the right to contribution for loss or damage to persons or property arising from, growing out of or in any way connected with or incident to this Agreement or participation in the JPA. Pursuant to the provisions of California Government Code Section 895, et seq., and except as provided above, each Member agrees to the extent permitted by law to defend, indemnify, and hold harmless each other Member from any liability, claim, or judgment for injury or damages caused by any negligent or wrongful act or omission of any agent, contractor, volunteer, officer and/or employee of the indemnifying Member which occurs or arises out of the performance of this Agreement.

H. **Insurance.**

1. **Public Liability Insurance.** The JPA will obtain and maintain in the name of the JPA and JPA Members at all times during the life of the agreement and at a level of coverage approved unanimously by the Members. Such Public Liability Insurance shall protect the JPA, its Member entities, its respective officials, officers, Trustees, employees, agents and contractors or anyone directly or indirectly employed by either of them. The JPA will obtain and maintain at all times appropriate property insurance as needed and approved unanimously by the Members. The JPA will provide each Member with certificates of insurance evidencing levels of coverage.

2. **Workers Compensation and Employer's Liability Insurance.** The JPA will obtain and maintain at all times appropriate workers' compensation and employer's liability coverage in an amount not less than the amount sufficient to satisfy the requirements of the Labor Code of the State of California.

3. **Annual Review.** All insurance limits and coverage shall be reviewed annually by the Members.

I. **Dispute Resolution.** The Members agree to meet and confer in good faith to resolve any disputes that arise. If resolution fails, the parties agree to submit the matter to outside arbitration under the rules of the American Arbitration Association.



- J. **Choice of Law.** The laws of the State of California shall govern the validity, enforceability or interpretation of the Agreement. Alameda County shall be the venue for any action or proceeding, in law or in equity.
- K. **Entire Agreement.** This Agreement, including any exhibits referenced, constitutes the entire agreement between the parties.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day year written below.

**County of Alameda County**

*Scott Aggerty*

Alameda County Board of Supervisors

Date: 4/10/07

**City of Oakland  
A Municipal Corporation**

*Deborah Edgerly*  
Deborah Edgerly, City Administrator

Date: 6-8-07

**Oakland Unified School District**

Dr. Kimberly Statham  
State Administrator

Date: \_\_\_\_\_

OAKLAND UNIFIED SCHOOL DISTRICT  
Office of General Counsel  
~~APPROVED FOR FORM & SUBSTANCE~~  
By: *ROY A. COMBS*, Attorney at Law  
General Counsel

Approved as to Form  
RICHARD E. WINNIE, County Counsel

By *[Signature]*

APPROVED AS TO FORM

I certify under penalty of perjury that the President of the Board of Supervisors was duly authorized to execute this document on behalf of the County of Alameda, California, on 4/10/07 in accordance with the provisions of the Alameda County Code of Civil Procedure as provided by the Code of Civil Procedure.

*[Signature]*  
Date: 4/17/07

*Margaret Fujita* 5/1/07  
Deputy City Attorney Date

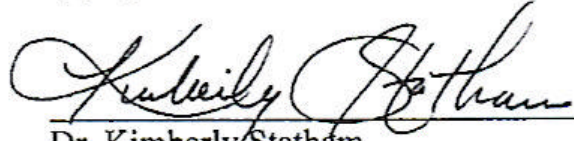
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**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day year written below.

**County of Alameda County**

**Oakland Unified School District**

\_\_\_\_\_  
 Keith Carson, President  
 Alameda County Board of Supervisors

  
 \_\_\_\_\_  
 Dr. Kimberly Statham  
 State Administrator

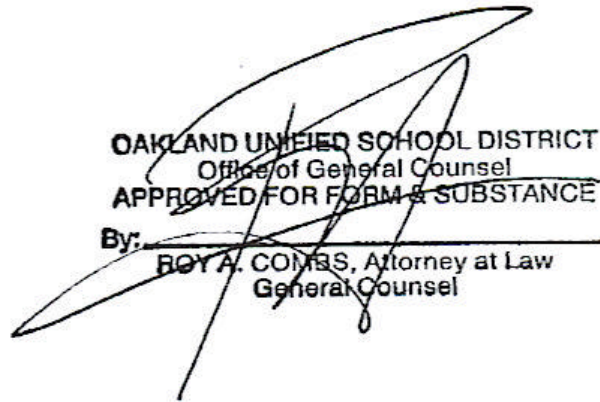
Date: \_\_\_\_\_

Date: 12/15/06

**City of Oakland**  
**A Municipal Corporation**

\_\_\_\_\_  
 Deborah Edgerly, City Administrator

Date: \_\_\_\_\_

  
 OAKLAND UNIFIED SCHOOL DISTRICT  
 Office of General Counsel  
 APPROVED FOR FORM & SUBSTANCE  
 By: \_\_\_\_\_  
 ROY A. COMBS, Attorney at Law  
 General Counsel

# OAKLAND UNIFIED SCHOOL DISTRICT

Office of the State Administrator

## LEGISLATIVE FILE

December 13, 2006

File ID No. 06-1497  
Introduction Date 12/13/06  
Enactment No. 06-1249  
Enactment Date 12-13-06  
By RJ

**TO:** Dr. Kimberly Statham, State Administrator  
**FROM:** Kirsten Vital, Chief of Community Accountability  
Gail Whang, Executive Director

**SUBJECT:** Approval by the State Administrator to adopt the Youth Ventures Joint Powers Agreement in which the Oakland Unified School District becomes a charter member of the Youth Ventures Joint Powers Agreement along with The City of Oakland, Alameda County, and the East Bay Community Foundation.

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### ACTION REQUIRED

Approval by the State Administrator to adopt the Youth Ventures Joint Powers Agreement in which the Oakland Unified School District becomes a charter member of the Youth Ventures Joint Powers Authority (JPA) along with the City of Oakland, Alameda County, and the East Bay Community Foundation.

### BACKGROUND

The proposed JPA forms a governmental agency to focus on youth issues that includes Alameda County, the City of Oakland, the Oakland Unified School District (OUSD) and the East Bay Community Foundation.

The JPA would institutionalize OUSD's commitment to working with our local public agencies and community partners. It is an opportunity to expand and enhance the current collaborative work that OUSD has participated in as exemplified in the long standing support of Safe Passages.

Safe Passages convenes a partnership of leaders in the City of Oakland, Alameda County agencies, and the OUSD who have come together with community partners to help kids stay on course for a successful future. Safe Passages is funded by the Robert Wood Johnson Foundation (RWJ) as part of the Urban Health Initiative (UHI) to support collaborative work among public entities to develop effective programming that best meets the needs of urban youth. Oakland was one of five cities nationally selected to participate in the ten year Urban Health Initiative.

By working collaboratively with key public agencies and community partners with the support of Safe Passages, new funding streams have become available to pilot innovative systems change strategies and implement a comprehensive support system for Oakland's kids. Safe Passages has a unique role among local agencies that support Oakland's youth because it *draws together and coordinates efforts among the City, County, Oakland Unified School District and private funders to drive a common, youth-centered*

**policy agenda.** Safe Passages' collaborative work with public agencies and community partners improves outcomes for children and youth using the following core principles:

- Choose program models that are proven to work;
- Build partner capacity to do what works based on best practices;
- Bring together the financial and human resources of the partners; and
- Sustain success

The Safe Passages Board has executive level representation from the City of Oakland, Alameda County, Oakland Unified School District, the East Bay Community Foundation, and the larger community.

The Oakland Unified School District has been a fundamental partner throughout the life of Safe Passages. OUSD currently holds three seats on the 15-member board: 1) two school board member seats: one is currently filled by Dan Siegel and the other is vacant and 2) Kirsten Vital, Chief of Community Accountability.

To date, Safe Passages has received additional funding from the Robert Wood Johnson Foundation and the California Endowment to expand the scope and depth of this collaborative work. As such, Safe Passages has submitted the proposed JPA agreement to the governing bodies of Alameda County and the City of Oakland. The Alameda County Board of Supervisors has approved their membership on the JPA earlier this year; The Oakland City Council has approved the City's membership in the proposed JPA contingent upon the adoption of the JPA by OUSD by January 1, 2007.

### **FISCAL IMPACT**

OUSD has been a key partner in the collaborative work of Safe Passages since 1995. The goal of the Urban Health Institute (UHI) was to systematically improve the health and safety of children in urban centers.

As a condition for the RWJF's UHI investment of approximately \$1 million/annual funding for Oakland for the Safe Passages core functions, the foundation required that public entities serving children partner in service delivery. In addition, public partners were to contribute to the core operations of the initiative.

OUSD, along with the County of Alameda and the City of Oakland each contributed \$150,000 annually to the core function of the initiative. In addition, the East Bay Community Foundation has contributed \$25,000 annually.

The creation of Youth Ventures JPA would not create new fiscal responsibilities for the district because the \$150,000 currently allocated to support collaborative work of Safe Passages would meet the fiscal requirement of the JPA.

It is estimated that last year alone, the collaborative work supported by Safe Passages led to \$14 million in new programmatic funding for the City of Oakland's children and youth. This represents a 933% return on investment for the collaborative partners.

To date, OUSD's commitment to collaborative work with public agencies and community partners with the support of Safe Passages has successfully increased major funding sources for services for children and youth - over \$36 million new or redirected dollars total.

- |  |                     |
|--|---------------------|
| ○ <b>Private Foundations</b>   | <b>\$9,643,297</b>  |
| (RWJF, California Endowment; Haas Jr.; W.S. Johnson; United Way; EBCF) |                     |
| ○ <b>City of Oakland</b>   | <b>\$12,983,659</b> |
| (OPD; OFCY; Measure Y, After School Initiative)                        |                     |
| ○ <b>Federal Grants</b>  | <b>\$2,202,300</b>  |

US Dept. Health and Human Services (ELOA, New Begin)  
US Dept. of Justice Grants (Safe Start)

- o Alameda County EPSDT- Mental Health Expansion \$10.9 Million  
\$ (annual)
- o State Funds \$752,001  
(State Asset Forfeiture fund, Board of Corrections, AB113)

### **Impact of Safe Passages Collaborative Strategies:**

Safe Passages has developed strategies for children and youth that are data-driven, research-based, and proven best practices. The four principal strategies include:

#### ***Middle School Strategy***

The Safe Passages Middle School Strategy is a 6 component model that is designed to decrease suspensions and violence at schools sites and give students the help that they need to stay on track. The six components are: a violence prevention curriculum (Second Step or Too Good for Violence), alternatives to suspension, case management, mental health, family engagement, and after-school activities.

This holistic strategy is currently being implemented at the following OUSD middle school sites: Calvin Simmons Schools, Elmhurst Schools, Frick, Havenscourt Schools, Kizmet, Madison, and Westlake. These middle schools were chosen because they had the highest rates of suspension for violence. The model includes a site coordinator at each site to oversee the strategy.

School sites have demonstrated their commitment to this strategy by funding the site coordinators through their site budget. We have seen the following results from this strategy:

- *As of the 2004-2005 school year, violent suspension incidences at Safe Passages schools were down by 72% since 1998-99, representing a 63% decrease in the violence suspension rate.*
- *Suspensions at the Safe Passages middle schools decreased by an average of 43% between 2001-02 and 2002-03, compared to non-Safe Passages middle schools, which decreased by 13%.*
- *Between 2003-04 and 2004-05, suspensions at Safe Passages schools decreased by 19% but increased by 33% at non-Safe Passages schools.*

#### ***Early Childhood Initiative***

This initiative promotes collaboration between multiple public systems and non-profit providers to create a citywide safety net for children, from birth through age five, who are exposed to violence. All public childcare teachers in Oakland, including all of OUSD Early Childhood Centers and Oakland Head Start Centers are trained to implement a violence prevention curriculum. Police are also trained on how to work with young children at scenes of violent crimes. As a result, in 2005:

- Nearly 6,000 children were taught the curriculum at 77 public childcare sites across Oakland
- Over 1,000 children and families received mental health services
- Over 400 officers were trained

#### ***Youth Offender Strategy***

This strategy brings juvenile courts, probation officers, and service providers together to reduce recidivism among juvenile offenders and provide alternatives to incarceration. Since the program's inception:

- Nearly 300 youth have been served at a cost of approximately \$3,000 per youth per year (compared to more than \$50,000 annually to incarcerate one youth)
- From 16 to 18 months following participation, youth are nearly half as likely to recidivate (relapse)
- Participating youth experience a 26% drop in school absence rates and a 71% drop in suspensions

***After School Strategy***

Safe Passages convenes Oakland's After School Coordinating Team (OASCT), which includes city and school district representatives and providers to promote data sharing and the sustainability of quality after school programs. The following deliverables have occurred through the OASCT collaborative work:

- Improved coordination between the City of Oakland and the school district to transform the after-school arena and bring an additional \$23 million of funding to after-school programs
- Developed a web-based database to collect and coordinate information from after-school providers
- Provided best-practice research on quality after-school programs and evaluation methods

**DISCUSSION**

Youth Ventures JPA, will promote the education, health, well-being and community economic development of children, youth and families within Oakland.

The creation of a JPA will focus on stronger institutional collaboration among partner members to address the needs of Oakland youth including streamlining of services and funding.

The Joint Powers Agreement contains language that ensures that the authority and jurisdictions of the member organizations and their existing governing bodies will not be diminished.

Each entity will have 5 votes on the Board by each Member agency with the exception for the East Bay Community Foundation which will have 1 vote.

Members may withdraw at any time, upon giving each of the other Members written notice thirty (30) days prior to the withdrawal.

Adoption of the Joint Powers Agreement would show a continued institutional commitment to collaborative work with public and community agencies to support the success of Oakland students.

Long standing support of formalized collaborative partnerships with public and community agencies through the Safe Passages model has proven results.

OUSD would be required to contribute \$150,000 in cash per year.

**RECOMMENDATION**

Approval by the State Administrator to adopt the Youth Ventures Joint Powers Agreement in which the Oakland Unified School District becomes a charter member of the Youth Ventures governmental agency along with The City of Oakland, Alameda County, and the East Bay Community Foundation.

**FISCAL IMPACT**

Financial contribution from OUSD will be \$150,000 per year in cash.

**ATTACHMENT:**

Joint Powers Agreement creating the Youth Ventures Joint Powers Authority  
 Joint Powers Agreement PowerPoint

**JOINT POWERS AGREEMENT  
CREATING THE  
YOUTH VENTURES JOINT POWERS AUTHORITY**

THIS AGREEMENT is made and entered into as of December 13, 2006, by and between the following parties:

- (a) County of Alameda, a political subdivision of the State of California ("County");
- (b) City of Oakland, a municipal corporation and charter City, organized and existing under the laws of the State of California;
- (c) East Bay Community Foundation ("EBCF"), a 501(c) (3) Public Benefit Cooperation serving Alameda and Contra Costa Counties.
- (d) Oakland Unified School District, a unified school district, organized and existing under the laws of the State of California.

The Agreement creates a Joint Powers Authority formed as a public entity, separate and apart from the signatories, pursuant to the provisions of California Government Code Section 6500, et seq. and pursuant to any state legislation that shall hereafter be enacted which may facilitate and/or augment the performance of the core functions and responsibilities of the JPA as defined below.

The public entity shall be referred to as the Youth Ventures and shall be synonymous with "Joint Powers Authority" as referred to in Government Code Section 6500.

**I. RECITALS**

**WHEREAS**, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT, and EBCF are committed to social justice for children, youth and families; and

**WHEREAS**, promoting the education, health, well-being and economic viability of children, youth and families within the County of Alameda is a top priority of the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF; and

**WHEREAS**, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF participate in the national Urban Health Initiative, locally implemented through the Safe Passages partnership, which focuses on collaboration and systems changes to improve the health and safety of young children and older youth in urban communities; and

**WHEREAS**, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF recognize the need to expand existing efforts County-wide to include all high need areas of Alameda County, building upon other successful collaborative efforts in Alameda County; and

**WHEREAS**, the intent of the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF is to initially promote coordination and collaboration among Charter Members in a manner that protects the privacy and confidentiality of those served, and to expand to include other jurisdictions as those jurisdictions choose to become Members.

**WHEREAS**, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF are committed to institutionalizing their cross jurisdictional collaboration as embodied by Safe Passages and also by the Alameda County Interagency Children's Policy Council (ICPC), and

**WHEREAS**, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF are committed to building upon eleven years of successful public and philanthropic investment to create better outcomes for children, youth and families in Oakland and other high need areas of Alameda County.

**WHEREAS**, public systems must invest in building research and development capacity to ensure that public dollars are invested in programs and services that are based on proven best practices and produce meaningful outcomes for the children, youth and families served by those services.

**WHEREAS**, The County, City of Oakland and OAKLAND UNIFIED SCHOOL DISTRICT hereto possess in common the power to study, discuss and enact policies and create and fund strategies to improve the education, health, well-being and economic viability of children, youth and families of direct concern to the performance of their constitutional and statutory functions and to join associations and expend funds for these purposes;

**NOW, THEREFORE IN CONSIDERATION**, of the mutual terms, covenants and conditions herein agreed, the County, City of Oakland, OAKLAND UNIFIED SCHOOL DISTRICT and EBCF mutually agree as follows:

## **II. DEFINITIONS**

For the purpose of Agreement, the following words shall have the following meanings:

1. "Agreement" means this Joint Powers Agreement.
2. "JPA" means the legal entity formed by this Agreement pursuant to the Joint Exercise of Powers Act, codified at California Government Code Sections 6500 et seq.
3. "Act" means the Joint Exercise of Powers Act
4. "Board" or "Board of Trustees" means the governing body of the JPA.



5. "Member" means each of the Members that become a signatory to this agreement, including any public entity executing an addendum of the original agreement hereinafter provided.
6. "Charter Member" means the City of Oakland, Alameda County, Oakland Unified School District, and the East Bay Community Foundation.
7. "Trustee" means any Trustee representing a Member.

### III. PARTIES; MEMBERSHIP

- A. The Parties to this Agreement, and the Members of the Joint Powers Authority are:
  1. County of Alameda, a political subdivision of the State of California ("County");
  2. City of Oakland, a municipal corporation and charter City, organized and existing under the laws of the State of California;
  3. East Bay Community Foundation ("EBCF"), a 501(c) (3) Public Benefit Cooperation serving Alameda and Contra Costa Counties.
  4. Oakland Unified School District, a unified school district, organized and existing under the laws of the State of California.
- B. The Members of the JPA shall be the Charter Members hereto and such other public entities as may execute this Agreement or any addendum hereto. Membership is open to any city, local education agency or other entity deemed appropriate by the Board that participates in funding the administration of the JPA.
- C. Prospective Members may become signatories to this Agreement by petition to the JPA Board of Trustees. Each Member certifies that it intends to, and does, contract with every Member that is a signatory to this Agreement and, in addition, with such other entities as may later be added as Members pursuant to Section II (B) of this Agreement. Each Member also certifies that the deletion of any member from this Agreement does not void this Agreement nor each remaining Member's intent to contract with the other remaining Members.
- D. Any Member may withdraw from the JPA at any time upon giving each of the other Members written notice thirty (30) days prior to the withdrawal provided, however, any withdrawing Member shall be obligated for all expenses incurred prior to withdrawal as previously authorized by the Member's governing agency. Financial contributions shall not be refundable upon withdrawal.
- E. The JPA is a separate legal entity from each of the Members of the JPA.

#### IV. MISSION; PURPOSE

- A. **Mission.** The Mission of the JPA shall be to advocate for children, youth and families in Alameda County with a special emphasis on vulnerable populations. The JPA shall operate in accordance with core principles intended to support and implement this Mission. These core principles include, but are not limited to, the following:
- Creation and institutionalization of inter-agency and intra-agency support systems and strategies
  - Data-driven, collaborative decision-making;
  - Protection of individual privacy and confidentiality;
  - Resource development, expansion, leveraging and pooling;
  - Mutual responsibility for meaningful outcomes;
  - Joint credit for success;
  - Promotion of best practices.
- B. **Purpose.** The purpose of this Agreement is to jointly exercise the common powers of the Members to implement the following:
1. Develop, advocate and implement effective policy that promotes improvements in the health and well-being of children, youth and families within cities and the county as a whole.
  2. Advocate for system change to eliminate bureaucratic barriers to providing services for the children, youth and families who need them.
  3. Promote and facilitate the cross-jurisdictional coordination of efforts targeting children, youth and families to reduce duplication of effort.
  4. Maximize both new and existing resources dedicated to children, youth and families.
  5. Disseminate information regarding policy development, research, best practices, and resource development.
  6. Market services to target populations to maximize service utilization.
  7. Market strategies to potential funders.
  8. Conduct data gathering, integration and analysis to continuously assess the well-being of children, youth and families.
  9. Promote and/or provide for the sharing of data among and between Members to assess need and evaluate outcomes, consistent with the requirements of State and Federal law, OUSD district policy, and regulations pertaining to the privacy and confidentiality of student records.

10. Evaluate the effectiveness of new and existing strategies to meet the needs of vulnerable populations.
11. Identify and analyze best practices.
12. Use data and best practices to guide the development of innovative cross-agency approaches to better meet the needs of children, youth, and families.
13. Design funding/leveraging plans to support implementation of innovative cross-agency approaches.
14. Incubate and implement strategies as needed to demonstrate viability and evaluate effectiveness.
15. Build capacity within public systems and partner agencies to implement innovative strategies.
16. Institutionalize effective strategies within public systems and partner agencies for long term implementation.
17. Administer and coordinate resource development strategies to secure new resources and recommendations for the redirection of existing resources to perform the functions of the JPA and support long term implementation of innovative service delivery systems for children, youth and families.
18. Establish effective systems to actively engage in authentic collaboration and communication with member parties and community members, This shall include establishing mechanisms and structures to solicit and incorporate ongoing community feedback and input into proposed policy and programmatic initiatives.
19. Any other function necessary to implement the mission of the JPA.
20. The focus of the work of Youth Ventures is inter-agency collaboration. Youth Ventures will not make policy decisions or program designs that contravene those of a member.
21. Notwithstanding the above, Members reserve the right to decline to implement Youth Ventures' recommended practices and policies at Member schools and/or sites. To the extent such recommended practices and policies are implemented at Member schools or sites, the implementation will follow all Member grant office protocols and procedures, including provisions for payment to Members of Administrative fees.
22. All contact between Youth Ventures and Members shall be through Members' designated contact with Youth Ventures. Direct contact between Youth Ventures and non-designated contacts of Members is prohibited. All processes and protocols of Members will be observed by Youth Ventures.

## V. POWERS

- A. **General Powers.** The JPA shall exercise, in the manner herein provided, the powers which are common to each of the Members, or as otherwise permitted under the Act, and necessary to the accomplishment of the purpose of this Agreement, as provided in Section IV. The powers of this JPA shall in no way diminish or infringe upon the authority or jurisdictions of the member organizations and their existing governing bodies.
- B. **Specific Powers.** The JPA is hereby authorized, in its own name, to do all acts necessary for the exercise of the foregoing general powers, including, but not limited to, any or all of the following :
1. Make and enter into contracts;
  2. Incur debts, liabilities and obligations; provided that no debt, liability or obligation of the JPA shall constitute a debt, liability or obligation of any Member except as separately agreed to by such Member that agreed to accept said debt, liability or obligation;
  3. Prepare and support legislation that may be necessary to carry out this Agreement.
  4. Acquire, hold, construct, manage, maintain, sell or otherwise dispose of real and personal property by appropriate means;
  5. Receive contributions and donations of property, funds, services and other forms of assistance from any source;
  6. Apply for, accept, receive and disburse grants, loans and other aids from any agency of the United States of America or the State of California, provided, however, that each Member reserves first right of refusal over Youth Ventures to apply as the Local Educational Agency to access funding for services. Members will reserve the right to receive indirect administrative fees on any and all funding to provide services;
  7. Invest any money in the treasury pursuant to the Act which is not required for the immediate necessities of the JPA, as the JPA determines is advisable, in the same manner and upon the same conditions as local agencies, pursuant to Section 53601 of the California Government Code;
  8. Receive, collect, and disburse moneys;
  9. Sue and be sued in its own name;
  10. Employ agents, contractors, or employees;
  11. Lease real or personal property as lessee and as lessor;

12. Sharing data among and between Members to assess need and evaluate outcomes consistent with applicable State and Federal law governing the confidentiality of individually identifiable information;
13. Exercise any and all other powers and authorities incidental to and/or necessary for the accomplishment of powers and duties of the JPA, including all of those powers referenced in Government Code Section 6508;
14. Exercise any and all other powers granted by any Special Legislation of the State Legislation enacted after the formation of the JPA.
15. Youth Ventures will set annual performance goals, objectives, and anticipated outcomes, and make quarterly and annual reports on performance available to the public.
16. Youth Ventures will not infringe upon the authority of its members to enter into or remain in contractual relationships with State and Federal Governments and non-profit agencies.

C. **Restrictions on Powers.** Pursuant to Section 6509 of the Act, the aforementioned powers shall be subject to the restrictions upon the manner of exercising the power of the City or County. The function of the JPA board is limited to creating policy recommendations for approval by the governing boards of the membership organizations, not to establish or enact policy separately or in lieu of the existing governmental bodies. Any modification of the JPA board's limitations is subject to the approval of all Members herein.

## **VI. ORGANIZATIONAL STRUCTURE; OPERATIONS**

### **A. Board of Trustees.**

1. The JPA shall be governed by a Board of Trustees which shall exercise all powers and authorities on behalf of the JPA.
2. Each Charter Member shall appoint up to five trustees with the exception of EBCF which shall appoint one Trustee. The number of Trustees shall not exceed sixteen unless the Board adjusts the number of Trustees by a 2/3 majority vote. Trustees are appointed by the governing bodies of the Members.
3. The Trustees shall serve at the pleasure of the appointing body of the Member.
4. Subject to the right of the appointing Member to replace a Trustee at any time, the term of office of a Trustee shall be four years. Initial appointments shall be staggered at the discretion of the appointing body. The number of terms that may be served by a Trustee is to be determined by the appointing body of the Member. Proxy votes can be assigned in accordance with the Bylaws.

5. Trustees are not entitled to compensation. The Board may authorize reimbursement of expenses incurred by Trustees or alternative Trustees. Only disinterested Trustees may vote on such authorizations.

**B. Board of Trustees Voting Structure.** The voting structure of the JPA shall be a weighted voting structure. The initial voting structure of the JPA shall be as follows:

1. Five votes for the County of Alameda provided the minimum County contribution as set by the Board is made to the JPA.
2. Five votes for the City of Oakland provided the minimum city contribution as set by the Board is made to the JPA.
3. Five votes for the OAKLAND UNIFIED SCHOOL DISTRICT provided the minimum Local Education Agency contribution as set by the Board is made to the JPA.
4. One vote for the East Bay Community Foundation to institutionalize the role of philanthropy in the JPA provided the minimum EBCF contribution is made to the JPA.
5. Voting rights will be assigned to new Members according to a formula based on both population and financial contribution as set by the Board. The Board reserves the right to adjust the entire voting and financial contribution structure as necessary to incorporate new Members and/or address demographic shifts within Alameda County.

**C. General Powers of the Board of Trustees.** In accordance with applicable law, the Board powers include:

1. Selection and evaluation of a Chief Executive Officer responsible for daily operations.
2. Annual approval of the budget of the JPA.
3. Approval of necessary administrative policies and procedures.
4. Establishment and oversight of policies, priorities, goals, objectives evaluations and plans necessary to implement this Agreement.
5. Contract for all or parts of the administration of the JPA.
6. Youth Ventures will establish Committees and Sub-committees, as appropriate, in its discretion. Members reserve the right to chair and staff those committees which primarily pertain to that Member's functions and/or for which that Member has demonstrated leadership. All Committees will

include at least one member staff person with content knowledge of that Committee or Sub-committee's area of responsibility.

**D. Meetings of the Board of Trustees.**

1. The Board shall hold regular meetings as determined in the JPA bylaws.
2. All meetings of the Board shall be in compliance with the provisions of the Ralph M. Brown Act.

**E. Officers.**

1. **Chief Executive Officer.** The Board of Trustees shall designate a Chief Executive Officer as set forth in the bylaws of the JPA. The Chief Executive Officer shall serve at the pleasure of the Board. The performance of the Chief Executive Officer shall be evaluated annually by the Board.
2. **Treasurer.** The Board of Trustees shall designate a treasurer consistent with Sections 6505.5 and 6505.6 of the Act. The designation may be made by way of resolution. The powers and duties and manner of designation shall be set forth in the bylaws of the JPA.
3. **Other Officers.** The Board of Trustees may determine other officers of the JPA and establish the powers and duties of each position in its bylaws.

**F. Committees.** The Board may create committees to facilitate review and analyses of Board issues. Committees shall be subject to the Ralph M. Brown Act such that if they are formed in a manner that constitutes them as a "legislative body" as defined in the Brown Act then they shall comply with all applicable requirements of that open meeting law.

**G. Bylaws.** The Trustees shall adopt Bylaws for the operation of the JPA. These Bylaws shall be subject to amendment as provided for in the Bylaws. Bylaws must be consistent with requirements, mandates and exceptions delineated by this agreement and the Act.

## **VII. BUDGET; FINANCE; CONTRIBUTIONS**

**A. Budget.** The Board shall adopt, at its sole discretion, an annual or multi-year budget before the beginning of a fiscal year.

**B. Fiscal Year.** The first fiscal year of the JPA is the period from the date of this Agreement through June 30, 2007. Each subsequent fiscal year of the JPA begins on July 1 and ends on June 30.

**C. Contributions and Payments.** The initial financial contribution from each member shall be \$150,000 per year in cash. Yearly financial contributions shall be made at the beginning of each fiscal year by the parties to this Agreement from

the treasuries or other available public funds of the Members for the purpose of defraying the costs of providing the annual benefits accruing directly to the constituents of each Member from this Agreement. All such payments of public funds shall be paid to and expended by the JPA, which shall be strictly accountable for all funds. Financial contribution amounts shall be established by the Board and related to representation and the size of the jurisdiction. The Board may modify the financial contributions amounts as deemed necessary by the Board, subject to the approval of all Members. All financial contributions shall be made in cash contributions unless otherwise authorized by the Board.

- D. **Annual Audits and Audit Reports.** The Chief Executive Officer will cause an annual audit to be made by an independent certified public accountant with respect to all JPA receipts, disbursements, other transactions and financial records. By unanimous vote of the Board, the Chief Executive Officer may cause a biannual financial audit. A report of the financial audit will be filed as a public record with each Member. The audit will be filed no later than required by State law. The JPA will pay the cost of the financial audit as part of its administrative budget.
- E. **Establishment and Administration of Funds.** The JPA is responsible for the strict accountability of all funds and reports of all receipts and disbursements. It will comply with every provision of law related to the establishment and administration of funds, particularly Section 6505 of the Act.
- F. **Limitation on Liability of Members for Debts and Obligations of the JPA.** Pursuant to Section 6508.1 of the Act, the debts, liabilities, and obligations of the JPA do not constitute the debts, liabilities, or obligations of any party to this Agreement. A Member may separately contract for or assume responsibility for specific debts, liabilities, or obligations of the JPA. Notwithstanding any other provision of this Agreement, no fee or charge may be levied against a current Member without express consent of the Member.
- G. **Disposition of Property.** Upon termination of this Agreement, any property acquired by the JPA under this Agreement shall be distributed among the parties hereto in accordance with the respective contributions of each of the parties to the cost of the property or as otherwise legally allowable under IRS regulations.
- H. **Distribution of Funds Upon Termination.** Upon termination of this Agreement, any money in possession of the JPA after the payment of all costs, expenses and charges validly incurred under this Agreement shall be returned to the parties in proportion to this contribution determined as of the time of termination or as otherwise legally allowable under IRS regulations.



## VIII. ADDITIONAL PROVISIONS

- A. **Term.** The JPA shall continue until this Agreement is terminated as herein provided. This JPA Agreement shall continue in full force and effect subject to the right of the parties to terminate it as set forth herein.
- B. **Termination.** This Agreement shall be terminated after written notice thereof has been given to all other members by a majority of the Members hereto; provided, however, there are no outstanding bonds or other debts or lease obligations necessitating the continuation of the JPA as an operating entity. Upon termination, the coalition of Members shall continue to exist for the purpose of disposing of all liabilities, the distribution of assets and all other functions necessary to wind up its affairs. Member withdrawal from the JPA shall be as set forth in Section III.D. of this Agreement.

In the event the Board determines to transfer all or part of the coalition's assets and liabilities to a successor JPA or other legal entity, no disposition of net assets shall be made to any Member. Notwithstanding the vote of the Members, the JPA Board shall remain in existence and continue to exercise authority during the transfer and/or assignment until provisions for the assignment and transfer of all assets, liabilities and functions of the coalition to a successor joint powers authority or other legal entity have been completed, but no Member contributions shall be required of any Member during this period.

- C. **Notice to Secretary of State.** The JPA shall cause a notice of this Agreement, and any subsequent amendment thereto, to be filed with the Secretary of State within thirty days of the effective date of this Agreement or subsequent amendment, as required by Section 6503.5 of the Act.
- D. **Amendments.** This Agreement may be amended only by agreement signed by all of the Members and as approved by resolution adopted by the governing body of each Member.
- E. **Attorney's Fees.** In the event an action is commenced by any party to this Agreement to enforce or construe its rights or obligations arising from this Agreement, the prevailing party in such action, in addition to any other relief and recovery awarded by the Court, shall be entitled to recover all statutory costs plus a reasonable amount for attorneys' and consultants' fees in regard thereto.
- F. **Severability.** If any portion, term, condition or provision of this Agreement is determined by a court of competent jurisdiction to be illegal or in conflict with a law of the State of California, or is otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions and provisions shall not be affected thereby. Each of the Members hereby declares that it would have entered into this Agreement and each section, subsection, sentence, clause, or phrase thereof, irrespective of the fact that one or more

sections, subsections, sentences, clauses, or phrases, or the application thereof, to any Member or any other person or circumstance be held invalid.

G. **Indemnification.** Except as otherwise provided by law, the JPA shall protect, hold harmless, and indemnify each of the Members and their respective governing board members, directors, officers, employees, and volunteers from any and all claims, demands, actions, causes of action, judgments, losses and/or expenses including costs and attorneys fees, due to or arising from services performed by them pursuant to the provisions of this Agreement or at the direction of the Board. The JPA waives all claims and recourse against each Member and their respective governing board members, directors, officers and employees, including the right to contribution for loss or damage to persons or property arising from, growing out of or in any way connected with or incident to this Agreement or participation in the JPA. Pursuant to the provisions of California Government Code Section 895, et seq., and except as provided above, each Member agrees to the extent permitted by law to defend, indemnify, and hold harmless each other Member from any liability, claim, or judgment for injury or damages caused by any negligent or wrongful act or omission of any agent, contractor, volunteer, officer and/or employee of the indemnifying Member which occurs or arises out of the performance of this Agreement.

H. **Insurance.**

1. **Public Liability Insurance.** The JPA will obtain and maintain in the name of the JPA and JPA Members at all times during the life of the agreement and at a level of coverage approved unanimously by the Members. Such Public Liability Insurance shall protect the JPA, its Member entities, its respective officials, officers, Trustees, employees, agents and contractors or anyone directly or indirectly employed by either of them. The JPA will obtain and maintain at all times appropriate property insurance as needed and approved unanimously by the Members. The JPA will provide each Member with certificates of insurance evidencing levels of coverage.

2. **Workers Compensation and Employer's Liability Insurance.** The JPA will obtain and maintain at all times appropriate workers' compensation and employer's liability coverage in an amount not less than the amount sufficient to satisfy the requirements of the Labor Code of the State of California.

3. **Annual Review.** All insurance limits and coverage shall be reviewed annually by the Members.

I. **Dispute Resolution.** The Members agree to meet and confer in good faith to resolve any disputes that arise. If resolution fails, the parties agree to submit the matter to outside arbitration under the rules of the American Arbitration Association.

- J. **Choice of Law.** The laws of the State of California shall govern the validity, enforceability or interpretation of the Agreement. Alameda County shall be the venue for any action or proceeding, in law or in equity.
- K. **Entire Agreement.** This Agreement, including any exhibits referenced, constitutes the entire agreement between the parties.

**IN WITNESS WHEREOF**, the parties hereto have executed this Agreement as of the day year written below.

**County of Alameda County**

**Oakland Unified School District**

\_\_\_\_\_  
 Keith Carson, President  
 Alameda County Board of Supervisors

  
 \_\_\_\_\_  
 Dr. Kimberly Statham  
 State Administrator

Date: \_\_\_\_\_

Date: 12/15/06

**City of Oakland**  
**A Municipal Corporation**

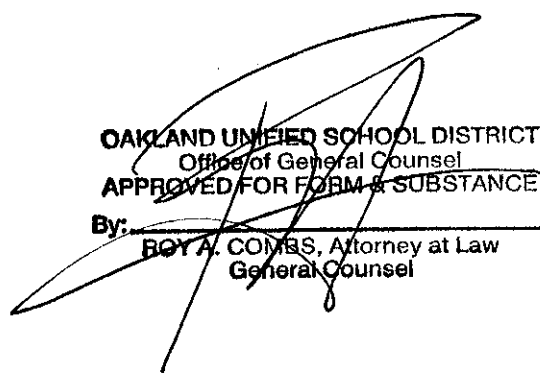
**East Bay Community Foundation**

\_\_\_\_\_  
 Deborah Edgerly, City Administrator

\_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

  
 OAKLAND UNIFIED SCHOOL DISTRICT  
 Office of General Counsel  
 APPROVED FOR FORM & SUBSTANCE  
 By: \_\_\_\_\_  
 ROY A. COMBS, Attorney at Law  
 General Counsel

Ed



A new venture designed to meet the needs of parents in public education

## Learning Made Mobile

**Connecting  
Parents  
Teachers  
Schools**



Oakland

Elev8 Oakland is an initiative designed to create integrated support services for students and families at five target middle school sites in Oakland, California. Safe Passages in Oakland is the lead entity charged with the development and implementation of this ambitious initiative. Target schools are located in depressed communities and over 80% of all families at Elev8 schools qualify for the Free and Reduced Lunch Program. The majority of students at the Elev8 schools are also struggling academically. Elev8 Oakland provides vital health, family support and academic intervention services to high need students and their families. Elev8 Oakland is funded through a generous grant from The Atlantic Philanthropies and local government entities including the City of Oakland, the Oakland Unified School District and the County of Alameda.

Many studies have found families to be critical to student success. However, many public schools, particularly middle schools do not engage families effectively. Elev8 Oakland is working to change that dynamic. Family engagement is a major component of the Initiative and the development of innovative and relevant strategies to better communicate with families is central to this effort. The **EdText** partnership that includes Mobile Commons, Digital Divide and San Francisco State University is one innovation currently being piloted by Safe Passages as part of the Elev8 Initiative.

EdText is a simple text messaging vehicle that will allow school sites to communicate directly to parents and families with important information about their children. EdText is designed to work on cell phones with cell phone companies so parents do not have to buy additional equipment or learn new technology.

One major goal of the pilot is to improve and increase communication with families to strengthen the school-home relationship towards improving student success. Another important goal is to support the launch of the Family Resource Centers at each target school. These centers are the hub for all the family support services implemented at the schools and information sharing regarding these services is essential to the utilization of the centers.

The initial response from families, administrators and service providers has been exciting and encouraging. The ability to communicate with families in real time was also very inviting to a wide range of partners. Information regarding the application of the technology to support student achievement and parent engagement opened up many ideas about how to better engage student and their families in the school community. To date, **there are 940 parent subscribers (44% of student enrollment) to EdText across the six Elev8 schools. Since the beginning of the 2009 school year, EdText messaging has been used to advise and remind families of the following functions at the Family Resource Centers: CPR trainings, Saturday school, parent appreciation events, college readiness workshops, and family dinners.**

Future use will include notifications about free tax preparation clinics, public benefits enrollment opportunities, health services, free food distributions and legal services. Text messaging campaigns will be designed and implemented to ensure that these resources are maximized by families. It is envisioned that text messaging will soon become the most relevant and cost effective, real-time vehicle for communicating with families ever utilized at the Elev8 school sites.

TO: Youth Ventures Joint Powers Authority Board of Trustees

FROM: Josefina Alvarado Mena

DATE: March 16, 2009

RE: Oakland high risk youth population (intersection with Oakland Unified School District, Juvenile Justice and Social Services data); overview of best practice research; and a recommended strategy to serve the needs of this population.

### **Summary**

The following report 1) Summarizes the finding of the JPA Work Group, convened to explore strategies to address the needs of at risk and high risk youth particularly those that intersect with multiple systems (i.e. Juvenile Justice System, Social Services and enrolled in public school; 2) Provides an overview of Best Practice Research; and 3) Recommendations for a comprehensive multi-prong strategy to address the needs of this population.

### **Background**

#### ***1) Summary of the Data***

Upon examining 07-08 OUSD data of students with one or more (Drop out, Homeless, Truant 10+ full day unexcused absence, from JJ), for 9-12 grade only, staff determined an initial list of 3308 high risk with the following breakdown:

1632 drop outs

148 homeless

1775 Truant (10+ full day unexcused absence)

370 from JJ (identified by Alt Ed File)

#### ***Social Services data***

Of the 3308, 863 (26%), are identified as active in SSA Programs (unduplicated as of 1/09). The majority of this population is African American females at 35% with African American males trailing close behind at 26%; Latino males represent 12% while Latinas are 11%. Nearly 25% are enrolled in MediCal; a little over 10% are enrolled in CAWORKS and just over 15% enrolled in the Food Stamp program. Further most have been truant (58%) while 43% are Drop Outs. In addition, 79% have GPAs between 0-.99percent or lower. The following charts provide a break down on the number and percentage of these youth in SSA programs; school data; and demographic information.

TABLE ONE: High Risk Youth Currently Active in SSA Programs

SSA Program	# JPA High Risk Enrolled	% JPA High Risk Enrolled
Adoption Assistance	7	.2
Cal Works	344	10.4
Foster Care	35	1
Food Stamps	512	15.5
General Assistance	20	.6
KinGap	3	0
MediCal	815	24.6
Severely Emotionally Disturbed	1	0

TABLE TWO: School Data on Youth in Social Services

JPA High Risk Youth 2007-08 also Enrolled in SSA (n=863)		
	#	%
Truant	508	58
Drop Out	371	43
Special Ed	81	9
Expelled	6	.7
GPA 0-.99 (under 1.0)	680	79
Suspended	61	7
Homeless	42	5
OUSD ID'd JJ	122	14
JUVIS ID'd JJ	111	13
OUSD and/or JUVIS ID'd JJ	203	24
9th grade	376	44
10th grade	242	28
11th grade	140	16
12th grade	105	12

TABLE THREE: Demographic Data of High Risk Youth Enrolled in SSA.

JPA High Risk Youth 2007-08 also Enrolled in SSA (n=863)		
	#	%
Males	413	48

JPA High Risk Youth 2007-08 also Enrolled in SSA (n=863)		
	#	%
Females	450	52
Total	863	100
African American Males	227	26
African American Females	306	35
Latino Males	104	12
Latino Females	95	11
Asian Males	64	7
Asian Females	31	4
Other	36	4
Total	863	100

***OUSD Dropout Data***

Of the 3308, 1632 were flagged by OUSD as dropouts. The majority were African American at 53%, with Latinos following behind at 31%. Twenty percent of these youth have Juvis Records; 99% have between 0-.99 GPA and 7% are enrolled in Special Education.

TABLE FOUR Drop out Data

1632 Drop Outs	
49%	9th Grade
53%	African American
31%	Latino
20%	Juvis Record
7%	JJ id' d by OUSD
8	Served by Measure Y
22%	Truant
1%	DHP Hearing
1.8%	Suspended
99%	0-.99 GPA
7%	Special Ed

***Juvenile Justice Involvement***

Of the 3308, 370 students were identified by OUSD as Juvenile Justice involved youth.<sup>1</sup> The majority of these youth are African American males (60%), 46% are 9th graders; 41% are truant; 80% have a .99 % GPA or lower; and 14% are Special Ed (see table five below).

<sup>1</sup> 40 OUSD JJ flagged students do not have a JUVIS record

TABLE FIVE: 07-08 Students Identified by OUSD as Juvenile Justice

370 Identified by OUSD as JJ	
46%	9th Grade
76%	African American
14%	Latino
41%	Truant
29%	Drop Out
30%	Served by Measure Y
3%	DHP Hearing
13%	Suspended
2%	Expelled
80%	0-.99 GPA
14%	Special Ed
81%	Males
19%	Females
60%	African American Males

In general the overwhelming majority of high risk youth identified as dropouts, truant, involved in the Juvenile Justice and Social Services Agency systems are African American (and with the exception of Social Services Agency program enrollment numbers, the majority are African American males). These youth lack meaningful connections to school as seen by the high percentage of youth that are truant; dropouts and have low GPAs (between 0-.99) across data categories. Further a large percentage of these youth are 9th graders as seen in Tables two, four and five. There is a consensus among the JPA working group to develop strategies to address the needs of the youth returning from Juvenile Justice Center to OUSD. Below find a brief overview of Best Practices in School Reentry for these youth.

**2) Overview of Best Practice Research**

Oakland data above is illustrative of research findings related to youth returning to school from incarceration across the nation.<sup>2</sup> Incarcerated youth across the country face similar educational challenges. According to Snyder (2003):

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<sup>2</sup> Research sources include: Snyder, Howard, N, National Center for Juvenile Justice, “An Empirical Portrait of the Youth Reentry Population,” presented at the Urban Institute Reentry Roundtable, 2003; Steinberg, He Len Chung and Michelle Little, “Reentry of Adolescents and the Juvenile Justice System: A developmental Perspective, presented at the Urban Institute Reentry Roundtable, 2003; Wolford, Bruce, I. Ph.D.; Juvenile Justice Education: “Who is Educating the Youth,” Training Resource Center, Eastern Kentucky University, 2000.



“Committed youth lag behind other youth in their levels of educational attainment, ... “58% of committed youth ages 15 to 17 reported that they had not completed 8th grade, compared with 24% of youth in general U.S. population in this age group. In addition, less than 10% of committed youth age 18 or older were high school graduates and 23% had never entered high school. Clearly, the educational needs are far greater for committed juveniles than for youth in the general population.”

Further with the high number of truancy and low academic achievement as seen in the Oakland data (i.e. a large number of these students have GPAs between 0-.99 even when they are enrolled in school) these youth are often in need of academic assessments to facilitate appropriate placement upon return to the home district. Often the lack of coordination and consistency between education programs within juvenile facilities and those from home school districts exacerbate the problem.

Moreover, research also suggests that these youth face increased risk factors such as they are more likely to come from single-parent homes, have parents or relatives who have been incarcerated; have used or abused drugs and alcohol and have much higher rates of mental health issues than in the general population.<sup>3</sup> Thus youth returning home from incarceration should also receive mental health as well as psycho-social assessments.

Since these youth often touch multiple systems, as seen in the Oakland data, it is imperative to coordinate services across public and private systems. According to JustChildren, Legal Aid Justice Center in *A Summary of Best Practices in School Reentry for Incarcerated Youth Returning Home* (November 2004), to address the needs of these youth, there are four characteristics of best practice in school enrollment.

- 1) **Inter-Agency and Community Cooperation: Clear Roles and Responsibilities**  
Clearly identify the roles and responsibilities of various agency personnel and build transparency and accountability into the process so that these responsibilities are met.
- 2) **Youth and Family Involvement:** Include youth and their families in the re-enrollment process
- 3) **Speedy Placement:** Ensure that young people can reenroll quickly, after their release.
- 4) **Appropriate Placement:** Ensure that the student is returning to an appropriate education placement in the least restrictive environment. There should be individualized consideration of each student’s placement.<sup>4</sup>

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<sup>3</sup> Ibid

<sup>4</sup> JustChildren, *A Summary of Best Practices in School Reentry for Incarcerated Youth Returning Home*, July 2006.

## **Recommendations**

Based on the review of the data and best practice research, staff recommends developing a strategy that addresses the following four components: 1) Program infrastructure; 2) Educational Placement; 3) Socio-Behavioral Interventions; and 4) School District Coordination.

### ***1) Program Infrastructure***

Detained youth on average are stay in the Juvenile Justice Center (JJC) for less than two months. Transition planning has to begin before students are released and ideally begin at the time of their referral to the JJC. Transition planning should be done with the student, their family and a Coordination of Services Team (COST) that includes an educational expert, health/mental health provider, probation officer and case manager. This transitional services COST should be housed at the Juvenile Justice Center.

### ***2) Educational Placements***

#### ***a. Academic Assessment***

Students need proper academic and psycho-social assessments before release from JJC. Academic assessments should be done by the home district to facilitate placement upon return to the home district. Assessment information should be shared with members of the COST before the family meeting so that the meeting can focus on the development of a transition plan. The transition plan should include an individualized learning plan for the student.

#### ***b. Academic Supports***

Educational placements that meet the academic needs and can provide compelling incentives need to be identified or developed and supported. High risk students retuning from JJC have experienced minimal academic support. As discussed low GPAs and high levels of truancy illustrates the significant levels of disconnection from the educational process. This population needs innovative and flexible curriculum that allows for accelerated remediation.

Further these youth often express a desire to obtain legitimate work; however few have the skills to interview or maintain work professional settings. Thus job readiness and access to jobs must be integrated into the educational setting to capture the interest of this group. Often with a track record of criminal involvement it is also difficult for this group to overcome the distrust of potential employers; thus efforts should be made to support youth in expunging their records upon successful completion of educational programs.

### ***3) Socio-Emotional Supports***

Youth released from Juvenile Hall should be assisted with school enrollment by a case manager. The case manager should let the school site know that they will be providing on-going support to the youth and establish a relationship with a contact person at the site. On-going communication should be maintained between the case manager and the

school site to monitor student progress and facilitate intervention when required. The Case manager will also broker additional support services for referred youth as needed.

***4) School District Coordination***

Cross-Agency macro coordination of services should be established at each school district to coordinate services for this population at a macro level and to ensure that all resources are being maximized for this high risk population.

In addition to these components, services should be delivered in culturally and linguistically sensitive ways. In Oakland for example, the over representation of African American males in the population of youth identified by OUSD as having Juvenile Justice involvement should be acknowledged and factored into the delivery of services plans.