OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS EVALUATION

2015-16 FINDINGS REPORT

OFCY OAKLAND FUND FOR CHILDREN & YOUTH

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Prepared for the Planning and Oversight Committee of the Oakland Fund for Children and Youth and the Oakland Unified School District, After School Programs Office

ACKNOWLEDGEMENTS

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All Oakland school-based after school programs participated in the evaluation, including distributing and collecting surveys and hosting our team for site visits. Their active participation in the evaluation is key to the success of this report.

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Finally we thank the children and youth of Oakland, and the parents, caregivers, teachers, and service providers who support Oakland youth so that they become healthy, happy, educated, engaged, powerful and loved community members.

2015-16 OAKLAND PLANNING AND OVERSIGHT COMMITTEE (POC) MEMBERS*

District	POC Member - Adult	POC Member - Youth
Mayor	Marcus Montague	*(Mayor selects a single youth or adult member)*
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*As of May 2016.

IMAGES

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2015-16 OAKLAND AFTER SCHOOL
EVALUATION EXECUTIVE SUMMARY

INTRODUCTION

- ✓ **Oakland School-Based After School Partnership:** Formed in 2004 by OFCY and OUSD's After School Programs Office.
- ✓ **Funding Sources:** The Partnership brings over $18 million to programs through OFCY grants, State and Federal grants managed by OUSD, and additional community-based funding sources.

In 2015-16 the Oakland School-Based After School Partnership funded 82 school-based after school programs serving over 18,000 youth across Oakland. The Partnership, formed in 2004, is a collaboration between the Oakland Fund for Children and Youth (OFCY) and the Oakland Unified School District's After School Programs Office (ASPO). Together, the School-Based Partners dedicate over $18 million to programs, which includes over $4.35 million annually in local funding through OFCY grants to community agencies to manage programs; a matching $11.27 million in state After School Education and Safety (ASES) funding and federal 21st Century Learning, which are managed through OUSD; an additional $2.5 million garnered by community agencies from sources such as in-kind donations, philanthropic grants, and contract and service agreements with local agencies.

ABOUT THE EVALUATION PROJECT

- ✓ **Theory of Action:** Youth who regularly participate in a high quality after school program gain skills and experience that benefit them both now and in the future.
- ✓ **Data Sources:** Youth surveys; site visits (n=82); program attendance records; youth demographic records; District academic data.

An annual evaluation assesses the ways in which school-based after school programs promote positive outcomes in youth. The 2015-16 evaluation is guided by the Theory of Action (see page 18), which holds that students who regularly attend high quality after school programs will gain skills and experience that lead to academic and future success. In accordance with the Theory of Action, this report presents how often children and youth attend school-based after school programs, the quality of programs, and the direct outcomes and benefits to participating children and youth, as well on students' academic outcomes in the context of their program participation.

Data sources for the 2015-16 evaluation include youth surveys, site visits to 82 programs, program attendance records and youth demographic records from Cityspan, and District academic data.

YOUTH SERVED IN OAKLAND AFTER SCHOOL PROGRAMS

- ✓ **Youth Served:** 18,291
- ✓ **Participant Diversity:** Oakland after school youth are 45% Latino/a, 35% African American, 13% Asian/Pacific Islander, and 7% White. Programs serve slightly more buys (52%) than girls (48%).
- ✓ **Oakland Neighborhoods Served:** Almost half (47%) of all participants live in the Fruitvale, Coliseum, and East Oakland zip codes.
- ✓ **English Learners:** About 25% of after school participants are English Learners.

In the 2015-16 program year, school-based after school programs served 18,291 youth across Oakland: 11,146 were served through programs jointly funded by OUSD and OFCY; 6,373 were served through OUSD-funded programs; and 772 were served through OFCY-funded programs. After school programs are open to all students[1] at the program's host school at low or no cost.[2]

After school participants are a diverse group. More than four in 10 after school youth are Latino/a (45%), making up the highest proportion of participants. About one-third of participants are African-American (35%), followed by smaller proportions of Asian/Pacific Islander (13%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups. Likewise, roughly equal proportions of boys (52%) and girls (48%) attend all after school programs.

After school programs served youth throughout Oakland (Figure 1 on page 11), but nearly half (47%) of participants were concentrated in three zip codes: 94601, 94621, and 94603; these zip codes represent the Coliseum, Fruitvale, and East Oakland areas.

About one-quarter of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

PROGRAM ACCESS & ATTENDANCE

- ✓ **Enrollment Targets:** OFCY grantees exceeded their 2015-16 program enrollment goals.
- ✓ **Program Attendance:** Overall, youth attended an average of 90 days, with expected variations by grade level.

Programs supported by OFCY funding are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 5 on page 19 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals, with elementary programs reaching 123% of their goal enrollment and middle school sites reaching 170%; high school sites (included in this report but not funded through OFCY's School-Based After School strategy) achieved 131% of their goal enrollment.

On average, children and youth in school-based after school attended 90 days of programming; attendance varied by grade level, with elementary participants

[1] Host schools determine specific criteria for priority student enrollment, such as low academic performance or social needs.

[2] Per grant legislation, school-based 21st Century and After School Education and Safety programs may charge a fee, but may not turn away youth for inability to pay.

- ✓ **Program Access:** After school programs served 50% of the students in their host school.

attending 132 days on average, middle school participants attending an average of 91 days, and high school participants attending 46 days on average. Available evidence indicates that school-based programs served half (50%) of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4 on page 20.

PROGRAM QUALITY

- ✓ **Program Quality Assessments:** The vast majority of the 82 programs observed were found to be Thriving (40%) or Performing (59%).

- ✓ **Youth Surveys:** Youth self-reported about their perceptions of their program's quality and about their experiences and learning in key outcome areas. Youth agreed that their program helps them to improve their academic behaviors (about 80%); to get along better with peers (about 80%); to exercise more (nearly 75%); and to feel like a part of their school (about 80%). Nearly 5,900 youth completed the survey during the 2015-16 program year; surveys were matched to youths' academic records (when available).

Site Visits: Point-of-service quality measures capture youths' experience in activities, and was measured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 82 programs. Year-over-year data reveal that on the whole, programs are making steady inroads into improving program quality. In the 2015-16 program year, 33 of 82 (40%) programs were designated as "Thriving" and only one program (~1%) was categorized as "Emerging."

Youth Surveys: Youth surveys included questions about youths' program experiences in the four quality domains that align with the PQA site visit tool. In all four domains, youth reported positive experiences overall, and their responses were aligned to sites' PQA scores in each area. The vast majority of all youth reported feeling safe in their program (87% of elementary, 78% of middle, and 91% of high school participants), a necessary precursor to the other aspects of program quality. In addition, youth across all three grade-groups also reported high levels of Interactive experiences in their programs, with 89% of elementary, 81% of middle, and 88% of high school youth agreeing; these results align well with data from site visits.

Youth surveys also asked participants about their experiences and learning in certain key outcome areas: Academic Behaviors; Mastery; Social & Emotional Skills; Physical Well-Being; School Connectedness; and College & Career Exploration. In particular, about eight in 10 youth overall reported improving their academic behaviors and developing a sense of mastery in their after school program. As well, about 80% of youth total reported being better at getting along with peers, a key component of social and emotional learning. Nearly three-quarters agreed that their program helps them to exercise more, putting them on the path to increased physical well-being. About eight in 10 participants said their program helped them feel like a part of their school, and the same proportion reported having avenues for college and career exploration in their high school-age programs.

DIFFERENCES IN YOUTHS' AFTER SCHOOL EXPERIENCE

- ✓ **Program Quality Differences:** Analysis exposed some age-, gender-, and race/ethnicity-based differences in how youth experience their after school program. The most notable differences were between middle school girls and boys, and Latino/a youth versus their peers.

- ✓ **Outcome Domain Differences:** Gender and age were the factors that drove youths' differing views on the survey's outcome domains. Differences between middle school boys' and girls' responses were observed in every domain in the youth survey.

Differences in Program Quality: There were modest differences between boy and girl participants' perspectives of program quality, as measured through youth surveys. Most notably, middle school boys reported higher levels of program engagement.

There were also some race/ethnicity-based differences in youths' views on program quality. Among high school youth, Latino/a participants were less likely to report opportunities for choice or mastery in their program. For example, 56% of elementary-aged Latino/a youth reported doing things that are too easy for them at their after school program, compared to 52% of their peers.

Differences in Outcome Domains: Encouragingly, all of the youth differences revealed during analysis of the survey's outcome domains represented a 15-percentage-point-or-fewer difference. Gender comparisons showed that middle school-aged boys were more likely than girls of the same age to report strengthening their physical well-being, improving their college and career readiness, and feeling engaged in school.

Additionally, more middle school boys than girls reported that their after school program helped them to feel more confident about their college and career readiness across all items in the domain. Furthermore, 83% of boys reported that they happy to be at their school compared to 71% of girls. Smaller, statistically significant differences between middle school boys and girls exist across all domains on the survey.

ACADEMIC OUTCOMES

- ✓ **Academic Data Sources:** School day attendance/chronic absenteeism; SBAC scores for math and ELA; and OUSD's high school readiness measure. When possible, we compared youth to non-participants in the same schools.

The academic outcomes examined included school day attendance (chronic absence) rates, Smarter Balanced Assessment Consortium (SBAC) scores,[3] and high school readiness.[4] For measure, analysis focused both on surfacing the overall trends for after school participants versus non-participants in the same schools, and on exploring any differences by race/ethnicity and/or gender.

In 2015-16, after school program participants had notably higher school attendance rates than their peers. On average, after school participants attended 96% of all school days and non-participants attended 94%; this difference is

[3] The Smarter Balanced Assessment Consortium (SBAC) is an online summative assessment that tracks students' progress toward Common Core State Standards in Math and English Language Arts (ELA). The SBAC is administered once per year to students in grades 3-8 and grade 11. Only 2015-16 SBAC scores were available for analysis in the present report, so students' progress year-over-year was not included here.
[4] OUSD uses a High School Readiness variable, which measures the degree to which 8th graders are prepared for the rigor and expectations for high school. The variable comprises a combination of attendance, course grades, and behavior; a student is considered high school-ready when all four of the following have been met: total weighted GPA of 2.5 or higher; school attendance rate of 96% or better; no grades D or F in their final core math or English courses in 8th grade; and no suspensions in 8th grade.

✓ **Academic (Contributory) Outcomes Findings:** Encouragingly, after school participants have higher school day attendance rates than non-participants, and are less likely to be chronically absent. Eighth graders in after school are also on par with their non-participant peers in terms of high school readiness. However, participants are more likely to test below grade level in ELA and math than their peers, and English Learners are extremely likely to test below grade level in both core subjects, as measured through SBAC benchmarks. There were some important limitations with the academic data; these are noted here and in the Data Companion.

statistically significant.[5] Another measure of school day attendance is chronic absenteeism, defined as missing 10% or more of all school days. Young people in after school were less likely to be chronically absent than non-participants: about 11% of after school participants were chronically absent, compared to 16% of non-participants; this difference is statistically significant.[6]

OUSD uses the SBAC assessment as a measure of students' math and English Language Arts (ELA) competencies. Throughout all grade levels, after school participants were less likely to be at grade level in ELA and math. For ELA, overall 26% of after school participants tested at or above grade level, versus 28% of non-participants in the same schools. For math, overall 18% of after school participants tested at or above grade level, compared to 23% of their peers in the same schools; this finding for math scores is statistically significant.[7] Analysis of SBAC scores by sub-groups (race/ethnicity, gender, grade, English Learner status) revealed some variation in these trends.

In terms of high school readiness, 8th graders in Oakland after school programs were on par with their peers: 42% of 8th graders in after school were high school ready by the end of the 2015-16 school year, versus 43% of 8th graders in the same schools.

Our analysis of participants' academic outcomes (or contributory outcomes) is based on available data for 16,584 participants whose student records we matched using their Cityspan participant and OUSD Aeries identifiers. Only 2015-16 SBAC results for students' ELA/literacy and math benchmarks are available at this time, a limitation to our analysis of youths' growth during and between program year(s). The SBAC results are available for youth in 3rd-8th and 11th grades. The conclusions that can be reliably drawn from the available data are therefore limited.

[5] Statistically significant at $p<.05$ level using chi-square test for association.
[6] Statistically significant at $p<.05$ level using chi-square test for association.
[7] Statistically significant at $p<.05$ level using chi-square test for association.

ABOUT OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

The Oakland School-Based After School Partnership funded 82 programs located across Oakland, which served 18,291 children and youth in the 2015-16 program year.

SNAPSHOT OF OAKLAND AFTER SCHOOL PROGRAMS

Oakland after school programs offer a critical support to schools, youth, and their families. Research indicates that after school programs are more than just a safe haven for youth. High quality after school programs can support youth academically and socially.[8] Some studies show that minorities and youth in low-income communities benefit even more from after school programs than their more affluent peers, suggesting that after school programs are especially important for these young people.[9]

In the 2015-16 program year, the School-Based After School Partnership funded 82 after school programs that operated at OUSD or public charter schools, including 47 elementary, 21 middle, and 14 high school programs. Throughout this report evaluation findings are reported by grade level, acknowledging that youth at various developmental stages have different needs. Eighteen partner agencies manage day-to-day operations, staffing, and program delivery. During program hours youth receive a mix of academic support, recreational/physical, and enrichment activities The 82 school-based after school programs serve youth from across Oakland and participants' home zip code data indicates that nearly half of all youth (47%) reside in the Coliseum, Fruitvale, and East Oakland areas.[10]

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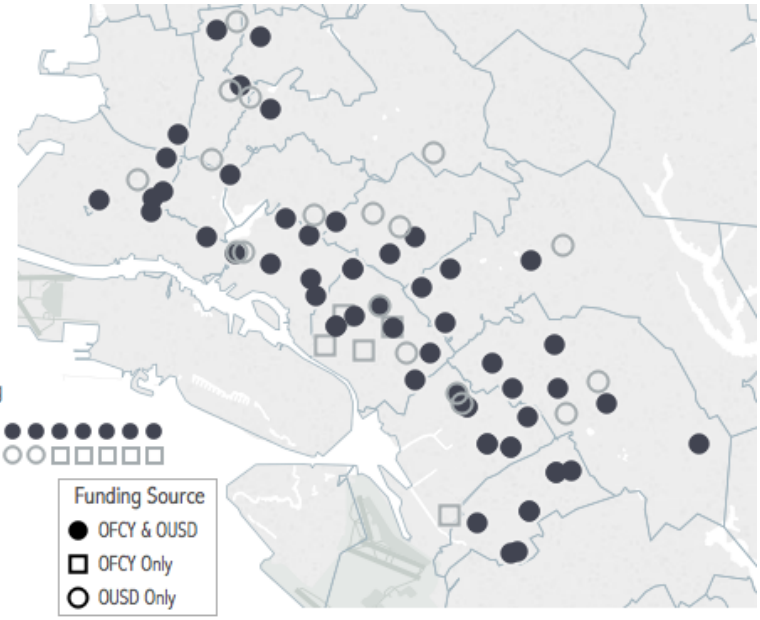
[8] Durlak, J.A., Weissberg, R.P., & Pachan, M. 2010. A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45(3-4), 294-309.

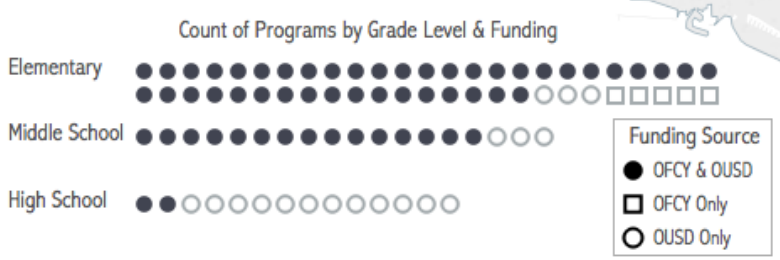
[9] Mahoney, J. L., Parente, M. E., & Zigler, E. F. (2010). After-school program participation and children's development. In J. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 379-397). New York, NY: Routledge.

[10] Percentages by Zip codes references in these areas are: 94601 (20%), 94621 (15%), and 94603 (12%)

AFTER SCHOOL PROGRAM LOCATIONS & PARTNERS

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. In the 2015-16 program year, OFCY and OUSD supported 18 community-based organizations operating 82 K-12 programs across Oakland.





PROGRAMS OPERATED BY 18 COMMUNITY-BASED ORGANIZATIONS

Number of Programs in Parenthesis

Alternatives in Action (4)
Bay Area Community Resources (28)
Citizen Schools (1)
Eagle Village Community Center Youth & Family Services, Inc. (3)
East Bay Agency for Children (4)
East Bay Asian Youth Center (11)
East Oakland Youth Development Cntr. (2)
Girls Incorporated of Alameda County (1)
Higher Ground (5)
Lighthouse Community Charter (1)
Oakland Leaf (6)
Safe Passages (6)
SFBAC, Learning for Life (4)
Spanish Speaking Citizens' Foundation (1)
Ujimaa Foundation (1)
YMCA of the East Bay (2)
Youth Together (1)
Youth Uprising (1)

AFTER SCHOOL PROGRAM LOCATIONS

ELEMENTARY

- Achieve Academy
- Acorn Woodland
- Allendale
- Bella Vista
- Bridges Academy
- Brookfield
- Burckhalter
- Carl Munck
- Cleveland
- Community United
- East Oakland Pride
- Emerson
- Encompass Academy
- Esperanza Academy
- Franklin
- Fred T. Korematsu
- Fruitvale
- Futures Elementary
- Garfield
- Glenview
- Global Family School
- Grass Valley
- Greenleaf
- Hoover
- Horace Mann
- Howard
- International Community School
- La Escuelita
- Lafayette
- Laurel
- Learning Without Limits
- Lincoln
- M.L. King, Jr.
- Manzanita Community School
- Manzanita Seed
- Markham
- New Highland Academy
- Parker
- Peralta
- Piedmont Avenue
- Place @ Prescott
- Reach Academy
- Rise
- Sankofa
- Sequoia
- Sobrante Park
- Think College Now

MIDDLE SCHOOLS

- Alliance Academy
- ASCEND
- Bret Harte
- Claremont
- Coliseum College Prep Academy MS
- Edna Brewer
- Elmhurst Community Prep
- Frick
- Greenleaf MS
- Lazear
- Life Academy MS
- Lighthouse
- Madison
- Melrose Leadership
- Montera
- Roosevelt
- Roots
- United For Success
- Urban Promise Academy
- West Oakland Middle
- Westlake

HIGH SCHOOL

- Bunche
- Castlemont High
- Coliseum College Prep Academy
- Dewey
- Fremont Federation High School
- Life Academy HS
- McClymonds
- Met West
- Oakland High
- Oakland International High
- Oakland Technical
- Rudsdale Continuation
- Skyline
- Street Academy

AFTER SCHOOL PROGRAM ACTIVITIES

Publicly-funded after school programs in Oakland provide a mix of academic support, recreational/physical, and enrichment activities. Within these broad categories, program staff and community partners develop activities to suit the unique interests and needs of the student population.

- Academic Support
- Physical Activity
- Enrichment
- College & Career
- Leadership Development

OFCY OAKLAND FUND FOR CHILDREN & YOUTH

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

ABOUT OAKLAND AFTER SCHOOL PARTICIPANTS

In the 2015-16 program year, school-based programs served 18,291 youth across Oakland. After school participants are a diverse group comprised of mostly ethnic/racial minorities. As shown in Table 1, more than four in ten after school youth are Latino/a (42%), making up the highest proportion of participants. About one-third is African-American (35%), followed by smaller proportions of Asian/Pacific Islander (13%) and White (7%) youth. Boys and girls are equally represented among racial/ethnic groups (see page 78 for more information). Likewise, roughly equal proportions of boys (52%) and girls (48%) attend all after school programs.

TABLE 1: PARTICIPANTS' RACE/ETHINICITY

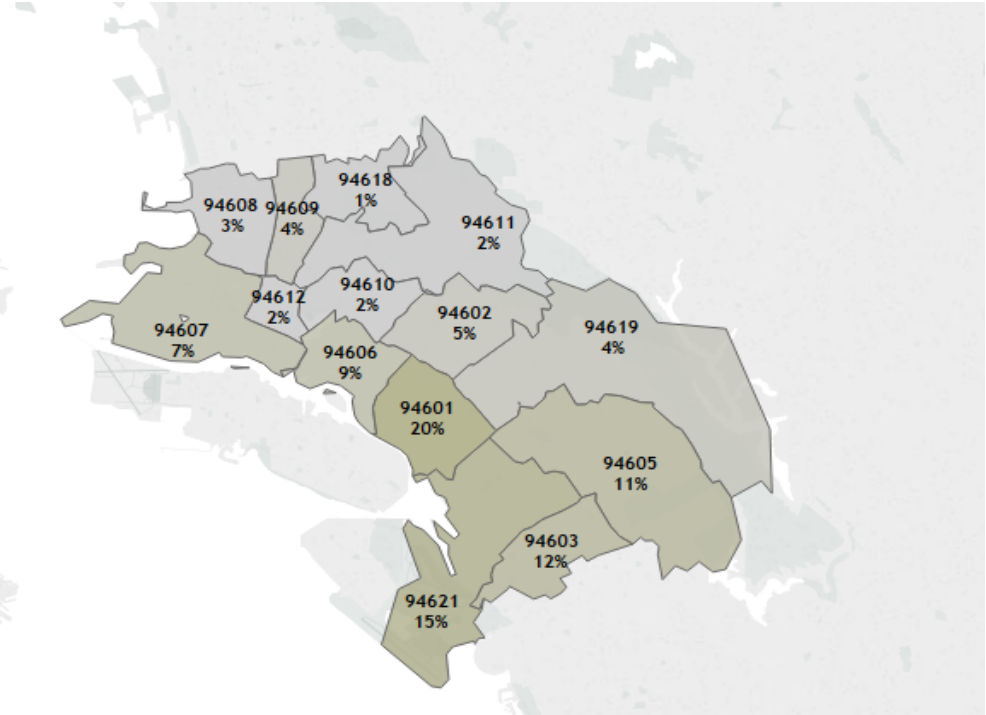
Racial/Ethnic Category	ES	MS	HS	Total
Latino/a	40%	49%	38%	42%
African American	38%	29%	36%	35%
Asian/Pacific Islander	13%	12%	14%	13%
White	6%	6%	7%	7%
Unknown/Not Reported	2%	3%	3%	3%
American Indian/Alaskan Native	1%	<1%	<1%	<1%
Other/Multi-Racial*	<1%	<1%	<1%	<1%

Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.

About one in four (26%) of after school participants are English Learners. Program staff and community partners managing Oakland's after school programs develop activities to suit the unique interests and needs of their student population.

After school programs served youth throughout Oakland (Figure 1), but nearly half (47%) of participants were concentrated in three zip codes: 94601, 94621, and 94603; these zip codes represent the Coliseum, Fruitvale, and East Oakland areas and suggest that school-based after school programs are successfully targeting the youth most likely to benefit from publicly-funded after school.

FIGURE 1: SCHOOL-BASED AFTER SCHOOL PARTICIPANTS BY ZIP CODE



Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.

ABOUT THE SCHOOL-BASED AFTER SCHOOL PARTNERSHIP

The School-Based After School Partnership funds comprehensive school-based after school programs children and youth in Oakland. The Oakland Unified School District's (OUSD) After School Programs Office (ASPO) and the Oakland Fund for Children and Youth (OFCY) formed the Oakland School-Based After School Partnership in 2004.

The goals of the Partnership are to provide equitable access to high quality after school programs that help children to be:

- Engaged and succeeding in school;
- College and career ready; and
- Physically and emotionally well.

These after school program goals are aligned with efforts in Oakland to improve young people's educational outcomes, including Oakland's investment in the Kids First!-legislated goal to "Help Children and Youth Succeed in School and Graduate High School" and the Oakland Unified School District's (OUSD) Full Service Community Schools initiative that seeks to provide health, education, and social services to youth, their families, and the community.

FUNDING

The school-based after school programs are jointly funded through a planned and committed investment of local funds from the School-Based Partners. These funds blend local, state, and federal dollars provided to programs to ensure quality services that are free or low-cost. This report includes information collected at 82 school-based after school programs. Fifty-nine (59) of the 82 programs are mutually supported by both OFCY and OUSD, five programs are supported exclusively by OFCY grant funds, and 18 programs are supported exclusively by state and federal after school funding through OUSD. Table 2 presents the 2015-16 funding levels from these sources.

Examining the funding level of the School-Based Partners individually demonstrates the significant financial investment in Oakland's youth (see Table 2). OFCY supports 62 elementary and middle schools through the School-Based After School funding strategy (and in addition funds two school-based high school after school programs through a separate funding strategy, which are included in this report), and OUSD funds 77 programs through the After School Education and Safety (ASES), 21st Century Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

TABLE 2: FUNDING BY ASES, 21ST CCLC, ASSETS, & OFCY GRANTS[11]

Program Type	ES (n=47)	MS (n=21)	HS (n=14)	Total (N=82)
ASES + 21st CCLC /ASSETS	$5,277,918	$3,522,104	$2,479,455	$11,279,477
OFCY Funds	$2,912,000	$1,443,000	$130,000	$4,485,000
Matched Funding[12]	$1,152,302	$715,045	$655,909	$2,523,257
Total	$9,342,220	$5,680,149	$3,063,646	$18,287,734
Per-Student Investment*	$1,970	$2,222	$2,364	$2,128

Source: OFCY Matched Source report accessed via Cityspan Attendance tracking system and OUSD grant records.
*Based on Average Daily Attendance.

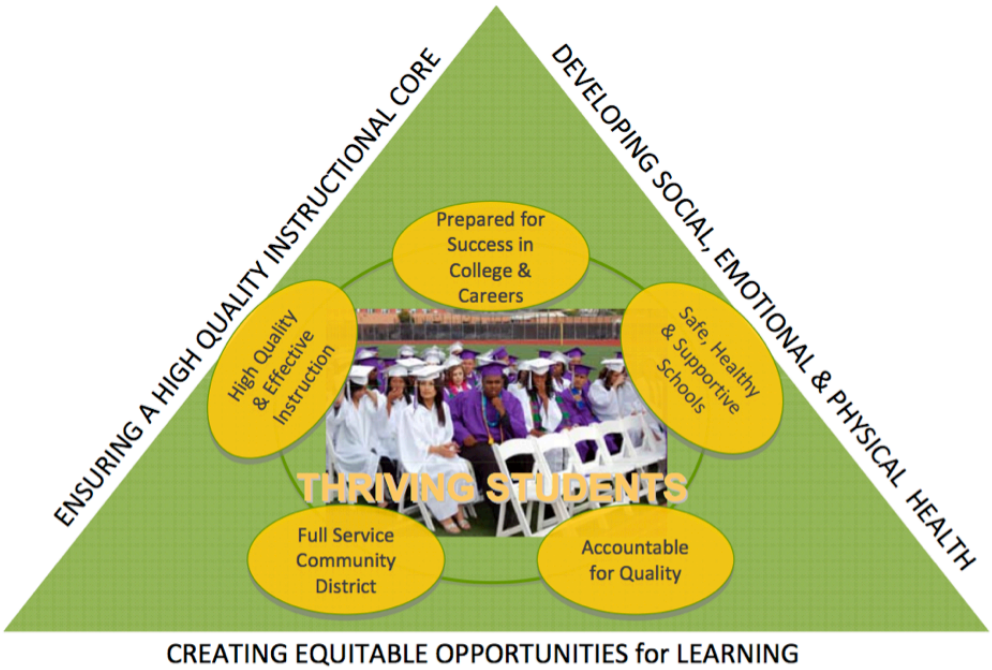
[11] Data provided in this table is drawn from multiple sources; due to missing data noted in the table, we advise interpreting data with caution.
[12] Matched funds that programs receive through donations, in-kind support, and service agreements are not reported for four OUSD-only funded programs.

In addition, OFCY programs report over **$2.5 million** in leveraged funding from sources like in-kind donations, philanthropic grants, and contracts/service agreements with other local agencies. High school programs have the highest per-student investment per average daily attendance (ADA), followed by middle and elementary school programs.

OAKLAND UNIFIED SCHOOL DISTRICT

The Oakland After School Programs Office (ASPO) is committed to supporting the Oakland Unified School District's (OUSD) vision of developing "Community Schools, Thriving Students."

FIGURE 2: OUSD'S COMMUNITY SCHOOLS MODEL FOR CHANGE AND ACTION



HOW AFTER SCHOOL SUPPORTS THE COMMUNITY SCHOOLS MODEL

The Oakland Unified After School Programs Office keeps the OUSD's Community Schools Model at the forefront of its planning and program decisions. OUSD's larger goal is to develop each school into a Full Service Community School (FSCS), which will make OUSD one of the first Full Service Community Districts in the country. The above figure is used to illustrate the primary supports needed to develop schools into FSCS. These supports are shown as circles in the figure above and include:

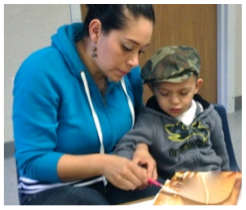
- High quality and effective instruction.
- Preparing youth for success in college and careers.
- Safe, healthy and supportive schools.
- Accountability for quality.
- A full service community district.

The Oakland after school programs contribute to the community schools model by providing youth multiple, aligned supports. The 2015-16 after school programs evaluation describes the supports provided to young people in OUSD-funded after school programs and assesses the resulting youth and program level outcomes.

OAKLAND FUND FOR CHILDREN AND YOUTH

The Oakland Fund for Children and Youth (OFCY) funds 127 youth service programs for children and youth in a variety of community- and school-based settings. OFCY programs guide and support children and youth throughout the formative periods of their lives, from birth through age 20.

FIGURE 3: OFCY FUNDS FOUR GRANT STRATEGIES THAT SUPPORT CHILDREN AND YOUTH FROM BIRTH TO ADULTHOOD



Ages 0-5

Healthy Development of Young Children

Ages 5-18

Student Success in School

Ages 5-20

Youth Leadership and Community Safety

Ages 14-20

Transitions to Adulthood

ABOUT OFCY

The 127 programs funded by the Oakland Fund for Children and Youth (OFCY) play an important role for students, families, the Oakland Unified School District, and the community as a whole. OFCY funds programs to advance four primary goals:

- To support the healthy development of young children.
- To help children and youth succeed in school and graduate high school.
- To prevent and reduce violence, crime, and gang involvement among children.
- To help youth transition to a productive adulthood.

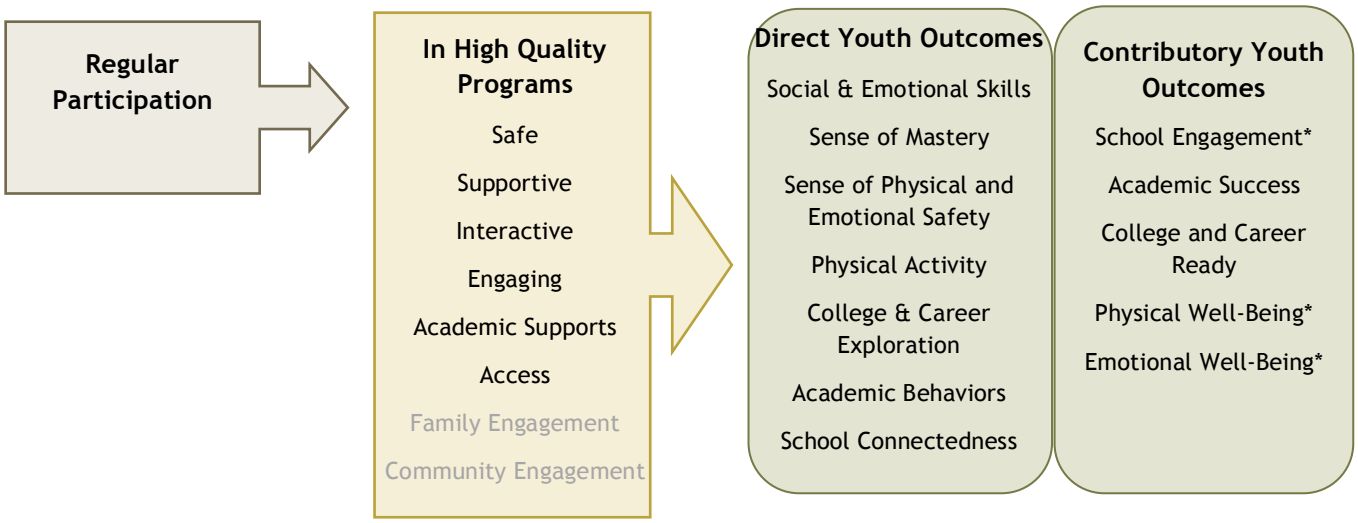
OFCY's funding for school-based after school programs represents Oakland's investment and primary strategy to make progress toward the Kids First!-legislated goal to "Help Children and Youth Succeed in School and Graduate High School." OCFY-funded programs help promote social and economic equity, child and youth development, and community collaboration

OFCY grantees served 25,894 youth in the 2015-16 program year. The 62 programs in the *School-Based After School Strategy* served nearly 39% of youth (9,994).

EVALUATION OVERVIEW

This evaluation assesses Oakland's Theory of Action, which states that widespread access to high-quality youth development programs helps young people who attend programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career.

FIGURE 4: THEORY OF ACTION FOR OAKLAND AFTER SCHOOL PROGRAMS



The items in gray are not measured in the present evaluation due to data limitations. We use direct outcomes as indicators of progress toward items with an asterisk (*) because long-term assessments of these outcomes are unavailable.

TABLE 3: EVALUATION QUESTIONS & OAKLAND SCHOOL-BASED AFTER SCHOOL PARTNERSHIP GOALS

SCHOOL-BASED PARTNERSHIP GOAL	EVALUATION QUESTION
Youth have access to free or low-cost after school programming	What progress have Oakland after school programs made toward target enrollment and daily attendance rates?
Youth experience high quality after school programs	In what ways are Oakland after school programs providing high quality services?
Youth are: Engaged and succeeding in school College and career ready and; Physically and emotionally well	Are youth demonstrating progress in outcomes that contribute to: a) school engagement and academic success b) college and career readiness; and c) physical and emotional wellbeing?

The Theory of Action above informs the 2015-16 Oakland school-based after school programs evaluation, and Action is the basis for the Oakland School-Based After School Partnership's goals for programs. It is expected that access to high quality after school programs helps young people who attend these programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career. Evidence that youth are making progress toward these intermediate (direct) outcomes includes improvement in social skills, a sense of emotional and physical safety, increased physical activity, college and career exploration, and consistent practice of academic behaviors and other skills.

The evaluation questions presented above assess progress made on each of the three components of the Theory of Action: access, program quality, and youth outcomes. Multiple data sources demonstrate progress; these include youth surveys, program observations, youth attendance, and academic achievement measures. The relevant data sources are described in each report section. A Data Companion accompanies this report, and describes site visit and survey methodology and presents the results from supplemental data analysis.

ACCESS & ATTENDANCE IN OAKLAND AFTER SCHOOL PROGRAMS

Oakland after school programs provide widespread access to children and youth. The majority of school-based after school programs met or exceeded their enrollment and attendance targets.

FIGURE 5: 2015-16 PROGRESS TOWARDS OFCY ENROLLMENT TARGET*

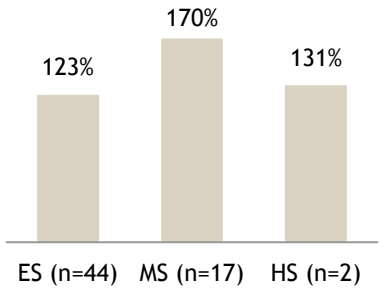


FIGURE 6: 2015-16 PROGRESS TOWARDS CDE ATTENDANCE TARGET

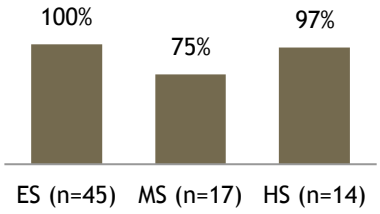
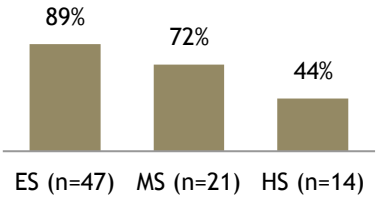


FIGURE 7: 2015-16 PARTICIPANT ATTENDANCE RATE



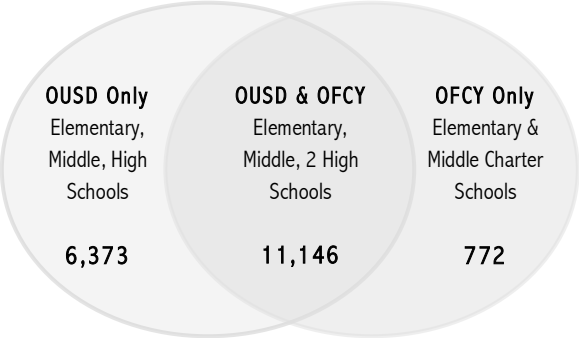
Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016. * Note: high schools are not funded through OFCY's School-Based After School strategy.

ATTENDANCE & RETENTION

This evaluation uses five measures here – enrollment, attendance, retention, hours of service, and average days per youth – to better understand the extent to which Oakland's youth are participating regularly in after school programs.

OFCY grantees are expected to reach 100% of their enrollment goals; 80% is the minimally acceptable performance level. Figure 5 indicates that, as a whole, OFCY grantees are exceeding their enrollment goals across all grade levels.

FIGURE 8: NUMBER OF YOUTH SERVED



Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.

Attendance is defined as the number of visits to a program. After school programs funded by ASES and 21st CCLC must meet an 85% attendance target established by the California Department of Education (CDE) to sustain funding. Figure 6 highlights the average progress toward attendance targets for elementary, middle, and high school programs. On average, elementary programs meet their attendance targets. Middle, and to a lesser extent, high school programs are approaching their attendance targets.

Participant attendance rates measure youths' ongoing participation in the program while enrolled. It is calculated as the number of days attended divided by the number of days enrolled in the after school program. Participants' attendance rates are calculated for those activities that require ongoing participation; therefore, drop-in activities are not included in the calculation. Figure 7 shows the average participant attendance rate for elementary, middle, and high school programs. Elementary school students are required to attend programs five days a week, for middle school students the requirement is three days a week, and high school students do not have an attendance requirement.

ACCESS & ATTENDANCE

Oakland school-based after school programs make an effort to serve as many youth in their host schools as their program capacity will allow.

Available evidence indicates that school-based programs served half of the students in their host schools. The proportion of youth served varies by program type, as shown in Table 4.

TABLE 4: PERCENT OF HOST SCHOOL STUDENTS ATTENDING SCHOOL-BASED AFTER SCHOOL PROGRAMS[13]

Program Type	% of Host School
Elementary School Programs (n=47)	34%
Middle School Programs (n=17)	60%
High School Programs (n=14)	74%
Overall Average (n=78) [14]	50%

Sources: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016 and DataQuest for host school enrollment figures.

The hours of service measures represents the average number of hours individual youth spent in given activity or content areas during the course of the school year (Table 5). There is no program-level goal for this measure; instead it is used to describe how often the average young person participated in subject area hours during the academic year.

The average number of hours individual youth spent in specific activities under the Student Success grant during the course of the school year was 357 hours. The amount of time spent in each activity varied by grade level, with elementary school programs hosting the most hours across all types of activities and high school programs hosting the fewest hours. Program participants spent the most time on average in enrichment (149 hours) and academic (146 hours) activities (Table 5).

[13] Percentage of host school figures are based on total enrollment figures.

[14] Enrollment figures not available for Lazear Charter Academy, Life Academy Middle School, Greenleaf Middle School, and Coliseum College Prep Academy Middle School.

TABLE 5: AVERAGE HOURS OF SERVICE FOR SCHOOL-BASED AFTER SCHOOL PROGRAMS UNDER THE STUDENT SUCCESS GRANT*

	Average Hours of Service:[15]				
	Enrichment	Academics	Character Education	Other	Total
Elementary School Programs (n=42)	188	187	11	74	461
Middle School Programs (n=19)	98	92	9	22	222
High School Programs (n=3)	4	19	8	2	33
Overall Average (n=64)	149	146	10	52	357

Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.
*Only students with reported hours (n=7,925) in the Student Success category were reported for this table, and not all OFCY sites had reported hours. (ES=4,584 students, MS=3,208 students, and HS=133 students.)

The charts on this page and on the following pages provide outcome data for enrollment, hours of service, attendance and participation:

Enrollment - The number of children and youth served. This information is reported for all programs and progress towards goals is calculated for any programs receiving OFCY funding. Programs aim to serve at least 80% of their target enrollment annually.

Units of Service - The number of service hours provided to youth during the program year. This information is reported for any programs receiving OFCY funding. The minimal satisfactory performance benchmark for this service goal is set at 80% by OFCY.

Progress Towards Attendance Goals - Per California Department of Education (CDE), the targeted attendance goal is set at 85% of the program's capacity. Progress towards that goal is measured by the number of times any youth attends the program.

[15] Activities were grouped from existing database categories as follows: Enrichment (mentorship, community building, sports, technology, performing and visual arts, gardening, cultural activities, and cooking), Academics (counseling, peer led training, academic support/tutoring, project based learning, and exploratory education/career field trips), Character Education (conflict resolution and violence prevention, leadership development, outreach and discussion groups), and Other (gender specific programs, other, snacks/meals, and family engagement).

Average Days Attended - The average number of days participants attended a given program. There is no program-level goal for this measure; instead it is used to describe how often the average young person attends a school-based after school program during the academic year. In the 2015-16 year, OUSD-based programs were open for approximately 180 school days.[16]

Participation Rate - This measures youths' ongoing involvement with the program. This rate is calculated for those activities that require ongoing participant involvement; drop-in activities are not included in the calculation. There is no program-level goal for this measure; however, it helps programs think about the extent to which they are retaining youth.

[16] Some programs were open during school breaks; the figure reported reflects days where school was in session only.

TABLE 6: ENROLLMENT, ATTENDANCE & RETENTION BY PROGRAM

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target *(shaded if below 80%)*	Progress towards Attendance Goals** *(shaded if below 80%)*	Average Days Per Youth	Average Attendance Rate
Elementary School Programs									
Bay Area Community Resources									
Bridges Academy	117	121	103%	32,631	35,310	108%	87%	112	90%
Emerson	115	102	89%	56,224	96,299	171%	89%	136	88%
Esperanza Academy	120	114	95%	52,204	60,773	116%	110%	148	92%
Fred T. Korematsu	116	113	97%	53,357	73,450	138%	88%	122	79%
Glenview	NA	103	NA	NA	NA	NA	103%	156	95%
Global Family Learning Without Limits	110	124	113%	50,732	57,382	113%	111%	126	95%
Grass Valley Elementary	116	120	103%	51,262	63,543	124%	112%	146	90%
Greenleaf	95	124	131%	40,350	47,627	118%	88%	112	91%
Hoover	115	135	117%	55,111	62,881	114%	73%	141	92%
Howard	100	114	114%	56,695	63,616	112%	107%	147	98%
Lafayette	120	171	143%	66,745	106,699	160%	90%	163	97%
Markham	90	110	122%	36,264	46,547	128%	85%	119	84%
Martin Luther King, Jr.	166	170	102%	62,692	80,173	128%	76%	137	87%
PLACE @ Prescott Elementary	125	150	120%	56,717	54,881	97%	90%	134	87%
Reach Academy	83	173	208%	51,585	67,483	131%	124%	112	81%
Sankofa Academy	210	252	120%	65,445	78,978	121%	84%	119	80%
Eagle Village Community Center Youth and Family Services, Inc.									
Parker	100	140	140%	63,456	55,371	87%	99%	110	81%
East Bay Agency for Children									
Achieve Academy	100	111	111%	46,451	58,178	125%	NA	128	91%
East Oakland Pride	100	133	133%	47,904	46,770	98%	93%	109	90%
Peralta	NA	224	NA	NA	NA	NA	149%	104	63%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target *(shaded if below 80%)*	Progress towards Attendance Goals** *(shaded if below 80%)*	Average Days Per Youth	Average Attendance Rate
Sequoia	NA	94	NA	NA	NA	NA	91%	149	90%
East Bay Asian Youth Center									
Bella Vista	75	109	145%	44,795	55,320	123%	109%	156	95%
Cleveland	75	101	135%	43,631	51,584	118%	102%	157	91%
Franklin	100	137	137%	58,175	71,733	123%	99%	159	97%
Garfield	140	256	183%	81,445	102,562	126%	101%	122	86%
La Escuelita	75	86	115%	44,795	46,033	103%	90%	165	98%
Lincoln	120	165	138%	70,974	87,967	124%	97%	164	97%
Manzanita Community School	75	104	139%	43,631	44,862	103%	89%	134	91%
East Oakland Youth Development Center									
Futures Elementary	120	131	109%	58,914	61,192	104%	101%	118	90%
Girls Incorporated of Alameda County									
Acorn Woodland	115	129	112%	48,299	50,379	104%	101%	123	90%
Horace Mann	120	152	127%	62,360	54,364	87%	96%	100	85%
Higher Ground Neighborhood Development Corp.									
Allendale	100	103	103%	50,163	51,908	103%	91%	138	90%
Brookfield	100	108	108%	46,247	48,032	104%	90%	133	91%
New Highland Academy	100	93	93%	49,641	45,583	92%	82%	138	87%
Rise Community School	100	94	94%	49,127	38,667	79%	68%	114	86%
Sobrante Park	100	99	99%	49,441	51,856	105%	89%	148	92%
Oakland Leaf Foundation									
Encompass Academy	85	198	233%	41,226	54,802	133%	146%	110	91%
International Community School	85	95	112%	23,167	32,877	142%	77%	117	82%
Learning Without Limits	85	94	111%	43,367	42,984	99%	NA	128	91%
Think College Now	120	102	85%	33,915	36,859	109%	89%	124	84%
Safe Passages									

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target *(shaded if below 80%)*	Progress towards Attendance Goals** *(shaded if below 80%)*	Average Days Per Youth	Average Attendance Rate
Community United	120	137	114%	57,517	67,714	118%	114%	128	90%
SFBAC, Learning for Life									
Carl B. Munck	130	117	90%	59,812	47,008	79%	103%	138	77%
Fruitvale	100	148	148%	55,901	62,721	112%	123%	130	88%
Laurel	84	101	120%	54,443	51,562	95%	89%	137	95%
Manzanita Seed	120	190	158%	80,596	90,604	112%	164%	135	87%
Ujimaa Foundation									
Burckhalter	100	136	136%	68,202	67,908	100%	123%	139	90%
YMCA of the East Bay									
Piedmont	105	111	106%	57,801	46,176	79%	100%	140	90%
Elementary School Overall/Average	4,747	6,194	123%	2,323,404	2,619,213	113%	100%	132	89%
Middle School Programs									
Alternatives in Action									
Life Academy	NA	169	NA	NA	NA	NA	71%	145	86%
Bay Area Community Resources									
Alliance Academy	110	187	170%	55,994	41,190	74%	83%	73	63%
Claremont	95	256	269%	53,434	40,677	76%	101%	55	53%
Elmhurst Community Prep	220	249	113%	53,183	46,606	88%	41%	65	64%
Madison	280	325	116%	61,732	61,628	100%	90%	97	67%
Melrose Community Bridges Program	120	143	119%	54,509	47,115	86%	74%	98	76%
Urban Promise Academy	120	290	242%	47,634	41,524	87%	80%	51	42%
Citizen Schools									
Greenleaf	NA	115	NA	NA	NA	NA	NA	135	95%
Eagle Village Community Center Youth and Family Services, Inc.									
Montera	NA	317	NA	NA	NA	NA	NA	58	61%
Westlake	120	485	404%	40,989	49,731	121%	81%	34	75%

Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target *(shaded if below 80%)*	Progress towards Attendance Goals** *(shaded if below 80%)*	Average Days Per Youth	Average Attendance Rate
East Bay Asian Youth Center									
Roosevelt	160	326	204%	100,280	176,008	176%	91%	154	93%
East Oakland Youth Development Center									
Roots International Academy	120	216	180%	42,258	33,815	80%	56%	54	41%
Lighthouse Community Charter School									
Lighthouse Community Charter	200	218	109%	60,681	64,625	107%	NA	126	87%
Oakland Leaf Foundation									
ASCEND	131	160	122%	37,330	51,070	137%	NA	118	88%
Bret Harte	112	250	223%	52,780	59,896	113%	71%	85	71%
Safe Passages									
Coliseum College Prep Academy	179	211	118%	23,876	39,218	164%	112%	111	80%
Edna Brewer	171	183	107%	35,974	36,115	100%	63%	65	78%
Frick	95	135	142%	18,265	15,319	84%	40%	81	65%
United For Success	120	236	197%	45,895	62,451	136%	65%	95	75%
Spanish Speaking Citizens' Foundation									
Lazear Charter Academy	160	169	106%	47,226	52,676	112%	NA	129	91%
YMCA of the East Bay									
West Oakland Middle School	144	182	126%	35,028	36,477	104%	73%	75	59%
Middle School Overall/Average	2,657	4,822	170%	867,067	956,139	108%	75%	91	72%
High School Programs									
Alternatives in Action									
Fremont Federation High School	NA	809	NA	NA	NA	NA	70%	13	32%
Life Academy	325	425	131%	49,083	46,670	95%	111%	70	58%
McClymonds	325	425	131%	49,083	46,670	95%	105%	39	35%
Bay Area Community Resources									
Bunche	NA	103	NA	NA	NA	NA	85%	22	58%

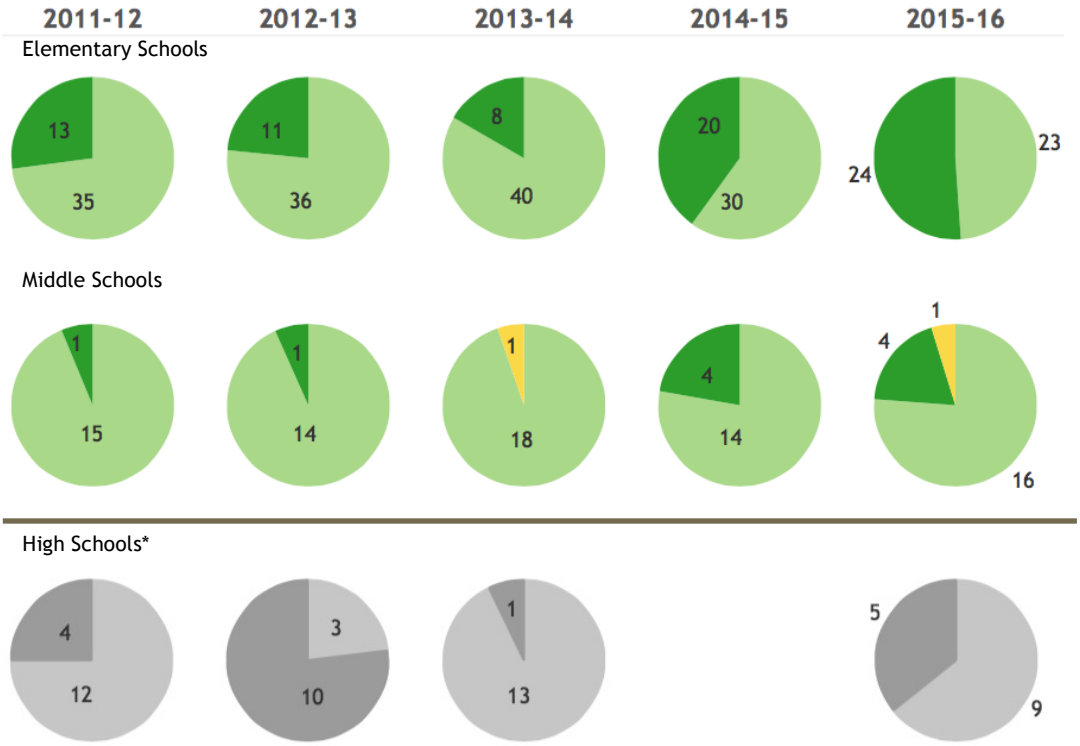
Lead Agency / Program	Enrollment			Units of Service			Youth Participation		
	Goal	Actual	Progress Towards Annual Goal	Goal	Actual	Progress Toward Annual Target *(shaded if below 80%)*	Progress towards Attendance Goals** *(shaded if below 80%)*	Average Days Per Youth	Average Attendance Rate
Met West	NA	169	NA	NA	NA	NA	119%	132	77%
Oakland Technical	NA	1,635	NA	NA	NA	NA	94%	10	12%
Rudsdale Continuation	NA	241	NA	NA	NA	NA	116%	47	55%
Street Academy	NA	150	NA	NA	NA	NA	105%	70	60%
East Bay Asian Youth Center									
Dewey	NA	417	NA	NA	NA	NA	94%	58	66%
Oakland High	NA	764	NA	NA	NA	NA	85%	18	35%
Oakland International High	NA	365	NA	NA	NA	NA	83%	34	24%
Safe Passages									
Coliseum College Prep Academy	NA	270	NA	NA	NA	NA	133%	79	50%
Youth Together									
Skyline	NA	485	NA	NA	NA	NA	61%	26	37%
Youth Uprising									
Castlemont High	NA	723	NA	NA	NA	NA	95%	21	11%
High School Overall/Average	650	6,980	131%	98,166	93,340	95%	97%	46	44%

Source: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.
*Enrollment totals are presented for all programs. Enrollment Goal and % Progress Towards Enrollment Goal figures are presented only for programs that receive OFCY funding. Grade level totals for % Progress Towards Enrollment goal exclude programs that do not receive OFCY funding.
** Progress towards attendance goals figures are not available for charter-based programs.
***Enrollment and Units of Service Goals and Actuals for the Youth Development Leadership Program at McClymonds & Life Academy Community Schools are shared between sites. The program is funded by OFCY through the Youth Leadership in Community Schools funding strategy.
†This figure represents the number of unique middle school students attending Life Academy Middle School program.

PROGRAM QUALITY

Point-of-service quality, captured through site visits, provides a snapshot of youths' experience in after school; understanding quality is paramount because for youth to reap positive outcomes, they must regularly participate in high quality programs. Site visit results indicate that most 2015-16 programs are considered either Performing or Thriving. Youth perspectives were well aligned with site visit ratings of program quality.

FIGURE 9: MORE OAKLAND AFTER SCHOOL PROGRAMS ARE THRIVING IN 2015-16 THAN IN ANY OTHER YEAR



Sources: Site evaluation visits conducted by Public Profit during the 2011-12 through 2015-16 program years. Numbers listed in the figure above are a total count of programs for each category. High school level data not shown for the 2014-15 program year due to insufficient sample size. * Note: high school data are presented in a different color scheme because these programs are not funded by OFCY and there are relatively few programs in the sample.

NOTE: Separate legend colors for ES/MS and HS performance categories*

Thriving 4.5+
Program provides high quality services across all four quality domains and practice areas. Defined as a site with an overall average score of 4.5 or higher.

Performing 3-4.5
Program provides high quality services in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.

Emerging < 3.0
Program is not yet providing high-quality services. Defined as a site that has an overall average lower than 3.

HIGHLIGHTS

Point-of-service (POS) quality captures youths' experience in activities, and was measured during one observation using the Youth or School-Age Program Quality Assessment (PQA) at 82 programs. Youth surveys (N = 5,895) complement the program observations.

Year-over-year data reveal that as a whole, programs are steadily improving program quality (Figure 9) and they consistently meet or exceed local standards. In the 2015-16 program year, 33 of 82 (40%) programs were designated as "Thriving," and only one program (~1%) was categorized as "Emerging."

OAKLAND'S QUALITY IMPROVEMENT CYCLE

In 2009, the Oakland School-Based Partnership adopted the Program Quality Assessment (PQA) tools as part of its ongoing commitment to supporting program quality. At that time, The Partnership also adopted the performance categories described above (Emerging, Performing, and Thriving). Taken together, site visit data and these performance categories provide a snapshot of program quality for all school-based after school programs. To support programs, the School-Based Partners began to align professional development with the domains of the PQA. Beginning in 2011-12, the School-Based Partners required each grantee to prepare a quality action plan (QAP) that documented programs' quality and youth outcome related goals.

In 2013, Oakland shifted to thinking beyond a snapshot of program quality to empowering programs to engage in a continuous quality improvement process: Assess, Plan, and Improve. During this process, programs conduct a self-assessment using the PQA, review external site visit scores, submit a QAP, and carry out the steps identified in their plan. The School-Based Partners created an intensive system of support for programs which includes:

- Monthly trainings to build Site Coordinators' and Lead Agencies' capacity to lead the quality improvement process.
- A series of trainings linked to practices in the PQA tools.
- Ten professional learning communities for program staff.
- On-site coaching and technical assistance.

Using data to inform continuous quality improvement is a key component of the system. All programs have year-round access to their self-assessments, external assessments, and program improvement plans via an online support system. School-Based Partners and professional development providers also have access to PQA scores and improvement plans so that ad hoc supports can be provided as needed.

Table 8 (page 32) shows that 97% of programs required to do so conducted a self-assessment in 2015-16, and 71 out of 82 programs submitted a quality action plan. By and large, the data demonstrate that programs are actively engaged in the continuous quality improvement cycle. Charter programs were exempt from participating in the self-assessment process, and so their data for this measure are not included in Table 8.

PROGRAM QUALITY FINDINGS

Public Profit conducted one site visit at each program using the PQA, a research-based observation tool used by out of school time programs nationally.[17] The PQA has two versions: the School-Aged Program Quality Assessment (SAPQA) for grades K-5, and the Youth Program Quality Assessment (YPQA) for grades 6-12 (and for K-8 programs). The PQA includes five quality domains[18]: Safe Environment, Supportive Environment, Peer Interaction, Youth Engagement, and Academic Climate.[19] Scores on the PQA range from 1 to 5, with higher numbers indicating stronger quality.

Table 7 describes the average scores for elementary, middle, and high school programs. Detailed site level scores on the PQA and the performance category for all of the Oakland after school programs are included in Table 8, starting on page 32.

TABLE 7: PROGRAM PERFORMANCE SCORES BY QUALITY DOMAIN

Quality Domain	Elementary (n=47)	Middle (n=21)	High (n=14)
Overall Rating*	**4.42**	**3.99**	**4.19**
Safe	4.86	4.75	4.71
Supportive	4.55	4.45	4.67
Interaction	4.35	3.64	3.92
Engagement	3.91	3.10	3.46
Academic Climate	3.83	3.31	4.12

Source: Site visits representing 82 programs, October 2015 through February 2016.
*Overall Rating excludes the Academic Climate domain average.

PQA ratings demonstrate that elementary, middle, and high school programs provided youth with physically and emotionally safe programs and offered supportive environments characterized by opportunities for learning and positive relationships. Elementary programs scored the highest overall rating. The fourteen high schools that received a site visit scored nearly a 5 in the safety domain.

The Safe and Supportive domains lay the foundation for the more advanced staff practices assessed in Interaction and Engagement. Staff in elementary school programs consistently exhibited practices that promoted peer interaction. Middle and high school programs rated lower

[17] A certified assessor from OUSD After School Programs Office visited programs that only received funds from OUSD. Public Profit visited all other programs.

[18] Please refer the Data Companion for a detailed description of each of the quality domains.

[19] The Academic Climate observation protocol was developed specifically for OUSD programs and is not included in the calculation of the overall program quality score.

on Interaction and Engagement than elementary school programs, though these programs were still within acceptable performance ranges. Site visit results suggest that all programs could benefit from an intentional focus on fostering youth engagement defined as opportunities for choice, reflection, and planning.

As well, youth survey respondents were asked questions about the quality of their after school program in these same four domains; youth survey results align well with findings from site visit data. In particular, youth reported feeling safe in their after school program, with 87% of elementary, 78% of middle, and 91% of high school participants agreeing. Even greater proportions of youth survey respondents agreed that their after school program's environment is a supportive one, with 91% of elementary, 82% of middle, and 91% of high school youth concurring. Youth reports about the degree to which their program supported Interaction remain high: 89% of elementary, 81% of middle, and 88% of high school students said that their program afforded them opportunities for interactive activities. Finally, though the scores dip slightly, most youth reported opportunities for engagement in their after school program, with 70% of elementary, 63% of middle, and 77% of high school respondents agreeing. Overall, youth found the foundational elements of safety and support to be very strong in their programs, with the harder-to-achieve domains of Interaction and Engagement still highly-rated (though presenting some opportunities for continued focus); these findings align well with the data trends found in site visit scores for the 2015-16 program year.

POINT OF SERVICE QUALITY RATINGS BY PROGRAM

TABLE 8: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS PQA SCORES BY GRANTEE

Lead Agency/Program	2015-16 POS Rating	2014-15 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
ELEMENTARY SCHOOLS										
Bay Area Community Resources										
Bridges Academy	Performing	Performing	4.26	4.84	4.08	4.44	3.67	2.61	Yes	Yes
Emerson	Thriving	Thriving	4.86	4.92	5.00	4.83	4.67	4.56	Yes	Yes
Esperanza Academy	Performing	Performing	4.40	4.90	4.37	4.50	3.83	2.67	Yes	Yes
Fred T. Korematsu	Performing	Performing	3.96	4.84	4.32	4.44	2.25	2.67	Yes	Yes
Glenview	Performing	Thriving	4.33	4.63	4.13	4.22	4.33	3.17	Yes	Yes
Global Family Learning Without Limits	Thriving	Thriving	4.69	5.00	4.65	4.44	4.67	3.72	Yes	No
Grass Valley Elementary	Thriving	Thriving	4.93	4.92	4.80	5.00	5.00	5.00	Yes	Yes
Greenleaf	Performing	Thriving	3.90	4.67	4.31	3.29	3.33	3.78	Yes	Yes
Hoover	Performing	Thriving	3.64	4.52	4.00	3.06	3.00	2.28	Yes	Yes
Howard	Performing	Thriving	4.13	5.00	4.17	4.00	3.33	3.83	Yes	Yes
Lafayette	Performing	Thriving	3.68	4.70	3.61	4.39	2.00	1.94	Yes	Yes
Markham	Performing	Performing	4.15	4.80	4.03	4.17	3.58	3.28	Yes	Yes
Martin Luther King, Jr.	Thriving	Performing	4.58	4.92	4.87	4.61	3.92	4.22	Yes	Yes
PLACE @ Prescott Elementary	Performing	Performing	4.03	4.72	4.65	3.67	3.08	3.61	Yes	Yes
Reach Academy	Performing	Performing	3.99	4.92	3.59	4.06	3.42	3.00	Yes	Yes
Sankofa Academy***	Performing	Performing	3.49	4.40	4.22	2.17	3.17	3.67	Yes	Yes

Lead Agency/Program	2015-16 POS Rating	2014-15 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Eagle Village Community Center Youth and Family Services, Inc.										
Parker***	Performing	Performing	4.03	4.90	4.45	4.08	2.67	2.89	Yes	Yes
East Bay Agency for Children										
Achieve Academy	Thriving	Performing	4.71	4.84	5.00	5.00	4.00	5.00	Yes	Not required**
East Oakland Pride	Thriving	Thriving	4.81	5.00	4.75	5.00	4.50	4.39	Yes	Yes
Peralta	Thriving	Performing	4.86	4.93	5.00	5.00	4.50	4.11	Yes	Yes
Sequoia	Thriving	Thriving	4.52	5.00	4.59	5.00	3.50	3.22	Yes	Yes
Easy Bay Asian Youth Center										
Bella Vista	Performing	Performing	4.24	5.00	4.39	4.39	3.17	3.94	Yes	Yes
Cleveland	Thriving	Performing	4.90	4.92	5.00	4.83	4.83	5.00	Yes	Yes
Franklin	Thriving	Thriving	4.75	5.00	4.73	4.28	5.00	4.11	Yes	Yes
Garfield	Thriving	Thriving	4.93	5.00	4.73	5.00	5.00	4.56	Yes	Yes
La Escuelita	Performing	Performing	4.36	5.00	4.80	4.22	3.42	4.11	Yes	Yes
Lincoln	Thriving	Thriving	4.96	5.00	5.00	5.00	4.83	4.39	Yes	Yes
Manzanita Community School	Performing	Thriving	3.96	4.51	3.96	4.06	3.33	2.67	Yes	Yes
East Oakland Youth Development Center										
Futures Elementary	Performing	Performing	3.65	4.59	3.67	3.50	2.83	3.39	No	Yes
Girls Incorporated of Alameda County										
Acorn Woodland	Thriving	Performing	4.66	4.92	5.00	4.39	4.33	3.94	Yes	Yes
Horace Mann	Thriving	Performing	4.56	4.87	5.00	4.22	4.17	3.56	Yes	Yes
Higher Ground Neighborhood Development Corp.										
Allendale	Performing	Performing	4.45	5.00	4.20	4.11	4.50	2.89	Yes	Yes

Lead Agency/Program	2015-16 POS Rating	2014-15 POS Rating	Overall (Excludes Academic Climate)	I. Safe Environment	II. Supportive Environment	III. Peer Interaction	IV. Active Engagement	V. Academic Climate	Quality Action Plan Submitted	Self-Assessment Completed
Brookfield	Performing	Thriving	4.38	5.00	4.67	5.00	2.83	3.28	Yes	Yes
New Highland Academy	Thriving	Thriving	4.63	5.00	4.79	4.06	4.67	3.39	Yes	Yes
Rise Community School	Thriving	Thriving	4.81	4.92	5.00	5.00	4.33	5.00	Yes	Yes
Sobrante Park	Thriving	Thriving	4.58	5.00	4.64	4.58	4.08	3.94	Yes	No
Oakland Leaf Foundation										
Encompass Academy	Thriving	Thriving	4.77	4.92	5.00	4.17	5.00	5.00	Yes	Yes
International Community School	Thriving	Performing	4.51	4.92	4.80	4.33	4.00	4.56	Yes	Yes
Learning Without Limits	Performing	Performing	4.34	4.79	4.45	3.78	4.33	3.94	Yes	Not required**
Think College Now	Performing	Performing	4.32	4.76	4.11	4.83	3.58	4.00	Yes	Yes
Safe Passages										
Community United	Thriving	Performing	4.81	5.00	4.87	4.88	4.50	5.00	No	Yes
SFBAC, Learning for Life										
Carl B. Munck	Thriving	Performing	4.52	4.72	4.80	4.54	4.00	3.78	No	Yes
Fruitvale	Performing	Performing	4.38	4.92	4.71	3.89	4.00	3.78	Yes	Yes
Laurel	Thriving	Thriving	4.57	4.92	4.76	4.11	4.50	4.39	Yes	Yes
Manzanita Seed	Thriving	Performing	4.79	5.00	4.65	5.00	4.50	4.17	Yes	Yes
Ujimaa Foundation										
Burckhalter	Thriving	Performing	4.72	4.76	5.00	4.78	4.33	5.00	Yes	Yes
YMCA of the East Bay										
Piedmont	Performing	Performing	4.13	4.76	4.39	4.06	3.33	4.39	No	Yes
Elementary School Overall/Average			4.42	4.86	4.55	4.35	3.91	3.83		

MIDDLE SCHOOL PROGRAMS										
Alternatives in Action										
Life Academy	Performing	Thriving	4.01	4.69	4.79	4.42	2.17	3.33	Yes	Yes
Bay Area Community Resources										
Alliance Academy	Performing	Performing	3.77	4.70	4.37	3.33	2.67	3.72	Yes	Yes
Claremont	Emerging	Performing	2.83	3.56	2.86	2.25	2.67	1.67	Yes	Yes
Elmhurst Community Prep	Performing	Performing	3.56	4.33	3.71	3.54	2.67	2.11	Yes	Yes
Madison	Performing	Performing	3.80	4.84	4.74	2.79	2.83	4.22	Yes	Yes
Melrose Community Bridges Program	Thriving	Performing	4.59	5.00	4.69	4.50	4.17	3.72	No	Yes
Urban Promise Academy	Performing	Performing	3.88	4.92	4.69	3.42	2.50	3.50	Yes	Yes
Citizen Schools										
Greenleaf	Performing	Performing	4.13	4.90	4.65	3.79	3.17	4.00	Yes	Yes
Eagle Village Community Center Youth and Family Services, Inc.										
Montera	Performing	Performing	4.16	5.00	4.71	3.58	3.33	3.44	Yes	Yes
Westlake	Performing	Thriving	3.42	4.93	4.01	2.42	2.33	2.28	Yes	Yes
East Bay Asian Youth Center										
Roosevelt	Thriving	Thriving	4.77	5.00	4.65	4.58	4.83	4.44	No	Yes
East Oakland Youth Development Center										
Roots International Academy	Thriving	Performing	4.75	4.67	4.92	4.42	5.00	5.00	Yes	Yes
Lighthouse Community Charter School										
Lighthouse Community Charter	Performing	Performing	4.06	4.72	4.51	4.00	3.00	2.50	Yes	Not required**
Oakland Leaf Foundation										
ASCEND	Performing	Performing	4.17	4.72	4.69	3.58	3.67	3.19	Yes	Not required**

Bret Harte	Thriving	Thriving	4.66	4.92	4.90	4.83	4.00	3.89	Yes	Yes
Safe Passages										
Coliseum College Prep Academy	Performing	Performing	4.37	4.92	4.71	3.33	4.50	3.72	Yes	Yes
Edna Brewer	Performing	Performing	4.03	5.00	4.71	3.75	2.67	3.22	No	Yes
Frick	Performing	Performing	4.17	4.70	4.77	4.38	2.83	4.56	Yes	Yes
United For Success	Performing	Performing	3.78	4.59	4.60	3.58	2.33	3.56	No	Yes
Spanish Speaking Citizens' Foundation										
Lazear Charter Academy	Performing	Performing	3.07	4.70	3.54	2.54	1.50	1.83	Yes	Not required**
YMCA of the East Bay										
West Oakland Middle School	Performing	Performing	3.73	4.90	4.34	3.33	2.33	1.61	Yes	Yes
Middle School Overall/Average			3.99	4.75	4.45	3.64	3.10	3.31		
HIGH SCHOOL PROGRAMS										
Alternatives in Action										
Fremont Federation	Performing	--	3.95	4.67	4.33	3.96	2.83	3.78	No	Yes
Life Academy*	Thriving	Thriving	4.90	4.72	4.87	5.00	5.00	5.00	Yes	Yes
McClymonds*	Performing		4.32	4.92	4.69	4.00	3.67	4.39	Yes	Yes
Bay Area Community Resources										
Bunche	Performing	Performing	3.81	4.27	4.74	4.08	2.17	3.67	Yes	Yes
Met West	Performing	--	3.57	4.72	4.61	2.46	2.50	3.94	No	Yes
Oakland Technical	Performing	Performing	3.57	4.71	4.21	3.71	1.67	3.50	Yes	Yes
Rudsdale Continuation	Performing	Performing	4.13	4.90	4.71	3.92	3.00	3.72	Yes	Yes
Street Academy	Thriving	--	4.52	4.50	5.00	4.42	4.17	5.00	Yes	Yes
East Bay Asian Youth Center										
Dewey	Thriving	Performing	4.58	4.90	4.84	4.25	4.33	3.94	Yes	Yes

Oakland High	Thriving	--	4.63	5.00	4.87	4.33	4.33	4.33	Yes	Yes
Oakland International High	Performing	Performing	3.74	4.74	4.18	3.21	2.83	3.72	Yes	Yes
Safe Passages										
Coliseum College Prep Academy	Thriving	--	4.54	4.80	4.71	4.17	4.50	4.33	Yes	Yes
Youth Together										
Skyline	Performing	Performing	4.21	4.61	4.79	3.79	3.67	4.22	No	Yes
Youth Uprising										
Castlemont High	Performing	--	4.15	4.44	4.79	3.54	3.83	4.17	Yes	Yes
High School Overall/Average			4.19	4.71	4.67	3.92	3.46	4.12		

Source: Site visits representing 82 programs, October 2015 through February 2016.
Charters submit to and receive planning support from OFCY, others submit to and receive planning support from OUSD.
* Based on their OFCY grant, these sites are considered to be a single program with multiple sites, and therefore received one visit. Only one site visit was conducted in 2014-2015 to Life Academy to represent both Life Academy and McClymonds for OFCY's funding of the AIA program. In 2015-16 these two sites were visited separately.
** Charters are not required to engage in the self-assessment process.
***Parker and Sankofa K-8 programs were required to use the YPQA tool.

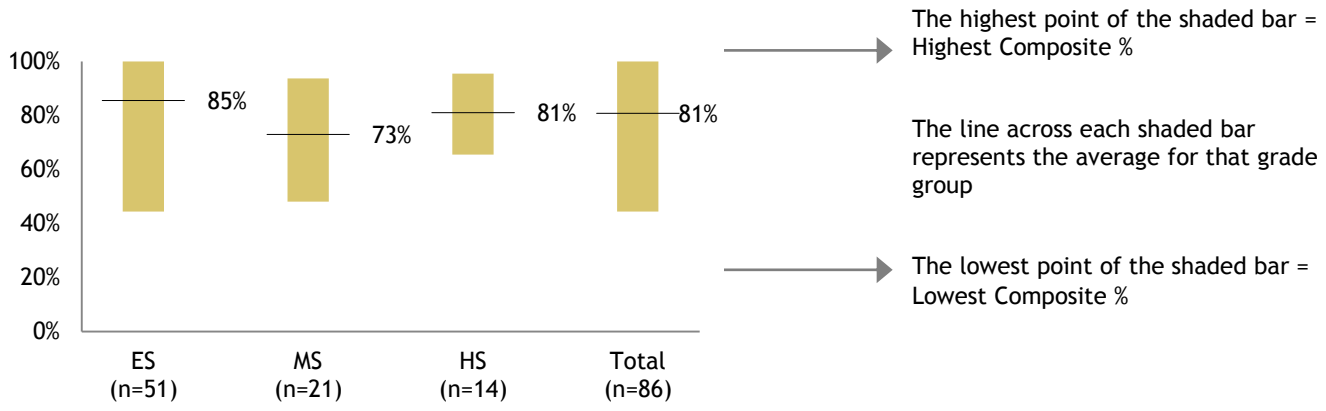
OUTCOME DOMAINS INTRODUCTION

This report features seven outcome domains prioritized by the School-Based After School Partnership. The extent to which young people experience positive benefits is assessed through youth surveys (N=5,895). Differences in outcomes by gender, grade level, race, and English Language proficiency are discussed when they are statistically significant. Survey methodology can be found in the Data Companion.

The youth survey findings in each domain are discussed on two levels throughout the following sections:

1. **Youth Survey Composites** – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. Survey composites are reported separately for elementary (ES), middle (MS), and high school (HS) youth.

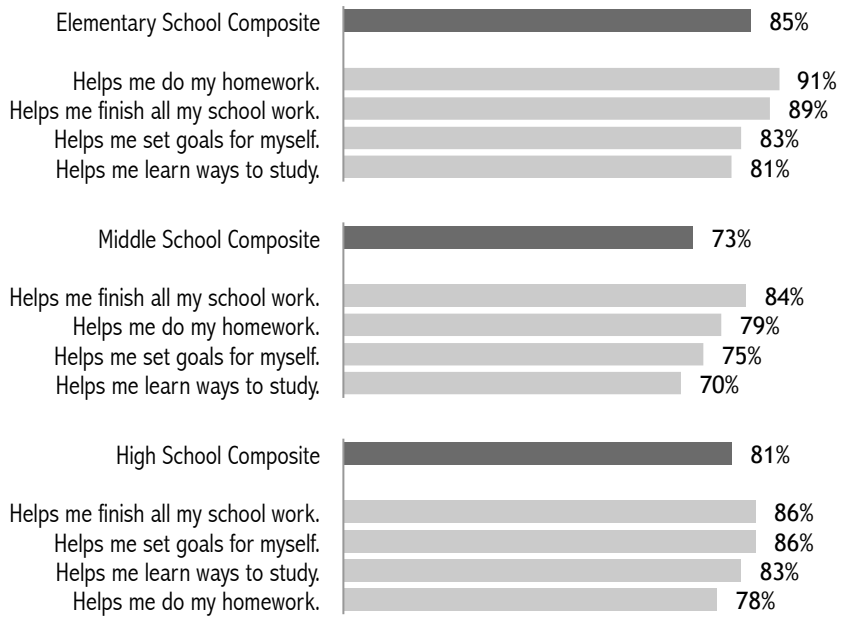
2. **Grade Level Composites**– Each domain section includes a description of the percentage of youth in elementary, middle, and high school programs who had positive responses to the outcome composites. Grade level composites are presented on the second page of every outcome section. Instructions on how to read the diagram are shown to the right of the example plot below:



ACADEMIC BEHAVIORS

Academic behaviors are the habits that show youth are making an effort to learn,[20] such as studying and finishing homework. When youth consistently engage in academic behaviors, they are more likely to improve their academic performance.[21]

FIGURE 10: ACADEMIC BEHAVIORS AT-A-GLANCE



91% of elementary school students reported that their program helped them to do their homework.

84% of middle school students reported that their program helped them finish their schoolwork.

86% of high school students reported that their program helped them to finish their schoolwork and to set goals.

Sources: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS); site visits conducted by Public Profit, October 2015 through February 2016.

[PQA RATINGS]

Number of Programs with PQA Ratings in Academic Climate of 3+

ELEMENTARY	MIDDLE	HIGH
39 / 47	**15** / 21	**14** / 14

HIGHLIGHTS

- ***About eight out of 10 youth developed academic behaviors*** – Over 80% of elementary and high school youth and nearly three-quarters (73%) of middle school youth developed academic behaviors.
- ***Youth learned to set goals in their after school programs*** – Over 75% of elementary, middle and high school youth reported being better at setting goals.
- ***After school participants improved their study skills*** – Eighty percent of elementary and high school youth gained study skills, as did over two-thirds (70%) of middle school youth.
- ***Youth learned better homework habits*** – Ninety-one percent of elementary, 79% of middle, and 78% of high school youth reported improvements in homework completion.

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[20] Farrington, C.A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T.S., Johnson, D.W., & Beechum, N.O. (2012). Teaching adolescents to become learners. The role of non-cognitive factors in shaping school performance: A critical literature review. Chicago: University of Chicago Consortium on Chicago School Research.

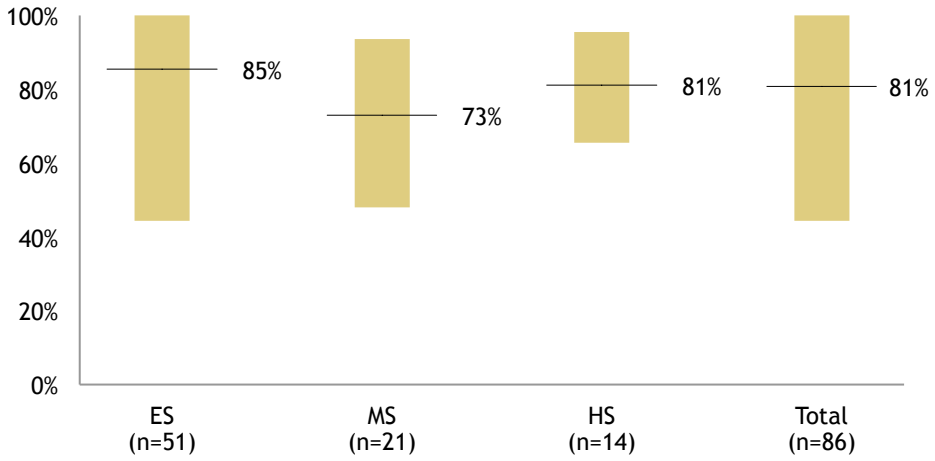
[21] *Ibid*

ACADEMIC BEHAVIORS FINDINGS

Oakland after school programs provided academically enriching environments, with two thirds (68%) of programs scoring 3.0 or higher on the PQA Academic Climate ratings. This quality learning environment likely contributed to improved academic performance for youth, with eight out of 10 participants reporting that they developed stronger academic behaviors through their after school program. Youth in middle school programs, however, indicated that they could have used more support practicing academic behaviors, especially study skills.

Figure 11 provides an estimate of how many youth per program developed academic behaviors as measured by the survey composite. On average, 81% of youth in each program reported improved academic behaviors.

FIGURE 11: RANGE AND AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT IMPROVED ACADEMIC BEHAVIORS BY GRADE LEVEL



Source: Youth participant surveys administered in spring 2016.

Among elementary schools, on average 85% of youth in each program reported having improved academic behaviors. As shown by the gold bar, this varied by site, ranging from 44% up to 100% of participants. Middle school programs reported the lowest improved academic behaviors, with an average of 73% of participants in each program reporting improved academic behaviors. This ranged by site from 48% to 94% of participants. In high schools, programs had an average of 81% of participants with improved academic behavior, ranging by site from 65% to 95%. The findings indicate that, on average, elementary, middle, and high school programs promote academic behaviors at a similar rate. As with other ratings, high school programs had the smallest range of site performance, and elementary schools had the largest.

ENGAGEMENT: SCHOOL-AGE PLANNING

Martin Luther King, Bay Area Community Resources

Key Takeaway: *BACR's afterschool program at Martin Luther King Jr. (MLK) Elementary provides an opportunity for its participants to engage in thoughtful planning activities. Through the use of personalized journals, students are given time to individually reflect and brainstorm how they will approach an activity before engaging in the activity itself. This allows participants to tap into their own expertise and gives them practice in creating plans to complete a task.*

About the Program: BACR's overall mission is to promote the healthy development of individuals and families, encourage service and volunteerism, and help build community. MLK Elementary School emphasizes in creating a safe space for its participants, increasing parent engagement, and providing high quality social emotional learning. In addition, the Site Coordinator made efforts to align with the school's goal of bringing in more STEAM (Science, Technology, Engineering, Arts and Math) programming, and program staff have introduced more interactive science and math enrichment activities during after school hours.

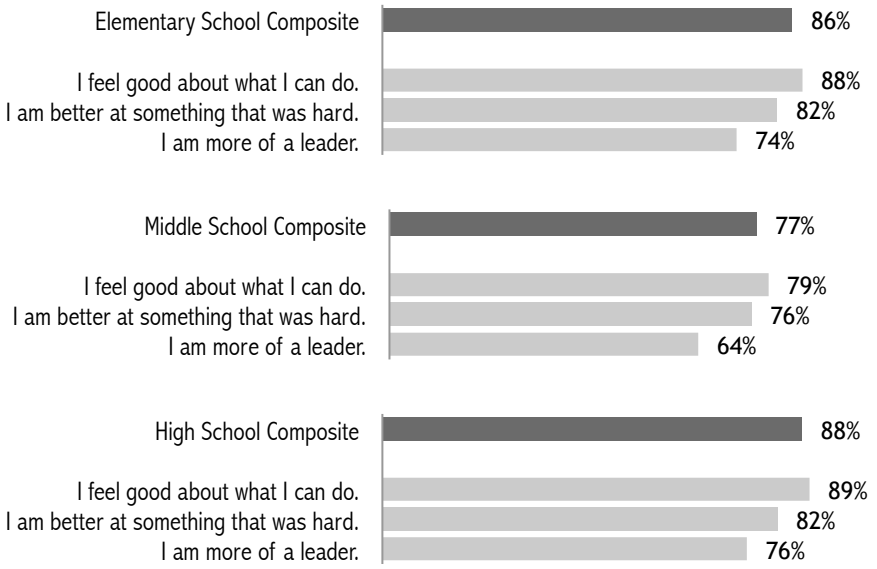
In one session observed, staff planned an activity for participants where they made magnets. Staff gave specific learning targets and held up an example of a finished magnet made out of different materials (batteries, copper wires, paper clips). She explained that there are multiple ways to create a magnet, and their task was to use create a magnet using different materials. She then asked students to take out their Adventure Books (individual personal journals) and think then write down or draw how they thought the materials could come together to form a magnet. She specifically said, "Now that you see what the finished product looks like, how do you think all these items on the table will make the magnet on the table? You can draw or write in your adventures books the answer to this question." After ten minutes of reflection time, she asked the participants to find a partner to share their ideas with. After sharing, she handed out the materials with instructions on creating a magnet and asked students to put together their magnets with their partner.

Providing time at the start of the activity for students to reflect on creating a magnet allows them to tap into their own thinking and encourages them to create a plan of action. This allows for creativity to flow, ownership over the activity, and a sense of anticipation to see if their ideas worked or not. Participants had to think about how the materials could come together and what steps to take. Asking participants to then share their ideas with another partner allows participants to compare and contrast, and come up with a plan together on creating a magnet using both of their ideas, perhaps modifying their original ideas. Doing this type of brainstorming prior to an activity is a great way to introduce and promote the idea of making plans to tackle a project before starting something new.

SENSE OF MASTERY

A sense of mastery is feeling that one has learned a skill to a desired level. When youth have a sense of mastery, they feel competent at a new skill, become more competent at a difficult skill, and see themselves as leaders.

FIGURE 12: SENSE OF MASTERY AT-A-GLANCE



88% of elementary school students feel more confident about what they can do.

79% of middle school students feel more confident about what they can do.

89% of high school students feel more confident about what they can do.

[PQA RATINGS]

Number of Programs with PQA Ratings in Supportive Environment of 3+

ELEMENTARY	MIDDLE	HIGH
47 / 47	**20** / 21	**14** / 14

Sources: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS); site visits conducted by Public Profit, October 2015 through February 2016.

HIGHLIGHTS

- ***About eight out of 10 youth developed a sense of mastery*** – Over 85% of elementary and high school youth and over three-quarters (77%) of middle school youth reported developing a sense of mastery.

- ***Youth reported becoming more competent at a difficult skill*** – More than eight out of 10 high school (82%), elementary school (82%), and middle school (76%) youth reported being better at something they used to think was hard.

- ***After school participants feel more confident about their skills*** – Nearly nine out of 10 elementary (88%) and high school (89%) youth and roughly three-quarters (79%) of middle school youth felt more confident about what they can do.

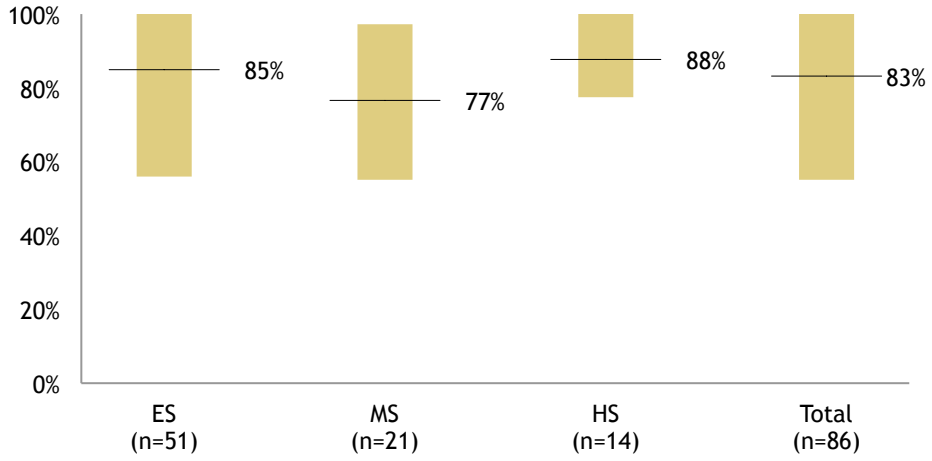
- ***Many youth see themselves as leaders*** – About three-quarters of elementary (74%) and high school (76%) youth and 64% of middle school youth reported being more of a leader.

SENSE OF MASTERY FINDINGS

Program staff encouraged and supported youth to learn new skills, with 81 out of 82 sites receiving a PQA rating of 3.0 or higher for Supportive Environment. In particular, elementary (85%) and high school (88%) youth reported benefitting from these supports.

Figure 13 provides an estimate of how many youth per program learned new skills and become more confident about what they can accomplish as measured by the survey composite. On average, 83% of youth in each program reported developing a sense of mastery.

FIGURE 13: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT AN IMPROVED SENSE OF MASTERY BY GRADE LEVEL



Source: Youth participant surveys administered in spring 2016.

Among elementary schools, on average 85% of youth in each program reported an improved sense of mastery. As shown by the gold bar, this varied by site, ranging from 56% up to 100% of participants per site. For middle schools, programs had about eight in ten (77%) participants report an improved sense of mastery. This ranged by site from 55% to 97% of participants. In high schools, programs had an average of 88% of participants with a sense of mastery, ranging by site from 77% to 100%. The findings show that, on average, elementary, middle, and high school programs promoted skill building at a similar rate. Again, high school programs had the smallest range, while elementary schools had the largest.

INTERACTION: LEADERSHIP

Castlemont High School, Girls Inc.

Key Takeaway: *At Youth UpRising's youth program at Castlemont High School, participants are given real, meaningful opportunities to grow their leadership skills. Throughout the different classes within the program, staff intentionally offer multiple roles for youth to lead different parts of the curriculum. Youth lead discussions, co-facilitate activities and have substantial responsibilities. In addition, as part of their job readiness strategy, Youth UpRising uses industry standard language for all leadership roles and responsibilities in their program. For example, some of the roles are spokesperson, facilities manager and administrative supporter. This allows youth to get used to the terminology used in jobs they will acquire post-graduation, adding to their job readiness training.*

About the Program: Youth UpRising's mission is to transform East Oakland into a healthy and economically robust community by developing the leadership of youth and young adults. Staff in all of their programs offer extensive leadership roles using industry terms for youth to take on to build their skills and be career ready. Youth UpRising provides Castlemont High School, located in deep East Oakland, comprehensive, fully integrated health, wellness, educational, career, arts, and cultural programming.

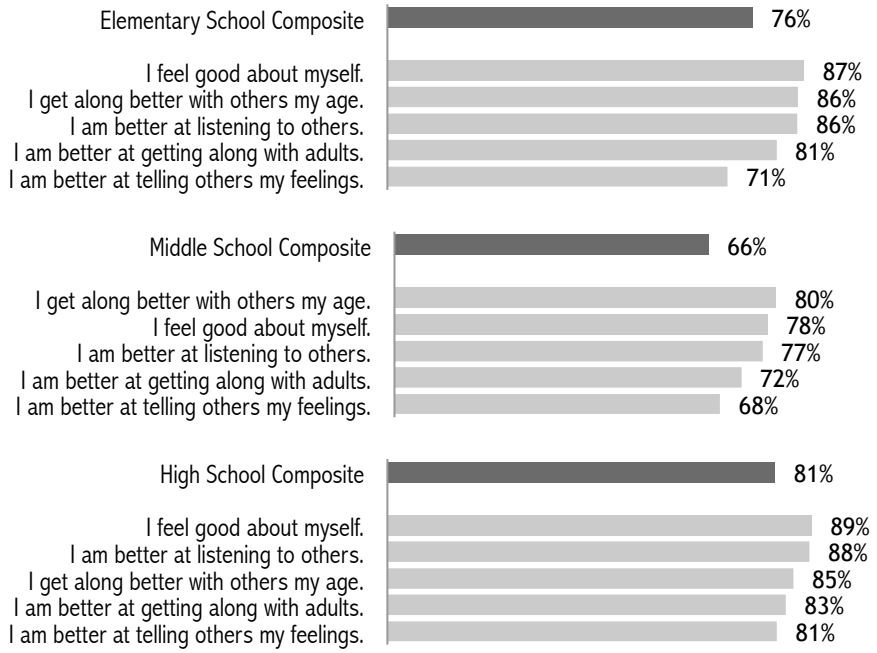
In the Driver's Education session, as youth were coming in, staff allowed students to pick a specific role for the day: spokesperson, administrative assistant, facilities manager, and culture keeper. The spokesperson's responsibility was to report back to the large group after any small group discussions, the facilities manager was in charge of setting up the space and keeping it clean, the administrative assistant helps co-facilitate and assist in any tasks the staff member needed, and the culture keeper was responsible for reviewing the agreements and ensuring everyone adhered to them. After the roles were designated, the culture keeper went through the agreements and lead the check-in, while the staff member only stepped in when the culture keeper asked for help in remembering all the agreements. Next, the administrative assistant read aloud the learning targets for the activity. Staff then lead a discussion and the spokesperson charted the discussion on the board. Throughout the session, youth were an integral part of delivering the lesson plan.

In all the sessions observed, staff members shared responsibility of all tasks with youth, allowing them to grow as leaders and practice skills that help prepare them for the workforce. Using real life terminology and sharing control with youth are great ways to prepare youth for the realities of work and allow participants to both grow their leadership potential and gain job readiness skills.

SOCIAL & EMOTIONAL SKILLS

Social and emotional skills are used to initiate and maintain positive relationships with peers and adults, manage and communicate one's emotions, and understand one's capabilities. These skills are gaining attention for the ways in which they help young people be successful in school and in life.[22]

FIGURE 14: SOCIAL & EMOTIONAL SKILLS AT-A-GLANCE



87% of elementary school students said the program helped them feel good about themselves.

78% of middle school students said the program helped them feel good about themselves.

89% of high school students said the program helped them feel good about themselves.

[PQA RATINGS]

Number of Programs with PQA Ratings in Peer Interaction of 3+

ELEMENTARY	MIDDLE	HIGH
46 / 47	**17** / 21	**13** / 14

Sources: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS); site visits conducted by Public Profit, October 2015 through February 2016.

HIGHLIGHTS

- ***High school youth build social and emotional skills*** – 81% of high school and over two-thirds of elementary (76%) and middle (66%) school youth reported building these skills in their program.
- ***Over eight in 10 youth in all grade levels got along better with others*** – Over 80% of elementary, middle, and high school youth reported getting along better with peers.
- ***Participants felt good about themselves in their programs*** – Nearly nine in 10 elementary (87%) and high school youth (89%) and 78% of middle school youth reported feeling good about themselves in their program.
- ***High school youth are better at communicating their ideas and feelings*** – Eighty-one percent (81%) of high school and more than two-thirds of elementary (71%) and middle (68%) school youth are better at talking about their feelings.

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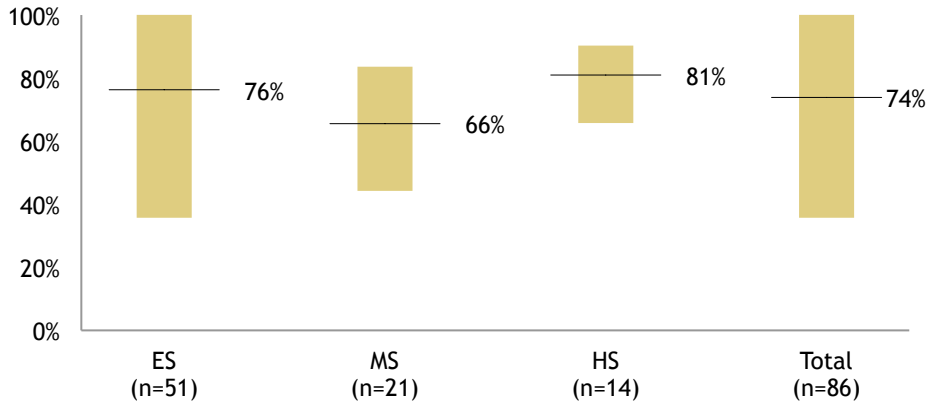
[22] Gootman, L., & Schoon, I. (2013) The impact of non-cognitive skills on outcomes for young people: Literature review. London: Institute of Education and Social Research, University of London

SOCIAL & EMOTIONAL SKILLS FINDINGS

PQA ratings of Peer Interaction, the domain that measures supports for pro-social interactions, indicated that almost all elementary school programs (98%) had a rating of 3.0 or higher. Similarly, 93% of high school programs that received a PQA visit had ratings of 3.0 or higher. A modestly smaller proportion of middle school programs (81%) had ratings of 3.0 or higher in the Peer Interaction domain. This suggests that Oakland after school programs provided youth a quality environment in which youth could gain social and emotional skills. However, youth reports of social emotional skill development were slightly inconsistent with the PQA findings, particularly when looking across grade levels. Middle school youth reported comparably lower rates of agreement than high school youth in the social and emotional skill composite and in areas such as expressing their feelings.

Figure 15 provides an estimate of how many youth per programs developed social and emotional skills as measured by the survey composite. On average, 74% of youth in each program reported stronger social and emotional skills.

FIGURE 15: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SOCIAL AND EMOTIONAL SKILLS BY GRADE LEVEL



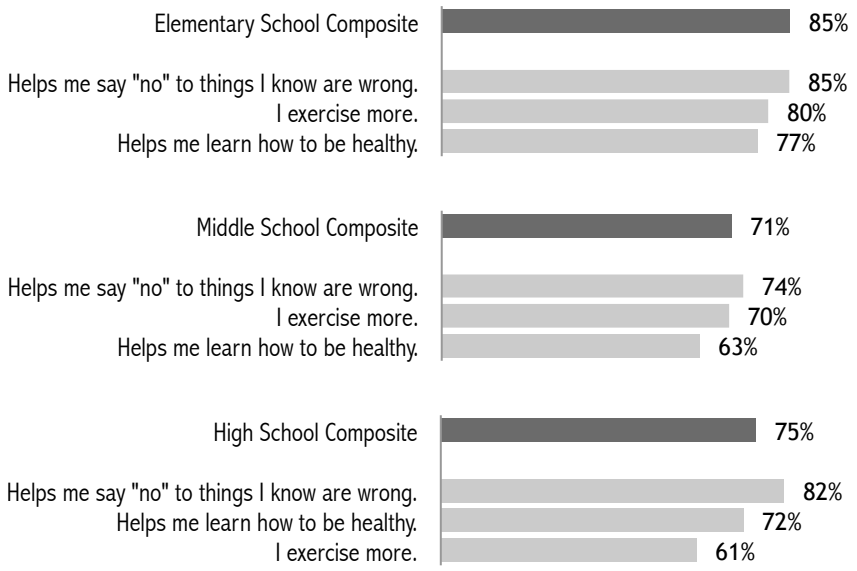
Source: Youth participant surveys administered in spring 2016.

Among elementary schools, on average 76% of participants in each program gained stronger social and emotional skills. As shown by the gold bar, this varied by site, ranging from 36% up to 100% of participants per site. Middle school programs fostered strong social and emotional skills for an average of 65% of participants per site. This ranged by site from 44% to 84% of participants. In high schools, programs had an average of 81% of participants with stronger social and emotional skills, ranging by site from 66% to 90%. The findings show that, on average, elementary and high school programs promote strong social and emotional skills at a higher rate. Youth survey results suggest that middle school programs may consider continuing to focus on strengthening their social emotional activities to better support participants.

PHYSICAL WELL-BEING

Activities that promote physical well-being engage youth in physical activity, such as exercising, and help youth learn about healthy habits, such as eating a balanced diet.

FIGURE 16: PHYSICAL WELL-BEING HIGHLIGHTS AT-A-GLANCE



85% of elementary school students reported that their program helped them say "no" to things they know are wrong.

74% of middle school students reported that their program helped them say "no" to things they know are wrong.

82% of high school students reported that their program helped them say "no" to things they know are wrong.

Source: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS).

HIGHLIGHTS

- ***Many youth reported learning about how to promote their physical well-being*** – More than 70% of elementary school (85%), middle school (71%) and high school (75%) youth reported learning ways to promote their physical well-being.

- ***After school participants made positive choices related to their well-being*** – More than 80% of elementary (85%) and high school (82%) youth and roughly three-quarters of middle school (74%) youth reported their after school program helped them to say "no" to things they know are wrong.

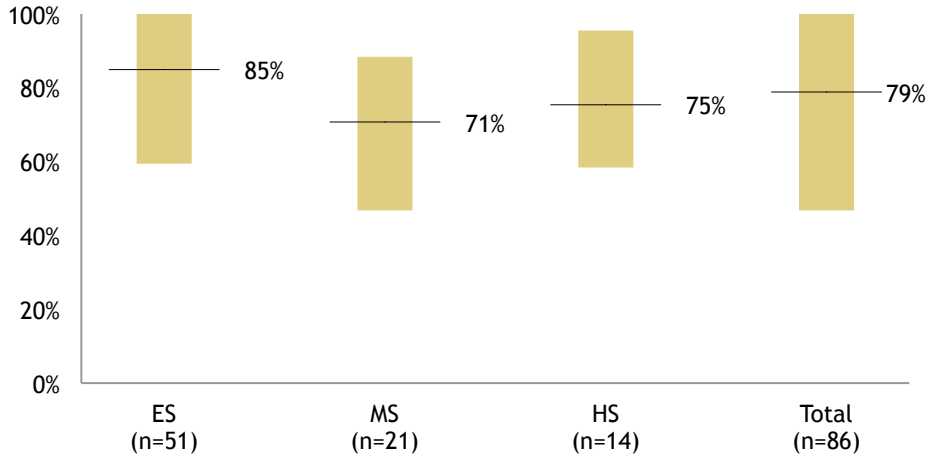
- ***Youth learned healthy habits*** – Over 70% of elementary (77%) and high school (72%) youth and 63% of middle school youth reported learning how to be healthy at their after school programs.

- ***Nearly three-quarters of youth exercise more*** – Eighty percent (80%) of elementary school youth and more than 60% of middle (70%) and high school (61%) youth exercise more.

PHYSICAL WELL-BEING FINDINGS[23]

Elementary school youth reported the strongest growth in learning about overall wellness behaviors. Figure 17 provides an estimate of how many youth per program increased physical activity and healthy eating skills as measured by the survey composite. On average, 79% of youth in a single program reported improved wellness behaviors.

FIGURE 17: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER WELL-BEING BEHAVIORS BY GRADE LEVEL



Source: Youth participant surveys administered in Spring 2016.

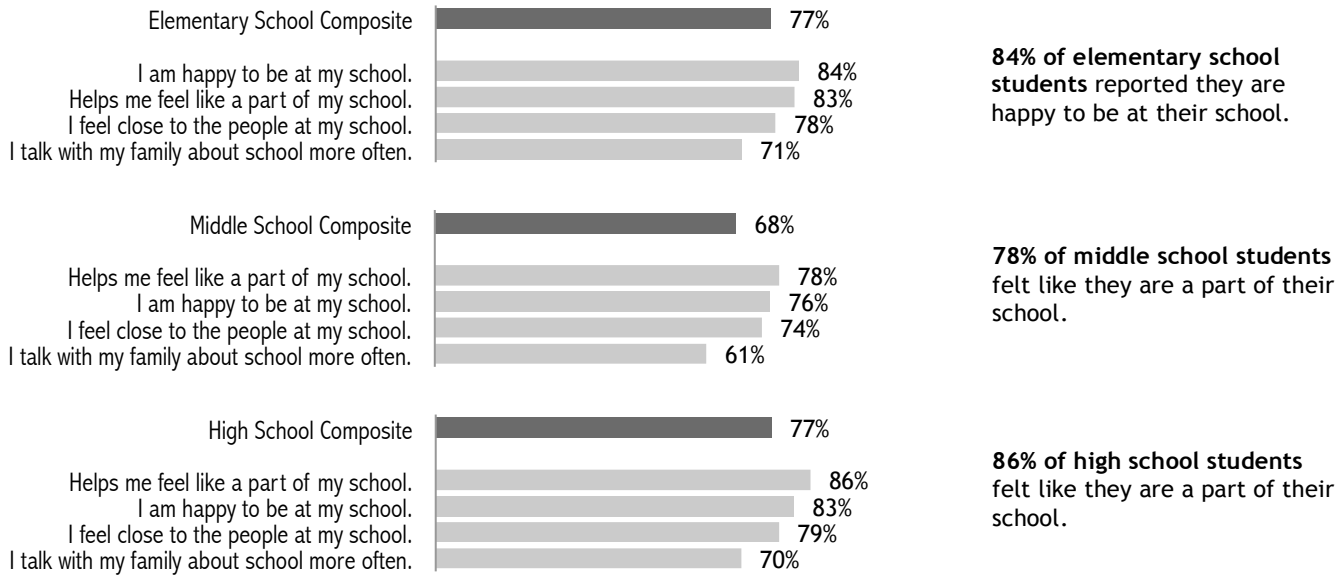
Among elementary schools, on average 79% of youth in each program reported strong wellness behaviors. As shown by the gold bar, this varied by site, ranging from 60% up to 100% of participants per site. Middle school programs promoted strong wellness for an average of 71% of participants. This ranged by site from 47% to 88% of participants. In high schools, programs promoted strong wellness behaviors for an average of 75% of participants, ranging by site from 58% to 95%. The findings show that, on average, elementary, middle, and high school programs promoted well-being behaviors at a similar rate. Youth survey results suggest that middle and high school based programs may consider increasing the amount of physical activity offered and expand program activities to include wellness behaviors.

[23] This outcome section is not mapped to a specific quality domain because scores for an associated quality domain are unavailable. Therefore, there is no scatterplot displaying quality alongside youth reports of wellness behaviors.

SCHOOL ENGAGEMENT

Youth are connected to their schools when they feel a sense of belonging. They may also participate in more school activities and talk about what happens at school with their families.

FIGURE 18: SCHOOL ENGAGEMENT AT-A-GLANCE



Source: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS).

HIGHLIGHTS

- ***Many after school youth felt more connected to their school*** – About eight in 10 (77%) of elementary and high school youth reported feeling more connected with their schools since attending their after school program. Sixty-eight percent (68%) of middle school youth reported the same.

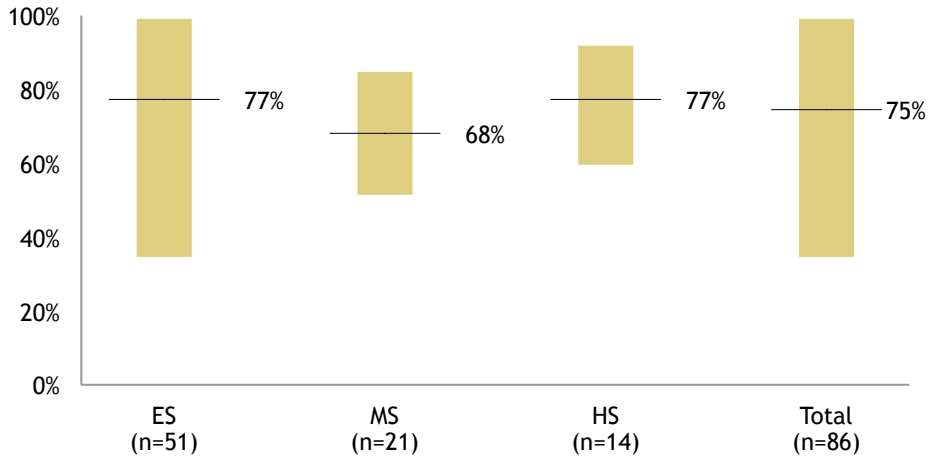
- ***Youth felt like a part of their school*** – Nearly nine in 10 (86%) high school youth reported feeling like a part of their school since coming to after school. About eight in 10 (83%) of elementary and 78% of middle school youth reported the same.

- ***Youth talked with their families about school*** – About two-thirds of elementary (71%), middle (61%) and high school (70%) youth increased how often they talked with their families about school.

SCHOOL CONNECTEDNESS FINDINGS

Figure 19 provides an estimate of how many youth per program developed stronger connections to their school as estimated by the survey composite. Seventy-five percent of youth reported stronger school connectedness.

FIGURE 19: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT STRONGER SCHOOL CONNECTEDNESS BY GRADE LEVEL



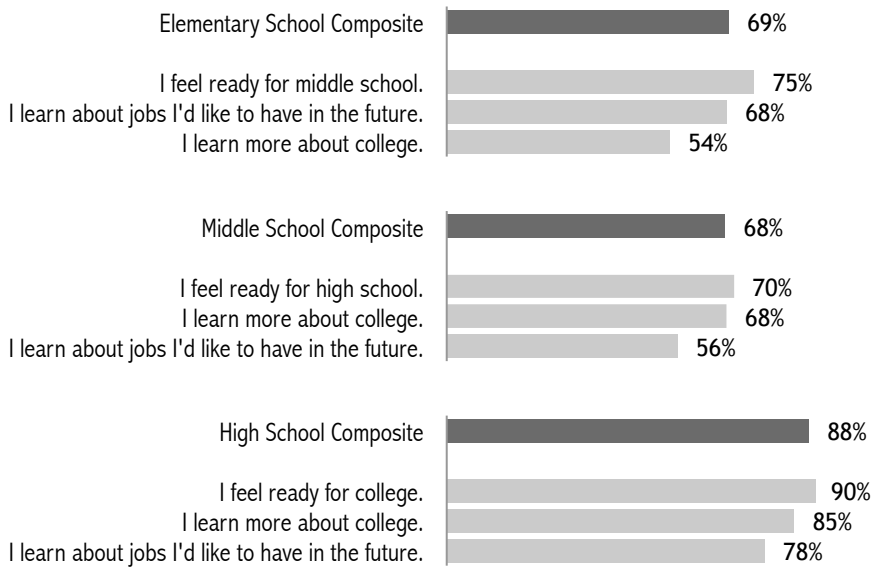
Source: Youth participant surveys administered in spring 2016.

Among elementary schools, on average 77% of participants in each program felt connected to their school. As shown by the gold bar, this varied by site, ranging from 35% up to 99% of participants per site. Nearly two-thirds (68%) of middle school participants in each program felt connected, on average. This ranged by site from 47% to 88% of participants. In high schools, programs had an average of 77% of participants who felt connected, ranging by site from 60% to 92%. Elementary and high schools had the highest level of school engagement, and middle schools the lowest.

COLLEGE & CAREER EXPLORATION

College and career exploration activities are opportunities that support youth in looking towards the future, by helping them identify both the skills that relate to careers of interest and the degree programs needed to pursue those careers. Programs for high school-aged youth tend to place greater emphasis on college and career, though programs at all grade levels are expected to introduce students to these concepts.

FIGURE 20: COLLEGE & CAREER EXPLORATION AT-A-GLANCE



75% of elementary school students reported that their program helps them get ready for middle school.

70% of middle school students reported that their program helps them get ready for high school.

90% of high school students reported that their program helps them get ready for college.

Sources: Youth participant surveys administered in spring 2016, n=3,009 (ES), n=1,811 (MS), n=1,075 (HS).

HIGHLIGHTS

- ***High school youth reported exploring college and career opportunities*** – Nearly nine in 10 (88%) high school youth report opportunities in their after school program for college and career exploration. Fewer elementary (69%) and middle school (68%) youth reported the same opportunities. This pattern reflects, in part, the fact that programs for high school-age youth place a greater emphasis on college and career readiness.

- ***Youth reported feeling ready for their next academic step*** – Nine out of 10 high school youth (90%) reported feeling more confident about finishing high school since attending their after school program. Seventy-five percent (75%) of elementary youth feel ready for middle school and 70% of middle school youth feel ready for high school.

- ***Middle and high school youth learned more about college*** – Close to nine out of 10 high school youth (85%) and 68% of middle school youth reported learning more about college options in their after school program. More than half of elementary (54%) youth also reported doing so.

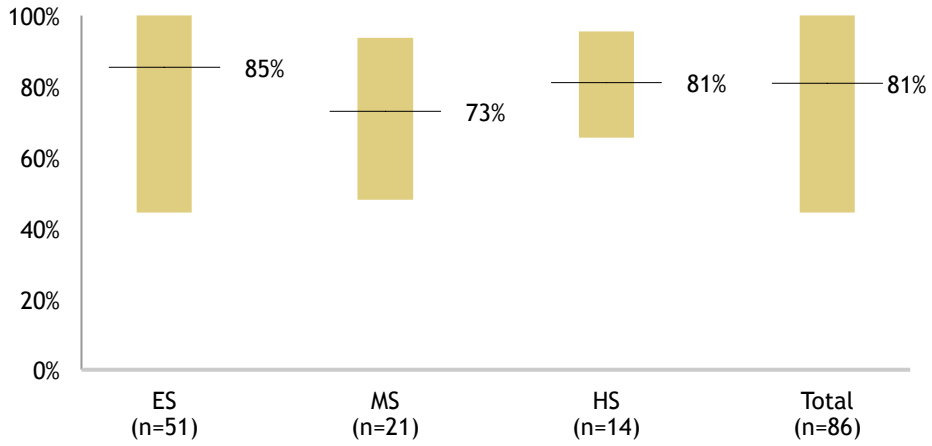
- ***Learning about career options are a part of high school programs*** – About eight in 10 (78%) of high school youth reported learning about future occupations. Sixty-eight percent (68%) of elementary and 56% of middle school youth learned more about jobs they would like to have in the future.

COLLEGE & CAREER EXPLORATION FINDINGS

Nearly nine in 10 high school youth (88%) reported exploring college and career opportunities in their after school program. Elementary and middle school survey results indicated that programming at these earlier levels provided opportunities for younger students to be college and career ready. Sixty-nine percent of elementary school youth and 68% of middle school youth reported becoming familiar with college and career options.

Figure 21 provides an estimate of how many youth per program felt prepared for college and career as measured by the survey composite. On average, 72% of youth in a single program reported learning about college and career options.

FIGURE 21: AVERAGE PERCENT OF YOUTH IN AFTER SCHOOL PROGRAMS WHO REPORT LEARNING ABOUT COLLEGE AND CAREER OPTIONS BY GRADE LEVEL



Source: Youth participant surveys administered in spring 2016.

Among elementary schools, on average 69% of youth in each programs felt prepared for college and career. As shown by the gold bar, this varied by site, ranging from 29% up to 100% of participants per site. Middle school programs on average had 68% of youth who felt prepared for the future. This ranged by site from 34% to 91% of participants. In high schools, on average programs had 88% of participants who felt prepared for the future, ranging by site from 73% to 100%. This is an area of strength for high school programs. Middle and elementary school programs have more varied rates of youth agreement, likely reflecting program-level variations in focus on this topic for younger students.

TRENDS ACROSS OUTCOME DOMAINS

Oakland after school programs provided strong support for academic behaviors, youth sense of mastery, and physical wellbeing. On average more than eight out of 10 students reported growth in these areas. Elementary and high schools tended to score higher on these areas than middle schools. However, elementary schools had a much greater range between programs compared to high schools. Mathematically, this may be due to the fact that there are many more elementary schools than high schools, or suggest that programs at the elementary school level were less consistent than at the high school level.

Overall, programs had the lowest composite score in the area of college and career exploration, with just under seven in 10 participants reporting that they felt prepared for college and career. This domain also had some of the greatest range in experience, with some programs scoring very low and some very high. High school students reported the highest scores and lowest variation between programs, suggesting that this activity is more consistently a focus at the higher grade-levels.

ACADEMIC OUTCOMES

Academic outcomes, such as test scores and school attendance, are indicators of young people's progress in school. Research shows that youth who attend programs for multiple years are more likely to improve their academic outcomes.[24]

The academic outcomes examined in the school-based after school evaluation included school day attendance (chronic absence) rates, Smarter Balanced Assessment Consortium (SBAC) scores,[25] and high school readiness.[26] For each of these measures, analysis focused both on surfacing the overall trends for after school participants versus non-participants in the same school, and on exploring any differences by race/ethnicity, or gender.

FINDINGS FROM ACADEMIC DATA ANALYSES

In 2015-16, the **rate of school day attendance** was notably higher for after school program participants than non-participants. On average, after school participants attended 96% of all school days and non-participants attended 94%; this difference is statistically significant.[27] This indicates that after school participation has a positive association with school day attendance.

Another measure of school day attendance is **chronic absenteeism**, defined as missing 10% or more of all school days. Youth who attend after school are much less likely to be chronically absent than their peers: about 11% of after school participants were chronically absent from the school day, compared to 16% of non-participants; this difference is statistically significant.[28] This indicates that after school participation as a small, negative association with chronic absenteeism.

OUSD uses the SBAC assessment as a measure of students' **math and English Language Arts (ELA) competencies**. Consistently, throughout all grade levels, after school participants were less likely to be at or above grade level in both ELA and math. For ELA, overall 26% of after school participants tested at or above grade level, versus 28% of non-participants in the same schools. For math, overall 18% of after school participants tested at or above grade level, compared

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[24] Roth, J., Malone, L., & Brooks-Gunn, J. (2010). Does the amount of participation in afterschool programs relate to developmental outcomes? A review of the literature. *American Journal of Community Psychology*. 45(3-4), 310-24.

[25] The Smarter Balanced Assessment Consortium (SBAC) is an online summative assessment that tracks students' progress toward Common Core State Standards in Math and English Language Arts (ELA). The SBAC is administered once per year (late spring) to students in grades 3-8 and grade 11. Only 2015-16 SBAC scores were available for analysis in the present report, and so students' progress year-over-year was not included here.

[26] OUSD uses a High School Readiness variable, which measures the degree to which 8th graders are prepared for the rigor and expectations for high school. The variable comprises a combination of attendance, course grades, and behavior; a student is considered high school-ready when all four of the following have been met: total weighted GPA of 2.5 or higher; school attendance rate of 96% or better; no grades D or F in their final core math or English courses in 8th grade; and no suspensions in 8th grade.

[27] Statistically significant at $p<.05$ level using chi-square test for association.

[28] Statistically significant at $p<.05$ level using chi-square test for association.

to 23% of their peers; this finding for math scores is statistically significant.[29] Analysis of SBAC scores by sub-groups (race/ethnicity, gender, grade) revealed some variation in these trends. Generally speaking, girls (both participants and non-participants) in all race/ethnicity categories were more likely than boys to be at or above grade level in ELA. As well, some race/ethnicity categories were more likely than others to be at or above grade level in both math and ELA.

Research shows that high school graduation rates are dramatically impacted by three factors: by children's reading level by the end of 3rd grade; by residing in a high-poverty neighborhood; and by experiencing family poverty.[30] Thirty-five percent (35%) of youth experiencing these combined factors fail to graduate high school on time;[31] this is why it is so important to monitor children's ELA proficiency as rising 4th graders. In Oakland, 19% of after school participants in 3rd grade tested at or above grade level for their SBAC ELA scores, compared to 22% of non-participants in the same schools.

Examining at the effects of after school participation on SBAC scores did not provide enough variation to be conclusive; in other words, the analysis did not reveal that the frequency of after school attendance contributed to score variations on the 2015-16 assessment.

About one-quarter of after school participants were **English Learners** in 2015-16, whereas children and youth designated as English Learners made up about 38% of other youth in the same schools (and 30% of OUSD overall, including schools that do not host a school-based after school program). Of the English Learners participating in after school,[32] almost none met the SBAC math or ELA benchmarks, with only 5% at or above grade level in math and only 2% at or above grade level in ELA.

In terms of high school readiness, 8th graders in Oakland after school programs were on par with their peers: 42% of 8th graders in after school were high school ready by the end of the 2015-16 school year, versus 43% of 8th graders in the same schools.

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[29] Statistically significant at $p<.05$ level using chi-square test for association.

[30] The Annie E. Casey Foundation. (2012) Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. Baltimore, MD: Donald J. Hernandez. Retrieved from aecf.org.

[31] *Ibid*

[32] Note that because the testing period for English Learner re-designation does not align with the after school program year, and because two years' worth of SBAC data were not available, English Learner re-designation rates were not analyzed in this report.

INTERPRETING THE FINDINGS

The academic data analyses presented above revealed that Oakland after school programs are meeting their overarching goal of serving children, youth, and neighborhoods with the highest needs. Anecdotal information about programs' recruitment policies suggests that they prioritize students with the highest academic need, which may help explain the differences observed between participants and non-participants.

The findings also helped reveal that students struggling with core subjects are not limited to after school programs; rather this is a District-wide issue. After school programs can contribute to children and youths' academic successes, but they are neither designed nor equipped to solve the problem on their own.

The findings do point to some potential areas for continued support and focus for Oakland after school programs:

- *Increased school day alignment*. Encouraging and supporting after school programs in building fruitful relationships with participants' school day teachers is a way to help after school align programmatic content with what youth are already learning during the school day.

- *Targeted professional development for after school line staff*. Providing line staff and site coordinators with additional, specific skills in literacy and math content is a way to help youth-facing staff become more proficient in identifying and supporting youth who are struggling in core subject areas.

- *Targeted supports for youth more likely to test below grade level*. Latino/a and African American youth were revealed by the academic analyses to be particularly in need of support in core subject areas; line staff and site coordinators should formulate specific and sustained plans to work with youth on their math and literacy skills, especially the youth who are most likely to need help.

- *Priority recruitment of youth experiencing family and/or neighborhood poverty*. Research on high school graduation rates points to the importance of reading at or above grade level by 3rd grade, especially in the context of experiencing family and/or neighborhood poverty (see p. 55); the relatively low SBAC ELA scores for Oakland after school participants suggest that the City may want to intentionally focus resources on recruiting and retaining younger students who fit some or all of these early warning criteria.

INTERACTION: BELONGING AND SCHOOL-AGE LEADERSHIP

Brookfield Elementary, Higher Ground

Key Takeaway: *Higher Ground afterschool program at Brookfield Elementary, children have opportunities to practice leadership skills and develop a sense of belonging. For each activity, children are given opportunities to lead and get to know each. Through these, children are able to practice group processing skills and feel a sense of belonging.*

About the Program: Part of the Higher Ground agency, Brookfield's mission is to "provide services that address the intellectual development of children through behavioral health treatment, after school enrichment, professional development, service learning projects, and school/community based service coordination for youth and the organizations that serve them in the school and community setting." To help accomplish this mission, children are exposed to different enrichment activities, such as sports, dancing, gardening and cooking and academic enrichment activities to build skills and help with homework completion and accuracy. The program and its activities give children leadership roles, such as time manager, bathroom clerk or concierge, through rotation.

During snack time and check-in, staff members provided opportunities for children to lead and get to know each other. The site coordinator begun the program with, "When I say Brook, you say Field," and everyone else followed along with the chant. The site coordinator proceeded to ask the group to indicate how their day was going by giving her a thumbs up, down or sideways. Most gave a thumbs up. The student announcer read the schedule and announcements for the day. After the announcements were read, the group broke out into song and dance about Brookfield. As they were singing and dancing, the site coordinator circulated to give participating students tickets, which they can exchange for prizes.

In Cheer, the girls practiced and learned new cheer skills, chants, stunts, jumps and motions. Two girls led the class in a cheer. After the group practiced a few teams, staff broke the girls in four groups. In these groups, the girls rehearsed the cheer and helped each other with the steps. Staff circulated to each group several times to break down the steps and to encourage them by saying, "Keep doing it" and "The more we do it, the better we will get at it." After the groups practice, everyone came together for the groups can perform their cheers.

Brookfield exemplifies belonging and school-age leadership. By including all children throughout the program offerings, children are able to build pride within the after school program and feel comfortable with staff and other children. During snack time and check-in, children were engaged in chants about Brookfield and also identified with the program by being rewarded for good behavior. In addition, children had opportunities to practice leadership skills. By allowing children to help each other or even lead an activity, children are able to take responsibility and build confidence.

DIFFERENCES IN YOUTH OUTCOMES

Certain youth or groups of youth may experience after school programs differently than their peers; testing for any significant differences by race/ethnicity and gender is important to understanding and responding to these differences.

There may be some categories of youth who benefit more from after school programs than others. To explore the extent to which this is the case in Oakland, Public Profit examined youth outcomes by gender and race/ethnicity. Notable statistically significant differences of 10-percentage points or more are reported here[33]. Smaller differences (+/- five percentage points and under) are noted in the Data Companion .

DIFFERENCES IN YOUTH REPORTS OF QUALITY

Youth surveys are an important avenue for incorporating youth voice into the evaluation findings, and are also an important source of complementary data to measures of program quality. A sample of youth participants answered a series of questions on program quality (N=5,895), specifically about features of the after school program that may not be apparent during site visits. Table 9 presents the percentage of youth who felt positively about the different components of program quality. Overall, the majority of youth rated program quality high. Youth at all levels found their programs to be supportive and to promote positive interaction among youth and staff. All programs may need additional support in promoting engagement based on youth survey responses, which echo the PQA ratings. The responses to individual survey items related to Quality Domains are listed in the Data Companion.

TABLE 9: POSITIVE YOUTH SURVEY RESPONSES REGARDING PROGRAM QUALITY

Quality Domain	Elementary (n=3,009)	Middle (n=1,811)	High (n=1,075)
Safe	87%	78%	91%
Supportive	91%	82%	91%
Interaction	89%	81%	88%
Engagement	70%	63%	77%

Source: Youth participant surveys administered in spring 2016.

There were modest differences between boy and girl participants' perspectives of program quality. Most notably, middle school boys reported higher levels of program engagement. For example, 66% of middle school-aged boys reported having opportunities in their program to "choose what I do and how I do it," compared to 57% of girls. Similarly,

[33] Based on the group sizes, a 10-percentage point difference represents approximately 250 youth in terms of gender and race/ethnicity. Chi-square statistical tests are used to identify statistically significant group differences.

80% of middle school boys agreed with the statement, “I am interested in what we do at this program,” compared to 71% of girls of the same age.

There were also some race-ethnicity-based differences in terms of youths’ views about program quality. Among high school youth, Latino/a participants were less likely to report opportunities for choice in their program. Seventy-seven percent (77%) of Latino/a high school participants agreed with the statement, “In this program, I get to choose what I do and how I do it,” compared to 80% of their peers. Fifty-six percent (56%) of elementary-aged Latino/a youth reported doing things that are too easy for them at their after school program, compared to 52% of their peers.

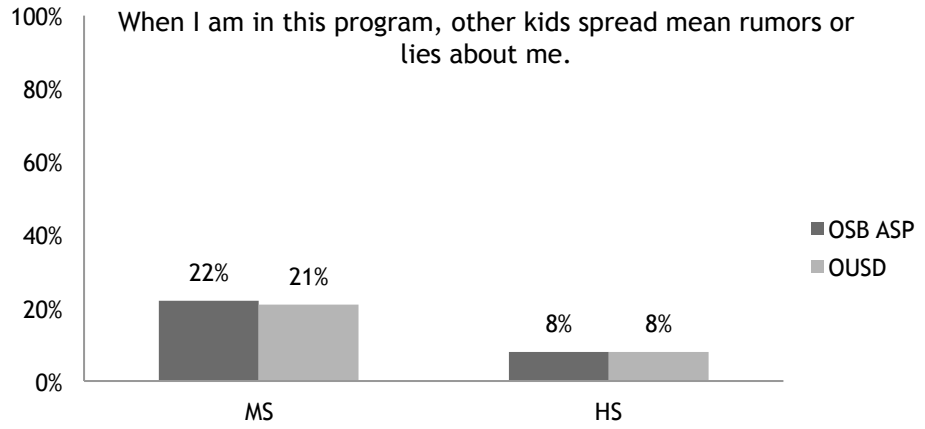
The gender and race/ethnicity differences point to specific aspects of engagement to which programs can direct their attention, namely providing youth with choices and challenging activities, particularly for middle school girls and Latino/a youth. As noted previously, Latino/a youth comprise the majority of after school participants served by OUSD and OFCY programs; therefore, increasing engagement for this group will significantly impact the overall engagement level in Oakland’s after school programs.

CALIFORNIA HEALTHY KIDS SURVEY: OUSD AND OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS

Encouragingly, results from the 2015-16 Oakland Unified School District California Healthy Kids Surveys (CHKS) for elementary-age youth indicate that youth in Oakland after school reported slightly lower levels of verbal bullying and physical bullying, compared to 2015-16 reports from OUSD.[34] While 16% of OUSD elementary youth reported being verbally bullied at least once, 19% of Oakland after school elementary-aged youth reported the same. Oakland after school elementary program participants reported moderately lower levels of physical harassment than elementary-aged youth at the District level. Only 11% of Oakland after school elementary youth reported being physically harassed, compared to 19% for OUSD.[35] Oakland after school elementary participants were more likely to report (86%) that an adult steps in when one of their peers is being bullied, as compared to OUSD students (70%).

Findings from the Oakland School-Based After School youth survey and the OUSD CHKS survey indicate that participants reported similar levels of verbal bullying. Middle school youth were more likely to report verbal bullying than high students. For example, 22% of Oakland after school middle school youth reported that other kids spread mean rumors or lies about them compared, compared to 8% of high school youth (Figure 22).

FIGURE 22: OUSD STUDENTS AND OSB ASP REPORTED SIMILAR LEVELS OF VERBAL BULLYING



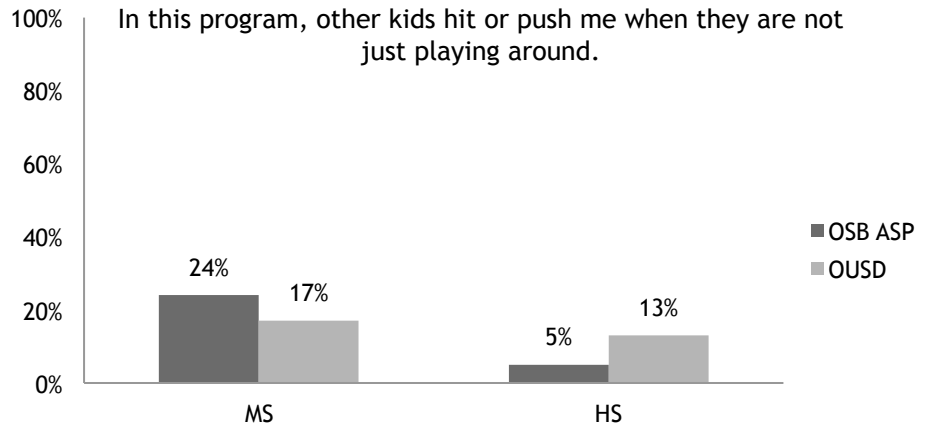
Sources: Youth participant surveys administered in spring 2016 (MS n=1,811; HS n=1,075); OUSD California Healthy Kids Survey (CHKS), 2015-16.

[34] CHKS is only given to fifth graders at the elementary school level, seventh graders at the middle school level, and ninth and eleventh graders at the high school level.

[35] Both the Oakland School-Based After School Youth Survey and the CHKS surveys used the following scale for the middle school and high level: "0 Times," "1 Time," "2 to 3 Times" and "4 or More Times." The elementary school versions used: "No, never," "Yes, some of the time," "Yes, most of the time," and "Yes, all of the time."

Similar to verbal bullying, rates of physical bullying were lower in high schools than middle schools. High school-aged Oakland after school participants reported lower rates of physical bullying (5%), compared to high school youth in the District (13%). However, Oakland after school middle school youth reported much higher rates (24%) than middle school youth in the District did (19%).

FIGURE 23: OAKLAND AFTER PARTICIPANTS REPORTED VARYING LEVELS OF PHYSICAL HARRASSMENT



Sources: Youth participant surveys administered in spring 2016, n=1,811 (MS), n=1,075 (HS); OUSD California Healthy Kids Survey (CHKS), 2015-16.

Oakland after school participants were asked additional similar survey questions from the OUSD CHKS. In general, Oakland after school participants reported higher levels of agreement for items on safety, engagement, support, and social-emotional skills. For example, 92% of Oakland high school-aged after school participants reported that they feel safe in their program, compared to 52% of OUSD high school students who reported that they feel safe in their school.[36] Even though Oakland after school participants had mostly higher positive rates than OUSD students, it is important to keep in mind that these surveys do not represent the whole population of OUSD or the after school program, and that CHKS data was not matched to compare after school participants with non-participants.

DIFFERENCES IN OUTCOME DOMAINS

All youth differences by race/ethnicity and gender were less than 15-percentage points and are noted in the Data Companion.

Gender comparisons showed that middle school-aged boys were more likely than girls of the same age to report strengthening their physical

[36] The scales for these surveys slightly vary. The evaluation used a binary scale ("Yes" or "No"), while CHKS used a five-point Likert-type scale ("Strongly Disagree" to "Strongly Agree"). For the analysis of CHKS data, only "Agree" and "Strongly Agree" were examined.

well-being, improving their college and career readiness, and feeling engaged in school.

Table 10 shows that 70% of boys reported learning ways to be healthy in their after school program, compared to 59% of girls; as well, 78% of boys reported exercising more since coming to their after school program, compared to 64% of girls. Additionally, more middle school boys than girls reported that their after school program helped them to feel more confident about their college and career readiness across all items in the domain. Furthermore, 83% of boys reported that they are happy to be at their school compared to 71% of girls. Smaller statistically significant differences between middle school boys and girls exist across all domains. These are detailed in the Data Companion.

TABLE 10: MIDDLE SCHOOL GENDER DIFFERENCES IN YOUTH OUTCOMES

	Boys	Girls
Physical Well-Being		
Since coming to this program, I exercise more.	78%	64%
This program helps me to learn how to be healthy.	70%	59%
College & Career Exploration		
This program helps me feel more prepared for high school.	77%	67%
In this program, I learn more about college.	75%	65%
In this program, I learn of jobs I can have when I grow up.	63%	52%
School Engagement (Academic Outcomes)		
Since coming to this program, I am happy to be at this school.	83%	71%

Sources: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016. Youth participant surveys administered in spring 2016, n=1,405.

Similar to middle school gender difference patterns, high school (66%) and elementary school (82%) boys were more likely to report that “Since coming to this program, I exercise more” as compared to high school (57%) and elementary school (78%) girls.

DATA COMPANION A. DATA SOURCES BY DATA TYPE

The table below describes the data sources for each section in the 2015-16 Oakland School-Based Evaluation Findings Report.

Report Section	Data Sources
Access & Attendance in the Oakland After School Programs	• **Program enrollment and attendance data from Cityspan.** • **Program targets based on OFCY performance goals.** • **Program targets based on OUSD service goals determined by CDE.**
Program Quality	• **Point of Service Quality Assessments (Site Observations):** Point of service quality (POSQ) assessments were completed by the OUSD After School Program Office and by Public Profit using the Program Quality Assessment Tool, a research-based structured observation tool which assesses program quality in the following domains: Safe Environment, Supportive Environment, Engagement, Interaction, and Academic Support. *Elementary school programs* were evaluated using the School-Aged version of the Program Quality Assessment Tool (SA-PQA). *Middle and high school programs* were evaluated using the Youth version of the Program Quality Assessment Tool (Y-PQA). *K-8 programs* (n=2) were evaluated using the using the Youth version of the Program Quality Assessment Tool (Y-PQA).
School-Based After School Outcome Domains	• **Youth Surveys:** Youth who participated in after school programs supported by the Oakland School-Based Partnership were given a survey in March through May 2016 to investigate their opinions regarding program quality and a variety of outcomes related to their involvement in the after school program (i.e., social skill development, academic attitudes, etc.). • **Program Enrollment and Attendance Data from Cityspan:** Youth attendance data was used in conjunction with student surveys to examine relationships between attendance levels and youth outcomes. • **Academic Data from the OUSD Quality, Accountability, and Analytics Department:** Students' school attendance and district test results were analyzed to evaluate youth participants' academic outcomes.

DATA COMPANION B. SITE VISIT METHODOLOGY

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

Each program received one visit by the evaluation team between October 2015 and February 2016. Visits to programs hosted by elementary schools were conducted using the School-Age Program Quality Assessment (SAPQA) and visits to programs hosted by middle or high school were conducted using the Youth Program Quality Assessment (YPQA). The PQA is a research-based point of service quality (POSQ) observation tool used by out-of-school time programs nationally. Site visitors have been certified as statistically reliable raters by the Weikart Center for Youth Program Quality.

The YPQA includes five domains:

1. ***Safe Environment*** – Youth experience both physical and emotional safety. The program environment is safe and sanitary. The social environment is safe.

2. ***Supportive Environment*** – Adults support youth to learn and grow. Adults support youth with opportunities for active learning, for skill building, and to develop healthy relationships.

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

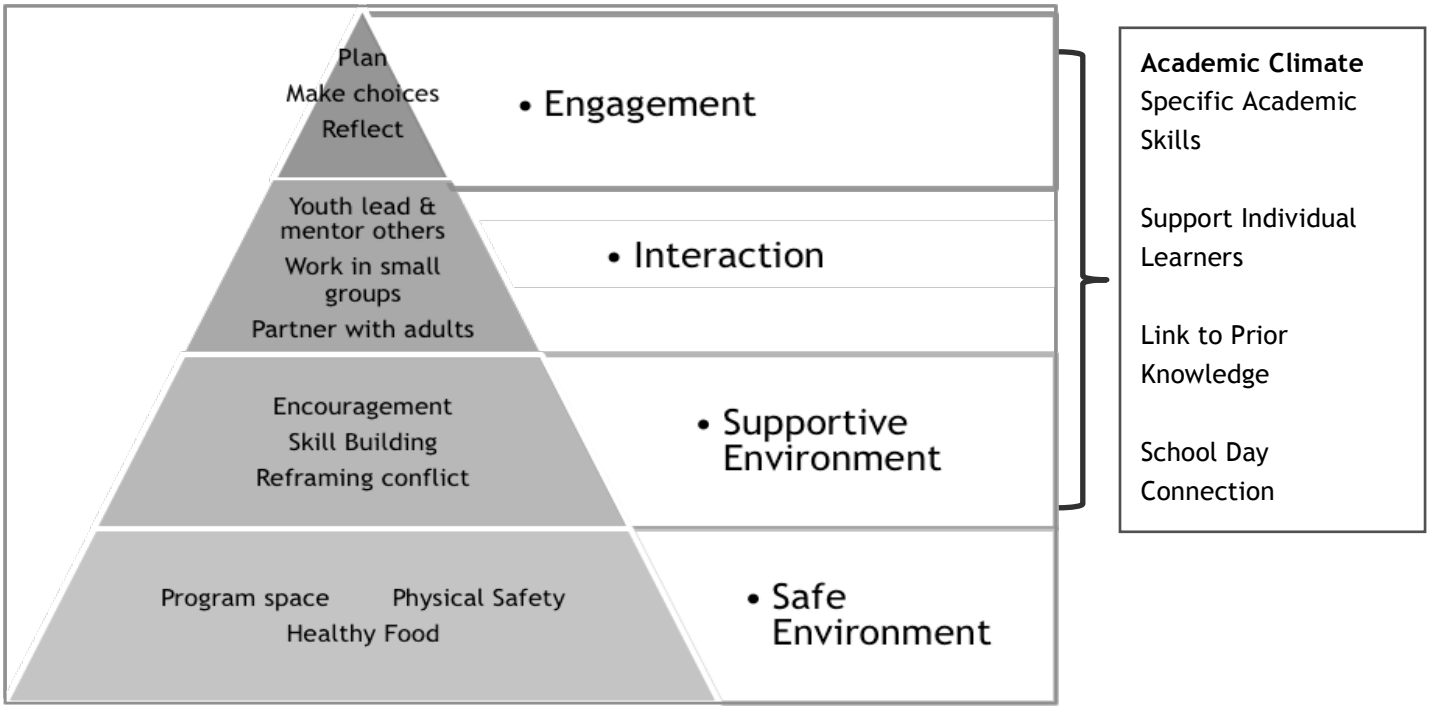
4. ***Engagement*** – Youth experience positive challenges and pursue learning. Youth have opportunities to plan, make choices, and reflect and learn from their experiences.

5. ***Academic Climate*** – Activities in the program intentionally promote the development of key academic skills and content-area knowledge.

The quality domains are inter-related and build upon one another. Broadly speaking, programs need to assure that youth enjoy a Safe and Supportive environment before working to establish high quality Interaction, Engagement, and Academic Climate. For example, a program in which young people are afraid to try new things for fear of being ridiculed by others - an example of an unsupportive environment - is not likely to be an interactive, engaging place for kids.

Figure 24 characterizes the relationship between the PQA quality domains. Research indicates that the foundational programmatic elements of physical and emotional safety (described in the Safe and the Supportive Environment domains) support high quality practice in other domains. In general, programs' ratings will be higher for the foundational domains than for Interaction, Engagement, or Academic Climate.

FIGURE 24: PROGRAM QUALITY ASSESSEMENT DOMAINS



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

Program quality elements are rated according to visitors' observations and staff responses to follow-up questions. Ratings of 1, 3, or 5 are assigned based on the extent to which a particular practice is implemented. The PQA is a rubric-based assessment, with brief paragraphs describing different levels of performance for each program quality area. Though the specific language varies by practice, the ratings indicate the following levels of performance:

- A rating of one (1) indicates that the practice was not observed while the visitor was on site, or that the practice is not a part of the program.
- A rating of three (3) indicates that the practice is implemented relatively consistently across staff and activities.
- A five (5) rating indicates that the practice was implemented consistently and well across staff and activities.

DATA COMPANION C. SURVEY METHODOLOGY

Youth survey results are used in this evaluation to understand youths' perception of the quality of the program they attend and to report youths' growth in the outcomes domains described in this report.

Selection of Youth

Program staff are asked to administer the youth survey to as many of their youth participants as possible. At a minimum, programs are asked to return the quantity of completed surveys equal to 75% of the estimated average daily attendance for their program. For example, if a program's average daily attendance is 100 youth, this program is expected to return a minimum of 75 surveys. However, actual response rates vary by program and the total survey count (N=5,895) represents roughly 75% of the 7,822 youth who attend Oakland After School programs on the average day. The survey count (N=5,895) represents 32% of the 18,291 unduplicated total youth served by after school programs during the course of the program year.

Procedure for Administering the Survey

The evaluation team distributed mostly online surveys to programs in March 2016 and collected surveys in May 2016. Program staff completed a test survey to determine if they needed hard copies. Surveys are available in English, Chinese, Spanish and Vietnamese to meet the language preferences of all youth.

Survey Results

Survey questions are listed on pages 67-69. Results for individual questions are listed in several sections, starting on page 70.

Interpreting Results

While the evaluation team makes every effort to assure results are reported as accurately as possible, readers are advised to interpret results with caution.

Self-administered survey responses capture a point-in-time perspective from youth, whose responses may be influenced by unknown factors. One measure to determine the accuracy of youth responses is the inclusion of the following question on the 2015-16 survey: "Choose 'no' to this question." Twenty-one (21%) of respondents answered this question incorrectly (by choosing 'yes'). While this alone is not sufficient evidence to exclude cases, it does suggest that the self-report survey has limitations.

DATA COMPANION D. YOUTH SURVEY COMPOSITES

Youth Survey Composites – A **composite** is used as a global measure of each outcome domain. The composite indicates the proportion of youth who answered positively to all but one of the survey questions related to that outcome domain. For example, a youth who scores highly on the Physical Well-Being Composite answered positively to at least two of the three related survey questions. The table below (Table 11) includes the survey questions that were used for each composite.

TABLE 11: DESCRIPTION OF YOUTH SURVEY COMPOSITES*

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Safe	I feel safe in this program.		
	If someone bullies my friends or me at this program, an adult steps in to help.		
	In this program, other kids hit or push me when they are not just playing around.	How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	
	When I am in this program, other kids spread mean rumors or lies about me.	How many times in this program have you had mean rumors or lies spread about you?	
Program Quality - Supportive	In this program, there is an adult who wants me to do my best.	The adults in this program expect me to try hard to do my best.	
	The adults here tell me what I am doing well.		
	The adults in this program listen to what I have to say.		
	There is an adult at this program who cares about me.	There is an adult at this program who really cares about me.	
Program Quality - Interaction	In this program, I get to help other people.		
	I feel like I belong at this program.		
	This program helps me to make friends.	Since coming to this program, I am better at making friends.	

Quality Domain / Outcome Composite	Elementary	Middle	High
Program Quality - Engagement	In this program, I get to choose what I do and how I do it.		
	In this program, I try new things.		
	In this program, I do things that are too easy for me.		
	I am interested in what we do in this program.		
Academic Behaviors	In this program, I learn how to use my time to finish all my school work.	In this program, I learn how to organize my time to finish my school work.	
	This program helps me learn ways to study (like reading directions).	This program helps me to learn good study skills (like reading directions, taking tests).	
	This program helps me do my homework.	Because of this program, I am better at getting my homework done.	
	Since coming to this program, I know how to set goals for myself.	Since coming to this program, I am better at setting goals for myself.	
College & Career Exploration	In this program, I learn of jobs I can have when I grow up.	In this program, I learn about the kinds of jobs I'd like to have in the future.	
	In this program, I learn more about college.	This program helps me feel more confident about going to college.	
	This program helps me feel ready to go to middle school.	This program helps me feel more prepared for high school.	This program helps me believe I can finish high school.
Community Engagement	*No Elementary Version*	This program helps me to feel like a part of my community.	
Sense of Mastery	This program helps me feel good about what I can do.	This program helps me to feel more confident about what I can do.	
	Since coming to this program, I am better at something that I used to think was hard.		
	Since coming to this program, I am more of a leader.		

Quality Domain / Outcome Composite	Elementary	Middle	High
School Engagement (Academic Outcomes)	Since coming to this program, I feel close to people at this school.		
	This program helps me to feel like a part of my school.		
	Since coming to this program, I talk with my family about school more often.		
	Since coming to this program, I am happy to be at this school.		
Social Emotional Skills	When I'm in this program, I feel good about myself.		
	This program helps me talk about my feelings.	Since coming to this program, I am better at telling others about my ideas and feelings.	
	This program helps me to listen to others.	Since coming to this program, I am better at listening to others.	
	This program helps me get along with adults.	Because of this program, I am better at getting along with adults.	
	This program helps me get along with other people my age.	Since coming to this program, I get along better with other people my age.	
Physical Well-Being	This program helps me to learn how to be healthy.		
	This program helps me say "no" to things I know are wrong.	Since coming to this program, I am better at saying “no” to things I know are wrong.	
	Since coming to this program, I exercise more.		

*The survey question "Choose the answer ‘no’ to this question" which appeared on the youth surveys is omitted from this table. The question was used to detect positive response bias, and results are not reported in this document.

YOUTH SURVEY COMPOSITES BY PROGRAM

TABLE 12: OAKLAND SCHOOL-BASED AFTER SCHOOL PROGRAMS SITE VISIT SCORES AND YOUTH SURVEY RESULTS BY PROGRAM

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
ELEMENTARY SCHOOLS											
Bay Area Community Resources											
Bridges Academy	60	92%	94%	92%	63%	87%	67%	93%	88%	88%	89%
Emerson	61	90%	98%	97%	82%	91%	84%	95%	84%	89%	86%
Esperanza Academy	52	85%	86%	78%	47%	81%	66%	68%	77%	61%	81%
Fred T. Korematsu	29	76%	100%	86%	75%	93%	55%	93%	86%	79%	86%
Glenview	55	100%	100%	100%	95%	100%	100%	100%	98%	100%	100%
Global Family Learning Without Limits	61	98%	98%	97%	91%	100%	89%	97%	91%	85%	97%
Grass Valley Elementary	58	93%	94%	91%	71%	98%	80%	93%	83%	78%	84%
Greenleaf*	51	96%	98%	100%	50%	100%	58%	96%	92%	90%	98%
Hoover	62	75%	93%	92%	79%	96%	75%	95%	75%	79%	89%
Howard	53	89%	88%	84%	64%	96%	86%	90%	70%	63%	76%
Lafayette	139	100%	100%	99%	100%	100%	99%	100%	99%	100%	100%
Markham	42	100%	100%	100%	48%	100%	90%	100%	98%	100%	100%
Martin Luther King, Jr.	56	85%	98%	96%	60%	94%	86%	94%	91%	91%	90%
Melrose Community Bridges Program**	37	n/a**	89%	n/a**	80%	85%	44%	94%	91%	76%	89%
PLACE @ Prescott Elementary	51	83%	96%	94%	56%	86%	42%	86%	59%	64%	90%
Reach Academy	53	73%	85%	82%	45%	85%	65%	80%	60%	61%	75%
Sankofa Academy*	62	60%	78%	80%	47%	61%	50%	61%	47%	41%	67%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Eagle Village Community Center Youth and Family Services, Inc.											
Parker	62	72%	80%	75%	46%	81%	58%	69%	52%	48%	61%
East Bay Agency for Children											
Achieve Academy	59	89%	95%	89%	76%	85%	61%	88%	89%	85%	85%
East Oakland Pride	56	95%	95%	93%	87%	87%	65%	93%	85%	82%	84%
Peralta	76	99%	95%	96%	88%	74%	37%	87%	86%	79%	72%
Sequoia	52	88%	92%	84%	69%	73%	51%	86%	75%	69%	94%
Easy Bay Asian Youth Center											
Bella Vista	60	92%	95%	95%	86%	93%	92%	93%	85%	90%	92%
Cleveland	51	72%	63%	68%	35%	51%	44%	56%	35%	44%	64%
Franklin	81	96%	95%	96%	81%	95%	89%	89%	80%	90%	86%
Garfield	113	96%	99%	97%	93%	98%	97%	96%	93%	92%	98%
La Escuelita	55	89%	90%	85%	85%	91%	71%	81%	75%	69%	81%
Lincoln	101	98%	88%	94%	72%	80%	76%	71%	68%	78%	86%
Manzanita Community School	64	78%	86%	93%	73%	90%	64%	90%	90%	82%	84%
East Oakland Youth Development Center											
Futures Elementary	48	93%	100%	96%	65%	100%	73%	98%	91%	93%	93%
Girls Incorporated of Alameda County											
Acorn Woodland	58	88%	88%	85%	65%	85%	53%	96%	74%	72%	89%
Horace Mann	49	70%	72%	64%	42%	44%	50%	57%	55%	59%	67%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Higher Ground Neighborhood Development Corp.											
Allendale	41	73%	83%	79%	50%	89%	77%	78%	56%	59%	89%
Brookfield	62	96%	85%	81%	57%	89%	73%	85%	88%	68%	83%
New Highland Academy	98	85%	92%	91%	71%	89%	67%	87%	83%	87%	89%
Rise Community School	37	75%	67%	88%	59%	78%	61%	67%	71%	75%	72%
Sobrante Park	38	83%	97%	97%	65%	89%	97%	95%	88%	86%	97%
Lighthouse Community Charter School											
Lighthouse Community Charter*	44	68%	80%	85%	72%	80%	66%	84%	73%	73%	74%
Oakland Leaf Foundation											
ASCEND*	35	79%	89%	94%	71%	86%	80%	89%	77%	76%	91%
Encompass Academy	39	90%	100%	100%	92%	95%	69%	100%	82%	95%	97%
International Community School	48	85%	87%	79%	70%	93%	68%	74%	69%	72%	77%
Learning Without Limits	53	67%	89%	79%	80%	66%	48%	75%	57%	63%	86%
Think College Now	49	72%	73%	71%	59%	80%	64%	68%	60%	60%	70%
Safe Passages											
Community United	52	92%	96%	92%	59%	92%	73%	92%	82%	88%	94%
SFBAC, Learning for Life											
Carl B. Munck	43	76%	88%	74%	38%	62%	29%	60%	43%	36%	60%
Fruitvale	56	98%	96%	91%	82%	95%	66%	91%	89%	87%	95%
Laurel	59	89%	88%	79%	64%	61%	31%	78%	63%	60%	81%
Manzanita Seed	100	88%	90%	79%	67%	75%	44%	80%	68%	63%	77%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Spanish Speaking Citizens Foundation											
Lazear Charter Academy*	50	74%	81%	83%	49%	75%	57%	68%	73%	71%	64%
Ujimaa Foundation											
Burckhalter	36	94%	91%	85%	63%	94%	83%	91%	69%	61%	91%
YMCA of the East Bay											
Piedmont	65	83%	89%	87%	58%	80%	69%	88%	80%	69%	83%
Elementary Overall	2,972	87%	91%	89%	70%	85%	69%	86%	77%	76%	85%
MIDDLE SCHOOL PROGRAMS											
Alternatives in Action											
Life Academy*	110	79%	80%	83%	58%	67%	56%	71%	67%	64%	63%
Bay Area Community Resources											
Alliance Academy	83	79%	80%	80%	59%	80%	68%	79%	71%	68%	76%
Claremont	73	73%	82%	81%	67%	59%	66%	72%	66%	62%	72%
Elmhurst Community Prep	60	81%	85%	78%	64%	70%	68%	82%	75%	72%	83%
Madison	44	86%	84%	91%	63%	89%	91%	84%	72%	75%	80%
Melrose Community Bridges Program*	34	100%	94%	100%	43%	78%	72%	76%	65%	70%	87%
Sankofa*	37	65%	89%	86%	58%	64%	73%	80%	67%	67%	86%
Urban Promise Academy	71	70%	58%	61%	49%	52%	34%	55%	51%	44%	56%
Citizen Schools											
Greenleaf*	37	56%	78%	62%	41%	73%	70%	69%	62%	58%	61%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Eagle Village Community Center Youth and Family Services, Inc.											
Montera	77	95%	83%	86%	74%	48%	64%	77%	66%	64%	47%
Westlake	80	77%	74%	75%	58%	55%	58%	68%	63%	57%	60%
East Bay Asian Youth Center											
Roosevelt	302	90%	94%	92%	86%	94%	88%	89%	85%	84%	88%
East Oakland Youth Development Center											
Roots International Academy	51	63%	76%	73%	48%	73%	60%	75%	54%	62%	67%
Lighthouse Community Charter School											
Lighthouse Community Charter*	49	77%	88%	79%	59%	58%	55%	64%	67%	55%	58%
Oakland Leaf Foundation											
ASCEND*	36	75%	89%	97%	83%	77%	86%	97%	75%	77%	83%
Bret Harte	128	72%	78%	79%	54%	65%	60%	73%	60%	56%	63%
Safe Passages											
Coliseum College Prep Academy*	149	77%	78%	71%	42%	71%	60%	72%	65%	60%	65%
Edna Brewer	136	78%	75%	76%	54%	67%	54%	69%	56%	56%	60%
Frick	99	71%	88%	83%	64%	78%	70%	81%	66%	67%	81%
United For Success	100	70%	84%	80%	61%	80%	75%	81%	67%	61%	67%
Spanish Speaking Citizens' Foundation											
Lazear Charter Academy*	25	58%	64%	56%	52%	56%	68%	60%	56%	52%	72%
YMCA of the East Bay											
West Oakland Middle School	67	73%	94%	94%	79%	86%	82%	86%	80%	77%	80%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Middle School Overall	1,848	78%	82%	81%	63%	73%	68%	77%	68%	66%	71%
HIGH SCHOOL PROGRAMS											
Alternatives in Action											
Fremont Federation High School	64	87%	94%	90%	81%	79%	92%	84%	69%	81%	73%
Life Academy*	75	93%	89%	82%	77%	72%	73%	81%	65%	72%	74%
McClymonds	74	79%	85%	86%	74%	75%	86%	89%	75%	73%	82%
Bay Area Community Resources											
Bunche	22	95%	100%	100%	95%	95%	100%	100%	86%	86%	95%
Oakland Technical	76	95%	92%	89%	83%	74%	89%	89%	75%	85%	59%
Rudsdale Continuation	97	93%	98%	87%	87%	92%	95%	95%	86%	87%	84%
Street Academy	63	81%	87%	76%	71%	82%	82%	77%	67%	72%	67%
East Bay Asian Youth Center											
Dewey	98	95%	89%	88%	75%	90%	91%	90%	81%	84%	81%
Met West	88	97%	95%	94%	78%	65%	95%	88%	89%	90%	85%
Oakland High	76	97%	96%	95%	87%	82%	93%	92%	78%	88%	76%
Oakland International High	89	93%	89%	95%	77%	93%	93%	87%	90%	82%	82%
Safe Passages											
Coliseum College Prep Academy*	121	86%	78%	76%	53%	74%	78%	79%	60%	66%	58%
Youth Together											
Skyline	64	98%	94%	95%	84%	90%	92%	95%	92%	89%	82%

Lead Agency/Program	N=	Youth Survey Results: Program Quality				Youth Survey Results: Youth Outcomes					
		Safe Environ-ment	Supportive Environment	Interaction	Engagement	Academic Behaviors	College & Career Exploration	Sense of Mastery	School Engagement (Academic Outcomes)	Social Emotional Skills	Physical Well-Being
Youth Uprising											
Castlemont High	68	94%	97%	85%	83%	82%	86%	91%	77%	86%	74%
High School Overall	1,075	91%	91%	88%	77%	81%	88%	88%	77%	81%	75%

Source: Youth participant surveys administered in spring 2016.
*This program submitted surveys for more than one age group.
**Due to an error during survey distribution, data was not collected for this domain.

DATA COMPANION E. AFTER SCHOOL PARTICIPANTS' DEMOGRAPHIC INFORMATION

TABLE 13: COUNT OF PARTICIPANTS' GENDER & RACE/ETHNICITY BY PROGRAM TYPE

	Male	Female	Total
Elementary Schools Overall	3,099	3,120	6,219
Latino/a	1,183	1,283	2,466
African American	1,167	1,205	2,372
Asian/Pacific Islander	445	378	823
White	199	179	378
Unknown/Not Reported	75	54	129
American Indian/Alaskan Native	21	16	37
Other/Multiple or Bi-Racial	9	5	14
Middle Schools Overall	2,731	2,539	5,270
Latino/a	1,329	1,236	2,565
African American	795	749	1,544
Asian/Pacific Islander	341	305	646
White	170	169	339
Unknown/Not Reported	77	65	142
American Indian/Alaskan Native	11	8	19
Other/Multiple or Bi-Racial	8	7	15
High Schools Overall	3,593	3,209	6,802
Latino/a	1,392	1,209	2,601
African American	1,298	1,152	2,450
Asian/Pacific Islander	517	468	985
White	255	248	503
Unknown/Not Reported	112	110	222
American Indian/Alaskan Native	12	10	22
Other/Multiple or Bi-Racial	7	12	19

Sources: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016.

DATA COMPANION F. YOUTH SURVEY DATA

Youth surveys are used to assess the extent to which participating young people experience positive benefits. For discussion regarding these results, refer to the 2015-16 Oakland School-Based After School Programs Evaluation Findings Report.

We present the results of youth surveys in the three ways described below. Survey questions are presented by outcome sections aligned with the Findings Report.

- **Differences in Youth Survey Responses** – We describe the percent of youth in elementary, middle and high school programs that had positive responses to each of survey and results are annotated with differences by gender, days attended, and ethnicity.
- **By Gender and Grade Level** – We describe the percent of youth in elementary, middle and high school programs by gender that had positive responses to each of survey item.
- **By Gender and Race/Ethnicity** – We describe the percent of youth in elementary, middle and high school programs by race/ethnicity that had positive responses to each of survey item.

In previous years' reports, we have included analysis by Days Attended (the percent of youth in elementary, middle and high school programs by the number of days youth attended their afterschool program). That analysis is not included in the 2015-16 Findings Report because our thorough investigations showed that youth program attendance in each grade group is too homogeneous to allow for useful comparisons.

Gender and race/ethnicity information for youth survey respondents was matched to youth survey responses, when available,[37] from youths' Cityspan participation records. To protect the confidentiality of youth survey respondents, results for any sub-groups with a sample size less than or equal to five are excluded from detailed tables, but included in aggregate analysis within the Findings Report.

YOUTH SURVEY RESPONDENTS' DEMOGRAPHICS

TABLE 14: SCHOOL-BASED SURVEY REPSONDENTS' RACE/ETHNICITY

	ELEMENTARY		MIDDLE		HIGH	
Race/Ethnicity Category	N	%	N	%	N	%
Latino/a	942	40%	593	42%	354	49%
African American	825	35%	435	31%	235	33%
Asian/Pacific Islander	388	16%	270	19%	88	12%
White	130	6%	64	5%	16	2%
American Indian/Alaskan Native	15	1%	4	0%	7	1%
Other/Multiple or Bi-Racial	19	0%	4	0%	0	0%
Unknown/Not Reported	50	2%	35	3%	17	2%
Total	2,369	100%	1,405	100%	717	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016. Youth participant surveys administered in spring 2016.

[37] Demographic information for community-based charter programs is based on youths' self-reports. Of the total 4,491 surveys, 156 are from youth participants at community-based charter programs.

TABLE 15: SCHOOL-BASED SURVEY RESPONDENTS' RACE/ETHNICITY

	MALE		FEMALE		OVERALL	
	N	%	N	%	N	%
ELEMENTARY SCHOOLS						
Latino/a	425	45%	517	55%	942	40%
African American	370	45%	455	55%	825	35%
Asian/Pacific Islander	203	52%	185	48%	388	16%
White	55	42%	75	58%	130	6%
Unknown/Not Reported	23	46%	27	54%	50	2%
American Indian/Alaskan Native	9	60%	6	40%	15	1%
Other/Multiple or Bi-Racial	0	0%	19	100%	19	0%
Total	1,085	46%	1,284	54%	2,369	100%
MIDDLE SCHOOLS						
Latino/a	282	48%	311	52%	593	42%
African American	185	43%	250	57%	435	31%
Asian/Pacific Islander	146	54%	124	46%	270	19%
White	26	41%	38	59%	64	5%
Unknown/Not Reported	21	60%	14	40%	35	3%
American Indian/Alaskan Native	2	50%	2	50%	4	0%
Other/Multiple or Bi-Racial	0	0%	4	100%	4	0%
Total	662	47%	743	53%	1,405	100%
HIGH SCHOOLS						
Latino/a	177	50%	177	50%	354	49%
African American	112	48%	123	52%	235	33%
Asian/Pacific Islander	60	68%	28	32%	88	12%
White	10	63%	6	38%	16	2%
Unknown/Not Reported	11	65%	6	35%	17	2%
American Indian/Alaskan Native	4	57%	3	43%	7	1%
Other/Multiple or Bi-Racial	-	0%	-	0%	0	0%
Total	374	52%	343	48%	717	100%

Sources: Cityspan Attendance System for attendance records from July 1, 2015 through June 30, 2016. Youth participant surveys administered in spring 2016.

DIFFERENCES IN YOUTH SURVEY RESPONSES BY PARTICIPANTS' GRADE, GENDER, AND RACE/ETHNICITY

The following section contains differences in responses by three youth characteristics.[38] Notable results are discussed in the "Differences in Youth Outcomes" section. The tables in this section are presented at the grade level; detailed results by gender or ethnicity follow this section.

A chi-square test for association was conducted in the manner described below:

- Gender and positive responses to youth survey items.
- Ethnicity categories and positive responses to youth survey items. [39,40]

Survey items are presented by outcome theme, and annotated to indicate items for which statistically significant differences (at $p<.05$) and mean differences over 5% were found. To see results for individual sub-groups, continue on to the next pages, where detailed results are presented by gender and race/ethnicity. Note: any statistically significant differences are marked with a bull's-eye or star symbol (as denoted within each table), and any statistically significant differences greater than +/- 5%.

[38] Survey results are presented for youth responses where matched demographic data was available. Survey respondents from Community Charter schools self-reported demographic information used in the results presented in this section.

[39] Unknown/Not Reported, American Indian/Alaskan Native and Other/Multiple or Bi-Racial were excluded due to representing 3% of the total sample.

[40] For the chi-square test, the race/ethnicity category Hispanic/Latino was used as the reference group, meaning that all race groups were compared against this group. This is because the Hispanic/Latino category represents the majority of the population served by Oakland School-Based After School programs, and therefore statistically must be the reference group to which other populations are compared. Any race/ethnicity group differences +/- 5% from the Hispanic/Latino reference group are highlighted. Gender differences were analyzed using Overall as the reference group.

TABLE 16: POSITIVE YOUTH RESPONSES REGARDING PROGRAM QUALITY, BY GRADE GROUP

ELEMENTARY SCHOOL:

Significant (at p<.05)	*Survey Question*	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	HIS/LAT	AF AM	API	WHITE
	SAFE ENVIRONMENT							
✪	In this program, other kids hit or push me when they are not just playing around.	10%	9%	10%	10%	13%	4%	9%
	When I am in this program, other kids spread mean rumors or lies about me.	15%	13%	17%	16%	20%	4%	14%
	If someone bullies my friends or me at this program, an adult steps in to help.	86%	87%	85%	87%	85%	89%	83%
	I feel safe in this program.	89%	89%	88%	90%	86%	91%	91%
	SUPPORTIVE ENVIRONMENT							
	There is an adult at this program who cares about me.	93%	93%	93%	92%	94%	93%	91%
	In this program, there is an adult who wants me to do my best.	95%	96%	95%	95%	96%	96%	92%
⊙	The adults here tell me what I am doing well.	89%	89%	88%	89%	89%	90%	83%
	The adults in this program listen to what I have to say.	86%	87%	85%	88%	83%	85%	85%
	INTERACTION							
	I feel like I belong at this program.	84%	84%	83%	85%	81%	85%	83%
	In this program, I get to help other people.	87%	86%	87%	87%	86%	90%	85%
✪ ⊙	This program helps me to make friends.	84%	85%	82%	86%	80%	86%	78%
	ENGAGEMENT							
	I am interested in what we do in this program.	86%	86%	86%	88%	84%	85%	87%
	In this program, I get to choose what I do and how I do it.	58%	57%	59%	60%	51%	70%	60%
✪	In this program, I try new things.	93%	91%	94%	94%	92%	91%	94%
⊙	In this program, I do things that are too easy for me.	52%	53%	51%	56%	53%	45%	43%

✪ Gender difference is statistically significant (p<.05) ⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=2,369.
Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote 40, p. 80).

MIDDLE SCHOOL:

Significant (at p<.05)	*Survey Question*	OVERALL	GENDER: BOY	GENDER: GIRL	ETHNICITY: HIS/LAT	ETHNICITY: AF AM	ETHNICITY: API	ETHNICITY: WHITE
	SAFE ENVIRONMENT							
✪	In this program, other kids hit or push me when they are not just playing around.	23%	27%	20%	21%	28%	18%	16%
	When I am in this program, other kids spread mean rumors or lies about me.	21%	19%	23%	20%	27%	14%	17%
	If someone bullies my friends or me at this program, an adult steps in to help.	81%	83%	79%	81%	76%	88%	84%
	I feel safe in this program.	86%	87%	85%	87%	81%	90%	86%
	SUPPORTIVE ENVIRONMENT							
⊙	There is an adult at this program who cares about me.	84%	84%	83%	79%	85%	90%	84%
	In this program, there is an adult who wants me to do my best.	91%	92%	91%	91%	90%	95%	94%
	The adults here tell me what I am doing well.	82%	84%	80%	82%	77%	86%	80%
✪	The adults in this program listen to what I have to say.	80%	84%	77%	82%	73%	88%	83%
	INTERACTION							
✪	I feel like I belong at this program.	78%	81%	76%	77%	74%	85%	84%
✪ ⊙	In this program, I get to help other people.	77%	80%	74%	74%	75%	85%	84%
	This program helps me to make friends.	75%	77%	74%	77%	73%	76%	70%
	ENGAGEMENT							
✪	I am interested in what we do in this program.	76%	80%	71%	75%	74%	80%	83%
✪	In this program, I get to choose what I do and how I do it.	61%	66%	57%	60%	56%	71%	71%
✪	In this program, I try new things.	83%	85%	81%	83%	78%	90%	83%
	In this program, I do things that are too easy for me.	50%	50%	49%	52%	49%	45%	42%

✪ Gender difference is statistically significant (p<.05) ⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=1,405.
Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote 40, p. 80).

HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER: BOY	GENDER: GIRL	ETHNICITY: HIS/LAT	ETHNICITY: AF AM	ETHNICITY: API	ETHNICITY: WHITE
	SAFE ENVIRONMENT							
⊙	In this program, other kids hit or push me when they are not just playing around.	5%	5%	6%	3%	7%	9%	6%
	When I am in this program, other kids spread mean rumors or lies about me.	9%	8%	10%	7%	13%	6%	13%
	If someone bullies my friends or me at this program, an adult steps in to help.	91%	90%	91%	91%	91%	94%	94%
	I feel safe in this program.	92%	91%	94%	93%	91%	97%	100%
	SUPPORTIVE ENVIRONMENT							
✪⊙	There is an adult at this program who cares about me.	90%	86%	93%	87%	92%	95%	81%
	In this program, there is an adult who wants me to do my best.	95%	94%	95%	94%	95%	98%	94%
✪	The adults here tell me what I am doing well.	90%	88%	92%	88%	94%	90%	81%
	The adults in this program listen to what I have to say.	91%	91%	92%	92%	91%	93%	88%
	INTERACTION							
⊙	I feel like I belong at this program.	85%	84%	87%	82%	87%	93%	94%
	In this program, I get to help other people.	86%	84%	88%	84%	87%	88%	100%
⊙	This program helps me to make friends.	83%	84%	82%	79%	85%	92%	88%
	ENGAGEMENT							
⊙	I am interested in what we do in this program.	87%	86%	87%	84%	89%	93%	88%
⊙	In this program, I get to choose what I do and how I do it.	80%	80%	80%	77%	81%	91%	88%
	In this program, I try new things.	87%	86%	88%	85%	89%	88%	81%
	In this program, I do things that are too easy for me.	54%	53%	56%	54%	54%	55%	67%

✪ Gender difference is statistically significant (p<.05)

⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=717.
Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote 40, p. 80).

TABLE 17: POSITIVE YOUTH RESPONSES REGARDING OUTCOME DOMAINS, BY GRADE GROUP

ELEMENTARY:

Significant (at p<.05)	Survey Question	OVERALL	GENDER: BOY	GENDER: GIRL	ETHNICITY: HIS/LAT	ETHNICITY: AF AM	ETHNICITY: API	ETHNICITY: WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
⊙	Since coming to this program, I talk with my family about school more often.	70%	69%	70%	74%	68%	64%	61%
⊙	This program helps me to feel like a part of my school.	83%	83%	83%	87%	79%	81%	81%
⊙	Since coming to this program, I feel close to people at this school.	78%	79%	78%	82%	74%	77%	83%
⊙	Since coming to this program, I am happy to be at this school.	84%	85%	84%	87%	80%	87%	79%
	ACADEMIC BEHAVIORS							
⊙	In this program, I learn how to use my time to finish all my school work.	90%	91%	89%	92%	87%	93%	78%
⊙	This program helps me do my homework.	92%	91%	92%	93%	91%	94%	83%
✪ ⊙	This program helps me learn ways to study (like reading directions).	81%	83%	80%	84%	81%	79%	70%
✪ ⊙	Since coming to this program, I know how to set goals for myself.	84%	86%	82%	86%	83%	79%	79%
	SENSE OF MASTERY							
	Since coming to this program, I am more of a leader.	74%	74%	74%	74%	79%	66%	64%
⊙	This program helps me feel good about what I can do.	88%	89%	87%	90%	86%	88%	84%
	Since coming to this program, I am better at something that I used to think was hard.	83%	84%	82%	84%	83%	83%	78%
	COLLEGE AND CAREER EXPLORATION							
✪	In this program, I learn of jobs I can have when I grow up.	68%	71%	66%	66%	71%	70%	60%
⊙	In this program, I learn more about college.	55%	57%	53%	50%	56%	67%	39%
✪ ⊙	This program helps me feel ready to go to middle school.	74%	77%	72%	77%	75%	69%	63%
	PHYSICAL WELL-BEING							
✪	Since coming to this program, I exercise more.	80%	82%	78%	81%	80%	81%	65%
	This program helps me to learn how to be healthy.	77%	77%	76%	79%	76%	77%	65%

Significant (at p<.05)	*Survey Question*	OVERALL	GENDER:		ETHNICITY:			
			BOY	GIRL	HIS/LAT	AF AM	API	WHITE
	This program helps me say "no" to things I know are wrong.	86%	86%	86%	86%	86%	87%	84%
	SOCIAL EMOTIONAL SKILLS							
⊙	When I'm in this program, I feel good about myself.	88%	89%	87%	90%	86%	87%	85%
⊙	This program helps me to listen to others.	86%	87%	85%	90%	83%	86%	80%
	This program helps me talk about my feelings.	70%	70%	70%	72%	68%	73%	61%
	This program helps me get along with other people my age.	86%	87%	85%	87%	85%	88%	83%
⊙	This program helps me get along with adults.	81%	83%	80%	84%	78%	82%	74%

✪ Gender difference is statistically significant (p<.05) ⊙ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=2,369
Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote 40, p. 80).

MIDDLE SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	HIS/LAT	AF AM	API	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
✪	Since coming to this program, I talk with my family about school more often.	63%	67%	59%	65%	60%	60%	69%
✪	This program helps me to feel like a part of my school.	78%	82%	75%	80%	72%	83%	78%
	Since coming to this program, I feel close to people at this school.	75%	76%	74%	76%	72%	77%	67%
✪ ⊙	Since coming to this program, I am happy to be at this school.	77%	83%	71%	80%	67%	87%	76%
	ACADEMIC BEHAVIORS							
✪	In this program, I learn how to use my time to finish all my school work.	85%	89%	80%	85%	82%	92%	73%
✪	This program helps me do my homework.	80%	83%	76%	81%	75%	88%	63%
✪	This program helps me learn ways to study (like reading directions).	72%	77%	67%	72%	69%	79%	62%
✪	Since coming to this program, I know how to set goals for myself.	77%	81%	73%	78%	74%	79%	73%
	SENSE OF MASTERY							
⊙	Since coming to this program, I am more of a leader.	66%	68%	64%	62%	71%	66%	61%
✪	This program helps me feel good about what I can do.	80%	84%	76%	81%	76%	84%	75%
✪	Since coming to this program, I am better at something that I used to think was hard.	77%	80%	74%	78%	73%	80%	72%
	COLLEGE AND CAREER EXPLORATION							
✪	In this program, I learn of jobs I can have when I grow up.	57%	63%	52%	57%	54%	62%	50%
✪	In this program, I learn more about college.	69%	75%	65%	69%	67%	76%	56%
✪	This program helps me feel more prepared for high school.	72%	77%	67%	72%	67%	76%	68%
	PHYSICAL WELL-BEING							
✪ ⊙	Since coming to this program, I exercise more.	71%	78%	64%	73%	64%	78%	48%
✪	This program helps me to learn how to be healthy.	64%	70%	59%	65%	60%	67%	58%

Significant (at p<.05)	*Survey Question*	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	HIS/LAT	AF AM	API	WHITE
	This program helps me say "no" to things I know are wrong.	74%	75%	73%	76%	71%	78%	63%
	SOCIAL AND EMOTIONAL SKILLS							
✪	When I'm in this program, I feel good about myself.	79%	83%	75%	77%	76%	86%	78%
✪	This program helps me to listen to others.	78%	81%	75%	80%	72%	83%	66%
✪	This program helps me talk about my feelings.	69%	72%	66%	68%	65%	77%	63%
	This program helps me get along with other people my age.	81%	83%	79%	82%	76%	87%	70%
✪	This program helps me get along with adults.	73%	78%	69%	75%	65%	80%	72%

✪ Gender difference is statistically significant (p<.05) ⦿ Ethnicity difference is statistically significant (p<.05)

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=1,405.
Shaded cells represent statistically significant differences that are greater than +/-5 percentage points change from the reference group (see footnote 40, p. 80).

HIGH SCHOOL:

Significant (at p<.05)	Survey Question	OVERALL	GENDER		ETHNICITY			
			BOY	GIRL	HIS/LAT	AF AM	API	WHITE
	SCHOOL ENGAGEMENT (ACADEMIC OUTCOMES)							
	Since coming to this program, I talk with my family about school more often.	72%	71%	73%	69%	76%	75%	94%
	This program helps me to feel like a part of my school.	88%	87%	89%	86%	88%	93%	88%
	Since coming to this program, I feel close to people at this school.	79%	80%	78%	79%	76%	87%	94%
	Since coming to this program, I am happy to be at this school.	82%	83%	81%	81%	79%	91%	94%
	ACADEMIC BEHAVIORS							
	In this program, I learn how to use my time to finish all my schoolwork.	85%	84%	87%	85%	86%	89%	88%
	This program helps me do my homework.	78%	78%	79%	78%	79%	80%	81%
	This program helps me learn ways to study (like reading directions).	83%	83%	83%	81%	85%	86%	88%
⊙	Since coming to this program, I know how to set goals for myself.	86%	87%	85%	82%	88%	92%	100%
	SENSE OF MASTERY							
✪⊙	Since coming to this program, I am more of a leader.	76%	73%	80%	72%	83%	72%	87%
	This program helps me feel good about what I can do.	89%	88%	90%	89%	90%	91%	93%
	Since coming to this program, I am better at something that I used to think was hard.	83%	81%	85%	80%	85%	84%	100%
	COLLEGE AND CAREER EXPLORATION							
	In this program, I learn of jobs I can have when I grow up.	78%	77%	78%	77%	79%	80%	81%
	In this program, I learn more about college.	83%	81%	85%	80%	86%	88%	88%
✪⊙	This program helps me feel believe I can finish high school.	92%	90%	94%	91%	93%	97%	93%
	PHYSICAL WELL-BEING							
✪⊙	Since coming to this program, I exercise more.	62%	66%	57%	58%	66%	64%	73%
⊙	This program helps me to learn how to be healthy.	76%	78%	73%	72%	78%	83%	80%
	This program helps me say "no" to things I know are wrong.	83%	83%	83%	81%	84%	93%	88%
	SOCIAL AND EMOTIONAL SKILLS							
⊙	When I'm in this program, I feel good about myself.	90%	89%	92%	87%	94%	93%	100%
	This program helps me to listen to others.	88%	88%	89%	89%	86%	93%	94%
⊙	This program helps me talk about my feelings.	81%	81%	82%	78%	83%	92%	88%
	This program helps me get along with other people my age.	84%	84%	85%	84%	84%	91%	87%
⊙	This program helps me get along with adults.	83%	81%	84%	78%	86%	91%	100%

✪ Gender difference is statistically significant (p<.05)

⊙ **Ethnicity difference is statistically significant (p<.05)**

Sources: Cityspan Attendance System for attendance records from July 1, 2016 through June 30, 2016. Youth participant surveys administered in spring 2016, n=717.
Shaded cells in each column represent statistically significant differences that are greater than +/-5 percentage points change from the reference group.