

Oakland Fund for Children and Youth

Oakland Kids First!

2013-2016

Strategic Investment Plan



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Introduction

Overview of Kids First! – The Oakland Fund for Children & Youth

In 1996, Oakland voters passed the **Oakland Kids First! Initiative**, establishing a city fund expressly to benefit Oakland's children and youth and setting aside a portion of the City's general fund to support direct services to youth under 21 years of age.

The OFCY's **Planning and Oversight Committee** (POC) was established to provide oversight for the Kids First Oakland Children's Fund and to guide strategic planning, funding recommendations, and the evaluation of activities of the Fund. The POC also receives annual reports from the City Auditor on revenues allocated to Kids First!, and the maintenance of base spending requirements for children and youth by the City of Oakland.

Strategic Investment Plan

When city voters reauthorized the **Oakland Kids First! Initiative** in 2009, the legislation (Article XIII of the Oakland City Charter) was updated to require a three-year **Strategic Investment Plan** to guide the allocation of funds. This Strategic Investment Plan identifies current service needs and gaps, describes specific three-year program initiatives, and details how these initiatives are aligned and coordinated with other public and private resources to achieve maximum service performance and youth impacts. This Plan builds soundly upon the City's investments in Kids First! and work established in 1996 and reaffirmed in 2009.

OAKLAND KIDS FIRST! GOALS:

- 1) Support the Healthy Development of Young Children**
- 2) Help Children and Youth Succeed in School and Graduate High School**
- 3) Prevent and Reduce Violence, Crime, & Gang Involvement among Young People**
- 4) Prepare Young People for Healthy and Productive Adulthood**

Strategy Description – Chart of Strategies

	% of Fund
OFCY Strategy Area 1: Healthy Development of Young Children	15%
1) Mental Health and Developmental Consultations in Early Care and Education <i>Supports Classroom Consultation and/ or Child-centered Mental Health Consultation services in Oakland Early Care and Education programs, specifically Head Start and OUSD Child Development Centers.</i>	6.5%
2) Parent and Child Engagement in Early Learning and Development <i>Supports playgroup learning environments and interactions for very young children with group learning opportunities for new parents, and connecting parents to resources to support the healthy development of their children.</i>	7.5%
3) Pre-Kindergarten Summer Camp <i>Supports a 5 – 6 week summer camp experience for children who have never experienced preschool, to provide orientation and structured learning experience prior to first entry to Kindergarten.</i>	1.0%
OFCY Strategy Area 2: Student Success in School	51%
4) School-based after school programming for elementary & middle school <i>Support for high-quality enrichment, academic, and family support programming through school-based afterschool programs at elementary and middle school sites receiving state After School Education and Safety (ASES) funding.</i>	42%
5) Transition programs for youth into middle and high school <i>Support for programming that helps youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully.</i>	4.5%
6) Youth Leadership in Community Schools <i>Supports programs that engage youth as peer leaders in schools to promote a range of positive behaviors, including promoting healthy choices and behaviors among youth, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically, and in promoting a positive school culture.</i>	4.5%
OFCY Strategy Area 3: Youth Leadership and Community Safety	19%
7) Community-based Out-of-School Time Programs <i>Support for neighborhood-based community programming that provides safe spaces and enriching activities for children and teens, and that nurture positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours.</i>	7.5%
8) Summer Programs <i>Support for community- and school-based summer programming in summer months that provides a broad range of enriching activities for children and teens within safe and supportive environments and a positive youth development framework.</i>	6.5%
9) Youth Leadership and Community Safety <i>Supports programs that work with youth as leaders to engage their peers, families, and the broader neighborhood in community safety, revitalization and improvement efforts. Programming will be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives.</i>	5.0%
OFCY Strategy Area 4: Transitions to Adulthood	15%
10) Youth Career and Workforce Development <i>Support for youth workforce development services year-round and in the summer months to build participants' employment experience, connections to employers, and to broaden their awareness of career options and opportunities.</i>	10%
11) Academic Support for Older Youth <i>Support for programs that meet the academic needs of youth ages 14-20 disconnected from or at-risk of disconnecting from high school and post-secondary education. Priority will be for services towards populations most affected by the achievement gap in school and that experience low rates of high school graduation and continuation on to further post-secondary education.</i>	5.0%

Executive Summary

The Oakland Fund for Children and Youth (OFCY) was established in 1996 as a result of a community-led drive to create a city fund expressly for the benefit of children and youth. For fifteen years, OFCY has provided financial support to local programs that directly benefit children and youth, and now supports over one hundred programs each year, reaching nearly 30,000 children and youth from birth to 20 years of age in early childhood, out of school time, transitions and leadership, and older youth programs.

The Fund exemplifies the community's strong commitment to support for all children and youth in Oakland to be healthy, successful in school, safe from violence, and to transition to productive adulthood. While holding true to these universal goals, services are to be targeted to expand access to opportunities that enhance the healthy development of children and youth in communities of greatest need, upholding the value of social and economic equity. The Fund is to promote programs that provide high-quality programming in a youth development framework and embrace the family and community in services and support for Oakland children and youth. This Strategic Investment Plan covers the period from July 1, 2013 to June 30, 2016.

VISION STATEMENT

All children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives.

The challenges of achieving academic success, remaining healthy, staying safe from violence and crime, and making successful transitions to adulthood remain profound for youth living in low-income neighborhoods in East Oakland, West Oakland, and along the International Boulevard corridor.

Almost a third of Oakland's children are living in poverty. The population of children with English as

a second language continues to increase. Children in households with low income are more likely to live in neighborhoods adversely affected by poverty, crime, low employment rates, poor air quality, and low investment in business and community infrastructure.

There are large disparities in educational and health outcomes among Oakland youth. Less than half of

African-American and Latino male students graduate from high school, while the graduation rate for OUSD students was only 60% as of 2009-2010. In general Oakland youth have higher rates of teen births, asthma, and lower levels of physical fitness than state or county populations.

Self-reported rates of gang involvement remain higher in Oakland for every racial category of Oakland youth compared to state and county rates. Homicide is the leading cause of death for Oakland youth. And African Americans are 24 times, Hispanics four times, and Asians three times more likely than whites to be arrested and booked into the Alameda County Juvenile Justice Center.

Through the community input and planning process many prevalent themes emerged that guided the formation of the strategies and the plan. There continues to be strong support for OFCY's role in funding safe, supportive and enriching programs and spaces for children and youth; and a desire to see strong involvement of parents and the community in programs. Supporting place-based initiatives and systems of support in neighborhoods was also a strong theme, with many people recognizing the higher intensity of need in specific neighborhoods. The theme of 'collective impact' was voiced by many throughout the process. The idea that there are many individuals, organizations, and public and private systems working in Oakland towards the same goal (such as helping students succeed in school and graduate high school), and that by working collectively with stronger coordination and communication there can be greater impact is widely held and believed. The impact of OFCY's investments may be limited due to a broad focus across multiple strategies and age ranges. But by aligning resources and leveraging

other assets to bring in further resources, far greater impacts on positive outcomes for Oakland's children and youth are possible.

OFCY's strategies for FY2013-2016 align to the Funds' four legislated goals. The planning process was organized to identify needs related to the goals, desired outcomes relative to needs, and potential strategies to achieve the desired outcomes.

In support of the **Healthy Development of Young Children**, strategies will expand programming and outreach to families of young children in community and neighborhood settings to help with early intervention and screening, family / parent support, and direct programming to help children be ready to learn in kindergarten and improve the quality of early care and education in pre-school settings. The strategies **linked to the goal of Student Success in School** directly support the vision for community schools in Oakland established by the Oakland Unified School District. Community organizations, parents, and families, children and youth themselves all share a leadership role in developing positive school climate and in the transformation to high performing schools with higher rates of student health and success. The strategy supports the continues investment in after school programming, and targeted transition programs for youth entering middle or high schools, and youth leadership programs to promote positive school climate and healthy choices among students. The **Youth Leadership and Community Safety** strategies support community-based programming that provides enriching programming in safe and supportive environments, and promotes youth leadership to address community issues of violence

and safety through positive contributions to their neighborhoods. The two strategies in **Transition to Adulthood** will help older youth to better link to employment and plan for future careers, while also helping youth disconnected or at risk of disconnection from school to achieve academic success.

There is ongoing planning work to best support the implementation of strategies in FY2013-2016, including working towards achieving greater collective impact across a variety of issues in Oakland, and working to continuously support

high quality programming for children and youth through agency support and professional development training.

Forming a continuum of support from birth to 20, the strategies within this plan are designed to realize OFCY's vision that *all children and youth in Oakland will thrive and have the support of the entire community to lead safe, healthy and productive lives.*



The Planning Process

Oakland Fund for Children and Youth (OFCY) is mandated by Article XIII of the Oakland City Charter to develop a three-year **Strategic Investment Plan** with the involvement of young people, parents, and service providers throughout the city.

For the 2013-2016 Strategic Investment Plan OFCY conducted a process that emphasized data-driven decision making, community input and engagement, and an attempt for openness and inclusiveness in the deliberative process.

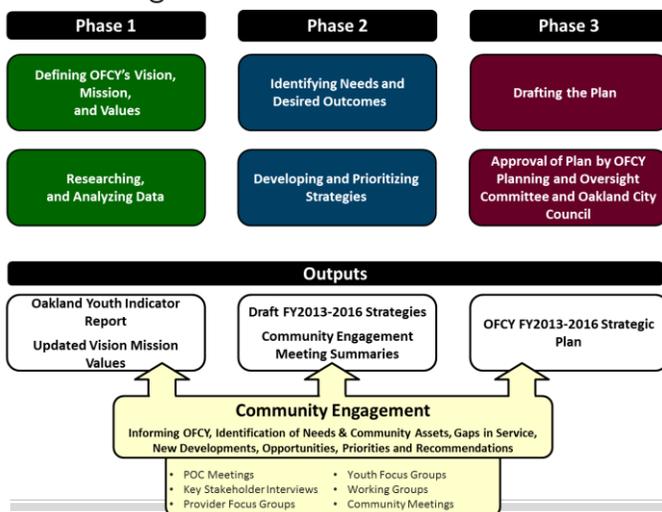
OFCY developed the approximate timeline and activities in summer 2011 and began by first inviting the community to provide ideas and feedback on how to strengthen the overall process to create a plan that clearly addresses community needs, concerns, and priorities, and presents strategies that are resilient in face of ever-changing circumstances.

The community input contained many quality recommendations that were presented to the Planning and Oversight Committee’s Strategic Planning Subcommittee (POC - SP), and which

helped shape the process. The recommendations for OFCY included:

- Review a broad range of data and indicators of overall youth development, including health, academic, socio-emotional, safety, and overall well-being;
- Review the economic and demographic changes in Oakland have reshaped the city since the prior strategic plan;
- Review the impact of current OFCY strategies;
- Frame strategies around evidence-based, proven, and promising practices;
- Provide stronger consideration for place-based funding, based on neighborhood needs and characteristics;
- Include strong community engagement as a key aspect of the planning process to provide input and direction to the plan, and engage local CBOs as advocates to generate community attendance and participation. Youth and parent participation should be a priority;
- Develop a continuum of strategies for children and youth from 0-20; and
- Keep the plan clear to meet the needs of those applying for funding.

2012 Planning Process



Defining OFCY's Vision, Mission, & Values

OFCY's Planning and Oversight Committee (POC) met for a day long retreat in November 2011 to devote a significant amount of time engaging in the strategic planning process. During this meeting the POC reviewed and revised the Vision, Mission, and Values Statements. Final revisions were presented to POC in March 2012 and were approved for inclusion into this plan.

Researching & Analyzing Data

OFCY researched and analyzed multiple sources of information to provide up-to-date data to all parties involved to inform the decision-making process. In fall 2011 OFCY compiled research into an Oakland Youth Indicator Report, highlighting information on youth's overall development with applicable comparisons of Oakland youth indicators against similar county, state, or federal data.

Identifying Needs & Desired Outcomes

OFCY formed four Strategic Planning Working Groups to assist with the identification of needs, desired outcomes, and promising strategies, with the groups aligned to each of OFCY's four goals. The Working Groups each met twice in May and June 2012 to review current data and research, and to identify needs, prioritize desired outcomes, and recommend strategies.

Developing & Prioritizing Strategies

After the completion of the eight working group meetings, OFCY staff drafted a preliminary set of strategies which were presented out at two community meetings in July, 2012 in East and West Oakland. At the meetings staff received community input and recommendations. Strategy

drafts were further developed and were deliberated during four public POC Strategic Planning subcommittee meetings from August to October 2012.

Community Engagement

Community engagement and participation was key throughout the entire strategic planning process. From August 2011 through October 2012, OFCY conducted a range of activities that reached approximately 680 community members through a series of stakeholder interviews, youth, parent, and provider focus groups, and community engagement meetings. During these sessions OFCY shared findings to date and asked for feedback using a general framework of questions - to identify needs, gaps in services, community assets, areas of alignment, priorities and recommendations. Meetings and interviews were hosted throughout Oakland to be accessible to a range of residents.

Key Stakeholder interviews: OFCY staff conducted interviews with 46 individuals. OFCY asked key stakeholders about priorities, needs and gaps in services, system alignment and partnership potential, and what models and best practices would be effective in reaching OFCY's goals.

Youth Focus Groups: OFCY hosted six youth focus groups in April and May 2012 reaching 102 youth from



elementary to high school age. Youth were asked about their aspirations, what they want to see in Oakland, what could be improved, and how Oakland can best support young people.

Service Provider Focus Groups: OFCY met with 34 afterschool and early childhood service providers in February and May 2012.

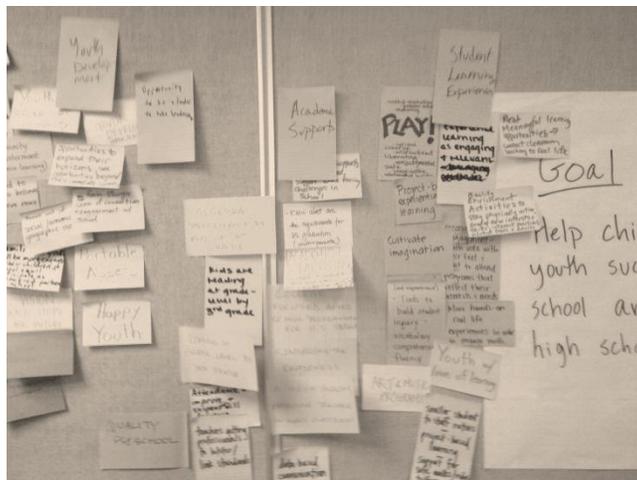
Parent Focus Group: OFCY hosted a focus group in June 2012 with parents of an Early Childhood developmental playgroup.

OFCY Working Groups: hosted eight working group meetings attended by 106 individuals. Participants provided input and advice over two three-hour sessions on needs, desired outcomes, and recommendations for strategies; and helped to

provide the framework for OFCY staff to formulate draft strategies.

OFCY Community Meetings: OFCY hosted two meetings in July 2012 at the East Oakland Boxing Association and at the West Oakland branch library. Over 50 individuals attended each meeting. OFCY provided an overview of the planning process and draft strategies, and received community input on the structure and strategies.

Planning and Oversight Committee and POC SP Subcommittee: OFCY has hosted 13 POC and POC SP subcommittee meetings since August 2011 that related to strategic planning in full or in part; these meetings were attended by over 250 individuals.



OFCY Vision, Mission and Values

The Oakland Fund for Children and Youth's Planning and Oversight Committee revised and approved the agency's Vision, Mission, and Values statements to reflect a strengthened commitment to serve children within the context of their families and communities and to support those with the greatest needs.

VISION

All Children and Youth In Oakland Will Thrive and Have The Support Of The Entire Community To Lead Safe, Healthy and Productive Lives.

MISSION

We provide strategic funding to support Oakland's children and youth from birth to 20 years of age to become healthy, happy, educated, engaged, powerful and loved community members. Leveraging our efforts with partners for greater collective impact towards social and economic equity, we build the capacity of community agencies to work together to fully develop each child's potential, achieve positive outcomes, and promote the positive contributions of children and youth to Oakland's greatness.

VALUES

Social and Economic Equity – All children and youth have a fundamental right for a safe and healthy life and a quality education. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Child and Youth Development – We support efforts to promote the social, emotional, physical, cognitive and spiritual development of children to instill individual and community pride and leadership. We believe that youth development requires the collective responsibility of the community and the active engagement of family and caregivers for children and youth to achieve their full expression of potential.

Community and Collaboration – We embrace the idea that by pooling our resources and working together, we can accomplish great things. We support strengthening families within our communities to make our children and our city strong. We see that the wellbeing of our youth is dependent on the strength of their families, and the strength of the families is dependent upon the strength of the community. Strong communities can provide stability in a time of change in the lives of children and youth and help them grow into loving and powerful adults.

Oakland Needs Assessment

A critical element of this year's planning was the comprehensive assessment of the current needs of Oakland's youth. The Oakland Youth Indicator Report was prepared to summarize data and assess the conditions and factors that affect the positive development of youth in Oakland. Data and research has been augmented with extensive community input to inform participants in the planning process of priority areas of need for children and youth in Oakland. Please refer to Appendix A for the full Oakland Youth Indicator report and references for data provided in the summary below.

Economic Living Conditions

The most profound impact upon factors affecting the development of Oakland's children and youth since the last strategic planning process has been the national recession. While Oakland has long had higher rates of poverty and unemployment than its neighbors in the Bay Area, the current recession has increased the number of children living in poverty.

Child poverty in Oakland has increased from 25% of youth in poverty in 2007 to 30% in 2011. As a result, children now make up the largest group of people receiving emergency food in Alameda

County: 43% of food bank clients are children and teens. Further, Oakland youth are growing up in one of the most difficult labor markets in generations. The percentage of youth ages 16-24 employed nationally is now at historic lows, and California's rate of youth employment is the lowest in the nation. Extensive research has shown proven correlations between poverty and negative academic and economic outcomes for youth, indicating the deleterious effects that poverty has on inhibiting positive development.

Demographics

Oakland has experienced a total population loss in the past ten years, a trend running contrary to the County, Bay Area, and State. The biggest decline in population has been school-age children between the ages of 5 and 14, which fell by over 20% since 2000. As a percentage of the total population, youth now comprise less than a quarter of Oakland residents, the lowest ratio in the past

twenty years. Demographically, the face of Oakland has also changed rapidly. The African American population in Oakland declined by 33,000 in the past ten years, while the Latino population has grown to reach almost 100,000 residents and comprises the largest ethnic group for children 0-20. Today, 42.5% of Oakland's 390,724 residents speak a language other than English as their primary language at home.

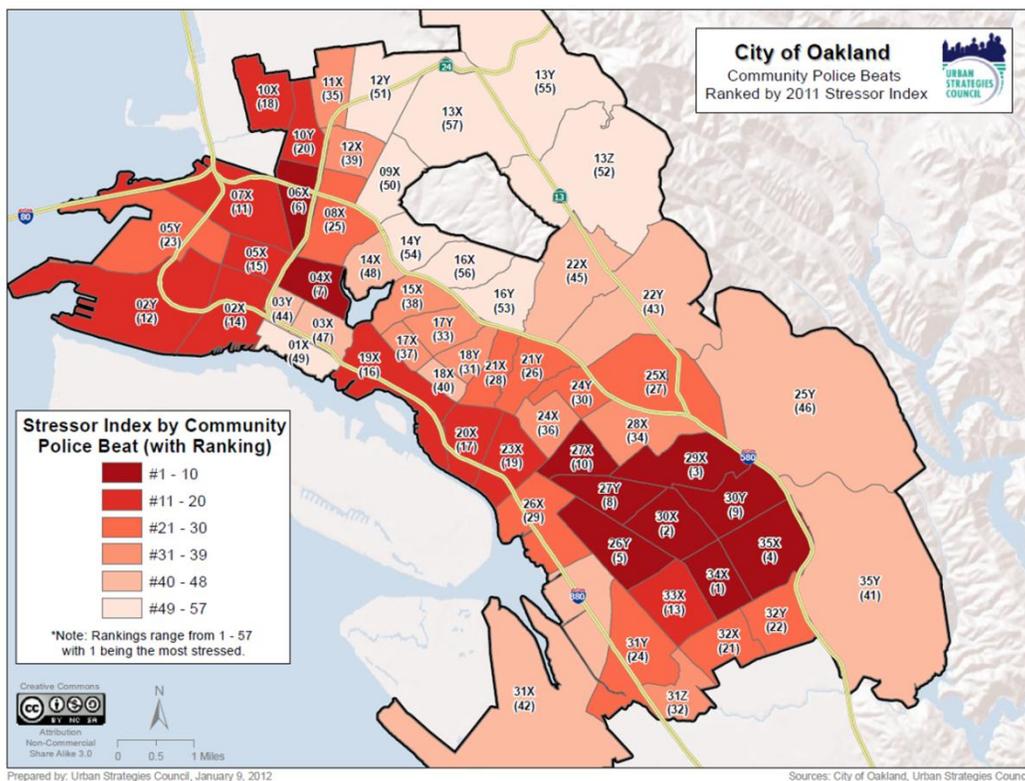
Youth Population In Oakland - 1990-2000-2010

Age Range	1990	% of Total	2000	% of total	% Change	2010	% of total	% Change
Total Pop.	372,242	100.00%	399,484	100.00%	7.32%	390,724	100.00%	-2.19%
Under 5	29,973	8.05%	28,292	7.08%	-5.61%	26,099	6.68%	-7.75%
5 to 9	26,290	7.06%	30,134	7.54%	14.62%	22,994	5.88%	-23.69%
10 to 14	23,150	6.22%	26,502	6.63%	14.48%	20,825	5.33%	-21.42%
15 to 19	23,062	6.20%	24,664	6.17%	6.95%	22,456	5.75%	-8.95%
Total Youth:	102,475	27.53%	109,592	27.43%	6.95%	92,374	23.64%	-15.71%

Geography and Correlation to Youth Outcomes

The challenges of achieving academic success, remaining healthy, staying safe from violence and crime, and making successful transitions to adulthood are much more profound for youth living in low-income neighborhoods in East Oakland, West Oakland, and along the International Boulevard corridor. OFCY examines place-based neighborhood ‘stress’ using criteria developed by the City of Oakland’s Department of

Human Services’ Measure Y, utilizing a variety of indicators mapped to the city’s 57 police beats. A cross-section of externally validated vital data indicators, including arrests, crime reports, food stamp recipients, youth incarceration and probation, violent suspensions and chronic absence for OUSD students is used to develop the City of Oakland stressor index mapped below.



Early Care and Education

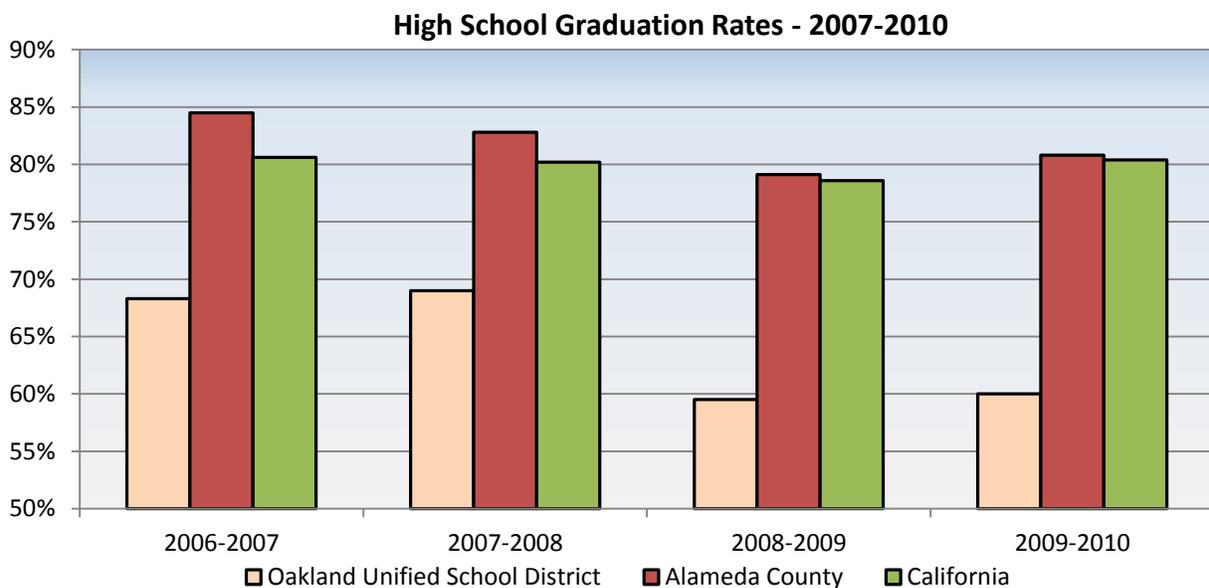
There are 26,099 children ages 0-5 in Oakland, representing 28.3% of youth under the age of 20. Child care is a major need for families in order to find and persist in employment, and is by far the most cited reason for enrolling a youth in an early care and education program. In Oakland there is more demand for early care for infants than availability of slots.

Participation in early care and education programs has been shown through objective evaluation to help prepare young children for success in kindergarten. In a 2010 report assessing kindergarten readiness by First Five of Alameda County, participating Oakland teachers indicated that about one-third of children entering kindergarten needed better preparation to be successful in school.

Academic & Educational Outcomes

In general terms, children and youth enrolled in Oakland public schools are less likely to achieve academic goals than children and youth in other districts in Alameda County or in California. Standardized student test scores in Oakland are lower than state and county averages, and there are large disparities by race and ethnicity.

Eighty-seven percent of white elementary students in OUSD scored proficient or above in reading compared to 39% of Latino students and 41% of African American students. The graduation rate for OUSD students is only 60%, and less than half of African American and Latino male students graduate from high school. Less than half of the students graduating from Oakland high schools (46.3%) enroll in college.



School quality varies in Oakland, with the preponderance of low-performing schools located in the flatlands and higher performing schools located in the Oakland hills. Schools with majority African American or Latino student populations are lower-performing on average than the schools with a majority of white students: only 16.7% of schools with 50% or more African American students and only 22% of schools with 50% or more Latino students have Academic Performance Index (API) rankings above 800, while all six OUSD schools with 50% or more white students all have API rankings above 900.

Chronic absence affects one out of nine OUSD students, with the highest rates of chronically absent students occurring in 9th grade. Fifty percent of chronically absent students are in elementary school, and elementary absenteeism is concentrated in West Oakland. The trends shift in high school, as the majority of chronically absent students are concentrated in East Oakland.

Students in Oakland feel less safe than their peers in schools in California: Asian students feel unsafe

Percent of Students Reporting Feeling Unsafe or Very Unsafe		
	Oakland Unified	California
African American/Black	12.6%	12.5%
Asian	16.4%	6.6%
Caucasian/White	11.4%	6.8%
Hispanic/Latino	13.8%	9.2%
Native American	13.6%	10.7%
Pacific Islander	19.8%	8.8%
Multi-ethnic	13.4%	8.7%
Other	14.1%	9.9%

at a rate nearly three times higher than their peers throughout California, and Pacific Islanders more than twice the state average; while white students feel nearly twice as unsafe in OUSD schools than their state peers.

In 2010-2011, 13,825 students enrolled in grades K-12 in OUSD were English language learners; over half of these students are enrolled in kindergarten through 3rd grade. By far, the most common language spoken by these students is Spanish (73.5%). Less English learner students receive instruction through Structured English Immersion (SEI) in Oakland (39%) than do English learners in the county and state, where approximately half receive SEI.

Community Health & Safety

Health issues faced by children and youth in Oakland are cause for community concern. Over eight percent of all births in Oakland are to teenage mothers, compared to a rate of three percent for Alameda County. Hospitalization rates for asthma for Oakland children are four times higher than for all California children. Asthma rates for children are particularly high in West Oakland. Oakland students are generally less fit than their peers in the state. By ninth grade, only 19% of OUSD students

are meeting the state-mandated healthy fitness zone standards compared to 39% of ninth grade students in California.

Community safety is a major concern in the city, as Oakland has some of the highest rates of violent crime in the nation according to current FBI crime statistics. Community violence has huge repercussions and affects a wide range of children, youth and their families directly and indirectly. The issue of community safety, the need for a

reduction in violence, and the devastating effects of trauma on children due to violence was a consistent theme voiced by youth and adults in focus groups and community meetings. .

In Oakland homicide is the leading cause of death for youth. Violence disproportionately affects youth of color; African Americans are 24 times, Hispanics four times, and Asians three times more likely than whites to be arrested and booked into the Alameda County Juvenile Justice Center. Males are also at a higher risk of being affected by violence. In Alameda County emergency department visits for assault-related injuries were 1.5 to 2.5 times higher among males.

Exposure to violence traumatizes Oakland's children and youth, and affects their social and

emotional health, development, and learning.

Over 3000 incidents of domestic violence were reported to the Oakland police in the 2010-2011 fiscal year. And, nearly one-third of all reported child abuse involves infants or children who are age 5 or under.

A preponderance of acts of violent crime in Oakland are attributed to gang activity. Self-reported rates of gang involvement are higher in every racial category for Oakland youth compared to county and state averages, ranging from less than 8% of Asian students to over 16% for African-American students in 7th, 9th, and 11th grades. Estimates put the number of Oakland gang members above 3,800; approximately 40% of all homicides in 2008 were directly gang-related.



Major Themes

During the planning process a few key themes consistently emerged as important considerations for defining OFCY strategic initiatives.

Major Themes from 2012 Community Engagement:

- ***Engage Families and Community***
- ***Support for Safe and Enriching Programs and Services for Children & Youth***
- ***Complement Place-Based and Neighborhood Initiatives***
- ***Demonstrate Alignment with other Systems of Support for Greater Collective Impact***
- ***Leverage City Assets and Resources***

Engage Families and Community

To move closer to achieving OFCY's four goals, programs and services should engage families and communities in efforts to support children and youth. Programming that focuses on parental involvement should increase knowledge of the healthy development for young children, as well as older children and youth and strengthen families through connection to resources within communities. Youth need opportunities to connect with caring adults, and to develop leadership skills

through engagement with community building efforts, empowering them to design, develop, and deliver positive neighborhood-based solutions. Family and community engagement is a stated value of OFCY and a key component to positive child and youth development programming. Efforts to develop family engagement and strengthening will align with the Oakland Unified School District and countywide initiatives.

Support for Safe and Enriching Programs & Services for Children and Youth

OFCY is a source of support for community-based organizations that provide safe and supportive places for youth, with programming that is enriching and which incorporates positive youth development principles. Community members cite

safety as a critical need in Oakland communities and consistently cite the need to support safe and enriching programs in high need neighborhoods, particularly where Oakland children and youth are experiencing high levels of violence in their

everyday lives. Enrichment programming provides children and youth with structured activities in a safe and supportive environment, combining

academic, social, emotional, recreation and health support activities in a fun, exciting and enjoyable way.

Complement Place-Based & Neighborhood Initiatives

There is a growing awareness of place-based initiatives as an effective framework for implementing local solutions to address community needs. This is due in part to national recognition of the successful model popularized by the Harlem Children Zone and which is being replicated through federal funding support of Promise Neighborhoods. At the heart of these place-based efforts is the **Community School**, a concept embraced by the Oakland Unified School District as they have adopted a *Full Service Community Schools* model as a goal for all of their sites.

Place-based approaches work to provide community solutions to localized needs, and to link services within a network of support in stage

and between developmental stages for youth and children served. Since place-based efforts require the coordination and cooperation of multiple agencies and individuals, the concept of “collective impact” has also been explored through the planning process. Opportunities to support placed based initiatives where multiple entities work in coordination to achieve shared goals by aligning efforts for communities with greatest needs are encouraged.

Place-based funding will be a greater priority in FY2013-2016 to support services targeted to communities with the greatest needs based on available data.

Demonstrate Alignment with other Systems of Support for Greater Collective Impact, and Leverage City Assets & Resources

The idea of collective impact – that no one agency or provider can make change alone, but through combined and collective efforts many organizations can make positive improvements – has been echoed since the beginning of the strategic planning process. **Community and Collaboration** is a key value of OFCY. Program initiatives are encouraged which emphasize alignment and coordination with other entities working towards goals shared with OFCY.

The Kids First! fund may leverage other City investments to enhance outcomes for children and

youth. Public assets in the City may be enhanced by enrichment programming supported by OFCY which increases the number of children, youth and their families that utilize the City’s own physical or programmatic assets (i.e. parks, recreation centers, teen centers, libraries, museums, etc.) and benefit from high quality programming.

Several Oakland agencies directly fund or run programs in support of children and youth. And several OFCY strategies may complement these additional city funded investments in children and youth. These programs and funding entities include

but are not limited to the Measure Y program; the Oakland Workforce Investment Board; Office of Parks and Recreation; Oakland Public Library; Oakland Community Action Plan; and Oakland's Head Start and Early Head Start programs.

The **Measure Y program** is the city's main entity providing anti-violence funding and direct intervention services for youth to address violence in Oakland, while OFCY's violence reduction efforts focus on preventative strategies. Measure Y is also a major funder of youth workforce programs for Oakland youth at risk of, or with current and past involvement in, the criminal justice system, with \$450,000 annual funding in support of programs serving for youth ages 12-18, and \$1.1 million in funding in support of programs serving young adults ages 18-30.

The **Oakland Workforce Investment Board** receives approximately \$1.7 million of its \$6 million federal funding allocation each year to provide comprehensive workforce programming for high-need, at-risk youth ages 14-21 in Oakland. The WIB also coordinates with the Alameda County Social Services Agency in the distribution of approximately \$700,000 in funds supporting summer employment opportunities through the county's Title IV-E program for Oakland youth ages 16-18 in juvenile justice or foster care systems, and is the coordinating entity for the Mayor's Summer Jobs Program. OFCY's Youth Career and Workforce Development strategy will align and coordinate efforts with the work of the Oakland Workforce Investment Board and Measure Y.

OFCY is strongly aligned with the **Oakland Unified School District's** goals and recently-adopted Full Service Community School District

Plan which has made Oakland the first major school district to adopt a goal of making all school sites into Full Service Community Schools. OFCY has historically funded programs that link services to school sites and has contributed to the vision of community schools in Oakland. The strategy area of *Supporting Student Success in School* complements the goals of community schools in Oakland through multiple funding strategy initiatives.

Collaboration with the Oakland Unified School District extends to multiple agency partnerships with shared goals for the healthy development and academic achievement of children in school and school and community transformation. OFCY's strategic emphasis on contributions to positive school climate through high quality after school programs, family engagement, and youth leadership in violence prevention and positive school climate supports shared outcomes for health, attendance, academic achievement, and positive youth development. System coordination for program evaluation and professional development support and training for providers may further enhance outcomes through high quality programming and emphasis on continuous improvement.

The **City of Oakland Head Start** and Early Head Start programs and OUSD Early Care and Education department direct substantial resources in support of the healthy development of young children and their readiness for school.

Alameda County First 5 is a key resource and partners in support of these state and federally funded grant programs and leads countywide efforts to address outcomes for young children. OFCY can further integrate professional development and evaluation of programs with First

5 in the next grant cycle and align with countywide efforts for a system of early care and support for youth children and their families through planning for improved coordination, communication, and outreach. Opportunities to align with First Five, the OUSD, and other public agencies to address children's well-being, their readiness for school and family strengthening needs may incorporate place based initiatives such as East Oakland's *Project Launch*, support existing partnerships or complement county initiatives such as *Help Me Grow* and *Quality Counts*. Philanthropic institutions lead and support efforts in Oakland that align to

the OFCY Planning and Oversight Committee's Vision, Mission and Values and shared community goals for children and youth. Collaboration with philanthropy is reflected in the strategies, and includes support for early literacy efforts; place-based efforts; support programming addressing cultural competence and skills targeting the needs of Boys of Color in Oakland and serve the growing number of Latino children and families; and the importance of supporting and strengthening families in order to encourage positive outcomes for children and youth.

Other Themes and Findings

In addition to the Major Themes identified above, there were many other pertinent findings and themes that were raised and repeated through the planning process, and were factors in the consideration of the FY2013-2016 Strategic Investment Plan.

Addressing the Needs of Oakland Youth through an Equity Focus Includes Targeting Services through Race & Gender Based Programming

A stated value of OFCY is to promote social and economic equity through the fund, supporting the shared belief that all children and youth have a fundamental right for a safe and healthy life and a quality education. Applying OFCY efforts and resources toward gender and race-based programming is called for to narrow and eliminate the achievement gaps. Two local initiatives are spearheading efforts to bring more focus to race

equity programming: The California Endowment's Boys and Men of Color Initiative (and multi-agency approach to impacting the life outcomes of Oakland's children lead by philanthropic and public systems) and OUSD's efforts in the African American Male Achievement Initiative. Specific efforts to target funding through OFCY strategies are anticipated in FY2013-2016.

Supporting the Training and Capacity of Organizations

A reoccurring theme throughout the planning process has been the need to have strong organizations to deliver quality services, and the need to provide professional development support, training, and other organizational assistance to grow agency capacity.

During the planning process, OFCY heard that many organizations look to the fund to provide training and professional development support to address pertinent community needs, including the

need to address trauma and its effects on both youth and service providers; the need to address social and emotional learning; the need to address bullying; and the need to address literacy and STEM academic programming. Funding and support to those agencies to receive the proper and appropriate training for their staff in order to deliver high-quality services requires further consideration and effort in the coming years.

Support for Small and Emerging Programs and Agencies

The current definition employed by OFCY for small and emerging is that an agency has an annual budget of \$350,000 or less, or has been in existence for two or less years. The prior funding cycle encouraged the application of small and emerging agencies, but just a tiny number of small or emerging organizations were funded. Small and emerging agencies are often developed through strong community support and involvement and

address locally-defined needs and issues. However, newer and small agencies may lack the administrative capacity and experience required to properly assume and manage a government grant contract and fulfill requirements. A balance between supporting local small and emerging agencies and providing the resources for them to grow and thrive should be incorporated in funding considerations.

Supporting a Continuum of Support and Care

OFCY's depth and breadth of funding, supporting children and youth from birth to 20 across the city, is seen as a community asset that supports a continuum of care and support in Oakland. OFCY's funding provides the resources in Oakland to community-based organizations to develop pipelines, or pathways, of support and care for youth, with programs coordinating to address the

range of needs faced by youth in stage, and linking youth to services and providers between stages as they grow and develop. This is fundamental to place-based services that work to address the whole needs of the child and their families, and can be further defined in smaller locations and communities in Oakland (as with Promise Neighborhood applications).

Coordination and Information Sharing

OFCY can enhance its role in coordinating and communicating with Oakland’s youth service agencies and the children that they serve. As OFCY touches programs in all parts of Oakland, serving youth from birth to 20, the role in coordination and sharing of hundreds of programs that reach thousands of children, youth and their families each year is likely to increase access to services

including family supports, programming, and organizational resources for capacity building. Linking organizations around specific issues or to information about events and resources relevant to clients will contribute to a more integrated network of care and support for children and youth.

Social and Emotional Learning (SEL)

Social and emotional learning is a process for helping children develop overall life skills, including recognizing and managing emotions, developing caring and concern for others, establishing positive relationships, making responsible decisions, and handling challenging situations constructively and ethically. Multiple entities are incorporating SEL into programming supported by auxiliary funding, including OUSD and Head

Start sites. SEL fits within the positive youth development framework embraced by OFCY. The ability to further integrate and promote SEL into programs is in part determined by agency’s capacity and their ability to support the required staff training to learn and promote SEL practices.



2013-2016 Strategies

The development of strategies for the 2013-2016 plan was undertaken with consideration of a variety of factors, or 'lens' in the decision-making process. These lenses provided a strong framework that shaped the ultimate strategies as presented in this plan.

1. OFCY's Vision, Mission and Values and Framing Legislation

- Does it align with the Vision, Mission, and Values of OFCY? Is it allowable under the Kids First! Amendment to the Oakland City Charter?

2. Needs of Oakland Children and Youth as related to OFCY's Goal Areas

- What is the data identified to justify the proposed strategy? What is its relevance and validity?

3. Impact of Current OFCY Strategies – Evaluation Findings

- How effective are the current strategies? What is their impact?

4. Key Themes from Community Engagement

- Does the strategy address broad community needs and concerns identified through the planning process?

5. Community Input from Youth and Parent Focus Groups and Community Meetings

- Does the strategy address specific community needs and concerns identified through the planning process?

6. Key Stakeholder Interviews – Recommendations and Priorities

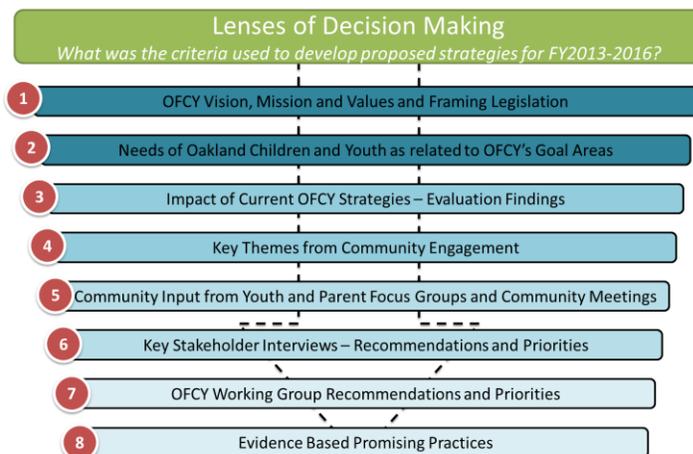
- Does the strategy incorporate the expert advice on effective strategies, needs, community assets, upcoming trends in funding and policy, system alignment and leverage opportunities identified by key stakeholders?

7. OFCY Working Group Recommendations and Priorities

- Does the strategy incorporate the expert group advice on effective strategies, community needs, potential outcomes to aim to achieve, and trends in policy and service delivery?

8. Evidence Based Promising Practices

- Is the strategy supported by sound, evidence-based research and promising or best practice models?



FY2013-2016 Strategies Overview

In this plan OFCY has aligned funding strategies in four main areas, aligned to each of OFCY's four main goals:

- **Healthy Development of Young Children**
- **Supporting Student Success in School**
- **Youth Leadership and Community Safety** (*aligned to the goal of preventing and reducing violence, crime and gang involvement among children and youth*); and
- **Transitions to Adulthood**

The strategies in this plan build upon the strong foundation of past planning and address needs collectively identified by many individuals and entities. Strategies are based on evidence-based data, objective research, and proven and promising practices which directly support the development of children and youth. The Fund's strategic initiatives will remain relevant despite state and/or federal fiscal and policy changes that affect local conditions/resources for children, and are intended to present opportunities to impact the lives of children and youth in Oakland through the funding period of 2013-2016...

The following section will provide a description of each strategy to clarify its intention. Please refer to the full strategy charts in Appendix C for detailed information on needs addressed by the strategy through data and research as well as community input; the target population; objectives and outcomes to be achieved; target funding allocations; alignment and coordination of strategies with other public and private resources; and evidence-based research and best practice models in support of the strategies. All programs supported by OFCY will be evaluated annually by a third-party independent evaluation team for performance, quality, and achievement of outcomes.

Strategy Area I: Healthy Development of Young Children

The first years of life set the stage for lifelong learning. Early intervention and supports for families or young children can set the stage for the healthy development of young children and their future outcomes.

1) Mental Health and Developmental Consultations in Early Care & Education

The strategy supports programs providing classroom consultation and/ or individual or child-centered mental health consultation services in early care and education programs, including the City of Oakland Head Start and Early Head Start and Oakland Unified School District Child Development Center programs.

The strategy provides support for early intervention and identification of services for children with physical, emotional, or developmental needs, and is strongly aligned with First 5 Alameda County efforts. Agencies and sites selected will develop a program action plan and concrete steps for classroom consultation objectives to improve the quality of early care and education programs in Oakland.

Programs supported in this strategy will participate in professional development and trainings and coordinate services with the Alameda County First 5 for increased effectiveness in programming., and will support, coordinate with, and link to county initiatives such as the Quality Counts and Help Me Grow for expanded family outreach and supports, implementation of the SART (Screening, Assessment, Referral and Treatment) process, and services for children with special needs.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well they are able to achieve the following outcomes:

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

The strategy aims to work in alignment with other systems for the following outcomes:

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

Public systems in Alameda County and Oakland are partnering with parents, family care providers and community based organizations to increase the connections to early care systems and support, strengthen families, improve the quality of early care and education, and address social and emotional needs of babies and young children. First Five of Alameda County, the Alameda County Behavioral

Health Care Services, and the United Advocates co-coordinate “Early Connections Systems of Care” to strengthen the coordination and effectiveness of county systems. Alameda Child Care Planning Council and First Five are implementing the Quality Counts initiative using the Quality Rating and Improvement System (QRIS), a voluntary rating system launching in 2013 to expand of quality childcare. OFCY goals for the healthy development of young children clearly align with the stated goals of First Five.

The City of Oakland Head start and Early Head Start programs reach over 1300 children annually at 17 sites in Oakland. OUSD’s Full Service Community Schools Plan references the goal of improving the continuum of quality early learning opportunities and alignment of pre-k to k-3 standards. OFCY may leverage these critical community assets by linking funding for early childhood mental health classroom consultation work in Head Start sites and OUSD CDCs to support the goals of improving the quality of early care and education programs.

☞ Target funding for the strategy is 6.5% of OFCY funds available for allocation.

2) Parent and Child Engagement in Early Learning & Development

The strategy will provide expanded support for programs that provide playgroup learning environments and interactions for very young children along with group learning opportunities for new parents. The strategy will fund programs that connect parents of young children to resources to support the healthy development of their children consistent with the Strengthening Families framework approach and by enhancing connections to the systems of care in place for families.

The strategy provides support for programs in highest-priority neighborhoods that build on existing city assets, such as recreation centers and libraries, and other publicly supported institutions to expand enrichment opportunities for young children. These programs contribute to a continuum of services linking early learning and education to K-3 education to reduce achievement gaps.

Activities supported through the strategy may include group learning opportunities for parents; Community Playgroups; home visits and individualized learning opportunities for parents; screening and assessment for early intervention and referral; and family engagement and enrichment /community activities and events.

Programs supported through this strategy will be assessed annually by OFCY’s independent evaluators to determine its effectiveness in achieving the following outcomes:

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

Collectively, the strategy aims to work in alignment with other systems so:

- Parents gain awareness of practices for promoting social and emotional wellness for infants and toddlers and early learning
- Parents are able to identify child developmental milestones.
- Parents learn of services and are connected with appropriate supportive services for health, child care/ education, and family stability.
- Children experience early learning opportunities in a structured playgroup setting
- Children are connected to more structured high quality early care and education, improving kindergarten readiness

OFCY strategies for the Healthy Development of Young Children reflect strong alignment with the countywide systems approach and goals expressed through the initiatives of First Five of Alameda County, Early Connections Systems of Care, Alameda County Early Childhood Policy Committee, and the Alameda County Child Care Planning Council.

Programs extend education and services to parents of babies and toddlers who are not enrolled in structured early care and education environments to link young families to existing resources and systems of support. Programs reach children and families where they are in neighborhood sites and incorporate recommendations for parent engagement and family strengthening. Programs incorporate professional development, training, and best practices to support healthy development of young children through links to other county/local initiatives (First Five, Project Launch, Promise neighborhoods, community schools, etc.) and to link young families to existing resources and services such as preschool referrals (OUSD CDCs, Head Start), health screening, immunization, and other services, enrollment in health insurance, nutrition, literacy, and other family supports. Target funding for the strategy is 7.5% of OFCY funds available for allocation.



3) Pre-Kindergarten Summer Camp

The initiative will provide support for programs that offer a 5 – 6 week summer camp experience for children who have never experienced preschool to provide orientation and a structured learning experience prior to first entry to Kindergarten. Programming is conducted on elementary school sites, with classes co-taught by an Early Childhood Education and a Kindergarten teacher.

The target population will be children about to enter Kindergarten the following fall, who have no prior structured early childhood experience, and who live in high-stress neighborhoods. The strategy builds on current Alameda County First Five initiative implemented at multiple OUSD sites, and will be carefully coordinated with both entities

Programs supported through this strategy will be assessed annually to determine how well they are able to achieve the following outcomes:

- Increase in children’s Kindergarten readiness
- Increase in children’s attachment to school
- Increased Parent and family engagement
- Increased screening and linkage to mental health services for children identified as needing additional support

The strategy aligns with other systems for the following objective:

- Children are ready for school by Kindergarten

The strategy supports the shared community and system goal to smooth the transition to Kindergarten and increase young children’s readiness for school. Activities supported in this strategy include classroom based teacher-directed activities for children about to enter kindergarten to familiarize them with the settings and instructional methods; child-directed free choice activities, offering children a variety of hands-on “play” experiences offered in a variety of learning areas or centers; and parent education sessions, child development screening and health related support for families.

Alameda County First Five provides support for establishment and coordination of summer pre-K camps on OUSD sites. OFCY grants may expand with pre-K summer camps to additional sites where demand exists. First Five provides extensive support through coordination and guidance for this strategy. Target funding for the strategy is 1.0% of OFCY funds available for allocation.



Strategy Area II: Supporting Student Success in School

The strategy area of Support for Student Success in School includes three funding initiatives that support the transformative goals of the community schools movement in Oakland and contribute directly to positive outcomes for children and youth.

4) School-based after school programming for elementary & middle school children

OFCY will continue and build upon the existing school-based afterschool initiative in partnership with Oakland elementary and middle school sites receiving state After School Education and Safety (ASES) program funding. OFCY funding provides resources for enrichment programming to complement the academic requirements supported through ASES funding, and coordinated support for OUSD's community schools implementation efforts. Programming will provide a range of academic and enrichment activities in a high-quality, safe, and supportive environment for students. Funding supports the role of after school programs led by community based organizations as integral to the school district's initiative to implement Full Service Community Schools (FSCS) in Oakland and to attain the goals set forth by the OUSD Master Plan.

Services will be prioritized to school sites serving high numbers of students eligible for free and reduce lunch and schools in high stress neighborhoods. Activities supported in the strategy may include but are not limited to enrichment activities including physical activities, arts, music, cultural activities, gardening; active- and project-based learning; family engagement activities; literacy activities; and academic support activities.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well youth are able to achieve:

- Increased connectivity with the school, peers and adults
- Increased family engagement in school activities
- Increased sense of mastery and accomplishment of new skills
- Increased their self-esteem
- Improved their communication and social skills

The strategy aims to work in alignment with other systems for the following objectives:

- Improved rates of Oakland children reading at grade level
- Improved student attendance rates and decreased rates of chronic absenteeism
- Improved high school graduation rates
- Higher student participation in career exploration and readiness services prior to graduation
- Improved rates of physical fitness and education on healthier lifestyles

This strategy supports community-based organizations as lead agencies to operate afterschool programs at public school sites and supports the community-wide goal led by Oakland Reads 2020 to increase third grade reading proficiency for students across the city of Oakland.

OFCY partners closely with OUSD's Afterschool Program and Services Office (ASPO) to fund, manage, and support elementary and middle school afterschool programs. OUSD ASPO manages approximately \$11M in annual Prop 49 ASES funding from the state of California, which is matched by OFCY's funds. Together the state ASES and local OFCY funds provide schools with free afterschool programs that provide both academic and enrichment programming. The OUSD ASPO office also works closely with OFCY for joint professional development and training for afterschool providers, program evaluation, and data management. Target funding for the strategy is 42.0% of OFCY funds available for allocation.



5) Transition Programs for Youth into Middle and High School

OFCY will continue to support programming designed to help youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully. Place-based prioritization of sites will be a consideration to be able to deliver services at schools with high rates of chronic absenteeism and other indicators of need, such as low graduation rate, API score, or at school locations within high stress neighborhoods. Services will also promote programming to serve student populations that are most at risk for academic failure and to help close achievement gaps for African-American and Latino students.

Programs funded through this strategy may provide activities including field trips from feeder school to future school; peer or adult mentoring; parent engagement activities; transitions discussion groups with peers, teachers, and/or counselors; youth leadership development activities; and other opportunities for social and emotional learning.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well youth are able to achieve or experience:

- Connectivity with the school, peers and adults
- Increased family engagement in school activities
- Increased comfort with the new school building and environment
- Increased comfort with changing classes
- Increased knowledge and capacity of organizational skills and strategies

- Increased familiarity of new expectations on homework
- Increased confidence about entering the new school year

The strategy aims to work in alignment with other systems for the following:

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

Programs when possible should link to OUSD resources and initiatives to coordinate support to address the goal of eliminating achievement gaps. Specifically, OFCY will support transition Programs that work to improve outcomes of boys of color consistent with the goals of the OUSD African American Male Achievement Initiative are to be prioritized. The African American Male Achievement Initiative aims to reverse the academic and social inequities facing African American males in the Oakland Unified School District in seven key areas: the achievement gap, graduation rates, literacy, suspensions, attendance, middle school holding power, and juvenile detention. Transition programs operating during the school year may also participate in further professional development activities offered through a partnership with the OUSD Afterschool Program and Services Office. OFCY evaluation data indicates that this strategy has been effective in supporting school-day attendance for participants and contributing to improved academic outcomes. Target funding for the strategy is 4.5% of OFCY funds available for allocation.

6) Youth Leadership in Community Schools

The strategy will support programs that engage youth as peer leaders to support a range of positive behaviors, including promoting healthy choices, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically and not drop out of school, continue on to post-secondary education. In promoting a positive school culture, programs will likely link and complement initiatives being developed through the community schools partnerships including expanded conflict resolution and restorative justice programming, and youth development programming which leverages the expansion of school based health centers.

Programs supported in the strategy will target services to reach middle and high school youth; students at schools with high free and reduced lunch rates; and students in schools located within or serving a high number of families within high stress neighborhoods. Activities to be supported may include creating a safe and supportive environment at school; staying on track academically to graduate high school and potentially move on to college; family engagement activities; conflict resolution and violence prevention activities; and activities that promote healthy decisions.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine its effectiveness helping participants to have:

- Youth leaders have increased confidence to address and resolve problems in social and physical health
- Youth have increased ability to help create a safe and supportive school environment
- Increased family engagement activities
- Youth have increased ability to make better decisions about their health and well-being
- Youth have a greater confidence in their ability to lead

The strategy aims to work in alignment with other systems for:

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

The strategy directly aligns with the new OUSD Master Plan and adoption of the Full Service Community Schools (FSCS) model for the district. OFCY's support for community-based organizations that provide a range of academic, health, and social support through youth leadership at school sites is to be provided in coordination with the implementation of the FSCS model.- School Based Health Centers, supported through the OUSD partnership with the Alameda County Health Care Services Agency provide integrated, health and wellness services for youth at 15 OUSD school sites and align with the FSCS goals of creating a healthy, safe and supportive learning environment for students. Target funding for the strategy is 4.5% of OFCY funds available for allocation.



Strategy Area III: Youth Leadership and Community Safety

Strategies in this area are designed to provide safe and supportive environments for youth with enriching, high quality programming, and to nurture youth leadership to become involved in community service and activities that help increase safety in parks and public spaces while promoting greater overall community health and safety.

7) Community-Based Out-of-School Time Programs

The strategy will support neighborhood-based community programming that provides safe spaces and enriching activities for children and teens. Programs supported in this strategy will nurture positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours. Programs will provide opportunities for youth to explore areas of interests, participate in creative activities, and expand their horizons. Community-based afterschool programs supported through this strategy are also key in helping achieve OFCY's goal of student success in school.

Programming anchored in city owned sites, i.e. youth centers and park and recreation sites, is specifically encouraged as is programming targeted to Oakland children and youth from low-income families or living in high stress neighborhoods.

Programs supported through this strategy will provide a range of activities to youth through a positive youth development framework. Programs will provide enriching activities in a safe and supportive environment, and may include: community service projects; arts and technology; gardening; recreation, fitness, and neighborhood sports; peer-to-peer leadership and support; project-based learning; and academic support.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine its effectiveness helping participants to have:

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

The strategy aims to work in alignment with other systems for:

- Safe Neighborhoods
- Decreased rates of youth and community violence

- Increased access to safe and enriching activities for Oakland youth to support their positive and healthy development.
- Increased literacy and academic success for Oakland youth
- Improved rates of physical fitness for Oakland youth.

Programs are encouraged to situate services in City of Oakland sites, including Oakland parks, recreation and teen centers, and libraries, link to local schools as partners to enhance services and activities and to design programs to address the needs of students with special needs. This strategy incorporates the key themes from planning, specifically by engaging families and communities into programming that supports children and youth, providing safe places and enriching activities for youth, and leveraging city assets and resources. By basing services in city and community-based



organizations with strong neighborhood connections, OFCY can provide safe places for children in high-stress neighborhoods that help to link families and youth to other broader academic, enrichment, and support services available as well to promote a system of coordinated care for youth in the city. Target funding for the strategy is 7.5% of OFCY funds available for allocation.

8) Summer Programs

The strategy will support summer programming to provide a broad range of enriching activities for children within safe and supportive environments and within a positive youth development framework. The strategy is targeted to serve Oakland children and youth ages 5-14 from low-income families and children and youth living in high stress neighborhoods. Programs will provide opportunities for youth to explore areas of interests through physical, social, emotional, artistic and academic activities that expand horizons and offset summer learning loss. Activities may include but are not limited to learning-based enrichment activities, including arts, dance, or music instruction; field trips to parks, museums, or other enriching locations; recreation and fitness activities; and academic support and literacy programming.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine its effectiveness helping participants to have:

- Increased community engagement
- Increased confidence/self-esteem
- Increased connection to caring adults

The strategy aims to work in alignment with other systems for:

- Safe Neighborhoods
- Decreased rates of youth and community violence
- Children in Oakland are reading at grade level
- Improved rates of physical fitness for Oakland youth
- Reduction in summer learning loss

OFCY can provide safe places for children in high-stress neighborhoods that help to link families and youth to other broader academic, enrichment, and support services available as well to promote a system of coordinated care for youth in the city. The programs supported in this strategy also align to OFCY's goal of supporting student success in school, and align with the Oakland Unified School District's goals to offset summer learning loss by providing enriching learning opportunities during the summer months. Programs funded in this strategy are strongly encouraged to leverage the city's assets and resources by providing programming connected to parks, recreation centers, libraries, etc., and to leverage opportunities aligned with OUSD resources for summer programming to stop summer learning loss and support student success. Target funding for the strategy is 6.5% of OFCY funds available for allocation.

9) Youth Leadership and Community Safety

The strategy will support programs that work with youth as leaders to engage their peers, families, and the broader neighborhood in community revitalization and improvement efforts. Programming will be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives. Projects that aim to improve the safety in parks and places in high stress neighborhoods by engaging youth in the development of recreational, cultural, or beautification/neighborhood improvement activities to enhance communities where they live. Projects may include arts, beautification, social justice work, community research, cultural events, family engagement or similar activities. Programs that engage youth as peer leaders to prevent violence and resolve conflict and promote healthy choices and behaviors among youth s included in this initiative. Funding would support successful strategies such as peer mentorship, restorative justice, and other programming targeting youth at risk.

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

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well they are able to achieve the following outcomes:

- Youth are engaged as leaders in their communities.
- Youth implement projects that provide safe and enriching activities for youth, families and neighborhoods.
- Youth development outcomes

The strategy aims to work in alignment with other systems for:

- Safe Neighborhoods
- Decreased rates of youth and community violence

The strategy directly addresses the need for more direct programming to address issues of community safety. Through youth leadership as a key principle, the strategy will also address the need for projects and programs that provide youth with the opportunity to engage with the community and contribute to their neighborhoods in positive ways. Projects that aim to develop activities and events in local parks are strongly encouraged to work with City efforts to receive technical assistance in community engagement, program development and implementation. The expansion of activities, events, improvement projects, and community investment to support City and other violence prevention efforts and replicate success of existing community engagement in other neighborhoods is highly encouraged. Programming may also be place-based to focus on specific community-identified needs and concerns, as there are many place-based efforts in Oakland (including East Oakland Building Healthy Communities; Promise Neighborhoods; etc.) that may be in alignment with this strategy. Target funding for the strategy is 5.0% of OFCY funds available for allocation.

Strategy Area IV: Transition to Adulthood

The **Transition to Adulthood** strategy area addresses two critical needs facing youth as they grow into self-sufficient adults: understanding of and connections to the workforce, and the skills and qualifications – including academic credentials – to be able to achieve their career goals. The two funding strategies in this area are targeted to serve youth with high needs in Oakland and to address academic and workforce needs facing youth in the city.

10) Youth Career and Workforce Development

The strategy will expand programming available to youth in Oakland to build their exposure to career options through employment opportunities and connections to employers. Programs supported in this strategy will provide youth workforce development services year-round and in the summer months to build participants' employment experience, connections to employers, and to broaden their awareness of career options and opportunities.

Programs supported in the strategy will provide services in a positive youth development framework that engages youth as collaborators in service design and delivery where possible. Successful programs will integrate a range of workforce, academic, and supportive services to assist young people's transition into adulthood by engaging them in meaningful subsidized and unsubsidized employment opportunities, and will demonstrate links to employers in the region to provide viable employment pathways for young people into jobs and careers. Services may be delivered by individual organizations or collaboratively in order to provide youth with an integrated set of job and career programming that also addresses participants' educational and social needs.

Services will target disconnected youth or youth at risk for disconnection ages 14-20, and youth from low-income families and high-stress neighborhoods.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well youth are able to achieve:

- Increased connection to caring adults
- Increased confidence about accessing job or career related opportunities
- Increased network of potential employers
- Increased awareness of job and career options
- Placement into and successful completion of internships or other subsidized employment
- Placement into unsubsidized employment

The strategy aims to work in alignment with other systems for the following outcomes:

- Greater numbers of youth in Oakland employed year-round and in summer months
- Lower rates of youth unemployment in Oakland
- Improved workforce linkages between training providers and Oakland employers

Programs supported through this strategy shall coordinate youth enrollment to best align with the three other main local systems that support youth workforce programming – the Oakland Workforce Investment Board, (WIB) Measure Y, and Alameda County Social Services Agency –to ensure expanded employment opportunities available to Oakland youth. These three systems provide approximately \$4M in annual funding to agencies providing workforce services to youth and young adults with very high needs, with priority in service and majority of funds dedicated to support foster youth, youth involved in the juvenile justice system, and disconnected youth. In the summer these systems struggle to fully enroll youth into all the supported program slots due to the narrow restrictions on program eligibility. Yet at the same time, the city is overwhelmed with youth requesting subsidized employment support and turns away hundreds of youth who are in need but not eligible.

OFCY funds support a continuum of workforce services to serve youth in Oakland with high needs including those that are disconnected and those at risk of disconnection. Programs providing summer employment are strongly encouraged to coordinate with the Oakland WIB, which manages the Mayor’s Summer Jobs Program, to improve recruitment and placement options available for youth. Internship programs are strongly encouraged. Programming that serves OUSD high school youth will be encouraged to coordinate with the OUSD College and Career Readiness Office to leverage linked learning resources and internships positions available through the District. Target funding for the strategy is 10.0% of OFCY funds available for allocation.

11) Academic Support for Older Youth

The strategy will support programming that addresses the academic needs of older youth in Oakland. Programs funded in this strategy may work to address the high rates of drop-outs for Oakland youth and low rates of high school graduation, and help disconnected youth re-engage with academic programming to obtain a credential, diploma, or degree. Programs may also work with youth to persist in and graduate from high school, and to continue on to further post-secondary education by helping youth to complete high school prerequisites, navigate post-secondary enrollment, and assist with the financial aid process for post-secondary education.

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

alternative education, experiential-based education, or work-based education that link to a degree (GED or high school diploma).

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

Activities supported through this strategy include academic tutoring, peer mentoring, linking college youth with high school age-youth, college counseling, financial aid and college entrance/ enrollment assistance, GED preparation, and life skills and peer support.

Programs supported through this strategy will be assessed annually by OFCY's independent evaluators to determine how well youth are able to achieve:

- Increased confidence about accessing educational opportunities
- Increased ability to develop academic goals
- Increased connection to caring adults
- Increased graduation rates
- Increased California High School Exit Examination (CAHSEE) scores
- Re-entry into secondary education
- Obtainment of a GED
- Completion of UC/CSU College pre-requisites
- Entry into college or other post-secondary education / training program



Collectively, the strategy aims to work in alignment with other systems for:

- Improved rates of school attendance
- Lower rates of drop-outs
- Increased rates of high school graduation

Programs operating under this strategy will support the Oakland Unified School District's Master Plan and goal of reducing absenteeism and boosting the high school graduation rate (currently at 60%, far below county and state achievement). Programs may coordinate with OUSD's departments and initiatives, including the Office of Family and Community Engagement, African American Male Initiative, and when possible, the After School Program Office (APSO) for professional development training or to support linkages to community schools. Programs working with to re-engage youth into

high school are strongly encouraged to demonstrate linkages with the OUSD Office of Alternative Education, supported in part by the Measure Y program. Programs may align with the Peralta Community College District to re-engage older youth into education and continuation on to post-secondary education by linking GED preparation and college enrollment activities to the district. The strategy will provide additional academic support to Oakland's youth to help meet the vast needs and gap in current services along an academic continuum of need, from helping youth to re-engage in high school, succeed in high school or achieve an alternative degree, and continue on and persist in post-secondary education. Target funding for the strategy is 5.0% of OFCY funds available for allocation.

Implementation

The ongoing administrative charge of the Oakland Fund for Children and Youth encompasses planning for the allocation of funding and delivery of services, support for the public and nonprofit agencies accountable for direct services through Kids First, and the evaluation of OFCY strategic investments and programs.

Planning and administration will continue to participate in collaborative efforts toward defining collective impact strategies and coordinating processes toward the goals of the healthy development and success of all of Oakland's children and youth. Identifying common outcomes, shared issues, goals for advocacy and program development, will support understanding and development of OFCY's current and future contributions toward collective impact in a targeted and focused way. OFCY effort to coordinate with partner agencies, direct resources, and establish standards will complement the direct efforts of agencies and providers as community partners in collective impact work.

Planning work requires more coordination on service delivery, information sharing on gaps in service and areas that are underutilized or emphasized and ongoing communication to share efforts, result, and impact of services with policy makers and community. Activities include ongoing asset mapping, neighborhood level research and analysis for more place-based planning, and coordination to align city, county, and private resources.

In addition to the primary responsibility for grant management, OFCY's support role would, given adequate resources, increasingly focus on expanded communication and sharing of information to and among grant funded agencies, develop improved linkages between agencies in support of the

continuum of care from birth onwards, coordination or support to build networks and learning communities, and sponsorship of events and training to build the capacity of providers.

AS OFCY continues to work with partners and providers to ensure high quality programs for children and youth, resources for professional development and training are identified as an important need for providers. Partnerships with other public agencies present opportunities to expand collaborations for professional development. However, OFCY must identify additional resources to address the capacity and training needs of local organizations if they are to meet expectations for success in delivering high quality, effective programming.

As mandated in the Kids First legislation, OFCY evaluates strategies and programs on an annual basis through the work of an independent evaluator. The evaluation is a critical source of data and information on the results and impact on the outcomes established on this plan. OFCY's ongoing planning work can be expected to identify ways to increasingly share data across systems, develop better tracking of outcomes for children, youth, and families, and to better assess OFCY's contribution to our community's shared goals for Oakland's children and youth.

Oakland Fund for Children and Youth

Oakland Youth Indicator Report

OFCY 2013-2016 Strategic Planning

Initially presented December 20, 2011

v.3 update 3/16/2012



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INTRODUCTION

Oakland Fund for Children and Youth (OFCY) is mandated by Article XIII of the Oakland City Charter to develop a three-year Strategic Investment Plan to identify current service needs and gaps, describe specific three-year program initiatives, and detail how these initiatives are aligned and coordinated with other public and private resources to achieve maximum service performance and youth impacts. A critical element of this year's planning cycle in development of a Strategic Investment Plan for 2013-2016 is a comprehensive assessment of the current needs of Oakland's youth. The following Youth Indicator Report highlights many areas of need identified through research, local data, and numerous community assessments. Data and research in this report will be further augmented with community and youth input to inform the committee of priority areas of need for youth in Oakland.

The following report provides an overview of multiple indicators that affect the positive development of youth in Oakland. These will help frame the discussion for the thoughtful creation of strategies to be employed by the Oakland Fund for Children and Youth to address youth needs in the upcoming 2013-2016 funding cycle. This document includes current data and historical trends in broad categories of Demographics, Economic Living Conditions, Academic Development & Education, Health and Wellness, and Violence Prevention and Reduction. Information is provided in these categories with the intention of providing a foundation for future strategy development in support of OFCY's four legislated goals:

- *Support the Healthy Development of Young Children*
- *Help Children and Youth Succeed in School and Graduate High School*
- *Prevent and Reduce Violence, Crime, and Gang Involvement among Young People*
- *Prepare Young People for Healthy and Productive Adulthood*



Summary of Findings

General

- There are 92,374 children and youth in Oakland under the age of 20. Oakland's youth population experienced a -15.7% decline between 2000 and 2010, a loss of over 17,000 youth under 20 years of age. The biggest decline in population has been school-age children between the ages of 5 and 14, which fell by over 20% since 2000. As a percentage of the total population, youth now comprise of less than a quarter of Oakland residents, the lowest ratio in the past twenty years.
 - The national recession has had a profound impact upon the healthy and positive development of Oakland's children and youth as evidenced by the increased rate of poverty. Child poverty in Oakland has increased more than 30% in the just three years, from 25% of youth in poverty in 2007 to 32.7% in 2010.
 - Demographic shifts in the past ten years have led to an increase in Oakland's Latino population, which has grown to reach almost 100,000 residents and comprises the largest ethnic group for children 0-20.
 - 42.5% of Oakland's 390,724 residents speak a language other than English as their primary language at home.
-

Early Childhood

- There are 26,099 children ages 0-5 in Oakland, representing 28.3% of youth under the age of 20.
 - The need to find and persist in employment is the most cited reason for enrolling a youth in an early care and education program.
 - In Oakland there is a more demand for early care for infants than availability of slots: while 44% of parents in Alameda County who wanted child services requested infant care, only six percent of licensed providers care centers provided room for infants.
-

Education and Academics

- Teachers in Oakland identify that approximately one-third of children entering kindergarten need better preparation to be successful in school, with improved self-regulation skills and with better recognition of alphabet characters found to be the two top areas for improvement.
 - In 2010-2011, 13,825 students enrolled in grades K-12 in OUSD were English language learners; over half of these students are enrolled in kindergarten through 3rd grade. The most common language spoken by these students is Spanish (73.5%).
 - One out of nine OUSD students was determined to be chronically absent last year. The rates of absenteeism are highest in elementary school, with rates highest in West Oakland. During high school, the highest rates of absenteeism are in East Oakland.
 - Asian students in Oakland feel unsafe in their schools at a rate nearly three times higher than their peers throughout California, Pacific Islanders at a rate more than twice the state average, and white students feel nearly twice as unsafe in OUSD schools than the state average.
 - Standardized student test scores in Oakland are lower than state and county averages and there are large disparities by race and ethnicity. 87% of white elementary students in OUSD scored proficient or above better in reading compared to 39% of Latino students and 41% of African American students.
 - School quality varies, with the preponderance of low-performing schools located in the flatlands and higher performing schools located in the Oakland hills. Schools with majority African American or Latino
-



student populations are lower-performing on average than the schools with a majority of white students: only 16.7% of schools with 50% or more African American students and only 22% of schools with 50% or more Latino students have Academic Performance Index (API) rankings above 800, while the six OUSD schools with 50% or more white students all have API rankings above 900.

Health and Wellness

- Over eight percent of all births in Oakland are to teenage mothers, compared to a rate of three percent for Alameda County.
- Children make up the largest group of people receiving emergency food in Alameda County: 43% of food bank clients are children and teens. This rate of children receiving assistance has increased since the recession, rising from 35% of emergency food recipients in Alameda County in 2006.
- Alameda County has the highest asthma hospitalization rate for children aged 0 to 5 years in California with rates nearly 2 to 3 times higher than in neighboring Bay Area counties. Hospitalization rates for asthma for Oakland children are four times higher than for all California children.
- By ninth grade, only 19% of OUSD students are meeting the state-mandated healthy fitness zone criteria in all six areas compared to 39% of ninth grade students in California.

Transition to Adulthood

- The graduation rate for OUSD students is 60%. Less than half of African American and Latino male students graduate from high school.
- Less than half of the students graduating from Oakland high schools (46.3%) enroll in college. College attendance rates range from 65.7% for white students to 34.7% for Latino students.
- Youth are growing up in one of the most difficult labor market in generations, and the level of youth ages 16-24 employed nationally is now at a historic low.

Crime, Gang Activity and Violence Affecting Youth

- In Oakland, homicide is the leading cause of death for youth.
- Males are at a higher risk of being affected by violence: in Alameda County emergency department visits for assault-related injuries were 1.5 to 2.5 times higher among males.
- In Oakland, African Americans are 24 times, Hispanics four times, and Asians three times more likely than whites to be arrested and booked into the Alameda Juvenile Justice Center.
- Gang activity strongly affects Oakland's communities, and is attributed with committing most of the acts of violent crime. Self-reported rates of gang involvement are higher in every racial category for Oakland youth compared to county and state averages, ranging from less than 8% of Asian students to over 16% for African-American students in 7th, 9th, and 11th grades. Estimates put the number of Oakland gang members above 3,800; approximately 40% of all homicides in 2008 were directly gang-related.



Executive Summary

The most profound impact upon factors affecting the healthy and positive development of Oakland's children and youth since the last strategic planning process has been the national recession. With the economy in recession, over 15,000 people in Oakland lost their jobs in the past three years, and higher unemployment and loss of income led to increased numbers of home foreclosures. The rate of poverty in Oakland has grown rapidly, disproportionately affecting young people. Child poverty in Oakland has increased more than 30% in the just three years, from 25% of youth in poverty in 2007 to 32.7% in 2010. Youth are growing up in one of the most difficult labor market in generations, and the level of youth ages 16-24 employed nationally is now at historic lows.

Demographically, the face of Oakland has also changed rapidly. The African American population in Oakland declined by 33,000 in the past ten years, while the Latino population has grown to reach almost 100,000 residents and comprises the largest ethnic group for children 0-20. Today, 42.5% of Oakland's 390,724 residents speak a language other than English as their primary language at home. Overall, Oakland has experienced a total population lost in the past ten years, a trend running contrary to the County, Bay Area, and State. The biggest decline in population has been school-age children between the ages of 5 and 14, which fell by over 20% since 2000. The largest group of youth in Oakland today is children ages 0-5, with a population of over 26,000.

Overall Oakland youth face difficulty in achieving academic success, remaining healthy and safe, staying safe from violence and crime, and having successful transitions to adulthood, but these difficulties are much more profound for youth of color and youth living in low-income neighborhoods in East Oakland, West Oakland, and the Fruitvale/San Antonio neighborhoods.

Academic Development and Education

There are 26,099 children ages 0-5 in Oakland, representing 28.3% of youth under the age of 20. Child care is a major need for families in order to find and persist in employment, and is the most cited reason for enrolling a youth in an early care and education program. Participation in early care and education programs has been shown to help prepare youth for success in kindergarten. In Oakland there is a more demand for early care for infants than availability of slots: while 44% of parents in Alameda County who wanted child services requested infant care, only six percent of licensed providers care centers provided room for infants. Despite the high number of Oakland children who are dual language learners, very few members of Alameda County's early child care workforce have participated in non-credit training or college coursework related to dual language learning. Only 12% of licensed family care providers have received non-credit training, and only 11% have completed college coursework in this subject. Teachers in Oakland identify that approximately one-third of children entering kindergarten need better preparation to be successful in school, with improved self-regulation skills and with better recognition of alphabet characters found to be the two top areas for improvement.



In 2010-2011, 13,825 students enrolled in grades K-12 in OUSD were English language learners, over half of these students are enrolled in kindergarten through 3rd grade. By far, the most common language spoken by these students is Spanish (73.5%). Less English learner students receive instruction through Structured English Immersion in Oakland (39%) than do English learners in the county and state, where approximately half receive SEI.

In early years of school, chronic absenteeism is an issue that has long-term implications for children's academic success. Oakland has high rates of chronic absenteeism, with one out of nine OUSD students determined to be chronically absent. The rates of absenteeism are highest in elementary school and elementary school absenteeism is highest in West Oakland. During high school, the highest rates of absenteeism are in East Oakland.

Standardized student test scores in Oakland are lower than state and county averages, and there are large disparities by race and ethnicity. While 87% of white elementary students in OUSD scored proficient or above better in reading proficiency, only 39% of Latino students and 41% of African American students were proficient. The quality of schools varies greatly in Oakland, with the preponderance of low-performing schools located in the flatlands and higher performing schools located in the Oakland hills. Schools with majority African American or Latino student populations are lower-performing on average than the schools with a majority of white students: only 16.7% of schools with 50% or more African American students and only 22% of schools with 50% or more Latino students have Academic Performance Index (API) rankings above 800, while the six OUSD schools with 50% or more white students all have API rankings above 900.

The graduation rate for OUSD students is only 60%. Less than half of African American and Latino male students graduate from high school. Less than half of the students graduating from Oakland high schools (46.3%) enroll in college. College attendance rates range from 65.7% for white students down to 34.7% for Latino students.

Health and Wellness

A disproportionate number of births to teenage mothers in Alameda County are from Oakland; over eight percent of all births in Oakland are to teenage mothers, compared to three percent in the county. Latino families are most at risk of not receiving adequate prenatal care, with one out of four births in 2008 lacking adequate prenatal care. In Oakland, the infant mortality rate of African American babies is two-three times higher than other races.

Children make up the largest group of people receiving emergency food in Alameda County: 43% of food bank clients are children and teens. This rate of children receiving assistance has increased since the recession, rising from 35% of emergency food recipients in Alameda County in 2006.

Compared to youth in Alameda County and the state, Oakland youth have lower rates of immunization and higher rates of asthma and obesity. While 90.2% of kindergarten children in Alameda County were up-to-



date on their immunizations at the start of the 2011 school year, in Oakland the rate was 85.6%. Alameda County has the highest asthma hospitalization rate for children aged 0 to 5 years in California with rates nearly 2 to 3 times higher than in neighboring Bay Area counties. Hospitalization rates for asthma for Oakland children are four times higher than for all California children. Due in part to its proximity to the Port of Oakland, asthma rates for children are particularly high in West Oakland. In Alameda County, 15% of children age 2-3 were overweight and 14% were at risk, while 21% of 4-5 year olds were overweight and another 16% at risk. By ninth grade, only 19% of OUSD students are meeting the state-mandated healthy fitness zone criteria in all six areas compared to 39% of ninth grade students in California.

Students in both middle school and high school engaged in or were exposed to risky behavior involving alcohol. 25% of 11th graders had driven a car while under the influence of alcohol while 42% of 7th graders had been a passenger in a car driven by someone who had been drinking.

Violence and Crime

Violence disproportionately affect youth of color in Oakland. In Oakland, African Americans are 24 times, Hispanics four times, and Asians three times more likely than whites to be arrested and booked into the Alameda Juvenile Justice Center. In Oakland, homicide is the leading cause of death for youth. Males are also at a higher risk of being affected by violence: in Alameda County emergency department visits for assault-related injuries were 1.5 to 2.5 times higher among males.

Youth in Oakland are affected directly by child abuse and indirectly through witnessing domestic violence. Over 3000 incidents of domestic violence were reported to the Oakland police in the 2010-2011 fiscal year. Of the 10 police beats with the most reported incidences of domestic violence, eight were in East Oakland. Nearly one-third of all reported child abuse involves children 0-5 years of age. Rates of alleged and substantiated child abuse are three times lower than the state average for Alameda County. However, African Americans had rates of allegations of child maltreatment that were three times higher than the county average (93.4 per 1000) and substantiations of child abuse that were almost four times higher than the county average (16.3 per 1000).

Gang activity strongly affects Oakland's communities and is attributed with committing most of the acts of violent crime. Self-reported rates of gang involvement are higher in every racial category for Oakland youth compared to county and state averages, ranging from less than 8% of Asian students to over 16% for African-American students in 7th, 9th, and 11th grades. Estimates put the number of Oakland gang members above 3,800; approximately 40% of all homicides in 2008 were directly gang-related.

Students in Oakland feel less safe than their peers in schools in California: Asian students feel unsafe at a rate nearly three times higher than their peers throughout California, and Pacific Islanders more than twice the state average; while white students feel nearly twice as unsafe in OUSD schools than their state peers.



DEMOGRAPHIC PROFILE

Oakland is one of the most diverse metropolitan areas in the nation, with no racial or ethnic group constituting a majority of the population. The city continues to attract new residents, with over 17,000 people moving into the city annually, resulting in shifting demographics¹. However, the city has seen more people leaving than moving into Oakland, and is one of the few cities in the Bay Area to have an overall decline in population, with a current total population of 390,724 residents. The decline in population is due in large part to the outward migration of African American residents, as over 33,000 have left the city over the past ten years.

Oakland is home to a large immigrant population, with over a quarter residents foreign-born, and 42.5% of residents speaking a language other than English as their primary language at home². The Latino population has increased the most in the past decade, growing by 13.3%, and is projected to become the largest ethnic group in Alameda County in future years³. While only constituting 25% of Oakland's total population, 37% of Oakland youth under the age of 20 are now Latino.

Oakland has become an older city, with less than a quarter of its residents under the age of 20. Children ages 0-5 represent the largest block of youth in Oakland.

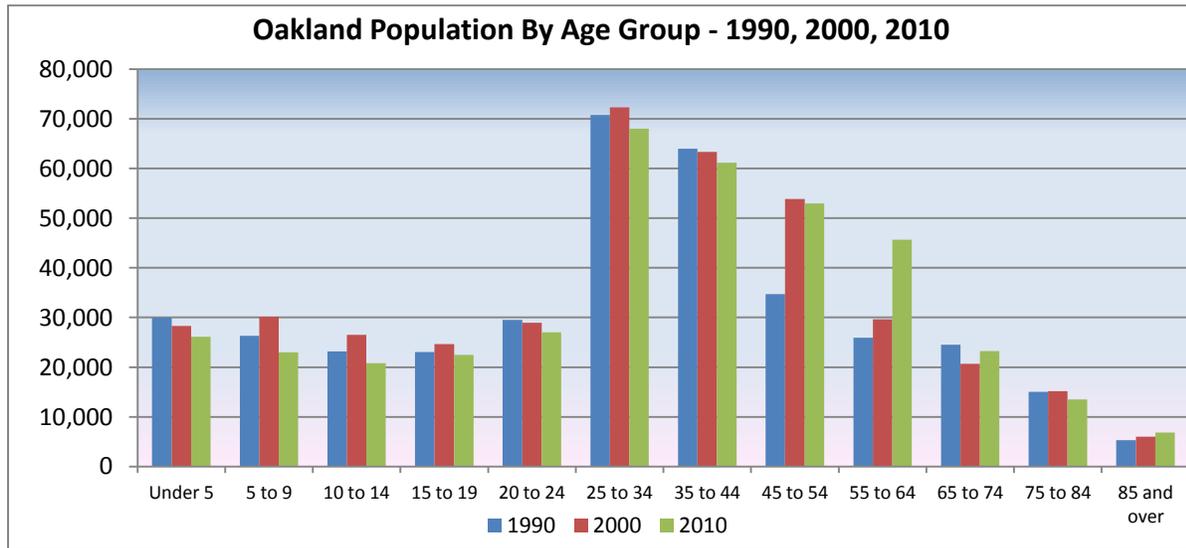
Educational disparities across ethnic groups persist: for example, only 1% of white residents and 2% of African American residents have less than a 9th grade education, while 23% of Asian and 30% of Latino residents have less than a 9th grade education.



Oakland Total Population

Oakland’s total population experienced a 2.19% decline between 2000 and 2010, a trend that ran contrary the overall population growth in Alameda County, which grew at a rate of nearly 4%,(57,227 new residents), and the rate of growth in California, which grew at a rate of 10% (3,382,308 new residents) during the same period⁴. In Alameda County, Oakland and Piedmont were the only cities

with populations above 10,000 that experienced declines in population⁵. Oakland is home to a sizable percentage of Baby-boomer age residents that have aged in place in Oakland. With the decline in school age youth and sizeable population aging in place, the median age of Oakland residents has increased from 33.3 in 2000 to 36.3 years of age from 2000 to 2010⁶.



Youth Population Change

The number of school-age youth declined during the past decade at a much greater rate than the population as a whole. Oakland’s youth population experienced a -15.7% decline between 2000 and 2010, a loss of over 17,000 youth under 20 years of age. The decline in the youth population was most

highly pronounced in school-age youth between 5 to 14 years of age, losing over 20% of their overall population within the decade. As a percentage of the total population, youth now comprise of less than a quarter of Oakland residents, the lowest ratio in the past twenty years.

Youth Population In Oakland - 1990-2000-2010								
Age Range	1990	% of Total	2000	% of total	% Change	2010	% of total	% Change
Total Pop.	372,242	100.00%	399,484	100.00%	7.32%	390,724	100.00%	-2.19%
Under 5	29,973	8.05%	28,292	7.08%	-5.61%	26,099	6.68%	-7.75%
5 to 9	26,290	7.06%	30,134	7.54%	14.62%	22,994	5.88%	-23.69%
10 to 14	23,150	6.22%	26,502	6.63%	14.48%	20,825	5.33%	-21.42%
15 to 19	23,062	6.20%	24,664	6.17%	6.95%	22,456	5.75%	-8.95%
Total Youth:	102,475	27.53%	109,592	27.43%	6.95%	92,374	23.64%	-15.71%

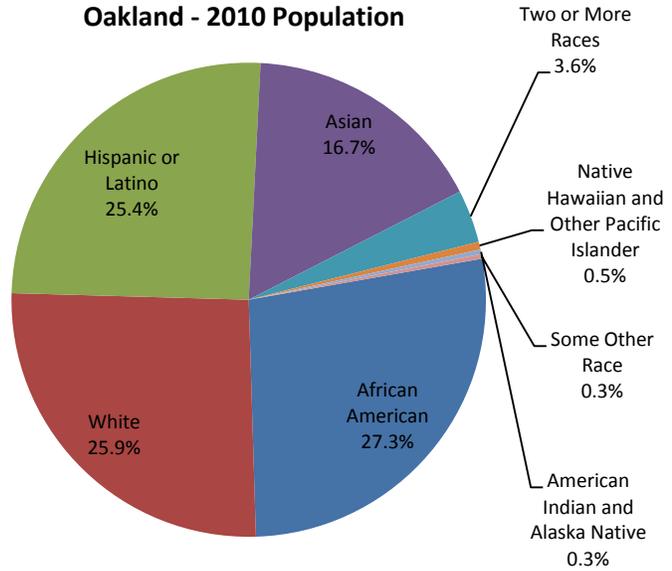


Race and Ethnicity

Oakland has long been recognized as one of the most diverse large metropolitan areas in the United States. No one racial or ethnic group comprises a majority of the population. African American, white, and Latino/a groups each represent approximately a quarter of Oakland’s overall population; Asians represent approximately one-sixth of the population. People from multiracial and other ethnic backgrounds comprise less than 5% of the population.

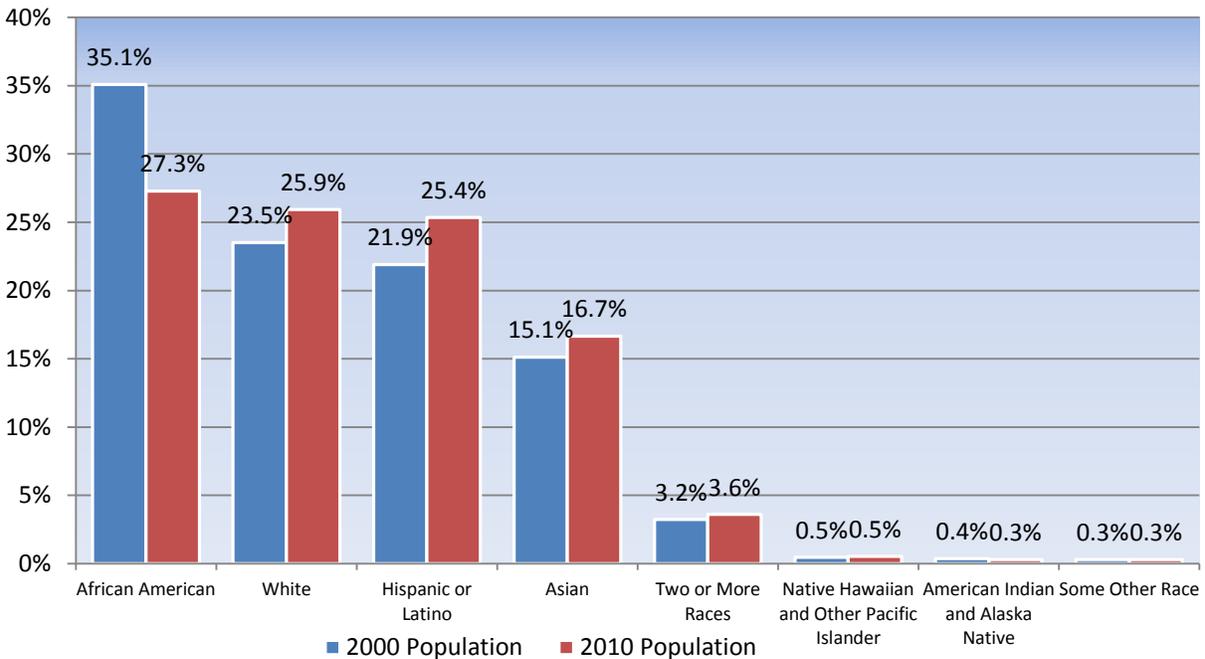
The changing face of Oakland’s population is fairly unique in Alameda County. According to an analysis of the population change for Alameda cities conducted by the Urban Strategies Council, the overall decline in the African American population in Alameda county is attributable

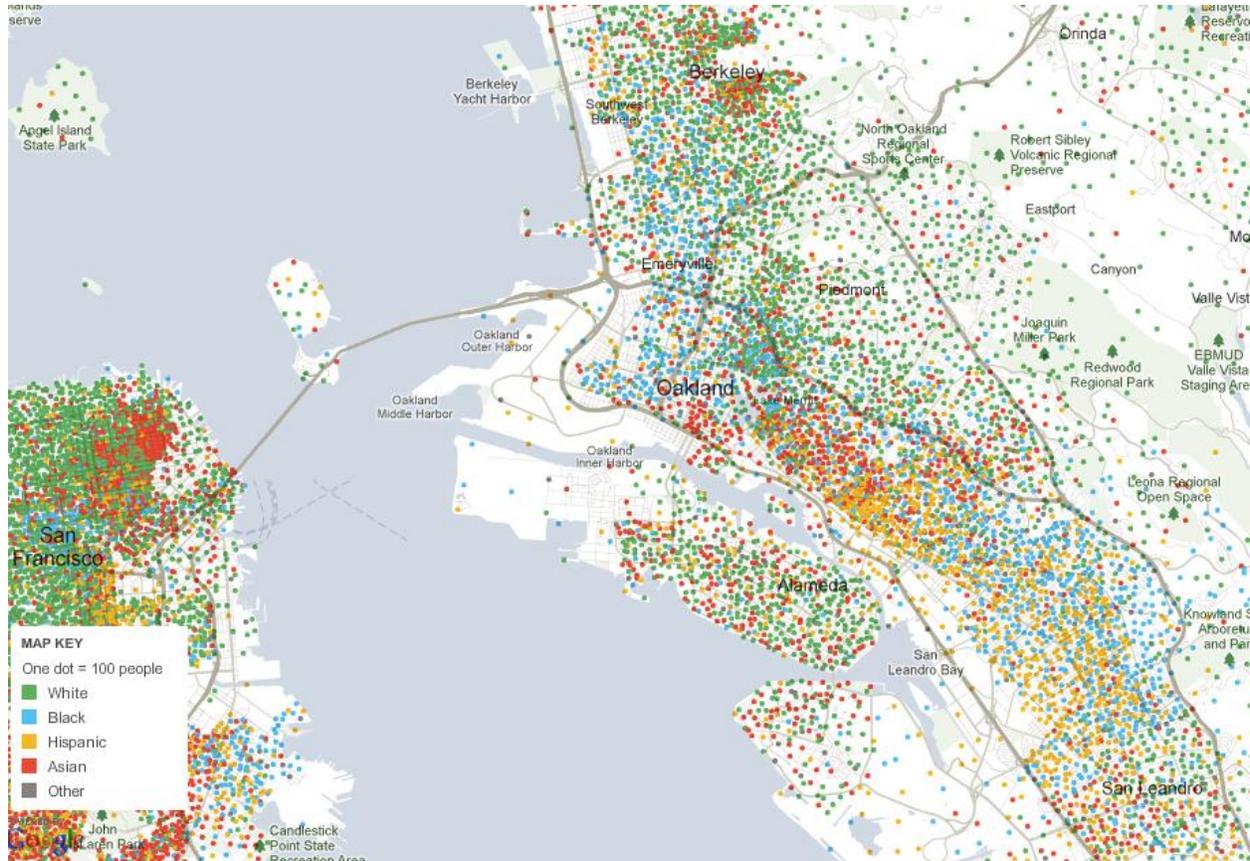
Oakland - 2010 Population



primarily to Oakland’s declining African American community; every other locality (with the exception of Berkeley and Union City) experienced a gain in this population group⁷.

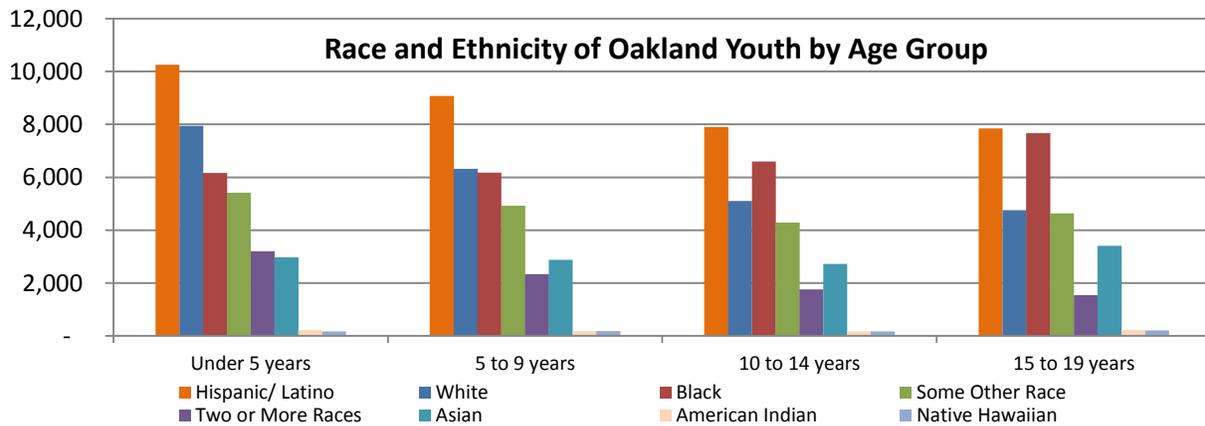
Change in Oakland Population by Race - 2000 to 2010





Racial and Ethnic Distribution in Oakland, US Census ACS 2005-2009 data, courtesy of NY Times

Recent demographic trends have seen a large growth in Latino and Asian populations in Oakland, a steady increase in the white population, and a significant decline in the African-American population. Latino youth represent the largest ethnic group in Oakland for youth under 20 years of age.



Note: Hispanic/Latino is categorized by US Census as an Ethnicity, not Race. In this chart, individuals identifying as Hispanic/Latino are also represented in multiple racial categories, primarily in the "Some Other Race" and "White" categories.



Oakland Households

There are 151,808 households in Oakland; over 81,000 are family households, and in this group nearly 38,000 are households with children under the age of 18 years old⁸. One-third of households with children under age of 18 are headed by a female with no male present, down from 40% in 2000.

Grandparents play an important role as caregivers for Oakland children and youth. 2010 census data indicates that there are 9,452 grandparents living with grandchildren under 18 years of age; over a quarter of these grandparents (2,638 individuals, about 7% of all households with minors) are the

primary caregivers for their grandchildren under 18 years of age.

Oakland is also home to many gay and lesbian households, with 1,863 lesbian and 893 gay couples according to recent 2010 American Community Survey data from the U.S. Census⁹.

Oakland's population is not static, as people and families continue to move into the city, while others move out. In the past year, over 17,000 residents moved to a new home in Oakland from outside of Alameda County¹⁰.

English Language Learners/ Native Speakers

Over a quarter of Oakland residents are foreign-born, nearly 113,000 individuals. 42% of foreign-born Oakland residents are naturalized U.S. citizens, while 58% do not have U.S. citizenship. Oakland has a significant number of residents who do not speak English as their primary language. 42.5% of Oakland residents, or over 155,000 people, speak a language

other than English as their primary language at home¹¹. 53% of this group speaks English less than "very well". 63% of individuals who speak Asian and Pacific Island languages as their primary language speak English less than "very well", while 53% of individuals who speak Spanish as their primary language speak English less than "very well".



Educational Attainment

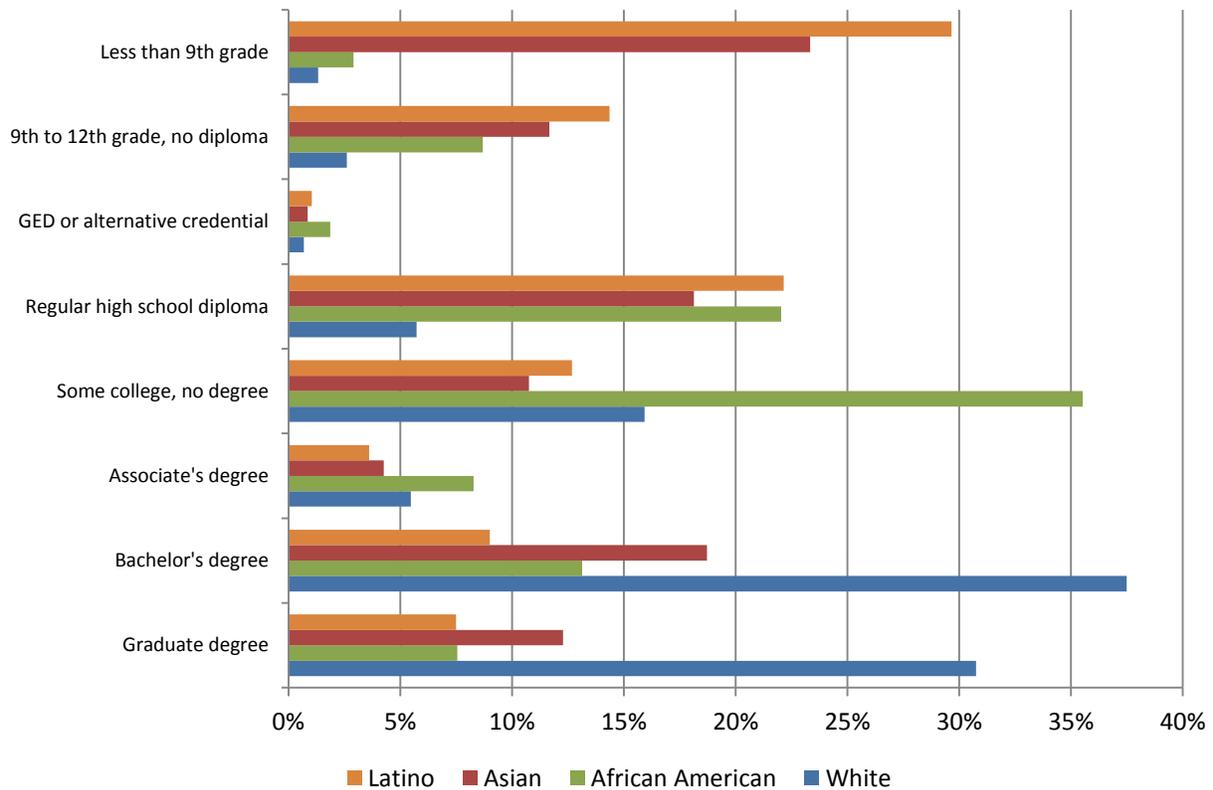
Educational attainment has long been found to be a primary indicator of future earnings¹². Parental education levels have also been found to be related to the academic success of their children¹³

The educational attainment of Oakland adults 25 years of age and over is extremely varied. Nearly one out of six Oakland adults obtained a graduate or professional degree; on the other end of the spectrum nearly one out of eight has less than a 9th grade education. One percent of white residents and 2% of African American residents have less than a 9th grade education, while 23% of Asian and 30% of

Latino residents have less than a 9th grade education. 70% of Oakland youth live in households where the head has only a high school education or less (32% are in households where the head has less than a high school education and 38% are in households where the head has achieved a high school diploma or GED)¹⁴

Oakland residents that were born in the United States have much higher rates of completing high school and attaining a post-secondary education than do Oakland residents born in a foreign country; 43% of foreign-born residents (40,917 people) possess less than a high school education.

Educational Attainment by Race and Ethnicity - Oakland Adults 2010





ECONOMIC LIVING CONDITIONS

The broader economic living conditions in Oakland have profound effects on the wellbeing of youth in the city. Economic disparities are tied to a host of developmental issues for children and youth, as studies have proven correlations between family income and assets to youth's healthy development, academic success, likelihood of being a victim or perpetrator of crime, and future earnings. Home to the fifth largest shipping port in the nation, Oakland has traditionally been a blue-collar, working class city, and has long had lower levels of household income and higher rates of unemployment than neighboring Bay Area cities. Yet, the collapses of the housing market, subsequent recession, and the ensuing jobless recovery have deepened the level of poverty and distress facing Oakland children.

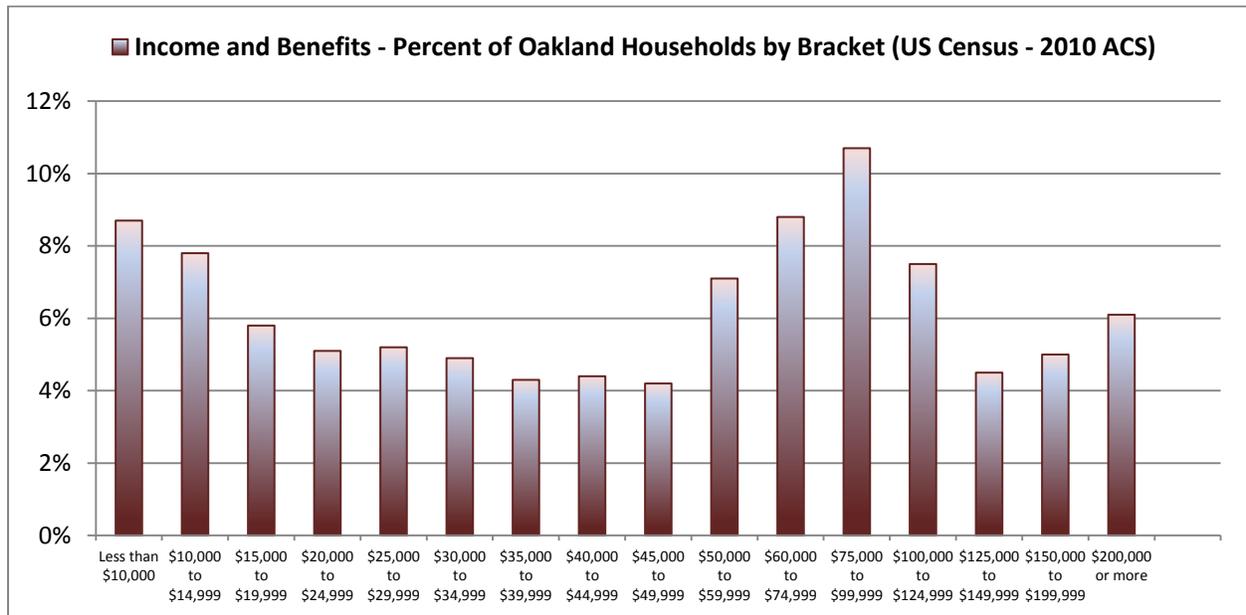
With increased unemployment and decreased wealth due to collapse of housing prices, poverty has risen in Oakland: ***32.7 percent of all children under the age of 18 in Oakland live in poverty***, increasing over 30% in just three years^{15,16}. Nationally, the share of young people who were employed in July 2011 was 48.8 percent, the lowest July rate on record, which began in 1948¹⁷. Research has shown that unemployment alone can affect how well students do at school: a recent study by the National Bureau of Economic Research found that job losses and business closings in a state are associated with declines in student achievement and decreased likelihood of schools failing to make Adequate Yearly Progress as expected under the No Child Left Behind law¹⁸.



Income and Assets

Research confirms a causal link between family income and young children’s academic achievement and later success¹⁹. The median household income in Oakland is \$49,190, while the median family income is \$54,625²⁰. Family assets have positive family effects, including increased use of modern reproductive health services, increased empowerment and status, and improved general household well-being²¹. The impact of asset holding on children’s educational success and health wellbeing has also been documented. Oakland was hard hit by the recent housing crisis and subsequent foreclosure of homes. Between 2007 and July 2008, 4,941 Oakland homes were foreclosed, over 8% of all Oakland home mortgages²². A report by the

Urban Strategies Council notes that between 2006-2009 there have been 10,249 Notices of Default in the City of Oakland, leading to an increase in homelessness and a steep decline in housing prices, wiping away family’s equity and increasing the number of abandoned homes.²³ The majority of the Notices of Default were concentrated in West Oakland, San Antonio, and Central East Oakland. Between 2005 and 2008, the foreclosure rate nationally for blacks and Latinos was roughly 170 percent of that for whites and Asian Americans. The median wealth of Hispanic households fell by 66 percent from 2005 to 2009; African Americans saw their wealth drop by 53 percent, and Asians saw a household wealth dropping 54 percent²⁴.

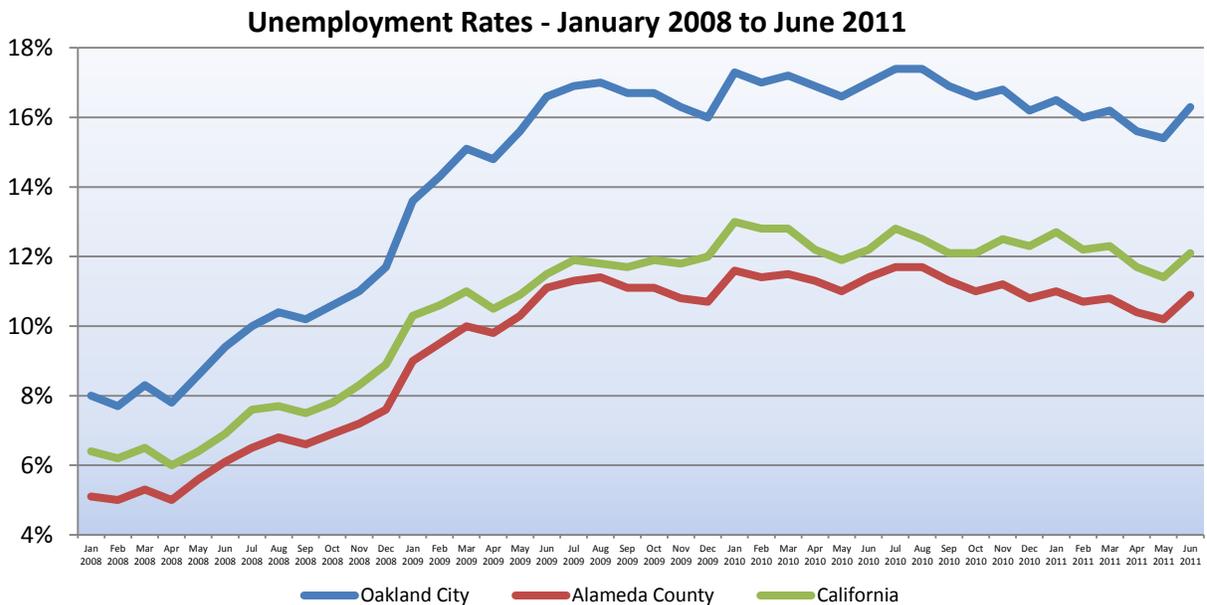




Employment Trends

Employment is critical to keeping parents out of poverty. *47.2% of all families in Oakland that had no worker were below the poverty level,* compared to only 23.4% of families with one worker and 4.6% of families with two workers.²⁵ Employment was especially important for single mothers: 69.1% of families with single mothers and no worker lived in poverty compared to 24.9% of families with a single mothers and one worker.²⁶ Unfortunately, *almost half of all Oakland children live in families where neither parent has full-time, year-round employment*²⁷. Oakland's unemployment rate has remained four

percent higher than the state average and six percent higher than the county average during the recession and jobless recovery, with rates currently hovering around 16%. In California, the unemployment rate is nearly double for African Americans. The unemployment rate in Oakland doubled from 8% in January 2008 to hit 16.1% in June 2011; rising from slightly above 15,000 residents out of work seeking employment to over 30,000 people out of work seeking employment today. Today, Oakland's largest employers are in the educational services, health care and social assistance industry.





Youth Employment and Career Development

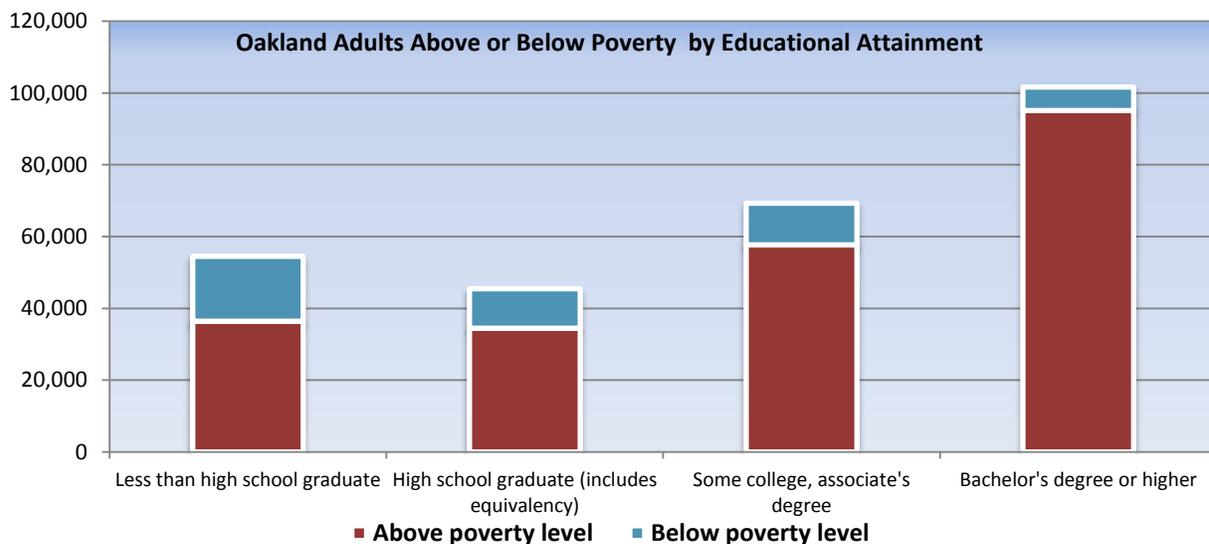
The recession and continued high rates of unemployment have greatly affected youth’s ability to find employment. *The share of young people nationally who were employed in July 2011 was 48.8 percent, the lowest July rate on record* since the Bureau of Labor Statistics began keeping records in 1948²⁸. California has the highest rate of unemployment for youth ages 16-19 in the nation, with over 80% of teens unemployed²⁹. Today, most youth workers in Oakland ages 19-21 are employed in the Food Services industry sector, followed by Administrative and Support Services, and Private Households³⁰.

For over thirty years Oakland has pooled a variety of federal, state, county, local and private resources together to host a summer jobs program for young people; last year the program provided 682 youth ages 14 to 21 with subsidized internship positions. However, nearly 1,200 additional Oakland youth applied for summer employment through the program but were unable to gain work experience due to the limited slots available, indicating a high level of demand³¹.

Poverty and Children

Oakland has the highest percentage of children living in poverty in the Bay Area. North Oakland, West Oakland, and East Oakland account for the highest poverty levels in Alameda County³². *32.7% of all children in Oakland live in poverty*³³. Child poverty in Oakland has increased more than 30% in just three years according to recent Census data, and has particularly affected school-age children³⁴.

25% of families with children in Oakland live in poverty, while 37.8% of families headed by a single mother in Oakland lives in poverty. Rates of poverty are closely correlated with an individual’s level of educational attainment: one-third of people that did not complete high school live in poverty, compared to only 6% of residents with a Bachelor’s degree or higher.





ACADEMIC DEVELOPMENT & EDUCATION

Numerous studies have shown that academic success is clearly linked to individual and societal benefits, from improved employment opportunities, increased earnings, reduced crime, and improved self-efficacy. Research has also shown that future academic success is built upon a foundation of early achievement in school, and requires family support. Success in elementary school is partially dependent upon preparation in kindergarten; and kindergarten readiness is strongly influenced by strong family/caregiver support and participation in quality early childhood education. Truancy and chronic absenteeism at an early age has long-term effects as well on student performance.

As the following sections will show, Oakland's public school district has made improvements in overall school and student performance over the past few years, and is making strides in reducing disparities between student achievement by race. Nevertheless student and school performance is still lower than county and state averages, and disparities continue to persist, especially for African-American and Latino students, and particularly male students.

Oakland kindergarteners are less ready for school than their peers in Alameda County. The city has high rates of chronic absenteeism and truancy, affecting long-term student success. Standardized testing scores indicate that Oakland students do poorer than students in the state and county. Fewer Oakland high school students continue on to post-secondary education than their peers in the county and state. A major demographic shift in Oakland has resulted in a large increase in Latino student enrollment, which is now the largest ethnic group in OUSD. However, English learners in Oakland receive instruction through Structured English Immersion at rates much lower than the state and county.



Early Care and Education

Quality early child care is crucially important for the successful development of children and economic stability of families. Studies have shown that early childhood experiences impact brain development, language, social-emotional development, school readiness, and academic performance. Quality early childhood education programs also have strong economic benefits to the community: studies conservatively estimate that high quality preschool programs save taxpayers approximately \$2.50 for every dollar invested, by reducing future costs for special education^{35,36}.

Beyond its importance for preparing youth for school success in kindergarten and beyond, child care is vitally important for working families. Child care programs allow parents the opportunity to obtain greater employment opportunities³⁷. The California Child Care Resource and Referral Center reports that 85% of parents in Alameda County sought day care facilities for employment reasons, and 9% needed daycare facilities to receive the training or schooling necessary for employment³⁸.

There are 53,227 licensed child care slots in Alameda County³⁹. An estimated 59% of children ages 3 to 4 in Alameda County are enrolled in a preschool or child development center⁴⁰. The

majority of child care centers are structured to serve pre-school children, resulting in a shortage of spots for younger children. In Alameda County, there are over three times more preschoolers than infants and toddlers served through subsidies; however, infants and toddlers make up more than one-half of the children on the Centralized Eligibility List. Infant care suffers from an shortage of available slots; 44% of parents in Alameda County who wanted child services requested infant care, but only 6% of licensed child care centers had infant slots.⁴¹ Despite the desire for infant and preschool care, only 6% of licensed providers care centers provided room for infants, while 66% of licensed care providers had spots for preschoolers (2-5 year olds)⁴².

Despite the high number of children who are dual language learners, very few members of Alameda County's early child care workforce have participated in non-credit training or college coursework related to dual language learning. Only 12% of licensed family care providers have received non-credit training, and only 11% have completed college coursework in this subject. Among centers, only 39% employ at least one teacher with relevant non-credit training, and only 31% employ at least one teacher with relevant college coursework⁴³.



School Readiness

In 2010, First 5 Alameda County commissioned an assessment of the school readiness levels of new kindergarten students for the third consecutive year.

On their teacher survey, OUSD teachers indicated the level of proficiency they thought students should have to be “school ready” at kindergarten entry.

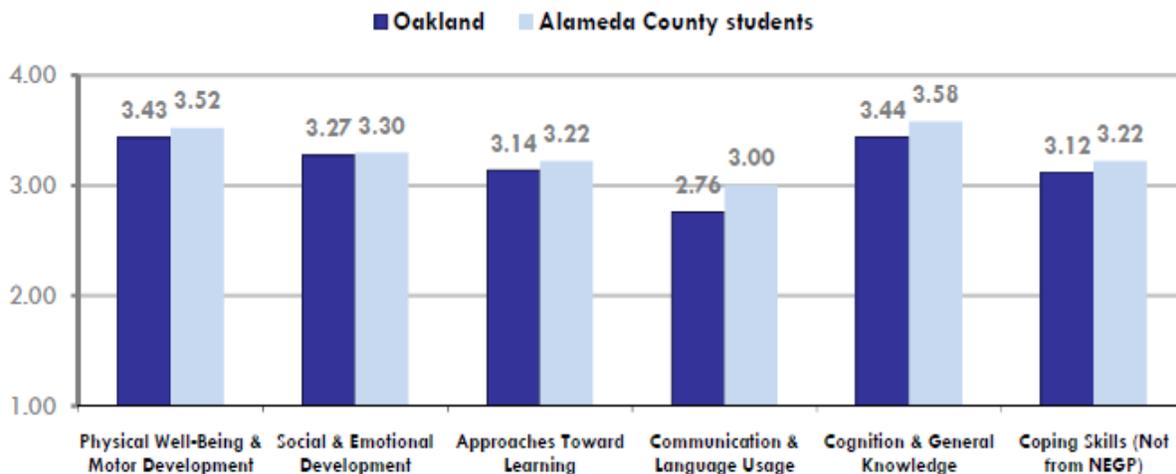
Only sixty-three percent of Oakland kindergarten students were meeting or exceeding teachers’ expected proficiency levels for overall readiness⁴⁴.

The largest percentage of students was meeting teachers’ expectations in **Self-Care & Motor Skills** (72%). The largest gap between teachers’ expectations and students’ skills was in **Self-Regulation skills** (54% of students were meeting expectations). Along with recognizing certain alphabet letters, this skill was selected by teachers as

requiring the most time during the kindergarten school year⁴⁵. Overall, Oakland kindergarteners were ranked as less proficient than their peers in Alameda County across five National Education Goals Panel (NEGP) kindergarten readiness dimensions, as well as the four skill dimensions in the Basic Building Blocks of readiness as observed through administrations of the Kindergarten Observation Form.

Comparisons with the full sample of students assessed county-wide show that Oakland Unified students in the sample were slightly less likely to have a readiness profile that showed strengths across all readiness dimensions, and they were nearly twice as likely to have significant readiness needs across all readiness dimensions.

Figure 12. Students’ Proficiency across the Five NEGP Readiness Dimensions



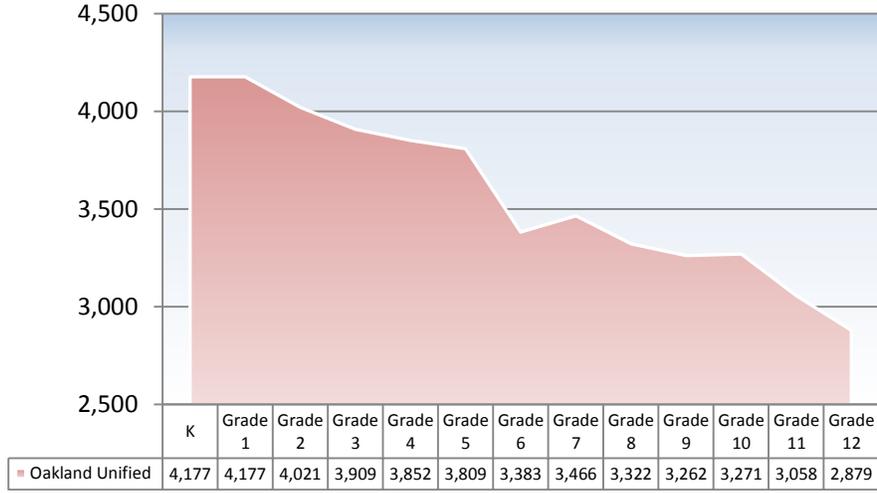


School Enrollment

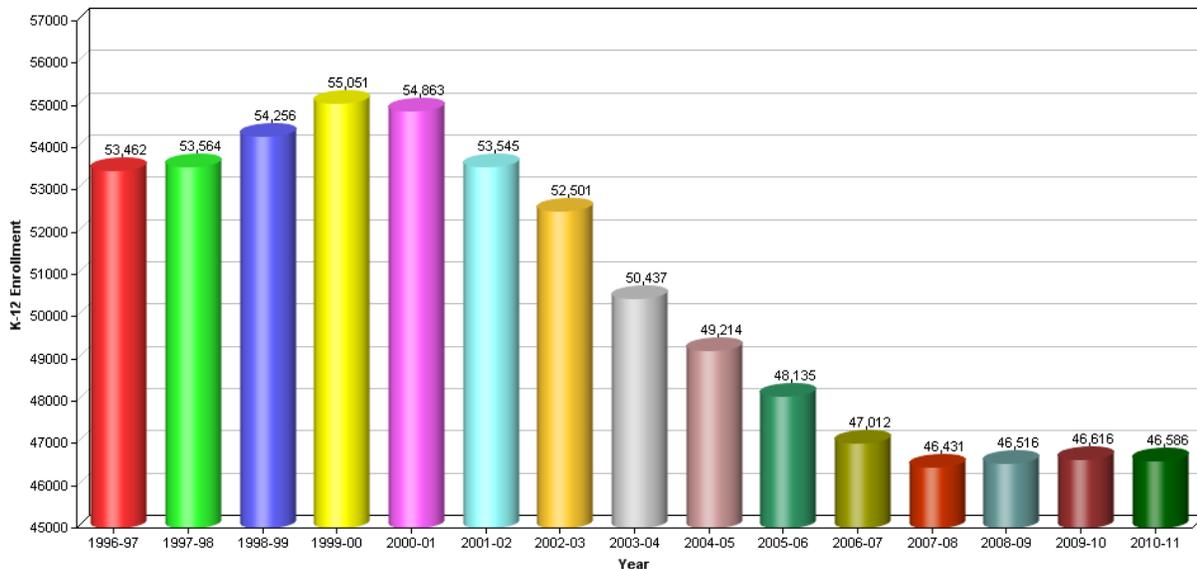
Oakland Unified School District's total student enrollment for grades K through 12 in 2010-2011 was 46,586 students, enrolled in 135 elementary, middle, high, charter and small schools.⁴⁶ A comparison of OUSD enrollment to the total number of Oakland

school-age youth (61,620 youth ages 5-18), indicates that *approximately three-quarters of Oakland youth enroll and are educated through an Oakland public school.* OUSD's total enrollment has declined by over 8,000 students in the past ten years, equating to a 15% decline⁴⁷. This decline in OUSD enrollment does align with the overall decline in the number of school-age children residing in Oakland for the same

Oakland Unified - Total Enrollment by Grade 2010-2011



time period. It can also be attributed in part to the out-migration of African-Americans from Oakland; as the total student population dropped from nearly 55,000 at its peak in 1999-2000 to just over 46,000 this year, the population of African American students declined from 55% a decade earlier to 32% today⁴⁸. Currently, Latino students comprise the largest ethnic group enrolled in OUSD, a major cultural shift for the district.



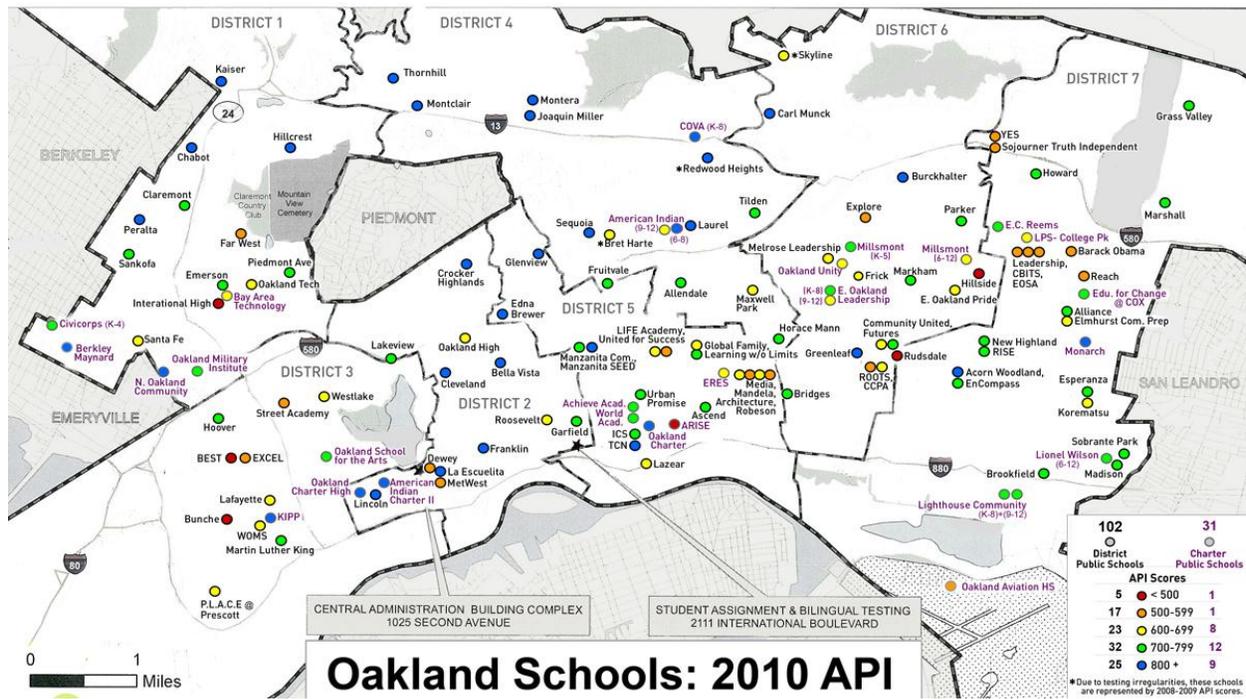


OUSD School Performance

The quality of education in Oakland public schools has improved over the past decade, but remains below county and state averages for performance. The California State Board of Education established a score of 800 on the Academic Performance Index (API) as the minimum standard for a quality public school. In 1999, OUSD operated 42 schools scoring under 500 on the API; by 2009 there were only six schools with API scores below 500. A decade ago, only five schools rated above 800 on the API; by 2009 the number of OUSD schools ranked above 800 reached 21⁴⁹. However, as of 2009 only 15 percent of low-income children in the city of Oakland attended an Oakland public school with an API of 800 or greater⁵⁰. Most underperforming schools are located in low-income neighborhoods,

while schools scoring above 800 on the API are predominately located in the Oakland hills.

When analyzing school performance in context with the composition of the student body, it appears that schools with majority of Latino or African American students are lower performing than the schools with a majority of white students. Of the 49 OUSD elementary, middle and high schools with a student body that is 50% or more Latino, only 11 (22.4%) have a 2011 API score above 800. For the 36 OUSD elementary, middle and high schools with a student body that is 50% or more African-American, only six (16.7%) have 2011 API scores above 800. The six OUSD schools (5 elementary and one charter K-8) with a student body over 50% white all have API rankings above 900⁵¹.





OUSD Student Test Scores

Standardized test scores from OUSD indicate that there have been improvements in recent years, but overall that students in Oakland are performing lower academically than their peers in the county and state. English proficiency for OUSD fifth grade students has risen 19% over the last four years while math proficiency has increased by 22%. However, for OUSD students between 2-11th grades only 41.4% tested as proficient or advanced in English; and only 44.% of 2-7th graders in 2010 tested as proficient or advanced in Math.

Student test scores decrease in proficiency from elementary to middle school, and from middle school to high school. 39% of 7th graders and 34% of 8th graders performed at grade level in 2010. Recent research indicates that students moving from grade 5 into middle school show a sharp drop in math and language arts achievement in the transition year, with negative outcomes persisting as far out as 10th grade⁵². For the last five years, student scores have dropped between elementary and middle school. While 50% of elementary school students in OUSD tested as proficient or better, only 32% of middle school and high school students received proficient or above scores⁵³.

Disparities in academic performance by race and ethnicity appear at a young age and continued throughout high school. ***While 87% of white elementary students in OUSD scored proficient or above better in reading proficiency, only 39% of Hispanic students and 41% of African American students were proficient***⁵⁴. Literacy proficiency declines for African American and Latino students in middle and high school: only 26 % of African American and 23% of Latino students at the

middle school level are proficient readers; and only 32% of all middle and high school students are proficient or above in reading.

Although African American students continue to score on standardized tests below the district average, there have been positive increases in their scores in recent years, decreasing the academic disparity between African American students and students of other races. The gap between African American and white male students fell from 62 percentage points in 2006-2007 to 49 percentage points in 2009-2010. Similarly, the percent of African American middle school male students who rated proficient or higher in math on the California Standards Test (CST) almost doubled from 2005 to 2009⁵⁵.

English learners had significantly lower English Language Arts (ELA) CST scores. The gap in scores between English learners and the student average grew from third to eight grades. In third grade, the students scored 17% below the average; by fifth grade, English learner students scored 28% below average, and by 8th grade that number had increased to 31% below average.

For the California High School Exit Exam (CAHSEE), white students and Asian students in Oakland perform significantly higher than African American and Asian students. 91% of white students received passing scores in Math and 96% receive passing scores in English, and 87% of Asian students passed English and 74% received passing scores in Math. Only 49% of Black students tested received passing scores in math and 59% received passing scores in English; for Latino students the rates were 59% passing rates for both math and English⁵⁶.



English Language Learners

OUSD serves a very large number of students who are categorized as English Language Learners. In 2010-2011 over a quarter of students (13,825 individuals) enrolled in grades K-12 in OUSD were English language learners. Over half of these students are enrolled in the first years of school, in kindergarten through 3rd grade. The percent of students categorized as English learners by grade in Oakland is comparable to county and state statistics.

By far, the most common language spoken by these students is Spanish (73.5%), followed by Cantonese (8.9%) and Vietnamese (4.3%).

Out of all English Learner Students (ELS) enrolled in OUSD, 39% receive instruction through Structured English Immersion, compared to 52% of Alameda County ELS and 49% of California State ELS, indicating a gap in service tailored to these students' language needs⁵⁷.

Special Education Enrollment

OUSD serves nearly 5,000 students with special needs. These needs include learning disabilities, emotional and behavioral disorders, physical disabilities and developmental disorders⁵⁸. The majority of students enrolled in special education in Oakland have specific learning disabilities (36.5%), followed by speech or language impairment (26%), mental retardation (11.4%), autism (7.9%) and emotional disorders (7.8%). Out of all students enrolled in special education in OUSD, 80% are

either African American or Latino. African American students enrolled in OUSD comprise 42% of all special education students in Alameda County.

677 of these students are children ages 0-5; 98% of these children are between the ages of 3-5⁵⁹. Speech and language impairment accounts for 66% of disabilities among 0-5 year olds in Oakland, with mental retardation being the next most common problem at 14%.

OUSD Special Education Enrollment by Age and Major Ethnic Group

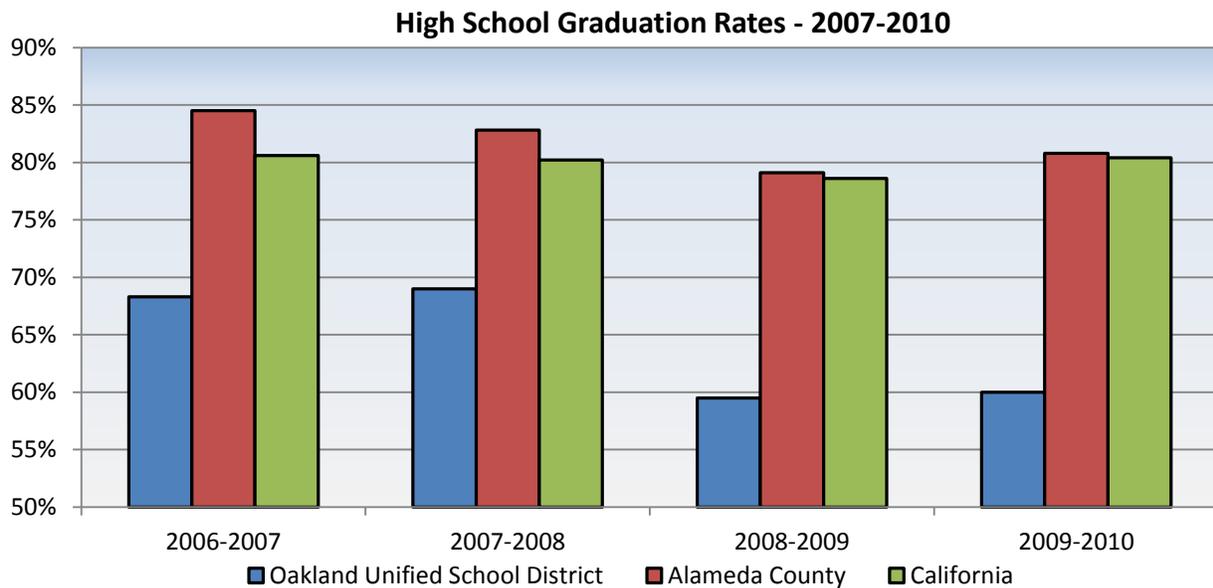
	Native American	Asian	Pacific Islander	Multi	Hispanic	African-American	White	Total
Total	17	439	31	150	1,654	2,337	345	4,973
County Total	118	3,476	219	751	8,629	5,560	6,952	25,705
% of County Total	14%	13%	14%	20%	19%	42%	5%	19%



OUSD Graduation Rate

Oakland’s overall graduation rate for 2009-2010 was 60%. The graduate rate is computed based on the National Center for Education Statistics standard, utilized by the California Department of Education. The graduation rate is determined by calculating the number of 12th grade graduates divided by graduates plus the number of drop outs in 9th, 10th, 11th and 12th grades. The rate of graduation for OUSD students has declined in recent years and is significantly lower than the county and state average. Recent California Department of Education data disaggregated by race by OUSD’s Research, Assessment, and Data department indicates that there are large disparities by race and gender. Less than half of African American and Latino males graduate from OUSD. Females of all ethnicities had higher rates of high school graduation than males.

OUSD Graduation Rate by Ethnicity, 2008-2009			
	Females	Males	Total
African-American	58.5%	49.0%	54.2%
Asian	85.4%	73.7%	79.4%
Filipino/a	75.0%	60.0%	68.2%
Latino/a	62.6%	49.7%	56.1%
Native American	75.0%	57.1%	63.6%
Pacific Islander	77.8%	60.9%	68.3%
White	78.1%	71.6%	74.8%





OUSD Dropout Rate

The adjusted overall dropout rate for OUSD high school students in 2009-2010 was 32.7%, nearly twice as high as the state and county averages (17.4% and 17.7%, respectively). The 4-year Adjusted Cohort forms the basis for calculating graduation rates, dropout rates, and other related rates⁶⁰. The cohort is the group of students that could potentially graduate during a 4-year time period (grade 9 through grade 12). The 4-year Adjusted Cohort includes students who enter 9th grade for the first time in the initial year of the 4-years used for the cohort. This cohort is then adjusted by:

- Adding students who later transfer into the cohort during grade nine (year 1), grade 10 (year 2), grade 11 (year 3), and grade 12 (year 4); and
- Subtracting students who transfer out, emigrate to another county, or die during the 4-year period.

There are large differences in dropout rates by race and ethnicity, with dropout rates above 30% for Latino, Pacific Islander, American Indian, Filipino, and African American students⁶¹. Oakland students in all groups except white and Asian are above the state and county average for dropping out of school. When adjusting the figures to include lost transfers and re-enrolled dropouts, there were still 1,132 high-school students last school year in Oakland that did not complete their education or earn a GED.

Dropout rates peak in 9th grade and in 12th grade for high school students, indicating that these transition years are critical for keeping students engaged in their education⁶².

Dropouts by Ethnic Designation by Grade - OAKLAND UNIFIED for the Year 2009-10															
Ethnic Category	Reported										Adjusted				
	Grade 7 Dropouts	Grade 8 Dropouts	Grade 9 Dropouts	Grade 10 Dropouts	Grade 11 Dropouts	Grade 12 Dropouts	Grade 9-12 Dropout Total	Grade 9-12 Enrollment	Grade 9-12 4-year Derived Dropout Rate	Grade 9-12 1-year Dropout Rate	Re-enrolled Grade 9-12 Dropouts	Grade 9-12 Lost Transfers	Adjusted Grade 9-12 Dropout Total	Adjusted Grade 9-12 4-year Derived Dropout Rate	Adjusted Grade 9-12 1-year Dropout Rate
Hispanic or Latino	55	56	108	133	95	172	508	4,614	38.70%	11.00%	195	72	385	31.10%	8.30%
American Indian	3	0	1	4	4	2	11	56	66.60%	19.60%	6	2	7	49.00%	12.50%
Asian	23	9	16	25	13	43	97	1,998	18.40%	4.90%	28	12	81	15.70%	4.10%
Pacific Islander	1	0	1	2	4	5	12	159	30.80%	7.50%	3	4	13	30.90%	8.20%
Filipino	0	0	3	1	1	8	13	89	48.10%	14.60%	3	0	10	37.60%	11.20%
African American	84	65	186	220	157	286	849	4,664	55.50%	18.20%	407	96	538	39.70%	11.50%
White	2	6	7	12	7	11	37	562	26.00%	6.60%	13	11	35	24.10%	6.20%
Two or More Races	2	2	2	2	0	2	6	87	25.40%	6.90%	3	1	4	23.70%	4.60%
None Reported	7	1	11	19	8	31	69	353	57.20%	19.50%	23	13	59	50.30%	16.70%
District Total	177	139	335	418	289	560	1,602	12,582	42.70%	12.70%	681	211	1,132	32.70%	9.00%
Countywide	222	178	404	528	480	1,209	2,621	66,576	15.10%	3.90%	826	1,237	3,032	17.40%	4.60%
Statewide	3,034	2,891	8,939	10,210	14,337	34,531	68,257	1,999,684	13.30%	3.40%	13,146	37,789	92,900	17.70%	4.60%



Truancy

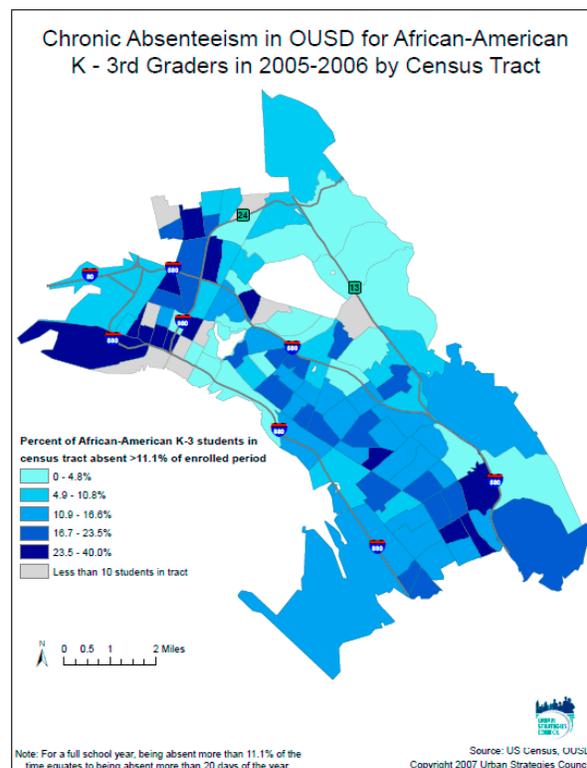
Students who are truant suffer from significantly higher dropout rates and worse academic performance compared to students who regularly attend class⁶³. A truant is defined as a student who misses three or more days of unexcused absence or tardiness. The rate of truancy in Oakland Unified high schools for 2009-2010 was 42.9%, compared to a county rate of 35.2% and a state rate of 29.8%.

Chronic Absenteeism

Chronic absence refers to a student who misses 10% or more of the academic school year for any reason. Research has found that even students who arrive in school academically ready to learn in kindergarten, but then missed 10 percent of their kindergarten and first grade years scored on average 60 points below similar students with good attendance on third-grade reading tests and nearly 100 points below average in math tests⁶⁴. Chronic absence in kindergarten is associated with lower academic performance in 1st grade among all children, and most significantly affects reading proficiency among Latino youngsters. Among poor children, chronic absence in kindergarten predicts the lowest levels of educational achievement at the end of fifth grade⁶⁵. The negative impacts of absences on literacy is 75% larger for low-income children, whose families often lack resources to make up the lost time⁶⁶.

Chronic absence affects one out of nine OUSD students, with the highest rates of chronically absent students occurring in 9th grade. Fifty percent of chronically absent students are in elementary school, and elementary absenteeism is concentrated in West Oakland. The trends shift in high school, as the majority of chronically absent students are

concentrated in East Oakland⁶⁷. African American males were more likely to miss school, with 23% of African American males chronically absent in the 2009-2010 school year. Over a fifth of African American males in elementary school were chronically absent each year during the past four years⁶⁸.





Suspensions and Expulsions

Suspension and expulsion rates for OUSD students are comparable to county and state averages. In 2010-2011 there were 5,591 suspensions and 86 expulsions. 46.22% of all suspensions and 75% of all expulsions in Oakland Unified during 2010-2011 resulted from violence or drugs⁶⁹.

African American students are disproportionately by suspensions. Between the 2009-2010 school year, 8% of all students district wide were suspended compared to 18% of African American males students. OUSD suspended almost a 40% of African American males at least once in middle school⁷⁰.

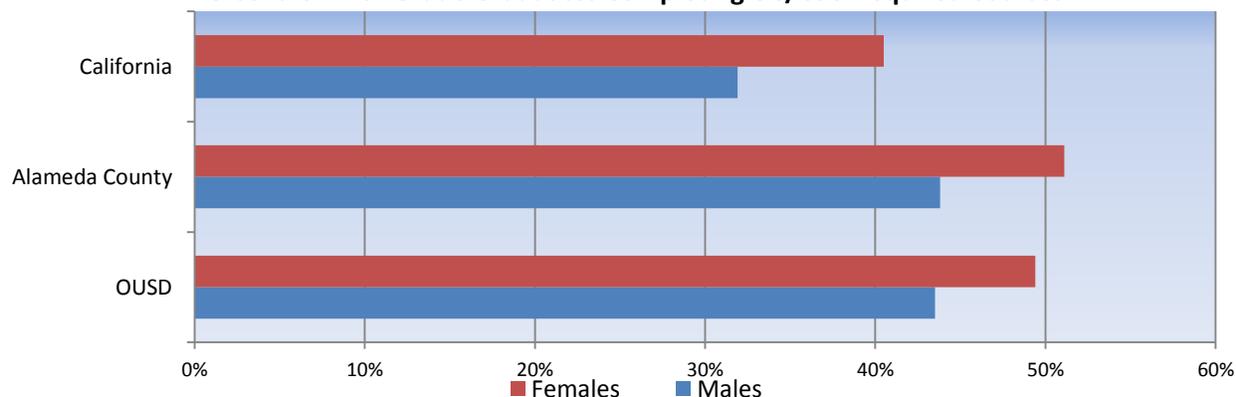
College Readiness

A college education is important for youth in order to become economically successful. With a strong correlation between future earnings and levels of educational attainment, a college degree and experience is often a prerequisite for a range of careers that pay living wages and offer opportunities for advancement. Two effective indicators of a student's intention to attend a four year university are the number of students who take the SAT, and the number of students who meet who fulfill the UC/CSU required courses upon graduating. OUSD students take the SAT at rates comparable to the

county, and at a higher rate than the state average. Performance on the SAT for the three categories of Critical Reading, Math, and Writing fall below both state and county averages⁷¹. Almost half of students graduating from Oakland Unified complete courses required for UC and/or CSU entrance in 2009-2010⁷². These rates are comparable to the county averages, and exceed state rates. In line with state trends, more female students complete required coursework for entrance into UC/CSU schools than male students.

Student SAT Scores, 2009-10	12 th Grade Enrollment	# Tested	Percent Tested	Critical Reading Avg.	Math Average	Writing Average
OUSD Total	2,847	1,243	43.66	424	445	426
County Total	16,090	7,489	46.54	514	541	516
State Total	475,596	158,666	33.36	501	520	500

Percent of 12th Grade Graduates Completing UC/CSU Required Courses

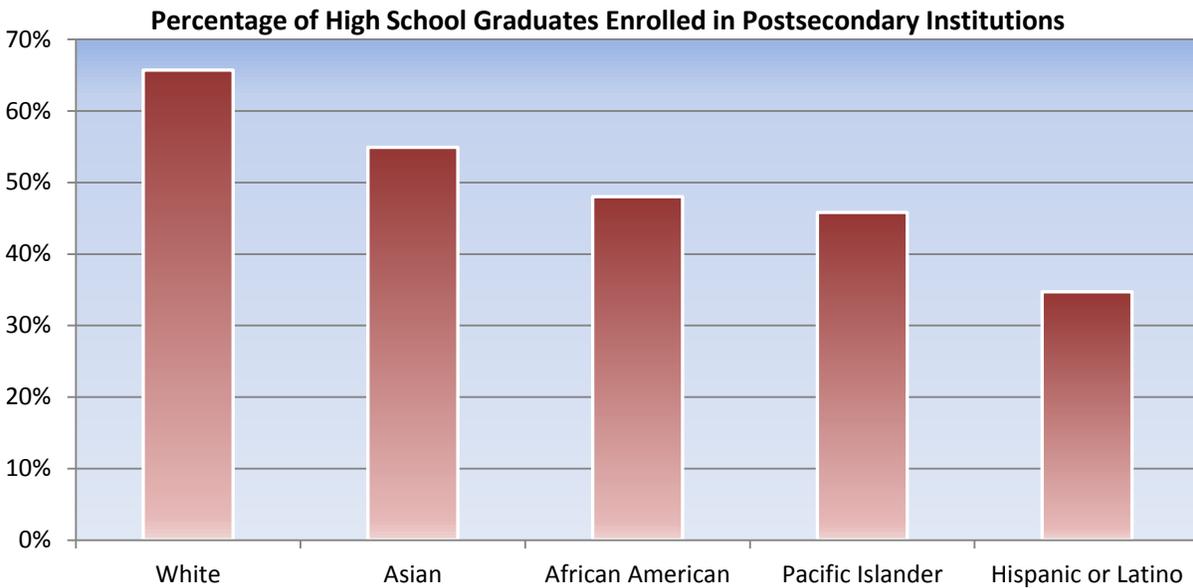




College Attendance

46.3% of students graduating from Oakland high schools in 2008-2009 enrolled in college⁷³. College attendance rates range from 65.7% for white students to 34.7% for Latino students. While 62% of all students graduating from OUSD qualify as socially disadvantaged, only 42.3% of this subgroup

continue on to enroll in college⁷⁴. Only 29% of students with disabilities that graduate from OUSD go on to enroll in college, while merely 19.5% of English learners graduating from OUSD continue on to college.





HEALTH AND WELLNESS

The healthy development and overall wellness of a child in Oakland is very much dependent upon their socioeconomic status. Where a child is born, grows up, and the family structure that raises a youth strongly affects health outcomes. Healthy students are absent less from school and able to participate more fully in school and extracurricular activities. A widely cited report from the Alameda County Public Health Department succinctly illuminates the disparities in healthy outcomes for Oakland youth dependent upon race and neighborhood:

“West Oakland residents breathe air that contains three times more diesel particles than in the rest of the Bay Area... Compared with a white child in the Oakland hills, an African American born in West Oakland is 1.5 times more likely to be born premature or low birth weight, 7 times more likely to be born into poverty, 2 times as likely to live in a home that is rented, 4 times more likely to have parents with only a high school education or less. As a toddler, this child is 2.5 times more likely to be behind in vaccinations. By 4th grade, this child is 4 times less likely to live in a neighborhood with 2 times the concentration of liquor stores and more fast food outlets. Ultimately, this adolescent is 5.6 times more likely to drop out of school and less likely to attend a 4 year college than a white adolescent. Born in West Oakland, this person can expect to die almost 15 years earlier than a white person born in the Oakland hills⁷⁵.”

Births to teen mothers are more than double the rate in Oakland than the rest of Alameda County, with over eight percent of all births in Oakland to teen moms. Overall Oakland youth have access to preventative care and health coverage, but disparities exist, especially for Latino families with undocumented status. Oakland youth have lower rates of immunization than youth in Alameda County, affecting long-term health outcomes. Asthma rates in Alameda County are the highest in the state. Oakland students are less physically fit than students in California, with fitness disparities increasing as students get older.

With increased poverty due to the recession, the rate of children receiving food assistance has increased greatly in recent years. Children make up the largest group of people receiving emergency food in Alameda County, with 43% of food bank clients children and teens.

Young people in Oakland exhibit some risky behaviors due to use of alcohol and other illegal substances: 25% of 11th graders had driven a car while under the influence of alcohol, while 42% of 7th graders had been a passenger in a car driven by someone who had been drinking⁷⁶.

Access to quality early child care has positive health benefits, as early childhood experiences impact brain development, language, social-emotional development, school readiness, and academic performance, as well as playing a vital role in helping parents find and retain employment. Demand for child care for infants is greater than the supply; while there are over three times more preschoolers than infants and toddlers served through subsidies in Alameda County, infants and toddlers make up more than one-half of the children on the Centralized Eligibility List. With growing numbers of families with young children who do not speak English as their primary language, there is a need for increasing the linguistic and cultural capacity of early child care in Oakland.



Births to Teen Mothers

Adolescents who become mothers tend to exhibit poorer psychological functioning, lower levels of educational attainment and high school completion, more single parenthood, and less stable employment than those with similar background who postpone childbirth⁷⁷. 70% of teen mothers drop out of high school, making pregnancy the primary reason young women drop out early. Only 30% of teen mothers complete high school by age 30, compared to 76% of women who delay parenthood until age 21 or older⁷⁸. Preschool children of teen mothers tend to show some delay of cognitive development as well as more behavior problems and more aggressive behavior than children of older mothers, while adolescent children of teen mothers experience high rates of grade failure, delinquency, and early sexual

activity⁷⁹. Children of teen mothers also are at higher risk of struggling in school, becoming victims of child neglect and being placed in foster care⁸⁰.

Oakland has the highest teen pregnancy rates in Alameda County. In 2010, 8.24% of births in Oakland were to teenagers ages 15-19, in contrast to 3.38% of births in Alameda County; Oakland's rate is twice the national average^{81,82}. The rate of births to 15-19 year olds was 45.7 per 1000 births in 2007 compared to the county average of 27 per 1000 births. Latinas had the highest rate of birth to teenagers in Alameda at 65.8 per 1000 females, followed by African Americans with 51.6 per 1000 births in 2006⁸³. Overall, East and West Oakland had the highest rates of teen pregnancy, over double those of Alameda County⁸⁴.

Low-Birth Weight, Prenatal Care, and Infant Mortality

Low weigh children are more likely to die and face higher rates of long-term health problems, disease, and disability⁸⁵. 7.1% of births in Alameda County in 2008 were low weight births⁸⁶. Prenatal care can help reduce the risk of low weight births, and 85.7% of births in Alameda County in 2009 received care starting in the first trimester. However, only 68.4% of pregnant women under 20 received pre-natal care in their first trimester⁸⁷. A study of prenatal care in Alameda County found that nearly 1 out of 5 births received inadequate prenatal care⁸⁸. Latino families

are most at risk of not receiving adequate prenatal care, with one out of four births to Latina mothers in 2008 lacking adequate prenatal care.

The rate of infant mortality for Oakland from 2006-2008 was slightly higher than the county average, with 5.5 deaths per 1000 live births compared to an average in Alameda county of 4.5 deaths per 1000 live births. African Americans had significantly higher rates of child mortality. In Oakland, the infant mortality rate of African American babies is two-three times higher than other races⁸⁹.



Preventive and Ongoing Health Care

Access to health services for preventative care has been proven to minimize chronic, long-term health risks. Uninsured people may delay health care or not seek it at all, leading to later diagnoses and poor management of health problems⁹⁰. According to a recent Situational Analysis by First 5 Alameda County, the good news is that 98% of children ages 0-5 in Alameda County have regular access to a doctor. However, there is a gap in services for

undocumented and mixed status residents, specifically children and pregnant women. While some health care providers are making efforts to increase the availability of language access services, a lack of regular availability of interpretation leads to consistent barriers in accessing health care⁹¹. First 5's Situational Analysis also identified children in foster care and parents coming out of jail as groups with barriers to access health care.

Immunization

Immunization is critical to the overall health of young children. Illnesses harm both the child and their classmates by resulting in missed days of school as well as harming the child's overall health. By age two, only two-thirds (68%) of children in Alameda County were up-to-date on their vaccinations in 2009⁹². While 90.2% of kindergarten children in Alameda County were up-to-date on their immunizations at the start of the 2011 school year, in Oakland, the rate was 85.6%, below both the state and county average⁹³.

Public early childcare programs operated by Oakland Head Start, Unity Council Head Start, and Early Head Start report high rates of immunization at 95%, 100% and 100% respectively⁹⁴. In Alameda County, African American children had lower rates of immunization compared to their peers. Only 59.5% of African American two years olds in 2006 were up-to date on their immunizations, compared to a county average of 78.5%.

Asthma

Asthma negatively affects the physical health of children and places a financial burden on local communities. Children suffering from asthma can miss days of school, be unable to participate in athletic events, and have lower self-image⁹⁵. Hospitalization rates due to asthma for Oakland children are four times higher than for all California children, at 775 per 100,000⁹⁶. Rates of hospitalization for asthma among children under five years of age were highest in North, West, and East Oakland, exceeding the county average rate by two or more times⁹⁷. Due to its proximity to the Port of Oakland, asthma rates for children are particularly

high in West Oakland⁹⁸. In 2009, Alameda County had the highest asthma hospitalization rate for children aged 0 to 5 years (49.9% per 10,000 children) in California, nearly 2 to 3 times higher than rates in neighboring Bay Area counties⁹⁹. Hospitalizations and Emergency Room (ER) visits for Alameda County children under 5 years are highest among African American children and those living in Oakland. The highest asthma hospitalization rates are for African-American males (three times the county average) and African-American females (double the county average)¹⁰⁰.



Nutrition

Children in Oakland face numerous issues related to nutrition. Food insecurity is strongly related to poverty, and impacts child development and educational attainment. Studies have found that hungry and food insecure children were more likely to be hospitalized; hungry children were also twice as likely to be reported in fair or poor health¹⁰¹.

In 2006, 40,000 people in Alameda County received food assistance from the Alameda County Community Food Bank, with the majority being children and the elderly. Due to the recession and increased rates of poverty, by 2010, the number of unduplicated clients receiving food assistance weekly increased by 23% to reach 49,000 people¹⁰². The Food Bank is serving 250,000 unduplicated individuals annually, or 1 in 6 Alameda County residents¹⁰³. **Children make up the largest group of people receiving emergency food in Alameda County: 43% of food bank clients are children and teens.** This rate of children receiving assistance has increased disproportionately since the recession, rising from 35% of emergency food recipients in Alameda County in 2006.

Similarly, in the 2010 Oakland Head Start Parent survey, 31% of Oakland respondents identified food as their top priority, and 10% of parents surveyed responded that they had received free food from a food pantry.

Access to fresh and healthy food is more limited for residents of Oakland's flatland neighborhoods when

compared to the Oakland hills. Studies have found that there is one supermarket per 93,126 residents in Oakland's flatlands compared to one supermarket for 13,778 residents in the Oakland hills¹⁰⁴. The lack of access to healthy food between the flatlands and the hills correlates to higher rates of health related diseases found in the flatland neighborhoods¹⁰⁵.

Students in OUSD have diets comprised of both healthy and unhealthy foods. 77% of 7th graders eat fresh vegetables daily and 81% eat fresh fruit daily¹⁰⁶. However, 69% of 7th graders also eat fried potatoes at least once a day and 64% drink soda at least once a day¹⁰⁷.

The lack of healthy food choices impacts obesity for Oakland youth. In Alameda County, 15% of children age 2-3 were overweight and 14% were at risk, while 21% of 4-5 year olds were overweight and another 16% at risk¹⁰⁸. White, African American, and Latino children in Alameda County all had high overweight levels at 24%, 37%, and 41% respectively¹⁰⁹.

A high level of obesity in children has been found to lead to increased rates of diabetes. In Alameda County, North, West, and East Oakland and Fruitvale neighborhoods have rates for diabetes that exceed the county average by more than 50%. African Americans are twice as likely to have diabetes than Latinos, with African American women being especially vulnerable¹¹⁰.

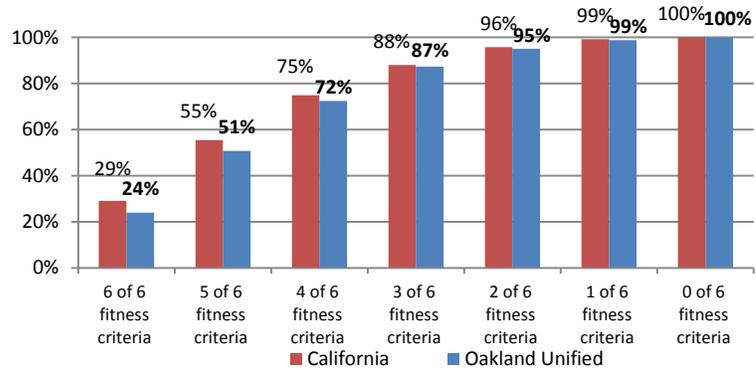


Physical Fitness

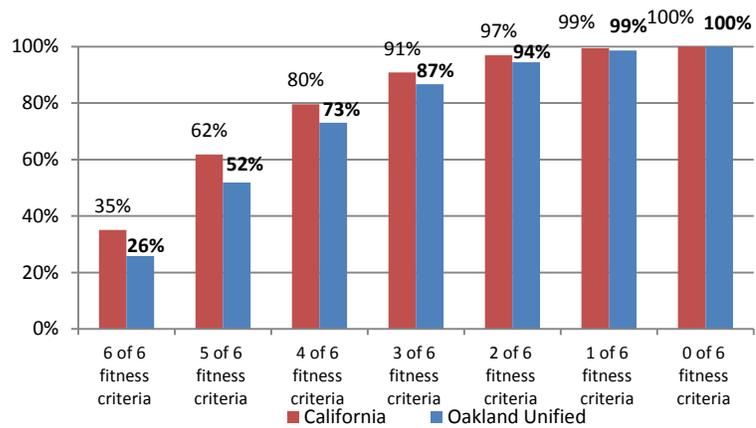
The statewide physical fitness testing program was first authorized in 1976 and reestablished in 1995 as part of the California Assessment of Academic Achievement Act. The physical fitness test (PFT) for students in California schools is the FITNESSGRAM®. The main goal of the test is to help students in starting life-long habits of regular physical activity. Public school students in grades five, seven, and nine are required to take the PFT, whether or not they are enrolled in a physical education class. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity.

Results from the PFT for the 2009-2010 school year for Oakland Unified School District students show that Oakland youth are less physically fit than their peers throughout California at all levels. These disparities appear in 5th grade, and increase steadily in grades 7 and 9. For fifth grade, 24% of Oakland Unified school district students meet fitness criteria across six areas, compared to 29% of all California fifth graders. **By ninth grade, only 19% of OUSD students are meeting healthy fitness zone criteria in all six areas compared to 39% of ninth grade students in California**¹¹¹.

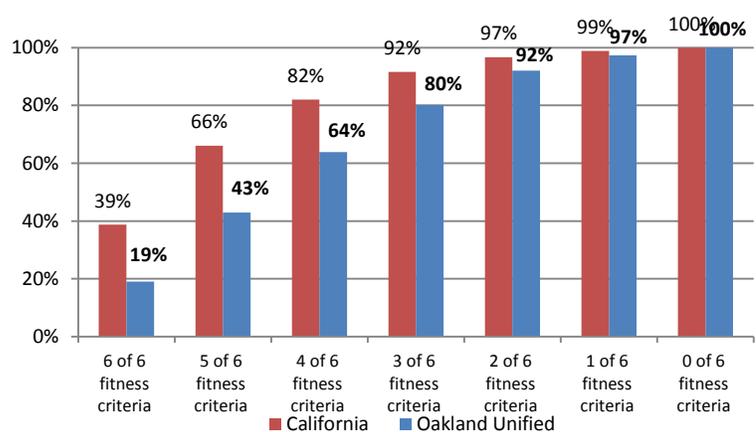
5th Grade Students - Meeting the Healthy Fitness Zone



7th Grade Students - Meeting the Healthy Fitness Zone



9th Grade Students - Meeting the Healthy Fitness Zone





Alcohol, Tobacco and Drug Use

Overall, alcohol, tobacco and marijuana usage for students in middle school and high school in Oakland is relatively common, with one-third of 7th graders reporting use of alcohol or other drugs; one-half of 9th graders reporting usage, and nearly two-thirds of 11th graders reporting usage. Student’s use of alcohol increased dramatically between 5th and 11th grade: while only 2% of fifth graders had imbibed a full glass of alcohol, by 7th grade, 34% of students had imbibed at least one full glass of alcohol, and by ninth grade over half (56%) of students had imbibed at least one glass of alcohol^{112, 113}. The frequency of drinking also increased from middle to high school: Eight percent of 7th graders had consumed alcoholic drinks four or more times while 40% of 11th graders had done so¹¹⁴. Students access to alcohol increases from middle to high school: only 16% of 7th graders believed that alcohol was very easy to access, in contrast to 42% of 11th graders¹¹⁵.

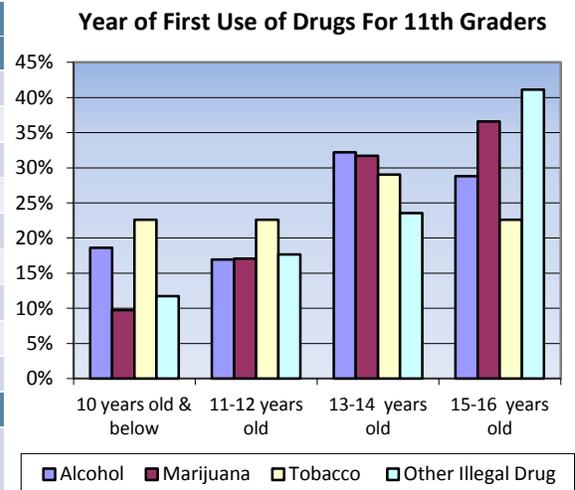
Students in both middle school and high school engaged in or were exposed to risky behavior involving alcohol. 25% of 11th graders had driven a car while under the influence of alcohol while 42%

of 7th graders had been a passenger in a car driven by someone who had been drinking¹¹⁶.

Like alcohol, marijuana usage increased from elementary school to high school. Marijuana use among fifth graders was almost negligible with only 2% having smoked¹¹⁷. However, 16% of 7th graders and 34% of 11th graders had smoked marijuana at least once. Similarly, older students smoked marijuana more frequently. In 7th grade, 6% of students had smoked marijuana four or more times; by 11th grade, this number increased to 42%. Most students who smoked began in high school. Of the 31% of 11th graders who had smoked, almost two-thirds began between 13-16 years old¹¹⁸.

Tobacco usage followed similar patterns to marijuana, as older children smoked substantially more than younger children. In fifth grade, 3% of students had smoked a cigarette¹¹⁹. Whereas 14% of 7th graders had smoked part or all of a cigarette, the rate increases to 31% for 11th grader students¹²⁰. The reported rate of tobacco usage for 7th and 11th grade students is less than the rate of use of marijuana.

Students who Have Tried Drugs Four or More Times			
	7 th Grade	9 th Grade	11 th Grade
Alcohol	8%	25%	34%
Marijuana	6%	19%	29%
Inhalants	3%	3%	3%
Cocaine	NA	2%	3%
Methamphetamine	NA	1%	2%
LSD	NA	1%	2%
Ecstasy	NA	3%	5%
Heroin	NA	2%	2%
Other Illegal Drug or Pill	8%	25%	34%
Alcohol or Other Drug Use: One time or more			
Any Alcohol or Other Drug Listed above:	32%	51%	63%





VIOLENCE PREVENTION AND REDUCTION

Oakland's high rate of violent crime affects residents of all ages, and has profound effects on the positive development of youth. Studies have shown that youth exposure to community violence is associated with an increase in aggressive behavior and depression over a one-year period, as well as lower self-esteem, higher anxiety, worse school performance and increased absences from school^{121,122}. In Oakland, homicide is the leading cause of death for youth. Youth are also victims of child abuse, sexual exploitation, and are affected by witnessing domestic violence. Gang activity strongly affects Oakland's communities and is attributed with committing most of the acts of violent crime in the city.

Violence disproportionately affect youth of color in Oakland. In Oakland, African Americans are 24 times, Latinos four times, and Asians three times more likely than whites to be arrested and booked into the Alameda Juvenile Justice Center. The following section will further explore juvenile crime and data regarding youth affected by crime, school safety, and 'high stress' neighborhoods identified by the City's Measure Y violence prevention program.

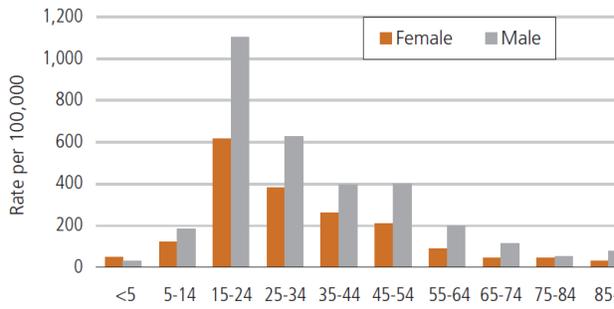


Youth and Crime

Youth are affected directly and indirectly by crime in Oakland. Children are victims of child abuse, witness domestic violence, and are victims of violent crimes. According to a recent survey by the Alameda County Department of Public Health, adolescents and young adults (ages 15-24) constitute the largest group visiting county Emergency Departments for

treatment from assault-related injuries. Emergency Department visits for assault-related injuries were 1.5 to 2.5 times higher among males in nearly every age group¹²³. **In Oakland and in Alameda County, homicide is the leading cause of death for youth ages 1 to 24 (36.1%)^{124,125}.**

Figure 8.12: Assault Emergency Department Visits by Age Group and Gender



Source: OSPHD Emergency Department Files, 2006

Table 5.6: Leading Causes of Death by Age Group, Alameda County

Age	Cause	#	%
1-24	Total	565	100.0
	Homicide	204	36.1
	Unintentional Injuries	162	28.7
	Suicide	47	8.3
	Cancer (Malignant Neoplasms)	42	7.4
	Diseases of the Heart	16	2.8
	Congenital Malformations & Chromosomal Abnormalities	16	2.8

Domestic Violence

Domestic violence is defined as sexual or physical violence, emotional abuse or threats between people in a close relationship, like current or former dating or marriage partners.¹²⁶ Children who witness domestic violence are also impacted and at greater risk for anxiety, depression, fighting, bullying, poor school performance, and perpetrating violence.¹²⁷

While many incidences of domestic violence never get reported to police, over 3000 incidents of domestic violence were reported to the Oakland police in the 2010-2011 fiscal year. Of the 10 police beats with the most reported incidences of domestic violence, eight were in East Oakland.¹²⁸



Child Abuse

Research has shown a strong relationship between the breadth of exposure to abuse and multiple risk factors for several leading causes of death in adults, including obesity, alcoholism, drug abuse, smoking, depression and suicide^{129,130}.

National studies on juvenile offenders found that over 90% of juvenile detainees reported having experienced physical abuse, sexual abuse, domestic violence, community violence and/or disasters¹³¹.

Substantiated child abuse has fallen dramatically in Alameda County for

Alameda County: Rate Of Substantiated Child Abuse (Per 1,000)					
Year	2006	2007	2008	2009	2010
Rate per 1000	5.6	5.0	5.0	4.0	2.8

the past five years, from 5.6 per 1000 in 2006 down to 2.8 per 1000 in 2010¹³². Rates of alleged and substantiated child abuse are three times lower than the state average for Alameda County. However, African Americans had rates of allegations of child maltreatment that were three times higher than the county average (93.4 per 1000) and substantiations of child abuse that were almost four times higher than the county average (16.3 per 1000)¹³³.

Commercially Sexually Exploited Children

Oakland is a known hub for the sexual trafficking and exploitation of minors. According to the Trafficking Victims Protection Act, any child under the age of 18 engaging in the sale of sex is considered a sexually exploited minor. The average age of entry into prostitution in the United States is 12-14 years old. Experiencing domestic violence at home, sexual abuse in their childhood, poverty, homelessness or a lack of family/adult supervision are risk factors for becoming sexually exploited¹³⁴. The number of commercially sexually exploited children in Oakland is estimated to be 500-600 by service providers¹³⁵.

Commercially sexually exploited children suffer mental health problems, lower health status, and are especially vulnerable to STIs, HIV and assault. A survey of MISSEY clients found that over 50% had substance abuse problems, over 60% had been raped one or more times, and 25% had a history of suicide attempts¹³⁶. According to the former Director of the Crimes Against Children unit of the FBI, the average life expectancy of a child after getting into prostitution is seven years, with homicide or HIV/AIDS as the main causes of death.¹³⁷



Juvenile Crime

During the 2010-2011 fiscal year, 906 Oakland juveniles were detained at the Alameda County Juvenile Justice Center (JJC), comprising 44% of the Juvenile Justice Center population¹³⁸. The daily average population in the Alameda County Juvenile Justice Center was 220 with 48.6% of those youth coming from Oakland, while Oakland youth are less than one quarter of the overall youth population in Alameda County. Research has found that youth in the juvenile justice system have an increased likelihood of dropping out of school and have high rates of recidivism, worsened mental health and

lower employment achievement than youth working within an alternative case management system¹³⁹. In Oakland, African Americans are 24 times, Hispanics 4 times, and Asians 3 times more likely than whites to be arrested and booked into JJC¹⁴⁰.

In May 2011 46.8% of Alameda's adult probationers and 43.4% of Alameda's juvenile probationers were in Oakland¹⁴¹. In the 2010-2011 fiscal year, 3579 18-30 year olds in Oakland were under adult or juvenile probation; 1,101 youth under 18 were on juvenile probation¹⁴².



Gang Involvement

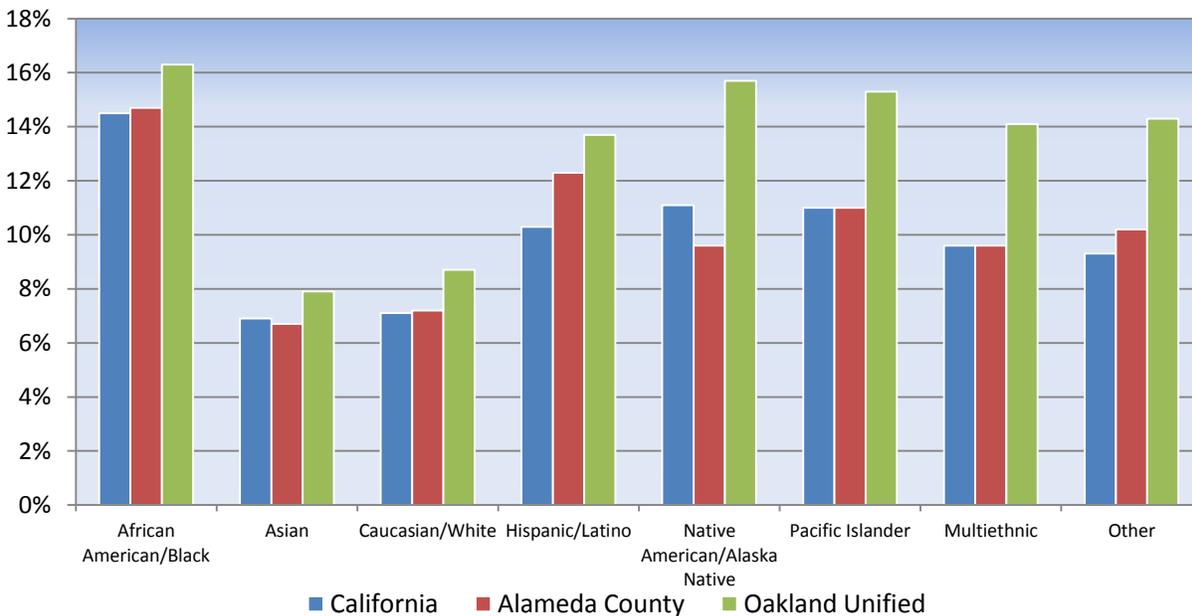
The Oakland Police Department (OPD) presented a report in early 2006 to the City Council detailing the rise in gang activity in certain neighborhoods of Oakland. The rise in gang activity was largely attributed to the increasing influence of traditional gangs and a prevalence of youth committing crimes in smaller groups or cliques¹⁴³. The Oakland Police Department identified at least 65 gangs operating within Oakland in 2007, with these gangs organized by racial/ethnic identification, and the majority of these are Latino, African American and Asian¹⁴⁴. A more recent study conducted by Dr. Anthony Braga of Harvard University identified 78 known gangs operating within the city and over 3,800 gang members. The report found that 49 (39.2%) of 125 Oakland homicides in 2008 were gang-related

killings, and many others were linked to turf- or drug-related conflicts that were likely gang-related¹⁴⁵. According to Oakland Police (OPD), 51 of the victims were under age 24, and 90% of all victims were killed by handguns or assault rifles¹⁴⁶.

For many youth, gang membership is part of an intergenerational family pattern and active involvement begins in middle school, if not earlier. Nineteen percent of students enrolled in OUSD's Alternative Education (AltEd) programs report that they are currently involved in gangs¹⁴⁷.

Self-reported rates of gang involvement are higher in every racial category for Oakland youth compared to county and state averages¹⁴⁸.

Reports of Gang Membership by Race - Grades 7, 9, and 11 - 2006-2008





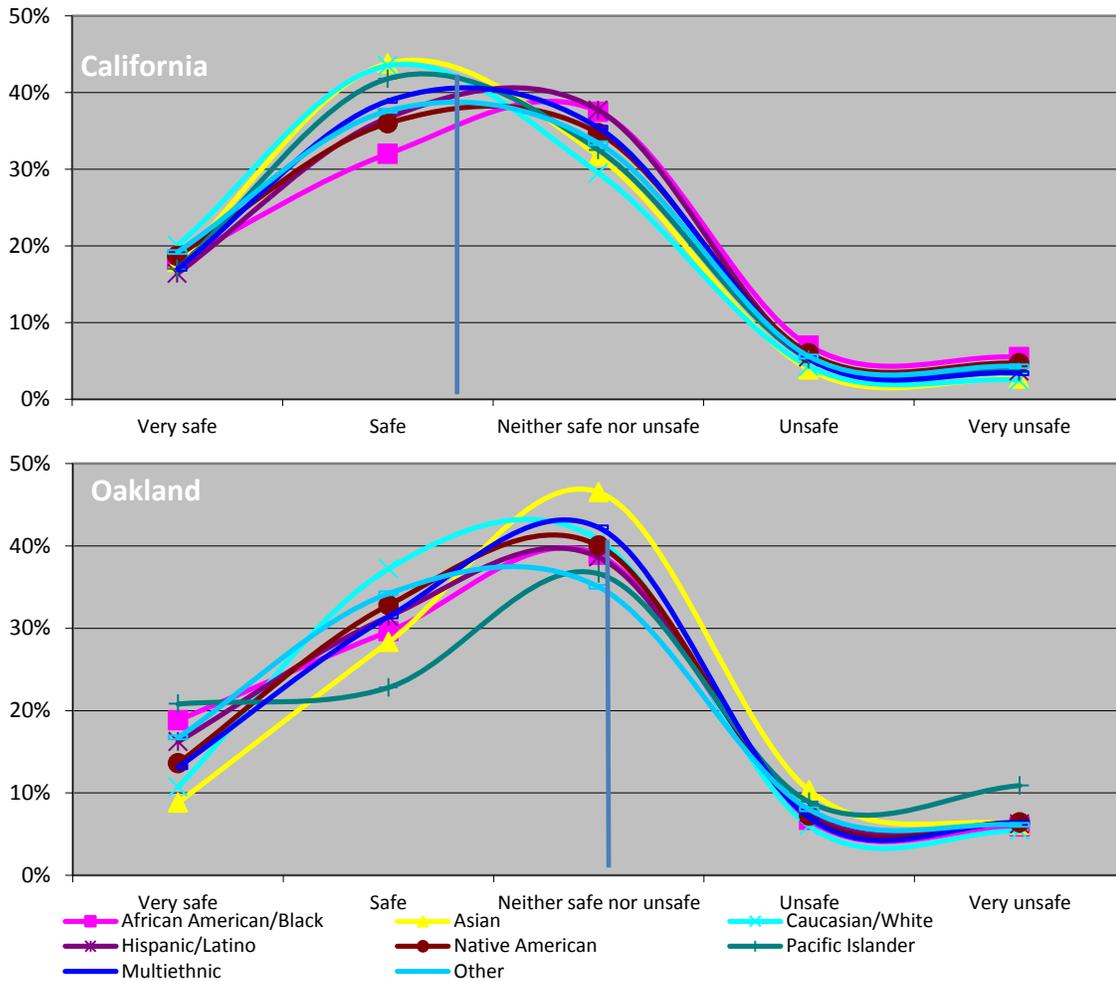
School Safety

Overall more OUSD children in grades 7, 9, and 11 reporting feeling safe at school than report feeling unsafe. However, more youth feel unsafe or very unsafe at school than the state average, and more youth report feeling neither unsafe or safe at school rather than safe or very safe than state average. There are large differences for perceived school safety for Oakland students by race when compared to state averages: Asian students feel unsafe at a rate nearly three times higher than their peers throughout California, Pacific

Islanders more than twice the state average, and white students feel nearly twice as unsafe in OUSD schools than their state peers¹⁴⁹.

Percent of Students Reporting Feeling Unsafe or Very Unsafe		
	Oakland Unified	California
African American/Black	12.6%	12.5%
Asian	16.4%	6.6%
Caucasian/White	11.4%	6.8%
Hispanic/Latino	13.8%	9.2%
Native American	13.6%	10.7%
Pacific Islander	19.8%	8.8%
Multiethnic	13.4%	8.7%
Other	14.1%	9.9%

Perception of School Safety: 2006-2008

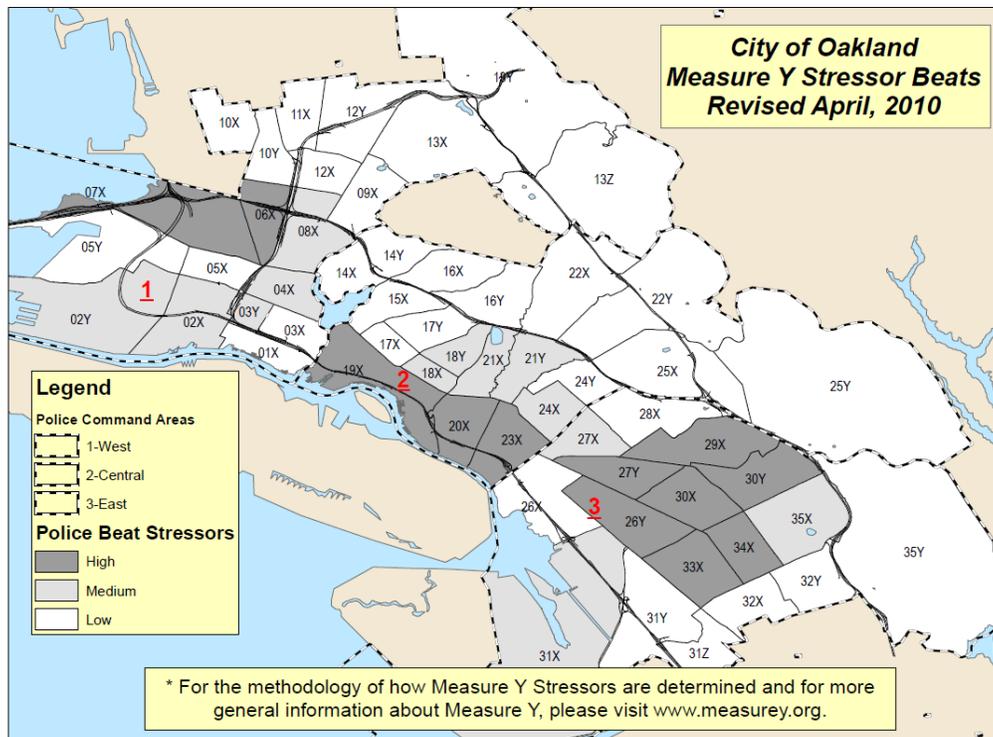




Measure Y Stressor Spots

Oakland voters approved Measure Y in 2005 to provide additional funding for fire protection, policing, and youth violence prevention programming. Oakland’s Department of Human Services operates Measure Y funding for violence reduction, and intentionally focuses efforts on neighborhoods in Oakland most affected by crime and violence. The distribution of Measure Y funds and services are allocated according to crime, economic and educational factors or "stressors" based on fourteen data points across four areas: Population, Crime Factors, Economic Factors, and Education for each of Oakland’s police beats. East Oakland has the highest level of neighborhood ‘stress’, with seven high stress police beats, followed by San Antonio/ Fruitvale districts (three high stress police beats) and West Oakland (two high stress police beats).

Measure Y Stressor Indicators	
Population	Total population
	Residents age 0-17 years
	Residents age 18-29
Crime factors	Arrests 18 and under
	Arrests 19 - 29 years old
	Incidents domestic violence
	Incidents child abuse
	Incidents violent crime
	Incidents part i & ii offenses
Economic factors	Unemployment
	Below poverty line
	Public assistance
Education	Chronic truants
	Violent suspensions





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- ²⁶ US Census Bureau: 2010 American Community Survey 1-Year Estimates, Selected Economic Characteristics
- ²⁷ Annie E. Casey Foundation, Kids Count Data Center: "Oakland children living in families where no parent has full-time, year-round employment, 2007"
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- ²⁹ Annie E. Casey Foundation, Kids Count Data Center: "Unemployed teens ages 16-19 by State, 2010"
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APPENDIX B: Community Engagement Summary

Community Engagement during the planning process included public participation in Planning and Oversight Committee meetings and POC Strategic Plan Subcommittee meetings; Strategic Planning Working Groups; Key Stakeholder Interviews; Focus Groups; and Community Meetings. OFCY would like to thank the following individuals for their participation.

PLANNING AND OVERSIGHT COMMITTEE (2011-2012) STRATEGIC PLANNING SUBCOMMITTEE (2011-2012)*

Renato Almanzor *
Vaughn Arterberry
Kitty Kelly Epstein*
Korey Gibson*
Nina Horne*
David Klein*
James Mathews*
Billy Nivins
Abraham Ruelas
Cesar Sanchez
Emma Scoble
Brandon Sturdivant*
Kamaya Surrell
Kathy Teng Dwyer
Steven Wirt*

OAKLAND FUND FOR CHILDREN AND YOUTH

Debra Chester, Grants Monitor
Terry Hill, Grants Monitor
Marchelle Huggins, Office Manager
Scott Kim, Program Analyst
Sandra Taylor, Children & Youth Services Manager
Mike Wetzel, Program Planner

.....

Rachel Peterson, OFCY Intern
Brightstar Ohlson, OFCY Strategic Planning Consultant
Elresa Snell, OFCY Intern
Raven Willoughby, OFCY Youth Engagement Consultant

Planning and Oversight Committee (POC) and Strategic Planning Subcommittee

The following is a list of the Planning and Oversight Committee (POC) and Strategic Planning Subcommittee meetings hosted in the development of the 2013-2016 Strategic Planning process. All meetings were open to the public, and were attended by over 230 community members.

Planning and Oversight Committee (POC) / POC Strategic Planning (SP) Meetings		
Date	Event	Topic
10/5/2011	Strategic Plan Subcommittee	Introduction to Planning Process
11/19/2011	Planning & Oversight Committee	Strategic Planning Retreat: Review of Program Models, Collective Impact & Alignment. Vision Mission Values & Theory of Change
12/20/2011	Strategic Plan Subcommittee	Presenting findings from Oakland Youth Indicator Report
1/18/2012	Planning & Oversight Committee	Early Childhood Policy Briefings: Children Now!; Alameda County First 5; Alameda County Early Childhood Policy Committee
2/15/2012	Strategic Plan Subcommittee	Special Meeting at Franklin Recreation Center: Vision Mission and Values and Theory of Change
3/21/2012	Planning & Oversight Committee	Adoption of revised Vision Mission Values
5/2/2012	Planning & Oversight Committee	Youth Engagement Update: Debrief on Boys and Men of Color Youth Teach-In
6/20/2012	Strategic Plan Subcommittee	Update on Progress from Strategic Planning Working Groups & Key Themes
8/8/2012	Strategic Plan Subcommittee	Presentation of Draft Strategies
8/22/2012	Strategic Plan Subcommittee	Discussion of Draft Strategies
9/13/2012	Strategic Plan Subcommittee	Further Discussion of Draft Strategies and Proposed Funding Amounts
10/03/2012	Strategic Plan Subcommittee	Approval of Draft Strategies & Funding Allocations
10/17/2012	Planning & Oversight Committee	Approval of OFCY's FY2013-2016 Strategic Investment Plan

Strategic Planning Working Groups

OFCY conducted eight total working group meetings which were organized by the four main goals of the Measure D legislation: Healthy Development of Young Children, Student Success in School, Youth Leadership and Community Safety and Transition to Productive Adulthood. Over 100 individuals attended these working group sessions.

The **Student Success in School** working group met on May 4th & 18th, 2012 at Youth UpRising and the West Oakland Library respectively. The following is a list of attendees as reflected in the sign-in sheets:

STUDENT SUCCESS IN SCHOOL	
Name	Organization / Affiliation
Edward Caballero	Edventure More
Dania Cabello	Alternatives in Action
Peter Cairns	Mad Science of Mt Diablo
Elizabeth Celestre	School Without Borders
Nhi Chau	Oakland Asian Students Educational Services
Erin Drake	Super Stars Literacy
Edward Hannemann	Oakland Community After-School Alliance (OCASA)
Mary Hurley	Oakland Unified School District
Susan Jeong	United Way of the Bay Area
Chen Kong-Wick	Oakland Unified School District
Amanda Kruger Hill	College Summit
Reka Lal	East Bay Agency for Children & OCASA
Andrea Loveday-Brown	Girls Inc.
Julia Ma	OUSD Afterschool Program Office
Alison McKenzie	County of Alameda: Our Kids Our Families
Mike Mowery	Super Stars Literacy
Isabelle Mussard	Safe Passages
Cassie Perham	Oakland Literacy Coalition and Rogers Family Foundation
Brian Rogers	Rogers Family Foundation
Tori Scruggs	YMCA East Bay
Gianna Tran	East Bay Asian Youth Center
Eva Vander Giessen	Edventure More
Stephanie Wood	Alliant International University, Psychological Services Center Oakland

The **Healthy Development of Young Children** working group met on May 11th & 25th, 2012 at Youth UpRising and Eastside Arts Alliance respectively. The following is a list of attendees as reflected in the sign-in sheets:

HEALTHY DEVELOPMENT OF YOUNG CHILDREN	
Name	Organization / Affiliation
Erin Burton	City of Oakland Office of Parks and Recreation
Sujata Bansal	First 5 Alameda County
Andrea Burnett	City of Oakland Head Start Program
Carol Burton	Centerforce & Alameda Co. Children of Incarcerated Parents Partnership
Mika Clark	Safe Passages
Karen Einbinder	Family Support Services of the Bay Area
Lisa Erickson	First 5 Alameda County
Susan Greenwald	Children's Hospital & Research Center Oakland
Judy Kriege	Bananas Inc.
Ray Marinelli	Higher Ground
Scott Means	City of Oakland Office of Parks and Recreation
Nancy Morosohk	Family Paths
Jacqueline Portillo	East Bay Agency for Children
Carol Singer	Jewish Family & Children's Services of the East Bay
Cheryl Troup	Our Family Coalition
Steven Wirt	Planning & Oversight Committee / Partnership for Children & Youth

The **Youth Leadership and Community Safety** working group met on May 18th & June 1st, 2012 at the West Oakland Library and East Oakland Youth Development Center respectively. The following is a list of attendees as reflected in the sign-in sheets:

YOUTH LEADERSHIP AND COMMUNITY SAFETY	
Name	Organization / Affiliation
Jennifer Argueta	Measure Y
Sarah Beatty	DUSTY
Amber Blackwell	Higher Ground NDC
Betty Chow	Asian Pacific Islander Legal Outreach
Jay Conui	AYPAL
Nicole Edwards-Masuda	Family Violence Law Center
John Fanning	The Partners Program
Rashidah Grinage	PUEBLO
Mark Henderson	Measure Y
Franklin Hysten	Alternatives in Action

Mike James	DUSTY
Dan Kalb	Jewish Community Relations Council
Grey Kolevzon	PUEBLO
Julio Magana	Alternatives in Action
Michael Magnaye	National Council on Crime and Delinquency
Arthur Mola	Safe Passages
Karina Najera	Spanish Speaking Citizens' Foundation
Erin Scott	Family Violence Law Center
Katharine Sullivan	Safe Passages
Sherilyn Tran	The Chinatown Youth Center Initiative
Pablo Venturino	Alternatives in Action
Mailee Wang	Community Works West

The **Transitions to Productive Adulthood** working group met on May 25th & June 6th, 2012 at Eastside Arts Alliance and East Oakland Youth Development Center respectively. The following is a list of attendees as reflected in the sign-in sheets:

TRANSITIONS TO PRODUCTIVE ADULTHOOD	
Name	Organization / Affiliation
Betsy Baum Block	United Way of the Bay Area
Demetrie Broxton	Safe Passages
Danielle Burnette	Pivotal Point Youth Services
Kim Coulthurst	Pathways Consultants
Sr. Rosemary Delaney	Next Steps
Jeff Key	OUSD/KDOL-TV
Jerry Metzker	Biotech Partners
Adilah Mohammed	Bay Area Consortium for Quality Health Care
Andy Nelsen	East Bay Asian Youth Center
Christy Saxton	First Place for Youth
Sherilyn Tran	The Chinatown Youth Center Initiative

The lists above do not capture all participants in the working groups. Apologies are made for any omission.

Key Stakeholder Interviews

Key Stakeholder Interviews provided community leaders involved in serving children and youth in Oakland an opportunity to offer their perspectives on the needs, assets/opportunities, gaps and priorities in their specific area of expertise. Twenty-seven interviews with 46 individuals were held from November 2011 to August 2012.

KEY STAKEHOLDER INTERVIEWS	
Interviewee(s)	Organization / Affiliation
Alex Briscoe	Alameda County Department of Public Health
Angie Garling	Alameda County General Services Agency
Andrea Youngdahl	Alameda Co. Interagency Children's Policy Council
Mayor Jean Quan	City of Oakland
Fred Blackwell	City of Oakland, Assistant City Administrator
Andy Nelson	East Bay Asian Youth Center
Diane Sanchez	East Bay Community Foundation
Sujata Bansal, Janis Burger & Chris Hwang	First 5 Alameda County
Sujata Bansal, Lisa Erikson & Malia Ramler	First 5 Alameda County
Erin Freschi	First 5 Alameda County
Usana Pulliam	Head Start Program
Raquel Donoso	Latino Community Foundation
Angela Howard	Lotus Bloom
Priya Jagganathan	Measure Y
Edward Hannemann	Oakland Community After School Alliance
Audree Taylor-Jones	Oakland Parks and Recreation
Carmen Martinez	Oakland Public Library
John Bailey	Oakland Workforce Investment Board
Reygan Harmon	Office of the Mayor, Public Safety
Julia Fong-Ma	OUSD Afterschool Program Office
Susan Benz	OUSD College and Career Readiness Office
Curtiss Sarikey, Mara Larsen-Fleming, Jane C. O'Brien, Jason Yeung, Joanna Locke, Susan Benz, Julia Fong-Ma, Barbara McClung, Andrea Bustamante, Raquel Jimenez & Perry Chen	OUSD Leadership
Katie Brackenridge	Partnership for Children and Youth
Brian Rogers	Rogers Family Foundation
Susan Jeong & Ed Center	United Way of the Bay Area
Junious Williams	Urban Strategies Council
Michele Clark	Youth Employment Program

Focus Groups and Community Meetings

Focus groups were a key method of gathering community input in the development of the 2013-2016 Strategic Plan. Six youth engagement focus groups captured the responses of approximately 105 youth ranging from elementary aged youth to young adults. All youth focus groups were facilitated by consultant Raven Willoughby and OFCY staff. One parent focus group took place

with 12 mothers of children who participated in the Children’s Hospital Oakland / Lotus Bloom developmental playgroup located at the East Oakland Youth Development Center.

Additionally, two provider focus groups were conducted with current OFCY grantee cohorts. OFCY hosted a focus group comprised of Agency Directors providing school-based afterschool programming in elementary, middle and high school in the Oakland Unified School District (OUSD). Twenty individuals representing 15 agencies participated in the focus group. The Early Childhood focus group was comprised of Agency Directors of community-based organizations providing early childhood programming for Oakland children 0-5. Also in attendance was staff from Alameda County First 5’s Project Launch program, providing a range of services promoting wellness in young children birth to age 8 in East Oakland. Fourteen individuals representing 11 agencies participated in the focus group.

FOCUS GROUPS		
Date	Organization involved	Type
2/8/2012	OUSD Afterschool Providers	Provider
3/1/2012	Oakland Early Childhood Providers	Provider
4/19/2012	Next Step Learning Center	Youth
5/4/2012	Alternatives in Action	Youth
5/7/2012	Youth Commission	Youth
5/22/2012	East Oakland Youth Development Center	Youth
5/29/2012	Oakland Leaf / ASCEND (elementary age)	Youth
5/29/2012	Oakland Leaf / ASCEND (middle-school age)	Youth
6/20/2012	Children’s Hospital Oakland/ Lotus Bloom Playgroup Parents	Parent

OFCY hosted three community meetings during the planning process: one meeting at the start to get community input on how to improve the process, and two meetings to present findings and draft strategies to the public. These meetings were attended by approximately 130 individuals.

COMMUNITY MEETINGS		
Date	Type	Location
8/24/2011	Pre-Planning Community Meeting	DHS Conference Room
7/26/2012	East Oakland Community Meeting	East Oakland Boxing Association
7/31/2012	West Oakland Community Meeting	West Oakland Library



OFCY STRATEGY AREA
Healthy Development of Young Children
FUNDING STRATEGY
#1: Mental Health and Developmental Consultations in Early Care and Education
STRATEGY DESCRIPTION SUMMARY:
<ul style="list-style-type: none"> • Provide Program/ Classroom consultation and/ or Individual or Child-centered mental health consultation services in early care and education programs, including the City of Oakland Head Start and Early Head Start and Oakland Unified School District Child Development Center programs. • Agencies and sites selected will develop a program action plan and concrete steps for classroom consultation objectives to improve the quality of early care and education programs in Oakland. Programs supported in this strategy will participate in professional development and trainings and coordinate services with the Alameda County First 5 for increased effectiveness in programming, and will support, coordinate with, and link to county initiatives such as the Quality Counts and Help Me Grow for expanded family outreach and supports, implementation of the SART (Screening, Assessment, Referral and Treatment) process, and services for children with special needs.
TARGET POPULATION
<ul style="list-style-type: none"> • Children from birth to five years of age enrolled in Early Care and Education programs through Head Start, Early Head Start, and OUSD Child Development Centers, or other family day care providers.
ACTIVITIES
<ul style="list-style-type: none"> • Mental Health Professionals will provide programmatic and/ or individual mental health consultations to teachers and educators working in early child care and education settings. • Agencies and sites selected will develop a program action plan and concrete steps for classroom consultation objectives. • Support the implementation of the SART (Screening, Assessment, Referral) program • Provide support for early intervention and identification of services for children with special needs (physical, emotional, developmental)
POTENTIAL OUTCOMES
<p>Shared Outcomes</p> <ul style="list-style-type: none"> • Improved Teacher understanding and ability to address children's challenging behavior and classroom emotional support at child Care Centers. • Increased screening and direct mental health services for children identified as needing additional support.



OFCY Outcomes

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

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

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

The City of Oakland Head start and Early Head Start programs reach over 1300 children annually at 17 sites in Oakland. OUSD's FSCS Plan references the goal of improving the continuum of quality early learning opportunities and alignment of pre-k to k-3 standards. OFCY may leverage these critical community assets by linking funding early childhood mental health classroom consultation work in Head Start sites and OUSD CDCs to support the goals of improving the quality of early care and education programs.

FUNDING ALLOCATION

Target funding for the strategy is 6.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

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

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

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



linkages between preschool and K-5, and address early identification and intervention gaps.

- EC Provider Focus Group
- Challenges of implementing ECMHC strategies and need for coordination with OUSD with First Five support

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

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



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



- Children experience early learning opportunities in a structured playgroup setting
- Children are connected to more structured high quality early care and education, improving kindergarten readiness

OFCY Outcomes

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

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

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

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

FUNDING ALLOCATION

Target funding for the strategy is 7.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

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

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

Working Group for Healthy Development of Young Children –

- Brain research shows the importance of care and early learning in the birth to three year old ages. A principle of OFCY should be to intervene as early as possible.
- EC working group top three prioritized needs were 1) early identification and



intervention, 2) programs serving the most at risk of falling through the cracks and 3) increased collaboration and alignment with city/county initiatives.

- OFCY could have greater impact by serving the highest risk or most at risk of falling through the cracks, such as teen moms, children of incarcerated parents, children in the highest need areas, by strengthening parent, caregiver, and family engagement services, parent empowerment and increased access to resources for families children, and by improving programs to be developmentally informed, provide robust training for EC providers, identify best practices/program standards, and linkages between preschool and k-5, address early identification and intervention gaps, using community based services to go where children/families are, identify obstacles to family access, identify kids in need of developmental services.
- Programming needs to be developed and delivered by culturally competent staff. OFCY should support children and youth within their family and community context.

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

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

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

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



EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT:

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



children are likely to regress for a brief period. That can sometimes be very stressful for parents. What we try to do is to help parents understand that the regressions are a natural part of the child's development, a positive sign of growth.

- The organization **Oakland Parents Together** currently provides parenting classes based on a peer counseling model, with the goal of each participating parent to develop an ongoing, permanent listening partnership with another parent/participant.
- Home Visiting Programs in Alameda County, Program Review and Evaluation Applied Survey Research



OFCY STRATEGY AREA
Healthy Development of Young Children
FUNDING STRATEGY
#3: Pre-Kindergarten Summer Camp
STRATEGY DESCRIPTION SUMMARY
<ul style="list-style-type: none"> • Programs provide a 5 – 6 week summer camp experience for children who have never experienced preschool, to provide orientation and structured learning experience prior to first entry to k. Classrooms co-taught by ECE teacher and K classroom teacher and conducted on elementary school sites. • Parents of young children are connected to resources to support the healthy development of their children and transition to K school. • Builds on current Alameda County First Five initiative implemented at multiple OUSD sites, and will be carefully coordinated with both entities.
TARGET POPULATION
Children about to enter Kindergarten the following fall, who have no prior structured early childhood experience, and who live in high-stress neighborhoods.
ACTIVITIES
<ul style="list-style-type: none"> • Classroom based teacher-directed activities for children about to enter kindergarten to familiarize them with the settings and instructional methods. • Extended periods of child-directed free choice activities, offering children a variety of hands-on “play” experiences offered in a variety of learning areas or centers. • Parent education sessions, child development screening and health related support for families.
POTENTIAL OUTCOMES TO BE ACHIEVED
<p>Shared Outcomes</p> <ul style="list-style-type: none"> • Children are Ready for school by Kindergarten <p>OFCY Outcomes</p> <ul style="list-style-type: none"> • Increase in children's Kindergarten readiness • Increase in children's attachment to school • Increased Parent and family engagement • Increased screening and linkage to mental health services for children identified as needing additional support



ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

The strategy supports shared community and system goal to smooth the transition to Kindergarten and increase young children's readiness for school. Policy Committee, First Five provides support for establishment and coordination of summer pre-K camps on OUSD sites. OFCY grants may expand with pre-k summer camps to additional sites where demand exists. First Five provides extensive support through coordination and guidance for this strategy.

FUNDING ALLOCATION

Target funding for the strategy is 1.0% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

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

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT:

- Interview with Erin Freschi, Program Services Administrator, Alameda County First 5
- Interview with Lisa Erickson, Program Administrator, Every Child Counts, AC First 5
- Healthy Development for Young Children Working Group
- Support development of continuum of early learning experiences from preschool to Kindergarten, aligning preschool and kindergarten standards to enhance early learning environments for young children.

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- www.attendanceworks.org "Why Attendance Matters in Early Education Programs"
- Applied Survey Research: Attendance in Early Education Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes, May 2011
- Interview with Alameda County First Five -- Evidence suggests that children who participated in summer pre-k camps increased readiness and caught up to children attended preschool. AC First Five Guide to Summer Pre-Camps - Key Program components for summer pre-k camps.
- Applied Survey Research, School Readiness in the Oakland Unified School District - 2010 Assessment - District Results, funded by First Five of Alameda County



OFCY STRATEGY AREA
Student Success in School
FUNDING STRATEGY
#4: School-based after school programming for elementary & middle school children
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will continue and build upon the existing school-based afterschool initiative in partnership with Oakland elementary and middle school sites receiving state After School Education and Safety (ASES) program funding. OFCY funding provides resources for enrichment programming to complement the academic requirements supported through ASES funding, and coordinated support for OUSD's community schools implementation efforts. Programming will provide a range of academic and enrichment activities in a high-quality, safe, and supportive environment for students.</p> <p>Funding supports the role of after school programs led by community based organizations as integral to the school district's initiative to implement Full Service Community Schools (FSCS) in Oakland and to attain the goals set forth by the OUSD Master Plan.</p>
TARGET POPULATION
<ul style="list-style-type: none"> • Elementary and middle school students (K-8), ages 5-14 • Schools with high free and reduced lunch rates • Schools serving families in high stress areas
ACTIVITIES
<p>Activities may include but not limited to:</p> <ul style="list-style-type: none"> • Enrichment activities including physical activities, arts, music, cultural activities, gardening, etc. • Active and project based learning • Family engagement activities • K-3 literacy for Elementary School afterschool programs • Academic support activities
POTENTIAL OUTCOMES
<p>Shared Goals/Outcomes</p> <ul style="list-style-type: none"> • Improved rates of Oakland children reading at grade level • Improved student attendance rates and decreased rates of chronic absenteeism • Improved high school graduation rates • Higher student participation in career exploration and readiness services prior to graduation • Improved rates of physical fitness and education on healthier lifestyles



OFCY Outcomes:

- Increased connectivity with the school, peers and adults
- Increased family engagement in school activities
- Increased sense of mastery and accomplishment of new skills
- Increased their self-esteem
- Improved their communication and social skills

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

OFCY recognizes OUSD as a key strategic partner and supports its strategies, including Full Service Community Schools (FSCS) and Social and Emotional Learning (SEL). Both FSCS and SEL engage the whole child and community recognizing that learning does not occur in a vacuum. OFCY funding also allows CBOs to be the lead agencies to operate the afterschool programs at the school site. OFCY partners closely with OUSD's Afterschool Program Office (ASPO) to fund and manage Elementary and Middle School afterschool programs. OUSD ASPO manages the Prop 49 ASES funding from the state of California and OFCY funding complements this by providing enrichment activities. OFCY also will align with the Oakland Literacy Coalition's Oakland Reads 2020 campaign to increase third grade reading proficiency in the city of Oakland.

FUNDING ALLOCATION

Target funding for the strategy is 42.0% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

"Evidence is mounting that where and how youth spend their time outside of normal school hours has important implications for their development. On the negative side, estimates suggest that more than 7 million children in the United States are without adult supervision for some period of time after school. This unsupervised time puts youth at risk for such negative outcomes as academic and behavioral problems, drug use and other types of risky behavior. On the positive side, young people benefit when they spend time engaged in structured pursuits that offer opportunities for positive interactions with adults and peers, encourage them to contribute and take initiative, and contain challenging and engaging tasks that help them develop and apply new skills and personal talents."

-The Impact of After-School Programs That Promote Personal and Social Skills
<http://casel.org/wp-content/uploads/ASP-Full.pdf>

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

-Present, Engaged, and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades
http://www.nccp.org/publications/pdf/text_837.pdf



“Results of a longitudinal study of nearly 4,000 students find that those who do not read proficiently by third grade are four times more likely to leave school without a diploma than proficient readers. For the worst readers, those who could not master even the basic skills by third grade, the rate is nearly six times greater. While these struggling readers account for about a third of the students, they represent more than three-fifths of those who eventually drop out or fail to graduate on time. What’s more, the study shows that poverty has a powerful influence on graduation rates. The combined effect of reading poorly and living in poverty puts these children in double jeopardy.”

Double Jeopardy Overview: How Third-Grade Reading Skills and Poverty Influence High School Graduation

<http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport030812forweb.pdf>

Children learn how to read until the third grade. In fourth grade, children use reading as the medium to learn other content such as math and science, problem solve, think critically and share what they have learned. If the children are not reading at grade level, up to half of the fourth grade content is incomprehensible.

-Early Warning! Why Reading by the End of Third Grade Matters!

http://www.aecf.org/~media/Pubs/Initiatives/KIDS%20COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

The school based afterschool strategy garners broad based support from the community including children, youth, parents, OUSD leadership, CBO partners and OFCY evaluation findings.

- Presentation and Conversation with the Oakland Youth Advisory Commission, 5/7/12
- Focus Group with Lead Agency Partners, 2/8/12
- Interview with Brian Rogers, Rogers Family Foundation, 12/6/11
- Interview with Edward Hanneman, OCASA(Oakland Community After School Alliance), 3/26/12
- Interview with Julia Fong-Ma, OUSD Afterschool Program Office, 5/8/12
- Key Stakeholder Conversation with OUSD Leadership, 4/26/12
- Interview with Katie Breckenridge, Partnership for Children and Youth, 6/7/21
- Student Success in School Working Group Meeting #1
- Student Success in School Working Group Meeting #2

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

Effective approaches to skills development are sequential, active, focused and explicit.

-The Impact of After-School Programs That Promote Personal and Social Skills

<http://casel.org/wp-content/uploads/ASP-Full.pdf>

Serving the whole child has long been a key concept in youth development. The most effective programs have both academic and enrichment components intentionally built into their program design. Directly promoting academic success while



simultaneously addressing the non-academic factors that impact it has shown to be effective. Integrated developmental activities include peer mentoring, service learning, creative activities, sports, athletics and camping.

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

Afterschool programs that implemented evidence based skills-training strategies were consistently successful in producing numerous positive benefits for youth and children. The two key components of evidence-based strategies were: 1) sequenced activities to achieve specific skills and 2) active learning.

-The Impact of After-School Programs That Promote Personal and Social Skills
<http://casel.org/wp-content/uploads/ASP-Full.pdf>

"If afterschool programs are to achieve their true potential, they must become known as important places of learning – learning that excites young people in the building of new skills, the discovery of new interests, and opportunities to achieve a sense of mastery. The Learning in Afterschool Project is promoting five core learning principles that should define afterschool programs. Learning in afterschool should be Active, Collaborative, Meaningful, Geared for Mastery, and Expand Horizons. These learning principles are strongly supported by recent brain research and the growing science of learning."

-Learning in Afterschool and Summer Position Statement
<http://learninginafterschool.org/position.htm>

Two components of effective SEL programs that improve academic and youth development goals are: 1) teaching youth emotional and behavioral skills that can be applied contextually situation by situation and 2) the establishment of a safe and caring learning environment (both classroom and whole school) with input from youth, families, teachers and also the possible modification of classroom management and teaching methods.

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



OFCY STRATEGY AREA
Student Success in School
FUNDING STRATEGY
#5: Transition Programs For Youth Into Middle And High School
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will continue to support programming designed to help youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully.</p> <p>Place-based prioritization of sites will be a consideration to be able to deliver services at schools with high rates of chronic absenteeism and other indicators of need, such as low graduation rate, API score, or at school locations within high stress neighborhoods. Services will also promote programming to serve student populations that are most at risk for academic failure and to help close achievement gaps for African-American and Latino students.</p>
TARGET POPULATION
<ul style="list-style-type: none"> • 5th graders transitioning to 6th grade • 8th graders transitioning to 9th grade • Boys of color • Students with chronic absenteeism and at risk of low achievement
ACTIVITIES
<p>Activities may include:</p> <ul style="list-style-type: none"> • Field trips from feeder school to future school • Peer or adult mentoring • Parent engagement activities that educate parents about the new school and the importance of a good transition. • Transitions discussion groups with peers, teachers, and/or counselors • Youth leadership development activities • Opportunities for social emotional learning
POTENTIAL OUTCOMES
<p>Shared Goals/Outcomes</p> <ul style="list-style-type: none"> • Improved rates of children reading at grade level • Improved student attendance rates and decreased rates of chronic absenteeism • Improved high school graduation rates • Students participate in career exploration and readiness services prior to graduation



OFCY Outcomes

- Increased student connectivity with the school, peers and adults
- Increased family engagement in school activities
- Increased comfort with the new school building and environment
- Increased comfort with changing classes
- Increased knowledge and capacity of organizational skills and strategies
- Increased familiarity of new expectations on homework
- Increased confidence about entering the new school year

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

OFCY recognizes OUSD as a key strategic partner and aligns its key strategies. This strategy aligns with the goals of the Full Service Community Schools to address chronic absenteeism and increase academic achievement. Transitions programs will also target boys of color and specifically African American males to support the District's African American Male Achievement Initiative (AAMAI). The African American Male Achievement Initiative (AAMAI) aims to reverse the academic and social inequities facing African American males in the Oakland Unified School District in seven key areas: the achievement gap, graduation rates, literacy, suspensions, attendance, middle school holding power, and juvenile detention.

The transition to middle school and high school is also marked by social and emotional stress. These programs will align with OUSD's efforts to teach the whole child through the framework of Social and Emotional Learning (SEL).

FUNDING ALLOCATION:

Target funding for the strategy is 4.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

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

-Transition from Middle School to High School (September 2006)

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

The transition from middle school to high school is a significant and stressful event in many youth's lives. The numbers of students who drop out increases significantly in the 9th grade. Chronic absence affects one out of nine OUSD students, with the highest rates of chronically absent students occurring in 9th grade.

-Oakland Youth Indicator Report

<http://www.ofcy.org/assets/Uploads/Strategic-Plan/OFCY-Youth-Indicator-Report.03162012.pdf>

"Transition to middle school is marked by several changes in educational expectations and practices. In most elementary schools, children are taught in self-contained classrooms with a familiar set of peers and one or two teachers. Once students reach middle schools, however, they must interact with more peers, more teachers, and with



intensified expectations for both performance and individual responsibility. Social, developmental, and academic experiences are affected, requiring them to adjust to what they see as new settings, structures, and expectations. All of this comes at a time when they are also experiencing a host of changes associated with the transition from childhood to adolescence."

-Supporting Students in Their Transition to Middle School

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

Youth who attended transitions programs made substantial strides in their school day attendance rate, marking an 8.4 percentage point improvement between 2009-10 and 2010-11. Youth in these programs had much lower school day attendance rates to start with, reflecting the intention of these programs to recruit students with limited attachment to school. The majority of youth respondents also reported strong connections to their new school.

-Oakland Out-Of-School Time Program Evaluation Findings Report 2010-11: Oakland Fund for Children and Youth & OUSD After School Programs Office September 2011

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

In 2010-11, there were 6,415 African American Males (AAM) students in OUSD; 45% were on course to graduate high school, 21% were at risk of being off course and 34% were off course. By contrast, for OUSD students K-12 overall, 63% were on course, 18% were at risk of being off course and 20% were off course. Chronic absence in elementary school was a major factor for many AAM being off course. Over half of middle school AAM were at risk of dropping out of high school, with suspension being a factor for 73% of those off course.

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

http://www.thrivingstudents.org/sites/default/files/AAMAI_OnCourseToGraduate.pdf

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

The low graduation rate and high drop-out rate was a concern for the commission, as was the achievement gap between ethnic groups in OUSD. A commissioner stated that the problem starts early in the 9th grade because "students in 9th grade don't take school and graduation seriously; it gets boring and they get behind, and then have to make up credits during their senior year. There is cyber-high credit recovery program, but it doesn't best support youth. Students get behind in 9th grade and are always catching up."

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

The importance of funding transitions programs both to incoming middle school and incoming high school students was voiced during the meeting and through written survey.

-East Oakland Community Meeting 7/26/12



EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

Successful transition programs must involve collaboration between eighth and ninth grade buildings/personnel. Feeder middle schools and receiving high schools should communicate to identify the distinctive features of academic, social, and organizational logistics and philosophies in middle school and high school. Programs designed to reduce high school dropout rates must address the challenges associated with the transition to high school and provide targeted early intervention in order to promote academic recovery in failing students. Successful transition programs address the information gap by providing students and families with a wealth of information about the academic, social, and organizational similarities and differences between middle school and high school. High school dropout rates are significantly lower in school districts that have explicit middle school to high school transition programs.

-*Transition from Middle School to High School (September 2006)*

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

Transition programs can address the most common concerns of incoming 6th graders which include anxiety around finding their way around the new school, changing classrooms, dealing with lockers and combination locks, and interacting with older students. Elementary and Middle Schools can mitigate many of these concerns by providing orientation activities that familiarize new routines well before the first day of middle school. Engaging students at both levels in the planning and implementation of these activities ensures they are appropriate to student needs and provide positive initial contact between younger children and their older peers.

-*Supporting Students in Their Transition to Middle School*

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

Several of the recommendations from this report are in line with the positive impacts of transitions programs. They include: Identify and immediately implement strategies to improve attendance among African American boys; Engage more African American boys in afterschool and summer programs; Prioritize improving the middle school experiences of African American boys; Create opportunities to re-engage African American male students in high School.

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

http://www.thrivingstudents.org/sites/default/files/AAMAI_OnCourseToGraduate.pdf



OFCY STRATEGY AREA
Student Success in School
FUNDING STRATEGY
#6: Youth Leadership in Community Schools
STRATEGY DESCRIPTION SUMMARY
<p>The strategy will support programs that engage youth as peer leaders to support a range of positive behaviors, including promoting healthy choices, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically and not drop out of school, continue on to post-secondary education.</p> <p>In promoting a positive school culture, programs will likely link and complement initiatives being developed through the community schools partnerships including expanded conflict resolution and restorative justice programming, and youth development programming which leverages the expansion of school based health centers.</p>
TARGET POPULATION
<ul style="list-style-type: none"> • Middle and High school youth • Schools with high free and reduced lunch rates • Schools serving families in high stress areas
ACTIVITIES
<p>Activities may include:</p> <ul style="list-style-type: none"> • Creating a safe and supportive environment at school • Staying on track academically to graduate high school and potentially move on to college • Family engagement activities • Conflict resolution and violence prevention • Promoting healthy decisions
POTENTIAL OUTCOMES
<p>Shared Goals/Outcomes</p> <ul style="list-style-type: none"> • Improved rates of children reading at grade level • Improved student attendance rates and decreased rates of chronic absenteeism • Improved high school graduation rates • Students participate in career exploration and readiness services prior to graduation <p>OFCY Outcomes:</p> <ul style="list-style-type: none"> • Youth leaders have increased confidence to address and resolve problems in social and physical health • Youth help create a safe and supportive school environment



- Increased family engagement activities
- Youth make better decisions about their health and well-being
- Youth have a greater confidence in their ability to lead

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

OFCY recognizes OUSD as a key strategic partner and supports the move toward Full Service Community Schools (FSCS). OUSD is using various strategies to move toward FSCS, one of which is Social and Emotional Learning (SEL). SEL is a framework for teaching the whole child by addressing the social and emotional components to learning. It is a process for helping children develop overall life skills. Another key component of FSCS is on site health clinics through a partnership with the Alameda County School Health Services Coalition- School Health Centers. These clinics provide a continuum of age-appropriate, integrated, health and wellness services for youth at some OUSD school sites. Specifically, this strategy aligns with the FSCS goals of creating a healthy, safe and supportive environment.

FUNDING ALLOCATION

Target funding for the strategy is 4.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

More OUSD youth feel “unsafe” or “very unsafe” at school than the state average, and more youth report feeling neither “unsafe” nor “safe” at school rather than “safe” or “very safe” than the state average. There are large differences for perceived school safety for Oakland students by race when compared to state averages: Asian students feel unsafe at a rate nearly three times higher than their peers throughout California, Pacific Islanders more than twice the state average, and white students feel nearly twice as unsafe in OUSD schools than their state peers.

Oakland's overall graduation rate for 2009-2010 was 60%. The adjusted overall dropout rate for OUSD high school students in 2009-2010 was 32.7%, nearly twice as high as the state and county averages (17.4% and 17.7%, respectively).

Numerous indicators show that Oakland youth are less healthy, exhibit riskier behavior and score lower in other wellness indicators as compared to their county and state peers. Findings include:

- Births to teen mothers in Oakland are more than double the rate of the rest of Alameda County, with over eight percent of all births in Oakland to teen moms.
- Oakland youth have lower rates of immunization than youth in Alameda County, affecting long-term health outcomes.
- Asthma rates in Alameda County are the highest in the state.
- Oakland students are less physically fit than students in California, with fitness disparities increasing as students get older. By ninth grade, only 19% of OUSD students are meeting healthy fitness zone criteria in all six areas compared to 39% of ninth grade students in California.
- With increased poverty due to the recession, the rate of children receiving food assistance has increased greatly in recent years. Children make up the largest



group of people (43%) receiving emergency food in Alameda County.

- Overall, alcohol, tobacco and marijuana usage for students in middle school and high school in Oakland is relatively common, with one-third of 7th graders reporting use of alcohol or other drugs; one-half of 9th graders reporting usage, and nearly two-thirds of 11th graders reporting usage.
- More OUSD youth feel unsafe or very unsafe at school than the state average, and more youth report feeling neither unsafe nor safe at school rather than safe or very safe than the state average.
- Oakland's high rate of violent crime affects residents of all ages, and has profound effects on the positive development of youth. Studies have shown that youth exposure to community violence is associated with an increase in aggressive behavior and depression over a one-year period, as well as lower self-esteem, higher anxiety, worse school performance and increased absences from school.
- In Oakland, homicide is the leading cause of death for youth. Youth are also victims of child abuse, sexual exploitation, and are affected by witnessing domestic violence. Gang activity strongly affects Oakland's communities and is attributed with committing most of the acts of violent crime in the city.
- Violence disproportionately affect youth of color in Oakland. In Oakland, African Americans are 24 times, Latinos four times, and Asians three times more likely than whites to be arrested and booked into the Alameda Juvenile Justice Center.

-Oakland Youth Indicator Report, OFCY 2013-2016 Strategic Planning

<http://www.ofcy.org/assets/Uploads/Strategic-Plan/OFCY-Youth-Indicator-Report.03162012.pdf>

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

The youth expressed the importance of programs at school that assist youth to cope and manage the pressures of school and life outside of school. They also expressed concern regarding the lack of safety at school including bullying and gang tension that lead to decreased rates of high school graduation rates and student success. The Oakland Youth Commission recommended providing more engaging and enriching activities that empower youth and creates opportunities for youth to feel proud and celebrate their successes.

The aforementioned concerns and recommendations were echoed by the members of the Student Success in School working groups. Suggested strategies for achieving outcomes related to student health, safety, skills, enriched learning experiences, youth development and academic supports included providing more opportunities for student leadership projects and integrating social emotional learning.

- Focus Group with youth participants at Alternatives in Action, May 4, 2012
- Presentation and Conversation with the Oakland Youth Advisory Commission, 5/7/12
- Focus Group Meeting #2 with Middle school students at Ascend, 5/29/12
- Student Success in School Working Group Meeting #1
- Student Success in School Working Group Meeting #2



EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

Serving the whole child has long been a key concept in youth development. The most effective programs have both academic and enrichment components intentionally built into their programs. Directly promoting academic success while simultaneously addressing the non-academic factors that impact it has shown to be effective. Integrated developmental activities include peer mentoring, service learning, creative activities, sports, athletics and camping.

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

“Research has found strong links between social skills and success in school and in other areas of life. Studies have found that social skills are positively associated with cognitive skills and school achievement. Students are also more successful in college when they are able to communicate with teachers and adjust to the social norms and relationships of college life. Reducing delinquent behaviors also has the potential to improve adolescent outcomes. Youth who avoid engaging in risky behaviors—such as substance abuse, unsafe sexual practices, and violence—have more success, on average, in the realms of education and employment than do youth who do engage in such risky behaviors.”

-Ten Ways To Promote Educational Achievement And Attainment Beyond The Classroom

http://www.childtrends.org/Files/Child_Trends_2010_07_07-Ed_Achievement.pdf



OFCY STRATEGY AREA
Youth Leadership and Community Safety
FUNDING STRATEGY
#7: Community-Based Out-of-School Time Programs
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will support neighborhood-based community programming that provides safe spaces and enriching activities for children and teens. Programs supported in this strategy will nurture positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours.</p> <p>Programs will provide opportunities for youth to explore areas of interests, participate in creative activities, and expand their horizons. Community-based afterschool programs supported through this strategy are also key in helping achieve OFCY’s goal of student success in school.</p> <p>Programming anchored in city owned sites, i.e. youth centers and park and recreation sites, is specifically encouraged as is programming targeted to Oakland children and youth from low-income families or living in high stress neighborhoods.</p>
TARGET POPULATION
Oakland children and youth from low-income families, and youth living in high stress neighborhoods.
ACTIVITIES
<p>Programs supported through this strategy will provide a range of activities to youth through a positive youth development framework. Programs will provide enriching activities in a safe and supportive environment, and may include:</p> <ul style="list-style-type: none"> • Community service projects • Arts and technology • Gardening • Recreation, Fitness, and Neighborhood sports • Peer-to-Peer leadership and support • Project-based learning • Academic Support
POTENTIAL OUTCOMES
<p>Shared Outcomes</p> <ul style="list-style-type: none"> • Safe Neighborhoods



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

OFCY Outcomes

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

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

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

FUNDING ALLOCATION

Target funding for the strategy is 7.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

Oakland has over 21,000 children and youth ages 5-19 living in poverty according to current census data, creating a large demand for subsidized recreational, enrichment, academic activities for children and youth for families. (*Oakland Youth Indicator Report, 2012*)

Community-based programs that provide services afterschool, evenings and weekends to children and youth help to keep children safe and engaged in positive activities. Numerous studies have shown how programs that provide positive youth development programming to youth in safe and supportive environments has positive health and academic outcomes for children and youth participants¹.

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

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



EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

Positive youth development is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing multiple opportunities, fostering positive relationships, and furnishing the support needed to build their skills, sense of mastery, and leadership strengths. Positive youth development programs promote a number of outcomes in youth, including social skills, emotional competence, positive relationships with peers and adults, and civic and school engagement. Five key principles are:

- Youth participation and involvement in program design, implementation and evaluation. Although adults may set the structure, youth are involved as active agents in the program and are not just the recipients of services. Adults engage youth in creating a respectful and inclusive program environment.
- Positive environments and safe and structured places. Programs provide appropriate youth-to-adult ratios for supervision, a system for ensuring youth are welcomed when they arrive, and a balance for different learning styles in programmatic activities. Programs respect diversity and different cultures.
- Skill and asset development opportunities. Programs develop, acknowledge and employ youth assets. Programs engage youth in exploring career and workforce opportunities and provide occasions for goal setting. Programs provide opportunities to master and apply skills, and engage youth in determining choices that help them progress toward new levels of learning.
- Opportunities to serve others. Youth have opportunities for civic involvement and civic engagement. Youth contribute to their communities through service. Programs create opportunities to make a difference through service learning or peer support.
- Positive relationships with adults. Adults and youth work in partnership through the program. Adequately trained, caring staff members who understand and respect the developmental needs and contributions of young people are essential.

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

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

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

ⁱⁱ The Interagency Working Group on Youth Programs was formed in 2008 to improve enhanced collaboration among 12 federal departments/agencies: the U.S. Department of Agricultural, Commerce, Defense, Education, Health and Human Services, Housing and Urban Development, Interior, Justice, Labor, and Transportation; the Corporation for National and Community Service, and the Office of National Drug Control Policy. The Interagency Working Group on Youth Programs supports several subgroups, including one focused on Positive Youth Development. Eight Federal youth-serving departments participate actively on this subgroup, which is focused on identifying promising approaches, strategies, and evidence related to positive youth development, youth-adult partnerships, and youth engagement in youth programs.



OFCY STRATEGY AREA
Youth Leadership and Community Safety
FUNDING STRATEGY
#8: Summer Programs
STRATEGY DESCRIPTION SUMMARY:
<p>The strategy will support summer programming to provide a broad range of enriching activities for children within safe and supportive environments and within a positive youth development framework.</p> <p>Programs will provide opportunities for youth to explore areas of interests through physical, social, emotional, artistic and academic activities that expand horizons and offset summer learning loss.</p>
TARGET POPULATION
Oakland children and youth ages 5-14 from low-income families and children and youth living in high stress neighborhoods.
ACTIVITIES
<p>Activities may include but are not limited to:</p> <ul style="list-style-type: none"> • Learning-based enrichment activities, including arts, dance, or music instruction • Field trips to parks, museums, or other enriching locations. • Recreation and fitness activities. • Academic support and literacy programming
OUTCOMES TO BE ACHIEVED
<p>Shared / City-wide Goals</p> <ul style="list-style-type: none"> • Safe Neighborhoods • Decreased rates of youth and community violence • Children in Oakland are reading at grade level • Improved rates of physical fitness for Oakland youth • Reduction in summer learning loss <p>OFCY Goals</p> <ul style="list-style-type: none"> • Increased community engagement • Increased confidence/self-esteem • Increased connection to caring adults



ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

The programs supported in this strategy align with the Oakland Unified School District's goals for supporting students to be academically successful by providing enriching learning opportunities during the summer months to offset summer learning loss. Programs supported leverage the city's assets and resources by providing programming connected to parks, recreation centers, libraries, and other city assets and resources. Programs should also leverage opportunities aligned with OUSD resources for summer programming to support student success.

FUNDING ALLOCATION

Target funding for the strategy is 6.5% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT:

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

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT:

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



EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT:

- The nine characteristics of effective summer learning programs are: 1) Intentional focus on accelerating learning; 2) Firm commitment to youth development; 3) Proactive approach to summer learning; 4) Strong, empowering leadership; 5) Advanced, collaborative planning; 6) Extensive opportunities for staff development; 7) Strategic partnerships; 8) Rigorous approach to evaluation and commitment to program improvement; and 9) Clear focus on sustainability and cost-effectiveness.
 - Bell, Susanne R. Bell; Carrillo, Natalie: (summer 2007): Characteristics of effective summer learning programs in practice: New Directions for Youth Development, No. 114
- "Summer programs should wrap up close to the beginning of the school year in order to prevent summer learning loss, and summer programs should be well-planned to complement the school year, not necessarily more of the same or an afterthought."
 - Cooper, Harris: (2009) More Than a Hunch: Kids Lose Learning Skills Over the Summer Months: National Summer Learning Association



OFCY STRATEGY AREA
Youth Leadership and Community Safety
FUNDING STRATEGY
#9: Youth Leadership and Community Safety
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will provide support for programs that work with youth as leaders to engage their peers, families, and the broader neighborhood in community revitalization and improvement efforts. Programming will be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives. Projects that aim to improve the safety in parks and places in high stress neighborhoods by engaging youth in the development of g recreational, cultural, or beautification/ neighborhood improvement activities to enhance communities where they live. Projects may include arts, beautification, social justice work, community research, cultural events, family engagement or similar activities.</p> <p>Programs that engage youth as peer leaders to prevent violence and resolve conflict and promote healthy choices and behaviors among youth are included in this initiative. Funding would support successful strategies such as peer mentorship, restorative justice, and other programming targeting youth at risk.</p>
TARGET POPULATION
<p>Priority would be for programs that target services in high-need neighborhoods in Oakland and engage youth in these neighborhoods as leaders in the design and implementation of projects. East Oakland, West Oakland, and high transit corridors where youth and children walk are priority areas, based on current City of Oakland stressor data and community input. Consideration will be given for programs in other areas with demonstrated high need and potential for positive youth outcomes.</p>
ACTIVITIES
<ul style="list-style-type: none"> • Recreational or cultural activities and events in neighborhood parks • Community Beautification and Improvement Projects • Peer-to-peer leadership and mentorship to reduce violence, crime or gang involvement • Conflict Resolution or Restorative Justice activities including peer mediation
POTENTIAL OUTCOMES
<p>Shared Outcomes</p> <ul style="list-style-type: none"> • Safe Neighborhoods • Decreased rates of youth and community violence <p>OFCY Outcomes</p> <ul style="list-style-type: none"> • Youth are engaged as leaders in their communities.



- Youth implement projects that provide safe and enriching activities for youth, families and neighborhoods.
- Youth development outcomes

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

Projects that aim to develop activities and events in local parks are strongly encouraged to work with City efforts to receive technical assistance in community engagement, program development and implementation.

FUNDING ALLOCATION

Target funding for the strategy is 5.0% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

With a high rate of crime and violence affecting children and youth in Oaklandⁱ there is a need for youth to have enriching activities in safe and supportive environments.

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

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

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- The Measure Y supported program Messengers 4 Change implemented a Peace in the Park program last year at Willie Wilkins Park in East Oakland, providing activities and events on Friday and Saturday nights for six weeks from July 15 through August 19th in 2011. An analysis by Measure Y found that by comparing data from 2011 against the prior two summers, police incidents in the Willie Wilkins Park area decreased by 52% during the six weeks that the event was held compared to the previous two year averageⁱⁱ.
- The Summer Nights/ Peace in the Park program is based in part on the City of Los Angeles' Summer Nights Lights program, part of their broader Gang Reduction and Youth Development Program. An evaluation of the program in 2011 indicated that sites reached an large number of families and provided them with four core components of the program: Extended Programming (skill-building programming including cooking, athletics, arts, etc.); Youth Squad (at-risk youth from the community are hired as leaders to plan and implement events and serve as community liaisons); Intervention (Community Intervention Workers, such as Measure Y street outreach workers, provide proactive peace-making activities); and Law Enforcement/Community Engagement (LAPD is an active participant in events and activities).
 - Dunworth, Terence et al.: (July 2011): Y2 Final Report: Evaluation of the Los Angeles Gang Reduction and Youth Development Program: Urban Institute Justice Policy Center in partnership with Harder + Company.



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

ⁱ OFCY Youth Indicator Report (2012)

ⁱⁱ Measure Y: (2012): Crime Analysis of Summer Nights in East Oakland Parks, 2011



OFCY STRATEGY AREA
Transition to Adulthood
FUNDING STRATEGY
#10: Youth Career and Workforce Development
STRATEGY DESCRIPTION SUMMARY
<p>OFCY will expand programming available to youth in Oakland to build their exposure to career options through employment opportunities and connections to employers. Programs supported in this strategy will provide youth workforce development services year-round and in the summer months to build participants' employment experience, connections to employers, and to broaden their awareness of career options and opportunities.</p> <p>Programs supported in the strategy will provide services in a positive youth development framework that engages youth as collaborators in service design and delivery where possible. Successful programs will integrate a range of workforce, academic, and supportive services to assist young people's transition into adulthood by engaging them in meaningful subsidized and unsubsidized employment opportunities, and will demonstrate links to employers in the region to provide viable employment pathways for young people into jobs and careers. Services may be delivered by individual organizations or collaboratively in order to provide youth with an integrated set of job and career programming that also addresses participants' educational and social needs.</p>
TARGET POPULATION
<p>Services will target disconnected youth or youth at risk for disconnection ages 14-20, and youth from low-income families and high-stress neighborhoods.</p>
ACTIVITIES
<p>Activities supported through this strategy may include:</p> <ul style="list-style-type: none"> • Work readiness and employment skills training tied linked with employment opportunities • Internships and subsidized employment opportunities • Job placement and post-placement support • Individual and Career Assessments and Planning • Career awareness and exploration activities • Resume and job application assistance, interviewing, job search and other employment-seeking skills • Case management, supportive services and referrals • Financial literacy • Academic support • Post-secondary education access and assistance • Entrepreneurial training and assistance



POTENTIAL OUTCOMES

OFCY Specific Outcomes

- Increased connection to caring adults
- Increased confidence about accessing job or career related opportunities
- Increased network of potential employers
- Increased awareness of job and career options
- Placement into and successful completion of internships or other subsidized employment
- Placement into unsubsidized employment

Shared Outcomes

- Greater numbers of youth in Oakland employed year-round and in summer months
- Lower rates of youth unemployment in Oakland
- Improved workforce linkages between training providers and Oakland employers

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

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

FUNDING ALLOCATION

Target funding for the strategy is 10.0% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

- There are 22,456 youth ages 15-20 in Oakland. Oakland's unemployment rate is 13.9%, higher than the regional and state rate. Local workforce funding from the Oakland WIB and Measure Y will support approximately 435 youth in FY2012-2013 in workforce services year round¹. The Mayor's Summer Jobs program coordinated by the Oakland WIB expects to support approximately 1,000 youth in subsidized summer employment in 2012 through multiple funding sources (including OFCY) but has received over 2,300 applications from youth, indicating that demand far exceeds the current level of support available.
- In 2011 Oakland's summer jobs program there were 1,200 youth that applied for summer internships who were not placed into training and internship slots due to limited and restrictive funding.
 - Youth Employment Partnership (November 2011): [2011 Mayor's Summer Jobs Program Report](#); prepared by Youth Employment Partnership on behalf of the Oakland WIB



- Most youth workers in Oakland ages 19-21 are employed in the Food Services industry sector, followed by Administrative and Support Services, and Private Households.
 - Aldinger, Tim; Amin, Ratna; Roberts, Julian (October 2011): Oakland Workforce Investment Board Draft Strategic Plan 2012-2014 "Excellence in Workforce Development": National Association of Workforce Investment Boards, on behalf of the Oakland Workforce Investment Board
- The share of young people nationally who were employed in July 2011 was 48.8 percent, the lowest July rate on record since the Bureau of Labor Statistics began keeping records in 1948.
 - US Department of Labor (2011) Employment and Unemployment Among Youth – Summer 2011: Bureau of Labor Statistics
- California has the highest rate of unemployment for youth ages 16-19 in the nation, with over 80% of teens unemployed.
 - Annie E. Casey Foundation (2011): Unemployed teens ages 16-19 by State, 2010: Kids Count Data Center

COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

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

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

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

- Sum, Andrew; et. al (1997): A Generation of Challenge: Pathways to Success for Urban Youth: A policy study of The Leviatan Youth Policy Network; Johns Hopkins University Institute for Public Studies.

Other research and articles related to youth workforce development influencing the development of the strategy include:

- Yohalem, N. & Pittman, K. (October 2001): Powerful Pathways: Framing Options and Opportunities for Vulnerable Youth; Discussion paper of the Youth Transition Funders Group. Takoma Park, MD: The Forum for Youth Investment, International Youth Foundation.
- Jones, Dennis; Kelly, Patrick (2007): The Emerging Policy Triangle: Economic Development,



Workforce Development, and Education: National Center for Higher Education Management Systems, supported by a grant from the Ford Foundation

- Conway, Maureen; Dworak-Munoz, Linda; Blair, Amy (2004): Sectoral Workforce Development: Research Review and Future Directions: The Aspen Institute, Workforce Strategies Initiative
- Wald, Michael; Martinez, Tia (2003): Connected by 25: Improving the Life Chances of the Country's Most Vulnerable 14-24 Year Olds: Stanford University, William and Flora Hewlett Foundation Working Paper
- Wright, Vanessa et al (December 2010): A Profile of Disconnected Young Adults in 2010: National Center for Children in Poverty
- Belfied, Clive R.; Levin, Henry M.; Rosen, Rachel: (January 2012): The Economic Value of Opportunity Youth: Corporation for National and Community Service and the White House Council for Community Solutions, in association with Civic Enterprises with the support of the W.K. Kellogg Foundation
- Jacobs, R., & Hawley, J. (2007): Emergence of Workforce Development: Definition, Conceptual Boundaries, and Implications. In R. MacLean & D. Wilson (eds.), International Handbook of Technical and Vocational Education and Training, Amsterdam: Kluwer.
- National Academy Foundation (2010): Preparing Youth for Life: The Gold Standards for High School Internships: with the support of the James Irvine Foundation
- Connect Ed (May 2008): Evidence From California Partnership Academies: One Model of Linked Learning Pathways: Connect Ed: The California Center for College and Careers.
- Maguire, et al (2010): Tuning in to Local Labor Markets: Findings from the Sectoral Employment Impact Study: Public/ Private Ventures
- Stern, David; Dayton, Charles; Raby, Marilyn: (2010): Career Academies: A Proven Strategy to Prepare High School Students for College and Careers: University of California at Berkeley, Career Academy Support Network
- City of Oakland, Office of Economic and Workforce Development: Key Industries (<http://www2.oaklandnet.com/Government/o/CityAdministration/d/EconomicDevelopment/s/WFD/index.htm>)

¹ The Oakland WIB is funding 285 positions for FY2012-2013 for youth ages 14-21, while Measure Y is supporting 150 positions for youth ages 12-18 during the year and 80 additional positions during the summer.



OFCY STRATEGY AREA
Transition to Adulthood
FUNDING STRATEGY
#11: Academic Support for Older Youth
STRATEGY DESCRIPTION SUMMARY
<p>The strategy will support programming that addresses the academic needs of older youth in Oakland. Programs funded in this strategy may work to address the high rates of drop-outs for Oakland youth and low rates of high school graduation, and help disconnected youth re-engage with academic programming to obtain a credential, diploma, or degree. Programs may also work with youth to persist in and graduate from high school, and to continue on to further post-secondary education by helping youth to complete high school prerequisites, navigate post-secondary enrollment, and assist with the financial aid process for post-secondary education.</p> <p>The strategy will also support programs that serve youth who want to re-engage in education by providing comprehensive academic support and other supportive services that will lead to achievement of a GED, high school equivalency degree, or re-entry into high school. Programming could include alternative education, experiential-based education, or work-based education that link to a degree (GED or high school diploma).</p>
TARGET POPULATION
<p>The strategy aims to serve youth ages 14-20 disconnected from or at-risk of disconnecting from high school and post-secondary education. Priority will be for services towards populations most affected by the achievement gap in school and that experience low rates of high school graduation and continuation on to further post-secondary education.</p>
ACTIVITIES
<p>Potential activities may include:</p> <ul style="list-style-type: none"> • Academic Tutoring • Peer mentoring linking college youth with high school age-youth • College Counseling • Financial Aid and College Entrance/ Enrollment Assistance • GED Preparation • Life skills and peer support



POTENTIAL OUTCOMES

OFCY Specific Outcomes

- Increased confidence about accessing educational opportunities
- Increased ability to develop academic goals
- Increased connection to caring adults
- Increased graduation rates
- Increased academic success and increased California High School Exit Examination (CAHSEE) scores
- Re-entry into secondary education
- Obtainment of a GED
- Completion of UC/CSU College pre-requisites
- Entry into college or other post-secondary education / training program

Shared Outcomes

- Improved rates of school attendance
- Lower rates of drop-outs in OUSD
- Attainment of high school diplomas

ALIGNMENT WITH OTHER SYSTEMS OF SUPPORT

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

FUNDING ALLOCATION

Target funding for the strategy is 5.0% of OFCY funds available for allocation.

DATA / RESEARCH SUPPORTING STRATEGIC NEED/ INVESTMENT

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



COMMUNITY INPUT SUPPORTING STRATEGIC INVESTMENT

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

EVIDENCE-BASED RESEARCH/ PRACTICES FRAMING STRATEGIC INVESTMENT

- A scan of numerous secondary school alternative support programs, including culturally targeted programs, peer mentoring and tutoring, counseling, career academies, and peer support programs demonstrates the effectiveness of intervention programs on reducing dropout rates and increasing high school graduation rates. "If an intervention can be more closely targeted to just those students on the margin of dropping out, it is likely to be substantially more cost-effective."
 - Belfield, Clive R.; Levin, Henry M.(2007) : The Return on Investment for Improving California's High School Graduation Rate: California Dropout Research Project Report #2, August 2007, UC Santa Barbara Gervitz Graduate School of Education
- A report by Civic Enterprises found that, among other supports, ensuring that students have strong relationships with at least one adult in the school and improving the communication parents and schools are two effective ways of reducing high school dropouts. The paper recommends increased parent engagement strategies and individualized graduation plans for students as effective measures.
 - Bridgeland, John M.; et al. (March 2006) The Silent Epidemic: Perspectives of High School Dropouts: A report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill and Melinda Gates Foundation
- "Students are more likely to attend regularly when they get along well with school adults and when they feel they are personally expected to come to school every day and are missed when they do not."
 - McParland, James; Jordan, Will (2002): Essential Components of High School Dropout Prevention Reforms: Johns Hopkins University

2010-2013 Strategy	2010-2013 Strategy Details	2013-2016 Strategy	2013-2016 Strategy Details
Mental Health Consultations in Early Care	Supporting Mental health and developmental consultation for early care settings: Comprehensive prevention and early intervention activities in early care and education settings.	1) Mental Health and Developmental Consultations in Early Care and Education	<p>The strategy supports programs providing classroom consultation and/ or individual or child-centered Mental Health Consultation services in Oakland Early Care and Education programs, specifically Head Start and OUSD Child Development Centers.</p> <p>The strategy provides support for early intervention and identification of services for children with physical, emotional, or developmental needs, and is strongly aligned with First 5 Alameda County efforts. Programs supported in this strategy will participate in professional development and trainings and coordinate services with the Alameda County First 5's Quality Counts initiative for increased effectiveness in programming. Agencies and sites selected will develop a program action plan and concrete steps for classroom consultation objectives, and will support the county-wide efforts for implementation of the SART (Screening, Assessment, Referral and Treatment) process.</p>
Community Playgroups	Family/child enrichment, learning and developmental opportunities: Playgroup activities engage families in their child's learning, strengthen attachments, and build parenting peer supports in community settings.	2) Parent and Child Engagement in Early Learning and Development	<p>The strategy will provide expanded support for programs that provide playgroup learning environments and interactions for very young children along with group learning opportunities for new parents. The strategy will fund programs that connect parents of young children to resources to support the healthy development of their children consistent with the Strengthening Families framework approach and by enhancing connections to the systems of care in place for families.</p> <p>The strategy provides support for programs in highest-priority neighborhoods that build on existing city assets, such as recreation centers and libraries, and other publicly supported institutions to expand enrichment opportunities for young children. These programs contribute to a continuum of services linking early learning and education to K-3 education to reduce achievement gaps.</p>
		3) Pre-Kindergarten Summer Camp	<p>The strategy will provide support for programs that offer a 5 – 6 week summer camp experience for children who have never experienced preschool to provide orientation and structured learning experience prior to first entry to Kindergarten. Programming would be conducted on elementary school sites, with classes co-taught by an Early Childhood Education and a Kindergarten teacher.</p> <p>The target population will be children about to enter Kindergarten the following fall, who have no prior structured early childhood experience, and who live in high-stress neighborhoods. The strategy builds on current Alameda County First Five initiative implemented at multiple OUSD sites, and will be carefully coordinated with both entities.</p>

2010-2013 Strategy	2010-2013 Strategy Details	2013-2016 Strategy	2013-2016 Strategy Details
School-based after school programming for elementary & middle school	School-based after school programs feature applied learning and skill building in education, arts, and leadership: Enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a school setting.	4) School-based after school programming for elementary & middle school	<p>OFCY will continue and build upon the existing school-based afterschool strategy in partnership with Oakland elementary and middle school sites receiving state After School Education and Safety (ASES) program funding. OFCY funding provides resources for enrichment programming to complement the academic requirements supported through ASES funding, and coordinated support for OUSD's community schools implementation efforts. Programming will provide a range of academic and enrichment activities in a high-quality, safe, and supportive environment for students. OFCY supports the school district's move to implement Full Service Community Schools (FSCS) and views the role of afterschool programs and the community based organizations (CBOs) that operate them to be integral to the success of creating Community Schools in Oakland.</p> <p>Services will be prioritized to school sites receiving ASES funding for K-8 students, and serving high numbers of students eligible for free and reduced lunch, and schools in high stress neighborhoods.</p>
Transitions Programs for 6th and 9th Graders	Transition programming in school settings: Programs that focus on youth at risk of disengaging from school during their transition to and from middle school (5th to 6th grade and 8th to 9th grade).	5) Transition programs for youth into middle and high school	<p>OFCY will continue and build upon the existing funding strategy supporting programming designed to help youth successfully transition from elementary school and integrate into middle school, and transition from middle school to high school successfully. Place-based prioritization of sites will be a consideration to be able to deliver services at schools with high rates of chronic absenteeism and other indicators of need, such as low graduation rate, API score, or at school locations within high stress neighborhoods. Services will also promote programming that addresses racial and gender equity issues to serve student populations that are most at risk for academic failure and help close the achievement gap.</p>
Conflict Resolution Programs for Middle School Age Youth	Conflict resolution skills: Support the promotion of non-violence through peer leadership/ learning using conflict resolution programs that are embedded in the school culture.		<p><i>Conflict Resolution programming will continued to be supported in Youth Leadership in Community Schools and in Youth Leadership and Community Safety strategies</i></p>
Youth Leadership Programs	Health and wellness education with emphasis on peer education and youth development: Increase access to youth leadership programs that focus on young people's choices promoting physical health, safety, emotional health and promotion of positive school and community environment, including programs integrated with school based health clinics.	6) Youth Leadership in Community Schools	<p>Youth Leadership is now supported in two strategies: Youth Leadership in Community Schools, and Youth Leadership and Community Safety (below). For Youth Leadership in Community Schools, the strategy will support programs that engage youth as peer leaders to support a range of positive behaviors, including promoting healthy choices and behaviors among youth, preventing violence and resolving conflict, addressing equity and inclusiveness issues, helping students succeed academically and not drop out of school, support to continue on to post-secondary education, and in promoting a positive school culture. The strategy would also expand restorative justice programming and youth development or enrichment programming in after school for older youth.</p> <p>Programs supported in the strategy will target services to reach middle and high school youth; students at schools with high free and reduced lunch rates; and students in schools located within or serving a high number of families within high stress neighborhoods.</p>

2010-2013 Strategy	2010-2013 Strategy Details	2013-2016 Strategy	2013-2016 Strategy Details
		9) Youth Leadership and Community Safety	<p>The strategy will support programs that work with youth as leaders to engage their peers, families, and the broader neighborhood in community revitalization and improvement efforts. Programming will be based in youth development principles, incorporate youth leadership, and seek to benefit neighborhood and community initiatives.</p> <p>OFCY is interested in supporting projects that aim to improve the safety in parks and places in high stress neighborhoods where children and youth walk by hosting recreational, cultural, or beautification/ neighborhood improvement activities that engage youth, families, and the local community. Projects may include arts, beautification, social justice work, community research, cultural events, or similar activities. Programming would include plans for community engagement and follow-up activities to sustain efforts. OFCY will also support community-based programs that engage youth as peer leaders to prevent violence and resolve conflict and promote healthy choices and behaviors among youth. Funding would support successful strategies such as peer mentorship, restorative justice, and other programming targeting youth at risk.</p>
Community-based Afterschool Programming	Community-based after school programs feature applied learning and skill building in education, arts, and leadership; enrichment, project-based learning, and leadership activities that promote academic learning and resiliency in a community setting.	7) Community-based Out-of-School Time Programs	<p>The strategy will support neighborhood-based community programming that provides safe spaces and enriching activities for children and teens. Programs supported in this strategy will nurture positive youth development through provision of enrichment, arts, fitness, community service, academic support, and peer support activities during after school, evening and weekend hours. Programs will provide opportunities for youth to explore areas of interests, participate in creative activities, and expand their horizons. Community-based afterschool programs supported through this strategy are also key in helping achieve OFCY's goal of student success in school.</p> <p>OFCY will encourage programming anchored in teen and youth centers and park and recreation sites, with services targeted to Oakland children and youth from low-income families or living in high stress neighborhoods.</p>
Summer Programming	Community- and school-based summer programs that offer children and youth a broad range of physical, social, emotional, artistic, and academic opportunities within a youth development framework.	8) Summer Programs	Support for community- and school-based programming in summer months that provides a broad range of enriching activities for children and teens within safe and supportive environments and in a positive youth development framework.
Academic and Career/ Job Success for Older Youth	Support services for academic and career success: Career preparedness and programs that reinforce academic success, graduation, college, work readiness and may include internships, paid employment, and mentoring.	10) Youth Career and Workforce Development	Support for youth workforce development services year-round and in the summer months to build participants' employment experience, connections to employers, and to broaden their awareness of career options and opportunities.

2010-2013 Strategy	2010-2013 Strategy Details	2013-2016 Strategy	2013-2016 Strategy Details
		11) Academic Support for Older Youth	Support for programs that meet the academic needs of youth ages 14-20 disconnected from or at-risk of disconnecting from high school and post-secondary education. Priority will be for services towards populations most affected by the achievement gap in school and that experience low rates of high school graduation and continuation on to further post-secondary education.
Comprehensive Supports for Youth Transitioning to Adulthood	Comprehensive supports and enrichment programs for youth transitioning to adulthood: Increase access to neighborhood-based programs that support youth engagement in a variety of activities or specific supports for vulnerable youth such as English language learners, foster youth, and diverse communities of youth		<i>Strategy has been discontinued.</i>

FULL TEXT OF MEASURE D

An Amendment To The Oakland City Charter Section 1300 to Provide Funding For the Kids First! Oakland Fund For Children And Youth In The Amount Of Three Percent (3.0%) Of The Actual Unrestricted General Purpose Fund (Fund 1010) City Revenue

WHEREAS, The Kids First! Oakland Fund for Children and Youth was established by voter approved ballot Measure K in 1996 to set money aside for programs and services benefiting children and youth, such as after-school programs, mentoring programs, recreational programs, pre-school and job training programs; and

WHEREAS, it is critical to continue funding to services and programs that benefit Oakland's children and youth at a level that is fiscally responsible; and

WHEREAS, in 2008 the voters repealed Measure K and replaced it with Measure OO; and

WHEREAS, the Council wishes to amend City Charter section 1300, Measure OO; now therefore be it

RESOLVED: That the City Council of the city of Oakland does hereby submit to the voters at the next municipal election the following:

AN AMENDMENT TO THE OAKLAND CITY CHARTER TO PROVIDE FUNDING FOR THE KIDS FIRST! OAKLAND FUND FOR CHILDREN AND YOUTH IN THE AMOUNT OF THREE PERCENT (3.0%) OF THE ACTUAL UNRESTRICTED GENERAL PURPOSE FUND (FUND 1010) CITY REVENUE

Be it ordained by the People of the City of Oakland:

Section 1. Title.

This Act shall be known and may be cited as "Kids First! - The Oakland Fund for Children and Youth Act."

Section 2. Findings and Purpose.

The people of the City of Oakland hereby make the following findings and declare their purpose in enacting the Act is as follows:

(a) Teens and young adults comprise too many of Oakland's homicide victims every year. Many of these deaths are due to gun violence.

(b) Many students in Oakland public schools do not graduate from high school. The percentage of Oakland students who do not graduate high school is much higher than the statewide average.

(c) It is critical to address root problems before they start by providing support services for children and youth and their families, like after-school and community based programs that keep children and youth out of trouble, encourage parent involvement and teach non-violent conflict resolution.

(d) The Kids First! - Oakland Fund for Children and Youth was established by a voter approved ballot measure in 1996. The measure set aside two and one-half percent (2.5%) a portion of the City's actual unrestricted general purpose fund (Fund 1010) revenues every year for services benefiting children and youth, such as after-school programs, mentoring, recreational programs, job training

and pre-school programs. The set aside supplemented a base line amount that the City already provided to fund programs for children and youth.

(e) Kids First! The Oakland Fund for Children and Youth puts money into programs that work. The Center on Juvenile and Criminal Justice reported that Oakland has a 69 percent drop in juvenile crime from 1995 to 2005, making Oakland the city with the lowest juvenile crime rate out of the eight largest cities in California. This is because of programs funded through measures like Kids First!

(f) ~~In order to This Act will provide~~ increase funding for after-school programs, sports and recreation programs, youth gang prevention and other programs for children and youth, the City of Oakland shall set aside three percent (3.0%) of the City's actual unrestricted General Purpose fund (Fund 1010) revenues for the Oakland Fund for Children and Youth, to two and a half percent of all City revenue.

(g) This Act will protect and expand the services that help keep Oakland children and youth on the right track. Programs funded by this measure will provide after-school programs that give children and youth positive alternatives and safe places away from the negative influences of the streets.

(h) ~~This Act makes the Oakland Fund for Children and Youth a permanent part of the Oakland City budget.~~

Section 3. Amendment to Article XIII of the City Charter of the City of Oakland.

Article XIII of the City Charter of the City of Oakland is hereby amended to read as follows:

ARTICLE XIII KIDS FIRST! OAKLAND CHILDREN'S FUND

Fund Revenue

Section 1300. Notwithstanding any other provision of law, effective July 1, 2009 and continuing through June 30, ~~2011~~2021, the KIDS First! The Oakland Fund for Children and Youth ("Fund") shall receive revenues in an amount equal to ~~1.5%~~ three percent (3.0%) of the City of Oakland's annual ~~total~~ actual unrestricted General Purpose Fund (Fund 1010) revenues and appropriated as specified in this Act each year, together with any interest earned on the Fund and any amounts unspent or uncommitted by the Fund at the end of any fiscal year. The actual funds deposited in the Fund pursuant to this Act shall only come from actual unrestricted General Purpose Fund (Fund 1010) revenues of the City of Oakland. For purposes of this Act, Fund shall mean the fund established pursuant to Measure K which was approved by the voters of Oakland in 1996 and which shall continue in existence.

The annual amount of actual unrestricted General Purpose Fund (Fund 1010) revenues shall be estimated by the City Administrator and verified by the City Auditor. Errors in calculation for a fiscal year shall be corrected by an adjustment in the set aside depending upon whether the actual unrestricted General Purpose Fund (Fund 1010) revenues are greater or less than the estimate. Actual unrestricted General Purpose Fund (Fund 1010) revenues shall not include funds granted to the City by private agencies or by

other public agencies and accepted and appropriated by the City.

~~Notwithstanding any other provision of law, effective July 1, 2011, the Fund shall receive revenues in an amount equal to 2.5% of the City of Oakland's annual total revenues and appropriated as specified in this Act each year, together with any interest earned on the Fund and any amounts unspent or uncommitted by the Fund at the end of any fiscal year. The actual funds deposited in the Fund pursuant to this Act shall only come from unrestricted revenues of the City of Oakland.~~

No less than 90% of the monies in the Fund shall be used to pay for eligible services for children and youth. No more than 10% of the monies in the Fund may be used for independent third-party evaluation, strategic planning, grant-making, grants management, training and technical assistance, and communications and outreach to ensure effective public participation.

~~Not later than 90 days after the end of each fiscal year, beginning with fiscal year 2009-2010, the City Auditor shall complete a financial audit, and verify that the City of Oakland set aside for the Fund the correct amount of monies for that fiscal year, together with any interest earned on the Fund and any amounts unspent by the Fund at the end of that fiscal year. If the City Auditor finds that in any fiscal year the amount of funds set aside for the Fund is less than the prescribed percentage of all City of Oakland revenues, the City of Oakland shall provide monies to the Fund so that the correct amount is received by the Fund within the next two fiscal years.~~

Eligible Services

Section 1301. Monies in the Fund shall be used exclusively to:

1. support the healthy development of young children through pre-school education, school-readiness programs, physical and behavioral health services, parent education, and case management;
2. help children and youth succeed in school and graduate high school through after-school academic support and college readiness programs, arts, music, sports, outdoor education, internships, work experience, parent education, and leadership development, including civic engagement, service-learning, and arts expression;
3. prevent and reduce violence, crime, and gang involvement among children and youth through case management, physical and behavioral health services, internships, work experience, outdoor education, and leadership development, including civic engagement, service-learning, and arts expression;
4. help youth transition to productive adulthood through case management, physical and behavioral health services, hard-skills training and job placement in high-demand industries, internship, work experience, and leadership development, including civic engagement, service-learning, and arts expression.

Excluded Services

Section 1302. Monies in the Fund shall not be appropriated or expended for:

1. any service which merely benefits children and youth incidentally;
2. acquisition of any capital item or real property, not for primary and direct use by children and youth;
3. maintenance, utilities or any similar operating cost of any facility not used primarily and directly by children and youth;
4. any service for which a fixed or minimum level of expenditure is mandated by state or federal law, to the extent of the fixed or minimum level of expenditure.

Strategic Investment Plan

Section 1303. Appropriations from the Fund shall be made pursuant to a Three-Year Strategic Investment Plan, with the first Plan beginning July 1, 2010.

Grants Appropriations made by the Fund for fiscal year 2008-2009 shall be carried forward to fiscal year 2009-2010 subject to ~~including~~ modifications recommended by the Planning & Oversight Committee, pursuant to performance review, and adjusted as needed to conform with the actual amount of the set-aside in fiscal year 2009-2010 based on the 3.0% of actual unrestricted General Purpose Fund (Fund 1010) formula set forth in this Act.

Each Three-Year Strategic Investment Plan shall be developed with the involvement of young people, parents, and service providers throughout the city, and the Oakland Unified School District, the County of Alameda, and the City of Oakland. Each Three-Year Strategic Investment Plan shall take into consideration the results and findings of the independent third-party evaluation.

Each Three-Year Strategic Investment Plan shall:

1. identify current service needs and gaps relative to addressing this measure's four outcome goals:
 - a. support the healthy development of young children;
 - b. help children and youth succeed in school and graduate high school;
 - c. prevent and reduce violence, crime, and gang involvement among young people;
 - d. prepare young people for healthy and productive adulthood.
2. describe specific three-year program initiatives that address the needs and gaps relative to each outcome goal, including:
 - a. target population
 - b. performance and impact objectives
 - c. intervention strategy
 - d. evaluation plan
 - e. funding allocations
3. describe how each three-year program initiative is aligned and coordinated with other public and private resources to achieve maximum service performance and youth impacts.

Each Three-Year Strategic Investment Plan shall be evaluated for its service performance and youth impact results by an independent third-party evaluator.

Open and Fair Application Process

Section 1304. All monies in the Fund shall be appropriat-

ed, pursuant to a Three-Year Strategic Investment Plan, to private non-profit and public agencies through an open and fair application process.

Planning & Oversight Committee

Section 1305. The Children's Fund Planning and Oversight Committee ("Planning and Oversight Committee") established pursuant to Measure K which was approved by the voters of Oakland in 1996 shall continue to operate. Each City Councilmember shall appoint two Oakland residents, one of whom shall be a resident not older than 21 years, to serve as members of the Planning & Oversight Committee. The appointees shall demonstrate a strong interest in children and youth issues; and possess sound knowledge of, and expertise in, children and youth policy development and program implementation. Effective July 1, 2009, the Mayor shall only be permitted to appoint one (1) Oakland resident and shall therefore remove two of his previous appointments no later than June 30, 2009.

The Planning & Oversight Committee shall be responsible for:

1. preparing Three-Year Strategic Investment Plans;
2. soliciting funding applications from private non-profit and public agencies through an open and fair application process;
3. submitting to the Oakland City Council for its adoption Three-Year Strategic Investment Plans and funding recommendations;
4. submitting to the Oakland City Council for its adoption annual independent evaluation reports;
5. receiving City Auditor annual reports on the Fund's Financial Statement and the Base Spending Requirement.

Base Spending Requirement

Section 1306. ~~Monies in the Fund shall be used exclusively to increase the total amount of City of Oakland expenditures for services to children and youth that are eligible to be paid from the Fund as defined in this section.~~ The City of Oakland shall not reduce the amount of expenditures for eligible services in any fiscal year paid from sources other than the Fund below the Base Spending Requirement.

The Base Spending Requirement is the amount required based on the application of the base year percentage to the total audited actual City unrestricted General Purpose Fund (Fund 1010) expenditures in a fiscal year.

The Base Year Percentage is defined ~~as~~ by the ratio of ~~audited actual~~ unrestricted General Purpose Fund (Fund 1010) expenditures appropriations for eligible services for children and youth paid from sources other than the Fund to total City ~~audited actual~~ unrestricted General Purpose Fund (Fund 1010) appropriations expenditures in a fiscal year 1995-1996.

The base year is defined as the fiscal year beginning July 1, 2008 and ending June 30, 2009.

~~Not later than October 1, 2009 the City Auditor shall calculate and publish the Base Year Percentage, and shall specify by City Department each eligible service, budget expenditure amount, and funding source included in the calculation of the base year eligible services.~~

~~Not later than 90 days after the end of each fiscal year beginning with fiscal year 2009-2010, the City Auditor shall verify that the City of Oakland expended funds each year for eligible services in an amount no less than the amount required under the Base Spending Requirement, except to the extent that the City of Oakland ceases to receive federal, state, county, or private foundation funds that the funding agency required to be spent only on those services.~~

If the City Auditor finds that in any fiscal year the amount of funds expended for eligible services is less than the Base Percentage Requirement, the City of Oakland shall increase expenditures for eligible services within the following two years so that the correct amount of funds is expended.

Monies from the Fund shall not be appropriated for services that substitute for or replace services included in the City Auditor's Base Spending Requirement, except to the extent that the City of Oakland ceases to receive federal, state, county, or private foundation funds that the funding agency required to be spent only on those services.

Within 180 days following the completion of each fiscal year's external audit through 2020-2021 the City Auditor shall calculate and publish the actual amount of City of Oakland spending for children and youth services (exclusive of expenditures mandated by state or federal law).

Section 4. Severability.

If any provision of this Act or any application thereof to any person or circumstance is held invalid, such invalidity shall not affect any provision or application of this Act that can be given effect without the invalid provision or application. To this end, the provisions of this Act are severable.

Section 5 Reauthorization

Section 1307. This section may be extended for an additional twelve years beginning July 1, 2021 by a simple majority vote of the City Council. If the City Council does not itself extend this section, then the City Council shall place the question of whether to extend this section on the November 2020 ballot for a vote of the electorate. This process will be repeated every twelve years or until reauthorization is rejected by a vote of the electorate.