

2006-2010

STRATEGIC PLAN

OAKLAND FUND FOR CHILDREN & YOUTH



CITY OF OAKLAND, OAKLAND FUND FOR CHILDREN AND YOUTH
Planning and Oversight Committee

PLANNING AND OVERSIGHT COMMITTEE (2004–2005)
STRATEGIC PLANNING SUBCOMMITTEE* (2004–2005)

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Monica Montenegro
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Leslie Situ
Frank Tucker
Loveli Ward-Brackins*
Pilar Whitaker
K. Wayne Yang*

DEPARTMENT OF HUMAN SERVICES
OAKLAND FUND FOR CHILDREN & YOUTH

Maya Hart, Program Planner
Marchelle Huggins, Program Assistant
Ayako Miyashita, Grants Assistant
Sandy Taylor, Children & Youth Services Manager
Touch Thouk, Program Analyst
Andrea Youngdahl, Department Director

GIBSON & ASSOCIATES, STRATEGIC PLANNING CONSULTANTS

Paul Gibson
Kevin Fong
Sandra Meucci
Nancy Warren
Maria Elena Young

table of contents

INTRODUCTION	4
VISION, MISSION & VALUES	7
MAJOR THEMES OF THIS STRATEGIC PLAN	8
COLLABORATION—PARTNERS AND INITIATIVES FOR YOUTH IN OAKLAND	11
STRATEGIES 2006–2010	16
Strategies for Children ages 0–5	18
Strategies for Children ages 6–14	27
Strategies for Youth ages 15–20	37
Strategy for Children and Youth of all Ages	46
ADMINISTRATIVE ISSUES	51
LIST OF PARTICIPANTS IN INTERVIEWS, FOCUS GROUPS, TASK FORCES, AND YOUTH SUMMIT	53
GLOSSARY	60
APPENDICES	
Appendix A: OFCY Needs Assessment Report	--
Appendix B: Oakland Maps: Interpretation of Trends and Gaps	--
Appendix C: High Priority Strategy Summary Table	63
Appendix D: Resources for Further Research	64

Introduction

The Oakland Fund for Children and Youth (OFCY) was established by a ballot initiative in 1996 (Measure K) to “help young people grow to become healthy, productive, and honorable adults.” Annually, 2.5% of Oakland’s General Fund is set aside for this purpose. The fund originated from the efforts of youth activists and community members and is now considered one of the city’s major assets. Recognized nationally as a model of youth leadership and development, OFCY now supports services to over 20,000 children and youth, ages 0–20, annually.

One of the key provisions of the governing legislation is the development of a strategic plan every four years to guide the allocation of funds toward the academic and cultural, career and leadership development, and physical and behavioral health of Oakland’s children and youth.

OFCY has achieved a great deal. Since the 2001–2002 funding cycle, OFCY has increased the number of children and youth served by 143%; the total hours of services delivered by 80%; and the amount of funds distributed annually by 50%. Additionally, the grantees funded through OFCY have increased their percentage of matching funds by 80%. OFCY has consistently funded health, after school, employment and entrepreneurship programs as well as art, music and cultural development programming. Oakland children and youth have had access to violence prevention services through OFCY, and the fund has been responsive to the needs of foster children who are emancipated and LGBTQ youth. Over the past two years OFCY has increased its focus on providing after school programs and collaborated with key partners to fund the Oakland After School Initiative (ASI).

This strategic plan covers the period from July 1, 2006 to June 30, 2010. OFCY staff, Planning and Oversight Committee, Strategic Plan Subcommittee members, and Gibson and Associates worked together to create a new mission, vision, and values to guide the planning process. Gibson and Associates then conducted community research and assessment to determine the needs of Oakland youth and convened two Task Force meetings to review these findings. Ultimately, OFCY staff and Strategic Plan Subcommittee members developed the high priority strategies to meet those needs.

The strategies contained in this plan are the result of 1) interviews and focus groups with 250 agency leaders, parents, and youth, 2) the examination of economic, educational, and health indicators (See Needs Assessment, Appendix A and GIS Maps, Appendix B), 3) the outcomes and priorities recommended by Task Force members, and 4) research on effective practices to achieve those outcomes.

The goal of this strategic plan is to provide a continuum of care, support, encouragement and opportunities for children and youth at specific developmental stages, ages 0–5, 6–14, and 15–20. Each strategy addresses issues specific to one of these three age groups, but all are inter-related to ensure continuity of resources and services.

The early childhood strategies are designed to support healthy childhood development and school readiness. Children and parents will be given the opportunity to receive the support they need to foster child growth in all domains and develop skills necessary for entry into school. Children identified as having delayed development or special needs will receive specialized services to promote healthy development.

The elementary and middle school strategies are designed to contribute to children’s academic, social, and personal achievement. The after school strategy emphasizes supporting comprehensive after school programs that are developed through the collaboration of local community organizations, schools, and public agencies. Programs specific to middle school students will provide opportunities for leadership and youth directed and experiential learning. The summer time strategy specifically encourages enrichment activities that will engage youth at a time when there are few opportunities for constructive activities or positive supervision and when many students experience a drop in the learning curve.

The strategies for older youth emphasize high school graduation and higher education, preparing for meaningful work, leadership development and independence. Through their involvement in these programs, Oakland youth will grow as leaders, develop positive social skills, enrich their academic abilities as well as their life skills, personal interests, and civic engagement.

The physical and behavioral health strategy provides support for physical fitness, healthy development, and prevention of high-risk behaviors.

Together, these strategies are designed to provide Oakland’s young people with the experiences, supports, and opportunities that will prepare them to participate in the full spectrum of adult life as positive, socially responsible contributors to their family, their community and their place of work.

OFCY Vision, Mission and Values

VISION

All children and youth in Oakland are celebrated and supported by a caring network of organizations. As powerful, engaged residents, Oakland's children and youth contribute to creating a vibrant and prosperous community life and a safe, equitable, sustainable, and culturally rich city.

MISSION

We provide opportunities and resources for Oakland's young people (0–20 years old) to become healthy, productive, honorable and successful community members. We achieve this by funding organizations, creating policy, building capacity and administering a set aside fund that encourages these outcomes. We work collaboratively through partnerships with youth and families, community organizations, public agencies, schools and other funders.

VALUES

Social & Economic Equity: Children and youth have a fundamental right to partake wholly in the life of our community, to benefit from the fair distribution of community resources, and to enjoy both opportunity and security. We value the vigorous promotion of equality, justice and accountability, and the concerted application of our resources toward those youth in greatest need.

Youth Development: We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development of children and youth to cultivate pride in themselves and their community.

Community and Collaboration: We embrace the idea that by pooling our resources and working together, we can accomplish great things. We recognize that the richness of Oakland's families extends beyond the traditional mother, father and child structure to one that incorporates all the diverse forms of family.

Major Themes of this Strategic Plan

Throughout the planning process there were many similarities in community members' perceptions of the needs of Oakland youth. The major themes identified through interviews, focus groups, the Youth Summit, and the Task Force meetings are summarized below.

POSITIVE VISION OF OAKLAND AND ITS YOUTH

Oakland is a vibrant and diverse city and the home of national models for youth development and social change organizations. It has abundant natural resources and its youth are served and supported by a rich network of programs and agencies. The youth themselves, given their resilience and contributions to the community, were identified as one of Oakland's major assets. The Oakland Fund for Children and Youth is the product of a youth movement that succeeded in putting Measure K on the ballot in 1996. Therefore, this strategic plan is grounded in the principles of youth empowerment, resilience and healthy development.

RELATIONSHIPS AND FAMILY SUPPORT

Young people need multiple connections with caring adults throughout the course of their lives, yet only 29% of eleventh grade students in Oakland's public schools reported having caring relationships with a teacher or other adults. Parents emphasized the need for improved family support, especially in the areas of childcare and parent education, and youth discussed the important role of tutors, friends and other role models, especially in forming and realizing their life goals. The need for support was identified as especially important during transition periods when children and youth move from one school to another or enter a new program. Indeed, 'falling through the cracks' was a risk identified by parents, principals, agency leaders, and youth themselves.

SAFETY

An especially high priority is the need for activities and programs located in safe places, open after school, in the evenings, on weekends, and during the summer, that offer a range of developmentally appropriate activities. Only 8% of Oakland high school youth report feeling safe at their school. Many youth described their neighborhoods as filled with “side shows” and illicit activity. OFCY sees schools and communities as environments where conflict resolution, counseling and diversity awareness can take place and where positive and enriching programs can contribute to a sense of safety and personal growth.

AFTER-SCHOOL AND RECREATION PROGRAMS

Out of school time programs were identified as a high priority and an essential strategy to prevent violence and increase safety in Oakland. The availability of high quality, comprehensive after school and summer enrichment programs is also an effective approach to helping Oakland youth succeed academically. Public education reform was identified as the top priority for Oakland, but one that OFCY cannot directly address. However, comprehensive after school programs delivered with a range of developmentally challenging activities, including academic support, can bolster the overall development of children and youth. Parents want school-based programs for children ages 5–12, while other adults and older youth pointed to a need for programs located in the community, as well. Oakland is home to a wealth of parks, recreation centers and school facilities, many of which are underutilized and have the potential to serve as sites for youth programs.

PHYSICAL AND BEHAVIORAL HEALTH

Oakland has made impressive strides on several important health indicators (e.g., teen pregnancy rates dropped by almost half in the past decade; youth crime dropped by 12% in the past few years; general physical fitness levels have improved in recent years). The momentum produced by these trends needs to be harnessed to address health concerns such as the rising rates of obesity and diabetes, risk of contracting sexually transmitted infections and the health consequences of other high-risk behaviors. There is a consensus that children and youth should receive the support

they need for healthy development and to avoid high-risk behaviors. The promotion of healthy lifestyles, availability of healthy food, and recreational and fitness opportunities were stated as important priorities.

YOUTH CONTRIBUTE TO THE COMMUNITY, CONTINUE THEIR EDUCATION AND OBTAIN MEANINGFUL EMPLOYMENT

Oakland youth want to contribute their energy and ideas to their communities. Older youth often lack opportunities for meaningful participation in adult roles. They need resources to support their developing leadership skills, to pursue post-high school education, and to find meaningful employment. They want roles serving as mentors and tutors to younger youth, participating in neighborhood improvement and social change projects, and conferring with adults in designing neighborhood based services. They want employment in sectors that will allow them to make a contribution to the environment and their communities.

LEVERAGING AND FOCUSING RESOURCES

OFCY's vision and mission statements underscore a commitment to coordination and collaboration. To achieve its larger purpose while operating with limited resources, OFCY must engage and involve others in coordinated strategies that link and leverage resources. Furthermore, leveraging resources has been part of OFCY's criteria used to evaluate its grantees. The importance of leverage has deep historic relevance to OFCY. Throughout the planning process, stakeholders in interviews and as participants in Task Force meetings have asked OFCY to go beyond coordination and to leverage its resources by initiating partnerships with other child and youth serving agencies. Stakeholders also asked that OFCY focus its resources more narrowly, linking its resource allocations more tightly to achieve a greater impact. As such, the POC and its Strategic Planning Subcommittee have limited the number of strategies in this plan. OFCY's ability to lead collaborative planning with other youth serving agencies is constrained by limitations on funding for administrative and planning activities. Throughout the four years of this plan, OFCY will need to focus its limited administration and planning resources in areas where playing a leadership role can generate sustained collaboration and significant improvement in outcomes for children and other results consistent with its vision and mission.

Collaboration:

PARTNERS AND INITIATIVES FOR YOUTH IN OAKLAND

To understand how best to develop priorities for the use of OFCY funds, the Strategic Planning Subcommittee needed to fully understand the role OFCY should play in relation to other key initiatives and funding streams. The Subcommittee explored the funding priorities and legislative regulations governing Measure K and Measure Y. It also considered the funding priorities of existing county funded initiatives such as First Five (Proposition 10), as well as initiatives that have yet to generate local funding (e.g. Proposition 49: After School Education and Safety Program of 2002 and Proposition 63: Mental Health Services Act). Finally, it considered the appropriate role OFCY should play in collaborative planning groups, particularly in relation to after school planning. Below is a summary of how these resources and partnerships influenced OFCY strategic planning.

MEASURE K AND MEASURE Y: A COMBINED EFFORT FOR YOUTH IN OAKLAND

Within the past ten years Oakland citizens have used the ballot to generate two major youth-serving initiatives. Since Measure K: Kids First! Initiative was passed in November, 1996, OFCY revenues have grown to approximately \$8.5 million annually. In November 2004, voters passed Measure Y, the Violence Prevention and Public Safety Act (VPPSA). This measure supports three primary violence prevention objectives, two of which bolster police and fire prevention efforts and one that funds violence prevention services targeting youth and young adults. Measure Y devotes \$6.2 million to direct services for youth.

The combined resource for direct services to Oakland youth from these two initiatives is approximately \$15 million, a substantial investment in youth programs. It is imperative that these funds are distributed in a coordinated manner to extend the benefits to more young people.

In addressing issues of violence, Measure K supports prevention strategies and Measure Y supports intervention strategies. For example, many of Measure Y services are already committed to programs that serve youth that are on parole, truant, out of school, and suspended for violence.

Following is a depiction of the major features of each initiative as stated in the governing legislation.

MEASURE K	MEASURE Y
TYPES OF YOUTH TO BE SERVED	
<p>Children and youth less than 21 years old</p>	<p>Youth and young adults most “at risk” of being victims and/or perpetrators of violence, specifically:</p> <ul style="list-style-type: none"> ● Youth and young adults on probation or parole ● Chronic truants, drop outs and/or suspended for violence who are truant, out-of-school, or suspended for violence ● Children and youth exposed to violence and/or sexually exploited
TYPES OF SERVICES TO BE PROVIDED	
<p>PREVENTION SERVICES</p> <p>Career and Leadership Development</p> <ul style="list-style-type: none"> ● Job training ● Year round work experience ● Career internships ● Community organizing projects ● Peer mentoring and tutoring <p>Academic and Cultural Development</p> <ul style="list-style-type: none"> ● Pre-school programs ● Academic enrichment programs ● College preparatory services ● Arts ● Music ● Outdoor adventure activities ● Sports <p>Physical and Behavioral Health</p> <ul style="list-style-type: none"> ● Health education ● Fitness & nutrition ● Counseling and mentoring programs <p>Measure K also funds preventive programs for children and youth exposed to violence or being sexually exploited</p>	<p>INTERVENTION SERVICES</p> <p>Youth and young adults on parole</p> <ul style="list-style-type: none"> ● Intensive mentoring/case management—Project Choice and Pathways to Change ● Intensive employment and on-the-job training for older youth and young adults ● Transitional employment ● Summer after school work experience and skills training and community service work projects ● Restorative justice training for staff <p>Youth who are truant, out-of-school, and/or suspended for violence</p> <ul style="list-style-type: none"> ● Outreach workers—school or community based ● Outreach workers—neighborhood of Sobrante Park and West Oakland ● Case managers for youth at three middle schools ● Summer employment and after school employment <p>Children and youth exposed to violence or being sexually exploited</p> <ul style="list-style-type: none"> ● Advocates and case management to respond to domestic violence cases with children ● Mental health services to children exposed to violence or who are sexually exploited ● Support groups for older youth <p>Pre-School through middle school students</p> <ul style="list-style-type: none"> ● Second Step Curriculum training of teachers in all schools: pre-school through 8th grade ● Peer-based mediation and conflict resolution in 12–15 middle schools

The previous section clearly delineates the priority of the two initiatives. Ongoing communication between the POC and OFCY staff with the governing body and staff of VPPSA will be essential to ensuring that both funds are used effectively.

OFCY AFTER SCHOOL PROGRAM COLLABORATION

Since its inception in 1996, OFCY has funded innovative and comprehensive, community-based and school-based after school programs for children and youth. Building on this experience, in 2004 OFCY launched a two-year After School Initiative in partnership with the Oakland Unified School District (OUSD) that each year provided over \$3 million in OFCY funding for after school programs in under performing schools. This partnership ensured that children would receive comprehensive services including academic support, enrichment and recreational activities. The two-year initiative leveraged existing after school dollars and infrastructure support by generating partnerships between community based organizations (CBOs) and school sites, which received federal (21st century) or state After School Education and Safety Program Act (ASESP) after school funding.

As a member of the Oakland After School Coordinating Team (OASCT), OFCY is working toward sustainable after school services for the entire city in this strategic collaboration. OASCT, staffed by Safe Passages, has participation from the Oakland Unified School District (OUSD), the Oakland Parks and Recreation Department (OPR), the Oakland Public Library (OPL), and representatives from the CBO community, as well as OFCY. The OASCT is developing a citywide plan to expand the number of comprehensive after school sites in the next four to five years. The team's vision, approved by City Council, is that "By 2009, every Oakland elementary and middle school student shall have access to high quality after-school programming that includes academic and enrichment activities and is offered at, or nearby, a school site for two to three hours daily."

As the team's efforts move forward, OFCY has designed its after school funding to fit strategically within this larger plan. OFCY is committed to sustaining and building upon the success of current after school and CBO collaborations through continued financial partnerships with federal, state and local funders. OFCY's after school and summer programming strategies are designed to be sufficiently focused so as to support quality programs which respond to community needs, while flexible enough

to respond to the ever-changing funding climate and potential changes in institutional partners. With these strategies, OFCY formally recognizes and expands upon its own history of providing quality services to enrich the lives of Oakland’s children and youth.

PROPOSITION 49: THE AFTER SCHOOL EDUCATION AND SAFETY PROGRAM ACT OF 2002

Under State Proposition 49, which was passed by California voters in November 2002, every elementary and middle school in the state could become eligible for state grants to help provide after school programs on campuses as early as the 2007–2008 school year. Work conducted by OUSD, OFCY, and community based organizations through the 2004–2006 After School Initiative and beyond will help prepare Oakland for taking full advantage of Proposition 49. Proposition 49 dollars are expected to provide a base level of funding that requires matched funding at a local level.

PROPOSITION 10: FIRST FIVE

Passed in 1999, California State Proposition 10 utilizes tobacco tax revenues to support county-planned systems of services for children ages 0–5. In Alameda County, the fund is administered by Every Child Counts. Every Child Counts is designed to support children at home, at childcare and in the community. Its programs promote system change and improve early childhood development through family support, parent education, childcare, and health care services.

Of the children served by Every Child Counts, 29% are Oakland residents. As a result, it is vitally important that OFCY and Every Child Counts communicate and collaborate effectively. OFCY has utilized this planning process to engage Every Child Counts and to identify ways in which OFCY can expand the scope of its support for children age 0–5 and leverage Every Child Counts and OFCY resources.

PROPOSITION 63: THE MENTAL HEALTH SERVICES ACT

In November 2004, California voters approved Proposition 63, the Mental Health Services Act (MHSA) and the law became effective January 1, 2005. MHSA will bring significant resources to Alameda County to expand publicly funded mental health services for children, adults, and older adults. The purpose of the MHSA is to improve the lives of those adults afflicted with serious and persistent mental illness and children with serious emotional disturbances by transforming the public mental health system. MHSA imposes an additional 1% tax on that portion of a taxpayer's taxable income in excess of one million dollars. Statewide, MHSA is estimated to have generated approximately \$250 million in fiscal year 2004–05. In 2005–06 this amount will increase to \$500–\$600 million and it will likely continue to increase thereafter. Alameda County's share when the law is fully implemented is likely to be in the range of \$30–50 million per year, a significant proportion of which will be spent on Oakland residents. For counties to receive the funding, they must first complete a comprehensive community planning process that follows strict state guidelines. The POC will monitor the Proposition 63 planning process to identify how these funds might be used to support activities historically supported by OFCY.

OPENING PUBLIC FACILITIES TO OFCY GRANTEE AFTER HOURS

Since 1997, OFCY has supported a rich network of community based organizations (CBOs) in providing needed programs for children and youth. These programs have the capacity to serve youth during the evenings, weekends and summer, but they often lack the facilities. Many youth and adults in focus groups and the youth summit identified the need for programs in accessible and safe environments after school, on weekends and in the summer. To achieve this goal, OFCY encourages schools and CBOs to partner and utilize each other's programs, facilities and resources. There are many public facilities in Oakland, serving youth during the daytime that could also be used during the evenings, weekends and summers (i.e. OPR recreation centers and OUSD schools).

Oakland can protect its investment in our youth by ensuring that access will not impede the delivery of needed youth services where funded programs and public facilities coexist. OFCY supports the Oakland City Council, Oakland Unified School District (OUSD) and school principals in continuing their work to keep these valuable public facilities open.

Strategies: 2006–2010

The process for considering, selecting, and prioritizing strategies was an intensive one spanning many weeks, involving over 60 agency representatives brainstorming possible program strategies. This list was viewed as a starting point. To move forward the Subcommittee developed the following criteria for which strategies might be advanced as ‘high priority strategies.’

- ❖ Each high priority strategy must reinforce OFCY’s commitment to its fundamental priorities as expressed in the mission and vision.
- ❖ Each high priority strategy must address needs identified in the needs assessment.
- ❖ Each high-priority strategy should have a solid base of research, indicating that the strategy could achieve the kinds of youth development outcomes that are the organizing framework for the OFCY initiative.

A table was developed to summarize these elements for each strategy (see High Priority Strategy Summary Table, Appendix C). Using this framework, Subcommittee members considered the following for each strategy:

- ❖ Goals, intended outcomes, and the community indicators that it addressed
- ❖ Relevance to OFCY’s mission, vision and values
- ❖ Potential local partners who would be involved in implementing the strategy
- ❖ Summary of supporting research
- ❖ Examples of successful national, state and local models
- ❖ Discussion of what more needs to be known for implementation
- ❖ Resources for further research

STRATEGIES	
CHILDREN AGES 0–5	
Parent-Child Learning Opportunities	
●	Community Learning Activities for Children & Families
●	Pre-K Summer Camp Program
Services for Children with Special Needs	
●	Early Childhood Mental Health Services
●	Parent/Child Developmental Play Partnership
CHILDREN & YOUTH AGES 6–14	
Comprehensive After School	
Summer Enrichment	
●	Both offering: cultural, arts, physical activities; tutoring and academic help; skill building; and field trips
●	Services to youth ages 11–14 emphasize leadership and experiential activities
YOUTH AGES 15–20	
Career and College Readiness	
●	Support for College Readiness
●	Youth Opportunity Centers
●	After School and Summer Work Experience
●	Community Service Projects
Youth Leadership	
●	Programs with Community Organizations
●	Service Learning Projects
●	Youth Grant Making and Youth Initiated Community Projects
●	Peer Mentoring and Training
CHILDREN AND YOUTH OF ALL AGES	
Physical and Behavioral Health	
●	Mentoring, Life skills, Transitional Planning and Brief Intervention Counseling and Case Coordination for Vulnerable and Disconnected Youth
●	Health Education on High Risk Behaviors
●	Physical Fitness and Nutrition

Strategies for Children Ages 0–5

Research reveals a pattern of under funding programs for children 0–5 throughout the country. Also research supports investments in the development of children at this age as the most cost-effective public investment that can be made. As such, OFCY has made a commitment to expanding the level of funding for this age group.

PARENT-CHILD LEARNING OPPORTUNITIES FOR CHILDREN AGES 0-5

GOAL: All children will be emotionally, intellectually, socially and developmentally prepared to enjoy and succeed in Kindergarten.



STRATEGY: *Support achievement of school readiness, which involves physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge, through the following programs:*

- 🌟 **Community Learning Opportunities for Children & Families:** Provide infants and children with opportunities for emotional and social development and expose them to various music, art, literacy and numeracy activities. Provide parents and primary caregivers activities focused on children’s emotional, social and intellectual development.
- 🌟 **Pre-K Summer Camp Program:** A six-week summer program, currently funded by First 5 and to be expanded, that replicates a Kindergarten experience for children who have not been enrolled in an early childhood education program. Offered at elementary school sites, children will learn about school routines, participate in reading, writing and counting activities, singing and individual projects, and interact with teachers and peers.

OFCY’S ROLE

- ✨ **Fund** expansion of the Pre-K Summer Camp Program and Community Learning Activities.
- ✨ **Coordinate** with First 5 and early childhood providers in identifying the structure and program elements for Pre-K Summer Camp and the Community Learning Opportunities for Children & Families.
- ✨ **Coordinate** with OUSD to implement a policy mandating the use of a single school readiness assessment tool to assess child readiness in relation to: physical and motor development, social-emotional development, cognitive development, language development, and approaches to learning.
- ✨ **Collect** and **analyze** indicator and evaluation data on school readiness.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
First 5	Fund programs, contribute to evaluation and involvement in design of the Community Learning Opportunities for Children & Families.
Oakland Unified School District	Possible venue for programs and possible funding support. Make a policy decision to initiate district wide use of a school-readiness assessment tool.
Oakland Parks & Recreation	Possible venue for Community Learning Opportunities for Children & Families.
Community Based Organizations	Provide a range of enrichment and youth development activities that are part of the Community Learning Opportunities for Children & Families and provide a possible venue for programs.
Faith-Based Organizations	Possible venue for Community Learning Opportunities for Children & Families.

RELEVANCE TO OFCY MISSION, VISION, VALUES

- ✨ **Social & Economic Equity:** *The vigorous promotion of equality; application of resources towards youth in greatest need.* Income and cultural background largely determine access to and use of high quality child care programs. To ensure equity in opportunity in education, children must be ready to learn upon entry to Kindergarten.
- ✨ **Youth Development:** *We support efforts to promote, physical, cognitive, development.* Healthy child development and school readiness are measured in terms of social and emotional readiness, physical and motor readiness, and cognitive readiness. The strategies above explicitly address the need to build student readiness in these domains.
- ✨ **Community and Collaboration:** *By pooling our resources and working together, we can accomplish great things.* This strategy involves high-level collaboration between OFCY, community-based organizations, Oakland Unified School District, First 5 (especially the Community Learning Activities) and possibly Oakland Parks and Recreation. Further, it supports the capacity of Oakland families and builds their skills to be the primary service provider/teacher for children 0–5.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report & research documents that:

- ✨ Over 26% of Oakland adults have less than a high school education and several research studies show that children of families with low educational attainment are at higher risk of educational failure.
- ✨ Only 35% of OUSD 2nd- and 23% of 3rd-graders were at grade-level in Reading and Language Arts on the CAT/6.
- ✨ Infant and toddler care for low-income families is in especially critical demand.

- 🌟 Children of immigrant families are the least likely to utilize early childhood programs and children from these families are at especially high risk of academic failure because they often do not speak English in the home, another risk factor for school failure.
- 🌟 Approximately one-half of the high school test score gap between black and white children is evident when children start Kindergarten.

Community-Stakeholders identified the following needs:

- 🌟 Focus groups with 20 OUSD Elementary principals underscored the high proportion of children not prepared to enter Kindergarten and that these children often fail to make academic gains.
- 🌟 Interviews with First 5 underscored the need for a range of strategies to support school readiness and family education, to expand the Pre-K Summer Camp program throughout OUSD, and provide culturally competent Community Learning Activities at school sites.
- 🌟 In Chinese, Latino/a, and Vietnamese parent focus groups, participants identified the need for child-care as a critical need for children 0–5.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help children develop the following:

- 🌟 Physical well-being and motor skills
- 🌟 Social and emotional development
- 🌟 Approaches to learning
- 🌟 Language development
- 🌟 Cognitive and general knowledge

Kindergarten readiness is not currently measured, but is a recommended outcome of this strategy. The Kindergarten readiness assessment tool utilized should capture readiness in the previously mentioned five areas.

Community Indicators: This strategy aims to affect Oakland children on the following:

- 🌟 3rd grade CAT/6 Reading and Language Arts and Math scores
- 🌟 Retention Rates from Kindergarten to 1st Grade

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

There is significant evidence that two primary factors determine a child’s readiness for school: family environment and enrollment in a high quality, structured early childhood education or enriched child care program. Studies also indicate that several clearly identifiable risk factors are highly associated with school readiness:

- 🌟 Low educational attainment of parents, particularly mothers
- 🌟 Low-income status
- 🌟 Family status, with single parent families at higher risk
- 🌟 Parental depression, particularly the mother



Further research indicates that the best remedy to these risk factors is enrollment in high quality child-care or early childhood education programs. Four independent studies show that parent training in “dialogic reading” can produce substantial changes in preschool children’s language skills (Lonigan & Whitehurst, 1998; Jordan, Snow & Porche, 2000; Zevenbergen, Whitehurst, and Zevenbergen, 2003; and Huebner, 2000). A fifth randomized study (Starkey and Klein, 2000) targeting African American and Latino families, demonstrated the positive impact on child numeracy for families participating in math classes and using home math kits.

INTENSIVE SERVICES FOR CHILDREN WITH SPECIAL NEEDS AGES 0–5




GOAL: All children with delayed development and other special needs will receive intensive supports to help them reach age-appropriate developmental milestones.



STRATEGY: *Support physical well-being and motor development, social and emotional development, approaches to learning, language development, and cognition and general knowledge for children with special needs through the following:*


- 
Early Childhood Mental Health Services: Services focusing upon families at high risk of family instability (e.g. pregnant/parenting teens, low-income, low educational attainment). Services range from play therapy, mental health consultation, and counseling and education services for parents to help promote the social-emotional development of children 0–5.
- 
Parent/Child Developmental Play Partnership: Structured programs delivered in community settings that give parents an opportunity to work with their child with the support of a child development specialist. The program targets children who demonstrate developmental delay or risk in speech and language and communication and whose needs are not met by the public service system. This program is currently being piloted by First 5 as part of its 2005 Community Grants Initiative.


OFCY'S ROLE

- 
Coordinate with First 5 to develop collaborative strategies to fund parent child developmental playgroups and early childhood mental health services.
- 
Coordinate with OUSD to implement a policy mandating the use of a single school readiness assessment tool to assess child readiness in relation to: physical and motor development, social-emotional development, cognitive development, language development, and approaches to learning. Also coordinate with First 5, to advocate with OUSD for providing more services to families with children with developmental delays.
- 
Collect and Analyze indicator and evaluation data.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
First 5	Currently funding a pilot of this strategy in Berkeley and Hayward. Their continued assessment of these pilots could inform the development of Oakland-based playgroups.
Oakland Unified School District	Coordinate the transition to Kindergarten and the Special Education Department.
Alameda County Department of Mental Health	Provide mental health services for children in need of intensive or ‘wraparound’ services. ACMH is currently leading a countywide mental health planning initiative through which it will develop a plan for use of millions of dollars in new mental health funding resulting from Proposition 63 and the Mental Health Services Act. A significant amount of these funds will target children.
Oakland Parks & Recreation	Possible venue for playgroups.
Regional Center of the East Bay	Potential source of referrals and a possible partnership in working with autistic children. Also, should be a resource for referrals from the Special Needs and School Readiness Strategies.
Community Based Organizations	Deliver services.

RELEVANCE TO OFCY MISSION, VISION, VALUES

-  **Social & Economic Equity:** *The vigorous promotion of equality; application of resources towards youth in greatest need.* Studies indicate that half of the achievement gap between white children and children of color appears at entry to Kindergarten.

-  **Youth Development:** *We support efforts to promote physical and cognitive development.* Developmental Play Groups and early childhood mental health strategies target children at extreme risk of school failure due to their developmental delays or their being in a family otherwise at high risk.

- 🌟 **Community and Collaboration:** *By pooling our resources and working together, we can accomplish great things.* The strategy would involve collaboration between OFCY, First 5, Alameda County Mental Health, and community-based agencies that deliver child development and mental health services.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents that:

- 🌟 Only 35% of OUSD 2nd and 23% of 3rd were at grade-level in Reading and Language Arts on the CAT/6.
- 🌟 Infant and toddler care for low-income families is in especially critical demand.
- 🌟 Despite a decline over the last 12 years, Oakland’s teen pregnancy rate remains almost double the County rate and is especially high within the Hispanic community where the rate is three times the County rate.

Community-Stakeholders identified the following needs:

- 🌟 Interviews with First 5 Director of Family Services underscored the need for school readiness support and family education targeting children with developmental delays or developmental risks.
- 🌟 Interviews with staff from the Regional Center identified the need for strategies addressing children with autism, as there has been a significant increase in the number of children diagnosed.
- 🌟 A focus group with the Alameda County Child Care Council identified the need for educational services for children who are not enrolled in quality child-care programs, the need to strengthen OPR offerings, and to ensure that children with special needs are incorporated in the strategic plan.
- 🌟 Parents of children with disabilities indicated a need for more and varied activities for their children, indicating that finding childcare is a major challenge.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help children overcome learning delays so as to develop the following:

- ✨ Physical well-being and motor skills
- ✨ Social and emotional development
- ✨ Approaches to learning
- ✨ Language development
- ✨ Cognitive and general knowledge

Community Indicators: The impact of the strategy on Oakland youth will depend upon the population served and the developmental delays addressed.

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Studies of early intervention and prevention programs have identified the effective characteristics of work with families with children having developmental delays or family risks. An approach to services that takes into account the whole child, including his or her family and community, unique developmental needs and strengths, and well-being in a variety of contexts is especially important. Truly family-centered approaches to care, with a high level of parent participation in decision-making, seem to increase the overall level of parent engagement in the well-being of their child. In particular, building upon the strengths of the family, including extended families, is also a common quality of effective programs. Strategies, including home-based models, where child development specialists partner with parents to help them learn skills are more effective than clinic- or workshop-based models that use didactic teaching methods in an effort to “fix” behavior.

Strategies for Children Ages 6–14

One of the greatest concerns expressed by stakeholders, parents and youth was the state of the public school system and the vital importance of finding ways to improve Oakland youth's academic performance. An effective way that OFCY can contribute to improving student performance is through comprehensive after school programs. Additionally, the absence of a broad range of summer enrichment programs was also identified. Both strategies address the need to support academic as well as social and personal growth.

COMPREHENSIVE AFTER SCHOOL PROGRAMS FOR CHILDREN AGES 6–10 (ELEMENTARY SCHOOL) AND AGES 11–14 (MIDDLE SCHOOL)

GOAL: All children will have access to a wide range of after school programming activities appropriate to their developmental stage and enhancing their physical, social, emotional, artistic and academic development in safe and protected settings.



STRATEGY: *Support comprehensive after school programs coordinated individually or collaboratively by community based organizations, schools, or public agencies. Programs should provide opportunities in experiential learning and leadership to address the developmental needs of middle school students for identity and autonomy. After school programs should address these needs by incorporating activities appropriate to these students.*

The program should include all of the following elements:

- 🍀 A range and breadth of age-appropriate activities including cultural/arts activities; physical activity; tutoring/academic help; skills building that helps with identity and social development; mentoring and field trips
- 🍀 Offer structure so that youth know what to expect, and flexibility (unstructured time within the program and/or the choice of activities in which to participate)
- 🍀 Strong emotional bonding between staff and children and youth so that children and youth feel a sense of expectation and encouragement

- 🌟 Well-trained and adequate numbers of staff (1:10 to 1:15 depending on activity)
- 🌟 Operate in a safe and protected space
- 🌟 Community collaboration
- 🌟 Mixing of age groups
- 🌟 Continuity with day-school programs
- 🌟 Clear goals and evaluation of program
- 🌟 An enrollment versus drop-in program structure
- 🌟 Operating 3–5 days a week/3 hours a day—elementary school
- 🌟 Operating 3–5 days a week/3 hours a day—middle school
- 🌟 A set curriculum in which all of the activities identified above are offered
- 🌟 Emphasis on the role of a Site Supervisor or Site Coordinator
- 🌟 Transportation is provided or convenient
- 🌟 A leadership component related to career advancement, experiential learning and/or independent action (specific to ages 11–14)

Exceptions to this model may be made for the few programs that operate out of these standards because of the populations served, such as at-risk youth, disabled youth, etc. OFCY encourages programs to develop children and youth's skills and leadership in cultural competence, conflict resolution and diversity appreciation.

OFCY’S ROLE

- 🔦 **Fund** CBOs, OUSD, or Oakland Park and Recreation programs that deliver after school programs defined in this strategy.

- 🔦 **Coordinate** with other partners and sites such as OUSD or individual school sites, OPR, the Housing Authority or individual housing projects.

- 🔦 **Set policy** through funding priorities and create partnerships through involvement on various task forces, such as the Oakland After School Coordinating Team. OFCY has been working in a setting that is rapidly changing in terms of funding, policy, and research, and will continue to keep abreast of changes as they occur and make needed adjustments in terms of partnerships and collaborative strategies.

- 🔦 **Collect** and **analyze** evaluation data to ensure that program strategies are leading to the desired outcomes.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Community Based Organizations	CBOs are potentially involved in all aspects of program delivery, including providing space, coordination and program activities.
Oakland Unified School District	Possible venue for programs. Develop programs and serve as liaison with the school day program.
Oakland Parks & Recreation	Possible venue for programs
Housing Authority/Housing projects	Possible venue for programs.

RELEVANCE TO OFCY MISSION, VISION, VALUES

- 🌟 **Social & Economic Equity:** *Fair distribution of community resources; enjoy both opportunity and security.* Strategy ensures that students have access to a range of services and opportunities.
- 🌟 **Youth Development:** *Promote the social, emotional, physical, moral, and cognitive development of children and youth.* Comprehensive programs address the multiple aspects of personal growth.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents:

- 🌟 20% of 3rd graders reading at grade level
- 🌟 31% dropout rate (2002–03)
- 🌟 30.4% on-time graduation rate (2002–03)
- 🌟 20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002–03)
- 🌟 Between 2000 and 2003, decline in male arrests (from 1313 to 1115 total arrests) and slight increase in female arrests (from 296 to 323 total arrests)

Community-Stakeholders identified the following needs:

- 🌟 In the Task Force meetings, comprehensive after school and summer school was stated as one of the greatest needs, particularly for elementary and middle school children and youth. Stakeholders we interviewed emphasized the need for comprehensive after school services, especially those co-located or collaborative as a way of extending services for children and youth.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help children and youth improve in the following areas:

- 🌟 Academic (increased communication, literacy, math, attendance)

- 🌟 Other Learning Outcomes (improved skills and appreciation of the visual and performing arts)
- 🌟 Social and Emotional (improved social skills & leadership, improved emotional well being, reduced risk behavior)
- 🌟 Health and Safety (increased physical activity and knowledge about nutrition)
- 🌟 Community Engagement (increased community engagement, improved cultural awareness & celebration of differences)

Outcomes should be based on the model developed for the current After School Initiative, where the same evaluation questions are asked across all programs.

Community Indicators: This strategy aims to have positive effects on Oakland youth in the following areas:

- 🌟 Feeling of safety in school and in their neighborhoods
- 🌟 Use of alcohol, tobacco or other drugs
- 🌟 Participation in physical activity
- 🌟 Caring relationships with and high expectations from teacher or other adult
- 🌟 Juvenile arrests
- 🌟 School absenteeism, dropouts, on time graduation rate, students completing college preparatory requirements (SAT, UC/CSU course work)

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Children who participated in a greater variety of after school activities (music, art, sports) at younger ages had better short and long term outcomes such as greater school attachment, higher GPA, and a greater likelihood of college attendance than those who experienced only one type of after school activity (Barber, Stone, Eccles, 2003). These enrichment activities are particularly important for lower income youth who are at higher risk for disengagement from school and dropping out (Miller, 2003).

Those programs which offered a greater variety of activities (including socializing, free time, games, reading, time for homework, physically active play, and arts and crafts), flexibility in programming (offering children choice and autonomy), and

strong emotional support (between children and staff) had better outcomes than those that did not and they had greater retention of children and youth (Beckett, Hawken, and Jacknowitz, 2001). Well-trained staff, in adequate numbers, is an important factor in successful programs. Greater participation (in numbers of days, hours, months and years) plus participation across a breadth of activities is correlated with many positive outcomes. These outcomes include: higher GPA, test scores, rates of homework completion, better feelings about school, educational aspirations, college attendance, high-school completion, lower problem behavior, higher community service, and increased emotional well-being, and improved attendance (Chaput, 2004).

According to Gardner’s multiple intelligences theory, individuals possess different types of intelligence that are used at the same time and complement each other as individuals develop skills or solve problems. The eight types are linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist (Gardner, 2000; Gardner, 2004). Gardner’s theories have been widely discussed and adopted by educators.

SUMMER ENRICHMENT FOR ELEMENTARY SCHOOL AND MIDDLE SCHOOL CHILDREN

GOAL: All children will enhance their physical, social, emotional, artistic and academic development through access to a wide range of summer programming activities appropriate to their developmental stage and held in safe settings.



STRATEGY: *Support summer programs coordinated collaboratively or individually by a community based organization or a public agency. Summer is a time to offer children and youth an exciting and broad range of youth development and enrichment opportunities. Young people should be out in their communities learning about nature, participating in community projects, in the libraries, in the parks, visiting museums, science centers or Oakland City Hall, playing in the parks, swimming pools and along side the creeks, telling their stories, writing plays, drawing comic books, painting murals, singing songs, running their summer businesses, or spending a few days away from home on an adventure. Programs may offer activities including: cultural and arts activities; physical activity; naturalist/science learning; tutoring and academic help; skills building that helps with identity and social development; mentoring and field trips.*

The program should include all of the following elements:

- 🌟 Offer structure so that youth know what to expect, and flexibility (unstructured time within the program and/or the choice of activities in which to participate)
- 🌟 Strong emotional bonding between staff and children and youth so that children and youth feel a sense of expectation and encouragement
- 🌟 Well-trained and adequate numbers of staff (1:10 to 1:15 depending on activity)
- 🌟 Operate in a safe and protected space
- 🌟 Community collaboration
- 🌟 Mixing of age groups

- 💡 Clear goals and evaluation of program
- 💡 An enrollment versus drop-in program structure
- 💡 Emphasis on the role of a Site Supervisor or Site Coordinator
- 💡 Transportation is provided or convenient

OFCY'S ROLE

- 💡 **Fund** CBOs, OUSD, or Oakland Park and Recreation programs that deliver summer programs that meet the criteria defined in this strategy.
- 💡 **Collect** and **Analyze** indicator and evaluation data on the summer enrichment strategy.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Community Based Organizations	CBOs are potentially involved in all aspects of program delivery, including providing space, coordination and program activities.
Oakland Unified School District	Possible venue for programs.
Oakland Parks & Recreation	Possible venue for programs, and coordinate with OPR programming.
Housing Authority/Housing projects	Possible venue for programs.

RELEVANCE TO OFCY MISSION, VISION, VALUES

- 🌟 **Social & Economic Equity:** *Fair distribution of community resources; Children enjoy both opportunity and security.* This strategy ensures that students have access to a range of services and opportunities.
- 🌟 **Youth Development:** *Promote the social, emotional, physical, moral, and cognitive development of children and youth.* Comprehensive programs address the multiple aspects of personal growth.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents:

- 🌟 20% of 3rd graders reading at grade level
- 🌟 31% dropout rate (2002–03)
- 🌟 30.4% on-time graduation rate (2002–03)
- 🌟 20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002–03)
- 🌟 Between 2000 and 2003, decline in male arrests (from 1313 to 1115 total arrests) and slight increase in female arrests (from 296 to 323 total arrests)

Community-Stakeholders identified the following needs:

- 🌟 Stakeholders emphasized the need for summer programs, especially those that were collaborative as a way of extending services for children and youth.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help children and youth improve in the following areas:

- 🌟 Academic (increased communication, literacy, math, attendance)
- 🌟 Other Learning Outcomes (improved skills and appreciation of the visual and performing arts)

- 🌟 Social and Emotional (improved social skills & leadership, improved emotional well being, reduced risk behavior)
- 🌟 Health and Safety (increased physical activity and knowledge about nutrition)
- 🌟 Community Engagement (increased community engagement, improved cultural awareness & celebration of differences)

Community Indicators: This strategy aims to affect Oakland youth on the following:

- 🌟 Feeling of safety in school and in their neighborhoods
- 🌟 Alcohol, tobacco or other drugs use
- 🌟 Participation in physical activity
- 🌟 Caring relationships with and high expectations from teacher or other adult
- 🌟 Juvenile arrests
- 🌟 School absenteeism, dropouts, on time graduation rate, students completing college preparatory requirements (SAT, UC/CSU course work)

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

During the summer time, students lose an average of 2.6 months of grade-level equivalency in math computation; low-income students lose an average of 2 months of achievement in reading, whereas their higher income peers actually advance. As a result, by the end of the 5th grade, low-income children are two years behind in verbal and 1.5 years behind in math abilities (Entwisle and Alexander, 1992 and Cooper, 1996). Programs that intentionally focus on “lessening or removing learning deficiencies” positively affect the knowledge and skill acquisition of students who participate (Cooper, et al, 2000). Summer programs can positively effect social, physical, emotional, cultural, and civic development (Forum for Youth Investment).

Youth who participate in recreational camp programs that incorporate youth development principles and activities experience positive growth in the following developmental outcomes: positive identity (self-esteem, independence); social skills (leadership, friendship skills, social comfort, peer relationships); physical and thinking skills (exploration and adventure, environmental awareness); positive values and spirituality (values and decisions, spirituality) (Philliber Research Associates, 2005).

Strategies for Youth Ages 15–20

Strategies for youth ages 15–20 support the transition of youth into adulthood. Emphasis is placed on career and college readiness, employment, internships, and developing leadership. The strategies support young people’s emerging skills and roles in working toward community improvement and social justice.

CAREER AND COLLEGE READINESS FOR YOUTH AGES 15–20

GOAL: The desire to work and contribute that emerges at this age will be met with higher education, training and opportunities for meaningful paid work.



STRATEGY: *Support career preparedness programs and activities that reinforce high school graduation, preparation for and entrance to college, work readiness, and paid employment through programs that provide the following opportunities:*

- 🌟 **Support Services** to help youth succeed in transition from high school to college (e.g., tutorial assistance for passing high school exams, college entrance and career counseling, college application assistance and mentoring by college students).
- 🌟 **Youth Opportunity Centers** providing work readiness and money management workshops, paid work experience, job placement assistance, re-engagement of youth who do not finish high school, tutoring, and enrichment services. The focus should be on preparing both the youth and employer for meaningful internships or paid work experiences.
- 🌟 **After School and Summer Work Experience** engaging students in specific courses such as basic office skills, computer and media training, ESL, GED; in career-oriented field trips; (in supervised crews in non-profit organizations, worksite placement to include art skill development, music and entrepreneurial projects), job shadowing, career portfolio development, and life skills; and in temporary subsidized work, apprenticeships, and paid and un-paid internships. This also includes supplementary vocational and educational services at schools for disabled students (helping them develop personal life plans, relationships with the community) and special support services for homeless and foster care youth.



- 🔦 **Community Service Projects** dealing with environmental education and clean-up of the city, programs to include career assessment, resume and job interview skills.

OFCY'S ROLE

- 🔦 **Fund** college readiness, work readiness and subsidized work experience activities listed above.
- 🔦 **Collaborate** with the Work Force Investment Board (WIB) Youth Council to identify high priority areas and develop coordinated funding and data collection strategies to document work readiness and employment outcomes.
- 🔦 **Support policy** advocacy to generate more paid employment for youth in Oakland, explore the Jobs for Youth United Way model.
- 🔦 **Avoid** duplicating funding with Measure Y for re-engagement services for youth who have dropped out of school.
- 🔦 **Collect** and **analyze** data on high school graduation, high school connectedness, protective asset development, and college readiness.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Business Community	Provide youth with opportunities for job shadowing, internships, partially subsidized employment, and unsubsidized employment.
Workforce Investment Board (WIB)	Fund training, mentoring, and educational programs. Offer summer employment programs.
Schools and Colleges (Peralta)	Possible venue for activities, peer tutoring. Provide other enrichment activities and Associate level degree programs.
Community Based Organizations	Coordinate program delivery. Coordinate community service projects, provide youth opportunity center activities, after school and summer training and work experience, and offer employment for former clients.
Oakland Parks & Recreation	Possible employment site or venue for activities.
Oakland Public Libraries	Possible venue for programs and activities. Provide career counseling services and courses.

RELEVANCE TO OFCY MISSION, VISION, VALUES

-  **Social & Economic Equity:** *Right to partake wholly in the life of our community; to benefit from the fair distribution of community resources; the concerted application of our resources towards those youth in greatest need.* The strategy helps prepare youth to be contributing members of their community and provides services to help with educational and career advancement.
-  **Youth Development:** *We support efforts to promote the social, emotional, moral, and cognitive development.* This strategy promotes the growth and future success of adolescent and older teens and they become more engaged in their own development and community.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents:

- 31% dropout rate (2002–03)
- 30.4% on-time graduation rate (2002–03)
- 20.1% of students completing UC/CSU course work and 52.65% taking the SAT (2002–03)
- Youth unemployment is double that of adult unemployment

Community-Stakeholders identified the following needs:

- Task Force members identified the youth opportunity center model, the need for opportunities for youth to participate in community service projects, to take responsibility for the local environment and find employment in programs that they attended as clients, and the development of artistic and cultural identities. Youth stakeholders identified paid part-time and summer employment as a priority for young people.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help youth:

- Graduate from high school or pass high school exit exam
- Receive AA degrees and/or industry certification
- Enter a four-year college
- Gain work experience and employment skills
- Be able to plan and manage their finances

Community Indicators: This strategy aims to affect Oakland youth on the following:

- Positive asset development
- High school connectedness
- High school graduation
- College preparedness
- Subsidized employment

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

High school graduation is correlated with higher wages and sustained employment (Public/Private Ventures, 2002). Work readiness and employment acquisition and retention are associated with multi-component programs of higher intensity (hrs/wk) and duration (wks/year or multi-year). College graduation is associated with reduction in wage disparities, especially for Black and Hispanic workers (Public/Private Ventures 2002). Effective workforce development programs have youth development and youth leadership components at their core (Benson and Saito, 2001; Scales and Leffert, 1999; National Research Council an Institute of Medicine, 2002).

YOUTH LEADERSHIP FOR AGES 15–20

GOAL: Oakland youth will play a critical role in the future of the community and in producing long-term social change.



STRATEGY: *Support programs that promote a social change model of leadership and other models that contribute to individual development, self-efficacy, and commitment to community, appreciation of cultural diversity and opportunities for positive social change. Programs and activities include:*

- 🌟 **Leadership programs with community organizations** where youth receive training, coaching and support to practice leadership, communication, teamwork, diversity appreciation, and project planning and evaluation and where the youth clients learn to mentor younger children on leadership issues.
- 🌟 **Service learning projects** in schools and through community based organizations involving youth in planning and decision-making through community forums and advisory committees.
- 🌟 **Youth grant making and youth initiated community projects** where youth are trained and mentored by adults and they participate in making grants (policy) or running a project (program management).

🌟 **Youth act as peer mentors and trainers to community based organizations.** Peer mentoring can be aimed so that children and youth of different sexual orientations, abilities, races, ethnicities, cultures, genders, classes, and immigration status experience acceptance. All children learn to appreciate and understand the importance of multiculturalism and learn positive skills such as how to resolve conflicts, prevent violence and intervene when witnessing victimization. Organizations that serve vulnerable youth can be funded to train peer models and provide organizational support to these youth.

OFCY'S ROLE

- 🌟 **Fund** the CBO leadership development, peer models and trainers and youth initiated projects and thereby provide opportunities for youth to experiment with new roles and responsibilities in making a contribution to the community.
- 🌟 **Collaborate** with local colleges and high schools to generate service learning projects and mentorships for youth leadership.
- 🌟 **Provide** opportunities for youth to participate in grant making.
- 🌟 **Collect** and **analyze** data on individual program (leadership and asset development) outcomes.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
High Schools	Possible venue for service learning projects and mentorship.
Community Based Organizations	Provide youth leadership programs, and paid apprenticeships.
Colleges	Provide mentors to young people in leadership skill development.

RELEVANCE TO OFCY MISSION, VISION, VALUES

- ✨ **Youth Development:** *We support efforts to promote the social, emotional, physical, moral, cognitive and spiritual development.* Oakland youth become productive, honorable, successful community members. They become powerful and engaged. Oakland is a city with vibrant and prosperous community life—it is safe, equitable, sustainable, and culturally rich.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents that:

- ✨ Only 11% of OUSD 11th graders reported opportunities for meaningful participation at school.
- ✨ 29% of OUSD 11th graders report having been harassed because of race, ethnicity, gender, sexual orientation or disability.
- ✨ Oakland youth report higher rates of participation in or threat of violence-related behaviors than their peers in the state of California.

Community-Stakeholders identified the following needs:

- ✨ Task Force members identified characteristics of a good youth leadership model leading toward skills for self-determination, youth identifying issues within and having an impact on their community and environment, and mentoring younger children in leadership. They also recommended programs that involve youth in social change and community organizing; youth-to-youth grant making; and those that teach critical thinking skills in a social context. The majority of adults in interviews and focus groups pointed to the need for more violence prevention and conflict resolution programs dealing with diversity issues.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help youth:

- Experience more meaningful participation in community and school, and greater acceptance and harmonious relationships, regardless of sexual orientation, disability, race, ethnicity, culture, gender, class, or immigration status.
- Manage businesses and projects.
- Serve as peer tutors, mentors, and counselors.
- Participate in decision making through governance roles, voting or registering to vote.
- Be active in the community assessment and the design and delivery of program services.
- Programs and schools will continue to measure external asset development, such as caring adults, high expectations, and opportunities for meaningful participation.

Community Indicators: This strategy aims to affect Oakland youth on the following:

- Opportunities for meaningful participation.
- Safety from being harassed because of race, ethnicity, gender, sexual orientation or disability
- Rates of participation in or threat of violence-related behaviors.
- Positive asset development

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Adult mentoring of youth in leadership roles is needed for skill development and especially for policy or grant-making roles. Paying youth through stipends or youth-initiated projects is important and works best in tandem with long-term relationships with the adult who provides support (Birnbaum, 2001). Using a social change model effectively develops leadership of youth in their organizations and their communities (McKinney, David and Schmitz, Paul, 2005). Service learning increases students knowledge of community needs and commitment to an ethic of service as well as helping students develop more sophisticated understandings of politics and morality, gain a greater sense of civic responsibility and increases their desire to become active contributors to society, including voting (Center for Human Resources, Brandeis University, 1999; The Center for Information & Research on Civic Learning & Engagement, 2005). Schools can effectively change their culture to become safer and more welcoming to LGBTQ youth (Woodiel, K, 2003).

Strategies for Youth of All Ages




The strategy supporting physical and behavioral health spans age ranges. It addresses health from a prevention standpoint for young people to stay fit and avoid behavior posing risks to their health. Additionally, this strategy supports youth in especially high-risk situations to receive transitional counseling and planning assistance.

PHYSICAL AND BEHAVIORAL HEALTH SERVICES FOR YOUTH OF ALL AGES

GOAL: Children and youth will receive the support that they need for healthy development and to avoid high risk behaviors.



STRATEGY: *Contribute to the healthy development of youth through the following activities and services:*

-  Mentoring, life skills, transitional planning, brief intervention counseling and case coordination for vulnerable and disconnected youth: (e.g., youth in foster care, African American adolescent boys in high-risk situations). Successful mentoring programs should be one-on-one, where mentors are carefully screened, trained, matched and supervised. Brief peer-counseling interventions, should be based on goal-focused client-centered counseling. These services work best when offered in concert with each other and not as isolated program components.
-  Health education on high-risk behaviors: including school based programs for adolescent parents and their young children and effective substance abuse and mental health education.
-  Physical fitness and nutrition: including after school daily physical education, and sports and recreation programs that help students develop and maintain physically active lifestyles and offer a range of developmentally appropriate and accessible activities. Programs enable children to access healthy and nutritious food and education and encourage healthy choices in eating. Nutrition programming should be embedded within other more comprehensive services.

OFCY'S ROLE

- ✨ Fund health promotion, physical fitness, nutrition, mentoring, life skills, transitional planning, and health education on high-risk behaviors and brief peer counseling interventions for alcohol and drug use.
- ✨ Collaborate with school health centers to increase their capacities to serve Oakland youth; Schools and Oakland Parks and Recreation to increase the available opportunities for physical fitness, nutrition and health education; Community Based Organizations for the provision of mental health services; Alameda County Behavioral Health Services and Alameda County Department of Public Health, Alcohol and Drug division for case coordination and the provision of brief intervention peer counseling for children and youth in Oakland.
- ✨ Collect data on teen births, physical fitness, and STIs.

POTENTIAL PARTNERS	
PARTNER	POTENTIAL CONTRIBUTION
Elementary and Secondary Schools	Possible venue for a school-based health centers, after school and summer program sites for health education, physical fitness, nutrition programming.
Alameda County Public Health Department	Provide preventive services, including: perinatal health teams for brief counseling through their Community Health Services and Family Health Services Divisions.
Alameda County Behavioral Health Services	Provide mental health services for children and youth in Oakland.
Children's Hospital	Provide primary physical health services, health promotion, and adolescent health services.
Oakland Parks and Recreation	Possible venue for programs.
Community Based Organizations	Design and deliver programs for health education, physical fitness and nutrition education, and sex education curriculum.

RELEVANCE TO OFCY MISSION, VISION, VALUES

- 🌟 **Social & Economic Equity:** *Benefit from the fair distribution of community resources.* Oakland youth will have more access to health resources.
- 🌟 **Youth Development:** *Promote emotional and physical development.* Oakland youth will receive the mental and physical health services they need for healthy growth.

NEEDS OF OAKLAND YOUTH ADDRESSED BY STRATEGY

The Needs Assessment Report documents that:

- 🌟 Teen births occur in Oakland at a higher rate (51 for every 1,000 teens) than in Alameda County and particularly among the Hispanic/Latina population (102 for every 1,000 teens).
- 🌟 Oakland youth were tested for physical fitness and barely half of the 5th grade students were in the Healthy Fitness Zone (comprised of targets for aerobic capacity, body composition, abdominal strength, trunk extension strength, upper body strength, and flexibility). The percentage is even lower among 7th and 9th graders. Only 30% of 9th grade students were in the Healthy Fitness Zone of Aerobic capacity.
- 🌟 Oakland 15–19 year olds account for 36% of all of Oakland’s cases of chlamydia and for 27% of all of Oakland’s cases of gonorrhea.
- 🌟 Oakland youth in foster care numbered 588 at last count in 2004 and they require transitional support.

Community-Stakeholders identified the following needs:

- 🌟 Stakeholder interviews cited the need to provide physical and mental health services including direct services, especially school-based care and health education. Many interviewees cited the need to reduce chronic health problems, such as obesity, diabetes and asthma, and to increase physical activity; prevent teen

pregnancy, especially among Latinas; and provide substance abuse services. Youth in focus groups and youth summit participants endorsed the need for free health care, clinics in schools, the availability of healthy food, drug rehabilitation services, and opportunities for sports and recreation.

THE IMPACT OF THE STRATEGY ON OAKLAND YOUTH

Outcomes: Programs supported by this strategy aim to help children and youth:

- 🌟 Engage in fitness and good nutritional practices leading to greater fitness outcomes.
- 🌟 Experience lower rates of obesity and diabetes.
- 🌟 Prevent pregnancy, HIV and sexually transmitted infections.
- 🌟 Abstain from alcohol and drug use.

Community Indicators: This strategy aims to affect Oakland youth on the following:

- 🌟 Youth STI rates.
- 🌟 Teen birth rates.
- 🌟 Physical fitness scores.
- 🌟 Rates of alcohol, tobacco, and other drug use.
- 🌟 Rates of juvenile probationers in Oakland.

SUMMARY OF RESEARCH SUPPORTING THIS STRATEGY

Effective sex education programs designed for school and community-based settings have reduced young people's risk for teen pregnancy and STIs, including HIV.

Mentoring combined with intensive case management has proved effective in supporting African-American adolescent boys (Sipe, 1996). Also, Brief interventions by peer counselors are effective treatments for alcohol and drug use (Bernstein, et. Al (2005).

Elementary school aged children should engage in at least 30–60 minutes a day of developmentally appropriate physical activity. All adolescents should be physically active daily and should engage in three or more sessions per week of moderate to vigorous levels of exertion.

Participation in physical activity during childhood and adolescence is needed to build and maintain healthy bones, muscles, and joints, control weight, build lean muscle and reduce fat, prevent or delay the onset of high blood pressure and reduce feelings of depression and anxiety (Surgeon General 1996). Physical inactivity has contributed to 100% increase in prevalence of childhood obesity in the US since 1980 (Secretary of Health and Human Services and Secretary of Education, 2000).

A study of preadolescent children found that those who attended a behaviorally oriented nutrition education program and were taught to follow a diet low in saturated fat and dietary cholesterol adopted significantly better dietary habits over several years compared to their peers who received only general nutritional information.

Malnutrition can lead to delayed physical, psychosocial, and cognitive development and is a major contributor to overweight and obesity. Food and nutrition programs provide a safety net for children and youth at risk of poor nutritional intake and have consistently shown to have a positive impact on child and youth well-being. Additionally, food and nutrition programs can provide education and promotion of physical activity (ADA 2003).

Administrative Issues

Target Allocation of Funds to OFCY Strategies: Based on a careful review of current and past spending, current needs, gaps and service priorities, OFCY is adopting the following target allocation percentages as guidelines for funding strategies in the upcoming two funding cycles:

STRATEGY	TARGET ALLOCATION RANGES
Parent-Child Learning	10%
Services to Children with Special Needs	2.5%–5%
Comprehensive After School, Elementary	30%
Comprehensive After School, Middle	20%
Summer Enrichment	5%–10%
Career and College Readiness	5%–10%
Youth Leadership	12.5%–15%
Physical and Behavioral Health	10%

Two-year funding: There are several major administrative benefits to moving toward two-year contracts, if administered with the provision that the second year is dependent upon both the availability of funds and the successful performance of the grantee (as measured by the OFCY evaluation). A two-year cycle would also enhance the performance of the grantees by allowing for greater continuity of programming and more focus on program planning and service delivery.

Reauthorization of Measure K: This Strategic Plan for 2006–2010 is the blueprint for the final four years of OFCY funds, as per the charter adopted by voters in 1996. Past evaluations of OFCY programs and the research conducted as part of this strategic planning project support the continuation of the Oakland Fund for Children and Youth. The citizens of Oakland regard the network of services currently funded

by OFCY as one of Oakland's major assets. People nationwide recognize Measure K as a flagship model of support for youth leadership. This strategic plan focuses on reaching ambitious youth development outcomes and collaborating and leveraging resources to do so. In implementing this plan, OFCY will be taking a leadership role in Oakland to see that our children and youth have the support they need to grow, thrive and successfully make transitions from one stage of their lives to another. The focus of OFCY on youth contributing to their community will reap rewards, as Oakland itself will be enriched by its youth for many years to come.

During the reauthorization process, OFCY urges consideration of raising the cap on administrative costs, which at their current level seriously constrain the ability of the staff to provide the planning and monitoring oversight needed.

Fund Balance: OFCY revenue should be allocated on the basis of actual revenue. The accumulated fund balance is approximately \$8 million. It is the intention of the Planning and Oversight Committee to distribute any fund balance over the next four years in accordance with the allocation percentages adopted in this strategic plan.

List of participants

IN INTERVIEWS, FOCUS GROUPS, TASK FORCES, AND YOUTH SUMMIT

AGENCY	CONTACT
PUBLIC AGENCIES	
Alameda Alliance Health Plan	Arthur Chen
Alameda County Children and Family Services	Carol Collins
Alameda County Health Care Services Agency	Dave Kears
Alameda County Probation Department	Officer Donald Blevins
Alameda County Public Health Department	Arnold Perkins
Alameda County Public Health Department	Sandra Witt
Alameda County Social Services	Chet Hewitt
Alameda County Social Services-EPSDT	Michelle Burns
Children's Hospital	Bertram Lubin
City of Oakland, Department of Human Services	Andrea Youngdahl & Sara Bedford
First 5 - Every Child Counts	Deborrah Bremond
Oakland Metropolitan Chamber of Commerce	Joseph Haraburda
Oakland Parks & Recreation	Audree Jones-Taylor
Oakland Public Library	Leslie Rodd & Ja-Lih Lee
Private Industry Council, Oakland	Wendy Havenstrite
Regional Center of the East Bay	Pam Thomas
UC Berkeley	Fred Collignon

AGENCY	CONTACT
COMMUNITY BASED ORGANIZATIONS	
ACORN	Fanny Brown
BANANAS, Inc.	Jo Ellen Spencer
Boys & Girls Club	Calvester Stanley
Campfire Boys and Girls	Gary Harris
Center for Family Counseling Services	Paula Barber
Community Health Academy	Peggy Loper & Ben Fratecelli
Diversity Works	Moses Ceaser
East Bay Asian Youth Center	David Kakishiba
First Place Fund for Youth	Amy Lemley
Gay, Lesbian, and Straight Education Network San Francisco/ East Bay	Ravi Singh Rangji
La Clínica de la Raza	Tina Simeon
Leadership Excellence	Dereca Blackmon
Lincoln Child Center	Leah Fortin
MAPP Coalition - Mentoring	Darryl McMillon
Marcus A. Foster Educational Institute	Safi Jiroh
Mentoring Center	David Mohammed
Museum of Children's Art	Karen Ransom Lehman
Oakland Asian Student Educational Services	Perry Chen
Oakland Ready to Learn	Kerry Forbord
Project Reconnect	Jean Lucido
SMAAC Youth Center	Roosevelt Mosby, Jr.
Sports 4 Kids	Todd Schafer
Team Up For Youth	Scott Hoshida & Nancy Lee
Urban Promise Academy	Colleen Kuusinen
Urban Strategies Council	Mara Gucione

AGENCY	CONTACT
COMMUNITY BASED ORGANIZATIONS CONTINUED	
West Lake Eagle Village Community Center	Lori Robbins and Valerie Hutson
Youth Alive Juvenile Diversion	Deane Calhoun
Youth Employment Program	Michele Clark
Youth Together	Kimberly Aceves

DISTRICT	PERSON
OAKLAND CITY COUNCIL OR STAFF	
District 1	Councilmember Jane Brunner
District 2	Pat Kernighan, staff to Councilmember Danny Wan
District 3	Councilmember Nancy Nadel
District 4	Councilmember Jean Quan
District 5	Alex Pedersen, staff fo Councilmember Ignacio de la Fuente
District 6	Councilmember Desley Brooks

AGENCY	CONTACT
COLLABORATIVES	
Alameda County Foster Youth Alliance	Amy Freeman
Alameda County Child Care Council	Angie Garling
East Bay Agency For Children	Jamie Lopez
Safe Passages	Josefina Alvarado-Mena

AGENCY	CONTACT
FUNDERS	
Casey Family Programs	Richard Otto
Evelyn and Walter Haas, Jr. Fund	Darlene Hall
Oakland Arts Fund	Raissa de la Rosa

FUNDERS CONTINUED

Rogers Family Foundation	Brian Rogers
San Francisco Foundation - Faiths Initiative	Michele Chambers
San Francisco Foundation - West Oakland Initiative	Charles Field
Stuart Foundation	Rhonell Sotelo

FAITH COMMUNITIES

Acts Full Gospel	Mark Claybrooks
Beth Eden Baptist	Thomas Turner
Oakland Community Organization	Ron Snyder
Temple Emmanuel	Jeannette Lewis

GROUP	# OF PARTICIPANTS
YOUTH	
Foster Care Youth	10
Oakland Youth Commission	13
Roosevelt Middle School Youth	13
Hearing Impaired Youth	7
Youth on Probation	11
Youth with Physical Disabilities	8
Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Youth	8
"Building the Oakland of Your Dreams" Youth Summit	30

GROUP	# OF PARTICIPANTS
PARENTS	
Spanish-speaking parents	9
Cantonese-speaking parents	21
Vietnamese-speaking parents	4
Family Resource Network	4

GROUP	# OF PARTICIPANTS
COLLABORATIVE AGENCIES	
Interagency Child Policy Council	18
Alameda County Child Care Council	16
Oakland After School Coordinating Team	11
Oakland Unified School District Elementary School Principals	23

AGENCY	PERSON
ACADEMIC AND CULTURAL DEVELOPMENT TASK FORCE	
California Tomorrow	Amy Scharf & Jimena Quiroga
Early Childhood Education	Lynne Rodezno
East Bay Agency For Children	Jamie Lopez
East Bay Asian Youth Center	David Kakishiba
Lincoln Child Center	Leah Fortin
Marcus A. Foster Educational Institute	Safi Jiroh
Oakland Arts Fund	Raissa de la Rosa
Oakland Cultural Arts Department	Jason Jeung
Oakland Public Library	Ja-Lih Lee & Leslie Rodd
Oakland Ready to Learn	Kerry Forbord
Oakland Unified School District	Tanya Avila
OASES (Oakland Asian Student Education Services)	Nhi Chau
Project Soar	Kim Shipp
Safe Passages	Marian Meadows
West Lake Eagle Village Community Center	Lori Robbins
Youth Radio	McCrae Parker

AGENCY	PERSON
CAREER AND LEADERSHIP DEVELOPMENT TASK FORCE	
Asian/Pacific Islander Youth Promoting Advocacy and Leadership (AYPAL)	Dae-Han Song & Muey Saephan
Children's Hospital and Research Center	Mary Dean
Community and Economic Development Agency	Al Auletta
Community Health Academy	Ben Fratecelli
Diversity Works	Ariana Proehl
East Bay Community Foundation	Diane Sanchez
Eastside Arts Alliance	Elena Serrano
Leadership Excellence	Dereca Blackmon
Museum of Children's Art	Karen Ransom Lehman
Oakland Parks & Recreation	Audree Jones-Taylor, Jennifer Koney & Rick Bolecek
Oakland Public Library	Tamar Kirschner
Private Industry Council	Dorothy Barnett
Team Up For Youth	Scott Hoshida
Youth in Focus	Jonathan London & Shirley Yee
Youth Uprising	Olis Simmons

AGENCY	PERSON
PHYSICAL AND BEHAVIORAL HEALTH TASK FORCE	
Alameda County Child Care Council	Angie Garling
Alameda County Behavioral Health Care Services	Michelle Burns
Alameda County Social Services Agency	Carol Collins
Alameda County Department of Public Health	Arnold Chavez, Sandra Witt & Julie Garcia
BANANAS, Inc.	Pacha Eisenstein
Camp Wilmont Sweeney	Jim Ladner
Community Probation Program Alameda County Probation Department	Neola Jones
Family Resource Network	Kate Warren
First Five-Every Child Counts	Rory Darrah
First Place Fund for Youth	Amy Lemley
Gay and Lesbian Adolescent Social Services (GLASS)	Howard Jacobs
Health Initiatives for Youth	Mateo Cruz
La Clínica de la Raza	Tina Simeon
Project Reconnect	Jean Lucido
Safe Passages	Devone Boggan, Josefina Alvarado-Mena & Paula Moten-Tolsen
Sports 4 Kids	Evan Miller & Jonas Mok
Youth Alive	Tamara Dukes

Glossary

ASI: After School Initiative

Behavioral health services include mental health services and substance abuse prevention.

Case management and Case coordination are both useful to youth who need a range of supports, to help them identify, gain timely access to, and successfully complete individualized services provided by a variety of institutions. Full case management includes: selection of appropriate clients, intake and assessment, design of an individualized service plan, intervention in the community by brokering, advocating, and linking the young person to appropriate services, implementation and monitoring the service plan. Case Coordination consists of maintaining a record of the components of the individualized service plan and helping client adhere to this plan.

CBO: Community-Based Organization

Cultural competence is a set of behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables them to work effectively in cross-cultural situations.

Effective practice is an action or series of actions by a service provider that helps to solve an essential problem, and leads to a positive outcome; can be replicated in or adapted to serve more than one locale; and can be described and documented in terms of the problem(s) it solves, the context in which it has been successful, evidence of the success of the effective practice and level of outcome or impact it helped to achieve.

First 5: Alameda County Every Youth Counts (Proposition 10 funded county agency serving children ages 0–5 and their families).

Intervention refers to services provided to improve an existing condition (e.g., illness, mental health crisis, incarceration, family crisis).

LGBTQ: Lesbian, Gay, Bisexual, Transgender, and Questioning

Mission defines the purpose of the organization, the results it is ultimately hoping to achieve and the methods of achieving those results.

OASCT: Oakland After School Coordinating Team

OPL: Oakland Public Libraries

OPR: Office of Parks and Recreation in Oakland

OUSD: Oakland Unified School District

Prevention refers to services that substantially reduce the likely occurrence of social, emotional, intellectual, or physical disorders.

Strategy defines the organizational priorities and suggests where the organization should be investing its resources now and over the next few years. A strategy answers the questions: what should the organization be doing; what are the ends it seeks and how should it achieve them? A strategy reflects the decision to offer particular services to specific groups. It is broader in scope than an initiative – which is a beginning or introductory step, often involving other partners, and acting to implement the strategy.

Strategic plan is the working document that outlines the means by which policy will be effected; the deployment of resources toward specific aims and goals over the course of several years. A strategic plan results in improved decision making, enhanced organizational responsiveness and improved performance.

Strategic thinking is the ability to effectively respond to constant change by anticipating and planning for the potential threats and opportunities that change brings. It means making conscious choices as to how to use limited resources to achieve your purpose in response to a dynamic environment; it includes what you will do and will not do, where you should focus your energies, and what your overall priorities should be. Strategic thinking embodies the concept of leverage; how can you focus your energy to do the most good with your limited resources, given what other organizations

are doing? Strategic thinking also involves the concept of sequencing: what do you need to do first, at mid point and at the end, in order for the plan to have maximum impact.

Vision articulates the conditions people would like to see in the future, with an eye toward how the future would look if the organization’s mission were accomplished.

Values: the principles or beliefs that guide an organization’s members as they pursue the organization’s purpose.

Appendix C

HIGH PRIORITY STRATEGY SUMMARY TABLE

The table below was used to summarize each high priority strategy.

STRATEGIC PLAN HIGH PRIORITY STRATEGY SUMMARY FOR [INSERT AGE TARGETED]		
Strategy:		
Relevance to OFCY Mission, Vision, Values:		
Evidence of Community-Stakeholder Support:		
Responsive to Needs Assessment:		
Community Indicator(s) Targeted:		
	PARTNER	POTENTIAL CONTRIBUTION
Potential Local Partners		
Local, State or National Models:		
OFCY Role		
Best Practice Research:		
	PROGRAM ACTIVITIES	POSSIBLE REPORTED OUTCOMES
Program Activities & Outcomes		
Possible Venues:		
What more needs to be known:		
Resources for Further Reading:		

Appendix D

RESOURCES FOR FURTHER RESEARCH

PARENT-CHILD LEARNING FOR CHILDREN AGES 0–5

NATIONAL, STATE, AND LOCAL MODELS

- ❖ The Pre-K Summer Camp is a local model that has been evaluated in a small study of sites in Hayward and Oakland. While not a definitive study with a large enough sampling to base a huge investment of resources, the results are promising.
- ❖ Community Learning Opportunities for Children & Families: Studies of the Community Learning Opportunities model reviewed approaches in different settings, such as middle class neighborhoods and among low-income families. In all programs, learning activities for children were offered while in different ways offering parents guidance opportunities to practice implementing these strategies with their child.

RESOURCES FOR FURTHER READING

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- The Future of Children. (2005) “School Readiness: Closing Racial and Ethnic Gaps.” Spring 2005 edition. http://www.futureofchildren.org/pubs-info2825/pubs-info_show.htm?doc_id=255946
- The State Early Childhood Policy Network. “Seven Things Policy Makers Need to Know about School Readiness.” <http://www.finebynine.org/pub.html>
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National School Readiness Indicators Initiative. (2005) "Getting Ready: Executive Summary." Prepared by Rhode Island KIDS COUNT. www.GettingReady.org

Taconite, Ruby. (2004) "Leveling the Playing Field: Supporting Immigrant Children from Birth to Eight." The Future of Children. http://www.futureofchildren.org/usr_doc/takanishi.pdf

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Spark: Supporting Partnerships to Assure Ready Kids, An initiative of the W.K. Kellogg Foundation. <http://www.wkkf.org/Programming/Overview.aspx?CID=168>

The Hampshire Educational Collaborative (HEC). <http://www.collaborative.org/earlychildhood/echoodcommparts.html>

INTENSIVE SERVICES FOR CHILDREN WITH SPECIAL NEEDS: AGES 0–5

NATIONAL, STATE, AND LOCAL MODELS

While we were able to find studies of various aspects of services for children who are developmentally delayed, we only found one program that had been the subject of a controlled study. This study addressed the use of Responsive Teaching techniques with children with autism and other developmental delays. Once the specific developmental delays and risks to be addressed are clarified, research into interventions for those delays and risks could be conducted.

RESOURCES FOR FURTHER READING

Mahoney, Brookes G. and J. MacDonald. (2003) "Evaluation the Effects of Responsive Teaching." Responsive Teaching-Parent-Mediated Developmental Intervention. Baltimore, MD.

Department of Health & Human Services. Report of the Surgeon General's Conference on Children's Mental Health: A National Action Agenda

Simpson, Jivanjee, Korloff, Doerfler, and Garcia. "Promising Practices in Early Childhood Mental Health." U.S. Department of Health and Human Services.

COMPREHENSIVE AFTER SCHOOL PROGRAMS FOR CHILDREN: AGES 6–10 (ELEMENTARY SCHOOL) AND AGES 11–14 (MIDDLE SCHOOL)

NATIONAL, STATE, AND LOCAL MODELS

Model programs that operate in cities demographically similar to Oakland and that target low income children and youth in high risk neighborhoods include San Diego’s 6 to 6; Citizen Schools (Boston, MA, Redwood City & San Jose, CA, AZ, NJ, & TX); The After School Corporation (NY), and Beacons (San Francisco and New York).

Effective large-scale after school efforts fall into two models:

1. A school-based model that may partner with community based organizations, but has a set daily curriculum across all sites. Examples of this include LA’s Best, San Diego 6 to 6, and Bell, all of which had uniformly high outcomes in academic achievement including test scores as well as increases in participants’ levels of social skills, expectations for themselves and connectedness to school.
2. A more diffuse model which operates on a set of principles and a loose partnership between schools and communities but without a set curriculum and with a variety of operating styles and programs (The After School Corporation (TASC), Beacons). TASC appears to have the strongest outcomes, showing some academic benefit, especially in math, and positive outcomes in skill acquisition and reduced absenteeism. Beacons in San Francisco and in New York had reduced absenteeism and students reported increased feelings of effectiveness in regard to schoolwork but had no positive academic outcomes for its participants and fewer positive outcomes in terms of social and other skill development.

RESOURCES FOR FURTHER READING

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- Boston After School and Beyond Research Resources: http://www.bostonbeyond.org/providers/data_research_sources.php#research
- Chaput S. (2004). *How Much Participation in Out-of-School Activities Is Enough?: Issues of Measurement and Links to Outcomes* presentation to of the Harvard Family Research Project. http://www.gse.harvard.edu/hfrp/projects/afterschool/conference/index.html#Plus_Time
- Cooper T. (2003) *BASICs (BELL After school Instructional Curriculum) Program: 2002-2003 National Program Outcomes* http://www.bellnational.org/Programs/BASICs%202002_2003%20National%20Report.pdf
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- Harvard Family Research Project Out-of-School Time Program Evaluation Database: <http://www.gse.harvard.edu/hfrp/projects/afterschool/evaldatabase.html>
- Hofferth, Sandra L. & Sally C. Curtin (2003). “Leisure Time Activities in Middle Childhood.” University of Maryland, Department of Family Studies. Paper prepared for the Positive Outcomes Conference, Washington, DC, March 12-13, 2003. <http://www.childtrends.org/Files/HofferthCurtinPaper.pdf>

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- Hoffman, J. (2001, July). San Diego After School Regional Consortium: Academic indicator report 1999–2000. San Diego, CA: Hoffman, Clark & Associates.
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SUMMER ENRICHMENT FOR ELEMENTARY SCHOOL AND MIDDLE SCHOOL CHILDREN

NATIONAL, STATE, AND LOCAL MODELS

Building Educated Leaders for Life (Bell) – A community based program designed to increase the educational opportunities and achievements of low-performing elementary children living in low-income communities (Boston, New York City, Washington, D.C., and Prince George's and Montgomery counties in Maryland).

Montgomery County, Maryland, Extended Learning Opportunity (ELO) – 4-week summer program established by the Montgomery County School District and Board of Education to address the achievement gap between students of lower and higher socio-economic levels.

Citizens Schools – A national program that offers summer programming specifically for middle school students.

RESOURCES FOR FURTHER READING

Cooper, H. Nye, B., Charlton K., Lindsay, J., and Greathouse, S. (1996). "The effects of summer vacation on achievement test scores: A narrative and meta-analytic review." *Review of Educational Research*, 66, 227-268.

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“All Work and no Play: Listening to what Kids and Parents Really Want From Out-of-School Time.” (2004) A Report from Public Agenda. http://www.publicagenda.org/research/pdfs/all_work_no_play_exec_summary.pdf

“Summer Learning Opportunities in High Poverty Schools: Selected Program Profiles.” (2005) The Council of Chief State School Officers. <http://www.ccsso.org/publications/details.cfm?PublicationID=264>

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CAREER AND COLLEGE READINESS FOR YOUTH AGES 15–20

NATIONAL, STATE, AND LOCAL MODELS

Mayor’s Youth Employment and Education Program (San Francisco) – model of community partnership for subsidized employment

Latino Stars Program (Texas) – Engaging youth in technology and motivating them to finish high school and attend college.

Project Paycheck (Wyoming) – model of pooling of resources.

Los Angeles Conservation Corps – learning practical environmental improvement skills

San Jose Conservation Corps – teaching academic and vocational skills while providing community service.

Larkin Street (San Francisco) – employment services for homeless and runaway youth

Center for Career Alternatives (WA) – “one-stop” youth opportunity center helping youth to set and achieve education and employment goals.

Job Link (OH) – helps special education students transition from school to work.

RESOURCES FOR FURTHER READING

See Online Index to Effective Practices, National Youth Employment Coalition: <http://www.nyec.org/pepnet/showawardee.asp>; National Collaborative on Workforce and Disability: NCWD/Youth

YOUTH LEADERSHIP FOR AGES 15–20

NATIONAL, STATE, AND LOCAL MODELS

Public Allies (Milwaukee) – social change model of leadership development.

National Learn and Serve America School and Community-Based Programs – Service learning model.

Michigan Community Foundations’ Youth Advisory Committee – best practices for youth grant making.

Youth Ventures – a model of youth initiated projects.

RESOURCES FOR FURTHER READING

Search Institute (<http://www.search-institute.org>)

National Center on Secondary Education and Transition, Youth development and leadership

Center for Human Resources (1999) National Evaluation of Learn and Serve America, Brandeis University

Public/Private Ventures: Youth Development Issues, Challenges and Directions

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PHYSICAL AND BEHAVIORAL HEALTH SERVICES: YOUTH OF ALL AGES YOUTH

NATIONAL, STATE, AND LOCAL MODELS

San Antonio Preparation for Adult Living – promotes successful emancipation of foster care youth targeting skill development and permanency planning.

North Carolina LINKS – for youth transitioning from foster care are given access to resources, including stipends for housing.

Jim Casey Youth Opportunities Initiative – offers individual development accounts in conjunction with financial literacy skills.

Big Brothers/Big Sisters Mentoring Program (National) – one-on one mentoring relationships established and maintained.

Reach for Health Community Youth Service (New York urban middle schools) – health promotion curriculum (drug and alcohol use, violence, and sexual behavior that may result in HIV or STIs infection or pregnancy) delivered by trained health educators combined with three hours a week of student community service.

AIDS Prevention for Adolescents in School (New York) – School-based HIV/STI prevention curriculum, six hourly sessions implemented on consecutive days.

Fitness Fusion (Allentown, PA) – The program involves 100 Latino and African-American inner city youth, ages 6–18, in a 20-week project to fuse fitness, sports, health, and nutrition. The youth will learn about nutrition through health and cooking classes, and by writing articles for a publish newsletter.

RESOURCES FOR FURTHER READING

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