

OAKLAND OUT-OF-SCHOOL TIME PROGRAM EVALUATION

FINDINGS REPORT 2010-11

Executive Summary 2010-11

Oakland Fund for Children and Youth
&
OUSD After School Programs Office

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what matters.]

Highlights from the 2010-11 Oakland Out-of-School Time Programs Evaluation

Positive findings from the evaluation:

- OST programs served 20,329 participants in 2010-11. School-based programs served 60% of the youth at their sites. Approximately 9,000 students attend daily.
- Nearly all (97%) programs met research-based expectations for service quality, as observed in on-site visits. Programs that did not meet point-of-service quality expectations in 2009-10 were found to have improved in 2010-11.
- Nearly all youth agreed that they tried new things in after school, and 94% of surveyed teachers and principals agree that programs provide experiences unavailable during the school day.
- Youth report that after school helps them improve their study skills, do better in class, and feel more confident about high school and college.
- Nine in ten transitions program participants reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.
- Participants attended school an additional 35,343 days in 2010-11, valued at between \$827,019 and \$989,596 in additional revenue for OUSD.
- For English Learners, spending twenty-five days in OST increases the likelihood of re-designation as English fluent by 25%; one hundred days increases the likelihood by 40%.
- Youth who attended after school for 100 or more days (just over half of all youth) are about 20% more likely to score at Proficient or Advanced on the California Standards Test in English Language Arts or Math than those who attended less often.

Areas for improvement:

- Youth describe after school as the safest environment in their lives. However, about one in three reports being physically or verbally bullied in their out-of-school time program. This is particularly the case for boys and for students in elementary school.
- Though OST programs provide high quality service overall, site visit ratings and teacher feedback suggest that programs can continue to improve their practice in the Interaction, Engagement and Academic Climate quality domains.

See the complete Executive Summary and Findings Report for more information.

Programs Included in the Out-of-School Time Evaluation

The Oakland Out-of-School Time (OST) evaluation encompasses school-based support programs for children and youth in Oakland, California, including:

- **86 school-based after school programs**, serving youth in grades K-12. These programs provide a variety of activities, including homework help, enrichment, recreation, and academic support.
- **6 school-based transitions programs**, serving middle school aged youth, focusing especially on rising 6th and 9th graders. These programs provide social and academic support to youth as they transition into middle and high school.

All of the after school programs on OUSD campuses receive funding from the Oakland Unified School District (OUSD) through the After School Education and Safety (ASES), 21st Community Learning Center (21st CCLC), and After School Safety and Enrichment for Teens (ASSETS) grant programs administered by the California Department of Education.

The Oakland Fund for Children and Youth (OFCY) provides funding for comprehensive after school programming at 67 campuses, including 2 charter schools not under OUSD’s purview. All of these programs receive public funds through the ASES, 21st CCLC, or ASSETS grants to support comprehensive after school programming.

OFCY also funds six school-based transitions programs, which collaborate with middle and high schools in Oakland to help at-risk young people make a successful transition into and out of middle school. These programs provide a mix of leadership training, academic support, peer mentorship, case management, and parent engagement services for rising 6th and 9th graders. Collectively, school-based transitions programs seek to:

- 1) Help youth people develop a pro-social peer group that reinforce positive life choices in academics and overall well being;
- 2) Link incoming 6th and 9th graders with school-year programming that promotes academic and social development;
- 3) Help incoming students feel more like a part of their school.

Transitions programs often work in close collaboration with the school-based after school programs at middle and high schools, but are not co-funded by ASES, 21st CCLC, or ASSETS.

Table 1: Out-of-School Time Programs by Funding Source

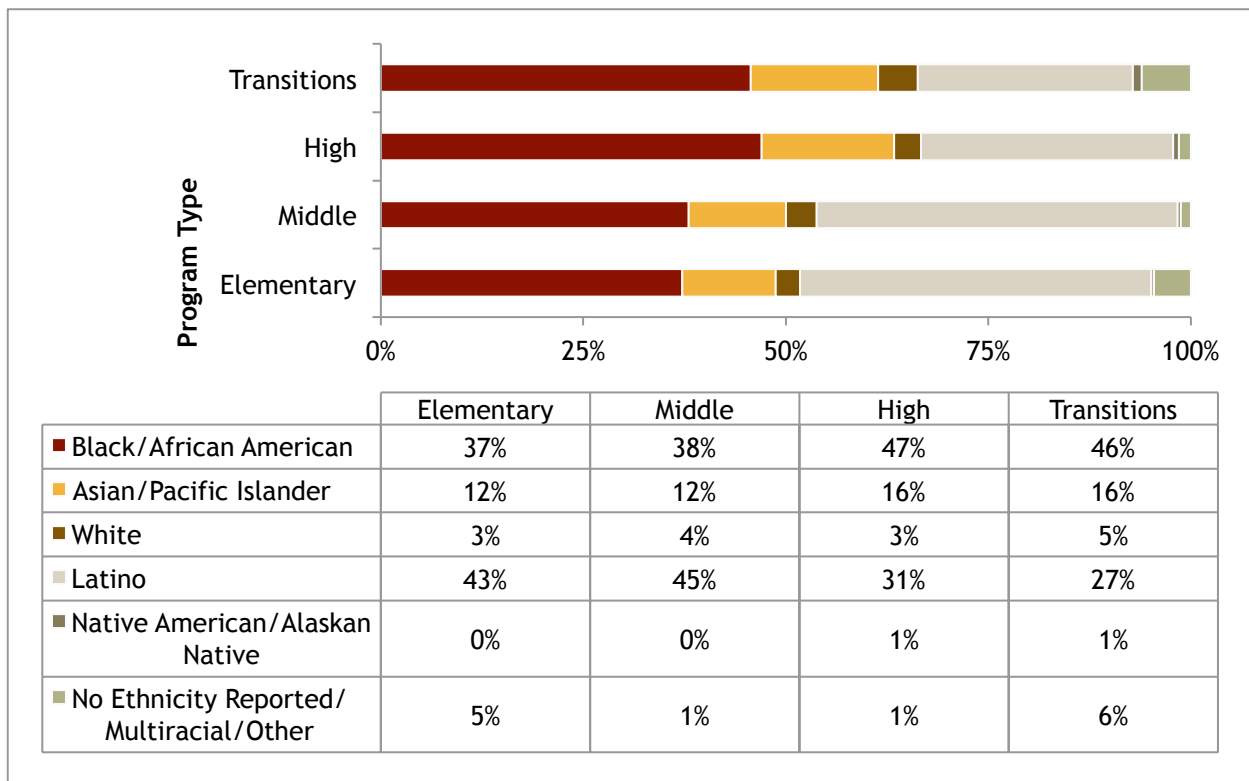
	Total Sites in the Evaluation	Funded by both OFCY & OUSD	Funded by OFCY only	Funded by OUSD only
After School	86 52 OUSD elementary 16 OUSD middle 16 OUSD high 2 charter	65 48 OUSD elementary 15 OUSD middle 2 high	2 2 charter	19 4 OUSD elementary 1 OUSD middle 14 OUSD high
Transitions	6	0	6	Not Applicable

Youth Served

School based out-of-school time programs in Oakland served 20,820 children and youth in the 2010-11 program year, approximately 60% of the student population at their host schools.¹ About 9,000 youth participate in school-based out-of-school time programs in Oakland each day.

Attendance records provided by grantees indicate that school-based after school in elementary schools served 7,835 students, middle school-based programs 4,628, transitions programs 2,304, and high school programs 6,053. Of the children and youth in the 2010-11 program year, 41% are African American, 39% are Latino/a, 13% are Asian/Pacific Islander, and 3% are White.² The racial/ethnic heritage of youth served by program type is in Figure 1.³

Figure 1: Participants' Race / Ethnicity



Source: CitySpan attendance records for youth who attended after school between July 2010 and June 2011.

¹ Based on 2010-11 enrollment figures for schools that host a school-based after school program.

² Race/ethnicity is available for 19,353 participants, approximately 93% of youth served.

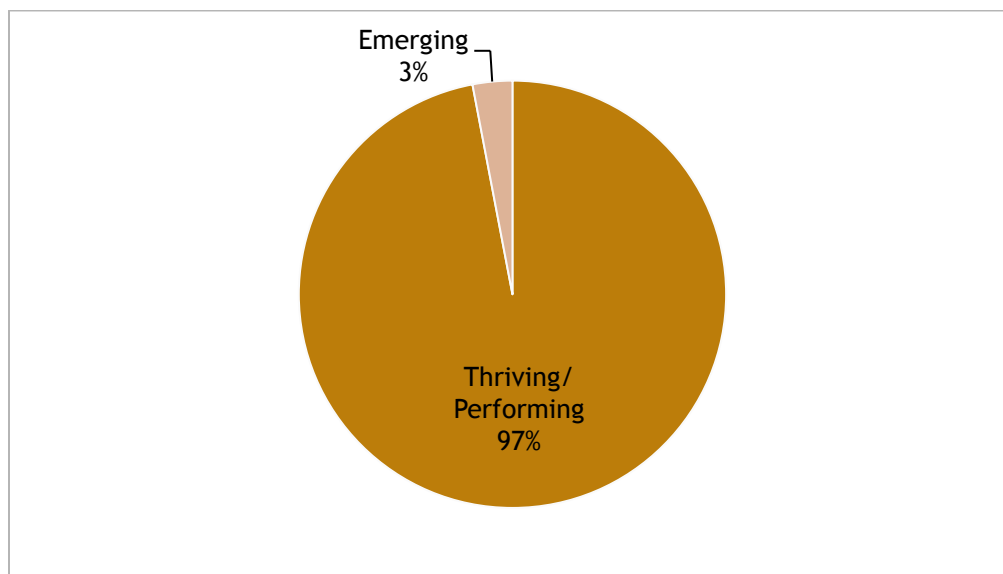
³ Students' socioeconomic status is not available for 2010-11.

Program Performance & Point of Service Quality

Nearly all out-of-school time programs met contracted units of service and attendance goals. Seven programs (2 in elementary, 3 in middle, and 2 transitions) did not meet their annual units of service targets (as defined by OFCY). Similarly, twelve sites did not meet annual attendance goals set by the California Department of Education for publicly funded after-school programs (2 elementary, 3 middle, and 7 high school programs).

Site visits indicate that out-of-school time programs are providing high quality service to youth. Three sites (3%) are currently in the Emerging program quality category, indicating they are not yet meeting point of service quality expectations. The remainder of programs were in the Thriving/Performing point of service category.

Figure 2: Point of Service Quality Status



Source: Youth Program Quality Assessment scores for 90 out-of-school time programs based on visits conducted by Public Profit and the Oakland After School Programs Office.

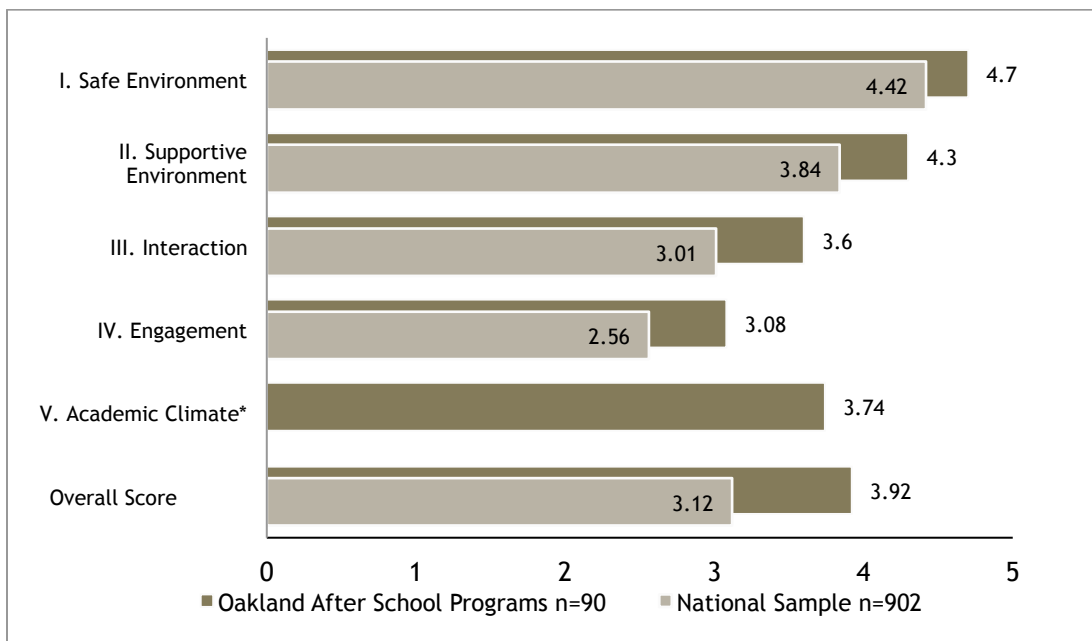
Year-to-year quality assessments indicate that nearly all programs consistently meet or exceed research-based quality indicators. Programs in the Not Yet Meeting Expectations category in the 2009-10 program year have all improved to the Performing or Thriving categories in 2010-11.

Table 2: Summary of Program Performance and Point of Service Quality

Program Type	Programs that Met Annual Units of Service Goal <i>(OFCY Goal is 80% or higher)</i>	Programs that Met Annual Attendance Goal <i>(OUSD goal is 85% or higher)</i>	Programs Meeting or Exceeding Point of Service Quality Measures
Elementary (n=54)	96%	96%	96%
Middle (n=16)	81%	81%	94%
Transitions (n=6)	67%	Not Applicable	100%
High (n=16)	100% <i>Excel & Life Only</i>	56%	100%
Overall (n=92)	92%	87%	97% N=90

Moreover, out-of-school time programs in Oakland are out-performing similar programs nationally, as described in the following figure.⁴ The difference in point-of-service quality is particularly large in the Interaction and Engagement domains, culminating in an Overall score that is 25% higher than the national sample.

Figure 3: Oakland Afterschool Sites vs. National Sample



Source: Average point-of-service quality scores for Oakland OST programs; national data from the Weikart Center for Youth Program Quality.

*National comparison data not available.

⁴ In 2010-11, the evaluation team and Oakland After School Programs used the Youth Program Quality Assessment, a standard, nationally available site visit protocol. All visitors are certified YPQA assessors, indicating that their site scores can be compared to the national sample.

Participant Outcomes

Out-of-school time programs have *direct* influences on youth, which in turn *contribute to* other outcomes. Examples of these direct outcomes include students' safety, exposure to new experiences, improved social skills and peer relations, and stronger connections with school and the work world. In this evaluation, students' self-reports are the basis for addressing these direct outcomes. In 2010-11, the majority of youth surveyed reported positive outcomes on each of these measures.

Safety: Nearly nine in ten (87%) elementary participants agreed that they felt safe while in the after school program. Participants in middle and high school programs reported feeling more safe in after school than at any other point during the day.

New Experiences: Elementary school participants (87%) reported that the after school program allows them to try new things. 70% of middle school participants and 75% of high school participants stated that they do things in the after school program that they usually do not get to do. 88% of youth in transitions programs reported that their out of school time program allows them to do things they usually do not get to do.

Over 94% of principal and teacher respondents reported that the after school program "provides opportunities for students that they wouldn't otherwise have access to."

Social skills: Eight in ten elementary aged youth (84%) and two-thirds of middle and high school aged youth reported that after school "helps me to get along with other people." Nine in ten transitions program participants reported that the program offered them an opportunity to help other people.

College and career: Nearly half of middle school program participants reported that they learned about possible careers in their out-of-school time program. About seven in ten high school program participants said they felt more confident about graduating from high school.

More than two-thirds of principals (70%) and more than half of teachers (54%) agree that the after school program at their school supports career exploration and readiness.

Connections to school: About six in ten after school participants in middle and high school reported that the program helped them to feel more like part of their school. After school program participants were more likely to meet OUSD's 95% school day attendance goal than their peers, and were less likely to be chronically absent⁵. After school program participants came to school 35,343 additional days in 2010-11. These additional school days attended are valued at between \$827,019 and \$989,596⁶.

Among transitions program participants, nine in ten reported that they feel like someone at their school cares about them and that they are more aware of the services and activities available at their school. Youth in these programs demonstrated

⁵ Defined as attending school less than 90% of the time. Compared to students who attended the schools where an OST program took place.

⁶ To calculate the total change in days attended, evaluators summed the days attended in 2009-10 and 2010-11, and multiplied the difference by \$23.40-\$28, an estimate of the range of likely combined ADA revenue.

substantial improvements in their school-day attendance rates, and declines in the rate of chronic absenteeism.

Academic behaviors: Seventy-seven percent (77%) of elementary school participants, 49% of middle school, and 63% of high school participants stated that they learned good study habits through the school-based after school program (like taking tests, reading directions, organizing notes).

94% of parents noted that their child has the opportunity to work on their homework at the program. Among teachers and principals, homework assistance was most frequently chosen as one of the program's three greatest strengths, chosen by 60% of teachers and 64% of principals.

Available evidence suggests that Oakland out-of-school time program participants benefit in some - but not all - dimensions of academic performance:

- English Learners who participated in out-of-school time programs were slightly more likely to be **re-designated as fluent in English** (14%) than English Learners at the same schools (13%). More frequent participation in out-of-school time programs is associated with a greater likelihood of re-designation.
- There is a statistically significant relationship between OST participation and **scoring Proficient or Advanced on the California Standards Test** in English Language Arts or Math. Holding demographic and prior academic performance constant, youth who attend OST for 100 days are about 20% more likely to score at Proficient or Advanced than students who attended OST for just a few days.
- Students in out-of-school time programs - particularly 10th graders - were **less likely to pass the CAHSEE than their peers**. This likely reflects the programs' intentional efforts to recruit struggling students into academic support activities.
- Youth who attended out-of-school time **programs earned more course credits** than students in the same schools.
- Reported **high school graduation rates are similar** between participants who attended 50+ hours of academic support activities and those who did not.

EXECUTIVE SUMMARY

The table on page 86 summarizes programs' progress toward OFCY Strategic Plan goals and OUSD After School Master Plan goals. These documents set out specific sets of performance goals for school-based after school programs, such as providing engaging and challenging activities for youth, engaging parents, and supporting participants' academic development. The results are summarized below.

School Engagement

- About two-thirds of youth in OST programs had a school-day attendance rate of 95% or higher, the OUSD goal.
- Half of after school participants (54%) and nearly nine in ten transitions participants (86%) reported that their program helped them to feel more connected to school.

Academic Improvement

- About seven in ten (68%) of participants report that their program helped them to learn study skills.
- Eight-five percent of parents report that their child's attitude toward school has improved since participating in OST.
- About half of participants who attended OST for 100+ days improved or sustained their CST performance (55% in ELA and 47% in math).

College and Career

- About half of participants in elementary middle school reported that they learned about college and careers in OST.
- Nine in ten surveyed high school teachers (87%) agreed that OST supported improved graduation rates.

New Skills

- Eighty-four percent of surveyed youth agreed that, "I've gotten better at something I care about" in OST.
- Nearly all (94%) of surveyed teachers and principals agree that OST "provides opportunities that students would otherwise not have access to."

Safety

- Nearly nine in ten (88%) of participants report feeling safe in OST. About one in three reports physical or verbal bullying in OST.
- Teachers rank safety as the second greatest strength of OST programs.

Social and Emotional Skills

- Seven in ten youth (70%) agree that their OST helps them to get along better with other kids and adults.
- Nearly half (43%) of middle school youth state that the program "helped me understand and express my feelings."

Parent Engagement

- Seventy-seven percent of parents agree that in this after school program, "there is an opportunity for parent participation."
- Six in ten (61%) of surveyed parents respond that because of this after school program, they can work or go to school.