Moving Beyond Compliance: Measuring What Matters at the Oakland Leaf Foundation

By

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Acknowledgements

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I. Executive Summary

The Oakland Leaf Foundation can't measure whether its programs are having the desired impact. The majority of its funding is tied to grant compliance, and the motivation to measure its impact is driven by the organization itself rather than external funders. It currently relies on staff observations, feedback, and the general impression that results in order to assess performance, but it would like to learn how to track its performance in meeting its mission and use this data to inform its decision making.

In order to build an impact measurement process at Oakland Leaf, the organization should Follow the below recommendations:

- Refine the theory of change and build logic models for each program
- Gain organizational buy-in and clarity on the project and make sure everyone has a role
- Build out the data infrastructure including collection, management, and analysis
- Fill data gaps by recording custom PQA fall and spring self-assessments, adding a custom student survey in the fall, revising the family survey and add more opportunities to for engagement, creating tools to formally collect observations, and requesting data from OUSD's Department of Research, Assessment and Data
- Utilize the dashboard, indicator master list and data catalog provided
- Annually evaluate the process and stop collecting data or using KPIs that don't lead the organization to take action or have meaningful discussions

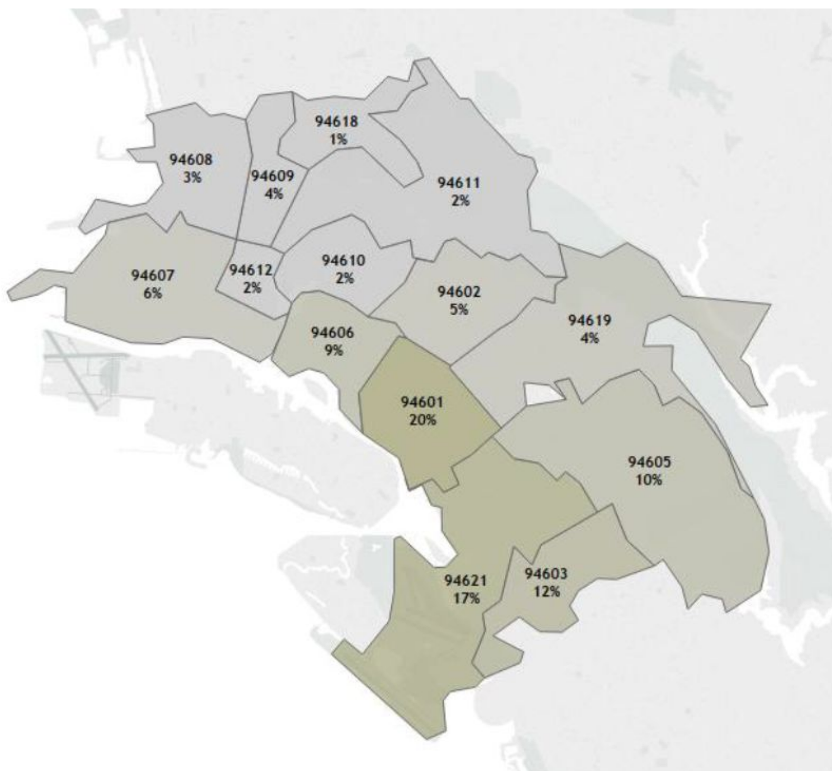
This report details the background and methodology of project, followed by an outline of the impact measurement process, a narrative of how this was applied to Oakland Leaf, and finally an implementation roadmap with detailed tasks for the organization to accomplish in the first three years of the project.

II. Background

About the Oakland School-Based After School Partnership

OUSD and the City of Oakland's Oakland Fund for Children and Youth (OFCY) together make up the Oakland School-Based After School Partnership. During the 2016-2017 school year, 16,991 youth were served in after school programs, with 5,723 participants from elementary schools, 4,775 from middle schools and 6,493 from high schools. After school programs in OUSD served 44% of the student population at host schools, while 44% of students served were Latino/a, 34% African American, 14% Asian/Pacific Islander, and 7% White. The programs also served slightly more boys (51%) than girls (49%). In total, the partnership funded 19 program providers, 13 of which serve elementary schools, 12 of which serve middle schools, and only 6 of which serve high schools (see Appendix B for a complete list of schools). Figure 1 below shows the distribution of attendance at after school programs funded through OFCY, with almost half of attendees coming from three zip codes.(23)

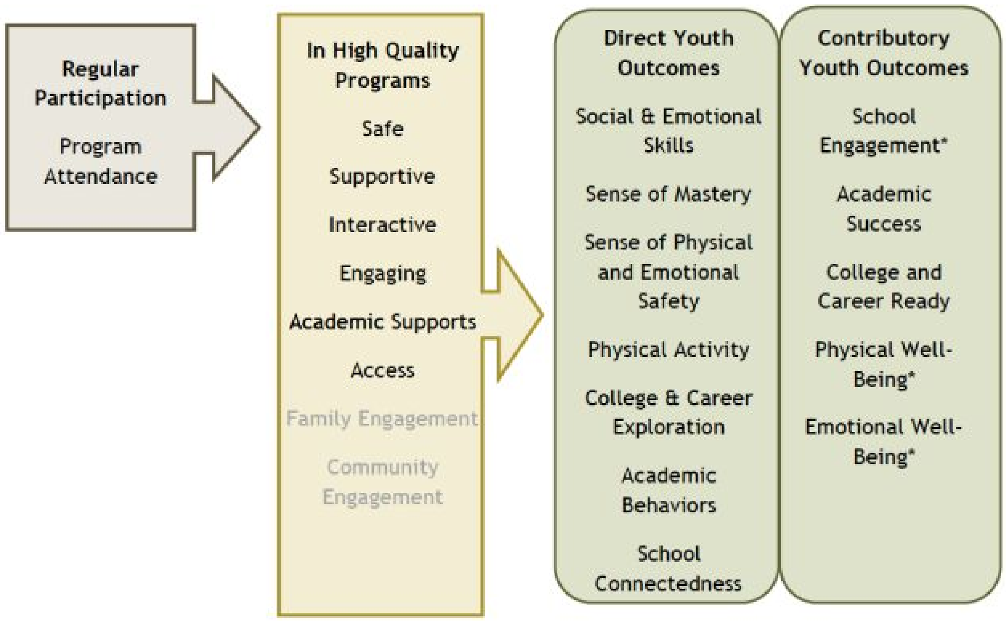
Figure 1: OFCY After School Partnership Program Attendance by Zip Code (23)



The OFCY funds after school programs in order to promote four primary goals: 1) support the healthy development of young children, 2) help children and youth succeed in school and graduate high school, 3) prevent and reduce violence, crime, and gang involvement among children, and 4) help youth transition to a productive adulthood. The Oakland School-Based

After School Partnership theory of action posits that “access to high quality after school programs helps young people who attend these programs regularly to be physically and emotionally well, engaged and succeeding in school, and ready for college and career (see visual depiction below in figure 2).” In order to demonstrate the effect of their program, OFCY measures the following outcomes: social and emotional skills, a sense of physical safety and emotional safety, physical activity, college and career exploration, and academic behaviors, and school connectedness.(23)

Figure 2: OFCY Theory of Action (23)



In order to measure indicators for these outcomes, OFCY relies upon three major instruments: Cityspan (a web application for recording program attendance), student surveys sent out at the end of each school year, and an annual assessment using observational tool called the Program Quality Assessment (PQA). Measuring enrollment and daily attendance in Cityspan allows OFCY to keep track of how well its able to ensure access to free or low-cost after school programming. Surveying the students allows OFCY to gather data on 32 indicators that address key student outcomes including: social and emotional learning, sense of mastery, physical wellbeing, school engagement, college and career readiness, and academic behaviors. Finally, the PQA uses trained observers to rate program sites on 73 questions addressing five key components of program quality: safe environment, supportive environment, interaction, engagement, and academic climate (see Appendix A).

About the Oakland Leaf Foundation

Oakland Leaf Foundation (Oakland Leaf), is an Oakland-based nonprofit that runs after school programming at six East Oakland OUSD school sites (ASCEND School, Bret Harte Middle School, EnCompass Academy, International Community School, Learning Without Limits, and Think College Now), in addition to a gardening program called Love Cultivating Schoolyards, a summer camp called Oakland Peace Camp, and a professional development internship for middle and high schoolers. The organization runs on a budget of approximately $1.7 million annually, with the majority of its funding coming from fee for service.

The organization was founded in 2001 by a group of East Oakland educators committed to empowering the youth voice. Their mission is to “cultivate community transformation through creative education for youth and families,” their vision is to “embolden youth and families to be creative leaders, who create a more loving, just, and vibrant Oakland,” and their credo is “love is an action.” The organization's long-term vision for social change is “for East Oakland youth to be creative, thriving, and contributing to their community.” (29) In December 2014, Odiaka Gonzalez, formerly a program manager at Playworks East Bay and board member at Oakland Leaf, took over as Executive Director of Oakland Leaf.

Project Goal
Oakland Leaf is in a state of strategic transition. In order to inform decisions regarding consolidation of programming, reallocation of investments, and expansion, it wanted to be able to figure out what was working, what was not working, and how it could increase its organizational capacity for data collection, analysis, and utilization. While a statistical evaluation could provide the organization with externally valid results on the impact of its programs over a distinct period in time, the organization was interested in developing a performance measurement process that could be sustained internally and shift the organization’s culture towards greater comfort with and reliance on measurement in evaluating programs. As a program instructor reflected during a site visit, “I just want to know whether we’re actually helping these kids down the line.”

III. Methodology

This report was informed through a combination of a literature review and interviews.

Literature review
In order to inform the process for measuring social impact, numerous articles white papers were consulted, as well as after school industry specific resources and reports published by other OFCY after school providers. For Oakland Leaf specific recommendations, a thorough review of the organization’s materials was conducted, including dashboards, presentations, forms, data sources, and external reports.

Interviews
Interviews were also conducted in person and over the phone to inform the measurement process, including nonprofit evaluation experts and after school program providers. Oakland Leaf staff were also interviewed, including the department directors, site managers, and

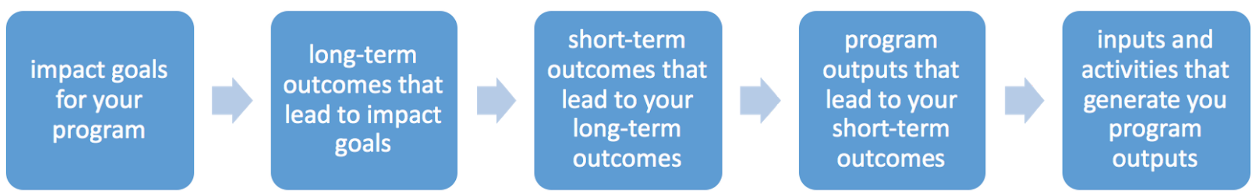
instructors. Lastly, a workshop was facilitated with site managers to understand their perspective on program outcome goals.

IV. The Process of Measuring Social Impact

Modeling the Work

Every nonprofit organization should already have a vision and mission articulated, serving as the philosophical core of its work. A vision is a description of the world an organization is working to realize, while a mission states how the organization plans to contribute to the change articulated in the vision. With these two building blocks, an organization has articulated a goal that can guide the impact measurement process.

Figure 3: The Backwards Mapping Process



Next, an organization can use a process called "backwards mapping" (see figure 3 above) to identify the sequence of preconditions necessary to achieve that goal and to inform the construction of the logic model. A logic model is a diagram that visualizes the chain of events from organization's resource inputs through its outputs, outcomes, and ultimately its desired social impact. It starts with the inputs, then moves through its activities to outputs before working its way through the outcomes, and finally the ultimate social impact for the program.

Figure 4: The Logic Model

The inputs for a program can be defined as the resources that a program draws upon to do its work, while the activities are the processes, tools, events, and actions that an organization implements using its resources, and the outputs are the direct effects of the program. Tracking the first three stages of the logic model, inputs, activities and outputs, falls under the purview of the nonprofit itself, but tracking the ultimate social impact is beyond any one organization's capacity, and usually is done by funders and foundations at the system level. Tracking the outcomes, however, is the responsibility of both a nonprofit and the funder, since this is the best place to witness the impact of an intervention.

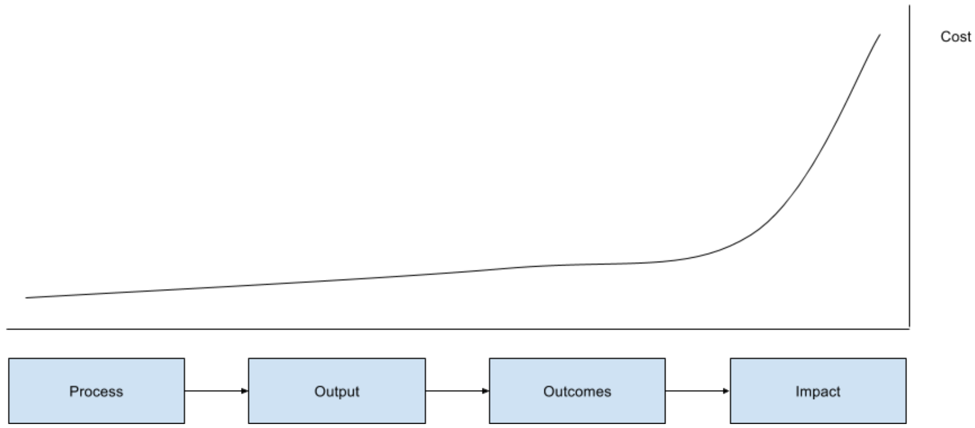
The term logic models is often used interchangeably with the term theory of change (TOC) or theory of action (TOA), and other times used to differentiate between the narrative and visual description of how an organization plans to fill the gap between its interventions and its goals. Whichever term an organization uses, it is important that the result identifies the organization's goals, its target population, the desired outcomes from its activities, its assumption, and ideally other factors that might impact the organization's strategy. It is essential that the logic model is clear, known, and utilized. This means that it should be easily accessible, if not constantly visible, and should be referenced when making strategic or programmatic decisions.

Measuring Performance

The process of developing a logic model forces an organization to externalize the logical steps that exist between its actions and their desired results, while revealing the gaps and assumptions that exist. In listing the specific preconditions for impact, an organization also discovers helpful indicators that it can track and measure along the way to assess its progress and performance, and this is the first step towards developing a performance measurement system and becoming a data-informed organization.

An organization should not measure every indicator that it can given limited capacity for measurement and action, but should instead narrow its focus to a few key performance indicators (KPIs). KPIs serve as a prioritized list of indicators that will be tracked on a tool like a dashboard, and reviewed on a regular basis. Therefore an organization faces the decision on how to prioritize the indicators from the list derived from its logic model. This list can and should change over time, and there should be different sets of indicators for different programs, but an organization still needs to understand how to value one indicator relative to another. Capacity measures that track administrative functions such as finance, staffing, and fundraising, are most likely already being tracked in a mature organization, along with activity measures that follow the day-to-day operations and the output of the services.(17) However, tracking intermediate and long-term outcomes requires more consideration and investment, as can be seen in the chart in figure 5.

Figure 5: Impact Measurement Cost Curve



(13)

The sharp increase in cost of getting accurate measurements on impact make it imperative for an organization to constantly evaluate the value of its current measurement system, whether it is worth the cost, and how it can be improved. An organization should also think through carefully about the consequences of the measures that it chooses, as it is likely to influence staff behavior, and could create perverse incentives that harm the organization.(5) Lastly, organizations should keep the list of indicators short, measure them regularly, and avoid redundancy.

Figure 6: The Progression from a Logic Model to KPIs

Compile

Once an organization has their KPIs selected, it must compile and share the metrics in a manner that maximizes accessibility and utility. The most common tool for this purpose is a dashboard. In developing a dashboard, the organization will have to consider different aspects of communication including audience, visualization, and context. Is the target audience for the dashboard managers, program staff, funders, or another stakeholder? Should a portion of the dashboard be designated for experiments, and the rest for stable indicators? Is this indicator valuable as a raw value, or does it need to be more relative such as a percentage, year-over-year change, or chart? Finally how can the organization incorporate the contextual information essential to understanding the figures presented such as source, formulas, units, timeframe, limitations etc?(9) An effective dashboard should seek to accomplish the following goals:

- Align definitions of success across the organization
- Benchmark data for comparison (internally and/or externally)

- Clearly display performance against defined goals
- Encourage dialogue about progress toward goals
- Facilitate timely identification of successes and challenges
- Ground decisions in concrete data and evidence
- Illuminate relationships between different activities
- Effectively communicate strategic-level results
- Highlight out-of-the-ordinary results
- Present data in a user-friendly visual format
- Present current status as well as trends over time
- Include a manageable set of key performance indicators (KPIs)(8)

It is important to keep in mind that there is no perfect dashboard, and that there are a variety of effective ways to display information. The key is to make sure the dashboard is serving its intended audience and purposes, and that no dashboard is final. Dashboards are tools to maintain situational awareness, check assumptions and bias, and facilitate conversations towards solutions. However, without faith in the information presented, they mean very little.

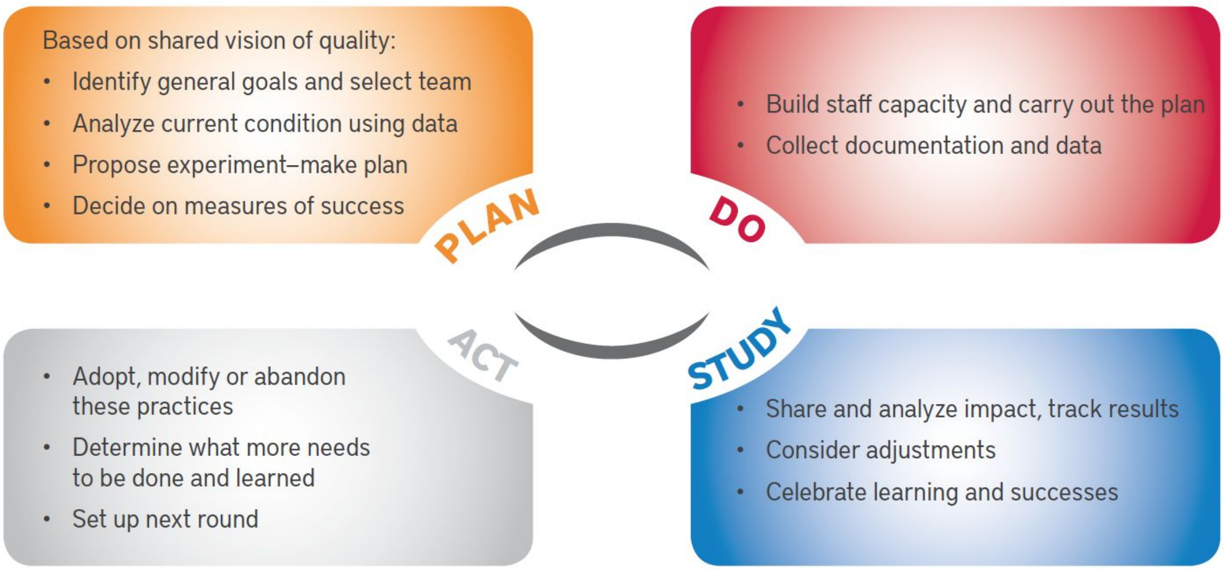
Analyze

During the early stages of data collection, as an organization develops its data infrastructure and stabilizes its KPIs, it will still rely on staff expertise and intuition as it adjusts to incorporating more data into its decision making processes. But when an organization is ready to engage with the data it collects on a more meaningful level, it should pay greater attention to how current data compares to baselines or targets, changes over time, and what an increase or decrease may indicate. Prompting questions such as "So What?" or "Why is this happening?" indicate that an organization is critically analyzing the data they are collecting, but if the data analysis doesn't have any accompanying action, further analysis is needed or the organization is not working with the right indicators. What findings require further research? What's going on in the program interventions that could be driving these results? (5) If the change is attributed to factors external to the organization's programs, how can a different indicator better isolate the organization's contribution, and how can the organization start to track it? As an organization's measurement practice matures, it is more likely to test intuitions and assumptions, allowing an organization to get a better picture of what's working and what's not, where to strategically focus resources, and which decisions to make. (5)

Review

A key component of a healthy performance measurement system in an organization is regular review and maintenance of the system itself. Every year, while reviewing the data in the dashboard, an organization should consider updates to its KPIs based on whether that information was actually helpful and drove action. Data collection, management and analysis isn't free, and organizations should keep in mind the old adage that "Not everything that counts can be counted, and not everything that can be counted counts" when deciding whether to start or stop collecting data for a metric. If it can't name a decision or action that was driven by an indicator, it's worth considering what it brings to the table and why it deserves the organization's attention. And when reviewing KPIs, the organization should note what outcomes it cannot measure as long term goals or useful context for the proxy indicators. An organization should also consider what assumptions it would like to test or what new experiments the organization is trying out with its programming when looking for new measures to track.

Figure 7: Continuous Improvement Cycle Example



(30)

The review and revision stage of performance measurement is the final stage in the cycle of continuous improvement. Every organization runs through cycles of some sort, driven by the fiscal year as well as the program delivery timelines. But most organizations get caught up tracking activities and outputs for compliance, and fail to measure what is needed to realize their impact potential. Figure 7 illustrates an example of one of many ways to depict a continuous improvement cycle. In design thinking or engineering they might call it design, prototype, test, learn, but the principles remain the same: the organization should be specific and intentional about what it is doing and why it is doing it, and be prepared to make a decision at the end of the cycle based on the data that it collects. Transitioning to this mindset of tracking data to test an organization's biases or assumptions and sustaining the practice will require significant effort on the part of the staff and its leadership.

Sustaining the Work

The last section walked through the steps of developing and utilizing performance measures to inform decision-making within an organization. But if an organization wants to make large scale changes to its culture and capacity for using data, significant investment and leadership is required. Getting the most out of measurement requires a deep accounting of resources available, building the infrastructure for data management and analysis, and a culture shift in how the organization interacts with data.

Resource Audit

Most organizations looking to build out a performance measurement system are not starting from scratch, but rather have tracked data in some manner to comply with funding requirements and manage operations. For that reason, it's important for an organization to take stock of its current data practices and resources in order to build off of what already exists, understand the gaps, and ensure that additional efforts are aligned with current processes in order to reduce the added burden. Taking a full account of the following items will help reduce duplicated efforts and provide a comprehensive view of what efforts the organization is already undertaking:

- **Indicators**: What indicators is it currently tracking? How and when is it tracking these indicators?
- **Data**: What data does it have access to? What is the source of the data? How often is it collected? Where is it stored? Make sure to include data from all file collections, spreadsheets, databases, accounting systems, reports, forms, and other tools.
- **Reports**: How and when is it reporting its data? Which indicators and other content are reported? Who compiles the reports? Include all dashboards, report cards, annual reports, stakeholder newsletters, and internal program reports.
- **Planning**: How is it reviewing and using its data? What is the timeline for strategic and programmatic decision? When is data used for these decisions, and which data is used?(5)

Infrastructure Investment

An organization needs to make a significant investment into developing its data infrastructure, including people, process, and technology, in order to support the effective utilization of data towards its work. In order to maximize buy-in and reliability, every person in the organization must have some responsibility in contributing to sustaining the practice, and that will require training on data literacy and organizational process. (2) A team responsible for leading data collection and management will also need to be established to handle the bulk of the additional work, which will require additional roles, outside consultants, or a shift in workload amongst existing staff.(5)

For most organizations, the investment will center around prioritizing staff time to work on measurement and learn how to work with data. The need for additional technology investment depends on the amount and source of the data being utilized, but for many, new tools are not as important as a dedicated process that's adhered to and someone to manage it. Without proper organization and tracking, data collection can become a tangled mess that reduces the quality and accessibility of the information. To remedy this, data should be organized in a consistent structure, well-described so that people using it know when and where it came from (metadata), in a format that staff can use (machine readable, i.e. not images and pdfs), and easy to find for anyone who needs it (accessibility). Data should be checked for completeness and accuracy (data quality), collection should be streamlined or automated wherever possible, and benchmarks from comparable organizations or populations should be collected where available.

Figure 8: Data Management Best Practices

Culture Change

By far the most crucial and most difficult step in maintaining a data practice is embedding the change within the culture of the organization. The best way to start this process is by making sure that staff understand why measuring impact is important for the organization's mission and how the information it provides can help improve the effectiveness of the organization's services. But it is not enough to clearly communicate a vision for how the staff can use data; staff at every level must be engaged in the process and understand that they are expected to play a role in gathering and using data as well as providing input on how to improve the process. Data analysis is often the responsibility of specialists, but to build a culture of data informed practice, staff must be empowered to use data with training and time, as well as encouraged and motivated with opportunities, incentives or recognition.(6) Staff should be engaged in the design, implementation, and operations of performance management, ensuring that those who contribute to and use the system also benefit from it. Staff buy-in will help encourage regular usage of the system and provide valuable feedback on what's most useful for those on the front line. Below are just a few of the barriers that leadership in an organization should keep in mind while trying to build a more data-informed culture:

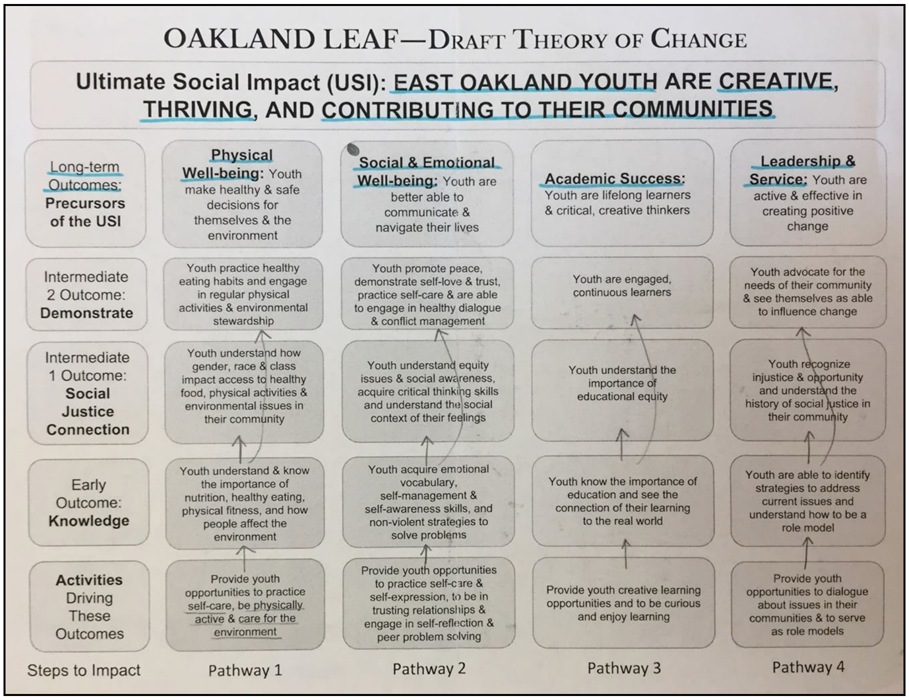
- **Confusion**: Avoid technical jargon and make sure that staff are clear on the purpose of the process as well as their role.
- **Not recognizing data**: Data can take many forms, and many of the less obvious forms generated in the organization are overlooked (images, stories, shareouts etc).
- **Organizational silos**: Even in a small organization, visibility into different functions can be limited, so make sure that the data collection and management system has a clear, consistent and accessible structure.
- **Useless data**: If the organization is not currently collecting the right data, the staff probably have a low opinion of data's value.
- **Data anxiety**: Working with data is often seen as a specialized task for technology experts and analysts, and staff confidence and comfort will need to be gradually developed.
- **Boredom**: Encourage staff to tell stories with data and engage them in data-centric activities (see Appendix E for data activities to engage staff). (21)

The way that an organization's staff use data goes a long way towards building a healthy data culture. The goal is to move staff from relying solely on intuition to noting and checking assumptions, and encouraging them to experiment, monitor, and then make a decision based on findings. Some additional ways to encourage data usage include creating space to reflect on data at the beginning of meetings, highlighting staff who are modeling good data practices, and closing feedback loops within the organization.

V. Building a Better Measurement Practice at Oakland Leaf

While the previous section on measuring impact can serve as a roadmap for any organization looking to establish or refine its measurement practice, this section details the application of these methods to Oakland Leaf. In 2014, Taproot Foundation provided a team of pro bono consultants to work with Oakland Leaf on developing a series of dashboards to measure their impact. The resulting product was a complex Excel document with over 90 tabs of linked formulas that was difficult for the organization to understand or maintain, and never put into use. Last year the organization began a strategic realignment process that included developing a theory of change (see Figure 8 below) and considering how it could use data to inform its decision making. Oakland Leaf also started to think about how to track indicators using its existing data. To fill perceived data gaps, the organization developed three surveys: one for Love Cultivating Schoolyards participants, one for students in its afterschool programs, and one for the students' parents. However, with limited capacity and guidance, the organization's efforts toward measurement have stalled, and it sought an external consultant to develop a plan for moving forward.

Figure 8: Oakland Leaf Theory of Change

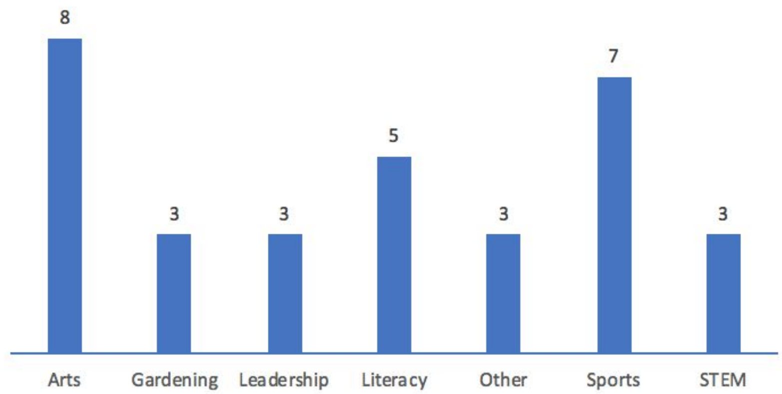


Identifying Oakland Leaf’s Outcome Goals

Since Oakland Leaf had an established mission, vision and theory of change or logic model, the project started with defining, with more focus and detail, the outcomes that the organization was trying to create with its programming. Vague outcomes can vary in meaning and have limited use, but the more detailed the outcome, the better chance that an indicator is able to accurately estimate its progress. The theory of change that Oakland Leaf developed consisted of four separate pathways through which the organization sought to achieve its long-term vision for social change: that East Oakland youth are creative, thriving, and contributing to their communities. Those pathways included physical wellbeing, social and emotional wellbeing, academic success, and leadership and service. The document is thorough and a good first step, but also more aligned with OFCY’s goals than than the organization’s own programming and organizational philosophy.

In order to move from this document to the outcomes that could inform meaningful indicators, I needed to drive down into more detail about what programs the organization ran and what result it expected. I gathered different manifestations of how the organization described its outcome goals from the impact stories it told in internal and external reports, the dashboard developed by Taproot Foundation’s consultants, interviews with staff, and a facilitated workshop with program managers.

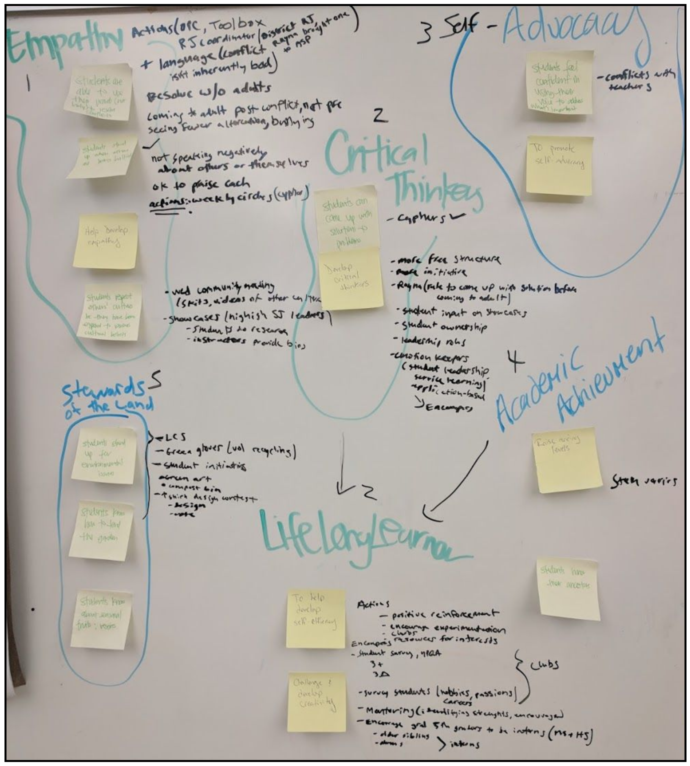
Figure 9: Distribution of Oakland Leaf Programming at All Six After School Sites



From conversations with staff I was able to put together a rough distribution of programming across all six after school sites that Oakland Leaf serves. The programming at these sites vary by design in order to adapt to student and school preferences as well as available partnerships with other programs. Programming also must satisfy funding requirements from OFCY and OUSD, limiting the freedom of Oakland Leaf to craft its ideal programming. However, the distribution in figure 9 above suggests that arts, sports, and literacy programming is the organization's priority.

During the workshop I facilitated with Oakland Leaf, I instructed the program managers to spend ten minutes writing out all of the outcomes that their programs were trying to influence on individual post-its, then group those ideas into meaningful and distinct categories. We then had a discussion where I asked the group what these outcomes meant, how they were working to achieve them, and how they would prioritize each category (see figure 10). The next day I sat down with the department directors of Oakland Leaf to share what I thought their outcome goals were based on my research and the output of this workshop, and the input further refined the key outcomes of their after school programs to social-emotional development, critical thinking, and lifelong learning. With these new outcomes in hand, I moved to explore what indicators the available data could and could not measure.

Figure 10: Output from a Workshop with Oakland Leaf Program Managers



Data Needs Assessment

The goal of performing a data needs assessment was to understand what indicators Oakland Leaf could track and which required connection to an source. Over the course of this project, I have been researching and documenting formal and informal data sources that I found, including listing out each individual data point that they contained. At present, the data catalog that I assembled contains 37 separate data sources, from the forms used for internal operations at Oakland Leaf to the survey and observational assessments run by OFCY (see figure 11 below for an example, or Appendix G for a complete list). It should be noted that there has been some fluctuation in data sources over the last five years, as OFCY has deprecated its family survey and principal survey.

Figure 11: Oakland Leaf Data Catalog

Key	Social Emotional Learning	Critical Thinking	Lifelong Learning	
OFCY Elementary School Student Survey (3-5)	**OFCY Middle School Student Survey (6-8)**	**OFCY Youth Summer Survey**	**OFCY Program Quality Assessment (PQA)**	**Other OUSD Student records**
Not at all true > A little true > Somewhat true > Mostly true > Completely true	Not at all true > A little true > Somewhat true > Mostly true > Completely true	strongly disagree, disagree, unsure, agree, strongly agree	k-4 PQA, 4-8 PQA (visit Sep-Dec)	MOU to share data anonomyzed data on Oakland Leaf students, or data request from Research, Assessment and Data (RAD)
1. In this program, I try new things.	1. In this program, I try new things.	Safety	I. Safe Environment – After school program is physically and emotionally safe for youth.	Attendance
2. In this program, I get to choose what I do and how I do it.	2. In this program, I get to choose what I do and how I do it.	I feel safe in this program	A. Psychological and emotional safety is promoted.	Scholastic Reading Inventory (SRI) Score
3. This program helps me get my homework done.	3. Because of this program, I am better at getting my homework done.	Youth at this program respect each other.	1. Positive emotional climate	High School Readiness - 8th Grade Only
4. This program helps me learn ways to study (like reading directions).	4. This program helps me to learn good study skills (like reading directions, taking tests).	If someone bullies my friends or me at this program, an adult steps in to help.	2. No evidence of bias among youth (religion, ethnicity, etc.)	Smarter Balanced Assessment Consortium (SBAC)
5. This program helps me learn how to set goals for myself.	5. Since coming to this program, I am better at setting goals for myself.	The adults in this program treat all youth fairly.	B. Physical Environment is safe and free of health hazards.	Math Performance Task
6. This program helps me to make friends.	6. Since coming to this program, I am better at making friends.	Support	1. Space is free of health and safety hazards	Cohort Graduation and Dropout

The most reliable datasets that Oakland Leaf currently has access to are the OFCY student survey and the PQA. Many of the datasets listed in the data catalog belong to Oakland Leaf, but are not currently treated as datasets since they are in applications, forms, or are observed but not formally recorded. In addition to these informal datasets, the major data gaps that I noticed were a lack of data measuring the performance of the internship program, a lack of follow-up data on alumni, and a lack of administrative data on students such as attendance and state assessments.

Filling the Data Gaps

Establishing the data catalog and comparing it to the outcomes that the organization was looking to affect, it became clear that additional data would need to be collected in order to bolster the reliability and availability of indicators. Going forward, the organization's first priority should be to improve the quality and reliability of the data that it's already collecting and using, namely the PQA, OFCY Student Survey, and its own family survey.

The district's formal PQA is done at each after school program site in the fall between August and December. It is then up to the organization to come up with a Quality Action Plan (QAP) for how it will improve based on scores and narrative feedback. However, this assessment consists of a planned site observation on a single day in the school year, leaving questions about how representative this sample is for the overall quality of the the program. Oakland Leaf currently performs a self-assessment using the PQA process and staff trained in performing the assessment in both the fall and the spring, but this data isn't recorded and analyzed alongside the formal assessment. My recommendation is that Oakland Leaf run self-assessments in the fall and the spring, and store the results in a table alongside the formal PQA data for ease of comparison. These additional data points should add more validity to the results assuming that the staff performing the self-assessment remain objective.

Both the family survey run by Oakland Leaf and the OFCY student survey struggle from a validity problem similar to the PQA due to limited sample size and potential bias from factors specific to that point in time. Additionally, both surveys are run too late in the year for staff to make any adjustments based on the results. While Oakland Leaf can't change the timing of the OFCY student survey, they can run their own pared down version at more frequent intervals in order to add additional data points that can be available at more opportune times. Similarly, the Family Survey should also be collected at a second time earlier in the year in order to better utilize the feedback and increase the number of data points.

The biggest gaps revealed in the data catalog, however, will need to be filled by new data sources or instruments. These new data sources fall into three categories: new surveys, formalizing and recording current processes, and connecting to external data sources. The two new surveys that I propose are an alumni survey and an intern survey. The alumni survey would help illuminate a blind spot in Oakland Leaf's knowledge about the long term outcomes for students in their programs. In addition to allowing Oakland Leaf to gather follow-up data on participants, this survey would also allow Oakland Leaf to collect feedback about the lasting impression of the program as well as aid in recruiting for staff, interns, and build a stronger network and community. While Oakland Leaf's internship program, which supports its after school, summer, and gardening programs, was not the subject of this report, the organization doesn't currently have an instrument with which to assess its impact. After going through the process of identifying outcomes, there may be other instruments better equipped to capture meaningful indicators, but in the meantime this survey should be on the organization's short-term plans.

The second category of new data sources consists of formalizing current observations and processes with standardized forms. The Program Director spends a significant amount of time observing instructors, visiting each classroom at all six sites two times per month. Additionally, the following meetings serve as additional potential data sources: the mid-year and end-of-year site staff meeting, the monthly meeting with program managers, and the quarterly meeting with program partners. The PQA fall self-assessment, PQA spring self-assessment, and Quality Action Plan (QAP) represent data sources that are being collected but not recorded or analyzed historically for comparison. This effort would be all the more valuable if it was given more attention and investment. Finally, instructors themselves can help contribute to gathering the most difficult to track indicators through using forms to track classroom observations such as the percentage of conflicts that students are able to resolve without staff intervention, or requiring students to record their participation in activities that are useful indicators such as leadership opportunities or engagement with activities.

Finally, there is an abundance of data collected by schools and OUSD that could provide valuable insights into the impacts of Oakland Leaf's programs. The organization is already able to get the Scholastic Reading Inventory (SRI) scores for students in their programs, and it should push to gain access to additional administrative data from schools including attendance, high school graduation, and performance on standardized tests. If school partners are unwilling or unable to provide data on Oakland Leaf participants, another option is to file [data request with OUSD Department of Research, Assessment and Data (RAD)]. This would allow Oakland Leaf to get data on current students to track their program's correlation with attendance and chronic absenteeism, or track long term outcomes for alumni such as high school graduation rate (see Appendix I for detailed steps). The programs that Oakland Leaf partners with also have their own internal assessment data, which by proxy would serve as an extension of Oakland Leaf's impact and should also be explored as added data sources. Finally, OFCY releases annual program reports that possess new data and valuable comparisons to averages across all programs, and would be useful for Oakland Leaf to track. While these datasets may be able to provide valuable indicators in the future, the first iteration of the impact dashboard will have to rely on data that the organization already has on hand.

Establishing Metrics and Indicators

With the refined outcomes in hand and a comprehensive view of available and aspirational data sources, I color-coded each data point that was going to be used in the initial dashboard by the color given to the corresponding outcome. I then reviewed the available data from the data catalog that I created, and pulled data that could serve as indicators for each objective to create a master list of all the indicators that the organization had for their three key outcomes. This master list (see figure 12 below) can serve as a warehouse for all of the indicators that the organization currently collects or would like to collect, and can help facilitate the process of adjusting and creating new dashboards and visualizations of the data.

Figure 12: Indicator Master List

Indicator	Intermediate Outcome	Tracking?	Instrument (How)	Storage (Where)	Frequency (When)
Hours of self reflection or community circles/cyphers	Social-Emotional	No	Cityspan/PM interview		
Suspension Rates	Social-Emotional	No	School Data		
Number/Percentage of conflicts that need to be solved by adults	Social-Emotional	No	Site staff track via daily observation tool		
6. This program helps me to make friends.	Social-Emotional	Yes	OFCY ES Survey		
9. I feel safe in this program.	Social-Emotional	Yes	OFCY ES Survey		
10. In this program, I tell other kids when they do a good job.	Social-Emotional	Yes	OFCY ES Survey		
12. In this program, I get to help other people.	Social-Emotional	Yes	OFCY ES Survey		
11. There is an adult at this program who cares about me.	Social-Emotional	Yes	OFCY ES Survey		
16. The adults in this program listen to what I have to say.	Social-Emotional	Yes	OFCY ES Survey		
18. In this program, other kids hit or push me when they are not just playing around.	Social-Emotional	Yes	OFCY ES Survey		
19. In this program, other kids spread mean rumors or lies about me.	Social-Emotional	Yes	OFCY ES Survey		
21. This program helps me get along with other people my age.	Social-Emotional	Yes	OFCY ES Survey		
22. This program helps me get along with adults.	Social-Emotional	Yes	OFCY ES Survey		
23. This program helps me get along with kids who are different from me.	Social-Emotional	Yes	OFCY ES Survey		
24. This program helps me try to understand how other people feel.	Social-Emotional	Yes	OFCY ES Survey		
31. This program helps me say "no" to things I know are wrong.	Social-Emotional	Yes	OFCY ES Survey		
II > K > 1. Staff approaches conflicts calmly	Social-Emotional	Yes	PQA		
II > K > 2. Staff seeks input from youth to determine cause and solutions	Social-Emotional	Yes	PQA		
II > K > 3. Staff encourages youth to examine relationship between actions and consequences	Social-Emotional	Yes	PQA		
II > K > 4. Staff acknowledges conflicts and negative behavior and follows up afterwards	Social-Emotional	Yes	PQA		
III > M > 1. Opportunities for all youth to work cooperatively as a team/group	Social-Emotional	Yes	PQA		
III > M > 2. All youth participate in activities with interdependent roles	Social-Emotional	Yes	PQA		
III > M > 3. Opportunities for all youth to work toward shared goals	Social-Emotional	Yes	PQA		
III > N > 1. Opportunities for youth to practice group processing skills.	Social-Emotional	Yes	PQA		
III > N > 4. Staff provides all youth opportunities to make presentations to whole group	Social-Emotional	Yes	PQA		
I > A > 1. Positive emotional climate	Social-Emotional	Yes	PQA		
I > A > 2. No evidence of bias among youth (religion, ethnicity, etc.)	Social-Emotional	Yes	PQA		
Number of creative expression classes	Social-Emotional	Yes	Cityspan	Cityspan	Daily
Hours of creative expression classes	Social-Emotional	Yes	Cityspan	Cityspan	Daily
Units of service of creative expression classes	Social-Emotional	Yes	Cityspan	Cityspan	Daily

After reviewing the list of available metrics, I chose a select list of indicators for the dashboards. Since the PQA and OFCY survey both list multiple questions that relate to the key outcomes, I chose to average the scores of these questions into thematic composites. The back-end of the dashboard, shown below in figure 13, displays the detailed information about what data points are included in each composite and can provide a useful reference when reviewing the dashboards results. Figure 14 shows the front end of the dashboard, which is currently a simple design displaying only numeric results and a final column that would calculate the percentage change from the last period to the current, with conditional formatting differentiating negative change from positive. This design is meant to serve as a starting point for the organization to build from and determine what is of value to them.

Figure 13: Impact Dashboard Back-End

Social-Emotional Development	Crtitical Thinking	Lifelong Learning
24. This program helps me try to understand how other people feel.	Challenge Composite 1. In this program, I try new things. II > I > 1. Specific or skill-building focus II > I > 2. Encourages all youth to try skills or attempt higher levels of performance II > I > 5. Errors or imperfect results supported with encouragement V > I > 3. Staff encourage to analyze, evaluate, etc. V > II > 4. Activities are appropriately challenging. 29. This program helps me get better at things that I used to think were hard.	Scholastic Reading Inventory (SRI) Score
Pro-social Composite 6. This program helps me to make friends. 21. This program helps me get along with other people my age. 23. This program helps me get along with kids who are different from me.	Reflection Composite IV > R. Youth have opportunities to reflect. IV > R > 3. Structured opportunities for feedback on the activities IV > R > 1. Intentional process of reflecting what they have done. V > II > 1. Instances with different youth in which staff-youth conversation includes substantive dialogue. V > III > 1. Staff frequently ask questions that help youth make connections between prior sessions.	Motivation Composite 15. This program helps me feel excited to learn in school. 7. I am interested in what we do in this program. 8. I feel like I belong at this program. 20. This program helps me feel happy to be at this school. 26. This program helps me to feel like a part of my school. 30. This program helps me feel good about what I can do. III > L > 3. Identification with program offerings. III > L > 4. Structured opportunities to publicly acknowledge the work/contributions of some youth
Negative Behavior Composite 18. In this program, other kids hit or push me when they are not just playing around. 19. In this program, other kids spread mean rumors or lies about me.	Active Engagement Composite 2. In this program, I get to choose what I do and how I do it. II > H > 1. Youth engage with materials or ideas II > H > 2. Youth have opportunities to talk about what they are doing II > H > 4. Activities lead to tangible products/performances of youth design III > O > 1. Staff shares control of activities with youth IV > Q. Youth have opportunities to make choices based on their interests. IV > P > 1. Opportunities for youth to make plans	College and Career Composite 13. In this program, I learn of jobs I can have when I grow up. 14. In this program, I learn more about college.
Mentorship Composite 11. There is an adult at this program who cares about me. 16. The adults in this program listen to what I have to say. 22. This program helps me get along with adults.		Connected Learning Composite V > III > 2. Staff frequently ask questions that help youth make connections between school day learning. V > III > 3. Staff frequently ask questions that help youth make connections between personal experience. II > H > 3. Connections between current activities and prior knowledge V > I > 2. Staff mention Learning Targets that are clearly linked to activity.
Conflict Resolution Composite II > K > 1. Staff approaches conflicts calmly II > K > 2. Staff seeks input from youth to determine cause and solutions II > K > 3. Staff encourages youth to examine relationship between actions and consequences II > K > 4. Staff acknowledges conflicts and negative behavior and follows up afterwards		Support Composite II > I > 3. Models skills for all youth II > I > 4. Breaks difficult task(s) into smaller, simpler steps II > J > 1. Supports contributions or accomplishments with acknowledgements II > J > 3. Staff is actively engaged with youth V > II > 2. Staff break down difficult tasks into simpler, manageable tasks for all youth.
Teamwork Composite III > M > 1. Opportunities for all youth to work cooperatively as a team/group III > M > 2. All youth participate in activities with interdependent roles III > M > 3. Opportunities for all youth to work toward shared goals III > N > 1. Opportunities for youth to practice group processing skills. III > N > 4. Staff provides all youth opportunities to make presentations to whole group		Study Skills Composite 3. This program helps me get my homework done. 4. This program helps me learn ways to study (like reading directions). 5. This program helps me learn how to set goals for myself.
Positive Environment Composite I > A > 1. Positive emotional climate I > A > 2. No evidence of bias among youth (religion, ethnicity, etc.)"		

Figure 14: Impact Dashboard Front-End

Social-Emotional Development	Current	Last	Change
Empathy Survey			
Pro-social Composite			
Negative Behavior Composite			
Mentorship Composite			
Conflict Resolution Composite			
Teamwork Composite			
Positive Environment Composite			

Critical Thinking	Current	Last	Change
Active Engagement Composite			
Challenge Composite			
Reflection Composite			

Lifelong Learning	Current	Last	Change
Scholastic Reading Inventory (SRI)			
Motivation Composite			
College and Career Composite			
Connected Learning Composite			
Support Composite			
Study Skills Composite			

Notes

VI. Implementation Roadmap

Early in the project, the planned deliverable was a fully operational dashboard Oakland Leaf could use right away. But organizations seeking sustainable tools and practices need a guide, not a detailed analysis or an evidence-based conclusion. To maximize the effectiveness of this project, Oakland Leaf will need to gain organizational clarity and ownership of the work, which could mean changing the detailed recommendations that I have laid out. The work is only beginning for Oakland Leaf, but as they take ownership of the project, the process and tools that I've created can serve as inspiration. The organization will need to continue to the work cataloging resources including the data catalog and decision timeline. Investing in the data infrastructure with training, staff resources, and data management processes will create a strong foundation for the organization's Oakland Leaf's measurement work. Finally, in order to create a data-informed organizational culture, all staff will need to approach their work with a continuous improvement perspective. Everyone in the organization should be asking how they will know if their efforts are working (outcomes) and how they can track their progress (indicators). Measurement efforts should be lead by information that would drive action or at least discussion, as staff engage findings with a "so what?" or "why is this happening?' response.

The recommendations laid out in this report will take time to implement and are not a comprehensive list of all of the work that lays ahead for the organization. However, the below three-year plan should provide a useful roadmap for the organization to follow.

Year 1

- Schedule an all staff meeting to explain the goal of developing a more robust data practice, demonstrate the value, and clarify expectations for staff involvement. Make sure that there is buy-in from all levels, and that staff voices shape the structure of the process.
- Establish a data team. Assign leadership, determine roles and responsibilities for staff at all levels.
- Develop data data collection and management process. The barrier to updating the data on the dashboard as well as potential additions is currently too high. Staff need be assigned to collect, clean, and store data that the organization is using for its metrics, and this system needs to be accessible and intuitive for everyone in the organization.
- Revise the theory of change. The Theory of change is a living document and should be revisited as well as displayed and referenced.
- Finalize version 1.0 of the dashboard and establish baselines
- Develop a dashboard update and review process.
- Set aside time in meetings for data discussion and activities.
- Develop a logic model for each program. ASP, OPC, LCS, and the internship program should all have their own logic model that breaks down the causal chain of how they get from inputs to outcomes.
- Draft a new version of the family survey.
- Draft a version of the student survey to be released in the fall.
- Draft a PQA self-assessment for fall and spring relevant that only scores questions relevant to Oakland Leaf's measurement goals
- Draft and test an alumni survey sent to student homes as a postcard with a short url

- Draft and test an intern survey
- Assess use of qualitative data such as observations, interviews, share outs, and focus groups and consider adding it to dashboard

Year 2

- Consider how to close the feedback loop with those you're collecting data from and show the value of their response to surveys
- Develop separate dashboards for each program.
- Trim data collection to what's useful
- Revisit dashboard KPIs and determine whether to add, subtract, or amend.
- Streamline data collection and management processes
- Explore using tablets or laptops to fill out the family survey when parents visit the school
- Develop an impact/profitability matrix map for the organization's activities (31)

Year 3

- Consider adding dedicated measurement and evaluation staff
- Consider how to include changing socioeconomic climate and other interventions into theory of change and dashboard
- Develop a community of practice with other OFCY after school providers to share best practices
- Using school data published on OUSD website and Oakland Leaf participant-specific data from data requests to OUSD's Research, Assessment, and Data office, develop regression models estimating the impact of Oakland Leaf participation and dosage on select outcome variables such as attendance, high school graduation, and performance on standardized assessments

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Appendices

Appendix A: OCYF Data Sources

PQA

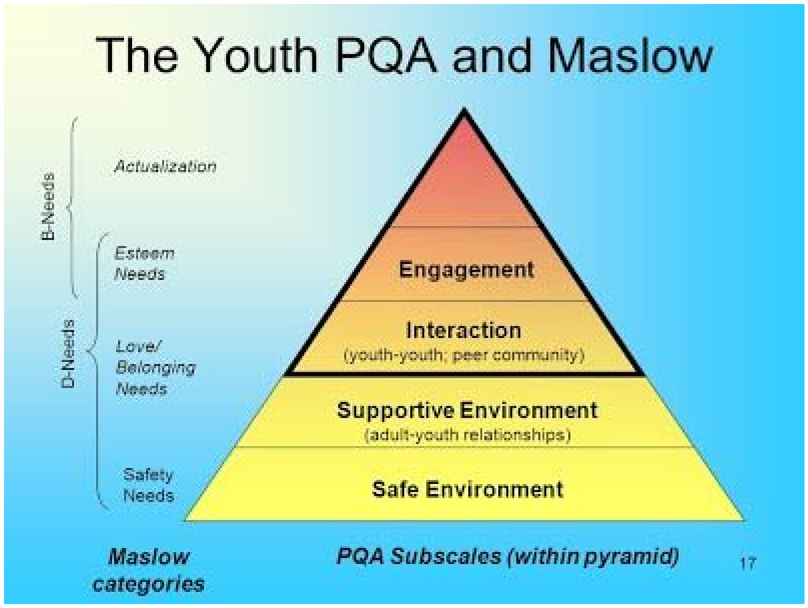
Developed in 2005 out of the David P. Weikart Center for Youth Program Quality, the Program Quality Assessment is a research-validated observation tool used to evaluate the quality of youth development programs and identify staff training needs. The Youth PQA (YPQA) is designed for youth in 4th to 12th grade, while the School-Age PQA (SAPQA) is designed for youth in k to 6th grade. (26)

Trained observers rate a site on 73 measures on a 1-5 scale according to the following guidelines:

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

Individual ratings roll up into five category ratings (, and the average rating for all 73 measures leads to a site rating that groups sites into one of three point-of-service quality categories:

- Thriving – Program provides high quality services across all four quality domain and practice areas. Defined as a site with an overall average score of 4.5 or higher.
- Performing – Program provides high quality service in almost all program quality domains and practice areas, and has a few areas for additional improvement. Defined as a site with an overall average score between 3 and 4.5.
- Emerging – Program is not yet providing high-quality service. Defined as a site that has an overall average lower than 3. (27)



(28

Student Surveys

OFCY Elementary School Student Survey (3-5)	OFCY Middle School Student Survey (6-8)
Not at all true > A little true > Somewhat true > Mostly true > Completely true	Not at all true > A little true > Somewhat true > Mostly true > Completely true
1. In this program, I try new things.	1. In this program, I try new things.
2. In this program, I get to choose what I do and how I do it.	2. In this program, I get to choose what I do and how I do it.
3. This program helps me get my homework done.	3. Because of this program, I am better at getting my homework done.
4. This program helps me learn ways to study (like reading directions).	4. This program helps me to learn good study skills (like reading directions, taking tests).
5. This program helps me learn how to set goals for myself.	5. Since coming to this program, I am better at setting goals for myself.
6. This program helps me to make friends.	6. Since coming to this program, I am better at making friends.
7. I am interested in what we do in this program.	7. I am interested in what we do in this program.
8. I feel like I belong at this program.	8. I feel like I belong at this program.
9. I feel safe in this program.	9. I feel safe in this program.

10. In this program, I tell other kids when they do a good job.	10. In this program, I tell other youth when they do a good job or contribute to the group.
11. There is an adult at this program who cares about me.	11. There is an adult at this program who really cares about me.
12. In this program, I get to help other people.	12. In this program, I get to help other people.
13. In this program, I learn of jobs I can have when I grow up.	13. In this program, I learn about the kinds of jobs I'd like to have in the future.
14. In this program, I learn more about college.	14. This program helps me feel more confident about going to college.
15. This program helps me feel excited to learn in school.	15. This program helps me feel more motivated to learn in school.
16. The adults in this program listen to what I have to say.	16. The adults in this program listen to what I have to say.
17. This program helps me exercise more.	17. This program helps me feel ready to go to high school.
18. In this program, other kids hit or push me when they are not just playing around.	18. This program helps me exercise more.
19. In this program, other kids spread mean rumors or lies about me.	19. How many times in this program have you been pushed, shoved, slapped, hit or kicked by someone who wasn't just Kidding around?
20. This program helps me feel happy to be at this school.	20. How many times in this program have you had mean rumors or lies spread about you?
21. This program helps me get along with other people my age.	21. This program helps me feel happy to be at this school.
22. This program helps me get along with adults.	22. Since coming to this program, I get along better with other people my age.
23. This program helps me get along with kids who are different from me.	23. This program helps me get along better with adults.
24. This program helps me try to understand how other people feel.	24. This program helps me get along with people my age who are different from me.
25. This program helps me feel like more of a leader.	25. This program helps me try to understand how other people feel.
26. This program helps me to feel like a part of my school.	26. This program helps me feel like more of a leader.

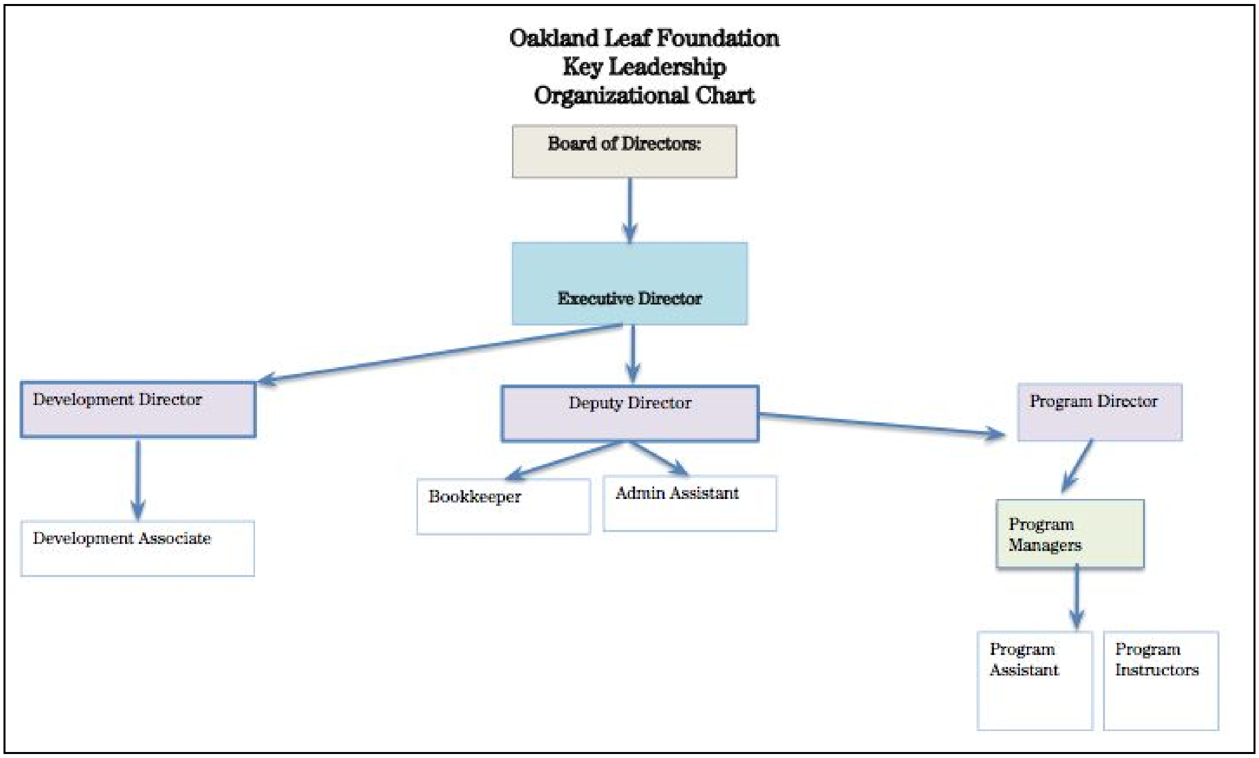
27. If my friends or I get bullied at this program, an adult steps in to help.	27. This program helps me to feel like a part of my school.
28. This program helps me to learn how to be healthy.	28. If someone bullies my friends or me at this program, an adult steps in to help.
29. This program helps me get better at things that I used to think were hard.	29. This program helps me to learn how to be healthy.
30. This program helps me feel good about what I can do.	30. This program helps me get better at things that I used to think were hard.
31. This program helps me say "no" to things I know are wrong.	31. This program helps me to feel more confident about what I can do.
	32. Since coming to this program, I am better at saying "no" to things I know are wrong.

Appendix B: OFCY 2016-17 After School Program Providers

19 program providers: 6 High School, 12 Middle School, 13 Elementary School

- After School All Stars (1 MS)
- Alternatives In Action (1 MS, 3 HS)
- Bay Area Community Resources (17 ES, 4 MS, 4 HS)
- Citizen Schools (2 MS)
- Eagle Village (2 MS)
- East Bay Agency for Children (4 ES)
- East Bay Asian Youth Center (6 ES, 5 MS, 4 HS)
- Girls Incorporated of Alameda County (5 ES)
- Higher Ground (3 ES)
- Higher Ground Neighborhood Development Corp (1 ES, 1 MS)
- Learning for Life (1 ES)
- Lighthouse Community Charter (1 ES, 1 MS)
- Love.Learn.Success (1 ES, 1 MS)
- Oakland Leaf (5 ES, 2 MS)
- Safe Passages (2 ES, 2 MS, 1 HS)
- Ujimaa Foundation (2 ES)
- YMCA of the East Bay (1 ES, 1 MS)
- Youth Together (1 HS)
- Youth Uprising (1 HS)

Appendix C: Oakland Leaf Organizational Chart



Appendix D: Data Therapy Activities (31)

- Find a Story in Data
- Try out Visual Presentation Techniques
- Build Data Sculptures
- Pass-Around Collaborative Drawing
- Sketch a Story
- Convince Diverse Audiences
- Remix a Visualization for Diverse Audiences
- Brainstorm Data Questions and Data Sources
- Create Visual Word Webs
- Critique a Gallery of Visualizations
- Choose a Story to Tell
- Remix a Visualization using Different Presentation Techniques
- Analyzing Text

Appendix E: Decision Timeline

The below timeline presents a comprehensive view of when data collection (surveys), reporting (to board, directors, funders), and utilization (decision points where data could be incorporated) processes are happening. I created this resource in order to build on existing data reporting and planning infrastructure, as well as supplementing any gaps. This resource should help Oakland Leaf maintain a high-level view of when decisions are being made, and when and what data is being reported, as well as eliminate any duplicated efforts, or edit planning process to optimize effectiveness.

Periodic Reports

- Bi-Monthly program visit (visit each program at each site 2x per month)
- Monthly attendance report (by second week of following month)
- Managers' Monthly Program Report (assembled by program assistants for program director)
- Quarterly Program Compliance Dashboard (assembled by program director for directors and board via google survey)
- Quarterly board report (updates from development, programs, finance, HR and ED)
- Quarterly Program Compliance Report (Narrative, Invoicing, Stats, and Sign-off gor OFCY)
- Quarterly Program Specific Dashboard (ASP)
- Quarterly LCS Dashboard
- PD mid-year and end-of-year site staff meeting
- PM mid-year and end-of-year meeting with instructors
- Partnership Yearly Evaluation and Monitoring
- Annual staff retreat
- Annual Report (every two years)

Timeline

- July
    - Planning for all staff orientation
- August
    - All Staff Orientation- training for all staff, goal setting and planning for the upcoming school year. A great chance to use data on what we should focus the training on.
    - Mid-August - ASP begins
- September/October
    - Internship program begins
- September-December
    - Formal PQA assessments
    - PQA Fall self-assessments
- November

    - All staff survey
- December
    - Recharge planning begins
- January
    - Recharge training- a chance to reflect on the first half of the year and make adjustments for the second half of the year. We usually use data from the staff survey to plan for trainings provided.
    - Midyear check ins with community partners and schools
- February
    - Feb 2 - QAP Due
- March
    - Program planning- create program plans for the next school year need data for the planning.
- March-May
    - Next fiscal year budget process. Need to data to look at return on investments of the following school year
    - PQA Spring self-assessments
- June
    - Approve budget
    - Peace Camp begins

Appendix F: Data Catalog

The data catalog is a repository of all data sources that Oakland Leaf has access to, both those it creates as well as those owned by other stakeholders, both current and deprecated, and detailing each individual data point gathered. It was developed in order to perform a data needs assessment and understand the gaps that existed. This repository allows the Oakland Leaf to track the data it has access to in order to craft metrics and ensure that its not duplicating any efforts in data collection. Below is a list of the data sources included:

Current Data Sources/Instruments

1. OL Family Survey
2. Bi-monthly program visit
3. Monthly PD/PM one on one
4. PD m-y and eoy site staff meeting
5. PM m-y and eoy meeting with instructors
6. Quarterly PD/ Partner Meeting
7. Fall PQA Self-Assessment
8. QAP (Quality Action Plan)
9. Spring QAP Self-Assessment
10. PQA Comparisons
11. Staff Survey

12. ASP Application Form
13. OPC Application Form
14. Intern Application Form
15. Intern Interview
16. Partnership Request Form
17. Partnership Assessment
18. Partnership Yearly Evaluation and Monitoring
19. Managers' Monthly Program Report
20. Quarterly Program Compliance Dashboard
21. Quarterly Board Report
22. Quarterly Progress Report
23. Quarterly Program Specific Dashboard (ASP)
24. Quarterly LCS Dashboard
25. Quarterly Finance Dashboard
26. Quarterly HR Dashboard
27. Quarterly Development Dashboard
28. Quarterly Programs Dashboard
29. OFCY Elementary School Student Survey (3-5)
30. OFCY Middle School Student Survey (6-8)
31. OFCY Youth Summer Survey
32. SST (intervention plan for struggling students)
33. OFCY Program Quality Assessment (PQA)
34. Scholastic Reading Inventory (SRI)
35. Cityspan (database for tracking program attendance)

Appendix G: Outcomes Brainstorm

This document lists the various ways that the organization has expressed its outcome goals, as well as different indicators that could be collected to measure those goals. I developed this document in order to get a comprehensive view of the patterns in how Oakland Leaf talked about its impact, and to reveal their preference for outcomes that they wanted to track. This document can be referenced in future discussions of the organization's outcomes and theory of change.

Appendix H: Indicator Master List

What is it: A list of potential metrics as well as metrics that the organization currently tracks, along with the location of the data.
Why I created it: To see the universe of available metrics I could choose from to make a dashboard
How the client can use it: This will be a useful resource for making changes to the data in the dashboards, as well as making additional, program-specific dashboards.

Appendix I: How to file a data request with OUSD Department of Research, Assessment and Data (RAD)

1. Pull roster of students, ask for anonymized data on this group of kids
2. Department of Research, Assessment and Data (RAD)
3. “For data-only requests (you will not be conducting research), complete and submit Part 2 of the Application to Conduct Research in OUSD. Depending on the magnitude and complexity of the data request, it may take up to two months to fulfill a data request.”
    a. Timeline for the data request
    b. List of data requested
    c. Desired file format
4. Email the completed form to Kevin Smith, at kevin[dot]smith[at]ousd.org