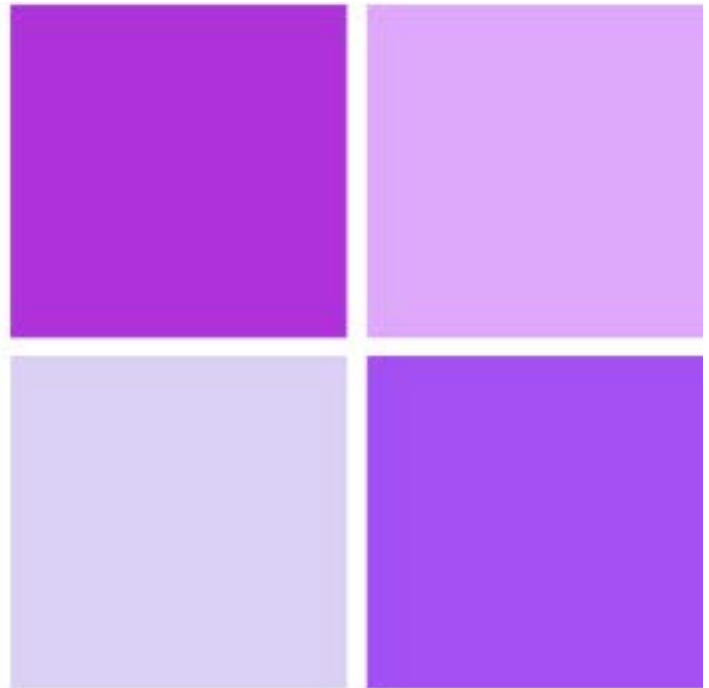


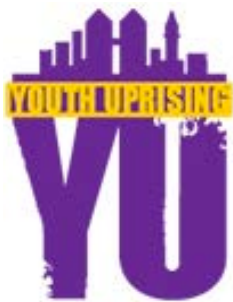
CAREER PATHWAY AT CASTLEMONT HIGH SCHOOL

YOUTH-DRIVEN HEALTH IMPACT ASSESSMENT



JANUARY 2014

BY: YU YOUTH-DRIVEN HEALTH IMPACT ASSESSMENT TEAM





Authors

- **Rachel Berkowitz**, MPH, HIA Coordinator, Youth UpRising - Primary author of the report
- **Susana Morales-Konishi**, MA, Director, Community Economic Development, Youth UpRising - Reviewed and contributed to the report
- **Joseph Schuchter**, DrPH, MCP, Consultant and Evaluator - Reviewed and edited the report and contributed to the Literature Review and Evaluation sections
- **Casey Tsui**, MPH, Technical Advisor, Human Impact Partners - Reviewed the report
- **Andrea Lee**, MPH, Collaborator, Youth UpRising - Contributed to the Literature Review section
- The Youth Researchers - **Miriam Castillo**, **Marshae Eubanks**, **Marcheri Richie**, **De'Zhane Rhymes**, **Asha Simpson** - Shared their ideas and contributed to various parts of the report

Corresponding Authors

Susana Morales-Konishi (skonishi@youthuprising.org)
Rachel Berkowitz (berkowr@gmail.com)

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ACRONYMS AND ABBREVIATIONS

ACPHD – Alameda County Public Health Department

CAHSEE – California High School Exit Examination

CCASN – College & Career Academy Support Network

CCTS – Castlemont Community Transformation Schools

CfCS – Center for Cities & Schools

CPA – California Partnership Academy

CST – California Standards Test

EBAYC – East Bay Asian Youth Center

ERIC – Education Resources Information Center

HIA – Health Impact Assessment

HIP – Human Impact Partners

KI – Key Informant

LA – Learning Academy (used interchangeably with Career Academy)

LR – Literature Review

NAF – National Academy Foundation

OUSD – Oakland Unified School District

RFP – Request for Proposals

SWG – Stakeholder Workgroup

Y-PAR – Youth Participatory Action Research

YU – Youth UpRising





EXECUTIVE SUMMARY

Youth UpRising is a community transformation organization based in East Oakland, California. Located next-door to Castlemont High School, Youth UpRising has played a significant role in the evolution and academic support of the school since 2009. Castlemont High School has a history of challenges and continues to face high dropout rates and low enrollment. East Oakland, and especially the Castlemont Community, has suffered from generations of disinvestment, high crime rates, and poor health outcomes compared to the rest of Oakland and Alameda County. On average, someone living in the flatlands of East Oakland has a life expectancy of 15 years less than someone living just 1.5 miles away in the Oakland Hills. The Castlemont neighborhood is characterized as a food desert, an early childhood education desert, a center of unemployment and concentrated poverty lacking a local economy, and, some might argue, the epicenter of violence. These social, economic, and environmental deficits have dramatic cumulative impacts on health.

This report presents the process, findings, and recommendations from the Youth-Driven Health Impact Assessment (HIA), conducted by Youth Researchers and Adult Allies at Youth UpRising with the support of Human Impact Partners (HIP). This HIA was supported by a grant from the Health Impact Project, a collaboration of the Robert Wood Johnson Foundation and the Pew Charitable Trusts with funding from the California Endowment. The HIA took place between May 2013 and January 2014. Over the course of the 9 months, Youth Researchers and Adult Allies moved through the steps of HIA, emphasizing the Youth Researchers' voice, drive, and direction throughout the process. The focus of the HIA was to understand the characteristics and potential health impacts of the addition of a second career academy to Castlemont High School in East Oakland, California. This demonstration project appears to be the first instance of a youth-driven HIA in the field of HIA. In addition to exploring the findings of the HIA, this report explores the unique strengths and challenges of a youth-driven approach to HIA.

Youth-Driven HIA Approach

Since 2012, Youth UpRising has been supporting youth-driven research using Youth Participatory Action Research (Y-PAR). Y-PAR puts youth in the driver's seat, emphasizing the expertise that youth gain from their day-to-day lives in a given setting, and prioritizing the translation of research into community action and impact.

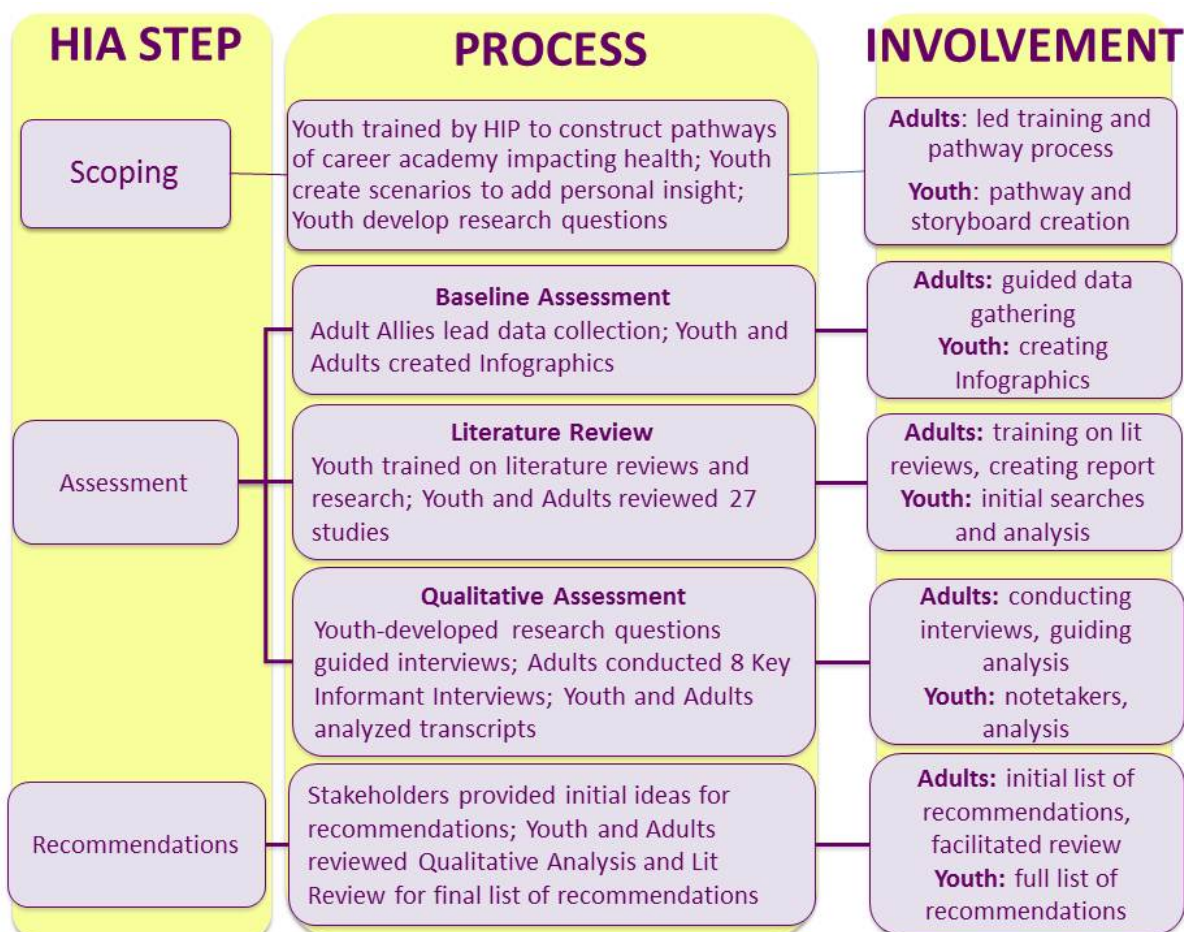
Following the steps of HIA, per North American Practice Standards version 2, and supported by Human Impact Partners and a consultant, the process entailed routine guidance from and dialogue with the Youth Researchers. Adult Allies relied on the Youth Researchers' analysis and understanding at every step. The Youth Researchers



and Adult Allies were simultaneously learning from and teaching each other throughout the project, adjusting the process to fit the reality of the project.

Screening occurred as the project proposal was submitted and accepted. While the youth did not support screening, they were otherwise partners in the HIA (Figure 1)

FIGURE 1: YOUTH-DRIVEN HEALTH IMPACT ASSESSMENT PROCESS



Assessment Findings

The Community Baseline Assessment emphasized the challenges facing the Castlemont community— de-investment, poverty, unemployment, violence, fear, and distrust. Castlemont High School, navigating these realities, has fought hard to strengthen the academic performance and school experience of its students. Having experimented with smaller schools and a unified school with a single career academy, Castlemont High School could in fact benefit from new strategies.

The Literature Review findings illuminated the potential positive impact of a career academy on issues facing Castlemont High School and the Castlemont community— namely, social support within the school environment, graduation rates, and preparedness for the job market. Although the literature does not directly explore the



potential health impacts of learning academies, the associations between the career academy environment and the three prioritized mediating factors supported our belief that a well-developed career academy could in fact benefit the Castlemont community. However, the specific combination of career academy characteristics that would best fit Castlemont High School and the extent to which positive intermediate effects may be experienced in Castlemont are difficult to gauge from the literature.

The Key Informant Interviews with local experts in the Health and Education Fields contextualized the literature-derived perspective on career academies in the Oakland and Castlemont contexts. Reflections on the characteristics of a good career academy, the challenges and barriers to career academies, and the interaction of community, student, teacher, and parent in creating and sustaining a career academy provided more targeted ideas for a new career academy.

TABLE 1: THEMES FROM KEY INFORMANT INTERVIEWS

<p>What makes a good learning environment/learning academy?</p> <ul style="list-style-type: none"> • Integrated curriculum & relevant coursework • Strong connection to industry & community • Exposure to college, careers, work experience, & activities • Caring atmosphere & dedicated, qualified teachers
<p>Social Support</p> <ul style="list-style-type: none"> • Teachers supporting teachers • Teachers supporting students • Schools and teachers supporting and being supported by parents/caring adults • Communities supporting schools
<p>Barriers & Challenges Relating to Learning Academies</p> <ul style="list-style-type: none"> • Lack of student engagement in learning academy focus • Developing & maintaining learning academy • Teacher quality • Lack of industry availability and connection • Overcoming stigma of history of “tracking”
<p>Relationship between community and schools/students</p> <ul style="list-style-type: none"> • Community and school two-way partnerships • Community supporting schools/students • School/students giving back to community • Community environment and realities can negatively affect students
<p>Relationship between students and learning academies</p> <ul style="list-style-type: none"> • Students can positively shape a learning academy • Connected classes affect student learning engagement • Learning academies can prepare students for successful futures • Teacher turnover can affect social support for students



Recommendations & Dissemination

Over the course of this HIA, the policy landscape and subsequently our decision point evolved. The conversation about learning academies, advanced by both the HIA and activities of other partners in the district, set a new agenda for the School Board and schools themselves. Thus we came to studying the best design for academies, and in particular the design of a second academy at Castlemont under a new charter.

Recommendations addressed the design of an academy within Castlemont. Under a new organization which will run the schools (CCTS), a linked learning model will be fully implemented at both the High School and middle school level. Due to Youth UpRising’s pivotal role in creating the charters, the HIA and recommendations will be directly incorporated into the charter school applications. Therefore, we narrowed our dissemination approach, presenting the full narrative of the Youth Researchers’ work to the Stakeholder Work Group and the Youth UpRising Staff Community.

TABLE 2: SUMMARY OF RECOMMENDATIONS

POLICY	Address teacher training, evaluation, quality and turnover, as well as hiring policies and tax credit for participating businesses. Partners include Castlemont High, OUSD, and the City of Oakland.	COMMUNITY OUTREACH	Teachers, parents, community organizations and business partners connect, work together and address local issues with direct community benefit
DESIGN	Include more participatory design processes, integrated curriculum, internship opportunities, college prep, consideration of the labor market, and ensuring balance of limited class sizes and avoiding a boutique program. Implementation partners here include Castlemont High, OUSD, business partners and post-secondary institutions.	SUPPORT STRUCTURE	Include creating space for curriculum workshops, youth councils, industry mentorship, and additional counseling and trust-building activities between teachers and students. Partners include Castlemont High, OUSD and business partners.

Monitoring & Evaluation

The HIA appeared to have contributed to the multiple project objectives, supporting youth development, offering lessons for a “counter-narrative” to the normally adult-led process, and advancing the conversation and decision-making regarding academies. Over the course of 9 months, youth reported progressing on their personal goals including public speaking, teamwork, and critical thinking. While a standardized survey of internal assets was not revealing, post-project interviews with youth corroborated their growth and spurred ideas about how adults could improve as well. To that end, myriad suggestions ranging from changing training content and delivery to how meetings are conducted are detailed in the report. Finally, this HIA was synched with momentum towards academies in OUSD, which came with a new superintendent. Still, it provided new relationships and evidence that seems to have bolstered YU’s effort to save their local school.





1. INTRODUCTION

In this section:

- Youth UpRising & Participatory Action Research
- Origin of the project
- What is Health Impact Assessment (HIA)
- HIA project decision points
- Our Stakeholders



This report presents the process, findings, and recommendations from the Youth-Driven Health Impact Assessment (HIA), conducted by Youth Researchers and Adult Allies at Youth UpRising with the support of Human Impact Partners. This HIA is supported by a grant from the Health Impact Project, a collaboration of the Robert Wood Johnson Foundation and the Pew Charitable Trusts with funding from the California Endowment. The focus of the HIA was to understand the characteristics and potential health impacts of the addition of a second career academy to Castlemont High School in East Oakland, California (see Figure 2 for key concept definitions).

FIGURE 2. DEFINITIONS—CAREER ACADEMY & LINKED LEARNING

Career Academies are the structures that enact Linked Learning	
Career Academy	Linked Learning
<p>AKA: Learning Academy, Career Pathway</p> <p>The College & Career Academy Support Network (CCASN) defines a career academy as the following:</p> <p>(1) A small learning community within a high school by which a cohort of students move together through 2-4 years of a focused curriculum guided by a team of teachers</p> <p>(2) The curriculum is college preparatory with a career theme, including special projects and internship-based work experience to support both college and career readiness</p> <p>(3) The career theme is based on local industry, and the career academy's curriculum and program evolves through partnership between employers, the school, communities, and higher education institutions.</p> <p style="text-align: right; font-size: small;">Adapted from: http://casn.berkeley.edu/resources.php?r=247</p>	<p>Oakland Unified School District (OUSD) describes linked learning as a four-pillared approach for college and career readiness:</p> <p>#1: Rigorous Academic Core Full "a-g" course sequence consisting of 15 courses required for admission to UC/CSU systems, often linked with the Career Pathway/Academy's theme</p> <p>#2: Technical Core Three or more courses to help students gain knowledge and skills related to a specific career or professional field</p> <p>#3: Work-Based Learning Linking learning in the workspace to learning in the classroom to support career awareness, exploration, and preparation</p> <p>#4: Student Support Services Counseling and supplemental instruction in reading, writing, and mathematics to help students master advanced academic and technical content to be college and career ready</p> <p style="text-align: right; font-size: small;">Adapted from: http://www.ousd.k12.ca.us/Page/9706</p>

Youth Researchers and Adult Allies conducted the HIA from May 2013 to January 2014. While following practice standards, the Youth Researchers' voice, drive, and direction was emphasized throughout the process. As the first known youth-driven HIA in the country, our demonstration project included a great deal of reflection on our



approach, the use of youth participatory action research (Y-PAR), and the potential effect of our work. Accordingly, this report strives to be transparent in the steps taken, the changes made, and the findings discovered throughout the process.

This report is organized into seven overarching chapters that move through our process, the findings, our recommendations, and our reflections. All Youth Researchers and Adult Allies played an important role in the compilation of this reports' contents.

Section 1 – Introduction – focuses on the context of the project and introduces the HIA steps, our decision point, and our stakeholders.

Section 2 – Youth-Driven HIA Approach – delves into the methodology of the Scoping, Assessment, Recommendation, and Reporting steps of the HIA, specifically addressing the roles played by the Youth Researchers and Adult Allies.

Section 3 – Assessment Findings: Castlemont and Career Academies – presents findings from the Community Baseline Assessment, Literature Review, and a part of the Qualitative Assessment/Key Informant Interviews, relating to the background of Castlemont, the context of career academies in Oakland, and the connection between career academies and literature. It also presents the findings from the Qualitative Assessment that focused on strengths, challenges, and relationships of career academies in Castlemont.

Section 4 – Recommendations & Dissemination includes the recommendations and measurement strategy resulting from the HIA Assessment and the process for disseminating findings to key stakeholders.

Section 5 – Monitoring and Evaluation of the Project describes the strategy and results for monitoring and evaluation the Youth-Driven HIA project. It also presents reflections by the Adult Allies and Youth Researchers on the experience and success of the project overall.

Project Context: Youth UpRising & Participatory Action Research

Youth UpRising is a community transformation organization based in East Oakland, California. Responding to violence in the late 90s, Youth UpRising has worked since 2005 to facilitate youth-driven community transformation in the Castlemont community.¹ Youth UpRising defines the Castlemont Community as Census Tract 4097 of the U.S. Census. It is a 25-square block radius in East Oakland consisting of 1,498 households and 4,695 residents.² The Castlemont Community sadly represents a case study of system failure and a hub for a plethora of poor health outcomes and health risks, from food desert to the epicenter of violence. However, the Castlemont Community also represents an immense opportunity for change.



Located next-door to Castlemont High School, Youth UpRising has played a significant role in the evolution and academic support of the school since 2009. Castlemont High School is a challenging school, with high dropout rates and low enrollment, as described in greater detail in later sections. The addition of a career academy called SUDA (Sustainable Urban Design Academy) in 2010 sought to engage students in a linked learning and college-and-career readiness opportunity in the field of sustainable urban design.³ Despite this exciting new component of Castlemont, challenges persisted, and the question of whether or not an additional career academy (or learning academy, as it was sometimes called) focused on a wider-reaching local field would be beneficial. The youth-driven health impact assessment project that is the focus of this report originated from this close relationship with Castlemont High School and the desire to further strengthen the school.

Since 2012, Youth UpRising has also been supporting youth-driven research endeavors, also called Youth Participatory Action Research (Y-PAR). By definition, Y-PAR puts youth in the driver's seat of research, emphasizes the expertise that youth gain from their day-to-day lives in a given setting, and prioritizes the translation of research into action to impact the community.⁴ Youth UpRising places youth at the center of community research through youth-led action research projects. This approach disrupts the traditional model of community based participatory research by shifting the center of gravity to the young people. The youth are gaining marketable and transferable skills while reframing more positive stories about youth of color in their community. Their stories are placed-based and culturally and linguistically appropriate. The youth are being transformed from subjects to architects of social change, and owners of their community and life. We are changing the face of research.

Youth UpRising has supported a youth-driven community needs assessment survey, a tobacco-related project, and photovoice and interview-based projects exploring the relationships between community economic development, violence, and community art. Youth UpRising is passionate about the power of Y-PAR for both personal transformation among youth researchers and community transformation through the resulting actions.

Origin of the Project: The Request for Proposals (RFP)

Building on both of these realities, Youth UpRising responded to a Fall 2012 Health Impact Project RFP for health impact assessment (HIA) demonstration projects to inform a specific upcoming decision related to a field that has made limited use of the HIA framework, such as the field of education.⁵ With technical advisement from the Health Impact Project and Human Impact Partners (HIP), Youth UpRising recruited 5 youth researchers (4 of whom had been a part of previous Y-PAR projects) in Spring 2013 to embark on a demonstration project of the first youth-driven health impact assessment in the country, focused on assessing the potential health impact of bringing an additional career academy to Castlemont High School.



The Youth-Driven Health Impact Assessment

HIA uses research and stakeholder input to assess the health impacts of decision about a policy or project.⁶ Figure 3 describes how the evolution of our decision point has influenced the course of our assessment, development of recommendations, and dissemination of our work.

FIGURE 3: YOUTH-DRIVEN HIA DECISION POINT

Original Decision Point	Revised Decision Point
<p>CONTEXT: At the time of the RFP, it was thought that the Oakland Unified School District would decide in Fall of 2013 whether or not to add an additional career academy to Castlemont High School.</p>	<p>CONTEXT: After an unexpected resignation of the OUSD superintendent in April 2013, the Board President was promoted to interim in July. With linked learning as his first priority, the new superintendent announced a new push for academies in October. By November, it was clear that a second career academy would indeed to be added to Castlemont High School. Subsequently, Youth UpRising played an increasingly significant role in planning changes to Castlemont, and at the time of this report YU is supporting the development of a new 501c3 organization to run a full continuum of charter schools. The Castlemont Community Transformation Schools (CCTS) will incorporate Y-PAR throughout the curriculum and intends to add a career academy. Due to Youth UpRising’s pivotal role in creating the charter, the HIA and recommendations will be directly incorporated into the charter school applications (described later in greater detail).</p>
<p>HIA FOCUS: Understand the potential health impacts of adding a second career academy to Castlemont High School, with implications for other schools in East Oakland.</p>	<p>HIA FOCUS: Understand how to structure a career academy to ensure maximum benefit for Castlemont High School and the Castlemont Community.</p>
<p>DECISION: Should Castlemont High School add a second career academy?</p>	<p>DECISION: How can Castlemont High School create, maintain, and assess a strong career academy?</p>



The youth researchers – Asha Simpson, Miriam Castillo, De’Zhane Rhymes, Marcheri Richie, and Marshae Eubanks – received training and support from Human Impact Partners and support from Adult Allies to move through the steps of the Health Impact Assessment, described in Figure 4.

FIGURE 4: STEPS OF A HEALTH IMPACT ASSESSMENT

6 Steps in the HIA Process:

1. **Screening** – identify plans, projects or policies for which an HIA would be useful
2. **Scoping** – identify which health effects to consider
3. **Assessing** risks and benefits – identify which people may be affected and how they may be affected
4. **Developing recommendations** – suggesting changes to proposals to promote positive health effects or to minimize adverse health effects
5. **Reporting** – documenting results and presenting them to decision-maker
6. **Monitoring** the decision and outcomes, and evaluating the HIA process

As a demonstration project, the Youth-Driven Health Impact Assessment sought to break new ground in the HIA world. This project attempted to follow the framework of an HIA while engaging youth in directing how each Step manifested. Steps did not proceed without guidance from and dialogue with the Youth Researchers, and the Youth Researchers were the central analysts in relation to understanding what each Step revealed. The Youth Researchers and Adult Allies were simultaneously learning from and teaching each other throughout the project, adjusting the Steps to fit the reality of the project. The initiation of the project is described in this Introduction, while the next section delves into the processes for the remaining steps in the HIA.

Project Initiation and Stakeholders

The Screening phase for this project occurred within the context of submitting the RFP as well as soon after having received the official support for the project. The project was designed both to consider the possible health effects of a career academy for the students of Castlemont High School and also to serve as a model for the remainder of the district. Health impacts do not traditionally factor into the OUSD discussion around career academies, and so the potential to add a unique voice to the conversation was also exciting.

A Stakeholder Work Group of education and health entities throughout the County were gathered as part of the screening process. Figure 5 presents some of the key Stakeholders who have been a part of the HIA process.



FIGURE 5: STAKEHOLDERS

Partners	Areas of Expertise
Youth UpRising Youth Research Team	Key Assessors
Human Impact Partners	Technical Assistance Providers
Oakland Unified School District	Education and Leadership
Castlemont High School	Education in the Community
Alameda County Public Health Department	Community Health Impacts
City of Oakland	Leadership & Economic Vision
Regional Technical Training Center	Workforce Development
Peralta Community College District	Secondary Education and Vocational Training
Center for Cities and Schools	Research & Policy Support
UC Berkeley	Research Support
Joseph Schuchter, HIA Consultant	HIA Process Support
Career Ladders Project	Leadership on Career Pathways
College & Career Academy Support Network	Research & Practice Support
East Bay Asian Youth Center	Linked Learning Practices

During the initiation of the project, Human Impact Partners conducted a training with the youth researchers on the overarching Health Impact Assessment process. See Appendix A for the training agenda.

¹ Youth UpRising (2011). History. Youth Uprising. Retrieved 1.7.14: <http://www.youthuprising.org/about-us/who-we-are/history>

² Best Babies Zone Snap Shot, 2013.

³ SUDA (2010). About. SUDA: Sustainable Urban Design Academy. Retrieved 1.7.14: <http://sud-academy.org/about/>.

⁴ McIntyre, A (2000). Construction Meaning About Violence, School, and Community: Participatory Action Research with Urban Youth. *The Urban Review*, 32(2). Pp. 123-154.

⁵ RWJF and PEW (2012). 2012 Call for Proposals. Health Impact Projects: Advancing Smarter Policies for Healthier Communities.

⁶ HIP (2014). New to HIA? Human Impact Partners. Retrieved 1.7.14: <http://www.humanimpact.org/hia>.





2. YOUTH-DRIVEN HIA APPROACH

In this section:

- Screening Methods
- Assessment Methods
- Recommendation Methods
- Reporting Methods



Following the initiation of the project, the Youth Researchers and Adult Allies worked together to complete the Scoping, Assessment, and Recommendation steps. Youth Researchers and Adult Allies also discussed the changing political and programmatic landscape and its implications for the Reporting step of the HIA. This section details the methodology for these four HIA steps. The findings from each of the steps are described in greater details throughout the remainder of the report. Figure 6 presents the approximate timeline of the HIA activities from May 2013–January 2014.

FIGURE 6: YOUTH-DRIVEN HEALTH IMPACT ASSESSMENT TIMELINE



2A. SCOPING METHODS

1. Human Impact Partners led training with the youth researchers to brainstorm and construct the pathways by which a career academy could impact health. To better facilitate their understanding of the pathways, the youth researchers created a story to illustrate the potential impacts of either having or not having a second career academy in Castlemont High School. The storyboard approach also served as a way for the youth to bring more personal, specific insights into the scoping process, thus helping make sure that the final pathway diagrams provide an accurate portrayal of their concerns. Figure 7 presents the storyboard created by the youth researchers, and Appendix B shows the original three pathways, polished by the HIP Technical Advisor.
2. The initial scoping pathways were presented to the Stakeholder Work Group and were finalized for use in developing the Research Questions to be used in the context of the Literature Review.
3. For the purposes of the Assessment, a combined pathway was created based on the three original pathways in Appendix B. This combined pathway is displayed in Figure 8. The three key mediating factors that were identified during the Scoping phase and further explored during the Assessment are listed below. As the combined pathway shows, through these three elements, career academies can have an impact on the health of students and community.

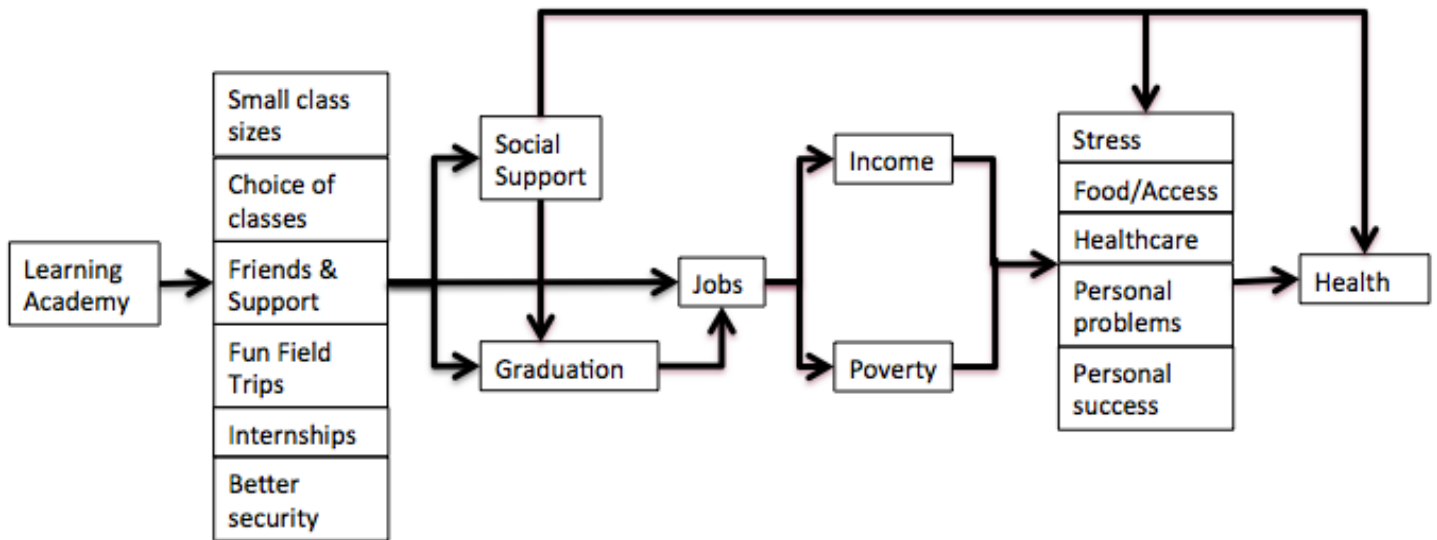
- (1) Social Support
- (2) High School Graduation
- (3) Jobs & Income



FIGURE 7: SCOPING STORYBOARD



FIGURE 8: COMBINED PATHWAY BETWEEN CAREER ACADEMY AND HEALTH



2B. ASSESSMENT METHODS

The purpose of the Assessment phase of this HIA was three-fold: A. To better understand the existing circumstances in the Castlemont neighborhood, B. To validate and evolve the Scoping Pathway in literature and expert experiences, and C. To learn from experts about the benefits, challenges, and impacts of career academies. Accordingly, the Assessment phase contained three complimentary parts: (1) the Community Baseline Assessment, (2) the Literature Review, and (3) the Qualitative Assessment. The findings from each of these parts form the bulk of the remainder of the report; the methodology is described here.

1. Community Baseline Assessment

- a. Adult Allies took the lead on gathering the data for the Community Baseline Assessment of the Castlemont Community, engaging OUSD and the Alameda County Public Health Department (ACPHD) and incorporating the 2012 Youth Participatory Action Research Community Needs Assessment conducted by Youth UpRising.
 - i. Due to time constraints and delays in data accessibility, some data from OUSD and ACPHD was not incorporated into the assessment (specifically, we were not able to include additional morbidity/mortality data from ACPHD for the Castlemont census tract or to compare Castlemont High School data with that of other high schools in East Oakland).
- b. Adult Allies supported the Youth Researchers in learning how to make infographics using the free online resource Piktochart. Images from these infographics are used throughout this report.

2. Literature Review

- a. Partners from the Public Health Library at UC Berkeley and Human Impact Partners trained the youth researchers to formulate researchable topics and evaluate findings. The research questions developed by the Youth Researchers to guide the Literature Review are as follow in Figure 9:

FIGURE 9: YOUTH-DEVELOPED RESEARCH QUESTIONS

- (1) Do learning academies change your friends and support?
- (2) Do learning academies lead to good grades/higher graduation rates?
- (3) What is the connection between small classes and good grades/graduation rates?
- (4) Do learning academies change access to jobs?
- (5) What is the connection between learning academies and income?
- (6) What is the connection between learning academies and poverty?



- b. The youth used Google Scholar, Education Resources Information Center (ERIC), and PubMed to search for literature. They found 12 evaluation reports, briefs, and research articles that look at the impact of learning academies on educational and occupational outcomes. Adult allies also supplemented the literature review with an additional 15 articles. Youth and Adult Allies also examined literature for evidence of the health impacts of identified mediating factors (social support, graduation, and jobs/income).
- c. After youth researchers read, analyzed, and shared their resources, adult allies facilitated team discussions about the most important and relevant findings.
- d. The Youth Researchers presented findings from the Literature Review to the Stakeholder Work Group and facilitated discussion about the findings in order to deepen the Researchers' understanding of career academies and to provide initial ideas for the Qualitative Assessment.

3. Qualitative Assessment

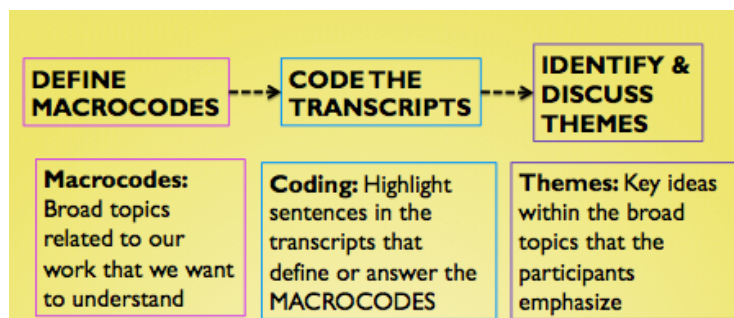
The original plan for the qualitative assessment was to conduct 8-10 Key Informant Interviews with experts in the Education and Health fields and to conduct 4-8 Focus Groups with Parents, Students, and Teachers. Due to time constraints and challenges particular to the Y-PAR process (described later in this section), we were only able to incorporate findings from 8 Key Informant Interviews, having been able to conduct only 1 viable Focus Group.

- a. The Youth Researchers and Adult Allies then discussed the differences between interviews and focus groups along with what kinds of information we ultimately wanted to learn from Key Informants' interviews. The group summarized the research questions into four topic areas around which to build the interview and focus group guides:
 - School environment
 - Student interaction with school environment
 - External environment interacting with both school environment & student interaction with school environment
 - How all of this relates to long term and short term outcomes, including health outcomes
- b. The Youth Researchers and Adult Allies worked together to generate open-ended questions within these different topic areas, ultimately generating two interview guides - a Health Field Key Informant Interview Guide and an Education Field Key Informant Interview Guide. The Education Field Key Informant Interview Guide was piloted, and some relatively minor changes were made to the Guide, resulting in the final versions used for the interviews (see Appendix C).



- c. After discussions and reflection on time limitations for training and comfort levels with interviews (discussed further below), it was decided that the Adult Allies would be the primary interviewers and the Youth Researchers would serve as notetakers during the interviews while observing the technique and approach for interviewing.
- d. Interviews were transcribed verbatim by Adult Allies (with the exception of one interview in which a recording was not obtained, and so notes were typed from the interview). A total of 8 interviews (6 Education, 2 Health) were used in analysis.
- e. During Analysis Retreat 1, Adult Allies trained Youth Researchers in a youth-driven collaborative qualitative analysis process by which teams of Youth Researchers and Adult Allies would read the transcripts, determine the large conceptual “macrocodes” within the transcripts, code the transcripts, and analyze the themes within in macrocode (see Figure 10 for key definitions used and Appendix D for a more detailed description of the analysis methodology).

FIGURE 10: DEFINITIONS FOR YOUTH-DRIVEN ANALYSIS PROCESS



- f. Macrocodes were divided into Pathway-related Macrocodes and Context-related Macrocodes, as illustrated in Figure 11.

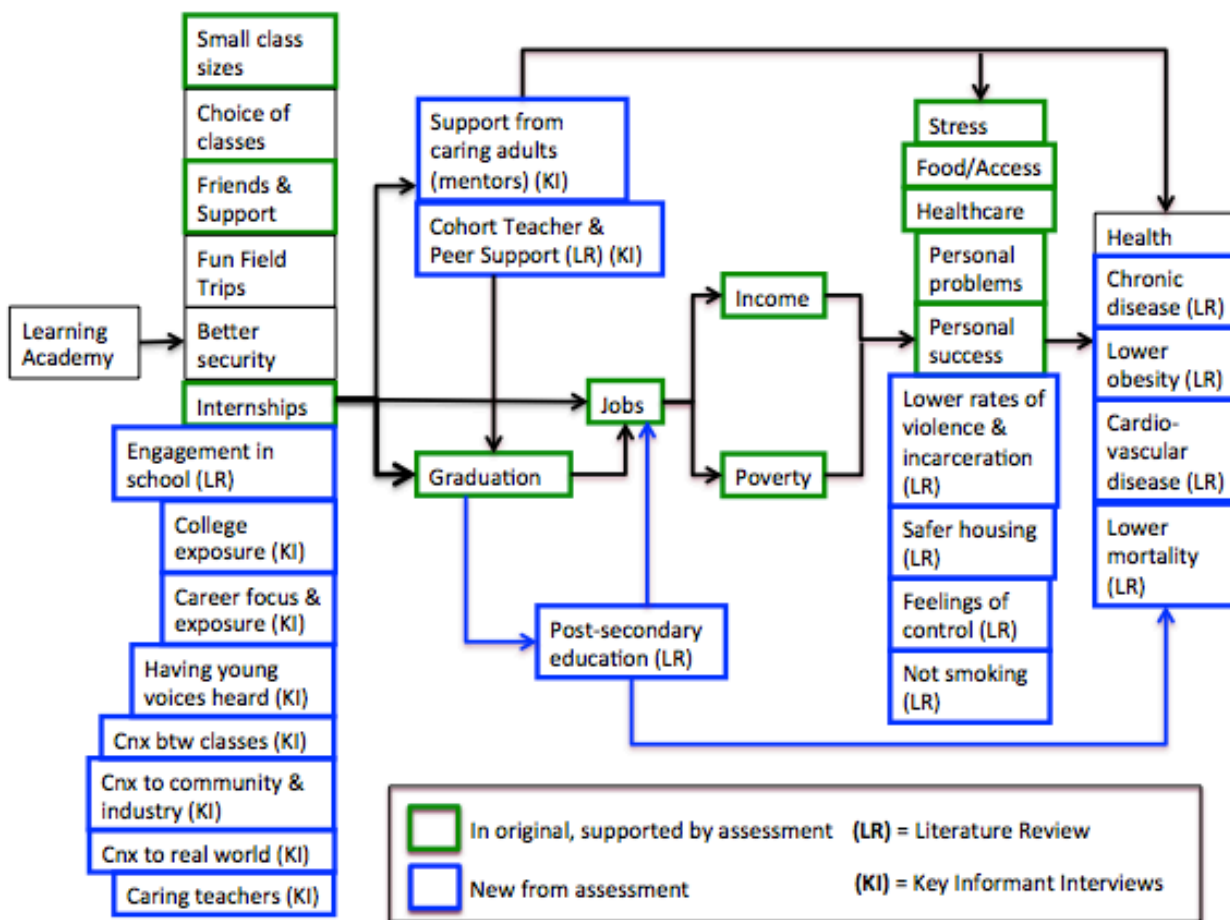
FIGURE 11: IDENTIFIED MACROCODES

<p>Pathway-related Macrocodes</p> <ol style="list-style-type: none"> 1. What makes a good learning environment/learning academy? 2. Social support [<i>examples of support being given and/or received in relation to a learning academy environment</i>] 3. What are barriers and challenges stakerelating to learning academies? 4. How does the community impact a school and students, and how does a school and students impact the community? 5. How does a learning academy affect students, and how do students affect a learning academy? <p>Context Macrocodes</p> <ol style="list-style-type: none"> 6. History of Education in Oakland and Castlemont 7. Current state of Education in Oakland and Castlemont 8. Thoughts about our Health Impact Assessment
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- g. During Analysis Retreat 2, each Pathway-related Macrocode was assigned a color. The group discussed the meaning of each Macrocode as determined in the first retreat. The youth researchers and adult allies regrouped in the two teams and proceeded to highlight segments of transcript text that “answered” or “defined” the Macrocodes, coding the transcripts and delving more deeply into the information presented in the transcripts.
- h. An Adult Ally summarized the themes identified within each key idea for the Macrocodes. In addition, the Youth Researchers and Adult Allies expanded the Scoping Pathway based on the findings from both the Literature Review and the Qualitative Assessment (see Figure 12 below).

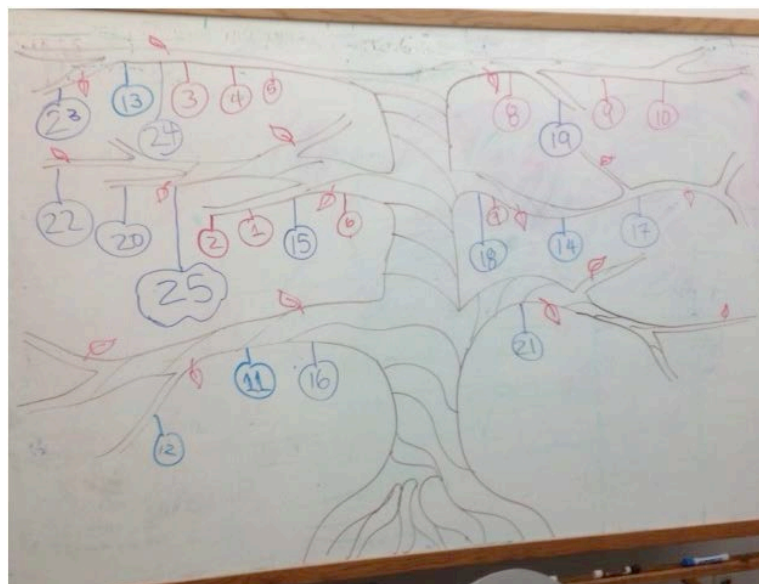
FIGURE 12: EXPANDED SCOPING PATHWAY



2C. RECOMMENDATIONS METHODS

1. Findings from the Assessment phase were presented to the Stakeholder Work Group to spark an initial discussion of recommendations. The Stakeholders were asked to consider recommendations for creating a strong career academy at Castlemont High School in the areas of **Policy** (tied to policy changes at school or district levels), **Design** (related to the structuring of a career academy itself), **Support Structure** (focusing on the aspects of design related to the kind of support structures built into the academy), and **Community Outreach** (related to the engagement needed between the school and the community).
2. Youth Researchers examined recommendations made by SWG and examined how these recommendations relate to Assessment findings, ultimately selecting recommendations to be included in HIA Recommendations
3. Youth Researchers and Adult Allies examined Key Informant themes and the Literature Review to add additional recommendations to the list
4. Potential Impact of each recommendation was considered in relation to the Revised Scoping Pathway's key mediating areas (social support, graduation/post-secondary education, and jobs/income) through reflection on the Literature Review and the KI Interviews.
5. Youth researchers assessed the perceived "ease" of implementing recommendations using "low-hanging fruit" activity - thinking about possible cost, timeline, and the current state of policy and programming. Figure 13 shows the result of the "low-hanging fruit activity." The easiest recommendations to accomplish are seen as "low-hanging fruit", and their numbers are drawn on the lowest branches of the tree. The higher a recommendation number was placed on the tree, the more difficult its implementation.

FIGURE 13: LOW-HANGING FRUIT ACTIVITY



6. Final list of recommendations discussed by Youth Researchers and Adult Allies to identify (a) decision makers and (b) ways of measuring potential impact. The full recommendations matrix is presented in Figure 23 later in this report.

2D. REPORTING METHODS

As this final report is being constructed, the recommendations and experiences from the Youth-Driven Health Impact Assessment are being incorporated into the Castlemont Community Transformation Schools (CCTS). Original plans to present to the OUSD, the CCTS committee, and the Castlemont teachers, students, and staff have been rendered unnecessary due to the reality of this project's direct incorporation into the new charter schools. This report will be posted online and will be made available to those who request it. The Executive Summary will be printed separately. Finally, the Youth Researchers will present on their entire project to the Youth UpRising staff, Stakeholder Work Group, and other invited guests as a demonstration of their accomplishment and the power of Y-PAR.





3. ASSESSMENT FINDINGS

In this section

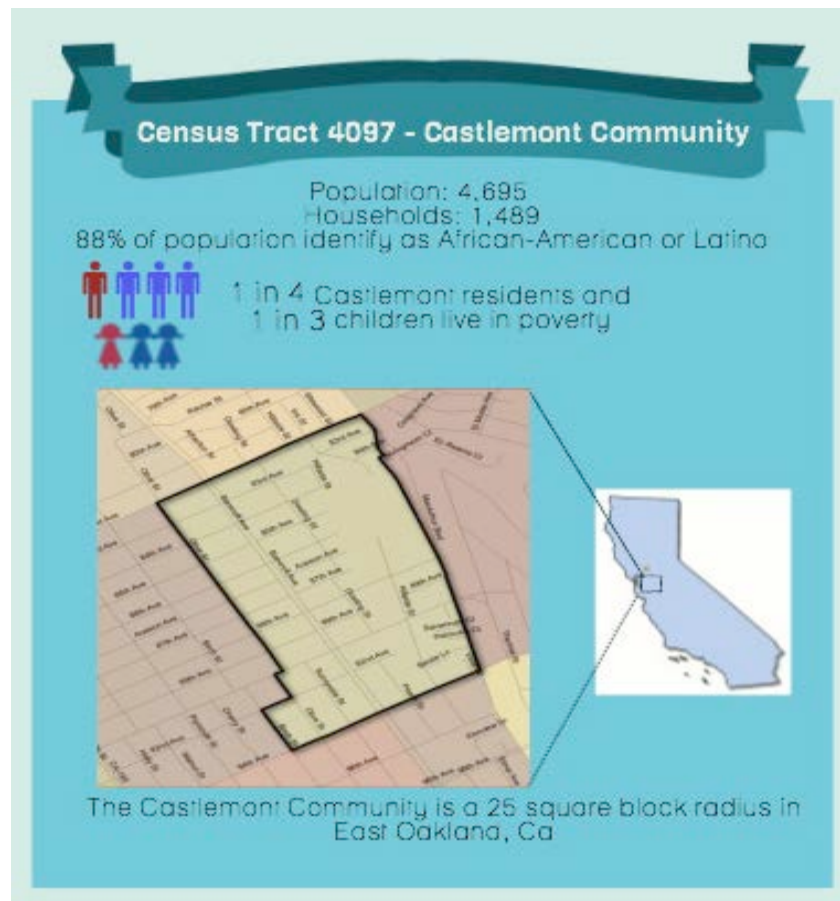
- Health and socio-demographic information about Castlemont neighborhood and Castlemont High School [Community Baseline Assessment]
- Historical and contemporary information about career academies in Oakland [Qualitative Assessment]
- What literature tells us about the link between career academies and health [Literature Review]
- Findings from the Key Informant Interviews on characteristics of a good career academy, challenges and barriers of career academies, and potential community and student impacts relating to career academies [Qualitative Assessment]
- Key Takeaways from Assessment



3A. EAST OAKLAND CASTLEMONT COMMUNITY

East Oakland, especially the Castlemont Community, has suffered from generations of disinvestment, high crime rates, and poor health outcomes compared to the rest of Oakland and Alameda County. Youth UpRising defines the Castlemont Community as Census Tract 4097 of the U.S. Census, shown in Figure 14. It is a 25-square block radius in East Oakland consisting of 1,498 households and 4,695 residents, predominantly identifying as Black/African American or Latino.⁷

FIGURE 14: CASTLEMONT COMMUNITY CENSUS TRACT

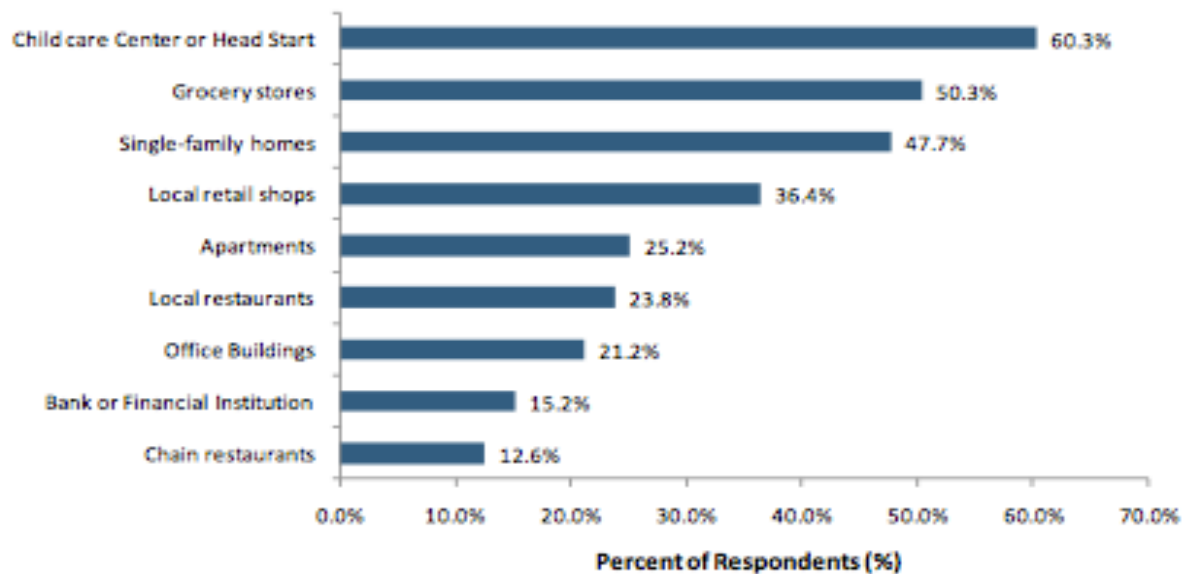


While the median household income in the Castlemont Community is approximately \$33,000, 36% of Castlemont households have an annual income of less than \$25,000.⁸ Approximately 28% of the Castlemont Community lives below the poverty line with 35% of children under the age of 18 living below the poverty line. In 2011, the unemployment rate in East Oakland was estimated to be 27.9% compared to 16.5% in the rest of the city of Oakland. Within the Castlemont Community, 12% of those who are employed live below the poverty level. Low-income status implies that residents are less likely to afford healthy foods, quality health care, safe housing, and other basic resources. Collectively low income is reflected in the built environment as well. In a 2012 community survey conducted by Youth UpRising, participants (approximately



12% of the Castlemont Community) identified desired resources to fill the 18 vacant lots in the community (see Figure 15) ⁷

FIGURE 15: PREFERENCES FOR THE VACANT LOTS IN THIS NEIGHBORHOOD



Educational attainment, one possible indicator of current and future earning potential, is overall low, with approximately 41% of the population 25+ years old not having graduated from high school and over half of those individuals not completing the 9th grade.⁸ These structural and community realities have implications for the health status of East Oakland and the Castlemont neighborhood.

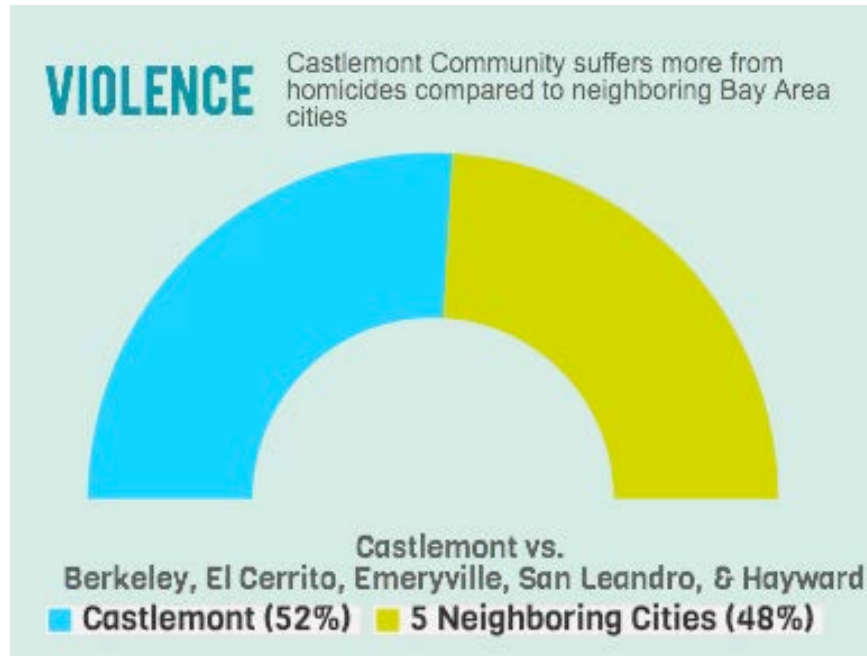
Community Health Issues in Castlemont

On average someone living in the flatlands of East Oakland is likely to have a difference of 15 years in life expectancy compared to someone living just 1.5 miles away in the Oakland Hills. The Castlemont neighborhood is classified as a food desert, an early childhood education desert, a place with a non-existent local economy, an unemployment hub, concentrated poverty, and some might argue the epicenter of violence. These social, economic, and environmental deficits have dramatic cumulative impacts on health.

Homicide is the leading cause of death for young people.⁹ From 2005–2010, there were more homicides in the Castlemont community than Berkeley, El Cerrito, Emeryville, Hayward, and San Leandro combined, as seen in Figure 16.



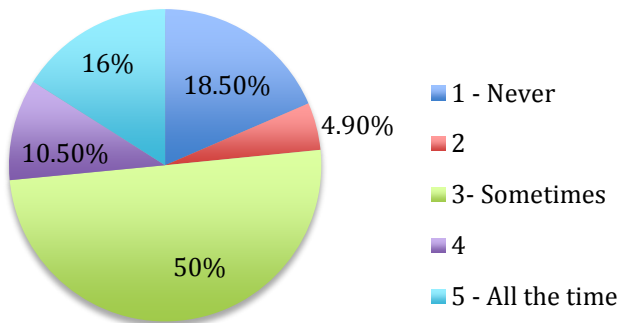
FIGURE 16: COMPARISON OF HOMICIDE RATES IN THE EAST BAY (2005-2010)⁹



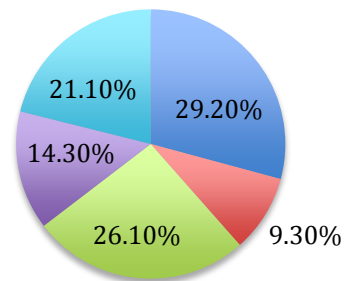
For residents and business owners in the Castlemont Community, safety is a constant concern.¹⁰ A youth-led community survey from 2012 determined over 80% of Castlemont residents have to stay alert so that no one takes advantage of them.¹¹ The same community survey found Castlemont residents do not trust one another, nor do they trust youth. Also, more than one-third of those surveyed do not talk to their neighbors about community concerns (see Figure 17).

FIGURE 17: SELECTED RESULTS FROM 2012 YOUTH-LED COMMUNITY SURVEY

Can people in this community be trusted?



Do you talk to your neighbors about your concerns about living here?



This epidemic of violence and distrust in the Castlemont community has serious health implications. First, constantly worrying about safety causes an individual's immune system to overload, eventually wearing it down. People become more susceptible to health problems like heart disease, mental health problems, and even obesity. Consistent exposure to physical violence also reduces a child's ability to cope with stress and anxiety.¹² Secondly, the lack of social capital and social cohesion implies that residents do not share resources, networks, or knowledge. The distrust and disconnection prevents the Castlemont Community from identifying needs, assets, and solutions as a collective group. Finally, normalizing and justifying perpetuated community violence and distrust – known as symbolic violence¹³ – is the most damaging. Acknowledging inequalities and injustices but normalizing them as immutable ensures that hierarchies of oppression and power persist.

Poverty has also been linked to poor health outcomes. Public health researchers consider poverty to be a strong predictor of poor health, leading to increased rates of cardiovascular diseases, cancers, diabetes, depression and other chronic illnesses.^{14,15} In fact, evidence shows that the poor live ten to fifteen fewer years than their affluent counterparts.¹⁶

Education in Castlemont & Castlemont High School

Castlemont High School re-opened in 2012 as a single comprehensive school, bringing together the smaller schools that had made up the campus for the previous 8 years.¹⁷ Though campus wide academic achievements and attendance increased during the first few years of the small-school model, continued decreasing enrollment over the long term motivated the re-opening of the unified school in 2012.¹⁸ The addition of a career academy called SUDA (Sustainable Urban Design Academy) in 2010 sought to engage students in a linked learning and college-and-career readiness opportunity in the field of sustainable urban design.¹⁹

Castlemont High is a historically low-performing high school with a dropout rate of 40%.¹⁸ Three years ago, Castlemont had an enrollment of 1600 students, today there are less than 600 students enrolled – less than half of the enrollment five years ago. Between 2012-2013, only 15.3% of eligible students within the Castlemont OUSD attendance area were enrolled in Castlemont High School. The graduation rate in 2011-2012 was 49.8%.

Educational attainment overall remains challenging.¹⁸ Of the 70% of Castlemont 10th grade students who took the PSAT in 2012–2013, only 1% of those students appeared to be on track in college readiness. Results from the California Standardized Testing (CST) data (producing measures Advanced, Proficient, Below Basic, and Far Below Basic) also show lower levels of achievement among students (see Table 3¹⁸). Differences between Latino and African American students (the student population is approximately 52% Latino and 48% African American) are also important to note.



TABLE 3: 2012-2013 STANDARDIZED TEST RESULTS FOR CASTLEMONT HIGH SCHOOL

	All Students	Latino Students	African American Students
Math CST	--	39.1% Below Basic* 42.0% Far Below Basic**	32% Below Basic* 60.7% Far Below Basic**
Did Not Pass CAHSEE (10 th grd)	55.1%	49.4%	67.2%
Not college ready (10 th grd)	68.6%	80.2%	--
*Below Basic: CST score range for Summative High School Mathematics is 235-299 **Far Below Basic: CST score range for Summative High School Mathematics is 150-234 Source (http://www.ieminc.org/Assessment/starscaledscores.pdf)			

Though standardized test scores are not the only indication of college and career readiness, the results certainly indicate some of the challenges facing Castlemont High School in supporting its students. As of the writing of this report, Castlemont is preparing for a new phase that may begin as early as the '14 -'15 school year. With Youth UpRising's guidance and collaboration, Castlemont High School will grow into the Castlemont Community Transformation Schools. The relationship between this reality and our work is discussed throughout this report.

⁷ Best Babies Zone Snap Shot, 2013

⁸ American Community Survey, 2008-2012, 5-year estimates

⁹ Achieving Community Transformation: Intentional Investment in People and Place. Castlemont Advantage.

¹⁰ Heumann L, Lee A, Luu L, Majumder T, Malagon J, Nguyen J, Ponce de Leon A. A Local Perspective: Strengthening the Castlemont Economy through Art, Participation, and Safety. Department of City and Regional Planning, 2013.

¹¹ Youth-Led Participatory Action Research Methods and Results, 2012.

¹² Downs, T. J., Ross, L., Goble, R., Subedi, R., Greenberg, S., & Taylor, O. (2011). Vulnerability, risk perception, and health profile of marginalized people exposed to multiple built-environment stressors in worcester, massachusetts: A pilot project. *Risk Analysis : An Official Publication of the Society for Risk Analysis*, 31(4), 609-628.

¹³ Bourgois, Philippe. 2001. "The Power of Violence in War and Peace: Post-Cold War Lessons from El Salvador." *Ethnography*. 2(1): 5-34.

¹⁴ Kemple J. *Career Academies. Communities of Support for Students and Teachers: Emerging Findings from a 10-Site Evaluation*. New York City, NY1997.

¹⁵ Galea S, Ahern J, Nandi A, Tracy M, Beard J, Vlahov D. Urban Neighborhood Poverty and the Incidence of Depression in a Population-Based Cohort Study. *Annals of Epidemiology*. 2007;17(3):171-179.

¹⁶ BARHII. Health Inequities in the Bay Area (2008) p. 1-42.

¹⁷ Lynch JA (2013). About Castlemont. Castlemont High School. Retrieved 1.7.14:

<http://www.ousd.k12.ca.us/domain/2202>.

¹⁸ Castlemont School Quality Review Report, 2014

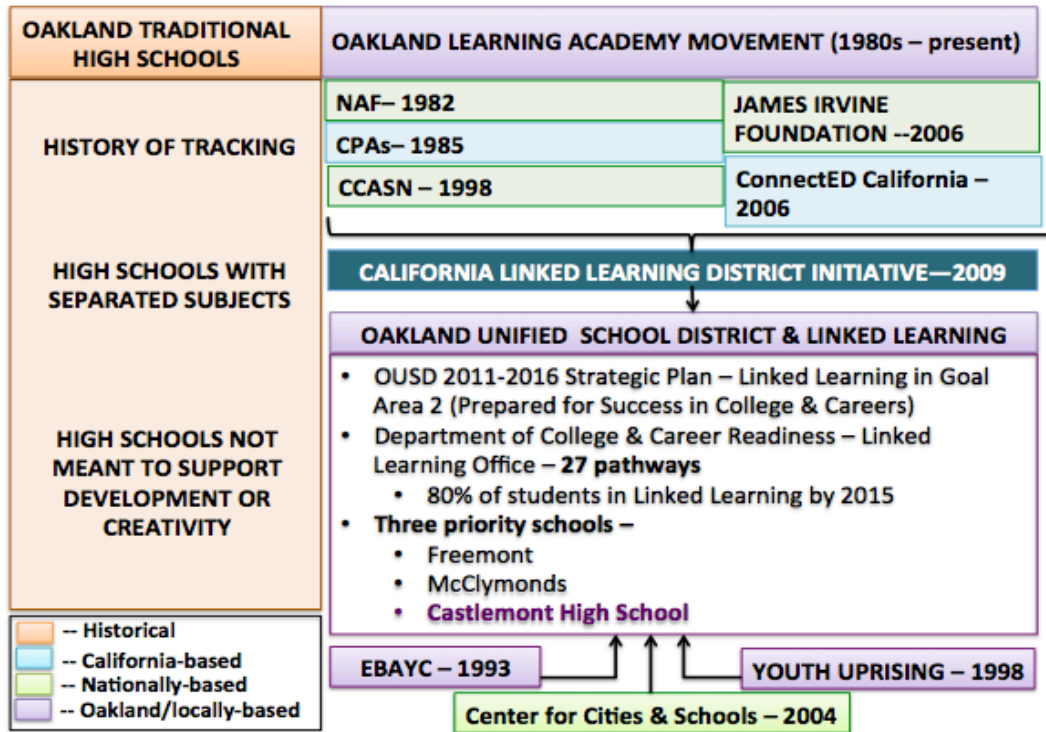
¹⁹ SUDA (2010). About. SUDA: Sustainable Urban Design Academy. Retrieved 1.7.14: <http://sud-academy.org/about/>.



3B. CAREER PATHWAYS IN OAKLAND

Our Qualitative Assessment and ongoing conversations with partners provided a deeper understanding of the historical context of education in Oakland as well as the movement towards Learning/Career Academies and Linked Learning within OUSD, particularly in relation to Castlemont High School of During (Figure 18).

FIGURE 18: HISTORY AND CURRENT STATE OF EDUCATION IN OAKLAND



Key informants revealed that Oakland has a history of tracking students into college prep or vocational tracks. This was seen as a form of institutionalized racism, in which children could be sorted along racial lines into career paths rather than being given equal opportunity to select their futures. Participants noted that this history can create stigma in relation to Career Academies, despite the current emphasis on being both college and career ready. In addition, throughout the Nation, high schools were originally developed to **maintain custody** of teenagers and keep them out of the workforce, leading to the structure of putting many students in a classroom with a single teacher and **separating subjects** for ease of development. Participants noted that this structure is not as useful for **development or creativity**. An alternative model – the career/learning academy model – could provide a more meaningful educational experience for youth.



Oakland Learning Academy Movement (1980s–present) consists of several key players whose origin and relationship to Oakland are described below:

- **National Academy Foundation (NAF)** began in 1982 in New York City; purpose to connect young people to entry-level jobs in NYC; these are not State-funded academies; currently 64 NAF academies in California
- State of California began **California Partnership Academies (CPAs)** in 1985 to prepare students for both college and career; State-funded career academies
- **College & Career Academy Support Network (CCASN)** is based out of Berkeley and has been working since 1998 to increase educational opportunities for youth through college and career readiness; CCASN supports schools and educators in academies as well as conducting research
- **James Irvine Foundation** began investing in Linked Learning in 2006, founded **ConnectEd** in 2006 to be a national hub for Linked Learning practice, and funded the **California Linked Learning District Initiative**, of which OUSD is a part (2009–2015)

Within the context of the OUSD 2011–2016 Strategic Plan, OUSD has prioritized linked learning moving forward and in part as a funded district of the Linked Learning District Initiative. By 2015, OUSD seeks to have 80% of its student body in a linked learning pathway of some kind. Castlemont High School is one of three priority schools that OUSD has identified as needing a deliberate focus to achieve this Strategic Plan goal. At a 2013 OUSD Board Meeting, the OUSD Linked Learning Office Team presented its recommendation for adding an additional career academy to Castlemont as a way of enhancing the school's linked learning educational experience.²⁰

EBAYC & Youth UpRising, two community youth organizations committed to strengthening education (among many within the district), incorporate Career Pathways and Linked Learning in their efforts. The **Center for Cities & Schools (CfCS)**, founded in 2004 at UC Berkeley, is committed to policy, leadership development, and youth-driven planning related to promoting high quality education as a sustainable component of creating equitable, healthy, sustainable cities and schools. In 2013, A CfCS-supported researcher collaborated with Youth UpRising to assess which field would be best for an additional Castlemont High School career academy.²¹ Finance, Health Sciences, and Advanced Manufacturing were all considered for their potential strengths and weaknesses, given the current economic climate and industry presence within East Oakland. Youth UpRising has since become a key partner in imagining the future of linked learning within Castlemont High School, as is discussed throughout this report.

²⁰ Taylor K, Livesey G (2013). Eliminating the Expectation Gap - presentation to OUSD on October 23, 2013.

²¹ Imboden H (2013). Aligning Future Career Academies with Economic Opportunity for East Oakland Youth. PLUS Leadership Regional Learning Initiative, Center for Cities & Schools.



3C. LITERATURE REVIEW: HEALTH AND CAREER PATHWAYS

In organizing the assessment and literature review, we considered the relationship between academy design and effectiveness and to what degree these relationships have been researched and connected to health outcomes. Because the design of academies can vary widely, and one size doesn't fit all, it is important to understand these nuances to provide the best recommendations for Oakland. Moreover, a review of the literature will help shed light on the key questions for the assessment and the context for our recommendations.

The youth used Google Scholar, Education Resources Information Center (ERIC), and PubMed to search for literature. They found 12 evaluation reports, briefs, and research articles that look at the impact of learning academies on educational and occupational outcomes. Adult allies also supplemented the literature review with an additional 15 articles. Youth and Adult Allies also examined literature for evidence of the health impacts of identified mediating factors (social support, graduation, and jobs/income).

Which features of academies determine their effectiveness?

A summary compiled by the Team from literature

- Composition and size
 - Types of students enrolled: some students self-select, while others may be enrolled by parents or guidance counselors based on poor performance and attendance.
 - Number of students enrolled: Learning academies typically enroll 150-200 students.
 - Student/ teacher ratio (class size)
- Organization
 - Student schedules: for example, a cohort of students may share the same teachers for up to two years in two-hour block schedules.
 - Common planning: time for teachers to convene and plan curriculum and activities
- Content
 - The theme/ type of academy
 - Classes offered: some classes may be more motivating than others, depending on the ideas and applications. Academies may offer novel classes not normally available
 - Links to business partners: the quantity and quality of business partners. Partners may help design the program, participate in its operation, provide resources, enlist other support, and offer jobs²²
 - Out of classroom activities
 - Emphasis on other values: for example civics, leadership, etc., which influence self-efficacy and performance



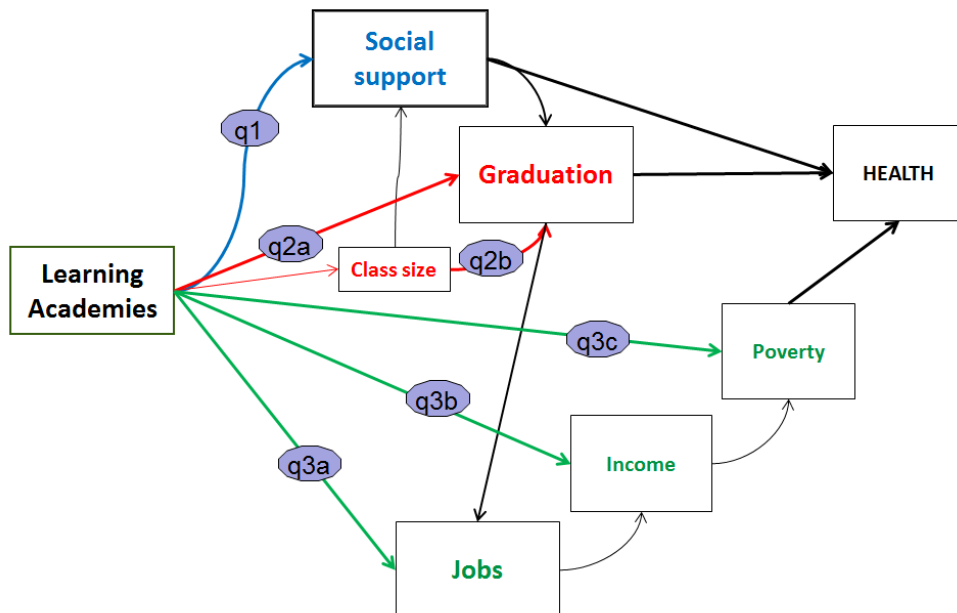
Note: Many of the features of academies are difficult to implement. Elliot et al. suggest that the model “describes an ideal, which is often not achieved in practice.”²² Our HIA bases impact predictions on the assumption that a model academy is possible at Castlemont.

What outcomes of academies have been studied in the literature?

- Social relationships
- Student motivation
- Lower absenteeism / Higher attendance
- Lower dropout / Higher graduation
- Higher grade point averages
- Test scores
- More credits earned
- Access to internships and jobs

The Literature Review was organized around the Youth Researchers’ six research questions relating to the overarching scoping pathway (see Figure 6 on page 11). Figure 19 displays the research questions as they were conceptualized for the Literature Review.

FIGURE 19: LITERATURE REVIEW PATHWAYS AND QUESTIONS



Notes: Numbers indicate questions. We examined each pathway as an independent determinant of health, but also considered their interconnections.



Results

ACADEMIES > SOCIAL SUPPORT > HEALTH PATHWAY

Q1. Do learning academies change your friends and support?

Academies are associated with higher levels of interpersonal support from teachers and peers.^{23,24} When students can meet regularly and establish rapport with trusted adults, they report higher motivation to participate in school activities.²⁵ Data from focus groups suggests that students in learning academies became more engaged in school because “teachers cared about their progress and development”²² Learning academies also change students’ social network, creating more positive interactions to help keep youth out of trouble.²²

Subsequently, support from teachers and peers in high school classrooms is associated with lower drop-out rates.²⁶ Personalized learning environments and career-specific themes in schoolwork can keep students engaged in school and prepared for post-secondary education.²⁶

What are the health impacts of social support?

Social relationships provide support, integration and interactions that may have both positive and negative health effects. Social relationships affect psychological and behavioral processes, thereby subsequently affecting biological processes and influencing a range of health outcomes.²⁷ Affected psychological processes include emotions or moods (e.g., depression) and feelings of control which influence stress and chronic disease. Behavioral processes include exercise, eating right, and not smoking; as well as greater adherence to medical regimens.

What doesn’t the literature tell us?

Most of the literature discusses individualized support and attention from teachers and how that impacts students’ academic performance. Elliot et al. uses qualitative data to illustrate learning academies impact on students’ social networks. One focus group participant says that as a result of the learning academy, she or he “[hangs] with a different crowd [and they] keep me out of trouble.”²² However, there is little, if any, quantitative evidence of learning academies positively changing peer support.

ACADEMIES > GRADUATION > HEALTH PATHWAY

Q2a. Do learning academies lead to good grades/higher graduation rates?

An increasing body of evidence shows learning academies can improve academic performance among high school students. In multiple studies, students enrolled in learning academies had significantly higher grade point averages, better attendance, and higher graduation rates compared to students who were not enrolled in academies.^{22,24,28}

In a 2000 MDRC evaluation study, students who were at high-risk of dropping out benefitted the most from learning academies; drop-out rates reduced by 33% and



attendance increased by 8%, compared to non-academy counterparts. High-risk academy students also made up more credits for graduation and applied to post-secondary school, compared to non-academy students.²⁶ Academy students were also more likely to complete required steps to apply for post-secondary school, such as taking SAT/ACT tests, researching schools, and submitting applications. However, academy and non-academy students at low- and medium-risk of dropping out did not show significant differences in academic performance. In addition to the evaluation, RAND conducted a research study that matched learning academy students with non-academy students. They found students who enrolled in an academy increased their grade point averages by 0.25 to 0.5 grade points, decreased absenteeism by 50%, and increased graduation rates by 24%.²²

Q2b. What is the connection between small classes and good grades/graduation rates?

Smaller class sizes help to create a safe environment where students can ask questions and receive individualized help. Teachers will also be more likely to monitor student progress and identify needs. An evaluation of small schools in New York City found students who were selected to enroll in small schools had higher academic performance and graduation rates compared to students who were not selected to attend small schools.²⁹ Larger high school size is associated with higher dropout rates.³⁰

What are the health impacts of graduation?

There is a strong association between education and health. The research community generally agrees that education at any socioeconomic status improves health; however, its impact is strongest for low-income populations.²³ Adults with higher educational attainment have lower rates of obesity, cardiovascular diseases, and better mortality outcomes.³¹

High school graduation can lead to better health outcomes in several ways. First, evidence shows high school graduation is associated with lower rates of violence and incarceration, with the greatest impact on murder and assault.³² In fact, any additional years of educational attainment can reduce violent crimes. Chronic trauma and stress from violence impacts individual and community health. Constantly worrying about safety causes an individual's immune system to overload, eventually wearing it down. People become more susceptible to health problems like heart disease, brain development problems, and even obesity.³³ Children that experience constant violence develop behavior issues, which can lead to problems in school, thus impacting their ability to succeed later in life. Secondly, educational attainment can facilitate the uptake of healthy behaviors through greater access to health information. People will be more likely to exercise, comply with medical regimen, and diet. Finally, researchers suggest higher levels of education can improve social support networks, which can reduce social stressors and improve mental health.²⁵



What doesn't the literature tell us?

Small class sizes are just one of the potentially beneficial features of a learning academy. Conversely, others initiatives besides learning academies may facilitate small class sizes. The literature does not directly measure the independent impacts of small classes as featured in a learning academy.

ACADEMIES > JOBS, INCOME, AND POVERTY > HEALTH PATHWAY

Q3a. Do learning academies change access to jobs?

As previously mentioned, learning academies hire teachers with industry-specific experience and tailor the curriculum towards a particular career path. This model prepares students to learn terminology and apply math in real-world situations. More importantly, this model encourages learning academy students to think critically about their career interests and aspirations.³⁴ Students have reported that learning academies prepared them for work and further education,³⁵ and there is evidence that most employers believe students from learning academies are better prepared for work.³⁶

Not only do learning academies prepare young adults for success in an industry, they also increase access to living wage jobs. Typically, young people work in retail- or service-oriented industries and are paid minimum wage. However, youth enrolled in learning academies have greater access to higher-quality jobs in health, business, or technology because the school partners with local businesses to create internships.³⁷ Internships and entry-level positions can also help young people build and expand their professional network. Developing rapport with supervisors can also lead to a good recommendation or reference for future career opportunities.

Q3b. What is the connection between learning academies and income?

Young men who are enrolled in learning academies and at high-risk of dropping out of high school can earn more over time. MDRC conducted a 15-year longitudinal evaluation to determine income potential from career academies. It found that students enrolled in academies earned significantly higher monthly income (\$174 per month) compared to students who were not enrolled in a learning academy. After 8 years of follow-up, academy students accumulated approximately \$16,700 more than their counterparts.³⁸ However, a significant portion of students who were assigned to enroll in career academies in this evaluation did not actually participate, thereby diluting the academy's effect. A second similar evaluation was conducted, this time with an accurate account of the students who truly enrolled in academies. It found that young men who participated fully in academies earned \$588 in average monthly earnings (or approximately \$56,000 over 8 years) compared to young men who did not attend a career academy.³⁹ However, learning academies had no significant impact on the earning potential for young women.

Q3c. What is the connection between learning academies and poverty?

Though evidence shows learning academies can significantly increase income, there is little research that measures its impact on poverty and wealth. A dependable income



is important for supporting basic needs, especially for low-income households. However, if income was interrupted, 36% of U.S. households making \$35,000 or less annually would be unprepared to cover basic financial expenses for just one month.⁴⁰ One's inability to accumulate wealth perpetuates poverty because wealth can act as a safety net during financial emergencies. Wealth can also improve educational opportunities and living conditions.⁴¹

Learning academies can impact poverty through several pathways. As previously discussed, learning academies can increase graduation rates by 24%²² and reduce dropouts by 33%,²⁶ which can also lead to significantly higher income. High school graduation not only affects income, but it also influences wealth accumulation. The median financial wealth for households headed by high school graduates is 10-times that of high school dropouts.⁴² Increasing individual wealth can also lead to greater community investment through a collective increase in home ownership, entrepreneurship, and neighborhood organization.⁴³ If all Californian households had at least one high school graduate, it could increase collective wealth in the state by \$9.2 billion.⁴¹

What are the health impacts of jobs, income and poverty?

Poverty reduces access to goods, basic services, and infrastructure, which further perpetuates poverty and leads to diminished health outcomes. Public health researchers consider poverty to be a strong predictor of poor health, leading to increased rates of cardiovascular diseases, cancers, diabetes, and other chronic illnesses.²⁶ Poverty may also lead to depression, stress, and other mental health impacts on both individuals and communities.⁴⁴ In fact, the poor live 15 fewer years than their affluent counterparts.²⁷

Similarly, evidence links a higher income with better health. At the macro-level, a higher income is associated with greater access to fresh produce, health care, and safer housing, all of which are associated with better health.^{31,45,46} At the micro-level, a higher income also means greater flexibility with personal financial resources to engage in healthy behaviors, such as using preventative care, exercising, and eating healthy foods.²⁹

Research shows higher educational attainment is associated with higher income. The Alliance for Excellent Education found that on average, high school graduates earn approximately \$7800 more than high school dropouts.⁴⁷ In fact, income increases by 8% with just one year of education.²⁵ Completing high school may also lead to post-secondary education, which opens more doors to professional resources and opportunities. Education improves one's ability to develop new skills, which can lead to new occupational endeavors and a greater sense of empowerment.⁴⁸

What doesn't the literature tell us?

Though evidence reveals academy students have higher employment rates over twelve-month follow up,²⁸ there is little data that discusses the long-term impacts learning academies have on employment rates.



Conclusion

Although there is little research that directly studies the health impacts learning academies have on students, the assessment presented above provides evidence that learning academies can improve social support, educational attainment and graduation rates, and income, each of which has been found to be linked with health. Thus, while additional data (for example on school and community violence, etc, etc) would provide further evidence, this assessment suggests that learning academies also have a potential to improve health.



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3D. CHARACTERISTICS OF A GOOD CAREER ACADEMY

This section presents the findings from the Qualitative Assessment Key Informant Interviews related to the characteristics of a good career academy (see Figure 20).

The “Social Support” Macrocode was seen as closely linked with the Theme of a Caring atmosphere with qualified teachers within the Macrocode “What makes a good learning environment/learning academy;” the dotted line indicates that connection. Social support went beyond the caring adult-to-student relationships discussed in the literature²² to include how the community supports a school (particularly through industry connections), how schools and parents must support each other (parents must be engaged in school activities and schools must reach out to seek that engagement), and how teachers must support each other (in planning effective curriculum).

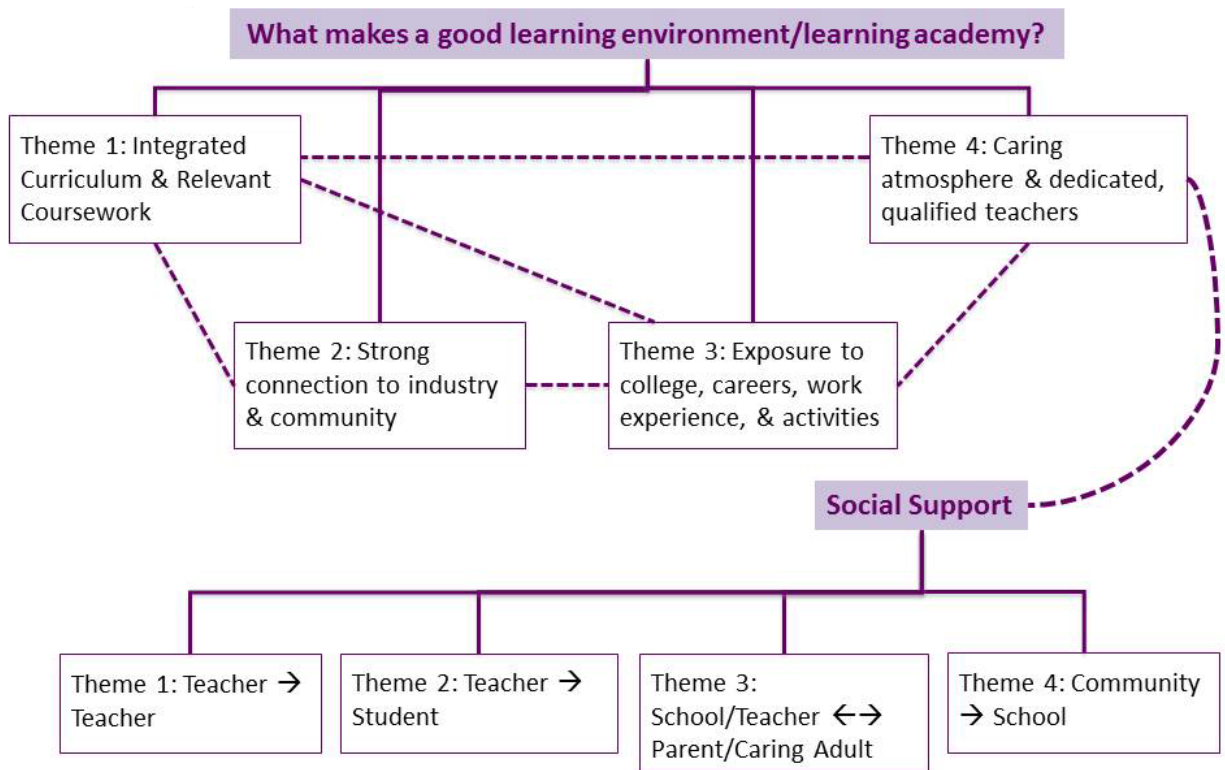
Within the overarching Macrocode, the dotted lines all represent connections between different Themes as determined by the content of each Theme. Qualified teachers and a strong connection to industry are needed to fully develop an integrated curriculum (linking Themes 1, 2, and 4); the strong industry and community colleges connection allows for exposure to college and careers (linking Themes 2 and 3); and qualified teachers are needed to facilitate making the classroom experience relevant which allows for exposure to different careers and opportunities (linking Themes 1, 3, and 4). These findings highlight key characteristics for a good career academy as described in literature,²² by career academy consortiums,⁴⁹ and by OUSD.⁵⁰

⁴⁹ CCASN (2014). Guides, articles and presentations. Resources. Retrieved 1.16.14: <http://casn.berkeley.edu/resources.php>.

⁵⁰ OUSD (2014). Linked Learning in Oakland Unified School District. For Students & Families. Retrieved 1.16.14: <http://www.ousd.k12.ca.us/Page/9706>.

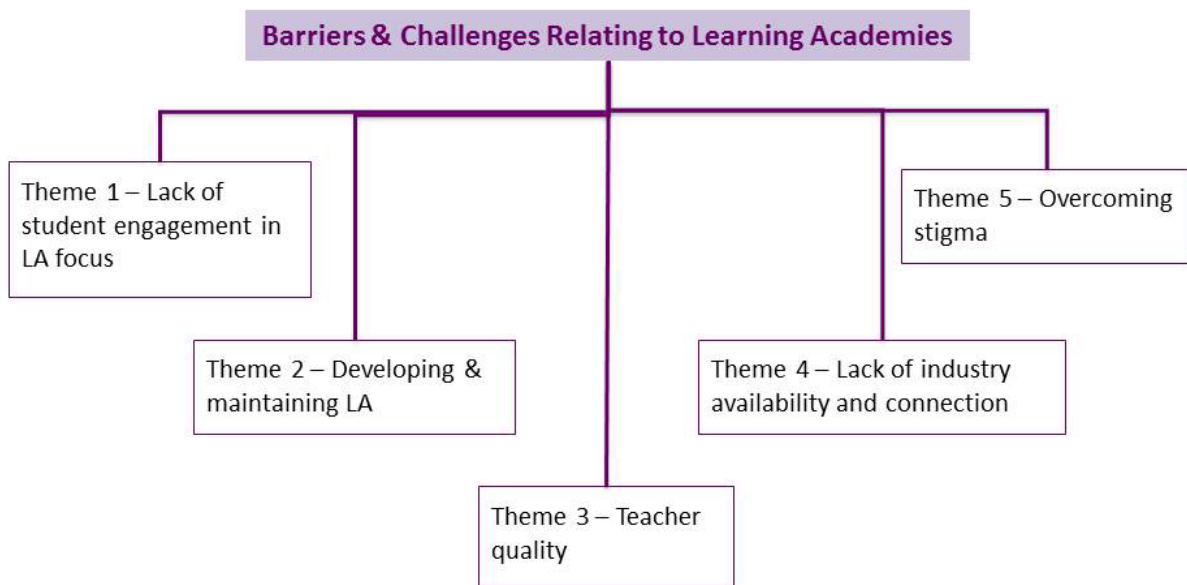


FIGURE 20: MACROCODES AND THEMES ABOUT GOOD CAREER ACADEMIES



The full descriptions of each Theme identified in Figure 20 can be found in Appendix E.

FIGURE 21: MACROCODES AND THEMES ABOUT BARRIERS AND CHALLENGES



The full descriptions of each Theme identified in Figure 21 can be found in Appendix F.



3E. CHALLENGES OF A CAREER ACADEMY FOR CASTLEMONT

This section presents the findings from the Qualitative Assessment Key Informant Interviews related to the barriers and challenges for a career academy (see Figure 21)

The majority of the Themes within this Macrocode are based in the reality of East Oakland and the Castlemont neighborhood. Discussion of themes 2, 3, and 4 during interviews focused on the neighborhood experience. Relating to Theme 2, participants discussed the importance of aligning with OUSD's priorities (recognizing that there are already 25 career academies that need to be supported in Oakland) and the additional challenges that come with maintaining a career academy in an area like the Castlemont neighborhood that is underdeveloped economically and has a large population with lower socio-economic status. Theme 3 speaks to the teacher turnover experienced in the East Oakland community, related to limited resources and the overarching challenges in the area. Theme 4 highlights the lack of businesses in the Castlemont community, limiting the ability to directly connect a career academy to a local industry.

In addition, Theme 5 (Overcoming stigma) is inherently based in this community. Participants spoke of Oakland's history with "tracking" – presented as the often racist practice of pre-determining which students were pushed towards higher education and which were pushed towards vocational tracks. Though career academies seek to prepare students for both college and careers, encouraging all students to make informed decisions about their next steps, participants suggested that the community may still see career academies as a newer version of "tracking." Overcoming that bias is a challenge particular in this area.

3F. COMMUNITY AND STUDENT IMPACTS

This section presents the findings from the Qualitative Assessment Key Informant Interviews related to the potential impacts of a career academy on community and students, as well as student and community impacts on a school environment (see Figure 22).

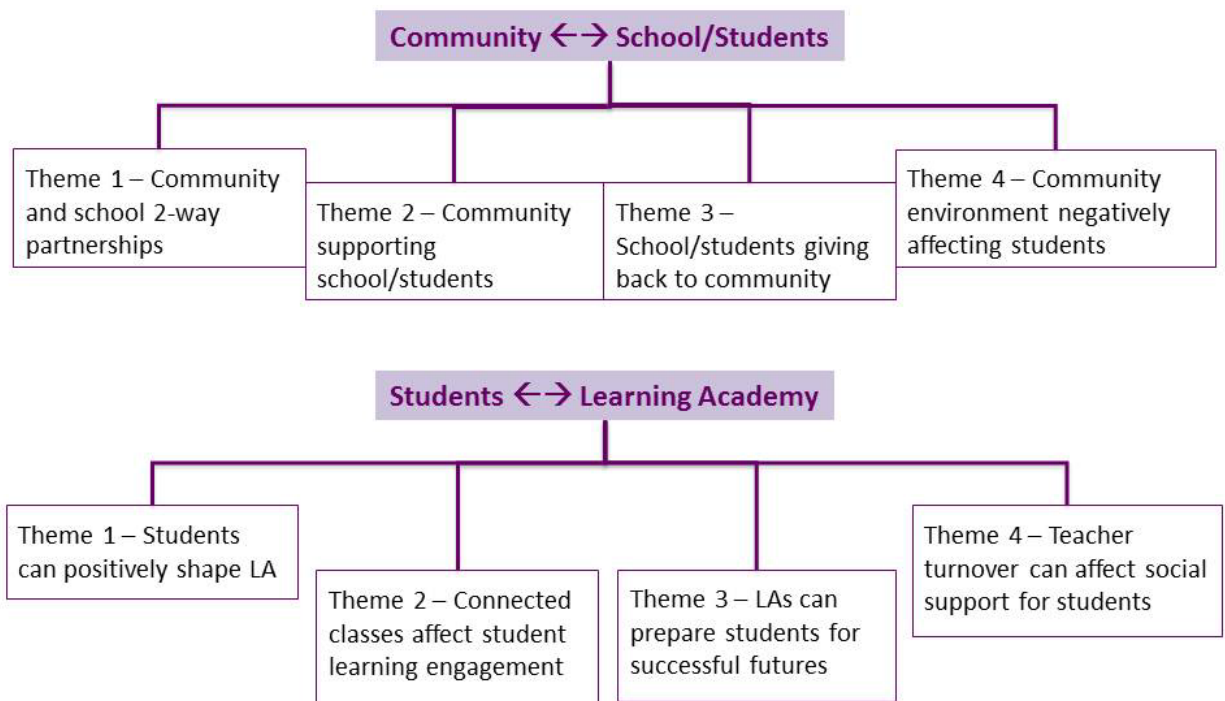
Community and school can influence each other to create a strong learning environment. Participants highlighted the importance of community-based organizations and community colleges being connected to and supportive of high school environments, with collaborative community events as a possible forum for bridging the spaces of community and school. The mentorship of caring adults in the business community was seen as a key form of support for schools, and the possibility for career academy activities to directly impact the community (i.e. public health



academy students conduct diabetes screening in the neighborhood) was seen as an exciting prospect. However, participants also emphasized that the state of the community can have clear negative effects on the school and its students. Poverty, violence, lack of community resources, lack of businesses can affect student morale and ability to learn, student home environment, and the effectiveness of a school and career academy.

Schools and students can have a mutually beneficial relationship as well, though some challenges in the school setting may hinder that. Participants emphasized that students should be an active part of shaping and evaluating a career academy, knowing that lack of student interest in the career academy will hinder its effectiveness. Career academies can offer a multitude of learning and career opportunities for students if classes are structured in an engaging way and the opportunity to connect with internships and post-secondary education is prioritized. Inconsistent support from teachers due to teacher turnover can hinder the social support benefits of the career academy, which also can reduce overall effectiveness.

FIGURE 22: MACROCODES AND THEMES ABOUT COMMUNITY AND STUDENT IMPACTS



The full descriptions of each Theme identified in Figure 22 can be found in Appendix G.



3G. ASSESSMENT SUMMARY

The Assessment Step of this HIA provided an opportunity to explore the potential future effects of an additional career academy at Castlemont High School through a deep emersion in the past and present.

The Community Baseline Assessment emphasized the challenges facing the Castlemont community— de-investment, poverty, unemployment, violence, fear, and distrust. Castlemont High School, navigating these realities, has fought hard to strengthen the academic performance and school experience of its students. Having experimented with smaller schools and a unified school with a single career academy, Castlemont High School could in fact benefit from new strategies.

The Literature Review findings illuminated the potential positive impact of a career academy on issues facing Castlemont High School and the Castlemont community— namely, social support within the school environment, graduation rates, and preparedness for the job market. Although the literature does not directly explore the potential health impacts of learning academies, the associations between the career academy environment and the three prioritized mediating factors supported our belief that a well-developed career academy could in fact benefit the Castlemont community. However, the specific combination of career academy characteristics that would best fit Castlemont High School and the extent to which positive intermediate effects may be experienced in Castlemont are difficult to gauge from the literature.

The Key Informant Interviews with local experts in the Health and Education Fields contextualized the literature-derived perspective on career academies in the Oakland and Castlemont contexts. The history and current context of career academies in Oakland emphasized the wealth of experience and support present in the community. Career academies are in no way a new innovation within the Oakland Unified School District. The investigation of possible industries on which to base a new career pathway at Castlemont High School provided practical insight into the challenges and strengths of three different career fields. Reflections on the characteristics of a good career academy, the challenges and barriers to career academies, and the interaction of community, student, teacher, and parent in creating and sustaining a career academy provided more targeted ideas for a new career academy.

Reflecting on the Literature Review and Key Informant Interviews while recalling the context of the Castlemont community led to the creation of Figure 11, the Expanded Scoping Pathway. Blocks highlighted in green were supported by the Assessment Findings, while blocks highlighted in blue were added based on Assessment Findings. As this Expanded Scoping Pathway demonstrates, the key characteristics and potential effects of a career academy are complex. Though the findings do not allow for predicting the extent of impact, the possible benefits of a career academy are clear. Measurement of the effect of a new career academy would be a necessary next step.





4. RECOMMENDATIONS AND DISSEMINATION

In this section

- Recommendations for creating an effective second career academy within Castlemont High School
- Discussion of strategy for disseminating information about project
- Proposed methods for measuring impact of recommendations



As described in the introduction, the Recommendations resulting from this HIA were derived from the Stakeholder Work Group (SWG), the Literature Review (LR), and the Key Informant Interviews (KI). The Youth Researchers and Adult Allies reviewed these sources in order to generate the matrix listed below, considering potential “ease” of the recommendation as well as identifying the possible impact recommendations could have on Social Support, Graduation (and Post-Secondary, added in due to its incorporation into the Expanded Pathway at Figure 10 during the Assessment phase), and Jobs & Income. Figure 23 presents the complete matrix of recommendations.

Under the new organization CCTS, which will run the schools, a linked learning model will be fully implemented not only at the High School level, but also at the middle school level.

Due to Youth UpRising’s pivotal role in designing the charter schools, the HIA and recommendations will be directly incorporated into the charter school applications. A representative from the committee developing the charter school applications who has served as an Adult Ally throughout this HIA project has committed to (a) reviewing the HIA recommendations with the charter school application team to determine which recommendations could be incorporated directly into the applications, (b) considering the measurement recommendations made for tracking quality and impact, and (c) incorporating the Executive Summary of this Final Report into resources for the upcoming teachers as a part of describing the upcoming changes.

Due to the direct incorporation of the most useful elements of our HIA findings and recommendations into the plan for creating additional career academies and the structure of the new charter schools, our Dissemination Strategy focused on presenting the full narrative of the Youth Researchers’ work to the Stakeholder Work Group and the Youth UpRising Staff Community. The purpose of this presentation—scheduled for the early February—is to demonstrate the incredible youth-driven research that has been completed.



FIGURE 23: COMPLETE RECOMMENDATIONS MATRIX*

POLICY Recommendations	Source	Decision maker(s)	Potential impact		
			Social support	Grad / Post-sec.	Jobs & Income
Track the QUALITY and IMPACT of the Learning Academy STRUCURE & TEACHERS from the beginning, and include students and teachers in doing the tracking/ evaluation	SWG	Castlemont	Monitor social support outcomes and make changes to strengthen	Monitor and evaluate impact on graduation and access to post-secondary and make changes	Evaluate impact on jobs and income and make changes
To reduce teacher turnover, have a minimum time commitment for teachers	SWG, KI	OUSD	Ensure long-term connection between teachers and students	Ability for teachers to plan engaging curriculum more effectively over time (impact graduation)	
Have OUSD give direct training support to teachers for developing the content of the linked learning classes	SWG, KI	OUSD		More effective linked learning to improve student graduation	More effective curriculum linked to career exposure
Implement a local hiring policy for participating businesses	SWG	City of Oakland			Effective connection between students and job
Provide a tax credit for businesses who participate in a learning academy	SWG	City of Oakland		Better ability to develop applicable coursework for more engaged learning	Effective connection between students and job

***Sources**

- LR = Literature review
- KI = Key informant interviews
- SWG = Stakeholder working group

Color coding - Recommendations

- **Green** = easy recommendation to implement (considering COST, FEASIBILITY, & POLICY STATE)
- **Yellow** = more difficult recommendation to implement (considering COST, FEASIBILITY, & POLICY STATE)
- **Red** = most challenging recommendations to implement (considering COST, FEASIBILITY, & POLICY STATE)

Grad / Post-sec.—Graduation from High School and Post-Secondary Education

DESIGN Recommendations	Source	Decision maker(s)	Potential impact		
			Social support	Grad / Post-sec.	Jobs & Income
Build in support for students and teachers in the design	SWG, KI	Castlemont	Support structures prioritized	Teachers better able to design effective curriculum	
Design with the end in mind (what impact do you want the LA to have); bring students, businesses, community partners, and post-secondary into the design process	SWG, KI	Castlemont	Ensure social support is part of design process	Create effective LA to improve graduation and exposure to post-secondary	Effective exposure to industry, jobs, and technical training within LA
Design an integrated curriculum – different subjects connect to each other, connection between industry and non-industry classes, and connection between what’s learned in school and students’ lives	KI	Castlemont; OUSD		Students more engaged in learning experience	
Design opportunities for students to be exposed to careers and work – internships and research experiences – and gain concrete skills and applicable certifications	KI, LR	Castlemont; Businesses		Motivation to pursue career of interest	Exposure to career possibilities; tangible skills
Design opportunities for exposure to college courses and the experience of college through partnerships with community/local colleges	KI	Castlemont; Post-secondary		Exposure to what college is like	
Ensure that learning academy is designed around an industry with jobs in current labor market	KI, LR	Castlemont		Seeing connection between school and jobs	Skills/experience in industry with clear job path
Incorporate youth-driven research projects as a way of applying skills and knowledge to community development	KI	Castlemont		Seeing connection between learning and action	Tangible research and organization skills
Limit class sizes so that teachers can monitor classroom and students can be more engaged in learning	LR	Castlemont; OUSD	Stronger connecting with teacher in smaller classes	More engagement with classroom experience to support graduation	
Design learning academy to also include benefits to the broader student population (avoid “boutique program”)	KI	Castlemont		Improve school experience broadly	

SUPPORT STRUCTURE Recommendations	Source	Decision maker(s)	Potential impact		
			Social support	Grad / Post-sec.	Jobs & Income
Ensure that the businesses and the broader community support learning academy	SWG, KI	Castlemont; Oakland; Businesses	Potential for connection with caring mentors		Internship and job opportunity
Create a youth council to provide ongoing feedback and voice in the learning academy	SWG	Castlemont	Caring adults listening to youth	More curriculum engagement	
Have more available counselors for students in the learning academy	SWG; KI	OUSD	Having an adult ally who has a relationship with you	Keep you on track to graduate	
Make space for teachers to work together to design integrated curriculum	KI	OUSD; Castlemont	Creating a space for teacher-to-teacher support	Help students see connections between classes	
Create a space for teachers and students to build trusting, family-like relationships	KI, LR	Castlemont	Having a supportive adult ally	Students receive support to graduate	
Create an opportunity for industry partners/community partners to act as mentors	KI	Castlemont; Oakland; Businesses	Relationship between student and caring adult in the community		Develop skills for the job market

COMMUNITY OUTREACH Recommendations	Source	Decision maker(s)	Potential impact		
			Social support	Grad / Post-Sec	Jobs & Income
Target outreach to different groups of community members (IE: parents, teachers, organizations)	SWG	Castlemont	More caring adults in student experience	More effective curriculum development	
Create a PTA for the learning academy	SWG	Castlemont	More caring adults in student experience		
Have teacher and industry work together more directly – build that connection as part of the community outreach	SWG	Castlemont; Businesses		More effective curriculum development	Better connection for jobs/internships
Consider how community realities affect school environment; engage with community organizations to address such issues	KI	Castlemont; Oakland		Creating a better, safer school will improve learning and graduation	
Explore opportunities for direct community benefit from learning academy activities (eg: commercial farm, community health screenings) – can also tie to building community school model	KI	Castlemont; Oakland		More engaged in learning –direct connection between learning and real life	Tangible work skills developed from projects

Proposed Methods for Measuring Impact of Career Academy

As a part of the process of developing Recommendations based on the Assessment findings, the Adult Allies discussed with the Youth Researchers possible ideas for measurement. The Youth Researchers discussed how feasible or realistic each proposed measure was, reflecting on the realities of the school environment and the experience of students after leaving school. As with the recommendations, stoplight colors (Green, Yellow, and Red) are used to indicate ease of implementation for each measurement tool, with a description of the Youth Researchers' thought process for each.

Measuring Impact on Social Support

1. **Annual Experience Survey** - Conduct a survey every year with Academy & Non-Academy Teachers and Students that asks about the experience at the school (and in the Academy) and uses validated Social Support survey questions to understand social support. By doing this each year, it should not be too much additional work but will allow the school to see change over time with different classes.
 - **Ease Ranking: Easy** - A survey once a year did not seem to be too much trouble to the Youth Researchers.
2. **Ongoing Discussions** - Should a Youth Council be established, and should Teachers have grade-level collaboration periods within the Academy, there will be natural spaces for discussion with representative Teachers and Students. These are not necessarily formal discussions, but perhaps a monthly informal check-in about the experience with the Academy and how connections are evolving.
 - **Ease Ranking: Easy** - If a Youth Council is established, then it would not be difficult to have these conversations to monitor changes.

Measuring Impact on Graduation & Post-Secondary

3. **Graduation Tracking** - Track the graduation rates per class of Academy and Non-Academy students in Castlemont, looking at the number of students in the grade through 9th, 10th, 11th, and 12th grades and then ultimately how many students did not graduate. For students who do not graduate, also record reasons why they did not graduate whenever possible.
 - **Ease Ranking: Easy** - This is a requirement of the school to track graduation regardless.



4. **Post-Secondary Plans Tracking** - For every graduating senior, record their intended plans after graduation towards the end of the year (Academy & Non-Academy students). Follow up with every recorded senior in the following Fall and indicate if they were able to follow through with that plan.
 - **Ease Ranking: Moderate** - Though this is ideally part of what counselors do with students, the key is making sure that there are enough counselors to support this work—the counselors would have to spearhead tracking this

Measuring Impact on Jobs & Income

5. **Annual Alumni Follow-Up** - Before each student graduates, be sure to have on record a phone number that the student feels is fairly permanent, as well as a second number (of a friend or family member) that could be used if the student's phone number no longer works. Follow up with all alumni every year to learn their job situation and income situation.
 - **Ease Ranking: Difficult** - The Youth Researchers emphasized the challenge of doing this consistently, noting that students may move, students won't want to hear from their high school, and students may feel that it is an invasion of their privacy for these questions to be asked.





5. MONITORING AND EVALUATION

In this section

- Monitoring and evaluation strategy and findings for this project
- Adult Ally reflection on successes and challenges with Y-PAR process
- Youth Researcher reflections on overall process



The evaluation is designed around the objectives of the HIA. There are two distinct but related sets of objectives: first to demonstrate a novel HIA process, and second to inform and influence a decision.

HIA objectives:

1. Demonstrate that youth are capable as leaders and assessors in HIA
2. Inform and influence stakeholders regarding the relationship between education and health and the role of youth
3. Inform and influence OUSD Board regarding learning academy funding and design

This evaluation gives more weight to the demonstration objective, for several reasons. First, the quality of the HIA process determines its ability to inform and influence a decision. Therefore, each subsequent objective is partially dependent on the prior process objective(s). In addition, we demonstrated a very unique HIA process (led by youth). Beyond immediate stakeholders and decision-makers, careful documentation of our experience can also inform a much larger HIA community. Finally, outcomes and impacts may take years to accrue and require additional resources to evaluate. Therefore, although we design a plan for evaluating the long-term outcomes and impacts, our focus is on evaluating processes and the more proximate effects of our work.

Even in lieu of demonstrable outcomes and impact on the decision-making, HIA offers many other benefits. These include changes in understanding, learning, engagement and perceptions, and are illustrated in the evaluation framework. In many cases, the beneficiaries may be the researchers themselves. This is an especially important consideration, given that Youth Uprising's mission is focused on personal transformation. To that end, the evaluation of youth capacity includes their capacity for change (with the HIA process).

Youth Capacity as HIA Practitioners

A key evaluation question considered whether the youth were capable HIA practitioners. To answer this question, we must first consider what was expected and asked of them. Because four of the five youth had worked at YU with Ms. Morales-Konishi before, it was clear that they were capable of conducting good research. There was also some leadership potential, although they were only in Tier 2 of a 4-tiered youth leadership development pipeline implemented at YU. The youth were therefore prompted from the outset to lead this project.

Training

With the intent that the youth would lead this HIA project as much as possible, the training was tailored to the youth. The trainings took place in late April and early May, as the youth were finishing their semester before summer break. This was a busy time for them, as they were taking exams and one was preparing to graduate. Moreover, the initial training addressed a larger group of youth - the 5 on the HIA



team and 17 others - with the idea that more would participate in the HIA. The TA, with the consultant's input, modified the training materials and process prior to the first training. Because the adult allies were planning to work just with this core team of five youth, they and the consultant decided that informal check-ins after the training would be more useful than formal, quantitative evaluations of each training (as normally done by HIP).

During this first training, it was palpable in the room that most of the youth were not engaged, and this was confirmed after the fact. Upon checking-in afterwards, we confirmed that both the content and delivery of the training could have been further modified. In terms of content, the youth said they were overwhelmed with some of the terminology. In terms of delivery, several of the youth on the HIA team stated that having other youth there was a distraction. They also seemed shy interacting with the new adult allies. There was a general consensus among all parties that this first training was really rough start. However, the changes needed were clear.

One consideration not given full weight was the fact that the HIA was very new to adults at YU as well. While there was an explicit intent to develop the capacities of adult YU staff - in particular the project coordinator - and additional TA support via the consultant to do so, in retrospect more time could have been spent on this. The project coordinator had worked with the youth before and was trusted and respected by them. She now worked with the youth day-to-day and would have been able to continually coach the youth on HIA were she fully capable. On the other hand, the HIA "experts" - the TA provider and consultant who were both male, older and relative "outsiders" - despite their best efforts needed time to develop a rapport with the youth. This coordinator left YU early in the HIA process upon her own graduation from college. Whether her departure was due to her inability to effectively coach the youth in HIA was unclear.

Subsequent trainings proved to be more engaging, as the youth core team both responded to and asked questions. Rapport was again a key element; ice-breakers and laughter became an important part of the trainings and the interactions.

HIA Process

From the outset, the youth were expected to lead much of the HIA process and be full participants in all of it. While they were not informed of but not involved in the conception and screening of the project leading up to the grant proposal, it was still plausible that they might "own" the process if they were compelled and capable enough. While much of the early training focused on the basic purpose of HIA, the adult allies did not decide beforehand to what degree the project should be allowed to deviate from principles and standards. Rather, it was assumed that the process would generally follow HIA principles and standards. In retrospect, it would have been helpful to have a clear consensus up-front that this HIA could loosen standards and use a more "free-form" approach if needed to preserve youth leadership.



Still, the demand for quality in this HIA was not the key issue. The youth faced numerous challenges in being full and equal participants in the process. A primary challenge was their availability of time and energy. Because this was an extracurricular activity for them, they often arrived to work on this project late in the afternoon (e.g. 4:00). Their appetite, energy and mood was affected by what happened at school that day. As mentioned in the assessment section, aspects of the process that required deeply focused thinking were often shifted to school half-days and occasionally the weekend.

Additionally, turnover among coordinators and support staff affected the morale and motivation of the youth. The impact of the departure of the original project coordinator (June) was not evaluated directly. However, the youth continually stated afterwards how much they missed this person they had known and worked with for over a year. An interim coordinator supported the youth with the baseline assessment and literature review over the summer, while two different interns and the project director filled in to supervisor and guide the work. A new project coordinator joined the team in August, just before the youth were starting back to school.

Another consideration in evaluating the youth role in this process was the topic. While the topic of learning academies was important to them as students, and they were familiar and experienced with academies, the notion of researching a decision about academies was still somewhat abstract. Conversations with the students about their previous work - including surveying community members about tobacco - revealed that they were engaged by the interactions and tangible issue of tobacco smoke. Subsequently, conversations about the learning academy research suggest that they needed more routine exposure to stakeholders and decision-makers in the community. Moreover, while they pathways approach was intuitive, the complexity and large amount of time between determinants and impact seemed to challenge their owning this topic.

Subsequently, rather than use pre-defined roles, the adult allies decided to use a more adaptive approach, always providing space for the youth to lead but supervising and managing as needed. Youth facilitated group work on a regular basis, and generally always ran the meetings with stakeholders. At the initial stakeholder meetings, some of the adult stakeholders directed their questions to the adult allies rather than the youth. After the meeting, the youth quickly and clearly expressed their dissatisfaction with this and demand that questions be deferred to them in future meetings. This did happen, as the youth ultimately engaged stakeholders more directly in small group discussion and were the primary recipient of questions, deferring to adults as needed. The level of participation of youth, adult allies and stakeholders throughout the process is outlined below.



TABLE 4. PARTICIPATION IN THE HIA PROCESS

	Youth Researchers	Adult coordinators	Community Stakeholders
Screening	0	3	1
Scoping			
Pathway identification	3	2	1
Develop research questions	2	2	1
Identification of roles and resources	1	3	1
Plan for review and dissemination	1	3	1
Assessment			
Literature Review	2	3	0
Quantitative Assessment	1	3	1
Qualitative Assessment	2	3	1
Reporting			
Writing	1	3	0
Presentation	3	2	1
Monitoring and Evaluation	1	3	1

0 = no involvement 1 = participation or review 2 = shared responsibility 3 = lead role

It should be noted that is unclear how the HIA process would have been different with different levels of youth involvement. While we assess stakeholder perspectives in section 3 of this chapter, we cannot discern to what degree they would have been more or less informed and influenced based on the youth role.

Effects on Youth Development

As mentioned before, given the mission of YU and nature of this project, a major objective was youth development. We expected that youth involvement in this HIA would help develop many aspects of their persons, including not just learning and competencies - the "hard skills" - but also constructs and "soft skills" such as resilience, self-efficacy, outlook, ambition, etc. Our approach in this project was based on several hypothesis derived from experiences and evidence of other youth development process. Although HIA as a youth development process had never been tested, we suspected that:



- interactions of the youth team with themselves, other youth, adults, and community stakeholders would increase their ability to cooperate and communicate
- facilitating and sometimes forcing them to lead would help develop their self-efficacy
- asking tough questions would improve their critical-thinking and problem-solving skills
- helping them understand pathways and long-term impacts would help them think more about the future and their own goals

To evaluate these questions, we used qualitative data including journal summaries and repeated interviews with the youth. The youth wrote a half-dozen journal entries periodically over the course of the project, prompted to reflect on the work and their involvement in it. While only parts of the entries were shared with the evaluator, the youth were asked to summarize and share major themes. The evaluator also met at least twice with the youth one-on-one, to discuss their personal development goals and whether they were met.

The youth personal goals fell into 5 major categories:

- Interpersonal
 - being less shy and more comfortable in interacting with others
 - working in large groups and teams, being patient and encouraging with others
 - being more serious about work
- Thinking
 - being more decisive
 - thinking on your feet/ being more quick with answers
 - critical thinking and the ability to understand counter-narratives
- Speaking
 - being more comfortable speaking in public
 - coming up with the right words on the spot
 - improving vocabulary
- Writing
 - analytic essays
 - research writing
- Researching and other
 - data collection and analysis
 - improving resume and marketing skills

These goals were shared with adult allies, with the intent of creating action plans and opportunities for each youth to achieve them. Specialized workshops, e.g. public speaking, were added to the training curriculum. However, the youth reported that these workshops were inadequate, in terms of their content and length, to meet their needs. However, upon follow-up interviews to inquire about their personal goals, all of the youth felt they had made some progress.



We also used a Resilience and Youth Development module questionnaire from the California Healthy Kids Survey. This is a standardized and validated tool used widely to assess youth development throughout high schools in California. It measures a range of internal assets for youth development, including Cooperation and Communication, Empathy, Goals and Aspirations, Problem-solving, Self-awareness, and Self-efficacy. The questionnaire is provided in Appendix H.

TABLE 5: CHANGE IN YOUTH DEVELOPMENT INDICATORS

	PRE	POST	CHANGE
Cooperation and Communication			
B13. I enjoy working together with other students my age.	3.1	3.3	▲ 0.1
B14. I stand up for myself without putting others down.	3.5	3.0	▼ -0.5
B8. I can work with someone who has different opinions than mine.	2.8	2.5	▼ -0.3
Category average	3.1	2.9	▼ -0.2
Empathy			
B10. I feel bad when someone gets their feelings hurt.	3.8	3.0	▼ -0.8
B11. I try to understand what other people go through.	3.3	3.0	▼ -0.3
B15. I try to understand how other people feel and think.	3.0	3.0	▬ 0.0
Category average	3.3	3.0	▼ -0.3
Goals and Aspirations			
B1. I have goals and plans for the future.	3.8	3.8	▬ 0.0
B2. I plan to graduate from high school.	4.0	4.0	▬ 0.0
B3. I plan to go to college or some other school after high school.	4.0	4.0	▬ 0.0
Category average	3.9	3.9	▬ 0.0
Problem-solving			
B12. When I need help, I find someone to talk with.	3.3	2.8	▼ -0.5
B4. I know where to go for help with a problem.	3.3	3.5	▲ 0.3
B5. I try to work out problems by talking or writing about them.	2.3	2.8	▲ 0.5
Category average	2.9	3.0	▲ 0.1
Self-awareness			
B16. There is a purpose to my life.	4.0	4.0	▬ 0.0
B17. I understand my moods and feelings.	3.3	3.3	▬ 0.0
B18. I understand why I do what I do.	3.3	3.5	▲ 0.3
Category average	3.5	3.6	▲ 0.1
Self-efficacy			
B6. I can work out my problems.	3.0	3.0	▬ 0.0
B7. I can do most things if I try.	3.8	3.5	▼ -0.3
B9. There are many things that I do well.	3.8	3.5	▼ -0.3
Category average	3.5	3.3	▼ -0.2
OVERALL AVERAGE	3.4	3.3	▼ -0.1

1 = Not At All True, 2 = A Little True, 3 = Pretty Much True, 4 = Very Much True



The questionnaire was first administered on Aug. 1, which was several months into the project and after the first stakeholder meeting. It is important note that the youth were also on summer break at this time and working full-time on the project. The follow-up was administered in January, as the project was finishing out. At this time, the youth were preparing for end-of-semester exams and had learned that there was no additional funding to support them as researchers at YU. Without a project in the pipeline and prospects to continue at YU, they were clearly demoralized. This may very well have affected their own self-assessment of internal assets.

It was not possible to discern if this HIA process, never mind the particular aspects of it, provided unique value-add to youth development compared to other similar participatory action research endeavors. While the quantitative data are not convincing one way or another, and are not reliable to due small number and the many different contributors (outside this project) to youth development, the qualitative are more telling.

Ongoing violence in the area has youth “thinking about death all of the time”.^{li} The fact that the youth consistently showed up on time and stayed as late as needed is telling in itself. The youth expressed their gratitude for being off the streets of Oakland, engaged, and able to put something on their resume and in the bank.

Youth Researchers’ Reflections on the Project

Youth Researchers reflected on their project experience and highlighted some of the positive and challenging aspects in their own words.

Youth Researcher - Age 15, Sophomore at Castlemont High School, SUDA

My favorite part of the project was working with my group and meeting new people. Another thing was when we went to DC, because I got to travel to a different place and experience something different.

Something that was challenging was how the coordinators changed a lot, and so it would be better for the coordinators to be more consistent.

I developed my public speaking skills more - now I can use them in class in a presentation, and I feel like it’s nothing.

Youth Researcher - Age 17, Senior at Oakland High School, Public Health Academy

The project was great. It inspired me to help out with my community more. It’s a good feeling to know I helped with trying to make schools better.



We had a lot of new coordinators and our manager was not here as often to support us, so we had to keep getting used to new coordinators over and over. It was also a lot of work to maintain while there was schoolwork to do.

I learned that speaking in front of people isn't that hard. Even though you get nervous, you're going to be speaking in front of people your whole life.

Youth Researcher - Age 18, Senior at Oakland High School, Visual Arts Academy Magnet Program (VAAMP)

While working on this project, I became more comfortable presenting in front of large groups. Presenting in DC at the National Health Impact Assessment Conference was cool because we were the only youth that were presenting and people really listened to us.

The coding part was challenging—reading through everything to find the different ideas was complicated. Sometimes it was hard to know which category to place something in.

Youth Researcher - Age 17, Senior at Oakland High School, Visual Arts Academy Magnet Program (VAAMP)

I got better at presenting because I got over my fear of presenting to larger crowds of people. The Washington trip was also a great experience. I'd never been out of California before. And I got to meet a lot of new people through the project - teammates, adults.

When we were doing the project during school, it was challenging because we couldn't work on the project as hard as we did during the summer. There were also other topics— violence prevention, for example— that we would have liked to look into but couldn't.

Before the project, I didn't know that people actually studied learning academies. I learned that it's important for schools to consider the research that people are actually doing to help improve the school system.

Youth Researcher - Age 18, Freshman at Merrit College

I learned valuable research skills to solve a problem through research. The experience has changed the way I look at research. I appreciate it more, especially knowing that we are doing this research to make a positive change in our community

Some challenging parts were focusing when the work got boring sometimes and the many presentations because of public speaking issues.



Effects on Adults

While we want to evaluate the quality of stakeholder engagement and how adult understanding of education and health may have changed, we also strived to evaluate how adult perceptions of youth may have changed. This serves the larger group of HIA stakeholders interested in this demonstration project. To that end, an online survey was administered in early August, before the second Stakeholder working group meeting (see Appendix I). The survey inquired about project coordination, the stakeholder working group, the research itself, and the youth team.

Despite multiple attempts to recruit nearly a dozen stakeholders to complete this survey (of ~ 5 minutes), only two responded. Some of them were only marginally participating to date and therefore relatively uninformed of project details. Upon conferring with the project director, the evaluator decided not to push this any further with the stakeholders. While we cannot draw conclusions about their attendance and engagement in the working group, it is clear that youth were in fact the primary stakeholders and adult stakeholders were willing to support their work. One stakeholder mentioned that they were willing to interact with the youth as much as it would be helpful.

Effects on the HIA process

In the field of HIA to date, the process has been owned primarily by adults. Community-based participatory research and participatory action research approaches have been successfully applied by youth in many settings. Our evaluation considers the notion that the youth not only can and should be involved in HIA, but that involvement changes the HIA process and subsequently its outcomes. To do so, it is important to document how this process traditionally arranged for adults was re-arranged by (and for) youth. Real-time observation and a review of project documents revealed numerous changes made, per the youth involvement, including:

- routine use of approaches for equalizing everyone participating in the HIA process. This includes ice-breakers and setting ground rules requiring equal participation e.g. "three before me"
- the scoping process used post-it notes for brainstorming all possible determinants, intermediaries and impacts, as well as a "dotmocracy" process to prioritize pathways
- small-group formats such as World Cafés were used to enhance discussion in Stakeholder Working Group meetings
- an emphasis on qualitative research allowed the youth to engage further in a more intuitive process when quantitative skills were lacking
- generally, more widely-distributed responsibility and group decision-making. I.e. no single person was "in-charge" of the HIA



Adult Allies Reflection on Y-PAR Process

As a demonstration project, we are the first group (that we know of) to take on a youth-driven health impact assessment in the United States. This has been an immense learning experience for everyone involved, and we hope that by presenting some of the challenges and successes we faced, others can learn from and build on the work we have done together. **Figure 24** presents an overall reflection on some of the challenges and successes we faced using a Y-PAR approach in conducting this HIA.

FIGURE 24: CHALLENGES AND SUCCESSES IN USING Y-PAR APPROACH

CHALLENGES	SUCCESSES
<ul style="list-style-type: none"> • Youth researchers were not able to conduct their own screening to determine HIA topic (funding was already granted for specific HIA) - discussions revealed that other topics would have been more pressing from the Youths' perspectives • The scheduling of moving through the HIA was driven primarily by the Adult Allies and not by the Youth Researchers. • Youth Researchers did not contribute directly to writing up reports submitted for the grant, nor did they contribute writing to the Final Report. Though dialogue was always a part of these processes, the written products are not in their voices. • Intensity of Literature Review process made it difficult for the Youth Researchers to drive that component. Additional time and training would have been needed to fully support them in doing the literature review more independently. • Time limitations prevented thorough training of the Youth Researchers to conduct interviews, leading to the decision that Youth Researchers would observe interviews. • Beginning in September, the Youth Researchers returned to school. This naturally limited the amount of time the Youth Researchers had to work on the HIA to after school, limiting the amount of time for conducting the Qualitative Assessment or providing additional trainings for other components of the Assessment. 	<ul style="list-style-type: none"> • Youth were the primary developers of all Stakeholder Work Group presentations as well as their presentation at the National Health Impact Assessment Conference in Washington, D.C. • Adult Allies and Youth Researchers maintained a transparent, mature, and dialogue-based relationship throughout the project, openly expressing expectations and frustration when necessary. • Youth Researchers worked closely with Adult Allies to create and evolve the Key Informant Interview Guides and the Focus Group Discussion Guides. • Youth Researchers and Adult Allies were equal participants in the Key Informant Interview Analysis Process. • Adaptation in response to the limited Youth Researcher availability during the school week worked well - several Saturday retreats allowed for focused work time during the school year. • The intended development of a video reflection piece will allow youths' voices to be central.



Influence on the Decision

The decision point shifted from whether or not Castlemont would receive an academy (a dichotomous YES/NO) to a decision about the academy design. In evaluating to what degree the HIA process influenced this shift, it is important to consider two key questions:

- What other collaborations and activities beyond the HIA may have influenced the shift in the decision?
- Regardless of the degree of authenticity of youth involvement, did their presence influence the shift in the decision?

At the time of this report, it is impossible to answer these two questions and discern the myriad attributions and contributions to this shift. However, a better understanding of the timeline of events (Figure 25) may shed light on this matter. One key development was that the Oakland Unified School District Superintendent announced in April that he would be leaving in June. The superintendent was highly regarded, having taken over the district as it emerged from state receivership. He led a strategic planning process focused on implementing a community schools model. His resignation was a surprise to many. The school board president Gary Yee took over as interim in July. Despite this change, local education improvement efforts continued. Moreover, in October Mr. Yee held a press event to announce a new linked learning partnership with a community college.^{liii} It became evident the linked learning approach, and the academy model as a facet of that - were his first priority. Whether or not he planned that all along is unclear. However, many different conversations throughout the school district, some initiated by Youth Uprising, addressed the issue of improvement via learning academies. For example, the East Bay Asian Youth Center has also been promoting linked learning within OUSD for some time. Ultimately, despite district plans, school sites must continually advocate for implementation of those plans and allocation of resources. As the primary champion of Castlemont High School, YU decided to undertake a petition to convert Castlemont to a charter.

Whether or not they are successful in the charter petition, YU's continued interest and investment in implementing a learning academy at Castlemont seems to have garnered the attention of the school district. While funds have not been allocated for the academy, it is clear that the district is willing to redistribute existing resources to implement an academy. The subsequent decision this HIA adapted to inform then was regarding the design of the academy.

Castlemont has always been a struggling school. With only 641 students and the dropout rates mentioned earlier, Castlemont is one of the smallest and worst-performing high schools in the OUSD portfolio. These were key criteria for selecting schools during the highly contentious closure of 5 OUSD schools last year. The threat of Castlemont closing was always looming. This HIA revived the conversation about making academies work in OUSD. At the very least, it set up an opportunity for a non-profit (YU) to help save Castlemont from closure and steward it to new success.



Long-term Evaluation Plan

This aspect of the evaluation will focus on the adoption and results of recommendations. As the decision-makers are clearly identified per recommendations, YU staff will monitor simply by checklist whether they are adopted or not. The target date for these recommendations is not identified. While some can be implemented immediately, some may take several years to implement. Potential impacts of recommendations are considered in the recommendations matrix (Figure 23). These will likely take even longer to accrue. While not standard practice among HIAs, a follow-up study to evaluate adoption and impact of recommendations is conceivable. YU is well-connected to UC Berkeley and other academic institutions in the area, often receiving in-kind support.

Finally, it is important to consider the long-term impact on youth. That includes both the youth research team in the project, as well as youth attending the anticipated academy. To date, OUSD has not extensively studied outcomes for academy versus non-Academy students. If YU is permitted to run Castlemont as a charter, they will certainly monitor closely the outcomes of all students and academy students in particular. They have the resources and commitment to create an alumni network that can continue to support and monitor the progress of former students. While these outcomes might not be as directly relevant to HIA practitioners, the similarities between a more participatory, youth-led HIA process and a more engaging and realistic education process, as embodied in learning academies, are striking. In fact, the principles of HIA are reflected in the principles of the academy model.

^{li} See, for example <http://oaklandlocal.com/2014/01/education-voices-finding-identity-in-a-biased-world-dec-6-turn-in/> AND <http://news.yahoo.com/video/oakland-youth-uprising-reels-members-073700946.html>

^{lii} See, for example: <http://edsources.org/today/2013/oakland-unified-launches-push-to-expand-linked-learning-academies/40873#.Uuw6crSikU8>



FIGURE 25. TIMELINE OF MAJOR ACTIVITIES AND EVENTS


	Project activities	Stakeholders	OUSD Context	Evaluation
April	Youth begin work		Superintendent resigns	
May	Training			
	Scoping			
June	Training	Meeting 1		Youth goals
	New coordinator begins			
	Scoping			
July	Literature review and baseline		Interim superintendent takes over	
August	Literature review	Stakeholder survey		Youth assets survey
	New coordinator begins	Meeting 2		Youth goals follow-up
September	Qualitative research			
	HIA conference in D.C.			
October	Qualitative research		Superintendent announces new push for Linked Learning	
November	Qualitative research	Meeting 3		
December				
January 2014		Meeting 4		Youth goals and assets follow-up





APPENDICES

In this section

- Appendix A: Human Impact Partners Introductory Training Agenda
 - Appendix B: Three Original Scoping Pathways
 - Appendix C: Key Informant Interview Guides
 - Appendix D: Detailed Description of Qualitative Analysis Procedures
 - Appendix E: Full descriptions of themes in Good Learning Academy & Social Support
 - Appendix F: Full descriptions of themes in Barriers & Challenges
 - Appendix G: Full descriptions of themes in Community and Student Impacts
 - Appendix H: California Health Kids Survey: Resilience and Youth Development Module
 - Appendix I: Survey for Stakeholders
 - Appendix J: Stakeholder Workgroup Participants
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APPENDIX A: HUMAN IMPACT PARTNERS INTRODUCTORY TRAINING AGENDA

Castlemont High Learning Academy Health Impact Assessment Training Facilitator’s Agenda

Day 1: Wednesday April 24, 2012

4:00-7:30pm

Day 1 Objectives:

- Demonstrate connections between land use/policy planning and community health issues
- Describe the value and purpose of HIA
- Review examples of past and current HIA projects
- Highlight Castlemont Learning Academy project throughout the training
- Walk through the steps of Screening in HIA
- Look ahead to HIA Scoping

DAY 1 Outcomes:

- Introduce HIA concepts and the Learning Academy HIA

Time	Day 1 Agenda Item
4:00	<p>3:30 HIP and Partners set-up for training</p> <p>Dinner and Check-in (HIP and YU-PAR)</p> <ul style="list-style-type: none"> • Everyone helps with set-up • Set up a sign-in table, where people get their binders • Set up dinner • HIP post on wall <ul style="list-style-type: none"> ○ “Ground Rules” ○ “Bike Rack” ○ “Acronym” butcher paper ○ “Tree” <p><i>Other ideas:</i></p> <ul style="list-style-type: none"> • <i>Seating:</i> <ul style="list-style-type: none"> ○ <i>Seat people in a circle to prevent auto-segregation</i> ○ <i>OR Assign people to tables by having a symbol/shape dictate where they sit</i>
4:30	<p>Welcome and Introductions (HIP and YU-PAR)</p> <ul style="list-style-type: none"> • HIP: have everyone go around the room and introduce themselves – Note: Keep Intro’s very short. <ul style="list-style-type: none"> ○ Audience forms pairs and ask each other about someone in their life who has been kind to them. No report-back. ○ Ask large group: Define what a healthy community looks like to you, and what is happening in a healthy community.



	<ul style="list-style-type: none"> • Partners: give a welcome and frame the context of the training for attendees. Set the context for the training. • YU-PAR <ul style="list-style-type: none"> ○ Review ground rules that they've created, and facilitate discussion about adding any more • HIP: <ul style="list-style-type: none"> ○ Introduce HIP's goals ○ Review agenda for Day 1 ○ Review bike rack ○ Review pace of training and Q&A style ○ Review agenda– draw attention to objectives ○ Mention evaluations ○ Explain binder ○ Logistics (bathrooms, etc.)
5:00	Making the connection between land use, policy and health (HIP) <ul style="list-style-type: none"> • Review “Current Health Conditions in the US slide” • Facilitate the tree exercise <ul style="list-style-type: none"> ○ Idea for talking about the roots: issues below the surface that you may not tangibly see; overall, we don't want to just acknowledge the problems, but we more so want to address solutions; emphasize the value of this process as part of systems change ○ Stress the interconnectedness between Castlemont and the surrounding communities • Define Social Determinants of Health
5:20	Introduction to Health Impact Assessment (HIP) <ul style="list-style-type: none"> • Intro slides (begin with Rainbow slide) <ul style="list-style-type: none"> ○ On slide about incorporating equity into HIA, refer to Equity strategies document <p>Materials: - Equity strategies document (pages 1-8)</p>
5:50	BREAK
5:55	Examples of completed HIAs (HIP) <ul style="list-style-type: none"> • Introduce and show the Bus Rider urban opera video • Introduce and link to the Oakland BRT HIA; present slides for this project • Ask participants to discuss in a large group how BRT have affected their lives? (particularly if there ends up being many east Oakland students in the room) • Briefly present school discipline policy HIA case study • If time permits, ask participants to discuss in a large group how school discipline policies have affected their lives?
6:30	Castlemont Learning Academy HIA Description (YU) <ul style="list-style-type: none"> • YU go through slides and Learning Academy HIA project description to ensure participants understand the local HIA project

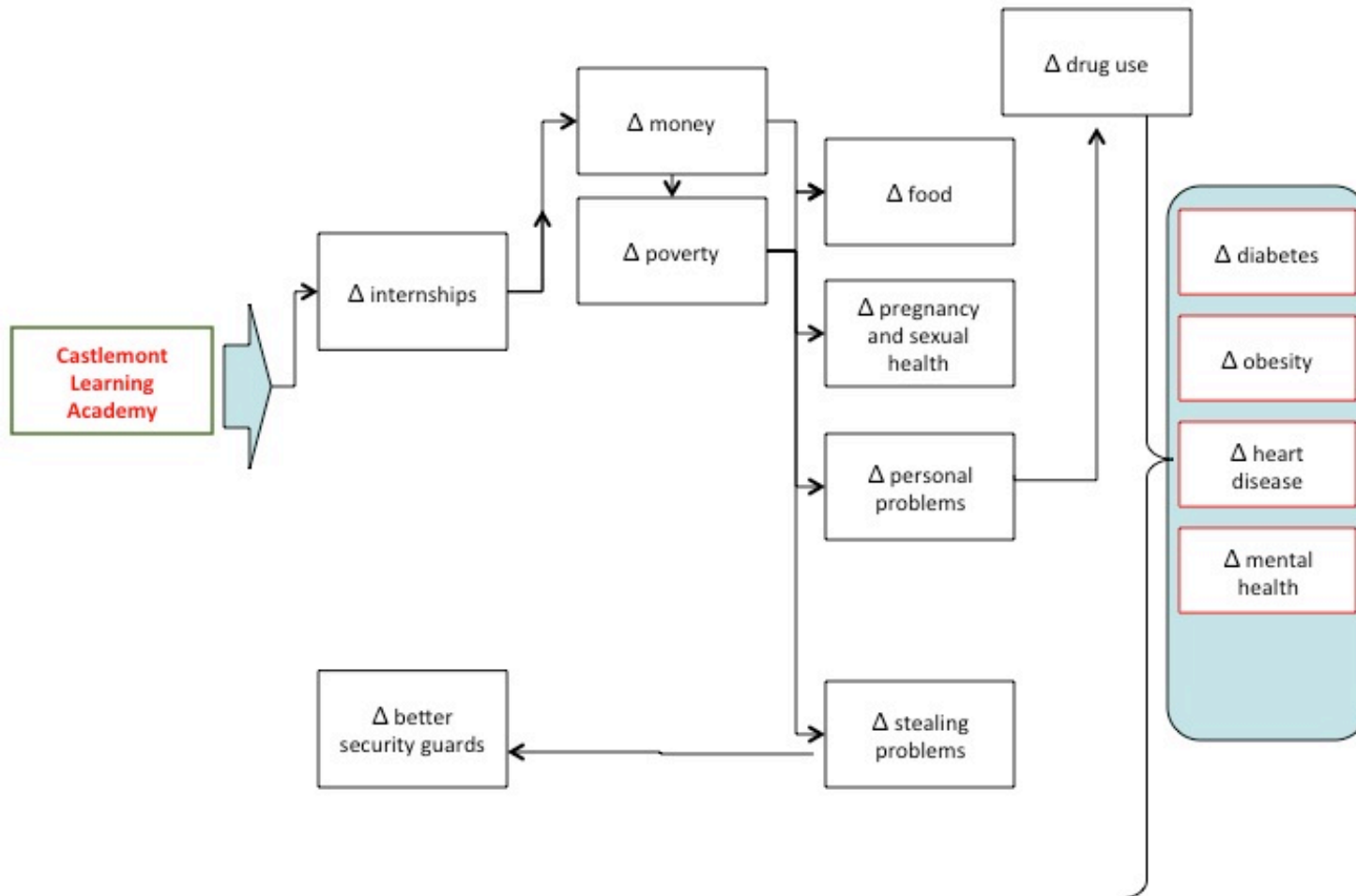


	<ul style="list-style-type: none"> Remind participants that we will discuss a potential workplan/moving forward in more detail at the end of Day 3 Q & A about the Castlemont Learning Academy HIA project Small group exercise, asking people to brainstorm how this project can affect health. Report back. <p><i>Other ideas:</i></p> <ul style="list-style-type: none"> <i>Might want to present a little overview about how decisions are moved through the OUSD board in general, in order to get everyone on the same page regarding how this work translates into ACTION</i> <p><i>Materials:</i></p> <ul style="list-style-type: none"> - Castlemont Learning Academy HIA description document in the binder
6:50	<p>Step 1: Screening (HIP and YU)</p> <ul style="list-style-type: none"> HIP: <ul style="list-style-type: none"> Give short introduction about screening Youth present their completed screening worksheet <ul style="list-style-type: none"> Have the completed screening worksheet in the binder without going through it for people to read if they wanted. Group Q&A <p>Ask about other potential projects in the area that participants may want to screen in the future. Record these on butcher paper</p> <p><i>Materials:</i></p> <ul style="list-style-type: none"> - screening 2-pager - completed screening worksheet
7:10	<p>Step 2: Scoping Introduction (HIP)</p> <ul style="list-style-type: none"> Give brief introduction to scoping and looking ahead to Day 2 <ul style="list-style-type: none"> Present about HIA goals Describe pathway diagram and research question process <p>Tell the large group how we're going to translate the pathway diagrams into research questions at our mid-training meeting, and how we're going to present and prioritize those questions on Day 2.</p>
7:20	<p>Wrap-up & Evaluation (HIP)</p> <ul style="list-style-type: none"> Provide an overview of where we're doing in Day 2 Remind participants to complete evaluation forms <i>Optional:</i> HIP facilitates a 5-minute "what did you like" (+), "what would you change" (delta) evaluation – asking for open feedback <i>HIP collects Bike Rack to prepare answers to questions posted for Day 2</i> <i>HIP and partners review evaluations, and adjust Day 2 according to pertinent feedback</i>
7:30	<p>Adjourn</p>

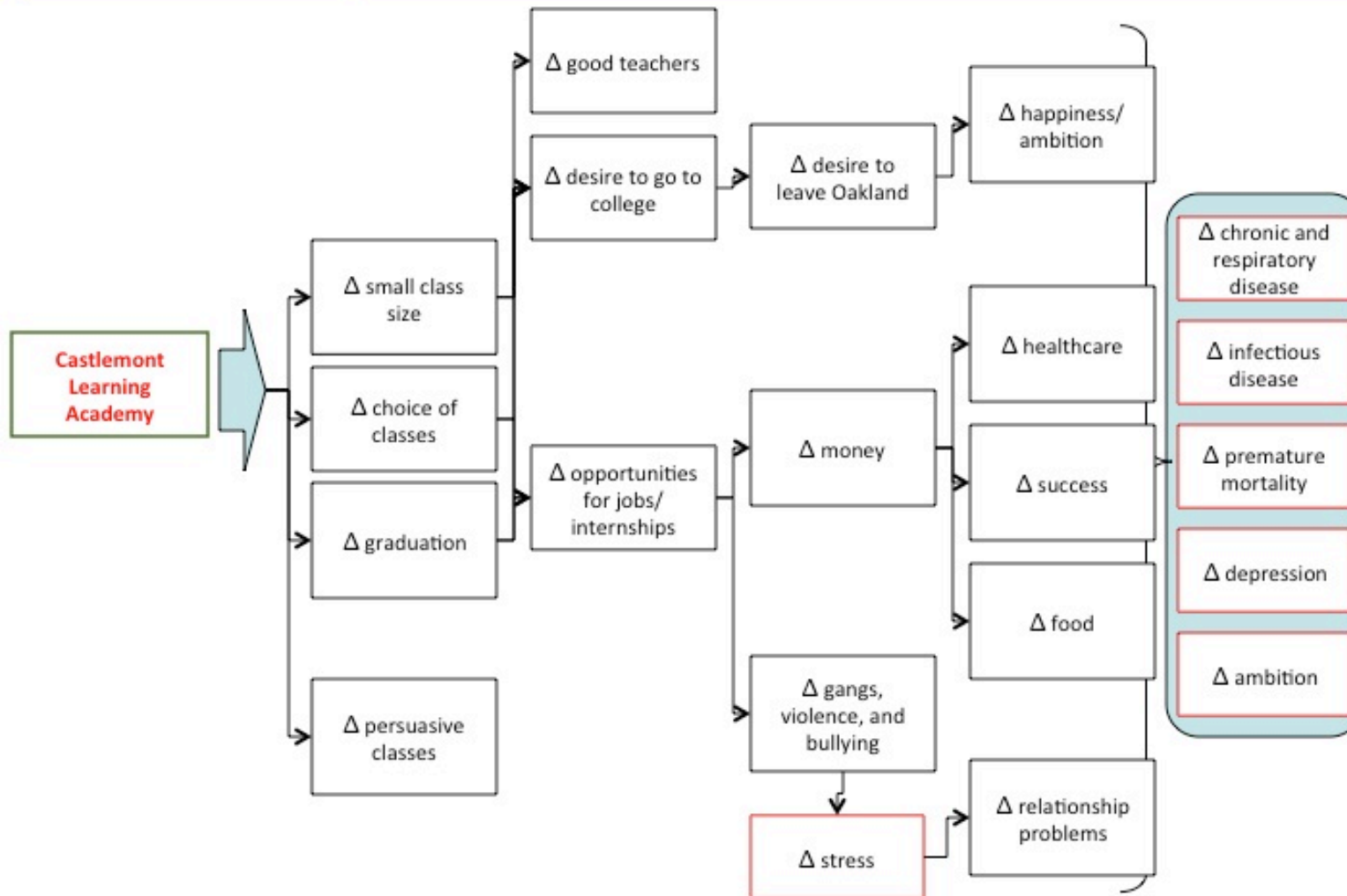


APPENDIX B: THREE ORIGINAL SCOPING PATHWAYS

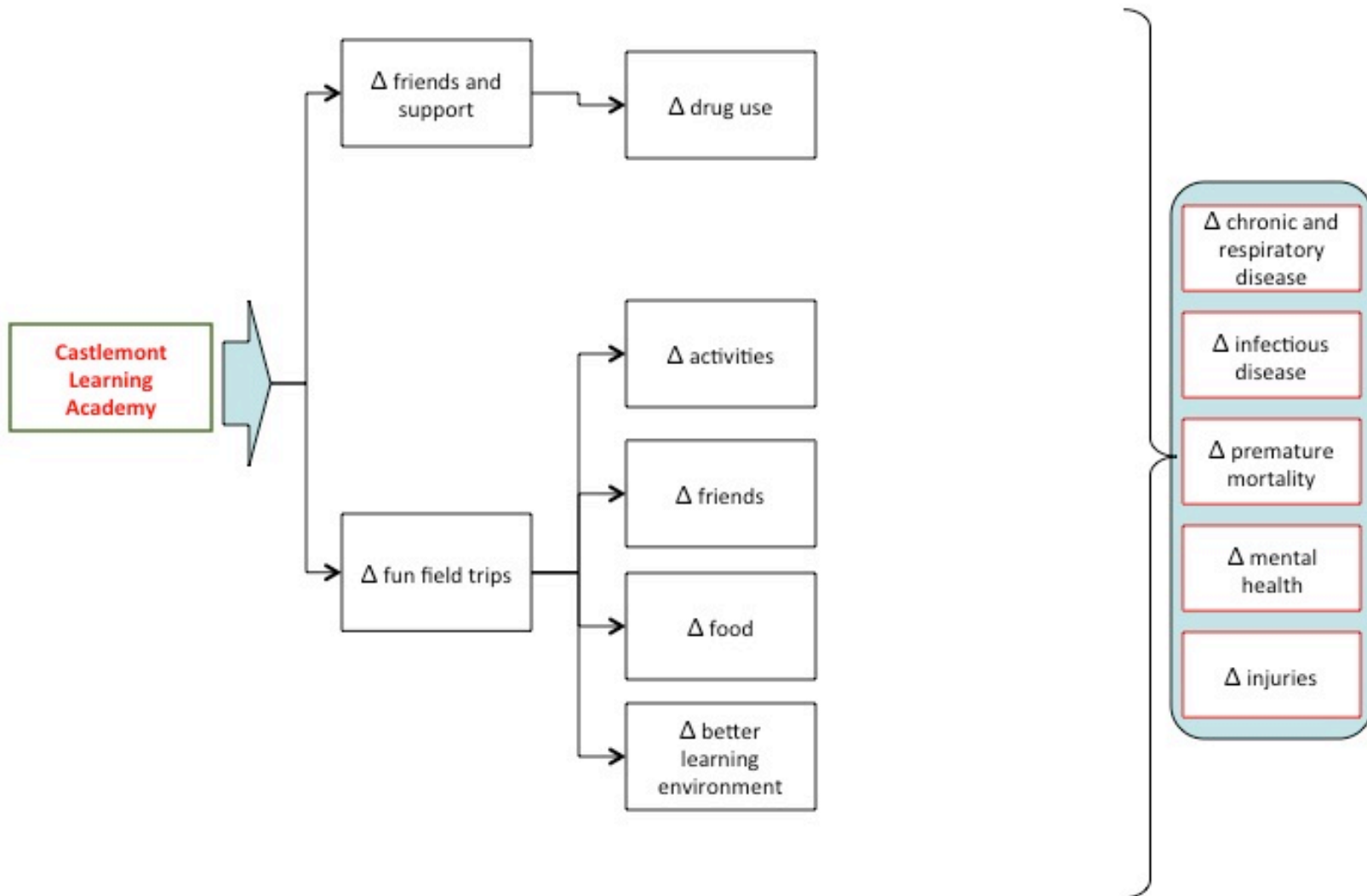
Impacts of the LE on Job Skills & Health



Impacts of the LE on Education & Health



Impacts of the LE on Quality of Life & Health



APPENDIX C: KEY INFORMANT INTERVIEW GUIDES

Education-related Key Informant Interview

Time: 45-60 minutes Materials: <ul style="list-style-type: none">• 1 Tape Recorder• Paper for notes and writing utensils	People: <ul style="list-style-type: none">• 1 key informant as the participant• 2 youth researchers (or 1 adult ally and 1 youth researcher) as interviewers• Optional: 1 notetaker and also keep track of time
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BEGIN INTERVIEW HERE →

Introduction [10 minutes]

- **Introduce the purpose of the interview:** The purpose of this interview is to learn from someone in the field of education about schools and academies and how they impact health. This is a part of the broader Health Impact Assessment Project. We are doing this research project to understand if Learning Academies can have positive health impacts on students in Oakland.
- **Ensure informed consent:** We want to get your permission to record our interview. We would like to record it to make sure that we don't miss anything, but you can choose not to be recorded. We will only use this information to learn for our HIA.
 - Also, please note that you can pass on a question if you don't want to answer it
 - If you want us to turn off the tape recorder at any time, we will
 - When we write up the recording, we will not use your names - you will be anonymous
 - **Do we have your permission to record?** If you do not want us to record, we will just take notes.
 - **WAIT FOR THE YES OR NO**

Opening Questions [10 minutes]

(1) First, could you please tell me about what you do.

NOTE for interviewer: If the interviewee talks about HIS/HER EXPERIENCE WITH LEARNING ACADEMIES directly as a part of this introduction, you can skip QUESTION #6 and move to QUESTIONS #7 and then #8 before returning to QUESTION #2, #3, #4, AND #5. If the interviewee does NOT TALK ABOUT HIS/HER EXPERIENCE WITH LEARNING ACADEMIES in Question #1, then just go to Question #2 and move in order.



Key Questions [30 minutes]

TOPIC AREA: SCHOOL ENVIRONMENTS, STUDENTS, & COMMUNITY

- (2) Thank you for describing your work. Now we would like to ask some questions about school environments, relating to your work experience. What do you think defines a successful school environment for students?
- (3) What do you think are some things that create that successful school environment for students?
- **Probing follow up question ideas:** *Do not have to ask all, use to clarify information or learn more; If participant mentions HEALTH as “why something creates a successful school environment,” move next to QUESTION #5 and then return to QUESTION #4*
 - Why do those things make a more successful school environment for students?
 - Do you have any examples you can think of to explain your thought?
 - How do you see class size impacting students?
 - How do you see internships impacting students?
 - How do teacher relationships with students impact student experience at school?
 - How do relationships with peers impact student experience at school?
 - How does parent involvement affect the school experience for students?
- (4) In your experience, what is the relationship between the community around a school and the school environment?
- **Probing follow up question ideas:**
 - Why do those community characteristics affect the school environment?
 - Do you have any examples you can think of to further describe what you have said?
 - How do you see poverty in a community affecting the school environment?
 - How do you see a school affecting the surrounding community?
- (5) How do you see the school experience affecting the health and wellbeing of students?
- **Probing follow up question ideas:** *If the participant already talked about HEALTH in QUESTION #3, use these ideas to probe further as to what they meant*
 - How does the physical environment of the school affect the health of a student?
 - How do interactions with teachers affect the health of a student?
 - How do interactions with other students affect the health of a student?
 - How can the school experience affect the health of a student after the student has left the school?
 - Can you provide an example to illustrate your point?



TOPIC AREA: LEARNING ACADEMIES, STUDENTS, & SCHOOLS

(6) Thank you for your thoughts. As we mentioned, our project is particularly interested in school programs called learning academies. Do you have any experience working with Learning Academies?

- [if yes] - What is your experience working with Learning Academies?
- [if no] - I see. Do you have any views or knowledge of Learning Academies from your work in education?
 - [if yes] Please describe a bit about what you know of Learning Academies. Where did you gain that knowledge from?
 - [if no] - *SKIP TO QUESTION #9*

NOTE for interviewer: If the participant answered NO to "experience working with Learning Academies" but YES to having "views or knowledge of Learning Academies", you can continue to Question #7 and Question #8, substituting "FROM YOUR PERSPECTIVE" for "IN YOUR EXPERIENCE."

If the participant answered YES to having "views or knowledge of Learning Academies" BUT seems as if they do not have much to say about their "view or knowledge of Learning Academies," then skip to QUESTION #9

(7) In your experience [OR From your perspective], how do learning academies impact students in school?

- **Probing follow up questions:**
 - Why do learning academies impact students in that way?
 - Do you have any examples that you can think of to illustrate your point?
 - How do you see learning academies affecting students while they are in school?
 - How do learning academies affecting students once they have completed high school?

(8) In your experience [OR From your perspective], how do learning academies affect the schools that they are in?

- **Probing follow up questions:**
 - What are some positive effects that you have seen of having a learning academy in a school?
 - Have you ever seen any negative effects of having a learning academy in a school? Could you please describe if so?

Closing Question [5 minutes]

(9) Thank you for your time. For the last question, what are your hopes for schools here in Oakland in the future?

Do you have any questions for us? Thank you for participating.



Health-related Key Informant Interview

Time: 45-60 minutes Materials: <ul style="list-style-type: none">• 1 Tape Recorder• Paper for notes and writing utensils	People: <ul style="list-style-type: none">• 1 key informant as the participant• 2 youth researchers (or 1 adult ally and 1 youth researcher) as interviewers• Optional: 1 notetaker and also keep track of time
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BEGIN INTERVIEW HERE →

Introduction [10 minutes]

- **Introduce the purpose of the interview:** The purpose of this interview is to learn from someone in the health field about schools and academies and how they impact health. This is a part of the broader Health Impact Assessment Project. We are doing this research project to understand if Learning Academies can have positive health impacts on students in Oakland.
- **Ensure informed consent:** We want to get your permission to record our interview. We would like to record it to make sure that we don't miss anything, but you can choose not to be recorded. We will only use this information to learn for our HIA.
 - Also, please note that you can pass on a question if you don't want to answer it
 - If you want us to turn off the tape recorder at any time, we will
 - When we write up the recording, we will not use your names - you will be anonymous
 - **Do we have your permission to record?** If you do not want us to record, we will just take notes.
 - **WAIT FOR THE YES OR NO**

Opening Questions [10 minutes]

(5) First, could you please tell me about what you do.

NOTE for interviewer: If the participant begins discussing experience working with OR perspectives on Learning Academies in the description from QUESTION #1, then SKIP QUESTION #5 and ask QUESTION #6 before returning to QUESTION #2. Otherwise just move on to QUESTION #2 and continue.



Key Questions [30 minutes]

TOPIC AREA: EDUCATION, SCHOOL ENVIRONMENTS, AND STUDENT HEALTH

- (6) Thank you for describing your work. Now we would like to ask some questions about the relationship between education and health. In your experience, what is the relationship between education and health generally?
- **Probing follow up question ideas:** *Do not have to ask all, use to clarify information or learn more*
 - What is the relationship between a student's experience at school and his or her health?
 - What is the relationship between completing high school and the future health of that student?
 - How does education impact health in that way? Please describe.
 - Can you provide an example from your work to illustrate your point?
- (7) What do you think are important characteristics of a school that support the health of students?

NOTE for interviewer: if the participant focuses on things like "having good nutrition in schools" or "having physical education", then try to use the probes to bring the focus back to the broader ideas of a healthy school environment that relate to a learning academy

- **Probing follow up question ideas:**
 - Why are those school characteristics important to support the health of students?
 - How do you think the physical structure and environment of the school relate to the health of students?
 - How do you think opportunities to work closely with teachers relate to the health of students?
 - How do you think opportunities to connect with peers in school relate to the health of students?
 - How do you think opportunities to experience career internships during high school relate to the health of students?
 - Can you provide an example from your work to illustrate your point?
 - connections to teachers, connections to peers, connection to opportunities outside of school
- (8) In your experience, what is the relationship between the community around a school and the health of students in a school?
- **Probing follow up question ideas:**
 - Why do those community characteristics affect the student health?



- Do you have any examples you can think of to further describe what you have said?
- How do you see poverty in a community affecting student health?

TOPIC AREA: LEARNING ACADEMIES AND HEALTH

(9) Thank you for your thoughts. Now getting more specific, as we mentioned, our project is particularly interested in school programs called learning academies. Do you have any experience working with Learning Academies?

- *[if yes]* - What is your experience with Learning Academies?
- *[if no]* - I see. Do you have any views or knowledge of Learning Academies from your work?
 - *[if yes]* Please describe a bit about what you know of Learning Academies. Where did you gain that knowledge from?
 - *[if no]* - **SKIP TO QUESTION #7**

NOTE for interviewer: If the participant answered NO to "experience working with Learning Academies" but YES to having "views or knowledge of Learning Academies, you can continue to Question #6, substituting "FROM YOUR PERSPECTIVE" for "IN YOUR EXPERIENCE." If the participant answered YES to having "views or knowledge of Learning Academies" BUT seems as if they do not have much to say about their "views or knowledge of Learning Academies," then skip to QUESTION #7

(10) In your experience [OR From your perspective], how do learning academies affect students' health in the long term?

- **Probing follow up questions:**
 - What are the characteristics of learning academies you know of that affect students' health in the long term?
 - Why do those characteristics affect students' health?
 - Could you provide an example to illustrate your point?

Closing Question [5 minutes]

(11) For the last question, what are your hopes for schools here in Oakland in the future?

Do you have any questions for us? Thank you for participating.



APPENDIX D: DESCRIPTION OF QUALITATIVE ANALYSIS PROCESS

Step 1: Reading the transcripts

During a 1-day retreat, the youth researchers and adult allies first divided into two teams and read through one transcript. From this reading of the first transcript, each team discussed the different key ideas that were found in this transcript. The group discussed the process of reading through the transcript and identifying main ideas that were highlighted by the interview participant. Through this discussion, the group agreed on how to identify key ideas within a transcript.

The remainder of the transcripts were then divided among the two teams, and the decision was made for team members to read the transcripts out-loud to each other and to discuss key ideas after the read-through of each transcript.

Step 2: Identifying Macrocodes

Each team summarized the different key ideas within each of their transcripts. Each Team then presented the key ideas that they found to the remainder of the group for discussion and questioning.

Once all of the ideas were presented, the group discussed overarching ideas that encompassed all of the different ideas within the collection of transcripts. These ideas became the Macrocodes (see definition in Figure 1) to be used for coding.

To maximize our limited time together for group coding, the group agreed that the Macrocodes that directly related to the Pathways (from the earlier Scoping phase of the HIA) would be the focus of the collaborative coding process, while the Macrocodes that related more to the history and context around the HIA would be analyzed separately by the adult allies. Findings from both types of Macrocodes would be used in developing effective Recommendations.

It also became clear that the Pathways from the Scoping phase were inextricably linked. Therefore, to facilitate qualitative analysis, the three Scoping pathways (1. Learning Academy → Social Support → Mental Health; 2. Learning Academy → Graduation → Health; 3. Learning Academy → Jobs/Income → Economic Health) were merged into one pathway.

Step 3, 4, & 5: Coding



In a second one-day retreat, each Pathway-related Macrocode was assigned a color. The group discussed the meaning of each Macrocode as determined in the first retreat. The youth researchers and adult allies regrouped in the two teams and proceeded to highlight segments of transcript text that “answered” or “defined” the Macrocodes, coding the transcripts and delving more deeply into the information presented in the transcripts. Team members discussed the ideas within each Macrocode for that Team’s transcripts. Teams then wrote out the ideas from the transcripts under each Macrocode and presented the ideas within each Macrocode to the whole group for discussion and questions. The whole group then agreed on the various ideas presented within the transcripts under each Macrocode.

Step 6: Identifying themes

For each Macrocode, an adult ally organized the ideas that were identified by the youth researchers and adult allies into themes.



APPENDIX E: GOOD LEARNING ACADEMY & SOCIAL SUPPORT THEMES

Code 1: What makes a good learning environment/learning academy?

Theme 1 – Integrated Curriculum & relevant coursework

Theme 2 – Strong connection to industry & community

Theme 3 – Exposure to college, careers, work experience, & activities

Theme 4 – Caring atmosphere & dedicated, qualified teachers

Theme 1 - Integrated curriculum & relevant coursework

- Strong connection to community & industry, including community colleges, and that bases their curriculum on these trends
- Integrated curriculum - teachers working together to connect classes to each other within a grade level, relating the work to young people's lives; curriculum is more rigorous and relevant when aligned to real world practices
- Should offer relevant and technical coursework that exposes youth to new experiences & shows them why they are relevant
- Academic support and project based learning, on-the-job training, & specific competency training, also special skills development
- Youth-generated action research as a way for students to be engaged in their school curriculum, tied to the community

Theme 2 - Strong connection to industry & community

- Strong connection to community & industry, including community colleges, and that bases their curriculum on these trends

Theme 3 - Exposure to college, careers, work experience, & activities

- Should offer relevant and technical coursework that exposes youth to new experiences & shows them why they are relevant
- Exposure to college level material
- Having constant work experience, being exposed to different careers at a younger age and grade
- Lots of accessible extended day activities
- Academic support and project based learning, on-the-job training, & specific competency training, also special skills development

Theme 4 - Caring atmosphere & dedicated, qualified teachers

- Quality of teachers - hiring, training, and evaluating teachers
- Family-like atmosphere - having good relationship among teachers and between teachers and students
- Engaged caring teachers that put students' social-emotional needs first



Code 2: Social Support

Theme 1 – Teacher
→ Teacher

Theme 2 – Teacher
→ Student

Theme 3 – School/Teacher
↔ Parent/Caring Adult

Theme 4 – Community
→ School

Theme 1 - Teacher → Teacher Support

- Teachers working with teachers to create an integrated curriculum - helping students to see connections between classes

Theme 2 - Teacher → Student Support

- Teachers supporting students by teaching skills that students see as useful - personalized teaching
- “Family environment” between teachers and students - teachers know about students’ lives, students trust teachers
- Teachers & instructors who help students and young adults in different ways from the community
- Frequent teacher turnover can negatively effect ability for students to build relationships with teachers

Theme 3 - School/Teacher ↔ Parent/Caring Adult Support

- Parent engagement with teachers & school environment - important to ensure support of students from all sides (wrap-around messages)
- Caring adults in students’ lives who are willing to partner with the adults within the school that are providing support
- Family support and outreach

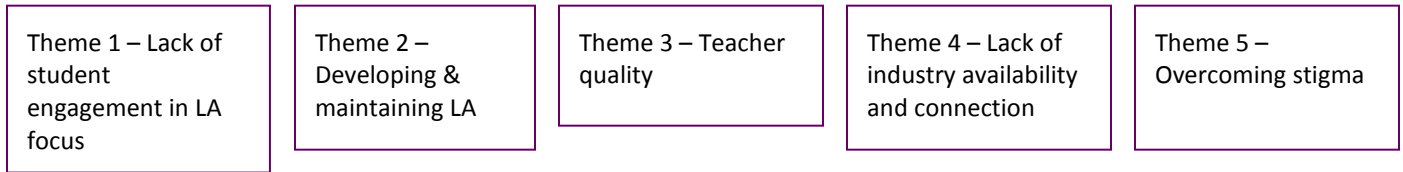
Theme 4 - Community → School Support

- How communities have different connections with other people in their communities who can be helpful for industry connections



APPENDIX F: BARRIERS & CHALLENGES THEMES

Code 3: Barriers & Challenges Relating to Learning Academies



Theme 1 - Lack of student engagement in Learning Academy focus

- Not appealing to students - the learning academy doesn't interest them or have anything to do with what they like
- Student motivation is low if they don't see relevance in what they are learning

Theme 2 - Developing & maintaining Learning Academy in school, community, and society context

- Organization - how to organize the smaller learning community is not easy; presenting the project and lining up to the way the district and school is looking to invest resources
- Lack of resources and sources of resources - there's so many things that are blocking academies to be able to get those resources, that makes it harder
- Because of logistical and student behavioral/SES realities, it's hard to run a Learning Academy and maintain it (IE: bell schedule, teacher turnover, negative school climate, safety, classroom misbehavior, student hunger, lack of afterschool programs)
- Potential for being seen as "boutique programs" that are not supporting the majority of students

Theme 3 - Teacher Quality

- Teacher quality - some teachers don't know how to teach or are not able to put in the time and energy to make the Learning Academy happen
- Frequent teacher turnover can effect planning & student-teacher connections
- Leadership issues and lack of resources can make it difficult to attract quality teachers to schools/pathways

Theme 4 - Lack of industry availability & connection

- Not enough internships - the lack of businesses in the community
- Courses not matched to the industry needs/wants, which leads them to complain about a skills mismatch, and so they hire non-locally

Theme 5 - Overcoming stigma

- Learning Academy must be distinguished from vocational education "tracking" to avoid stigma from historical tracking system



APPENDIX G: COMMUNITY AND STUDENT IMPACTS THEMES

Code 4: Community affecting school/students and school/students affecting community

Theme 1 – Community and school 2-way partnerships

Theme 2 – Community supporting school/students

Theme 3 – School/students giving back to community

Theme 4 – Community environment negatively affecting students

Theme 1 -Community and school two-way partnerships can have mutually positive effects

- Community college plays a key role in supporting young adults, especially in communities of color - should be a partner with learning academies and students
- 2-way partnerships between community based organizations and schools can allow for effective and good resource sharing
- Shared collaborative community events help bring in people to the schools

Theme 2 - Community entities & people supporting school & student efforts

- Caring adults outside of school can act as mentors to bridge the school/home partnerships
- Existing business community can provide internship opportunities for students and can serve as community mentors to students

Theme 3 - School & student activities giving back to community

- School/Academy student activities can directly positively affect community - IE: commercial farm, public health academy outreach to support community health, building youth workforce to attract businesses to community, Restorative Justice Court
- Schools can be the hub of the community, with services offered there beyond daytime classroom learning
- Youth research activities to understand and affect the community

Theme 4 - Community environment & challenges can negatively affect student experience at school

- Community environment challenges - safety, food access, look of environment, family struggles, abuse - can make students feel overwhelmed, make it hard to learn, affect student morale, make it hard for students to develop in school
- Lack of a business community can negatively affect school by hindering opportunities for internships
- SES and home factors can negatively affect students' ability to learn (IE: nutrition affecting readiness to learn and attentiveness in the classroom)



Code 5: Students affecting Learning Academy and Learning Academy affecting students

Theme 1 – Students can positively shape LA

Theme 2 – Connected classes affect student learning engagement

Theme 3 – LAs can prepare students for successful futures

Theme 4 – Teacher turnover can affect social support for students

Theme 1 - Students can positively shape Learning Academies

- Youth engagement in choosing to participating in the learning academy, in having their voices heard, and in evaluating the learning academy and presenting to key stakeholders is important
- Depending on what your academy is focusing on, it can have a positive or negative impact on students - if they are not interested in the academy, they may not have a positive experience

Theme 2 - Connected classes affect student engagement in learning

- Learning Academies that connect classes within a grade level and across grades (integrated curriculum) affect student ability to understand how learning affects them - they are more engaged in the learning experience

Theme 3 - Learning academies can prepare students for a successful future with options, contributing to wellbeing

- Learning academies exposing students to careers and work (through internships, work & research experiences) can provide a sense of options - "career inspiration" - to think of what to do next
- Learning academies can provide students with tangible skills and make them attractive to employers (certifications in addition to college readiness, so students have choices)
- Learning academies that expose students to college-level courses allow students to feel more ready for college (understand structure, not feel lost, come in with something)
- Small learning environments can cause students to feel lost when placed in a big learning environment (like college) for the first time
- If it's successful, students are happier, healthier, more resilient, more persistent, and show more success in school academically
- Supporting in a certain field that students are interested in
- Helping students become happy, safe, and supporting their social-emotional needs
- Learning transferrable skills that will make you successful throughout life

Theme 4 - Teacher turnover can affect social support for students

- Teacher turnover in a lot of teachers prevents students from building relationships with teachers



APPENDIX H: RESILIENCE AND YOUTH DEVELOPMENT MODULE

How true do you feel these statements are about you personally?

		Not At All True	A Little True	Pretty Much True	Very Much True
B1.	I have goals and plans for the future.	A	B	C	D
B2.	I plan to graduate from high school.	A	B	C	D
B3.	I plan to go to college or some other school after high school.	A	B	C	D
B4.	I know where to go for help with a problem.	A	B	C	D
B5.	I try to work out problems by talking or writing about them.	A	B	C	D
B6.	I can work out my problems.	A	B	C	D
B7.	I can do most things if I try.	A	B	C	D
B8.	I can work with someone who has different opinions than mine.	A	B	C	D
B9.	There are many things that I do well.	A	B	C	D
B10.	I feel bad when someone gets their feelings hurt.	A	B	C	D
B11.	I try to understand what other people go through.	A	B	C	D
B12.	When I need help, I find someone to talk with.	A	B	C	D
B13.	I enjoy working together with other students my age.	A	B	C	D
B14.	I stand up for myself without putting others down.	A	B	C	D
B15.	I try to understand how other people feel and think.	A	B	C	D
B16.	There is a purpose to my life.	A	B	C	D
B17.	I understand my moods and feelings.	A	B	C	D
B18.	I understand why I do what I do.	A	B	C	D

From the California Healthy Kids Survey



APPENDIX I: STAKEHOLDER SURVEY



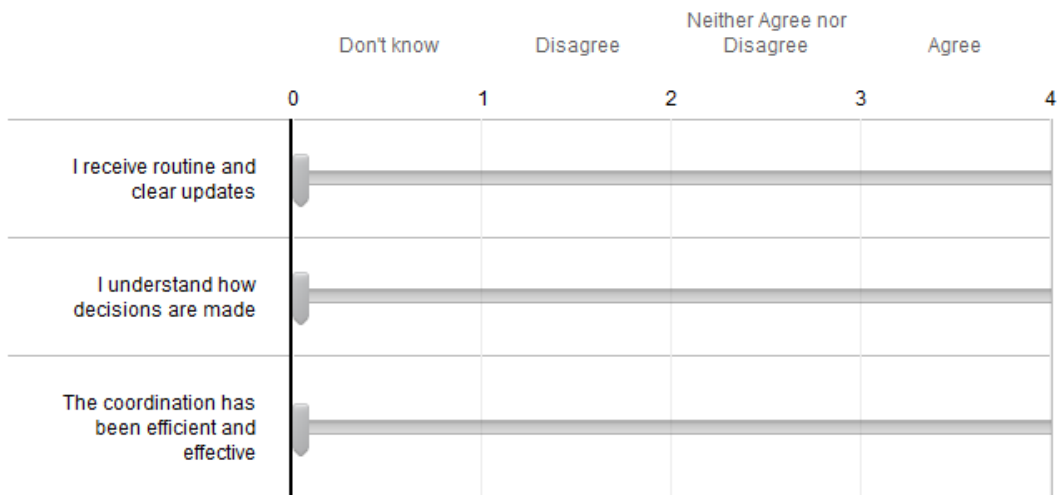
Default Question Block

Thank you for taking a few minutes to share your thoughts about the Youth-led Health Impact Assessment. We're at the halfway point, and want to identify how to optimize your participation and improve your experience.

Note that your individual answers will be confidential and available only to the monitoring and evaluation consultant from UC Berkeley.

Please use the sliders to indicate your agreement with the following statements, on a scale of 1 to 4. The scores do include a decimal point, so if for example you agree with something, move the slider between 3 and 4. If you strongly agree with something, move the slider all the way to 4. If you do not have enough information or experience to respond to a particular question, please leave the slider at 0.

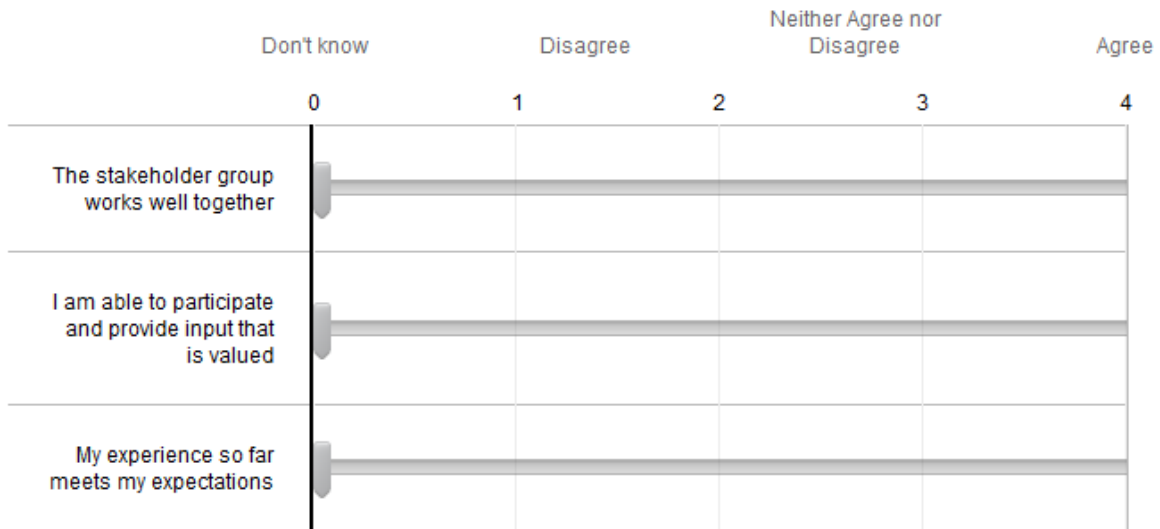
1. Project coordination



Please share any thoughts about the above question.



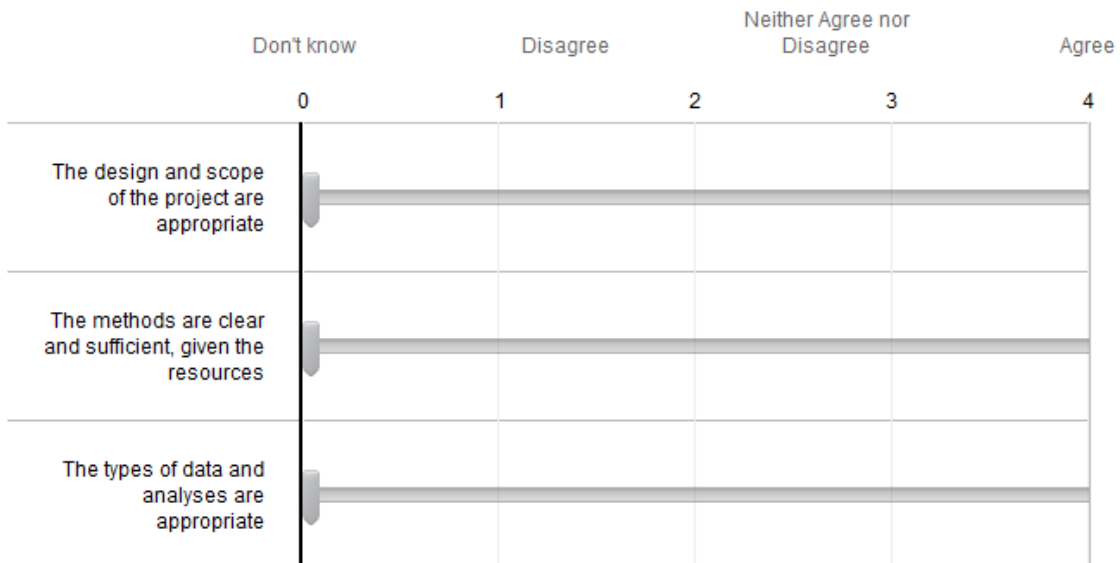
2. The stakeholder working group



Please share any thoughts about the above question.

3. The research

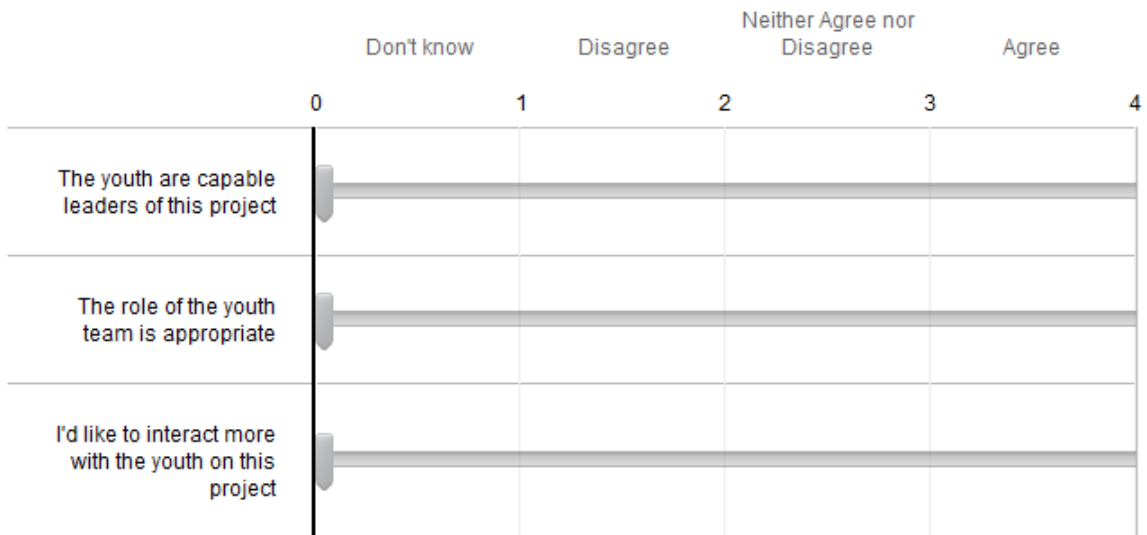
Remember that this is a demonstration project to show first that youth can conduct a Health Impact Assessment, and second that learning academies have health impacts.



Please share any thoughts about the above question.



4. The youth team



Please share any thoughts about the above question.

5. Please share any other thoughts you may have about this project, progress to date and/or future needs.



APPENDIX J: STAKEHOLDER WORKGROUP PARTICIPANTS

Jean Wing	Oakland Unified School District
Susan Radke	Oakland Unified School District
Anna Lee	Alameda County Public Health Department
Tammy Lee	Alameda County Public Health Department
Dr. David Stern	University of California, Berkeley
	Career Academy Support Network
Dr. Deborah McKoy	University of California, Berkeley
	Center for Cities & Schools
Linda Collins	Career Ladders Project
Luis Chavez	Career Ladders Project
Andy Nelson	East Bay Asian Youth Center
Michael Scott	Castlemont High School
James Harris	Oakland Unified School District
Sabaa Shoraka	Youth UpRising
Lisa Haynes	Youth UpRising
Tim Bremner	Castlemont High School
Dr. Malo Hutson	University of California, Berkeley
Dr. Len Syme	University of California, Berkeley
Marc Tafolla	GO Public Schools
Gretchen Livesay	Oakland Unified School District
Susan Benz	Oakland Unified School District



