CHANGING THE ODDS FOR KIDS

PART ONE

WHAT CAPACITY DO THE SUPPORTS AND OPPORTUNITIES IN THE SIX GOOD NEIGHBORHOODS PROVIDE FOR YOUNG PEOPLE AND WHAT CHARACTERISTICS OF A SYSTEM ARE IN PLACE?

A Report for The Skillman Foundation

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EXECUTIVE SUMMARY

After years of grant making that had produced some benefits for individual children, but no lasting change in their conditions, The Skillman Foundation shifted its focus to getting deeper and more sustained results that would "change the odds for kids." In 2006, the Foundation formally embarked on this new approach with a 10-year, $100 million commitment to the Good Neighborhoods Initiative that aims to ensure that children living in six Detroit neighborhoods–Brightmoor, Chadsey Condon, Cody Rouge, Northend Central Woodward, Osborn, and Southwest Detroit[1]–are safe, healthy, well-educated, and prepared for adulthood. This report comes at the end of the Readiness Phase; the point at which a baseline of the systems of supports and opportunities (SOSO) that exist for the 24,782 young people ages 11-18 in the six Good Neighborhoods is needed. Understanding what is available and to what extent there is coordination, accessibility, high quality, and comprehensiveness is the first step in determining what gaps and challenges exist and what could be done to improve them.

To that end, the Skillman Foundation engaged Brandeis University to assess SOSO in the six neighborhoods. The team designed a protocol for collecting and analyzing the data and (1) reviewed existing documentation on programs and interviewed key partners, and (2) conducted phone surveys with youth development agencies whether funded by the Foundation or not. Between February and June, 2010 Brandeis contacted CEOs, Executive Directors, and program staff from 270 youth programs, operating out of 76 agencies. The assessment addressed the following questions:

> Young people are more likely to be safe, healthy, well educated and prepared for adulthood when they are embedded in a strong system of support and opportunities.
>
> —*from* The Skillman Foundation Theory of Change

1. What capacity does each SOSO have to serve youth and what capacity is needed?
   - What is the approximate number of program opportunities available to youth in each neighborhood? To what extent are these opportunities utilized?
2. To what extent are the characteristics of a strong neighborhood SOSO present? What are the priorities for capacity building?
3. What aspects of the cross-neighborhood or citywide systems need strengthening? What are the priorities for capacity building?

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[1] Going forward in this report, the common or shorthand names for the neighborhoods will be used: Brightmoor, Chadsey Condon, Cody Rouge, Northend, Osborn and Southwest.

The SOSO survey gathered information about a range of programmatic factors including a) program descriptions and features, b) program quality, c) program accessibility, and d) program coordination. While most questions were close-ended questions, interviewees were asked three open-ended questions about their perception of a) top youth needs in the neighborhood, b) top challenges youth face in assessing programs, and c) top professional development needs.

This first assessment of the systems of supports and opportunities is intended to produce useful and timely data to the Foundation, youth development system coordinators and neighborhoods.   While it is not an exhaustive study of all youth development programs for youth age 11-18, it is a first step towards understanding what exists in the neighborhoods. Not all known program could be interviewed within the limited time frame of this study, not at all programs responded to the team's calls, and not all programs could provide data requested in the survey. Nevertheless, the following highlights key findings from this baseline survey:

Summary of Findings

This analysis estimates that about 34% of the youth ages 11-18 in the six neighborhoods participated in youth development programs, with the percentage ranging from 21% in Cody Rouge and the Northend to 67% in Osborn. Given the difficulties in obtaining consistent participation numbers, caution must be used in interpreting the findings; however, they do provide a starting point for planning.

Availability of Youth Development Programming
During interviews staff reported extensive programming within neighborhoods.   Yet, key categories of programming were limited. Of the 270 programs surveyed, 48% offered life skills, 41% offered leadership development opportunities, 37% offered arts & culture, and 36% offered academic enrichment. Sports & recreation opportunities were offered in 25% of programs. Fewer programs offered mentoring, career preparation and exposure, volunteer activities, employment preparation, and college preparation and access. Across neighborhoods, these findings remain highly consistent. Most programs surveyed operated on a modest scale, serving fewer than 50 youth. Slightly more than half of the programs overall offered meals or snacks, and just over one fourth offered drop-in capacity.

Quality
Program quality was assessed by looking at formal youth development training and formal program assessments. The proportion of programs incorporating these aspects of program quality was relatively high, which may be influenced by the Foundation's historic focus on these mechanisms to assure quality. Of programs surveyed, formal youth development training was required for 54% of full-time staff and 37% of part-time staff, while 44% of programs conducted formal program assessments.

Accessibility
Transportation was identified as the greatest barrier to accessibility. Transportation to and from the program was low, offered in about 30% of programs, which could seriously limit participation, depending upon the location of youth and proximity to programs. An average of 68% of programs were offered at no cost - a good starting place for ensuring that cost is not a barrier to participation. Few programs had eligibility restrictions.

Coordination/Collaboration

Areas of coordination and collaboration among programs both within a particular organization and among organizations varied widely. An average of 61% shared materials/resources; 57% collaborated/shared programming; 55% shared space; 43% planned/scheduled jointly; 33% jointly trained; 31% shared staff; and 11% shared transportation. The inclination to coordinate or collaborate is present and could be a good base from which to build.

The table below summarizes key characteristics of all programs surveyed:

SUMMARY OF SELECT SOSO CHARACTERISTICS

CATEGORY	YOUTH PROGRAMS (N=270)
PROGRAMMING	
Youth Mentoring	20%
Academic Enrichment	36%
Youth Leadership Development	41%
Formal Volunteer Opportunities	18%
Offered as drop-in	26%
Offers meals/snacks	53%
QUALITY	
Youth Development training required for FULL-TIME staff	54%
Youth Development training required for PART-TIME staff	37%
Program Formally Assessed	44%
ACCESSIBILITY	
Transportation TO program	30%
Transportation FROM program	29%
Offered at no cost	69%
COORDINATION/ COLLABORATION	
Shared Materials/Resources	61%
Collaborating/Sharing Programming	57%
Shared Space	55%
Joint Planning/Scheduling	43%

CATEGORY	YOUTH PROGRAMS (N=270)
Joint Training	33%
Shared Staff	31%
Shared Transportation	11%

Summary of Recommendations

The following summary of recommendations is designed to identify the elements of a quality system of supports and opportunities. They have been shaped by the findings in this report—gaps in the overall systems and areas that can be strengthened. The Skillman Foundation has a rich history of grantmaking for quality youth development programming and of refining its investments based on evaluation findings and recommendations. While implementing all of the recommendations suggested at once would be prohibitive cost-wise, many of the elements that require a substantial investment are either in place or in process. The new Youth Development Alliance, a partnership of three youth development lead agencies that each work with two neighborhoods, is specifically designed to build quality systems of supports and opportunities in the six target neighborhoods. Strengthening hubs of out-of-school networks – of schools, faith-based institutions, community agencies, libraries, parks, and cultural centers – can help individual programs link with each other to best provide the "ample array of program opportunities"[2] necessary for young people to be safe, healthy, well educated, and prepared for adulthood, and this approach is on both the Foundation's and the Alliance's agendas as well.

The single most important investment at this stage is in quality: formal youth development training, program quality assessment, and a management information system capable of tracking individuals and handling program data. These three factors will drive the remaining elements of an effective system. That said, four other issues need simultaneous attention:

1. **The content of youth development and youth employment and college and career access programming should be aligned with the 2016 Goals as they are revised during 2011.**

2. **Increase mentoring opportunities—youth are more likely to be able to "change their odds" with one or more caring adults in their lives.** Research has shown that supportive caring adults in the lives of youth serve as a protective factor and are critical to youth's well-being.[3] One study of urban after-school programs found that the relationships between youth and staff are their greatest strength.   Furthermore, matched mentoring, as seen in the Big Brothers Big Sisters program, has been shown to have a significant positive impact on youth.[4]   With limited mentoring opportunities in the neighborhoods, formal or informal, greater investment in developing caring adults in the neighborhoods and through programs offering group and one-to-one mentoring relationships are needed.

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[2] Eccles, J. and Gootman, J.A. (eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press.
[3] Benson, et al (1998); Masten & Coatsworth (1998).
[4] Grossman & Tierney (1998)

3. **Identify one or two high-impact actions that will jump start collaboration of youth development programs with neighborhood schools, neighborhood governance groups, and the Community Connections Small Grants Program to create year-round, student-centered learning opportunities.** A recent report notes, **"**Year-round learning consists of intentional, community-based efforts to connect school, afterschool, and summer learning to support positive youth outcomes, develop continuous learning pathways, and provide equitable opportunities for both students and families."[5]

4. **Executives and senior managers of organizations aspiring to be youth development focused need expertise in learning organization management and implementation.** A commitment to youth development must be made at the organizational (executive) level, not just at the program level. Youth development is exactly what its name describes—about development, so for it to flourish it needs to be supported by a culture that values development and learning. Creating that kind of culture requires policies and practices at the organizational level that are infused with youth development values.

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[5] Deschenes, S., and Malone, H.J. (2011). Year-Round Learning: Linking School, Afterschool, and Summer Learning to Support Student Success. Harvard Family Research Project: Harvard Graduate School of Education.

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PART ONE

WHAT CAPACITY DO THE SUPPORTS AND OPPORTUNITIES IN THE SIX GOOD NEIGHBORHOODS PROVIDE FOR YOUNG PEOPLE AND WHAT CHARACTERISTICS OF A SYSTEM ARE IN PLACE?

I.   INTRODUCTION

After years of grant making that had produced some benefits for individual children, but no lasting change in their conditions, The Skillman Foundation shifted its focus to getting deeper and more sustained results that would "change the odds for kids." In 2006, the Foundation formally embarked on this new approach with a 10-year, $100 million commitment to the Good Neighborhoods Initiative that aims to ensure that children living in six Detroit neighborhoods–Brightmoor, Chadsey Condon, Cody Rouge, Northend Central Woodward, Osborn, and Southwest Detroit[6]–are safe, healthy, well-educated, and prepared for adulthood. While the Good Neighborhoods Initiative was being rolled out, the Foundation honed its work with schools and in 2007 created the Good Schools Program. Skillman's overall work was brought together in 2008 and became known as the "Good Neighborhoods and Good Schools" (GN/GS) Initiative. This new place-based approach involves a range of neighborhood, school- and system-change strategies, in concert with various public and private partners, residents, and other stakeholders.

In the decade before launching the Good Neighborhoods and Good Schools Initiative, the Foundation identified a need for safe, productive leisure time activities for young people and began its Youth Sports and Recreation Initiative (in 1992) to improve the range and quality of after-school programs offering physical

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fitness, culture and arts, dance, and other recreational opportunities. In 2003, The Foundation launched its Culture and Arts Youth Development Initiative to support specific programs using the arts for positive youth development. Evaluated by Brandeis University in 2008, these initiatives were found to have quality youth development programming with positive youth outcomes. The report also recommended building capacity for a *system* of supports and opportunities.

Following on the recommendations of the evaluation, a key element of The Skillman Foundation's Good Neighborhoods and Good Schools theory of change was articulated as follows: "young people are more likely to be safe, healthy, well educated and prepared for adulthood when they are embedded in a

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[6] Going forward in this report, the common or shorthand names for the neighborhoods will be used: Brightmoor, Chadsey Condon, Cody Rouge, Northend, Osborn and Southwest.

strong system of support and opportunities [SOSO]." To assess progress toward the Readiness Phase indicators and preparedness for meeting the 2016 Goals, The Skillman Foundation sought a baseline of the systems of supports and opportunities that exist for young people ages 11-18 in the six Good Neighborhoods. Understanding what is available and to what extent there is coordination, accessibility, high quality, and comprehensiveness is the first step in determining what gaps and challenges exist and what could be done to improve them. To that end, the Brandeis team reviewed existing directories and got input from Skillman Program Officers and Community Liaisons, and then interviewed staff in agencies offering youth development programs in the six Good Neighborhoods to inquire about program features and availability, accessibility, quality, and coordination of youth programming. The team also drew on a qualitative study conduced by 60 youth working with the University of Michigan School of Social Work Technical Assistance Center (UM TAC) called, "Assessing the System of Supports and Opportunities for Youth in Each Neighborhood," during the summer of 2009.

While it is not an exhaustive study of all youth development programs for youth age 11-18, it is a first step towards understanding what exists in the neighborhoods. The assessment questions to be addressed were:

4. What capacity does each SOSO have to serve youth and what capacity is needed?
    ▪ What is the approximate number of program opportunities available to youth in each neighborhood? To what extent are these opportunities utilized?
5. To what extent are the characteristics of a strong neighborhood SOSO present? What are the priorities for capacity building?
6. What aspects of the cross-neighborhood or citywide systems need strengthening? What are the priorities for capacity building?

II. METHODS AND LIMITATIONS

METHODS

This report provides data on 270 programs (operating out of 76 agencies) interviewed by the Brandeis team between February and June, 2010. A list of programs is included in the Appendix. Programs were selected if they a) were located in one of the six neighborhoods (by zip code) or staff indicated they were serving youth in a GN; b) served youth 11-18, and c) offered at least one of the opportunities noted in Table 1.[7] Skillman grantees and larger programs were prioritized.

To identify SOSO programs to interview, Brandeis consolidated and vetted lists of programs from many sources. The Team is indebted to the following sources: The Skillman Foundation Program Officers and grantee information, UM TAC staff, UM TAC Osborn Promise Neighborhood application data, UM TAC Neighborhood Resource Guides, NCDI corporate leaders and Community Liaisons, the Southwest Neighborhood Resource Guide, Learning Grant products, agency staff and websites, and members of the Detroit-based Brandeis team (Jane Morgan, Sujata Shetty, Leena Mangrulkar) assigned to each of the neighborhoods. Surveys were conducted by phone with agency leaders, often with the CEO, Executive Director, Founder, or senior program staff. In rare cases, surveys were completed in person in Detroit. Interviews ranged from 20 minutes to 2 hours, depending upon the complexity of an agency's programming. The Brandeis team is grateful to these individuals for sharing their time for this study.

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[7] Category definitions are included in the Appendix.

TABLE 1
SOSO PROGRAM CATEGORIES[8]

Life Skills
Youth Mentoring
Academic Enrichment
Youth Leadership Development
Sports and Recreation
Youth Arts & Culture
Formal Volunteer Opportunities
Youth Employment Preparation
Work Experience
College Preparation & Access
Career Preparation & Exposure
Assistance with College Financing

The SOSO survey gathered information about a range of programmatic factors including a) program descriptions and features, b) program quality, c) program accessibility, and d) program coordination. While most questions were close-ended questions, interviewees were asked three open-ended questions about their perception of a) top youth needs in the neighborhood, b) top challenges youth face in assessing programs, and c) top professional development needs. See Appendix for survey. All programs focused on youth ages 11-18, to be in line with the focus of the 2016 goals.

This report separates findings in two ways:

- **Neighborhood Programs (N=230):** If staff could provide program data at the neighborhood-level, the program was included in the neighborhood sample. Data for these programs is available for each of the 6 GNs. The ages targeted for this assessment were 11 to 18 years. Of the 230 neighborhood programs, 84% offered programming to youth between the ages of 11-13, 94% offered programming to youth ages 14-18; and 24% offered programming to youth ages 19-21.

  Table 2 shows the number of youth development programs interviewed by neighborhood.

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[8] The program categories list was prepared based on several criteria: alignment with the Foundation's 2016 Goals, the Foundation's historic investments in arts and culture and sports and recreation, the well-researched importance of mentors in young people's lives, the high need for academic enrichment and connection with the schools emphasis of the Foundation, and the proxy of life skills as an element of preparation for adulthood.

TABLE 2
NUMBER OF YOUTH DEVELOPMENT PROGRAMS INTERVIEWED
BY NEIGHBORHOOD

Good Neighborhood	# of Youth Development Programs
Brightmoor	17
Chadsey Condon	30
Cody Rouge	56
Northend	31
Osborn	46
Southwest	50
Total	**230**

- **Citywide Programs (N= 40)**: The citywide database includes programs in which staff served youth in the neighborhoods, but did not collect or provide neighborhood-level data. Citywide programs were clustered into two areas: Youth employment, college, and careers (YE/CC) and Youth development (YD) programs. YE/CC programs (N=26) focused on five SOSO program categories: youth employment preparation, work experience, college preparation and access, career preparation and exposure, and assistance with college financing. YD programs (N=14) focused on life skills, academic enrichment, sports & recreation, arts & culture, and leadership development. Data for these programs are presented separately because they have different program intentions and notably different features. Of the 14 YD programs, 64% offered programming to youth between the ages of 11-13, 100% offered programming to youth ages 14-18; and 29% offered programming to youth ages 19-21.

Summary figures and charts below present data for all 270 programs when available (neighborhood and citywide YE/CC and YD). When data were only available for neighborhood programs, the sample of programs narrowed to 230. Differences between neighborhoods are noted if percentages were at least 15% above or below the average of all GNs.

LIMITATIONS

This first assessment of the systems of supports and opportunities is intended to produce useful and timely data to the Foundation, youth development system coordinators and neighborhoods. This study faced several limitations and challenges.

This study did not include all existing youth development or YE/CC programs for the following reasons:

- Not all known programs could be interviewed within the limited time frame of the study.
- Some programs did not respond to the team's calls, despite repeated attempts.

- Because Detroit's 2009 Summer Youth Employment Program was well documented in a prior study, data from these employment programs is not included here.[9]

A further challenge was that many programs could not provide all data requested in the survey. In some cases, agency staff needed additional time to provide the data. In other cases, agencies did not have data management systems in place that tracked programmatic information. Some programs may have had systems needed for compliance or performance reports for their agency, but could not easily translate their data into the format requested on this survey. For example, while the survey asked about attendance on a given day the program was in session, many programs collected attendance data by month, session, or year. In addition, even among programs that tracked participation, many did not track it by address or zip code in a way that would allow one to know how many youth were served in a particular GN. Finally, this study relies primarily on self-reported data from the programs and agencies interviewed. Thus, it presents the system of supports and opportunities from the perspective of the providers.

III. FINDINGS

YOUTH POPULATION & NEEDS
Population
According to Census data estimates for 2010 (www.DataDrivenDetriot.org), 24,782 youth 11 to 18 live in the six Good Neighborhoods, which is 26.4% of the total Detroit youth population of the same age. The following table shows the number of children and youth living in the neighborhoods.

TABLE 3
CHILDREN AND YOUTH AGES 11-18 BY NEIGHBORHOOD

Good Neighborhood	Number
Brightmoor	1,790
Chadsey/Condon	3,926
Cody/Rouge	5,652
Northend	3,587
Osborn	4,360
Southwest	5,467
Total	24,782

Needs
When program staff was asked the top needs/challenges for youth in the neighborhoods, overwhelmingly they cited the need for quality schools and other educational opportunities, as well as the need to address crime and safety within the neighborhoods.

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[9] An analysis of Detroit's 2009 SYEP is well documented in a report on a Brandeis study conducted for the U.S. Department of Labor (*"Innovating Under Pressure: The Story of the 2009 Recovery Act Summer Youth Employment Initiative: Chicago, Detroit, Indianapolis and Marion County, Phoenix and Maricopa County"*).

- The need for quality schools and other educational opportunities were the top concern for programs. In addition to expressing the need for "safe strong schools" and educational enrichment programs in their neighborhood, interviewees also cited the need for "education and enrichment experiences *outside* their neighborhood*."* Several respondents stated that the community and agencies have a responsibility to better 'market' existing educational opportunities, so youth become aware of existing programs and all that they offer.

- Crime and safety were also of wide concern among program staff. Interviewees stated that youth need safer neighborhoods, in particular "safety from gang and other neighborhood violence." Concern that violence deterred participation in youth programs because youth did not feel safe walking to sites where programs were offered was often mentioned. One agency director stated that "violence in Southwest Detroit is more intense and more organized" than in other parts of Detroit; another agency director described a deep concern over "immigration issues, with raids because [we] are a border town, and kids are left behind as parents are deported."

Interviewees also mentioned the need for greater involvement from family and positive adults as well as positive adult role models; insufficient high quality youth programs and employment opportunities; lack of transportation; inadequate food and shelter; and the need for supportive services including mental health services.

A. Description of the SOSOs
The Brandeis team asked interviewees to describe youth development programming available to young people in the neighborhoods.
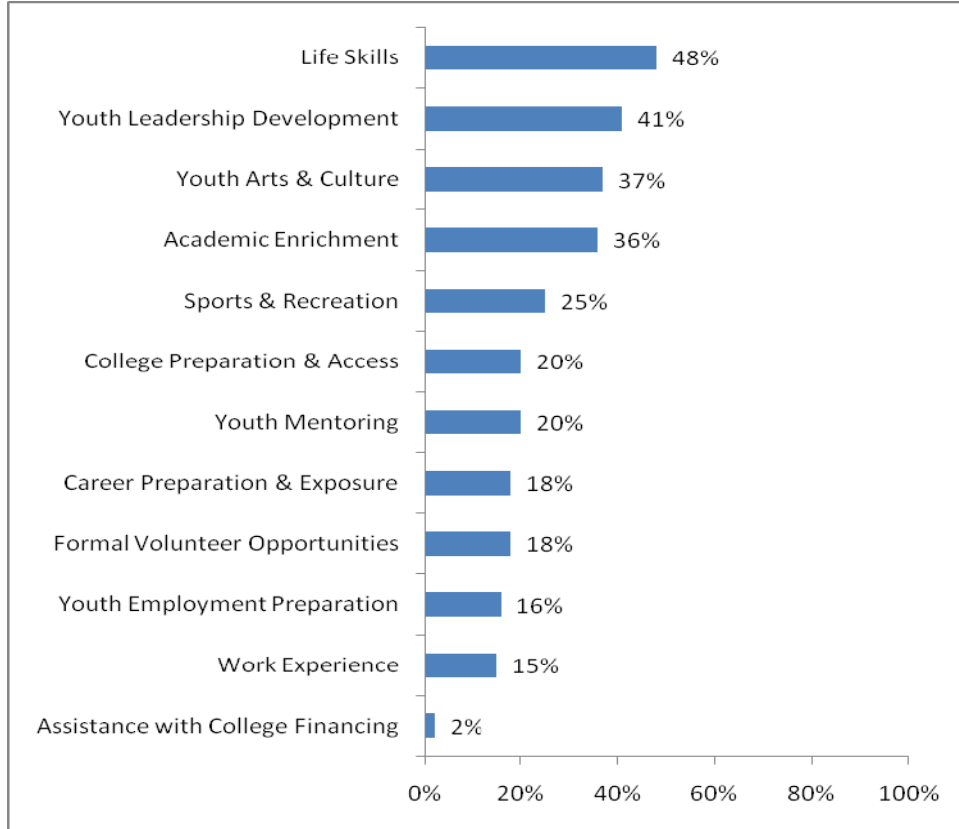
Categories of Programs
A program was selected for inclusion in the study if it offered at least one of the 12 youth development categories (see Table 1). A single program could be given multiple codes. For example, if an *athletic* program *mentors* each youth with an eye to *leadership development*, this single program would be coded as a sports program, a mentoring program, and a leadership program.

Programs offered a variety of opportunities for youth in the Good Neighborhoods. Of the 270 programs (including both neighborhood and citywide YE/CC and YD), nearly half of the programs (48%) offered **life skills** programming, which could include social skills, financial literacy, conflict resolution, critical thinking, anger management, self-management, independent living, and/or health and nutrition. In addition, 41% offered **leadership development** opportunities, 37% offered **arts & culture**, and 36% offered **academic enrichment**. Across neighborhoods, these opportunities remain highly consistent. As an exception, a higher percentage of programs that offered leadership development were offered in Chadsey/Condon through Southwest Counseling Solutions and Boys & Girls Clubs of Southeastern Michigan. Fewer leadership programs were available in Brightmoor.

Figure 1 shows the percent of all programs (neighborhood youth development programs, citywide YE/CC programs, and citywide youth development programs) offering each youth development category. Figure 2 shows youth leadership opportunities by neighborhood.

FIGURE 1
CATEGORIES OF PROGRAMS BY TYPE

Category	Percent
Life Skills	48%
Youth Leadership Development	41%
Youth Arts & Culture	37%
Academic Enrichment	36%
Sports & Recreation	25%
College Preparation & Access	20%
Youth Mentoring	20%
Career Preparation & Exposure	18%
Formal Volunteer Opportunities	18%
Youth Employment Preparation	16%
Work Experience	15%
Assistance with College Financing	2%

Note: This figure includes all neighborhood programs and citywide YE/CC & YD programs (N=270).

FIGURE 2
YOUTH LEADERSHIP OPPORTUNITIES BY NEIGHBORHOOD

Neighborhood	Percent
Brightmoor	24%
Chadsey Condon	67%
Cody Rouge	27%
Northend	36%
Osborn	39%
Southwest	48%
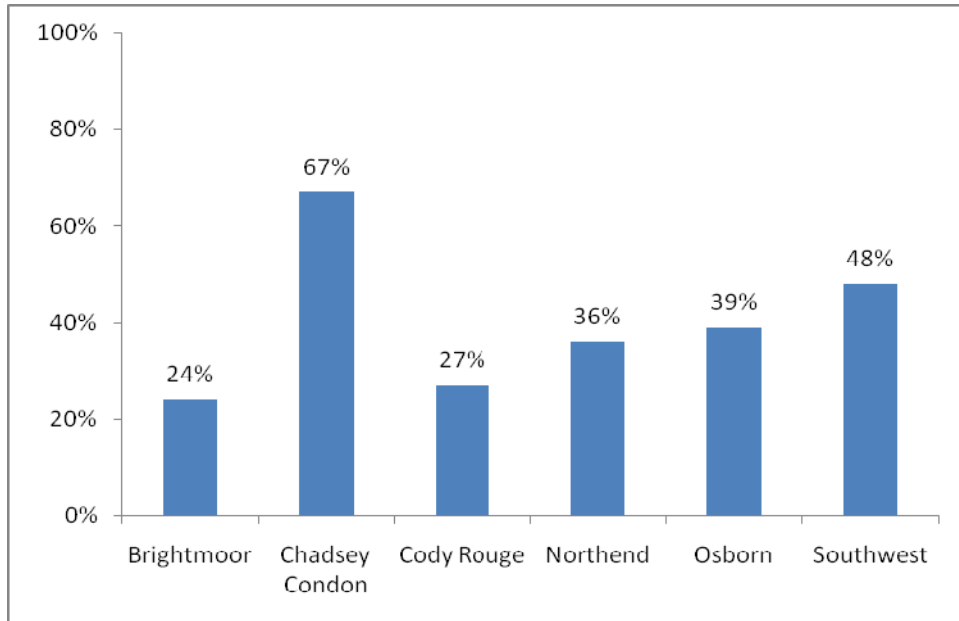
Note: This chart includes only neighborhood programs (N=230).

Programming in **sports & recreation** was offered in 25% of programs. A higher percentage of programs offered this opportunity in Brightmoor than other neighborhoods. Figure 3 shows the variation in sports programming by neighborhood.

FIGURE 3
SPORTS & RECREATION OPPORTUNITIES BY NEIGHBORHOOD
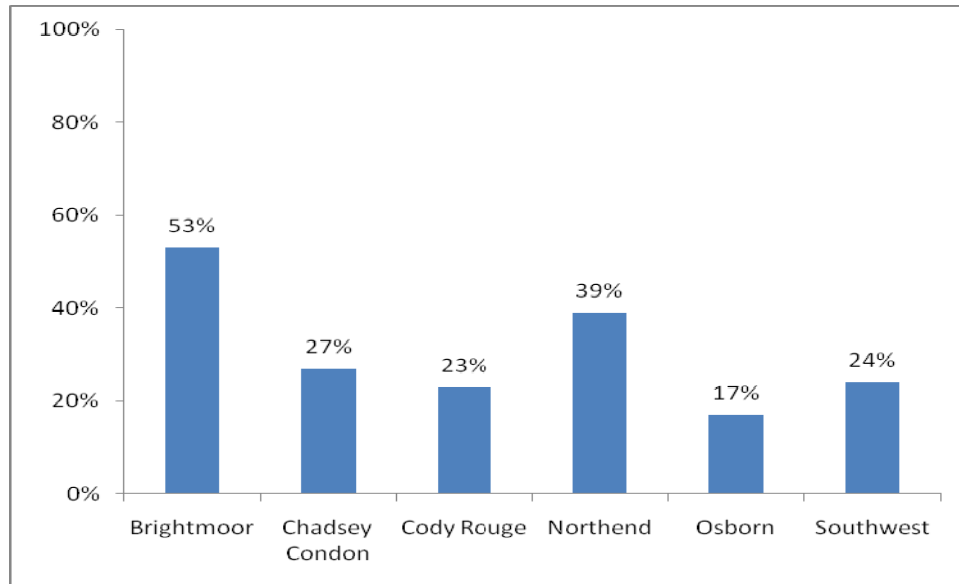
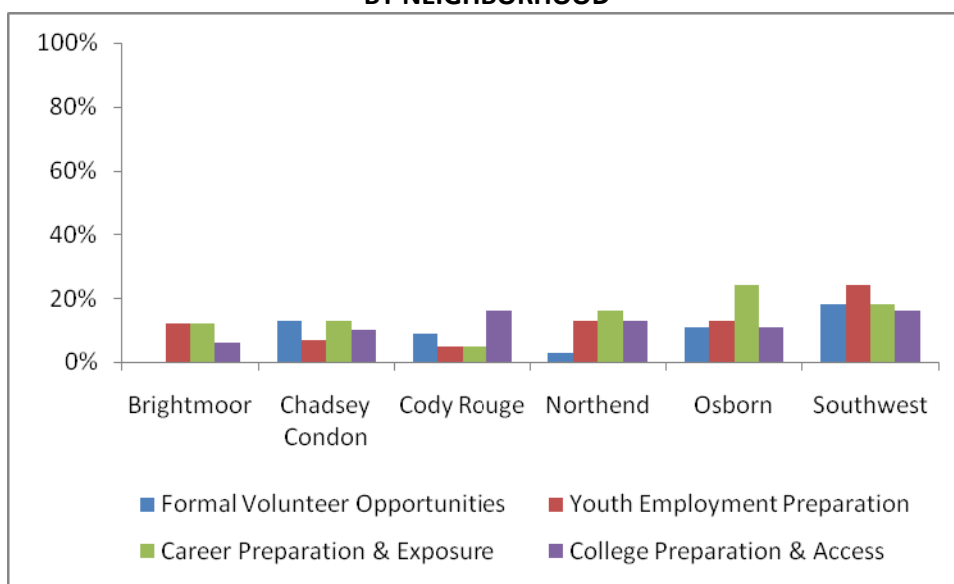

Note: This chart includes only neighborhood programs (N=230).

Limited formal **mentoring opportunities** were available, in a group or one-to-one setting. Interviewees, however, frequently reported some form of mentoring as being an important, and sometimes a very critical part of what they do. Mentoring was offered in 20% of programs (53); half of these programs (27) offered a formal one-to-one mentoring component (where one adult was specifically assigned to one youth in an intentional relationship, usually over months or years). In an analysis by neighborhood, Brightmoor had a higher percentage of programs offering mentoring. This is due in part to the number of programs offered through Leland Missionary Baptist Church. However, large scale programs operating out of all 6 GNs accounted for most mentoring opportunities.

About half of mentoring programs could report the number of youth mentored in a one-to-one or group capacity. The programs that could report mentoring data estimated that an aggregate total of **1,135 youth were matched one-to-one**. A tutoring program offered by City Year, operating in all GNs, accounted for 700 of these youth. Big Brothers Big Sisters, also operating out of all GNs, mentored 182 youth twice a month, 4 to 8 hours a month, for at least a year. The programs that could report mentoring data estimated that an aggregate total of **2,965 youth were matched in a group** setting, nearly all (2,781) through Think Detroit PAL, where coaches mentor youth during team practice or play in all GNs.

Of the 270 programs, 18% offered formal opportunities for **career preparation & exposure**, which could include vocational, technical, or trade classes; shadowing professionals on the job; and conversations about potential career options. The same percentage offered **volunteer opportunities** – unpaid job or

community service experience for a single event or longer. Of the 270 programs, 16% offered **employment preparation** (e.g., help in getting and keeping a job, writing a resume, interviewing) and 15% offered a paid work experience, through direct placement or referrals to positions in a private-sector, public-sector, and/or community organization. **College preparation and access** was available through 20% of programs, which could include trips to colleges, guidance through the application process, and support in taking exams. **Assistance with college financing**, though offered in just 6 programs, included two that were citywide (Detroit Workforce Development Department and Goodwill Industries) and thus open to all youth in the Good Neighborhoods.   As Figure 4 shows, across all neighborhoods, these offerings for volunteering, employment, career and college preparation remain low.

FIGURE 4
VOLUNTEER, EMPLOYMENT, CAREER & COLLEGE PREPARATION
BY NEIGHBORHOOD

Note: This chart includes only neighborhood programs (N=230).

1. *Participation*

The Brandeis team asked interviewees a range of questions about the level of youth participation in programs: how many youth participate on an average day the program is in session; how many open slots are available for additional youth; and how many youth are on the waitlist.

While nearly all programs had some system for tracking youth participation, many found it difficult to report exact participation numbers "on an average day the program is in session." The available participation data varied tremendously. Most programs could report daily attendance, but some could only report by event, session, month, semester, or even year. Agencies might know the number of youth enrolled in a particular program, but not keep track of day-to-day enrollment numbers. For example, even though the program might be available to youth Monday through Friday, 2 p.m. to 5.p.m., youth might attend only certain days of the week. In still other cases, an agency might not track participation because, while the agency offered the program, the city or a school actually registered the youth. In a few cases an agency went into schools and simply interacted with as many youth as were

present in a classroom, or in an assembly, and did not require individual youth to register for their program. Some agencies did not separate youth from adult attendees and could not provide counts for the 11-18 age group; this was particularly true for YE/CC programs. In some cases the particular program was offered on a drop-in basis, and youth did not always sign-in. In some cases agencies had youth sign in at the front door, but then they were allowed to attend any of a variety of programs. Finally, even if programs kept daily attendance, some could not provide the needed participation data within the time frame of this study. It is notable that many interviewees said that they wish they could do a better job of tracking youth participation, but do not have the computer programs, staff time, or training to do this.

With these limitations, it is difficult to accurately gauge demand or assess any under-utilized program capacity. Nevertheless, the following attempts to address participation, while noting the critical caveats in interpreting the data.

Estimated Number of Youth Participants
Of the 270 programs, 237 were able to provide some level of participation data. Collectively, interviewees (based often on their rough estimates) reported serving 12,594 in the Good Neighborhoods on an average day the program was in session (this includes 11,155 for neighborhood programs, 734 for YE/CC programs, and additional 705 for YD programs).[10] In a recent large scale study of MI Systems in out -of-school time, The Wallace Foundation found that attendance data is often inflated, and may overestimate population served by one-third.[11] Following this study finding, final participation numbers reflect counts divided by one-third, and are reported below in adjusted totals. **These adjusted totals reflect an estimated count of 8,387 youth who have had some contact with out-school-programs located in or serving youth in the Good Neighborhoods.** Further, Figure 5 estimates the percentage of youth ages 11-18 participating in programs in each neighborhood and then the estimated percentage of youth participating in the programs.

Two caveats in reporting this data are <u>critical</u> to note.

- This number may <u>overestimate</u> the number of youth served. Youth could attend multiple programs, and thus be counted by more than one program. A young person may attend the program located in the GN, but actually live in another neighborhood. Many programs were offered infrequently or seasonally (i.e., not on a regular basis). Participation numbers are based on self-reported data, which tend to be higher than the number of youth who actually attend.

- This number may <u>underestimate</u> the number served, as some agencies were unable to report participation data or said in interviews that attendance was "variable" and thus not counted. Interviewees may have known the total number of youth served at the agency, but could not report participation numbers for the particular GN program.

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[10] The following steps were taken to calculate the number of youth served in citywide programs. First, the total number of youth served was multiplied by .26, the percentage of Detroit youth age 11-18 who live in the Good Neighborhoods. This estimate was provided by D3 using 2010 Census data. To determine the number of youth served by neighborhood, a ratio was calculated of the percent of youth 11-18 who live in each of the Good Neighborhoods. Ratios for each Good Neighborhood include: Brightmoor (.07), Chadsey Condon (.16), Cody Rouge (.23), Northend (.14), Osborn (.18), and Southwest (.22). For example, if 1000 youth were served in a citywide program, the number was first multiplied by .26 to estimate of the number of youth served in the Good Neighborhoods. Then, to estimate of the number of youth served in Brightmoor, 260 was multiplied by .07. An estimate of 18.2 youth were then served in Brightmoor through this citywide program.
[11] McCombs, Jennifer Sloan, Nate Orr, Susan J. Bodilly, Scott Naftel, Louay Constant, Ethan Scherer and Daniel Gershwin. (2010). Hours of Opportunity, Volume 2: The Power of Data to Improve After-School Programs Citywide. Santa Monica, CA: RAND Corporation. http://www.rand.org/pubs/monographs/MG1037z1.

What is apparent from these estimates is that about 34% of the youth ages 11-18 in the neighborhoods participate in youth development and youth employment/college and career access programs.

FIGURE 5
ESTIMATED PERCENT OF YOUTH CONNECTED TO YOUTH DEVELOPMENT PROGRAMS BY NEIGHBORHOOD
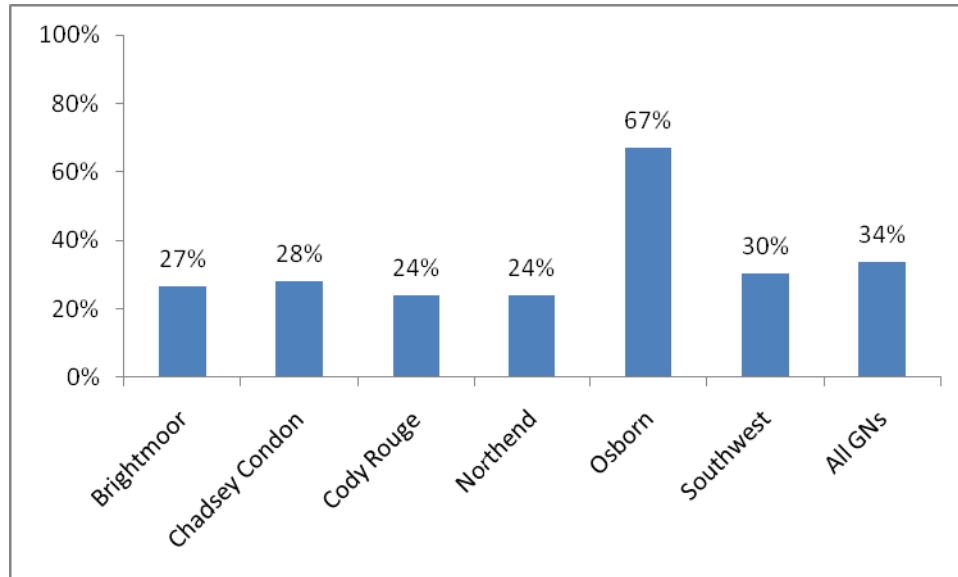
Note: This figure includes neighborhood programs and citywide Youth Employment/College & Career Access & Youth Development programs. These totals provide data on 237 of the 270 programs surveyed. These 237 programs were able to estimate the number of youth served on an average day the program was in session.

Category	Brightmoor	Chadsey Condon	Cody Rouge	Northend	Osborn	Southwest	All GNs
Adjusted Totals	474	1,104	1,361	860	2,921	1,667	8,387
Youth 11-18 Population[12]	1,790	3,926	5,652	3,587	4,360	5,467	24,782
Est. % Youth 11-18 Served	27%	28%	24%	24%	67%	30%	34%

Most programs surveyed operated on a modest scale. On an average day the program was in session 43% served 19 or fewer youth and 35% served 20-49 youth. Some programs were larger: 14% served an average 50-99 youth, and 7% served 100-500 youth. Three programs served an average of more than 500 youth and collectively reported serving approximately 2,500 youth. Figure 6 shows the number of

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[12] Data Driven Detroit 2010 Census figures.

youth participants in all programs (neighborhood youth development programs, citywide YE/CC programs, and citywide youth development programs).

FIGURE 6
NUMBER OF YOUTH PARTICIPANTS BY SIZE OF PROGRAM
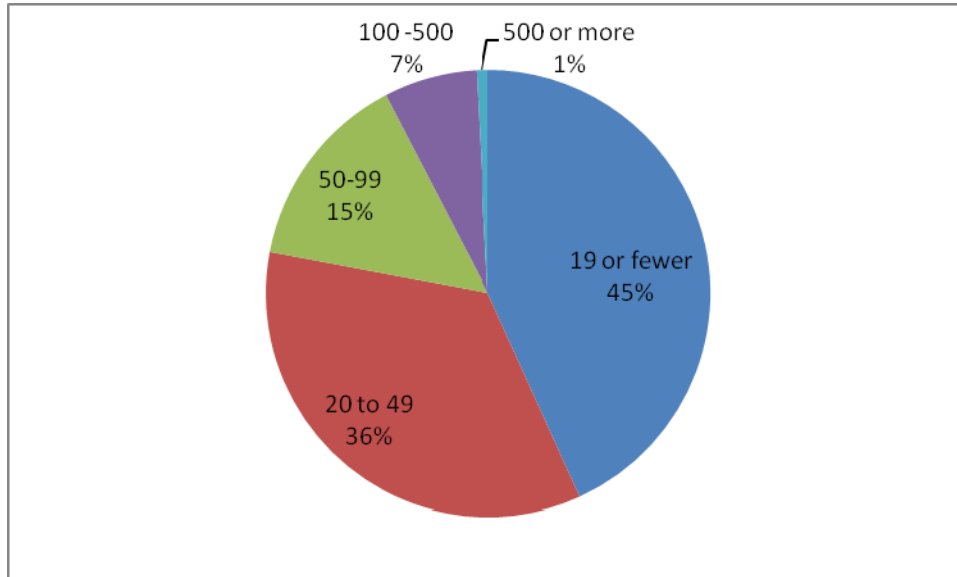
Note: This figure includes neighborhood programs and citywide YE/CC & YD programs. These totals provide data on 237 of the 270 programs surveyed. These 237 programs were able to estimate the number of youth served on an average day the program was in session.

While most programs served modest numbers, a higher percentage of programs in Northend and Osborn hosted larger-scale programs, serving 50 or more youth. Several agencies operated large scale programs in Osborn including: Boys and Girls Clubs of Southeastern Michigan, Campbell Academic Services, Communities in Schools, Matrix Human Services, St. John's Open Arms Programs, and Think Detroit PAL. In Northend, Central Detroit Christian Community Development, College for Creative Studies, Mosaic Youth Theatre of Detroit, Think Detroit PAL, and Youthville Detroit all served more than 50 youth. Figure 7 shows the percent of small and large-scale programs by neighborhood.

FIGURE 7
YOUTH PARTICIPANTS BY PROGRAM SIZE BY NEIGHBORHOOD
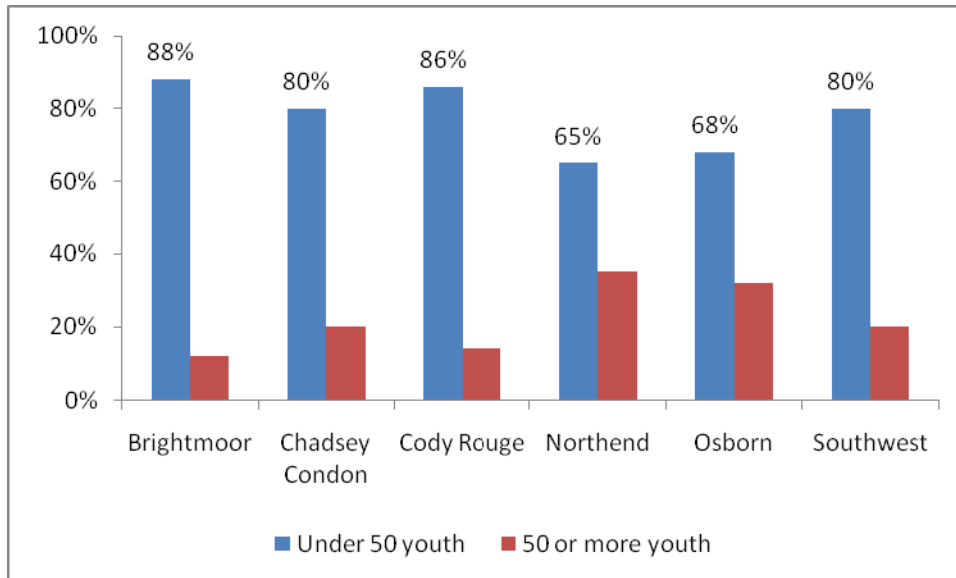
Note: This chart includes only neighborhood programs. These totals provide data on 207 of the 230 neighborhood programs surveyed. These 207 programs were able to estimate the number of youth served on an average day the program was in session.

Waitlists & Open Slots

Assessing waitlists and open slots would be one way to assess gaps and challenges. However, since most agencies interviewed in this study did not keep waitlists, it is difficult to determine whether this lack of waitlists reflects lack of demand for the program or whether youth were interested but were turned away because no space was available. Many agencies reported "we never turn a child away," or "more youth mean more instructors," or "if more youth show up we start a new section of the program." However, if youth were not aware of the program, or showed up but then left (and did not sign a waitlist, even if one were available), those additional youth who would have accessed programs are not reflected here. Additionally, waitlists were not meaningful for some programs (those serving youth who cannot wait for services, such as homeless youth or youth at risk for gang-involvement). Finally, drop-in programs were often designed to be open to youth as needed, without waitlists. Open slots (i.e. unfilled spaces) were also difficult for many agencies to report, as programs were designed around the number of youth who actually showed up and registered. Some programs, such as sports teams or theatre performances, did have a limited number of slots; many other programs, such as leadership development or academic enrichment programs, did not have a set number of slots, but rather were designed around the number of youth who registered.

However, a 2007 study conducted by Brandeis University of outcomes for the Foundation's investment in youth development programming over a ten-year period found the following:

> ***Almost half the programs were under-enrolled***. About 40 percent of the programs were fully enrolled (meaning the program had just the right number of spaces to meet demand), while 15 percent were oversubscribed, meaning the program did not have

sufficient space to meet youth demand. A full 43 percent of programs were under-enrolled, meaning they had unfilled spaces.[13]

2. Drop-In Programs

One-fourth of all programs (26%) were offered on a drop-in basis, designed to allow youth to come and go as they wish, without requiring or expecting regular attendance.   Because YE/CC programs typically offer structured, multi-component programming, YE/CC drop-in services were rare. In one program, *One-Stop Service Centers* (operated by the Detroit Workforce Development Department and located at four sites across the city), youth could arrive without appointment, then receive an assessment, certification, and other up-front YE/CC services. [14] Focusing on the 230 neighborhood programs, 210 were offered to youth 14-18, 63 of which were offered on a drop-in basis, and 51 were offered to youth 19-21, just 16 of which were offered on a drop-in basis.

3. Meals and Snacks

Just over half of all programs interviewed (53%) offered meals or snacks. A higher percentage of Brightmoor programs (81%) offer meals than other neighborhoods. During interviews, many staff mentioned that they wanted to offer food, or more food than they are able to offer. A program that offered meals or snacks as a regular part of the programming was counted in this category; a program that only offered food for special events or an occasional pizza night was not. The nutritional value of the food provided was not assessed as part of this study.

4. Staffing

The Brandeis team asked interviewees to provide the number of full-time, part-time, and volunteer staff for each program. Capturing unduplicated staffing numbers for each program proved difficult. Staff members frequently work in multiple programs concurrently, pitching in to help part-time across several programs as needed as well as taking on additional work to make ends meet.

Of all programs interviewed, 71% had full-time staff and 60% part-time staff. Many agencies reported a heavy reliance on volunteers, including nearly 1,500 volunteer coaches at Think Detroit PAL across the neighborhoods, 500 volunteers at Pro-Literacy in the Northend, and 200 volunteers with the Image Makers National Photography Program at Boys and Girls Clubs in Chadsey/Condon, Cody/Rouge, and Osborn. Big Brothers Big Sisters and City Year programs are also specifically designed around volunteers.

A minority of YD programs hired young people, either employing them directly out of the agency's budget or serving as an employment site. This would include any paid work, including positions with a small stipend such as through Americorps. Most of these hires were for summer employment only, but youth could be employed for any period of time – for a month, the summer, or year-round. Many served as counselors or interns for a week or two in summer youth programs. Most of the employment was part-time, and at either minimum-wage or a small stipend. YE/CC programs rarely hired youth to serve as staff from their own budgets.[15]

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[13] Hughes, D.; Fitzhugh, G.; Frees, J.; Kingsley, C..; Lanspery, S. (2008). Outcomes of the Skillman Foundation Youth Sports & Recreation and Culture & Arts Youth Development Initiatives. The Skillman Foundation.

[14] *One-Stops* are generally geared to adults. The extent to which youth were focused upon or adequately served by *One-Stops* is not known.

[15] YE/CC program staff categorized youth as hires only if they were employed out of the programs' own budget.

Figure 8 shows program features (drop-in, offering meals or snacks, and staffing) for all programs (neighborhood youth development programs and citywide YE/CC and youth development programs).
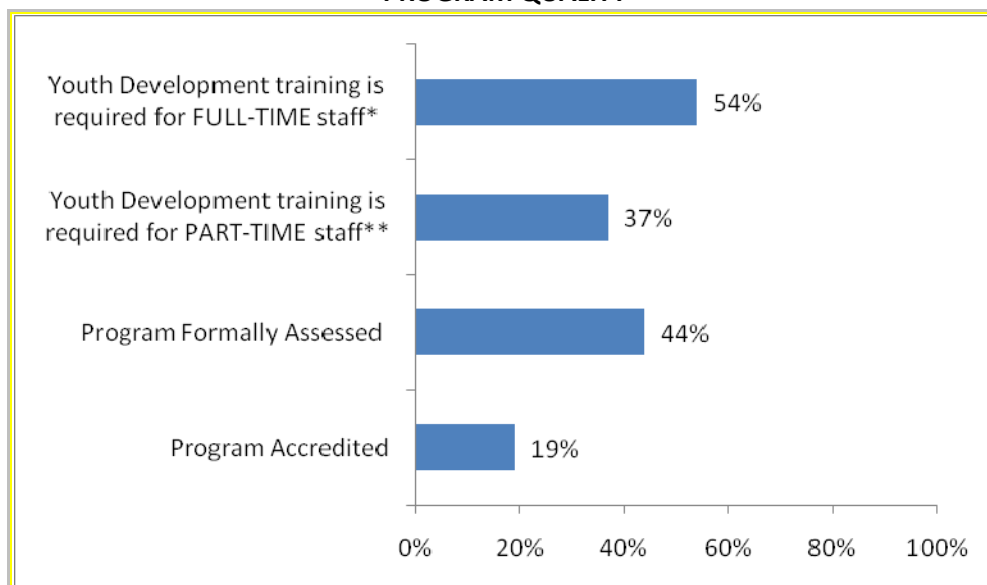
FIGURE 8
PROGRAM FEATURES
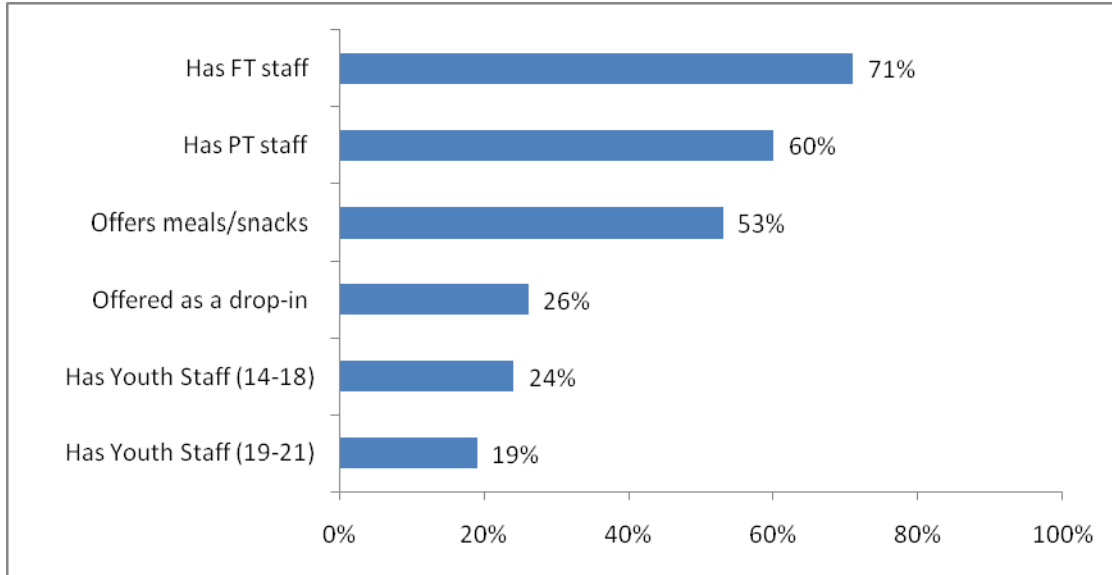
Note: This figure includes neighborhood programs and citywide YE/CC & YD programs (N=270).

B. Quality of the SOSO

The Brandeis team sought ways to assess program quality by proxy: they asked interviewees about the availability of formal youth development training, whether the program had gone through a formal assessment process, and if the program was accredited. Training, assessment, and accreditation were assumed to be associated with quality. In addition, the team asked staff to share their top professional development needs.

Figure 9 shows proxies for program quality (formal youth development training and formal program assessment or accreditation) for all programs (neighborhood youth development programs and citywide YE/CC and youth development programs).

FIGURE 9
PROGRAM QUALITY

Note: This figure includes neighborhood programs and citywide YE/CC & YD programs (N=270). Because staff members frequently work in many programs, it may be these same staff are counted more than once, and thus overestimate the number of staff trained in formal youth development. These numbers are offered as approximations.
*Programs are only included if they have FT staff
** Programs are only included if they have PT staff

1. Formal Youth Development Training

For this study, formal youth development training was defined as formal training with a structured curriculum, such as High/Scope or Youth Development Commission (YDC) training, or the equivalent (e.g., training provided by an agency's parent organization such as Big Brothers Big Sisters, Boys & Girls Clubs, City Year, ACCESS, Girl Scouts of America, National Federation of Families for Children's Mental Health, US Department of Labor, and YouthBuild). [16]

Of the 270 programs, 176 had full-time staff. Of the 176 programs with full-time staff, 95 programs required their full-time staff to be formally trained in youth development (training a total of 266 full-time staff). Thus, roughly half (54%) required training among full-time staff. More than half of all staff trained came from one program: the Detroit Police Department's Junior Police Cadets Summer Program. Of the 270 programs, 134 had part-time staff. Of the 134 programs with part-time staff, 50 programs required their part-time staff to be formally trained (training a total of 176 part-time staff). Thus, just over one-third (37%) required training among part-time staff.

A higher percent of *full-time* staff in Cody Rouge, and a higher percent of *part-time* staff in Chadsey Condon were trained. A lower percentage of programs in Brightmoor and Northend required training

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[16] Other programs provided standardized staff training or at least training curricula, which although not always defined as *youth development training*, contributed to providers' work with young people (e.g. Goodwill's *Global Career Development Facilitator Certification*, and the Student Conservation Association's training that The Greening of Detroit's staff participated in). Additionally many programs that did not require formal youth development training noted that their staff already had advanced degrees, such as MSWs or PhDs, or were trained school teachers, counselors or police officers.

for their full-time and part-time staff largely because Boys & Girls Club of Southeastern Michigan, an agency that requires training for staff, did not operate programming in these two neighborhoods. Through the agency, all partake in 70+ hours of certified staff training and development, including two full days in March, five days prior to the summer session, and five days prior to the September session.

FIGURE 10
REQUIRED STAFF TRAINING BY NEIGHBORHOOD
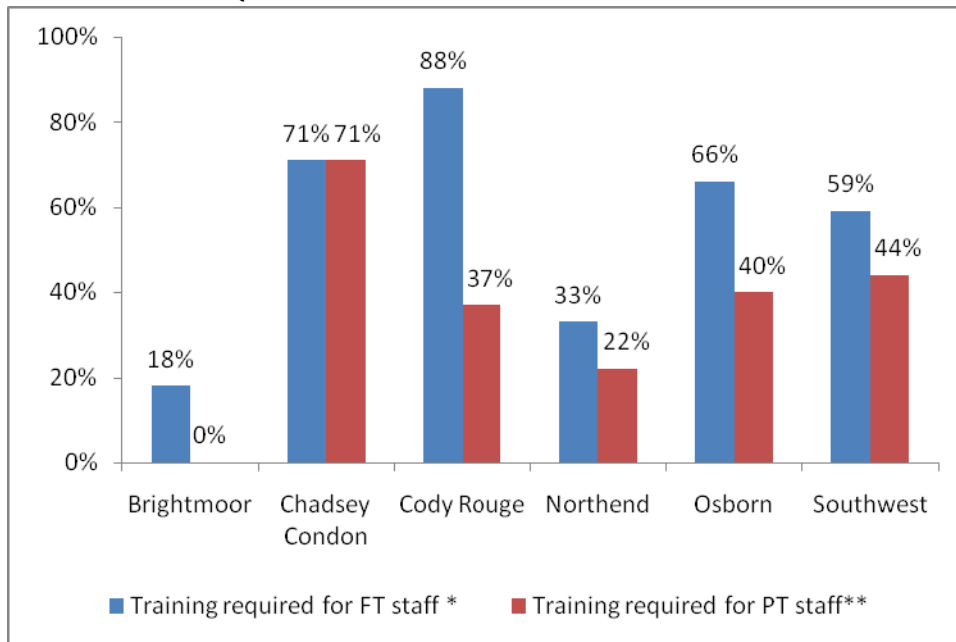
Note: This figure includes only neighborhood programs (N=230).
*Programs are only included if they have FT staff
** Programs are only included if they have PT staff

TABLE 4
NUMBER OF FULL-TIME & PART-TIME STAFF TRAINED BY NEIGHBORHOOD

	Neighbor-hood YD programs	Brightmoor	Chadsey Condon	Cody Rouge	Northend	Osborn	Southwest
Total number of FT staff trained	80	12	71	73	40	77	42
Total number of PT staff trained	143	5	79	85	51	87	66

Note: This chart includes only neighborhood programs (N=230). If staff members work across more than one neighborhood, they are counted once in the neighborhood total, but counted in each of neighborhoods they work. Thus, the number of individuals trained by neighborhood exceeds the collective total. 40 full-time and 40 part-time staff members were trained through Boys & Girls Clubs of Southeastern Michigan alone (and are listed in Chadsey/Condon, Cody/Rouge, and Osborn). Staff may have been trained in formal youth development, even if it was not required.
*Programs are only included if they have FT staff
** Programs are only included if they have PT staff

2. Professional Development Needs

In response to the Brandeis team's question about their program's top two professional development needs, interviewees most frequently mentioned training in youth development best practices and grant-writing/fundraising-techniques:

- **Youth Development Best Practices.** Agencies cited the need for free or low cost training and resources in youth development best practices. Agencies were interested in youth engagement, leadership development, and programming from drama to mentoring. It was also noted that training must take into account the urban contexts in which programs take place.

- **Grant-writing and fundraising.** There was a strong desire for training and resources to increase agencies' capacity to raise funds. Almost all agencies identified the need for increased funding to support full-time staff and sustain programs.

Other professional development needs mentioned included:

- **Evaluation and assessment training.**

- **Community development and engagement.** Respondents asked for "any kind of development about engaging the community, about getting beyond individual efforts;" "how to work in the community, how to gain additional cultural competency;" and "further staff development around how to become facilitators of someone else's growth."

- **Organizational sustainability.** Respondents who cited organizational sustainability and revitalization as a professional development need indicated a desire to meet with others with similar community demographics, and to travel to other organizations in the country. One program director said she would "like to see how other sites across the nation are dealing with problem-solving in their areas; [we] talk to the same people over and over."

- **Identifying/addressing learning disabilities.**

- **Program coordination and collaboration.**

## 3. Formal Assessments and Accreditation

Formal Assessments

Of all programs interviewed, 44% received a formal assessment. Formal assessments refer to a comprehensive review of multiple aspects of agency and/or program operations conducted by an external reviewer. Most commonly, the assessment was High/Scope (12) or YDC (14). Some agencies that are part of larger organizations (e.g., Big Brothers Big Sisters, Boys & Girls Clubs, City Year, or Girl Scouts of America) participated in assessments conducted by their parent organization. Additional agencies conducting assessments included: Aspen Institute, Bureau of Substance Abuse Prevention (City of Detroit); Campus Compact, CMU School of Education, Dearborn Public Schools, Department of Labor, New Detroit, Institute for the Study of Youth Sports, Massey and Associates, Michigan Department of Education, and the United Way of South Eastern Michigan.

Program Accreditation
Of all programs interviewed, 19% were accredited. It should be noted, however, that for many of the programs, there was no relevant license or accreditation for which the agency might apply. Accrediting organizations included Boys & Girls Clubs of America, Commission of Accreditation of Rehabilitation Facilities, USDOL and Youth Build USA, and Hazel Park Adult Education. One YE/CC program received several accreditations including Accrediting Council for Continuing Education and Training (ACCET), CISCO Network Academy, Microsoft IT Academy, and CompTIA E2C.

Figure 11 shows the percent of programs assessed and accredited by neighborhood.

FIGURE 11
FORMAL ASSESSMENT AND ACCREDITATION BY NEIGHBORHOOD
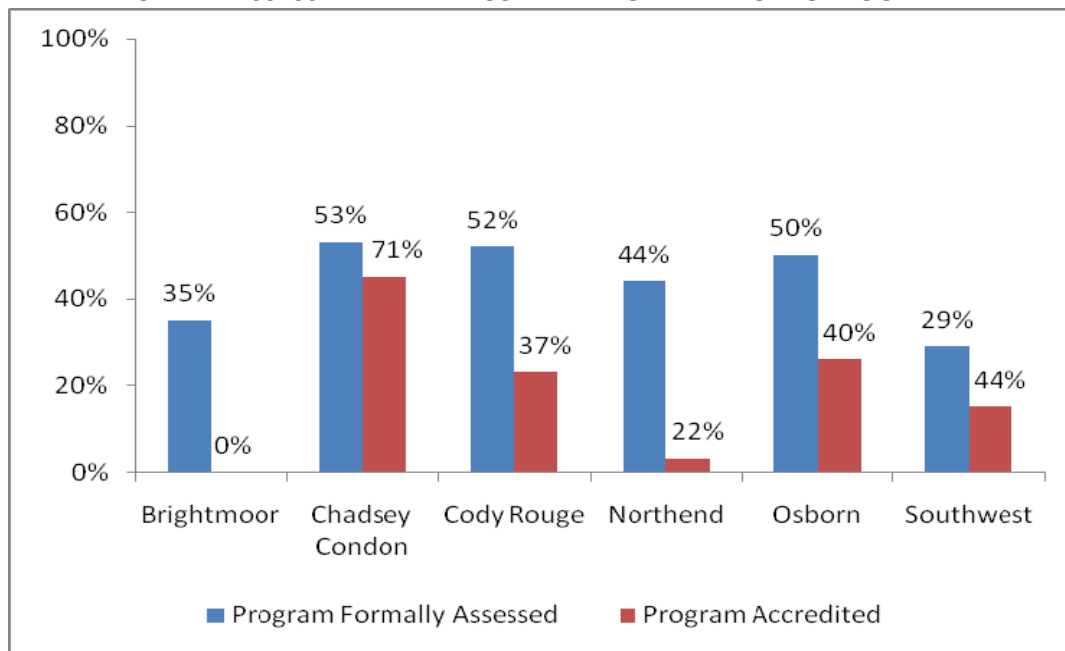
Note: This figure includes neighborhood programs and citywide YE/CC & YD programs (N=270).

C.   Accessibility of the SOSO
Challenges to Accessing Programs
The Brandeis team asked interviewees their perception of the challenges to accessing programming in the neighborhoods. Most often mentioned were lack of transportation, the need for greater family involvement, and a lack of awareness of programs and opportunities.

- **Lack of transportation was overwhelmingly cited by interviewees as the single most important barrier for youth trying to access programs.**
  Three main issues stood out regarding youths' access to transportation: an overall lack of transportation to and from programs; safety; and distances that were often too far to allow youth to walk or bike from home. One director noted that "bike racks are needed" and one CEO summed up the problem by stating "transportation is a mess." It is notable that transportation was an issue even for some on-site after-school programs; one interviewee reported that some

youth chose not to attend on-site after-school programs, even though they did not require transportation TO the program, because of the lack of transportation home FROM the program.

- **Need for increased family involvement.** When respondents cited insufficient involvement by parents or other family adults, they frequently did so within the context of saying that Detroit parents need more support for parenting in such a challenging environment. That is, there was an expressed sense that youth would benefit if agencies, as well as other community adults, actively support parents in addition to directly supporting youth. One CEO stated "parents need support from an agency to engage with their kids; they need other adults to be in their kids' lives." They also identified the need for increased economic opportunities for parents that would allow parents to create more stable environments for their children.

- **A lack of awareness of programs and opportunities.** Some agency staff recognized they needed to better communicate what programs they offer to the community. For example, one said that there is a lack of "outreach in an organized way to let students know about these classes." Interviewees stated that youth and their families were sometimes not aware of all the specific *services* that their programs offered.
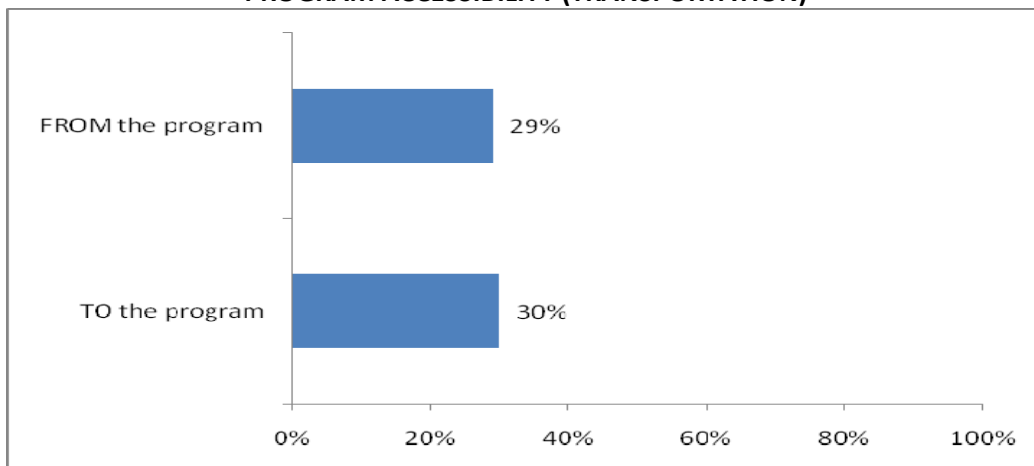
   1. Transportation

As less than one-third of programs provide transportation, it is understandable why staff pointed to transportation as the greatest barrier to accessibility. Of those programs interviewed, 30% provided transportation TO their sites and 29% percentage provided transportation FROM their sites. Some used shared space and transportation to ease transportation barriers. For example, In Osborn, Connecting Families appears to be the main transportation provider on which programs rely. Don Bosco Hall only recently expanded to provide Cody/Rouge with shared community space and shared transportation so that young people attending programs that do not provide transportation have access to it through Don Bosco Hall.

According to those interviewed, it is insufficient to provide tokens or bus passes, as using public transportation can be unsafe. Furthermore, staff noted that even if bus service is available for youth living off of major streets, the cost of riding the bus and times of service may impact when youth use the bus.

Figure 12 shows number of programs offering transportation to and from the program locations for all programs (neighborhood youth development programs and citywide YE/CC and youth development programs). Figure 13 shows the same information by neighborhood.

FIGURE 12
PROGRAM ACCESSIBILITY (TRANSPORTATION)

Note: This figure includes neighborhood programs and citywide YE/CC & YD programs (N=270).

FIGURE 13
PROGRAM ACCESSIBILITY BY NEIGHBORHOOD (TRANSPORTATION)
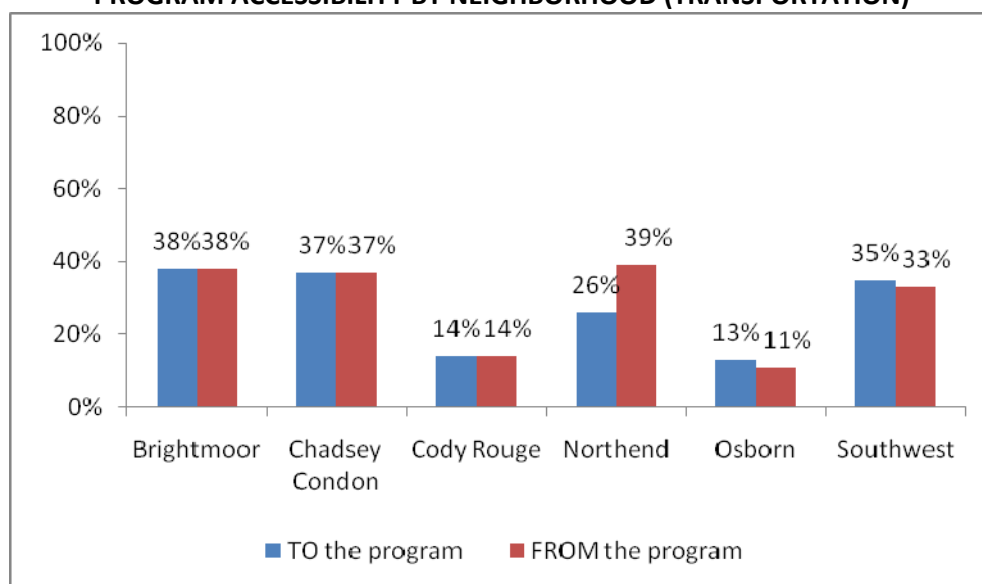
Note: This chart includes only neighborhood programs (N=230).

2. Cost

Of all programs interviewed, 69% were offered at no cost. Of the programs with fees, the majority offered a sliding scale.[17] Program fees ranged considerably, from $5/session to $325 for a five-day overnight camp. Some programs with a sliding scale were prepared to waive fees based on ability to pay. Most (85%) YE/CC programs, designed to help youth learn employment skills and obtain a job, were provided for free. A few programs paid young people for participation or supported attendance

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[17] Sliding scale: Program has a cost, but offers some form of financial assistance such as sliding scale, scholarship, or simple waivers of fees, often done on an informal basis.

with stipends; for example, Michigan Roundtable for Diversity & Inclusion, Youth Leadership workshops, and Goodwill's Ben & Jerry's program. Across neighborhoods most programs were offered at no cost. The one exception was Chadsey Condon, where 9 of the 30 programs included a membership fee of $50, with a sliding scale, operating through the Boys & Girls Clubs of Southeastern Michigan. The agency gave out 10,000 scholarships last year.

Figure 14 shows the percent of programs offering free, sliding scale or full cost programming for all programs (neighborhood youth development programs and citywide YE/CC and youth development programs). Figure 15 shows the cost of programs by neighborhood.

FIGURE 14
PROGRAM COST
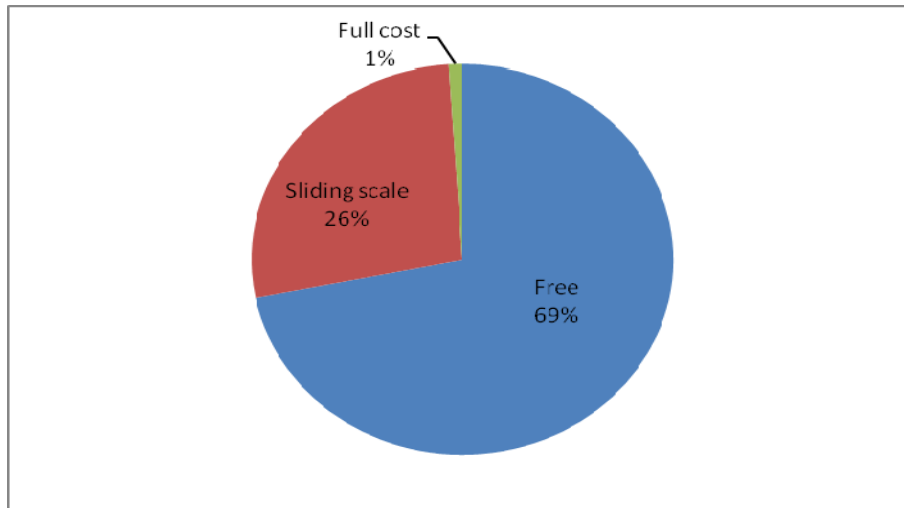
Note: This figure includes neighborhood programs and citywide YE/CC & YD programs (N=270).

FIGURE 15
PROGRAM COST BY NEIGHBORHOOD
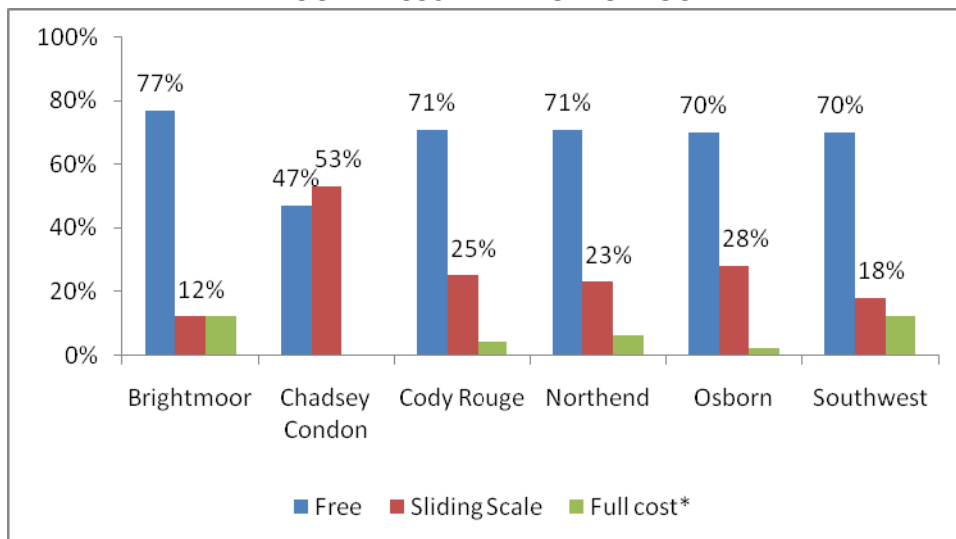
Note: This chart includes only neighborhood programs (N=230).

3. Eligibility Restrictions

The Brandeis team asked interviewees to describe any eligibility restrictions for their programs (besides age). Programs surveyed had few eligibility restrictions. Most commonly programs were restricted by neighborhood residence and gender. Some were female-only, such as Alternatives for Girls, Girl Scouts, and some health and nutrition programs. Just one program was restricted to males: a Big Brothers Big Sisters sports program for African-American boys. A few programs *focused* on youth of a particular ethnicity, such as Arab or Hmong, but did not *restrict* participation based on ethnicity. A number of programs reserved slots for children with various types of disabilities. Other programs required a referral from a teacher, guidance counselor, social workers, or the courts.

YE/CC programs often had restrictions and entry requirements. Prominent among these were requirements to be in school, be older than 18, reside in particular neighborhoods, or face various risk or educational barriers.

4. Times of Year

Of the 230 neighborhood programs, 77% were offered year-round. Just 8% were limited to the academic year, and 9% to the summer only. An additional 6% were offered during unique times, such as a one-time event or three-time sessions. During the summer, youth in the neighborhoods participated in YE/CC activities through the Summer Youth Employment Program (SYEP) coordinated by CityConnect-Detroit in tandem with YDC and other partners. Most programs across all neighborhoods were offered year-round.

Figure 16 shows the percentage of programs offered at differing times of the year for all neighborhood youth development programs. Figure 17 shows the same information by neighborhood.
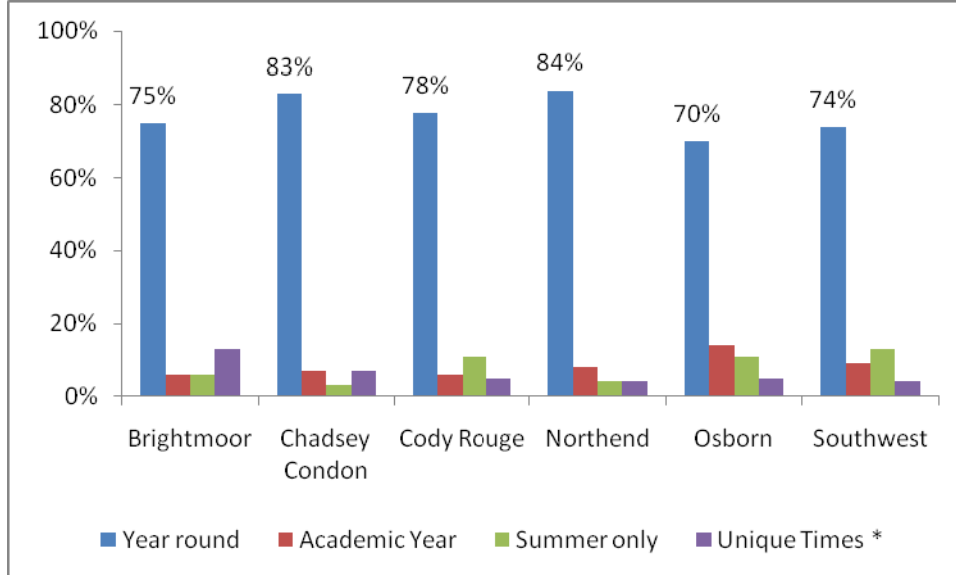
FIGURE 16
TIMES OF YEAR PROGRAMS OFFERED
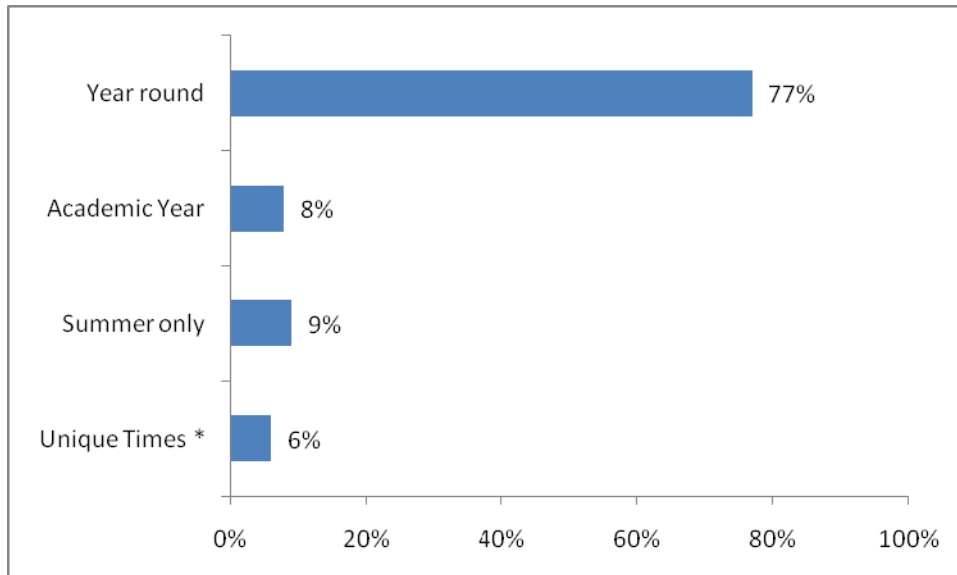
Note: This figure includes only neighborhood programs. Of the 230 neighborhood programs, 217 provided data by time of year.
* Some programs offer unique structures, such as meeting 20 hours/week for four weeks; or three Saturdays a month Jan-June, or are offered as one-time events.

FIGURE 17
TIMES OF YEAR PROGRAMS OFFERED BY NEIGHBORHOOD

Note: This figure includes only neighborhood programs. Of the 230 neighborhood programs, 217 provided data by time of year.
* Some programs offer unique structures, such as meeting 20 hours/week for four weeks; or three Saturdays a month Jan-June, or are offered as one-time events.

Days & Times of Programming

Most programs (185 of the 230 neighborhood programs) were offered year round or during the academic year. Of these 185 programs, 137 were able to report days of programming. Just 16% of these programs (34) were offered regularly, at least four days per week. Of the 32 programs offered on a single day, 18 were offered on Saturday; 86 were offered in the afternoon (between 2 p.m. to 5 p.m.); and 60 were offered in the evening (between 5 p.m. and 8 p.m.). An additional 22 programs occurred during the school day only.

Figure 18 shows the number of days per week programs operated among year round and academic year neighborhood youth development programs.

FIGURE 18
DAYS PER WEEK PROGRAMS OFFERED
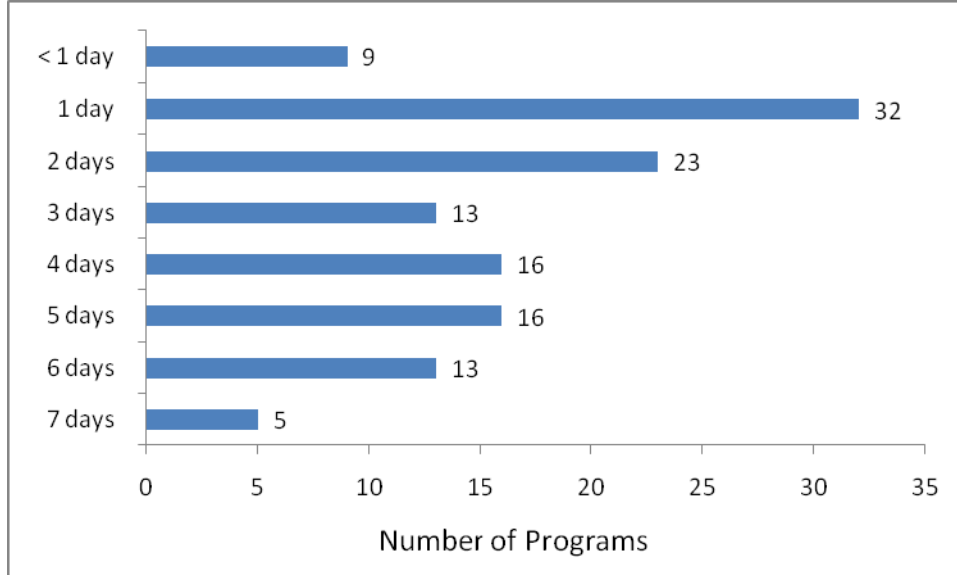
Note: This figure includes only neighborhood programs that operate after-school during the academic year or operate year-round. Of the 230 neighborhood programs, 137 programs were able to report days of programming.

D. Collaboration/Coordination of the SOSO

As earlier reported, agencies named increased capacity for collaboration among agencies and programs as one of their professional development needs. However, interviewees report substantial collaboration currently existing in some areas. More than 50% of agencies collaborated in three key areas. Specifically, 61% shared materials or resources; 57% shared programming; and 55% shared space. To a lesser degree, agencies reported joint planning (43%), joint training (33%), and shared staff (31%). This coordination is due in large part to co-location of many programs within a single agency or facility, rather than collaboration between agencies not located together. For example, the shortage of resources at many of these agencies means that staff serve in multiple programs (shared staff), or need to coordinate responsibilities (shared planning/scheduling). The lowest level of collaboration (11% of programs) was seen in joint transportation. This is consistent with the earlier mention of transportation as the top barrier to youth accessing programs.

Various examples of coordination and collaboration exist among programs:
- Connecting Families (located at the Matrix Center in Osborn and Don Bosco for Cody Rouge) is the main transportation provider for programs, allowing parents to have their children in the same location five days a week and participate in various programs.

- Although not a widespread practice, some organizations that lack the physical space required to implement programs have been able to partner with other neighborhood organizations to provide this resource.

- In terms of coordination, Vanguard CDC is working to increase the levels of awareness and coordination among neighborhood youth programs.

- Among YE/CC agencies, there were few examples of formal, collaboratively-provided programs. However, numerous agencies cited occasional collaborative events (such as field trips), referrals among agencies, and ongoing relationships with employers.

Figure 19 shows the percent of programs responding to questions about elements of collaboration among neighborhood youth development programs.

FIGURE 19
COLLABORATION AMONG PROGRAMS
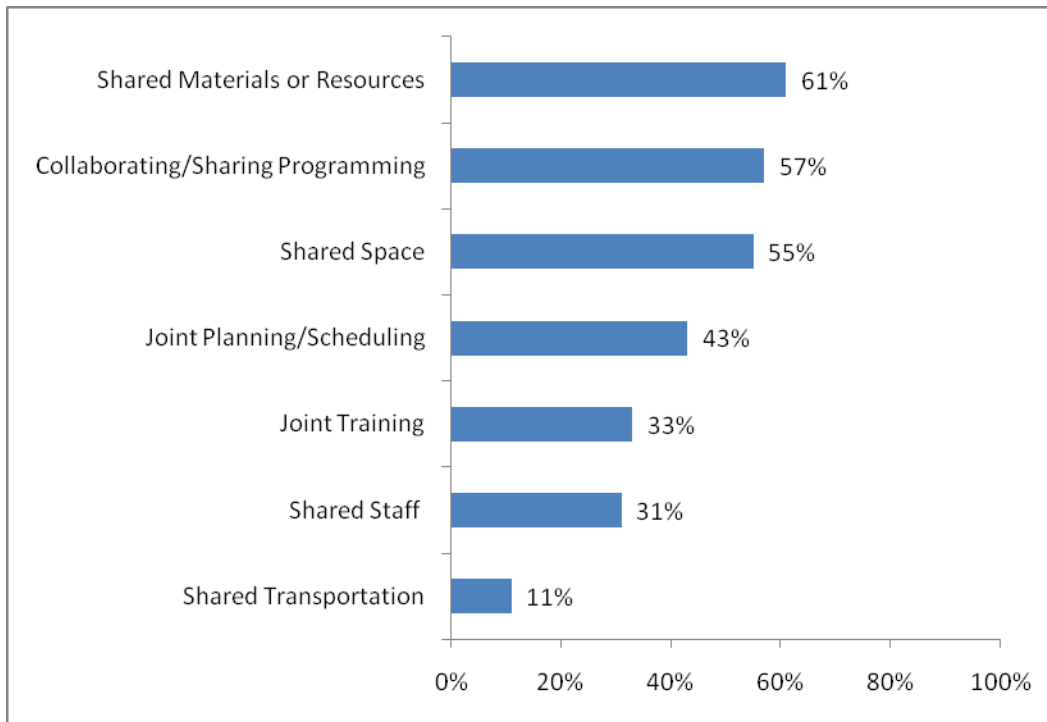
Note: This figure includes only neighborhood programs (N=230).

IV. SUMMARY AND RECOMMENDATIONS

SUMMARY

To assess progress toward the Readiness Phase indicators and preparedness for meeting the 2016 Goals, The Skillman Foundation sought a baseline of the systems of supports and opportunities that exist for young people ages 11-18 in the six Good Neighborhoods. Understanding what is available and the extent of coordination, accessibility, high quality, and comprehensiveness is the first step in determining gaps and challenges and what could be done to improve them. To that end, the Brandeis team surveyed 270 youth development programs, operating out of 76 agencies, in the Good Neighborhoods.

This analysis estimates that about 34% of the youth ages 11-18 in the six neighborhoods participated in youth development programs, with the percentage ranging from ranging from 21% in Cody Rouge and the Northend to 67% in Osborn. Given the difficulties in obtaining consistent participation numbers,

caution must be used in interpreting the findings; however, they do provide a starting point for planning.

Availability of Youth Development Programming

Through this SOSO analysis, staff reported extensive programming within neighborhoods.   Yet, key categories of programming were limited. Of the 270 programs surveyed, 48% offered life skills, 41% offered leadership development opportunities, 37% offered arts & culture, and 36% offered academic enrichment. Sports & recreation opportunities were offered in 25% of programs. Fewer programs offered mentoring, career preparation and exposure, volunteer activities, employment preparation, and college preparation and access. Across neighborhoods, these findings remain highly consistent.

Most programs surveyed operated on a modest scale, serving fewer than 50 youth. Slightly more than half of the programs overall offered meals or snacks, and just over one fourth offered drop-in capacity.

Quality

Program quality was assessed by looking at formal youth development training and formal program assessments. The proportion of programs incorporating these aspects of program quality is relatively high, which may be influenced by the Foundation's historic focus on these mechanisms to assure quality. Of programs surveyed, formal youth development training was required for 54% of full-time staff and 37% of part-time staff, while 44% of programs conducted formal program assessments.

Accessibility

Transportation was identified as the greatest barrier to accessibility. Transportation to and from the program was low, offered in about 30% of programs, which could seriously limit participation, depending upon the location of youth and proximity to programs. An average of 68% of programs were offered at no cost - a good starting place for ensuring that cost is not a barrier to participation. Few programs had eligibility restrictions.

Coordination/Collaboration

Areas of coordination and collaboration among programs both within a particular organization and among organizations vary widely. An average of 61% shared materials/resources; 57% collaborated/shared programming; 55% shared space; 43% planned/scheduled jointly; 33% jointly trained; 31% shared staff; and 11% shared transportation. The inclination to coordinate or collaborate is present and could be a good base from which to build.

Table 21 summarizes key characteristics of all programs surveyed (neighborhood and citywide YECC and YD programs).

TABLE 21
SUMMARY OF SELECT SOSO CHARACTERISTICS
FOR NEIGHBORHOOD & CITYWIDE YOUTH DEVELOPMENT PROGRAMS

Category	Total Neighborhood & Citywide Programs (N=270)	Neighborhood YD programs (N=230)	Citywide YE/CC Programs (N=26)	Citywide YD Programs (N=14)
Programming				
Youth Mentoring	20%	20%	19%	20%
Academic Enrichment	36%	35%	42%	33%
Youth Leadership Development	41%	40%	58%	33%
Formal Volunteer Opportunities	18%	10%	92%	7%
Offered as drop-in	26%	29%	8%	7%
Offers meals/snacks	53%	53%	58%	43%
Quality				
Youth Development training required for FULL-TIME staff	54%	60%	27%	7%
Youth Development training required for PART-TIME staff	37%	38%	31%	7%
Program Formally Assessed	44%	45%	16%	86%
Accessibility				
Transportation TO program	30%	25%	50%	50%
Transportation FROM program	29%	25%	50%	36%
Offered at no cost	69%	68%	85%	64%
Coordination/ Collaboration				
Shared Materials/Resources	61%	61%	N/A	N/A
Collaborating/Sharing Programming	57%	57%	N/A	N/A
Shared Space	55%	55%	N/A	N/A
Joint Planning/Scheduling	43%	43%	N/A	N/A
Joint Training	33%	33%	N/A	N/A
Shared Staff	31%	31%	N/A	N/A
Shared Transportation	11%	11%	N/A	N/A

Neighborhood summary. This baseline assessment found that the patterns of opportunities for youth remain highly consistent across the Good Neighborhoods. Few significant differences were apparent. The following summarizes key programming aspects, *focusing on the 230 neighborhood programs.* Differences between neighborhoods are noted if they are at least 15% above or below the average across all Good Neighborhoods.

When estimating the number of youth age 11-18 served across the GNs, the percentage ranged from 24% and 34% for all neighborhoods except Osborn, where an estimated 67% of youth were served. While most programs served modest numbers, a higher percentage of programs in Northend and Osborn host larger-scale programs, serving 50 or more youth. As mentioned above, given the difficulties in obtaining consistent participation numbers, caution must be used in interpreting the findings; however, they do provide a starting point for planning.[18]

Programming

- **Mentoring.** Mentoring opportunities remain limited across neighborhoods. Mentoring was offered in 20% of programs; half of these programs offered a formal one-to-one mentoring component. In an analysis by neighborhood, Brightmoor had a higher percentage of programs offering mentoring. This is due in part to the number of programs offered through Leland Missionary Baptist Church. However, large scale programs operating out of all 6 GNs accounted for most mentoring opportunities, formally through City Year and Big Brothers Big Sisters, and informally through Think Detroit PAL sports teams.

- **Academic enrichment.**   Overall, 35% of programs offered academic enrichment. This percentage remained consistent across neighborhoods.

- **Youth leadership development**. Overall, 40% of programs offered leadership development. A higher percentage of leadership development opportunities were offered in Chadsey/Condon through Southwest Counseling Solutions and Boys & Girls Clubs of Southeastern Michigan. Fewer leadership opportunities were offered in Brightmoor.

- **Formal volunteer opportunities.** Overall, 10% of programs offered volunteer opportunities. This percentage remained low across neighborhoods. No Brightmoor programs and one Northend program interviewed offered volunteer opportunities.

- **Work experience, career, and college preparation.** Across all neighborhoods, these offerings remained low.

- **Drop-in.** Overall, 29% of programs are offered as drop-in. This percentage remained consistent across neighborhoods.

- **Meals & snacks.** Overall, just over half of programs (53%) offered meals and snacks. A higher percentage of Brightmoor programs (81%) offered meals.

Quality

- **Required training for FT staff.** Overall, 60% of programs required training in formal youth development. A higher percentage of programs in Cody Rouge required training for full-time

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[18] The Brandeis team calculated youth served in the Good Neighborhoods using all available program participation data (neighborhood and citywide YE/CC and YD programs). All other analyses rely on the 230 neighborhood programs.

staff. A smaller percentage of programs in Brightmoor and Northend required training for their full-time staff largely because Boys & Girls Club of Southeastern Michigan, an agency that requires staff training, did not operate programming in these two neighborhoods.

- **Required training for PT staff.** A higher percentage of programs in Chadsey Condon required training for part-time staff. A smaller percentage of part-time staff was trained in Brightmoor and Northend, again, largely because Boys & Girls Club of Southeastern Michigan did not operate programming in these two neighborhoods.
- **Program formally assessed.** Overall, 45% of programs were assessed. This percentage remained consistent across neighborhoods.

Accessibility

- **Transportation.** Overall, 25% of programs offered transportation to or from the program. Transportation remained limited across neighborhoods.
- **Cost.** Overall, 68% of programs were offered at no cost. A lower percentage of programs in Chadsey Condon (47%) were offered without cost.

Coordination/Collaboration

- **Shared materials/resources.** Overall, 61% of programs shared materials/resources. A higher percentage of programs in Brightmoor (85%) and Chadsey Condon (82%) noted sharing materials.
- **Collaborating/sharing programming.** Overall, 57% of programs collaborated. A higher percentage of programs in Brightmoor (92%) and a lower percentage of programs in Chadsey Condon (35%) noted collaborating with other programs, either within or outside the larger agency.
- **Shared space.** Overall, 55% of programs shared space. A higher percentage of programs in Osborn (82%) and Cody Rouge (71%) and a lower percentage of programs in Brightmoor (15%) shared space.
- **Joint planning.** Overall, 43% of programs planned jointly. This percentage remains consistent across neighborhoods.
- **Joint training.** Overall, one third of programs offered joint training. A higher percentage of programs in Southwest (63%) and a lower percentage of programs in Brightmoor (0%) and Cody Rouge (15%) reported joint training opportunities.
- **Shared staff.** Overall, 31% of programs shared staff. A lower percentage of programs in Cody Rouge shared staff.
- **Shared transportation.** Overall, 11% of programs shared transportation. This percentage remains low across neighborhoods.

Table 22 summarizes key differences by neighborhood. If an aspect is not mentioned, it means it falls within 15% of the average. The intent is to provide a quick snapshot of the select aspects of SOSO for each neighborhood. Table 23 reports the percentage of programs offering key aspects of the SOSO across neighborhoods.

TABLE 22
SELECT SOSO DIFFERENCES AMONG NEIGHBORHOODS

NEIGHBORHOOD	PROGRAMMING	QUALITY	ACCESSIBILITY	COORDINATION/ COLLABORATION
Brightmoor	▪ Higher % offered meals (81%). ▪ Higher % had youth mentoring (41%) ▪ Lower % had youth leadership development (24%)	▪ Lower % of full- & part-time staff required training in formal youth development (18%, 0%)		▪ Higher % shared resources (85%) ▪ Higher %shared programming (92%) ▪ Lower % shared space (15%) ▪ Lower % trained jointly (0%)
Chadsey Condon	▪ Higher % had youth leadership development (67%)	▪ Higher % of part-time staff required training in formal youth development (71%)	▪ Lower % were offered without cost (47%)	▪ Higher % shared resources (82%) ▪ Lower % shared programming (35%) ▪ Lower % shared staff (15%)
Cody Rouge		▪ Higher % of full- time staff required training in formal youth development (88%)		▪ Higher % shared space (71%) ▪ Lower % trained jointly (15%)
Northend	▪ Higher % offered larger-scale programs, serving 50 or more youth (35%).	▪ Lower % of full- & part-time staff required training in formal youth development (33%, 22%)		
Osborn	▪ Higher % offered larger-scale programs, serving 50 or more youth (36%).			▪ Higher % shared space (82%)
Southwest		▪ Lower % have had program assessment (29%)		▪ Higher % trained jointly (63%)

Note: Differences are noted in this table that are at least 15% above or below the average (mean) for all Good Neighborhoods.

TABLE 23
SUMMARY OF SELECT CHARACTERISTICS FOR NEIGHBORHOOD YOUTH DEVELOPMENT PROGRAMS

Category	Neighborhood YD Programs (N=230)	Brightmoor (N=17)	Chadsey Condon (N=30)	Cody Rouge (N=56)	Northend (N=31)	Osborn (N=46)	Southwest (N=50)
Programming							
Youth Mentoring	20%	41%	33%	16%	13%	17%	14%
Academic Enrichment	35%	29%	37%	27%	42%	28%	46%
Youth Leadership Development	40%	24%	67%	27%	36%	39%	48%
Formal Volunteer Opportunities	10%	0%	13%	9%	3%	11%	18%
Offered as drop-in	29%	31%	23%	34%	26%	33%	25%
Offers meals/snacks	53%	81%	47%	41%	63%	46%	61%
Quality							
Youth Development training required for FULL-TIME staff	60%	18%	71%	88%	33%	66%	59%
Youth Development training required for PART-TIME staff	38%	0%	71%	37%	22%	40%	44%
Program Formally Assessed	45%	35%	53%	52%	44%	50%	29%
Accessibility							
Transportation TO program	25%	38%	37%	14%	26%	13%	35%
Transportation FROM program	25%	38%	37%	14%	39%	11%	33%
Offered at no cost	68%	77%	47%	71%	71%	70%	70%
Coordination/Collaboration							
Shared Materials/Resources	61%	85%	82%	49%	50%	70%	54%
Collaborating/Sharing Programming	57%	92%	35%	56%	67%	54%	62%
Shared Space	55%	15%	41%	71%	55%	82%	49%
Joint Planning/Scheduling	43%	31%	33%	38%	61%	55%	38%
Joint Training	33%	0%	41%	15%	22%	38%	63%
Shared Staff	31%	25%	15%	41%	35%	34%	23%

Category	Neighborhood YD Programs (N=230)	Brightmoor (N=17)	Chadsey Condon (N=30)	Cody Rouge (N=56)	Northend (N=31)	Osborn (N=46)	Southwest (N=50)
Shared Transportation	11%	15%	0%	6%	17%	16%	17%

CONCLUSION

With the growing desire for out-of-school programs to support youth's social, physical, and academic development and the limits of one or a few organizations working in silos to meet these expectations, interest in interagency collaborations is growing and models of such collaborations are emerging.[19, 20] Cities are designing their infrastructures around their own specific community needs and assets, hence no one model of an effective system exists.[21] "In many ways, city-level system-building efforts are charting new ground."[22] Nonetheless, these collaborations can help strengthen the quality, accessibility, and sustainability of programs.

The Skillman Foundation has a rich history of grantmaking for quality youth development programming and of refining its investments based on evaluation findings and recommendations. Even as the Readiness Phases SOSO assessment was being conducted, further development and refinement was underway. The new Youth Development Alliance, a partnership of three youth development lead agencies that each work with two neighborhoods, is specifically designed to build quality systems of supports and opportunities in the six target neighborhoods. Strengthening hubs of out-of-school networks – of schools, faith-based institutions, community agencies, libraries, parks, and cultural centers – can help individual programs link with each other to best provide the "ample array of program opportunities"[23] necessary for young people to be safe, healthy, well educated, and prepared for adulthood, and this approach is on both the Foundation's and the Alliance's agendas as well.

RECOMMENDATIONS

The following summary of recommendations (Exhibit 1) is designed to identify the elements of a quality system of supports and opportunities. They have been shaped by the findings in this report and the research literature—gaps in the overall systems and areas that can be strengthened. This "map" can be used to develop specific plans for overall system development as well as for each neighborhood. While implementing all of the recommendations at once would be prohibitive cost-wise, many of the elements that require a substantial investment are either in place (such as quality youth development training) or in process (such as establishment of a common management information system that can track participation and key program data). For example, some neighborhoods have a higher level than others of saturation of formally trained youth workers; the task in this case is to determine the most efficient and cost-effective way to take training to scale in the neighborhood and among all neighborhoods and among both large and small providers.

[19] Kotloff, L. & Korom-Kjakovic, D. (2010) AfterZones: Creating a Citywide System to Support and Sustain High Quality After-School Programs. Public/ Private Ventures.
[20] Bodilly, S., McCombs, S., Orr, N., Scherer, E., Constant, L, & Gershwin, D. (2010) Hours of Opportunity. Volume 1. Lessons from Five Cities on Building Systems to Improve After-School, Summer School, and Other Out-of-School-Time Programs. RAND Education.
[21] Hayes, C. Lind, C, Grossman, J., Stewart, N., Delch, S., Gersick, A., McMaken, J, and Campbell, M. Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study. Public/ Private Ventures.
[22] Ibid. p, 8
[23] Eccles, J. and Gootman, J.A. (eds.) (2002). Community Programs to Promote Youth Development. Washington, DC: National Academies Press.

The single most important investment at this stage is in quality: formal youth development training, program quality assessment, and a management information system capable of tracking individuals and handling program data. These three factors will drive the remaining elements of an effective system. That said, four other issues need simultaneous attention:

1. **The content of youth development and youth employment and college and career access programming should be aligned with the 2016 Goals as they are revised during the summer of 2011.**

2. **Increase mentoring opportunities—youth are more likely to be able to "change their odds" with one or more caring adults in their lives.** Research has shown that supportive caring adults in the lives of youth serve as a protective factor and are critical to youth's well-being.[24] One study of urban after-school programs found that the relationships between youth and staff are their greatest strength. Furthermore, matched mentoring, as seen in the Big Brothers Big Sisters program, has been shown to have a significant positive impact on youth.[25] With limited mentoring opportunities in the neighborhoods, formal or informal, greater investment in developing caring adults in the neighborhoods and through programs offering group and one-to-one mentoring relationships are needed.

3. **Identify one or two high-impact actions that will jump start collaboration of youth development programs with neighborhood schools, neighborhood governance groups, and the Community Connections Small Grants Program to create year-round, student-centered learning opportunities.** A recent report notes, **"**Year-round learning consists of intentional, community-based efforts to connect school, afterschool, and summer learning to support positive youth outcomes, develop continuous learning pathways, and provide equitable opportunities for both students and families."**[26]**

4. **Executives and senior managers of organizations aspiring to be youth development focused need expertise in learning organization management and implementation.** A commitment to youth development must be made at the organizational (executive) level, not just at the program level. Youth development is exactly what its name describes—about development, so for it to flourish it needs to be supported by a culture that values development and learning. Creating that kind of culture requires policies and practices at the organizational level that are infused with youth development values.

In the summary below (exhibit 1) are captions for the full recommendations; the full recommendations may be found in Appendix A.

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[24] Benson, et al (1998); Masten & Coatsworth (1998).
[25] Grossman & Tierney (1998)
[26] Deschenes, S., and Malone, H.J. (2011). Year-Round Learning: Linking School, Afterschool, and Summer Learning to Support Student Success. Harvard Family Research Project: Harvard Graduate School of Education.

EXHIBIT 1
SUMMARY OF RECOMMENDATIONS (MAP OF AN EFFECTIVE SOSO FOR GN/GS)

PROGRAMMING	QUALITY	ACCESSIBILITY	COORDINATION/COLLABORATION	FURTHER STUDY
Increase mentoring opportunities, particularly formal one-to-one mentoring.	Provide quality learning opportunities for youth on a regular basis.	Develop a coordinated, intra-neighborhood transportation system and determine what already exists and what is needed.	Increase communication among providers to share best practices and identify gaps in programming.	Investigate residents' perceptions of programming needs of youth and families in all six neighborhoods.
Expand availability of academic enrichment programming.	Create a critical mass of neighborhood-based youth workers with quality youth development training and formal youth worker certification.	Use school buildings where feasible as hubs of youth development programming.	Build on the Brandeis SOSO assessment database and develop a resource guide of current out-of-school programs, both online and in print.	Conduct further research on the quality of afterschool learning environments available.
Offer ample opportunities for youth to develop leadership skills and participate in volunteerism.	Create neighborhood-focused management information systems to track participation and program data.	Ensure that programs are available, inclusive, accessible, and supportive of youth from all backgrounds.	Support efforts to share resources, collectively set standards, and jointly establish assessment systems.	Conduct process and outcomes studies.
Provide college and career preparation and college financing vehicles for older youth.	Formally assess and monitor program quality and outcomes on a regular basis.	Better market existing youth programs.	Increase communication across agencies and institutions in a young person's life.	Conduct ongoing studies of the SOSOs to assess their development and progress toward achieving the 2016 Goals.
Develop programming to train youth for high-growth careers, such as technology, hospitality and health occupations, "green," and other entrepreneurial businesses.	Track youth perception of program quality.	Support ongoing coordinated efforts toward community-based safety strategies.	Include agency staff at all levels in decision-making around coordination/collaboration initiatives.	
Increase opportunities for drop-in programs, particularly for older youth.	Build evaluation capacity as a management and learning tool at program and organization levels.	Ensure that program cost is not a barrier to participation.	Collaborate with schools and CCSG to create a "youth development pipeline."	
Enable more programs to serve healthy food options to youth.				

These recommendations are organized according to the four major areas of the SOSO assessment: youth development programming, quality, accessibility, and coordination/collaboration. One additional area of "further study" was added based on the assessment findings.

Youth Development Programming
Through this SOSO analysis, staff reported extensive programming within neighborhoods. Yet, key categories of programming were limited.   Research stresses the importance of providing a range of learning opportunities for youth, particularly in recruiting and retaining older youth.[27] Yet, it is often difficult for youth to gain these varied experiences from a single program. Networks can help programs address these gaps by having youth move between programs or assuring that at least one program within a hub offers these needed opportunities.

- **Enhance intensity and duration in youth development programs; they make a difference in youth outcomes**. As the 2008 Brandeis evaluation recommended, "In general, the more youth participated in programs, the more likely they were to report positive outcomes. Youth who participated in programs of greater duration (measured in program weeks) and intensity (measured in number of program hours/week) reported significantly greater gains in problem-solving, teamwork and leadership as a result of the program. Intensity and duration also make a difference in youth perception of program quality. Youth who attended programs that were of greater total intensity/duration rated the programs more highly."[28]

- **Expand availability of academic enrichment programming.** According to the 2008-2009 Michigan Educational Assessment Program (MEAP), 56% of 6th graders are proficient in reading, 53% in writing, and 54% in mathematics. For 11th graders, proficiency rates drop to 34% in reading, 19% in writing, and 16% in mathematics.[29] With only 37.5% of high school students graduating (compared to 75% nationally), Detroit has one of the lowest graduation rates in any large city.[30] Racial disparities in graduation rates show that African American youth, particularly African American males, have the lowest national graduation rates. [31] With just over one-third of programs (36%) offering academic enrichment, more efforts to support student achievement in the out-of-school time are encouraged. Recent restructuring by Detroit Public Schools has led to the proposed closure of several schools in the neighborhoods, making the need for support even more urgent. Agencies interviewed for this study identified academic support as the number one need of youth.

- **Offer ample opportunities for youth to develop leadership skills and participate in volunteerism.** Delgado & Staples (2008) state that leadership development "is the

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[27] Kauh, T. (2010). Recruiting and Retaining Older African American and Hispanic Boys in After-School Programs. What We Know and What We Still Need to Learn. Public/ Private Ventures.

[28] Hughes, D.; Fitzhugh, G.; Frees, J.; Kingsley, C..; Lanspery, S. (2008).

[29] Detroit Public Schools. www.detroitk12.org

[30] Laird, J., DeBell, M., Kienzl, G., and Chapman, C. (2007). *Dropout Rates in the United States: 2005* (NCES 2007- 059). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

[31] Orfield, G., Losen, D., Wald, J., & Swanson, C., (2004). *Losing Our Future: How Minority Youth are Being Left Behind by the Graduation Rate Crisis*, Cambridge, MA: The Civil Rights Project at Harvard University. Contributors: Advocates for Children of New York, The Civil Society Institute.

anchor to hold the attention of youth, thereby enhancing their assets, providing growth experiences, and facilitating identity development."[32] Youth leadership programs encourage youth to accept a meaningful role in the planning, decision-making, and implementation of the program in which they participate.[33] Youth also greatly benefit from the opportunity to engage in ongoing community service projects. A recent report from the Corporation for National and Community Service revealed that youth from disadvantaged communities are nearly 40 percent more likely to believe that they can make some difference or a great deal of difference in their community if they participate in a volunteer opportunity.[34]

- **Provide college and career preparation starting in the early grades and college financing vehicles for older youth.** In fall 2009, unemployment in Detroit stood at 29% according to the Bureau of Labor Statistics; but at the White House Jobs Summit, Detroit's Mayor Bing suggested that the truth was even more disturbing: closer to 50% and in some spots up to 80%. These economic times call for increased programming for young people to gain needed job skills and employment experience, as well as preparation for college and future careers. Further, assistance with college financing is critical, available through just six programs in the neighborhoods. Research also suggests the importance of starting early to foster college expectations, knowing that beginning to promote college late in high school is too late.[35] Children already develop expectations of how well they will fare in school from their performance in their elementary school years.[36] Performance in these early years is also highly predictive of future educational attainment.[37]

- **Develop programming to train youth for high-growth careers, such as technology, hospitality and health occupations, "green," and other entrepreneurial businesses.** The team actively sought out youth employment agencies offering programs that might expose young people to high-growth careers. Few programs, however, were explicitly designed to do so. A notable exception is ACCESS's Comcast Digital Connectors program that teaches youth and young adults about broadband technologies through service learning. While it may be due to the composition of the assessment sample, this gap in programming seems striking. This presents a missed opportunity for youth in the neighborhoods to learn skills that might be particularly marketable in this economy. In addition, few examples were evident of promoting youth skills in "green" jobs. A notable exception is The Greening of Detroit that offers educational programs and promotes civic engagement on behalf of the environment.

- **Increase opportunities for drop-in programming, particularly for older youth.** Research suggests that drop-in centers provide older youth a safe place, as well as the necessary freedom and flexibility to attend these centers, on their own terms. Often,

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[32] Delgado, M & Staples, L. (2008) Youth-Led Community Organizing. Oxford: University Press

[33] Anderson, S.A., Sabatelli, R.M., & Trachtenburg, J. (2007) Evaluation of Youth Leadership Development Programs. Journal of Youth Development, 1(3) 29-35

[34] Spring, K., Dietz, N., & Grimm, R. Jr. (2007) Youth Helping America: Leading the Path to Participation. The Corporation for National and Community Service: Washington, DC.]

[35] Oyserman & Destin (2010). Identity-based motivation: implications for intervention. The Counseling Psychologist, 38, 1001-1043. .

[36] Eccles, J. S. (1999). The Development of Children Ages 6 to 14. *The Future of Children: When School Is Out*, 9(2).

[37] Entwisle, D., & Alexander, K. (1993). Entry into school: the beginning school transition and educational stratification in the United States. *Annual Review of Sociology*, 19, 401-423.

older youth want free, unstructured time with their friends, and believe that afterschool programs do not fit their needs.[38] Further, some afterschool programs face difficulty retaining older youth who do join. "Techniques such as promoting leadership and real world experience, providing opportunities to socialize and do what is of most interest, offering flexible attendance policies and accessible locations and acting as a bridge between school and community are among those employed by programs."[39] While one-quarter of programs interviewed were offered on a drop-in basis, efforts to increase drop-in capacity, as well as address the accompanying transportation and safety concerns, are needed. With limited drop-in programming for ages 14-18 (63 programs) and 19-21 (16 programs), additional opportunities for older youth are needed. This is in line with interviewees calling for safer environments for young people.

- **Enable more programs to serve healthy food options to youth.** Detroit has the highest poverty rate (33.8%) of any large American city; nearly half of its children are poor.[40] Three-fourths of youth receive free and reduced price lunch.[41] In addition, the exodus of major grocery stores from Detroit has exacerbated food insecurity and hunger. Many neighborhoods have been designated "food deserts" – areas with no or distant food stores and limited access to fresh, nutritious food. While just over half of program offer snacks or meals, encouraging all programs to provide food could help assure that youth do not go hungry. In addition, attention to the nutritional value of these snacks is encouraged. During interviews, many staff mentioned that they wanted to offer food, or more food than they are able to offer. They recognized youth's fundamental need for food.

QUALITY

Program quality makes a difference in youth outcomes.[42] This analysis captures several proxies of program quality: staff training in formal youth development, formal program assessment, and accreditation. This study found that while some programs do have formal assessment and training procedures, many do not. Research has shown that the quality of out-of-school programs is highly variable due to variations in staff skills, training, and experience. Many positions in after-school time are part-time, low-wage positions without benefits. [43] Turnover is often high.[44] Programs struggle with recruiting, maintaining, and training qualified staff.[45] Allocating time to plan curricula is also difficult. Together, the Youth Development Alliance can invest in training and supporting the out-of-school time workforce. These networks can encourage more formal assessments that look beyond the existence of programming to the quality of the learning environment.

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[38] Lauver, S., Little, P.M.D., & Weiss, H.B. (July 2004). Moving beyond the barriers: Attracting and sustaining youth participation in out-of-school time programs. Harvard Family Research Project, 6. Retrieved from www.gse.harvard.edu/hfrp/projects/afterschool/resources/issuebrief6.html.

[39] Recruiting and Retaining Older Youth in Afterschool Issue Brief No. 37 April 2009. Retrieved at http://www.afterschoolalliance.org/issue_37_recruitingandretaining.cfm

[40] US Census Bureau, *American Community Survey (*2007)/

[41] KIDS COUNT (2010)

[42] Hughes, D.; Fitzhugh, G.; Frees, J.; Kingsley, C..; Lanspery, S. (2008).

[43] California Tomorrow (2003). Pursuing the Promise. Addressing Equity, Access, and Diversity in After School and Youth Programs. A Report of Findings and Recommendations from California Tomorrow.

[44] Raley, R., Grossman, J., & Walker, K. E. (2005). Getting it right: Strategies for after-school success. Philadelphia, PA: Public/ Private Ventures.

[45] Ibid.

- **Provide quality learning opportunities for youth on a regular basis.** In the after-school field, studies have linked more time enrolled in after-school programs with better outcomes.[46] Most studies show that children must also attend regularly to demonstrate academic benefits. Yet most youth attend only sporadically, on average once or twice a week.[47] To strengthen quality, programs are encouraging higher attendance rates. The Providence After School Alliance sets a goal of maintaining 60% attendance.[48] This analysis found that Good Neighborhood programs were rarely offered every day after school. Of the programs that could report the days of week youth attended, just 16% were offered at least four days per week.

- **Create a critical mass of neighborhood-based youth workers with quality youth development training and formal youth worker certification.** Research shows that staff in the highest-quality programs had staff with prior experience working with children and more hours of training, particularly in after-school management and content.[49] Research by California Tomorrow has found that often training does not meet the desires of program staff.[50] The majority of those interviewed for this study would like their staff, regardless of academic credentials, to take part in additional youth development and related trainings in order to avoid burn-out and to improve the quality of services the staff can provide, but were limited by resources. This study found just over half of the programs required their full-time staff to be trained in formal youth development, and 37% of programs required formal training for their part-time staff. The Brandeis team strongly supports the Foundation's move to establish Youth Development Alliance to provide or broker training and other high-quality professional development experiences to staff of neighborhood-based programs. This could also serve as a mechanism for staff scattered across agencies throughout the neighborhoods to connect and collaborate.[51] High/Scope training which many agencies funded by the Foundation have used for years, is an excellent resource.[52] Developing and implementing a specific plan to elevate the level of youth worker knowledge, skills and abilities will have a direct positive impact on youth outcomes.[53] Moreover, creating a critical mass of trained staff will help to ensure that no matter where young people go for out-of-school time activities, they will be beneficial.

- **Create neighborhood-focused management information systems to track participation and program data.** The SOSO study lends support for The Skillman Foundation's effort to build an MI system across programs. (Most cities to date do not have this infrastructure in place.[54]) Most programs could estimate the number of youth served on an average day the program was in session, but across programs staff had dramatically different systems of data reporting. Many interviewees said that they wish they could do a better job of tracking youth participation, but do not have the computer programs, staff time, or training to do this. With limited existing

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[46] Friedman, L. (2008). A View From The Field: Helping Community Organizations Meet Capacity Challenges. The After-School Corporation.

[47] Granger, R. & Kane, T. (2004). Improving the quality of after-school programs. *Education Week,* 76.

[48] Kotloff, L. & Korom-Kjakovic, D. (2010) AfterZones: Creating a Citywide System to Support and Sustain High Quality After-School Programs. Public/ Private Ventures.

[49] Friedman, L. (2008). A View From The Field: Helping Community Organizations Meet Capacity Challenges. The After-School Corporation.

[50] California Tomorrow (2003). Pursuing the Promise. Addressing Equity, Access, and Diversity in After School and Youth Programs. A Report of Findings and Recommendations from California Tomorrow.

[51] Hughes, Lanspery, Kingsley, Cutter. (2009).*Training and Networking: Encouraging News: A Report on the Outcomes of the Collaboration between the BEST Youth Worker Certificate Training and the South End/Lower Roxbury Youth Workers Alliance.* Health Resources in Action: Boston, MA.

[52] Hughes, D.; Fitzhugh, G.; Frees, J.; Kingsley, C..; Lanspery, S. (2008).

[53] Op cit.

[54] Hayes, C. Lind, C, Grossman, J., Stewart, N., Delch, S., Gersick, A., McMaken, J, and Campbell, M. (2009) Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study. Public/ Private Ventures.

capacity to track information and participation across programs and neighborhoods, investment in stronger data management systems would help strengthen program evaluation efforts, encourage communication among programs, and enhance planning. Cities that have embraced new MI systems have found data central to identifying gaps in services, tracking attendance and drop-outs, assessing outcomes, and ultimately advocating for continued funding.[55]

- **Formally assess and monitor program quality and outcomes on a regular basis**. This analysis found that 44% of programs were formally assessed. For programs that operate on a small scale - which includes most of the programs in this analysis – formal assessment is a large investment of time and resources. As agencies collaborate to support and fund formal assessments, this option becomes available to small programs. This strategy for improving program quality and youth outcomes ties closely with the previous recommendation about youth worker training and certification. The High/Scope Youth Program Quality (YPQA) assessment has been validated and is used nationwide as an effective tool for quality assessment, monitoring and improvement. Several of the Foundation's grantees have used this tool to good benefit as well.[56] Other assessment tools have been used across the after-school field.[57] When combined with formal youth worker training, such assessments help "quality" become part of an organization's culture.

- **Track youth perception of program quality.** Of note in the Brandeis evaluation in 2008, "youth perception of program quality was the only consistent predictor of outcomes." As the study noted, "When all factors were considered simultaneously (using statistical techniques to determine the relative impact of multiple factors), only youth-reported program quality remained a predictor of program impact. In general, youth who reported more positive program experiences were more likely to show positive gains in outcome domains."[58] This finding suggests that regularly obtaining youth perceptions of program quality, a relatively inexpensive form of measurement, might be paired with formal program quality assessments on a less frequent basis to get the needed assessment data in a lower cost manner.

- **Build evaluation capacity as a management and learning tool at program and organization levels.**

ACCESSIBILITY
This SOSO analysis examined whether the cost, transportation, times, locations, and eligibility restrictions enabled youth access to programs. Because of safety concerns for youth outside of the school hours, transportation to and from programs was seen as the most significant barrier to accessibility. Program networks can play a needed role in limiting this barrier to participation.

- **Develop a coordinated, intra-neighborhood transportation system and determine what already exists and what is needed.** Program staff overwhelmingly cited transportation as the most significant barrier for youth in accessing programs. Less than one-third of programs

[55] McCombs, Jennifer Sloan, Nate Orr, Susan J. Bodilly, Scott Naftel, Louay Constant, Ethan Scherer and Daniel Gershwin. Hours of Opportunity, Volume 2: The Power of Data to Improve After-School Programs Citywide. Santa Monica, CA: RAND Corporation, 2010. http://www.rand.org/pubs/monographs/MG1037z1.

[56] Ibid.

[57] Yohalem, N., Wilson-Ahlstrom, A. (2009). Measuring Youth Program Quality. A Guide to Assessment Tools, Second Edition. The Forum for Youth Investment.

[58] Hughes, D.; Fitzhugh, G.; Frees, J.; Kingsley, C..; Lanspery, S. (2008).

offered transportation to and from sites. The Brandeis team strongly supports UM TAC's current work examining transportation needs and resources in each neighborhood**.** Efforts to support more programming within schools or near schools can cut transportation costs dramatically.

- **Use school buildings where feasible as hubs of youth development programming.** Hubs allow youth to access more options in one location, and may also reduce transportation difficulties. A promising option is expanding the use of public school buildings for community needs on weekends, evenings and summers.

- **Ensure that programs are available, inclusive, accessible, and support the development of youth from all backgrounds.[59]** Research shows high unmet demand for afterschool programming within the African-American community.[60] Research by California Tomorrow has found that programs are not prepared to address equity and diversity issues for English Language Learners, students with a range of disabilities, and GLBT youth.[61] Some programs interviewed for this study expressed a need to be better trained in providing supports to youth with disabilities.

- **Better market existing youth programs.** This study revealed a need for greater marketing of existing youth development programs. A number of respondents said that the community did not seem to know about their programs, or were not aware of all the services that their programs offered. Respondents asked for staff training in community outreach. Information fairs at hubs and schools to facilitate and increase enrollment may be a venue to increase awareness. These events offer another opportunity for youth to register for an array of programming.

- **Support ongoing coordinated efforts toward community-based safety strategies.** While "Safe Routes to Schools" and neighborhood patrols exist in some neighborhoods, after-school dismissal and evenings continue to be a time of concern for many. Fear of gangs and gang-related crime and violence was reported to impact youths' access to available programs. For example, LISC, in many of its neighborhoods, has a community safety coordinator; the Foundation could work with LISC to address this area of resident concern. Additionally, results from The National Youth Risk Behavior Survey underscore the urgent need to transform the schools (Center for Disease Control, National Youth Risk Survey (2007). For example, 19% of Detroit high school students did not attend school at least once in the 30 days prior to the survey due to safety concerns – more than triple the national rate of 5%.

- **Ensure that program cost is not a barrier to participation.** Some program staff explained that a fee was charged to encourage youth commitment. Future research may help identify what fee structures families can afford. Further, studies explain that low-income high school students lose out on participating in out-of-school activities due to the need to work. [62] Offering stipends for select programs to older youth may enhance access.

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[59] California Tomorrow (2003). Pursuing the Promise. Addressing Equity, Access, and Diversity in After School and Youth Programs. A Report of Findings and Recommendations from California Tomorrow.
[60] Afterschool Alliance (2010). A Snapshot of the African-American Community After 3 PM. American After3PM.
[61] California Tomorrow (2003). Pursuing the Promise. Addressing Equity, Access, and Diversity in After School and Youth Programs. A Report of Findings and Recommendations from California Tomorrow.
[62] Kauh, T. (2010). Recruiting and Retaining Older African American and Hispanic Boys in After-School Programs. What we Know and What We Still Need to Learn. Public/ Private Ventures.

COORDINATION/COLLABORATION

Staff interviewed expressed interest in greater collaboration with other programs. Programs struggle with the demands of day to day operations. The Youth Development Alliance can help facilitate collaboration and coordination among programs by helping to coordinate program schedules, build resource and referral guides, centralize registration and communication strategies, support use of an MI system, provide joint trainings, share space and transportation, and help set collective program standards and assessment systems. Skillman may also provide these alliances with decision-making ability in giving out grant funds to support these efforts. Together these Alliances can share lessons learned and advocate on behalf of the out-of-school community.

- **Increase communication among providers to share best practices and identify gaps in programming.** Hosting neighborhood specific "lunch and learns" at locations that are available for programming can help raise awareness of program offerings. As programs learn about best practices across the neighborhood, the types and availability of activities, and the locations of youth programming, they can reinvigorate existing programming, address gaps, and use/share existing staff or space. Individual efforts did come to light in this study; for example, The Pewabic Pottery checked with schools and deliberately alternated the times they offered programs each semester to complement in-school programming. However, another agency noted that they do not collaborate as much as they would like to because they feel a need to justify the time invested in collaboration vs. direct service to their youth.

- **Build on the Brandeis SOSO assessment database and develop an online and print resource guide of current out-of-school programs.** A visible, shared master calendar of programs within and among neighborhoods would help increase awareness. Recognizing that many families do not have access to technology, the calendar could be available both electronically and through other venues, such as community newsletters, notices home through schools, and posted in health clinics or grocery stores. The team suggests that the Foundation sponsor a Good Neighborhoods website, newsletter, blog or other centralized source to facilitate communication and increase awareness of existing programming. Such sites might also serve as natural training grounds to build techno-literacy among agency staff, thereby partially meeting the frequent requests for professional development around technology training and access.

- **Support efforts to share resources, collectively set standards, and jointly establish assessment systems.** As programs struggle with sustainability, efforts to collaborate across programs and share resources are paramount. Agencies might benefit from collaborating around joint purchasing agreements, shared "back office" resources such as accounting, and training across programs.

- **Increase communication across agencies and institutions in a young person's life.** For instance, most program staff interviewed indicated they had never spoken to school teachers. Encouraging such communication may help to increase social capital, pulling together adults who have an interest in a young person's continued success.

- **Include agency staff at all levels in decision-making around coordination/collaboration initiatives.** The most effective ways to reduce costs through program and agency collaborations may be by systematically and directly consulting agency staff, e.g., asking providers who directly interact with youth where they can see possibilities for joint efforts.

- **Collaborate with schools, neighborhoods and CCSG to create a "youth development pipeline."** Create a seamless array of programming for each youth who is directly connected to a youth worker who knows the (1) youth's goals and aspirations and challenges, (2) the systems s/he has access to and how to navigate them, (3) stays actively attuned to the youth's progress and mishaps, as well as to his/her teacher and family, and (4) provides continuous encouragement and support to achieve his/her goals.

FURTHER STUDY

- **Conduct ongoing studies of the neighborhood SOSOs as they are being strengthened and developed by the Youth Development Alliance to assess their development and progress toward achieving the 2016 Goals and provide formative feedback.** These studies could include evaluation of the Youth Development Alliance as pilots for building strong, effective SOSOs. Although the plan is for the three lead agencies to collaborate, share resources and learn together, each will be implementing its work in a customized manner based on the needs and assets of each neighborhood. This diversity should provide a rich opportunity for learning about strategies and activities that are effective – or not – in working at a neighborhood level.

- **Investigate residents' perceptions of programming needs of youth and families in all six neighborhoods.** It is critical to match program offerings and opportunities with community needs. Other cities, including New York, have conducted market research to ensure programming is culturally relevant to youth who are less engaged in current programming. [63] A study to investigate youth and family needs, interests, and barriers to participation is encouraged. It is important to know how well the current programming matches residents' expressed needs and interests (e.g., program types and costs, best times/days, transportation needs). An important byproduct of this approach could be to educate residents about the value of out-of-school programs and ways they can access and support them.

- **Conduct further research on the quality of afterschool learning environments available.** Looking beyond the presence of activities to how youth engage in program content is critical. How staff motivate, challenge, and draw students into the learning process is a key aspect of quality.[64] Whether curricula is project-based and builds on youth's own life experiences is essential, as is ensuring that content is age appropriate and reflective of youth's racial and ethnic diversity. Youth engagement can be measured through youth surveys, focus groups, and program observations.[65]

- **Conduct process and outcomes studies.** While much is expected of after-school programs, little is known about the programs' capacity to actually demonstrate positive outcomes. The development of a management information system will enable programs to track youth participation and demographics, program content, and youth outcomes. Cluster studies would be an effective vehicle for this aspect of the work.

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[63] Hayes, C. Lind, C, Grossman, J., Stewart, N., Delch, S., Gersick, A., McMaken, J, and Campbell, M. Investments in Building Citywide Out-of-School-Time Systems: A Six-City Study. Public/ Private Ventures.

[64] Cohen, D.K., Raudenbush, S.W., & Ball, D.L. (2003). Resources, instruction, and research. *Educational evaluation and policy analysis,* 25 (2), 119-142.

[65] Grossman, J., Goldsmith, J., Sheldon, J, & Arbreton, A., (2009). "Chapter 5. Assessing after-school settings." New Directions for Youth Development, 121.