Youth Development

A Summary of Evaluation Findings 2014–2015

Learning for Action

This report is a part of Kids Matter Here: An Analytic Review of the 10-year Good Neighborhoods Initiative.

The Skillman Foundation's Good Neighborhoods Initiative was a $100-million commitment to six Detroit neighborhoods, spanning from 2006–2016. To best understand the outcomes of the long-term neighborhood-based work, the Foundation worked with a variety of evaluators, residents, stakeholders, grant partners, staff, Trustees and community allies to form a series of analyses and dialogues.

The goals of the Analytic Review are to synthesize what the decade of work has accomplished, inform decisions about the Foundation's work going forward, and build and share knowledge locally and nationally. This report is one of the many interconnected products that will be available on the Foundation's website at www.skillman.org/GNI as they are developed through spring of 2017.

The Skillman Foundation's Youth Development Strategy:
A Summary of Evaluation Findings
2014-2015

Table of Contents

Overview

This evaluation report has three purposes:

1. To bring together in one place all of the reported findings on the youth development programs that the Skillman Foundation funds.

2. To describe the progress that the Skillman Foundation and its partners are making – and the challenges they are facing – as they build a stronger *system* of youth development programs and services.

3. To use stakeholders' learning and insights to provide recommendations for how best to move forward with continued system-building.

In this deck you will find:

1. A description of Skillman's youth development strategy;

2. An overview of the evaluation approaches;

3. What we know about the reach, program quality, and youth outcomes for Skillman-funded youth development programs; and

4. Findings on the progress and challenges of system-building.

Glossary:
Commonly Used Abbreviations

ACT: Achieve Connect Thrive

GDYT: Grow Detroit's Young Talent

HSA: Holistic Student Assessment

NLN: Neighborhood Learning Network

PFY: Partnership for Youth

SGNs: Skillman Good Neighborhoods

SGNI: Skillman Good Neighborhoods Initiative

YD: Youth Development

YDA: Youth Development Alliance

YDF: Youth Development Fund

YDI: Youth Development Initiative

YDRC: Youth Development Resource Center

YPQA: Youth Program Quality Assessment

Reflections on Skillman's Youth Development Work and Key Takeaways from the Evaluation

This section provides a high-level summary of:

- Skillman's youth development efforts in 2014 and 2015,
- Results, and
- Lessons learned and reflections on how the work has evolved over time.

What has the Youth Development strategy sought to accomplish in 2014 and 2015?

- **Building on the previous work of the Skillman Foundation to provide high-quality programs for youth at scale.** The work of the Youth Development program strand in the past two years has built on Skillman's efforts and strategies stretching back several decades. Skillman has consistently focused on improving the lives of Detroit's youth – a focus which has included providing high-quality youth programs. Skillman has continually sharpened the goals of its work, moving from more general goals to more specific and measurable ones. The Skillman Foundation's current "mega-goal" is highly specific: in the spring of 2017, there will be a 90% graduation rate in the Skillman Good Neighborhood (SGN) high schools.
- **Funding providers for youth development services.** The Skillman Foundation has directly funded youth development providers (through its Youth Development Fund), and also indirectly funded additional youth each year through the funding of intermediaries (City Connect to administer a summer youth employment program, and two leading youth nonprofits to administer small re-grants to neighborhood providers).
- **Continuing with system-building.** Beyond funding these programs, Skillman has *continued to build the infrastructure for the implementation of high-quality youth programs at scale.* The youth development system-building efforts have included:
  - Creating a collaborative intermediary entity to coordinate youth development work (three organizations as part of a Youth Development Alliance (YDA) in partnership with the Youth Development Resource Center (YDRC)).*
  - Institutionalizing the Achieve, Connect, Thrive (ACT) framework and quality standards (both of which create a solid conceptual grounding for the work of providers),
  - Supporting the YDA to:
    - Convene and facilitate neighborhood learning networks in each of the six SGNs (communities of learning and practice meeting monthly),
    - Fund and provide TA to neighborhood providers, and
    - Provide professional development to frontline youth workers (the Child and Youth Care Basic Course).
  - Establishing the YDRC to:
    - Lead the development of quality standards,
    - Develop common metrics based on the ACT framework and quality standards,
    - Build the capacity of Skillman grantees to track and use data for purposes of continuous program improvement, and
    - Work with the YDA to bring resources and tools to network members. Coordinate with the YDA to integrate capacity-building with professional development

> *The history is more complicated. Three nonprofits originally launched the YDA in 2010, each working in two neighborhoods. Now there are two nonprofits, one working in four neighborhoods and the other working in two. An additional city-wide nonprofit joined the YDA in 2013, but it does not convene providers in the neighborhoods. The YDRC was established in late 2013, and has since been integrated into a coordinating body now functioning essentially as an intermediary.

- **Planning for the future of youth development in Detroit: laying the groundwork for how a youth development system might be designed to function city-wide.** The lessons and the infrastructure-building accomplished in the six SGNs can be parlayed into a youth development system for all of Detroit's youth. The Skillman team formally decided in 2014 that moving to a city-wide system was an explicit goal of system-building work. Ever since, it has worked with its partners to support this shift.

What have been the results of the work in 2014 and 2015?

- **Grants for direct services have benefited thousands of youth.** About 10,000 youth per year have participated in programs funded through the Youth Development Fund,* and the programs funded through the YDA re-grants have collectively served about 1,500 youth per year. Data on program quality and youth outcomes are limited, but available data are encouraging. Programs seem to be typically well-delivered, and youth demonstrate some growth in academic confidence, making healthy connections with youth and adults, and experiencing more resiliency and feelings of self-efficacy.

- **The youth development system in the SGNs has continued to grow and develop (if not always as quickly or steadily as we would like).** System-building can be frustratingly slow and uneven (see reflections on this fact on the next slide), but we have seen a great deal of progress here nonetheless: (1) The YDRC has led the effort to develop and operationalize a set of local quality standards. (2) Through the capacity-building with subsets of Skillman grantees, the YDRC has been building and elaborating a model of continuous data use and program improvement that can work with local nonprofits. (3) The NLNs have offered ready-made organizational platforms for framework and resource dissemination, and the trusting relationships that YDA leads have built with local providers have opened doors for the YDRC to build that trust as well. (4) In monthly NLN meetings, providers have practiced operationalizing the quality standards and the ACT framework – and NLN meetings have created a space for building enthusiasm for data use and quality improvement.

- **Planning for the future of youth development in Detroit.** Skillman's support of the shift to a city-wide system has included working with partners to harvest the lessons learned in the neighborhoods, establishing a City-Wide Work Group, taking city-wide work into account when planning for the future of the SGN work (e.g. thinking how professional development might scale up), and working with partners and the mayor's office to plan for a dedicated funding stream for youth development programs in Detroit. Skillman, the YDA leads, and the YDRC – with their hard-won lessons of system-building work in the neighborhoods (as well as earlier lessons from the attempts at city-wide system-building prior to the launch of the 10-year Skillman Good Neighborhoods Initiative) – are in an excellent position to convene the tables and enrich the discussions that will lay the conceptual groundwork for the city-wide system.

*This number is an estimate. The first two cohorts of providers overlap in time and can stand in for an annual number served. The number served in both cohorts adds to 11,008; it is rounded down to 10,000 to account for youth in multiple programs. The numbers for youth employment and the neighborhood re-grants are, similarly, estimates. For details on these counts, see slide 20.

Skillman Foundation |Youth Development | 2016

What has Skillman learned?

- **System-building requires serious patience and tolerance for non-linear progress.** Everyone engaged in systems-building wants to see progress continue linearly and speedily forward. This desire is especially pronounced when people care deeply about children and youth, and worry that every year that a robust system is *not* in place leaves youth behind. However, system-building inevitably has a "two steps forward, one step back" rhythm, and some steps go sideways and even may veer on pathways that lead to dead ends. Every system-building enterprise – even when it can harvest lessons from elsewhere – meets its own uncharted territory. Conditions change, staff turnover means new goals and visions (translating into new plans), experiments are launched and sometimes fail, succeed only partially, or lose key support. The SGN youth development system-building has been no exception. We should *expect* uneven progress – and yet the uneven-ness inevitably leads to frustration. Greater tolerance for non-linearity will allow us to pick ourselves up and move forward after encountering the inevitable barriers, changed plans, and disappointments.

- **The emergence of system coherence happens slowly and will be successful only with all hands on deck.** "System coherence" means that key actors are oriented to a *common definition of the problem* that all are jointly trying to solve; we have overarching goals and share an understanding of them; a common vocabulary is increasingly accepted as the *lingua franca*; system actors know and use a few shared conceptual frameworks, as well as tools based on those frameworks. And even if individual organizations don't have the capacity to participate fully, they know what they should be shooting for and know where to get help. All of these attributes describe *maximum* coherence, and we aren't there yet – but the SGN system is firmly on its way. The progress toward system coherence has come about through the gentle persistence and resilience of the YDRC and the YDA. The YDRC developed a continuous improvement model and tools. The work of the YDA to create an "organizational home" for continuous improvement, and to build trust with providers, has been critical to the work. The ability of the YDA and the YDRC to meet providers where they are, continually experiment to find out what works locally, and dogged determination to make things better for the youth of Detroit have paid off in 2015 with the youth development system coming increasingly into focus. System coherence creates a solid foundation on which to build quality programs at scale – and the work done here should pay off even more handsomely in 2016 and beyond.

How has Skillman's work has evolved over time?

- **To prepare for using the neighborhood work as a springboard to a city-wide youth development system, the Skillman Foundation has needed to keep in mind a dual time-horizon.** The focus of the Skillman Good Neighborhoods Initiative has been, of course, on building the system within the six neighborhoods. That initiative sunsets during the 2016-17 school year, and the Foundation is mobilized to meet the 2016 goals. But once Skillman clarified in 2014 that its neighborhood work should lay the groundwork for a shift to city-wide system-building, staff needed to focus on a *post-2016* time horizon as well. This balancing act has meant dividing staff "brain-share" between wrapping up a 10-year initiative and planning for the future.

- **The Skillman Foundation is carefully considering its role in building the future city-wide system.** Because the Skillman Foundation is a key player in Detroit's youth development space, the Foundation often takes a leading role in creating frameworks, strategies, and organizations for the purpose of strengthening youth development in the city. The challenges of local government have historically meant somewhat of a civic vacuum, which reinforced the need for Skillman to play this role. Now with a stable civic infrastructure and the successful youth employment partnerships that have been built in the past few years with civic philanthropic and corporate partners, the Foundation recognizes its role has shifted and is a work in progress.

- **To create the conditions of possibility for a city-wide system, Skillman is carefully considering the best way to work with partners.** Skillman's power and influence in the youth development space can be a double-edged sword. When Skillman comes to the table with other critical system actors, it may need to take a step back in order to create a broad, effective coalition. Skillman has maintained a conscious awareness of what it should and should not do in laying the groundwork for a city-wide system. The first quarter of 2015, Skillman staff began designing a "system map" for the city-wide system. It took the map to its close partners (the YDA leads, the YDRC, City Connect, the Mayor's Director of Youth Services) and asked for feedback – but as it processed this feedback, Skillman staff reconsidered its direction. Discussions focused on the fact that if Skillman were to bring fully fleshed-out proposal for system design to a larger group of stakeholders, those other actors would not have a chance to provide authentic input. Skillman therefore walked this plan back, and made the decision to simply offer lessons learned to the larger group for the purposes of *informing* system design, rather than offering a fully formed system map.

How has Skillman's work has evolved over time? *(Cont'd)*

- **Skillman's youth development team has a steadily growing ability to leverage a developmental evaluation to support its system-building work.** In the beginning of 2014, the Skillman Foundation engaged LFA to evaluate its youth development program strand. While the evaluation has been wide-ranging, there was a particular focus on *developmental evaluation:* an approach that supports organizations to develop and adapt their initiatives in complex and uncertain environments. This approach highlights the role of the evaluator as learning partner. As a learning partner, the evaluator typically has frequent interactions with the client and other partners in the system, co-interprets data with the client, and supports the use of data for decision-making in an ongoing way. The learning partnership requires a great deal of trust on the part of the client, and on the part of other system actors as well. The trust means that the evaluator has access to meetings where stakeholders are discussing strategy and making decisions. LFA has been fortunate as a developmental evaluator to work with the Skillman Foundation. In particular, the Learning and Evaluation unit has provided invaluable thought partnership on evaluation design and data interpretation, and has helped to pave the way for working with other key system actors. Another critical partnership has been the one between the evaluator and the Youth Development Program Officer, who has extended a great deal of trust to LFA. In practice, this has meant that the evaluator has been on weekly calls with the Youth Development Team, and on frequent individual calls with the Youth Development Program Officer. LFA has been able to support the Program Officer in making decisions about system-building, in particular about developing the strategy to move forward with laying the groundwork for city-wide system-building.

Background on Youth Development Strategy

This section:

- Presents a timeline that shows how the evolution of the Youth Development strategy through 2013 set the stage for the work in 2014-15,
- Describes the current Youth Development strategy, and
- Shares the Youth Development Theory of Change.

Evolution of Skillman's Youth Development Strategy, pre-2014

Ten-Year Skillman Good Neighborhoods Initiative (SGNI: 2006-2016)

1992

2006

2008

2010

2012

2013

2014
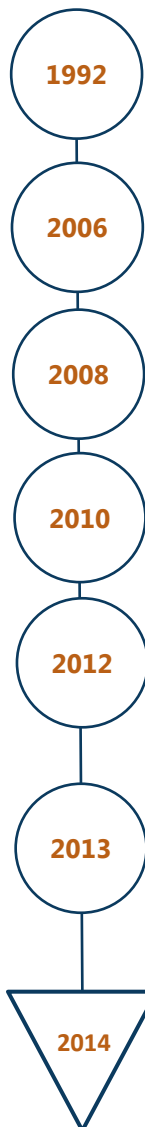
1992-2006: City-Wide Youth Initiatives implemented. The Skillman Foundation funded two youth-focused initiatives in this period, the Youth Sports and Recreation Initiative (YSRI) (1992-2006), and the Culture and Arts Youth Development Initiative (2003-2006). Through YSRI, the Foundation Funded city-wide summer youth employment – Work Opportunities for Youth – for nine years, during which it served 1,000 to 2,000 youth per year.

2006: Good Neighborhoods Initiative launched. Skillman launched a 10-year initiative focusing on six neighborhoods with a high concentration of Detroit's youth population. The new initiative's goal was to: "ensure youth are safe, healthy, educated, and prepared for adulthood." Central to this was encouraging programming to take place within neighborhoods, easily accessible for youth.

2008: 2016 Goals established. After launching the SGNI in 2006, Skillman worked with neighborhoods to specify goals to achieve by the end of the 10-year initiative. These goals provided direction, a common language, and the ability to track progress.

2008: Youth Employment integrated with Youth Development. Youth Employment resurfaced as part of the GNI strategy with the Foundation-led development of the Detroit Youth Employment Consortium, a cross-sector partnership committed to expanding summer and year-round employment for Detroit youth. Although city-wide in focus, there was an emphasis on jobs for youth in the target neighborhoods.

2010: YDA launched. Grantee partners were identified to lead system-building work in each of the six neighborhoods, and came together as the formal YDA. The goal was to increase local providers' capacity to develop high-quality programs tailored to each neighborhood's context and needs.

2012: Youth Development adopted as a program area. Key lessons emerging from ongoing experience with and evaluation of SGNI led to a ***mid-course strategic realignment***. As part of this realignment, Skillman adopted a new organizational structure, establishing Youth Development as its own program area.

2012: Achieve Connect Thrive Framework adopted. For the purpose of using a common language and focus for guiding the youth development strategy, Skillman adopted the ACT framework.

2013: Youth Development Fund established. Skillman moved from a process of approving grants for youth services throughout the year to a biannual competitive application process that emphasized alignment with the ACT framework.

2013: Youth Development Resource Center (YDRC) established. In late 2013, Skillman launched the YDRC to partner with the YDA lead organizations and to build out the evaluation capacity of grantees. The YDRC was designed to champion the design of quality standards, and to provide nonprofits with TA so that they could better track and use data, enhance program quality, and support scale.

Current Youth Development Strategy 2014-15: Combining Grantmaking for Direct Services with Systems Change Work

- **Youth Development works in concert with other Skillman program areas to generate positive outcomes for youth.** All four of the Skillman Foundation's program strands (youth development, education, safety, and community leadership) integrate and align to bring about one mega-goal: **youth in Skillman Good Neighborhoods graduate from high school ready for college, work, and life.** In early 2015, Skillman further specified this mega-goal with a measurable target for the end of its 10-year initiative: **in spring 2017, the aggregate graduation rate in SGN schools will be 90%.**

- **The youth development strategy encompasses two basic approaches:** (1) funding direct services and (2) system-building.

  - **Grantmaking for Direct Services.** Skillman seeks to contribute to the high-quality programs available to youth in the SGNs. The Foundation does this by using a competitive RFP process to fund a range of programs in the six neighborhoods. To help ensure program quality, each funded programs aligns with the **Achieve-Connect-Thrive** framework.

  - **System-Building.** The Skillman Foundation understands that funding directs services is not enough. Systems change is *also* necessary to create the **conditions that promote the capacity of YD nonprofits to sustainably offer a comprehensive range of high-quality programs at a scale**. In pursuit of systems change, Skillman seeks to: (1) build the infrastructure for a coordinated youth development system, (2) embed mechanisms to ensure accountability and capacity for quality and scale, and (3) build public will for youth development.

> The **YD strategy** rests on the evidence-based theory that if youth engage in high-quality youth development opportunities outside of the school day, they are more likely to graduate from high school prepared for college, work, and life.

> **Achieve:** The skill sets necessary for youth to achieve academically with a specific focus on literacy and math proficiencies.
> **Connect:** Relationship skills that help students develop supportive relationships.
> **Thrive:** Perseverance, self-efficacy, and the resilience necessary for youth to maintain the effort to succeed.

The Youth Development Theory of Change

Outcomes (Long-Term and 2016 Intermediate Goals)

Children and youth in Skillman Neighborhoods graduate from high school college, work and life ready.

In each target neighborhood there is a comprehensive range of high quality youth activities advance development and academic gains to serve 75% of the 11 – 18 year olds (N = 17,683)

Safe place were youth can "drop" in that serve 20% of 14-18 year olds (N = 3,071)

Youth employment preparation/ employment opportunities exist to serve 40% of 14-18 year olds (N = 6,143 youth)

40% of program staff are on a pathway to youth worker certification

An evidence-based, sustainable, system of YD programs exist with multiple partners, including public support

Primary Investment Strategies

(A) Increasing quality of existing and new youth development programming (YDA and YDRC)

(B) Helping identify needs and connect youth development activities to school pillar activities (YDA and YDRC)

(C) Building infrastructure to scale core components of aligned, high quality YD programs (YDA and YDRC)

(D) Making and leveraging investments to expand and sustain A, B and C (SF)

(E) Building and using data infrastructure (for youth serving organizations and foundation) to track and strengthen opportunities and outcomes (YDRC)

Creating and strengthening opportunities for youth to achieve, connect and thrive by

Supporting activities and investments

Launch learning network around ACT framework

Youth worker training

Quality assessment and common metrics

Identify and recognize existing and shovel-ready literacy and math focused community- and school-based activities

Promote and support implementation of Common State Core Curriculum

Organizational development of YDA and YDRC
- Infusion of math and literacy into existing YD programs
- How to provide quality technical assistance (YDRC)
Dissemination and exemplars of quality standards and use of metrics
Places and arrangements for safe drop-in
Funding and organizational sustainability of high quality YD programs
Youth employment infrastructure (funding, human capital)
- City Connect Detroit
- Summer learning
- Linked Learning

Raise funds

Exert SF influence to convene and engage funders

Participation, quality and youth outcome assessments (as applicable)
- Indicators identified
- Data sources accessible
- New measures developed
- Data collection strategy defined and tested
- Report structure defined and tested
- Training and support in data-driven action planning

Aligned investments with Community Leadership, Education and Safety portfolios

10

Grantmaking to Support Direct Services

The Skillman Foundation has a range of grantmaking to support direct service provision in the Skillman Good Neighborhoods. These can be categorized as:

- **Youth Development Fund (YDF).** The Skillman Foundation uses a competitive RFP process to fund high-quality youth development programs in the SGNs that align with the ACT framework.

- **Re-Granting from the Partnership for Youth (PFY) and the Youth Development Initiative (YDI).** Two of the Youth Development Alliance lead organizations give smaller grants to grassroots youth development organizations in their neighborhoods. These grants help to build the capacity of small organizations, and to fill service gaps.

- **Youth Employment Grant.** A special focus of youth development is youth employment. Skillman funds City Connect, a youth development intermediary, to manage the infrastructure of the Grow Detroit's Young Talent (GDYT) program. This grant supports system-building, but also has a direct services aspect: (1) GDYT prepares youth for their jobs (through orientations on the program and on how to work with supervisors); and (2) employers provide an enriching job site experience to youth after being thoroughly vetted and prepared by City Connect.

- **Credit Recovery Pilot.** As part of its effort to increase the graduation rate to 90% in spring 2017, Skillman funded a pilot program beginning in the summer of 2015. As part of this new program, youth development providers partnered with high schools so that youth off track for graduation can make up missing credits and get back on track.

Systems Change

In pursuit of systems change, Skillman has funded the Youth Development Alliance, the Youth Development Resource Center, and City Connect (an intermediary that administers the Grow Detroit's Young Talent initiative).

- **The Youth Development Alliance (YDA).** Two of the YDA leads, Don Bosco Hall and Southwest Counseling Solutions, head up the YDI and PFY (respectively). YDI and PFY lead monthly meetings for Neighborhood Learning Networks (NLNs) in each of their six neighborhoods (YDI is in four neighborhoods; PFY is in two). The NLNs (designed as a key component of the infrastructure for a coordinated YD system) enable providers to meet locally and to connect to the broader YD system. Over 200 youth-serving organizations are members of the NLNs across the six SGNs.

- **The Youth Development Resource Center (YDRC).** The YDRC provides capacity-building services to the YDA as a whole. More intensive services are provided to Skillman grantees, but through work done with the YDA, the YDRC is able to build the capacity of non-grantee providers as well. Partnering with the YDA, the YDRC supports providers to integrate the ACT framework and quality standards into their youth services. Ultimately, the YDRC's work will help providers to engage in continuous program improvement.

- **City Connect and Grow Detroit's Young Talent (GDYT).** GDYT is a citywide summer jobs program that employs young adults between the ages of 14 and 24. In the summer of 2015, it partnered with employers to provide over 5,000 jobs to youth across Detroit. It aims not only to simply provide jobs – it is also working to build a system that ensures that youth interests and skills are assessed, that youth are prepared for work, and that youth have good, high-quality job placements. This systems work includes creating and sustaining partnerships with employers and providers, and a build-out of an extensive online data portal.

Evaluation Overview

Approach to Evaluating Direct Services

- **Evaluation Questions.** The goal of evaluating Skillman-funded direct services is to understand the ways that Skillman's grantees' programs have benefited neighborhood youth. To assess these benefits, the evaluation asks three questions:

  o *How much?* (How many youth have the programs served?)

  o *How well?* (What do we know about the quality of funded programs?)

  o *What difference did it make?* (What positive changes do youth experience – in the outcome areas of Achieve, Connect, and Thrive – as a result of participation in funded programs?)

- **Data Sources.** This section of the report does not use primary data. Instead, it capitalizes on the range of reporting and evaluation done by others, and compiles the information all in one place. The table on the next slide shows the reporting sources used for this report, as well as the primary data sources used for the original data analysis.

Data Sources for Evaluating Direct Services

Skillman Funding Source/Type	Reports (Secondary Data Sources)	Primary Data Sources	Who Compiled and/or Analyzed the Data
Direct Skillman Grants for Youth Development Programs from the Youth Development Fund	Grantee reports to Skillman	▪ Administrative data ▪ Program descriptions	Grantee program staff
	Summary of program quality data (for a subset of YDF grantees)	▪ External YPQA assessments	Sara Plachta Elliott, YDRC
	Summary of student outcome data (for a subset of YDF grantees)	▪ Youth surveys (Holistic Student Assessment)	Sara Plachta Elliott, YDRC
Re-Granting Dollars: Grants Made by YDA Leads to Small Neighborhood Organizations	Grantee reports to PFY and to YDI	▪ Administrative data ▪ Program descriptions	Grantee program staff
Skillman Grants to City Connect: An Intermediary Administering GDYT (Summer Youth Employment)	City Connect grantee reports to Skillman	▪ Administrative data ▪ Employer surveys	City Connect staff
	Formal Evaluation Report	▪ Exit surveys completed by youth	Trina Shanks, University of Michigan's School of Social Work
Skillman Grant for a Credit Recovery Pilot	Credit Recovery Project Evaluation Report	▪ Administrative data from schools and providers ▪ Student surveys	IRRE and a Local Evaluator

Approach to Evaluating Systems Change

- **Evaluation Questions.** A major goal of evaluating Skillman's systems change efforts is to understand the progress that Skillman and its partners are making on building a youth development system. Since the beginning of 2015, Skillman has seen progress through two lenses: (1) the system in the six SGNs, and (2) partners are setting themselves up for scaling the system city-wide. The evaluation questions therefore focus on:
  - Progress and challenges for system-building in the SGNs,
  - Some ways to move forward on system-building in the SGNs in 2016,
  - Progress on laying the groundwork for city-wide system-building, and
  - The steps toward a city-wide system that Skillman and its partners should pursue in 2016 and beyond.
- **Data Sources.** We use five types of data for the systems change evaluation:
  - **Participant Observation Notes.** The evaluation of Skillman's system-building efforts makes extensive use of data that is collected as a natural by-product of the *developmental evaluation (DE)* of the YD strategy. As part of the DE, LFA has essentially been embedded with the Skillman Foundation, working with the YD Program Officer and other staff to process information in real time and support the development of the initiative as it unfolds. As part of this work, LFA has participated in a wide variety of meetings and has taken notes at each:
    - Weekly internal YD Team meetings (including Program Officers for the YD, Safety, and Education program areas)
    - Two YD strategy meetings that have included the VP of Programs
    - Neighborhood Learning Network meetings
    - A full-day retreat of Skillman and its close partners focused on YD system-building
    - YDA meetings
    - Meetings of system-building work groups, as well as discussions with the YDRC Director and Detroit PAL's Executive Director (each a Chair of a system-building work group)
    - Weekly individual discussions with the YD Program Officer
  - **Documents.** LFA has requested and reviewed a wide range of documents – sometimes as part of the DE, other times specifically for the systems change evaluation. These have included Skillman Board Memos that lay out the YD strategy, proposals that Skillman has funded, grantee reports to Skillman, memos generated by YDRC, emails from the YDRC, PFY, YDI, and Detroit PAL, and the SGN Quality Standards.
  - **Key Informant Interviews and focus groups.** LFA conducted interviews with Skillman staff (VP of Programs and YD Program Officer), YDA, YDRC, and City Connect staff, and the Director of Youth Services in the Mayor's Office. LFA also conducted one focus group with providers who had received intensive capacity-building from YDRC.
  - **The 2014 Youth Development Opportunities Survey.** This survey, administered to youth development providers and programs in the SGNs, included items about inter-agency coordination and coordination between providers and schools.

Youth Development Programs

This evaluation report compiles all of the reported findings on the youth development programs that the Skillman Foundation funds (since the beginning of 2014). This section is organized according to the different funding source/type: YDF, YDA Re-Granting, Youth Employment, and Credit Recovery).

In organizing the results on these the programs funded directly and indirectly by Skillman, the report addresses these questions:

1. How many youth are served by these programs?

2. What do we know about program quality?

3. What difference are these programs making to the youth – especially in the Achieve, Connect, and Thrive domains?

How much?

How many youth have been served?

Overview: Number of Youth Served by Skillman-Funded Grantees

Skillman Funding Source/Type	Timing	Number of Grants	Number of Youth Served
YDF Cohort 1	Oct 2013-Sept 2014	15	9,834
YDF Cohort 2	Jun 2014-May 2015	9	1,032[a]
YDF Cohort 3[b]	Oct 2014-Sept 2015	10	(Not available)[b]
Re-Granting from PFY	2014 & 2015	31	1,670
Re-Granting from YDI	2014 & 2015	21	1,422
Youth Employment (through City Connect)	Summer 2014	1	821[c]
	Summer 2015	1	1035[c]
Funding for Credit Recovery Pilot Program	Summer 2015	4	133

[a] There are two reasons that programs in cohort 2 serve so many more youth than programs in cohort 1: (1) cohort 1 has 15 grantees, while cohort 2 has nine; and (2) cohort 1 programs each tended to serve more youth (the average for cohort 1 programs is 656 (including almost 4,000 youth served by Detroit PAL); the average for cohort 2 is 130). See slides 76 and 77 for more detailed information.

[b] The final reports from grantees were submitted on 12/1/15, after the time period used for data collection for this report.

[c] These numbers were not the total served by the funded program, since the program is city-wide; these numbers reflect youth served in the SGNs.

Youth served by YDF grantees across Skillman neighborhoods

- Cohort One programs receiving YDF grants served **9,834** youth across **six** Skillman Neighborhoods
- Cohort Two programs receiving YDF grants served **1,032** youth across **six** Skillman Neighborhoods
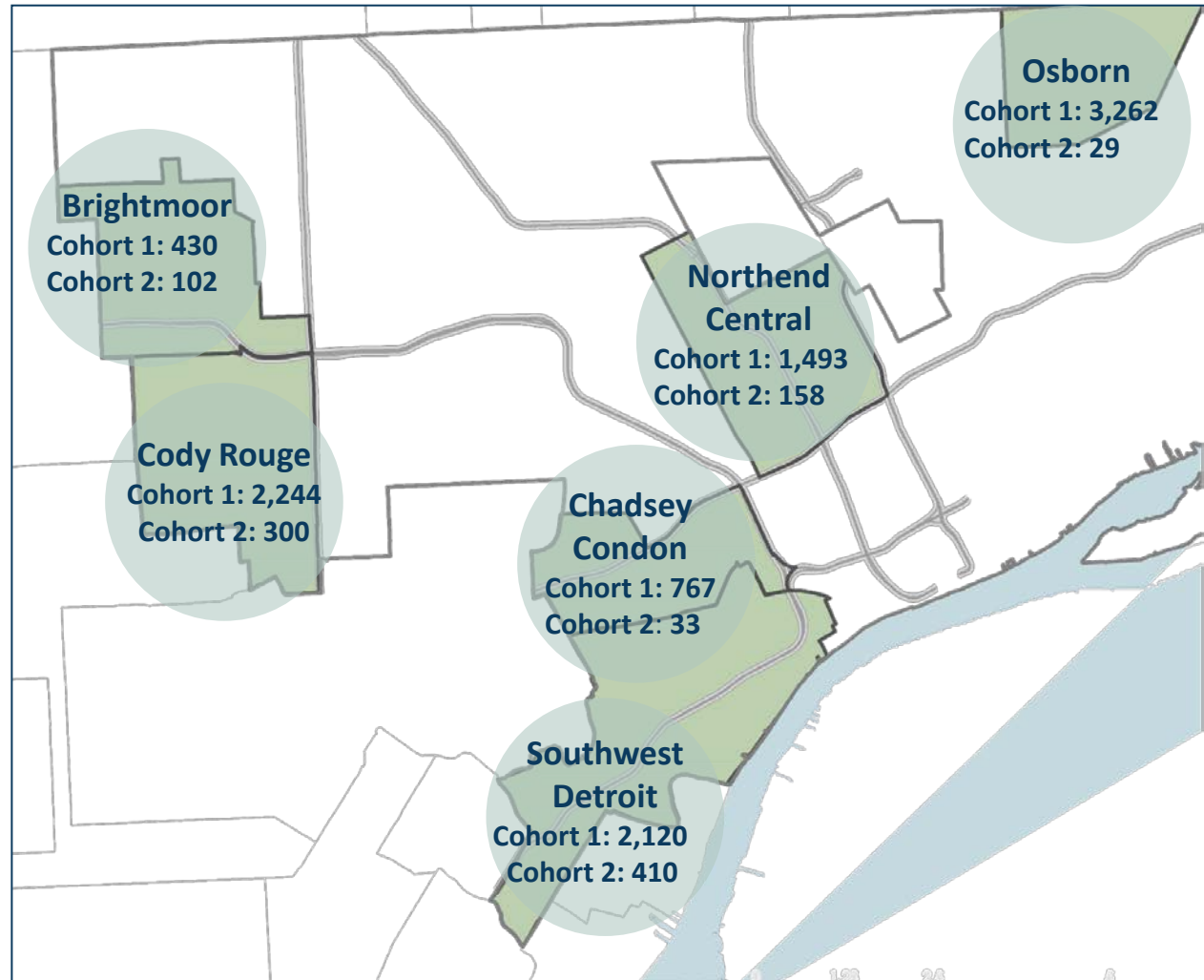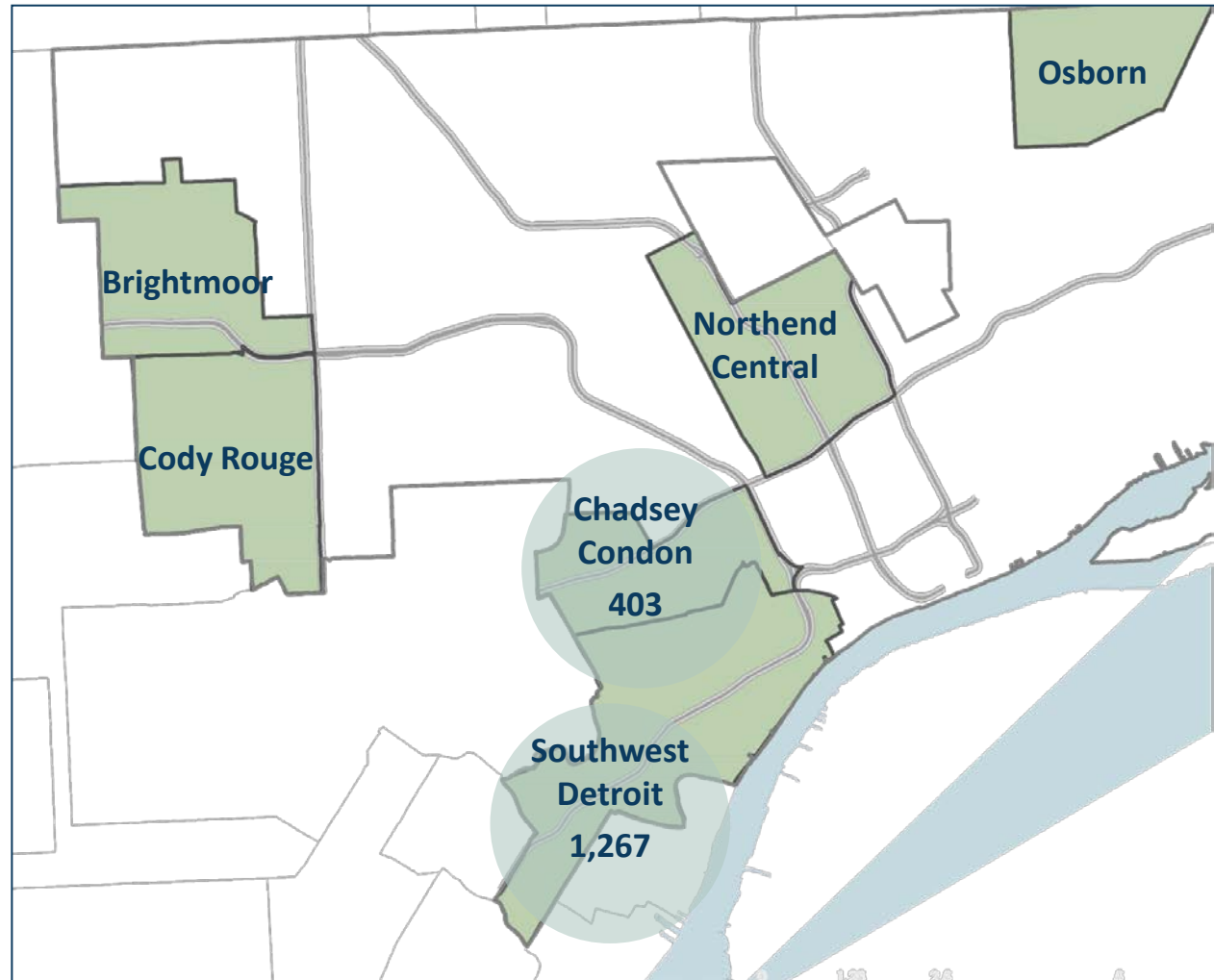
For detailed information on how YDF-funded programs focus on Achieve, Connect, and Thrive, see Appendix A.

Osborn
Cohort 1: 3,262
Cohort 2: 29

Brightmoor
Cohort 1: 430
Cohort 2: 102

Northend Central
Cohort 1: 1,493
Cohort 2: 158

Cody Rouge
Cohort 1: 2,244
Cohort 2: 300

Chadsey Condon
Cohort 1: 767
Cohort 2: 33

Southwest Detroit
Cohort 1: 2,120
Cohort 2: 410

20

Youth Served by Partnership for Youth grantees across Skillman neighborhoods

- Programs receiving PFY re-grants served **1,670** youth across **two** Skillman Neighborhoods

For detailed information on how PFY-funded programs focus on Achieve, Connect, and Thrive, see Appendix B.

Osborn

Brightmoor

Northend Central

Cody Rouge

Chadsey Condon
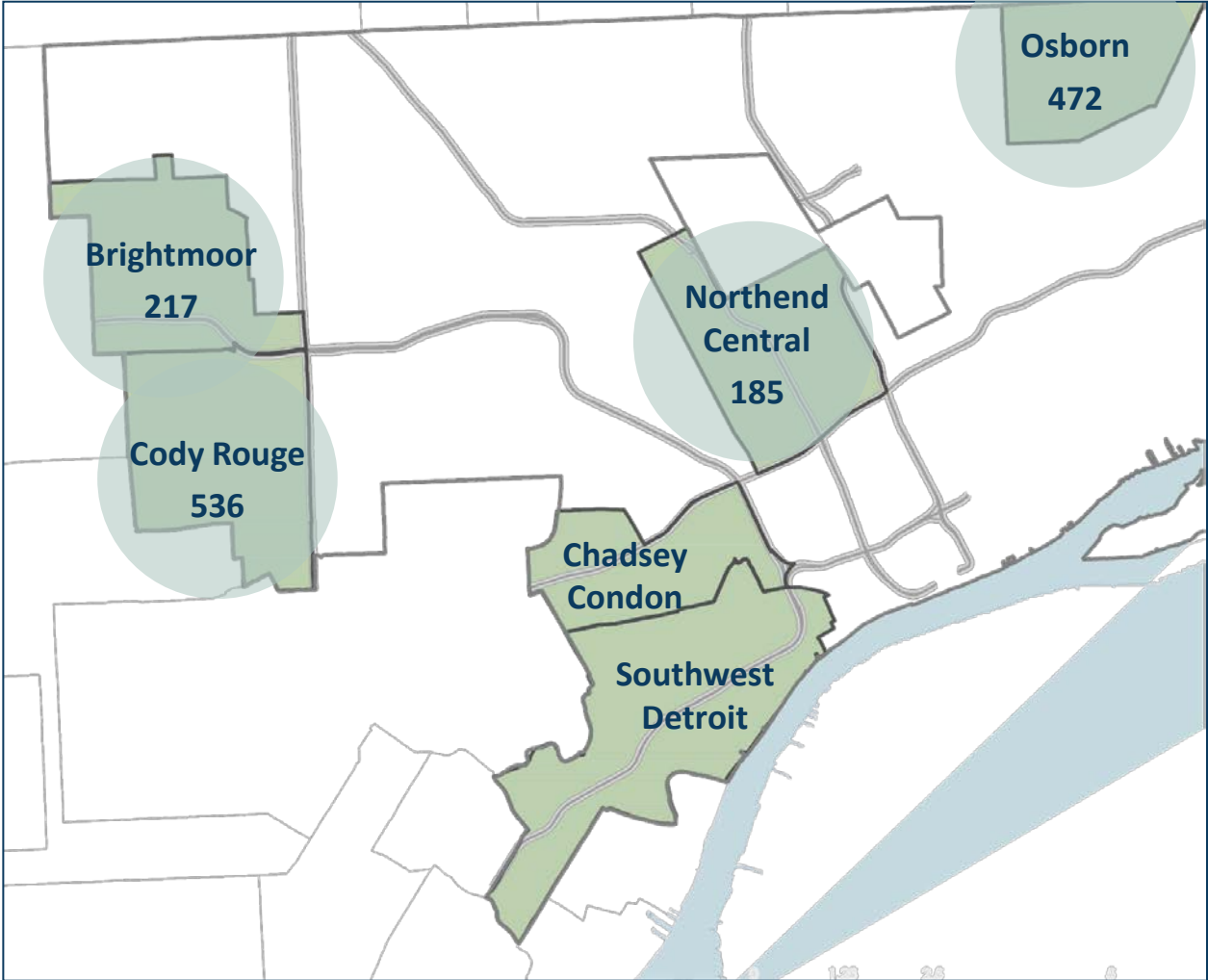403

Southwest Detroit
1,267

Programs receiving Youth Development Initiative grants served youth across Skillman neighborhoods

- Programs receiving YDI re-grants served **1,422** youth* across **four** Skillman Neighborhoods

*The total number of youth served is larger than the sum of youth in neighborhoods, because not every program reported how many youth were in each neighborhood.

For detailed information on how YDI-funded programs focus on Achieve, Connect, and Thrive, see Appendix C.

Osborn
472

Brightmoor
217

Northend Central
185

Cody Rouge
536

Chadsey Condon

Southwest Detroit

Youth participating in programs funded for Credit Recovery

For the four programs implemented during the summer of 2015, 133 students registered for programs and 115 completed them.

Providers	High Schools	Number of Students	
		Registered	Completed
American Promise School	▪ Consortium College Prep	51	49
BuildOn	▪ Osborn Preparatory ▪ Osborn Evergreen ▪ Osborn Math, Science, & Tech	35	29
Detroit Parent Network	▪ Detroit Collegiate Prep at Northwestern ▪ Detroit International Academy	26	16
P.E.E.P.S.	▪ Cody APL ▪ Cody DIT ▪ Cody MCH	21	21

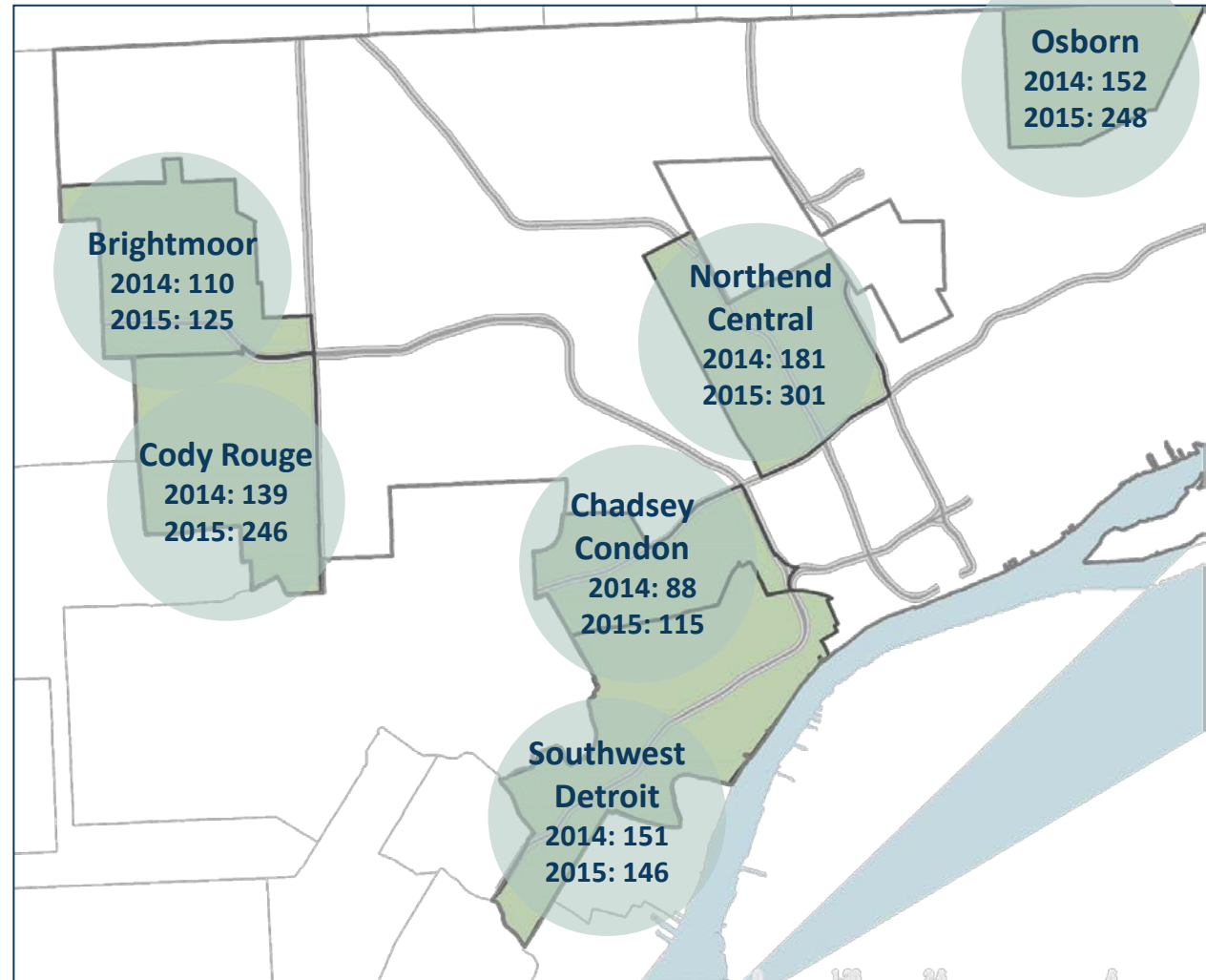# Youth in Summer Employment through Grow Detroit's Young Talent

Summer 2014
- GDYT served 821 youth in six Skillman Neighborhoods

Summer 2015
- GDYT served 1,035 youth in six Skillman neighborhoods

Osborn
2014: 152
2015: 248

Brightmoor
2014: 110
2015: 125

Northend Central
2014: 181
2015: 301

Cody Rouge
2014: 139
2015: 246

Chadsey Condon
2014: 88
2015: 115

Southwest Detroit
2014: 151
2015: 146

24

How well?

Are providers offering high-quality programs?

Overview: Program Quality of Skillman-Funded Programs

- Each set of programs has a different type of quality data, but all three sets of programs show strong quality results:
  - The **YDF-funded programs:**
    - Have average quality scores close to the top rating (on a scale of 1-5) for safe environment and supportive environment,
    - Have more room to grow in the domains of interaction and engagement (average score below a 3),
  - 93% of youth in the **GDYT** summer jobs were able to identify a trusted adult in the program,
  - 84% of employers and 94% of providers that took part in the **GDYT** program reported that the program was good or excellent, and
  - 94% of the students in the **credit recovery programs** would recommend the program to a friend.

Data are available on program quality* for:
- A subset of six YDF grantees,
- The credit recovery programs, and
- Grow Detroit's Young Talent.

*Program quality data are not available for the programs that receive YDA re-granting dollars; the YDA does not require that programs collect quality data.
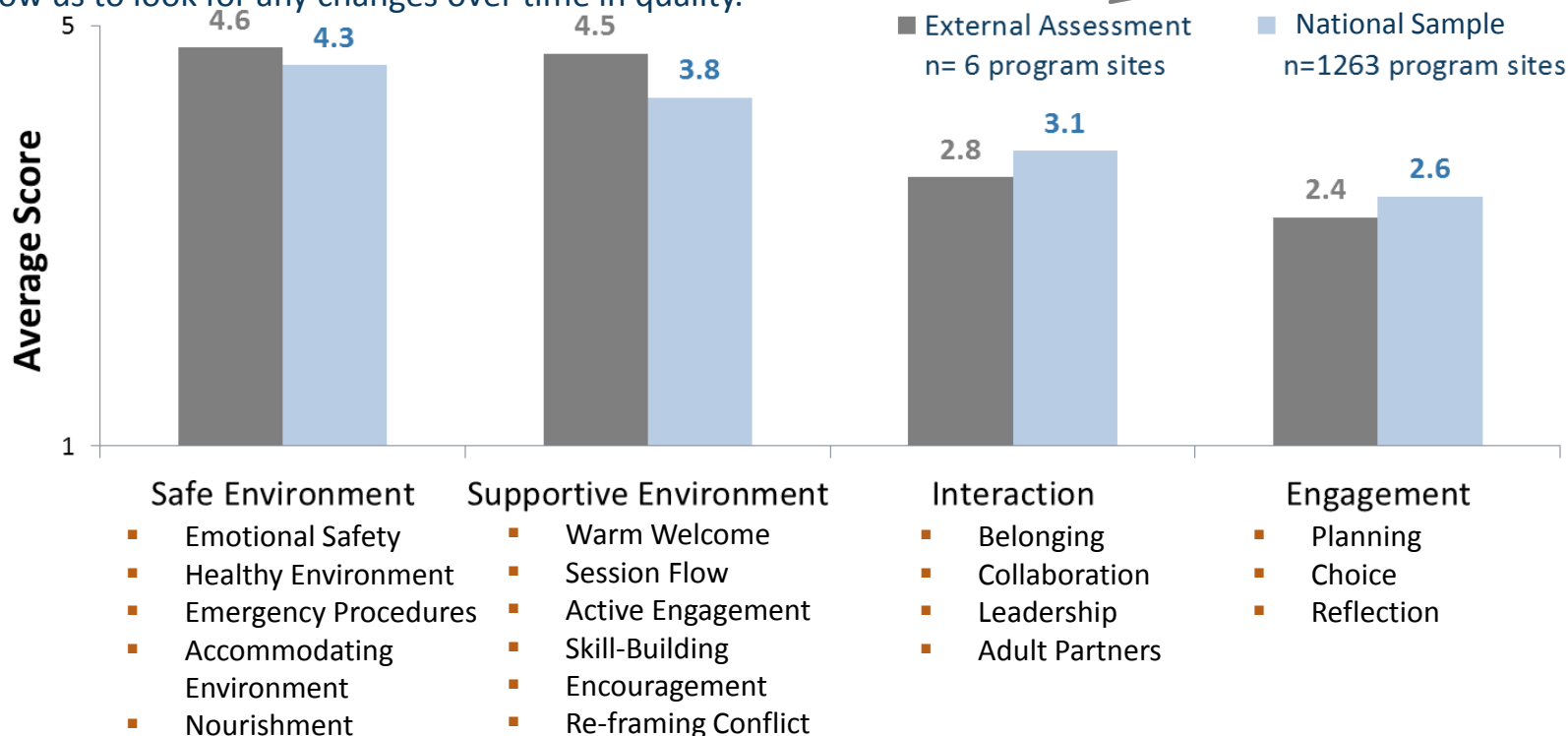
Program Quality for Six Programs Funded by YDF

- Program quality data are available for the six Skillman grantees that participated in the YPQA Learning Group.
- Data that compare these six sites to a national average show that these six programs are doing a little better than the norm in safe environment and supportive environment; and a little worse than the norm for interaction and engagement.
- In early 2016, the YDRC will have follow-up YPQA data, which will allow us to look for any changes over time in quality.

> Using local tradition from Michigan's Ojibwa Tribe, along with other indigenous teaching from around the world, we **teach life skills to reduce negative behaviors** in participants…. This part of our program creates a cohesive **family-like atmosphere** within the group.
>
> *-Skillman Youth Development Fund Grantee*

Legend:
- External Assessment n= 6 program sites
- National Sample n=1263 program sites

Chart — Average Score (scale 1 to 5):

Category	External Assessment	National Sample
Safe Environment	4.6	4.3
Supportive Environment	4.5	3.8
Interaction	2.8	3.1
Engagement	2.4	2.6

Safe Environment
- Emotional Safety
- Healthy Environment
- Emergency Procedures
- Accommodating Environment
- Nourishment

Supportive Environment
- Warm Welcome
- Session Flow
- Active Engagement
- Skill-Building
- Encouragement
- Re-framing Conflict

Interaction
- Belonging
- Collaboration
- Leadership
- Adult Partners

Engagement
- Planning
- Choice
- Reflection

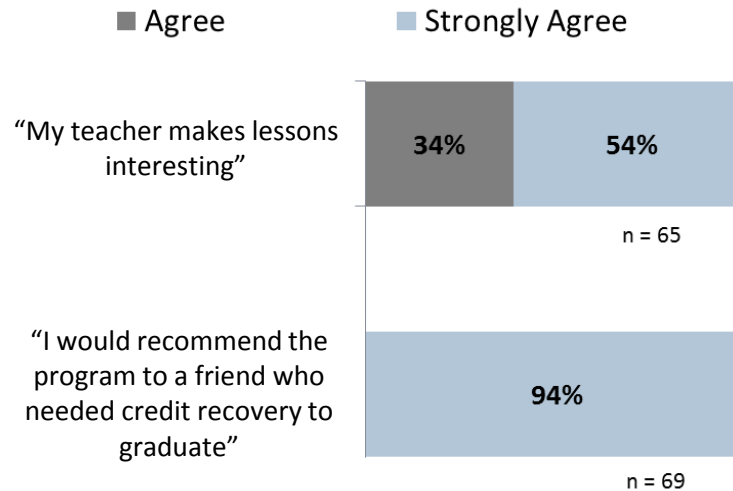# Program Quality for Credit Recovery Programs

- Student satisfaction with the programs was very high; 88% agreed that their "teachers made the lessons interesting," and 94% would recommend the program to a friend.

> The [cash payment] made me want to come every day; it made me want to finish.
>
> [The program] made it easier to get all your work done.
>
> *-Students in Credit Recovery Programs*

- Programs were measured using student satisfaction surveys; 69 students at eight of the nine high schools completed a survey.

■ Agree   ■ Strongly Agree

"My teacher makes lessons interesting"
- 34%
- 54%
- n = 65

"I would recommend the program to a friend who needed credit recovery to graduate"
- 94%
- n = 69

Youth Ratings of Program Quality for Grow Detroit's Young Talent

- One important indicator of program quality is the opportunity that the program provides for youth to develop meaningful relationships with a trusted adult.
- The data suggest that the programs – using this metric – are of very high quality: over nine out of 10 of the youth participating in GDYT-sponsored summer employment found at least one adult they could trust in the program.

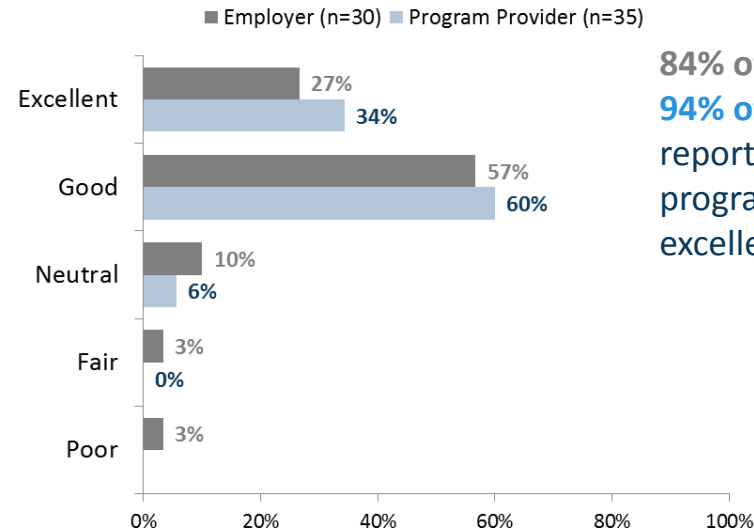**Percent of Youth who Identified a Trusted Adult in the Program**

No
7%

Yes
93%

n=282
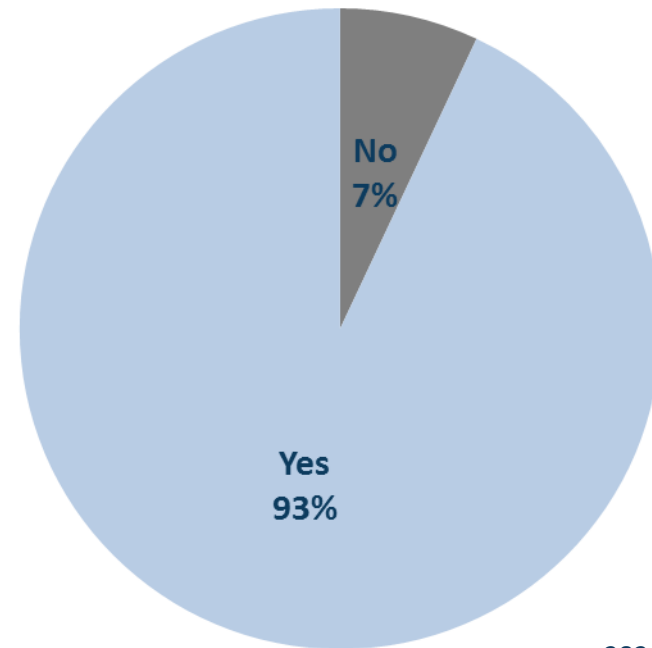
Employer and Provider Ratings of Program Quality for Grow Detroit's Young Talent

> **Employers** are local businesses that employ a young person for the summer.

> **Providers** offer youth development programming and/or wraparound services to the youth in GDYT.
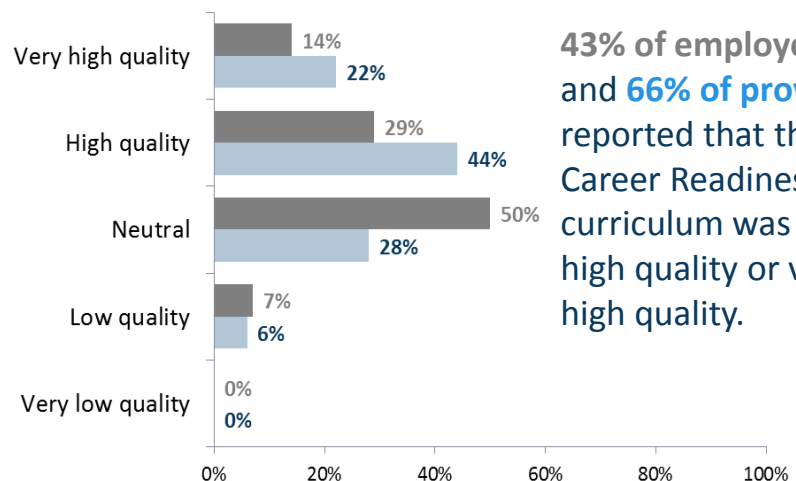
- Employers and providers have **high marks for overall program quality**, with large majorities reporting that the program was good or excellent.
- Most providers rate the orientation session good or excellent, but only 2/3 of employers felt this way.
- Employers and providers gave lower ratings to the curriculum than to other aspects of the program.

■ Employer (n=30) ■ Program Provider (n=35)

	Employer	Program Provider
Excellent	27%	34%
Good	57%	60%
Neutral	10%	6%
Fair	3%	0%
Poor	3%	

84% of employers and **94% of providers** reported that the GDYT program was good or excellent.

	Employer	Program Provider
Excellent	27%	40%
Good	39%	49%
Neutral	9%	11%
Fair	18%	0%
Poor	6%	0%
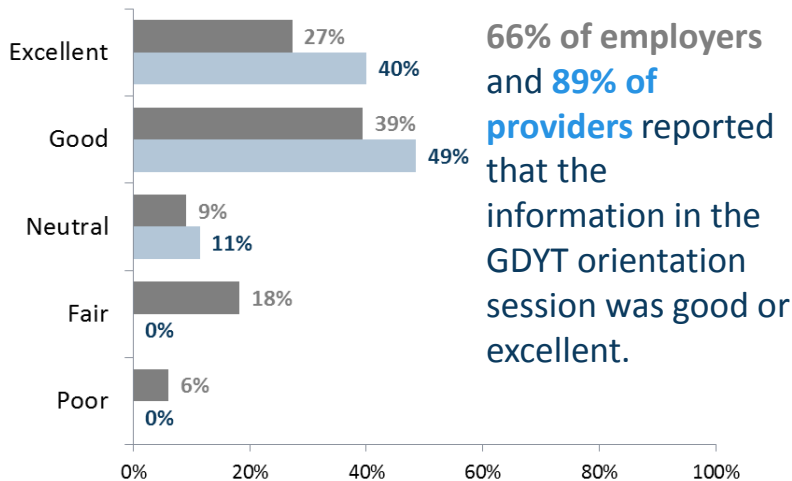
66% of employers and **89% of providers** reported that the information in the GDYT orientation session was good or excellent.

	Employer	Program Provider
Very high quality	14%	22%
High quality	29%	44%
Neutral	50%	28%
Low quality	7%	6%
Very low quality	0%	0%

43% of employers and **66% of providers** reported that the Career Readiness curriculum was of high quality or very high quality.

What difference did it make?

What has been the impact of programs on youth?

Overview: Youth Outcomes for Skillman-Funded Programs

- The youth outcome data suggest that the programs have made a difference for youth in a variety of ways:
  - About nine out of 10 youth in **YDF-funded programs** report that after participating in the programs, they have more interest in learning, greater academic motivation, better critical thinking skills, and greater levels of perseverance.

> **Data are available on program quality* for:**
> - A subset of eight YDF grantees,
> - The credit recovery programs, and
> - Grow Detroit's Young Talent.
>
> **Program quality data are not available for the programs that receive YDA re-granting dollars; the YDA does not require that programs collect quality data.*

  - Most of the youth in **GDYT summer jobs** report dramatic increases in employment skills (such as problem-solving and accepting supervision) and job search skills (such as how to interview for a job).
  - Although the youth in **GDYT** do not report much movement in academic skills, for most their future outlook has improved (especially their belief in their ability to reach higher education and their aspirations for a better job).
  - 98% of the students in the **credit recovery programs** earned at least one credit, and 48% are back on track to graduate.
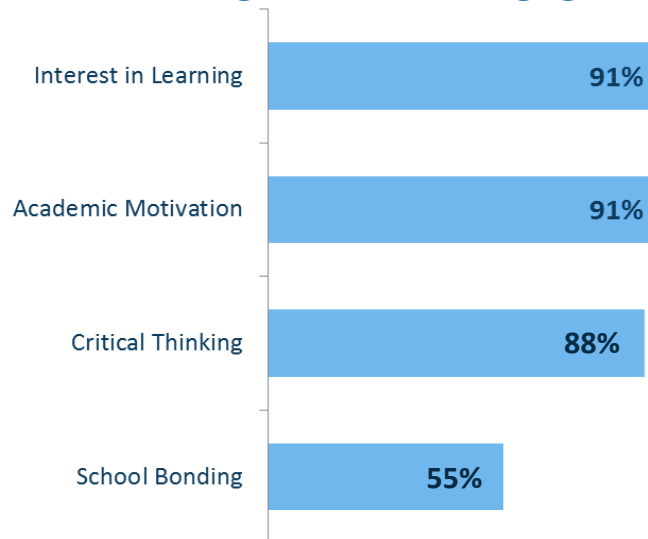
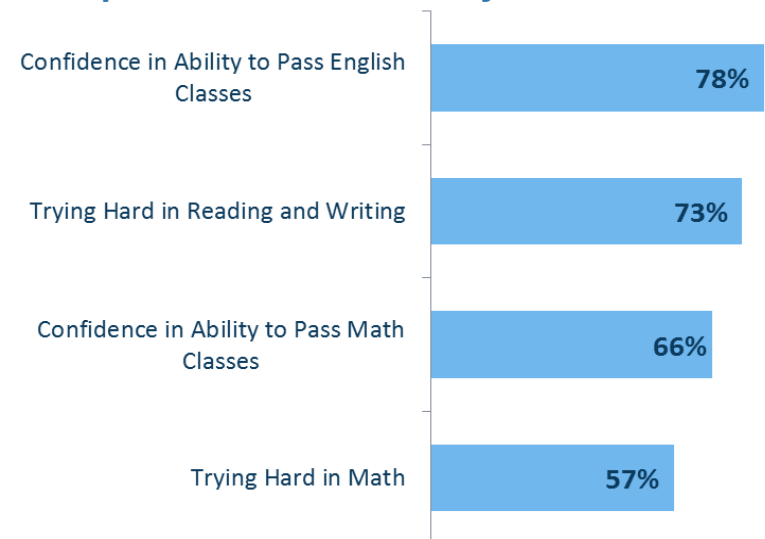# Youth Outcomes on Achieve for a subset of YDF Grantees

Eight Skillman grantees participated in the YDRC's ACT Learning Group, which used the Holistic Student Assessment (HSA) survey tool to measure growth in Achieve, Connect, and Thrive domains. The YDRC worked with grantees to administer the *retrospective* HSA to 220 youth. The retrospective tool asked the youth to report whether they had *improved* on particular skills and attributes in each domain *after* participating in the program. Youth show some impressive gains – particularly in interest in learning, academic motivation, and critical thinking. School bonding and trying hard in math appear hardest to shift.

The HSA tool was developed by the Program in Education, Afterschool, and Resiliency at the Harvard Medical School. The YDRC added some custom items on academic confidence.

Achieve:
Improved Learning and School Engagement

Interest in Learning	91%
Academic Motivation	91%
Critical Thinking	88%
School Bonding	55%

Achieve:
Improved Academic Confidence

Confidence in Ability to Pass English Classes	78%
Trying Hard in Reading and Writing	73%
Confidence in Ability to Pass Math Classes	66%
Trying Hard in Math	57%

33

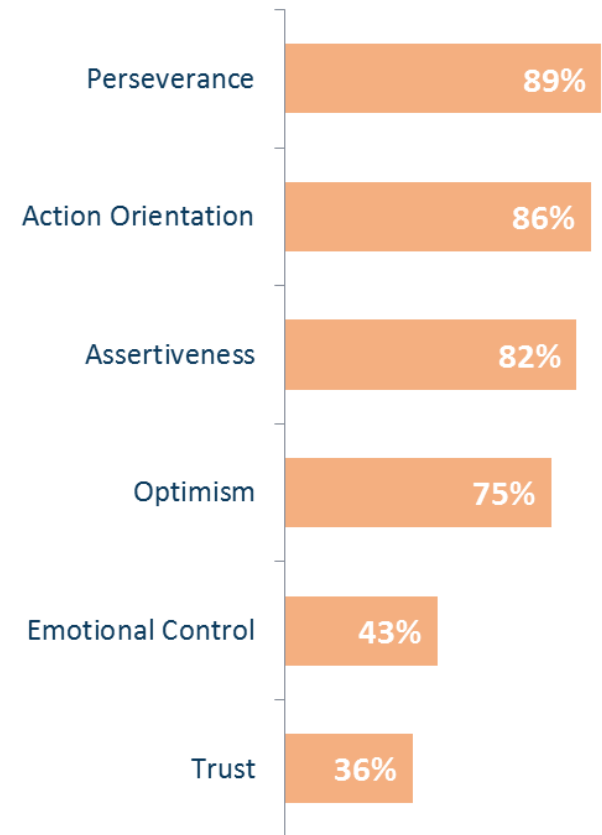# Youth Outcomes on Connect and Thrive for a Subset of YDF Grantees

These results show more results from the retrospective HSA administered to 220 youth: self-reported changes in Connect and Thrive skills. There are strong results for connect and for many of the Thrive scales, but fewer than half the youth report improvement on emotional control and trust. (The answer to any question about *improvement,* however, is highly dependent on where the respondent believes s/he was at baseline.)

Improvement on Thrive

Perseverance	89%
Action Orientation	86%
Assertiveness	82%
Optimism	75%
Emotional Control	43%
Trust	36%

Improvement on Connect

Strong Relationships with Peers	74%
Strong Relationships with Adults	72%

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Youth Outcomes for the Credit Recovery Programs

Administrative data on the students participating in the credit recovery programs show that about half advanced from off-track to on-track for graduation, and almost all participants earned at least one semester credit.

[The program provided] an opportunity to graduate on time.
    -*Student in Credit Recovery Program*

Students earned at least one semester credit **96%**

Students back on track to gradate (earned at least three semester credits) **48%**
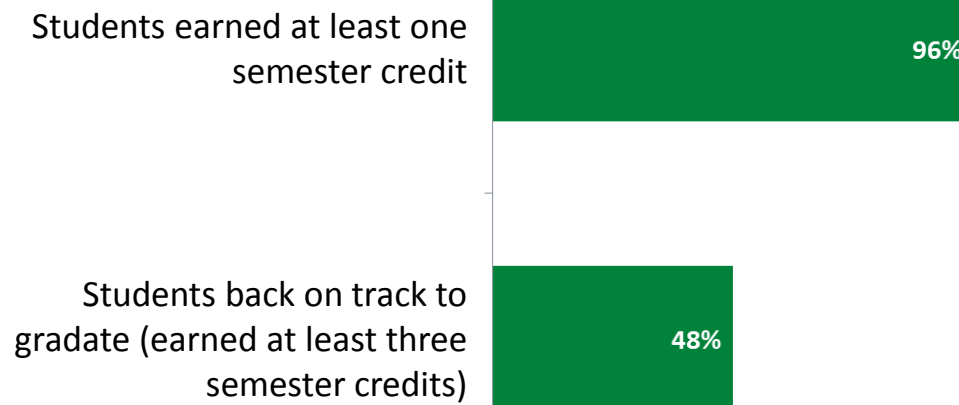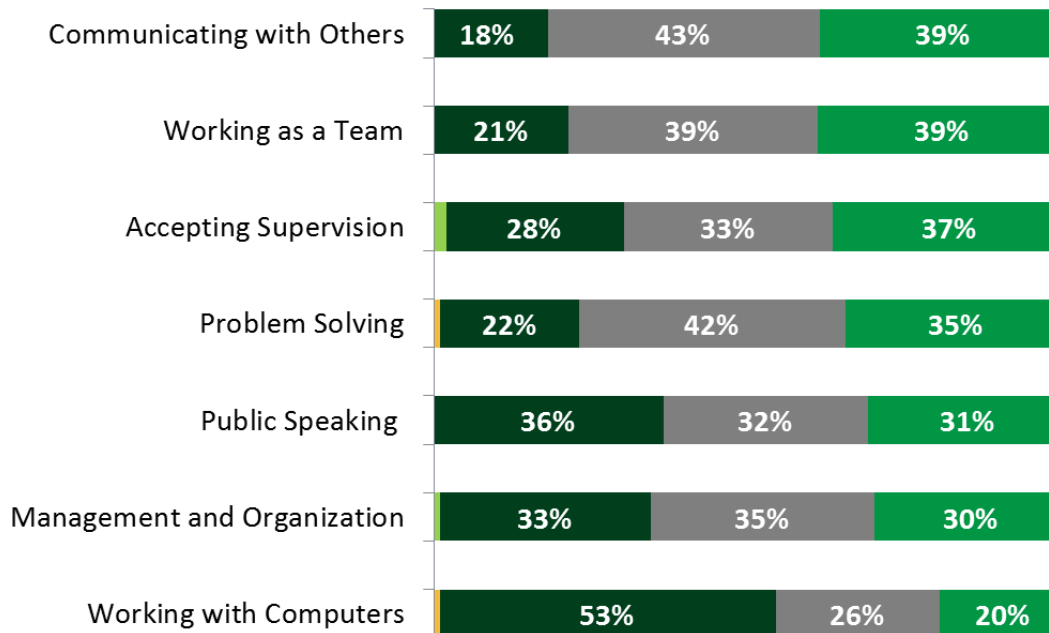
n=115

Youth Outcomes for GDYT: Employment Skills

Youth completed exit surveys, and shared the extent to which they felt their employment skills have improved. In nearly every category, a majority of youth reported gaining valuable employment skills (the exception is working with computers).

Legend: ■ Much Less Now ■ Less Now ■ About the Same ■ More Now ■ Much More Now

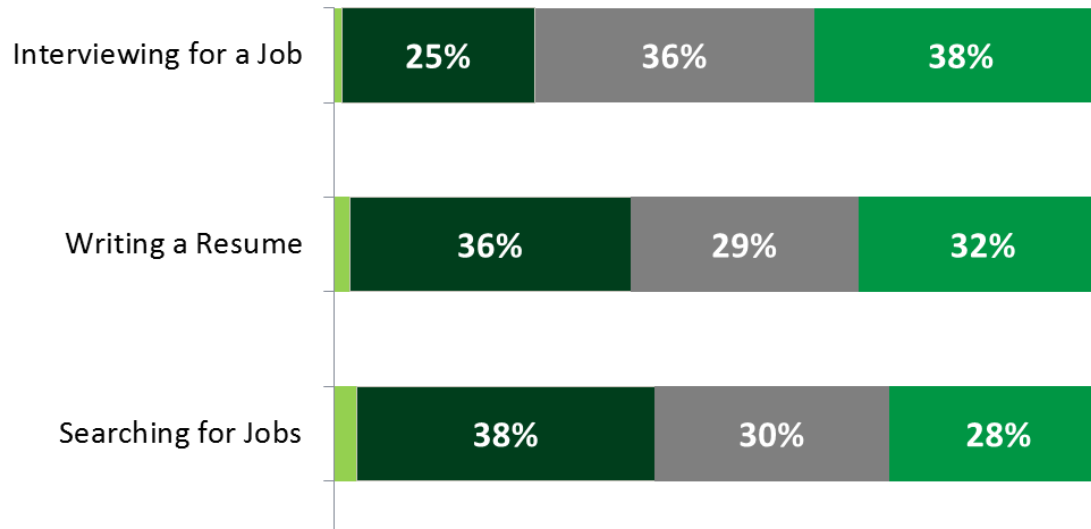| Skill	About the Same	More Now	Much More Now
Communicating with Others	18%	43%	39%
Working as a Team	21%	39%	39%
Accepting Supervision	28%	33%	37%
Problem Solving	22%	42%	35%
Public Speaking	36%	32%	31%
Management and Organization	33%	35%	30%
Working with Computers	53%	26%	20%

n = 258- 261

Youth Outcomes for GDYT: Job Search Skills

Most students report gaining important job search skills. They improved most in their ability to interview for a job.
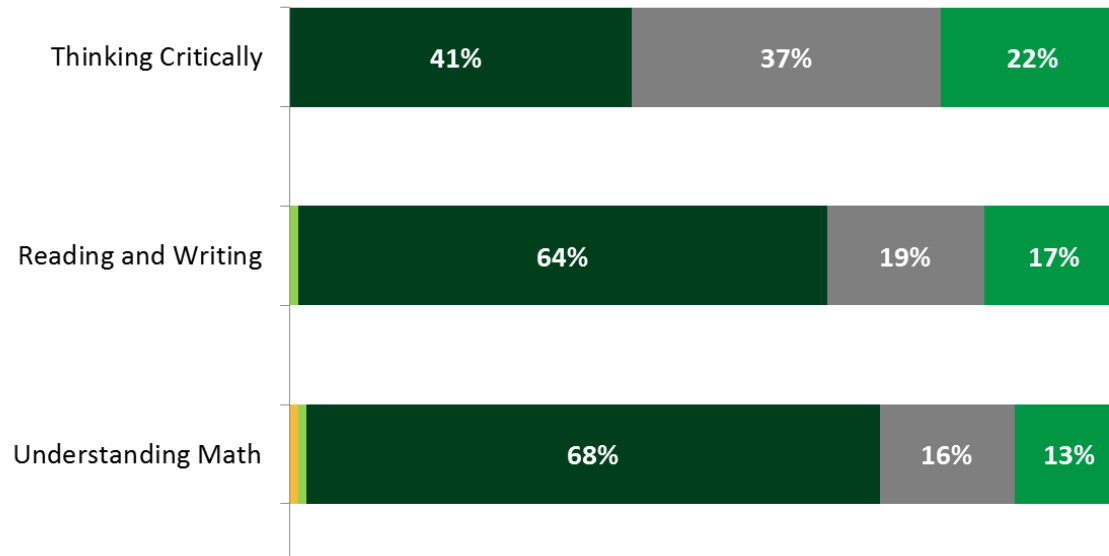

Skill	Much Less Now	Less Now	About the Same	More Now	Much More Now
Interviewing for a Job			25%	36%	38%
Writing a Resume			36%	29%	32%
Searching for Jobs			38%	30%	28%

n= 258-260

Youth Outcomes for GDYT: Academic Skills

Most students reported an improved ability to think critically, but largely stayed the same in their math and literacy skills.
In general, the data from youth suggest that GDYT makes less difference in academic skills than it does in other areas.
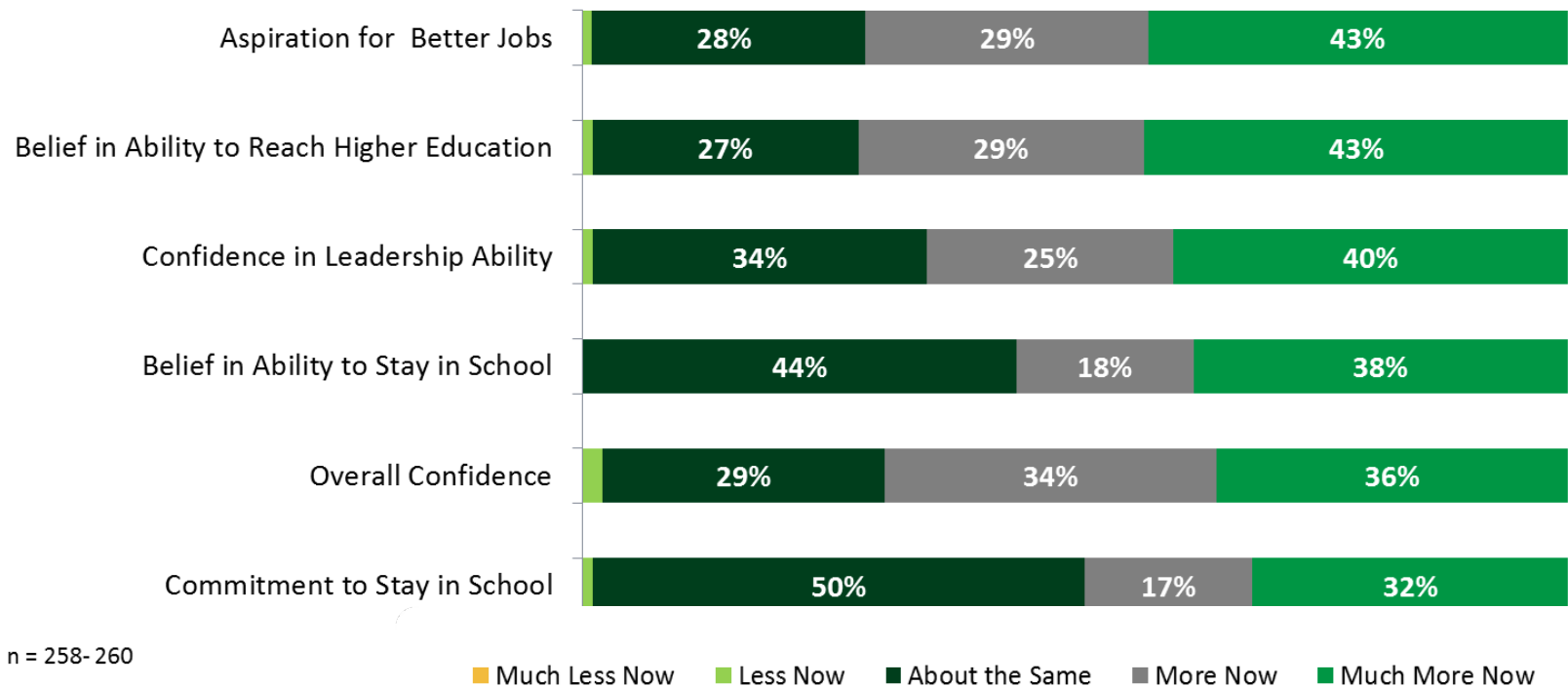

	Much Less Now	Less Now	About the Same	More Now	Much More Now
Thinking Critically			41%	37%	22%
Reading and Writing			64%	19%	17%
Understanding Math			68%	16%	13%

n= 258-260

Youth Outcomes for GDYT: Future Outlook

Students experienced the largest increases in their belief in their ability to reach higher education and their aspiration for better jobs.

	About the Same	More Now	Much More Now
Aspiration for Better Jobs	28%	29%	43%
Belief in Ability to Reach Higher Education	27%	29%	43%
Confidence in Leadership Ability	34%	25%	40%
Belief in Ability to Stay in School	44%	18%	38%
Overall Confidence	29%	34%	36%
Commitment to Stay in School	50%	17%	32%

n = 258- 260

■ Much Less Now ■ Less Now ■ About the Same ■ More Now ■ Much More Now

System-Building

This section of the evaluation report documents the **progress** made (**and challenges** faced) as the Skillman Foundation and its partners have worked to build a youth development (YD) system in the Skillman Good Neighborhoods (SGNs), and have begun to lay the groundwork for a city-wide system. The report (focusing on 2014 and 2015) asks these questions:

About the YD system in the SGNs:

1. What progress has been made in building the YD system in the SGNs?
2. What challenges have stakeholders faced in building the system?

About a future city-wide system:

1. What progress have stakeholders made in laying the groundwork for the city-wide YD system?
2. How might the lessons and insights from system-building efforts in the SGNs inform the city-wide system-building work?
3. What steps toward the city-wide system should actors pursue in the coming year?

The Youth Development System in the Skillman Good Neighborhoods

This section:

- Provides an **overview of the progress** made in building the YD system in the SGNs, focusing on the components of a YD system (excluding the shard data system).
- Takes a **closer look at each of the eight components**, highlighting progress and challenges, or where there is room for further growth.
- Discusses system-building in youth employment, and how it is/is not connected to the rest of youth development.

Youth Development System Components:

1. Intermediary
2. Shared youth development framework
3. Quality standards
4. Neighborhood learning networks
5. Professional development
6. Common metrics
7. Capacity-building
8. Shared data system

What progress has been made in building the YD system in the SGNs?

A great deal has been accomplished to build the YD system in the SGNs in the past two years, especially in 2015:

- **An intermediary.** Three YDA lead organizations and the YDRC jointly function as the system's intermediary. These organizations (in particular, the two YDA leads that coordinate Neighborhood Learning Networks and the YDRC) have collaborated closely to effectively take on many intermediary roles. They have been especially successful in aligning NLNs, professional development, and common metrics around the shared ACT framework and quality standards.
- **A shared youth development framework and quality standards.** Achieve, Connect, Thrive has been firmly established as a common language. Quality standards were developed with extensive community input. Both are integrated into every NLN meeting, and are the basis of one of common metrics.
- **Neighborhood Learning Networks.** NLNs have been operating consistently in all six neighborhoods with robust attendance. They are effectively supporting networking among organizations, are sites for disseminating the ACT framework and quality standards, and function as ways to share resources and information that help build the capacity of providers.
- **Professional development.** The youth worker training used since 2012 is being phased out, and is being replaced with workshops aligned with the YPQA and a twice yearly "mini-conference."
- **Common metrics.** The YDRC has piloted Learning Groups that used the YPQA (aligned with the quality standards), and the HSA (a youth outcomes survey, aligned with the ACT framework).
- **Capacity-building.** The capacity-building work of the YDRC has functioned as one of the most important unifying forces in the system: the YDRC led the process to create the quality standards, has disseminated common metrics through the Learning Groups, and has supported the NLNs to disseminate the ACT framework and the quality standards.

An **Intermediary** creates cohesiveness in the youth development system by:

- Convening and coordinating providers in learning communities;
- Developing and disseminating standards and frameworks;
- Providing training and capacity-building;

- Tracking and reflecting on progress toward system-level results; and
- Promoting sustainability.

Progress/Accomplishments

- The YDA leads and the YDRC collectively fulfill many functions of a YD system intermediary.
- The YDA leads and the YDRC coordinate their work – especially to support the development and use of quality standards, to promote continuous program improvement, and – more recently – to make professional development available to the providers in the system.
- The trust that the YDRC has built with the YDA leads (and also with the providers in the YDA networks) has supported coordination efforts between the YDA and YDRC.
- Two of the three YDA leads have helped promote sustainability of small neighborhood providers through re-granting.

Functions of an Intermediary in a YD System	How the Intermediary Functions are Fulfilled in the SGN YD System
Coordinates learning communities	• Two of the three YDA leads run monthly meetings for Neighborhood Learning Networks in each of the six SGNs • The YDRC piloted two Learning Groups centered on the YPQA and the HSA, and – based on learnings from these pilots – then launched a Learning Community focused on both tools (see bottom row)
Supports the development and use of quality standards	• The YDRC led the process to develop quality standards • At each monthly meeting of the NLNs, the YDA leads highlight one of the quality standards, helping providers find ways to operationalize each quality standard in their programming (the YDA activities are based on a toolkit created by the YDRC)
Coordinates/provides professional development	• Two of the three YDA leads have delivered five rounds of a 44-hour Child and Youth Care (CYC) course • The CYC course is phasing out and will be replaced by the YPQA workshops that the YDRC has been piloting; starting in 2016, the two YDA leads will deliver the workshops • The YDRC sends out a monthly newsletter with links to resources and professional development opportunities
Builds capacity to support programs to engage in continuous improvement	• The YDRC works with Skillman grantees to build their capacity to use program quality and outcome data (the YPQA and HSA) for the purposes of ongoing program improvement

Challenges/Areas to Grow

- **Because several organizations act as the intermediary and no single organization is the lead, ownership workstreams can be unclear – and as a result progress can sometimes stall.** Although the YDA leads and the YDRC have close and trusting working relationships, the fact remains that they are four independent organizations working together without one central coordinating body. As a result, they lack the clear division of labor that comes from being unified as one organization. In addition, no organization within the group has *positional authority* over any other organization. The lack of organizational unity and positional create stumbling blocks to project management. While the YDRC and the YDA have accomplished a great deal, some of the workstreams without a clear project manager have moved forward only very slowly.

A **shared youth development framework** enables partners to:

- Speak with the same vocabulary,
- Develop a common understanding of issues, and
- Craft aligned approaches to programming.

Progress/Accomplishments

- Achieve, Connect, Thrive (ACT) has been firmly established as a common language
- Skillman, the YDA, and the YDRC have worked to disseminate and reinforce ACT – and to make the concepts meaningful "on the ground" – in the following ways:
  - YDF applicants must align activities and outcomes with ACT,
  - YDA leads give workshops for grant applicants to provide support on how to align programs with ACT,
  - At every NLN meeting, providers discuss how to operationalize ACT, discussing either Achieve, Connect, or Thrive each month,
  - To lead the monthly NLN activities, the YDA leads draw from a toolkit of ACT framework resources that the YDRC created,
  - In addition, YDRC staff meet with the YDA leads to provide TA that helps them enhance their monthly ACT learning activities, and
  - A youth outcomes tool that YDRC piloted in 2105 uses measured aligned with the ACT domains

> We talk about [the ACT framework] at basically every [neighborhood network] meeting.
>
> The ACT framework has been helpful. We were doing it all, but to have a name for it has been helpful. One of the big things overall is to get people to use the same vocabulary, and for us to all be on the same track.
>
> *-Providers & NLN Members*

Challenges/Areas to Grow

- In 2014, about one-third of the providers interviewed voiced a concern that investing time and effort in ACT was risky, because they were not certain that the Skillman Foundation would stick with the framework in the long term.
- **However, progress in 2015 may have overcome this challenge:** Skillman's consistency in promoting ACT – and the continued use of the framework as part of the YDRC's capacity-building and the NLN activities – appear to have alleviated these fears.

Quality Standards pave the way for uniformly high quality in a system of services by:

- Creating a shared and specific understanding of what *high-quality programming* means, and
- Providing the basis for metrics to use as a tool for continuous program improvement.

Progress/Accomplishments

- In 2014, the YDRC led a community process to develop local quality standards for the SGNs:
    - The YDA leads reviewed and voted on quality standards from 13 other cities/states,
    - The YDA came together with YDRC, Skillman, and a national OST expert to refine and vote on the standards,
    - The YDRC held youth and youth worker input sessions in each SGN to get their input on the standards. They YDRC incorporated into the standards some of the exact language provided in these sessions,
    - The YDRC cross-walked the drafted standards with the YPQA to ensure that no truly critical aspects of the YPQA were excluded from the SGN quality standards, and
    - Completed quality standards were rolled out to the YD community at a conference in Oct 2014
- In 2014, the YDRC vetted the Youth Program Quality Assessment (YPQA) tool as a tool to align with the local quality standards
- In 2015, the YDRC facilitated a Learning Group focused on the YPQA

Quality standards … were developed in and by the community, in an open, transparent process. They are not wonky and hard to understand – they make gut-level sense to the frontline youth workers. That's the key to success.

[The YDRC] has done a phenomenal job creating alignment by approaching YD from a quality standpoint first. […] [The YDRC] has helped providers really think about the ingredients of a high-quality program.

-YD System Stakeholders*

*Neither of these quotations is from the YDRC.

Neighborhood Learning Networks support youth development systems by:

- Hosting a forum for neighborhood providers to convene, build relationships, share information, and learn together,
- Creating an efficient platform for coordination (referrals and resource-sharing),
- Promoting an aligned vision of high-quality programming,
- Giving providers access to the tools and technical assistance they need to improve program quality, and
- Tailoring to local neighborhood needs.

Progress/Accomplishments

- NLN meetings consistently happen each month in all neighborhoods,
- Attendance is consistently robust with somewhere between 15 and 40 people attending each neighborhood meeting (size of meeting varies by neighborhood),
- PFY and YDI have set up information-sharing processes (in-person sharing at meetings; active listservs; a PFY website),
- Providers use time with one another to identify ways that they can supply services to one another (e.g. program space, transportation, staff time, a specialized service activity),
- At NLN meetings, YDI and PFY staff lead hands-on activities to help providers identify ways to embed the quality standards and the ACT framework into their program design, and
- The YDA re-granting has helped to fill programming gaps, build the capacity of small providers, and disseminate the ACT framework

> The relationships [developed in the NLNs] are really vital. That's one way the neighborhood focus helps: people ... have that shared context. I saw that all the way along: YDA is the relationship builder. [...] And it's impossible to do capacity-building without relationship-building.
> *-YD System Stakeholder*

> We are working more collaboratively than ever before, in all the years I've been doing this work. It's helped to enhance our work overall, to be able to make referrals to each other, to know what each other are doing, to support each other in the work.

> We have been able to do some expansion based on partner organizations and looking at what we are doing and where we need help. For example, we are the gurus in providing the mentoring, but we can partner with another organization who is doing tutoring or something else.
> *-Providers & NLN Members*

Challenges/Areas to Grow

- The NLNs have made efforts to support providers to coordinate with schools. But currently providers work with schools in an ad hoc way – there is no systematic approach or guidance about effective ways to work with schools.
- NLN meetings tend to be "one-size-fits-all" – which means that meetings tend to be more useful for some providers than for others. The YDA might consider segmenting the neighborhood providers into different networks, and providers have suggested segmenting along the lines of higher v. lower capacity.
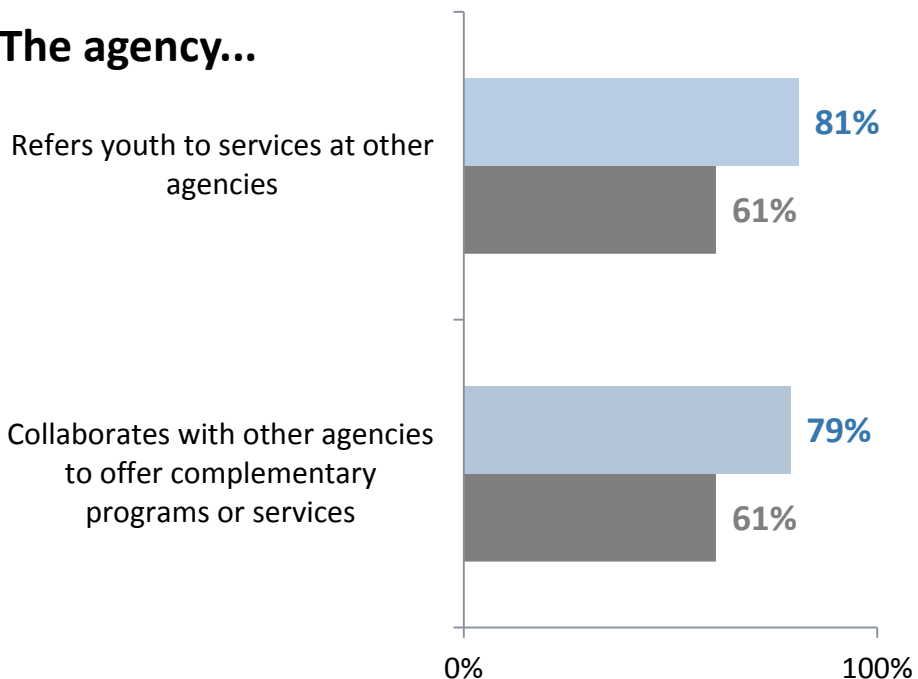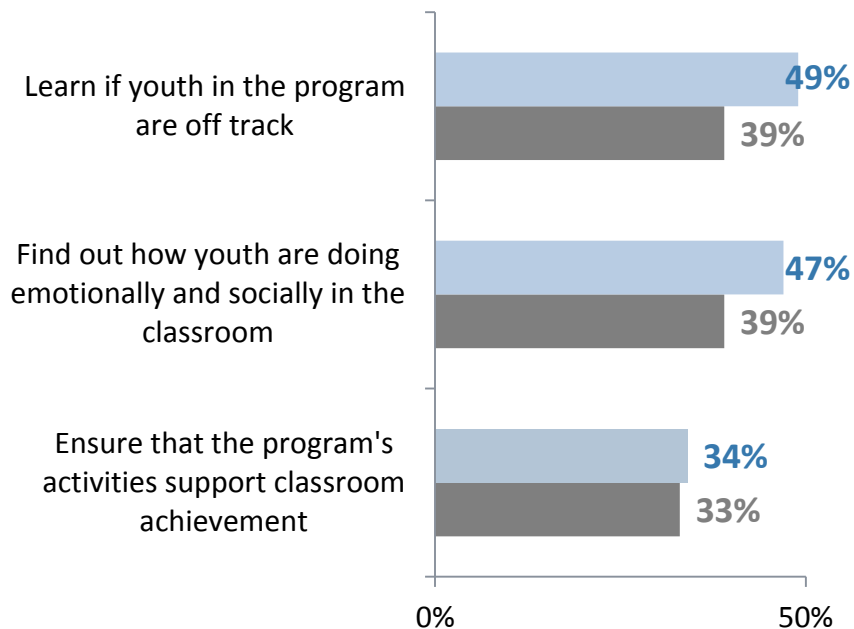
More Coordination among Agencies in NLNs

Data from the 2014 Youth Development Opportunities survey administered to youth development providers in the SGNs show that providers that attend neighborhood network meetings are more likely to coordinate with other agencies. They are also more likely to coordinate with schools (although the difference between members and non-members is less pronounced).

■ Agency attends network meetings (n=115)
■ Does not attend network meetings (n=18)

The agency...

Refers youth to services at other agencies
- 81%
- 61%

Collaborates with other agencies to offer complementary programs or services
- 79%
- 61%

0% — 100%

The agency communicates with school staff to...

Learn if youth in the program are off track
- 49%
- 39%

Find out how youth are doing emotionally and socially in the classroom
- 47%
- 39%

Ensure that the program's activities support classroom achievement
- 34%
- 33%

0% — 50%

The number of non-member agencies responding to the survey is quite small. This lowers our confidence that the trend reflects a real difference among the full population of agencies – but the data are nevertheless suggestive.

Professional Development supports youth development systems by:

- Enabling frontline youth workers to provide high-quality programming to youth at the point of service.

Progress/Accomplishments

- Staff from PFY and YDI offered five rounds of the CYC basic course *for free* to members of the NLNs (from 2012 to 2015).
  - A total of 220 youth workers have attended, and 90 youth workers have completed all eight modules.
  - Providers have found the course valuable, giving high ratings and glowing comments on the feedback forms filled out after every training module.
  - The fact that so many people have attended the training has helped to create a shared has helped create a professional identity among youth workers.
- After assessing the CYC model, the YDA and the YDRC decided in August 2015 to take professional development in a different direction. The YDRC (in discussion with the YDA and the Skillman Foundation) has led the effort to develop the new approach:
  - The 2-hour YPQA Youth Work Methods workshops
    - Offered for $20, and open to providers in *and* outside of the SGNs
    - In November, 12 people registered and attended; registration for the December workshop is full (30 people)
    - In 2015, YDRC staff are acting as trainers; in 2016 the YDA leads will be the trainers (after being trained by the Weikert center to offer these trainings), and YDRC staff will oversee the trainings to ensure that their high quality continues.
  - Youth Work Institutes will be offered at the start of the summer and fall. The content of these one- or two-day trainings will include: Youth Work Methods, quality coaching, and content derived from the CYC course.

The Child & Youth Care Basic Course (CYC)
Designed by the Academy of Competent Youth Work, the basic course is a 44-hour training that introduces practitioners to basic concepts and skills in professional child and youth care.

The Youth Work Methods Workshops
Weikert's Youth Work Methods workshops are hands-on, interactive trainings aligned with the YPQA quality domains (youth engagement, peer interaction, supportive environment, and safe environment). They provide front-line youth workers with tools to increase the quality of their interactions with youth. The topics include:

- Structure and Clear Limits
- Building Community
- Active Learning
- Youth Voice
- Reframing Conflict
- Homework Help
- Ask-Listen-Encourage
- Youth Planning and Reflection

The first day of the CYC basic course I felt I'd found the missing piece in my work. I also found a group of professionals dedicated to a set of standards and values I greatly respected. The world of youth care is filled with people who have good intentions, but my work experience has shown me that good intentions aren't always enough. The CYC basic course offered me research-based knowledge and effective tools for building relationships with youth. Ethics, documentation, guidance, communication, and the other modules gave me a foundation I never had before.

-Provider & CYC Trainee

49

Challenges/Areas to Grow

- **The training is time-consuming.** Providers often have few frontline staff, so a 44-hour training is burdensome to youth workers and to their employers. One effect of the length of the training is evident in the fact that fewer than half of the participants completed all eight modules. Even though participants find the training valuable, the time commitment is a deterrent to attending.

- **The training is designed to support growth in certification, but the rewards of certification do not match the effort needed to get certified.** Course completion is meant to prepare graduates to begin the certification process. But to be certified (by the National Association of Child and Youth Care Practice), youth workers must put together a portfolio and sit for an exam. There is little incentive to engage in this lengthy and complex process because certification does not lead to higher wages in the youth worker labor market.

Capacity-building helps the YD system to cohere by:

- Supporting the dissemination and use of a shared YD framework, quality standards, and common metrics, and
- Enhancing the ability of providers to engage in continuous program improvement.

> There are some building blocks that the YDRC has put in place: the quality standards, making the ACT framework meaningful…. And some of the most successful stuff is the one-on-one meetings and relationships she's develops that give folks the opportunity to push ideas around…. And the HSA and the YPQA: introducing those in a way that allows programs to really understand how to use them.
>
> *-YD System Stakeholder*

Progress/Accomplishments

- The YDRC created the architecture for capacity-building:
  - The quality standards,
  - Common metrics (the YPQA and the HSA), and
  - An approach to cohort-based capacity-building, as well as capacity-building more widely available through workshops.
- The YDRC also:
  - Partnered with the YDA leads to host a YD convening in 2014,
  - Completed two pilot Learning Groups for Skillman grantees and launched a follow-on Learning Community for the next round of grantees,
  - Supported Learning Group members to use the YPQA and the HSA,
  - Worked with six providers in the Learning Group to develop Quality Improvement Plans (based on YPQA results),
  - Launched the Youth Work Methods workshop series,
  - Developed a toolkit of hands-on activities for the NLNs to use at each monthly meeting to reinforce ACT and the quality standards,
  - Created an online toolkit of resources related to the ACT framework and the quality standards, and
  - Launched a monthly newsletter with links to resources and professional development opportunities.

Challenges/Areas to Grow

- The YDRC is developing additional ways to bring less intensive capacity-building to a wider audience.
- The YDRC is also working with the YDA to create approaches to more closely integrate the quality improvement model with professional development.

Common Metrics are foundational to youth development systems because:

- They give partners a concrete way to track collective progress toward shared goals, and
- They serve as a common reference point that partners can use to align their activities (so that the efforts of individual organizations are all pushing in the same direction).

> Even though my program is expanding, my biggest concern is having staff dedicated to administering surveys. We want to be able to get some good measurements. […] So when [the Learning Groups] came about, it was a godsend. [The YDRC] gives me the technical support on an ongoing basis….
>
> *-Provider & Learning Group Participant*

Progress/Accomplishments

The YD system is moving steadily toward the adoption of common metrics for program quality and youth outcomes. The Skillman grantee organizations are serving as the early adopters of common metrics. Their experimentation and learning should create guideposts for additional providers, and generate buy-in among others as adoption of the metrics proves valuable to the organizations using them.

- In 2014, the YDRC identified two instruments for Skillman YD grantee use:
  - The **Youth Program Quality Assessment** (YPQA, developed by the Weikert Center for Youth Program Quality) to measure program quality, and
  - The **Holistic Student Assessment** (HSA, developed by Harvard's , Program in Education Afterschool & Resiliency (PEAR)) to measure student outcomes in the **Achieve, Connect, and Thrive domains**.
- In the first half of 2015, the YDRC piloted these instruments with two voluntary Learning Groups for Skillman YD grantees:
  - The **Quality Improvement Learning Group.** With six providers participating, this group received an introduction to the YPQA, learned how to use the YPQA online data storage and analysis tool, conducted program self-assessments using the YPQA tool, participated in three Weikert workshops (*YPQA Basics, Planning with Data, and Quality Coaching*), developed quality improvement plans, and closed with a day-long training summit where front-line staff participated in two Youth Work Methods trainings tied to their quality improvement plans.
  - The **ACT Outcomes Learning Group.** With eight providers participating in the winter and an additional six participating in the summer in Southwest Detroit, these groups received an orientation to the HSA tool, administered the formative HSA (and several months later the retrospective HSA) to youth, and then worked with the YDRC at two separate sessions to review and reflect on the results of the formative and retrospective assessments.
- Incorporating lessons learned from the pilot Learning Groups, the YDRC launched round two in October 2015. Instead of two Learning Groups, all YDF grantees now participate in a Learning Community, which includes using the YPQA and the HSA together as tools for continuous learning and improvement.
- It is now a grant requirement that providers with YDF grants use the YPQA and the HSA (although some programs may receive waivers for the HSA).

Challenges/Areas to Grow

▪ The work that the YDRC is doing with the Skillman grantees is an excellent first step toward the wider adoption of common metrics. Yet if these metrics are to function well as a component of the YD system, they must be much more widely used than they are now. The YDRC, the YDA, and Skillman should continue to work together to look for ways to spur dissemination of the YPQA and HSA.

- Providers in the SGNs need their capacity built so that they can implement the YPQA and the HSA, and the YDRC does not have the person-power available to offer the type of high-touch, intensive capacity-building with providers throughout the SGN networks.

  - However, the YDRC is designing a less intensive capacity-building model that could be more easily scaled up to meet the need in the SGNs (e.g. a one-day YPQA Basics training, an external YPQA assessment, and a few coaching sessions to help a site develop a quality improvement plan).

  - Included in YDRC's plan is a recommendation that YDA lead staff become Quality Coaches for the NLN members in their neighborhoods that are not YDF grantees. If this plan is feasible for the YDA lead staff, it will greatly expand the capacity beyond what is currently available through the YDRC alone.

The Skillman Foundation as a Price-Setter in the Marketplace of Ideas

Critical system actors (such as Skillman's VP of Programs, the Youth Development Program Officer (and the Safety and Education Program Officer who also staff the cross-disciplinary Skillman YD Team)), have enormous power within the system to either accelerate- or put the brakes on- adoption momentum. Using the analogy of a marketplace, we can think of Skillman as a price-setter, with the ability to create or destroy value as firms (providers) watch Skillman's movements closely. If the foundation signals to the market that it does not value the YPQA or the HSA, firms will predict divestiture, and will not want to invest their own resources to "buy" these metrics. For this reason, if Skillman wants to encourage the adoption of common metrics, it should signal value by strongly endorsing both the YPQA and the HSA.

53

Shared Data Systems allow system actors to:

- Map the landscape of programs, and understand the supply relative to need (which informs decisions on where additional programming is needed, and what type).
- Understand program attendance (one of the most powerful types of program data).
- Facilitate the use of data for continuous program improvement (providers' ability to use a shared data system is especially helpful if their own in-house data capacity is limited).
- Share program information with the public, so that youth and parents can learn about programs, and make informed decisions on which programs to participate in.
- Provide aggregate, system-level data that system leaders can use for action planning.

Progress/Accomplishments	Challenges/Areas to Grow
- As part of its work on common metrics, the YDRC has vetted various options for a shared data system for the SGNs. - The data system that appears to have the best fit with the YD system needs is CitySpan. Through calls with the vendor and with other cities using CitySpan, YDRC and Skillman have learned many things about CitySpan that suggest it could work for Detroit. CitySpan: - Has a very user-friendly provider interface, - Tracks detailed attendance data (days and minutes), - Can create a unique ID for participants so that youth can be tracked across programs and providers, - Works directly with the Weikert Center and PEAR to integrate with the YPQA and the HSA data, - Can customize the database according to each city's needs, - Develops MOUs with school systems in order to house, school records in the database. - The GDYT initiative has also been working with a data portal and has had success; there may be learnings from that experience that the YD system can capitalize on.	- With a previous YD initiative in Detroit, the intermediary attempted to implement a shared data system. That system was not successful (it was cumbersome, and providers using it did not have the capacity to collect and enter the data). These experiences have made providers – and Skillman as well – hesitant to implement a new shared data system. - Many providers in the system have very low capacity for data collection. While they may track attendance and collect youth surveys, most often this data tracking happens on paper. It is possible, then, that they are simply not ready to participate in a shared data system. At the very least, many providers will need to engage in capacity-building to be able to participate successfully. - It has not been feasible to set up a shared data system for the SGNs; it is more realistic to lay the groundwork for implementing a data system for youth development on a city-wide scale.

System-Building in Youth Employment

- The Skillman Foundation currently conceives of youth employment as part of youth development. However, youth employment has an organizational legacy of part of wealth-building strategies. As a consequence, youth employment system-building has remained somewhat separate from the rest of the youth development work.
- In 2014 and 2015, Skillman funded City Connect to administer the Grow Detroit's Young Talent program (GDYT). GDYT has a direct service focus, but also a system-building focus. City Connect works with the mayor's office, the Skillman Foundation, and employer and provider partners to create a sustainable system that can offer high-quality jobs to Detroit's youth each summer.

Progress/Accomplishments

- To integrate the youth employment strategy more closely with the rest of the youth development strategy, a work group came together to align the program components with the ACT framework.
- With new leadership from the mayor creating additional momentum for the program in 2015, all the players came together to work more collaboratively.
- The mayor's office offered subsidies (up to $1000 each) to employers who host a young person in a summer job.
- In the summer of 2015, GDYT committed to connecting more than 5,000 youth city-wide with summer jobs.
- Also for summer 2015, GDYT rolled out a unified database with multiple functions: a portal for youth interested in participating in GDYT; a payroll system; and the ability to track administrative data and to house youth, employer, and provider surveys.

Challenges/Areas to Grow

- Although the youth employment system is linked to the youth development system through the providers who take part in both, the providers may see their involvement in GDYT as part of a "summer enterprise," rather than part of the broader YD system.
- There are three potential ways to better align youth employment with youth development:
  1. NLN facilitators could make a greater effort to highlight GDYT programs at the monthly meetings.
  2. Youth employment might become a special focus of capacity-building (e.g. there could be trainings focused specifically on quality standards in the youth employment context).
  3. A third way to bring youth employment and youth development together is to consider how the employment data system might become the basis for a broader youth development data system. And simply bringing those two data conversations together will support greater intentional integration. In the absence of that conversation, the youth development and youth employment data systems may just continue to develop on independent tracks (with this separate development contributing to fragmentation).

Laying the Groundwork for a City-Wide Youth Development System

This section:

- Provides an overview of the efforts of Skillman and its partners to begin laying the groundwork for a city-wide youth development system,
- Shares more detailed information on the work done on each of the nine system components, and
- Highlights how lessons from system-building in the SGNs can inform city-wide system-building.

Youth Development System Components:

1. Intermediary
2. Shared youth development framework
3. Quality standards
4. Neighborhood learning networks
5. Professional development
6. Common metrics
7. Capacity-building
8. Shared data system
9. Funding stream

Overview of efforts to begin laying the groundwork for a city-wide system

In December 2014, the Skillman Foundation explicitly voiced the aspiration that: "the ultimate goal [of the youth development work] is a city-wide system funded at scale." This declaration launched the work done in 2015 to begin working in earnest toward the city-wide system. As part of these efforts, Skillman and its partners have developed:

- A report documenting lessons learned in the SGN youth development system, with design considerations for each system component;

- A draft system map based on:
  - The lessons from the SGN system development,
  - Youth development models in other cities, and
  - Literature on youth development systems.

- Cost projections for a citywide youth development system and potential strategies for public funding options; and

- Participation in invitation-only conference hosted by the Forum for Youth Investment: The National Institute on Creating Local Dedicated Funds for Children and Youth.

Progress Made in Laying Groundwork

- Beginning in second quarter of 2015, when the Skillman Foundation began to rough out system design, partners recognized that the type of intermediary for the city-wide system is a critical consideration. Skillman and partners continue to discuss what stakeholders should *consider* when designing the intermediary. A larger, more-inclusive design group will be able to capitalize on this early thinking.

Lessons Learned/Considerations

- The challenge of coordinating across multiple organizations (the three YDA leads and the YDRC) points to the need for the intermediary to be housed in just *one* organization. (Some functions could be contracted out, but still overseen by a central intermediary.)
- An important question is whether the intermediary should be an independent nonprofit, or should be part of city government (either as an office or department). A few things to consider when deciding on the organizational home of the intermediary are:
  - Sustainability. Is the intermediary *more* sustainable if it is part of city government, or *less* sustainable (because it may be subject to political shifts)?
  - Public dollars. If the funding stream is composed of public dollars, the intermediary will need to be in the city government or have very close ties to it.
- The intermediary (as a nonprofit or a city office) should have transparency and community oversight, through an additional component of the YD system: a Community Advisory Board.
- New v. current intermediary. If there is an organization already in place that can take on intermediary functions, using a current intermediary offers the advantage that setting up a city-wide system would not add to the proliferation of intermediaries in Detroit.
- The intermediary should have a strong coordinating function with schools, but since Detroit's educational system is still working toward coherence, this linking may need to wait until educational reform is further developed.

Shared Youth Development Framework & Quality Standards

Progress Made in Laying Groundwork

- The ACT framework *and* the quality standards have taken strong root over the past two years. The framework's broad uptake demonstrated that the domains of Achieve, Connect, and Thrive resonate with the work that diverse providers do.
- The NLNs have worked at each monthly meeting to make ACT and the quality standards concrete – and this effort has created a constituency for both of these frameworks. The constituency might form a group of early adopters that can bolster city-wide use.

Lessons Learned/Considerations

- When a broader group of stakeholders engages in system design, it is possible that they will not want to adopt ACT or the quality standards wholesale. However, the system stakeholders should not start from scratch, given that there is already a great deal of buy-in from a critical constituency. In addition, the common metrics that are gaining traction among this constituency are aligned to the ACT domains and quality standards.
- When expanding to a city-wide system, the task will be to create buy-in to these frameworks among new actors. The effort to create buy-in should entail openness to framework *refinements*, offered by the city-wide stakeholder group or by youth and families as part of a larger community input process.

Neighborhood Learning Networks

Progress Made in Laying Groundwork

- The NLNs have had a great deal of success in the SGNs (disseminating frameworks, linking providers to one another, sharing resources, and doing re-granting).

- While the focus of these has truly been local in the SGNs, one way in which they can potentially serve a city-wide purpose is through the **codification of their NLN model**. If the NLN leaders can work with others (e.g. the YDRC) to identify the aspects of their work that are so successful, Skillman and its partners can "manualize" the NLN structures and process. Manualization will set up the NLN model for replication in neighborhoods throughout Detroit.

Lessons Learned/Considerations

- The capacity-building work of the YDRC and the YDA are intertwined and mutually supportive. In fact, according to the YDRC, capacity-building would be challenging without "network-weavers rooted at a neighborhood level." Given the need for such close integration, the NLNs may actually function well as *part* of the capacity-building component in a city-wide system.

Progress Made in Laying Groundwork

- The shifts made from the CYC training to the Youth Work Methods workshops has helped to set up an approach to professional development that potentially is quite scalable. The YDRC has intentionally opened up the workshops to providers across Detroit (to build a customer base beyond the SGNs) and is testing the market by asking participants to pay $20 to register.

Lessons Learned/Considerations

- In its original vision for how to build the quality of the youth development workforce, the Skillman Foundation had focused on the need to have youth development workers certified. At the end of 2014 the Skillman Foundation began to question whether there is solid evidence that certification is important to program quality – it may be better to focus on *good training* as a driver of quality, rather than *certification* itself. Without the need for a training that leads to certification, YDA leads and the YDRC turned to the less time-consuming option of Youth Work Methods Workshops.

- The YDRC has designed all of its work so that it is continually learning from what has been implemented. YDRC staff can continue to learn from the new Youth Work Methods workshops, collecting feedback from providers – especially those providers from outside the SGNs. That way, the lessons from the Youth Work Methods workshops can inform the discussion of city-wide professional development.

Common Metrics

Progress Made in Laying Groundwork

- The common metrics (the YPQA and HSA) are still taking root in the SGNs; as yet the work there is not ready to be parlayed into a wider field.
- However, to the extent that the ACT framework and the quality standards are able to transfer to the city-wide system, the work of the common metrics can potentially become part of city-wide capacity-building.
- In addition, all providers in Detroit who receive 21st Century Learning funding are required to use the YPQA; so those providers are a likely constituency for using the YPQA as a common metric.

Lessons Learned/Considerations

- It is too early to recommend that the SGN tools be used as common metrics for a city-wide system. These metrics will be up for discussion when the broader stakeholder table convenes.
- However, these metrics were chosen partly because of their alignment with the ACT framework and the quality standards. If those frameworks (or refined versions of those frameworks) become a component of the city-wide system, it will be an efficient use of resources to capitalize on the work already done to identify aligned metrics.
- One resource consideration is that Harvard charges a fee for the use of the HSA. A city-wide system may be able to negotiate a steep discount for long-term, large-scale use of the tool. But if it cannot, the expense associated with the HSA outcome survey may require changing to a new tool.

Capacity-Building

Progress Made in Laying Groundwork

- The capacity-building work is still relatively early in its evolution for the SGNs, since most of the effort has been focused on Skillman grantees. For this reason, not much groundwork has yet been laid for a city-wide capacity-building system.
- However, the YDRC's work to broaden capacity-building to other providers beyond Skillman grantees could easily serve as a model for city-wide capacity-building. This less intensive capacity-building model will be critical, since city-wide scaling will dramatically increase the number of participating providers.

Lessons Learned/Considerations

- In 2015, YDRC has been able to use some grant funds to contract with a Weikert Center Lead Trainer and Quality Coach. By contracting with new staff (for 25% FTE), the YDRC has been able to greatly expand the scope of its work. The YDRC has leveraged this relatively small addition of person-power into important extensions of the capacity-building work: offering more workshops, building out the online toolkit, coaching the NLN leaders, and working with providers to develop their quality improvement plans.
- When considering the model for scaling capacity-building city-wide, designers should take into account the fact that resources invested in capacity-building are often quite scalable (e.g. can be offered in workshop contexts, can provide toolkits, etc.), and tend to pay off handsomely.

Shared Data System

Progress Made

- Work on the shared data system has stalled somewhat as the Skillman Foundation has concluded that it is most likely too early to put a lot of effort into this system component.
- However, the work that YDRC has already done to vet different options and to learn more about CitySpan in particular will pay off when the city-wide system designers are ready to consider the issue of a data system once again.

Lessons Learned/Considerations

- Because providers will enter data when they must do so as part of a grant requirement, the data system should be housed with the intermediary (either inside or outside the city) that makes grants.
- If the city-wide system adopts an "open" data system (meaning that non-grantee providers can opt in), that system will need to create utility for providers (otherwise providers will not have an incentive to use it). The system should offer easy data entry (perhaps through mobile devices), as well as features that allow for robust data visualization, leading to insights for ongoing quality improvement.
- One of the main sticking points with a data system is the low capacity of providers who have challenges working with the system. Capacity-building for data tracking and use should be integrated with the data system component.

Dedicated Funding Stream

Progress Made

- Since 2013, the Skillman Foundation has been strongly considering the option of sponsoring a referendum to create a public funding stream for youth development. The referendum has not been a strong focus of the YD work, however – effort has instead gone into the YDA and the YDRC. For the Foundation as a whole, citywide system efforts have focused on My Brother's Keeper and education reform.
- In the last half of 2015, momentum began to pick up inside the Foundation for designing a strategy for a dedicated funding stream. Skillman commissioned a national scan to develop funding options and recommendations.
- The Skillman YD Program Officer, the YDRC Director, and staff from one of the YDA Leads attended an invite-only conference hosted by the Forum for Youth Investment: The National Institute on Creating Local Dedicated Funds for Children and Youth.
- The City-Wide Work Group is currently working on cost projections for the city-wide system. That report will provide useful information for the dedicated funding planning.

Lessons Learned/Considerations

- Although the original idea for a funding stream was a public funding stream launched by a referendum, that is not the only option. A funding stream can use private dollars as well as public ones. The Detroit Children's Fund can also play a role here.
- Given the fact that a referendum campaign will require a great deal of Skillman's political capital it is critical that multiple stakeholders are engaged, and that necessary conditions are created well in advance of the ballot.

Appendices

Appendix A: YDF Grantee Program Activities Categorized by Achieve, Connect, and Thrive

YDF Grantees' Achieve Activities (Cohort One)

Grantee	Achieve *Math	Literacy	College Readiness*
Boys and Girls Club of Southeastern Michigan	Individualized learning plans for each student; Small group and one-on-one mentoring
City Year, Inc.	Mentoring in English and Math; Emphasis on student ownership over performance and participation in school
Cornerstone Schools Association	Reading and math programs with certified teachers; Emphasis on using technology for individualized learning
Detroit Hispanic Development Corporation	Tutoring in reading and math; College visits
Detroit Parent Network	One-on-one coaching; Academic resources for students and parents; College readiness and assistance with college applications
Eastern Market Corporation	Entrepreneurship activities, with a focus on math skills
InsideOut Literary Arts Project	Drop-in writing and tutoring programs
Matrix Theatre Company	Play reading and writing
Mosaic Youth Theater of Detroit	Reading and acting out plays

YDF Grantees' Achieve Activities (Cohort Two)

Grantee	Achieve *Math	Literacy	College Readiness*
Bridging Communities, Inc.	Academic field trips with math and reading in real life contexts
Clark Park Coalition	Reading, writing, and computer usage through after-school drop in tutoring and computer lab, and mobile library; assistance with forms for college and financial aid
Detroit Area Pre-College Engineering Program	Targeted academic support focusing on STEMM skills
Development Centers, Inc.	Academic support in math, reading, and writing in the form of homework support
Wellspring	Support students to close skill gaps in reading and math through tutoring. Support students on pathway to college.

YDF Grantees' Connect Activities (Cohort One)

Grantee	Connect *Relationships* | *Communication* | *Teamwork*
Big Brothers Big Sisters of Metropolitan Detroit	Individual connection with mentors and youth; relationship building between parents and youth
Detroit Hispanic Development Corporation	Mentorship with young professional adults
Detroit Police Athletic League, Inc.	Adults in the community (firefighters, school leaders, police officers, parents) coach youth for high level of connection, relationship building, and trust
InsideOut Literary Arts Project	Staff and volunteers serve as artistic mentors to youth and form strong relationships
Matrix Theatre Company	Intentional conflict resolution practices; Collaboration between peers to write and act out plays
Neighborhood Service Organization	Intentional connections between peers and community members
Urban Neighborhood Initiatives, Inc.	Youth, adults in the community, and community members overall connect through sports
YMCA of Metropolitan Detroit	Professionals in the community mentor youth in professional development opportunities

YDF Grantees' Connect Activities (Cohort Two)

Grantee	Connect *Relationships | Communication | Teamwork*
Bridging Communities, Inc.	Community engagement and intergenerational relationship building
Central Detroit Christian Community Development Corporation	Healthy relationship building with adults, and communication skill building
Detroit Area Pre-College Engineering Program	Relationship building with adult mentors in STEMM fields; communication and collaboration skill building with peers
Development Centers, Inc.	Communication and relationship skill development; Relationship building with caring adult role models
Heritage Works	Social and conflict resolution skill development
Midnight Golf Program	Personal coaching and networking to help prepare for college, internships, and employment
Southwest Detroit Business Association, Inc.	Communication skill building and relationship building with peers and adults
Wellspring	Relationship building between peers and adults during service activities and workshops

YDF Grantees' Thrive Activities (Cohort One)

Grantee	Thrive *Wellbeing	Creativity	Leadership	Self-Esteem*
Big Brothers Big Sisters of Metropolitan Detroit	Programs to reduce at-risk behavior and promote positive attitudes
Detroit Hispanic Development Corporation	Healing circles to develop life skills and process problems
Detroit Police Athletic League, Inc.	Peer interaction, coaching, and sports activities
Eastern Market Corporation	Activities to create community oriented business plan
InsideOut Literary Arts Project	Creative writing classes
Living Arts	Dance and video animation classes
Matrix Theatre Company	Drama and theater activities
Mosaic Youth Theater of Detroit	Drama and theater activities
Neighborhood Service Organization	Programs to reduce youth violence and substance abuse
Urban Neighborhood Initiatives, Inc.	Community based projects and sports
YMCA of Metropolitan Detroit	Restorative practices including healing circles

YDF Grantees' Thrive Activities (Cohort Two)

Grantee	Thrive *Wellbeing | Creativity | Leadership | Self-Esteem*
Bridging Communities, Inc.	Leadership building and responsibility skill building
Central Detroit Christian Community Development Corporation	Employment opportunities, academic, and career motivation
Clark Park Coalition	Preparation for summer employment and retaining employment
Heritage Works	Dance and music workshops
Midnight Golf Program	Golf lessons with an emphasis on learning life skills and discipline
Southwest Detroit Business Association, Inc.	Arts and music activities that promote cultural connection, leadership, and self-confidence

YDF Cohort One Grantees Youth Served and ACT Focus

| Grantee | How many youth were served? | | ACT Focus | | |
	Youth Served	African American Young Men and Boys Served	Achieve	Connect	Thrive
Big Brothers Big Sisters of Metropolitan Detroit	100	38		✓	✓
Boys and Girls Club of Southeastern Michigan	529	361	✓		
City Year, Inc.	1,150	585	✓		
Cornerstone Schools Association	127	63	✓		
Detroit Hispanic Development Corporation	200	20	✓	✓	✓
Detroit Parent Network	634	282	✓		
Detroit Police Athletic League, Inc.	3,981	1,936		✓	✓
Eastern Market Corporation	97	29	✓		✓
InsideOut Literary Arts Project	500	26	✓	✓	✓
Living Arts	100	9			✓
Matrix Theatre Company	835	204	✓	✓	✓
Mosaic Youth Theater of Detroit	130	28	✓		✓
Neighborhood Service Organization	969	381		✓	✓
Urban Neighborhood Initiatives, Inc.	292	8		✓	✓
YMCA of Metropolitan Detroit	190	90		✓	✓
Total	**9,834**	**4,060**			

YDF Cohort Two Grantees
Youth Served and ACT Focus

Grantee	How many youth were served?		ACT Focus		
	Youth Served	African American Young Men and Boys Served	Achieve	Connect	Thrive
Bridging Communities, Inc.	23	9	✓	✓	✓
Central Detroit Christian Community Development Corporation	155	85		✓	✓
Clark Park Coalition	198	45	✓		✓
Detroit Area Pre-College Engineering Program (DAPCEP)	64	44	✓	✓	
Development Centers, Inc.	96	46	✓	✓	
Heritage Works	163	63		✓	✓
Midnight Golf Program	138	60		✓	✓
Southwest Detroit Business Association, Inc.	190	4		✓	✓
Wellspring	140	71	✓	✓	
Total	**1,032**	**404**			

Appendix B: PFY Grantee Program Activities Categorized by Achieve, Connect, and Thrive

PFY Grantees' Achieve Activities

Grantee	Achieve *Math | Literacy | College Readiness*
Access "Chasdey Condon Community Organization ACT Prep Program"	ACT preparation sessions to improve ACT scores
Alternatives for Girls "Youth-Engaged Academic Assistance and College Test Prep"	Homework assistance with a focus on GPA improvement
Alternatives for Girls (Youth Enrichment for in-school suspended students	Homework assistance with a focus on GPA improvement and lower suspension rates
Arts and Scraps "Science Club at Harms Elementary"	STEM experiments and activities
Arts and Scraps (STEM Scholars Program at Preist K-8)	STEM experiments and activities
COMPAS	Poetry and creative writing
Excellence for Detroit	College Prep, ACT prep, and writing activities
Latin Americans for Social and Economic Development	Homework and coursework tutoring
Matrix Theatre Company (Playwriting Powerhouse)	Playwriting
Mercy Education Project	ACT test prep and college application assistance
Mercy Education Project "College and Career Readiness Program"	College visits and career awareness
Mercy Education Project "Spring Break College Bootcamp"	ACT prep and college application assistance
People's Community Services	Cooking activities with a focus on real world math skills
Zion Chapel Church (Stepping Stones for Success Tutoring Program)	Mentoring and tutoring

PFY Grantees' Connect Activities

Grantee	Connect
	*Relationships	Communication	Teamwork*
Access "JIRAN Youth Dialogues"	Facilitated dialogues to help connect peers
Clark Park Coalition	Public events and activities to cultivate community
Family Alliance for Change "Future Stars"	Positive peer and adult relationship building
Grace in Action "Stitching Up Detroit Fashion Design Cooperative"	Activities to develop communication and networking skills
Grace in Action "Phoenix Breakdancing Academy"	Dancing and learning choreography to improve connection with peers.
Life Directions Summer Peer Leaders Development Program	Conflict management skill building and interview skill development
Matrix Theatre Company "Playwriting Powerhouse"	Teamwork and relationship skills
Mercy Education Project "Spring Break College Bootcamp"	One service project serving food to people in the community
People's Community Services	Collaborative activities to Peer-to-peer relationships
People's Community Services "Diamonds in the Rouge and Young Ladies of Pearls"	Events about dating violence and responding to pain and trauma

PFY Grantees' Thrive Activities

Grantee	Thrive *Wellbeing* | *Creativity* | *Leadership* | *Self-Esteem*
Access "Chasdey Condon Community Organization ACT Prep Program"	Tutoring and ACT prep to promote self-confidence in academic abilities
Access "JIRAN Youth Dialogues"	Cultural awareness activities
Alternatives for Girls "Future and Emerging Leaders"	Leadership training series
American Indian Health and Family Services	Leadership, arts and crafts, and cultural knowledge activities
Clark Park Coalition	Fitness and community development activities
COMPAS	Arts activities to increase confidence, self-expression and knowledge of art forms
Family Alliance for Change "Future Stars"	Activities to practice goal-setting and planning
Grace in Action "Stitching Up Detroit Fashion Design Cooperative"	Marketing and business activities
Grace in Action "Phoenix Breakdancing Academy"	Breakdancing and communications activities
Grace in Action "Project Repurpose"	Furniture making and interior design
Heritage Works "Youth Ensemble Expansion"	Multicultural dancing and music

PFY Grantees' Thrive Activities

Grantee	Thrive *Wellbeing	Creativity	Leadership	Self-Esteem*
Latin Americans for Social and Economic Development	Encouragement of youth to participate in extracurricular activities
Life Directions "YEAH"	Urban farming to improve health and wellness
Life Directions "Summer Peer Leaders Development Program"	Urban farming to improve health and wellness
Living Arts	Dance workshops to improve fitness and confidence
Matrix Theatre Company "Playwriting Powerhouse"	Activities to learn about social issues and solutions
Mercy Education Project	Job shadowing experience
Mercy Education Project "College and Career Readiness Program"	Leadership training; team building
People's Community Services "Diamonds in the Rouge and Young Ladies of Pearls"	Art, music and meditation activities to reduce trauma and triggers.
SER-Metro Detroit	Fitness, nutrition, and emotional health activities
Southwest Rides	Mechanical skill building and lessons about bikes
Urban Neighborhood Initiatives, Inc. "Real Media"	Activities using multimedia tools to bring awareness to social issues in the community

PFY Grantees
Youth Served and ACT Focus

Grantee	Youth Served	ACT Focus		
	How many youth were served?	**Achieve**	**Connect**	**Thrive**
Access "Chasdey Condon Community Organization ACT Prep Program"	25	✓		✓
Access "JIRAN Youth Dialogues"	90		✓	✓
Alternatives for Girls "Youth-Engaged Academic Assistance and College Test Prep"	74	✓		
Alternatives for Girls (Future and Emerging Leaders)	78			✓
Alternatives for Girls (Youth Enrichment for in-school suspended students	36	✓		
American Indian Health and Family Services	Data unavailable			✓
Arts and Scraps "Science Club at Harms Elementary"	30	✓		
Arts and Scraps (STEM Scholars Program at Preist K-8)	16	✓		
Clark Park Coalition	370		✓	✓
COMPAS	30	✓		✓
Excellence for Detroit	15	✓		
Family Alliance for Change "Future Stars"	8		✓	✓
Grace in Action "Stitching Up Detroit Fashion Design Cooperative"	18		✓	✓
Grace in Action (Phoenix Breakdancing Academy)	12		✓	✓
Grace in Action (Project Repurpose)	41			✓
Total	**843**			

PFY Grantees
Youth Served and ACT Focus

Grantee	How many youth were served?	ACT Focus		
	Youth Served	Achieve	Connect	Thrive
Heritage Works "Youth Ensemble Expansion"	15		✔	✔
Latin Americans for Social and Economic Development	30	✔		
Life Directions (YEAH)	40	✔		
Life Directions Summer Peer Leaders Development Program	20	✔		
Living Arts	171	✔	✔	✔
Matrix Theatre Company (Playwriting Powerhouse)	Data unavailable	✔		
Mercy Education Project	51		✔	✔
Mercy Education Project "College and Career Readiness Program"	32	✔		✔
Mercy Education Project "Spring Break College Bootcamp"	19	✔	✔	✔
People's Community Services	9			✔
People's Community Services "Diamonds in the Rouge and Young Ladies of Pearls"	28	✔	✔	✔
SER-Metro Detroit	300	✔		✔
Southwest Rides	30		✔	✔
Urban Neighborhood Initiatives, Inc. (Real Media)	24		✔	✔
Zion Chapel Church	8		✔	✔
Zion Chapel Church "Stepping Stones for Success Tutoring Program"	50	✔	✔	
Total	**827**			

Appendix C: YDI Grantee Program Activities Categorized by Achieve, Connect, and Thrive

YDI Grantees' Achieve Activities

YDI Grantee	Achieve *Math | Literacy | College Readiness*
Coleman A. Young Foundation	Writing and schoolwork support
Development Centers, Inc.	Tutoring with a focus on improving students' GPA
Wellspring	ACT standardized test preparation
Motor City All-Stars Youth Impact, Inc.	Activities to prepare for college
Providence Empowerment Plan	Courses teaching computer and math skills
North End Neighborhood Patrol	STEAM activities in robotics, computing, and videography
TNT Educational Services	Tutoring with a focus on improving graduation rates
Inner City Youth Group	Poetry workshop with a focus on improving literacy
InsideOut Literary Arts Project	Tutoring in math and reading skills
Heritage Works	Homework support, mentor classroom visits, and activities to support parents
Leland Community Affairs, Inc.	Writing and schoolwork support

YDI Grantees' Connect Activities

Grantee	Connect *Relationships* | *Communication* | *Teamwork*
Coleman A. Young Foundation	Interaction with positive adult role models
InsideOut Literary Arts Project	Interaction and relationship-building time with professional poets
Heritage Works	Character building activities to reduce stress and increase social skills

YDI Grantees' Thrive Activities (Cohort One)

Grantee	Thrive *Wellbeing* | *Creativity* | *Leadership* | *Self-Esteem*
Motor City All-Stars Youth Impact, Inc.	Lessons on how to respond safely to police officers and financial stability lessons
Providence Empowerment Plan	Youth are inspired through poetry and performance sessions
Inner City Youth Group	Physical training activities and cultural craft activities
Leland Community Affairs, Inc.	Baseball practice and games
Temple of Faith Community Development Program	Art and cultural activities and events, and activities to teach life skills in health, conflict resolution, and financial budgeting
Pewabic Pottery	Basketball activities, job readiness activities
Detroit Sharks Youth Organization	Art activities
Sunbridge International Collaborative, Inc.	Conference with activities to prevent suicide; Workshops on diversity
College for Creative Studies	Pottery and poetry workshops

YDI Grantees' Thrive Activities (Cohort One)

Grantee	Thrive *Wellbeing* | *Creativity* | *Leadership* | *Self-Esteem*
Center for Youth and Families CCMO	Cheerleading and playing football in the community
Women in Touch	Creative activities like woodwork, t-shirt design, and gardening
Weaver Arts Academy	Arts activities
Art in Motion and Dana Keaton Collection	Fashion and Ceramics courses
God Land Unity Church "Tutor-in-time"	Activities focusing on arts and culture in Detroit and Ontario, Canada to learn about slavery and regional history
St. Martha's Commons	Museum docent training and activities

YDI Grantees
Youth Served and ACT Focus

Grantee	How many youth were served?		ACT Focus		
	Youth Served	African American Youth Served	Achieve	Connect	Thrive
Temple of Faith Community Development Program	42	42			✓
Coleman A. Young Foundation	24	24	✓	✓	✓
Wellspring	15	15	✓		
Pewabic Pottery	150	Data Unavailable			✓
Detroit Sharks Youth Organization	92	87			✓
Motor City All-Stars Youth Impact, Inc.	100	79	✓		✓
Sunbridge International Collaborative, Inc.	30	29		✓	✓
College for Creative Studies	142	107	✓		✓
Center for Youth and Families CCMO	57	57	✓	✓	✓
Providence Empowerment Plan	59	39			✓
Total	**711**	**479**			

Skillman Foundation | Youth Development | 2016

YDI Grantees
Youth Served and ACT Focus

Grantee	How many youth were served?		ACT Focus		
	Youth Served	African American Youth Served	Achieve	Connect	Thrive
Women in Touch	23	23			✓
Weaver Arts Academy	226	220			✓
North End Neighborhood Patrol	20	17	✓		
Art in Motion and Dana Keaton Collection	12	8			✓
TNT Educational Services	15	10	✓		
Inner City Youth Group	238	238	✓		✓
InsideOut Literary Arts Project	10	10	✓	✓	✓
God Land Unity Church "Tutor-in-time"	30	30			✓
Heritage Works	85	85	✓	✓	✓
Leland Community Affairs, Inc.	40	40	✓		✓
St. Martha's Commons	12	Data unavailable			✓
Total	**711**	**681**			