

# Family & Children First Council Annual Report Out of School Time Programs

Begun Center for Violence Prevention Research and Education  
Case Western Reserve University  
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The Family & Children First Council (FCFC) of Cuyahoga County supports Out of School Time (OST) programs for children and teenagers as a proven strategy for keeping kids out of trouble, improving school performance, and preparing youth for careers and stable adulthood. These after-school and summer programs immerse youngsters of all ages in positive activities like tutoring and educational enrichment, arts and culture exposure, recreation, career exploration, or college readiness.

The Begun Center for Violence Prevention Research and Education at Case Western Reserve University conducted an evaluation of Out of School Time programs in Cuyahoga County. County government provides public funding for the programs through the Family & Children First Council, and private funding is provided by The Cleveland Foundation. The county contracts with Starting Point to select and manage grantees, and provide operational direction and professional development.

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## Executive Summary: Out of School Time (OST)

The report that follows includes tables and figures derived from Out of School Time (OST) data provided by Starting Point for Cuyahoga County agencies entering OST data in the Efforts to Outcomes (ETO) system. These tables and figures were created by taking multiple raw OST attendance datasets, cleaning and merging them, recoding and computing new variables when necessary, and aggregating data at the youth and neighborhood levels. The purpose of these analyses is to:

- provide the Family & Children First Council (FCFC) of Cuyahoga County and Starting Point with a comprehensive picture of the number, types, and intensity of OST programming occurring across Cuyahoga County and individual neighborhoods;
- highlight OST outcome areas and OST program dosage levels by individual neighborhoods, as well as the number of youth served by OST programming by outcome area;
- identify initial pretest/posttest changes on a number of youth developmental strengths and supports; and
- identify program strengths and areas for improvement.

This report presents findings from the use of three measurement tools:

- the Developmental Assets Profile (DAP) survey, which measures youth strengths and supports, typically comparing when a child enters a program (pretest) to a later time when they have participated in programming (posttest);
- the Program Quality Assessment (PQA or YPQA, for Youth Program Quality Assessment), which measures program strengths; and
- a satisfaction survey, which enhances knowledge about both youth and program experience.

Overall, the most common type of OST programming was related to academic achievement and arts and culture. The least common OST programming was focused on post-secondary access services and workforce development programming. These are potential program areas for examination, especially as youth become older and require college and workforce services.

Youth with pretest and posttest DAP survey data demonstrated improvement in several internal assets including Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. Youth also reported slight increases in external assets including improved levels of Support and Empowerment. Youth also believed they improved their Constructive Use of Time. Since participating in OST programming, more youth felt they had stronger bonds with their community as indicated by improved levels of Community assets. Analysis of an individual program at the Parma City School District revealed significant improvements in levels of Empowerment, Commitment to Learning, Positive Values, and Community assets.

A total of 1,018 satisfaction surveys were completed by youth program participants across 35 programs. The results indicated a high level of satisfaction with OST programming, with 98% noting that they were satisfied or very satisfied. A majority of the youth also provided written responses to open-ended questions about what they liked best about the program and what could be improved. The evaluators conducted a deeper analysis of these findings, grouping answers into themes. These results and themes provide program staff with direct feedback from participants about how to make their programs better from a youth perspective.

For the PQA (also known as the YPQA), programs were assessed on four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. The PQA combines self assessments by programs and external assessments by youth-development experts to identify their strengths and areas for improvement. A total of 131 programs participated in the PQA for the given time period. For all county programs, Safe Environment and Supportive Environment were assessed as exceeding national norms on both self and external assessments. These domains are the foundation of program quality. Cuyahoga County follows the national trend of Interaction and Engagement scores being lower, with opportunities to strengthen these domains through a Continuous Quality Improvement (CQI) process.

By tracking this data, Cuyahoga County can tell if funded programs are “trending up” to improve over time, and make decisions about how programs are offered. These levels of assessment are aiding programs in reaching their quality goals, to ultimately help young people develop and prepare for successful futures.

## OST Program Description

Out of School Time (OST) activities were coordinated by Starting Point, which disperses grant funds to neighborhood agencies that provide OST programming across Cuyahoga County. Examples of OST programming include educational and academic services, enrichment programming, career exploration activities, recreation, college readiness, and workforce development. The overarching purpose of the evaluation of OST programming was to identify potential impacts on youth development outcomes as well as report on OST dosage levels. A number of salient outcome findings are reported below.

## OST Program Dosage Data: 2012–2014

As shown in Table 1, a total of 4,953 unique youth were served in OST programming from October 2012 through September 2014. Programs serving the majority of youth included College Now (344), Bedford Heights Community Life Department (335), and the Jones Road Family Development Corporation (303).

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### 4,953 UNIQUE YOUTH PARTICIPATED IN OUT OF SCHOOL TIME PROGRAMMING

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Although serving fewer numbers of youth than the above OST agencies, several other agencies provided significant amounts of OST programming to their youth populations. On average, youth at St. Martin de Porres had 151 contacts with OST programming during this time period, followed by Harvard Community Services Center (147), and Open Doors Academy–Union-Miles (121). The 67 youth at the Harvard Community Services Center received an average of 225 hours of programming during this period, 120 St. Martin de Porres youth received 198 hours, and 53 youth at the Open Doors Academy Union-Miles received an average of 183 hours of OST programming.

**TABLE 1. NUMBER OF YOUTH SERVED BY AGENCY LOCATION – OCTOBER 2012 THROUGH SEPTEMBER 2014**

Agency	Number of Youth Served	Average Contacts Per Youth	Average Contact Hours Per Youth
College Now	344	3.26	11.95
Bedford Heights Community Life Department	335	18.96	29.14
Jones Road Family Development Corporation	303	16.11	16.03
Bellaire-Puritas Development Corporation	255	35.35	78.49

<b>Parma City School District</b>	247	49.81	53.48
<b>Fatima Family Center</b>	239	51.09	128.12
<b>Friendly Inn Settlement, Inc.</b>	209	21.61	29.64
<b>Karamu House, Inc</b>	199	78.48	69.73
<b>Tremont West Development Corporation</b>	171	7.23	7.23
<b>National Youth Sports Program</b>	141	19.88	27.94
<b>University Settlement, Inc.</b>	122	135.04	108.78
<b>St. Martin de Porres</b>	120	151.18	198.26
<b>Cleveland Public Library</b>	119	7.81	11.34
<b>David's Challenge Incorporated</b>	118	82.84	78.98
<b>CMHA - Outhwaite</b>	114	66.09	57.21
<b>Ridgewood Family YMCA</b>	108	38.88	39.27
<b>Goodrich-Gannett Neighborhood Center</b>	100	65.53	71.91
<b>West Side Community House</b>	97	96.28	168.63
<b>Shaker Heights Public Library</b>	96	11.74	11.91
<b>Shore Cultural Center</b>	83	6.93	9.04
<b>Eleanor B. Rainey Memorial Institute</b>	78	99.53	99.07
<b>Open Doors Academy - Cleveland Heights</b>	74	56.64	147.50
<b>Cleveland UMADAOP</b>	74	29.01	87.58
<b>YMCA of Greater Cleveland Euclid Family Branch</b>	73	5.36	5.88
<b>Merrick House</b>	72	49.38	63.84
<b>Esperanza</b>	71	38.03	56.70
<b>Harvard Community Services Center</b>	67	146.78	224.77
<b>Peace in the Hood</b>	65	26.32	65.16
<b>CCPL - Warrensville Heights</b>	65	6.26	11.61
<b>America SCORES - Bellaire-Puritas</b>	62	34.44	36.75
<b>A Cultural Exchange</b>	61	10.85	10.21
<b>Open Doors Academy - Union-Miles</b>	53	121.21	182.98
<b>Center for Arts-Inspired Learning</b>	53	8.98	17.47
<b>Horizon Education Centers</b>	52	16.77	17.49
<b>St. Vincent Charity Medical Center</b>	52	6.71	7.13
<b>IMPACT Youth Enrichment</b>	49	52.84	67.62
<b>Lutheran Metropolitan Ministry</b>	49	8.63	12.00
<b>Mt. Calvary Baptist Church</b>	48	13.73	11.71
<b>America SCORES - Slavic Village</b>	46	29.09	36.13
<b>The Music Settlement</b>	43	32.00	25.73
<b>East Cleveland Neighborhood Center, Inc.</b>	42	14.31	50.26
<b>Richmond Heights Academy</b>	35	7.63	16.02
<b>Boys &amp; Girls Clubs of Cleveland - Mt. Pleasant</b>	30	11.30	31.94
<b>Mt. Pleasant Community Zone</b>	27	42.04	68.58
<b>Students of Promise</b>	26	44.92	78.15
<b>The Literacy Cooperative</b>	25	17.60	9.11
<b>Boys &amp; Girls Clubs of Cleveland - Slavic Village</b>	24	15.04	15.04

CCPL – Maple Heights	13	11.31	16.96
The Literacy Cooperative & CCPL – Warrensville Heights	4	62.75	69.81
<b>TOTAL</b>	<b>4,953</b>		

**TABLE 2. OST PROGRAM SERVICE NUMBERS BY NEIGHBORHOOD – OCTOBER 2012 THROUGH SEPTEMBER 2014**

Neighborhood	Total Number of OST Program Contacts	Total Hours of OST Program Contacts	Total Number of Youth Served in OST Programs
Bedford Hts	6,350	9,763	335
Bellaire-Puritas	11,808	22,855	365
Brooklyn	4,199	4,241	108
Central	12,399	13,087	375
Clark-Fulton	2,700	4,026	71
Cleveland Hts	4,191	10,915	74
Cudell	9,339	16,357	97
E. Cleveland	10,376	11,430	160
Euclid	966	1,179	156
Fairfax	15,617	13,876	199
Glenville	18,141	23,791	120
Hough	14,358	37,102	313
Lee Harvard	9,834	15,060	67
Maple Hts	147	221	13
Mt. Pleasant	3,185	7,045	122
N. Olmsted	872	909	52
Ohio City	423	588	49
Parma	12,302	13,209	247
Richmond Hts	267	561	35
Shaker Hts	3,716	4,457	145
Slavic Village	23,055	20,151	495
St. Clair-Superior	14,316	14,918	178
Tremont	6,167	6,938	286
Union Miles	6,424	9,698	53
Warrensville Hts	1,574	2,188	147
Woodland Hills	2,803	3,940	141
Unknown	3,881	8,114	550
<b>TOTAL</b>	<b>199,410</b>	<b>276,619</b>	<b>4,953</b>

As shown in Table 3, a total of 11,697 youth participated in the eight different OST program areas. This number is a duplicated count, since youth may participate in more than one OST program area. Nearly one-fourth (23%) of OST programming was focused on academic achievement and a slightly smaller



percentage on arts and culture (21%). It is noteworthy that only 4% of programming included post-secondary access services and 4% participated in workforce development programming, which could merit examination for older youth who require college and workforce services.

**TABLE 3. NUMBER OF YOUTH SERVED BY NEIGHBORHOOD AND PROGRAM AREA – OCTOBER 2012 THROUGH SEPTEMBER 2014**

Neighborhood	OST Program Area								Total
	Academic Achievement	Arts & Culture	Enrichment / Exposure	Life Skills	Post-Secondary Access	Social Support	Wellness	Workforce Development	
Bedford Hts	117	107	158	106			231		719
Bellaire-Puritas	143	270		55			61	6	544
Brooklyn	91	101	83	19		22	89	57	462
Central	204	181	81	84	69	88	64	47	890
Clark-Fulton	24	28				26	42		120
Cleveland Hts	67	65	25	62	37	39	13	45	353
Cudell	77	92	57	83	33	54	87	50	533
E. Cleveland	109	20	110	59	3	58	95		454
Euclid		81		4			79	11	175
Fairfax	164	192		151		21	52		580
Glenville	111	21	117		28	73	86		436
Hough	152	236	249		17	64	72	18	808
Lee Harvard	59	39	64	15			16		193
Maple Hts	13								13
Mt. Pleasant		72	30	38	20	92	42	82	380
N. Olmsted	52								52
Ohio City		49					11		60
Parma	151	96	130	52		107	129		669
Richmond Hts	35								35
Shaker Hts	133	42	28	15	17	34	24	39	363
Slavic Village	228	403	132	90		16	160	57	1093
St. Clair-Superior	150	152	119	48		58	60	27	639
Tremont	11	24		48	25		242		350
Union Miles	52	35	34	51		35	31		238
Warrensville Hts	94	53							147
Woodland Hills	126	88	77	137	16	69	121	21	655
Unknown	361	58	26	22	191	26	26	26	736
<b>TOTAL</b>	<b>2,724</b>	<b>2,505</b>	<b>1,520</b>	<b>1,139</b>	<b>456</b>	<b>882</b>	<b>1,833</b>	<b>486</b>	<b>11,697<sup>1</sup></b>

<sup>1</sup> This number is a duplicated count of youth in the eight OST program areas. Youth may be counted in more than one OST program area.

## **Developmental Assets Profile (DAP) Findings: 2012–2014**

The Developmental Assets Profile (DAP) is a 58-item survey developed to measure youth strengths and supports. “Assets” are the skills, relationships, or behaviors that can positively influence a young person’s growth and development. External assets include Support, Empowerment, Boundaries and Expectations, and Constructive Use of Time. Internal assets include Commitment to Learning, Positive Values, Social Competencies, and Positive Identity. The DAP also measures context areas related to the young person’s environments, including Personal, Social, Family, School, and Community.

The Begun Center evaluators accessed, managed, and analyzed DAP data. Starting Point staff provided DAP data downloads to the Begun Center evaluation staff on a quarterly basis.

### **OST Sites by DAP Administration Eligibility Cohorts**

Because of significant variance across program structures, duration and participant ages (i.e., age 8 is the minimum age for the DAP), it was anticipated that many OST programs would not be an appropriate fit for the DAP. Some of the programs could be excluded initially because the pre/post DAP survey administration design was not feasible for them if they use drop-in programming and/or if the group meets only a few times. Outcomes would still be gathered for these programs, however, by using a one-time or exit-style satisfaction and feedback survey (see page 21 for satisfaction survey results).

Additional correspondence with the Search Institute, the group that created and validated the DAP, helped the OST team develop inclusion criteria for the remaining program types. For example, it was determined that programs using the DAP should meet at least weekly and over a 12-week duration. As a final step in the process of determining eligibility, all OST sites/programs were grouped into three categories (see Table 4). Group A represents agencies operating non-DAP eligible programs, mostly due to the fact that programs meet one time only, have drop-in programs with changing populations, or serve mostly youth under 8 years of age. Group A receives only a satisfaction survey. Group B includes agencies that should be administering the DAP as a pretest and posttest survey to youth 8 years and older. Group B youth should also receive a satisfaction survey. Finally, Group C contains agencies that have a mix of programs where some youth fall into Group A and some into Group B. Some youth in Group C receive only the satisfaction survey while other youth receive the DAP.

**TABLE 4. OST SITES BY DAP ADMINISTRATION ELIGIBILITY COHORTS****Group A – Satisfaction Surveys Only**

YMCA of Greater Cleveland – Euclid Family YMCA
Tremont West Development Corporation
Shore Cultural Centre
Cuyahoga County Public Library – Brooklyn Branch
College NOW
Bellaire Puritas Development Corporation
Art House, Inc. at Artemus Ward – Infrequent programming
A Cultural Exchange, Inc. at Rolland Elementary

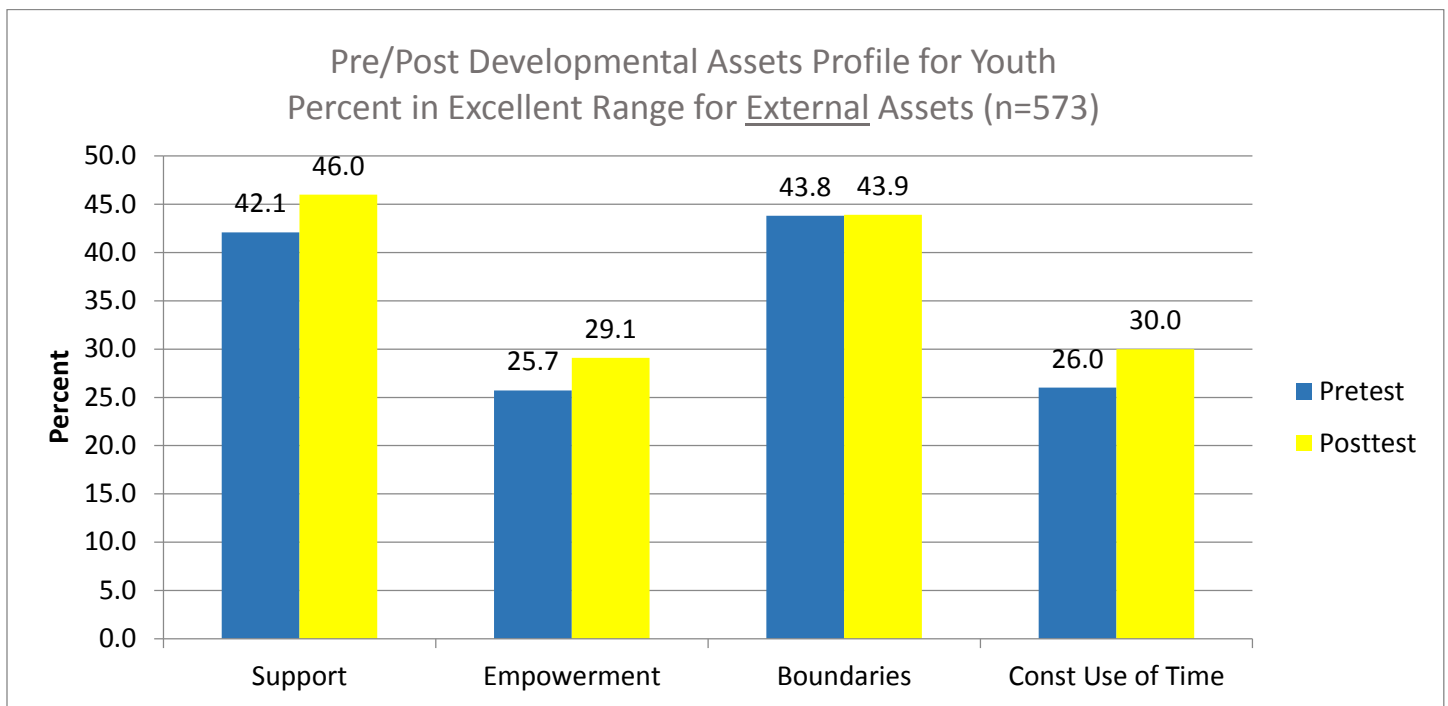
**Group B – PreDAP, PostDAP and Satisfaction Surveys with ALL Youth**

Esperanza, Inc.
America Scores at Artemis Ward School and Robinson G. Jones School
Brooklyn City School District – Hurricane Café at Brooklyn Middle School
University Hospitals Parma Medical Center Health Education Center
Cuyahoga County Public Library Brooklyn Branch
Ridgewood Family YMCA
Catholic Charities Corporation d.b.a. Fatima Family Center
David’s Challenge at David’s Challenge and at Boys & Girls Clubs of East Cleveland
Cleveland Minority Alcoholism Drug Abuse Outreach Project d.b.a. Cleveland UMADAOP
Friendly Inn Settlement, Inc.
Reading RAMM – serves same youth at Friendly Inn
Cuyahoga Metropolitan Housing Authority – Outhwaite Homes Community Center
Harvard Community Services Center
John F. Kennedy Recreation Center
Horizon Education Centers at David Drive
Horizon Education Centers at NOMS
Maple Intermediate School – feeder school – same youth above
North Olmsted Middle School – same youth above
Karamu House, Inc.
Cleveland Inner City Boxing – serves Karamu youth, same youth as above
Lutheran Metropolitan Ministry
Center for Arts-Inspired Learning at LMM
The Music Settlement
Neighborhood Leadership Institute – Mt Pleasant YAN at NLI
Boys & Girls Clubs of Cleveland – Mt. Pleasant
Coalition for a Better Life d.b.a. Peace in the Hood, Inc.
Case Western Reserve University/National Youth Sports Program (summer DAP)
Bethany Christian Church at NYSP

Open Doors, Inc. CHUH d.b.a. Open Doors Academy
Cleveland Heights-University Heights City School District (youth served at Open Doors)
Open Doors, Inc. d.b.a. Open Doors Academy at Miles Park Elementary
Drame Drum and Dance
Lake Erie Ink
Miles Park Elementary School
Parma City School District/Parma Area Family Collaborative at Hannah Bldg and Shiloh
Cuyahoga County Public Library – Parma (Same youth)
Ohio Guidestone
Ridgewood Family YMCA
University Hospitals Parma Medical Center Health Education Center
IMPACT Youth Enrichment Program
Slavic Village Development – America Scores at Willow School
Boys & Girls Clubs of Cleveland – Slavic Village
Jones Road Family Development Corporation at Jones Road Church
Jones Road Family Development Corporation at Holy Name School
Jones Road Family Development Corporation at Fullerton School
University Settlement, Inc.
Eleanor B. Rainey Memorial Institute d.b.a. Rainey Institute
Goodrich-Gannett Neighborhood Center
St. Clair Superior Development Corporation – lead agency not funded– no direct service
America Scores at Case School (large segment of younger children)
Catholic Charities Corporation d.b.a. St. Martin de Porres Family Center
Case Western Reserve University Infectious Diseases Alliance
Warrensville Heights High School – program by Center for Arts-Inspired learning and CCC with school youth
Center for Arts-Inspired Learning
Cuyahoga Community College Foundation d.b.a. Tri-C Foundation – same youth served as CAL above
Richmond Heights Academy
Reading RAMM
Cleveland Public Library at Woodland, Garden Valley, Addison, and Walz
West Side Community House
Center for Arts-Inspired Learning – serve same youth above at West Side Community House
<b>Group C – Combination of both A and B Programs</b>
Merrick House
City of Bedford Heights d.b.a. Department of Community Life – DAP summer
Mt. Calvary Baptist Church Community Development Company – DAP school year program
East Cleveland Neighborhood Center, Inc.
Bellaire Puritas Development Corporation
Cuyahoga Metropolitan Housing Authority – Riverside / Kamm's SPA

A total of 1,515 youth have been administered the Developmental Assets Profile (DAP) survey at least once between October 2012 and June 2014. Of the total 1,515 youth, 942 have only one DAP administration date; 441 have been administered two DAPs, 129 have been administered three DAPs, and three youth have been administered the DAP four times during that time period. For the charts that follow, pretest DAP data was defined as a youth’s first administration date and posttest DAP data was defined as their last administration date. A total of 573 youth have been administered two or more DAPs.

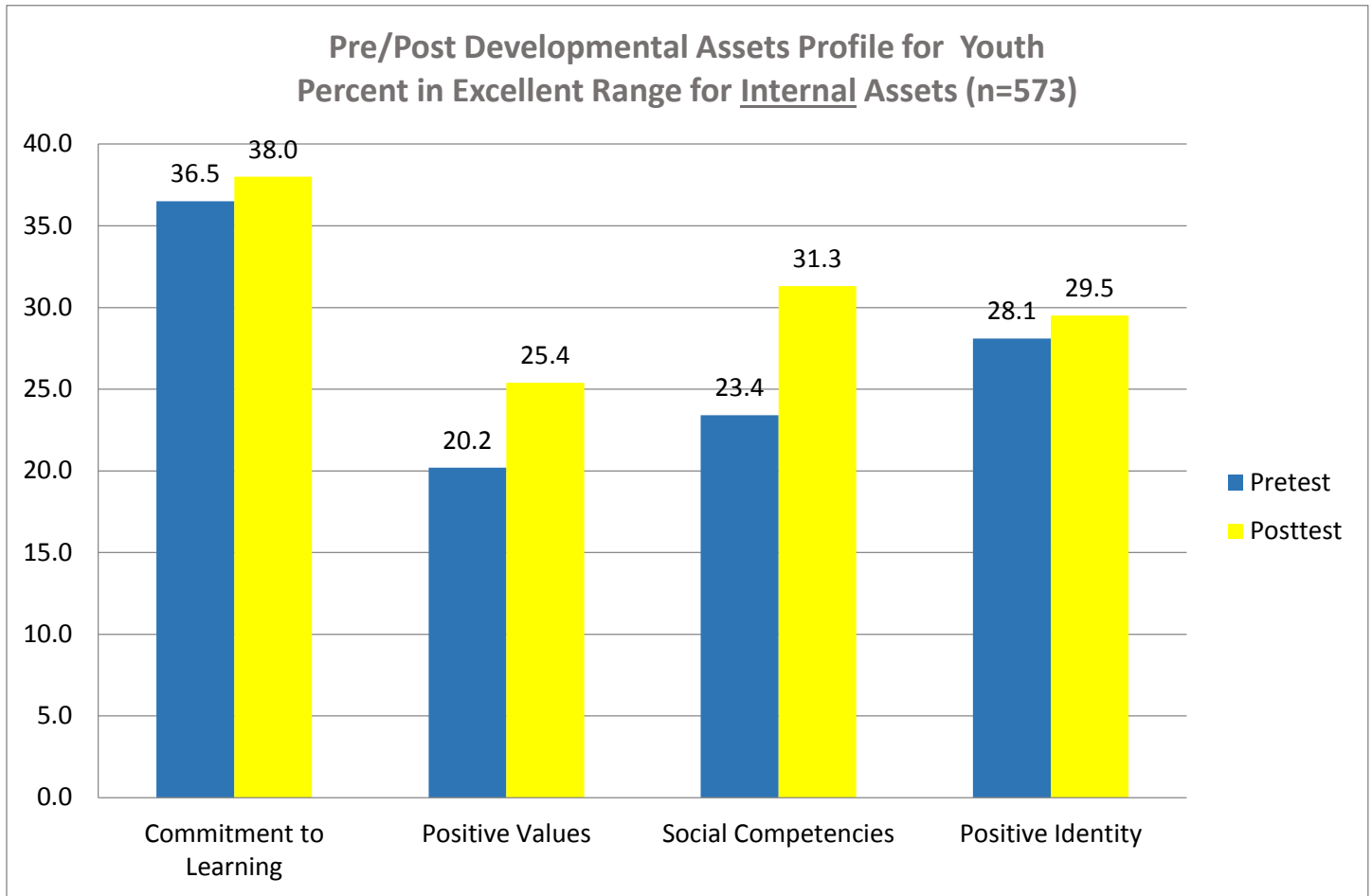
**Figure 1: Pre/Post DAP for Youth, Percent in Excellent Range for External Assets**



- As shown in Figure 1, at posttest DAP administration, a higher percentage of youth who received services now feel like they have “excellent” Support (e.g., parents help, caring school, adult support) compared with pretest Support levels (46% and 42.1%, respectively).
- There was 3.4 percentage point increase in the proportion of youth who were in the “excellent” range for the Empowerment asset (e.g., feels valued, has family tasks, safe at school) from pretest to posttest DAP administration (25.7% to 29.1%, respectively).

- Youth in the “excellent” range for the Constructive Use of Time asset (e.g., participates in sports, creative activities, quality time at home) increased 4.0 percentage points from 26% at pretest to 30% at posttest.

**Figure 2: Pre/Post DAP for Youth, Percent in Excellent Range for Internal Assets**



- As seen in Figure 2, at the time of their DAP posttest, youth were slightly more likely to have “excellent” Commitment to Learning (38%) compared to pretest percentage (36.5%).
- Posttest DAP data also showed a 5.2 percentage point increase in the percentage of youth with “excellent” levels of Positive Values (e.g., values helping, helps community, respects others).

- Especially noteworthy is the 7.9 percentage point increase in the proportion of youth with “excellent” Social Competencies such as avoiding unhealthy behavior, expressing feelings, and resisting pressures.

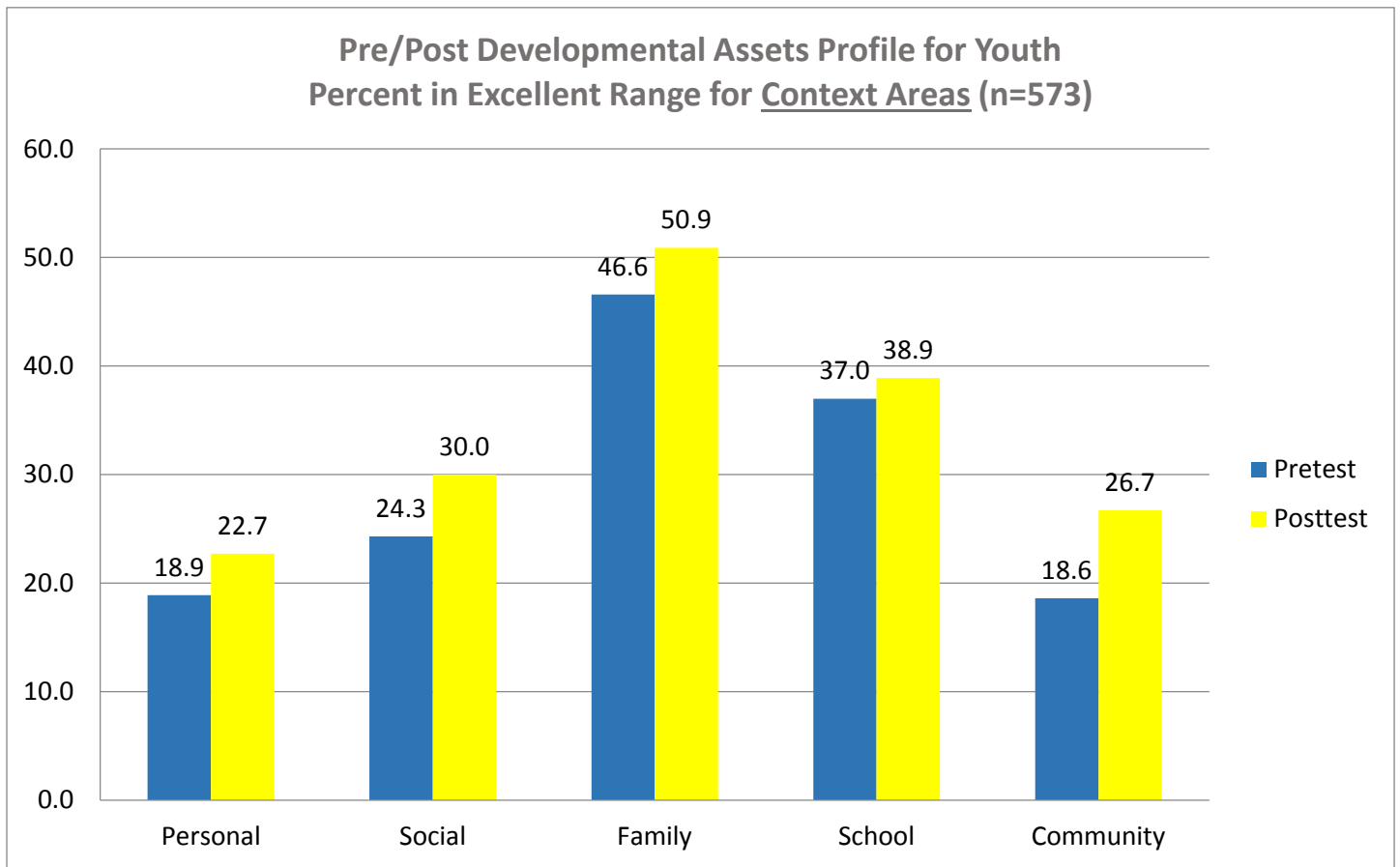
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YOUTH **IMPROVED IN INTERNAL ASSETS**, INCLUDING COMMITMENT TO LEARNING, POSITIVE VALUES, SOCIAL COMPETENCIES, AND POSITIVE IDENTITY.

YOUTH ALSO REPORTED SLIGHT **INCREASES IN EXTERNAL ASSETS**, INCLUDING IMPROVED LEVELS OF SUPPORT AND FEELINGS OF EMPOWERMENT, AND CONSTRUCTIVE USE OF TIME.

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**Figure 3: Pre/Post DAP for Youth, Percent in Excellent Range for Context Areas**



Context areas are comprised of DAP items that address youth environments where they live, go to school, and socialize. Improvements were especially strong in Community assets, indicating youth felt they had stronger bonds with their community.

- As shown in Figure 3, youth improved in all of their context areas. There was a 5.7 percentage increase in the Social context domain (e.g., builds friendships, values helping, feels values, has peer or adult role models) and a 4.3 percentage point increase in their Family context (e.g., gets advice from parents, feels safe at home, family support).
- It is noteworthy that 8.1 percent of youth were more likely to report their Community context as “excellent” at the posttest administration compared with their pretest (26.7 and 18.6%, respectively). Examples of items that comprise the Community context area include: helps the community, respects others, and has useful roles in the community.



## ***Highlight on Parma City School District***

### **Site Specific Findings: Parma**

In the coming months, more OST program sites will collect more DAP data, resulting in higher numbers of matched pretests and posttests. At this time, an examination of DAP outcomes by individual agency sites revealed that one site, Parma City School District, had 50 youth with matched pretest and posttest DAP surveys.

Small numbers of matched pretest and posttest data (i.e., less than 50 youth) make it difficult to perform reliable statistical tests that compare mean differences on DAP measures. Future reports will include additional site-specific analysis findings as greater numbers of matched pretest and posttest DAPs are completed. This site sub-analysis highlights gains that were identified as statistically significant differences from pretest to posttest survey for youth provided OST services at the Parma City School District.

**TABLE 5. NUMBER OF YOUTH SERVED BY PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014**

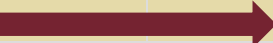



<b>Number of Youth Served</b>	<b>Average Contacts Per Youth</b>	<b>Average Contact Hours Per Youth</b>	<b>Number of Youth with Matched Pretest &amp; Posttest DAP</b>
247	47.8	51.4	50

As shown in Table 5, a total of 247 unique youth were provided OST programming at the Parma City School District site from October 2012 through the end of September 2014. This subset of youth had an average of 48 contacts with the OST site during that time, with an average OST program dosage of 51 hours per youth for those 48 times they received OST programming.

### **Developmental Asset Profile (DAP) Youth Outcome Data: Parma**

Analyses findings presented in Table 6 show statistically significant posttest improvements on DAP survey items for youth receiving OST programming in the Parma City School District. Only DAP items with statistically significant posttest gains are included in the first column.

**TABLE 6. SIGNIFICANT DAP ASSET IMPROVEMENTS FOR YOUTH SERVED BY PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

DAP Domain	Pretest Mean (Asset Level)	Posttest Mean (Asset Level)	Mean Gain
<b>EXTERNAL ASSETS</b>			
<b>Empowerment</b>	20.0 (Fair) 	23.4 (Good)	3.4**
<b>INTERNAL ASSETS</b>			
<b>Commitment to Learning</b>	19.6 (Fair) 	22.4 (Good)	2.8*
<b>Positive Values</b>	20.5 (Fair) 	22.6 (Good)	2.1*
<b>Social Competencies</b>	21.0 (Good)	23.2 (Good)	2.2*
<b>CONTEXT AREA</b>			
<b>Social</b>	21.1 (Good)	23.3 (Good)	2.2*
<b>School</b>	21.8 (Good)	24.1 (Good)	2.3*
<b>Community</b>	20.0 (Fair) 	22.5 (Good)	2.5*

*NOTE: Statistically significant difference at the .001(\*\*\*), .01 (\*\*) and .05 (\*) level of confidence*

As seen under external assets, youth at the Parma City School District demonstrated gains on the Empowerment domain, with a statistically significant posttest improvement of 3.4 percentage points. This improvement is especially noteworthy because posttest gains moved this subset of youth from “fair” levels of Empowerment (mean=20.0) to “good” levels of Empowerment (mean=23.4).

Multiple internal assets demonstrated posttest improvements for this subset of youth. Parma City School District youth improved 2.8 percentage points for the DAP Commitment to Learning asset, moving from “fair” to “good.” Similarly, these youth made statistically significant improvements in their level of Positive Values and also moved from a “fair” level for this asset into the “good” range. Finally, this group of youth made significant improvements in their Community context area, improving from a pretest mean of 20.0 (fair) to a posttest mean of 22.5 (good).

The next step in analyzing DAP asset items was to examine posttest changes in individual DAP items that comprise DAP domains that showed statistically significant change in the above table (i.e., Empowerment, Commitment to Learning, Positive Values, Social Competencies, and Context areas).

**TABLE 7. CHANGES IN INDIVIDUAL EMPOWERMENT ASSET ITEMS FOR YOUTH SERVED AT PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

<b>Individual Empowerment Items<sup>2</sup></b>			
	<b>Pre</b>	<b>Post</b>	<b>Percentage Point Improvement</b>
<b>Included in family tasks</b>	34.7	57.1	+22.4
<b>Is given useful roles</b>	34.7	55.1	+20.4
<b>Feels safe at school</b>	38.0	57.1	+19.1
<b>Lives in a safe neighborhood</b>	52.0	61.7	+9.7
<b>Feels safe at home</b>	68.1	77.1	+9.0
<b>Feels valued</b>	34.0	36.0	+2.0

As shown in Table 7, the Empowerment asset is composed of six individual items. Analysis of pretest/posttest differences for each of these individual Empowerment items revealed significant improvements.

The percentage of youth who indicated they were regularly included in family tasks improved by 22.4 points from 34.7% to 57.1%. Compared with pretest percentages, this group of youth was also more likely at posttest to indicate they are given useful roles (34.7% and 55.1%, respectively) and feel safe at school (38% and 57.1%, respectively). Smaller posttest Empowerment improvements were present for neighborhood and home safety items.

<sup>2</sup> Defined as Percent “Extremely” or “Almost Always”

**TABLE 8. CHANGES IN INDIVIDUAL COMMITMENT TO LEARNING, POSITIVE VALUES, AND SOCIAL COMPETENCIES ASSET ITEMS FOR YOUTH SERVED AT PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

<b>Individual Commitment to Learning Items<sup>3</sup></b>			
	<b>Pre</b>	<b>Post</b>	<b>Percentage Point Improvement</b>
<b>Cares about school</b>	30.0	52.0	+22.0
<b>Enjoys learning</b>	20.4	42.0	+21.6
<b>Is engaged in learning</b>	44.0	62.0	+18.0
<b>Does homework</b>	42.9	60.0	+17.1
<b>Enjoys reading</b>	25.0	39.6	+14.6
<b>Is encouraged to try new things</b>	46.0	60.4	+14.4
<b>Is eager to do well in school</b>	60.4	65.3	+4.9
<b>Individual Positive Values Items</b>			
<b>Serving others</b>	22.4	49.0	+26.6
<b>Help community</b>	32.0	53.1	+21.1
<b>Help solve problems</b>	34.0	45.8	+11.8
<b>Healthy habits</b>	37.5	46.9	+9.4
<b>Values honesty</b>	34.7	42.0	+7.3
<b>Encouraged to help</b>	46.0	53.1	+7.1
<b>Values helping</b>	62.0	68.0	+6.0
<b>Stands up for beliefs</b>	36.7	42.0	+5.3
<b>Respect others</b>	54.0	57.1	+3.1
<b>Take responsibility</b>	50.0	50.0	0
<b>Avoids alcohol</b>	83.7	76.0	-7.7
<b>Individual Social Competencies Items</b>			
<b>Resolves conflicts</b>	29.2	54.2	+25.0
<b>Expresses feelings</b>	18.0	36.7	+18.7
<b>Accepts others</b>	65.3	79.6	+14.3
<b>Sensitive to others</b>	40.0	53.1	+13.1
<b>Plans ahead</b>	31.9	44.0	+12.1
<b>Builds friendships</b>	40.8	45.8	+5.0
<b>Resists pressure</b>	53.1	58.0	+4.9
<b>Avoids unhealthy behavior</b>	58.0	57.1	-0.9

As shown in Table 8, youth at the Parma City School District demonstrated notable improvements in individual DAP Commitment to Learning items. At pretest, 30% of these youth indicated caring about school “almost always,” while *over half* of these same youth indicated this at the posttest (52%). Youth indicating that they enjoyed learning improved 21.6 percentage points, while reading enjoyment improved 14.6 percentage points. Youth were also more likely at posttest to indicate they were engaged

<sup>3</sup> Defined as Percent “Extremely” or “Almost Always”

in learning (+18.0) and that they do their homework (+17.1). Finally, this group of youth was more likely at posttest to indicate that they were encouraged to try new things (+14.4).

---

**AT PRETEST, 30% OF YOUTH INDICATED CARING ABOUT SCHOOL “ALMOST ALWAYS.”  
OVER HALF OF YOUTH INDICATED THIS AT POSTTEST (52%).**

---

Table 8 also contains individual Positive Values items from the DAP. At posttest, nearly half (49%) of youth at the Parma City School District site indicated they serve others in their community, compared with only 22.4% at pretest. Similarly, over half (53.1%) at posttest indicated helping to make their community a better place compared to 32% at pretest. Finally, there was an 11.8 percentage point posttest increase in youth who indicated they try to help solve social problems.

Individual Social Competency items also demonstrated notable improvement from pretest to posttest. Over half (54.2%) of youth at this agency indicated at posttest that they try to resolve conflicts without anyone getting hurt, compared to 29.2% at pretest. A very low percentage (18%) of youth indicated at

**TABLE 9. CHANGES IN INDIVIDUAL SOCIAL CONTEXT ITEMS FOR YOUTH SERVED AT PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

<b>Individual Social Context Items<sup>4</sup></b>			
	<b>Pre</b>	<b>Post</b>	<b>Percentage Point Improvement</b>
<b>Resolves conflicts</b>	29.2	54.2	+25.0
<b>Expresses feelings</b>	18.0	36.7	+18.7
<b>Encouraged to try new things</b>	46.0	60.4	+14.4
<b>Sensitive to others</b>	40.0	53.1	+13.1
<b>Overcomes challenges</b>	27.1	38.0	+10.9
<b>Encouraged to help others</b>	46.0	53.1	+7.1
<b>Values helping</b>	62.0	68.0	+6.0
<b>Builds friendships</b>	40.8	45.8	+5.0
<b>Resists pressures</b>	53.1	58.0	+4.9
<b>Has peer role models</b>	46.9	51.0	+4.1
<b>Feels valued</b>	34.0	36.0	+2.0
<b>Has adult role models</b>	68.0	69.4	+1.4
<b>Has adult support</b>	66.7	66.0	-0.7

<sup>4</sup> Defined as Percent “Extremely” or “Almost Always”

pretest that they usually express their feelings in proper ways, compared with 36.7% at posttest.

Several of the individual Social context items listed in Table 9 are also used in some of the external and internal asset domains discussed in the above two tables. Individual Social context areas that showed noteworthy posttest improvement included: resolved conflicts (+25), expressed feelings (+18.7), and encouraged to try new things (+14.4). A notable finding is that for this subset of youth, only 27.1% at pretest indicated they overcome challenges in positive ways, compared to 38% at posttest. Finally, it is also notable that only 34% of youth at pretest felt valued and appreciated by others, a percentage that remained at 36% at posttest.

**TABLE 10. CHANGES IN INDIVIDUAL SCHOOL CONTEXT ITEMS FOR YOUTH SERVED AT PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

<b>Individual School Context Items<sup>5</sup></b>			
	<b>Pre</b>	<b>Post</b>	<b>Percentage Point Improvement</b>
<b>Cares about school</b>	30.0	52.0	+22.0
<b>Enjoys learning</b>	20.4	42.0	+21.6
<b>Feels safe at school</b>	38.0	57.1	+19.1
<b>Engaged in learning</b>	44.0	62.0	+18.0
<b>Does homework</b>	42.9	60.0	+17.1
<b>Clear school rules</b>	62.0	69.4	+7.4
<b>Motivated</b>	60.4	65.3	+4.9
<b>Teachers encourage</b>	69.4	71.1	+1.7
<b>Caring school</b>	61.2	60.4	-0.8
<b>Fair school rules</b>	69.4	63.8	-5.6

As seen in Table 10, three out of 10 (30%) youth receiving OST programming at the Parma City School District site indicate caring about school at pretest, a percentage that increased to 52% at posttest. Youth at this site also increased engagement in learning and reported increased enjoyment with learning.

<sup>5</sup> Defined as Percent “Extremely” or “Almost Always”

**TABLE 11. CHANGES IN INDIVIDUAL COMMUNITY CONTEXT ITEMS FOR YOUTH SERVED AT PARMA CITY SCHOOL DISTRICT – OCTOBER 2012 THROUGH SEPTEMBER 2014 (N=50)**

<b>Individual Community Context Items<sup>6</sup></b>			
	<b>Pre</b>	<b>Post</b>	<b>Percentage Point Improvement</b>
<b>Serving others in community</b>	22.4	49.0	+26.6
<b>Help community</b>	32.0	53.1	+21.1
<b>Given useful roles</b>	34.7	55.1	+20.4
<b>Has good neighbors</b>	34.7	50.0	+15.3
<b>Accepts others</b>	65.3	79.6	+14.3
<b>Try to help solve social problems</b>	34.0	45.8	+11.8
<b>Involved in religious activities</b>	34.0	44.9	+10.9
<b>Lives in a safe neighborhood</b>	52.0	61.7	+9.7
<b>Involved in creative activities</b>	53.1	62.5	+9.4
<b>Respect others</b>	54.0	57.1	+3.1
<b>Involved in sport, club, group</b>	71.4	72.3	+0.9
<b>Neighbors monitor me</b>	44.9	43.5	-1.4

At posttest, higher percentages of youth at the Parma City School District site reported increased service to their communities. Youth were also more likely at posttest to report being given useful roles in the community.

Overall, preliminary findings reveal that youth with matched pre- and posttest data improved in multiple developmental assets. These improvements were especially noticeable with internal assets such as Commitment to Learning, Positive Values, and Social Competencies. Many youth were also more likely to indicate they now have very strong involvement and roles in their community. Although data trends in the above Parma City School District tables are positive, caution should be taken when making generalizations about OST effectiveness based on a small subset of youth at one OST site. Analyses focusing on specific OST sites such as the Parma City School District example will be easier to complete once greater numbers of youth have multiple DAP survey administrations.

<sup>6</sup> Defined as Percent “Extremely” or “Almost Always”

## **Satisfaction Survey Findings: 2014**

OST satisfaction surveys were created in conjunction with Starting Point and Begun Center staff and utilized by 35 programs to determine: a) levels of youth satisfaction; b) whether this was the first time a youth had utilized a program; c) whether youth would use the program in the future; and d) whether youth would recommend the program to a friend. Additionally, an open-ended written response was included within the survey. Gender, age, and program outcome category data were also collected.

A total of 1,018 surveys were completed by youth participants in 2014 across the 35 programs.

For OST satisfaction surveys, the majority of youth (98%) indicated that they were satisfied or very satisfied with the program. This trend was noted across age groups and genders.

The majority of first-time users of the program, across genders and age, were also either satisfied or very satisfied with the program and would use the program again, suggesting these youth would have continued participation in the programs.

Open-ended qualitative responses about what was liked best about the program were primarily about program content (Active Engagement, 54.3%) and what was learned in the program (Learning/Education, 14.1%). Open-ended responses regarding program improvements primarily centered on improvements to program content (22.3%), or requests for additional programming or extending existing programming (14.4%).

Open-ended responses provided opportunities for youth to voice their opinions regarding program content and improvements. Depth of response from youth was limited due to the short, open-ended written-responses format. Given the response from youth on the surveys, and efforts to write comments, it is clear that youth wish to give voice to their opinions and perspectives on OST programming.

These surveys should be continued with some strategies incorporated in future distribution to collect more in-depth responses from youth participants.



## Completion Rates for Satisfaction Surveys

**TABLE 12: COMPLETED SATISFACTION SURVEYS BY PROGRAM OUTCOME CATEGORY**

Outcome Categories	Number	Percent
Academic Achievement	326	32
Enrichment and Exposure	191	18.8
Wellness	184	18.1
Arts and Culture	146	14.3
Life Skills	73	7.2
Post-Secondary Access	45	4.4
Workforce Development	42	4.1
Social Support	11	1.1
<b>Total</b>	<b>1,018</b>	<b>100</b>

Surveys were collected primarily among programs that offered Academic Achievement (32%), Enrichment and Exposure (19%), Wellness (18%), and Arts and Culture (14%).

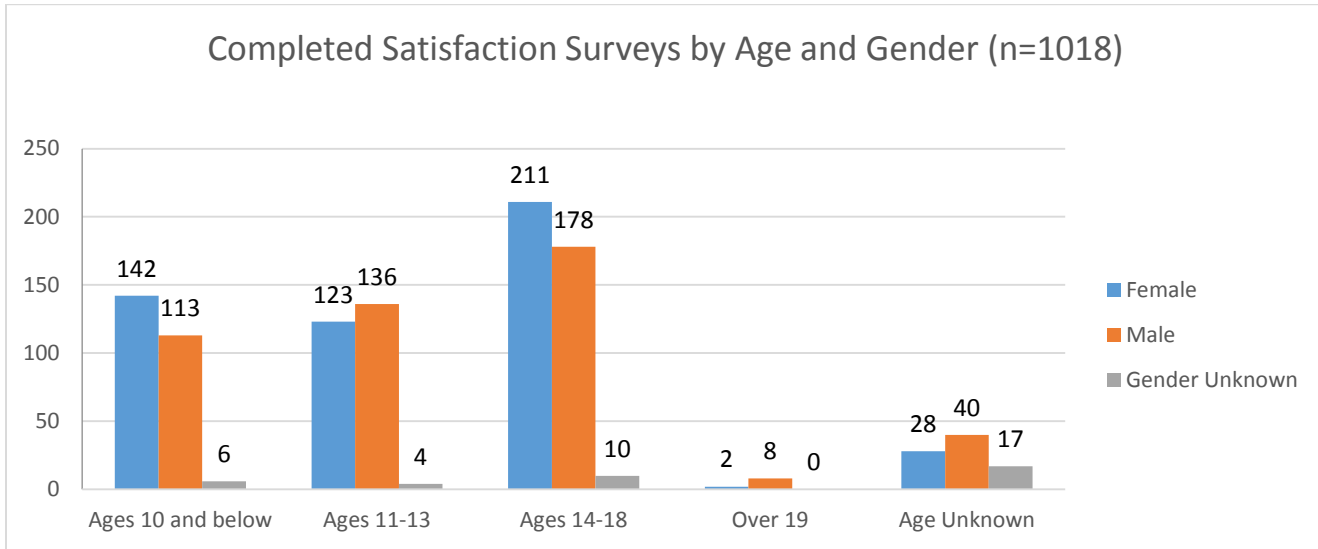
**TABLE 13: COMPLETED SATISFACTION SURVEYS BY AGENCY**

Agency	Number
College Now	110
University Settlement, Inc.	72
Bellaire-Puritas Development Corporation	72
Karamu House, Inc.	69
Merrick House	60
Eleanor B. Rainey Memorial Institute	52
ODA Cleveland Heights	51
Fatima Family Center	44
Bedford Heights Community Life Department	41
Students of Promise - Maple Heights	40
America SCORES – Bellaire-Puritas	34
Jones Road Family Development Corporation	33
Mt. Calvary Baptist Church	31

<b>Lutheran Metropolitan Ministry</b>	30
<b>Parma City School District</b>	29
<b>Goodrich-Gannett Neighborhood Center</b>	26
<b>Students of Promise – Maple H.S.</b>	21
<b>National Youth Sports Program</b>	21
<b>IMPACT Youth Enrichment</b>	17
<b>Mt. Pleasant Community Zone</b>	16
<b>Richmond Heights Academy</b>	15
<b>Peace in the Hood</b>	15
<b>Cleveland UMADAOP</b>	14
<b>America SCORES – Slavic Village</b>	14
<b>West Side Community House</b>	11
<b>Horizon Education Centers</b>	11
<b>Shaker Heights Public Library</b>	10
<b>CCPL – Maple Heights</b>	10
<b>YMCA Euclid Branch</b>	9
<b>The Music Settlement</b>	9
<b>Esperanza</b>	8
<b>CCPL – Warrensville</b>	8
<b>ODA Union-Miles</b>	7
<b>CCPL – Garfield Heights</b>	5
<b>Center for Arts</b>	3

Across all 35 agencies, 18 programs submitted more than 20 satisfaction survey responses, and 17 submitted fewer than 20 surveys.

**Figure 4: Completed Satisfaction Surveys by Gender and Age Group**



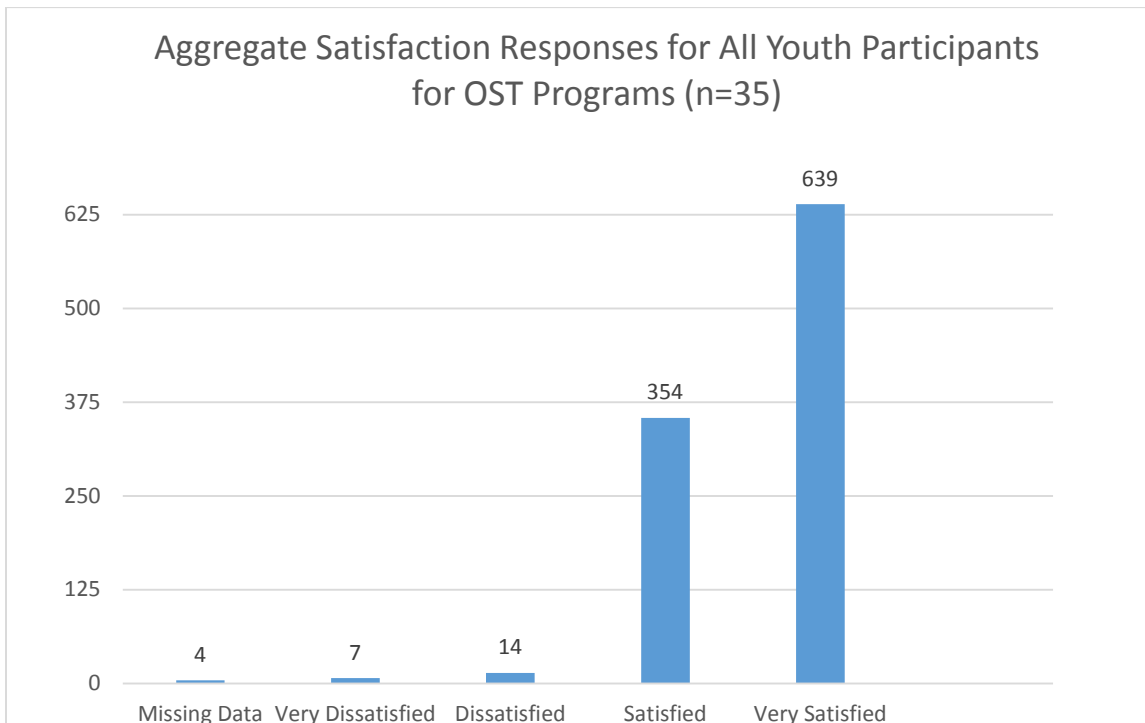
For youth completing surveys, the youth in 14–18 age group (39% of the total respondents) completed the most surveys across each age group.

## Results for Satisfaction Surveys

A total of 1,018 satisfaction surveys were completed across 35 programs. Ninety-eight percent (98%) of youth completing a satisfaction survey indicated that they were satisfied or very satisfied with the programming offered.

### Percentage of Youth Satisfied or Very Satisfied with Programming

**Figure 5: Aggregate Satisfaction Scores**



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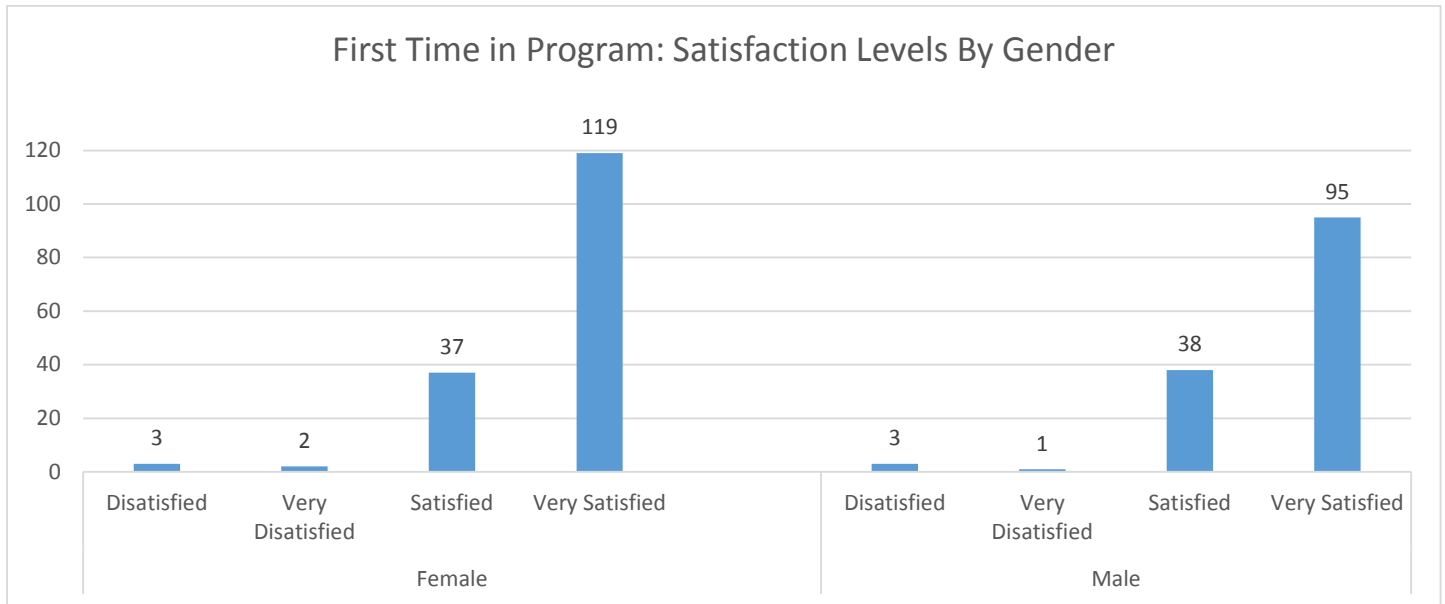
**98% OF 1,018 YOUTH** INDICATED THAT THEY WERE SATISFIED OR VERY SATISFIED WITH THE PROGRAMMING OFFERED.

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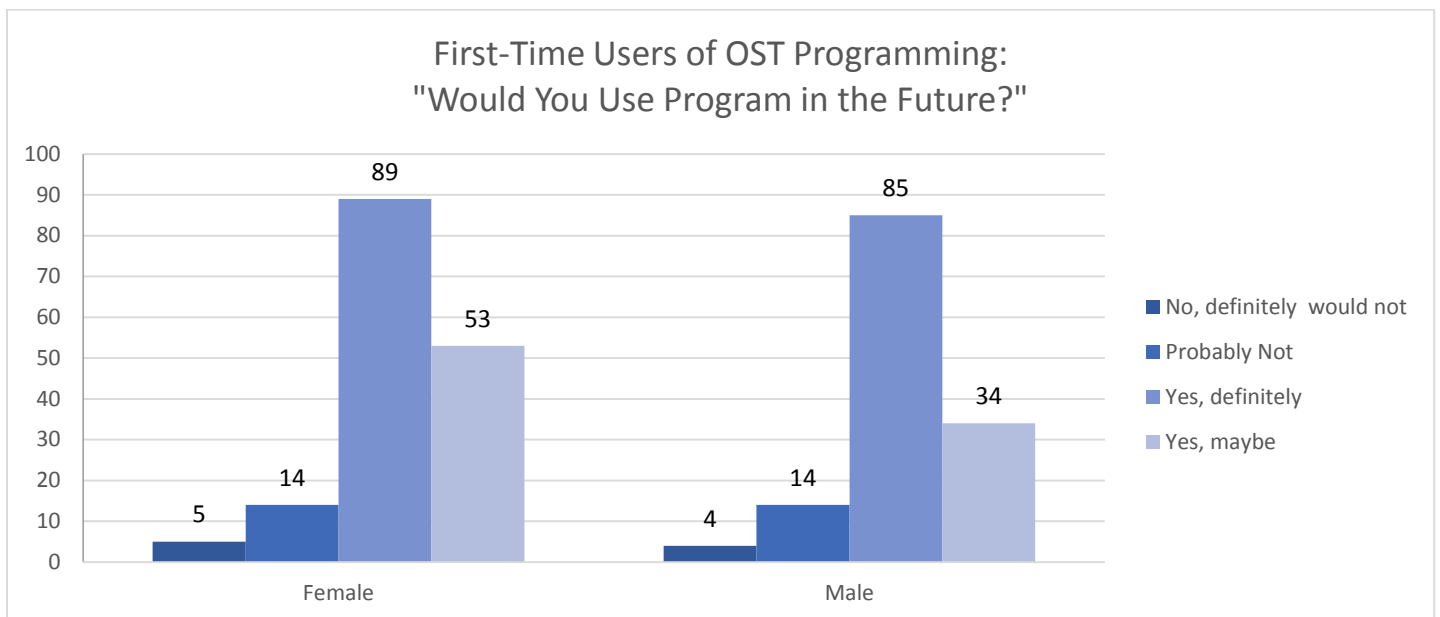
### First Time in the Program: Youth Satisfaction

The majority of first-time users (both male and female) indicated that they would definitely use the program again in the future. This has implications for youth engagement in programming. For first-time participants of OST programming, satisfaction would presumably be associated with continued participation in OST offerings.

**Figure 6: First Time in the Program by Gender and Satisfaction Levels**



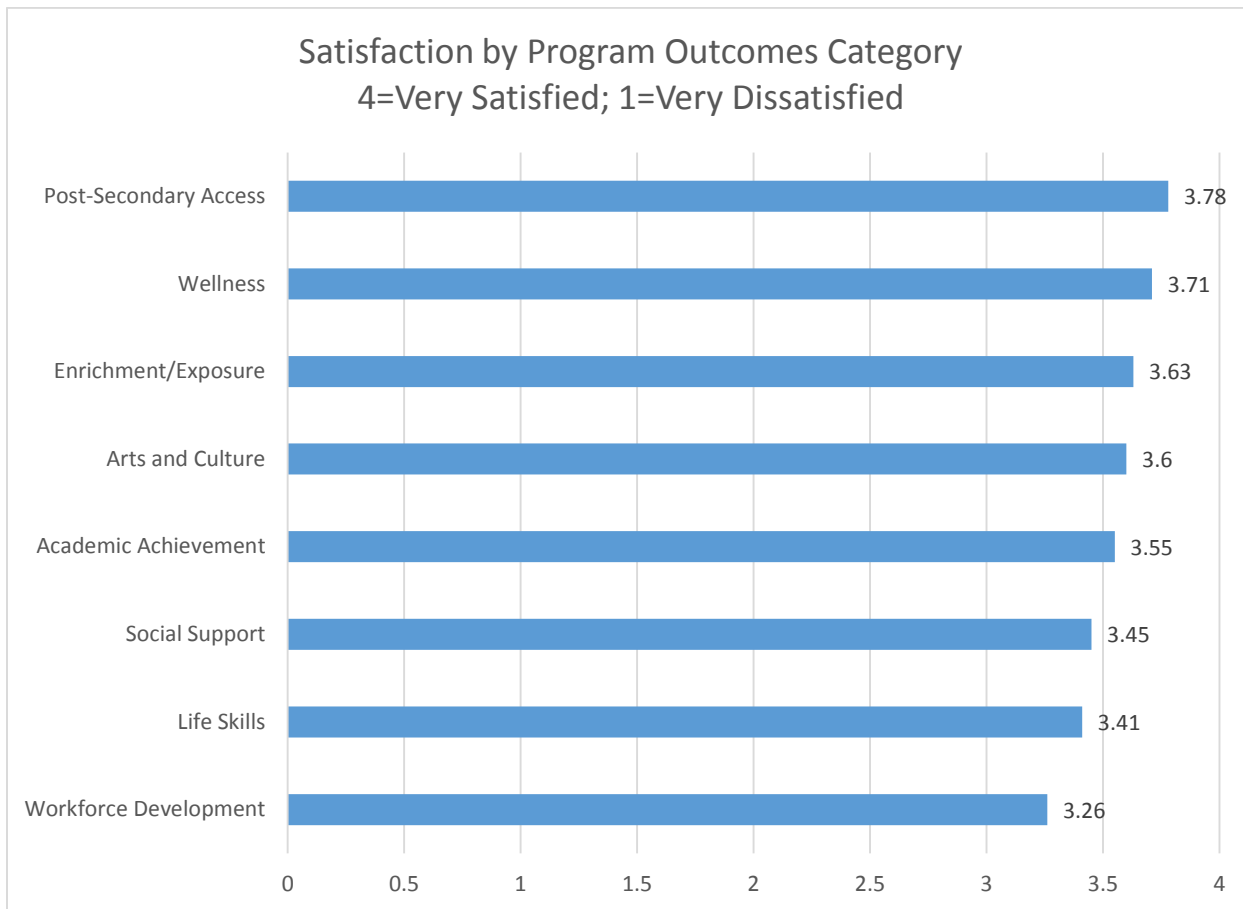
**Figure 7: First-Time Users: "Would You Use the Program in the Future?"**



### Mean Satisfaction Results by Program Outcomes Categories

The chart below indicates that for Program Outcomes Categories, the mean satisfaction scores for Post-Secondary Access were higher than any other category, although all Outcome Categories had high scores. This indicates that, on average, youth were satisfied or very satisfied within the programs offered within these Outcomes Categories.

**Figure 8: Satisfaction by Program Outcomes Category**



## **Open-Ended Responses from Satisfaction Surveys**

Satisfaction surveys included two open-ended questions that provided youth participants an opportunity to respond to two domains of interest:

- 1) What did you like most about the program?
- 2) What improvements could be made in the program?

This provided youth an opportunity to identify specifics on the program they attended, and contributes to youth voice within OST programming.

## **Completion Rates for Open-Ended Responses**

Tables 14 and 15 on the following pages indicate response rates for open-ended questions by age, gender, and program feedback question.

A total of 953, or 94%, of youth participants completed a written response for “What did you like best about the program?”

A total of 832, or 82%, of youth participants completed a written response for “What improvements could be made in the program?”

The response rates indicate that youth utilized the open-ended response questions, opting to provide feedback regarding the program. Providing youth a voice in program improvement processes was a successful activity for the satisfaction surveys.

**TABLE 14: FREQUENCY OF RESPONSES TO OPEN-ENDED SATISFACTION QUESTION:  
“LIKED BEST ABOUT THE PROGRAM”**

<b>Age Group</b>	<b>Gender</b>	<b>Did Not Complete “Liked Best” Response</b>	<b>Completed “Liked Best” Response</b>	<b>Total</b>
<b>Ages 10 and below</b>	<b>Female</b>	7	135	<b>142</b>
	<b>Male</b>	7	106	<b>113</b>
	<b>Not identified</b>	0	6	<b>6</b>
	<b>Total</b>	14	247	<b>261</b>
<b>Ages 11–13</b>	<b>Female</b>	5	118	<b>123</b>
	<b>Male</b>	14	122	<b>136</b>
	<b>Not identified</b>	0	4	<b>4</b>
	<b>Total</b>	19	244	<b>263</b>
<b>Ages 14–18</b>	<b>Female</b>	7	204	<b>211</b>
	<b>Male</b>	12	166	<b>178</b>
	<b>Not identified</b>	0	10	<b>10</b>
	<b>Total</b>	19	380	<b>399</b>
<b>Over 19</b>	<b>Female</b>	0	2	<b>2</b>
	<b>Male</b>	0	8	<b>8</b>
	<b>Total</b>	0	10	<b>10</b>
<b>Total</b>		<b>65</b>	<b>953</b>	<b>1,018</b>

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**94% OF YOUTH PARTICIPANTS COMPLETED A WRITTEN RESPONSE FOR  
“WHAT DID YOU LIKE BEST ABOUT THE PROGRAM?”**

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**TABLE 15: FREQUENCY OF RESPONSES TO OPEN-ENDED SATISFACTION QUESTION:  
PROGRAM IMPROVEMENTS**

<b>Age Group</b>	<b>Gender</b>	<b>Did Not Complete Improvements Response</b>	<b>Completed Improvements Response</b>	<b>Total</b>
<b>Ages 10 and below</b>	<b>Female</b>	40	102	142
	<b>Male</b>	26	87	113
	<b>Not identified</b>	2	4	6
	<b>Total</b>	68	193	261
<b>Ages 11-13</b>	<b>Female</b>	7	116	123
	<b>Male</b>	19	117	136
	<b>Not identified</b>	0	4	4
	<b>Total</b>	26	237	263
<b>Ages 14-18</b>	<b>Female</b>	32	179	211
	<b>Male</b>	31	147	178
	<b>Not identified</b>	3	7	10
	<b>Total</b>	66	333	399
<b>Over 19</b>	<b>Female</b>	0	2	2
	<b>Male</b>	0	8	8
	<b>Total</b>	0	10	10
<b>No Age Identified</b>	<b>Female</b>	8	20	28
	<b>Male</b>	14	26	40
	<b>Not identified</b>	4	13	17
	<b>Total</b>	26	59	85
<b>Total</b>		<b>186</b>	<b>832</b>	<b>1,018</b>

---

**82% OF YOUTH PARTICIPANTS COMPLETED A WRITTEN RESPONSE FOR  
“WHAT IMPROVEMENTS COULD BE MADE IN THE PROGRAM?”**

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## Open-Ended Responses: What Youth Liked Best

All open-ended responses were coded for specific themes or characteristics, allowing for organization and analysis of all responses. The following table indicates the themes identified within each question, and the frequency distribution for each response.

**TABLE 16: FREQUENCY OF THEMES IDENTIFIED: WHAT YOUTH LIKED BEST ABOUT PROGRAM**

Theme	Frequency	Percent	Meaning
<b>Active Engagement</b>	553	54.3	Youth identified the program content as what they liked best about program
<b>Learning/Education</b>	144	14.1	Youth identified that what they learned in the program or how it benefited academic achievement was what they liked best about the program
<b>Staff Involvement</b>	83	8.1	Youth identified staff interaction, involvement, and/or leadership as what they liked best about the program
<b>Exploration</b>	59	5.8	Youth identified that opportunities to explore new ideas, situations, and/or places is what they liked best about the program
<b>Teamwork</b>	52	5.1	Youth identified that opportunities to work collaboratively with peers is what they liked best about the program
<b>Peers</b>	35	3.4	Youth identified peer interaction or presence of friends in program is what they liked best about the program
<b>Nutrition</b>	15	1.5	Youth identified that snacks are what they liked best about the program
<b>Attachment</b>	4	0.4	Youth identified atmosphere of program as being what they liked best about the program
<b>Community Service</b>	4	0.4	Youth identified service to community as what they liked best about the program
<b>Improvements</b>	4	0.4	Youth specifically identified that they were doing better in particular skills or abilities
<b>Missing/No Response</b>	65	6.4	No written response

The majority of youth (n=553, 54.3%) identified that the actual program activities, or the program content, are what they liked best about the program, followed by the learning that occurred in the program (n=144, 14.1%), and staffs' involvement in the program activities (n=83, 8.1%). This indicates that for the youth who completed the open-ended response, the program content, the staff, and learning opportunities within the program were what was liked best. The majority of youth indicated what they liked best about the program in less than four or five words, so extensive narratives are not present within the open-ended responses. However, the following pages present some of the flavor and content of the written responses, and provide concrete examples of youth voice. The following sections focus on quotes from the three domains that received the most responses: Active Engagement, Learning/Education, and Staff Involvement.

### **Active Engagement: "I liked everything. I like this because it was fun."**

The following quotes reflect the specific program content that youth identified as what they liked best about the program. These quotes reflect an active engagement with the program activities, i.e., that youth enjoyed the opportunities and atmosphere within the program.

*I like the opportunities this program offers to me as a person and to the community. We visit colleges and other programs to create relationship[s] between us and other organizations.*

-16-year-old girl

*Overall I like that the program gives me something to do, so I won't be at home bored. I really learned a lot of stuff these past years I've been in the program. I also like I get to learn new things [and] go out and teach the youth the things that I've learned.*

-18-year-old girl

*What I liked most ... was the ways they treated me as if I was family, not an outsider and I appreciate that.*

-13-year-old boy

Youth identifying that the specific program activities were what they liked the most are reflected in the quotes below:

*Playing the drill games and dribbling*

-11-year-old boy

*I liked learning more about science.*

-11-year-old girl

*I think I like playing other teams and getting better every week.*

-14-year-old girl

*I like the playground.*

-7-year-old girl

*I like playing outside.*

-7-year-old boy

These results indicate that youth identified that program content, or the actual activities offered to youth in the program, was what they liked best. This indicates that there was a good fit in the young people's interests and the program offerings, suggesting that youth were engaged with activities and satisfied with offerings.

### **Learning/Education: "I liked that I got to learn new things."**

Responses that were coded for Learning/Education indicate that youth emphasized what they learned in the program, or how the program benefited them in academic achievement. For example, some OST programs teach youth how to study for and take the SAT and ACT college access tests, and many youth in these programs indicated that they learned valuable skills that were applicable to their academic performance. The following quotes reflect participants' discussion of how OST programming assisted them in academic achievement:

*I liked the SAT practices because they were challenging and it gave me the bravery and motivation to pass the SAT.*

-13-year-old girl

*I feel like I am more prepared for the SAT. I have a better understanding of the test and know how to study further.*

-15-year-old girl

*By learning things from my teacher. She teaches math, reading, and science.*

-10-year-old boy

Additionally, youth indicated that programming provided learning opportunities that were outside of traditional academic structured activities. For example, youth indicated that exposure to college campuses or jobs were learning experiences for them.

*What I liked about this program was meeting and getting to know about the new people; also getting to try and learn new things about the different jobs.*  
-13-year-old girl

*I liked looking and learning more about the colleges.*  
-16-year-old girl

*What I liked most is I have the ability to grow as a person. I learned skills that help me be productive in everyday life.*  
-boy, unidentified age

These responses indicate that youth identified that learning was taking place not only specific to academics, but also to being exposed to new ideas, skills, or situations (such as college campuses or employment sites). These were identified by youth as what they liked best about these programs.

### **Staff Involvement: “I like having someone who’s willing to help when I need it.”**

Responses regarding staff involvement primarily centered on how staff were responsive to youth needs, which included providing individualized attention during program activities:

*What I liked the most is that the referees helped the players that looked like they needed help and I really appreciate that.*  
-10-year-old boy

*I like how I always get the help and assistance I need.*  
-12-year-old boy

*I like having someone who’s willing to help when I need it.*  
-15-year-old girl

These responses indicate that youth acknowledged that staff provided the attention they needed when experiencing challenges during programmatic activities. Responses also indicated that staff interactions

were appropriate, i.e., not only helpful, but that the staff were engaging and perceived as friendly, or warm:

*I like how the tutors help you through your homework problems and they are also kind and generous.*  
 -12-year-old girl

*I like how they can talk and have fun with conversations, but still can get down and help me with my homework at the same time.*  
 -12-year-old boy

These responses indicate that youth identified that staff were personable and warm during times of personalized assistance during program activities. Overall, these responses indicate that for youth who identified staff as the best part of the program, they indicated that individualized and personable, warm assistance was beneficial to them.

### Open-Ended Responses: Program Improvement

**TABLE 17: FREQUENCY OF THEMES IDENTIFIED: WHAT COULD BE IMPROVED ABOUT THE PROGRAM**

Theme	Frequency	Percent	Meaning
<b>Program Content</b>	227	22.3	Youth indicated program activities/content could be improved
<b>Additional Programming</b>	147	14.4	Youth indicated that additional programming, such as more time in program, would improve program
<b>Nutrition</b>	67	6.6	Youth indicated that food offered in program could be improved
<b>Program Facilities and Environment</b>	50	4.9	Youth indicated that the physical environment or space of the program could be improved
<b>Staff Supervision</b>	50	4.9	Youth indicated that staff supervision and staff interaction could be improved
<b>More Youth Participation</b>	49	4.8	Youth indicated that more participation in program or recruiting of youth could improve program
<b>Youth Centered Programming</b>	27	2.7	Youth indicated that programming should be more centered on youth choices or youth voice

<b>Increased Staff</b>	6	0.6	Youth indicated that more staff should be present in program
<b>More Youth Participation –Gender</b>	5	0.5	Youth indicated that more girls or boys should participate in particular programs
<b>Behavioral</b>	3	0.3	Youth indicated that other youths’ behavior interfered with program activities
<b>Promoting Activities</b>	3	0.3	Youth indicated that the program should have been advertised better
<b>Scheduling</b>	3	0.3	Youth indicated that scheduling was not accommodating
<b>Communicate Program</b>	2	0.2	Youth indicated the name of the program should be different or be a better match to the activities
<b>Cultural Competence</b>	2	0.2	Youth indicated that diversity should be taken into account in programming
<b>Parent Work Schedules</b>	1	0.1	Youth indicated that parents’ work schedules should be taken into account in scheduling programming
<b>No Improvements</b>	190	18.7	Youth indicated that no improvements were necessary
<b>No Response</b>	186	18.3	
<b>Total</b>	<b>1,018</b>	<b>100</b>	

Table 17 indicates that 82% of youth who completed a satisfaction survey suggested improvement for the program in which they participated. The majority of responses indicated that program content (22.3% of respondents) could be improved, or additional programming (14.4% of respondents) could improve the program. This accounted for 37% of youth responses. The following sections explore these two domains more specifically, and present some of the written responses from youth that reflect these response categories.

**Program Content: “The program was great already, but you can make it better by hosting more fun activities.”**

Many respondents who indicated that program content could be improved discussed how making activities more fun would improve the program. Unfortunately, these respondents did not clarify how

activities could be more fun, or how current activities were not fun. Many youth discussed how outdoor activities, less academic work during summer programming, more games, more sports, and shortened participation during the week would improve the program. Youth also discussed that they did not have access to their phones during the program, and this was a concern. These responses are not unexpected, in that youth may feel that there are too many “work” and not enough “fun” activities during summer programming. Youth also responded that more hands-on activities could be incorporated into program activities. Interestingly, youth also responded that unstructured free time that incorporated sports, computer use, games, or outdoor time could improve programs. Although it is expected that programs are to have structured time to implement activities and meet program goals, program staff should consider that structured activities from start to finish of program time may feel too rigid for many youth, and that small allotments of free time may be of benefit to youth.

Examples of youth suggestions on improving program content reflecting this category of responses are below:

*You can make the program better by having more hands-on activities.*

-14-year-old girl

*Make it less boring. More interactive work.*

-15-year-old boy

*Let us do whatever sport we want.*

-14-year-old girl

*Not all week, allow phone use, more trips.*

-17-year-old girl

*Make days shorter.*

-18-year-old boy

Although many youth took the opportunity to comment on program content, many of the responses were similar to those listed above, which creates challenges in using these comments for program improvements. However, it is clear that youth had particular ideas regarding program content, and providing continued opportunities for youth to voice their opinions, while also encouraging more detailed comments on program content, could be beneficial for program planning.



**Additional Programming: “I think in order to make the program better you should make it longer.”**

The majority of responses in this category indicated that youth wanted more of what the program offered, including more and longer field trips, more time to play sports, more activities, more tutoring, and more days of programming. Clearly, youth wanted to have more opportunities than the current capacity for most of the programs in which they participated. This indicates that although youth respondents did have concerns regarding program content, they wanted to have more programming time available to them. The following quotes from the satisfaction surveys reflect this:

*Would like to come more days per week.*

-8-year-old girl

*Have more swimming time and track and football.*

-11-year-old boy

*More time should be given for the overall program so we can learn more.*

-18-year-old girl

*By having more teachers and having more field trips.*

-14-year-old girl

*You can make this program better by extending the time.*

-13-year-old boy

Many youth wrote that they wanted more frequent field trips, indicating that more exposure and enrichment was desired by youth participants. Similar to the themes identified in Program Content, however, youth did not identify particular sites or locations for increased field trips. Although this was not specified within many responses, this does indicate that youth respondents clearly desired more activities than their programs offered.

## **Program Quality Assessment (PQA/YPQA) Findings: 2013–2014**

The Program Quality Assessment (PQA), often also called the Youth Program Quality Assessment (YPQA), is a validated and reliable measure of program quality that assesses youth development programs for Youth (grades 4–12) and School Age (K–6) children on four domains: Safe Environment, Supportive Environment, Interaction, and Engagement.

Interaction and Engagement, domains that measure youth choice, voice, and decision making (among others), are dependent on a Safe and Supportive Environment. Safe and Supportive Environment are necessary as a foundation to reach program quality. Interaction and Engagement domains measure the skills, attitudes, and abilities that are fostered within youth development programs in order for youth to successfully transition into the teen years and young adulthood.

The PQA domains and their subscales are scored from 1–5, with 5 being “best practice.” A criterion score of 3.0 indicates satisfactory performance in a domain or subscale. External and self assessment scores are reported in the following pages, with external assessment scores (conducted by outside evaluators) identified as more rigorous and stringent than self assessments. Consequently, this report focuses on external scores.

The PQA was successfully implemented and collected across 131 funded programs in 2013–2014. PQAs were primarily completed for Academic Achievement programs (n=26) and Enrichment and Exposure programs (n=24). For all county programs, Safe Environment and Supportive Environment were assessed as exceeding national norms on both self and external assessments, indicating that the foundations to strengthen program quality are in place. Reflecting national scores and trends, Interaction and Engagement scores were lower, and have opportunities to be strengthened through the Continuous Quality Improvement process initiated by Starting Point. Interaction and Engagement scores are analyzed closely to provide Starting Point with a broad picture of the specific areas that can be strengthened within these domains. Results for both Youth (grades 4–12) and School Age (K–6) PQAs indicate that for both age groups, providing opportunities for voice, reflection, and program ownership and buy-in can be strengthened.

The following reflects results from the external Youth (grades 4–12) Program Quality Assessment for Interaction and Engagement:

For the Interaction domain, the following were identified: externally assessed Youth programs (n=38) were strong in Belonging (mean=3.71), an Interaction subscale that measures youth ownership or buy-in to the program. This indicates that the program encourages processes of youth relationships which contribute to identification with the program. Collaboration (mean=2.66), which assesses cooperative work and shared youth-staff goals, could be strengthened. Leadership (mean=2.01), which measures youths' opportunities to mentor, lead, and use group process skills, has opportunities to be strengthened. Adult Partners (mean=2.63), which measures adults providing opportunities to share in program responsibilities and offering explanations to youth participants, can also be strengthened. In summary, more collaboration, opportunities for youth leadership, and adults sharing control of the program could be strengthened to improve Youth program quality for grantees.

For the Engagement domain, the following were identified as having opportunities to be strengthened: Planning (mean=1.92), which measures opportunities for youth to use multiple planning strategies to achieve program activities; Choice (mean=2.29), which measures youth opportunities for open-ended choices on program content and process; and Reflection (mean=2.25), which assesses opportunities for reflection on accomplishments and group presentations. These externally scored measures indicate that opportunities should be increased for youth voice and choice within OST programs.

The following reflects results from the external School Age (K–6) Program Quality Assessment for Interaction and Engagement:

For externally assessed School Age Interaction domain, one subscale was identified as having an opportunity to be strengthened: Leadership (mean=2.22), which measures group process skills and leading groups. Managing Feelings (mean=3.10), Belonging (mean=3.55), and Interaction with Adults (mean=4.06) were all externally assessed as above satisfactory. This indicates that for the School Age programming that was externally assessed, youth had strong ownership of the program and strong adult interactions.

For externally assessed School Age Engagement domain, Planning (mean=1.28), Choice (mean=2.16), and Reflection (mean=1.74) have opportunities to be strengthened. Similar to Youth PQA findings, school-age youngsters need opportunities for engaging in planning, choosing program alternatives and processes, and reflecting on program activities and accomplishments. Responsibility (mean =3.13) was above the criterion value of satisfactory, indicating that school-age children engage in routine tasks for the program.

### **Youth Program Quality Assessment: Description of the Instrument**

The PQA is a standardized, validated, and nationally recognized tool used to assess the quality of OST programming for Youth (grades 4–12) and School Age children (K–6)<sup>7</sup>. It measures program quality in four domains, which are recognized by the Institute of Medicine and the National Research Council as key developmental experiences for youth. It is a key component in a Continuous Quality Improvement (CQI) process for OST programming, which utilizes external assessments that include direct observation of program activities, as well as self assessments.

Programs receive self assessments, completed by program staff, or external assessments, completed by outside evaluators. External assessments are identified as being the most stringent.

In addition to self and external assessment opportunities, some sites in Cuyahoga County also receive a visit from the QTeam. The QTeam is a trained group of teenaged evaluators who observe youth programs, offering feedback that both highlights program strengths and spurs program improvement. The QTeam—Q for quality—assists Starting Point as part of the PQA process. Youth members of the QTeam are affiliated with Lutheran Metropolitan Ministries. (This report does not include data from the QTeam visits, though their insights do inform the program improvement process.)

PQA data is divided into two types: assessments for Youth or School Age. “School Age” is the younger of the two age groups, generally identified as elementary school age youth (K–6). “Youth” is the older group (grades 4–12). Programs choose the appropriate age category for them based on their population, since there is overlap with the two age categories.

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<sup>7</sup> <http://cypq.org/about/approach>; David P. Weikart Center for Youth Program Quality

## Program Quality Assessment Summary

The PQA measures four domains: Safe Environment, Supportive Environment, Interaction, and Engagement. Within measures of these four domains are 19 subscales that measure specific features of each domain, such as ratings of youth opportunities to engage in collaborative activities with peers within the larger domain of “Interaction.” Each subscale and domain are assessed using a 5-point scale, with 5 being “best practice.” For the following charts, a criterion score of 3.0, or “satisfactory,” was selected as a benchmark. Scores below 3.0 indicate areas that can be strengthened within and across programs; scores above 3.0 indicate programs have met this benchmark. Scores between 4.0–5.0 indicate programs are engaging in above-satisfactory to best-practice levels of quality.

## **Youth Program Quality Assessment Pyramid**

At the base of the pyramid are Safe and Supportive Environment. These are the foundations of program quality. Interaction and Engagement cannot be supported or strengthened without a Safe and Supportive Environment. External and self assessments indicated that Safe and Supportive Environment are scored higher than Engagement and Interaction across programs nationally. What this indicates is that youth development programming has the capacity to interact and engage youth in development activities, but challenges remain in assuring that youth development needs are met with quality programming.

**Figure 9: Youth Program Quality Assessment Pyramid**



Utilizing the PQA is the first step in strengthening quality of youth OST programming. It provides common language and identifiable goals about program quality that can inform planning processes, and establish accountability across networks and programs. As part of the program quality process, individualized Program Improvement Plans are created by program staff. The plans specifically address each of the areas in the PQA pyramid identified as needing improvement. This process contributes to a yearly quality improvement process for all funded OST programs using the Youth and School Age PQA.

**Figure 10: Continuous Quality Improvement Process Using the PQA**



## Completion Rates and Overview for Program Quality Assessments

Self and external Program Quality Assessments for Youth and School Age programming were completed in 2013 and 2014.

**TABLE 18: COMPLETED PROGRAM QUALITY ASSESSMENTS BY YEAR, AGE GROUP, AND TYPE**

Age Group	Assessment Type	2013	2014	Total
<b>Youth</b>	Self	30	34	<b>64</b>
	External	11	27	<b>38</b>
	<b>Total</b>	<b>41</b>	<b>61</b>	<b>102</b>
<b>School Age</b>	Self	2	8	<b>10</b>
	External	7	12	<b>19</b>
	<b>Total</b>	<b>9</b>	<b>20</b>	<b>29</b>
<b>Total</b>	Self	32	42	<b>74</b>
	External	18	39	<b>57</b>
	<b>Total</b>	<b>50</b>	<b>81</b>	<b>131</b>

Table 18 presents the number of assessments completed for OST programs across the county. The table indicates an increased use of the Program Quality Assessment between 2013 and 2014. In 2013, a total of 50 self and external assessments were completed for both Youth and School Age programming, while in 2014, a total of 81 assessments were completed, indicating a 38% increase in Program Quality Assessments completed between 2013 and 2014.

**Figure 11: Program Assessments by Program Outcomes**

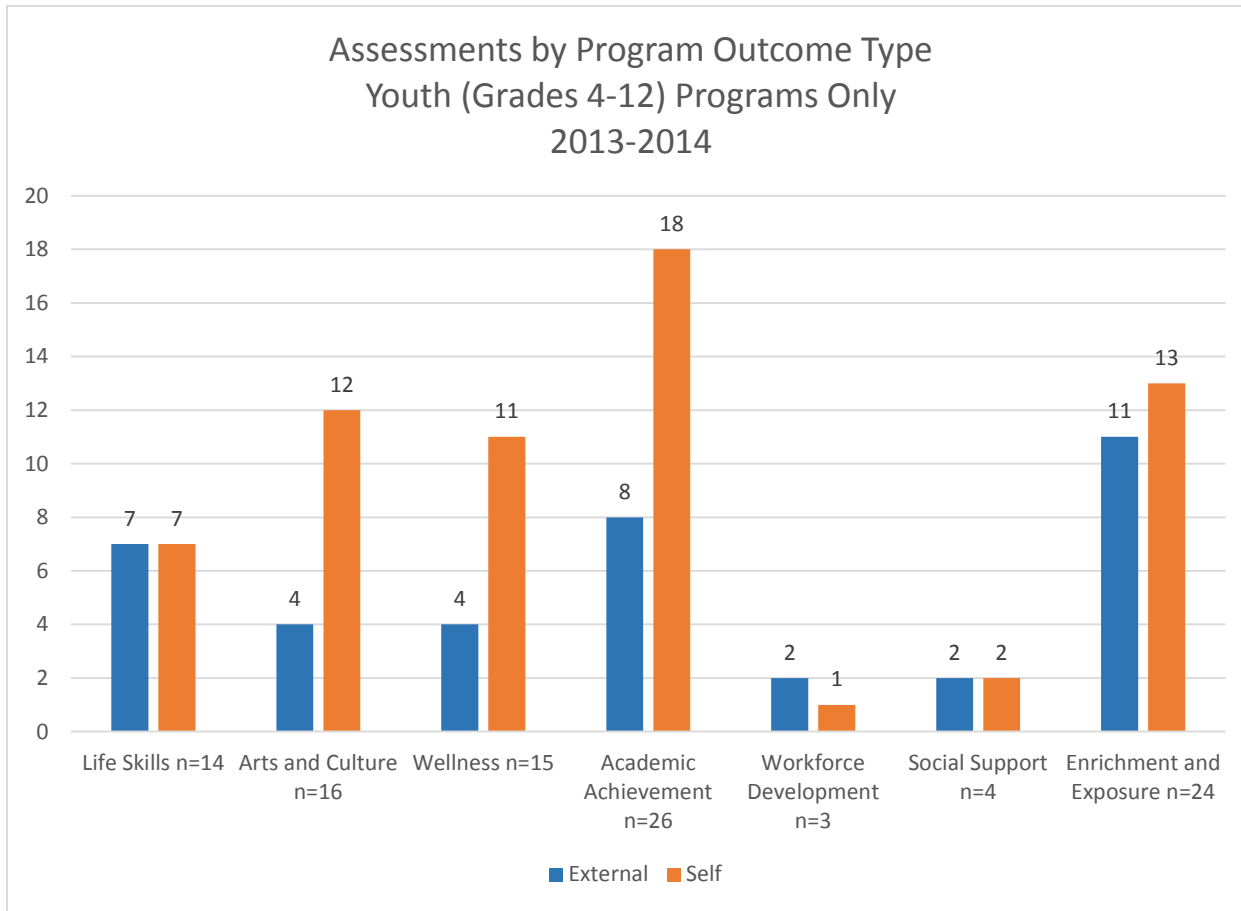
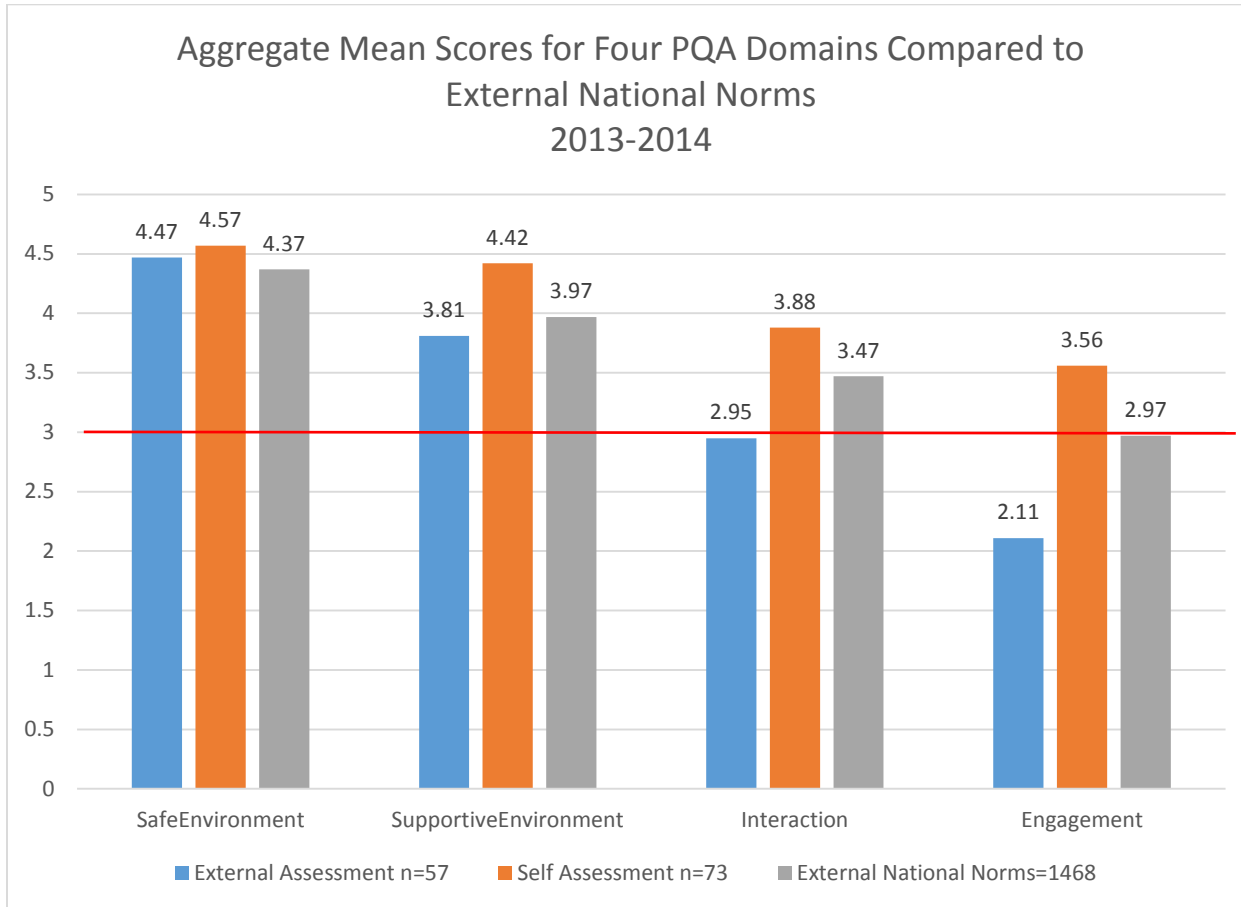


Figure 11 indicates that 25% of assessments completed (both self and external) were in Academic Achievement (n=26), followed by Enrichment and Exposure, Arts and Culture, and Wellness. Enrichment and Exposure programs and Academic Achievement programs had the most external assessments completed.



**Figure 12: PQA Domains: Aggregate Means for External and Self Assessments for School Age and Youth Programs**



The chart above presents averages for *all Youth and School Age programs* with self and external assessments<sup>8</sup>, with comparisons to national external PQA scores<sup>9</sup>. **A criterion score of 3.0 indicates satisfactory in each of the four domains, with 5 being an exemplary score of program quality.** Of note here is that these means are reflective of broader national trends, in which Safe and Supportive Environment are consistently assessed higher than Interaction and Engagement scores. External assessments here are lower than self assessments. This is an identified trend in Program Quality Assessment scoring. Program staff initially score themselves higher than external assessments. As grantees become more familiar with the language and scoring techniques of the PQA, self assessment scores also decrease. This trend indicates that program staff are internalizing and adapting the language, measurements, and instruments to measure and improve program quality.

<sup>8</sup> Aggregate means are calculated for both 2013 and 2014 assessments.

<sup>9</sup> External national norms are taken from comparable urban contexts across the nation and identified as suitable comparison scores for Cleveland provided by the David P. Weikart Center for Youth Program Quality.

**Figure 13: External Assessment of Youth (Grades 4–12) Programs vs. External National Norms**

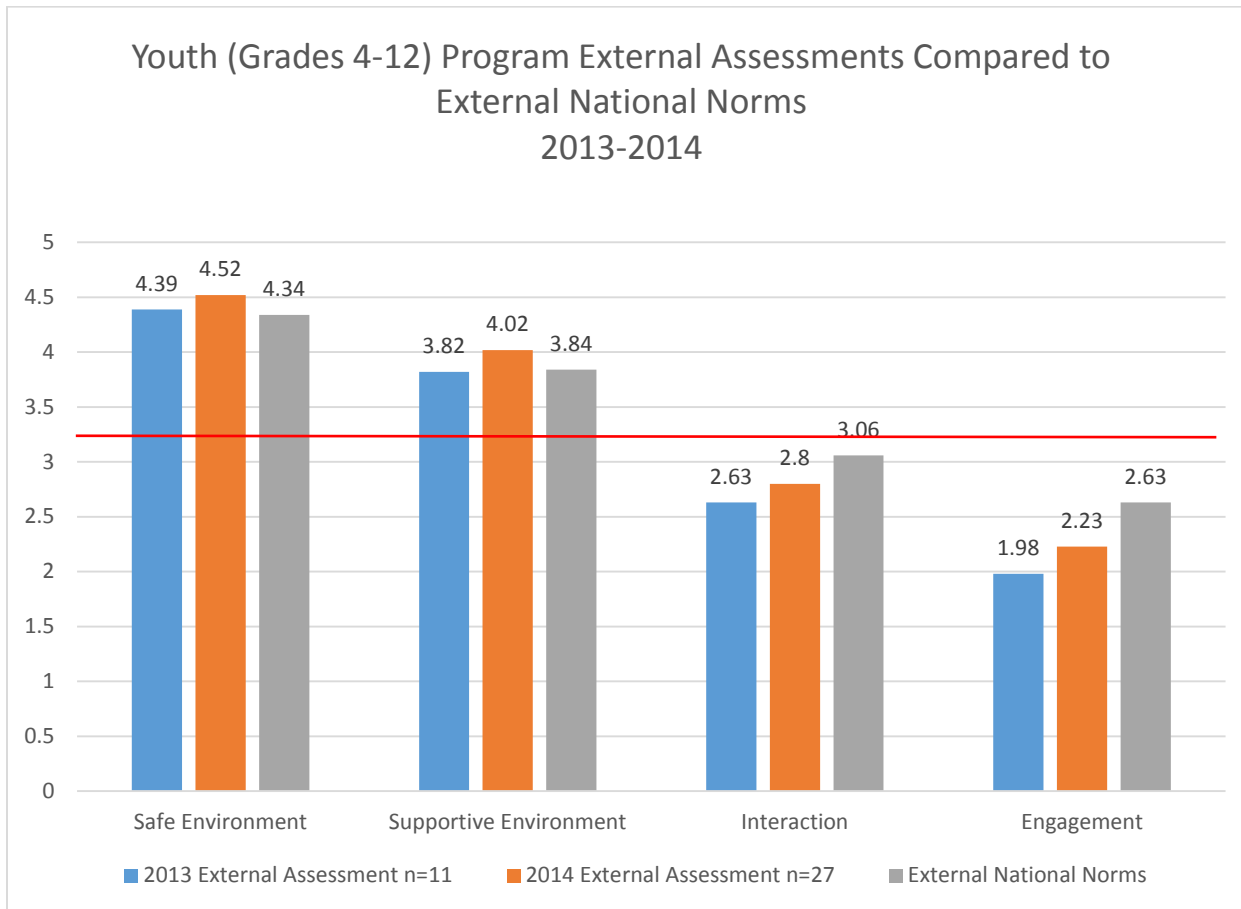
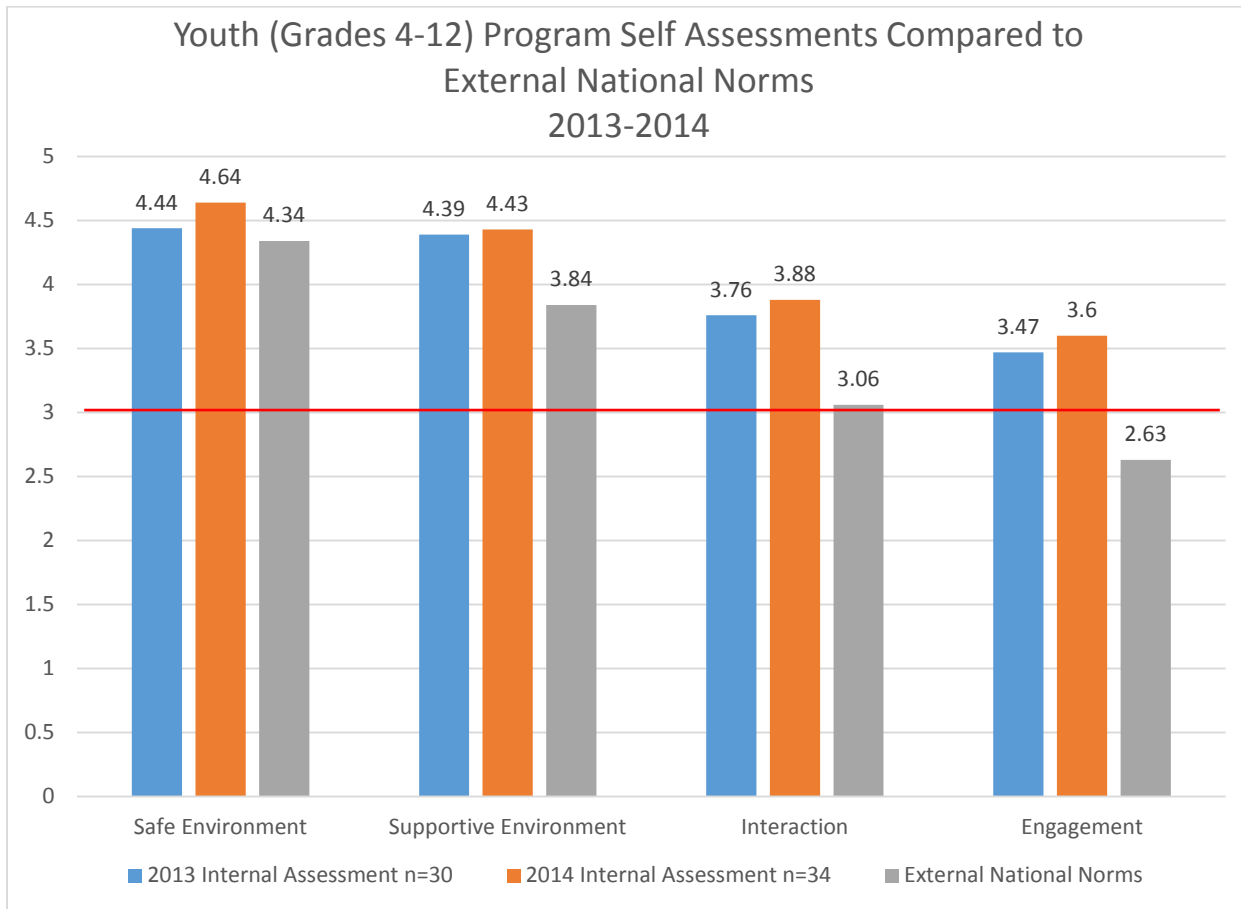


Figure 13 indicates aggregate trends for grant-funded Youth programs across the county. There are modest increases in the four externally assessed PQA domains, with the greatest gain in Engagement, which trends toward national externally assessed norms. It is important to identify broader trends nationally and countywide in these assessments. Safe and Supportive Environment were externally and self assessed as higher than national externally assessed norms in 2014. Interaction and Engagement, although slightly improved across programs in 2013–2014, still has not achieved a criterion score of 3.0, or “satisfactory.” Although Figures 12 and 13 indicate Engagement and Interaction are scored lower than the criterion score of 3.0, or “satisfactory,” Safe and Supportive Environment, both self and externally, are rated “above satisfactory.” This indicates that the foundations to strengthen program quality are in place for grantees, as Interaction and Engagement cannot be supported or strengthened without a Safe and Supportive Environment.

**Figure 14: Self Assessment of Youth (Grades 4-12) Programs vs. External National Norms**



Self assessments, conducted by program staff, are generally higher than external assessments. The chart above reflects this trend. Additionally, this chart also reflects that programs across the county are showing modest increases in program quality. These trends are also reflected in external assessments conducted in 2013–2014, providing validity to the trends in self assessments.

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**FOUNDATIONS TO STRENGTHEN PROGRAM QUALITY ARE IN PLACE, AS INTERACTION AND ENGAGEMENT CANNOT BE SUPPORTED WITHOUT A SAFE AND SUPPORTIVE ENVIRONMENT.**

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## Interaction and Engagement PQA Domains: Analysis and Recommendations

External assessments are identified as more stringent than self assessments, and are therefore given more weight in reporting program quality across the county. The remainder of PQA analyses will focus primarily on external assessments on the Interaction and Engagement measures of grantees' PQA results.

As presented in previous charts, Safe and Supportive Environment domains were assessed externally as higher than national external norms, and exceeding the criterion score of 3.0, or "satisfactory." These findings demonstrate that countywide, *grantee programs have the foundations to engage youth in development activities.*

Interaction and Engagement domains, however, are critical measures of youth ownership of and identification with the program. *Interaction* is a domain that assesses: 1) Youth sense of belonging; 2) Collaboration among youth; 3) Youth leadership; and 4) Youth partnering with adults. *Engagement* is a domain that assesses: 1) Planning; 2) Choice; and 3) Reflection. These domains are identified as opportunities for youth voice, assessing whether youth have chances to make decisions about activities and how they carry them out. Opportunities to plan can improve motivation and program buy-in. It also provides youth a chance to gain experience in making choices, which is a significant component of youth development.

Consequently, the following sections use the PQA results in the same manner that OST programs use results to create Program Improvement Plans. Each externally assessed subscale of the Interaction and Engagement domains are presented for both Youth and School Age programs. Because of the small numbers of Youth and School Age programs that received an external assessment for both 2013 and 2014, identification of trends for specific programs is not possible. However, the following figures identify specific strengths and areas for improvement among these domains by presenting results of each subscale. In this way, subscale measures are used to effectively identify aggregate program areas that can be strengthened while also presenting the programmatic activities measured by these scales. This attention to the subscales offers an opportunity to specifically identify, for programs externally assessed, which Interaction and Engagement elements should be given attention across county programs.

## Results for Youth (Grades 4–12) Program Quality Assessments

Table 19 indicates the number of external assessments of Youth programs completed by agency over 2013–2014.

**TABLE 19: YOUTH (GRADES 4-12) PROGRAM EXTERNAL ASSESSMENTS BY YEAR**

<b>Agency</b>	<b>2013</b>	<b>2014</b>	<b>External Assessments</b>
<b>Bedford Heights Community Life Department</b>		2	2
<b>Bellaire Puritas</b>	1	1	2
<b>Bellaire Puritas – America Scores</b>	1	1	2
<b>Bellaire Puritas – CMHA Riverside</b>		1	1
<b>Bellaire Puritas – OSU Extension</b>		1	1
<b>Bellaire Puritas – Rainey Institute</b>		1	1
<b>Brooklyn City School Hurricane Cafe – Ridgewood YMCA</b>		1	1
<b>Building Healthy Communities</b>	1		1
<b>Esperanza</b>		1	1
<b>Friendly Inn Settlement</b>	1		1
<b>Goodrich Gannett Neighborhood Center</b>	1		1
<b>Horizon Education Centers</b>		1	1
<b>Lutheran Metropolitan Ministry – Center for Arts-Inspired Learning</b>		1	1
<b>Merrick House Tremont Montessori</b>		1	1
<b>Mt. Pleasant Community Zone</b>		1	1
<b>Mt. Pleasant Peace in the Hood</b>		1	1
<b>Open Doors Academy at Miles Park</b>		1	1
<b>Open Doors Academy – Cleveland Heights Library</b>		1	1
<b>Parma Area Family Collective Shiloh Cafe</b>	1	1	2
<b>Peace in the Hood</b>	1		1
<b>Richmond Heights Academy Reading RAMM</b>		1	1
<b>Shaker Heights Impact Youth Enrichment Program</b>		1	1
<b>Shaker Heights Public Library</b>	1	1	2

Slavic Village	1	1	2
Slavic Village Development – University Settlement		1	1
St. Clair Superior Development Corporation – Goodrich Gannett Neighborhood Center		1	1
St. Martin De Porres Family Center – ID Alliance CWRU		1	1
University Settlement Inc.	1		1
Warrensville Heights High School – Center for Arts-Inspired Learning		1	1
West Park MyCom	1		1
West Side Community House College Student Tutors		1	1
YMCA of Greater Cleveland – Shore Cultural Center		1	1
<b>Total External Assessments</b>	<b>11</b>	<b>27</b>	<b>38</b>

Table 20 indicates the number of self assessments of Youth programs completed by agency over 2013–2014.

**TABLE 20: YOUTH (GRADES 4-12) PROGRAM SELF ASSESSMENTS BY YEAR**

Agency	2013	2014	Self Assessments
A Cultural Exchange at Esperanza	1		1
A Cultural Exchange at South Euclid Rec Center	1		1
Bedford Heights Community Life Department	1		1
Bedford Heights Community Life Department		1	1
Bedford Heights Community Life Department - Mt. Calvary Baptist Church		1	1
Bellaire Puritas		1	1
Bellaire Puritas – America Scores		1	1
Bellaire Puritas – OSU Extension		1	1
Center for Arts-Inspired Learning Warrensville	1		1
Cleveland Music School Settlement	1		1
Cleveland UMADAOP	1		1
CMHA Riverside	1		1

<b>CMHA Outhwaite</b>	1		1
<b>David's Challenge</b>		1	1
<b>David's Challenge</b>	1		1
<b>Esperanza</b>		1	1
<b>Esperanza at High School</b>		1	1
<b>Euclid Family YMCA</b>	1		1
<b>Fatima Family Center</b>	1		1
<b>Fatima Family Center</b>	1		1
<b>Fatima Family Center</b>		1	1
<b>Fatima Family Center – Cleveland UMADAOP</b>		1	1
<b>Friendly Inn Settlement – CMHA Outhwaite</b>		1	1
<b>Friendly Inn Settlement – Reading RAMM</b>		1	1
<b>Harvard Community Services Center</b>	1		1
<b>Horizon Education Centers</b>	1		1
<b>Horizon Education Centers – North Olmsted Middle School</b>		1	1
<b>Horizon Education Centers – North Olmsted Middle School</b>		1	1
<b>ID Alliance CWRU</b>	1		1
<b>JFK Recreation Center</b>	1		1
<b>JFK Recreation Center – Harvard Community Services Center</b>		1	1
<b>Karamu House</b>	1		1
<b>Karamu House – Cleveland Inner City Boxing</b>		1	1
<b>Lutheran Metropolitan Ministry</b>	1		1
<b>Lutheran Metropolitan Ministry – Center for Arts-Inspired Learning</b>		1	1
<b>Merrick House</b>	1		1
<b>Merrick House – Tremont Montessori</b>		1	1
<b>MLK Civic Leadership</b>	1		1
<b>Mt Calvary Baptist Church</b>	1		1
<b>Mt Pleasant Community Zone</b>	1		1
<b>Mt. Pleasant Community Zone</b>		1	1
<b>Mt. Pleasant Peace in the Hood</b>		1	1

<b>National Youth Sports Program at CWRU</b>	1		1
<b>North Olmsted Middle School</b>	1		1
<b>Open Doors Academy at Miles Park</b>		1	1
<b>Open Doors Academy Cleveland Heights</b>	1		1
<b>Open Doors Academy Cleveland Heights Library</b>		1	1
<b>Open Doors Academy Miles Park</b>	1		1
<b>Parma Area Family Collective Shiloh Cafe</b>		1	1
<b>Richmond Heights Academy</b>		1	1
<b>Richmond Heights Academy</b>	1		1
<b>Shaker Heights Youth Center Impact Youth Enrichment Program</b>		1	1
<b>Shore Cultural Center</b>	1		1
<b>Slavic Village and Mt. Pleasant</b>		1	1
<b>Slavic Village Development - University Settlement</b>		1	1
<b>St. Clair Superior Development Corporation - Goodrich Gannett Neighborhood Center</b>		1	1
<b>St. Martin de Porres Family Center</b>	1		1
<b>St. Martin De Porres Family Center - ID Alliance CWRU</b>		1	1
<b>St. Martin de Porres Family Center</b>		1	1
<b>Warrensville Heights High School Center for Arts-Inspired Learning</b>		1	1
<b>West Side Community House</b>	1		1
<b>West Side Community House College Student Tutors</b>		1	1
<b>YMCA of Greater Cleveland - Euclid Family YMCA</b>		1	1
<b>YMCA of Greater Cleveland - Shore Cultural Center</b>		1	1
<b>Total Self Assessments</b>	<b>30</b>	<b>34</b>	<b>64</b>

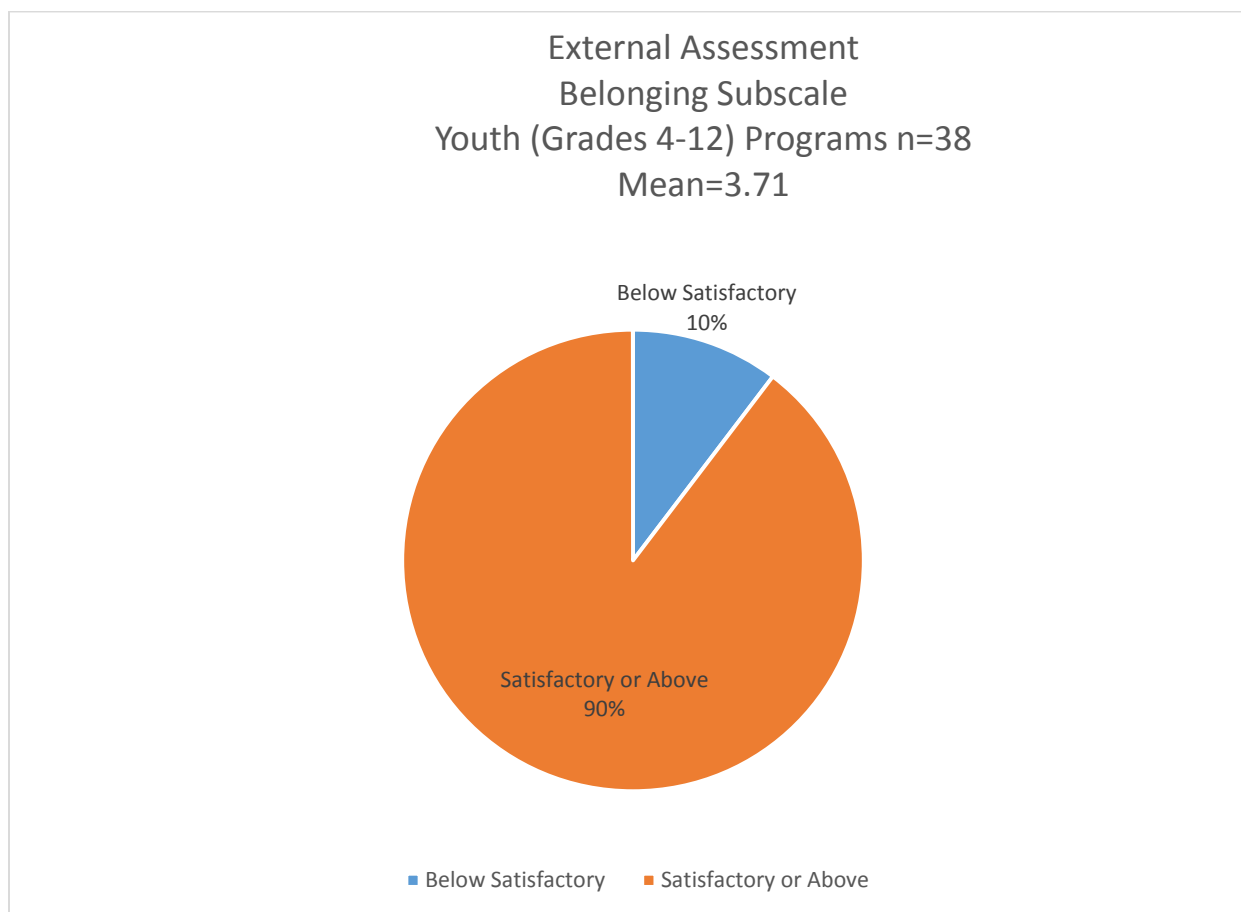
Although grantees completed external assessments per Starting Point requirements, very few had external or self assessments over two years. This restricts analysis of program improvement over time across county programs. However, given that use of the PQA will remain as a Continuous Quality Improvement process among grantees, the implementation of the use of the PQA should be identified as a critical first step in the capacity to identify trends across programs and to make improvements over time in program quality.



## Youth (Grades 4–12) Interaction Subscales Results: External Assessments Only

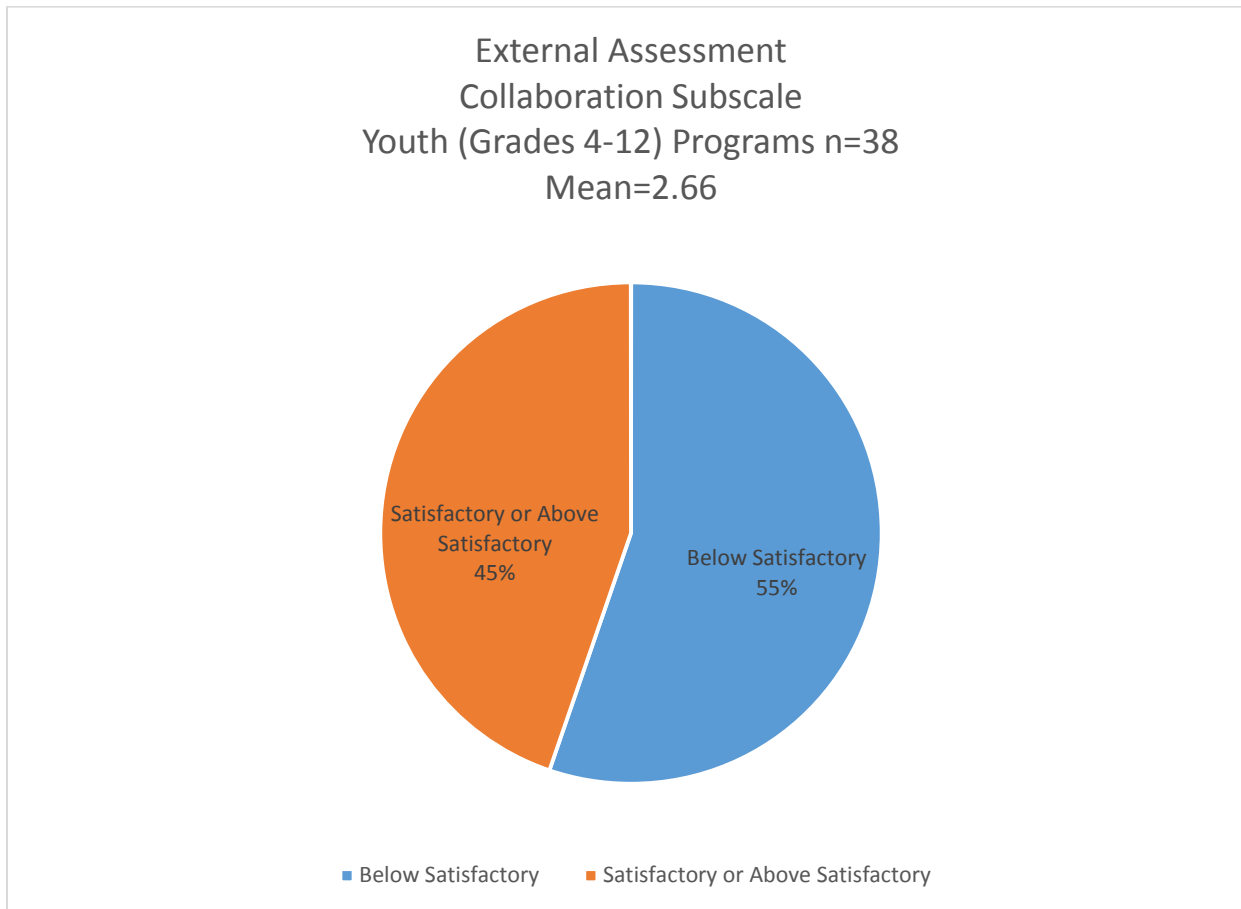
The following figures present external assessment results for the 38 Youth programs on the Interaction subscales.

**Figure 15: Interaction: Youth (Grades 4–12) Belonging**



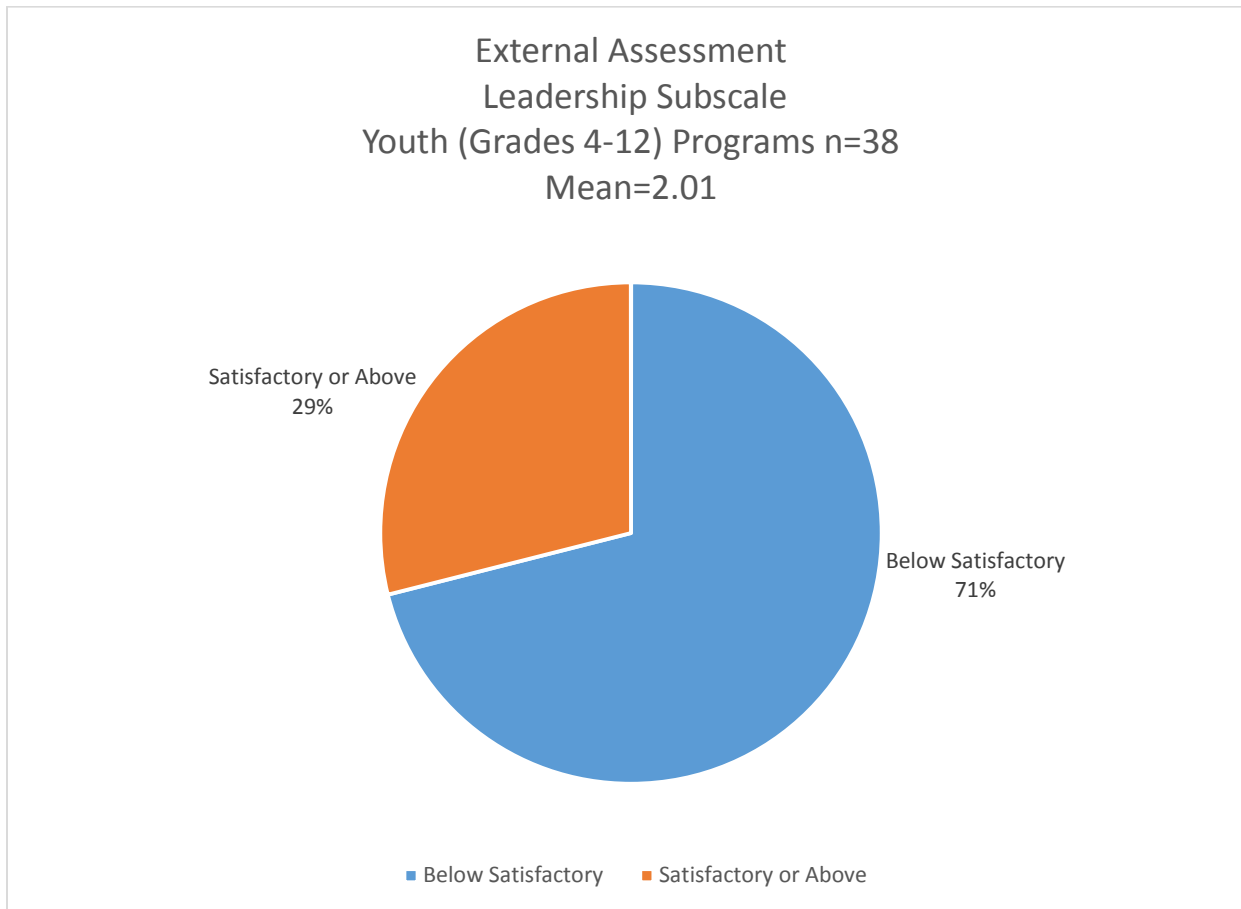
**Belonging** is a subscale of Interaction that measures: 1) Opportunities for youth to get to know each other; 2) Inclusive relationships; 3) Youth identification with program; and 4) Public acknowledgements of achievements. As indicated in Figure 15, 90% of externally assessed programs met or exceeded the criterion value of 3.0, or “satisfactory.” This indicates that the overwhelming majority of grantees that are externally assessed are interacting with youth to encourage program ownership and peer relations.

**Figure 16: Interaction: Youth (Grades 4-12) Collaboration**



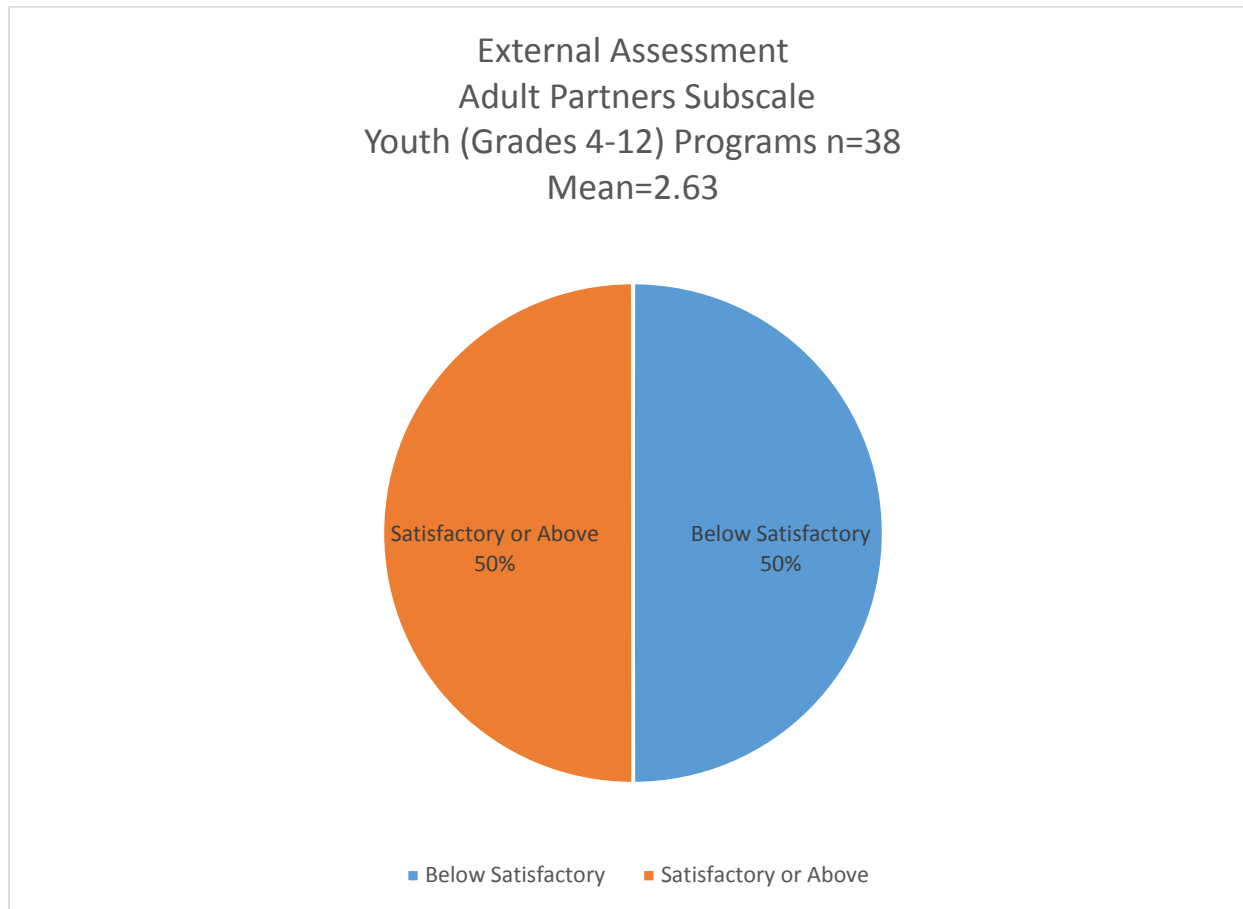
**Collaboration** is a subscale that measures: 1) Youth opportunities to work cooperatively; 2) Interdependent roles within program activities; and 3) Shared goals of staff and youth. Results indicate that 45% of externally assessed programs were satisfactory in this subscale. This indicates that for programs externally assessed, collaborative program activities should be a focus within Program Improvement Plans.

**Figure 17: Interaction: Youth (Grades 4-12) Leadership**



**Leadership** is a subscale that measures: 1) Staff providing youth opportunities to practice group process skills; 2) Staff providing youth opportunities to mentor other youth; and 3) Staff providing youth with opportunities to lead the group. Nearly a third (29%) of externally assessed programs provided youth with these opportunities, indicating that program content needed to be more focused on allowing youth to lead activities, rather than staff solely directing the flow of programming. Youth leadership is a cornerstone of youth development, preparing youth to take leadership roles in future academic and civil settings. This programmatic element needs to be more strongly emphasized among grantees.

**Figure 18: Interaction: Youth (Grades 4-12) Adult Partners**

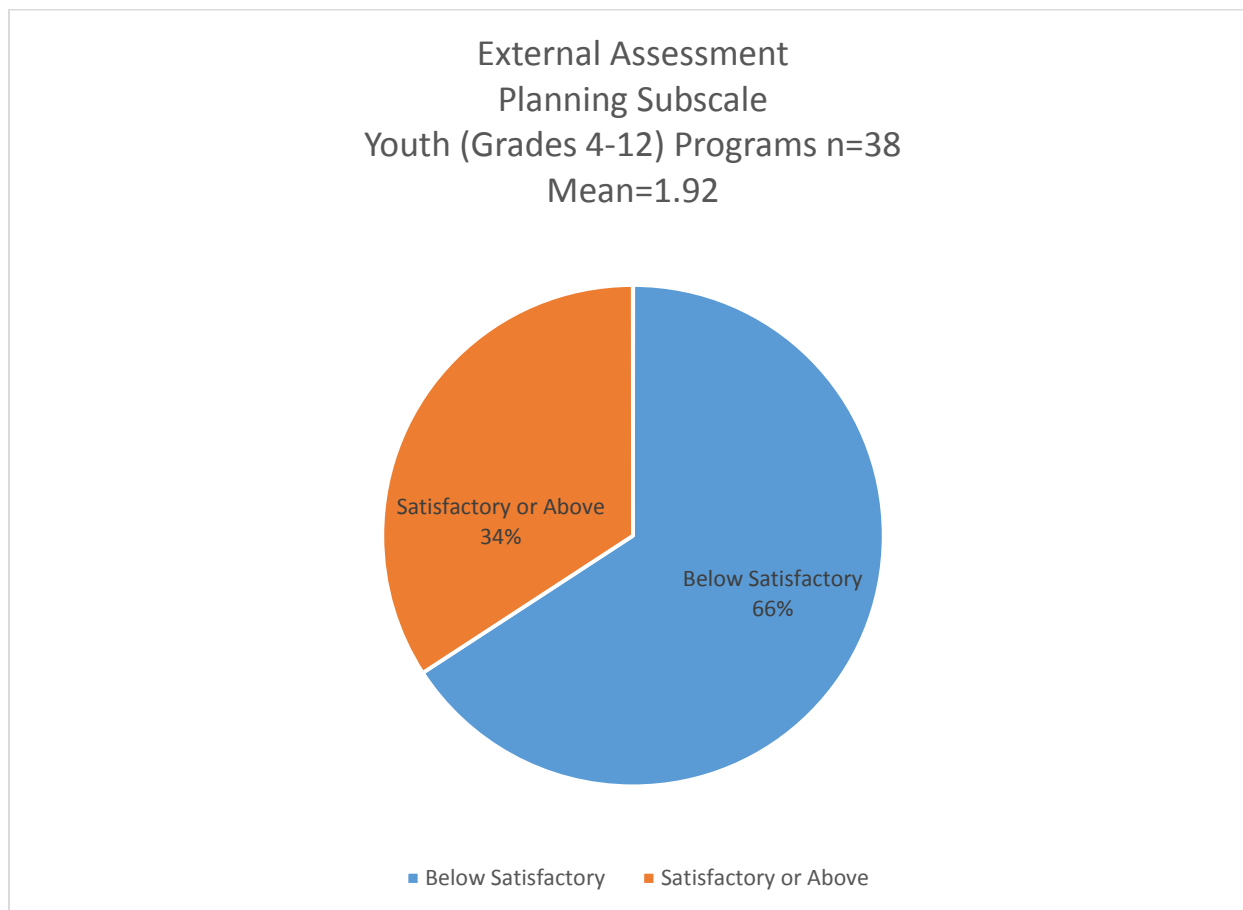


**Adult Partners** is a subscale that measures: 1) Staff sharing control of activities with youth, providing guidance and facilitation; and 2) Staff providing explanation or reason for expectation. Fifty percent of the 38 externally assessed programs did not meet the criterion value of 3.0, or “satisfactory,” for adults partnering with youth.

## Youth (Grades 4–12) Engagement Subscales Results: External Assessments Only

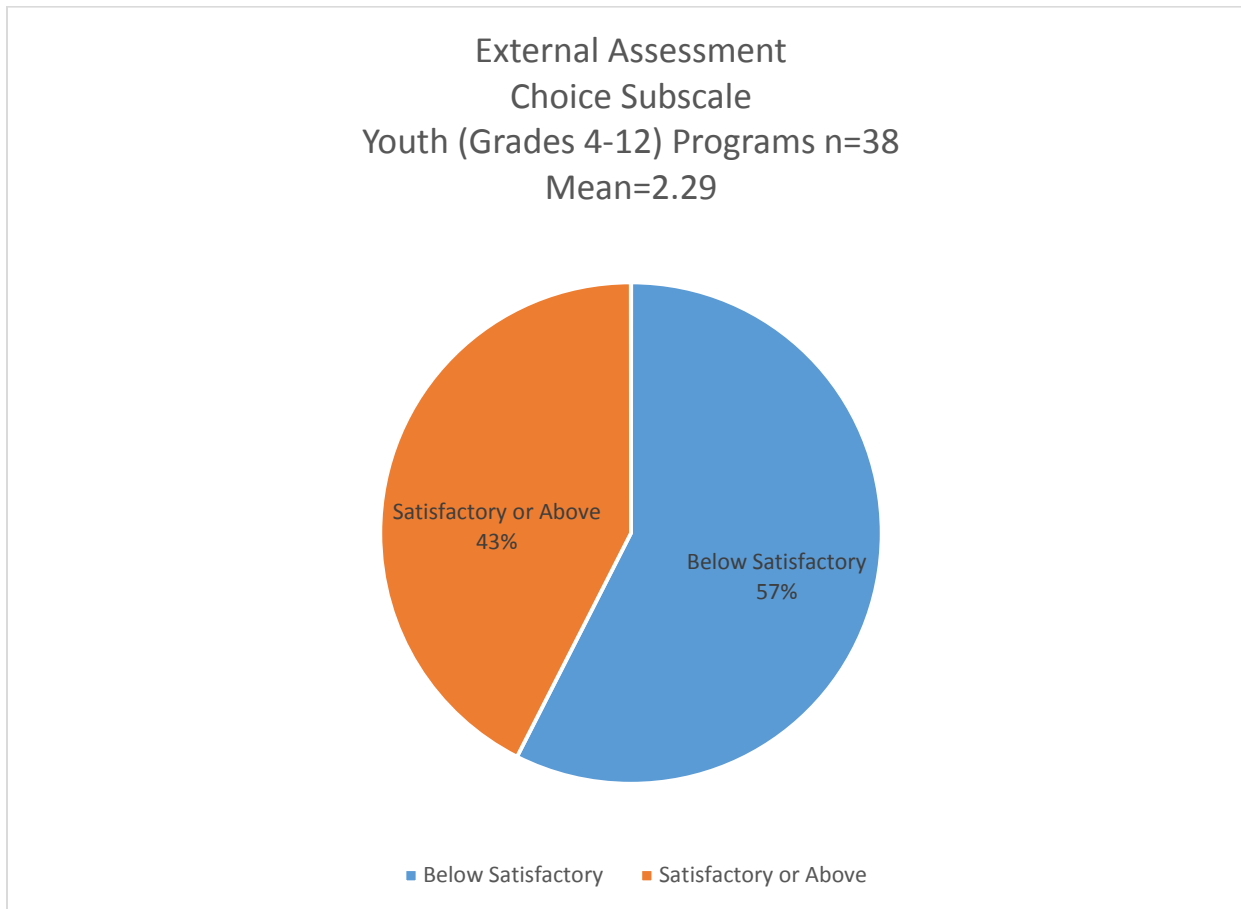
The following figures present external assessment results for the 38 Youth programs on the Engagement subscales.

**Figure 19: Engagement: Youth (Grades 4–12) Planning**



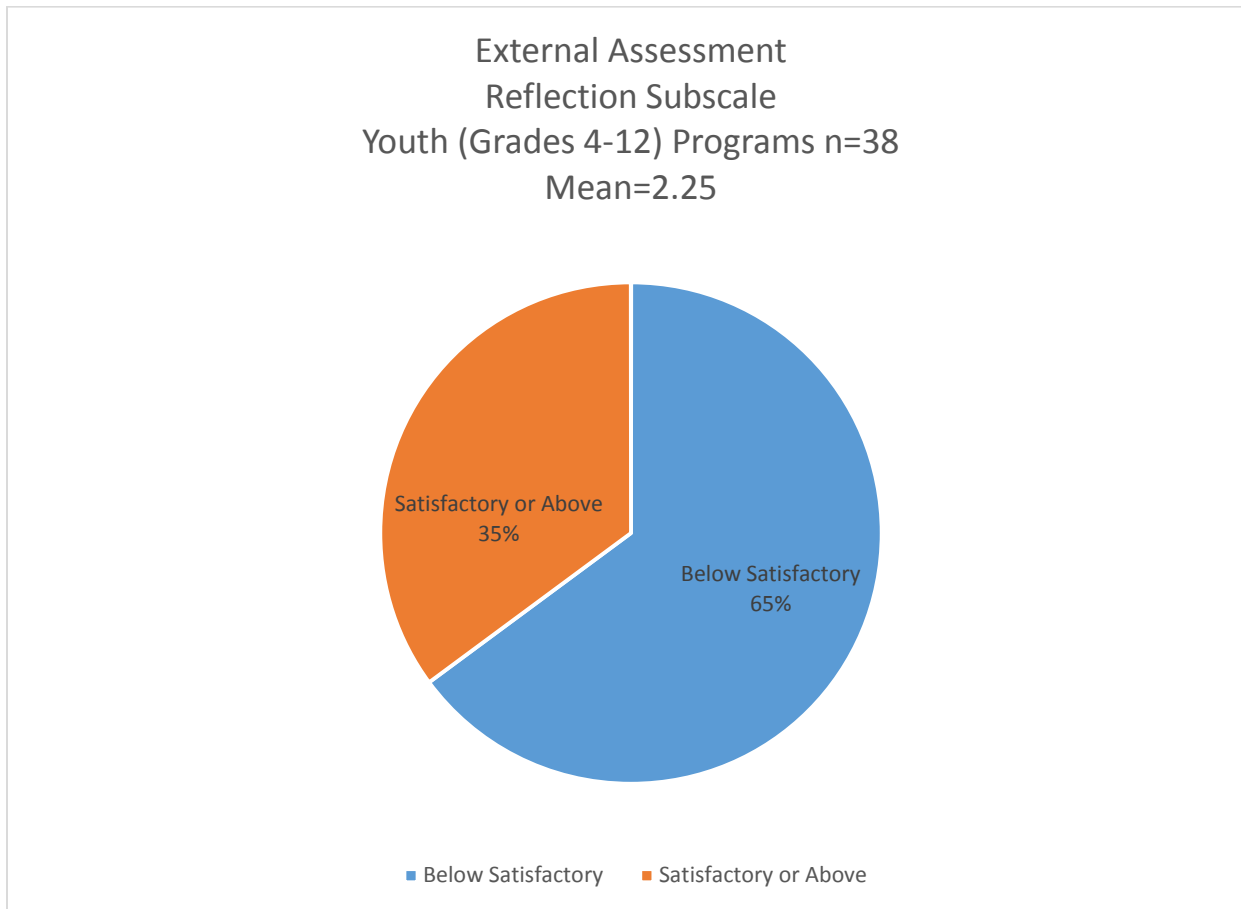
**Planning** is a subscale that measures: 1) Staff providing opportunities for youth to make plans for activities (such as how they will allocate their time to activities); and 2) Whether activity planning incorporates more than one strategy (such as backwards planning or brainstorming). Providing opportunities for youth to make decisions regarding activities and planning on how to carry out these decisions improves motivation and program buy-in. A majority (66%) of externally assessed programs did not meet the external criteria, 3.0 or “satisfactory,” for Planning. This indicates that program staff need to better incorporate youth in making choices and carrying out decisions in program activities.

**Figure 20: Engagement: Youth (Grades 4-12) Choice**



**Choice** is a subscale that measures: 1) Staff providing youth opportunities to make an open-ended program *content* choice; and 2) Staff providing youth opportunities to make an open-ended *process* choice. A content choice allows youth to decide, for example, points of discussion within a particular topic area. A process choice allows youth to decide, for example, the tools or materials to be used or how to present results of activities. Slightly less than 50% of programs were assessed as satisfactory or above on Choice, indicating that program activities should be more focused on youth open-ended choices.

**Figure 21: Engagement: Youth (Grades 4-12) Reflection**



**Reflection** is a subscale that measures: 1) Staff engaging youth to reflect on accomplishments, for example, through journaling or sharing feelings; 2) Staff providing youth two or more strategies to share and reflect; 3) Staff providing structured opportunities for youth to provide feedback; and 4) Staff providing youth opportunities to present to the entire group. Slightly more than a third (35%) of programs were rated as satisfactory or above in their provision of opportunities for reflection.

## Results for School Age (K–6) Program Quality Assessments

A total of 19 external assessments were completed during 2013–2014 for School Age (K–6) programs. Three programs received an external assessment for both years.

**TABLE 21: SCHOOL AGE (GRADES K–6) EXTERNAL ASSESSMENTS BY YEAR**

Agency	2013	2014	External Assessments
Art House Inc.	1	1	2
Bellaire Puritas	1	0	1
Central	0	1	1
Cleveland Music School Settlement	0	1	1
Cleveland UMADAOP	0	1	1
CMHA Outhwaite	0	1	1
David's Challenge	0	1	1
Fatima Family Center	0	1	1
Harvard Community Service Center	0	1	1
Jones Road Family Development Corporation	1	1	2
Karamu House	0	1	1
Mt Pleasant Boys and Girls Club	1	0	1
Mt. Pleasant and Slavic Village	0	1	1
Shaker Heights Main Library	1	0	1
Slavic Village	1	0	1
St Clair Superior	1	1	2
<b>Total External Assessments</b>	<b>7</b>	<b>12</b>	<b>19</b>

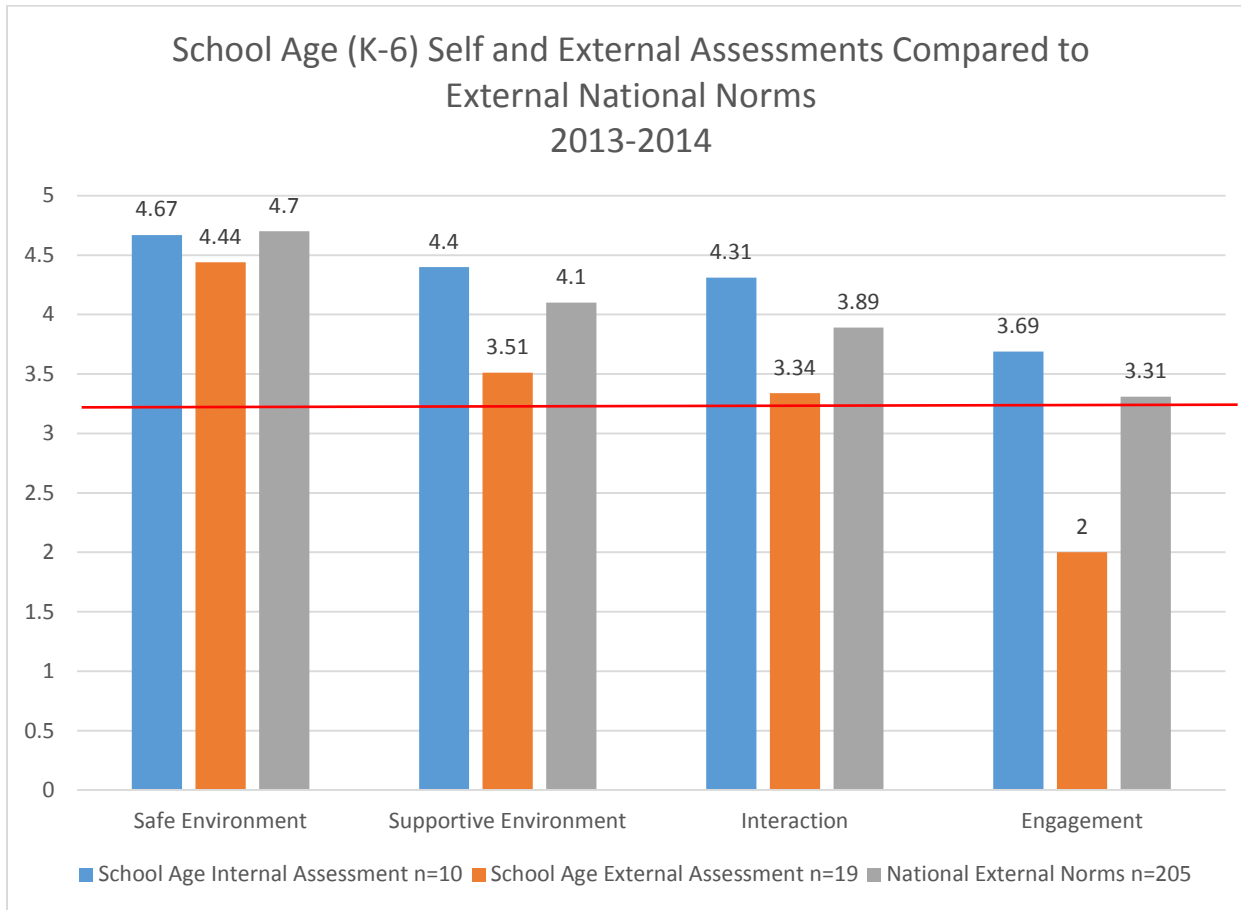


A total of 10 School Age self assessments were completed during 2013–2014. One program completed a self assessment for both years.

**TABLE 22: SCHOOL AGE (GRADES K–6) SELF ASSESSMENTS BY YEAR**

<b>Agency</b>	<b>2013</b>	<b>2014</b>	<b>Self Assessments</b>
<b>Art House Inc.</b>	0	1	1
<b>Cleveland Music School Settlement</b>	0	1	1
<b>CMHA Riverside</b>	0	1	1
<b>Cuyahoga County Public Library Warrensville</b>	1	0	1
<b>Jones Road Family Development Corporation</b>	0	1	1
<b>Ridgewood YMCA Hurricane Cafe</b>	1	1	2
<b>Rowland Elementary School</b>	0	1	1
<b>Shaker Heights Public Library</b>	0	1	1
<b>St. Clair Superior</b>	0	1	1
<b>Total Self Assessments</b>	<b>2</b>	<b>8</b>	<b>10</b>

**Figure 22: Self and External Assessment of School Age (K-6) Programs vs. External National Norms**



The figure above presents aggregate self and external assessments for School Age programs as compared to external national norms. Using 3.0, or “satisfactory,” as a criterion value, School Age programs exceeded this value on three out of four PQA scales. Although the external aggregate means are still slightly below external national norms, they still reflect that overall, School Age programs are achieving program quality, as measured through the most stringent assessment. Reflecting national trends and countywide program trends, Engagement was externally measured below external national norms.

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**OVERALL, SCHOOL AGE PROGRAMS ARE ACHIEVING PROGRAM QUALITY, AS MEASURED THROUGH THE MOST STRINGENT ASSESSMENT.**

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**Figure 23: External Assessment of School Age (K-6) Programs vs. External National Norms**

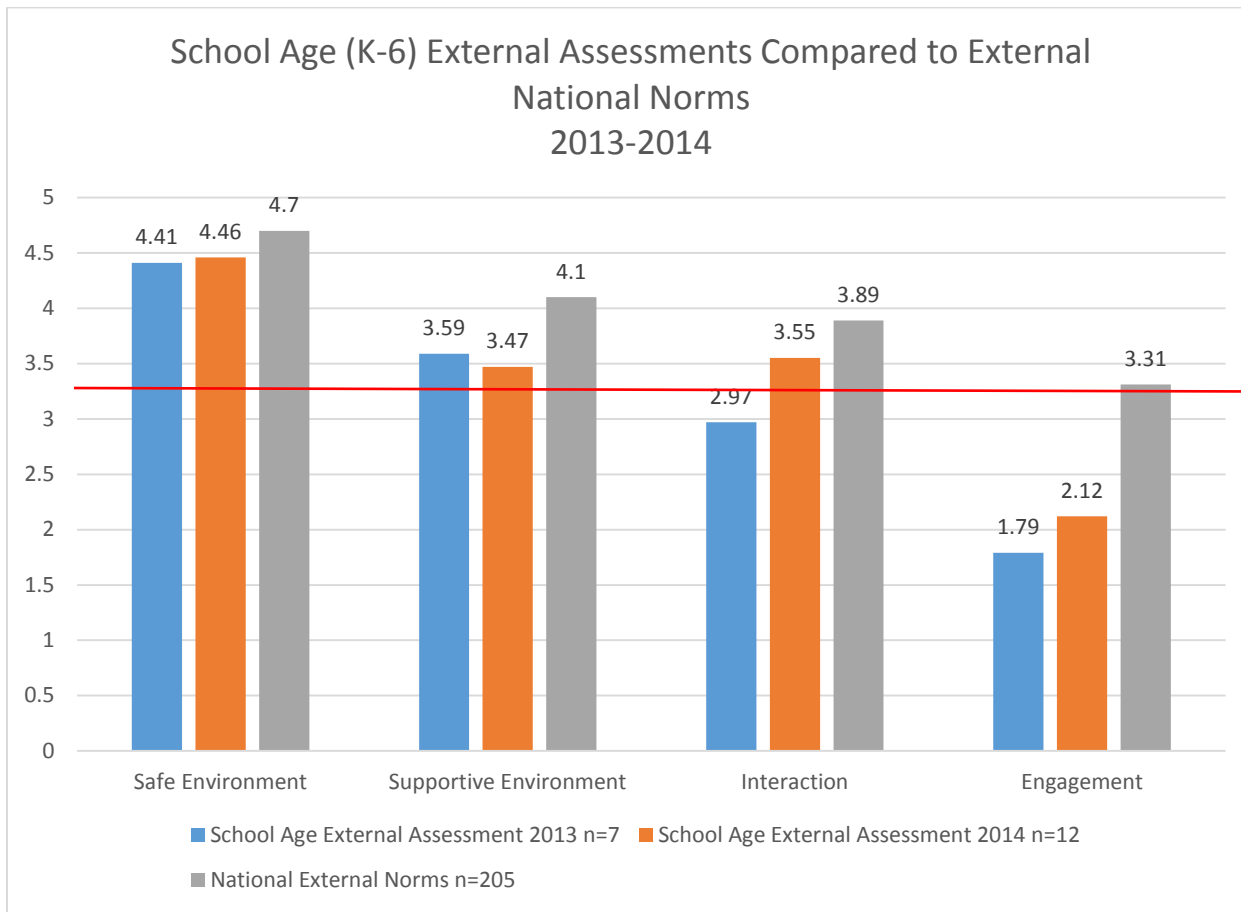


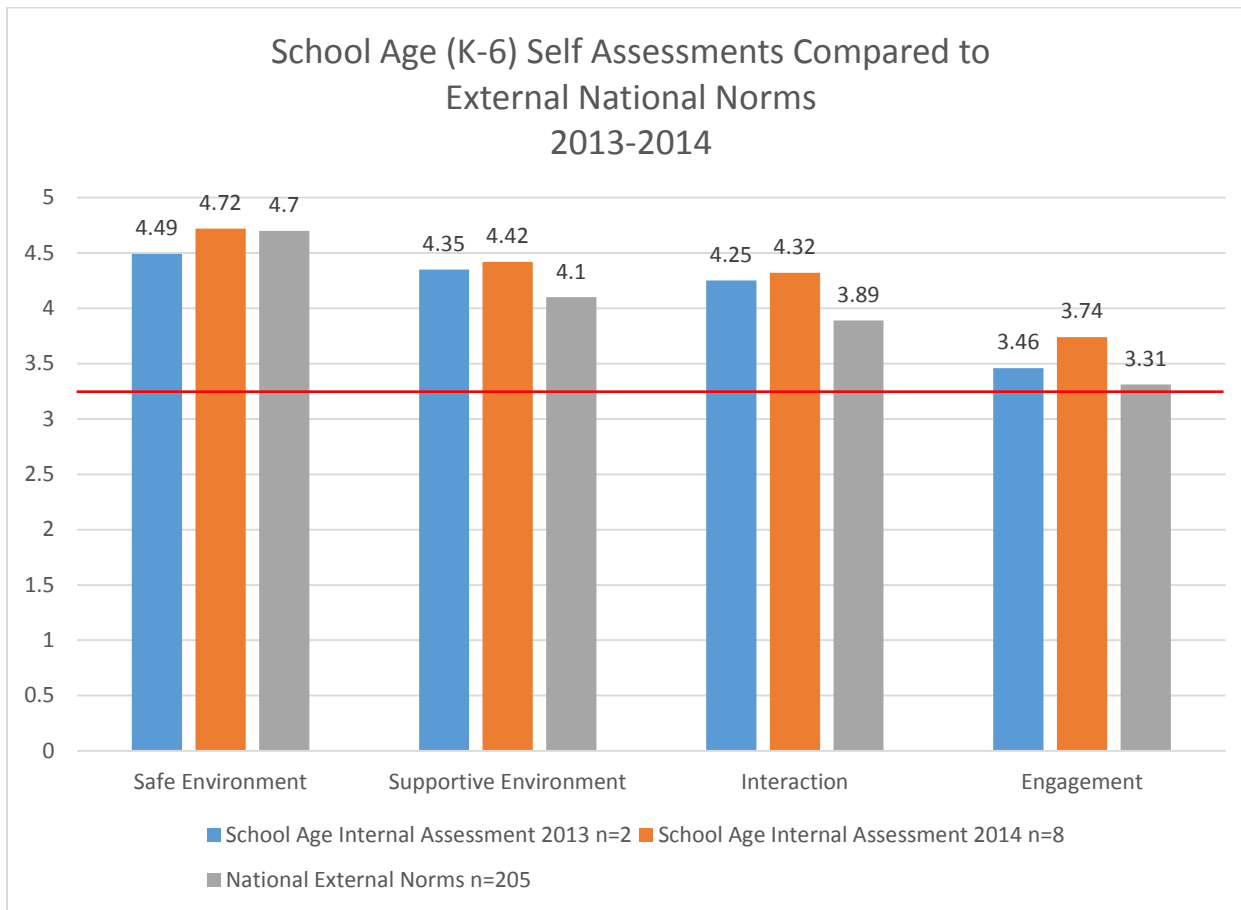
Figure 23 indicates that for 2013–2014, external assessments for School Age programming demonstrated gains in three out of four PQA domains. In particular, Interaction increased as did Engagement. External assessments of programs are still below external national norms, but only marginally for three out of four domains. Reflective of national trends, Engagement was assessed as below the criterion value of 3.0, or “satisfactory.”

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**FROM 2013 TO 2014, PROGRAMS IMPROVED IN 3 OUT OF 4 DOMAINS.**

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**Figure 24: Self Assessment of School Age (K-6) Programs vs. External National Norms**

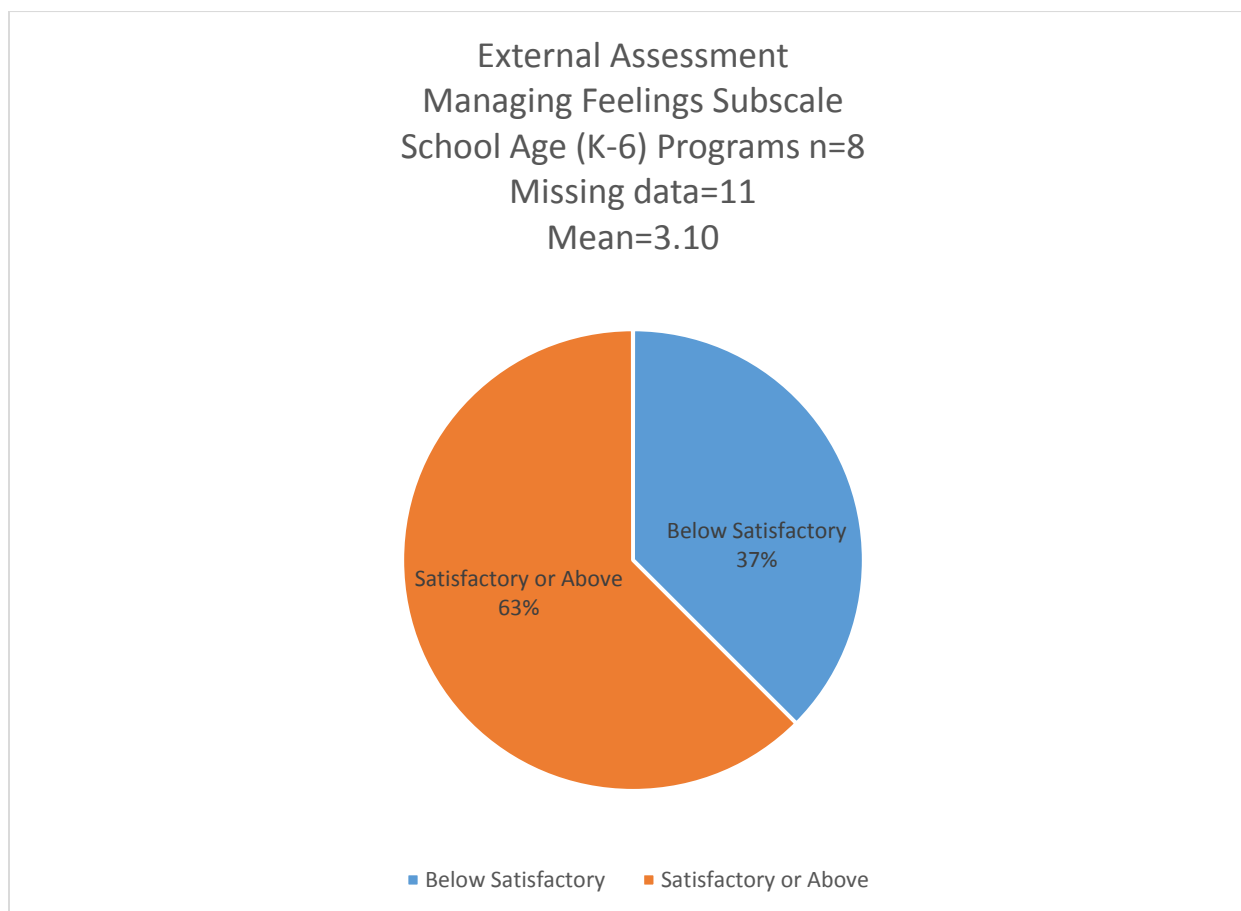


Reflective of trends in PQA self assessments, grantees scored themselves higher than external national norms and external assessments.

## School Age (K-6) Interaction Subscales Results: External Assessments Only

The following figures present external assessment results for School Age programs on the Interaction subscales.

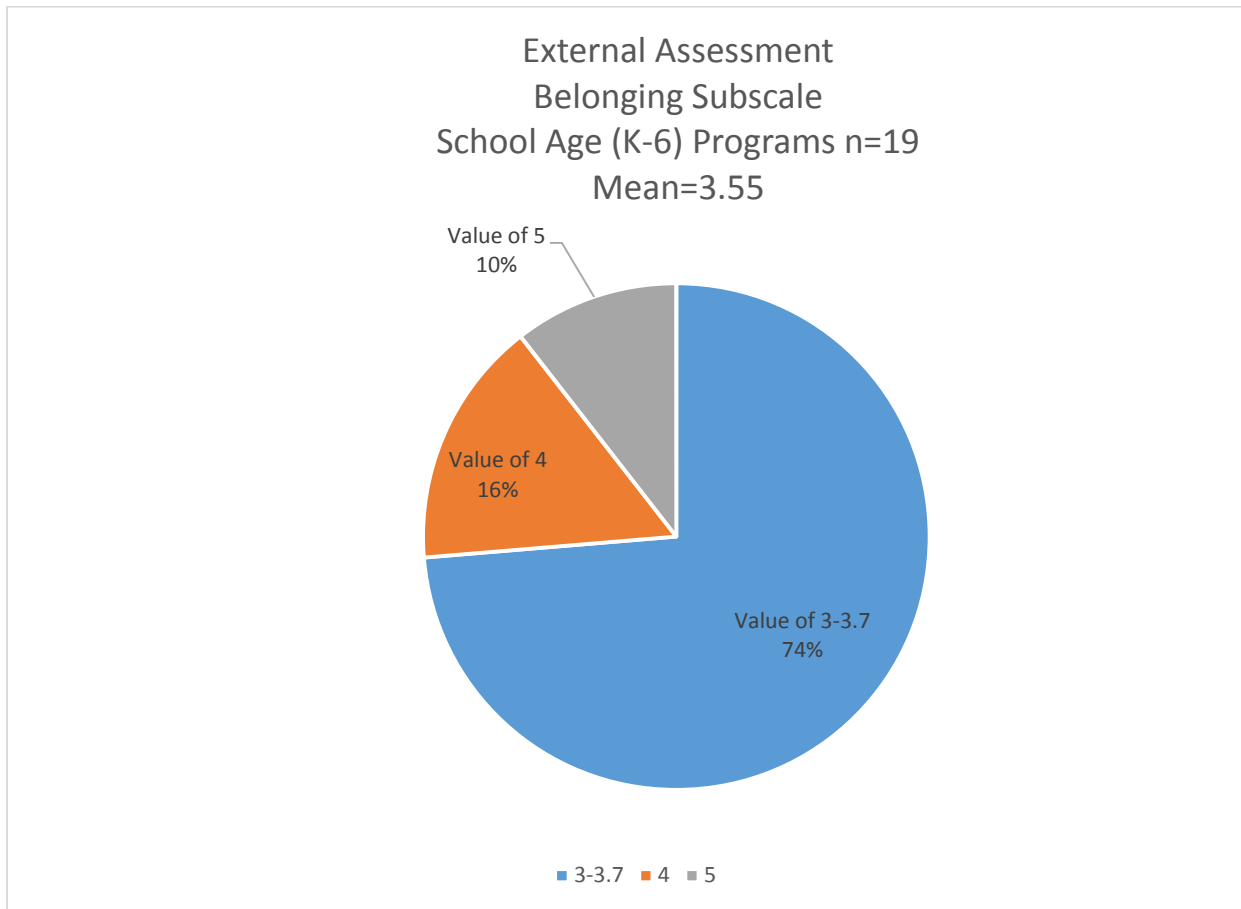
**Figure 25: Interaction: School Age (K-6) Managing Feelings**



**Managing Feelings** is a subscale that measures: 1) Staffs' acknowledgment of children's feelings; 2) Staff asking children to explain situation; 3) Staff helping children respond appropriately; and 4) Children themselves suggesting solutions. Of the eight programs that had external data on the Managing Feelings subscales of Interaction, 63% scored 3.0 or above, or "satisfactory." Three programs scored below satisfactory on this subscale. Missing data was documented for 11 programs<sup>10</sup>.

<sup>10</sup> Missing data indicate that managing feelings activities may not have been present during external assessment, i.e., there may not have been a clear cut situation with staff responding to a child's feelings to warrant assessment. Missing data, therefore, indicate that particular program processes were not evident during observation times.

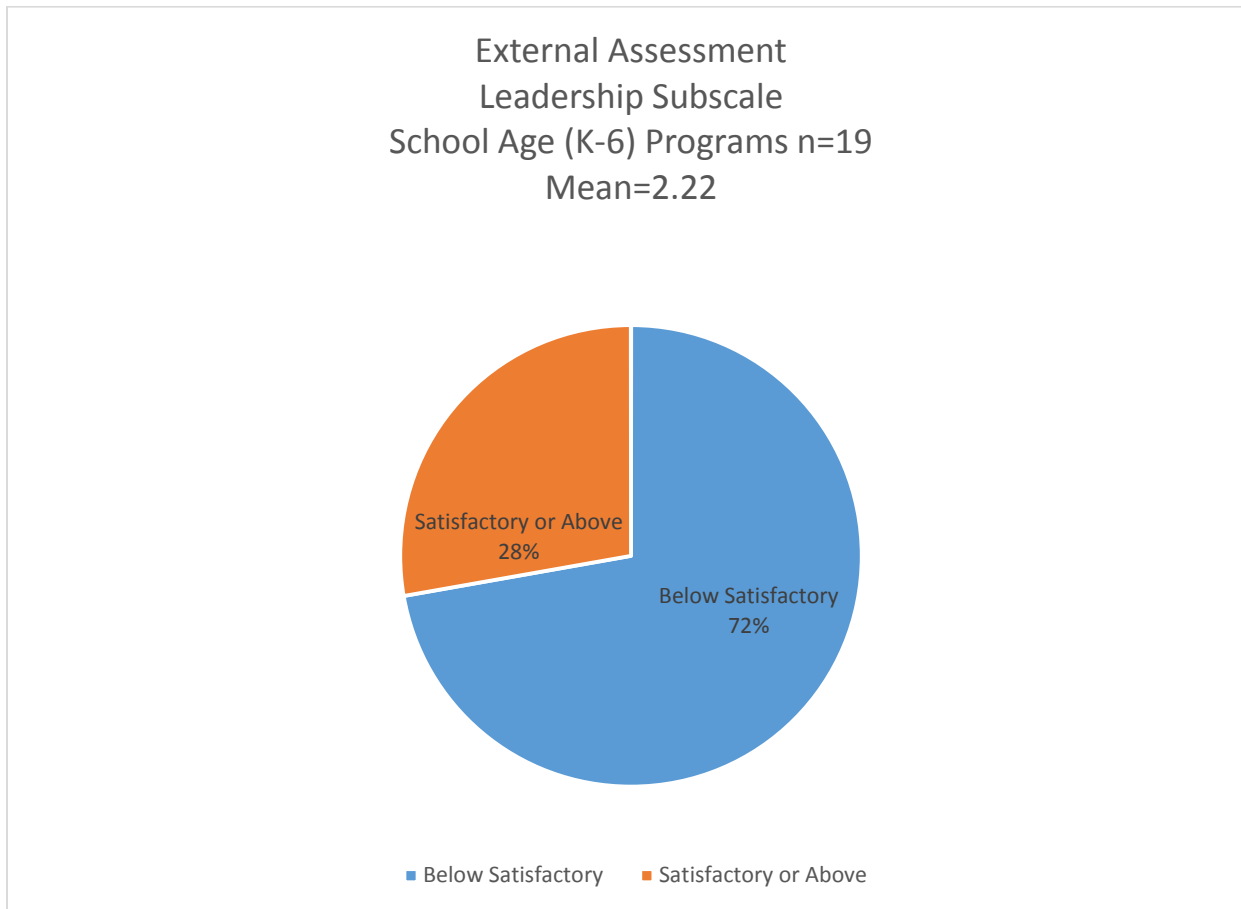
**Figure 26: Interaction: School Age (K-6) Belonging**



**Belonging** is a subscale that measures: 1) Opportunities for children to get to know each other; 2) Inclusive relationships; 3) Children identify with the program; and 4) Structured and small group activities are present. The Belonging subscale was rated as 3.0 and above for all externally assessed School Age programs<sup>11</sup>. The chart indicates that all of the programs met or exceeded the criterion score of 3.0, or “satisfactory,” on the Belonging subscale.

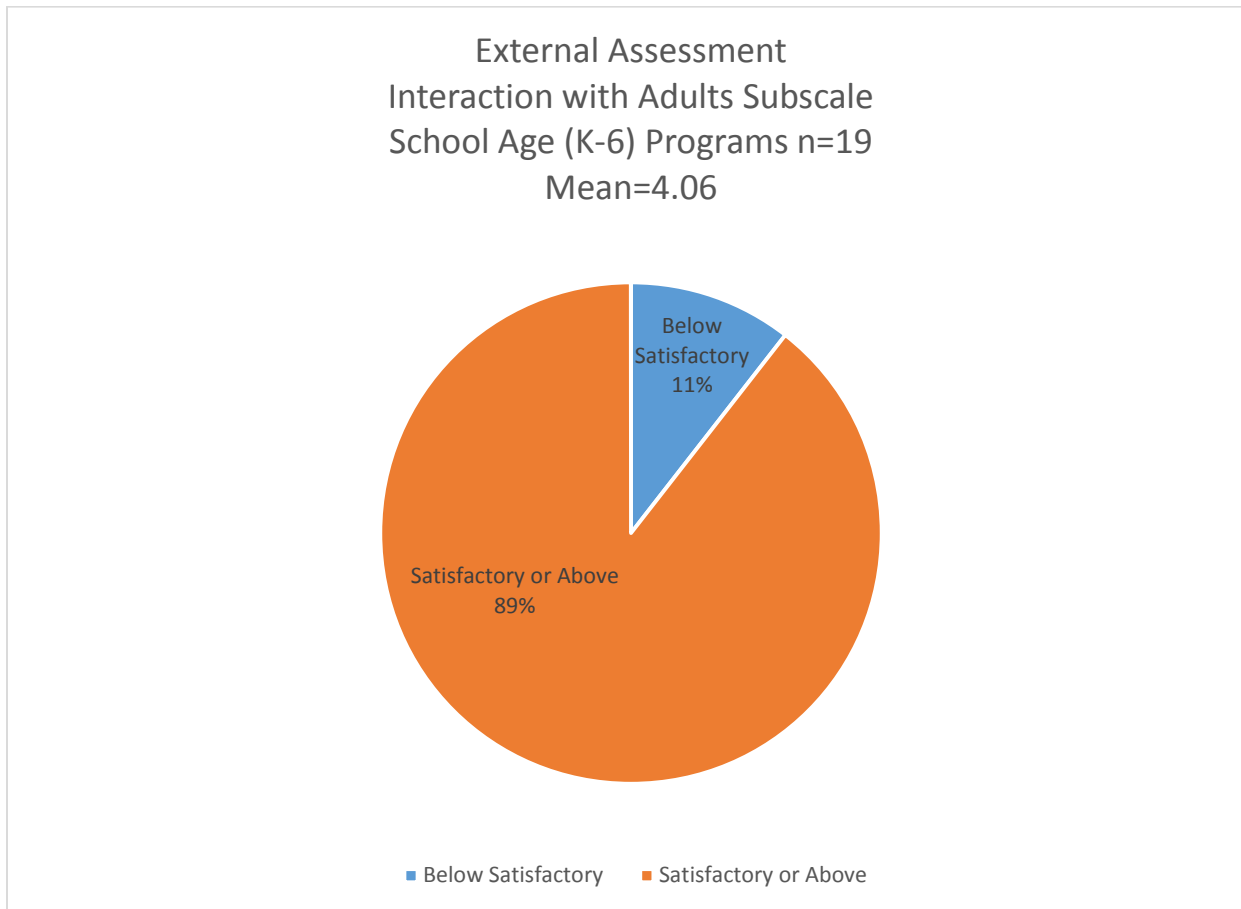
<sup>11</sup> Since all programs were assessed above satisfactory, or 3.0 and above, the gradations of scores above satisfaction are presented to illustrate the range of scores.

**Figure 27: Interaction: School Age (K-6) Leadership**



**Leadership** is a subscale that measures children participants’ opportunities to: 1) Practice group process skills; 2) Help another child; and 3) Have structured time to lead group. The majority of externally assessed School Age programs did not meet the criterion score of 3.0, or “satisfactory,” on the Leadership subscale. Five, or 28% percent, of the programs exceeded the criterion score.

**Figure 28: Interaction: School Age (K-6) Interaction with Adults**



The **Interaction with Adults** subscale assesses: 1) Staff have eye contact on children’s level; 2) Staff work side by side; 3) Staff circulate among the children; and 4) Staff interact positively. The large majority (89%, n=17) of externally assessed School Age programs met or exceeded 3.0, or “satisfactory,” on the Interaction with Adults subscale. These results indicate that staff engage and interact with children in an appropriate manner that contributes to program quality.

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**STAFF ENGAGE AND INTERACT WITH CHILDREN IN AN APPROPRIATE MANNER THAT CONTRIBUTES TO PROGRAM QUALITY.**

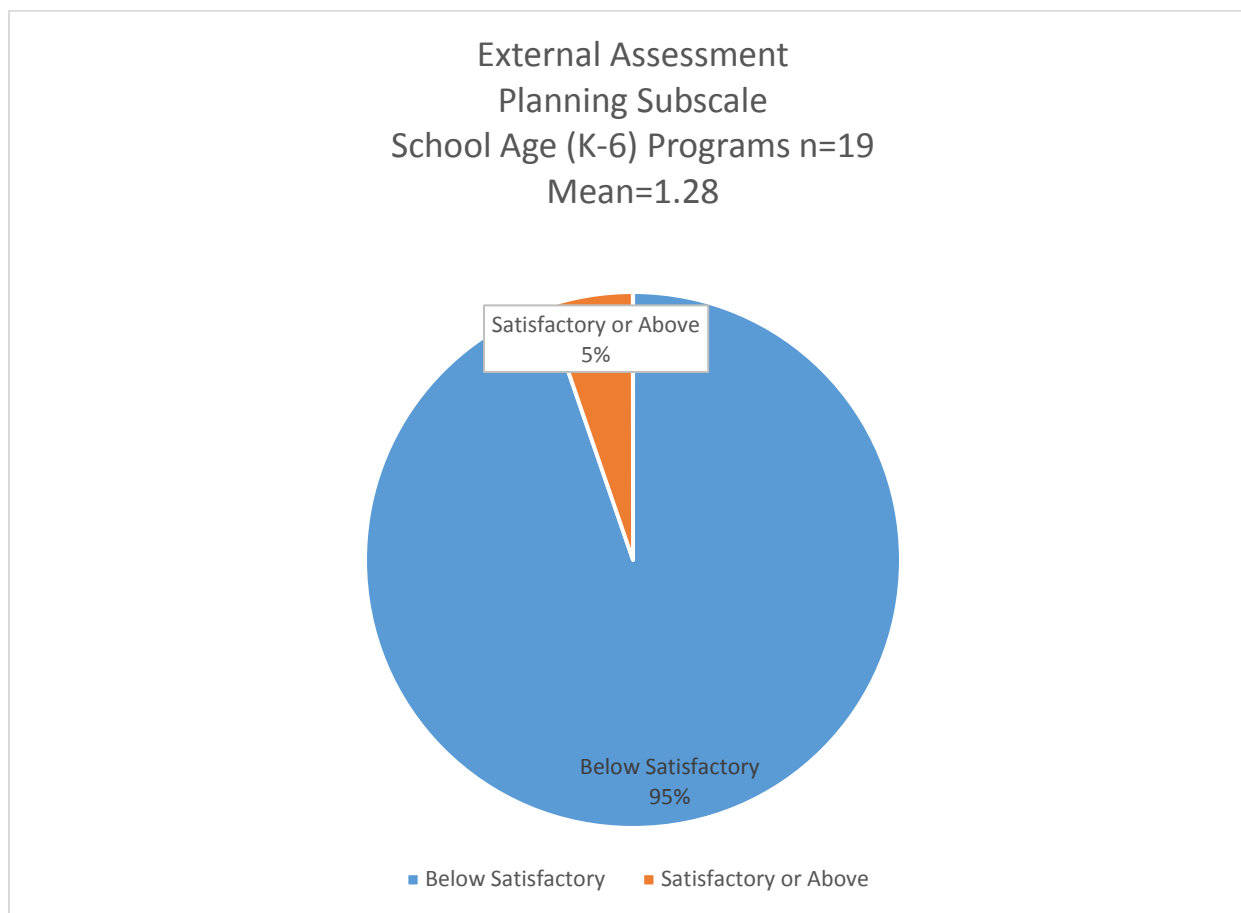
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## School Age (K-6) Engagement Subscales Results: External Assessments Only

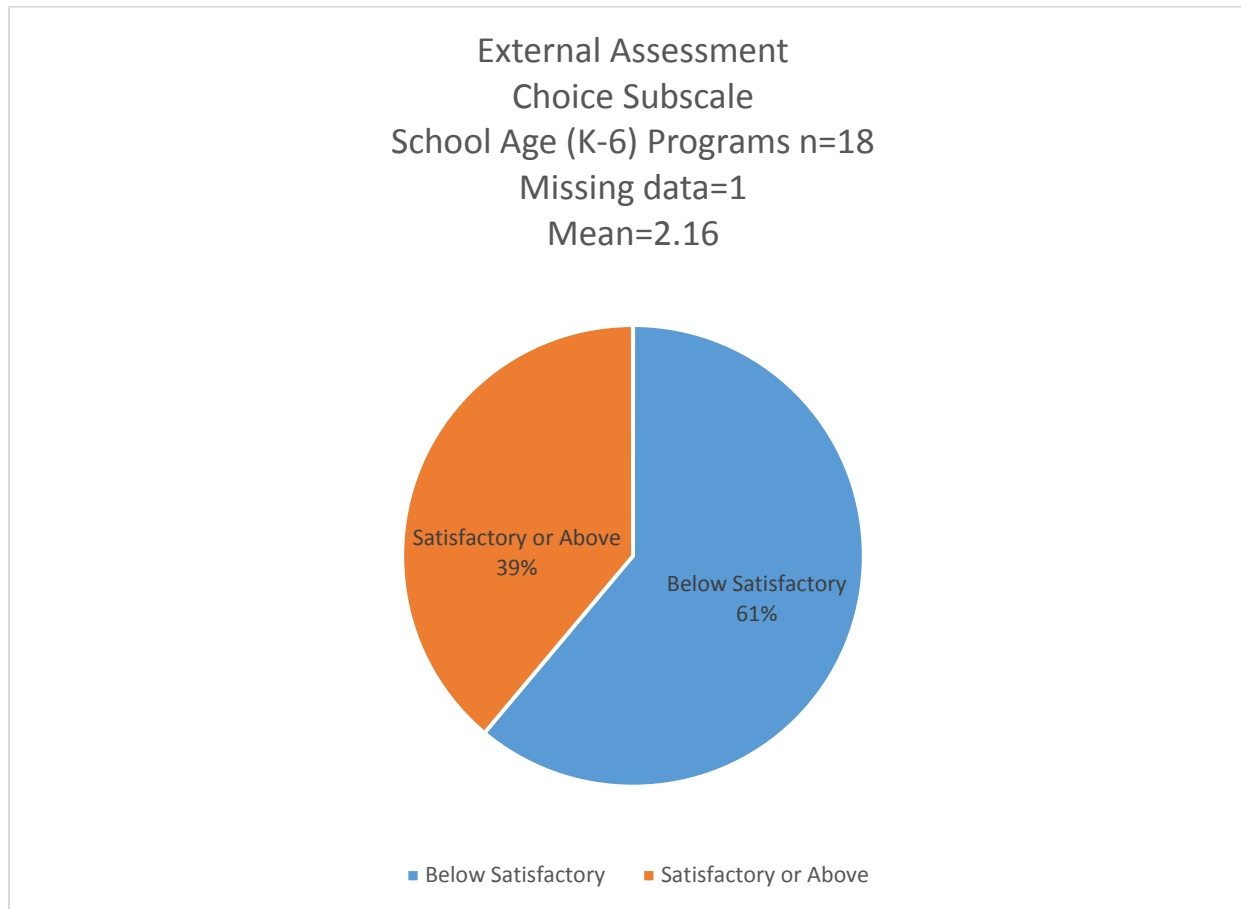
The following figures present external assessment results for School Age programs on the Engagement subscales.

**Figure 29: Engagement: School Age (K-6) Planning**



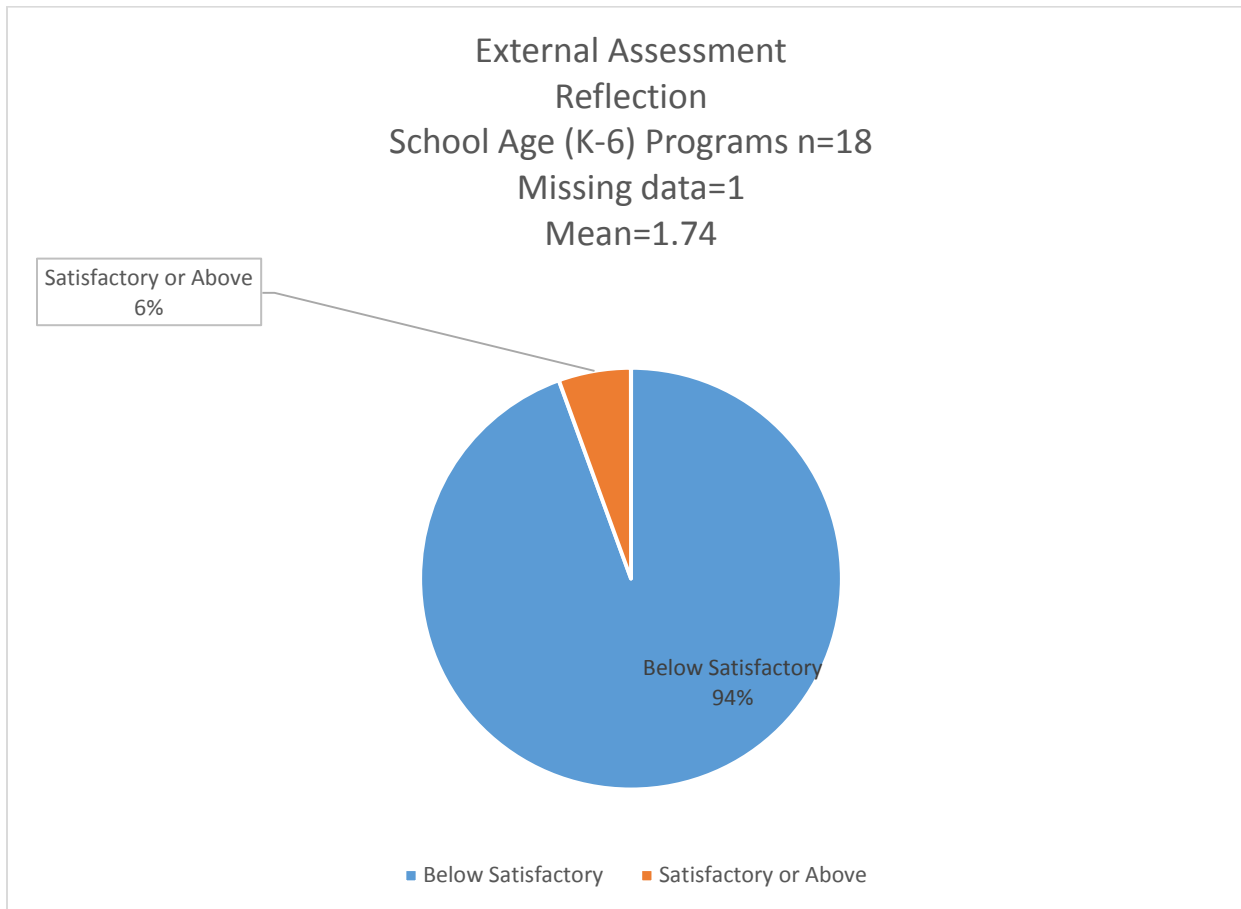
The **Planning** subscale measures: 1) All children have opportunities to plan; 2) Multiple planning strategies are used in the program; and 3) Plans are shared in tangible ways. The majority of externally assessed School Age grantees (95%) did not meet the criterion value of 3.0, or “satisfactory,” for Planning.

**Figure 30: Engagement: School Age (K-6) Choice**



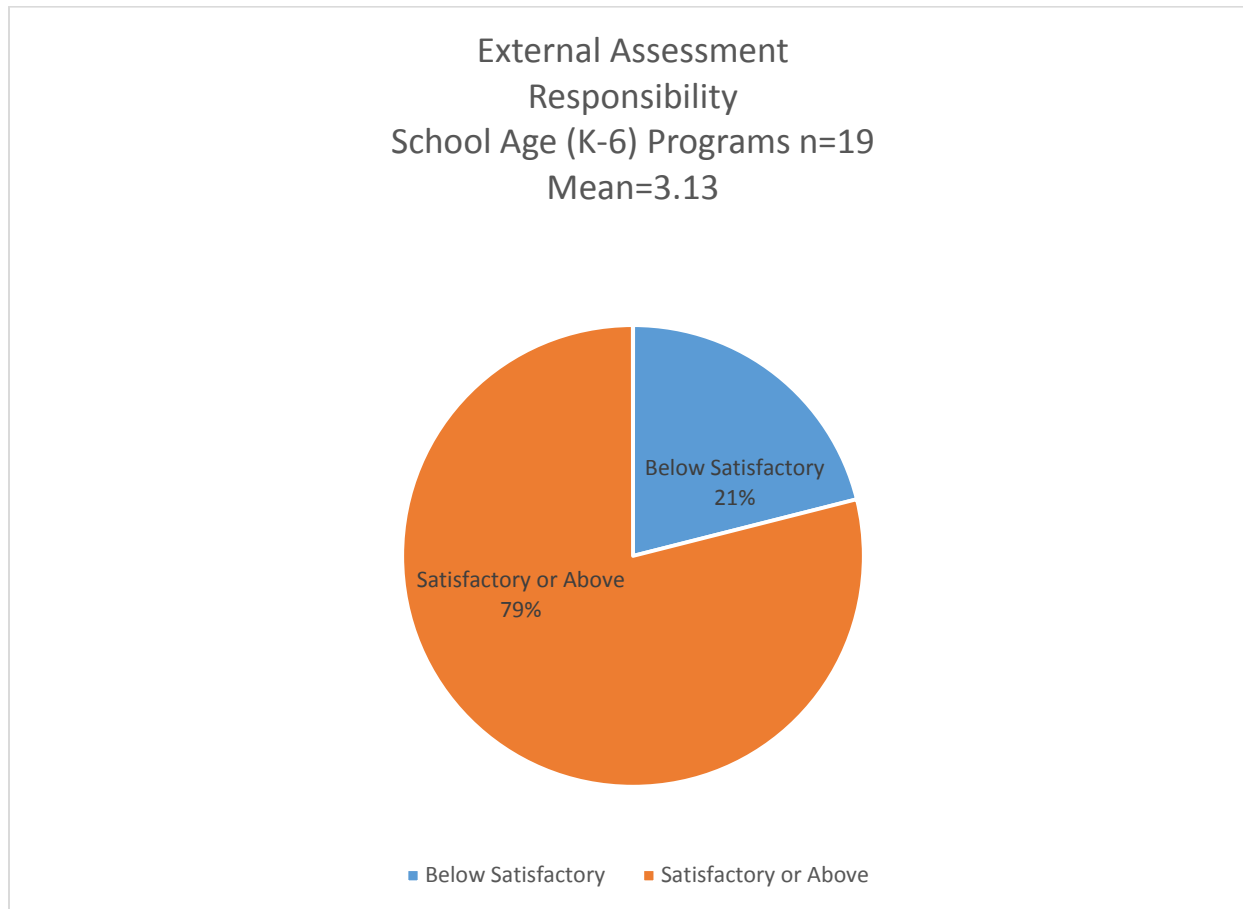
The **Choice** subscale measures: 1) Authentic choices are provided to children; and 2) Open-ended choices are made available to children (rather than “yes” or “no” choices only). The majority of externally assessed School Age programs (61%) did not meet the criterion value of 3.0, or “satisfactory,” on the Choice subscale.

**Figure 31: Engagement: School Age (K-6) Reflection**



**Reflection** is a subscale that measures: 1) Intentional reflection; 2) Multiple reflection strategies; and 3) Structured opportunities to provide feedback. Reflection is a structured programmatic activity in which staff actively engages children to reflect on what they’ve done, such as through journaling, sharing progress, or sharing feelings regarding activities. The majority (94%) of School Age externally assessed programs did not meet the criterion value of 3.0, or “satisfactory,” for the Reflection subscale.

**Figure 32: Engagement: School Age (K-6) Responsibility**



The **Responsibility** subscale measures: 1) Opportunities for routine tasks; and 2) Staff do not intervene intrusively on children’s activities. The majority (79%) of externally assessed School Age programs were assessed as above 3.0, or “satisfactory,” on the Responsibility subscale.

## Policy Recommendations

Safe and Supportive Environment, the foundations for program quality, already exceed the benchmark of 3.0, or “satisfactory,” in both self and external assessments. However, based on the results of the PQA/YPQA assessments, Interaction and Engagement domains have the greatest opportunities for strengthening. In the summer of 2014, grantees participated in a workshop through Starting Point on how to self-assess their programs, and additionally how to create a Program Improvement Plan. This plan, based on a Continuous Quality Improvement (CQI) model, provides programs a roadmap for addressing domains and associated subscales that are in need of strengthening.

**Figure 10: Continuous Quality Improvement Process Using the PQA**



Given that Program Improvement Plans are currently being formulated by Starting Point grantees, and programmatic areas are being identified by staff to implement improvements, there are additional policy recommendations that are taken from this report.

### **Recommendation 1: Learning Community**

Although Interaction and Engagement were below the criterion value of 3.0 for the majority of programs, some programs did meet or exceed this assessment score on external assessment, the assessment presumed to be more stringent. Bellaire-Puritas Development Corporation, Shaker Heights Public Library, and Slavic Village were sites that were assessed as above satisfactory in Interaction and Engagement. Providing opportunities for the programs and staff at these sites and other programs across the county to participate in a learning community could establish a network of learning across sites, and identify “what works” in local programming. Interaction and Engagement domain assessments are based on interactions of youth and adults (e.g., staff share control with youth), peer interaction (e.g.,

opportunities to work cooperatively), in addition to program structure (e.g. opportunities to provide feedback). All of these components, contributing to youth voice, may be enhanced through the sharing, across programs, of the strategies program staff and administrators utilize to achieve program quality in Interaction and Engagement domains.

### **Recommendation 2: Enhance Opportunities for Participation in Weikart Center for Youth Program Quality Youth Work Methods Series**

The Weikart Center, creators of the PQA, have established the Youth Work Methods, which are interactive and hands-on workshops, online learning opportunities, and self-paced learning tools, providing a comprehensive system for integrating assessment and training ([http://www.cypq.org/products\\_and\\_services/training/YWM](http://www.cypq.org/products_and_services/training/YWM)). Given that grantees are assessed using the PQA, whose domains are evidence-based, participation in trainings that are aligned with programs' specific Program Improvement Plans can strengthen skills to increase Interaction and Engagement. For example, specific workshops are provided in youth voice, which identifies ways to strengthen, among other domain subscales, Choice and Leadership. Although these trainings have an associated cost, Starting Point should investigate the benefits of program staff selectively participating in these trainings, particularly in workshops that address Interaction and Engagement.

### **Recommendation 3: Define and Focus on Enhancing Youth Voice in the Context of PQA Assessment to Grantees Through Use of Program Improvement Plans**

This recommendation can potentially have two components: a downstream component and an upstream component. First, Starting Point communicates and establishes Interaction and Engagement as priority areas for improved program quality. Second, the perspectives of program staff and administrators, and ideally, youth, are gathered to understand how Engagement and Interaction, which contribute to youth voice, can be enhanced in programming. The first step in achieving this goal is the use of Program Improvement Plans for grantees. Given that Interaction and Engagement are domains that can be strengthened, Plans among the majority of grantees should reflect this. As part of the Program Improvement Plan, the first step is to identify the strengths of a program based on PQA assessment

scores. Second, given that all programs will demonstrate strengths, program staff and administrators should identify how to leverage existing strengths to improve subscales identified in the Interaction and Engagement domains of the PQA.

#### **Recommendation 4: Expand the Use the Satisfaction Survey to Improve Program Performance**

The satisfaction survey was first implemented in 2014. Results are encouraging, with 98% of over 1000 youth representing 35 different programs stating that they are satisfied or very satisfied. It is also important to note that when youth are asked for their input, they will provide information. Indeed, 94% provided open-ended content when asked. However, approximately one quarter or more of the programs did not provide satisfaction survey data. In the next round of programming, additional efforts should be made to implement the survey in all programs, or at a minimum, obtain similar types of feedback from participants in a structured format. Lastly, a recommendation is that the satisfaction data and participant feedback be shared with the respective agencies for purposes of program improvement, much like PQA data.

#### **Recommendation 5: Integrate DAP Data to Improve Decision-Making and Outcomes-Based Management**

In close collaboration with Starting Point in 2014, a program matrix was designed to match the use of the DAP with programs considered to be an appropriate fit for measuring participant change at the start (pretest) and completion (posttest) of services. DAP results on pretest and posttest level changes for the Parma site are encouraging, and show a 20 percentage point improvement, or greater, in some areas. More profiles and informative analyses linking the amount of activity and categories of programming will be possible by the evaluation team as the amount of DAP data grows. Recommendations for the next phase of the DAP are to create additional profiles with more analysis, use the DAP data at the program level with the service providers, and integrate the DAP outcomes with other information sources for improved OST decision making and project management. Table 23 illustrates how some of these recommendations can be framed for implementation. For example, at the individual level (i.e., client or youth level) the outcomes on a DAP assessment could be used to match a program's elements to a youth's

need. Because many programs do not have mid-course correction flexibility, a referral could be made at the completion of one program to another program based on the DAP scores of the individual. At the program level, core curriculum or program eligibility recommendations could be established based on repeated DAP outcomes. At the system level, DAP data could be used to help Cuyahoga County and Starting Point recognize the most effective types of programming and reward what works to target limited and finite resources.

**TABLE 23: DATA DECISION SUPPORT AND OUTCOMES MANAGEMENT\***

	<b>Individual</b>	<b>Program</b>	<b>System</b>
<b>Decision Support</b>	Youth needs/youth driven interests w/adaptive matching (service planning)	Eligibility criteria, stepdown protocol	Resource management, right-sizing, provider training
<b>Outcome Monitoring</b>	Service transitions, referrals & celebration	Evaluation	Performance contracting, provider profile ratings
<b>Quality Improvement</b>	Integrated care, supervision/team review	CQI, accreditation, program redesign, targeted staff training	Transformation, business model design, program portfolio

*Possible Data Support Tools: DAP, ETO activity data, satisfaction surveys, and PQA/YPQA*

*\*Adapted from the TCOM Grid of Tactics by John Lyons*