

IMPACT EVALUATION REPORT FOR Youth Opportunities Unlimited

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One Riverfront Center
20 Stanwix Street
Pittsburgh, PA 15222

P: 412-434-1335
F: 412-281-5925
www.mccmcd.com

 **DEWEY & KAYE**
Nonprofit Consultants

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Executive Summary

The path to a successful, self-sufficient adulthood is becoming more difficult for disadvantaged youth. For a number of reasons, jobs and quality careers are harder for them to obtain. Urban public school systems fail to adequately prepare and graduate the majority of students. For minority students who make it to college, a key requirement for a life free from poverty, merely 14% graduate with a degree. Low high school graduation rates, post-secondary education levels, and the inability to obtain quality jobs are the main scenarios that Youth Opportunities Unlimited (Y.O.U.) attempts to combat through its programs for youth in Cleveland.

Through an extensive survey of Y.O.U. program graduates¹ ages 18-24, community data comparisons, a series of graduate case studies, and community stakeholder interviews, this evaluation endeavored to answer four main questions:

1. **What impact is Y.O.U. making?**
2. **What is the role of Y.O.U. in the community and what should it be?**
3. **What programs and services offered by Y.O.U. are the most meaningful?**
4. **How might Y.O.U. adjust its services to have more impact?**

Our investigations and analysis have concluded the following:

IMPACT

In a rough comparison between the impacts reported in national studies, and the impact data from this evaluation, Y.O.U. outcomes are either in line or seemingly better than other reports. Y.O.U. program graduates are successfully meeting the following impact goals set by Y.O.U.:

- They are productive members of society as indicated by levels employed, in school, or having a positive outlook on life.
- They are enjoying a higher household income than their peers.
- They have higher education levels than their peers in most areas.
- They have low levels of risk factors such as drug and alcohol, homelessness, etc.

- **96% of Y.O.U. youth believe they will be a success in life**
- **80% of Y.O.U. youth vs. 49% graduate high school**
- **48% of Y.O.U. youth vs. 30% have some post-secondary training**
- **80% of 20-24 year old Y.O.U. youth vs. 70% are employed**
- **Y.O.U. full-time employed youth have higher median income than overall for Cleveland**
- **14% of Y.O.U. youth vs. 26% are disengaged from work or school**

¹ Y.O.U. program graduates, completers, youth, participants, and alumni are used interchangeably throughout the report to mean youth who participated and completed a Y.O.U. program between the years 2002-2008.

- They are positive about their future prospects as adults in comparison to the outlook youth expressed in the 2008 Human Ware Audit conducted for the Cleveland Metropolitan School District.

It is too early to tell if Y.O.U. is having an impact in the following areas:

- *Youth are obtaining education levels that are putting youth on the path for 21st Century Careers.* Not enough respondents have completed their post-secondary education in order to determine this.
- *Youth are engaged in sustained employment in a career leading to self-sufficiency.* While those in the labor force working full-time are earning incomes above the median household average in Cleveland, it is unclear if they are on a career path that will continue to develop.

ROLE

Y.O.U.'s current role is to expose pathways to high school aged youth in order to graduate high school, enroll in post-secondary education, obtain entry level jobs, and/or develop long term career aspirations and plans. Y.O.U. accomplishes this through hands on support, information, resources exposure, and motivation.

For Y.O.U.'s service population in particular, ages 18-24 have high levels of transition between school, work, and inactivity and are often riddled with risky setbacks. A future role that Y.O.U. might consider is facilitating or partnering to link youth with continued support related to career development and post-secondary education after graduating from high school. Y.O.U. could become a trusted place to connect these youth with other appropriate community resources that support post-secondary matriculation, degree obtainment, training, and employment on a pathway to a quality job or career.

EFFECTIVE SERVICES

All of Y.O.U.'s services were rated very highly by respondents in importance and helpfulness. However, as research also indicates, youth valued the intensive, one-on-one supportive services and the holistic nature of service offerings. Y.O.U. is close to or currently meeting all programming outcome benchmarks, which indicates that services are operating effectively.

Different programs were successful in different areas. The Quantum and Primetime programs had higher rates of post secondary enrollment. The JUMP and JOG programs had higher rates of employment. This can perhaps be explained by the different motivations of youth participation. Primetime participants attended voluntary afterschool programs seeking out information and support in educational matters. JUMP and JOG participants stated they were primarily looking for a job and a school credit.

IMPROVE IMPACT

With regard to current programming, Y.O.U. is either close to or meeting current benchmarks, which indicates that current programming is operating to plan. The High School Graduation rate in this evaluation is 80% as opposed to the 85% benchmark. This could be addressed by adjustments in Y.O.U.'s current policies and methods for calculating graduation rates and connecting with more tutoring and OST preparation. Additionally, Y.O.U. might assess a youth's motivation for participation, and aspirations for career or post-secondary education and target services regarding education or careers, rather than generalized offerings. Particularly in getting youth just interested in getting a job, to want a career. For youth interested in post-secondary education, Y.O.U. should understand what level of remediation this youth would require and connect them with the necessary tutoring services.

As mentioned briefly with regard to Y.O.U.'s future role, for many Y.O.U. completers the transition to adulthood is not linear. Still, 27% of participants that should be working are unemployed and collecting some form of public welfare, many of whom are between the ages of 18-20. Twelve (12%) of youth who enroll in post-secondary education drop-out before obtaining a degree, and 28% of those in school are working and struggling to find financial aid or transfer to four year institutions. Our impression is that a youth's status is not static but changes on a fairly regular basis between employment and unemployment and school attendance. Between the ages of 20-24, the percentage of Y.O.U. youth enrolled in school is higher than the Cleveland average. This tells us that Y.O.U. participants are either delaying their education until they are older or are taking longer to finish; either of which can be difficult to navigate. It is during this period that the benefits and momentum gained by youth during high school can be lost.

For these reasons, we recommend that Y.O.U. examine a way to provide continued alumni support so that youth can turn to Y.O.U. when they have a setback in their education, employment, or decide they want to go back to school or begin a career path. Post-secondary support from high school through alumni should provide resources and connections to remediation, when necessary, best choices for college, enrollment and financial aid applications, and course of study. Employment services should lead or connect youth to a pathway to quality jobs or training and the experience required to obtain a living wage. In this way, Y.O.U. can increase its impact on youth obtaining self-sufficient jobs for the 21st Century.

Youth Workforce Development Literature Review

In order to provide context around challenges facing youth and to benchmark report data, Dewey & Kaye conducted a literature review on national statistics regarding disadvantaged youth, particularly African-American youth, in relation to education and the workforce. Additionally, Dewey & Kaye gathered information on national youth workforce development program outcomes and best practices.

EDUCATION

Nationwide, the public education system is experiencing a crisis. The overall graduation rate for the class of 2001 was 68%, with one-third of all public high school students failing to graduate.²

The situation is far worse for African-American youth and in large-inner cities:

- ▶ It is reported that nationally, only 55% of African-Americans graduate from High School.³
- ▶ Between 2002 and 2007, Cleveland Municipal School District's graduation rate has ranged from 38% in 2002 and has increased each year to a reported 61% in 2007.⁴

This phenomenon fundamentally impacts youths' ability to experience a successful adulthood as evidenced by the following facts:

- ▶ High school dropouts earn approximately \$9,000 less per year than their high school graduate counterparts.
- ▶ High school dropouts are 3.5 times more likely than graduates to be incarcerated.⁵
- ▶ 16% of all young male drop-outs ages 18-24 are either incarcerated or on parole.⁶

Dropping out also trickles up to what is commonly viewed as the key requirement to transition out of poverty as an adult – a Postsecondary education. However, only 14% of minority youth complete four years of college.⁷

WORKFORCE

The dynamic of youth work is also transforming rapidly in our changing economy.

- ▶ National teen employment rates in high-poverty cities average 29%, while Cleveland's averages 32%.⁸

² Urban Institute, "Who Graduates, Who Doesn't" 2004.

³ Center for Civic Innovation, Manhattan Institute "Leaving Boys Behind: Public High School Graduation Rates" 2006.

⁴ Ohio Department of Education, School Report Cards. 2002-2007.

⁵ YouthWorks, Pittsburgh "Facts of Life for Disadvantaged Youth"

⁶ Connected by 25: Improving the Chances of the Country's Most Vulnerable 14-24 Year Olds, 2004.

⁷ Center for Law and Social Policy, "What's a Youngster to Do? The Education and Labor Market Plight of Youth in High-Poverty Communities", 2005.

⁸ Center for Law and Social Policy, "What's a Youngster to Do? The Education and Labor Market Plight of Youth in High-Poverty Communities", 2005.

A recent study completed by the Center for Labor Market Studies entitled “Out with the Young, In with the Old,” paints a dire picture for the youth workforce in that careers and full time work are becoming much more competitive, and in essence, squeezing out youth and the uneducated. Some statistics from this report include:⁹

- ▶ In 2008, 40% of employed bachelor degree holders under the age of 25 were working in jobs that in the past would have been filled by young adults with only a high school diploma.
 - These positions earn 30-35% less per year than those requiring college degrees.
- ▶ Jobs are becoming scarce for youth. Between 2000 and 2008, employment rates of 16-24 year old out-of-school youth dropped 9%.
 - For those with less than a 12th grade degree, employment rates dropped 22%.
 - For those with just a High School Degree or GED, employment rates dropped 13%.
- ▶ Full-time employment for youth is becoming much more difficult to find. In 2008:
 - 32% of dropouts worked full-time.
 - 52% of high school graduates worked full-time.
 - 77% of four year college graduates worked full-time.

Other research confirms these findings. The National Youth Employment Coalition reported that in 2005, the teen employment rate (ages 16-19) was 36%, the lowest in 56 years.¹⁰

Again, these scenarios are far worse for disadvantaged youth.

- ▶ Youth from low-income households are less likely to obtain employment than those from middle or upper middle income homes.
 - In \$20,000 households, 32% of teens work.
 - In \$40,000-\$60,000 households, 45% of teens work.
 - In \$75,000 households, 52% of teens work.

These factors combined leave the US with a disconnected demographic of youth who are disengaged from education and work – 15% of all young adults are neither employed nor in school.¹⁰

⁹ Center for Labor Market Studies, Northeastern University, “Out with the Young and In with the Old: US Labor Markets 2000-2008. The Case for an Immediate Jobs Creation Program for Teens and Young Adults. Dec. 2008.

⁹ Center for Labor Market Studies, Northeastern University, The Summer Job Market for US Teens. 2004

¹¹ 2005 Summer Jobs Report, Center for Labor Market Studies Northeastern University.

WHAT WORKS

Some well evaluated individual programs have demonstrated long-term positive impacts. These individual “promising practice” programs commonly exhibit most of the following “principles:”

- ▶ **Quality:** Programs are well structured and well implemented with high standards and continuous improvements. Less than positive results are not the fault of the program design, but the quality of implementation.
- ▶ **Intensive:** Programs incorporate individualized plans and support, long-term support, and follow-up.
- ▶ **Holistic Approach:** Programs use various offerings and methods in order to provide an individualized program such as: extended hours; transportation; child care; life skills; experiential learning; etc.
- ▶ **Trusted Adults Connections:** Mentoring and support by trained and skilled individuals with high expectations.
- ▶ **Desire to Change Lives:** Youth can express or exhibit the desire to improve their current status.
- ▶ **Work-based Learning:** An opportunity for subsidized employment with support that extends beyond job placement.
- ▶ **Youth Involvement:** Youth are viewed as resources and participate in the solution to their own problems and communities through service learning opportunities.¹²

Of these programs, they **ALL** provide or exhibit the following:

- ▶ **Multiple Methods:** Broad set of strategies and services (not a one-size fits all approach) to address the needs of the youth population.
- ▶ **Social Supports:** On-site social services (case management, counseling, crisis intervention, referrals).
- ▶ **Work Skills:** Teach work values, work readiness skills, and work-based experiences.
- ▶ **Life Skills:** Build participant confidence, skills, and values as a productive individual and citizen.
- ▶ **Capacity:** Have an organizational structure to manage, replicate, and guarantee adherence to the goals, objectives, and standards of the program.¹³

¹² Variety of Sources: National Youth Employment Coalition; American Youth Policy Forum. “Some Things Do Make a Difference for Youth.”, and “Preparing Youth for Careers, Lifelong Learning, and Civic Participation”.

¹³ American Youth Policy Forum, “Preparing Youth for Careers, Lifelong Learning, and Civic Participation”.

YOUTH WORKFORCE DEVELOPMENT IMPACTS

Findings regarding the impact of Youth Workforce programs serving disadvantaged populations are mixed, but overall the impact has been small. In summary, the large-scale, national, and rigorously evaluated programs have concluded the following about their impact:

- ▶ **Only early employment and earnings increased:** Some studies show a direct benefit of early work experience for teens in their junior and senior years of high school of adding income during teen years and increased annual earnings through the age of 26.¹⁴
- ▶ **Some benefits for most disadvantaged youth:** Of programs that do confirm positive outcomes, they are usually minor, and apply to the “most disadvantaged” groups (teen mothers, those involved in the juvenile justice system, and dropouts with a GED).
- ▶ **Few enduring impacts:** Of programs involving high-risk youth that have been rigorously evaluated, few can claim they have had a lasting effect. Program evaluations show that most participants fare no better than similar youth in control groups.¹⁵ Many of the program participants do well during or shortly after participating in the program, but no better than their peers once they complete the program.

IMPLICATIONS

Young people in high-poverty communities do not have access to the labor market during critical years when they should be developing workplace skills and experiences. These youth also face the low prospect of graduating from high school and matriculation to post secondary education—both of the major determinants of success in adulthood.

Dewey and Kaye’s research illustrates that most significant to the long-term social and economic success of youth are:

1. Long term, intensive, and continued services that allow the youth to fully absorb program benefits.
2. A focus on increasing retention from middle school through college and postsecondary access.

Youth Workforce Development Initiatives that apply these strategies use employment opportunities as a “carrot” to attract participants as well as a method to inspire youth to continue schooling. The initiatives that are making a difference in these areas work specifically to retain students in middle school, high school, and college through educational and social supports. They also create opportunities for youth to initiate and participate in postsecondary education through life skills instruction, career awareness, intensive case management, counseling, and financial aid. The goals and results are not necessarily the job placement (that is an output), but, as Y.O.U. correctly measures, high school graduation and postsecondary success.

¹⁴ Center for Labor Market Studies, Northeastern University, The Summer Job Market for US Teens. 2004

¹⁵ Public Private Ventures “Serving High-Risk Youth: Lessons from Research and Programming” 2002.

Evaluation Goals and Brief Methodology

There were four main questions on which this evaluation was based:

1. What impact is Y.O.U. making?
2. What is the role of Y.O.U. in the community and/or what should it be?
3. What programs and services offered by Y.O.U. are the most meaningful?
4. How might Y.O.U. adjust its services to have more impact?

This report focuses on quantitatively and qualitatively determining the effectiveness of Y.O.U. programs and the impact the program has had on youth who have graduated from Y.O.U. programs since 2002.¹⁶ The evaluation and measurements are based on overall program goals as indicated by the Y.O.U. Logic Model and evaluation questions developed in a meeting with program operators and stakeholders (Appendix A—Evaluation Plan).

The evaluation methods used included surveys, focus groups, internal data review, interviews, and benchmark research. Dewey and Kaye gathered available data from various public sources in order to benchmark A Y.O.U. participants against a close approximation of a peer grouping based on a combination where possible of age, school district, and community or Cleveland as a whole.

SURVEY DISTRIBUTION AND RESPONSE RATE

Since 2002, Youth Opportunities Unlimited (Y.O.U.) served over 2000 youth through its intensive year round programming. Collectively, these youth represent the **population** of youth served by Y.O.U. Initially surveys were distributed by mail to 725 individuals identified by Youth Opportunities Unlimited (Y.O.U.) as having completed one or more of their programs, and of whom they had an address on record. Self-reported surveys have been a methodology employed by other longitudinal evaluations of youth workforce programs such as JobCorps, JobStart, and The Quantum Opportunities Initiative. The surveys were only received by 517 out of the 725 potential participants (208 were returned undeliverable). The sample could be defined as 725 or 517, but as our definition for the sample group was graduates that received the survey, we have used 517 as the final sample.

Fifty-one program graduates out of High School returned surveys. To try and reach more graduates, in February and early March, Y.O.U. staff contacted graduates from the list of 517 through Facebook, and invited them to participate in the survey via a web link to the survey. This garnered an additional 34 responses, leading to a total of 85 individuals who were considered “graduates” of the program and completed surveys and returned them to Dewey & Kaye, generating a **total response rate of 16%**. (Some may claim a 12% response rate based on using 725 as the sample figure.)

A response rate between 27-30% is the average for mail / internet surveys and often considered adequate in the field of evaluation. A response rate of 12% or 16% is quite low, and the results can not be interpreted as a representative sample of the program of graduates, and not indicative of what

¹⁶ Graduation was determined by whether youth completed a particular program’s requirements.

the outcomes might be for the entire population. The response would have needed to be from at approximately 220 graduates (42% response rate) in order to claim a statistically representative and valid sample size. While, the 85 responses provide Y.O.U. with more longitudinal data on their graduates than ever garnered before, Y.O.U. should be careful in their interpretation and use of the data.

KEY FIGURES	Population	Sample Size	Total Responses	Response Rate
Evaluation Standards	2000	517 or 725	220	27-30% or 42%
Y.O.U. Evaluation	725	517	85	16%

CASE STUDIES

Focus Groups with program graduates were initially planned. Due to low attendance, Dewey and Kaye developed four case study interviews to understand the perspectives and experiences of these different categories of youth participants:

- ▶ Currently enrolled, high school youth.
- ▶ Graduate, enrolled in post-secondary education.
- ▶ Graduate, employed, no post-secondary enrollment.
- ▶ Graduate, disengaged, not working, nor in school.

COMMUNITY STAKEHOLDER INTERVIEWS

In order to better understand Y.O.U.'s role in the community and as a workforce service provider, and to gain expert perspective on the status of youth in Cleveland, Dewey and Kaye conducted four interviews with the following community stakeholders:

- ▶ Pat Helibron, Treu Mart Youth Development Fellowship Program,
- ▶ Christina Milano, Cleveland Scholarship Programs,
- ▶ Tara Lamont, Youth Manager, City of Cleveland Division of Workforce Development
- ▶ Terry Butler, Cuyahoga Community College

Summary of Findings

The following charts serve as a summary of findings according to the Y.O.U. organizational goals and desired outcomes and impact.

YOU Desired Outcomes and Impact	Results
ACADEMIC	<ul style="list-style-type: none"> • 2.5-2.99 GPA average. Peer comparison not available.
	<ul style="list-style-type: none"> • 85% Graduating High School • 80% of Y.O.U. respondents had graduated from High School. This is a higher rate than the reported graduation rate for the CMSD that has averaged 52% from the years 2002-2007, and for schools of attendance that on average graduated 49%.
	<ul style="list-style-type: none"> • Youth obtain education levels that put them on the path for careers of the 21st Century • Almost ½ of Y.O.U. graduates have continued their education post high school. • 7% of postsecondary enrollment/obtainment is in professional certifications. 34% are currently enrolled in college. 12% have some college credit, but did not graduate. One college completion is reported. • 28% of youth in school are also working. • 78% felt they could obtain the education required to advance their career goals.
	<ul style="list-style-type: none"> • Higher education levels than peers • 48% of Y.O.U. completers are enrolled or received some post-secondary education vs. 30% City of Cleveland rates for this same age group. • 1% Y.O.U. completers have received a college degree vs. 5% of City of Cleveland for this age group. This can partially be explained because more Y.O.U. graduates than City of Cleveland comparison are delaying their education and would not complete college at age 22, but closer to 24 years old.

YOU Desired Outcomes and Impact	Results
<ul style="list-style-type: none"> 80% in post secondary training, employment, or military 	<ul style="list-style-type: none"> For respondents out of high school, 28 are employed full-time or part-time and 31 are enrolled in post secondary education or training for a total of 76%. 27.3% of respondents “in the Labor Force” are unemployed, compared to a Cleveland rate of 9.5%. Of this subset, 16-19 year olds are heavily represented. 14.1% of respondents are disengaged from school enrollment or employment, compared with Cleveland’s rate of 26.3% and a national urban average of 18.4%.
<ul style="list-style-type: none"> Higher household incomes than those of peers* 	<ul style="list-style-type: none"> For part-time employment, the average annual salary is \$9,684. For full-time employment, the average annual salary is \$21,514. (The median Cleveland Household income for all ages is \$20,438)
<p>EMPLOYMENT</p> <ul style="list-style-type: none"> Sustained employment in a career or path leading to self-sufficiency 	<ul style="list-style-type: none"> 63.2% of Y.O.U. youth are employed at jobs paying wages/salaries below the poverty level, mainly due to the part time nature of the majority of the jobs. 27% receive some form of public assistance, which correlates to the sample’s unemployment rate. Employed primarily in Retail (43%), Healthcare (11%), and Entertainment/Food Services (18%). The first two exceed peer rates, Food Services equals peer rates. Retention rates averaged at 1 year. 80% feel like they will be able to provide for themselves in the future; 64% felt they could for a family.
<ul style="list-style-type: none"> Have experienced career movement and growth 	<ul style="list-style-type: none"> 10% reported a promotion; 33.6% received a pay raise within a single job. 51% of respondents experienced overall salary increases from their first job to their current job which averaged \$2,080 annually for full-time workers. 86% felt they were ‘somewhat’ to ‘very much so’ advancing toward their career goals. 81% felt they would be able to obtain their career goals in the future.

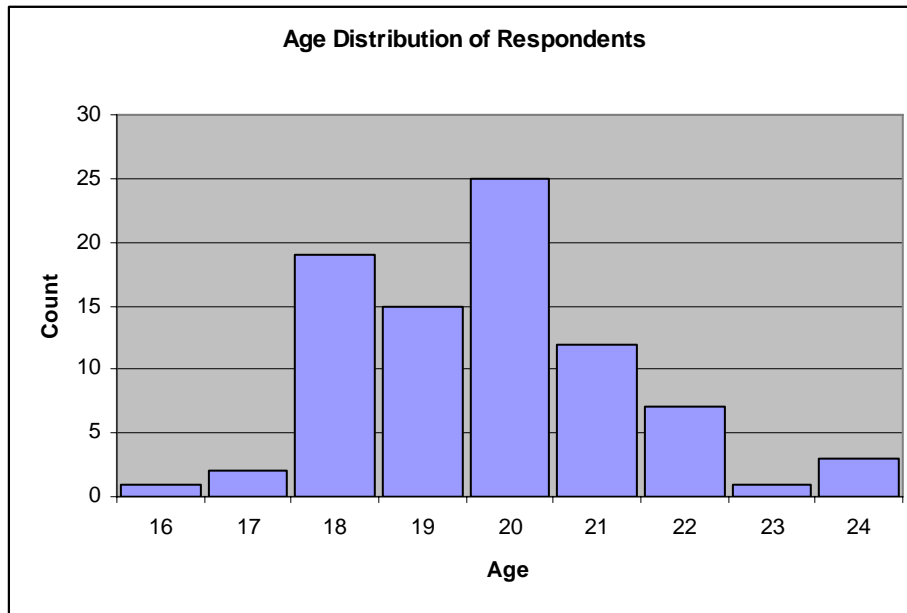
YOU Desired Outcomes and Impact	Results
<p>SOCIAL</p> <ul style="list-style-type: none"> • ↓ in negative behaviors that limit future success (pregnancy, adjudication, drug problems) • Lower incidents of risk factors than peers <ul style="list-style-type: none"> - Single parenting - Incarceration - Drug & Alcohol issues - Homelessness 	<ul style="list-style-type: none"> • Only 1 reported criminal or drug / alcohol activity. • 16% are highly transient with 3+ moves; 72% are living with parents. • 2 graduates report they are homeless. • 27% are receiving public assistance vs. 26% City of Cleveland all ages. -17.6% are receiving W.I.C. which indicates they are pregnant/parenting, vs. 25.6% City of Cleveland all ages. • ↓ In Criminal Justice participation from 4% to 2%. • Only 1 reported treatment for drugs and alcohol.
<ul style="list-style-type: none"> • ↑ in future goal orientation 	<ul style="list-style-type: none"> • Highly positive about future ability to obtain educational and career goals. • 96% believe they will be a success in life! • Fewer are clear about their long-term goals and how to achieve them.
<ul style="list-style-type: none"> • Productive members of society <ul style="list-style-type: none"> - Working - Family - Positive life outlook - Civic involvement 	<ul style="list-style-type: none"> • 52-53% strongly agreed they were important to their community and felt they had an obligation to give back to their community. • 76% are either working or in school. • 2% don't feel positive about any aspect of their future.

YOU Desired Outcomes and Impact	Results	
<p>WHAT ASPECTS of Y.O.U. PROGRAMMING ARE MAKING THE DIFFERENCE?</p>	<ul style="list-style-type: none"> Is intensive programming important? 	<ul style="list-style-type: none"> 98% of respondents and all interviewed found Mentoring/Coaching to be the most helpful. Benchmarking research indicates that long-term, continued, intensive programming has more impact.
	<ul style="list-style-type: none"> What programs did successful youth participate in? 	<ul style="list-style-type: none"> Quantum / Primetime youth had the highest rates of postsecondary participation at 69%. JOG and JUMP had the highest percent of youth in the labor force (88% and 75% respectively). Qualitative information seems to indicate that Primetime youth were internally motivated to attend programming, while JUMP/JOG youth were completing a credit for school.
	<ul style="list-style-type: none"> What services did youth find to be the most important/helpful? 	<ul style="list-style-type: none"> All services were rated highly in helpfulness. Most helpful services were “General guidance and support,” “Career Awareness,” and “Resume Writing,” all with 100% ratings in helpfulness. Interviews revealed that along with the above, Interviewing, College/Financial Aid Applications, and Soft skills were important.
	<ul style="list-style-type: none"> Are Primetime participants using Library Services? 	<ul style="list-style-type: none"> 82% of Primetime participants continue to use library services, compared to 61% for overall Y.O.U. respondents. 39% of Primetime participants use the library on a weekly basis, compared to 33% of Y.O.U. youth overall. All youth use a wide range of library services, checking out books being the highest usage.

Detailed Survey Results

AGE

All 85 survey respondents provided their current age, which ranged from 16-24 as illustrated by the histogram below. The mean age among survey respondents was **20** years and the median age was **20** years. Three respondents indicated they were 16 or 17 years of age. Nine of the respondents were still enrolled in High School.



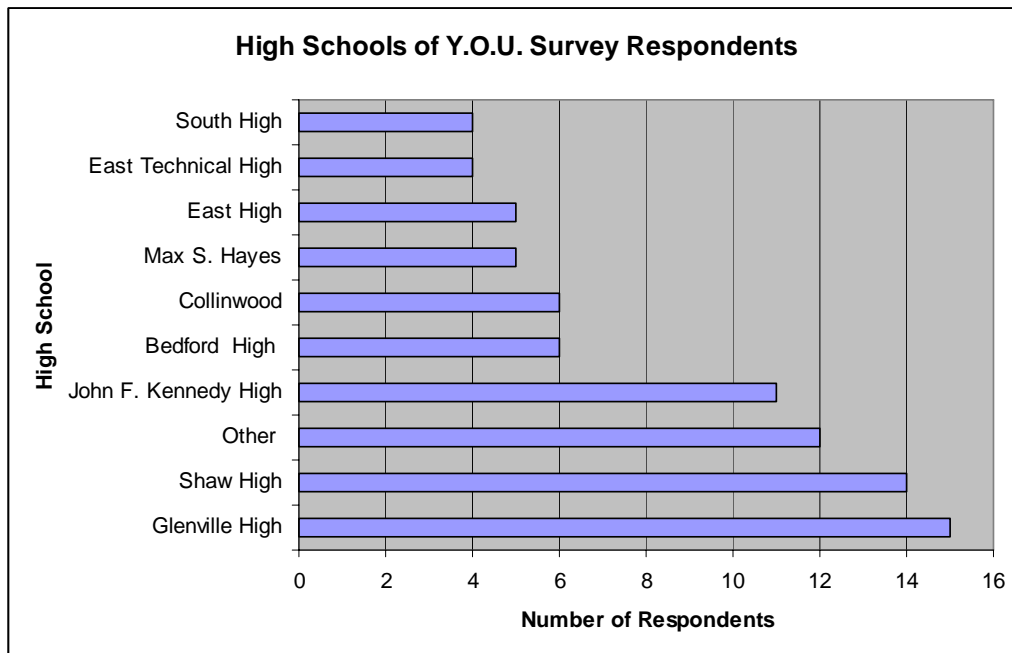
PROGRAM PARTICIPATION

There is a good distribution of respondents across program areas of participation. The majority of respondents participated in either the Quantum (34%) or Prime Time (26%) programs offered by Y.O.U. followed by JOG (18%), and Jump (16%).

Program of Participation		
Responses	Count	%
Quantum Opportunity Program	29	34%
Prime Time	23	27%
JOG	15	18%
JUMP	13	15%
Health Horizons-Euclid	3	4%
Teen PEP	2	2%
Total Responses	85	100%

HIGH SCHOOL OF ATTENDANCE

Overall, survey respondents attended 20 different high schools in the Greater Cleveland area, with a fairly equal distribution across all of the schools, except for the majority attending Glenville High School. The table below illustrates the distribution of survey respondents by high school. (The 11 “Other” responses included Carl F. Shuler, Cleveland Heights High School, East TECA Annex, Euclid, Jane Addams, Martin Luther King Jr., Health Careers Center, James Rhodes, John Marshall High, Lincoln-West, Cleveland Learning Center – Halle).



The schools that respondents attended for the most part match other “underperforming” Cleveland Municipal School District (CMSD) and State of Ohio averages (as defined by the Ohio Graduation Test).

HIGH SCHOOL TEST PERFORMANCE AND POVERTY LEVELS

High School	% OGT Math	% OGT Reading	% OGT Writing	% OGT Science	% Economically Disadvantaged
Shaw High School	48	70	81	39	71
JFK	37	62	63	26	72
South	29	44	45	25	80
Max Hayes	53	58	58	42	84
Glenville	43	59	64	27	72
East Tech	39	50	51	27	87
East	34	27	52	20	82
Collinwood	50	69	75	39	65
Schools served by Y.O.U.	41	55	61	31	77
CMMSD	55	69	67	44	84
Ohio	79	85	85	73	36

% at or above proficiency on 2008 Ohio Graduation Test taken in 10th grade¹⁷

COMPARATIVE ANALYSIS

To more fully analyze and interpret the data from the survey, statistics from the general population of the City of Cleveland were compiled for purposes of comparison. Where possible, the Cleveland statistics are comprised of information from individuals from the same age groups as found in the Y.O.U. survey responses.

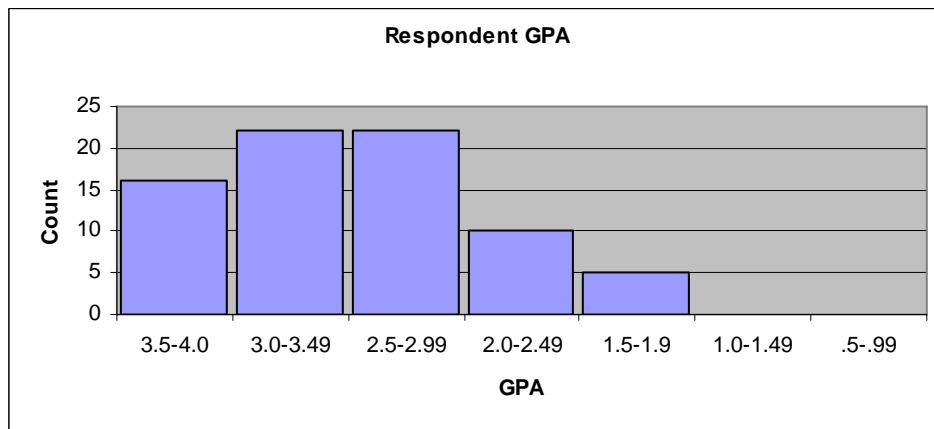
¹⁷ www.greatschools.net from 2007 Ohio Department of Education figures

ACADEMICS

Grade Point Average (GPA)

Survey participants were asked to provide their GPA from their final year of high school.

- ▶ Ten of 85 respondents (12%) chose not to answer the question on GPA.
- ▶ Among the 75 respondents answering the question, the median GPA is **2.5 – 2.99**. No respondents reported GPAs less than 1.5.



Educational Attainment

Participants were asked to report the highest level of school completed from the following choices:

- ▶ Did not complete high school
- ▶ High School Diploma
- ▶ Some college credit, but no degree
- ▶ Still enrolled in college
- ▶ Associate's Degree
- ▶ Bachelor's Degree
- ▶ Some professional training, but no certificate
- ▶ Still enrolled in professional training program
- ▶ Professional training certification

The table below illustrates the proportion of survey respondents at each level of educational attainment for respondents ages 16-24.

Response	# of Responses – All Y.O.U. Respondents	% of All Y.O.U. Respondents
Did not complete high school*	25	29%
Received a GED	2	2%
High School Diploma	12	14%
Some college credit, but no degree	10	12%
Still enrolled in college	29	34%
Associate's degree	0	0%
Bachelor's degree	1	1%
Some professional training, but no certification	0	0%
Still enrolled in professional training program	2	2%
Professional training certificate	4	5%
Master's degree	0	0%
Did not respond	0	0%
Total	85	100%

*9 of the 25 were still enrolled in high school, indicating that 16 did not graduate high school.

To analyze responses to this question, we used participant data of individuals ages 18-24 in order to match the available data on educational attainment within the City of Cleveland. Of 85 survey responses, 82 individuals were between 18 and 24 years of age.

We assume that the individuals responding with 'some professional training,' 'still enrolled in professional training,' or 'professional training certification' have at least completed high school and have been included in the statistics for 'high school diploma' in order to make an accurate comparison between Y.O.U. participants and individuals in Cleveland. The table below represents the approximate proportion of those respondents representing each level of educational attainment. City of Cleveland estimates are according to the 2007 American Community Survey.

	% of Y.O.U. Respondents Ages 18-24	City of Cleveland18 Ages 18-24 2007 Estimates	Interpretation ¹⁹
Less than High School Graduate	20%	28%	+
High School Graduate (Includes Equivalency)	24%	43%	
Some college or associate's degree ²⁰	48%	25%	+
Bachelor's degree or higher	1%	5%	
Total	100%	100%	

The listed colleges and professional schools where youth were enrolled, as well as some specified majors or areas of focus are as follows:

School	Major
Alabama State University	Accounting
Bowling Green University	Anthropology
Case Western Reserve University	Early Childhood Education
Central State	Political Science
Cleveland Institute of Art	Biology
Huron School of Nursing	Construction Engineering Technology
ITT Tech	Early Childhood Education
Kent State University (2)	Education
Ohio University (2)	Information Tech.
Remington College (2)	Journalism
The University of Akron	Medical Assisting
Tri C, (5)	Nursing
University of Texas at San Antonio	Pharmacy Tech
University of Toledo	Political Science
Wilberforce, (2)	Psychology
	Sociology
	Business
	Human Resource Management

¹⁸ American Community Survey 1-Year Estimates. Cleveland city, OH 2007. Table S1501 Educational Attainment. <http://www.census.gov/acs/>

¹⁹ For greater ease of interpretation, where a comparison is being made between the Y.O.U. participants and the general population, a negative symbol (-) is used to denote an area where Y.O.U. statistics lag behind the population whereas a positive symbol (+) highlights areas where Y.O.U. participants surpass the level in the general population.

²⁰ This educational attainment category includes the responses of 'some college credit but no degree', 'still enrolled in college', and 'associate's degree' given by Y.O.U. survey respondents.

Dropout Rate

In the sample of 85 respondents, 25 individuals reported their level of educational attainment as less than High School graduation. Of those, 9 were still enrolled in High School. We interpret the remaining 16 to represent high school dropouts, based on the assumption that no participants in the survey report they are currently enrolled in high school. **Therefore, the dropout rate for the sample is 20%.** This makes Y.O.U.'s graduation rate **80%.**

The reported dropout rate in the City of Cleveland ranges between **30-50%** in different reports viewed by the evaluators. The average City of Cleveland dropout rate as reported to the Ohio Department of Education in the years from 2002-2007 is **52%.²¹**

The average dropout rate at Y.O.U. participating high schools from 2002-2007 is **49%.**

	Y.O.U. Respondents Ages 18-24	City of Cleveland High Schools	Y.O.U. Representative High Schools
Dropout Rate 2002-2007	20%	52%	49%

Y.O.U.'s graduation rate benchmark is 85% and Y.O.U. frequently reports to achieve, exceed, or closely reach this goal. In auditing Y.O.U.'s internal graduation reporting procedure since 2005, there are a few issues which might affect the accuracy of Y.O.U.'s graduation figures.

- ▶ The Management Information System does not run these reports automatically. Therefore, in developing an alternative way to create this report, there were a number of errors during 2 separate years in calculation of the graduation rates, which would have *slightly* reduced that figure.
- ▶ Y.O.U. only records the graduation rates of students enrolled in programs during their senior year. For students enrolled as 9th, 10th, or 11th graders, it is not known whether they graduated in Y.O.U.'s internal reporting. Generally, it is not as likely that students who make it to their senior year will drop-out during that year. Y.O.U. would have a more accurate picture of graduation results if they determine how to collect graduation information on all youth who completed in programs, regardless of whether they are participating in their 12th grade year or not.

²¹ Data According to 2002-2007 Ohio Department of Education School Report Cards reported graduation rates.

School Enrollment Status

Survey respondents were asked to provide their current employment or educational status from the choices of:

- ▶ Employed full time
- ▶ Unemployed
- ▶ In school part time
- ▶ Employed part time
- ▶ In school full time
- ▶ In the military

All 85 respondents provided their current educational or employment status. From their responses, Dewey & Kaye derived information on school enrollment rates comparable to the general population. The tables below represent the proportion of survey respondents enrolled in school grouped by their age. Two tables are included to provide a fuller interpretation of the survey results. The first table compares Y.O.U. survey respondents to statistics estimated by the 2007 American Community Survey while the second table provides comparative statistics from the 2000 Census.

	% of Y.O.U. Respondents by Age Group	City of Cleveland ²² 2007 Estimates	Interpretation
Enrolled in School (Part Time or Full Time)			
Ages 18 and 19	62%	69.5%	-
Ages 20 to 24	52%	26.6%	+
Enrolled in College or Graduate School			
Ages 18 to 24	35.0%	29.1%	+

Having more 20-24 year olds still enrolled, and fewer 18-19 year olds enrolled may indicate that Y.O.U. participants are delaying post-secondary education or taking longer to complete their degrees.

School and Employment

Of 46 graduates ages 18-24 enrolled in school, 13 or 28% are combining school and work.

- ▶ 8 are working part-time and in school part-time.
- ▶ 2 are working full-time and in school part-time.
- ▶ 3 are working full-time and in school full-time.

Goal Attainment

As students prepare for working world, it is important to determine what drives them to focus on a particular career. Survey respondents were asked to identify factors that influenced their education path. Forty-six percent (46%) of youth chose their educational path because they look forward to

²² American Community Survey 1-Year Estimates. Cleveland city, OH 2007. Table S1401 School Enrollment. <http://www.census.gov/acs/>

enjoying the type of job they will have, 40% believe that their future choice has the potential to pay well, and 39% enjoy what they are learning. Additionally, respondents cited ‘other’ influencing factors including parents, children, and families.

TOP 2 Things Influencing Educational Path		
Responses	Count	%
I really enjoy the kind of job I would have	39	46%
It has the potential to pay well	34	40%
I really enjoy what I'm learning	33	39%
There are lots of available jobs for someone with this degree	24	28%
Other (please specify)	9	11%
I know other people who did it	6	7%
I don't know why I chose this educational focus	6	7%
Someone told me I should	1	1%
Total Responses	152	

**Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.*

Sixty-nine percent (69%) of respondents believe what they learned through Y.O.U. was very influential in shaping their current education or employment path. Twenty-two percent (22%) of youth believe Y.O.U. to be somewhat influential in this regard, while only 5% did not feel Y.O.U. was influential. The general perception of survey respondents reveals that youth believe they are advancing towards their career goals, either ‘very much so,’ or ‘somewhat.’ A smaller number of students felt they were not advancing toward their goals.

Advancement Towards Career Goals		
Responses	Count	%
Very much so	40	47%
Somewhat	33	39%
Not so much	10	12%
Total Responses	83	

EMPLOYMENT

Employment Status

As noted above, survey participants were asked to provide their current employment and/or educational status. All 85 survey respondents provided at least one response. Those responses were used to calculate both a labor participation rate and unemployment rate for the Y.O.U. survey sample. These rates were compared to the equivalent rates for the City of Cleveland and State of Ohio according to the table below. Not in the labor force indicates the respondent is not capable of working full time for a variety of reasons (parenting, school, disability, etc.).

	% of Y.O.U. Completers Nov. – Dec. 2008	City of Cleveland 2007 Estimates ²³	State of Ohio 2007 Annual Averages ²⁴	Interpretation
Ages 16 to 19				
In labor force ²⁵	37.8%	35.9%	49.9%	
Unemployed	42.9%	37.9%	16.4%	-
Employed	57.1%	62.1%	83.6%	-
Not in labor force	59.5%	64.1%	50.1%	
Ages 20 to 24				
In labor force	62.5%	72.6%	77.5%	
Unemployed	20.0%	29.6%	9.4%	+
Employed	80.0%	70.4%	90.6%	+
Not in labor force	35.4%	27.4%	22.5%	
Ages 16-24 (All Respondents)				
In labor force ²⁶	51.8%	59.7%	67.8%	
Unemployed	27.3%	9.5%	5.6%	-
Employed	72.7%	90.5%	94.4%	-
Not in labor force	45.9%	40.3%	32.2%	

Forty-two percent (42%) of the 16-19 age groups in the labor force are unemployed, representing a larger percentage than their peers. This age group seems to impact the Y.O.U. unemployment figures the most.

Disengagement

A total of 26 of the 85 respondents indicated they were unemployed. Out of those 26, 14 were enrolled in school either full or part-time. This leaves 12, or 14.1% of respondents “disengaged from either school or work.” The reported rate of “disengaged” Cleveland youth has been among the highest in the nation at 26.3%.²⁷ In this area, Y.O.U. graduates have made significant gains.

²³ American Community Survey (ACS) 1-Year Estimates. Table S2301 Employment Status. Cleveland city, OH and 2007 ACS Selected Economic Characteristics 1-Year Estimates

²⁴ U.S. Bureau of Labor Statistics. Preliminary Data on Employment Status by State and Demographic Group. <http://www.bls.gov/lau/ptable14full2007.pdf>

²⁵ Respondents answering either employed full time, employed part time or unemployed were assumed to comprise the labor force.

²⁶ The percent totals for “in labor force” and “not in labor force” do not sum to 100% because 2 individuals did not respond to this survey question.

²⁷ Center for Labor Market Studies of Northeastern University. Report to U.S. Conference of Mayors. June 2005.

Income

Survey respondents were asked to provide information on their three most recent or significant employment experiences. Of the 85 respondents, 65 indicated having had at least one job. In total, survey respondents provided details on 131 jobs. However, respondents only included salary information for 114 of those jobs. Of those jobs where salary or wage information was reported, approximately 29% were full-time jobs and 71% were part-time jobs. The following table provides the income distribution among Y.O.U. survey participants for those 114 jobs that included salary information.

Income and Benefits	Income Levels Reported by Y.O.U. Respondents Nov. – Dec. 2008 ²⁸
Distribution by Income Levels	
Less than \$10,000	62.3%
10,000 – 14,999	15.8%
15,000 – 24,999	19.3%
25,000 – 34,999	1.8%
35,000 – 49,999	0.9%
50,000 – 74,999	0.0%
75,000 – 99,999	0.0%
100,000 – 149,999	0.0%
150,000 – 199,999	0.0%
200,000 or more	0.0%
Other Income Statistics	
Median household income	\$8,320
Mean household income	\$10,777
Mean income for Only Employed Full Time	\$21,514
Median income for Only Employed Part-time	\$9,684

For respondents reporting that they were employed, but not in school, those working full-time were earning wages on average above the median household income for Cleveland, which is \$20,438.

²⁸ Comparisons based on the Y.O.U. income data will be approximate, but inexact. We assumed full-time work was 2,080 hours per year and part-time work was 1,040 hours per year, which could be higher or lower than reality. Also, the wage figures reported by Y.O.U. completers come from employment histories spanning several years and are not inflation adjusted to the same baseline level.

Poverty Level

Based on the salary/wage information provided by survey participants, we can compare the income level among jobs reported by the Y.O.U. survey group to poverty figures for the City of Cleveland. For purposes of this comparison, we compared each respondent's income information to the 2008 Federal poverty threshold for a family size of 1, which is \$10,400 per year.²⁹ The table below shows that 63.2% of the salaries/wages reported by survey respondents would fall below the federal poverty level for individuals. This is primarily being driven by the part-time nature of the majority of the employment, as full-time employees are earning well-over the poverty threshold. However, it would be incorrect to conclude that that proportion of Y.O.U. survey respondents are actually below the poverty level because they may be members of a household where their income is combined with others, in the case that they are living with their parents while they attend school, etc.

	Reported by Y.O.U. Completers Ages 16-24, Nov. – Dec. 2008
Percent of jobs paying wages/ salary below the poverty level ³⁰	63.2%

Employment Industry

For each job reported in the survey, respondents were asked to identify the industry associated with the job. Of the 131 jobs reported, 126 included some industry or occupation information that could be used for comparative analysis purposes. The table below compares the industries in which Y.O.U. respondents are working (or have worked) to the industry breakdown for the labor force in the City of Cleveland.

²⁹ 2008 Health and Human Services Poverty Guidelines <http://aspe.hhs.gov/poverty/08poverty.shtml>

³⁰ The Census Bureau uses a set of dollar value thresholds that vary by family size and composition to determine who is in poverty.

Industry Type	Y.O.U. Respondents Ages 16-24 Nov. – Dec. 2008	Cuyahoga County Ages 16-24 2006 ³¹
Sales & Retail	43%	16%
Food Preparation and Serving	18%	18%
Healthcare Support	11%	3%
Education, Training & Library	5%	3%
Office & Administrative Support	5%	16%
Community & Social Service	4%	1%
Building & Grounds Cleaning & Maintenance	3%	4%
Construction & Extraction	2%	4%
Personal Care	2%	5%
Transportation and Material Moving	2%	8%
Art, Design, Entertainment, Sports & Media	1%	1%
Business & Financial	1%	1%
Computer & Mathematical	1%	1%
Production	1%	5%

EMPLOYMENT ADVANCEMENT

Retention

The average retention of all jobs reported was slightly over **1 year**. Of 118 jobs where retention was reported, 51 were held for less than six months, 35 for 6 months to 1 year, 25 between 1-2 years, and 8 over 2 years.

Promotion within Job

Of the 131 employment experiences reported by Y.O.U. respondents, 10% report a promotion during their tenure of service.

Salary Increase within Job

Y.O.U. survey respondents reported that of the jobs included in the survey, Y.O.U. completers recognized an increase in their hourly wage or salary for 33.6% of the jobs. A sizeable number of employment experiences (45%) included no increase in wage or salary.

³¹ U.S. Census Bureau, American Community Survey 2006. Public Use Microdata Sample (PUMS) Compiled by the Center for Community Solutions.

Increased Earnings over Time

Of the total survey respondents, 39 reported having at least 2 jobs in their employment history. Of those 39 respondents, based on an employment comparison over time, we found that 21 (54%) had seen at least modest increases in their salary or wages from job to job. However, the large majority of changes in earnings were increases of approximately \$1 per hour (an increase of \$1,040 annually for part-time workers or \$2,080 for full-time workers).

SOCIAL

Public Assistance

Y.O.U. survey participants were asked to indicate whether they currently receive any public assistance of any kind, and if so, the type and the approximate annual amount of support. All 85 respondents answered this question; of that total, 27% responded in the affirmative (which correlates with the unemployment rate. The table below depicts the responses to the question on public assistance.

Y.O.U. Completers Receiving Public Assistance, Ages 16-24 Nov. – Dec. 2008	
Any public assistance	27.1%
WIC/Food Stamps	17.6%
Housing	0.0%
Welfare	5.9%
Other Program - Supplemental Security Income (SSI) / Unemployment	7.1%

Dewey & Kaye more closely examined the two types of public assistance that were most common among respondents.

Currently Receiving Food Stamps or WIC	
Y.O.U. Completers, Ages 16-24, Nov. – Dec. 2008	17.6%
Y.O.U. Neighborhoods, All Ages, Recipient Count ³² , April 2008	23.8%
City of Cleveland, All Households, Recipient Count ³³ , April 2008	25.7%
Interpretation	+

³² NEO CANDO System, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University. (<http://neocando.case.edu>)

³³ Ibid.

Currently Receiving Welfare/Cash Assistance	
Y.O.U. Completers, Ages 16-24, Nov. – Dec. 2008	5.9%
Y.O.U. Neighborhoods, All Ages, Recipient Count ³⁴ , April 2008	2.9%
City of Cleveland, All Households, Recipient Count ³⁵ , April 2008	3.0%
Interpretation	–

Each survey respondent was asked to report his or her primary residence according to the following choices:

- ▶ With parents or other family members
- ▶ In my own house or basement
- ▶ Homeless/ No permanent residence
- ▶ In a school dormitory
- ▶ Military base
- ▶ Other

Seventy-two percent (72%) of respondents indicated that they lived with parents or other family members. Youth also reported living in their own house or apartment (19%), or in a school dormitory (12%).

Additionally, survey participants were asked to identify how many different places they lived in the last 5 years. The majority of all youth reported living in either one residence (47%), or living in two residences (36%) in the past 5 years. The break down is as follows:

Residence in the Past 5 Years		
Responses	Count	%
1	40	47%
2	31	36%
3-5	12	14%
5 or more	2	2%
Total Responses	85	100%

Primary Residence / Homelessness

All 85 respondents answered the question regarding their primary residence. Of that total, two reported to be homeless or have no permanent residence.

³⁴ NEO CANDO System, Center on Urban Poverty and Community Development, MSASS, Case Western Reserve University. (<http://neocando.case.edu>)

³⁵ Ibid.

Criminal Justice System Involvement

Youth survey participants were asked a series of questions to gauge their involvement in the criminal justice system prior to, during, or since their participation in Y.O.U. Youth were also asked if they received any treatment for drug or alcohol issues in the past five years. An overwhelming majority of students responded negatively to all of these factors as illustrated in the following charts.

Involvement in the Criminal Justice System PRIOR TO or DURING Y.O.U. Participation		
Responses	Count	%
No	79	95%
Yes	4	5%
Total Responses	83	100%

Involvement in the Criminal Justice System SINCE Y.O.U. Participation		
Responses	Count	%
No	82	98%
Yes	2	2%
Total Responses	84	100%

Treatment for Drug or Alcohol Issues in the Past 5 Years		
Responses	Count	%
No	83	99%
Yes	1	1%
Total Responses	84	100%

Life Goal Attainment

Survey participants were asked to respond to questions pertaining to their life goals to determine: if they know what they want out of life; have identified long-term career goals; and feel that they participate in their community in some way or another. The majority of responses were positive to all of the critical success factors. This is in opposition to an overall negative outlook on life and future, as expressed by youth in a study on emotional and mental health of students in the Cleveland Municipal School District.³⁶ However, respondents do not necessarily feel obligated to contribute to their communities, nor do they strongly agree that they are an important part of their community. The following chart illustrates these responses.

³⁶ American Institutes for Research, "Cleveland Municipal School District: Human Ware Audit", 2008.

Success Factors	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total Number of Respondents
I expect to be successful in life.	92%	4%	1%	0%	82
I know what I want out of life.	79%	15%	2%	0%	82
I have a clear picture of what I'd like to be doing in the future.	65%	28%	2%	0%	81
I know what my long-range goals are.	64%	29%	4%	0%	82
I feel a personal obligation to contribute in some way to my community.	54%	32%	7%	1%	80
I feel like I am an important part of my community.	53%	32%	12%	0%	82

Youth also responded positively to their future ability to obtain an education and career, and provide for themselves and their families. However, once again, youth were less likely to feel a strong connection to community involvement.

Future Abilities of Provision		
Responses	Count	%
Obtaining my career goal	69	81%
Ability to provide for myself	68	80%
Obtaining the education I need to advance my career	62	73%
Ability to provide for my family	54	64%
Involvement in my community	39	46%
I don't feel positive about any of the above	2	2%
Total Responses	294	

**Multiple answers per participant possible. Percentages added may exceed 100 since participants may have selected more than one answer for this question.*

ANALYSIS BY PROGRAM

To gain another perspective on the information provided by Y.O.U. participants through their survey responses, Dewey & Kaye analyzed responses based on the program in which each participant was involved. The data provided by Y.O.U. indicated that respondents were involved in 19 distinct programs and that each respondent was involved (primarily at least) with only one program. For the purposes of our analysis, we will group each of the programs into the categories of:

- ▶ Quantum
- ▶ JOG
- ▶ Other
- ▶ Prime Time
- ▶ JUMP

The table below illustrates the number and percent of respondents in each of the program types above.

Program Name	Average Age	Y.O.U. Respondents Nov. – Dec. 2008 Count	Y.O.U. Respondents Nov. – Dec. 2008 Percent of Total
JOG	20	14	16.5%
JUMP	18	13	15.3%
Prime Time	19	22	25.9%
Quantum	21	29	34.1%
Other	20	7	8.2%
Total	20	85	100.0%

Satisfaction with Y.O.U. Services by Program

Respondents were asked to indicate how helpful they found a list of activities in shaping their educational and career outcomes. For each activity, respondents could choose either ‘helpful,’ ‘not helpful,’ or ‘did not receive.’ A table is provided below that includes the number of survey respondents that received each of the services.

Service or Program	Number of Participants Receiving Service
General Support and Guidance	81
Mentoring / Coaching	78
Interviewing Skills	78
Study and Time Management Skills	75
Test Taking Skills	74
Leadership Development	72
Resume Writing	72
Career Awareness	71
Job Fairs / Job Searches	69
Financial Aid Research	63
College Applications	63
Drug and Alcohol Prevention	61
Job Placement	58
Bus Tickets	58
College Visits	52

Of the individuals above who received services, the following table illustrates the proportion of Y.O.U. participants by program, who reported finding the services helpful rather than not helpful. On average, all services or programs were found to be very helpful (86% and higher). The services found to be least helpful on average include: job fairs/job searches and job placement.

Level of Helpfulness By Service or Program						
Service or Program	JOG	JUMP	Prime Time	Quantum	Other	Average (All Programs)
General support and guidance	93%	91%	100%	100%	100%	98%
Mentoring/coaching	93%	82%	100%	100%	100%	96%
Leadership development	100%	88%	100%	92%	100%	96%
Bus tickets	88%	100%	94%	94%	100%	95%
Study and time management skills	92%	100%	85%	100%	100%	95%
Resume writing	92%	90%	100%	91%	100%	94%
Career awareness	83%	83%	100%	96%	100%	94%
Financial aid search	100%	100%	88%	92%	100%	94%
College applications	90%	100%	100%	88%	100%	94%
Drug and alcohol prevention	92%	100%	88%	95%	100%	93%
Interviewing skills	85%	91%	100%	88%	100%	92%
Job fairs/job searches	91%	100%	95%	73%	100%	87%
College visits	88%	67%	85%	90%	100%	87%
Test taking skills	77%	80%	90%	88%	100%	86%
Job placement	100%	100%	78%	78%	100%	86%

¹ The “Other” category included all the participants in either the Teen PEP, Teen Pep II or Health Horizons programs.

Prime Time and Library Usage

Students participating in Y.O.U.’s Prime Time program based in the public libraries were asked how frequently they made use of resources from the public libraries. However, many students who participated in other programs responded to these questions as well, and were used as comparisons. Survey responses were almost evenly split in regards to the amount of time participants spent in the library. Responses included using the library monthly (24%), every couple of months (20%), weekly (18%), and not using the library since the program finished (18%). **Eighty-two (82%) of Primetime participants still use the library; 40% do so on a weekly basis.**

Y.O.U. Prime Time Program Public Library Usage					
Responses	JOG	JUMP	Primetime	Quantum	Total %
Monthly	2	5	4	5	33
Every couple of months	2	1	5	6	29
Weekly	3	0	9	4	33
I haven't used since I finished the program	2	4	4	5	30
Once a year	0	0	1	2	6
Percent of respondents that still use Library	47%	46%	82%	59%	61%

Those survey participants still utilizing the library were asked to identify the services they found useful. Checking out books (49%), computers for school work (45%), internet for job search (42%), and internet for personal interest (40%) were the most common responses.

Useful Library Services						
Responses	JOG	JUMP	Primetime	Quantum	Count	Total %
Check out books	7	6	15	11	42	49%
Computers for school work	4	7	14	5	38	45%
Internet for job search	2	6	12	9	36	42%
Internet for personal interest	5	5	13	11	34	40%
Browse resource materials	3	3	12	8	28	33%
Check out other items	4	3	11	5	22	26%
Total Responses					200	

EDUCATIONAL ATTAINMENT BY PROGRAM

The table below compares educational attainment levels across participants' Y.O.U. program involvement. The programs that achieved the most "post-secondary enrollment" are **Prime Time and Quantum with 69%** of respondents either enrolled in or having taken or completed some form of post secondary education; both are higher than the overall program average. JUMP students had a high percentage that did not complete high school.

Percent of Respondents by Program				
Educational Attainment Level	JOG	Jump*	Prime Time	Quantum
Did not complete high school	36%	60%	18%	14%
Received a GED	0%	0%	5%	0%
High School Diploma	14%	20%	9%	17%
Some college credit, but no degree	0%	0%	23%	14%
Still enrolled in college	43%	20%	32%	45%
Associate degree	0%	0%	0%	0%
Bachelor's degree	7%	0%	0%	0%
Some professional training, but no certificate	0%	0%	0%	0%
Still enrolled in professional training program	0%	0%	9%	0%
Professional training certificate	0%	0%	5%	10%
Master's degree	0%	0%	0%	0%
Total	100%	100%	100%	100%

Three of JUMP's 13 respondents were ages 16-17, and indicated they were not high school graduates. It is unclear if they are still enrolled; therefore we have not included them in these statistics.

EMPLOYMENT OR EDUCATIONAL STATUS BY PROGRAM

The table below analyzes Y.O.U. survey respondents' current employment status by the Y.O.U. program with which they were previously involved. In reviewing the unemployment rate, JOG participants have lower unemployment, but they also have a higher enrollment rate in school as indicated by the number not in the labor force.

% of Respondents by Program					
Current Status	JOG	Jump	Prime Time	Quantum	All Programs Combined
In Labor Force	57%	31%	59%	52%	52%
Employed	88%	75%	62%	73%	73%
Unemployed	13%	25%	38%	27%	27%
Not In Labor Force	36%	69%	41%	45%	46%
Did Not Respond	7%	0%	0%	3%	2%

Case Studies and Community Interviews

Dewey and Kaye conducted the following case studies and community interviews in order to articulate qualitative aspects regarding the impact of Y.O.U., and define current challenges faced by target youth and future programmatic considerations. Case studies were designed to develop information regarding a particular profile of participant. Community interviews were conducted with specific community organizational representatives of a relevant or related partner to Y.O.U. Data was then reflected by common themes that surfaced from multiple respondents.

Six youth participants and graduates were interviewed reflecting the following categories:

- ▶ Currently enrolled, high school youth.
- ▶ Graduate, enrolled in post-secondary education.
- ▶ Graduate, employed, no post-secondary education.
- ▶ Graduate, disengaged, not working, nor in school.

Community Interviews were conducted with the following individuals:

- ▶ Pat Helibron, Treu Mart Youth Development Fellowship Program.
- ▶ Christina Milano, Cleveland Scholarship Programs.
- ▶ Tara Lamont, Youth Manager, City of Cleveland Division of Workforce Development.
- ▶ Terry Butler, Cuyahoga Community College, Access and College Pathways Program.

The reflected findings represent significant conversation threads and themes that surfaced throughout the discussions.

ACADEMIC FINDINGS

- ▶ Participants learned why **post-secondary education** was so important.
 - *“They pushed us to go beyond McDonalds.”*
- ▶ There were mixed responses regarding Y.O.U.’s impact on high school graduation.
 - Most respondents and some community interviews indicated most participants are already motivated to complete high school.
 - *“Workforce programs sometime work with the cream of the crop of at-risk youth. These are kids who would graduate anyway.”*
 - However, one participant stated that Y.O.U. was central to her graduation.
 - *“I was ready to quit school, but Ms. X helped me get back into school, kept focused, and treated me like family.”*

- ▶ Participants valued the support in identifying and completing enrollment and scholarship **applications**.
 - *“I got financial aid because of the teacher. I would have missed the deadline otherwise.”*
- ▶ Y.O.U. helped participants research and plan their **educational path**.
 - *“I wanted to be a business person, but Ms. X showed me that accounting was a focus that could be used in many different businesses.”*
 - However, those enrolled in school were having difficulty choosing the right coursework and major depending on the offering of current school or transfer options – causing missteps and wasted semesters/years.
- ▶ Taking **time off of school** makes it harder for youth to go back.
 - Youth sometimes do not want to immediately go to college, so work a dead-end job, and then decide they want to go back to school.
 - At this point it becomes harder to access support, resources, and scholarship money.
 - These youth also have not developed hard employment skills to get better jobs.
 - *“I wish I went right back to school after high school. It has been five years and I could have graduated by now, and be doing what I want. Taking a break, you get lazy, and find excuses not to go back to school.”*
- ▶ All the respondents have **transferred** or plan to transfer during their period of college enrollment.
 - This has caused set-backs in financial aid, coursework for majors, and delays in graduation.
 - *“I could have taken a partial-ride to Kent State, but went to Tri-C free the first year instead. Now I am trying to transfer to a four year school somewhere.”*
- ▶ Participants and community interview feedback was mixed regarding the challenges of **paying for school**.
 - Most participants said it would be a manageable challenge with scholarships and part time work. Especially, those attending the Tri-C program for one year.
 - Participants also expressed that they have faced challenges and could use continued support in helping find scholarships and apply for financial aid.
 - Two disengaged youths’ reasoning for not being enrolled in post-secondary education was based on difficulty applying for (missed deadlines) and receiving financial aid.
 - *“I keep getting the run-around by the admissions/financial aid department.”*
 - Community interview sources expressed that scholarships would be more difficult for youth to receive in the future; youth often fail to map out long-term financing needs, or know the challenges of receiving scholarships when they transfer.
- ▶ **College matriculation** is a challenge for the general peer population of Y.O.U. youth. It is unclear whether Y.O.U. youth are finishing college at higher rates than their peers at this point.

- One community interview stated that 80% of Tri-C students receive remediation classes their first year and that only 7% of Tri-C student's graduate or transfer.
- Additionally, they stated youth know if they are going to drop-out in the first six weeks of school.
- Programs should not council youth to attend college when they are not ready; they should be prepared or remediate first. Youth are using scholarship dollars or paying for remediation classes in college, when they could take them for free through "Educational Service Centers" or other K-12 resources.
- Programs that show strong results for college graduation are "bridge" programs such as Upward Bound and Summer Bridge.
- Small four-year colleges, away from home community, demonstrate the best matriculation results for this population of youth.

EMPLOYMENT / CAREER FINDINGS

- ▶ Y.O.U. youth felt the program **was very helpful** in developing interview skills through mock interviewing, focusing their job search, filling out an application that would stand out, and with general soft people skills.
 - *"I became more confident and articulate."*
 - *"I know I can't get mad and go off on my boss or customers."*
- A community interviewee felt that youth in general need more "soft skills –appearance, attitude, communication skills."
- Youth who were somewhat less engaged in the program did not report absorbing these lessons (JUMP).
- ▶ Youth still **struggle to find jobs** in a competitive environment within their communities.
 - *"I thought Y.O.U. (JUMP) was going to actually give us a job. They should do that."*
 - *"It is hard to even get a job at McDonald's now. You even have to have a high school diploma."*
- The youth report that jobs within the communities of residence are scarce or competitive.
- In looking for work outside of their community, youth feel they face racism in hiring and that transportation is too expensive or too unreliable.
- ▶ The jobs held by those interviewed are **not about careers**, but paying the bills and getting whatever job they can get.
 - Youth report difficulty in retaining jobs.
 - Also, report that these jobs are of low professional quality.

- ▶ While teaching youth about different salaries and demand helped youth choose a **career track**, youth still reportedly need **help in plotting that path** throughout post-secondary education and internships.
- ▶ **Disconnected youth**, facing multiple barriers, are those being served in public employment programs (i.e. really struggling to obtain and maintain employment).
 - Barriers include high school drop-out, social service engagement, juvenile justice records, and foster care.

PROGRAM RELATED FINDINGS

- ▶ Participants felt they learned how to target, research, strategize, and plan for achieving **goals**.
- ▶ Program of participation and reason for participation in Y.O.U. **differentiate the “type” of youth**.
 - For example, it was explained that Primetime kids are coming voluntarily after school.
 - *“(They) see things differently than other kids. We want to amount to something.” Youth who came to Primetime just for a job will drop out when they have to do all of the other activities related to academics.*
 - Whereas, JUMP kids explain they participate for the class credit (easy A), and hopes of getting a job.
 - Additionally, JUMP participants report they would not have participated in the program if it was not offered in school.
- ▶ Unequivocally, the **relationship with the counselor**, and their persistent support was the most helpful component of the program.
 - All youth report this level and type of support is not available elsewhere in school (unless enrolled in a special vocational program) or community.
 - “Ms. X really cared about us—we felt it, we wanted to succeed, she pushed us, and gave us confidence.”
 - Community interviews recognize Y.O.U.’s strength in point of service staffing.
- ▶ After program completion, participants **continue to contact their Y.O.U. counselor** for support on issues related to post secondary applications, financial aid, and employment.
 - *“I finished with JUMP my 10th grade year, and couldn’t take it because I needed the prerequisites for college. But I continued going to Ms. X to help me with my applications, and financial aid.”*

RECOMMENDATIONS FROM INTERVIEWS

- ▶ Y.O.U. should look at its **college counseling practices** and understand the following issues:
 - Whether kids require some remediation before entering college and how to connect them with those resources prior to college entry.
 - Some *resources* include: Cleveland Scholarships Program, Tri-C Access and College Pathway Program, Summer Bridge, and Upward Bound.
 - Which colleges or types of college programs have the best success rates of minority, urban youth (small, rural, 4 year schools, etc.).
 - What type of pre-college orientation youth need to support successful transition?
 - Counseling kids on the stumbling blocks in post-secondary education during high school, such as challenges with transferring schools, obtaining financial aid from a 4 year college if transferring, costs of taking remedial courses in college, etc.
- ▶ Better address the needs of the **disengaged 18-24 year old group**.
 - Many youth are bouncing around between minimum wage jobs, thinking about going back to school, and having trouble connecting to the resources that can support them in gaining better employment or getting back into school.
 - This population often develops further barriers during this time period such as parenting, debt, arrests, etc.
 - Y.O.U. can provide more scaffolding support to youth when they age out to provide pathways and connectors to better jobs or job training (Youth Build, Employment Connections), and continued college or career counseling (Access and College Pathways Program, Cleveland Scholarships Program).

Conclusions

Upon engaging the evaluator, Y.O.U. had four main questions it sought answers to and upon which the evaluation was designed:

1. **What IMPACT is Y.O.U. making?**
2. **What is the ROLE of Y.O.U. in the community and/or what should it be?**
3. **What PROGRAMS and SERVICES offered by Y.O.U. are the most meaningful?**
4. **How might Y.O.U. adjust its services to have MORE IMPACT?**

While there is an abundance of valuable data and information, the conclusion focuses on responses to those questions.

IMPACT

Y.O.U. program graduates are successfully meeting the following impact goals set by Y.O.U.:

- They are productive members of society as indicated by levels employed, in school, or having a positive outlook on life.
- They are enjoying a higher household income than their peers.
- They have higher education levels than their peers in most areas.
- They have low levels of risk factors such as drug and alcohol, homelessness, etc.

It is too early to tell if Y.O.U. is having an impact in the following areas:

- *Youth are obtaining education levels that are putting youth on the path for 21st Century Careers.* Not enough respondents have completed their post-secondary education in order to determine this.
- *Youth are engaged in sustained employment in a career leading to self-sufficiency.* While those in the labor force working full-time are earning incomes above the median household average in Cleveland, it is unclear if they are on a career path that will continue to develop.

► **Education:** Y.O.U. respondents' education levels are higher than their peer comparisons for the City of Cleveland in most areas including:

- *High School Graduation:* 80% of Y.O.U. participants graduate from high school versus 49% of youth from the high schools attended by Y.O.U. youth.³⁷

³⁷ The peer high school comparison graduate rate is an average of the graduation rates of represented schools between 2002-2008, as reported to the Ohio Department of Education.

- Post-Secondary Enrollment: 48% of Y.O.U. participants are currently enrolled in or have received some form of post-secondary education versus 30% of City of Cleveland peers.
- **Employment:** The majority of respondents believe they will reach their long-term career goals and be able to provide for themselves. Y.O.U. youth appear to be strongly attached to employment:
- Fifty-nine percent of Y.O.U. youth are not technically “in the labor force,” as they are enrolled in school. Of those in school, 28% are also working.
 - When looking at youth in the labor force, those ages 20-24 are employed at higher rates than their City of Cleveland peers, 80% and 70.4% respectively.
 - Youth employed full-time hold a median annual salary of \$21,514. The City of Cleveland’s median for all households/ages is \$20,438.
 - Y.O.U. has on average a one year job retention rate. Additionally, while youth are primarily making lateral changes in their jobs, their yearly salaries have increased over time by an average of \$2,080 for full-time workers.
- **Social:** Respondents are very positive about future prospects in relation to education, career, and overall success in life. About half of these youth feel a connection and willingness to give back to their communities. An important indicator of how a youth is fairing in the social aspect of their life is whether they are disengaged from school or work. Disengagement is a risk factor for more serious behaviors such as early parenting, criminal activities, drug abuse, and entrenchment into poverty. It is unclear how long that 14% have been disengaged.
- Fewer Y.O.U. participants, only 14%, are disengaged from employment and school versus 26.3% of peers in the City of Cleveland.³⁸

ROLE

Y.O.U.’s current role serving high school aged youth is one of counseling on pathways to post secondary education options, career exposure, and supporting youth to some extent to obtain entry-level employment. Youth indicate they would not have access to these resources and support within their schools or communities otherwise. Y.O.U. should continue to be a leader and provide information and advice to youth on employment and education by increasing its knowledge based on fact and best practices.

Youth claim to want experience with a variety of employment opportunities, from part-time jobs as a cashier, to more “quality jobs.” Youths’ expectation is that Y.O.U. will provide them with a job. Y.O.U.’s employment services can be summarized by currently having three different functions, with summer jobs being the most robust.

1. Summer Jobs: provide an activity to keep youth busy (i.e. out of trouble) during summer months.

³⁸ Center for Labor Market Studies of Northeastern University. Report to U.S. Conference of Mayors. June 2005.

2. Entry-level: resume preparation, job fairs, search, etc. to support youth in obtaining their first entry level job to provide supplemental income.
3. Exposure: internships and higher quality professional employment exposure allow youth to experience potential career paths.

Y.O.U. reaches not only youth who have always planned on post-secondary education, but youth when they change their minds and decide to change the direction of their academic career. Y.O.U. provides hands-on support in researching schools, filling out applications, and applying for financial aide. Y.O.U. counselors also help focus youth on career goals and the type of education and focus they should seek.

Y.O.U. and their staff have a good reputation among program graduates, many of whom remain in touch with their counselors when they seek help post high school. This evaluation has demonstrated that program graduates' paths to successful adulthood through education and employment has many twists and turns along the way. Twelve percent (12%) of program graduates were once enrolled in post-secondary education, but dropped out. Twenty-seven percent (27%) of youth in the labor force are unemployed. This demonstrates a need and an opportunity for Y.O.U. to continue engagement and communication with alumni so youth know Y.O.U. is available for counsel if they stumble along the way. Y.O.U. should develop strong relationships and connections with organizations that provide quality employment experiences where youth can obtain a career not just a job, so that the 50% of youth in the labor force can find a way out of the entry level employment cycle. Alumni support would also allow Y.O.U. to connect with the 14% of disengaged youth and determine how to best connect them with education or employment. Y.O.U. should provide alumni with continued college counseling and support or ensure they are connected with the right people and services at their schools to allow them to successfully enroll/re-enroll, matriculate, transfer, and pay for education. Stronger relationships with area, regional, and within state colleges and scholarship programs would be required.

EFFECTIVE PROGRAMS AND SERVICES

Benchmarking research, along with qualitative feedback from the graduates, indicate that long-term, continued, intensive support are the most valued services and produce the best results. Additionally, research indicates that services focusing on retention in high school through post-secondary degree obtainment are important. Y.O.U. is currently providing intensive services through coaching and mentoring. It is unclear what the average length of program participation for youth currently is or what it should be. However, continued support post-high school is not currently offered in a coordinated fashion.

Survey data indicate that Quantum participants were the most successful with 60% enrollment in postsecondary education and 55% employment rates. Quantum participants are followed by Primetime participants. Because many of the JOG and JUMP respondents are still high school age youth, it is too premature to make comparisons regarding these programs. Additionally, without knowledge of the youths' status before entering the program, the evaluators cannot judge which program is truly more "effective."

Y.O.U.'s in-school services have a slightly different clientele than out of school/afterschool programs. JUMP and JOG programs seem to attract youth that are primarily looking for a job and course credit, and as the data indicate, the majority of youth graduating from these programs are primarily working. However, once in class, they report benefiting in ways they did not expect. Primetime programs attract youth who are motivated to come to voluntary afterschool programming to get support on post-secondary direction, and the data indicates the majority of these youth are enrolled in post-secondary education. Y.O.U. should consider these different motivations, and whether they make a difference in how services and messages to youth are tailored, and whether one program might place more of an emphasis on obtaining quality employment and internships, versus another that might focus more on supporting the youth to make the right post-secondary decisions.

RECOMMENDATIONS TO INCREASE IMPACT

Some of these recommendations have been discussed in previous sections. In summary, Y.O.U. should consider the following in order to better itself:

▶ **Increasing Impact on Education Levels that put youth on paths for 21st Century Careers:**

1. Y.O.U. should focus counseling and coaching on providing fact-based, best practice advice to youth regarding their post-secondary plans. This would require Y.O.U. staff to stay current on research and literature around counseling, careers, financial aid, and minority youth post-secondary success through professional development or connect with other organizations that can provide this information.
2. Y.O.U. should screen or connect with schools to understand levels of remediation a youth would need in order to be successful in college. If a youth is deficient, Y.O.U. should counsel and connect that youth to remediation prior to college entry.
3. Y.O.U. should provide support to alumni when they have dropped out of college, are trying to transfer, looking for financial aid, trying to enroll after a delay, and are investigating course of study. Y.O.U. could investigate partnerships for connecting youth to these resources.

▶ **Increasing Impact on Sustained Employment in a Career leading to Self-Sufficiency:**

1. Y.O.U. should examine job services and determine how to build scaffolding with quality work experiences, internships, or connections to career training programs as options. The current Y.O.U. summer job experiences were rated highly in a number of areas by in a recent Kent State study of the YDI Summer Employment Pilot. Entry level summer jobs are just the first step in developing proper work habits and experiences. Y.O.U. should consider how to lead youth on pathways from entry-level experiences to ones that provide hard career skills and open horizons to high potential industries and fields.
2. Y.O.U. should provide continued support to working alumni looking to develop a career in a skilled field of service that leads to self-sufficiency and careers of the 21st Century.

FUTURE EVALUATION CONSIDERATIONS

While this evaluation was the first, long-term investigation on the impact and success of Y.O.U. graduates, what we have found is it was in some ways preliminary. Of the graduates surveyed, 34% are still enrolled in college and of those working; many are still in entry level jobs. If Y.O.U. extends its reach to alumni, it would be important to monitor and track the college graduation, post college careers, and continued job growth of these alumni. The implementation of additional tracking systems would be advised to monitor the need and effectiveness of getting alumni youth back on track.

Another question this evaluation was unable to answer was to what extent the youth served by Y.O.U. are at-risk of not graduating high school or going to college. While in a few of Y.O.U.'s programs (JOG and JUMP), there is a strong sense these youth are in the bottom portions of their class, and for the others the graduation prospects are unclear. Y.O.U. has some tools in place for gathering this information, but they are not analyzing. Y.O.U. should consider collecting pre-service data, assessing an individual youth's aspirations, educational status, and risk factors in order to demonstrate the youth profile for all its program areas (as these may vary) and overall. Y.O.U. should also assess how these factors change over the course of a youth's participation. Some innovative organizations use case management software on handheld devices to record such information.

As also mentioned in the report, Y.O.U. might examine how it is currently collecting and reporting benchmark outcomes, such as graduation rates, to determine the required technological, human, or policy changes needed in order to provide the most accurate, and timely data that can be used for management and outcome reporting purposes. The Management Information System does not run some of these reports automatically and it was quite difficult to obtain basic program participation and graduation information for basic purposes such as who were graduates of Y.O.U. and who were not. Y.O.U.'s current collection policy only looks at participants who were enrolled during their senior year in high school for outcome information, such as post-secondary intentions, and high school graduation. Generally, it is not as likely that students who make it to their senior year will drop-out during that year. Y.O.U. would have a more accurate picture of outcome results if they determine how to collect graduation and post-secondary information on all youth who completed in programs, regardless of whether they are participating in their 12th grade year or not. Other programs who serve youth throughout various years in high school develop agreements with schools and families to obtain school records on participants. With such agreements, Y.O.U. could obtain data on previous participants, post high school graduation.

21st Century Skills Addendum

This evaluation proposed to “assess the structure and impact of promising practices in Youth Workforce Development that serve as models for 21st Century workforce preparation”, which was documented in the Literature Review section of this report. Upon further discussion about the intent of the evaluation, a review of “whether Y.O.U.’s programs and services were structured to meet 21st Century workforce and higher education expectations” was needed. More specifically, what are the required 21st Century attributes and skills needed by our future workforce. While we were unable to retroactively evaluate Y.O.U.’s programs according to these attributes and skills, we are providing a brief overview of what those skills are, some initiatives that are working to incorporate these practices, and some suggested points where Y.O.U.’s might endeavor to align future programming and services.

The three initiatives reviewed were:

- **The Partnership for 21st Century Skills**, a national advocacy agency focused on infusing 21st Century Skills into education systems,
- **Strive**, a partnership out of the Cincinnati region, focused on providing a world-class education system where every child succeeds from cradle to career, and
- **The Stark County Education Partnership**, a collaboration that formed a P-16 Compact, aimed at supporting and sustaining all students in realizing their academic potential and achieving readiness to pursue and be successful in post secondary education.

All of these groups are primarily focused on improving the education and economic outcomes of our children by infusing the education and workforce skills required for the 21st Century primarily through educational system reform. They are all partnerships of public education systems, higher education institutions, business and industry, government (including Workforce Investment Boards), and nonprofit support systems (including agencies such as Goodwill, YMCA, and community based workforce agencies).

These initiatives stress, along with the conclusions from the Literature Review, the importance of a post-secondary degree for the majority of our youth. Further research has demonstrated that the basic academic expectations required in the 21st Century are the same students who go on to college, as they are for those you go directly to workforce training.³⁹ When detailing the specific skills needed by entrants to the 21st Century workforce, a national survey of employers highlighted the five most important attributes are: Professionalism, Teamwork, Ethics and Social Responsibility, Oral Communication, and Ready Comprehension.⁴⁰

The Partnership for 21st Century Skills (P21) has taken a leading role in further defining 21st Century Skill requirements and providing frameworks for educators to align practices, standards,

³⁹ “Ready for College and Ready for Work: Same or Different”. ACT (2006).

⁴⁰ “Are they Really Ready for Work: Employers Perspectives on the Basic Knowledge and Applied Skills of New Entrants to 21st Century Workforce,” (2006).

professional development, content, and assessments toward this end. In October 2009, the Ohio Department of Education became a partner with P21, pledging to update state standards, assessment, and integrate content and professional development in line with the 21st Century Skills Framework. Full definitions of the P21 Skills Framework are provided as an attachment, but in summary are:

1. **Passing Core Subjects**, with additional education in Global Awareness, Economic, Civic, and Health Literacy,
2. **Learning and Innovation Solutions:** Creativity, Critical Thinking, Problem Solving, Communication, Collaboration,
3. **Information, Media, and Technology Literacy:** How to access and use information, media, and technology, and
4. **Life and Career Skills:** Flexibility, Self Direction, Social Skills, Productivity and Accountability, Leadership and Responsibility.

While much of P21 falls on the shoulders of public education reform, some *implications* for how Y.O.U. might examine their role in relation to P21 activities is to:

- Become a voice and partner with the local version of the Ohio rollout of P21 regarding work and college readiness for youth served.
- Work in partnership with school district / individual schools to align your curriculum around 21st Century skill development, specifically in the areas of *Learning and Innovative Solutions*, and *Life and Career Skills*.

The Strive initiative out of Cincinnati is a multifaceted partnership with defined roles, collaborations, and work plans between the partners. In reaching the overarching goals of supporting all children in the region to succeed from cradle to career, Strive focuses on five areas:

1. *Prepare for School:* aimed at early childhood programming and family support.
2. *Succeed Academically:* providing high quality academic preparation, expectations, and support for all students.
3. *Be Supported in and out of School:* working with providers and agencies to ensure that students and parents supports to services and enrichment opportunities necessary for students to succeed.
4. *Enroll in College:* providing students with access to college and career information, and eliminating access to financial barriers.
5. *Graduate (College) and Enter a Career:* providing student support services to increase retention, and access to internships.

Again, much is reliant on the broader educational and support systems impacting children and youth, but there are touch points in a few of the areas that Y.O.U. is currently or could be poised to take a role.

1. In the “Succeed Academically” category, Strive has identified key transition points in a youth’s academic success. One such point is the transition between 8th and 9th grades,

and ensuring the youth has the awareness of core subjects and skills required to meet career and life goals. A prescribed course of remediation and planned high school course load is critical at this juncture.

2. In the “Supported In/Out of School” category, Strive works with a network of community partners to provide the following:
 - Mentoring
 - Reengaging Out of School Youth—working with dropouts ages 15-21 to get a diploma or GED, enroll in post secondary education or become employed.
 - Youth Employment—simply described as a collaboration of the WIB and agencies working around the goal of youth employment.
3. In the “Enroll in College” area, Strive supports an alliance comprised of Public Schools (CPS) district employees, external college access programs (i.e. GEARUP, Upward Bound), higher education college access programs, and the nonprofit sector. The strategy is focused on setting up college access centers in high schools, that provide career advising, college access advising and awareness, financial aid applications, college entrance and placement test preparation, and scholarship searches.
4. In the “Graduate and Enter a Career” category, higher education and college access program alliances are primarily involved in supporting student retention and co-ops or internships. There are two publications Strive partners in this category have produced which might be beneficial for Cleveland youth. The first is a directory of student support services from the region’s higher education institutions, and the second is a set of guidelines and flow charts for student success in transitioning from high school through graduation from college.

Additionally, Strive is using sophisticated metrics and clearly articulated goals and objectives to monitor progress in most of its focus areas that Y.O.U. might incorporate while updating its evaluation system.

The Stark County Education Partnership and P-16 Compact is primarily focused on reforming high school content and increasing the partnerships between high schools and higher education institutions. Some focus areas are in ensuring remediation of students before entry into post secondary education and in providing access to more scholarships and internships. The opportunity that this initiative exhibits for Y.O.U. is around partnering with others to ensure youth served have received remediation prior to entering college and support accessing financial aid and scholarships.

This research is much in line with the previously reported implications that long-term intensive supports are required, along with an increased focus on increasing students’ academic success by supporting from middle school, graduation from high school, are prepared (remediated) to enter college, and obtain a post-secondary degree. In focusing on 21st Century Skill requirements, Y.O.U. will need to further develop and deepen its collaborative efforts and alignment with public and higher education systems, college access programs, and alumni supports.