

**Payne-Phalen/
Dayton's Bluff
& North End
After-School Enrichment
Collaborative**

2001 evaluation report

M A R C H 2 0 0 2

Payne-Phalen/Dayton's Bluff & North End After-School Enrichment Collaborative

2001 evaluation report

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Summary and discussion

The Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative is an organization formed in response to the state's After-School Enrichment grant program. The Collaborative's governing board and membership oversees the work of two sub-collaborations, one serving St. Paul's Payne-Phalen and Dayton's Bluff neighborhoods, and another serving the North End neighborhood.

This report provides an assessment of the Collaborative's organizational functioning and an evaluation of the organization's after-school activities. The major data sources in the report include: (1) the Collaboration Factors Inventory, (2) the progress reports that the Collaborative periodically submits to the state, and (3) the participant survey.

Organizational functioning

Our survey of the Collaborative's governing board and membership indicated the following organizational strengths: members see collaboration as in their self interest; the Collaborative exists within a favorable political and social climate; the Collaborative has a unique purpose; and there is a history of collaboration or cooperation in the community.

Factors requiring additional attention are: skilled leadership; development of clear roles and policy guidelines; and sufficient funds, staff, material, and time. The Collaborative has addressed "roles and guidelines" by developing a coherent organizational flow chart and description of roles and responsibilities, as shown on pages 13 and 14 of the report. The Collaborative has undergone substantial organizational change in recent years, however, and the membership may have yet to internalize the decision-making structure under a governing board and the more stringent reporting expectations from the state. More active and visible involvement by the governing board, and regular revisiting of the roles and responsibilities could improve the Collaborative's organizational functioning.

Evaluation of the Collaborative's after-school activities

The Collaborative's programmatic objectives are to:

1. Increase the number of at-risk youth participating in adult-supervised programs.
2. Increase the number of youth engaged in community service.
3. Increase skills of youth in computers, the arts, athletics, and other enrichment.
4. Increase academic achievement.

Overall, the Collaborative appears to have met its objectives in 2001. We evaluated the Collaborative's two sub-organizations, the Payne-Phalen / Dayton's Bluff collaboration, and the North End collaboration, separately since they are funded separately by the state.

Payne-Phalen / Dayton's Bluff

The Payne-Phalen / Dayton's Bluff collaboration appears to have met its objectives in 2001. In the first six months of the year the collaboration provided a total of 162,842 participant hours of activities, including 263 participant hours of community service activities, thus meeting objectives 1 and 2. The collaboration also provided approximately 51,000 participant hours of skill-building activities, and 12,600 participant hours of tutoring and other academically-oriented programming, which suggests progress toward meeting objectives 3 and 4.

In addition to analyzing the hours spent in skill-building and academically-oriented activities, we assessed objectives 3 and 4 through a survey of children and youth participating in the collaboration's activities. The results indicate that the participants believe that the activities teach them skills and help them academically: Eighty-nine percent of the 297 participants surveyed indicated that they had learned something at their activity (including 59% who indicated they had learned "a lot"); 88 percent indicated that their activity helped them get better at doing something (including 62% who indicated "a lot"); and 78 percent indicated that their activity had increased their desire to attend school (including 56% who indicated "a lot").

The vast majority of the participants we surveyed in the Payne-Phalen and Dayton's Bluff neighborhoods indicated that they liked their activities: Eighty-four percent indicated that they liked their activity and 64 percent felt like adults at their activity cared about them. Finally, the survey results suggest that the collaboration could consider adding more academically-oriented programming. In response to the question, "do you need more help with your schoolwork?" 19 percent of those surveyed indicated "yes," and 48 percent indicated "sometimes."

North End

The North End collaboration also appears to have attained its objectives. During the first half of 2001 the North End collaboration provided 117,443 participant hours of after-school programming, thus meeting the objective of increasing the number of youth participating in supervised activities. The collaboration's total participant hours included 3,114 participant hours of community service-oriented activities, which indicates success toward the objective of increasing youth involvement in such activities.

During the first half of 2001, the collaboration's activities also included 54,700 participant hours of skill-building activities, and 12,200 participant hours of academically-oriented activities. In addition, most North End after-school activity participants we surveyed indicated they had benefited from their activities in some way: Eighty-six percent of the 104 participants surveyed indicated that their activity helped them get better at doing something (including 56% who indicated "a lot"); 83 percent indicated that they had learned something at their activity (including 51% who indicated they had learned "a lot"); and 80 percent indicated that their activity had increased their desire to attend school (including 51% who indicated "a lot"). These data suggest that the collaboration made progress toward the objectives of increasing skills and academic achievement.

As was the case in the Payne-Phalen and Dayton's Bluff neighborhoods, children and youth appear to like the Collaborative's North End after-school activities. Eighty-one percent of those surveyed indicated they would come to the activity again, and 68 percent indicated feeling like an adult at their activity cared about them.

Finally, the survey results suggest that the North End collaboration could consider adding more academically-oriented programming. In response to the question, "do you need more help with your schoolwork?" 19 percent of those surveyed indicated "yes," and 36 percent indicated "sometimes."

Conclusion and ideas for consideration

In conclusion, the Payne-Phalen / Dayton's Bluff and North End Collaborative appears to have attained its objectives in 2001. Based on the analysis included in the report, we suggest that the Collaborative should consider:

- Increasing the involvement and visibility of the Governing Board, to reinforce its role in organizational leadership and decision-making, and to facilitate improved communication
- Regularly revisiting its organizational flow chart and the delineation of each member's roles and responsibilities, to encourage internalization of the Collaborative's structures and guidelines, and to revise the roles as needed
- Increasing the amount of academically-oriented programming it provides, based on the survey results indicating needs for assistance with homework

In addition, we present suggestions for the Collaborative's future evaluation activities in the last section of the report. We suggest that the Collaborative administer the Collaboration Factors Inventory on a bi-annual basis as needed, to provide on-going feedback on the status of the organization's functioning. The Collaborative should consider modifying the forms used for semi-annual progress reporting. The Collaborative also should consider using the participants' survey as a regular source of feedback on its activities, but administer the survey at the conclusion of on-going activities with several meetings. Finally, the Collaborative should continue to emphasize the importance of all necessary data collection and reporting, to provide high-quality and comprehensive data to its evaluation activities.

Background

The Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative (the Collaborative) is an umbrella organization of two after-school enrichment collaborations in St. Paul: (1) Payne-Phalen / Dayton's Bluff, and (2) North End. The collaborations share a common governing board, fiscal agent, and coordinator – and several member agencies provide programming in both areas.

The Collaborative exists in response to the State's after-school enrichment grants program, established in 1996. St. Paul's Payne-Phalen, Dayton's Bluff, and North End neighborhoods are 3 of the 20 priority neighborhoods targeted by the state for the funding in Minneapolis and St. Paul. The legislature appropriated \$10.4 million for the after-school enrichment grant program during the 2000-2001 biennium, of which the Payne-Phalen / Dayton's Bluff and North End collaborations were awarded \$500,000 and \$350,000, respectively.¹

The Collaborative's organizational structure and membership for the 2000-2001 biennium are shown in figure 1. As shown in this figure, the organization includes a wide variety of agencies throughout St. Paul's East-Side and North-End neighborhoods, including recreation centers, community groups, and arts organizations.

¹ Laura Bloomberg, *After-School Enrichment Programs 2000-2001* (St. Paul, MN: Minnesota Department of Children, Families & Learning). Also see *Minnesota Statutes 2000*, Section 124D.221, and Minnesota Department of Children, Families & Learning, *Prevention & Intervention Awards for Minnesota Communities: 1999-2001 Grant Awards* (<http://cfl.state.mn.us/prevention/9900awards.PDF>; accessed October 26, 2001).

1. Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative: 2000-2001 membership

Governing Board

Timothy Armstrong, student member
John Beach, Assistant Principal, Bruce Vento Elementary School
Jason Fugère, Assistant Principal, North End Elementary School
Jayne Ropella, Principal, Dayton's Bluff Elementary School
Steve Trimble, Minnesota State House of Representatives
Petey Mitchell, East Side Neighborhood Development
Foua Hang, Women's Association of Hmong and Lao

Fiscal Agent

St. Paul/Ramsey County Department of Public Health (Barb Schommer)

Coordinator

Somly Sitthisay, East YMCA

Member organizations

Payne-Phalen / Dayton's Bluff

Area 12 Community Education
Area "J" Recreation Centers
Arlington Recreation Center
Boy Scouts, Indianhead Council
Camp Fire Boys and Girls
Community Design Center
Dayton's Bluff Recreation Center
District 5 Planning Council
Duluth-Case Recreation Center
East Side Arts Council
East YMCA
Hmong American Partnership
Hmong Minnesota Pacific Association
Johnson Community Education
Margaret Community Recreation Center
Merrick Community Center
Phalen Recreation Center
The Portage For Youth
Wilder Recreation Center
Young Audiences of Minnesota

North End

Boy Scouts, Indianhead Council
Camp Fire Boys and Girls
District 6 Planning Council
Front Recreation Center
Hmong American Partnership
Hmong Minnesota Pacific Association
McDonough Recreation Center
Neighbor to Neighbor
North End Community Education
Orchard Recreation Center
Rice Community Recreation Center
Sylvan Recreation Center
Young Audiences of Minnesota

Methodology

In late fall, 2000, the Collaborative contracted with Wilder Research Center for evaluation services. The Collaborative expressed an interest in (1) obtaining feedback on the organizational functioning of the Collaborative itself, and (2) evaluating its programming for children and youth. In addition, the Collaborative expressed an interest in building its internal evaluation capacity.

To assess organizational functioning, we conducted a survey of the Collaborative's membership. We used a slightly modified version of the "Wilder Collaborative Factors Survey."² The results identify current organizational strengths and potential areas for improvement, as reported in the following section.

To evaluate the Collaborative's programming for children and youth, we:

1. Conducted semi-structured telephone interviews with representatives of several organizations in the Collaborative, concerning their goals and the types of activities they provide.
2. Analyzed data on participant contact hours and types of activities, reported by each organization in the semi-annual progress reports. (Our results may differ somewhat from results available elsewhere because we re-coded some of the data to correspond with the goals of the analysis, and we closely examined the data and corrected some obvious data entry or reporting errors.)
3. Conducted on-site surveys with children and youth participating in the Collaborative's activities. We administered surveys at 43 different activities, and surveyed a total of 401 participants.

The results of our evaluation of the Collaborative's after-school activities are reported separately for the Payne-Phalen / Dayton's Bluff and North End collaborations. For each collaboration we provide a map showing the location of activities, an analysis of recent activities, and results of the participant survey.

Finally, this report concludes with suggestions for future evaluations. The questionnaires used in this evaluation are included in the appendix.

² Published in *Collaboration: What Makes It Work, 2nd Edition*, by Paul Mattessich, Marta Murray-Close, and Barbara Monsey (St. Paul: Amherst H. Wilder Foundation, 2001).

Organizational functioning

This section provides the results of the Wilder Collaboration Factors Inventory. This instrument, designed by Wilder Research Center, is a survey that collaborations can use to assess factors that influence their success. The inventory provides information regarding areas of strength and areas that might need attention. A copy of the Collaboration Factors Inventory is provided in the appendix.

Methods

In spring 2001, we conducted the Collaboration Factors Inventory with members of the Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative. The questionnaire was mailed to each member of the Collaborative, including governing board members. The initial mailing was followed by telephone reminders and repeat mailings to those who had not returned completed questionnaires. In the end we received responses from 22 of 40 possible respondents, including 2 of the 7 governing board members.

Respondents were asked to rate their level of agreement with a number of statements about the Collaborative. These ratings were used to assess the different factor areas of the inventory, such as the Collaborative's decision-making processes. To identify areas of strength and areas of need within the Collaborative, we calculated average scores for each statement and for each corresponding factor area.

Respondents also were asked to identify benefits of being a collaborative member, as well as factors that they feel contribute to the Collaborative's success.

Results

Figure 2 shows the results by factor area and is categorized by areas of strength, areas that are fairly or marginally effective, and areas that need further attention. The factor areas that received the highest ratings are: (1) Members see collaboration as in their self interest, (2) the Collaborative exists within a favorable political and social climate, (3) the Collaborative has a unique purpose, (4) and there is a history of collaboration or cooperation in the community.

Factor areas that received the lowest ratings are skilled leadership; the development of clear roles and policy guidelines; and sufficient funds, staff, material, and time. The Collaborative may benefit from greater attention to these areas. Detailed results for each of the factor areas, and the individual items associated with each factor, are provided in the appendix.

2. Collaboration Factors Inventory: Results by factor area

	Average score (5=high, 1=low)
Strength factors:	
Members see collaboration as in their self-interest	4.3
Favorable political and social climate	4.1
Unique purpose	4.0
History of collaboration or cooperation in the community	3.9
Fairly effective factors:	
Ability to compromise	3.6
Shared vision	3.6
Established informal relationships & community	3.5
Mutual respect, understanding, and trust	3.5
Appropriate pace of development	3.5
Members share a stake in both process and outcomes	3.5
Marginally effective factors:	
Collaborative group seen as a legitimate leader in the community	3.4
Flexibility	3.4
Adaptability	3.3
Concrete, attainable goals and objectives	3.3
Appropriate cross-section of members	3.2
Multiple layers of decision-making	3.1
Open and frequent communication	3.0
Factors requiring attention:	
Skilled leadership	2.8
Development of clear roles and policy guidelines	2.7
Sufficient funds, staff, material, and time	2.7

Source: *Wilder Collaboration Factors Inventory.*

Note: *Number of respondents = 22.*

In addition to the statements related to the factor areas, respondents were asked to identify the resources that have made the biggest difference to the Collaborative's accomplishments in recent years. As shown in figure 3, nearly all respondents (95%) indicated that the money provided through the Collaborative contributed to the Collaborative's accomplishments. The second most commonly-noted resource provided by the Collaborative was connections with other people and resources.

3. Resources that contribute to the Collaborative's accomplishments

Considering any of those resources provided to you by being a member of this collaborative, which one or ones made the biggest difference in your collaborative's accomplishments in the past couple years?

money	95%
connecting you with other people and other resources in your community	50%
staff time, involvement, and support including at your meetings, outside of meetings, over the phone, and other kinds of behind the scenes support	27%
partner's time and involvement at your meetings	23%
help with skill building such as planning, evaluation, needs assessment, and recruiting new members	14%
staff help with meeting logistics such as agendas and minutes	5%

Source: *Wilder Collaboration Factors Inventory.*

Note: *Number of respondents = 22. Percentages reflect the proportion of respondents who indicated each resource from the provided list.*

Respondents were also asked to rate the extent to which various factors contribute to the success of the Collaborative. As shown in figure 4, need for the program (82%), community support (73%), and adequate funding (71%) were the top three factors identified as contributing a great deal to the Collaborative's success.

4. Factors that contribute to the Collaborative's success

	Great deal	Some	Little	Not at all	Don't know
need for the program	82%	18%	-	-	-
community support	73%	23%	5%	-	-
adequate funding (N=21)	71%	14%	14%	-	-
members have clear decision-making process	55%	23%	23%	-	-
active members	50%	32%	18%	-	-
political backing	50%	23%	18%	-	9%
diverse membership	45%	41%	14%	-	-
support of key organizations	45%	45%	5%	-	5%
staff expertise	41%	36%	14%	5%	5%
committee cohesiveness	27%	50%	18%	5%	-
committee leadership	23%	41%	32%	5%	-
limited number of goals (N=21)	19%	57%	10%	10%	5%
little community controversy	14%	45%	27%	-	14%
other comments (3 respondents)					
Clear goals	5%	-	-	-	-
Wilder Research Center	5%	-	-	-	-
Staff commitment	5%	-	-	-	-
Ease of completing paperwork	-	-	5%	-	-

Source: Wilder Collaboration Factors Inventory.

Note: Number of respondents = 22, except where noted.

Discussion

The results of the Collaboration Factors Inventory indicate that the membership sees its involvement in the Collaborative serving their own best interest. The Collaborative enjoys a favorable political and social climate, and finds strength in its unique purpose and history.

The results also suggest that to improve the Collaborative's organizational effectiveness, the governing board and membership should focus on the interrelated issues of leadership, organizational roles, policy guidelines, and communication. These perceived organizational weaknesses may relate to the substantial changes the Collaborative has undergone in recent years.

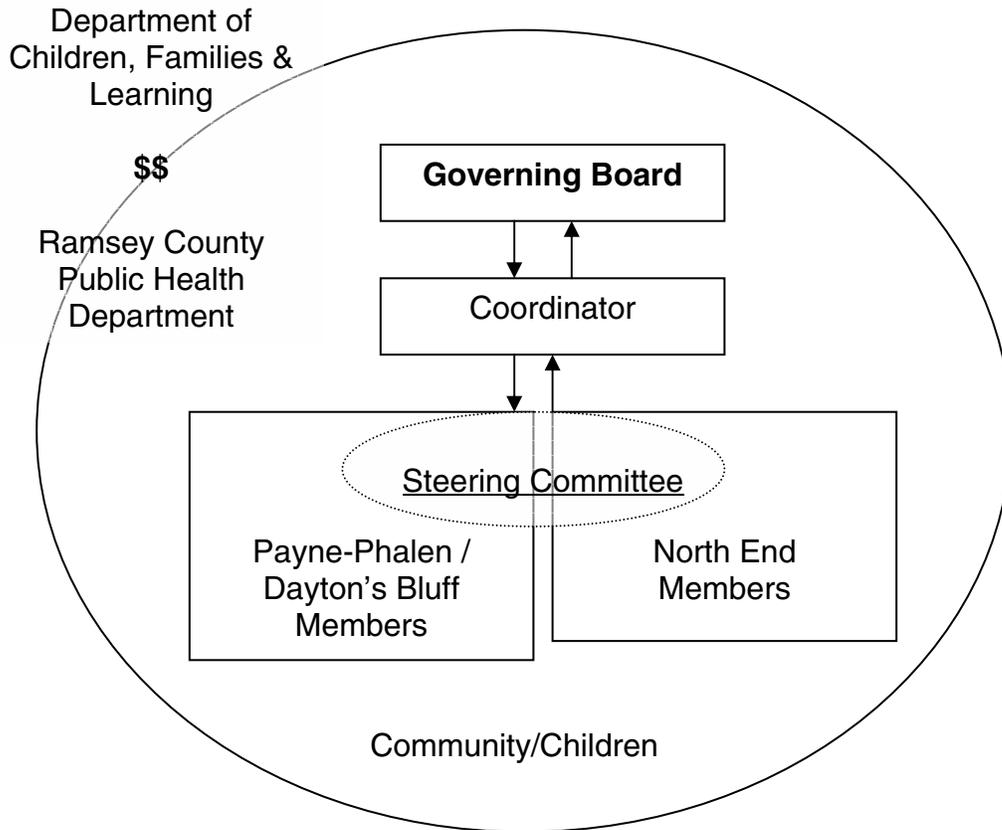
The Collaborative was established as a member-driven organization with lenient reporting requirements. In 1999 the Department of Children, Families & Learning directed the Collaborative to establish a Governing Board to allocate funding within the Collaborative, and oversee operations in general. To avoid conflicts of interest, the Governing Board was *not* to include personnel from the Collaborative's member agencies. Based on our participation in various Collaborative meetings, and discussions with several members, it appears that some members have yet to fully accept the legitimacy of the Governing Board's decision-making over issues they once decided for themselves. Additionally, the Collaborative has experienced a gradual decrease in State funding, and meeting the State's reporting requirements has become more important.

Based on what we have learned about the Collaborative, we can suggest two actions that may help to address the "factors requiring attention" identified by the survey. The first is for the Governing Board to take a more active and visible role, through regular attendance of Collaborative-wide meetings and through memorandums and other communication to members, as appropriate. This may help to establish their role as organizational leaders, facilitate the communication that many members see as lacking, and clear up misunderstandings about organizational decision-making.

Our second suggestion builds on the organizational flow chart and delineation of roles and responsibilities shown in figures 5 and 6. These figures were developed by the Collaborative's coordinator, adopted by the governing board in 2000, and shared with the membership. These figures provide something that many members indicated was missing: A clear explanation of each entity's roles and responsibilities. The flow chart and organizational roles deserve periodic revisiting, both as a reminder of the Collaborative's structures and expectations, and for making necessary modifications as

the Collaborative's governing board and membership changes, and as the Collaborative adjusts in response to community needs.

5. Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative: Organizational flow chart



Source: Somly Sitthisay, Collaboration Coordinator, Summer 2001.

6. Payne-Phalen / Dayton's Bluff and North End After-School Enrichment Collaborative: Organizational roles and responsibilities

Minnesota Department of Children, Families & Learning

- Provides funding
- Sets policy, following legislative guidelines
- Report to the Legislature

Ramsey County Department of Public Health

- Serves as fiscal agent
- Administer contracts
- Reimburse Collaborative members
- Attend the collaborative meetings and other related meetings
- Follow fiscal guidelines set by the Department of Children, Families & Learning
- Responsible for fiscal accountability of Collaborative

Governing Board

- Oversees the Collaborative
- Approves guidelines and budgets
- Ensures community accountability
- Meets every other month
- Members serve as ambassadors of the Collaborative

Collaboration Coordinator

- Serves as the liaison between the State, the County, the Governing Board, the Steering Committee, and the members
- Coordinates meetings
- Compiles reports for the Department of Children, Families & Learning
- Submits grant proposals for the Collaborative

Steering Committee

- Promotes the Collaborative and recruits new members
- Ensures the Collaborative fulfills the state guidelines
- Advises the Governing Board on funding and other decisions
- Meets monthly
- Members serve as ambassadors of the Collaborative

Collaborative Members

- Develop and provide programs and activities
- Attend quarterly meetings
- Submit reports and follow other Collaboration guidelines

Source: Sommy Sitthisay, Collaborative Coordinator, Summer 2001.

Evaluation of after-school activities

The first step in evaluating the effectiveness of enrichment programming provided by the Collaborative was to explicitly identify the Collaborative's goals. The Collaborative's member organizations have a wide variety of specific goals, from training athletic teams to teaching youth how to use video cameras. Based on our recommendation, however, the Collaborative decided to hold itself accountable to four of the over-arching objectives set for the After-School Grant program by the state legislature.³

1. Increase the number of at-risk youth participating in adult-supervised programs.
2. Increase the number of youth engaged in community service.
3. Increase skills of youth in computers, the arts, athletics, and other enrichment.
4. Increase academic achievement.

Based on these objectives, we developed a logic model that provides a more specific means of identifying programmatic success – or lack thereof. As shown in figure 7, the first two objectives are measured through summarizing the number of contact hours spent in activities provided through the Collaborative. In the case of the first objective, the Collaborative chose to define “at-risk youth” broadly, to include all youth in their neighborhoods. This seems reasonable, given the relatively low test scores and high rates of poverty, English Language Learners, and mobile students in the neighborhoods' public schools, as shown in figure 8.

The results of evaluation of the Collaborative's programs are provided separately for the Payne-Phalen / Dayton's Bluff and North End collaborations, since the two areas receive separate funding. Each section includes a map of the neighborhood, an analysis of recent progress report data, and results from the survey of activity participants.

³ The state specifies three other desired outcomes for the after-school enrichment grants. Collaborative members indicated that their activities may well accomplish these objectives, but recognized them as having secondary importance at this time. The three objectives are: (1) increasing school attendance, (2) decreasing school suspensions, and (3) reducing the community's juvenile crime rate.

7. After-School Enrichment Collaborative logic model

Objective <i>What do you intend to achieve?</i>	Intervention <i>How will you achieve it?</i>	Indicator <i>If successful, what results will you achieve?</i>	Measure <i>How will you know if you are successful?</i>
1. Increase the number of at-risk youth participating in adult-supervised programs.	All activities, including those emphasizing sports, arts, community service, and academics.	<ul style="list-style-type: none"> ▪ School-aged children and youth will be involved in adult-supervised programs. 	<ul style="list-style-type: none"> ▪ Counts of children and contact hours.
2. Increase the number of youth engaged in community service.	Activities such as yardwork assistance for the elderly, park clean-up projects, and volunteering at local charities.	<ul style="list-style-type: none"> ▪ School-aged children will be involved in community service. 	<ul style="list-style-type: none"> ▪ Counts of children and contact hours in community service activities.
3. Increase skills of youth in computers, the arts, athletics, and other enrichment.	Activities such as team sports, dance, cooking, and gardening.	<ul style="list-style-type: none"> ▪ Participants' skills will increase. 	<ul style="list-style-type: none"> ▪ Contact hours spent in technology, arts, sports, and "other enrichment." ▪ Reports of improvement by participants.
4. Increase academic achievement.	Activities providing homework assistance, tutoring, and academic test preparation.	<ul style="list-style-type: none"> ▪ Increased school attendance, homework completion, improved study skills, improved class participation, and improved classroom behavior. 	<ul style="list-style-type: none"> ▪ Counts of children in explicitly academic programs (e.g., tutoring). ▪ Reports of improvement by participants

Source: Objectives chosen by Collaborative from seven options provided by the Department of Children, Families & Learning. Model adapted from the "workplan" in the department's after-school enrichment grant application guide (<http://cfl.state.mn.us/prevention/applications.html>).

8. Profile of schools in the Payne-Phalen / Dayton's Bluff and North End neighborhoods

MAT7 *

School (number of students)	Above Average	At Average	Below Average	Free/ Reduced Lunches **	Receiving English Language	Students Considered Mobile
Payne-Phalen / Dayton's Bluff						
Bruce Vento Elementary (592)	2%	36%	63%	94%	51%	46%
Dayton's Bluff Elementary (570)	3%	32%	65%	90%	37%	54%
Phalen Lake Elementary (737)	9%	47%	44%	86%	47%	36%
Farnsworth Outcome-Based Magnet (563)	17%	51%	32%	69%	51%	6%
Cleveland Middle (483)	9%	44%	47%	87%	58%	34%
Johnson Sr. High (1,588)	11%	55%	35%	59%	35%	23%
North End						
North End Elementary (694)	5%	43%	52%	80%	44%	33%
Mississippi Creative Arts Magnet (557)	25%	41%	34%	74%	44%	8%
Washington Technology Middle School (784)	10%	45%	45%	83%	48%	30%
Arlington Senior High (1,695)	13%	38%	49%	76%	45%	38%

Source: Saint Paul Public Schools (http://www.spps.org/about_the_schools/profiles.html; accessed November 2, 2001).

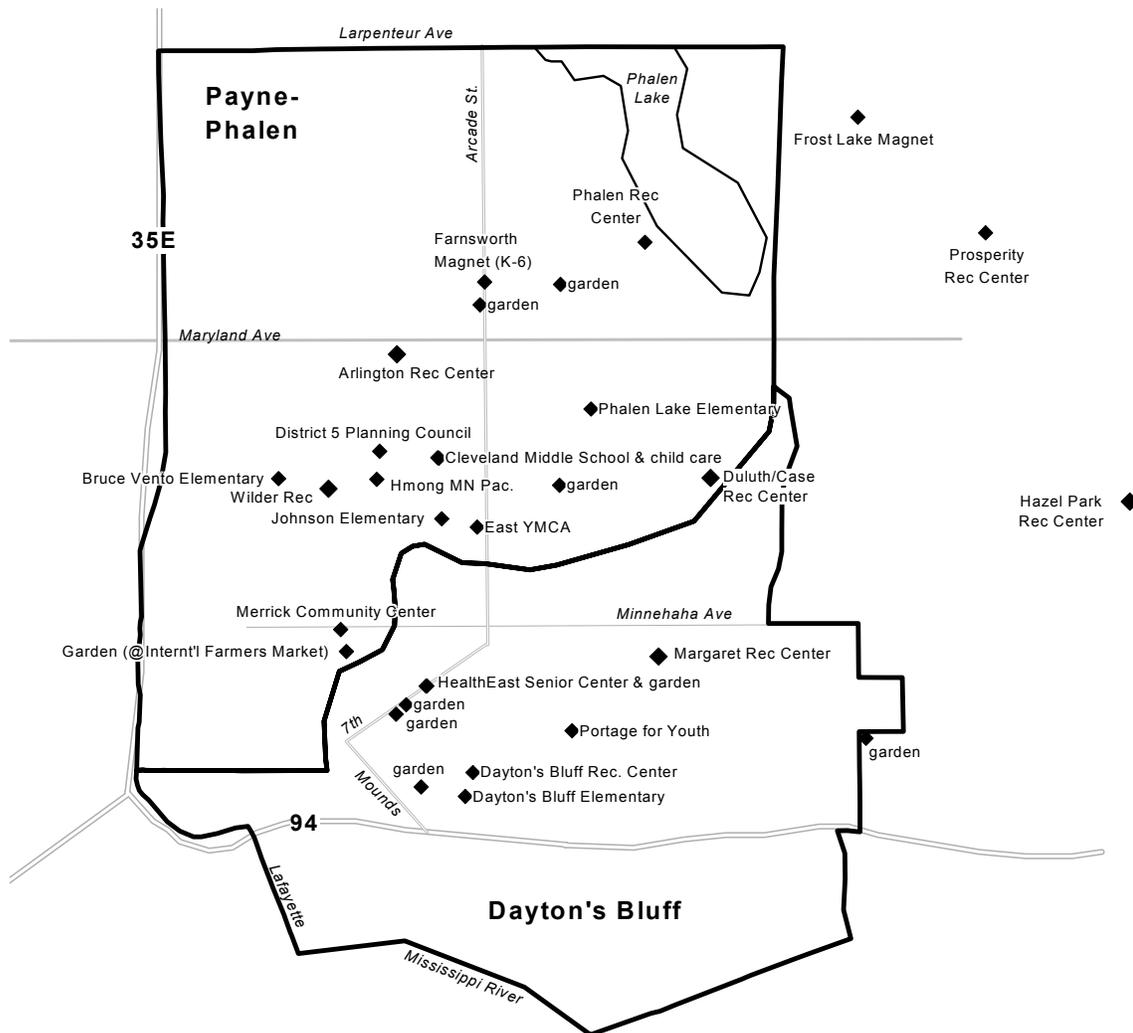
* MAT7 = the Metropolitan Achievement Test, a nationally-normed test of student achievement.

** Students from families with incomes of up to 130 percent of the Federal poverty level are eligible for free lunch; those from families with incomes of up to 185 percent of the Federal poverty level are eligible for reduced-price lunch.

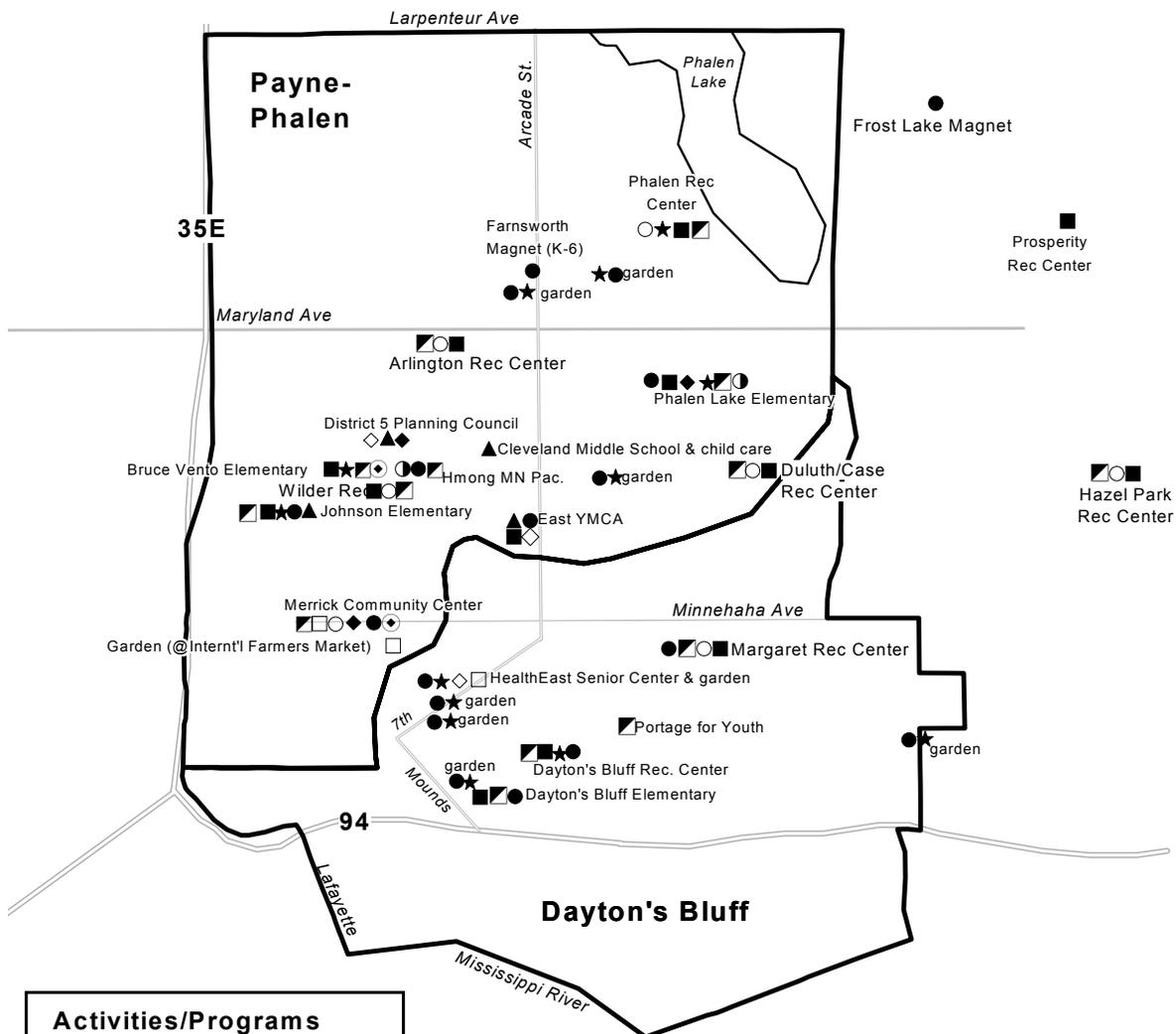
Payne-Phalen / Dayton's Bluff

As shown in figure 9, the collaboration's program sites are located throughout the neighborhood, with the only notable exception being the Northwest corner of the neighborhood, South of Larpenteur and East of 35E. Figure 10 shows that various types of activities also appear to be distributed fairly evenly, with no type of activity isolated exclusively in one part of the neighborhood.

9. Payne-Phalen / Dayton's Bluff program sites



10. Payne-Phalen / Dayton's Bluff program sites by activity type



Activities/Programs

- Academic Enrichment
- Athletics/Sports
- ◆ Recreation/Summer Day
- ▲ Teen Groups / Councils
- ★ Skills classes
- One time trips / events
- Job Skill development
- ◇ Community Service
- △ Mentoring
- ▨ Art/Dance/Theater
- Cultural Specific
- ⊕ Technology

Note: Many sites offer activities, such as field trips, that are not "place-based." The locations of these activities are not included on this map.

We evaluated the collaboration's progress toward its objectives using the progress report data gathered semi-annually for the state, and surveys of children participating in the collaboration's activities. Overall, the Payne-Phalen / Dayton's Bluff collaboration appears to have attained its objectives. More detailed information relating to each objective is presented below.

Objectives 1 and 2

1. Increase the number of at-risk youth participating in adult-supervised programs.

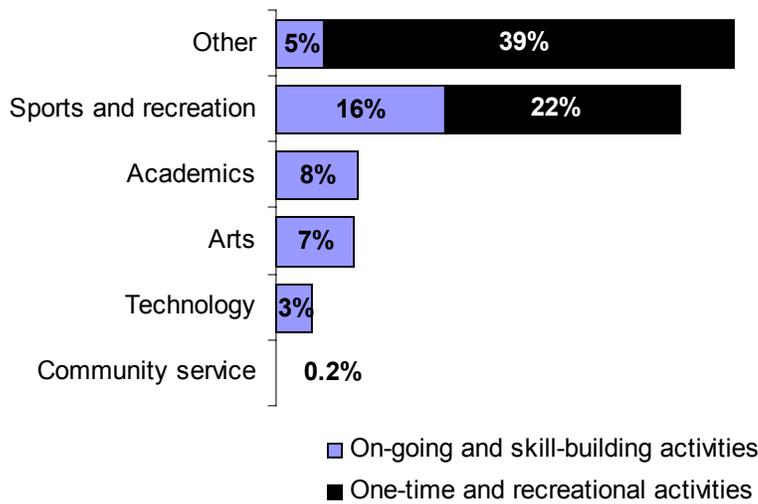
2. Increase the number of youth engaged in community service.

The Payne-Phalen / Dayton's Bluff collaboration achieved each of these objectives. As noted earlier, the collaboration defined "at-risk youth" broadly to include all children in their neighborhoods. Thus, all activities provided through the collaboration contribute to the first objective. Altogether, the collaboration provided 3,293 individual activities or meeting times and 162,842 youth contact hours of programming in the first half of 2001. These large numbers suggest that the collaboration provided programming for hundreds of youth who otherwise might not have been engaged in adult-supervised activities during non-school hours.

The collaboration also attained the objective of increasing the number of youth engaged in community service, although the achievement in this category is relatively modest. As shown in figure 11, community service is not the primary type of activity provided through the collaboration. Nonetheless, the collaboration devoted 26 individual activities or meeting times to community service in the first half of 2001. These activities amounted to 263 youth contact hours – hours that likely would not have been spent in community service without the collaboration's activities.

As shown in figure 11, "other" activities far outweigh the other types of activities offered by the collaboration. "Other" activities include field trips and other one-time events such as fairs or festivals, as well as activities with several emphases—such as Recreation Center programs that may include some arts, some sports, and a snack. Sports activities were the second most popular type of activity, due mainly to the popularity of the sports programming provided by the Recreation Centers in the Payne-Phalen and Dayton's Bluff neighborhoods. In total, the collaboration produced 70,300 youth contact hours of "other" activities, and 62,300 youth contact hours of sports activities in the first half of 2001. We categorized the sports and "other" activities into two groups: (1) on-going and skill-building activities, and (2) one time and recreational activities. This break-down helped us assess the collaboration's progress toward its third objective, discussed below.

11. Youth contact hours by type of activity, Payne-Phalen / Dayton's Bluff, January-June 2001



Note: Total youth contact hours = 162,842.

Objectives 3 and 4

3. Increase the skills of youth in computers, the arts, athletics, and other enrichment.

4. Increase academic achievement.

We assessed progress toward these objectives using two measures, and the collaboration succeeded according to the results from each. The first measure depends on the assumption that children and youth are more likely to increase their skills and academic achievement if they are involved in activities that teach skills and emphasize academics. Relying on this assumption, the progress report data on youth contact hours in skill-building and academic achievement provide one indicator of success relating to objectives 3 and 4.

As shown above in figure 11 the Payne-Phalen / Dayton's Bluff collaboration provided 5,500 youth contact hours of technology-related programming and 11,900 youth contact hours of arts programming. Counting only those sports activities, such as organized team sports, that have a skill-building component (as opposed to more recreational sports-based activities such as open gym or open swim), the collaboration provided 26,000 youth contact hours of skill-building sports activities. Similarly, some of the "other" activities, such as cooking and scouting, included a strong skill-building component; the collaboration provided 7,400 youth contact hours of such skill-building activities.

Altogether, the collaboration provided 51,000 youth contact hours in skill-building activities, thus presumably meeting the objectives of increasing the skills of youth in computers, the arts, athletics, and other enrichment. In addition, the collaboration provided 12,600 youth contact hours in academically-related programming, which suggests that the collaboration increased academic achievement for at least some children in the Payne-Phalen and Dayton's Bluff neighborhoods.

Participant survey

The participant survey is the second major source of information regarding the collaboration's progress toward objectives 3 and 4. We administered the survey on-site at 31 activities in the Payne-Phalen and Dayton's Bluff neighborhoods during October and November, 2001. The survey was a self-administered questionnaire; in each case the participants were given the questionnaires, and the administrator – a trained Wilder Research Center interviewer – read the questions aloud as the participants filled them out. The format of the questionnaire, the instructions given to those administering the survey, and the instructions read to the children are shown in the appendix.

A total of 297 participants completed questionnaires, including 119 boys and 178 girls. The respondents' average age was 11, and over half (52%) indicated that they were of Asian descent; African-American (19%), and "mixed race/more than one" (13%) were the next most common racial/ethnic categories. Over half of the participants surveyed indicated that their parents first language is not English; 1 in 5 (22%) indicated that their parents did *not* speak English in the home, and another 29 percent indicated that their parents "sometimes" speak English.

The first three questions shown in figure 12 are the questions most relevant to the Collaborative's objectives of increasing skills and improving academic achievement. The results suggest that the after-school activities that we surveyed in the Payne-Phalen / Dayton's Bluff neighborhood are meeting the objectives. A strong majority of the participants we surveyed indicated that they learned "a lot" at their activity, that their activity helped them get better at something, and that the activity made them want to go to school. Only 5 percent or less indicated that the objectives were not met, by circling "none" in response to these questions.

12. Payne-Phalen / Dayton’s Bluff after-school enrichment collaboration: Survey results

	A lot	Some/ Sometimes	None	I don’t know
Including today, how much have you learned while at this activity?	59%	30%	2%	7%
Including today, how much has this activity helped you to get better at doing something?	62%	26%	1%	9%
How much does this activity make you want to go to school?	56%	22%	5%	14%
	Yes	Sometimes/ Maybe	No	I don’t know
Do you like this activity?	84%	8%	2%	6%
Would you like to come to this activity again?	76%	17%	3%	3%
Would you tell your friends to come to this activity?	66%	23%	4%	6%
Do you feel like any of the adults at this activity care about you?	64%	15%	4%	16%
Do you feel you are good at some things?	68%	20%	3%	7%
Do you feel good about yourself?	75%	12%	3%	7%
Do you need more help with your schoolwork?	19%	48%	27%	4%

Source: Wilder Research Center survey.

Note: 297 participants were surveyed.

The four questions shown in figure 12, beginning with “do you like this activity?” all address the participants’ general impressions of their activities. The results of each question were overwhelmingly positive, with less than 5 percent indicating dissatisfaction in response to any of the questions. When asked if they liked the activity and if they would like to come to the activity again, 84 percent and 76 percent, respectively, circled “yes.” Two-thirds indicated that they would tell their friends to come to the activity. Feeling like an adult in a leadership role “cares about you” is a good general indicator of a child’s success, and 64 percent indicated that they felt an adult at the activity cared about them (increasing to 79 percent including those who indicated “maybe”).

The next two questions shown in figure 12, “Do you feel you are good at some things?” and, “Do you feel good about yourself” both suggest that most children involved in the activities we surveyed have high self-regard. The question “do you need more help with your schoolwork” is a needs assessment-type question; if a high proportion of participants indicated a need for more help, the collaboration could consider offering more tutoring activities, or vice-versa. Between those indicating “yes” or “sometimes,” two-thirds of the participants we surveyed indicated a need for more help, suggesting that the collaboration could consider increasing its academically-oriented after-school activities in the Payne-Phalen / Dayton’s Bluff neighborhood.

In addition to the “closed-ended” questions shown in figure 12, the survey included two open-ended questions. Although we did not systematically group and analyze the open-ended responses, even a casual read-through suggests that participants both enjoy and learn from the activities. Some examples are provided in figure 13.

**13. Payne-Phalen / Dayton's Bluff after-school enrichment collaboration:
Examples of narrative responses to open-ended questions**

What do you like most about this activity?

I like to play basketball. It is my favorite sport.

It's fun because you go more places and meet new people. [from a scouting activity]

Well, I love cooking. It is a fun and the best part of my day.

I like to shoot hoops and meeting new friends.

It is fun and you learn dances of love when I come here. [from a dance activity]

I like it because we read books and do writing, but I like reading more.

They are fun to me. I like this activity. This activity is cool. [from a Hmong literacy activity]

What I like is that the teacher teaches us well, and I like to dance too. [from a Hmong dance activity]

Well I think this activity is cool. I like it most when I do my homework. Because it helps you with some work that you don't understand. [from a tutoring activity]

Seeing my friends, playing basketball, just having fun.

What I like about this activity is that we have fun. I'm braver to play against other people. [from a soccer activity]

The pepperoni. [from a cooking activity]

What did you learn at this activity?

I learned how to play defense and pass the ball. [from a soccer activity]

How to get along and how to make a lot of things [from a Campfire activity]

How to garden, plant, water, grow, wash and sell also crafts.

Drills, hard work, teamwork, and attitude. [from a basketball activity]

We learned how to record stuff and make a video tape.

I learn how to write in Hmong.

I learn that people know about me and I am Hmong.

I learned a lot and when I go home I teach my parents what they teach me. I feel proud of myself that I have been enjoying this program. [from an academic test preparation activity]

I learn how to make cards and make other stuff.

Well you really have to accept people the way they are. [from a cooking class]

Wrestling moves.

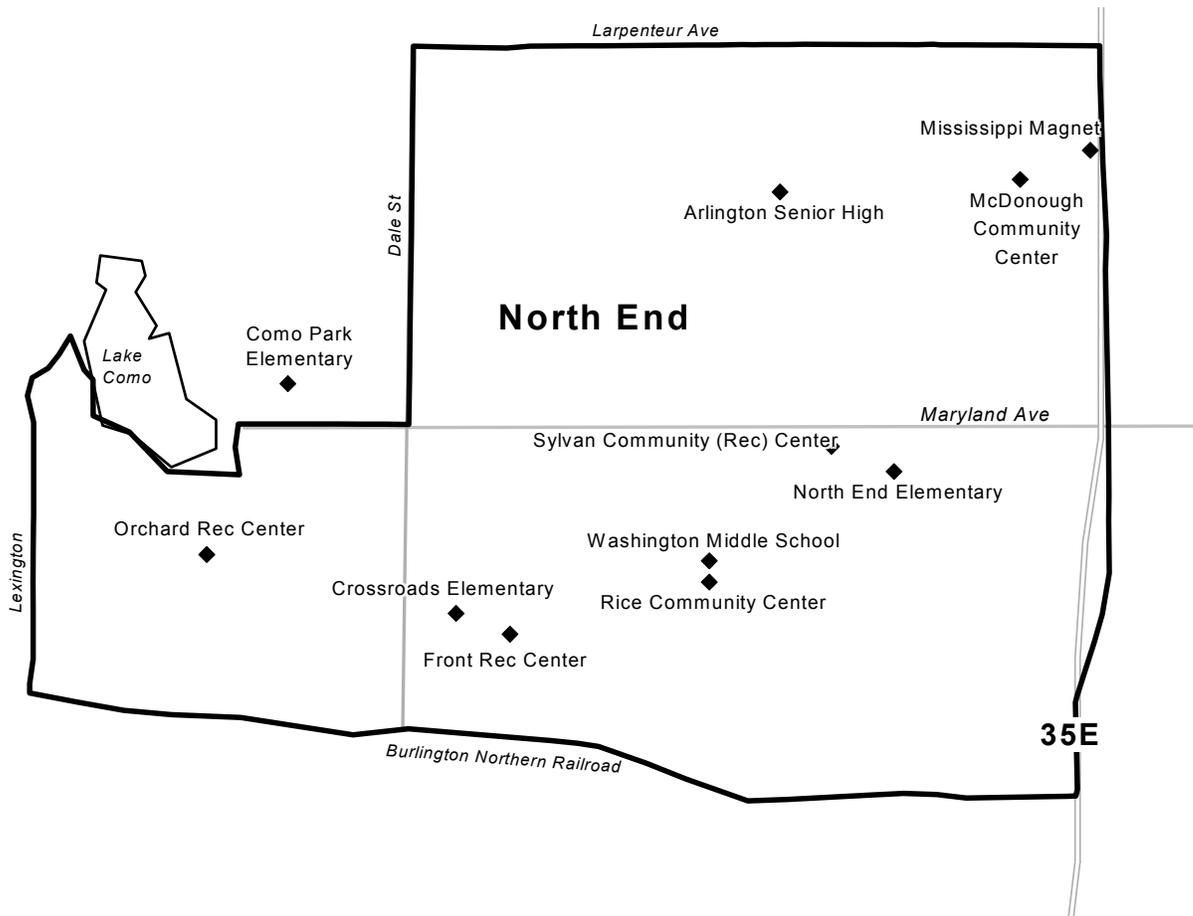
Learn what different food tastes like and get to know other people that come here.

Source: *Wilder Research Center survey.*

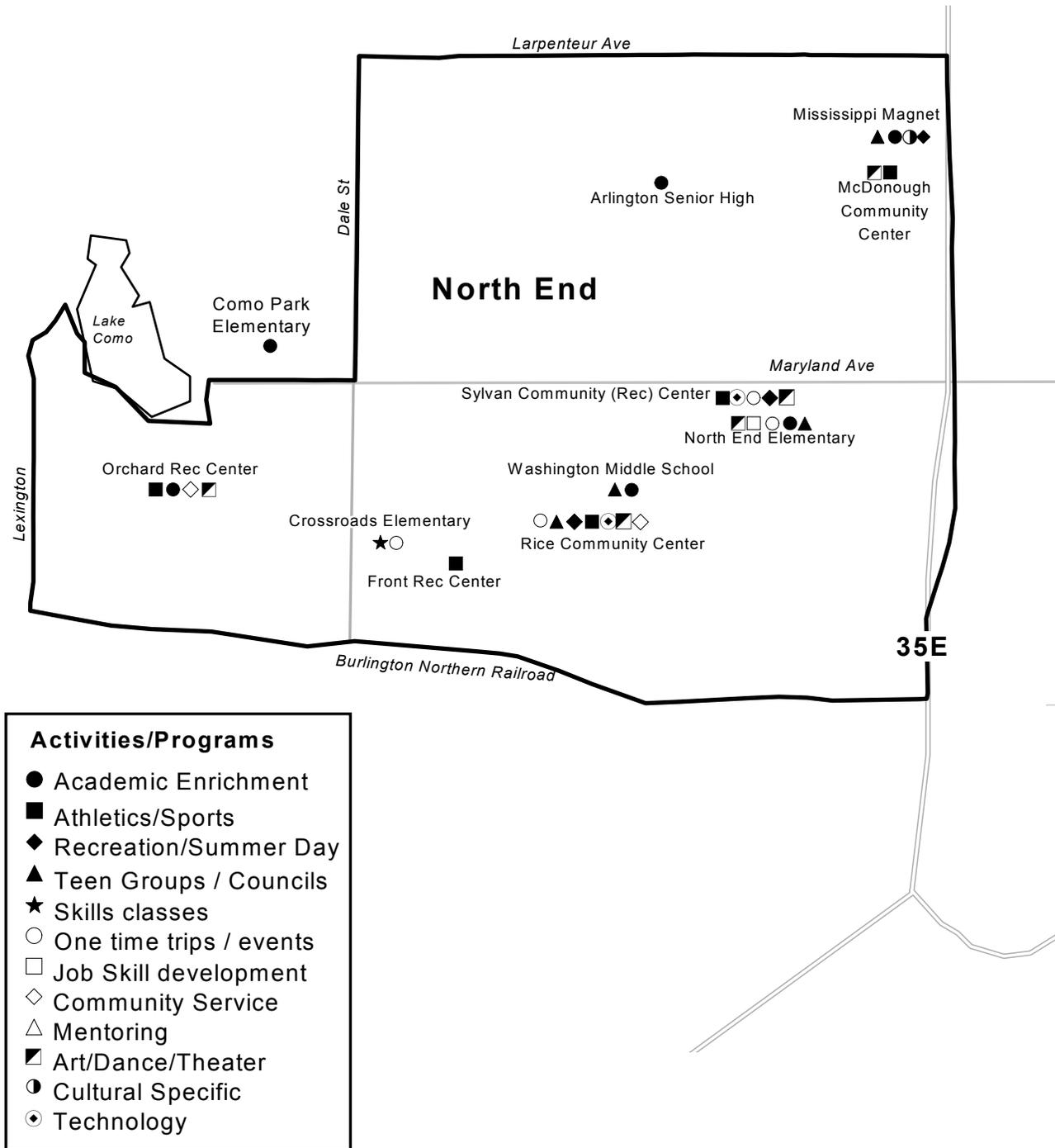
North End

As shown in figure 14, the collaboration's program sites are located throughout the neighborhood. The areas that appear "blank" on the map, the Northwest, Southwest, and Southeast corners, are dominated by the Elmhurst, Calvary, and Oakland cemeteries, respectively. Figure 15 shows that various types of activities also appear to be distributed fairly evenly, with each of the areas five Recreation Centers – Front, McDonough, Orchard, Rice, and Sylvan – offering a wide variety of programming throughout the neighborhood.

14. North End program sites



15. North End program sites by activity type



We evaluated the collaboration's progress toward its objectives using the progress report data gathered semi-annually for the state, and surveys of children participating in the collaboration's activities. Overall, the North End collaboration appears to have attained its objectives. More detailed information relating to each objective is presented below.

Objectives 1 and 2

1. Increase the number of at-risk youth participating in adult-supervised programs.

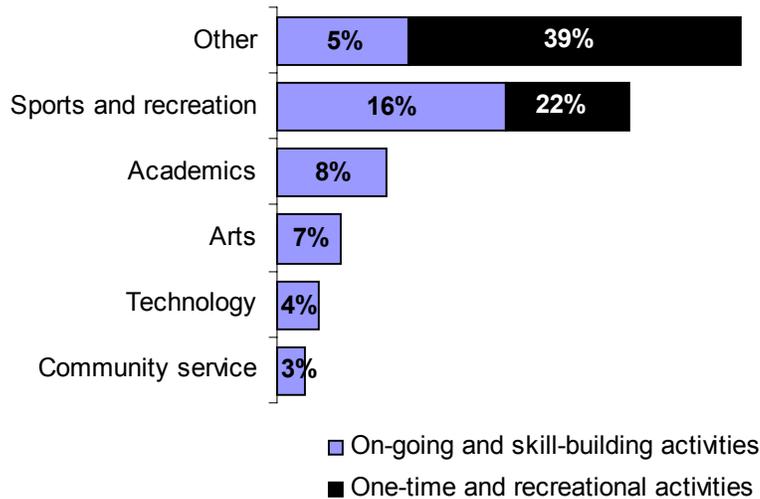
2. Increase the number of youth engaged in community service.

The North End collaboration achieved each of these objectives. As noted earlier, the collaboration defined "at-risk youth" broadly to include all children in their neighborhoods. Thus, all activities provided through the collaboration contribute to the first objective. Altogether, the collaboration provided 3,512 individual activities or meeting times and 117,443 youth contact hours of programming in the first half of 2001. These large numbers suggest that the collaboration provided programming for hundreds of youth who otherwise might not have been engaged in adult-supervised activities during non-school hours.

The collaboration also attained the objective of increasing the number of youth engaged in community service, although the achievement in this category is relatively modest. As shown in figure 16, community service is not the primary type of activity provided through the collaboration. Nonetheless, the collaboration devoted 67 individual activities or meeting times to community service in the first half of 2001. These activities amounted to 3,114 youth contact hours – hours that likely would not have been spent in community service without the collaboration's activities.

As shown in figure 16, "other" activities far outweigh the other types of activities offered by the collaboration in the North End. "Other" activities include field trips and other one-time events such as fairs or festivals, as well as activities with several emphases—such as a Recreation Center program that may include some arts, some sports, and a snack. Sports activities were the second most popular type of activity, due mainly to the popularity of the sports programming provided by the Recreation Centers in the North End neighborhood. In total, the North End collaboration produced 51,400 youth contact hours of "other" activities, and 39,000 youth contact hours of sports activities in the first half of 2001. We categorized the sports and "other" activities in two groups: (1) on-going and skill-building activities, and (2) one time and recreational activities. This break-down helped us assess the collaboration's progress on the third objective, discussed below.

16. Youth contact hours by type of activity, North End, January-June 2001



Note: Total youth contact hours = 117,443.

Objectives 3 and 4

3. Increase the skills of youth in computers, the arts, athletics, and other enrichment.

4. Increase academic achievement.

We assessed progress toward these objectives using two measures, and the collaboration succeeded according to the results from each. The first measure depends on the assumption that children and youth are more likely to increase their skills and academic achievement if they attend skill-building and academically-oriented activities. Relying on this assumption, the progress report data of youth contact hours in skill-building and academic achievement provides one indicator of success relating to objectives 3 and 4.

As shown above in figure 16, above, the North End collaboration provided 4,600 youth contact hours of technology-related programming and 7,000 youth contact hours of arts programming. Counting only those sports activities, such as organized team sports, that have a skill-building component (as opposed to more recreational sports-based activities such as open gym or open swim), the collaboration provided 25,300 youth contact hours of skill-building sports activities. Similarly, some of the “other” activities, such as cooking and scouting, included a strong skill-building component; the collaboration provided 14,600 youth contact hours of such skill-building activities.

Altogether, the collaboration provided 54,700 youth contact hours in skill-building activities, thus presumably meeting the objective of increasing the skills of youth in computers, the arts, athletics, and other enrichment. In addition, the collaboration provided 12,200 youth contact hours in academically-related programming, which suggests that the collaboration increased academic achievement for at least some children in the North End neighborhood.

Participant survey

The participant survey is the second major source of information regarding the collaboration's progress toward objectives 3 and 4. We administered the survey on-site at 12 activities in the North End neighborhood during October and November, 2001. The survey was a self-administered questionnaire; in each case the participants were given the questionnaires, and the administrator – a trained Wilder Research Center interviewer – read the questions aloud as the participants filled them out. The format of the questionnaire, the instructions given to those administering the survey, and the instructions read to the children are shown in the appendix.

A total of 104 participants completed questionnaires. Sixty-two percent were boys and 36 percent were girls. Most (55%) were 9 or 10 years old. The largest racial or ethnic category indicated by respondents was "Black/African American" (30%), followed closely by "Asian" (26%), then white (16%), mixed race (13%), and Native American/American Indian (12%). Most (71%) indicated that their parents speak English in the home, and an additional 20 percent indicated their parents "sometimes" speak English.

The first three questions shown in figure 17 are the questions most relevant to the Collaborative's objectives of increasing skills and improving academic achievement. The results suggest that the after-school activities that we surveyed in the North End neighborhood are meeting the objectives. A majority of the participants we surveyed indicated that they learned "a lot" at their activity, that their activity helped them get better at something, and that the activity made them want to go to school. Fourteen percent or less indicated that the objectives were not met, by circling "none" in response to these questions.

17. North End after-school enrichment collaboration: Survey results

	A lot	Some/ Sometimes	None	I don't know
Including today, how much have you learned while at this activity?	51%	32%	10%	7%
Including today, how much has this activity helped you to get better at doing something?	56%	30%	9%	6%
How much does this activity make you want to go to school?	51%	29%	14%	6%
	Yes	Sometimes/ Maybe	No	I don't know
Do you like this activity?	79%	13%	5%	4%
Would you like to come to this activity again?	81%	12%	5%	3%
Would you tell your friends to come to this activity?	66%	23%	7%	4%
Do you feel like any of the adults at this activity care about you?	68%	18%	5%	9%
Do you feel you are good at some things?	82%	13%	3%	1%
Do you feel good about yourself?	80%	12%	4%	1%
Do you need more help with your schoolwork?	19%	36%	43%	1%

Source: Wilder Research Center survey.

Note: 104 participants were surveyed.

The four questions shown in table 17 beginning with “do you like this activity?” all address the participants’ general impressions of their activities. The results of each question were overwhelmingly positive, with only 7 percent or less than indicating dissatisfaction in response to any of the questions. When asked if they liked the activity and if they would like to come to the activity again, 79 percent and 81 percent, respectively, circled “yes.” Two-thirds indicated that they would tell their friends to come to the activity. Feeling like an adult in a leadership role “cares about you” is a good general indicator of a child’s success, and 68 percent indicated that they felt an adult at the activity cared about them (increasing to 86 percent including those who indicated “maybe”).

The next two questions shown on figure 17, “Do you feel you are good at some things?” and, “Do you feel good about yourself” both suggest that most children involved in the activities we surveyed have high self-regard. The question “do you need more help with your schoolwork” is a needs assessment-type question; if a high proportion of participants indicated a need for more help, the collaboration could consider offering more tutoring activities, or vice-versa. Between those indicating “yes” or “sometimes,” a majority of the participants we surveyed indicated a need for more help, suggesting that the collaboration could consider increasing its academically-oriented after-school activities in the North End neighborhood.

In addition to the “closed-ended” questions shown in figure 17, the survey included two open-ended questions. Although we did not systematically group and analyze the open-ended responses, even a casual read-through suggests that participants both enjoy and learn from the activities. Some examples are provided in figure 18.

18. North End after-school enrichment collaboration: Examples of narrative responses to open-ended questions

What do you like most about this activity?

What I like most about this activity is that you learn a lot of things like first aid and more. You also learn how to become a leader in your community. [from a scouting activity]

Playing ball with my friends and getting to know other basketball players.

I like to do my homework and read books and when I'm done I play with my friends.

I see my friends here and I get to help out because I'm the oldest.

Sometimes I like arts and crafts.

I like everything very much because it is very fun here and all the people are nice to me. [from a Campfire activity]

I get to cook and help others cook and eat what we cooked. I get to know more about the kids that are in this activity.

I like this activity, it's good for my body and I like to play this activity so that's why I like this activity. [from a basketball activity]

What did you learn at this activity?

Play, be careful, help each other, and make new friends. [from a Campfire activity]

How to eat better and cook.

A lot about running defense and being a good player and that teamwork comes first. [from a basketball activity]

How to share, and care about others, always do your homework. [from a recreational activity]

How to control your anger, how to fight. [from a Karate activity]

First Aid, camping stuff, tie knots, how to survive by yourself. [from a scouting activity]

That I like basketball.

That we all can work together. [from a recreational activity]

Source: *Wilder Research Center survey.*

Ideas for the Collaborative's evaluation capacity

The Payne-Phalen / Dayton's Bluff, and North End Collaborative appears to be successful in working toward its adopted objectives of increasing the number of at-risk youth participating in adult-supervised programs, increasing the number of youth engaged in community service, increasing the skills of youth, and increasing academic achievement. The Collaborative also has taken the important first step of commissioning this evaluation to provide itself and others with an objective look at the work it is doing.

The major data sources in the report are the Collaboration Factors Inventory, the progress reports that the Collaborative periodically submits to the state, and the participant survey. Some suggestions for future data collection, and improving the data from each source, are discussed below.

Collaboration Factors Inventory

Wilder's Collaboration Factors Inventory provides a useful mirror with which to examine organizational functioning. As is the case with any survey, the quality of the data are heavily dependent on the participation of survey respondents. In the case of the results presented in this report, the rates of participation were good, but could have been improved. Twenty-two of 40 possible respondents participated, including just 2 of the 7 governing board members. Wilder Research Center made an effort to increase the response rate, by repeatedly calling and mailing new questionnaires with personalized memos, to those who had not yet responded.

We recommend that the Collaborative administer the survey approximately every-other year, or more frequently as needed, to provide itself with continued feedback on its strengths and weaknesses. We also recommend the Collaboration work to cultivate the importance of complying with its data-gathering efforts, including the Collaboration Factors Inventory.

The quarterly progress reports

The quarterly progress reports provide the Department of Children, Families, and Learning with an important source of information regarding the use of its After-School Enrichment grants. The progress reports, however, are an on-going source of frustration for many Collaborative members and the Collaborative's Coordinator, who compiles the reports from each member agency before submitting them to the state. Part of the problem is that many Collaborative members are slow to submit their reports, perhaps because reporting takes time away from their main mission of providing activities for children and youth.

Another part of the problem with the progress reports is that the forms supplied by the state may not be completely understood, which may impact the quality of the reported data. There may be two issues: First, the form does not explicitly ask for reporting only on programs funded through the Collaborative, making it unclear whether the reported activities are actually a product of the Collaborative or not. Second, the categories provided for the activities do not always fit. That is, members are asked to check whether the main focus of each reported activity is technology, arts, sports, tutoring, community service, or “other.” Some activities may easily fit into one of these categories, but many others may include more than one emphasis. Additionally, as they are listed, the categories do not easily identify the activities that are actually skill-building activities, such as an on-going team sport, as opposed to simply recreational activities like open gym. The distinction is important for evaluating progress toward the objective of increasing skills. For this report we relied on our own knowledge of the activities to “clean” data that was obviously misreported, and to identify skill-building activities, but actual changes to the forms, and a Collaborative-wide emphasis on the importance of accurately completing the forms, would greatly improve the usefulness of this data.

In response to the first problem, members could be asked to report the percentage of funding that came from the Collaborative for each reported activity. It would be easy for those organizations that designate different funding streams for different activities to identify these proportions, but even those organizations that combine the funding from the Collaborative in their general operating budget could estimate the proportion of their budget that comes from the Collaborative, and report that proportion for every activity. That way we could more accurately identify the number of contact hours actually provided by the Collaborative.

Similarly, members could be asked to report the percentage of time spent in technology-related activities, arts activities, and so on, for each of its reported activities. That way, we could more accurately identify, for example, the hours the Boy Scout troops spend in community service activities, instead of lumping all of their activities into some other category. The form could also include a check-box to indicate whether time spent in sports and other activities is instructional and “skill-building” or not. These and other modifications to the quarterly progress report forms could be made by the Collaboration itself, so long as the forms continue to collect all the data required by the Department of Children Families and Learning.

The survey of participants

We developed the questionnaire used in the survey of participants with the assistance of the evaluation sub-committee. The questionnaire was designed to be easy to administer and to apply to all types of activities.⁴ The survey was very useful for gathering the impressions and opinions of the children and youth participating in the Collaborative's activities. We recommend that the Collaborative administer the survey at least every other year to continue to provide current information concerning its activities, using the results in this report as a baseline point of comparison. For on-going activities with several meetings the survey should be administered at the last meeting, when possible. (A copy of the instrument and the accompanying instructions are provided in the appendix of this report.)

The survey provides some essential data pertaining to two of the objectives; increasing skills and increasing academic achievement. The data provided by the survey is somewhat limited, however, by the fact that it is a single point-in-time survey. For activities that take place over several days or weeks, it would be even more useful to conduct a pre- and post-activity survey. That is, we would be able to draw firmer conclusions about the effect of the activities on participant skills and learning if we were able to survey participants when they first begin an activity, and, more importantly, when they completed the activity. We were not able to conduct such a survey due to restrictions on the time frame and budget of this evaluation. Other potential methods for improving data related to the objectives of increasing skills and academic achievement would include surveying parents, surveying teachers, and comparing participants' grades and test scores before and after attending the Collaborative's activities, or comparing the test scores of participants with those of non-participants.

In conclusion, the data presented in this report suggest that the Collaborative made progress toward its objectives in 2001. We hope that this report will become a useful source of information to guide the Collaborative's planning and decision-making.

⁴ For this report we chose *not* to administer the survey at one-time recreational or drop-in activities, except tutoring.

Appendix

Collaboration Factors Inventory with embedded results

Participant Survey Questionnaire

Activities Surveyed: Payne-Phalen / Dayton's Bluff

Activities Surveyed: North End

Demographic profile of survey respondents

Collaboration Factors Inventory with embedded results

Explanation sent with questionnaire for survey of Collaboration membership.

Wilder Collaboration Factors Inventory

This questionnaire can help your group inventory its strengths on the factors that research has shown are important for the success of collaborative projects. The questionnaire is designed for use by people who are planning or participating in collaborative projects.

There are no right or wrong answers. Your opinion is important, even if it is very different from the opinions of others. When your group sees the results, you all will learn how people feel—whether they all feel the same or differently about the questions.

Your responses are completely confidential. They will only be seen by the Wilder Research Center staff. Your name will not be connected with any summary comments or material reported to us by Wilder.

The Wilder Collaboration Factors Inventory was developed by Wilder Research Center and is distributed by the Wilder Publishing Center, to accompany *Collaboration: What Makes It Work*. Purchasers of *Collaboration: What Makes It Work, Second Edition* may photocopy this inventory for use only with their collaboration. Separate copies of the inventory, professionally packaged and designed for distribution to members of the collaboration, are also available from Wilder Publishing Center; see the order form at the back of this book. Because these preprinted inventories include substantial information about each of the factors, many groups find them more useful for spurring group discussion than simply photocopying the inventory from this book. Groups who use the instrument (in either form) are encouraged to notify Wilder Research Center in order to list their use and to become part of the mailing list for future updates or notices. Address: Wilder Research Center, Suite 210, 1295 Bandana Boulevard North, Saint Paul, Minnesota 55108, U.S.A. E-mail: research@wilder.org

Instructions

Please follow the instructions exactly. They are very simple:

1. Read each item.
2. Circle the number that indicates how much you agree or disagree with each item.
3. Do not skip any items.
4. Return your form (as soon as possible) to Wilder Research Center in the postage-paid envelope included in this mailing.

You might want to do something a bit differently, but we have learned from experience that your group will get the most benefit if you fill out the questionnaire as the instructions describe. Some special situations:

“Don’t know”

If you feel you don’t know how to answer an item, or that you don’t have an opinion, circle the “neutral” response, the number 3.

Opinion falls “in between two numbers”

If you feel that your opinion lies in between two numbers, pick the lower of the two. Do not put a mark in between the two numbers; and do not circle both of them. For example, if you feel your opinion lies between 1 and 2, circle the 1.

**Afterschool Enrichment Collaborative
Wilder Collaboration Factors Inventory
Results: July 2001**

Average length of involvement of your organization in collaborative: 3 Years 6 Months

Average length of involvement as a collaborative member: 3 Years - Months

Average length of involvement as a governing board member: 1 Year -Months

Statements about Your Collaborative Group

Except where noted, the number of respondents equals 22 (N=22). Due to rounding, percents may not total 100.

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree	Average score
History of collaboration or cooperation in the community Avg. score: 3.9	1. Agencies in our community have a history of working together. (N=21)	-	5%	24%	48%	24%	3.9
	2. Trying to solve problems through collaboration has been common in this community. It's been done a lot before.	-	9%	27%	36%	27%	3.8
Collaborative group seen as a legitimate leader in the community Avg. score: 3.4	3. Leaders in this community, who are not part of our collaborative group, seem hopeful about what we can accomplish.	-	9%	50%	36%	5%	3.4
	4. Others (in this community) who are not part of this collaboration would generally agree that the organizations involved in this collaborative project are the "right" organizations to make this work.	-	9%	45%	41%	5%	3.4
Favorable political and social climate Avg. score: 4.1	5. The political and social climate seems to be "right" for starting a collaborative project like this one.	-	-	18%	59%	23%	4.1
	6. The time is right for this collaborative project.	-	-	18%	59%	23%	4.1
Mutual respect, understanding, and trust Avg. score: 3.5	7. People involved in our collaboration always trust one another.	-	23%	45%	27%	5%	3.1
	8. I have a lot of respect for the other people involved in this collaboration.	-	9%	18%	55%	18%	3.8

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree	Average score
Appropriate cross-section of members Avg. score: 3.2	9. The people involved in our collaboration represent a cross-section of those who have a stake in what we are trying to accomplish.	-	14%	14%	64%	9%	3.7
	10. All the organizations that we need to be members of this collaborative group have become members of the group.	-	36%	50%	14%	-	2.8
Members see collaboration as in their self-interest Avg. score: 4.3	11. My organization will benefit from being involved in this collaboration.	-	-	9%	55%	36%	4.3
Ability to compromise Avg. score: 3.6	12. People involved in our collaboration are willing to compromise on important aspects of our project.	-	9%	41%	27%	23%	3.6
Members share a stake in both process and outcomes Avg. score: 3.5	13. The organizations that belong to our collaborative group invest the right amount of time in our collaborative efforts.	-	5%	45%	7%	-	3.1
	14. Everyone who is a member of our collaborative group wants this project to succeed.	-	-	18%	55%	27%	4.1
	15. The level of commitment among the collaboration participants is high.	-	27%	32%	32%	9%	3.2
Multiple layers of decision-making Avg. score: 3.1	16. When the collaborative group makes major decisions there is always enough time for members to take information back to their organizations to confer with colleagues about what the decision should be.	5%	32%	23%	41%	-	3.0
	17. Each of the people who participate in decisions in this collaborative group can speak for the entire organization they represent, not just a part.	5%	14%	36%	41%	5%	3.3

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree	Average score
Flexibility Avg. score: 3.4	18. There is a lot of flexibility when decisions are made; people are open to discussing different options.	-	18%	18%	64%	-	3.5
	19. People in this collaborative group are open to different approaches to how we can do our work. They are willing to consider different ways of working.	-	18%	23%	59%	-	3.4
Development of clear roles and policy guidelines Avg. score: 2.7	20. People in this collaborative group have a clear sense of their roles and responsibilities.	5%	36%	32%	27%	-	2.8
	21. There is a clear process for making decisions among the partners in this collaboration.	18%	32%	27%	23%	-	2.6
Adaptability Avg. score: 3.3	22. This collaboration is able to adapt to changing conditions, such as fewer funds than expected, changing political climate, or change in leadership.	5%	14%	36%	36%	9%	3.3
	23. This group has the ability to survive even if it had to make major changes in its plans or add some new members in order to reach its goals.	5%	5%	41%	50%	-	3.4
Appropriate pace of development Avg. score: 3.5	24. This collaborative group has not tried to take on too much at too fast a pace.	5%	5%	27%	64%	-	3.5
	25. We are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	5%	5%	36%	50%	5%	3.5

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree	Average score
Open and frequent communication Avg. score: 3.0	26. People in this collaboration communicate openly with one another (N=21)	5%	19%	33%	38%	5%	3.2
	27. I am informed as often as I should be about what goes on in the collaboration. (N=21)	10%	29%	14%	43%	5%	3.1
	28. The people who lead this collaborative group communicate well with the members. (N=21)	14%	29%	33%	24%	-	2.7
Established informal relationships and communications links Avg. score: 3.5	29. Communication among the people in this collaborative group happens both at formal meetings and in informal ways.	-	9%	41%	45%	5%	3.5
	30. I personally have informal conversations about the project with others who are involved in this collaborative group.	9%	14%	14%	45%	18%	3.5
Concrete, attainable goals and objectives Avg. score: 3.3	31. I have a clear understanding of what our collaboration is trying to accomplish.	5%	18%	14%	55%	9%	3.5
	32. People in our collaborative group know and understand our goals.	5%	18%	36%	41%	-	3.1
	33. People in our collaborative group have established reasonable goals	5%	5%	41%	50%	-	3.4
Shared vision Avg. score: 3.6	34. The people in this collaborative group are dedicated to the idea that we can make this project work.	-	5%	32%	55%	9%	3.7
	35. My ideas about what we want to accomplish with this collaboration seem to be the same as the ideas of others.	-	9%	41%	41%	9%	3.5

Factor	Statement	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree	Average score
Unique purpose Avg. score: 4.0	36. What we are trying to accomplish with our collaborative project would be difficult for any single organization to accomplish by itself.	-	5%	5%	55%	36%	4.2
	37. No other organization in the community is trying to do exactly what we are trying to do.	-	9%	27%	41%	23%	3.8
Sufficient funds, staff, material, and time Avg. score: 2.7	38. Our collaborative group has adequate funds to do what it wants to accomplish.	14%	41%	27%	18%	-	2.5
	39. Our collaborative group has adequate “people power” to do what it wants to accomplish.	9%	18%	41%	32%	-	3.0
Skilled leadership Avg. score: 2.8	40. The people in leadership positions for this collaboration have good skills for working with other people and organizations.	9%	18%	59%	41%	-	2.8

42. Considering any of those resources provided to you by being a member of this collaborative, which one or ones made the biggest difference in your collaborative’s accomplishments in the past couple years?

- 95% a. money
- 5% b. staff help with meeting logistics such as agendas and minutes
- 27% c. staff time, involvement, and support including at your meetings, outside of meetings, over the phone, and other kinds of behind the scenes support
- 23% d. partner’s time and involvement at your meetings
- 14% e. help with skill building such as planning, evaluation, needs assessment, and recruiting new members
- 50% f. connecting you with other people and other resources in your community

(**Note:** Percentage reflects those who selected each resource. Respondents could select more than one option.)

43. Listed below are planning and strategy factors that may contribute to the success of community projects. Please indicate to what extent each factor may be contributing to the After-school enrichment program's success:

(N=22)	Great deal	Some	Little	Not at all	DK
a. need for the program	82%	18%	-	-	-
b. staff expertise	41%	36%	14%	5%	5%
c. committee leadership	23%	41%	32%	5%	-
d. diverse membership	45%	41%	14%	-	-
e. active members	50%	32%	18%	-	-
f. members have clear decision-making process	55%	23%	23%	-	-
g. community support	73%	23%	5%	-	-
h. support of key organizations	45%	45%	5%	-	5%
i. committee cohesiveness	27%	50%	18%	5%	-
j. political backing	50%	23%	18%	-	9%
k. little community controversy	14%	45%	27%	-	14%
l. limited number of goals (N=21)	19%	57%	10%	10%	5%
m. adequate funding (N=21)	71%	14%	14%	-	-
n. other comments (3 respondents)					
Clear goals	5%	-	-	-	-
Wilder Research Center	5%	-	-	-	-
Staff commitment	5%	-	-	-	-
Ease of completing paperwork	-	-	5%	-	-

Participant Survey Questionnaire

North End, Payne-Phalen / Dayton's Bluff After-School Enrichment Collaboration

SURVEY INSTRUCTIONS

- **The survey is for participants age 9 or older.** If younger children want to fill out the questionnaire they can, but their surveys will not be used.
- **Fill out top of each survey – or if participants are 6th graders or older, tell them how to fill in the blanks.**
- **Have participants fill out the survey at the end of the session, before leaving.**
- **Read the questions aloud to the entire group** especially if they are 5th graders or younger (less than 12 years old), or if you have *any* doubts about their reading ability.
- If possible, give participants some privacy when they fill out the form (spread them out in the room).
- **Please read these instructions to the group before they fill out the survey:**

“This is a survey that will help us know what you think of this activity. You do not have to answer any of the questions if you do not want to, but we would appreciate it if you would give us your opinions. There are no right or wrong answers. Please give us your own honest answers to each question by circling the answer that is closest to what you think. I will not read your answers. Please do not put your name anywhere on your paper. Please ask me if you need any help.”

- Participants should fill out the survey even if they recently did the same survey in a different activity.
- Please fill out the enclosed “summary form” and place it along with the completed surveys in the provided envelope, and mail to:

Wilder Research Center
ATTN: North End/East-Side After-School Collaborative (CH)
1295 Bandana Blvd. North, Suite 210
St. Paul, MN 55108

- Questions? Call Somly Sithisay, North End, Payne-Phalen / Dayton's Bluff After-School Collaborative (793-7289) or Craig Helmstetter, Wilder Research Center (647-4616).

Thank You!

North End, Payne-Phalen / Dayton's Bluff After-School Enrichment Collaboration

SUMMARY FORM

(for activity leader or survey administrator)

1. Organization/Program Name: _____

2. Neighborhood (WHERE MOST PARTICIPANTS LIVE): North End
 East Side

3. Activity Name: _____

4. Date: _____

5. Name of person filling out form (PLEASE PRINT): _____

6. Number of children participating in the activity : _____

7. Number of adults/activity leaders (INCLUDING LEADER): _____

8. How many of the adults/leaders are Junior or Senior High School students? _____

9. How many of the adults/leaders are volunteers? _____

10. How many of the adults are parents of children in the activity? _____

11. Type of activity (CHECK ONE – the main focus of today's activity):

Tutoring/academics Sports (what kind? _____)

Computers/Technology Arts (what kind? _____)

Other (please explain: _____)

12. Did the children have to attend school today to qualify for participation?

Yes No, today is a weekend or holiday No

13. Is this an on-going activity?

Yes, this activity is on-going (same group is signed up to meet several times)

↳ This is the ____ of ____ total meetings.

No, this is a one-time event or drop-in activity

DO **NOT** WRITE YOUR NAME ON THIS FORM.

We want to find out what you think about this activity. There are no right or wrong answers to these questions. Please circle the answer that is closest to what **you** think. Ask an adult if you want some help.

Organization/Program: _____

Activity: _____ Date: _____

1. Do you like this activity?	YES	Sometimes	NO	I don't know
2. Would you like to come to this activity again?	YES	Maybe	NO	I don't know
3. Would you tell your friends to come to this activity?	YES	Maybe	NO	I don't know
4. Do you feel like any of the adults at this activity care about you?	YES	Maybe	NO	I don't know
5. Including today, how much have you learned while at this activity?	A LOT	Some	NONE	I don't know
6. Including today, how much has this activity helped you to get better at doing something?	A LOT	Some	NONE	I don't know
7. How much does this activity make you want to go to school?	A LOT	Some	NONE	I don't know
8. Do you need more help with your schoolwork?	YES	Sometimes	NO	I don't know
9. Do you feel you are good at some things?	YES	Sometimes	NO	I don't know
10. Do you feel good about yourself?	YES	Sometimes	NO	I don't know
11. When you are at home do your parents speak English?	YES	Sometimes	NO	I don't know

12. Are you a boy or a girl? Boy Girl

13. How old are you? _____

14. Are you: Black/African American White/Caucasian Hispanic/Latino
 Native American/Am. Indian Asian (Hmong, Laotian, Vietnamese, Cambodian, etc.)
 Mixed race/More than one Other (Specify: _____)

Turn over the page for 2 more questions.

15. What do you like most about this activity? _____

16. What did you learn at this activity? _____

Thank You!

Activities Surveyed: Payne-Phalen / Dayton's Bluff

Organization	Activity name (type)	Number of Participants
Arlington Recreation Center	Soccer (sports)	11
	Basketball (sports)	8
Boy Scouts	Troop 707 (other)	6
Camp Fire Boys and Girls	YELL (other)	6
Community Design Center	Cooking class (other)	16
	Gardening internship (other)	6
Dayton's Bluff Recreation Center	Teen Council (other)	6
	Basketball (sports)	17
District 5 Planning Council	Garden group (other)	6
	Childcare (other)	5
Duluth & Case Recreation Center	Basketball (sports)	12
East Side Art Council	Urban Jam Dance (arts)	13
	Zoom Crew (technology)	10
East YMCA	Y-Climbers (sports)	11
	Arts & Crafts (arts)	11
	Homework Help (education)	13
Hmong American Partnership	MCA and Math7 test preparation (education)	26
	Tutoring (education)	28
	Hmong culture (other)	19
Hmong Minnesota Pacific Assoc.	Hmong literacy (education)	9
	Homework Help (education)	13
	Traditional dance (arts)	3
Margaret Rec Center	Wrestling (sports)	8
	Arts & Crafts (arts)	4
	Cooking class (other)	6
Merrick Community Center	Kids Café (sports)	5
	Kids Café (technology)	4
Portage For Youth	Ceramics (arts)	6
	Homework Help (education)	3
Wilder Recreation Center	Recreation Check (arts)	2
	Girls Basketball (sports)	4
<i>Total</i>	<i>32 activities</i>	<i>297 participants</i>

Activities Surveyed: North End

Organization	Activity name (type)	Number of Participants
Boy Scouts	Troop 94 (other)	4
Camp Fire Boys and Girls	YELL (other)	22
McDonough Recreation Center	Arts & Crafts (arts)	8
	Girls Soccer (sports)	6
Orchard Recreation Center	Crafts & Cooking (arts)	4
	Basketball (sports)	7
Rice Recreation Center	Recreation Check (other)	12, 19
	Basketball (sports)	7
Sylvan Recreation Center	Karate (sports)	4
	Recreation Check (other)	4
	Homework Help (education)	7
<i>Total</i>	<i>12 activities</i>	<i>104 participants</i>

Demographic profile of survey respondents (activity participants)

	Payne-Phalen/ Dayton's Bluff	North End
Gender		
Boy	40%	62%
Girl	60%	36%
Average age		
	11	11
Race or ethnicity		
Black / African American	19%	30%
White / Caucasian	7%	16%
Hispanic / Latino	4%	2%
Native American / American Indian	4%	12%
Asian	52%	26%
Mixed race / More than one	13%	13%
Other	1%	4%
When you are at home do your parents speak English?		
Yes	47%	71%
Sometimes	29%	20%
No	22%	9%
I don't know	1%	0%

Source: Wilder Research Center survey.

Note: Results represent self-reports of the survey respondents only, not all participants in all activities. Some respondents indicated more than one race or ethnicity.