

# **After School and Summer Opportunities for Youth in the University**

## **District Neighborhood: A Needs Assessment**



Janet S. Fink, Ph.D., School of PAES

Kacey Kostura, MSW student

Victoria Veneble, MSW Student

**Table of Contents**

Introduction	3
Program Structure	11
Staff Information	18
Target Population	25
Programming/Activities	30
Evaluation	35
Funding	41
Connections	44
Conclusion	50

## **Introduction**

There is considerable evidence that the overall well-being and health status of American youth is declining (Carnegie Council on Adolescent Development, 1995; Compas, Hinden, and Gerhardt, 1995; Wandersman & Nation, 1998). This decline is manifested in a multitude of problems facing American youth including increased rates of morbidity (Hamburg, 1992), adolescent suicide (Garland & Zinger, 1993), depression (Peterson, Sarigiani, & Kennedy, 1993), delinquency and drop-out rates (Figueira-McDonough, 1993), substance abuse (Leventhat & Keeshan, 1993), unplanned pregnancy, and sexually transmitted diseases (Brooks-Gunn & Paikoff, 1993; Compass, et al., 1995). There is empirical documentation that such problems are heightened in neighborhoods characterized by risk factors such as lower socioeconomic status, a higher percentage of families at or below the poverty level, higher numbers of divorced adults, and higher percentages of female-headed households (Figueira-McDonough, 1993). Although adolescent problems can arguably be found in any number of American communities, such structural characteristics are often found in higher concentration in urban neighborhoods (Coulton & Pandey, 1992; Sampson & Laub, 1994; Wandersman & Nation, 1998). Consequently, adolescents residing in urban areas have been deemed 'at-risk' as a result of their surroundings (Reynolds, 1998; Wandersman & Nations, 1998).

The area surrounding The Ohio State University, called the University District Neighborhood (UDN) is an example of the complexity of this problem. The university district is a set of approximately 12 communities that envelop OSU on the south, east, and north sides of the campus. There are six elementary schools, two middle schools, and four high schools located in the district. All of the schools in the university district have high percentages of students from

low-income families, single parent households, and significant rates of minorities. Some of these schools have the lowest academic achievement rates and highest student turnover rates in the city

We know that the majority of youth's time is spent after school hours (Miller, 2001). Substantial amounts of unstructured leisure time during these hours may lead to negative health consequences in youth (Blum et al., 2000). It follows that using after school time for productive activities may extend learning opportunities (Miller, 2001). After-school and summer programs may promote positive youth development in at-risk youth. These programs expose impoverished youth to increased opportunities as well as offer them adult guidance while simultaneously enhancing skill development and teaching youth about the world outside of their neighborhoods (Halpern, 2002).

### Purpose

This report was made possible by funding provided by The Ohio State University's P-12 Program. One arm of the P-12 Program, the Afterschool and Summer Youth Development Programming Committee was created to assist in the growth, in quantity and quality, of after school and summer programming opportunities in the UDN. In order to determine the effectiveness of our committee, we conducted a needs assessment to establish the existing baseline of program offerings. We were most interested in after-school and summer programming opportunities that offered youth experiences beyond academic enhancement. Therefore, purely academic programs (e.g., math tutoring) were not included in this report. However, programs that enhanced academics *through other activities* (e.g., increasing science and nutrition knowledge through gardening activities) were included.

## Methodology

The data upon which much of this report is based were gathered between March-September, 2003. Using insights gained from the P-12 Afterschool and Summer Youth Development Programming Committee Members, a comprehensive questionnaire was constructed. The survey gleaned both quantitative and qualitative data regarding the after-school and summer programming opportunities in the UDN. (Please see Appendix A for a copy of the survey.)

Survey participants were garnered through several methods. First, we obtained two lists, one provided by Campus Partners (a study done in the UDN approximately six years ago) and one from the Boys and Girls Club Organization derived from a study regarding establishing a Boys and Girls Club in the UDN (approximately 4 years ago). We contacted all the organizations on these lists and earmarked those organizations still operating that offered after-school and summer programming. Second, a representative from the P-12 organization and the United Way was asked to check the list for comprehensiveness and add/delete organizations as necessary. Third, this comprehensive list was emailed to all of the P-12 Afterschool and Summer Youth Development Programming committee members in order for them to add organizations as necessary. Finally, we provided this list to contact persons at the responding agencies and asked them to add/delete organizations as necessary. Although after-school and summer programming opportunities initiate and dissolve with some frequency in this neighborhood, this report includes the most current and comprehensive list of those offering such programs.

Once this list was compiled, all organizations were called in order to verify the services offered and establish a contact person to complete the study. A total of 67 organizations were contacted. Thirty-six organizations (36) verified that they offered the services in which we were

interested. Twenty-five agencies (25) indicated that they did not offer such services. Three (3) organizations used to offer such services but no longer did so. We were unable to make contact with 3 organizations, even after calling on five different occasions. A list of these agencies can be found in Appendix B.

For those organizations that could be reached, the contact persons were called and told of the purpose of the study. They were notified they would receive a survey in the mail. They were asked to complete the survey and provided the choice of returning the survey by mail, or giving the survey to one of our representatives who would collect the survey at their agency. A total of 31 surveys (out of 36) were collected, for a response rate of 86%. Please see Table A.1 below for a list of the agencies that responded to the survey.

Table A.1

Agencies in the University District Neighborhood that Responded to the Survey


---

 Agencies with services in University District Neighborhood that responded to surveys:
 

---

<b>Program</b>	<b>Address</b>	<b>Phone/Email</b>	<b>Contact</b>
Arts Impact Middle School	398 Newton Ct. Columbus, OH 43230	614-365-5558	William Doermann, Principal
Big Brothers/Big Sisters	-Medary Elementary School	614-839-2447 (BBBS Office)	Olivia Hunter, Program Coordinator
OSU/Medary Mentoring Program	2500 Medary Ave Columbus, OH 43202 -BBBS of Central Ohio Inc. 1855 E. Dublin Granville Rd. Columbus, OH 43229	614-365-6047 (Medary) ohunter@bbbscolumbus.org	
Big Brothers/Big Sisters	-Indianola Middle School	614-839-2447 (BBBS Office)	Melissa McMillen,
Otterbein Mentoring Programs	420 E. 19 <sup>th</sup> Ave. Columbus, OH 43201 -BBBS of Central Ohio Inc. 1855 E. Dublin Granville Rd. Columbus, OH 43229	614-365-6047 (Medary) ohunter@bbbscolumbus.org	Program Coordinator
Career Center 4 Youth/Indianola Middle School	92 Jefferson Ave. Columbus, OH 43215	614-228-4853	Pitty Jennings
Camp Hamui	1100 Dennison Ave. Columbus, OH 43201		Darlene Honigford, Social Services Director/Camp
CODA Kids Camp/Stepping Stones Day Camps	1100 Dennison Ave. Columbus, OH 43201	614-298-8472	Darlene Honigford, Social Services Director
Fifth Avenue Latchkey Program	1300 Forsythe Ave Columbus, OH 43201	614-365-5564	Dave Kindinger, Principal
Godman Guild Early Prevention in Childhood	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201	614-294-5477	Katie Nash, Latchkey Teacher KD Fuller, EPIC Supervisor
Godman Guild Association Teen Program	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201		Lawrence Wilson, Director of Teen Program

---

Godman Guild Summer Youth Empowerment Program	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201		KD Fuller, SYEP Director
Indianola Elementary School	140 E. 16 <sup>th</sup> Ave Columbus, OH 43201	614-365-5579	Mary Rykowski, Principal
Indianola Middle School	420 E. 19 <sup>th</sup> Ave. Columbus, OH 43201	614-365-5575	“Communities in Schools” Contact
4-H Youth Development and Extension/University District	1621 N. 4 <sup>th</sup> St. Columbus, OH 43201	614-294-9720	Susan Colbert, Extension Agent
Kiddie Prep Christian School Summer Scampers	142 King Ave. Columbus, OH 43201	614-294-4717	Tracy Compton, Administrative
Math and Science Academy CAMP-CUCYA	788 Mt. Vernon Ave. Columbus, OH 43203	614-257-6316/ 614-257-6300	Shannon Wagner, Asst. Director of Education
Maynard Ave. United Methodist Church-Open Gym	2350 Indianola Ave. Columbus, OH 43201	614-263-5145	Mr. Bo Miller
Maynard Ave. United Methodist Church-After School Program	2350 Indianola Ave. Columbus, OH 43201	614-263-5145	Ms. Connie Bloor
Medary Boys and Girls Club	2500 Medary Ave. Columbus, OH 43202	614-365-6047/ 614-221-8830	Lisa Hall, Extension Director
North Side Child and Family Development Center, Turning Point	94 E. 3 <sup>rd</sup> Ave. Columbus, OH 43201	614-299-1131	Carla Taylor, Asst. E.D.
Ohio Youth Advocate: Roots Prevention Institute and Summer Camp	1445 Summit Street Columbus, OH 43201	614-581-0001	Terehasa C Lee-Mchunganji- Director of AOD Treatment/Prevention Services
Second Avenue Elementary School	68 E. 2 <sup>nd</sup> Ave	614-365-5900/	Kay Austin, Site Coordinator
21 <sup>st</sup> Century Community Learning Center	Columbus, OH	614-397-3617	

---

---

	43201		
Summit United Methodist Church Summer Camp	82 E. 16 <sup>th</sup> Ave. Columbus, OH 43201	614-291-3324	Anita Williams, Director
Tuttle Park Recreation Center- Sports	240 W. Oakland Ave. Columbus, OH 43201	614-645-3602	Ron Brush Jr., Rec. Center Supervisor
Tuttle Park Recreation Center- Arts	240 W. Oakland Ave. Columbus, OH 43201	614-645-3602	D'Lyn Stinziano
YWCA After School program Indianola M.S.	420 E. 19 <sup>th</sup> Ave Columbus, OH 43201	614-224-9121/ 614-365- 5575	Barbara L. Parker, Director
YMCA North Educare Center	100 E. Arcadia Columbus, OH 43202	614-224-1142	Becky Ciminillo Carla Kossoudji
Youth Build Columbus Community School	1183 Essex Ave. Columbus, OH 43201	614-372-1690	Cristin Marshall, Service Director
YWCA Barrett After School Program	345 E. Deshler Columbus, OH 43206	614-224-9121	Jihad Mansur and Johnny Moore, Site Director
YWCA Kent After School Program	1414 Gault St. Columbus, OH	614-224-9121	Ashanda Moore, Site Director
	43205		
YWCA Pilgrim After School Program	440 Taylor Ave Columbus, OH 43203	614-224-9121	Jihad Mansur or Attiyah Islam, Site Director
YWCA Trevitt After School Program	519 Trevitt Columbus, OH 43201	614-224-9121	Jihad Mansur, Director of Youth Program

---

## Report Overview

This report provides results and implications from the various sections of the survey: program structure, staff information, target population, programming/activities, evaluation, funding, and connections. An executive summary concludes the report.

## Program Structure

This section describes the basic characteristics of the after-school and summer programs.

### Duration

As noted in Figure 1.1, the majority of the program respondents (50%) indicated they operated during the school year only. Thirty percent operated during the summer and the school year, and 20% operated only in the summer.

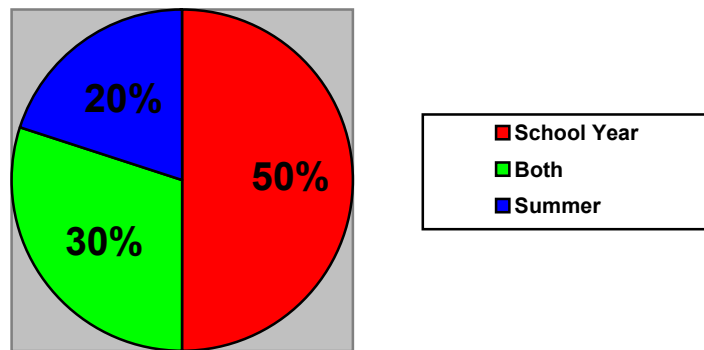


Figure 1.1. – Duration of Programs

### Frequency

As can be seen in Figure 1.2, the vast majority of programs operated five days/week, Monday-Friday (19 programs, 63%). Three programs operated every day Monday-Sunday, while one program operated Monday-Saturday. Three programs operated four days/week, 2 on Tuesday-Friday, 1 on Monday-Thursday. Three programs operated only 1 day a week on Thursdays.

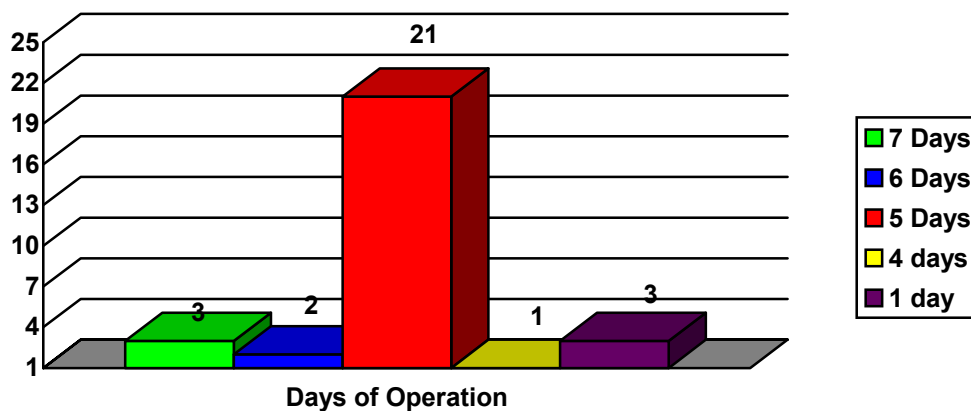


Figure 1.2 – Days of Operation

The hours of operation ranged greatly, but most programs that were designated as after school programs operated for 4 hours from the end of school (3:00-3:30) until about 7:00-7:30. Most of the summer programs operated all day from the hours of 9:00-3:00. Fourteen different holidays were reported for the programs with Christmas (16), Memorial Day (14), New Years Day (14), Thanksgiving (13), Martin Luther King Day (13), and the Fourth of July (13) as the most popular times for organizations to be closed.

### Enrollment Rate

As can be seen in Figure 1.3, the majority of programs (53%) had a required enrollment rate while 47% of the programs had no requirement. Of those who did have required enrollment rates, the rates ranged from 25-600 youth that had to be served in order for their program to continue. See Table 1.1

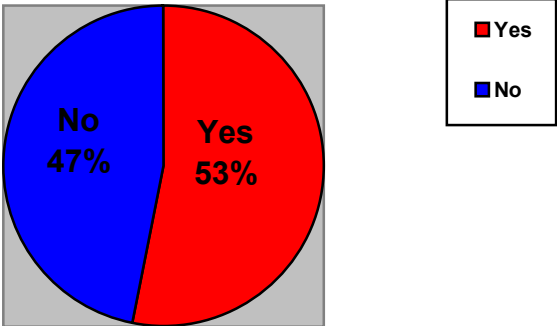


Figure 1.3 – Percent of Programs that Require Enrollment

Table 1.1

Frequencies of Required Enrollment Rates

<b>Enrollment Rate</b>	<b>Percent of Programs Requiring This Rate</b>
25	3.2%
35	12.9%
36	3.2%
40	3.2%
45	3.2%
70	3.2%
360	3.2%
600	3.2%

Program Sites

The majority of after school and summer programs indicated that they offered their services at multiple sites (61%) while 39% had only one site. See Figure 1.4

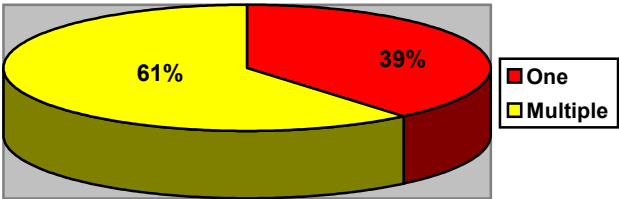


Figure 1.4: Percentage of Programs with Multiple or Singular Sites

Pay Scale

As can be seen in Figure 1.5 below, the majority of programs offered their services for free (68%). Thirteen percent required full payment, while 19% had a sliding scale payment method.

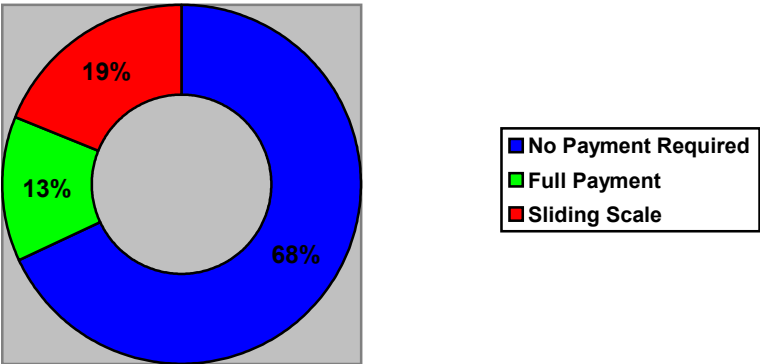


Figure 1.5– Percentages of Pay Scales for Programs

Licenses

The majority of programs are not licensed (54%), while 46% of the programs are. Please see Figure 1.6 below.

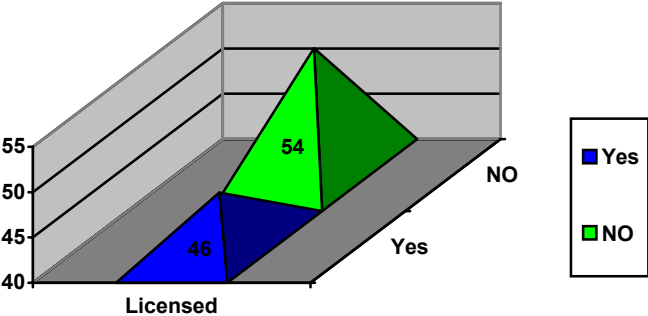


Figure 1.6 – Percentage of Programs that are Licensed

Transportation

The majority of the programs require that the clients travel to the site themselves (59%) while only 31% of the agencies provide transportation. Ten percent of the agencies indicated that there are “other” types of transportation to get clients to the site. See Figure 1.7.

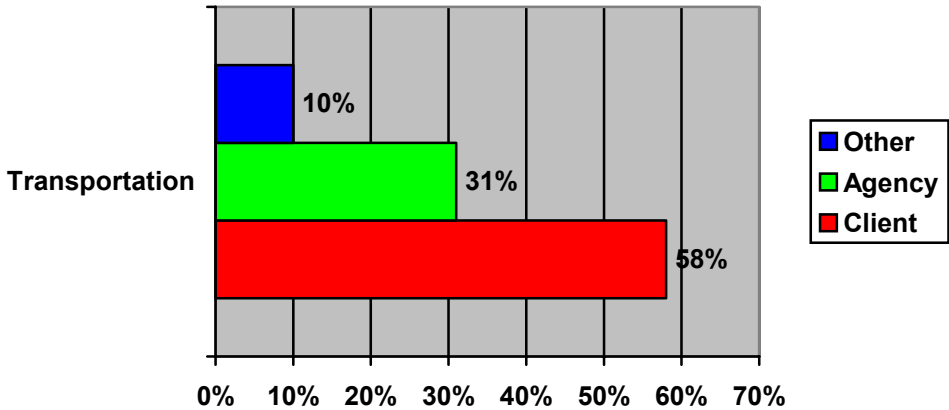


Figure 1.7 – Percentages of Different Types of Transportation to Services

Youth/Staff Ratio

As shown in Figure 1.8, the majority of the programs had a youth/staff ratio of more than 10 to 1 (41%). Thirty-five percent of the programs had a ratio of 8-9 to 1 while 24% had 7 youth or less per staff member.

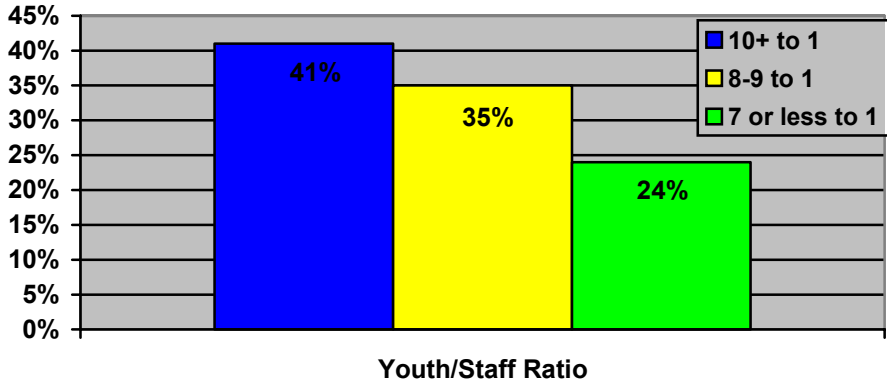


Figure 1.8 – Percentages of Youth/Staff Ratios

## Implications

The data regarding the program structure of the after-school and summer programs highlight several implications. Most organizations operated at least five days a week, for at least four hours per week, indicating that youth in the area can find productive ways to spend their after school time on the weekdays. However, the weekend and summer opportunities are sparse in comparison. In fact, most summer opportunities were week long, not programming offered over the course of the entire summer, thus providing even less options in the summer.

Additionally, 68% of the organizations require no payment, making themselves available to anyone who wishes to partake in their programs. However, considering the socio-economic status of most families in the UDN, any type of payment would preclude participation.

Forty-six of the programs were licensed, however, a majority of programs were not licensed which could have implications regarding the quality of the program, staff qualifications, and/or continued funding. Further, 58% of the agencies required that clients obtain their own transportation to their programs, a fact that is a major barrier to participation in the UDN programs. The youth to staff ratio in the majority (41%) of agencies was quite high (10 or more to 1) implying that youth may not receive a great deal of individual attention.

### **Staff Information**

This section of the report provides information regarding the staff of the agencies in the UDN.

#### **Organizational Charts**

As can be seen in Table 2.1, the majority of agencies had very few administrative levels. In fact, the largest percentages had 2 levels (29%) or three levels (29%). Twenty-one percent of the agencies had 4 levels, 17% had five levels, and one agency indicated it had seven levels.

Table 2.1

#### **Percentages of Agencies with Various Administrative Levels**

<b>Administrative Levels</b>	<b>Percentages</b>
2	29%
3	29%
4	21%
5	17%
7	.04%

Furthermore, the majority of programs (58%) had representatives of clients or community volunteers in their administrative structures as seen in Figure 2.1. Following Figure 2.1 are examples of agencies with different administrative levels (Figures 2.2 – 2.4).

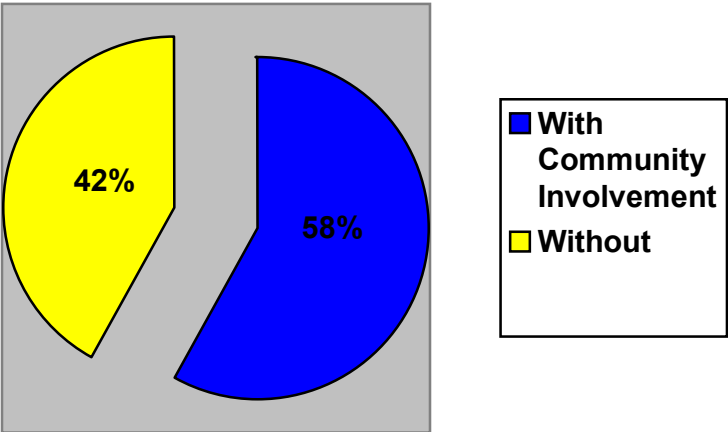


Figure 2.1 – Percentages of Administrative Structures With and Without Community Involvement.

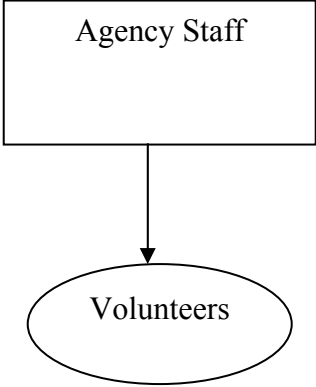


Figure 2.2 – Example of a 2 Level Agency

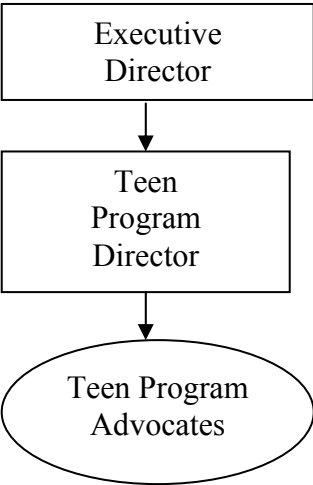


Figure 2.3 – Example of a 3 Level Agency

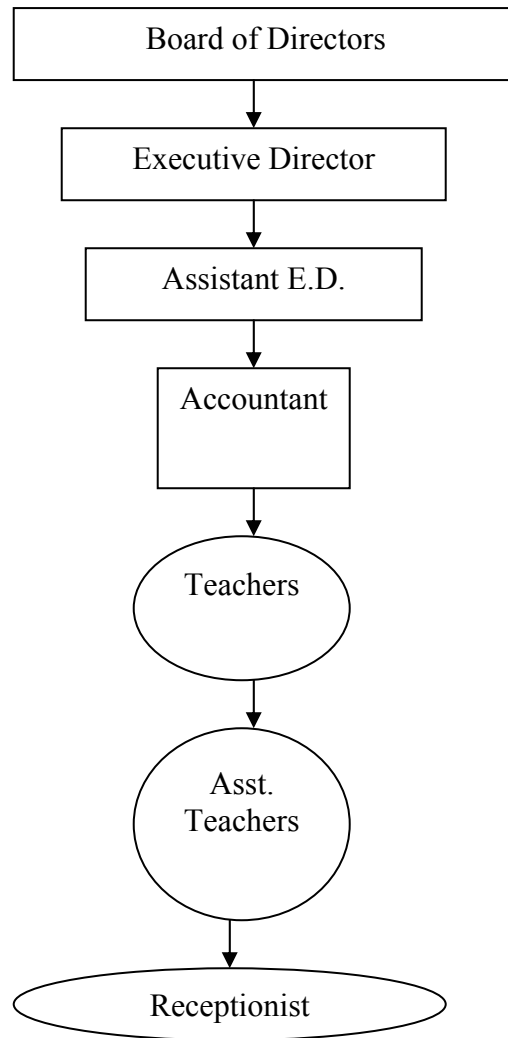


Figure 2.4 – Example of a Seven Level Agency

### Educational Requirements of Staff

The majority of agencies (62%) required that their staff members possess a college degree. Twenty-one percent required a high school diploma or GED while 17% required only previous experience in the area. See Figure 2.5.

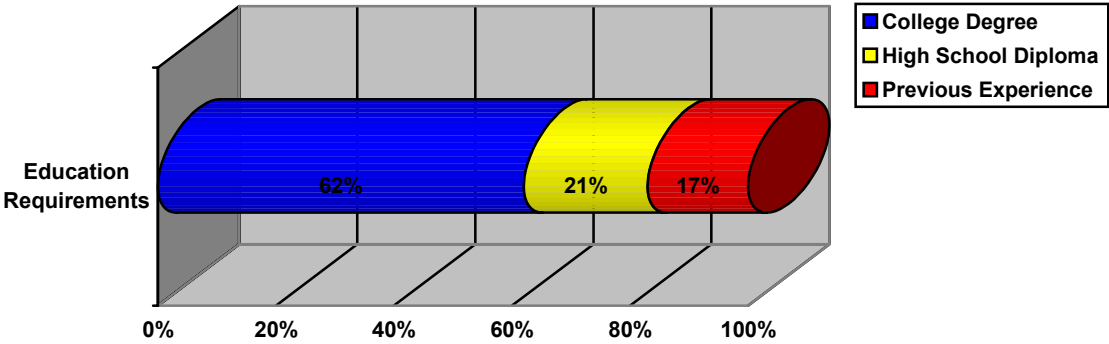


Figure 2.5 – Educational Requirements of Staff

Professional Development

As Figure 2.6 demonstrates, an overwhelming majority of the agencies (87%) provide professional development opportunities for their staff. There were over 30 different types of training opportunities available to staff with the most popular being training in site management, anger management, child abuse, communicable diseases, and organization orientation. These can be seen in Table 2.2.

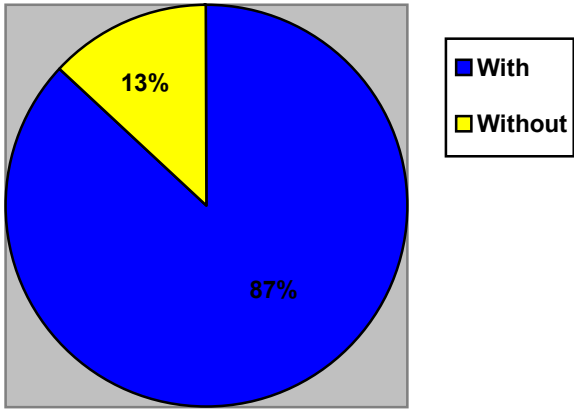


Figure 2.6 – Percentage of Agencies that Provide Professional Development Opportunities

Table 2.2

Most Popular Professional Development Opportunities Provided

<b>Professional Development</b>	<b>Number of Agencies Offering</b>
First Aid/CPR	6
Anger Management	5
Communicable Diseases	5
Site Management	5
Child Abuse	5
Orientation	5
In-service Training	4

When asked about professional development areas that were needed for staff, agencies listed a variety of suggestions, some of which related to professional development, and some of which did not. By far the most popular area of need noted was Conflict Resolution with 7 agencies listing it as a need. Below is the list along with the number of programs indicating the need.

<b>Conflict Resolution</b>	<b>7</b>	Life Skills Development	1
Working with Parents	5	Personal Hygiene	1
Tutoring/Academic Programs	3	Supplies	1
Sport/Physical Development	2	Communication Skills	1
Regular Volunteers	2	Peer Mediation	1
More Kids	2	Creative Arts	1
Money	2	Group Management	1
Well Rounded Training	1	Parent Workshops	1
Boundaries with Clients	1	Time Management	1
Disciplining Difficult Children	1		

### Implications

A large percentage of the agencies had few (2-3) administrative levels which is most likely the result of the agencies' small budgets. While a majority of agencies did involve community representatives, there was still a large percentage (42%) that could benefit from the knowledge that a community member could bring to their agency. Certainly agencies without community representation should work to bring such a member on board.

While most agencies were small, a large percentage required that their staff obtain a college (62%) degree indicating that agencies can attract talented, educated employees. Further, the vast majority of agencies (87%) provided professional development opportunities for their staff which will further enhance the talent of the employees and the experiences of the youth who participate in the after school and summer programs. However, most of the agencies offer in-house training and there is no indication of the quality of the training that is provided. Further, the agencies indicated a long list of professional development topics needed in their agency with the most important being conflict resolution and working successfully with parents.

### Target Population

This section of the needs assessment survey focused on the target populations of the programs surveyed, as well as eligibility requirements, program capacities and current enrollment. The focus of this section was to evaluate who is being served in the UDN.

#### Target population of programs

Figure 3.1 shows the number of programs that serve children in each of three age areas: ages 0-11 (grades k-5), ages 12-14 (grades 6-8) and ages 15-18 (grades 9-12). A majority of the agencies (16) reported serving children ages 0-11, while 12 programs indicated serving ages 12-14. A remaining 7 programs reported serving children ages 15-18. Six programs responded that they served children ages 0-18. Nine additional agencies reported serving other target areas such as specific program service areas, specific program eligibility, high risk environments, special illnesses, students behind in grade level or who scored low on state proficiency tests as well as a few programs which reported having no target populations.

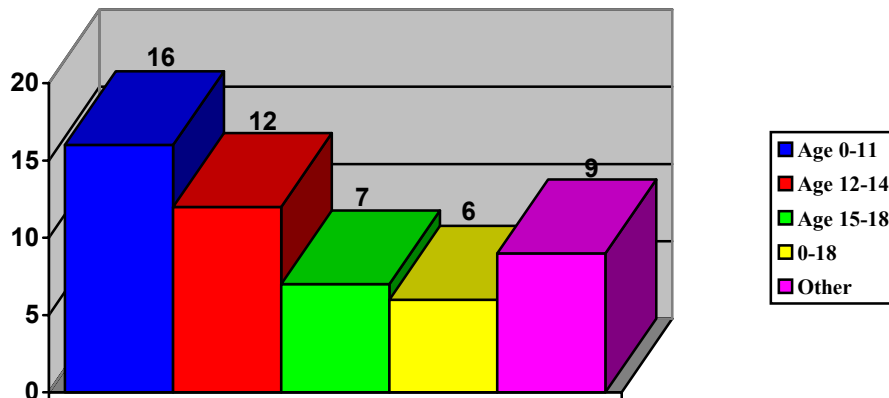


Figure 3.1 -- Number of programs that serve children targeted by age

Eligibility Requirements

After reviewing the responses from the programs, eligibility requirements were categorized into eight areas or themes: 1) the child must attend a specific school; 2) be identified as having academic needs or as “at risk”; 3) parent employment status; 4) program affiliation; 5) specific age range; 6) other; and 7) none. The primary eligibility requirement for youth to attend certain programs was attendance (14 programs) to a certain school, followed by specific age ranges (6 programs). Three programs indicated that youth must have program affiliation, three also indicated parents must have a certain employment status, and three indicated that eligibility was contingent upon the student having academic needs or otherwise “at risk”.

Figure 3.2 shows the distribution of these eight areas of program eligibility.

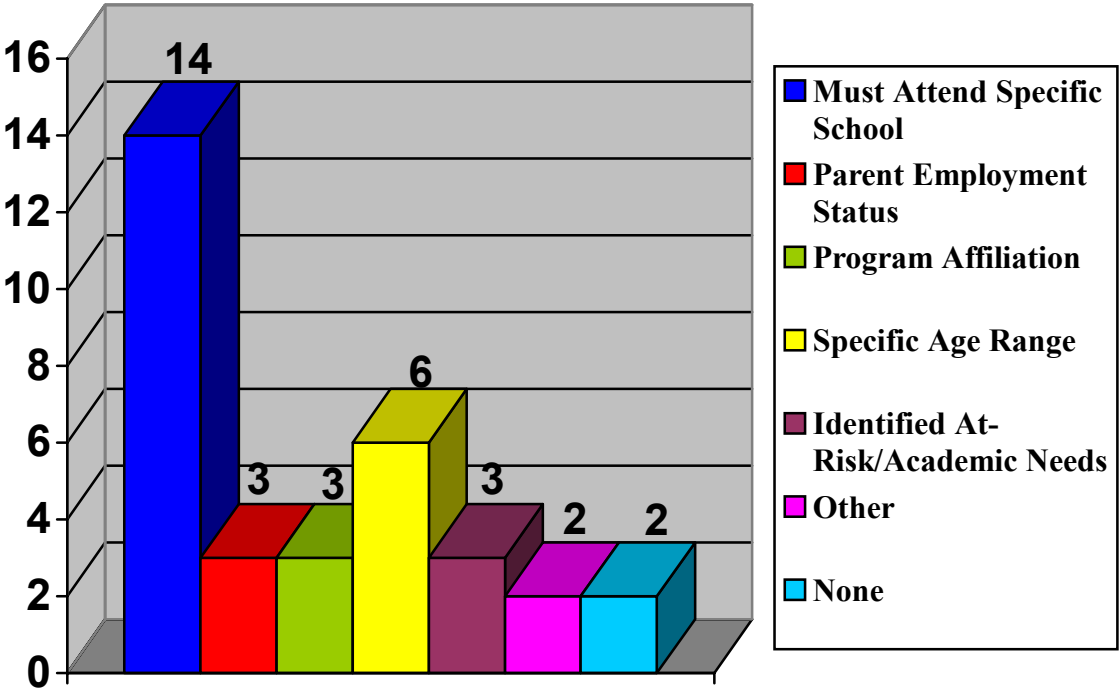


Figure 3.2 – Program Eligibility Requirements Distribution

### Program Capacity

Each program was surveyed on the maximum capacity that their program was able to serve. Fifteen programs were able to serve from 14-49 youth, six were able to serve 50-99 youth, and seven were able to serve at least 100 or more youth at one time. The smallest program had a maximum capacity of 14 while the largest program had a maximum capacity of 610. When looking at the qualitative data, the surveys showed that the larger capacity programs mostly belonged to schools while the smaller programs were run by smaller non-profit organizations.

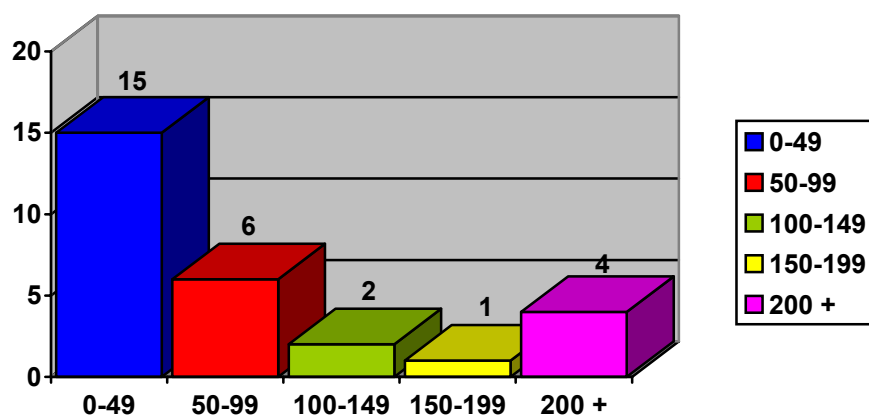


Figure 3.3 -- Maximum Reported Program Capacities

### Current Enrollment

In order to be able to compare maximum program capacities with actual current enrollment, the same groupings were made in the current enrollment section. Programs reported that that 13 (of 15 with that maximum capacity) were currently serving up to 49 youth, 5 were serving 50-99 youth (of six with that maximum capacity), and 10 were serving 100 youth or

more (with only seven indicating that they had that capacity). The smallest current enrollment reported was 8 children and the largest was 596 children.

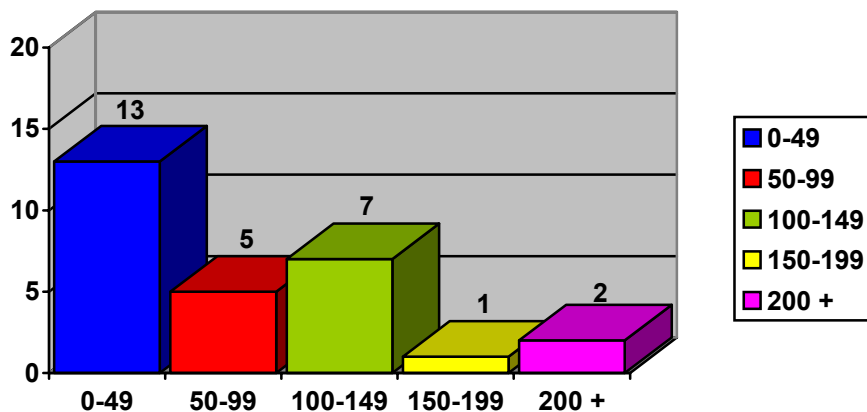


Figure 3.4 -- Current Program Enrollment

### Implications

The study indicates that a majority of the after school and summer youth programs in the UDN area focus on elementary age children. Therefore, most programs target children at a younger age to give them the skills and tools they will need to develop socially and academically. The majority of these programs are centered in the schools and the only eligibility requirement is that the child attends that school. Since not all schools in the UDN offer after school or summer programming, there is a need for every child to have access to these programs.

The number of programs decrease drastically once children reach high school, thus the UDN area must remember the importance of these programs to keep adolescents off the streets and in school. Existing programs should think about implementing more programs for adolescents and new programs should focus on adolescents as their target population. The coordinators of these programs should look at ways to incorporate the use of older teens as

mentors and teachers into their programs. This should help the programs run more effectively and with more help.

The results also show that maximum capacity for these programs is limited with 15 of 31 programs having a maximum capacity of 49 children. When analyzing the enrollment for programs with a 100-149 child maximum capacity, the results show that 5 programs in this range are running over their maximum capacity. While a majority of the programs are running under their maximum capacity, a need is shown for increased staffing to handle the excess of children in areas that are running at maximum capacity.

The data showed that most of the school programs were running at or near their maximum capacity with little hope for raising their allowed numbers due to financial, time and space constraints. This data shows that it is very important for these programs to continue to look for new ways to increase the number that they can serve. One way to do this would be to collaborate with other UDN programs to combine children and staff multiple days per week. This would help increase child social interaction while facilitating the programs ability to serve more children.

## **Programming and Activities**

This section of the report focuses on the activities involved in the after-school and summer programs.

### Objectives and Goals

Each agency and program surveyed offered a different and unique focus. Most objectives and goals were summarized within a mission statement that detailed the programs' functions in the community. While there was a wide and diverse range of focus within UDN programs, analysis of the qualitative data revealed that these differences fell along certain trends.

Four general categories were present within the qualitative data: 1) A focus to educate and increase academic skills; 2) An intention to effect positive change in the lives of University District youth; 3) To conduct programs in a secure and nurturing environment; 4) A desire to provide quality care.

In Figure 4.1 below, the statistics show that overall most of the programs' stated goals or objectives dealt with some piece of providing a safe place for the children to grow and develop (11 agencies). Eight agencies indicated that they hoped to effect positive change. Seven agencies indicated some sort of "Specialized Mission." This category encompassed programs that are unique in existence amongst those surveyed and have some type of remarkable emphasis or focus. Some of the specialized mission statements focused on goals such as keeping 85% of children out of the juvenile system, increasing the knowledge, self-esteem, and confidence of diabetic youth, building spiritual and faith based relationships, adventure technology, and providing care for children whose parents are in job training, working, or attending classes. Five programs indicated that increasing academic ability was their primary focus while 3 stated that they hoped to provide quality care.



Figure 4.1 – Objectives and Goals of UDN Programs

### Primary Focus

Each program or agency surveyed was asked to specify a general area of focus, however, many programs indicated more than one primary area of focus. Academic Support was the most popular area with 20 programs indicating this as their primary focus. Seventeen programs listed Prevention, while another 17 listed Social Development as the primary area. Thirteen programs listed Family Issues as a main focus while 9 programs focused on Safety. Please refer to Figure 4.2.

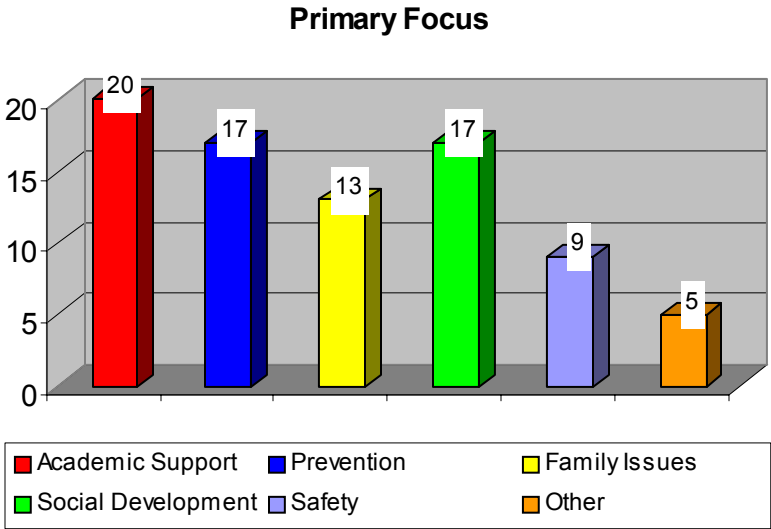


Figure 4.2 – Primary Focus of UDN Agencies

Activities

Specified within the survey were sorts of activities that occurred daily and/or periodic special events at the programs or agencies. Many of the programs offered a wide range of activities for their participants. Most of those surveyed, 90%, selected enrichment opportunities as a sort of staple activity. These activities centered around art, drama, sports, wilderness exploration, and technology advancement. Tutoring activities were provided by 64.5% of the programs, followed by Fieldtrips (61%), Curriculum (61%), Counseling (32%), and Peer Mediation (29%). Table 4.1 below provides percentages and frequencies for each activity.

Table 4.1

Activities Provided by UDN Agencies

<b>Activity</b>	Fieldtrips	Enrichment Activities	Tutoring	Curriculum	Peer Mediation	Counseling
<b>Percentage</b>	61.3	90.3	64.5	61.3	29.0	32.3
<b>Frequency</b>	19	28	20	19	9	10

Implications

Within the University District there are a variety of children who come from a myriad of environments and home lives. For this reason it is imperative that agencies and programs provide integrated, flexible, and accessible opportunities. Based on the 31 programs surveyed, social development, academic skills, and enrichment aspects of University District children's lives are being expanded. Programs in this area are attempting to provide safe, nurturing environments and are aware of the necessity for varied activities. Their goals seem to be directed to enhancing positive features of daily life while preparing these children to become competent, functioning adults.

While the numbers tell us good things about what these established programs are doing, these statistics also provide a look at the gaps in some areas. There was very little diversity enhancement opportunities mentioned by the programs. Columbus as a whole is diverse, and even more so within the UDN, thus, it is important that there be programs offered that provide attention to this issue in a knowledgeable, specialized manner.

Another point of interest is the small amount of programs that focus on mental health development. The categories of family issues, safety, counseling, and peer mediation all reflected a minuscule emphasis by the programs. It seems that while programs are offering opportunities that assist children scholastically and socially, there is little being done psychosocially. While there might be some unplanned counseling that develops out of the supportive environment provided, it would be more beneficial if there were detailed and specific techniques implemented to target and deal with the results of environmental and life stressors of this target area.

## Evaluation

This section of the report focuses on the evaluation tools utilized by UDN programs.

### Definition of Success

Even though this report primarily focuses on the non-academic contributions of after school programs, many of those surveyed (87%) defined success some sort of academic achievement by the students. Academic success is inclusive of developing higher skill levels at the end of the program, achieving and maintaining a certain grade point average, or graduating to the next grade level. Forty-five percent of those surveyed indicated that student happiness or returning students was an indicator used to gauge program success and 9% specified improvement based on program evaluation standards as being a sign of goal achievement. These represent the definitions of success most often noted and can be seen in Figure 5.1.

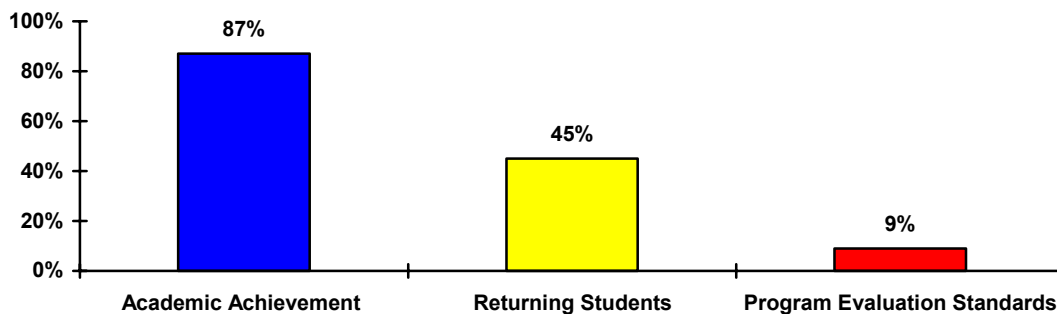


Figure 5.1 – Definitions of Program Success in UDN

### Evaluation Plan

In order to correctly and quantitatively comprehend the effects of a program, it is necessary to have an evaluation plan employed. Table 5.1 shows how many programs surveyed had evaluation plans the perceived effectiveness of these plans.

Table 5.1

Number of UDN Programs with Evaluation Plans and Perceived Effectiveness of the Plans.

Questions	YES	NO	NO ANSWER
Does this program have an evaluation plan?	23	8	–
Do you feel the evaluation plan is effective?	13	1	17

For the 23 programs that did have evaluation procedures or tools, 48% of those evaluations were implemented by the district or state. Forty-three percent had internally constructed outcome evaluation tools, and 34% were evaluated by parents, participants, or based on positive referral. Please refer to Figure 5.2.

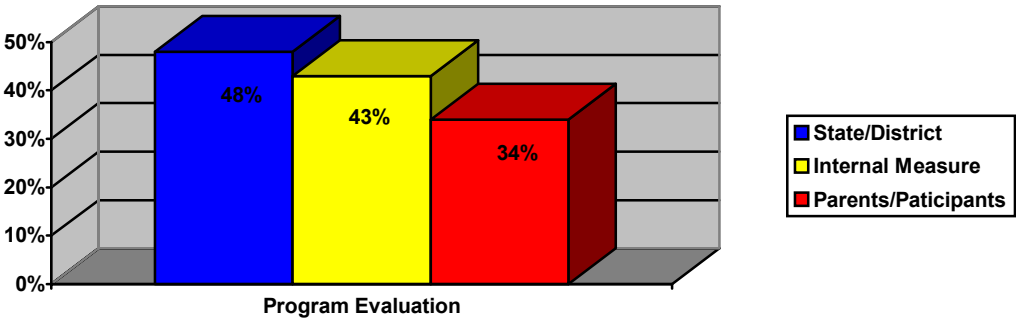


Figure 5.2 – Nature of UDN Program Evaluation Tools

### Evaluation Plan Results

Most programs (56%) indicated that data evaluation was not yet complete, thus could not provide results from the evaluation. Another 30% of the programs answered this in a very general manner, indicating a steady increase in improvement, but providing no details of what that improvement entailed. Thirteen percent of the programs indicated specific improvements indicated by the evaluation tools. These included such things as increases in self-management skills and improvement in writing skills. See Figure 5.3.

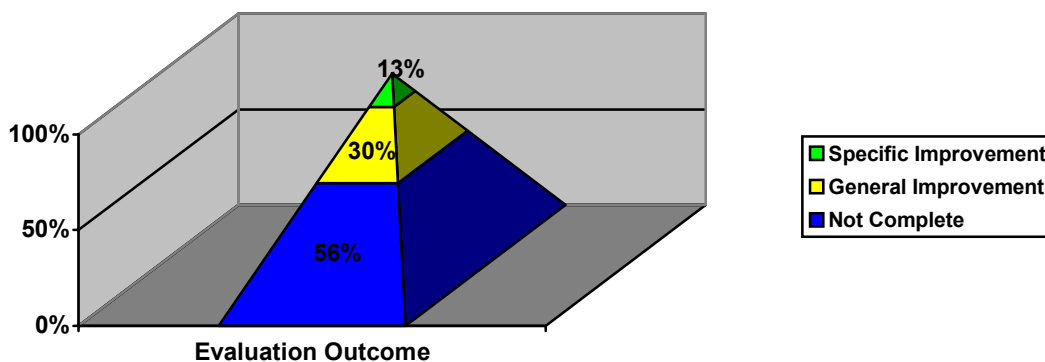


Figure 5.3 – Outcomes of Program Evaluation Methods

### Program Strengths

As a reflection of the diverse types of programs offered in the University District, there are a similar amount of program strengths. A qualitative analysis of the responses generated five themes of program strengths: 1) Overall good program; 2) Academic Support; 3) Diversity; 4) Staff; and 5) Relationship with schools. All 31 agencies indicated that they had a good overall program as a strength. Twenty programs listed academic support as their strength. The next most popular strengths were diversity (11) and staff (11), and 8 agencies indicated that their relationship with schools as their strength. See Figure 5.4 below.

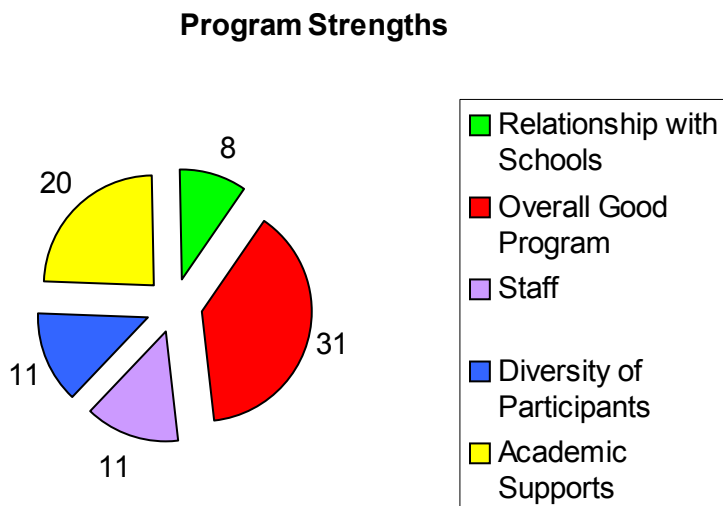


Figure 5.4 – Perceived Strengths of UDN Programs

### Program Challenges

Due to the many challenges reported, the figure below shows the responses grouped into six categories that were derived from data analysis: 1) Funding, which includes availability of resources for snacks, equipment, advertising and staffing (31 agencies); 2) Program shortages, which is inclusive of limited space, time to address issues of all participants, and dependable and available staff (15). 3) Low parent or community involvement (11); 4) Enrollment issues, which includes filling all the spots in the program, having more demand than supply, or processing issues (8); 5) Transportation which translates into either problems for the agency providing transportation to its participants, the participants getting transportation to the agency, or both (7); and 6) Mandated guidelines which include proficiency tests and district and state restrictions (7). Please refer to Figure 5.5 below.

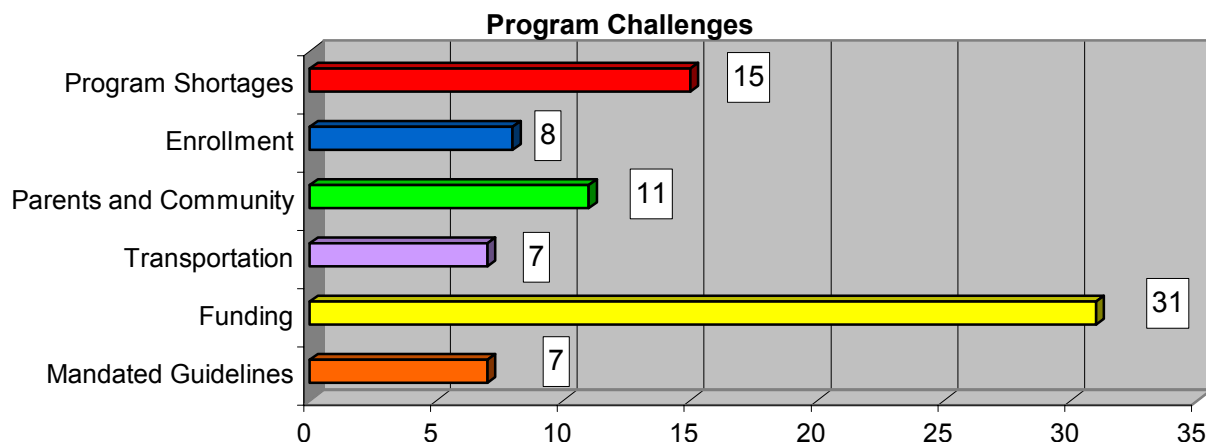


Figure 5.5 – Perceived Program Challenges

### Implications

It is important to remember that each of these programs provides a valued service in the UDN and so it imperative that all of these results be considered. There is not a feasible way for these programs to continue to provide quality services without consistent funding, which is the largest reported challenge for these programs. Indirectly, evaluation is also an important part of this equation because without proof that the goals, objectives, and stated outcomes are being met, there is a small chance of increased funding. This must be the next step, researching and assessing effective evaluation tools for these programs, as well as restructuring current procedures to maximize feedback.

Also important is the fact that general, standardized evaluation tools for these programs might not be efficient when needing feedback on a program that offers specialized services. Agencies and programs should begin to research empirical assessment measurements that will offer results targeted towards their developed objectives and goals. Implementing a community-

wide assessment tool for all UDN programs could be beneficial if wanting to gauge the UDN's level of improvement, stagnation, and overlap. It is suggested that this tool be given to all program directors and agencies annually to better understand what interventions are working throughout the area, what interventions are needed, and what services are lacking.

There is a tremendous benefit to understanding the strengths and challenges are for programs in the University District. This information will enable program directors and community leaders to reinforce aspects that allow the community and children to be strengthened while focusing in on variables that are restricting the benefits of services provided.

**Funding**

The focus of this section centered on funding aspects of UDN programs.

How Programs Acquire Funding

Programs surveyed were asked how they acquired their funding according to 6 categories: grants, contributions, corporate sponsorship, client contribution, subsidy or other. Programs were allowed to identify multiple sources of funding if applicable. Out of 31 responses, 74.2% (23) used grant funding, 29% (9) used contributions, 12.9% (4) relied on corporate sponsorship, 12.9% (4) relied on client contribution, 9.7% (3) used subsidies and 48.4% (15) reported using other means of funding.

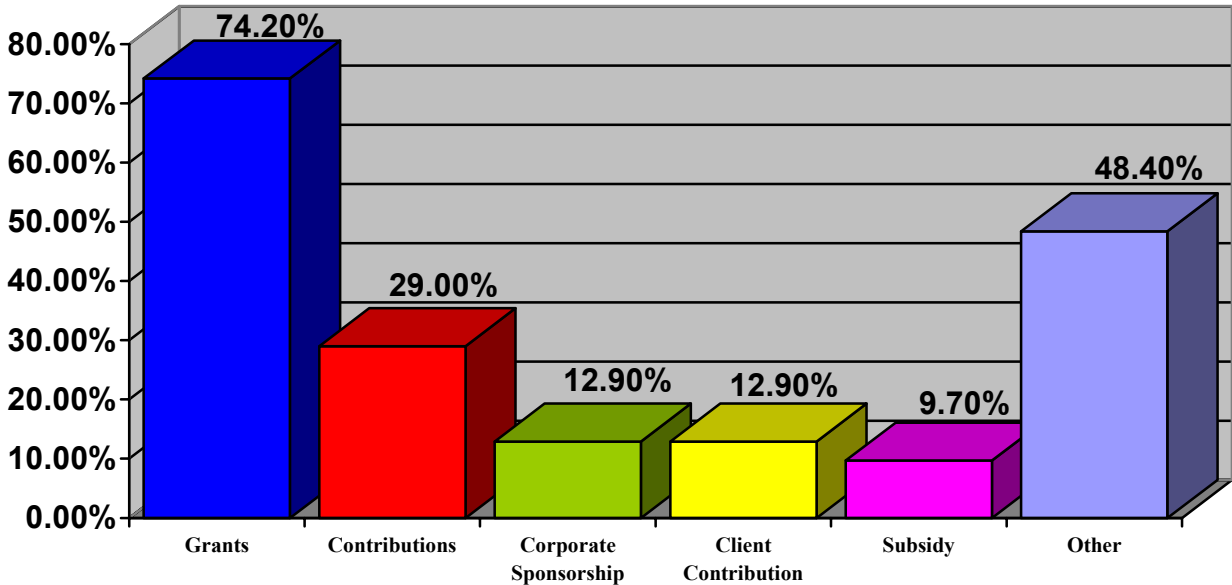


Figure 6.1 – Funding Sources of UDN Programs

What Resources Would be Helpful to the Programs

Programs were also asked what resources would be helpful for them to run their programs. This section provided a large number of requests that would help the each program run more effectively. The variety of answers was analyzed and grouped into six categories: funding (33%), volunteers (12%), transportation (9%), program supplies/resources (23%), staff training (9%), and program development (14%). See Figure 6.2

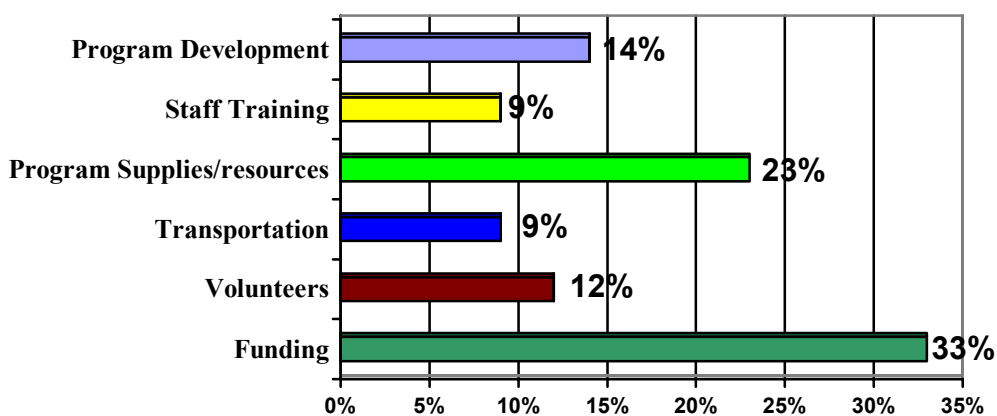


Figure 7.2 -- Resource Request Percentages by Type

### Implications

The data indicate that a majority of the funding for these programs is garnered from grants and “other” sources. Since this is where the primary source of funding stems, programs need to be equipped with grant writing training. However, reliance on grants means that organizations depend upon “soft” money to support their programs. A move to different and varied fund-raising efforts is needed. For example, with only a limited percentage of programs receiving funding from corporate sponsors, programs also need training on how to market to the

corporate world to obtain increased funding. A majority of the programs identified that funding and program supplies would be the most helpful to their programs. By partnering with corporate sponsors and local businesses, programs would be able to obtain more funding and supplies needed to operate effectively. Some programs also indicated that they needed help with program development, staff training and acquiring volunteers. These needs show the importance of continued partnerships in the community to foster support for these programs.

While the graphs make the data look like the agencies and programs are obtaining ample amounts of funding, preliminary findings show otherwise. Several agencies and schools in the UDN stated that they were not able to implement or continue after school and summer programs due to lack of funding. Therefore, there are current gaps in service provided with the UDN.

## Connections

Each program was asked about their use of volunteers, how they are obtained, and how they train, support and reward them. The programs were also asked about their relationship with the community and parental involvement.

### Volunteer Use

The program contacts were surveyed on what type of volunteers they used and where they obtained these volunteers. Nearly 81% of the 31 programs surveyed reported using volunteers. The type of volunteers that the programs used was separated into 5 categories: parents, teachers, high school students, college students and staff/members. Six programs used parents, 7 relied on teachers, 6 used high school students, 10 relied on college students and 4 used staff/members of their programs.

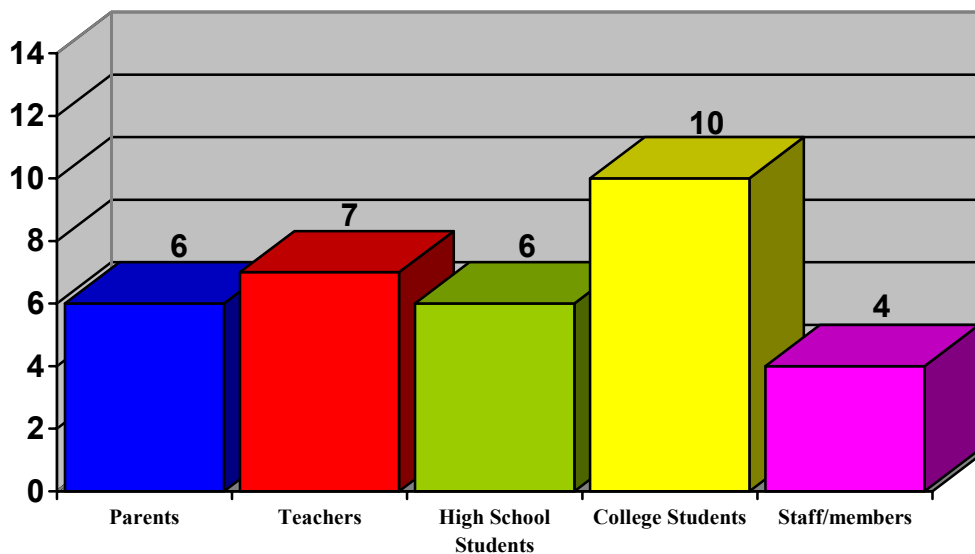


Figure 7.1 -- Types of Volunteers Utilized by UDN Programs

### Where volunteers are obtained

Programs were also asked where they acquired their volunteers. The variety of responses was grouped into three categories: local university connections, community organizations and outreach/advertising events. One program identified that they relied on local university connections, 4 said they obtained their volunteers through community organizations and another 4 stated that they obtained their volunteers from outreach/advertising events. Even though only one program specifically identified direct contact with local universities to obtain volunteers, the remaining programs that stated that they used outreach/advertising events to participate in local university outreach events on their campuses to recruit volunteers, thus while they had some connections to the university, there were few formal connections.

### Support/Training/Recognition Provided

According to the results, 61.3% of the programs responded that they provide some sort of support, training and/or recognition to their volunteers. Three (12.5%) programs provided support (i.e. orientations), eleven (45.8%) stated that they provide recognition (i.e. awards, certificates, appreciation, field trips) and seven (29.2%) reported offering training to their volunteers. See Figure 7.2 below.

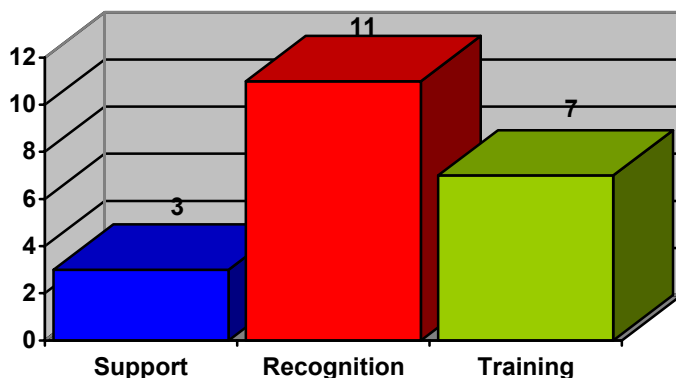


Figure 7.2 – Number of UDN Programs Offering Volunteer Support, Recognition, and Training

### Role of Parental Involvement

From the surveys collected, a vast majority (70%) reported that parent involvement with their program was good. Twenty-one percent reported that parental involvement was poor, and 9% reported no parent involvement in their program. Parent involvement listed on the surveys varied from parents running certain programs or activities, evening performance events, and weekly or monthly meetings. The 30% of programs that experience little to no parental involvement expressed concern about the situation. Some of these programs explained that they have trouble getting parents to become more involved due to lack of interest or time constraints. Please see Figure 7.3 below.

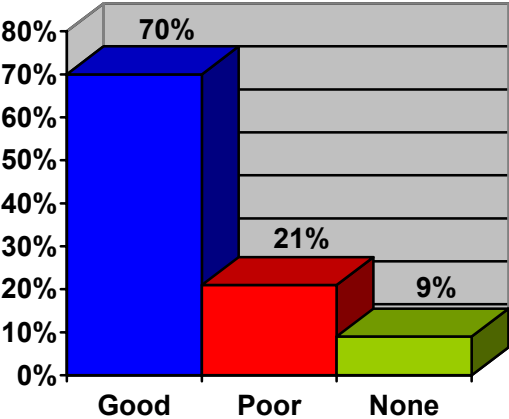


Figure 7.3 – Level and Prevalence of parental Involvement

Relationship with Community

Programs were surveyed on the extent of their relationship with the community. Programs could choose from three options in the survey: strong, supportive or weak: Forty-eight percent of the programs stated that they had a strong relationship with the community, 41.9% said they had a supportive relationship with the community, while only 9.7% said they had a weak relationship with the community.

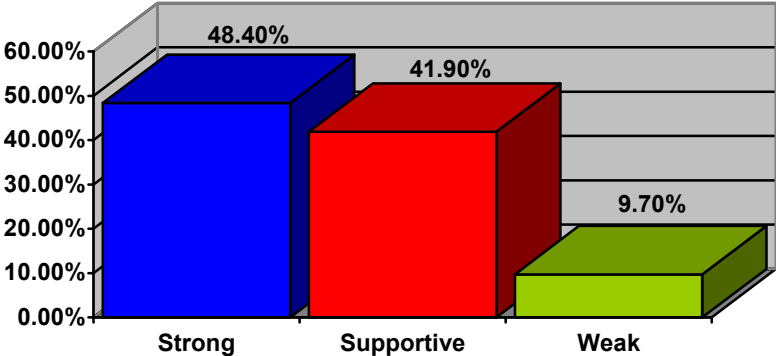


Figure 7.4 – Strength of Community Relationships

### Informal/formal Relationships

Types of informal and formal relationships listed in the surveys were grouped into three main categories: School personnel, colleges/universities, and community neighborhood organizations. Programs were asked to list and describe relationships; therefore, many of the programs fit into more than one category. Thirteen (26%) programs reported relationships with school personnel, 22 (45%) reported relationships with colleges and universities and another 14 (29%) reported relationships with community neighborhood organizations.

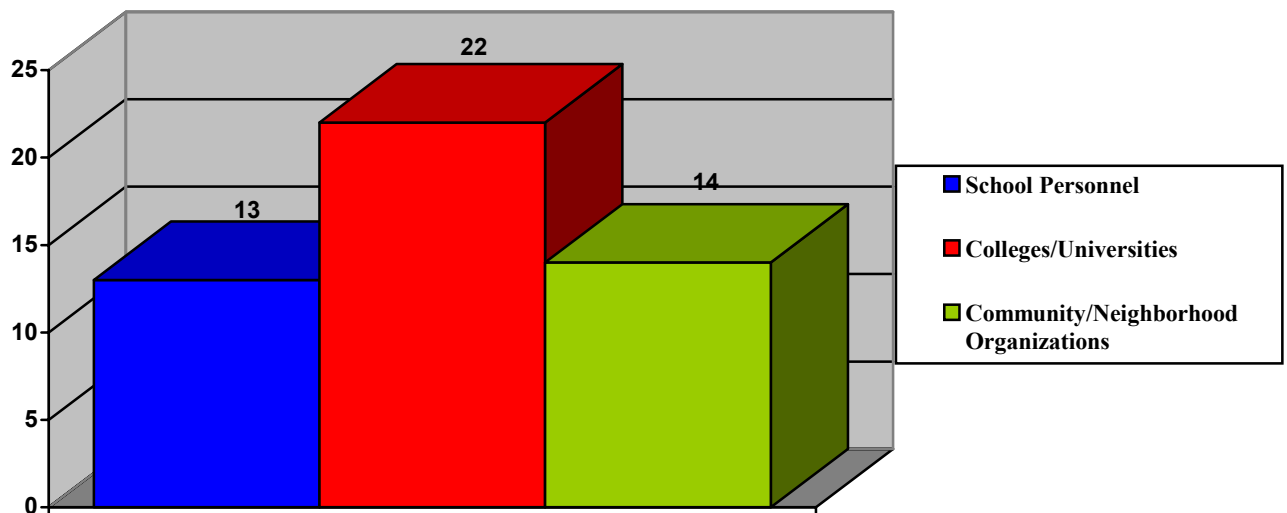


Figure 7.5 – Types of Formal and Informal Relationships

### Implications

The results showed that a large portion of the programs rely on college students, high school students, parents and teachers to serve as volunteers for their programs. Most of the respondents also stated that they had good parental involvement and strong and supportive relationships with the community. Compiled with this data, a decent majority of the programs offered some type of training, support or recognition to their volunteers.

The success of these programs often relies on volunteers when funds are limited. The data show a continued need for programs to find volunteers in untapped areas of the community. Programs must constantly work to recruit new volunteers through community outreach events, local schools, area clubs and businesses. Additionally, programs must value their volunteers by offering them training and recognition for their hard work. This is vital to retain and obtain new volunteers. It is also necessary to continue to involve parents in the programs. This will often lead to more support of the programs in the future, even when the child may have graduated from the program. By using parents as well as community volunteers, programs will also be able to achieve greater diversity in their programs.

Programs should also look outside their immediate community for volunteers. By doing this, programs will have a broader spectrum of potential volunteers for their activities. Looking beyond service area boundaries will enable programs to find more volunteers while promoting themselves to surrounding communities. Awareness of programs is the key to obtaining more funding, more participants and more volunteers. Whether this means targeting high profile residents of the community or clubs, schools and organizations that might be unaware of your services and needs, outreach will inevitably help these programs flourish.

### **Conclusion**

The over-riding purpose of this project was to establish an existing baseline of after-school and summer program offerings in the UDN. To accomplish this, we sent surveys to all organizations within the UDN that offered after-school and summer programs that offered youth opportunities beyond academic enhancement. Quantitative and qualitative data were collected regarding different aspects of the programs including: program structure, staff information, target population of programs, programming/activities, evaluation, funding, and connections. This information was utilized to provide implications and suggestions for the P-12 After School and Summer Programming Committee in assisting the UDN increase, in quantity and quality, after-school and summer programs.

The results clearly demonstrate areas of strength among the programs as well as areas in which assistance could be utilized. This information has vital implications for those working within the UDN and those attempting to provide support to existing organizations. Important implications are noted throughout the report. A summary of key findings and implications can be found in Table XX. This table provides highlights only. Readers should proceed to the section of interest for a full description of findings and implications.

Table 8.1

Summary of Key Findings

<b>Report Section</b>	<b>Key Findings</b>	<b>Implications</b>
<u>Program Structure</u> Duration	Only 30% operate in both summer and school year	Lack of productive opportunities for youth in summer months
Frequency	63% of programs operate 5 days/week	Majority of programs provide ample opportunity for youth on weekdays, very few on weekends.
Program Sites	61% of organizations offer programs at multiple sites	Youth can access many programs in different areas of UDN
Pay Scale	68% of agencies offer their programs free of charge	Moderate access to free services
Licenses	Majority (54%) of programs are not licensed	May have implications regarding a lack of quality and/or funding of programs
Transportation	Only 31% provide transportation to their programs	Many youth in UDN may be limited in the services in which they could partake due to lack of safe travel and access
Youth/Staff Ratio	41% of programs have over a 10/1 ratio	Lack of significant and meaningful interactions between youth and staff. Need to make better use of volunteers.
<u>Staff Information</u> Organizational Charts	42% of organizations have no community representative	Many organizations missing out on valuable resource

<b>Report Section</b>	<b>Key Findings</b>	<b>Implications</b>
Educational Requirements	62% require a college degree	Organizations are able to attract educated employees
Professional Development	87% of organizations offer professional development	Organizations obviously see the importance of enhancing staff knowledge. Greatest needs indicated in areas of conflict management and working with parents.
<u>Target Population</u> Targets	Only 22% of programs are for older adolescents (15-18)	Must find ways to implement interesting and meaningful programs for these youth.
Eligibility	45% require attending a certain school	Program quality and access may vary greatly for youth attending different UDN schools.
Capacity	Most programs have small capacities (14-49) and only 10 programs serve 100+ youth	Organizations need assistance with volunteers, funding for staffing, creating partnerships with other UDN agencies to offer greater capacity.
<u>Programming and Activities</u> Objectives	35% listed academic enhancement as an objective	Even after-school and summer programs not geared toward academics have it as a major focus.
Primary Focus	65% list academic support as a primary focus	Even after-school and summer programs not geared toward academics have it as a major focus. Perhaps there is a great need to offer youth activities without an academic focus.

<b>Report Section</b>	<b>Key Findings</b>	<b>Implications</b>
Activities	90% indicated that they engaged in some sort of enrichment activities ranging from sport, to technology, to the arts.	Very little emphasis on psycho-social activities and activities not related to academics in some manner. Additionally, no diversity enhancement activities were mentioned.
<u>Evaluation</u> Definition of Success	87% listed academic achievement as a primary means of defining success. Only 9% indicated they utilized program evaluation standards	Greater methods of determining success need to be utilized by the organizations.
Evaluation Plan	26% of programs had no evaluation plan in place	Programs need assistance developing meaningful, accurate, evaluation tools.
Plan Results	56% of those who indicated they did have specific evaluation methods indicated that they had no data due to the fact that the evaluations were incomplete	Programs may need assistance in collecting and analyzing evaluation data.
Program Strengths	100% of programs indicated they had strong “overall” programs. When asked about specific strengths, 65% indicated academic support.	Programs need to develop strengths beyond academic support to influence the UDN in a meaningful manner.
Program Challenges	100% of programs indicated that funding was a main challenge	Programs need assistance in establishing a greater number, and more successful, opportunities to glean funding and/or share funding.

<b>Report Section</b>	<b>Key Findings</b>	<b>Implications</b>
<u>Funding</u> How funding is acquired  Helpful Resources	74% of programs find funding through grants while only 13% utilize corporate sponsorships.  33% of programs indicated that extra funding would be most helpful and 23% indicated that more program resources/supplies would be of great assistance.	Programs need training in successfully searching for and writing grants. Additionally, programs need training in how to establish corporate sponsorships for funds and/or in-kind services.
<u>Connections</u> Volunteers	81% of programs utilize volunteers	
Where volunteers obtained	Only 1 program stated using local university connections	Must do a better job of advertising the P-12 volunteer connection web-site.
Volunteer support/training/recognition	Only 58% provide some sort of training or recognition for volunteers	Organizations must apprise of the importance of training and recognition of volunteers for utilizing and maintaining volunteers as resources.
Parental Involvement	70% of programs indicated they had strong parental involvement.	Could be an indication that those who attend these programs do so with encouragement from their parents.
Relationship with the Community	90% of organizations indicated their relationship was strong or supportive	Provides useful resources for programs.
Informal or Formal Relationships	Programs indicated that their main informal and formal relationships were with school personnel, colleges, and community organizations.	Programs could attempt to establish more relationships with corporations outside of their area that could “fit” with their mission and provide meaningful benefits for both parties.

## Appendix A

### After-School and Summer Programs Survey

# Program Survey

## *Program Identifying Information*

Program Name \_\_\_\_\_

Address \_\_\_\_\_

Contact Person & Title \_\_\_\_\_

Year Program Started \_\_\_\_\_

## *Program Structure*

Duration of program: \_\_\_\_\_ School year only \_\_\_\_\_ Summer only \_\_\_\_\_ Both

### Frequency

Days of Operation (circle all that apply) M T W R F Sa Su

Hours of Operation \_\_\_\_\_

Recognized Holidays \_\_\_\_\_

### Does your program have a required enrollment rate?

Yes  No

If yes, what is the rate?

### Is this the only program site or are there multiple sites?

Yes  No

If no, what are the other sites?

### How do your clients pay for services?

Sliding scale  No payment required

Full payment

### Is this program licensed?

Yes  No

**Is transportation provided: (Select the appropriate choice)**

By your agency \_\_\_ By the client \_\_\_  
Other \_\_\_\_\_  
\_\_\_\_\_

**What is the staff to child ratio? (Select the appropriate choice)**

Less than 7 children to 1 staff member \_\_\_  
More than 7 children to one staff member \_\_\_  
Less than 10 children to one staff member \_\_\_  
More than 10 children to one staff member \_\_\_

***Staff Information***

**Could you briefly explain the organizational chart or chain of command for this program?  
(Administration, teachers, youth development workers, students ect.)**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**What are the educational and/or experience requirements for the staff? (Select the appropriate choice)**

College degree (bachelor’s or associates) \_\_\_  
High school graduates or GED \_\_\_  
Previous youth experience \_\_\_ Please indicate the amount experience in years \_\_\_

**Are professional development and training opportunities available for the staff?**

\_\_\_ Yes \_\_\_ No

If yes, what?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Do you see any areas that are needed?**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Target Population***

What is the target population of this program? (e.g. gender, specific ages, grade levels, schools, children vs. families, etc) \_\_\_\_\_

---



---



---

What are the eligibility requirements for this program? (e.g. must attend a specific school, identified academic needs, parent employment status, etc.)

---



---



---

**Program Capacity (maximum number of youth that can be served at one time)**

**Current Enrolment** \_\_\_\_\_

***Programming / Activities***

What is your program objective or goal? (e.g. mission statement)

---



---



---

**What areas does this program primarily focus on? (Select the appropriate choice)**

Academic Support\_\_\_ Prevention\_\_\_ Family Issues\_\_\_

Social Development\_\_\_ Safety\_\_\_

Other\_\_\_\_\_

**What sorts of activities (daily and/or periodic special events) occur at this program?**

Fieldtrips\_\_\_ Enrichment activities\_\_\_ Tutoring\_\_\_

Curriculum\_\_\_ Peer mediation\_\_\_ Counseling\_\_\_

Other\_\_\_\_\_

---



---

***Evaluation***

**How does the program define success?**

---

---

---

**Does the program have an evaluation plan in place?**

Yes       No

If yes, what is the plan and do you feel it is effective?

---

---

---

**What results have the evaluation plan shown so far?**

---

---

---

**What are the program strengths?**

---

---

---

**What are the program challenges or barriers?**

---

---

---

**Funding**

**How is the program funded?**

Grants\_\_\_\_ Contributions\_\_\_\_ Corporate Sponsorship\_\_\_\_  
 Client contribution\_\_\_\_ Subsidy\_\_\_\_ ?????\_\_\_\_\_

Other\_\_\_\_\_

---



---

**If made available, what resources would be helpful to this program?**

---



---



---



---

**Connections**

**Does this program use volunteers?**

\_\_\_Yes \_\_\_No

If yes, to what degree and where are the volunteers obtained?

---



---



---

**Is there any support, training or recognition provided to the volunteers?**

\_\_\_Yes \_\_\_No

If yes, what are they?

---



---

**What sort of role does parental involvement or participation play in this program?**

---



---



---



---

**What sort of relationship does this program have within the community?**

Strong and active\_\_\_\_ Supportive\_\_\_\_ Weak \_\_\_\_

**What sort of informal or formal relationships does the program staff have with local school personnel, colleges, universities, and community/neighborhood organizations or groups?**

---

---

---

---

---

---

---

---

---

---

Appendix B  
Agencies Contacted

---

 Contacts for P-12 Survey
 

---

Agencies with services in University District Area who responded to surveys:

Program	Address	Phone/Email	Contact
Arts Impact Middle School	398 Newton Ct. Columbus, OH 43230	614-365-5558	William Doermann, Principal
Big Brothers/Big Sisters	-Medary Elementary School	614-839-2447 (BBBS Office)	Olivia Hunter, Program Coordinator
OSU/Medary Mentoring Program	2500 Medary Ave Columbus, OH 43202 -BBBS of Central Ohio Inc. 1855 E. Dublin Granville Rd. Columbus, OH 43229	614-365-6047 (Medary) ohunter@bbbscolumbus.org	
Big Brothers/Big Sisters	-Indianola Middle School	614-839-2447 (BBBS Office)	Melissa McMillen,
Otterbein Mentoring Programs	420 E. 19 <sup>th</sup> Ave. Columbus, OH 43201 -BBBS of Central Ohio Inc. 1855 E. Dublin Granville Rd. Columbus, OH 43229	614-365-6047 (Medary) ohunter@bbbscolumbus.org	Program Coordinator
Career Center 4 Youth/Indianola Middle School	92 Jefferson Ave. Columbus, OH 43215	614-228-4853	Pitty Jennings
Camp Hamui	1100 Dennison Ave. Columbus, OH 43201		Darlene Honigford, Social Services Director/Camp
CODA Kids Camp/Stepping Stones Day Camps	1100 Dennison Ave. Columbus, OH 43201	614-298-8472	Darlene Honigford, Social Services Director
Fifth Avenue Latchkey Program	1300 Forsythe Ave Columbus, OH 43201	614-365-5564	Dave Kindinger, Principal Katie Nash, Latchkey Teacher
Godman Guild Early Prevention in Childhood	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201	614-294-5477	KD Fuller, EPIC Supervisor
Godman Guild Association Teen Program	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201		Lawrence Wilson, Director of Teen Program

---

Godman Guild Summer Youth Empowerment Program	303 E. 6 <sup>th</sup> Ave. Columbus, OH 43201		KD Fuller, SYEP Director
Indianola Elementary School	140 E. 16 <sup>th</sup> Ave Columbus, OH 43201	614-365-5579	Mary Rykowski, Principal
Indianola Middle School	420 E. 19 <sup>th</sup> Ave. Columbus, OH 43201	614-365-5575	“Communities in Schools” Contact
4-H Youth Development and Extension/University District	1621 N. 4 <sup>th</sup> St. Columbus, OH 43201	614-294-9720	Susan Colbert, Extension Agent
Kiddie Prep Christian School Summer Scampers	142 King Ave. Columbus, OH 43201	614-294-4717	Tracy Compton, Administrative
Math and Science Academy CAMP-CUCYA	788 Mt. Vernon Ave. Columbus, OH 43203	614-257-6316/ 614-257-6300	Shannon Wagner, Asst. Director of Education
Maynard Ave. United Methodist Church-Open Gym	2350 Indianola Ave. Columbus, OH 43201	614-263-5145	Mr. Bo Miller
Maynard Ave. United Methodist Church-After School Program	2350 Indianola Ave. Columbus, OH 43201	614-263-5145	Ms. Connie Bloor
Medary Boys and Girls Club	2500 Medary Ave. Columbus, OH 43202	614-365-6047/ 614-221-8830	Lisa Hall, Extension Director
North Side Child and Family Development Center, Turning Point	94 E. 3 <sup>rd</sup> Ave. Columbus, OH 43201	614-299-1131	Carla Taylor, Asst. E.D.
Ohio Youth Advocate: Roots Prevention Institute and Summer Camp	1445 Summit Street Columbus, OH 43201	614-581-0001	Terehasa C Lee-Mchunganji- Director of AOD Treatment/Prevention Services
Second Avenue Elementary School	68 E. 2 <sup>nd</sup> Ave	614-365-5900/	Kay Austin, Site Coordinator
21 <sup>st</sup> Century Community Learning Center	Columbus, OH 43201	614-397-3617	

---

Summit United Methodist Church Summer Camp	82 E. 16 <sup>th</sup> Ave.  Columbus, OH 43201	614-291-3324	Anita Williams, Director
Tuttle Park Recreation Center- Sports	240 W. Oakland Ave. Columbus, OH 43201	614-645-3602	Ron Brush Jr., Rec. Center Supervisor
Tuttle Park Recreation Center- Arts	240 W. Oakland Ave.  Columbus, OH 43201	614-645-3602	D'Lyn Stinziano
YWCA After School program  Indianola M.S.	420 E. 19 <sup>th</sup> Ave  Columbus, OH 43201	614-224-9121/ 614-365- 5575	Barbara L. Parker, Director
YMCA North Educare Center	100 E. Arcadia Columbus, OH 43202	614-224-1142	Becky Ciminillo Carla Kossoudji
Youth Build Columbus Community School	1183 Essex Ave.  Columbus, OH 43201	614-372-1690	Cristin Marshall, Service Director
Construction Training Program	Columbus, OH 43201		
YWCA Barrett After School Program	345 E. Deshler Columbus, OH 43206	614-224-9121	Jihad Mansur and Johnny Moore, Site Director
YWCA Kent After School Program	1414 Gault St. Columbus, OH  43205	614-224-9121	Ashanda Moore, Site Director
YWCA Pilgrim After School Program	440 Taylor Ave Columbus, OH 43203	614-224-9121	Jihad Mansur or Attiyah Islam, Site Director
YWCA Trevitt After School Program	519 Trevitt Columbus, OH	614-224-9121	Jihad Mansur, Director of Youth Program

**Agencies that offer services but did not return surveys:**

Program	Address	Phone/Email	Contact
Boy Scouts of America, Simon Kenton Council	1901 E. Dublin Granville Rd. Columbus, OH 43229	614-436-7200	Andy Patterson

---

Kaleidoscope Youth Coalition	203 King Ave. Columbus, OH 43201	614-294-7886	Bucky Cutwright
Short Stop Drop In Center/Directions for Youth and Families	1066 N. High St. Columbus, OH 43201	614-299-5541	Iven Smith
Thompson Recreation Center	1189 Dennison Ave. Columbus, OH 43201	614-645-3082	Jennifer O'Brian
<b>Agencies that did offer services at one time but do not anymore:</b>			
Program	Address	Phone/Email	Contact
Alkebulan, Inc.	35 E. Fifth Ave. Columbus, OH 43201	614-299-4488	
Hubbard Elementary School	104 Hubbard Ave. Columbus, OH 43215	614-365-5572	Theresa Sadek, Principal
Victoria School (Closed)	345 W. 8 <sup>th</sup> Ave. Columbus, OH 43201	614-421-2482	
<b>Agencies that did not respond to repeat contact attempts:</b>			
Program	Address	Phone/Email	Contact
Christ Church	43 W. 4 <sup>th</sup> Ave. Columbus, OH 43201	614-294-6233	
Columbus Metropolitan Library-Northside Branch	1423 N. High St. Columbus, OH 43201	614-645-2110	
Milo-Grogan Resource Center	1249 Essex Ave. Columbus, OH 43201	614-291-7342	
<b>Agencies contacted that do not offer services:</b>			
Program	Address	Phone/Email	Contact
Calvary Apostolic Church	38 W. Greenwood Ave.	614-299-4254	
Central Community House	1251 Bryden Rd.	614-252-3157	
Church of God	1895 Summit St.	614-299-6616	
Church of Jesus Christ of Latter Day Saints	79 E. 12 <sup>th</sup> Ave.	614-291-5769	
Clintonville-Beechwold Community Resource Center	14 W. Lakeview Ave.	614-268-3539	
CMACAO Northside Action Center	15 W. 5 <sup>th</sup> Ave.	614-299-3801	

---

---

Columbus Montessori Education Center	979 S. James Rd.	614-231-3790
4 <sup>th</sup> Ave. Christian Church	296 W. 4 <sup>th</sup> Ave.	614-299-5959
Holy Name Church	154 Patterson Ave.	614-262-0390
Huckleberry House	1421 Hamlet	614-294-8097
Indianola Church of Christ	2141 Indianola Ave.	614-299-3057
King Ave. United Methodist Church	299 King Ave.	614-424-6050
Neil Avenue Baptist Church	1385 Neil Ave.	614-421-7867
Northminister Presbyterian Church	203 King Ave.	614-297-6317
North United Methodist Church	42 East Tompkins	614-262-7382
Sacred Heart Church	893 Hamlet Ave.	614-299-4191
St. Mark's Lutheran Church	95 W. 5 <sup>th</sup> Ave.	614-299-2514
St. Gregory Orthodox Campus Church	2219 Summit Ave.	614-261-6006
St. Stephens' Episcopal Church	30 W. Woodruff Ave.	614-294-3749
Third Ave. Community Church	1066 North High St.	614-263-1944
Tree of Life Christian School	2141 Indianola Ave.	614-299-4906
University Baptist	50 W. Lane Ave.	614-294-9996
University Lutheran Church	365 E. 10 <sup>th</sup> Ave.	614-291-9317
West 2 <sup>nd</sup> Ave. United Presbyterian Church	237 W. 2 <sup>nd</sup> Ave.	614-299-2444
Whetstone High School	4405 Scenic Dr.	614-265-6060

---

### References

- Blum, R. W., Beuhring, T. & Rinehart, P.M. (2000). Protecting teens: Beyond race, income and family structure. Minneapolis, MN: Center for Adolescent Health, University of Minnesota.
- Brooks-Gunn, J. & Paikoff, R. L., (1993). Sex is a gamble, kissing is a game: Adolescent sexuality and health promotion. In Millstein, Pertersen, & Nightengale (eds), Promoting the Health of Adolescents. New Directions for the 21<sup>st</sup> Century. New York: Oxford University Press.
- Carnegie Council on Adolescent Development (1995). Great Transitions: Preparing Adolescents For a New Century (Concluding Report): Carnegie Corporation of New York.
- Compas, B. E., Hinden, B. R., & Gerhardt, C. A. (1995). Adolescent development pathways and processes of risk and resilience. Annual Review of Psychology, 46, 265-293.
- Coulton, C. J., & Pandey, S.(1992). Geographic concentrations of poverty and risk to children in urban neighborhoods. American Behavioral Scientist, 35, 238-257.
- Figueira-McDonough, J. (1993). Residence, dropping out, and delinquency rates. Deviant Behavior, 14, 109-132.
- Garland, A. F., & Zigler, E., (1993). Adolescent suicide prevention: current research and social policy implications. American Psychologist, 48, 169-182
- Hamburg, D. A., (1992). Today's Children" Creating a Future for a Generation in Crisis. New York: New York Times Books.

- Halpern, R. (2002). A different kind of child development institution: The history of after-school programs for low-income children. Teachers College Record, 104 (2), 178-211.
- Leventhal, H., & Keeshan, P. (1993). Promoting healthy alternatives to substance abuse. In Millstein, Pertersen, & Nightengale (eds), Promoting the Health of Adolescents. New Directions for the 21<sup>st</sup> Century. New York: Oxford University Press.
- Miller, B. (2001). The promise of after-school programs. Educational Leadership, 58 (7). Retrieved June 7, 2001 from the World Wide Web: <http://www.ascd.org/readingroom/edlead/0104/miller.html>.
- Petersen, A. C, Sarigiani, P. A., & Kennedy, R. E., (1993). Adolescent depression: Why more girls? Journal of Youth Adolescents, 20, 247-271.
- Reynolds, A. J. (1998). Resilience among black urban youth prevalence, intervention effects, and mechanisms of influence. American Journal of Orthopsychiatry, 68(1), 84-100.
- Sampson, R., & Laub, J. H. (1994). Urban poverty and the family context of delinquency: A new look at structure and process in a classic study. Child Development, 65, 523-540.
- Wadersman, A., & Nation, M. (1998). Urban neighborhoods and mental health psychological contributions to understanding toxicity, resilience, and interventions. American Psychologist, 53(6), 647-656.