



Youth on the Rise Annual Evaluation Report 2015 to 2016

May 2016



LeCroy & Milligan
ASSOCIATES, INC.

Youth on the Rise Annual Evaluation Report – 2015 to 2016 May 2016

Submitted to:

United Way of Tucson and Southern
Arizona
330 N Commerce Park Loop
Tucson, AZ 85745
Ph.: (520) 903-9000
www.unitedwaytucson.org



Submitted by:

LeCroy & Milligan Associates, Inc.
2002 N. Forbes Blvd. Suite 108
Tucson, AZ 85745
Ph: (520) 326-5154
Fax: (520) 326-5155
www.lecroymilligan.com



Acknowledgments:

The evaluation team for this project wants to thank Ashley Janicki, Opportunity Youth Change Network Facilitator of United Way of Tucson and Southern Arizona, for her support in the development and implementation of this study. We also thank the members of the Youth on the Rise collaborative who dedicated their time and thoughtfulness to participate in this study. The evaluation team includes Michel Lahti, Ph.D., Darlene Lopez, MS, and Jenny McCullough-Cosgrove, MSW.

About LeCroy & Milligan Associates:

Founded in 1991, LeCroy & Milligan Associates, Inc. is a consulting firm specializing in social services and education program evaluation and training that is comprehensive, research-driven and useful. Our goal is to provide effective program evaluation and training that enables stakeholders to document outcomes, provide accountability, and engage in continuous program improvement. With central offices located in Tucson, Arizona, LeCroy & Milligan Associates has worked at the local, state and national level with a broad spectrum of social services, criminal justice, education and behavioral health programs.

Suggested Citation:

Youth on the Rise Annual Evaluation Report 2015-2016, LeCroy & Milligan Associates, Inc. (2016).



Table of Contents

Executive Summary	5
Evaluation Design and Methods.....	5
Results.....	6
Recommendations for REC Site and Oversight	7
Recommendations for REC Staff.....	7
YOTR.....	7
Background	8
Overview of Evaluation Design	12
Implementation of the REC	12
Collective Impact Collaboration	12
Implementation of the REC	14
How effective is the implementation of the Re-Engagement Center (REC)?	14
Evaluation Methods.....	15
What are the key characteristics of youth enrolling into the YOTR Re-engagement Center (REC)?	18
Youth Voice: Characteristics of Youth Enrolled in the REC from March 2015 through March 2016	19
How are youth progressing on their educational and or career related goals?	20
Are the Pathway programs being utilized efficiently and effectively?	20
What types of community supports are youth involved with upon enrollment, completion and exiting the Pathway programs?	21
Stakeholder Reflections on Implementation	22
Youth Voice: Views of the United Youth Leadership Council on REC Implementation- August 2015	22
Q1: Barriers to Youth Engagement	22
Key Findings	22
Q2: Experience with the UYLC, the REC or YOTR	23
Key Findings	23
Q3. Suggestions for REC improvement	24
Key Findings	24
Q4. Other Suggestions	25
Key Findings	25
Q5. Member Check / UYLC Written Response to Findings.....	25
Key Findings	25
Collaboration Leadership: Views of Vision Council Members – January 2016.....	26
Leadership.....	26
Key Findings	26
Decision-Making	27
Key Findings	27
Communication.....	28
Key Findings	28
Conflict.....	29
Key Findings	29



Benefits and Costs	30
Key Findings	30
Organization Climate and Structure	31
Key Findings	31
Staff Roles	32
Key Findings	32
Member Profiles	33
Key Findings	33
Suggestions/ Areas of Priority.....	34
Additional Considerations.....	34
Collective Impact Collaboration	35
Evaluation Methods.....	37
Examination and analysis of Collaborative functioning	37
Examination of collective impact model fidelity at the Collaborative level	37
Partner Survey	39
Respondent Demographics.....	39
How effective is the YOTR Collaborative in a collective impact effort to reduce the number of youth in Pima County ages 16 – 24 who are out of school and or not working?	40
What high level principles and purposes does YOTR have?	40
What aspects of YOTR work well?	41
What aspects of collaborative work have needed for improvement?.....	43
Member Comments on the Benefits and Costs of YOTR Membership	44
Additional Suggestions, Comments and or Ideas from Partners.....	45
What Works Well in YOTR?	45
What Opportunities for Improvement Are There for YOTR?	45
To what extent has the YOTR program been implemented with fidelity to the collective impact model?	47
Condition 1: Shared measurement System.....	47
Condition 2: Common Agenda	47
Condition 3: Continuous Communication	48
Condition 4: Mutually Reinforcing Activities	48
Condition 5: Backbone Infrastructure	49
Overall Assessment and Recommendations	51
References.....	54
Appendix A: Youth Leadership Council Focus Group Protocol.....	55
Appendix B: Vision Council Semi-Structured Interview Questions.....	58
Appendix C : Current Status of Youth Outcomes	60
Appendix D: Partner Collaboration Survey	63



List of Exhibits

Exhibit 1. YOTR Program Intended Impacts.....	9
Exhibit 2. YOTR Re-Engagement Center Logic Model*	10
Exhibit 3. YOTR Collaboration Logic Model*	11
Exhibit 4. Youth-Level Outcomes	16
Exhibit 5. Characteristics of Enrolled Youth (March 2016)	18
Exhibit 6. Youth Goal Attainment as of May 2016	20
Exhibit 7. Barriers to Youth Engagement.....	22
Exhibit 8. Respondent Experience with UYLC, REC, and YOTR.....	23
Exhibit 9. Suggestions for REC improvement.....	24
Exhibit 10. Other Suggestions from Vision Council.....	25
Exhibit 11. Leadership: Common Themes	26
Exhibit 12. Decision-Making: Common Themes	27
Exhibit 13. Communication: Common Themes	28
Exhibit 14. Conflict: Common Themes.....	29
Exhibit 15. Benefits and Costs to Partners: Common Themes	30
Exhibit 16. Organizational Climate and Structure: Common Themes	31
Exhibit 17. Staff Roles: Common Themes	32
Exhibit 18. Member Recruitment: Common Themes	33
Exhibit 19. Partnership Gaps: Common Themes	33
Exhibit 20. Suggestions and Areas of Priority	34
Exhibit 21. Collective Impact Model.....	36
Exhibit 22. Evaluation Questions and Methods.....	38
Exhibit 23. Respondent Position in Organization.....	40
Exhibit 24. Respondent Workgroup Affiliation	40
Exhibit 25. Partner Understanding of Role in Cradle to Career Partnership.....	41
Exhibit 26. Change in Partner Satisfaction Ratings from in 2016 from 2015.....	42
Exhibit 27. Change in Rates of Reported Benefits in 2016 from 2015	42
Exhibit 28. Change in Rates of Reported Drawbacks in 2016 from 2015.....	43
Exhibit 29. Change in Rates of Perceived Cost-Benefit of Membership in 2016 from 2015...43	
Exhibit 30. Reported Perception of Fidelity to Shared Measurement System.....	47
Exhibit 31. Reported Perception of Fidelity to Common Agenda.....	48
Exhibit 32. Reported Perception of Fidelity to Continuous Communication.....	48
Exhibit 33. Reported Perception of Fidelity to Mutually Reinforcing Activities	49
Exhibit 34. Reported Perception of Fidelity to Backbone Infrastructure.....	49
Exhibit 35. Changes in Satisfaction for Backbone from 2015 to 2016.....	50



Executive Summary

Youth on the Rise (YOTR) began in 2012 as an initiative of the Youth Development Coalition, a United Way of Tucson and Southern Arizona (UWTSA) impact council, with the purpose to prepare all Pima County youth for success in college, work and life such that they are ready by 21 and connected by 25. In 2013, the Aspen Institute awarded United Way of Tucson and Southern Arizona development funding to establish a cross-sector collaborative (YOTR Collaborative) to improve educational and career outcomes for youth between 16-24 years old who are neither in school nor working. In 2014 the Aspen Institute awarded United Way of Tucson and Southern Arizona, YOTR a three-year implementation grant through its Opportunity Youth Incentive Fund with the purposes of 1) demonstrating higher rates of reconnection to education and employment among disconnected youth; 2) catalyze the adoption of effective approaches in education and career attainment leading to family-sustaining careers; and 3) leverage system and policy changes at local, state and national levels to remove system barriers.

Using a collective impact framework, YOTR aims to re-engage disconnected youth through improved coordination of services. YOTR focuses on creating and expanding pathways that allow these youth to make meaningful and sustained connections to education and employment by implementing Re-engagement Centers (RECs). The REC co-locates multiple services for youth including education programs, behavioral health services, workforce development classes, support services, and personal growth classes. Additionally, youth are connected to a Pathway Coach who co-creates a pathway plan with the youth and monitors their progress. The Pathway Coach and the youth work together to ensure that the youth has the resources they need so they can accomplish their education and career goals.

This report reflects findings from an evaluation of the second program year. The time period for this annual report covers March 2015 through May 2016; approximately 15 months.

Evaluation Design and Methods

The aims of the evaluation for 2015 to 2016 were to: (1) report on youth level outcomes related to the pursuit of educational and or career development related goals; (2) describe Pathway Partner's performance levels or quality of programming; (3) assess YOTR's development as a collaborative using the Collective Impact approach; and (4) present findings to YOTR leadership groups for program improvement. Both the collaborative and youth level outcome evaluation use mixed methods and include analysis of both quantitative and qualitative data. The following methods were used to collect qualitative



data: focus groups (for youth leadership), semi-structured interviews (for YOTR leadership), and self-report through enrollment (for participating youth).

Results

At the end of March 2016, after 13 months of open enrollment, a total of approximately 73 youth had contacted The REC and 35 were actively involved with REC staff. Less than half, 48%, of those who contacted The REC were actively enrolled in the REC at the end of March 2016. More than half of the 35 actively enrolled identified as female (51%). Sixty-nine percent were ages 16-20. Most youth identified as Hispanic (71%) and some reported Spanish as their primary language (21%). A portion of these youth were either involved in the Juvenile Justice System (15%) or the Foster care System (12%).

A key component of the YOTR collaborative is incorporating youth voice into their REC experience. One way to incorporate youth voice and a strengths-based interaction was to include youth-identified strengths in the enrollment process. The youth reported they held a variety of strengths to contribute to the REC including:

- “I can bring a positive attitude along with a strong work ethic towards success.”
- “I feel motivated because I have an opportunity to get done with school. I am friendly, responsible and respectful.”

As of May 2016, nine participants have achieved goals in the ETO system. Five of these goals were classified as the “Connection to Career” type, with three of those five being to obtain and maintain employment and the other two goals related to job searches and building skills. Three goals were classified as the “Educational Momentum” type, and all were focused on making progress toward diplomas or GEDs. There are no recorded earnings of secondary or post-secondary credentials as of this report date. There was one stabilization-type goal related to gaining healthcare coverage for a youth.

The United Youth Leadership Council provided feedback on REC implementation through a focus group held in August 2015. The participants reported key areas of importance for the REC were the atmosphere and physical surroundings of the location and the warmth and support of the staff.

Semi-structured interviews were held with the YOTR Vision Council February of 2016. The participants reported challenges in implementation and piloting the REC center and hope for a new capacity to serve youth in a different location and under a different lead agency. The respondents also commented on the need to focus on engaging Partners in the work and building buy in with all organizations committed to YOTR.



The following reflect recommendations from this evaluation:

Recommendations for REC Site and Oversight

- Hold leadership meetings and collaboration meetings at the REC to increase interconnectedness and engagement.
- Work to incorporate Partner activities within the REC quickly and secure commitments and follow through from contributing Partners.
- Encourage strong communication between REC and YOTR by having REC staff regularly report out on REC at YOTR meetings.

Recommendations for REC Staff

- Work with YOTR to understand why certain data is collected and how that connects to ETO.
- Perform regular data checks for completeness and cleanliness of data.
- Continue to update data for current REC participants.
- Regularly solicit youth feedback for REC improvements.

YOTR

- Review understanding of and commitment to collective impact model.
- Secure partnership and data sharing agreements.
- Create a concrete strategic plan that details individual Partners' contributions and use leadership to drive movement on the plan.



Background

Youth on the Rise (YOTR) began in 2012 as an initiative of the Youth Development Coalition, a United Way of Tucson and Southern Arizona (UWTSA) impact council, with the purpose to prepare all Pima County youth for success in college, work and life such that they are ready by 21 and connected by 25. In 2013, the Aspen Institute awarded United Way of Tucson and Southern Arizona development funding to establish a cross-sector collaborative (YOTR Collaborative) to improve educational and career outcomes for youth between 16-24 years old who are neither in school nor working. In 2014 the Aspen Institute awarded United Way of Tucson and Southern Arizona, YOTR a three-year implementation grant through its Opportunity Youth Incentive Fund with the purposes of 1) demonstrating higher rates of reconnection to education and employment among disconnected youth; 2) catalyze the adoption of effective approaches in education and career attainment leading to family-sustaining careers; and 3) leverage system and policy changes at local, state and national levels to remove system barriers.

Opportunity youth are called such because they are seeking opportunities to envision and work toward life goals. They also represent an opportunity to impact community economic development by filling entry level career positions in local industries. Current statistics indicate that there are 20,540 youth between the ages of 16-24 who are not in school or working (Opportunity Index, 2015). These youth not only represent a loss of human potential, they also represent an economic loss to our communities. Expressed in 2011 dollars, one 16 year old opportunity youth will impose a taxpayer burden of \$235,680 and a social burden of \$755,900 over a lifetime (Economic Value of Opportunity Youth Report, 2012). The social burden is composed of lost gross earnings, health expenditures, crime costs, welfare and social services, public and private cost of education, and the marginal excess tax burden – the increase of taxes due to a decreased tax base (Moretti, 2004).

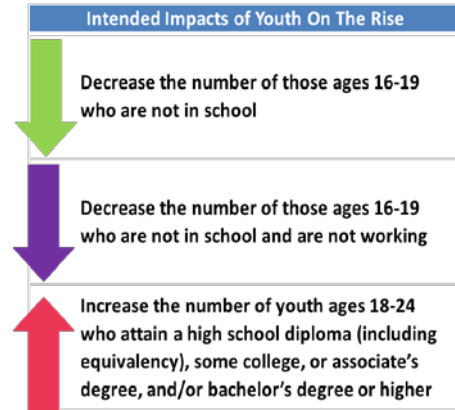
Investing in re-engagement strategies require investment from public and private sources, including educational institutions, business, community-based agencies, government, and philanthropic organizations. According to the Economic Value of Opportunity Youth Report, studies have found that investment in re-engagement efforts have a large payoff to both the taxpayer and society. Taking account of the costs of five specific programs that demonstrated effectiveness in reducing high school dropouts, it was estimated that the return on the investment of the taxpayer was as much as 3.5 times the cost for each additional high school graduate (Belfield & Levin 2007). All five programs that were evaluated showed large net gains after costs were deducted.



YOTR is a 40+ cross-sector partnership of organizations working to leverage Pima County leadership and investments to improve education and employment systems for opportunity youth. Opportunity youth (OY) are those youth ages 16 – 24 who have left high school without a credential and/or are not working on a career path. Youth on the Rise, the opportunity youth change network, is committed to amplifying youth voice, using data and leveraging existing resources to provide opportunity youth quality education and career pathways that lead to economic and social stability.

In 2015 thru 2016, the Youth on the Rise work evolved further and is now a strategic Change Network for the Cradle to Career Partnership serving all of Pima County. As a Change Network within the Cradle to Career Partnership, YOTR is responsible for identifying and scaling up best practices to re-connect opportunity youth and lead them to credential completion and workforce placement (www.c2cpima.org). Currently 25 partners have signed the formal YOTR Cradle to Career Partnership agreement. Exhibit 1 provides an overview of the intended long-term impacts of YOTR's work.

Exhibit 1. YOTR Program Intended Impacts

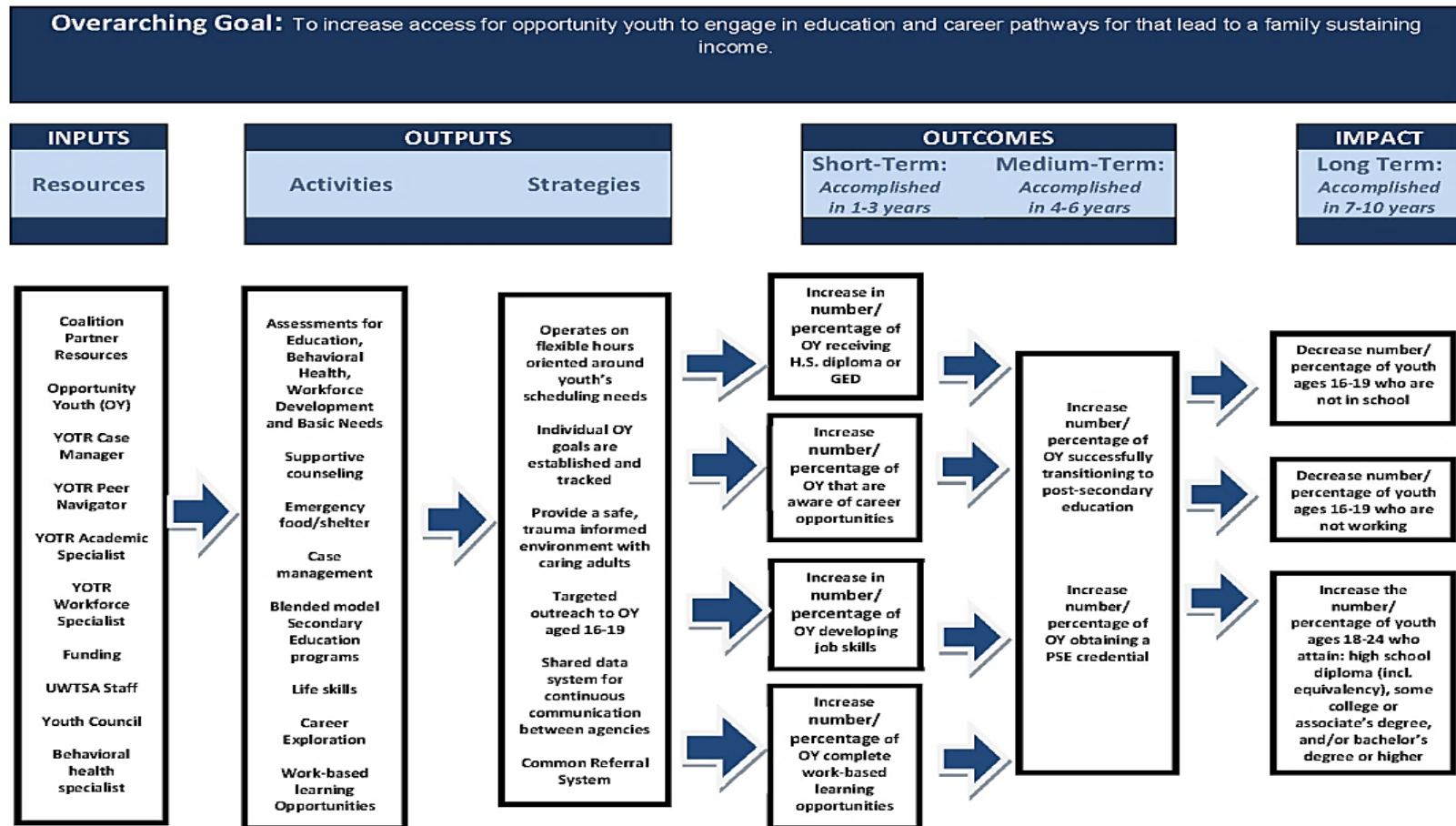


Using a collective impact framework, YOTR aims to re-engage disconnected youth through improved coordination of services. YOTR focuses on creating and expanding pathways that allow these youth to make meaningful and sustained connections to education and employment by implementing Re-engagement Centers (RECs). The REC co-locates multiple services for youth including education programs, behavioral health services, workforce development classes, support services, and personal growth classes. Additionally, youth are connected to a Pathway Coach who co-creates a pathway plan with the youth and monitors their progress. The case manager and the youth work together to ensure that the youth has the resources they need so they can accomplish their education and career goals.

Exhibits 2 and 3, following, present logic models that further describe the intentions of the two major components of this initiative. Exhibit 2 outlines the Re-Engagement Center prototype logic model. This prototype is currently being revised to reflect lessons learned and the shift of YOTR as a change network within Cradle to Career Partnership. Exhibit 3 outlines how the collaboration intends to create system level changes in support of Opportunity Youth.



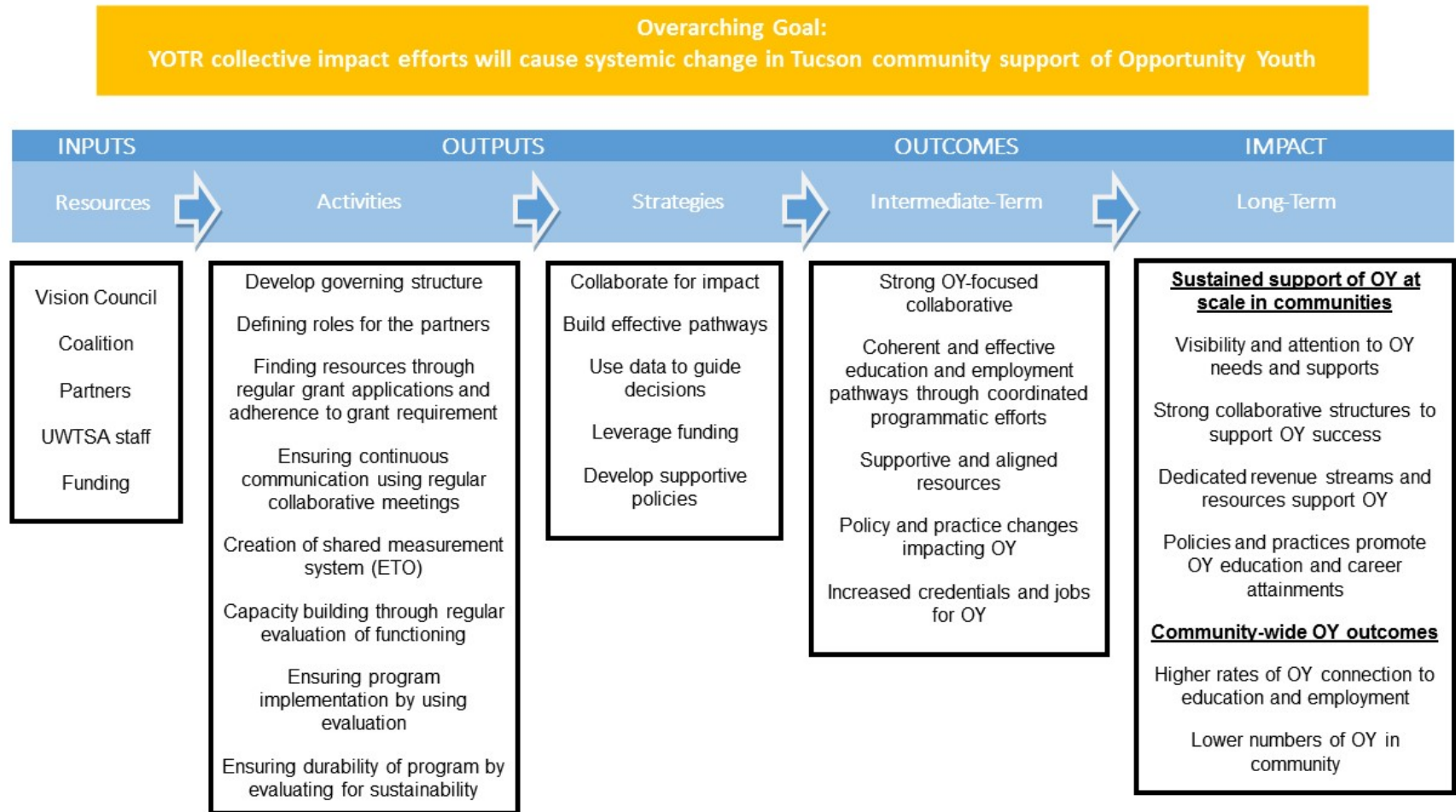
Exhibit 2. YOTR Re-Engagement Center Logic Model*



*NOTE: As of May 2016, YOTR is in the process of revising and refining the REC programmatic logic model and project charter.



Exhibit 3. YOTR Collaboration Logic Model*



*NOTE: In May of 2016 the Vision Council began a process to change its name and scope to better align with Cradle to Career and YOTR's role as a Change Network for the Cradle to Career Partnership



Overview of Evaluation Design

The aims of the evaluation for 2015 to 2016 were to: (1) report on youth level outcomes related to the pursuit of educational and or career development related goals; (2) describe Pathway Partner's performance levels or quality of programming; (3) assess YOTR's development as a collaborative using the Collective Impact approach; and (4) present findings to YOTR leadership groups for program improvement. Logic models were developed to guide the evaluation to understand how resources, activities and strategies are impacting collaborative efforts and outcomes. Both the collaborative and youth level outcome evaluation use mixed methods and include analysis of both quantitative and qualitative data and use a developmental evaluation approach. The time period for this annual report covers March 2015 through May 2016; approximately 15 months.

Developmental evaluation (DE) has emerged in the past several decades as an innovation of the traditional model of program evaluation (PE), by providing a framework for evaluation in situations where a traditional formative/summative model does not fit (Dickson & Saunders, 2014). DE is suited for programs in their infancy, where innovation and complexity make traditional PE less useful as a tool to drive action (Patton, 2011). This method allows for evolution within program planning and implementation, providing a supportive and complementary role to program development.

The following were the evaluation questions:

Implementation of the REC

- How effective is the implementation of the Re-Engagement Center (REC)?
- What are the key characteristics of youth enrolling into the YOTR Re-engagement Center (REC)?
- How are youth progressing on their educational and or career related goals?
- Are the Pathway programs being utilized efficiently and effectively?
- What types of community supports are youth involved with upon enrollment, completion and exiting the Pathway programs?

Collective Impact Collaboration

- How effective is the YOTR Collaborative in a collective impact effort to reduce the number of youth in Pima County ages 16 – 24 who are out of school and or not working?
- What high level principles and purposes does YOTR have?



- What aspects of the collaborative work well? What are in need of improvement? How is the collaborative as a productive team environment?
- What do partners perceive as strengths of the program and barriers to program effectiveness at the collaborative level? What are the learning and developmental needs of YOTR?
- To what extent has the YOTR program been implemented with fidelity to the collective impact model, in terms of:
 - Common agenda;
 - Shared measurement;
 - Mutually reinforcing activities;
 - Continuous communication; and
 - Backbone support?

This report will present findings in response to each evaluation question. Then a separate section on recommendations will be presented with the intent of improvements to the initiative for 2016 to 2017.



Implementation of the REC

How effective is the implementation of the Re-Engagement Center (REC)?

Starting in March of 2015, YOTR started a prototype re-engagement center, The REC, with the following foundational components: relational approach to case management; partnership approach to case management; data management through a shared system across partners; use of data to determine gaps and duplications in systems of service; and a partnership approach to refinement and improvement of The REC as a YOTR strategy.

The REC is defined as a hub that connects opportunity youth seeking secondary, post-secondary and workforce credentials, while receiving social support services. The REC is intended to function as a site for outreach, assessment, and referrals managed through a relational approach to reengagement that uses progress monitored pathway plans that are supported by a shared data management system. “Re-engagement Center” (REC) means a site that conducts outreach to encourage out-of-school youth to return to school and assists youth in resuming their education and moving into the workforce. A key feature of the YOTR REC is the provision of social support services that wrap-around youth so they can overcome barriers to their education and work goals. The case management of each youth is carried out by a Pathway Coach who uses a relational approach to build trusting relationships that can nurture the development of confidence, resilience, and leadership skills of opportunity youth. Pathway Coaches are advisors rather than managers. Additionally, a REC is a safe, welcoming place for opportunity youth to visit, not only to meet with their Pathway Coach, but to take advantage of learning opportunities related to school, work, and personal development. A REC is a place that empowers youth; it is a place that will enhance the strengths of opportunity youth.



Evaluation Methods

Evaluation staff met with REC program staff, UW backbone leadership and other stakeholders in the design of the evaluation methods. As mentioned earlier, the purpose of the evaluation for this initial implementation period was to describe the process of implementation and to begin to collect data on youth outcomes. Upon enrollment into The REC, demographic information was collected from youth after voluntarily agreeing to participate in the evaluation. As youth met with REC staff over time, staff were to track the youth's goals and progress related to secondary, post-secondary education and workforce credentials, and the receipt of social support services. REC staff were trained in the use of the GAIN-Q, an assessment tool for youth that identifies needs and levels of risk in order to assist staff with developing referral plans / supports for each youth.

Evaluation staff trained REC staff in the use of goal attainment scaling as a method to document and track youth progress based on the youth's unique needs. REC staff were trained in the use of an electronic case management data system that was to be used for each youth in order to track youth progress over time. Interview invitations were extended to key stakeholders to the REC's implementation, including: youth involved in a leadership role with YOTR; youth receiving services; adult service providers associated with the REC; and REC staff were invited to participate to include their perceptions in how the REC was being implemented. The evaluation design was developmental and primarily descriptive.

A critical consideration is that this time period was considered a prototyping time period for the implementation of The REC. YOTR leadership and program staff were designing and implementing a new approach to supporting opportunity youth. Therefore the program is not considered mature in terms of its development. This is an important fact to take into account when considering the findings in this report.

As referenced above in the logic model, the intended youth level outcomes have been developed in concert with the funding bodies to be reported on each program year. These outcomes are reported by the following characteristics; gender, race, ages 16-19, ages 20-24, ages other (not falling into the other age categories given), foster care involved, court involved, parenting, and homeless. Exhibit 4 illustrates the types of youth-level outcomes that are collected for reporting to funding sources.



Exhibit 4. Youth-Level Outcomes

Outcome	Reporting Description
Youth Enrolled in Secondary Credential Program	Reported by type of high school equivalency credential that is awarded by the program
Youth Earned a Secondary Credential	Reported by type of Diploma or GEDs (other high school equivalency)
Youth Enrolled in an Internship or Related Work Experience Program Connected to a Pathway	Reported by type; Internship or Related Work Interest
Youth Completed an Internship or Related Work Experience Program Connected to a Pathway	Reported by type; Internship or Related Work Interest
Youth Enrolled in a Career / Industry Training Program	Reported by program type; Apprenticeship or Short Term Certificate
Youth Completed a Career / Industry Training Program	Reported by program type; Apprenticeship or Short Term Certificate
Youth Completed a Career / Industry Training Program	Reported by program type; Apprenticeship or Short Term Certificate
Youth Enrolled in a Post-Secondary Program	Reported by program type; Short Term Certificate, 2 year degree and or 4 year degree.
Youth Completed a Post-Secondary Program	Reported by program type; Short Term Certificate, 2 year degree and or 4 year degree.
Youth Obtained Gainful Employment	Reported as employment that is sustainable and has the potential for career advancement.

In addition to these outcomes, The REC also intended to provide youth support so youth could overcome barriers to their education and work goals. These kinds of supports are intended to help stabilize youth and re-engage youth so that youth have an increased sense of self-efficacy, maintain and or increase healthy behaviors, and that youth are more connected to others in the Tucson community.

A key component of the YOTR collaboration, the Vision Council¹, is comprised of eleven YOTR Partners who meet on a regular basis to make decisions about the priorities of YOTR. These Partners include chairs of workgroups, the Backbone Organization: United Way of Tucson and Southern Arizona, and a Cradle to Career liaison. The Partners who function as workgroup chairs represent public and private sector organizations that interact with

¹ NOTE: As of May 2016 the Vision Council began a process to change its name and scope to better align with Cradle to Career Partnership and YOTR's role as a Change Network for the Cradle to Career Partnership



Opportunity Youth. The Vision Council functions as an advisory committee that provides guidance and strategic direction to YOTR to ensure the organization is meeting its goals and objectives.

Focus groups and semi-structured interviews were done with members of the Youth Leadership Council (UYLC) and members of the Vision Council in order to gather their perceptions of how well The REC and YOTR were being implemented.

Members of the United Youth Leadership Council were interviewed by focus group in August of 2015 to learn more about the conditions that create high rates of “Disconnected Youth”, and its members’ experiences with the YOTR and REC programs. Four full members and one provisional member of the UYLC were present for the focus group with only one UYLC member unable to attend. Efforts were taken to complete an individual interview with this member however this was not able to be coordinated in time to include in this report. Participants provided invaluable insight into the way Opportunity Youth experience programs such as the REC.

The focus group was conducted by two LMA staff, one of which facilitated the group while the other recorded responses. After gathering approval from the group, the focus group was audio-recorded to assist in later data analysis. The focus group lasted one hour and the protocol and focus group questions can be found in the Appendix A.

In an attempt to enhance the validity of the data as well as to provide the UYLC members with an opportunity to provide active input into the reporting of the results, initial findings were submitted to each participant to perform a secondary member check of the data. The youth were encouraged to provide feedback of any sort with particular focus on any topics or areas of information that felt unrepresented or under-represented in the data. LMA received no direct feedback from the participants regarding the initial results.

The Vision Council interviews were done in January of 2016, after the decision to have The REC implemented by a new provider and moved to a new location had been made by the Vision Council. Client enrollment had been lower than expected and movement on pathways was not as robust as desired. Respondents were asked to provide insight into the collaboration and into past and current implementation of the REC. REC staff was also approached to participate in the interview process; however, none responded to our requests. The interviews were conducted by three LMA staff over a two-week period, each interview lasted approximately thirty minutes and the interview questions can be found in the Appendix B. In an attempt to enhance the validity of the data as well as to provide the Vision Council members with an opportunity to provide active input into the reporting of



the results, initial findings were submitted to each participant to perform a secondary member check of the data.

What are the key characteristics of youth enrolling into the YOTR Re-engagement Center (REC)?

At the end of March 2016, after 13 months of open enrollment, a total of approximately 73 youth had contacted The REC and 35 were actively involved with REC staff. Less than half, 48%, of those who contacted The REC were actively enrolled in the REC at the end of March 2016. The following data (Exhibit 5) reflects those 35 youth who were actively involved with The REC.

Exhibit 5. Characteristics of Enrolled Youth (March 2016)

Characteristic	Data
Gender / Age	51% of the 35 youth identified as female 69% of all youth were between the ages of 16 to 20 years of age and the remaining (31%) were above the age of 21.
Marital / Parental Status	All youth identified as single. 74% of all youth reported having no children, 17% reported having one child and 9% reported having more than one child.
Race / Ethnicity / Language	71% of the 35 youth self-identified as Hispanic. 26% of the 35 youth indicated more than one type of race, 23% reported as "White", 20% reported as "Black or African American" and 31% are unknown. 21% report that Spanish is the primary language spoken in their home.
Housing	53% are living with a parent(s), 12% are living on their own — renting, 9% are in marginal housing or have no housing, 6% are living with a relative. The remaining report living with a non-relative, being in transitional type housing, being in detention and or "other".
Government Benefits	44% reported that they and or their family received a benefit such as free and reduced lunch and or food stamps for nutrition assistance.
Education/Employment:	17% reported being either full or part time employed and 12% reported involvement in an education program — currently attending high school.
Involvement in Foster Care / Juvenile Justice	15% reported involvement in Foster Care and 12% reported involvement with Juvenile Justice.



Youth Voice: Characteristics of Youth Enrolled in the REC from March 2015 through March 2016

A key component of the YOTR collaborative is incorporating youth voice into their REC experience. One way to incorporate youth voice and a strengths-based interaction was to include youth-identified strengths in the enrollment process. Youth reported bringing these kinds of strengths and skills to the YOTR efforts:

- *Student is determined, readiness, leadership skills, development, and intelligence.*
- *Youth states she is motivated and determined.*
- *Open minded, obedient, works well with others.*
- *Determination and positivity.*
- *Good worker, reliable, honest, completes tasks, thorough, can do small maintenance, cleaning, organizing, basic mechanical.*
- *Reading (it's easy), science (likes the experiments), some sports.*
- *Determination, persistence.*
- *...motivated, goal oriented, eagerly seeks knowledge, is hard working, and has excellent customer service skills.*
- *I arrive on time to work every day.*
- *I work well with others.*
- *I'm very outgoing. I work well with others. I feel like I can help others. I'm well organized. I'm motivated.*
- *I can bring a positive attitude along with a strong work ethic towards success.*
- *I'll bring the best out of me to this Youth on the Rise.*
- *I feel motivated because I have an opportunity to get done with school. I am friendly, responsible and respectful.*
- *Youth states he is hard working, reliable, responsible, and respectful.*
- *People friendly, hard worker, willing to learn, knows where he is headed and has goals set.*
- *Youth states he is a fast learner, is willing to work any hours.*
- *Youth states her strengths are being a good mom, she is caring, is a good listener, and is helpful.*
- *Friendly, eager to learn, independent.*
- *Like to work with my hands, art.*
- *Dedication.*
- *He likes working with his hands, enjoys working with animals, and he is willing to learn.*
- *Youth states, "I am a good listener for sure. I am very smart with my mouth. I am patient. I don't mind challenges, and I work hard."*
- *Youth states that she is a good friend, she is loyal and committed, responsible, a good listener, and is part of a good support system.*
- *Good at cooking, patient, friendly, works well with others, and works well with children.*



- *Writing, working with others.*
- *Likes people, sports, Technology.*
- *Likes working with others, good working with kids, art.*

How are youth progressing on their educational and or career related goals?

As of May 2016, nine participants have achieved goals which were documented in the ETO system (see Exhibit 6). Five of these goals were classified as the “Connection to Career” type, with three of those five being to obtain and maintain employment and the other two goals related to job searches and building skills. Three goals were classified as the “Educational Momentum” type, and all were focused on making progress toward diplomas or GEDs. There are no recorded earnings of secondary or post-secondary credentials as of this report date. There was one stabilization-type goal related to gaining healthcare coverage for a youth. Complete outcome data for youth goals is available in Appendix B.

Exhibit 6. Youth Goal Attainment as of May 2016

Goal Type	Number Achieved	Number Active	Number Inactive
Connection to Career	5	11	1
Educational Momentum	3	28	2
Stabilization/Re-Engagement	1	3	0

Are the Pathway programs being utilized efficiently and effectively?

As mentioned above, starting in March 2015 The REC was opened and began to enroll youth. REC staff were trained in data collection procedures that were designed to allow staff to monitor how youth were progressing on their educational and career goals. In addition, work was done with REC staff and the United Way project coordinator on how to document the involvement of Pathway programs who would be assisting youth to reach their goals. To that end, evaluation staff assisted United Way legal staff with the development of a Data Sharing Agreement and United Way project staff would then work with each Partner Agency to secure. In addition, design was initiated to plan for documenting Pathway supports through the electronic case management system. Once youth were entering Pathways and interacting with Partner organizations, then the data system could be accessed from the REC or Partner’s organization and staff could view



youth progress in real time. The data sharing system has been designed to accommodate this function. Evaluation staff have also developed training materials for use once the Pathway Partners are engaged in this manner. The REC staff was not able to consistently and accurately document youth progress on outcomes during this time period. The data entry processes that REC staff were trained in were not consistently adhered to, found to be often unreliable, and monthly data quality checks resulted in a great deal of missing data in each case file. These issues were brought to the United Way project coordinator and The REC staff and leadership. However, throughout the majority of this time period significant problems continued with accurate data collection and case monitoring. Evaluation staff met with REC staff multiple times in order to assist with training staff on how to enter data. In addition, based on feedback from The REC staff, evaluation staff made changes to the data entry process, forms and fields in the electronic data base. In February and March of 2016 evaluation staff reviewed every single hard copy case record in order to verify data that was entered into the case management system, and identify missing data elements to try and rectify through more contact with staff and or staff communicating with youth. Despite these efforts, the data related to tracking youth progress and measuring outcomes was either too often missing or of very poor quality.

What types of community supports are youth involved with upon enrollment, completion and exiting the Pathway programs?

As described above, there was not consistent documentation of how youth engaged with Pathway Partners and therefore no data or findings to report on at the time of this report.



Stakeholder Reflections on Implementation

Youth Voice: Views of the United Youth Leadership Council on REC Implementation– August 2015²

The data from the focus group of the youth leadership group contained common themes that spanned across the three primary questions asked.

Q1: Barriers to Youth Engagement

Based on your experiences or knowledge about youth who may not be in school and or may not be working, what do you think are the three biggest barriers these youth face in either getting re-connected to school, a job or both (Exhibit 7)?

Exhibit 7. Barriers to Youth Engagement

List of Common Themes	Frequency
Negative Influence of Family/Social Networks	12
Knowledge/Awareness of Resources	6
Lack of Referrals from other agencies/organizations	6
Transportation	5
Location of resource centers	5

Key Findings

The negative influence of family and social networks was repeatedly mentioned as a barrier to youth seeking help in the first place. Multiple participants indicated that family and social expectations played a major role in either staying connected or getting re-connected with school or work. One participant stated, “We were just always in the streets; I was always in the streets just doing no good. We looked up to people but I wouldn’t say good people.”

Connected to the influence of family and social networks, two participants spoke at length about overcoming stereotypes such as “Only white people go to school” and how such

² NOTE: Since time of data collection the REC has been transitioned to a new space and new oversight agency.



stereotypes can hold youth back. While this was not a regularly occurring theme, it clearly resonated with all participants present.

Knowledge/awareness of resources, lack of referrals, transportation and location of resource centers all suggest a general concern regarding basic access to services as a barrier for Opportunity Youth.

Q2: Experience with the UYLC, the REC or YOTR

Tell me about your experiences with the Leadership Council, the REC or YOTR. This can be positive or negative experiences: what about these programs is important for people to know or understand (Exhibit 8)?

Exhibit 8. Respondent Experience with UYLC, REC, and YOTR

List of Common Themes	Frequency
Poor Rapport Building by REC staff	16
Physical Accommodations of the REC	12
Cultural Competence/Acceptance of REC Staff	8
Pride in Positive Accomplishments of the UYLC	7
Availability of Staff within the REC	6
UYLC need for more role clarity	4

Key Findings

The participants' perception of REC staff was a common theme throughout the focus group. This is reflected in the frequency of both the rapport building and cultural competence themes listed above. Participants held staff at Goodwill Metro as an example of staff members "willing to go above and beyond" and who "will always stay up to date with your life" as positive examples of what REC staff should aspire to.

Participants reported feeling "judged" and "molded" rather than supported by REC staff and felt REC staff were "too professional" in their demeanor toward youth.

The physical accommodations of the REC was a major point of emphasis for the group, describing the REC as "moldy", "stinky" and "hotter than hell". Several participants reported feeling the REC had an "institutionalized" and "prison-like" feel that discouraged youth participation.

Discussion regarding the role of the youth leadership council was regularly highlighted by pride in their accomplishments, including creating their mission statement and by-laws as well as helping to improve the REC facilities but was tempered by feelings of lack of trust



in the UYLC from YOTR partners. One participant, referring to YOTR partners in general, stated, “it’s incredible to see how much they doubt us” and added later, “but we prove them wrong again and again.”

Q3. Suggestions for REC improvement

The plan is to eventually open more RECs in Tucson. What is your advice to the people who are working on this? What do they need to be doing to make sure a new REC is helpful to youth (Exhibit 9)?

Exhibit 9. Suggestions for REC improvement

List of Common Themes	Frequency
Improve the Physical Space	12
Quality Staff	8
Transportation	5
Financial Incentives	4

Key Findings

Making the REC a place where youth actually want to go seemed to be of primary importance to the group. The physical space and accommodations of any new REC were regularly cited as a suggestion for improvement. Suggestions included natural lighting, plants/something living, new furniture and “not hand-me-downs”. One participant remarked, “Surround them with something that is out of this world”, while another stated “something that does not feel like poverty, something that doesn’t feel institutionalized.”

Staff that focuses on building positive relationships with the youth and who “welcome you with open arms” was another common suggestion. The participants favored individuals with experience working with youth, who would treat them with respect and who “would be available to talk about anything.”

Suggestions related to increasing initial and ongoing participation such as improved transportation options that extend beyond bus vouchers and financial incentives for participation were also a common theme. While transportation did not get discussed as often as other themes, this was referred to by multiple participants as a “huge” or “major” factor in accessing services.



Q4. Other Suggestions

You are the experts: What did we miss? What questions should we have asked (Exhibit 10)?

Exhibit 10. Other Suggestions from Vision Council

List of Common Themes	Frequency
Role Clarity	2

Key Findings

Participants cited wanting to be able to meet more often with youth and act as mentors at the REC or in other venues as a future goal for the Youth Leadership Council but felt uncertain how to relate to REC staff in order to serve in this capacity. Additionally, they reported to not have a clear understanding of the overall role of the United Youth Leadership Council within the larger YOTR initiative.

Q5. Member Check / UYLC Written Response to Findings

Based on your review of the initial findings, what additional input or suggestions would you give to help improve the overall effectiveness of the UYLC, REC or YOTR?

Key Findings

No feedback was provided by original participants regarding the initial data at the time of writing this report. If input is provided in the future it may be included as an addendum to this report.

This lack of feedback could be a point of emphasis for program improvement for the Youth Council itself as consistent YLC reports of not feeling heard or trusted by YOTR partners could be the result of poor or inconsistent communication from both sides.



Collaboration Leadership: Views of Vision Council Members – January 2016

Leadership

I'd like to ask you to reflect upon the leadership of YOTR. How skilled is the leadership in working with the coalition? How does leadership influence implementation of the REC (Exhibit 11)?

Exhibit 11. Leadership: Common Themes

Common Themes
YOTR is comprised of skilled leaders.
Vision Council members have embraced their new leadership role.
Only a few YOTR partners act as leaders or are actively engaged partners.
UWTSA proves to be a strong backbone organization.
UWTSA might be overwhelmed with tasks that are responsibility of collaboration.
There has been a very high level of involvement among members of the Vision Council.

Key Findings

There is consensus among VC members that the development of workgroups has led to partners stepping into leadership roles. VC members expressed satisfaction with the recent decision to terminate the then-current contract at the REC, and that this was born out of the desire to keep work centered on the youth YOTR is serving. Although more members have been stepping up into leadership roles, several VC members reported that there is a need for all YOTR members to be active. VC members were in agreement that the backbone organization is doing a great job of coordinating, listening, and keeping VC members in the loop. Several VC members expressed awareness that they have been slow to take on necessary work, and that the completion of tasks regularly falls on the backbone agency.

Some concern exists regarding communication between partner organizations and REC staff.

-Vision Council Interviews, 2016



Decision-Making

Thinking of decision making within YOTR: how is the YOTR Partner-level decision-making related to implementation of the REC? The Vision-Council level of decision making (Exhibit 12)?

Exhibit 12. Decision-Making: Common Themes

Common Themes

There is some disconnect between what is discussed at Vision Council meetings and what activities are actually implemented at the REC.

Members who take more initiative in YOTR activities have a stronger voice.

There should be more input from all YOTR partners.

The Vision Council's recent increase in decision-making authority has been positive.

The Vision Council is using data to make more informed decisions; though incorporating data into decision-making should have occurred sooner.

Key Findings

Many interviewees reported that although YOTR partners have a shared vision about what should be implemented at the REC, these ideas are not actually being carried out. There was a stated need for more data to be collected on students to drive decision making. Interviewees were satisfied that leadership used data to decide on the site change and development of "Request for Qualifications" (RFQ) process for the REC; however, several respondents stated this switch should have occurred sooner. Decision-making within the Vision Council has been by unanimous agreement. The VC intends to take on a larger role in the RFQ process. Respondents noted that people who are actively involved in and invested in the decision making process are the ones influencing the direction of the REC. Interviewees stated the need for all YOTR partners to have their voices influence the REC.



Communication

What is the quality of communication between REC staff and YOTR members? REC staff and Vision Council? How is the quality of that communication related to implementation of the REC (Exhibit 13)?



Exhibit 13. Communication: Common Themes

Common Themes

The quality of communication can be defensive/inconsistent between REC staff and YOTR members.

There should be increased communication between REC staff and the Vision Council.

Base Camp has been utilized consistently by UWTSA and YOTR workgroups for communication.

Most VC members spoke favorably of using Basecamp for communication; however, there was concern that Basecamp does not have the capacity for the level of collaboration that is needed.

There is a need for more communication between Tucson school districts and YOTR members.

Key Findings

There are concerns about the level of communication between REC staff and YOTR members. Several respondents noted there is a need for a direct line of communication between REC and Vision Council, and suggested that structural changes might allow for this communication to occur. VC members spoke positively of the level of communication with the backbone organization, and noted that UWTSA regularly solicits feedback from the Vision Council. It was suggested that there should be a coordinator role to function as “boots on the ground” at the REC to work as a bridge between REC and the coalition. There is a need for work group information and activities to be shared regularly with the Vision Council and the collaboration at large. One interviewee suggested that incorporating short reports from REC staff in monthly meetings would be beneficial for closing gaps in communication.



Conflict

What types of conflict are arising? How does this conflict influence implementation of the REC (Exhibit 14)?

Exhibit 14. Conflict: Common Themes

List of Common Themes

Overall, conflict is not seen by leadership.

There has been less conflict since the site change decision.

There is some conflict around the lack of clear communication between partner organizations and REC staff.

There is some conflict around differing partner agendas.

Key Findings

Most VC members reported they did not currently perceive there to be conflict with implementation of the REC since the termination of the previous site's contract. Some members reported that conflict arises from partners adhering to the philosophies of their own respective organizations while being less open to collaboration with partners and keeping youth centered in their work. One VC member felt that some Partner dynamics may be barriers to building trusting relationships.



There was some concern that a lack of transparency during the process of finding a new site will cause conflict. The VC also noted the need for establishing clear goals at meetings to keep partners engaged in the initiative. Several VC members stated there was a need to increase involvement from school districts and one remarked that they perceived some difficulty working with Tucson Unified School District (TUSD) to enroll students in the REC due to differences in each organizations' structure.



Benefits and Costs

What are the organizational costs and benefits of participation in YOTR for the Partners? How are the organizational costs and benefits of participation related to implementation of the REC (Exhibit 15)?

Exhibit 15. Benefits and Costs to Partners: Common Themes

Common Themes: Benefits	Common Themes: Costs
Opportunity to Engage with Youth	Time
Sharing Pathways	Frustration with Lack of Engagement
Seeing Change in the Community	
Data Sharing	
Networking	
Professional Development	
Learning of Resources	
Ability to Fine-tune and Specialize Resources	
Ability to re-allocate resources rather than duplicate efforts	

Key Findings

VC members identified many benefits to being a part of YOTR (see Exhibit 5). Several interviewees noted the benefit of being able to network and the ability to reach more OY in their respective agencies. Most VC members reported that time is the biggest cost of



participation in YOTR. One VC member stated, “The time involved with participating in YOTR is substantial; however, the value is worth it because of the population we are serving.” Several interviewees also stated that a cost of participation is frustration with lack of engagement between YOTR and the REC. Some VC members suggested holding meetings at the REC and having the REC provide reports to YOTR/VC might increase engagement.

“The time involved with participating in YOTR is substantial; however, the value is worth it because of the population we are serving.”
-Vision Council Interview, 2016



Organization Climate and Structure

What are the members' perceptions of cohesiveness and task focus of the REC implementation? How does the current level of formalization (formal organizational structure with leadership/workgroups etc.) affect implementation of the REC (Exhibit 16)?

Exhibit 16. Organizational Climate and Structure: Common Themes

Common Themes

There is a need for someone to hold REC staff accountable in order to see more follow-through.

There is a need for a strong leading voice pushing for improvement.

Cohesion has not been a strength of implementation over the last year.

YOTR and REC need for more support in order to be well-implemented.

Members need buy in to Collective Impact and not see YOTR as competition.

There is concern about REC relying on the host agency rather than partner referrals.

The current level of formalization has had a huge influence on the implementation of the REC.

There should be an increased focus on engaging partners.

The Vision Council should work more directly with REC staff.

There is a need to increase communication between workgroups.

Key Findings

Several VC members reported a new sense of excitement for the REC and the RFQ process providing the possibility to have an increased capacity to serve youth. There was some expressed concern around most partners not knowing what occurs at the REC and a lack of cohesion in the transition of the knowledge. There was a stated need to learn more about the organizational structure of the REC. One member stated there is confusion that the REC is taking the OY population away from other agencies and a greater understanding of the role of the REC would lead to more referrals to the REC by partners. Several VC members stated the formalization of structure has had a huge impact on momentum of completion of activities, and this



formalized collaboration structure should be maintained or increased. One VC member perceived the youth development workgroup to be the primary workgroup focused on implementation. There was a stated need to increase attendance at workgroup meetings.

"I don't know that the average Partner knows what is going on at the REC."

**-Vision Council
Interview, 2016**



Staff Roles

How is work distributed between the coalition members, leaders, United Way and REC staff? How does REC staff role influence implementation (Exhibit 17)?

Exhibit 17. Staff Roles: Common Themes

Common Themes

REC staff may not have been appropriately skilled to support YOTR coalition and REC work.

Division of work is heavy on backbone agency.

Most partners feel that they do not have clarity around their role in YOTR.

The Vision Council is not clear on their formal responsibilities.

There seems to be a lack of clarity around roles of staff at the REC.

The REC staff does not feel supported by YOTR.

UWTSA might not have an efficient and effective way to communicate with the REC.

Key Findings

There was consensus that there is a need for YOTR to take a larger role in overseeing the implementation of the REC. Several interviewees stated that a significant portion of work has fallen on UWTSA, and work should be distributed more evenly between UWTSA and the Vision Council. One respondent stated that partners do not understand how to partner with the REC because they feel as though REC activities directly compete with the work of their respective agencies. Members feel that REC staff has a huge influence on implementation of the work of YOTR as they are the ones making face-to-face contact with OY. One VC member suggested more focus on incorporating youth into meetings and involving them in the RFQ process. Some members stated that they would like YOTR to set explicit expectations for leadership roles. Some VC members expressed personal feelings of falling short as far as reviewing updates and understanding the distribution of work among staff members. One VC member stated “I would like to meet expectations...sometimes I feel I am letting them [Vision Council] down.”

“I would like to meet expectations...sometimes I feel I am letting them [vision council] down.”

-Vision Council
Interview, 2016



Member Profiles

Who isn't involved in YOTR who should be? How does this gap in the coalition membership influence implementation of the REC? Who is responsible for recruiting to fill gaps (Exhibit 18)?

VC members reflected on a need to look inward and re-engage existing Partner's commitment to the work of YOTR. One interviewee stated "[The] coalition needs to re-energize and reactivate commitment of all members."

Exhibit 18. Member Recruitment: Common Themes

Recruitment Responsibilities

There is a need for members who are motivated and ready to work.

Workgroups should be challenged to bring in stakeholders.

All members should increase motivation and engagement.

Key Findings

VC members identified who they would like to see at the table at partner meetings that were not currently partners in YOTR (Exhibit 19) Several VC members stated that a stronger presence from public school entities would be beneficial to strengthening the YOTR coalition because without secondary school relationships, YOTR is unable to effectively communicate education options to youth.

Currently, YOTR primarily focuses on charter and alternative schools. Several VC members stated that a stronger presence from public school entities would be beneficial to strengthening the YOTR coalition because without secondary school relationships, YOTR is unable to effectively communicate education options to youth.

Exhibit 19. Partnership Gaps: Common Themes

Partnership Gaps

Behavioral health organizations

Organizations that offer intensive case management

School Districts

Businesses that offer work training opportunities

Corporate Partners

Government Partners

More culturally diverse partners such as Native American tribes

Organizations that support individuals with intellectual or physical disabilities



Suggestions/Areas of Priority

The following exhibit reflects suggestions from the interviews of potential areas of focus and next steps for YOTR as they focus on continuous improvement (Exhibit 20).

Exhibit 20. Suggestions and Areas of Priority

Suggestions/Areas of Priority

Increase task clarity for VC members and YOTR members.

Implement structural changes to allow for improved communication between REC and Vision Council.

Establish a coordinator role to function as “boots on the ground” at the REC to work as a bridge between REC and the coalition.

Hold VC meetings at the REC.

Establish reporting practices from the REC to YOTR/VC.

Incorporate youth to a greater degree into meetings and the RFQ process.

Recruit a greater presence from public school entities.

Additional Considerations

As mentioned earlier, this time period was one of prototyping The REC model. Of note concerning the context of this prototyping effort to implement The REC were discussions at YOTR leadership meetings, Vision Council meetings, in which it was noted that there were significant problems with the physical space at The REC. In addition, REC leadership and staff noted that the significant needs of youth resulted in considerable time taken to initially engage youth and find them immediate supports before the youth could even begin to benefit from program and begin a Pathway. Additional resources that were needed for use by REC opportunity youth were often not present. For example, YOTR partners had committed to providing access to computer labs and other educational, enrichment programming but were never provided. There was also turn-over in REC staff during the initial period of implementation.

Another consideration is that as of December / January of this past year (2015), a decision was made to move The REC from the initial provider and location and put out a request for qualifications to secure a new provider agency and location. This work is finishing up in May of 2016 with a new provider, a new REC starting up in June 2016. This resulted in REC staff, youth and others knowing that a significant transition would occur and resulted in The REC functioning in a transitional state for at least 4 months during the prototyping period.



Collective Impact Collaboration

It should be noted that in the past three years of the YOTR initiative there has been three different YOTR project coordinators leading the effort for the backbone agency. The most recent YOTR lead staff person from the backbone agency resigned towards the end of this first year prototyping period. There has also been change to the overall collaborative structure of the YOTR that was undertaken during the past 12 months. An internal restructuring of how the collaborative functions were undertaken which has resulted in new leadership for the Vision Council, new membership. In this past year the YOTR project was selected as a Change Network in the new Cradle to Career initiative also led by the United Way backbone agency. All of this change to leadership, structure, programming and staffing occurred during this REC prototyping period.

YOTR operates under a collective impact framework, which is structured around five core conditions (Exhibit 21):

- 1. Common Agenda**
 - a. A shared vision for change.
- 2. Continuous Communication**
 - a. Consistent and open communication across all Partners.
- 3. Backbone Function**
 - a. Dedicated staff who coordinate activities.
- 4. Mutually Reinforcing Activities**
 - a. Coordinating Partners' complementary activities.
- 5. Shared Measurement System**
 - a. The consistent collection and measurement of data across all Partners (Preskill, Parkhurst, & Juster, 2014).



The collective impact model seeks to create sustainable community-level social change by coordinating efforts of individual organizations focusing on a specific social challenge. The collective impact model facilitates coordinated and targeted intervention by YOTR on the OY population and is aiming to accomplish more as a collective of organizations than could be accomplished by one single agency. Current literature finds the collective impact model is most appropriate for complex social issues with many systems involved (FSG, 2015). Given the complexity of the OY challenge, collective impact is a strategic and efficient strategy for multi-level interventions.

Exhibit 21. Collective Impact Model



The YOTR Collaboration is guided by a Vision Council. The Vision Council is comprised of eleven YOTR Partners who meet on a regular basis to make decisions about the priorities of YOTR³. These Partners include chairs of workgroups, the Backbone Organization: United Way of Tucson and Southern Arizona, and a Cradle to Career liaison. The Partners who function as workgroup chairs represent public and private sector organizations that interact with Opportunity Youth. The Vision Council functions as an advisory committee that provides guidance and strategic direction to YOTR to ensure the organization is meeting its goals and objectives.

³ NOTE: In May of 2016 the Vision Council began a process to change its name and scope to better align with Cradle to Career and YOTR's role as a Change Network for the Cradle to Career Partnership



Evaluation Methods

The focus of LeCroy & Milligan Associates' (LMA) Collaborative evaluation is to assess YOTR's development as a Collaborative. The YOTR collaboration logic model guided the evaluation to understand how resources, activities and strategies are impacting Collaborative efforts and outcomes. The evaluation used mixed methods and include analysis of both quantitative and qualitative data.



The primary focus of this evaluation design is adaptive learning; that is, continuous improvement on the YOTR program through Collaborative learning. The findings of this type of evaluation serve to capture the system dynamics of YOTR and discover innovative strategies and ideas to increase the efficacy in functioning of the Collaborative. The Collaborative evaluation will examine both Collaborative functioning and YOTR's fidelity to the collective impact model. The key questions are:

Examination and analysis of Collaborative functioning

- What high level principles and purposes does YOTR have?
- What aspects of the collaborative work well? What are in need of improvement? How is the collaborative as a productive team environment?
- What do partners perceive as strengths of the program and barriers to program effectiveness at the collaborative level?



Examination of collective impact model fidelity at the Collaborative level

To what extent has the YOTR program been implemented with fidelity to the collective impact model, in terms of:

- Common agenda;
- Shared measurement;
- Mutually reinforcing activities;
- Continuous communication; and
- Backbone support?
- Quantitative survey data were analyzed using the Statistical Package of the Social Sciences (SPSS 22). Analysis of quantitative data depends on variable and sample characteristics and included descriptive statistics, including frequency distributions of categorical variables and measures of central tendencies for continuous variables.





Qualitative data was analyzed using content and thematic analysis, which are common techniques associated with qualitative research (Glesne, 2010; Patton, 2005). Key concepts were coded based on the framework of the interview questions, themes from relevant literature, and patterns that emerge from the data. Analysis was performed using QDA Miner.

Verification of codes was achieved through investigator triangulation and repeated review of field notes. The researcher coded qualitative data and determined the most important themes based on compiled responses for each question asked. We performed a “member check” by emailing informants preliminary findings to ensure the content accurately reflected their interviews.

The evaluation team reviewed the literature and research on assessing organizational coordination. James Bell Associates’ (2012) *Compendium of Measurement Instruments* reviews ten instruments and methods that researchers and evaluators have used to assess the development, functioning, strengths, and limitations of collaborations. Continuous improvement is a key tenant of the collective impact framework and evaluation provides information for the collaboration to use in refining the efficiency and efficacy in which they implement their programs and function as an organization. The instrument developed for this assessment (see Appendix D) was adapted from three instruments described in this compendium, as discussed below, that monitor a collaboration’s stage of development by assessing the extent to which essential coordination components are present and functioning and measure the depth of involvement of participating agencies and the quality of interactions among collaboration members.

Analyses of the data collected for this assessment conform to the analysis strategies outlined by the instrument developers.

Exhibit 22 illustrates the research questions used in this collaboration evaluation and the methods of answering those questions. It also shows how data will be collected and analyzed to answer the research questions.

Exhibit 22. Evaluation Questions and Methods

Evaluation Question	Measure	Collection Method	Analysis
What high level principles and purposes does YOTR have?	Level of consensus in identified principles and purposes.	Survey, leadership interviews	Thematic content analysis
What aspects of the Collaborative work well?	Level of consensus in identified aspects.	Survey, leadership interviews	Thematic content analysis
What aspects of the Collaborative are in need of improvement?	Level of consensus in identified areas.	Survey, leadership interviews	Thematic content analysis
What changes are seen in collaboration and functioning between 2015 and 2016 partner responses?	Differences in response rates	Survey	Comparison analysis



Partner Survey



This instrument was administered to all YOTR Partners to gather process data about Collaborative functioning. The Collaborative survey comprised of 40 items adapted from PSAT (Center for the Advancement of Collaborative Strategies in Health, 2006) instrument. This survey was completed individually by collaboration members through an online survey link. The survey took about 30 minutes to complete. Participants were asked to complete demographic information about their organization, along with information on the respondent's affiliation with the Youth on the Rise collaboration, frequency of meeting attendance, and their role in their organization.

The Collaborator Survey (Appendix D) is comprised of 40 items:

- 8 items that capture information on respondent's agency, position, and participation in YOTR collaborative;
- 1 items that captures understanding of YOTR's role as a change network in the Cradle to Career Partnership;
- 15 items adapted from the Partnership Self-Assessment Tool (PSAT) (Center for the Advancement of Collaborative Strategies in Health, 2006);
- 4 items to assess UWTSA's functioning as a background organization;
- 5 items developed by the evaluation team to assess fidelity to the collective impact model; and
- 2 open-ended items for members to provide additional comments.

The Partnership Self-Assessment Tool survey assesses factors such as the benefits and drawbacks of Partnering and satisfaction with the coalition. These quantitative measures gather categorical data using a five-point Likert scale or a Yes/No format. The PSAT instrument was designed to help coalitions understand and assess how well their Collaborative process is working and identify specific areas of focus for improving the Collaborative (Center for the Advancement of Collaborative Strategies in Health, 2006; Weiss, Miller Anderson & Lasker, 2002).

Respondent Demographics

A total of 27 partners in YOTR responded to the 2016 online survey. This was somewhat less than the 2015 survey which was completed by 31 partners. The respondents held a variety of roles in their respective organization (see Exhibit 23), with a large percentage (37%) reporting holding other roles than leadership roles, indicating the respondents may not hold systems-change-focused decision-making authority in their respective



organizations. The respondents had worked within their organizations for an average of 5.6 years at the time of the survey.

Exhibit 23. Respondent Position in Organization

	Percent	n
Manager	25.9%	7
Supervisor	3.7%	1
Service Provider	11.1%	3
Administrator	22.2%	6
Other	37.0%	10

The largest representation of respondents (50%) reported as being on the youth development workgroup (see Exhibit 24). The second largest representation was for the high school graduation workgroup. It should be noted, 33% of respondents serve in the leadership structure of the collaboration (the Vision Council).

Exhibit 24. Respondent Workgroup Affiliation

	Percent	n*
Youth development	50.0%	13
Workforce Readiness/Placement	34.6%	9
High School Graduation	46.2%	12
Post-Secondary Enrollment/Completion	30.8%	8
Vision Council	34.6%	9

*Note: Number of responses add up to greater than 27 due to respondents being members of more than one work group

How effective is the YOTR Collaborative in a collective impact effort to reduce the number of youth in Pima County ages 16 – 24 who are out of school and or not working?

As of this report, there has been no outcome data collected for the youth enrolled at the REC. As this is a time of physical and organizational transition for the program, there is no data on partner-level efficacy on the part of OY in Pima County.

What high level principles and purposes does YOTR have?

The respondents had been a Partner in YOTR for an average of 1.52 years. The average number of general meetings that respondents had attended since April of 2015 was 4.63



meetings and the average number of work group meetings was 5.69 meetings. Thirty-seven percent of respondents reported spending 120 minutes or more on YOTR work a month. When responding to a question about the amount of work they did compared to other partners, most respondents felt they did about the same amount of work as other partners (42%) or more than other partners (39%), with only 19% reporting they did less work than most partners.

Respondents vary in their understanding of YOTR's role as a change network within Cradle to Career Partnership, with 22% reporting a low level of understanding (see Exhibit 25). No respondents reported having no understanding.

Exhibit 25. Partner Understanding of Role in Cradle to Career Partnership

	Percent	n
No understanding — I am unaware of YOTR's role and/or Cradle to Career Partnership	0.0%	0
Low level of understanding — I would not be able to clearly describe it to someone	22.2%	6
Medium level of understanding — I would struggle to describe it clearly to someone but feel I understand it	33.3%	9
High level of understanding — I could easily describe it to someone	44.4%	12

What aspects of YOTR work well?

To assess member satisfaction, benefits of Collaboration membership, and drawbacks of Collaboration membership we used the PSAT instrument (Center for the Advancement of Collaborative Strategies in Health, 2006; Weiss, Miller Anderson & Lasker, 2002).

4.5-5.0 – **Target Zone:** currently excels
 4.0-4.4 – **Headway Zone:** doing pretty well; potential to progress
 3.0-3.9 – **Work Zone:** more effort is needed to maximize potential
 1.0-2.9 – **Danger Zone:** this area is in need of a lot of improvement

Following the authors' recommendations, guidelines for interpreting satisfaction scores include:

Overall, Exhibit 26 shows that YOTR partners report satisfaction with the collaboration that falls into the work zone on all areas for 2016, indicating they perceive more effort is needed to maximize the potential of the collaboration. This is a decreased level of satisfaction when compared to the 2015 YOTR collaboration ratings where all areas assessed fell into the headway zone. It may be important to note the greatest decrease in satisfaction was in the collaboration's plans for achieving its goals, which saw a 20% decrease.



Exhibit 26. Change in Partner Satisfaction Ratings from in 2016 from 2015

	2016 Mean (n)	2015 Mean (n)	Difference % (# diff)
Your role in the YOTR Collaborative.	3.72 (26)	4.33 (24)	-14% (-.61)
The way the people and organizations in the YOTR Collaborative work together.	3.59 (26)	4.28 (25)	-16% (-.69)
The YOTR Collaborative's plans for achieving its goals.	3.30 (26)	4.15 (26)	-20% (-.85)
Your influence in the YOTR Collaborative.	3.56 (26)	4.13 (24)	-14% (-.57)
The way the YOTR Collaborative is implementing its plans.	3.30 (26)	4.08 (26)	-19% (-.78)

Exhibit 27 demonstrates the changes in rates of partners receiving certain types of benefits. The biggest increased benefit was the development of valuable relationships with a 22% increase. The biggest decrease in benefits was acquisition of financial support at a 20% decrease. Also notable, the number of partners who skipped answering this question entirely decreased from five partners in 2015 to one partner in 2016.

Exhibit 27. Change in Rates of Reported Benefits in 2016 from 2015

	% Partners Experiencing Benefits in 2016 (n=27)	% Partners Experiencing Benefits in 2015 (n=31)	% Change
Development of valuable relationships.	96% (26)	74% (23)	+22%
Gain useful knowledge about community services, programs, or people.	89% (24)	81% (25)	+8%
Ability to make a contribution to the community.	78% (21)	77% (24)	+1%
Ability to have a greater impact than I could have on my own.	74% (20)	77% (24)	-3%
Enhanced my ability to address an important issue.	70% (19)	74% (23)	-4%
Development of new skills.	67% (18)	63% (17)	+4%
Enhanced ability to meet the needs of my constituency or clients.	67% (18)	74% (23)	-7%
Heightened my public profile.	60% (16)	59% (19)	+1%
Increased utilization of my expertise or services.	60% (16)	55% (17)	+5%
Enhanced my ability to affect public policy.	26% (7)	32% (10)	-6%
Acquisition of additional financial support for my organization.	15% (4)	35% (11)	-20%



What aspects of collaborative work have needed for improvement?

Drawbacks to membership increased in frustration and aggravation at the work of YOTR (+35%), diversion of time and resources away from other priorities (+18%), and conflict in organization's work and YOTR (+20%) (See Exhibit 28). It is interesting to note that no respondents reported being viewed negatively due to association with YOTR in 2016, whereas in 2015, 3% of responded reported that drawback.

Exhibit 28. Change in Rates of Reported Drawbacks in 2016 from 2015

	% Partners Experiencing Drawbacks in 2016 (n=27)	% Partners Experiencing Drawbacks in 2015 (n=31)	% Change
Frustration or aggravation with the progress of YOTR's work.	48% (13)	13% (4)	+35%
Diversion of time and resources away from other priorities or obligations.	44% (12)	26% (8)	+18%
Conflict between my job and YOTR's work.	26% (7)	6% (2)	+20%
Insufficient credit given for contributing to YOTR's accomplishments.	11% (3)	10% (3)	+1%
Viewed negatively due to association with partners / YOTR collaborative as a whole.	0	3% (1)	-3%

Overall a majority of respondents report the benefits of YOTR membership outweigh the costs, though the rate decreased by 30% from 2015 to 2016 (see Exhibit 29). Members also reported at a 15% rate in 2016 that the drawbacks of membership outweighed the benefits, whereas in 2015 no members reported experiencing that perception.

Exhibit 29. Change in Rates of Perceived Cost-Benefit of Membership in 2016 from 2015

	2016 % (n)	2015 % (n)	% Change
The benefits of YOTR outweigh the drawbacks	62% (16)	92% (22)	-30%
The benefits of YOTR membership equal the drawbacks	23% (6)	8% (2)	+15%
The drawbacks of YOTR membership outweigh the benefits	15% (4)	0	-15%

Note: 2016 n=26; 2015 n=24



Member Comments on the Benefits and Costs of YOTR Membership

- *A lot of the benefits I see are in the future. Some frustration has come from seeing YOTR create another layer of process to access services that duplicate participating partner processes. Meanwhile many partners have assets that are not being leveraged by YOTR.*
- *The benefits far outweigh any drawbacks. The only drawback is my limited availability...that is not a YOTR issue.*
- *I feel working with YOTR is a good thing because I have the benefit of working with all other member of YOTR to find out answers to any questions client might and can lead them in the right direction.*
- *Collaboration is the key to solving the problem in this community.*
- *Resources are very limited in our small organization and time spent with YOTR is time diverted from critical day-to-day tasks with our focus and work.*
- *It has been totally frustrating and the very direction that it took with kid empowerment was wrong and useless.*
- *Being a part of YOTR has helped to strengthen almost every facet of my role by helping me to build relationships and understanding with other providers who specialize in services the youth may need where I am unable to provide such sufficient assistance.*
- *The YOTR collaborative could have a large positive impact on our community and their mission aligns with my organization's mission. If the YOTR is successful, my organization is more successful.*
- *It's grown harder for me to participate in the YOTR process, but in part, too, I've attended less--even though I value the community you are creating, and how hard this work is--it's often felt that while the process is open at one level, the vision has actually been set by a few key stakeholders around a model of youth development set in our community. It's been hard to raise meaningful questions about what is missing, more visible roles for youth, and other key factors.*
- *I feel that the benefits outweigh the drawbacks [once] the students get involved in the program and use all the products and resource that we have to offer. The students need to put their best foot forward and put themselves in a position to succeed and become a productive citizen and get ahead in life.*
- *By participating on the VC I am able to help better understand the climate, need and culture of Pima County and how organizations are in fact serving opportunity youth. My organization can then be used as a resource to the organizations to meet the needs of OY since we operate as an AmeriCorps program and award human capital rather than directly serve the community. Also, being involved with YOTR as a member of the VC I am flexing my skills and recognizing my own potential growth and development which UW/YOTR offers and is open to. Also my director is very supportive of my role and sees it as a value to our organization as well as my individual professional development.*



- *YOTR and my company serve the same youth population, therefore, collaborating with other community partners is mutually beneficial in spite of the time it takes.*
- *I view it as a very positive experience and it has helped me to connect with a wide variety of service providers, which has enhanced my own ability to reach out to the community.*

Additional Suggestions, Comments and or Ideas from Partners

Partners were provided with an option to respond to questions of what worked well for YOTR and what opportunities for improvement existed. Overall, respondents lauded clear communication, networking, and a strong leadership team as aspects of YOTR that worked well. Opportunities for improvement included developing specific activities aimed at engaging smaller partners and less active partners in the work and continuing to raise community awareness around YOTR's work. Their responses are provided below.

What Works Well in YOTR?

- *Shared vision and commitment to collective action.*
- *Great communication, clear focus and mission, engaged partners.*
- *The passion that members have for serving youth.*
- *There is full communication with other partners and you are able to find out what you need by asking the right person or they can lead you to the right person or persons.*
- *I see the core team working hard to keep collaborators informed and involved.*
- *Networking - meeting individuals and learning about other organizations working with YOTR in Tucson.*
- *Nice way to meet other providers and hear about the good things they are doing.*
- *I enjoy working with the different community organizations.*
- *The representatives from each of the partners who regularly attend are genuine and listen well while also providing good feedback.*
- *There are several organizations and individuals who are committed to the work and success of the YOTR.*
- *Having a strong convener, and partner agencies, stay at the table and with the process. Enthusiasm from many partners, and a strong desire to see the YOTR succeed.*
- *The awareness and people know that it exists and that it can be helpful to the work. Also the rallying of partners around the rec and making sure it runs well and is accessible to youth.*
- *Agencies coming together around common goals UW's management and facilitation.*

What Opportunities for Improvement Are There for YOTR?

- *Better leveraging of existing resources through broader, more inclusive approach.*
- *The college can do more as a partner.*
- *More consistent partner involvement.*



- *I feel if you have an opportunity to improvement the collaboration they will listen and discuss it with others and get back to you with their recommendation.*
- *Vision and initiatives of work groups need to be improved, overall collaboration and sharing of information needs to improve, connection with other city/county initiatives and organizations not currently represented is essential.*
- *To have a youth oriented program, not one that suits best practices only and bypasses any benefits for the youth.*
- *Continue to measure the impact on the children involved in the educational program.*
- *Increasing participation among partners and increasing awareness in the community about YOTR.*
- *Finding ways to have smaller partners, and those who want to see complementary strategies to "cradle to career" and who question the process, given a more audible say. More active questioning of the cradle to career model, and genuine, ample youth engagement.*
- *Having a way where there could be more report out and positive communication from partners and not just the backbone or leadership; having the collaborative be more supportive of each other and being more structurally intentional about how we include youth and give them more decision making when it comes to decisions and direction of the collaborative.*
- *I think there should be more active involvement from the affiliated organizations--people stepping forward to take more active roles in helping to formulate the charter. When we were asked at the last quarterly meeting for volunteers, few stepped forward to assist.*
- *A shared focus on fundraising and sustainability.*



To what extent has the YOTR program been implemented with fidelity to the collective impact model?

Respondents varied in their reports of YOTR's adherence to the Collective Impact Framework. The following section illustrates each of the five components of the Collective Impact model, as well as YOTR's observed fidelity to the components.

Condition 1: Shared measurement System

This area of the evaluation examined the extent to which the collaboration collects data and measures results consistently across all Partners to ensure efforts are working toward common agenda and for Partners to hold each other accountable. Exhibit 30 demonstrates that the majority of the collaboration does not understand the shared measurement system or utilize it.

Exhibit 30. Reported Perception of Fidelity to Shared Measurement System

Level of Fidelity (High to Low)	%	n
The collaboration has a fully developed shared measurement system into which all partners share data.	11.1%	3
The collaboration has a fully developed shared measurement system into which greater than 75% of partners share data.	7.4%	2
The collaboration has a fully developed shared measurement system into which a few partners share data.	29.6%	8
There is a shared measurement system in development but no data sharing.	29.6%	8
There is no shared measurement system.	7.4%	2
I do not know enough about the collaborative to respond.	14.8%	4

Condition 2: Common Agenda

This area of the evaluation examined the extent to which all Partners share the same vision for change, a common understanding of the problem of focus, and a common approach to solving it through coordinated efforts of the Partners. The majority of respondents agree there is a formal mission statement in place, but vary in their confidence of partners' ability to articulate the common agenda to others or each other (Exhibit 31). It should be noted that at this time in the project lifecycle, a range of clarity on a common agenda has implications for the success of this collaboration's functioning and fidelity to the collective impact framework. This lack of understanding is reflected in observations of collaboration meetings where Partner comments and contributions frequently indicate a lack of clarity in the work and progress of the YOTR efforts.



Exhibit 31. Reported Perception of Fidelity to Common Agenda

Level of Fidelity (High to Low)	%	n
The collaboration has a fully developed mission statement and all partners agree fully on the goals of the collaboration.	23.1%	6
The collaboration has a fully developed mission statement and most partners would agree fully on the goals of the collaboration.	15.4%	4
The collaboration has a fully developed mission statement and most partners could articulate the purpose of the collaboration, if asked.	38.5%	10
The partners understand generally the purpose of the collaboration but there have been no formalized agreements to purpose.	23.1%	6
The common agenda of this collaboration is implicit and has not been formalized.	0.0%	0
I do not know enough about the collaborative to respond.	0.0%	0

Condition 3: Continuous Communication

This area of the evaluation examined the extent to which the collaboration engages in consistent and open communication in regards to all aspects of the collaboration and its work. Over 85% of respondents report a continuous communication system that is used by most or all partners on a regular basis (Exhibit 32). Review of the Basecamp communication system finds that it is used primarily for YOTR leadership to post announcements with few indications of two-way communication taking place on the platform.

Exhibit 32. Reported Perception of Fidelity to Continuous Communication

Level of Fidelity (High to Low)	%	n
The collaboration has a system in place for continuous communication and it is regularly used by all partners.	40.7%	11
The collaboration has a communication system in place that is infrequently used by most partners and is mostly used by a few individuals in leadership positions.	44.4%	12
The collaboration generally receives communication only on upcoming meetings.	7.4%	2
Communication is unpredictable and/or infrequent.	7.4%	2
I do not know enough about the collaborative to respond.	0.0%	0

Condition 4: Mutually Reinforcing Activities

This area of the evaluation examined the extent to which the Partner activities are coordinated but differ by Partner to reduce replication of efforts and increase positive outcomes. Partners generally agree that some partnering organizations' activities support the work of the collaborative (Exhibit 33), though over 20% are unclear or lack enough knowledge about YOTR to respond. This range of understanding and report of mutually reinforcing activities indicates a lack of respondent clarity in activities and plans by the collaboration in their work with YOTR.



Exhibit 33. Reported Perception of Fidelity to Mutually Reinforcing Activities

Level of Fidelity (High to Low)	%	n
The activities of all individual partners and their organizations directly support the work of the collaboration.	14.8%	4
Some partners and organizations have activities that directly support the work of the collaboration.	63.0%	17
It is unclear what individual partner activities support the work of the collaboration.	18.5%	5
I do not know enough about the collaborative to respond.	3.7%	1

Condition 5: Backbone Infrastructure

This area of the evaluation examined the extent to which the collaboration has an organization with staff and administrative skills to serve as the backbone for the collaboration in regards to administration and Partner coordination. Almost half of the respondents (46%) reported the backbone provided high levels of support in all or most areas related to their responsibilities. However, there was a wide range of perception of backbone support, indicating the respondents vary in their understanding and perceptions of backbone support (Exhibit 34).

Exhibit 34. Reported Perception of Fidelity to Backbone Infrastructure

Level of Fidelity (High to Low)	%	n
The backbone provides high levels of support in all areas related to: project management, progress monitoring, and financial sustainability.	15.4%	4
The backbone provides high levels of support in most areas related to: project management, progress monitoring, and financial sustainability.	30.8%	8
The backbone provides some support in areas related to: project management, progress monitoring, and financial sustainability.	26.9%	7
The backbone provides some support in areas related to project management, progress monitoring, and financial sustainability but it can be inconsistent.	15.4%	4
The backbone does not provide adequate support to the collaboration to support its efforts.	3.8%	1
I do not know enough about the collaborative to respond.	7.7%	2

Satisfaction in specific backbone activities has decreased for most activities from 2015 to 2016 (Exhibit 35) and the standard deviation in responses grew, indicating greater variation between partner responses than in the previous year and a lack of consensus around this area. In addition, reported support of fundraising and outreach did increase 1% from an average of 3.76 in 2015 to 3.81 in 2016.



Exhibit 35. Changes in Satisfaction for Backbone from 2015 to 2016

	2016 Mean (n)	2015 Mean (n)	Difference % (# diff)
Maintains coherence of YOTR efforts.	3.70 (27)	4.22 (27)	-12% (-.52)
Helps coordinate management and facilitation.	3.85 (27)	4.20 (25)	-8% (-.35)
Establish and support work groups.	3.44 (27)	4.00 (24)	-14% (-.56)
Support fundraising and outreach.	3.81 (27)	3.76 (25)	+1% (+.05)



Overall Assessment and Recommendations



Overall, YOTR and the REC have struggled with implementation challenges and staff turnover. The REC is currently scheduled to open in a relocated space under a different organization in July of 2016. YOTR has struggled to work as a collective impact collaboration and as of yet has not successfully functioned with fidelity to the collective impact model.

The following recommendations reflect opportunities for increased capacity and improvement in YOTR and the REC.

- Hold leadership meetings and collaboration meetings at the REC to increase interconnectedness and engagement.
- On-site meetings may be an effective way for stakeholders to see their efforts more concretely. It may also work to increase Partners' feelings of connection to the project.
- Encourage strong communication between REC and YOTR by having REC staff regularly report out on REC at YOTR meetings.
- This was reported frequently as a key challenge in the first year of piloting the REC. An increased focus on communication and transparency between the collaboration and REC staff may build trust and engagement in the program from both parties.
- REC staff should work with YOTR to understand why certain data is collected and how that connects to ETO.
- Take time to train staff on the intention of collecting certain data and build their buy-in to the importance of regular and valid data. Connect the data they collect to the logic model and outcomes of the REC and the work of YOTR to build understanding and buy in. Offer regular support and annual data collection refresh workshops.
- Perform regular data checks for completeness and cleanliness of data. Continue to update data for current REC participants.
- Data quality is key to the ability to track participant progress and discover outcomes. There are a variety of resources on data quality best practices including collection best practices and management best practices. The Office of Planning, Research, and Evaluation provides a clear and straightforward resource available [here](#).
- Regularly solicit youth feedback for REC improvements.



- A key component of the responses from the youth and collaboration leadership was the importance of including the participating youth's voice in decision-making and implementation. Capturing that voice and using it to reflect and adjust implementation will be key for the next program year. Using media technology may motivate youth to take part in the process of engaging with the REC. A report by the Wellesley Central Health Corporation (2002) found using media technology increased engagement, self-expression, skills building, and equity. The report notes:

A common theme with the community partner facilitators and managers was the emphasis on the equity that comes with using media technology with youth. At a fundamental level, learning how to use media technology helps level out skill differences that can occur due to different access rates often associated with SES. In addition there is an equity that occurs when youth use technology to control how their thoughts and feelings are transmitted to their communities. And through the Internet, these creations can compete in the broader realm of ideas accessible to the world in a way not normally available to youth through traditional dissemination vehicles.

- Review understanding of and commitment to collective impact model.
- To be successful, the YOTR Partners must have a high level of understanding of the collective impact model and the implications of using that model. Agreeing to be a Partner within this model necessarily means an organization agrees to data sharing and accountability. This is a challenging model to use, as it requires a high level of trust from all Partners. The Collective Impact Forum provides [guidance](#) on developing and maintaining trust within a collective impact collaboration. This may be a valuable resource to provide to members and use as a facilitation tool to start a conversation about how to continue YOTR's growth as a collaboration.
- Secure partnership and data sharing agreements.
- Data sharing is a cornerstone of measuring the REC's success. Many Partners may not have experience with data-sharing outside their organization. Piwowar et al (2008) recommend the following recommendations to encourage data-sharing:
 1. Commit to sharing data as openly as possible, given privacy constraints.
 2. Recognize data sharing contributions. Use concrete metrics when available.



3. Educate on responsible data sharing and reuse practices through meetings, mentorship, and professional development. Promote a framework for deciding upon appropriate data sharing mechanisms.
4. Encourage data sharing practices as part of policies. Lobby for explicit and enforceable policies.
5. Encourage data sharing plans as part of funding policies. Lobby for appropriate data sharing requirements by funders, and recommend that they assess a proposal's data sharing plan as part of its contribution.
6. Fund the costs of data sharing, support for repositories, adoption of sharing infrastructure and metrics, and research into best practices.
7. Publish experiences in data sharing to facilitate the exchange of best practices.

Create a concrete strategic plan that details individual Partners' contributions and use leadership to drive movement on the plan. Work to incorporate Partner activities within the REC quickly and secure commitments and follow through from contributing Partners.

Use a strategy like [VMOSA](#) (Vision, Mission, Objectives, Strategies, and Action Plans) with the collaboration to plan for short-term, immediate-term, and long-term goals. Connect them directly to a logic model and ensure all Partners can articulate the plan as a whole, as well as their role in specific. Put a system in place that holds Partners accountable to their commitments to ensure follow-through.



References

- Collaborative Leaders Network. *A Community Engagement Strategy for Negotiating a Package of Community Benefits*. Retrieved from:
<http://collaborativeleadersnetwork.org/strategies/a-community-engagement-strategy-for-negotiating-a-package-of-community-benefits/>
- Dickson, R., & Saunders, M. (2014). Developmental evaluation: Lessons for evaluative practice from the SEARCH Program. *Evaluation*, 20(2), 176. 194.
- Friese, S., Tout, K. & Kirby, G. (2014). Best Practices in Ensuring Data Quality in Quality Rating and Improvement Systems (QRIS). OPRE Research Brief #2014-47. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- FSG. (2015). *What is Collective Impact? Our Approach*. Retrieved from:
<http://www.fsg.org/OurApproach/CollectiveImpact.aspx>
- Gamble, J. (2008). *A Developmental Evaluation Primer*. Ottawa: The J.W. McConnell Family Foundation.
- Kania, J., Hanleybrown, F., Splansky Juster, J. (2014). Essential mindshifts for collective impact. *Stanford Social Innovation Review*. Retrieved from:
http://www.ssireview.org/articles/entry/essential_mindset_shifts_for_collective_impact.
- Opportunity Index. (2015). Retrieved from: <http://opportunityindex.org/#4.00/40.00/-97.00/>.
- Patton, M. (2011). *Developmental Evaluation: Applying Complexity Concepts to Enhance Innovation and Use*. Thousand Oaks, CA: SAGE.
- Piwowar HA, Becich MJ, Bilofsky H, Crowley RS, on behalf of the caBIG Data Sharing and Intellectual Capital Workspace (2008) Towards a Data Sharing Culture: Recommendations for Leadership from Academic Health Centers. *PLoS Med* 5(9): e183. doi:10.1371/journal.pmed.0050183.
- Ramstad, E. (2008). Developmental evaluation framework for innovation and learning networks. *Journal of Workplace Learning*, 21(3), 181-197.
- Skinner, H., Poland, B., et al. (2002). Youth Voices: Linking new technologies with participatory action research. Wellesley Central Health Corporation. Retrieved from: <http://www.wellesleyinstitute.com/wp-content/uploads/2011/11/a-2002-youth-voices.pdf>



Appendix A: Youth Leadership Council Focus Group Protocol

Date: _____ Location: _____

Facilitators: _____

Total Number of Participants: _____ Time (total in minutes): _____

WELCOME: Good afternoon and welcome to our session, thanks for taking the time to meet with us today. We will be discussing with you the Youth on the Rise program – focused on helping youth who are not working and or not in school. My name is Jeff and my name is Jenny... (Slight intro to self/roles)

OVERVIEW OF TOPIC:

- The purpose of this focus group is to understand your experience on the leadership council and what you see that would be most helpful to youth at the REC.
- The information we collect today will be used to suggest program improvements to the REC and to YOTR.

GROUND RULES:

- Today's group discussion will take about 1 hour and we will finish by 4:30.
- Your unique voice and your experiences matter so there are no wrong answers. You are the experts and have something important to share. Our role here today is only to provide an opportunity for you to share your experiences in a way that has the potential to create positive change within Youth on the Rise and the REC programs.
- Because each of your experiences is important, we want to make sure everyone has equal opportunity to speak. We'd appreciate it if only one person talks at a time: Please do not interrupt or cut off other participants when they are sharing.
- As I already mentioned, your voice and experiences is uniquely important to this project and so we will be doing everything we can to ensure we hear and understand you correctly. There are a few things we would like to ask you to do to help with this:



- Please turn off your cell phones or switch them to vibrate. Please feel free to quietly get up to use the rest room or get yourself something to drink at any time. The rest rooms are located_____.
- Please speak loud enough so everyone in room can hear. Please try to speak at a moderate pace – we are going to be writing down your ideas to provide information for our study.
- There are also a few things we will be doing to ensure we record the information you give us correctly:
 - First, as I mentioned, we will be taking notes for our meeting. I want to be clear that everything you say will be de-identified and will be kept confidential- we will not say “Chris said this.” Or “Jeanette said that.” We will identify people as Participant 1, Participant 2, etc.
 - Second, we would like to audio-record this session: The purpose of the audio recorder is to help with our note-taking. We will not be transcribing the interview and the tape will be deleted after the analysis is completed. Is everyone comfortable with us recording this group? Is there anyone who has concerns or questions about the recording?
 - Lastly, we will be conducting what we call a member check: You will receive our notes to check to see if we were accurate in our analysis of what was said. You will have the opportunity and we definitely encourage you to let us know if we misunderstood you or if any important topics were left out... We will ask for your email address at the end of the focus group so we can send you our notes for you to review.
- Does anyone have any questions or concerns before we begin?

Question 1: Barriers to Youth Engagement:

Facilitator: Based on your experiences or knowledge about youth who may not be in school and or may not be working, what do you think are the three biggest barriers these youth face in either getting re-connected to school, a job or both?

Round Robin Process: Give a bit of time to each person to think about the question and then go around the group.

Follow up (open up to any respondents: Of all the things brought up, which do you think present the biggest barriers?



Question 2: Experience with the UYLC, the REC or YOTR

Facilitator: Tell me about your experiences with the Leadership Council, the REC or YOTR. This can be positive or negative experiences: what about these programs is important for people to know or understand?

Potential Probes:

- *Interaction/communication with YOTR*
- *Feelings of efficacy – is role meaningful?*
- *How has UYLC been helpful to the REC (in what ways have you made an impact)*
- *What helps/could help make UYLC a good experience for you?*

Question 3: Suggestions for REC improvement

Facilitator: The plan is to eventually open more RECs in Tucson. What is your advice to the people who are working on this? What do they need to be doing to make sure a new REC is helpful to youth?

Potential Probes:

- *What is there that you like?*
- *What would be valuable to add on/consider?*

Question 4: Other Suggestions

Facilitator: You are the experts: what did we miss, what questions should we have asked?



Appendix B: Vision Council Semi-Structured Interview Questions

Introduction: Thank you for helping to assess the collaboration and coordination activities of the Youth on the Rise. This interview should take about 20-30 minutes to complete. Please remember: your answers will be kept confidential and there are no right or wrong answers. Thoughtful and honest responses will give the most valuable information. Do you have any questions before we begin?

Name:	Date of Interview:
Organization:	Start Time: End Time:
Job Title:	Name of Interviewer:

Leadership:

I'd like to ask you to reflect upon the leadership of YOTR. How skilled is the leadership in working with the coalition? How does leadership influence implementation of the REC?

Decision-making:

Thinking of decision making within YOTR: how is the YOTR Partner-level decision-making related to implementation of the REC? The Vision-Council level of decision making?

Communication:

What is the quality of communication between REC staff and YOTR members? REC staff and Vision Council? How is the quality of that communication related to implementation of the REC?

Conflict

What types of conflict are arising? How does this conflict influence implementation of the REC?



Benefits and costs

What are the organizational costs and benefits of participation in YOTR for the Partners?
How are the organizational costs and benefits of participation related to implementation of the REC?

Organizational climate and Organizational Structure

What are the members' perceptions of cohesiveness and task focus of the REC implementation? How does the current level of formalization (formal organizational structure with leadership/workgroups etc.) affect implementation of the REC?

Roles

How is work distributed between the coalition members, leaders, United Way and REC staff? How does REC staff role influence implementation?

Member profile

Who isn't involved in YOTR who should be? How does this gap in the coalition membership influence implementation of the REC? Who is responsible for recruiting to fill gaps?



Appendix C : Current Status of Youth Outcomes

Type of goal	Current Status of Goal	Goal Description
Educational Momentum	Achieved	Complete current course at Graduate Solutions and continue on to next course without REC staff instruction. Wants to complete online coursework 4/7 days a week and maintain a D or better average.
Connection to Career	Achieved	Obtain and maintain employment
Connection to Career	Achieved	Assess level of and obtain needed work readiness skills. Seek, gain and maintain employment.
Connection to Career	Achieved	To obtain and maintain employment.
Connection to Career	Achieved	Youth will make progress on gaining workforce readiness resources and employability skills so that they can gain part time employment.
Educational Momentum	Achieved	Youth/maintain school performance for 90 days to support goal success - Provide education support resources if needed Case Manager/REC contact Communication with school Contact with Case Manager 2 times a month Case Manager contact with school 2 times a month Youth/maintain school performance for 90 days to support goal success
Stabilization/ Re-engagement	Achieved	Youth will have health care coverage that is affordable, under AHCCCS or Marana Health Care and any other DES benefits eligible for.
Educational Momentum	Achieved	Making progress towards earning high school diploma Provide education support resources if needed Case Manager/REC contact Communication with school Contact with Case Manager 2 times a month Case Manager contact with school 2 times a month Youth/maintain school performance for 90 days to support goal success
Connection to Career	Achieved	Youth will make progress on gaining workforce readiness resources and employability skills so that can gain part time employment. REC Supports and Community Resource Engagement to support gaining of employment Contact with Case Manager/REC Staff to support goal attainment Contact with Case Manager 2 times a month Case Manager contact with community resource 2 times a month Job search and/or application/follow up contact with perspective employer at least one time per week during 90 day period
Connection to Career	Active	Gain work readiness skill and gain and maintain employment.
Educational Momentum	Active	Complete current course at Graduate Solutions by 3/9/2016 with a C or better average, and continue on to next course without REC staff instruction. Complete online coursework 4/7 days a week.
Educational Momentum	Active	Youth will take GED test at Pima Community College.
Connection to Career	Active	Obtain and maintain employment.
Educational Momentum	Active	Meet High School Diploma Requirements in order to obtain a HS diploma.
Educational Momentum	Active	Enroll in an educational program to begin school work and complete first online course with a grade of D or better.



Type of goal	Current Status of Goal	Goal Description
Educational Momentum	Active	Client actually has two goals, 1) to finish high school education and 2) to get own place for self and child.
Connection to Career	Active	Obtain and maintain part-time employment.
Educational Momentum	Active	Obtain GED.
Educational Momentum	Active	Once GED is obtained, attend post-secondary school to become a dental assistant.
Connection to Career	Active	Client looking to get back into school and be able to support child.
Educational Momentum	Active	Maintain a "C" grade average.
Connection to Career	Active	Youth will make progress on gaining workforce readiness resources and employability skills so that can gain part time employment. REC Supports and Community Resource Engagement to support gaining of employment Contact with Case Manager/REC Staff to support goal attainment Contact with Case Manager 2 times a month Case Manager contact with community resource 2 times a month Job search and/or application/follow up contact with perspective employer at least one time per week during 90 day period
Stabilization/Re-engagement	Active	REC Supports and Community Resource Engagement Communication with Community Resource Contact with Case Manager 2 times a month youth/family contact and engagement with one community resource within 90 days of enrollment to support basic needs.
Connection to Career	Active	Youth will make progress on gaining workforce resources and employability skills so that can gain full time employment. REC Supports and Community Resource Engagement to support gaining of employment Contact with Case Manager/REC Staff to support goal attainment Contact with Case Manager 2 times a month Case Manager contact with community resource 2 times a month Job search and/or application/follow up contact with perspective employer at least one time per week during 90 day period.
Stabilization/Re-engagement	Active	Client looking to get into college to become medical assistant.
Educational Momentum	Active	Youth will earn GED.
Educational Momentum	Active	Youth maintain school performance: daily attendance, C average. Making progress towards earning high school diploma
Educational Momentum	Active	Client wants to attend aircraft mechanic school
Connection to Career	Active	Youth be placed and working at least part-time through Pima County One Stop employment center.
Educational Momentum	Active	Take practice test for GED test, and pass all subjects.
Connection to Career	Active	Youth be placed and working at least part-time through Pima County One Stop employment center.
Educational Momentum	Active	Take practice test for GED test, and pass all subjects.
Educational Momentum	Active	Making progress towards earning high school diploma Provide education support resources if needed Case Manager/REC contact Communication with school Contact with Case Manager 2 times a month Case Manager contact with school 2 times a month Youth/maintain school performance for 90 days to support goal success.



Type of goal	Current Status of Goal	Goal Description
Educational Momentum	Active	Client wants to obtain high school diploma
Educational Momentum	Active	Obtain a GED
Educational Momentum	Active	Client wants to get high school diploma or GED
Connection to Career	Active	Obtain part-time employment.
Educational Momentum	Active	Maintain a "C" or better average in all classes.
Stabilization/ Re-engagement	Active	Complete AHCCCS application, and interview. Follow up to determine AHCCCS outcome.
Connection to Career	Active	Youth will make progress on gaining workforce readiness resources and employability skills so that can gain part time employment. REC Supports and Community Resource Engagement to support gaining of employment Contact with Case Manager/REC Staff to support goal attainment Contact with Case Manager 2 times a month Case Manager contact with community resource 2 times a month Job search and/or application/follow up contact with perspective employer at least one time per week during 90 day period
Educational Momentum	Active	Client is to obtain high school diploma
Educational Momentum	Active	Obtain High School Diploma
Connection to Career	Active	Client needs to find a job to be able to get stable for self and child
Educational Momentum	Active	Client hopes to obtain GED within the next 3 months
Educational Momentum	Active	Client is a sophomore in high school and has 2 more years of school to obtain high school diploma.
Educational Momentum	Active	Client is working on graduating this May 2016 from high school
Educational Momentum	Active	Client working on finishing high school
Educational Momentum	Active	Client is looking to finish high school, wants to enter the military to become engineer
Educational Momentum	Active	Wants to get into college to become an engineer.
Educational Momentum	Active	Client obtains GED diploma with the next 6 months
Educational Momentum	Active	Client wants to obtain high school diploma and get into the Navy.
Educational Momentum	Inactive	Meet High School Diploma Requirements
Educational Momentum	Inactive	Obtain high school diploma
Connection to Career	Inactive	Youth will gain and maintain long term employment. Case Manager will provide support through acknowledging youth's success.



Appendix D: Partner Collaboration Survey

YOTR 2016 Partner Survey
About You and Your Organization
<p>This survey is being conducted by the LeCroy & Milligan Associates evaluation team on behalf of the United Way of Tucson and Southern Arizona Youth on the Rise collaborative. This survey will help Youth on the Rise learn about its strengths, areas for improvement, and strategies to improve the collaborative process. Your participation is voluntary and your responses will be kept confidential. There are no right or wrong answers. Thoughtful and honest responses will give Youth on the Rise the most valuable information.</p> <p>Please answer every question, and please check only one answer per question, unless otherwise specified.</p> <p>Thank you for your participation! Your feedback is very valuable to Youth on the Rise.</p> <p>What is your role in your organization?</p> <p><input type="radio"/> Manager</p> <p><input type="radio"/> Supervisor</p> <p><input type="radio"/> Service Provider</p> <p><input type="radio"/> Administrator</p> <p><input type="radio"/> Other (please specify)</p> <p><input type="text"/></p> <p>For what length of time have you worked at your organization?</p> <p># of years</p> <p><input type="text"/></p> <p># of months</p> <p><input type="text"/></p>



For how long have you been affiliated with Youth on the Rise?

of years

of months

What work groups are you part of in the YOTR structure? (Check all that apply)

- ☐ Youth development
- ☐ Workforce Readiness/Placement
- ☐ High School Graduation
- ☐ Post-Secondary Enrollment/Completion
- ☐ Vision Council

Approximately how many Youth on the Rise **general** meetings have you attended in the past 12 months (since April 2015)?

of meetings

Approximately how many Youth on the Rise **workgroup** meetings have you attended in the past 12 months (since April 2015)?

of meetings

On a monthly basis, on average how much time do you put towards YOTR work?

- ☐ 0 - 30 minutes
- ☐ 31 - 60 minutes
- ☐ 61 - 90 minutes
- ☐ 91 - 120 minutes
- ☐ 120+ minutes



Compared to other members of YOTR, how much time and energy do you feel you contribute to its functioning?

- ☐ Less than most partners
- ☐ About the same as most partners
- ☐ More than most partners

How much do you understand YOTR's role as a change network within Cradle 2 Career?

- ☐ No understanding – I am unaware of YOTR's role and/or Cradle 2 Career
- ☐ Low level of understanding – I would not be able to clearly describe it to someone
- ☐ Medium level of understanding – I would struggle to describe it clearly to someone but feel I understand it
- ☐ High level of understanding – I could easily describe it to someone



YOTR 2016 Partner Survey

Benefits and Drawbacks of Participation

Please assess the benefits and drawbacks of participating in YOTR.

Please choose whether you as an individual have experienced any of the following BENEFITS as a result of your involvement with YOTR.

	Yes	No
Enhanced ability to address an important issue.	<input type="radio"/>	<input type="radio"/>
Development of new skills.	<input type="radio"/>	<input type="radio"/>
Heightened public profile.	<input type="radio"/>	<input type="radio"/>
Increased utilization of my expertise or services.	<input type="radio"/>	<input type="radio"/>
Gain useful knowledge about community services, programs, or people.	<input type="radio"/>	<input type="radio"/>
Enhanced ability to affect public policy.	<input type="radio"/>	<input type="radio"/>
Development of valuable relationships.	<input type="radio"/>	<input type="radio"/>
Enhanced ability to meet the needs of my constituency or clients.	<input type="radio"/>	<input type="radio"/>
Ability to have a greater impact than I could have on my own.	<input type="radio"/>	<input type="radio"/>
Ability to make a contribution to the community.	<input type="radio"/>	<input type="radio"/>
Acquisition of additional financial support.	<input type="radio"/>	<input type="radio"/>

Please choose whether you as an individual have experienced any of the following DRAWBACKS as a result of your involvement with YOTR.

	Yes	No
Diversion of time and resources away from other priorities or obligations.	<input type="radio"/>	<input type="radio"/>
Viewed negatively due to association with the YOTR collaborative as a whole.	<input type="radio"/>	<input type="radio"/>
Frustration or aggravation with the progress of YOTR's work.	<input type="radio"/>	<input type="radio"/>
Insufficient credit given for contributing to the YOTR collaborative's accomplishments.	<input type="radio"/>	<input type="radio"/>
Conflict between my job and the YOTR collaborative's work.	<input type="radio"/>	<input type="radio"/>



Please choose the one statement that is most true for your organization/agency.

- ☐ The benefits of participating in the YOTR collaborative outweigh the drawbacks.
- ☐ The benefits of participating in the YOTR collaborative EQUAL the drawbacks.
- ☐ The drawbacks of participating in the YOTR collaborative outweigh the benefits.

Please use the space below to explain your answer.



YOTR 2016 Partner Survey

Satisfaction with Participation

Please indicate how satisfied you are with:

	Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
The way the people and organizations in the YOTR collaborative work together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your influence in the YOTR collaborative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your role in the YOTR collaborative.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The YOTR collaborative's plans for achieving its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The way the YOTR collaborative is implementing its plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



YOTR 2016 Partner Survey

United Way as a Backbone Organization

Under the collective impact framework the backbone organization is responsible for activities such as strategic coordination, operations management, and implementation of collaborative work.

Please indicate how much you agree that UWTSA has completed the following backbone organization objectives.

	Strongly Disagree	Disagree	Neutral, No Opinion	Agree	Strongly Agree
<u>UWTSA maintains coherence of YOTR efforts.</u>					
<i><u>Examples of activities include:</u></i> Accountability, evaluation, and guidance, knowledge sharing and overall logistical support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>UWTSA helps coordinate management and facilitation.</u>					
<i><u>Examples of activities include:</u></i> Coordination, communication, facilitation of meetings and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>UWTSA supports fundraising and outreach.</u>					
<i><u>Examples of activities include:</u></i> Coordination, communication, and policy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>UWTSA establishes and supports work groups.</u>					
<i><u>Examples of activities include:</u></i> Establish work groups Project management, facilitation, and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



YOTR 2016 Partner Survey

The Five Conditions of Collective Impact

The following questions ask the extent the collaboration is functioning within each of the five conditions of Collective Impact.

Please select one response for each question:

Condition 1: Shared Measurement System – the collaboration collects data and measures results consistently across all Partners to ensure efforts are working toward common agenda and for Partners to hold each other accountable.

To what extent has YOTR created a shared measurement system?

- ☐ The collaboration has a fully developed shared measurement system into which all partners share data.
- ☐ The collaboration has a fully developed shared measurement system into which greater than 75% of partners share data.
- ☐ The collaboration has a fully developed shared measurement system into which a few partners share data.
- ☐ There is a shared measurement system in development but no data sharing.
- ☐ There is no shared measurement system.
- ☐ I do not know enough about the collaborative to respond.



YOTR 2016 Partner Survey

The Five Conditions of Collective Impact

Condition 2: Common Agenda – all Partners share the same vision for change, a common understanding of the problem of focus, and a common approach to solving it through coordinated efforts of the Partners.

To what extent has YOTR have a common agenda?

- ☐ The collaboration has a fully developed mission statement and all partners agree fully on the goals of the collaboration.
- ☐ The collaboration has a fully developed mission statement and most partners would agree fully on the goals of the collaboration.
- ☐ The collaboration has a fully developed mission statement and most partners could articulate the purpose of the collaboration, if asked.
- ☐ The partners understand generally the purpose of the collaboration but there have been no formalized agreements to purpose.
- ☐ The common agenda of this collaboration is implicit and has not been formalized.
- ☐ I do not know enough about the collaborative to respond.



YOTR 2016 Partner Survey

The Five Conditions of Collective Impact

Condition 3: Continuous Communication – the collaboration engages in consistent and open communication in regards to all aspects of the collaboration and its work.

To what extent does YOTR have continuous communication?

- ☐ The collaboration has a system in place for continuous communication and it is regularly used by all partners.
- ☐ The collaboration has a communication system in place that is infrequently used by most partners and is mostly used by a few individuals in leadership positions.
- ☐ The collaboration generally receives communication only on upcoming meetings.
- ☐ Communication is unpredictable and/or infrequent.
- ☐ I do not know enough about the collaborative to respond.



YOTR 2016 Partner Survey

The Five Conditions of Collective Impact

Condition 4: Mutually Reinforcing Activities – Partner activities are coordinated but differ by Partner to reduce replication of efforts and increase positive outcomes.

To what extent does YOTR have mutually reinforcing activities?

- ☐ The activities of all individual partners and their organizations directly support the work of the collaboration.
- ☐ Some partners and organizations have activities that directly support the work of the collaboration.
- ☐ It is unclear what individual partner activities support the work of the collaboration.
- ☐ I do not know enough about the collaborative to respond.



YOTR 2016 Partner Survey

The Five Conditions of Collective Impact

Condition 5: Backbone Infrastructure – an organization with staff and administrative skills to serve as the backbone for the collaboration in regards to administration and Partner coordination.

To what extent does YOTR have backbone infrastructure elements in place?

- ☐ The backbone provides high levels of support in all areas related to: project management, progress monitoring, and financial sustainability.
- ☐ The backbone provides high levels of support in most areas related to: project management, progress monitoring, and financial sustainability.
- ☐ The backbone provides some support in areas related to: project management, progress monitoring, and financial sustainability.
- ☐ The backbone provides some support in areas related to project management, progress monitoring, and financial sustainability but it can be inconsistent.
- ☐ The backbone does not provide adequate support to the collaboration to support its efforts.
- ☐ I do not know enough about the collaborative to respond.



YOTR 2016 Partner Survey

Your Feedback

Please use this space for any additional comments or observations you have in regards to the YOTR collaboration:

What works well in this collaboration?

What opportunities for improvement are there for the collaboration?



YOTR 2016 Partner Survey

Thank You!

**Thank you very much for completing this survey to assess the YOTR collaborative.
We greatly appreciate you taking the time to share your opinions.**

Questions?

**Please contact Jenny McCullough Cosgrove
jenny@lecroymilligan.com**

Please click the "Done" button below to submit your survey!

