Detroit Youth Transportation Project

Formative Evaluation: Peoples Community Services

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TABLE OF CONTENTS

Introduction **Page 1**

Program Description……*Page 1*
Evaluation Questions……*Page 2*

Literature Review and Synthesis **Page 3**

Methods **Page 6**

Design……*Page 6*
Sample ……*Page 7*
Measurement……*Page 8*
Data Collection……*Page 9*
Data Analysis……*Page 9*

Anticipated Results and Discussion **Page 11**

Presentation of the Results……*Page 11*
Interpretation of the Results……*Page 11*
How the Results May be Used……*Page 14*
Recommendations ……*Page 14*

Explanations and Limitations **Page 17**

Ethical Issues **Page 19**

References **Page 20**

Appendices **Page i**

Appendix A: Logic Model……*Page i*
Appendix B: Operational Definitions ……*Page ii*
Appendix C: Program Benchmarks……*Page iv*
Appendix D:Measurements……*Page vi*
Appendix E: Consent Forms……*Page ix*
Appendix F: Anticipated Project Timeline……*Page xiii*

INTRODUCTION

Program Description

The city of Detroit is comprised of many neighborhoods sprawling over approximately 140 square miles. Public transportation in Detroit includes city and suburban bus systems that have limited service and do not coordinate with each other; limited access to transportation, along with lack of safety for pedestrian routes, makes traveling between neighborhoods difficult. For families without cars, getting to school, work and afterschool programming is a constant challenge.

The after school period—between 3 and 6 PM, is a high risk time for children and youth, and afterschool programming is critical in reducing these risks. As with its neighborhoods, Detroit's many quality afterschool programs are spread out. Access to afterschool programming provides a safe space, but if youth cannot access a program by foot or bicycle, they are unlikely to utilize the service. The Youth Transportation Project is intended to fill this need.

The Youth Transportation Project is a collaborative project to establish a transportation system to connect underserved youth to afterschool programming and youth resources across the city of Detroit. The Skillman Transportation Learning Community, Peoples Community Services, and City Connect are working to cultivate partnerships with agencies around the city to develop and implement a youth bus system that can transport youth between active "hubs" and the six Skillman Good Neighborhoods. The ultimate goal of the project is to create a viable funding structure and to secure long-term federal funding for a sustainable youth transportation system. Action steps in this process include developing partnerships and holding regular meetings about the project, obtaining DDOT and MDOT buy-in, conducting a needs assessment for youth transportation in the six neighborhoods, developing a comprehensive transportation plan that includes a business plan and a marketing plan, developing policy advocacy strategies, creating a fund development plan, and identifying and submitting grant proposals to ensure the continuation of the project (see Logic Model, Appendix A). This evaluation focuses on the role of Peoples Community Services within the project.

Evaluation Questions

The purpose of this evaluation is to measure the process of and extent to which the Youth Transportation Project partners and Peoples Community Services meet their fund development, marketing, partnership building, and project planning goals. The evaluation will also assess needs, barriers, and interest in a youth transportation system in the target neighborhoods of Southwest and Osborne. This evaluation will provide recommendations for program directors to inform the process of designing and launching the Youth Transportation Project.

Our evaluation questions focus primarily on the role and activities of People's Community Services in the formation of the Youth Transportation Project. Our evaluation is two pronged. First, we will track benchmarks accomplished and monitor planning activities. Our questions for benchmarks and process include: Was there a funding plan created, how were potential funders engaged and recruited, and how many grants were applied for? Was there a marketing plan created, what types of media were used to raise awareness of the program, and were they appropriate for the target communities? Was there a steering committee created, how many agency "hub" partners were involved, what was the nature and process of the collaboration? Was there a multi-year, collaborative transportation plan created, and to what extent was the community involved in planning? And finally, was the pilot route implemented?

Our second set of evaluation questions create a formative evaluation. These questions surround youth participation and needs: How many youth participate in afterschool programs, where, and what types? What transportation do they use and to what extent is their participation or lack thereof related to transportation access? This set of questions will help to reveal the level and location of the market and need for a youth transportation services. Also, since the plan outlines a one dollar per ride or thirty dollars annually fee for service, it is important to determine whether the families are willing to pay this fee**.** Would families be able to pay for transportation, as the plan outlines, and would it affect frequency of use? And finally, what are the safety concerns and other barriers to utilizing the service? It is essential to understand the barriers to program ridership so that the program can adjust to make transportation more accessible to the youth and to increase youth participation for all those eligible.

LITERATURE REVIEW AND SYNTHESIS

Even though the potential benefits of afterschool programs are well-documented (Mahoney, Lord, & Carryl, 2005; Mahoney, Parente, & Lord, 2007; Scott-Little, Hamman, & Jurs, 2002), actual participation of youth population is the crucial factor that determines if children can be benefit from such programs. Therefore, identifying barriers as well as encouraging factors to afterschool program participation is a necessary in the evaluation questions.

Lack of transportation has been already identified as one of the major barriers to participation in afterschool programs. Logistical or structural barriers including limited transportation and costs prevent children from enrolling and attending even though they are in need of afterschool care (Sanderson & Richards, 2010; Roth, Malone & Brooks-Gunn, 2010). Further, these obstacles are much more noticeable in low-income areas; children from low-income families are less likely to participate in afterschool programs and even if they participate in a program, they attend less frequently than middle-class counterparts (Helpern, 1999; Sanderson & Richards, 2010; Mahoney et al., 2005). The age of children is also associated with the participation rates of afterschool program; the intensity and duration of children's participation declines with age (Roth et al., 2010). In addition, since school operates by its bus schedule and children with lower ages are highly dependent on such transportation, transition from school to afterschool programs should be smooth and less time communing, with few disruptions in order to encourage participation of low-age school children (Hartry, Fritzgerald, and Porter, 2008).

Parents, as one of the major stakeholders in the issue, play a vital role in encouraging their children to actively participate in afterschool programs. And thus, assessing and reflecting expectations of the parents is a required step to examining major barriers to youth involvement in the programs (Zetlin, Ramos, & Valdex, 1996). Parents' perspective on afterschool programs is a blend of anxiety and optimism (Lamer, Zippiroli, & Behrman, 1999); according to Sanderson and Richards (2010), over 60 percent of parents rated afterschool programming as "very important" in the survey conducted in a low-income urban community in a large Midwestern city. However, parents expressed their concerns as due to the logistical barriers and contents of the programs. Safety of children and affordable transportation are

also perceived main expectations of parents, especially for those parents are at work and unable to provide rides to afterschool programs (U.S. Department of Education and U.S. Department of Justice, 1998). In terms of program content, parents are more likely to encourage their children to participate in afterschool programs when the programming is academics focused and related to schoolwork; on the other hand, children tend to regard social components of afterschool programming, such as hanging out with friends and making new friends, as a major motivation for their participation (Sanderson & Richards, 2010).

Currently, a significant body of empirical research does not exist on the creation, implementation and effectiveness of youth transportation initiatives for afterschool programing. However, many studies and reports have briefly touched upon the importance of youth transportation in afterschool programing (Baldwin Grossman, Walker & Raley, 2001), (Scott-Little, Hamann and Jurs, 2002), (Bhanpuri, 2005), (Cornelli Sanderson & Richards, 2010). Access to safe and reliable transportation has been noted as being a significant barrier to accessing quality afterschool programing for urban children. Several options are available for afterschool transportation, though depending upon the community, all transportation types may not be accessible or feasible. Walking, biking, carpooling, public transit systems, organization provided rides and afterschool transportation networks are among available options. In many urban neighborhoods, barriers such as safety, availability, route design, and affordability can impede transportation objectives (Gardner, Ross & Brooks-Young, 2009).

Organizations, government and private entity collaborative relationships have proven successful in combating social problems (Bryson, Crosby, Middleton Stone, 2006). These public private partnerships may also be effective in addressing youth transportation. This is not to say that these types of collaborations are always successful. In fact, many of these types of partnerships, no matter their intention have been unable to meet their objectives due to organizational and administrative missteps. Partnerships can increase their likelihood of success by agreeing upon a common objective and formalized collaborative strategy early on. Strategically planning for collaborative challenges in the formative

process can guide the partnership through the turbulent times that they are likely to face as they address their objective (Clarke & Fuller, 2010).

Funding of youth transportation initiatives has also been a barrier to their creation and implementation. Creative and multiple funding streams must be accessed to sustain youth transportation programs. Currently one of the most integral funding sources for afterschool programing has been the 21st Century Community Learning Centers Program. Additionally the Child Care Development Block Grant under the Child Care and Development Fund has also been a significant contributor to afterschool funding. This particular funding stream follows individual children rather than individual programs (Center for Public Private Sector Cooperation & Center for Education Policy Analysis, 2007). To create sustainable programs, funding streams must be comprehensive. State, local and private funding sources must also be accessed. One study has shown that local business support for afterschool programing and its integral components (including transportation) reached over 1.5 billion dollars from 2000-2005 (Banach, 2006). Additionally, the Charles Stewart Mott Foundation, located in nearby Flint, Michigan, has invested over $71 million dollars in support of afterschool programing (Center for Public Private Sector Cooperation & Center for Education Policy Analysis, 2007).

In sum, cooperative efforts among schools, social service agencies, and community resources are essential to boost youth participation in afterschool programs (Zetlin et al., 1996). Safe and affordable transportation and well-balanced curriculum of the program can be achieved when such services are coordinated based on community resources and needs. Transportation initiative collaborations can substantially increase student participation in high quality afterschool programing (Bhanpuri, 2005). This evaluation sets out to offer strategies for the successful creation of a youth transportation initiative in Detroit. It will evaluate sustainable funding, organizational structure, stakeholder needs and preferences, logistical considerations and barriers to success.

METHODS

Design

The first part of this evaluation will track and monitor the processes of fund development, marketing, agency collaboration, and program planning. We will track completion of goals outlined through benchmarks (see Appendix C) using staff interviews, and by reviewing documents and records. We will also track the organizational process and collaboration by conducting observations of steering committee meetings, reviewing agendas and meeting notes, and conducting focus groups of program collaborators.

The second part of the evaluation will determine whether the present Youth Transportation Project for underserved youth increases agency involvement and program availability and youth participation through surveys, website statistics and focus groups. The surveys will be utilized to assess youth participation and will be distributed to parents, youth and Hub Partners both by email and in paper format. There will be 1000 surveys distributed with an anticipated return of 100 surveys. The statistics for the website and social marketing sites of the youth transportation program and the afterschool programs will be tracked to determine effectiveness of the online marketing. To measure the effectiveness of print marketing strategies the evaluators will take an inventory of the print marketing material. Finally three focus groups will be run with the coalition, parents and youth to assess agency involvement and youth participation. The coalition focus group will be scheduled into the monthly coalition meetings as an agenda item. The youth and parent focus groups will be held at three locations throughout the surveyed neighborhoods. Some limitations of our chosen methodology, which will be discussed later, include low response rates on surveys, high cost of qualitative research and thus a limited amount of focus groups, and the time consuming nature of qualitative data analysis.

This design will be a formative evaluation that will inform future fund development goals, implementation of the youth transportation program, the coalition interactions and future marketing. As the Youth Transportation Project is not yet underway, it is not possible to assess outcomes; thus, the evaluation could not have a more rigorous design, such as quasi-experimental design. Once the pilot

program is introduced, then a quasi-experimental evaluation could compare the neighborhoods running the youth transportation with those that have yet to get the program underway.

Sample

The sample for this evaluation will include agencies within the coalition, parents and youth, and project staff. The inclusionary criteria that will be used to select parent and youth participants for the community needs assessment portion of the evaluation will include geographic location, family composition, children's age, and parent's age. Geographically, the sample will be restricted to recruiting at schools and afterschool programs, grocery stores, and faith communities in the neighborhoods of Southwest and Osborn. The sample will also only include surveys from the Hub Partners in these two neighborhoods. Only households with school aged children between junior and high school will be included in the sample as well.

Recruitment will be done through the schools and afterschool programs in the Southwest and Osborn neighborhoods. This will require solid and flexible relationships with school administration, teachers and staff. Surveys will be administered to students at these sites. Recruiting for parents will be more challenging, and require approaching participants in more arenas, such as sending surveys home with students, convenience sampling at grocery stores, and reaching out to faith communities and Parent Teacher organizations. MSW and work study students will also be sent to the locations to administer surveys to parents as they wait for and pick up their children afterschool. Based upon the availability of contact info in schools files, surveys will be emailed to parents as well. Recruitment of coalition members to their focus group will be eliminated as it will be an agenda item during a monthly coalition meeting. Youth will be recruited to their focus group through afterschool programs and information presented in school. Parents will be recruited at PTA meetings, through letters sent from the school and at "Back to School" events. As incentives for attending, parents will be offered food and childcare. As this is a formative evaluation and the surveys will be short no incentives will be offered for completing the surveys. The possibility for low participation will be addressed by asking a captive audience and offering

incentives for the focus group. Offering surveys during class time and to parents waiting to pick up children will make it more likely that they have the time to participate.

This evaluation will protect the rights and security of participants through informed consent forms (see Appendix E), name confidentiality and through secure maintenance of evaluation records. All participants will be asked to sign an informed consent before participating in surveys or the focus groups. The youth will be given a passive parental informed consent form to bring to their parents who may sign it if they do now want their child to participate in the survey. Any reports will contain aliases and during focus groups subjects will be referred to only by their first name. During and after the evaluation process all materials will also be kept in locked cabinets.

The data that we obtain may not be representative of every community and stakeholder group. Although we will administer the survey both in person and online, there is a high likelihood that the neediest will not be included in the sample. This population would include youth who do not turn in parent contact info, so we are unable to email a survey home, may frequently skip school and have little parental involvement. These youth would likely benefit the most from increased youth transportation and participation in afterschool programs; however, our survey may not reach them.

Measurement

Funding, Marketing, and Partnerships and Programming Process

Marketing and fund development activities will be recorded by the fund developer in an excel spreadsheet tool and through staff interviews; achievement of other benchmarks, such as creation of the marketing plan, fund development plan, and transportation plan will be measured through staff interviews and document review. Determining whether concrete goals were achieved should be relatively clear, however, subjectivity of the evaluators will be a great limitation in assessing quality of documents. Similarly, measuring the process of partnership development will be limited to information obtained through meeting notes, agendas, and the evaluator's subjective observation.

Community Needs Assessment

The measurement tools which will be used to measure usage, demand and barriers in the target population are surveys with five-point Likert scales, pre-coded and open-ended response sets to questions, and focus group surveys with discussion. The survey will be available in English, Spanish, and Arabic. We will measure desire and demand for afterschool activity transportation as well as barriers to use from the perspectives of the youth, the parents and the afterschool activity providers.

Because the questions measure possible behaviors of a specific group, self-administers and self-reports to questions regarding the formation of a responsive transportation service, the survey questions will be created specifically as opposed to using established survey tools–which are not relevant to this community's needs. The goal of the survey is to determine the potential usage, and to set up the transportation program in such a way that barriers to use are eliminated. Cost barriers will also be measured.

Data Collection

Interviews and documents will be obtained through participating agencies and agency staff, and the meeting observation will be conducted by the MSW student intern and work study evaluator through structured field notes. The parent survey will be administered by work-study and MSW students sent to schools and youth programs with permission to survey youth and their parents. Timing of the survey will align with practicalities in agreement with school officials and program administrators. Focus group discussions will be scheduled into agendas of collaboration meetings and administered either by the steering committee or with the assistance of the interns and work-study participants.

Data Analysis

Benchmarks, funding, marketing, and Partnership Process

Using the Benchmarks Table (see Appendix C), evaluators will track completion of goals, how they were implemented and with what amount of success (e.g. target numbers, comprehensiveness). Measurement of fund development and basic benchmarks will be both quantitative and qualitative. Records will be analyzed for frequency of activities such as contacting potential funders, number of

funding sources identified, and number of grant applications written. Staff and partner interviews will be coded for themes. Documents will be reviewed on an individual basis for their level of sophistication and apparent comprehensiveness. Analysis of the partnership process is qualitative and will be coded for themes, types of collaborations, and nature of conflict. For marketing, print materials will be analyzed by number posted or distributed at community locations, appropriateness of languages and method of dissemination, locations, venues and media. Internet and radio media will be assessed by number of hits and appropriateness of language used.

Community Needs Assessment

The data collected is of mixed methods– quantitative and qualitative. The quantitative data will be collated and ratios of information will be tabulated. The Likert scale questions which rate communication preferences or marketing will indicate by relative usefulness of various media to consider for the marketing plan.The pre-coded yes/no answers will indicate the relative desire, demand, and barriers to consider in the design of the transportation program's organization. In order to accommodate youth within the afterschool transportation programs, the ratios data will include the youth ages, number of youth interested, the potential program focus targets and possible barriers to participation.

Additionally, youth will be asked to state what kind of programs they are most interested in. If the afterschool programs offered are not relevant and desirable to these youth, there is need for transportation is reduced, because these youth may choose not to participate in the programing. Data collection must account for the interests of the youth, and area afterschool programing must be reflexive to these desires in order to strengthen the participation interest which the transportation service supports.

Univariate analysis age (frequency) number of youth at programs (frequency) measurements will provide a table of areas where programs may be strengthened to provide for youth interest and participation. Qualitative question answers will be tabulated for frequency and provide information that may be less universal but equally salient when developing the transportation program. Benchmark score may be those answers with higher ratios. The qualitative responses will be grouped for repetition and frequency.

ANTICIPATED RESULTS AND DISCUSSION

Presentation of Results

Our results will be presented in the benchmarks table seen in Appendix C . The results of the evaluation will also be presented in charts, tables and graphs. Geographic Information Systems mapping will also be helpful in illustrating and interpreting geographic need. These figures will be presented to the community and agency in a power point presentation.

Interpreting the Results

Benchmarks, Marketing, Programming and Collaboration Process

We cannot predict with any certainty what the programmatic, fund development, marketing, and partnership building process will be like. However, we can anticipate that the benchmarks, document review, records, staff interviews, and meeting observation will provide a rich insight and a clear picture of the formative process of this nascent program.

Parent and Youth Surveys

The Surveys will provide many insights into needs and interest levels for a youth transportation system in the target communities of Southwest and Osborne. By the responses to the prompt, *Do you/your child participate in afterschool programs? What are they?* and *Where?* we can determine the categories and level of use for afterschool programs. We can also determine the highest used program locations and thus the most important stops on the route.

The prompt *If no, why not?* is a very important question in determining need for transportation to afterschool programs. A large number of responses saying that children do not participate in programs because they have no transportation would indicate that a youth transportation service would fulfill an important need in the community. However, if respondents indicate other reasons for not participating in afterschool programs, then increased access to transportation would not address the issue of nonparticipation. Such reasons could include family responsibilities such as babysitting younger siblings,

chores, or work. They could also include safety concerns, other activities such as school sports, or even lack of interest.

The Prompts *Is there a need for an afterschool program, what program would you desire,* and *What afterschool activities would you like to attend* will reveal levels of need and potential areas of interest more directly. The question *What is the best way to learn about new programs in the community* will inform the marketing strategy of the Youth Transportation Project.

The prompt, *What transportation do you use to get to afterschool programs?* will be especially important determining the distance clients travel to get to afterschool programs and agency services. We anticipate the main answers to be agency pickup, DDOT or MDOT, walking, cycling, and personal vehicular transportation. A higher frequency of walking and cycling responses and a low frequency of personal vehicle transportation responses indicates that people are using programs close by, and possibly wouldn't use them otherwise. High frequency of answers saying the agency transports their children to and from programming would also indicate a need for outside transportation, but if agency pickup were replaced by the Youth Transportation Project, clients would be paying for a service that is now free. The questions, is there a need for an afterschool program for you/your child, *Would you still send your child to/go to an afterschool program if no transportation were provided?* and *If no would you still like your child to participate* will provide direct insight into levels of need and interest.

We anticipate the possibility of significant barriers to participation in the current fee for service model. Currently, programmers plan to charge youth $1.00 per ride daily or $30.00 for the year. Charging for the service places a high financial burden on the underprivileged population it is intended to serve and families may struggle financially to utilize the transportation. Further, it is known that DDOT charges $0.75 per ride for children, making this transportation service significantly more expensive than existing transportation. As a result, families may use the transportation occasionally, not at all, or based upon availability of funds. Since the cost of fee-per ride is very high in proportion to the annual fee option, families with low cash flow may be at a disadvantage.

The survey questions *Would you pay $1 per ride ($2 round trip) to/from a youth program using the new transportation service? how often would you use this service?* and *Would you pay $30 for an annual pass?* will be significant indicators for determining the willingness of families and youth to pay the fee. By strategically phrasing the question as *Would you rather* than *Could you* we are assessing more than ability to pay, but rather willingness to pay. If a large number of respondents say they would use the transportation services often and are willing to pay for service then there is a significant potential client base, but if a large percentage of people say that they would not pay a fee for service, then it could be a barrier to program success.

Parent, Youth, and Partner Focus Groups

Hopefully, the focus groups will produce themes that evaluators do not anticipate and reveal gaps in the program plan and methods. Safety concerns would indicate a need to add safety measures and marketing, and possibly reexamine the planned route. Focus groups will hopefully reveal if the fee for transportation is viable and some alternative ideas for how to address inability to pay if it turns out to be a barrier. A focus group could also help identify important stops on the route that the partner agencies overlooked.

Interpreting the Results: Evaluator Observation

Evaluator observation will be essential in tracking the processes and progress of developing partnerships, planning and implementing the program. By observing meetings, evaluators will pull out themes, conflicts, strengths, and a description of the group process. These observations will be supplemented by meeting agendas and minutes. Reviewing documents such as the transportation plan, funding plan and business plan can show us the strengths and weaknesses, and level of detail in the plan. Reviewing the planned route will tell us if it is reflective of community needs. In addition, this method will be used to measure the marketing process. Observing the number and location of marketing materials, the number of times advertisements appear on the radio, reviewing language and appropriateness of the materials will reveal much about the success of the marketing campaign.

How the Results May Be Used

The results of the formative evaluation will be essential to successful program development. If the evaluation is executed well, it can reveal best practices for how to form a more complete and effective program, to track the process of developing the program, to keep the stakeholders and planners on track with mission and goals, and to determine needs and account for/reduce barriers to program participation. Most importantly, it will determine what needs to happen for the program to be strong enough to secure long term federal funding and be sustainable into the future.

Recommendations for Future Research, Practice and Policy

The role of partner agencies in program success:

Several afterschool programs have implemented safe and reliable transportation for youth to attend their program. If agencies do not coordinate with the new transportation route, the services may compete. The new system may take pressure off agencies to provide transportation and allow them to use resources for transporting clients for other activities. If the transportation plan is implemented and agencies stop transporting youth, then clients will have pay for something they were previously getting for free. This may affect the attendance of existing participants. Conversely, agency transportation services are often limited to how far they can drive and how many it can reach. For example, an agency van might pick children up at one school, with the result of the program being exclusive to students who attend that school. The youth transportation project could expand access to services for clients outside the area that agency van pick-up serves. We anticipate that coordinating the transportation system with agency van services will be important for program success, but more research is needed to assess this dynamic.

Alternative funding structures

Since we anticipate the fee for service to be a barrier to program participation, it may be valuable to consider and evaluate the possibility of charging dues to participating agencies instead. While the Youth Transportation Project could increase demand and enrollment in afterschool programs and result in financial strain, higher enrollment could also lead to more funding. Additionally, transportation service

could potentially save afterschool programs significant operational costs and responsibility in transporting youth (i.e. drivers, gas, vehicles, and liability insurance) to their programs. Since afterschool programs may eliminate transportation costs, agencies may be in a better position than families to contribute financially to transporting their youth participants. The Youth Transportation Project could collect a small monthly or yearly fee from afterschool programs to subsidize cost of transporting youth without placing a hardship on programs. Conversely, asking programs to assist in the cost of the transportation program could be met with resistance. There is a possibility that the agencies will disagree with charges and implement their own transportation to transport children who participate in their program. Even so, the possibility of implementing agency partner dues is important to investigate.

Another area of investigation is the possibility of utilizing the Youth Transportation Project vehicles or vans outside of the afterschool period. During the morning and early afternoon (periods prior to the afterschool period), vehicles could be used or rented out for other activities such as transporting seniors in assisted living or nursing homes, disabled persons and/or veterans to and from doctor's appointments or other programs. Expanding the usability of transportation services could increase revenue and decrease children's cost in using the service for afterschool programs in addition to employing drivers and staff members on a full time basis.

Evaluating the Route

Since the program is still in a very formative state, this evaluation lacks an extensive assessment of the transportation program route. Once the system is in service, there should be an investigation into the safety and quality of the route, how frequently it comes, and whether it stops in well-lit areas that the target population--especially youth and children, can access safely from home and school.

Expected Market and Possible Partnerships with City Transportation

The success of the transportation program could grow and has large potential for expansion. The need for transportation is necessary for all age groups in low income neighborhoods within the Detroit area. Expansion could be facilitated through partnerships with Detroit Department of Transportation (DDOT) or Michigan Department of Transportation (MDOT). Connecting the infrastructure with DDOT

and/or MDOT could streamline and coordinate the transportation system and expand resources. However, since DDOT and MDOT are severely under sourced, uncoordinated with other systems, and have very limited services, they may not have a capacity for such a partnership. Further, there is a risk that DDOT and/or MDOT could change the program mission and client base. The advantages and disadvantages of such a partnership is an important subject for future research. Future evaluators could also consider the efficacy of partnering with Detroit Public Schools, however, since the system is severely underfunded, the possibility of such a partnership appears unlikely.

Possible Outcomes

The Youth Transportation Project focuses on transporting youth to and from afterschool programs and providing greater connectivity to youth resources across the City of Detroit. In the short term, the Youth Transportation Project could have the effect of increased demand for afterschool programs; participating agencies would be wise to plan and anticipate the possibility of such growth. In the long term, providing safe, reliable transportation to underserved youth between school and afterschool programs could lead to more supervision and enhancing youth enrichment in the afterschool period. As a result of addressing this high risk time in youth lives, areas served by the Youth Transportation Project may experience a reduction in youth crime and youth victimized by crime, and youth participation and performance in school and extracurricular activities.

Involving Stakeholders

To have an effect on identifying implications, interpretations and best practices on improving the program and serving the community, evaluators plan to involve stakeholders by presenting the evaluation plan to agency partners for review and suggestions. The evaluators will prepare and present an outline of the evaluation plan to agency, parent focus groups, afterschool programs and youths. The feedback will provide invaluable information to ensure that the evaluators are asking the right questions and satisfying the needs of the target population. Asking for stakeholder's feedback will have an effect on identifying implications and interpretations that evaluators may have overlooked. In addition the feedback sessions will help keep evaluators and PCS transportation accountable to the community.

EXPLANATIONS AND LIMITATIONS

There are various limitations to this evaluation plan based on the design and sample. It's possible that, as discussed above, the data may not be representative of every community or stakeholder group. Those youth and families who are neediest may not be sampled. It might also be difficult to get a response on surveys or engage people in focus groups. Hopefully, however this will be eliminated by recruiting parents, youth and coalition members when they are captive audiences and by offering food and childcare at the focus groups. Another limitation, not yet discussed, might be the transferability of the results of the evaluation to other communities in Detroit or in the country.

The evaluation focuses on two neighborhoods, Southwest and Osborn, which may result in a lack of applicability to other communities within Detroit. Each neighborhood within Detroit is distinct; thus, a youth transportation program may look differently within each neighborhood based on each neighborhood's unique barriers. Thus, the results from these surveys may not have complete transferability. However, there will likely be themes that could be drawn from the results that could apply to communities across the country with similar demographics and structures as these two neighborhoods.

Two other limitations to the evaluation are the high costs and time required to analyze qualitative data. There are high costs to gathering and assessing qualitative research data. For this reason we recommend using pre-coded surveys with limited qualitative questions, as well as limiting the number of focus groups to the stakeholder group meetings within their regular meeting agendas. Analyzing the data will also be time consuming. Although most of the survey questions are pre-coded which is designed for efficient collation, we have included some open-ended questions, which are more time-consuming to tabulate.

Within focus group sessions, qualitative information of preferences will be gathered and tabulated into themes with frequency, pulled from the data in order to analyze the results.

Another potential limitation of the study would be the effect of the evaluators' biases on the study. All evaluators will have biases that they bring to the project. Thus, it is important for the evaluators

to practice reflexivity and reflect on their own experiences that may affect the lens through which they analyze the data.

The population in Southwest is also a very diverse population with large Spanish- and Arabic-speaking populations. Thus, another limitation of our study will be translation. The surveys in this study will be translated into Spanish and Arabic; however, translators will not be available during focus groups. Therefore, those sampled in the focus groups will not necessarily be representative of the entire Southwest neighborhood population.

To successfully disseminate the surveys to students, it is necessary for the evaluators to build a relationship with the local public schools and thus gain access to the teachers and students. If the evaluators are not able to build relationships with the schools, then it is likely that another method to get the surveys to the youth will be necessary. Additionally, by using a passive informed consent form for parents instead of an active informed consent form, the team may alienate some parents, administration, teachers and staff. This consent form was selected because it balances the need to protect children with the need to increase survey participation. This form was designed to combat the likelihood of low return rates of consent forms for students. This style of consent form was also selected because the student surveys are deemed to have minimal risk associated with them and do not inquire about sensitive topics such as child abuse.

Finally, the literacy level of both parents and youth may affect the results of the surveys. If the language in the surveys are at too high of a literacy level, then there are likely to be individuals who are not able to understand the survey completely. Thus, the evaluators may then receive 100 surveys but not necessarily be able to use the answers from all the surveys.

ETHICAL ISSUES

Due to the vulnerable position of the communities and populations we will be working with in the parent and youth component of the evaluation, researchers will have to be especially cautious not to cause the participants harm. There will likely be some perceived risk to participating in the survey or focus groups for certain members of the community such as those with undocumented status or history in the justice system. From the perspective of the evaluators, the surveys will carry low risk of harm because they can be conducted anonymously. Focus groups carry more risks since evaluators will keep the names and information of the participants for greater ease in analyzing the results, although the names will become aliases. However, common confidentiality measures such as using first names exclusively during the focus group, removing names and identifying information from reports and publications, and keeping the files under lock and key should mitigate the risk.

Another concern is ensuring that the evaluation does not contribute to the oppression of the target population. The evaluation must be designed in a way that does not perpetuate segregation, disparities, poverty and other injustices faced by the residents of the six Skillman Neighborhoods. Evaluators and program organizers must do their best to be inclusive and not to exclude anyone in the process or dialogue based on race, religion, ethnicity, language, sexuality, gender, or gender identity. Conversely, while serving diverse neighborhoods and populations across the city, evaluators must ensure that the transportation program does not facilitate situations that could become dangerous. For example, the programmers must determine whether children and teens can safely ride on the same bus. Finally, if the program is implemented successfully but is not sustainable and disappears, its clientele may be exposed to harm. It is the responsibility of program organizers and evaluators to ensure that the program can continue into the future.

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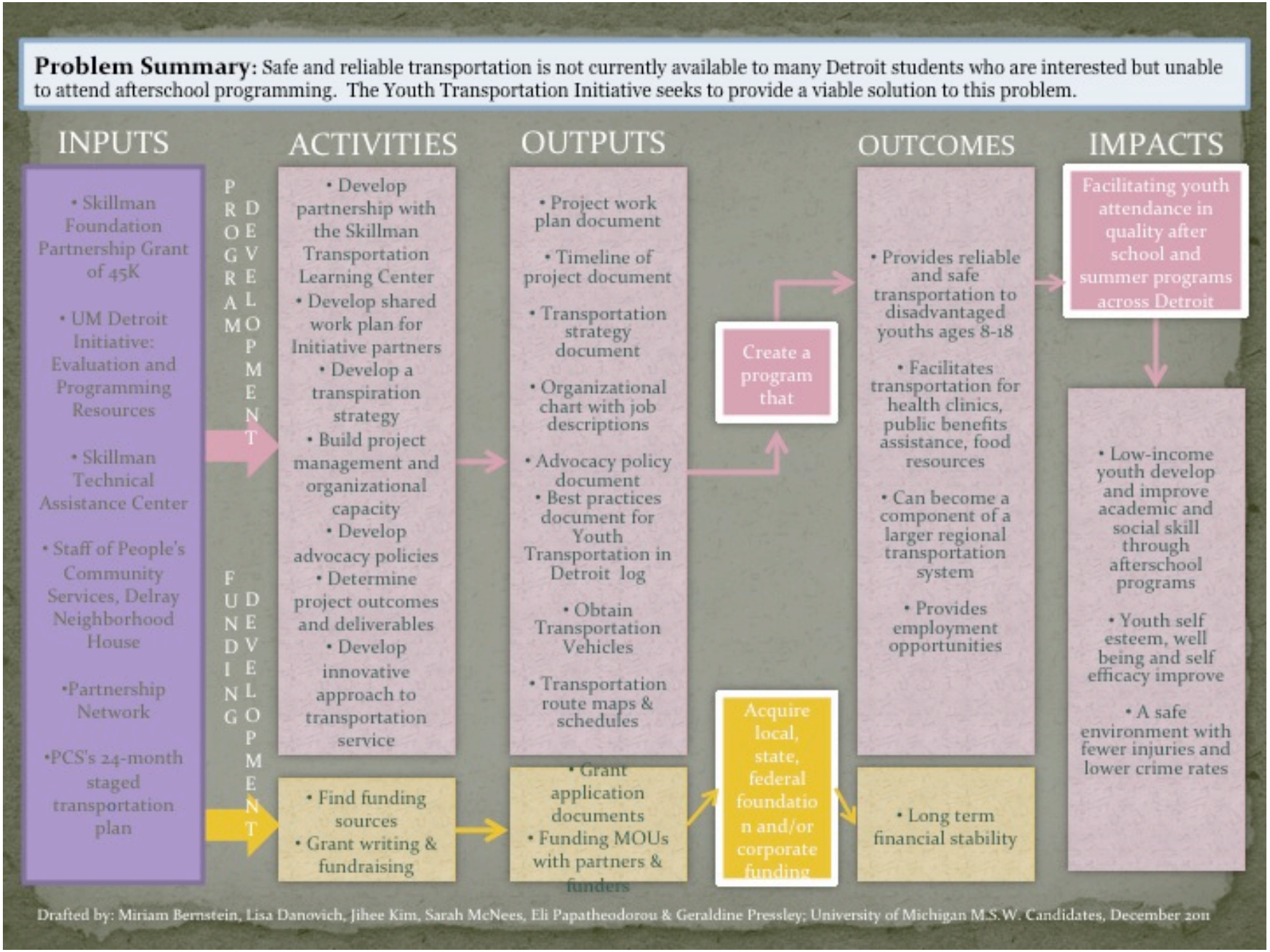
APPENDIX A: LOGIC MODEL



APPENDIX B: OPERATIONAL DEFINITIONS

21st Century Community Learning Centers Program: US Department of Education program which supports the creation of community learning centers which provide academic enrichment opportunities during non-school hours for children, in particular, children who attend high-poverty and low performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and math' offers students a broad array of enrichment activities that can complement their regular academic progress; and offers literacy and other educations services to the families of participating children.

Charles Stewart Mott Foundation: Private, grant making foundation which was founded in 1926 and is based in Flint, Michigan. The Foundation funds four program areas: Civil Society, Environment, Flint Area and Pathways Out of Poverty. The Pathways Out of Poverty program supports initiatives around the U.S. which promote learning beyond the classroom, especially for traditionally underserved children and youth, as a strategy for improving public education. The Foundation gives the greatest percentage of its grant monies in the Pathways Out of Poverty program.

Child Care and Development Fund (Child Care Development Block Grant): The program is authorized by the Child Care and Development Block Grant Act, and Section 418 of the Social Security Act. It assists low-income families, families receiving temporary public assistance, and those transitioning from public assistance in obtaining child care so they may attend work or training/education. It made more than $5 billion available to States, Territories and Tribes in fiscal year 2010.

City Connect Detroit: A non-profit organization that builds cross-sector collaborations around critical issues which impact Detroit's future, then competes for major grants to support those initiatives. The organization works to highlight the important work of the region and acts as a community planner. Since its inception it has secured more than $100 million to address critical issues for the City of Detroit.

DDOT (Detroit Department of Transportation): The largest public transit agency in the state of Michigan transports approximately 36 million passengers annually and provides service throughout Detroit and 22 surrounding communities in Wayne, Oakland and Macomb counties. DDOT has been municipally owned and operated by the City of Detroit since 1922.

Geographic Information Systems: A geographic information system integrates hardware, software, and data for capturing, managing, analyzing, and displaying all forms of geographically referenced information. GIS allows individuals to view, understand, question, interpret, and visualize data in many ways that reveal relationships, patterns, and trends in the form of maps, globes, reports, and charts.

Hubs: Proposed pick up and drop off points within each community near clusters of schools, churches, neighborhood organizations located in each neighborhood. Each of the six Good Neighborhood Initiatives will have small clusters of safe institutions such as schools, community organizations and churches which will serve as the hubs. The travel routes of the transportation system will be designed to run through each neighborhood and make stops at each hub, with a primary institution serving as the official 'stop' of each hub.

Hub Partners: Safe institutions such as schools, community organizations and churches who have agreed to partner with the Youth Transportation Project.

MDOT (Michigan Department of Transportation): Michigan Department of Transportation is the State of Michigan's entity to care for and operate public transportation systems. MDOT is responsible for planning, designing, and operating streets, highways, bridges, transit systems, airports, railroads and ports to provide for the safe, rapid, comfortable, economical, convenient, and environmentally safe movement of people and goods in the State of Michigan.

Organization provided rides/Agency pickup: Transportation provided directly by community organizations in Detroit.

Osborne: A neighborhood within Detroit. It is bounded by East 8 Mile Road to the North, Van Dyke Ave to the West, 6 Mile Road/McNichols East to the South and Gratiot Avenue to the East. Osborne is one of The Skillman Foundation's six Good Neighborhoods.

Peoples Community Services (PCS): People's Community Services of Metropolitan Detroit is a non-profit organization established to continue a historical interest of people in providing social services to the especially needy neighborhoods of the Metropolitan Detroit area, so as to meet the needs of the individuals and families of the community without regard to race, sex, age, or religion. People's Community Services was founded in 1955 when several Protestant faith based settlement houses/community centers merged to form our present day organization. These centers included the Delray Neighborhood House, which is the agency's oldest continuous operation and the Dodge Community House, which was the precursor to the agency's present day Hamtramck Neighborhood Center. The Centers provide services for youth, senior citizens and community development, which still form the core of our present day program. In 1977, the agency Senior Day-Time Center was founded. People's Community Services has been a participant in the Settlement House/Neighborhood Center movement since its founding, We continue in this rich history by not dispensing charity, but by working with neighbors to help other neighbors to enrich life and build community.

Pilot Route: Proposed transportation routes suggested in Draft 1 of the Good Neighborhoods Transportation Service Business Plan, which was created in September 2011 by Urban Strategy, L.L.C.

School Aged Children: In this plan School Aged Children who will be surveyed are in grades 6-12.

Six Neighborhoods: Six neighborhoods of Detroit which the Skillman Foundation targets in their grant making and change making efforts. The six neighborhoods are: Brightmoor, Chadsey/Condon, Cody/Rouge, Northend Central, Osborn, and Southwest Detroit.

Skillman Good Neighborhoods: The Good Neighborhoods programs is one of the primary focuses of the Skillman Foundation's grant making and change making activities. Though Skillman makes grants throughout Metropolitan Detroit, the bulk of their grant dollars are targeted in six Detroit neighborhoods – Brightmoor, Chadsey/Condon, Cody/Rouge, Northend Central, Osborn, and Southwest Detroit – and on innovative and successful schools throughout the city of Detroit. Good Neighborhoods. Launched in 2006, is a 10-year, $100-million program that focuses on six Detroit neighborhoods where today nearly 60,000 children live, roughly 30% of the city's child population. Good Neighborhoods involve a range of neighborhood development and system change strategies in concert with various public and private partners, as well as residents and other stakeholders. Good Neighborhoods is and advocate of a community partnership process.

Skillman Transportation Learning Community: Group of stakeholders who have studied and reviewed best practices surrounding transportation systems, sponsored by The Skillman Foundation.

Southwest: A neighborhood within Detroit. It is a large geographic region. Within this evaluation it refers to a combination of the Chadsey Condon neighborhood as well as Springwells Village & Vernor neighborhoods.

Fund Development		
Benchmarks	**Status**	**method**
Fund Developer Hired	Yes	Interview
Fund Developer Familiarized with PCS Funding Base		Interview
Funding plan created(steering committee)		Document
Number of Contacts Made with Current and Potential Corporate Funders		Interview
Number of state and federal granting programs identified		Interview
Number of Grant Applications Written, number accepted		Interview
Money and grant funding acquired(in dollars) TARGET:		Interview
Number of "Getting Know PCS" Events Held		Interview
Monthly PCS funding and stakeholder tour planned and implemented		Interview/records

Marketing		
Benchmarks	**Status**	**method**
Marketing plan created by steering committee		Document
Number of Public Relations Activities Performed		Interview
Number of community information meetings held		Interview/records
Number and types of media utilized(e.g. flyers, pamphlets) and how many distributed		Observation /interview
Volunteers recruited (if needed and for what?)		Records

Partnership building		
Benchmarks	**Status**	**method**
Primary Partners Identified	Yes	Interview
Community Organizer Hired	Yes	Interview
Community Organizer familiarized with community and job responsibilities		Interview
Potential HUB partners Identified		Interview
Potential HUB partner agencies surveyed for need and interest in program		. survey records
Local Business owners surveyed and recruited for support		Survey records/interview
Cooperate with Other Community-Based Organizations to Form a Steering Committee		Observation/interview

Program Planning and Implementation		
Benchmarks	**Status**	**method**
Business Plan Created	Yes	Document
Multiyear Collaborative Transportation Plan Created		Document
Assess Youth Demand for Shuttle between Delray Neighborhood House and Other Agencies		Survey/focus groups
Assess needs and barriers to program usage from parents' point of view		Survey/focus groups
Create Schedule/Route Reflective of Expressed Need in at least two neighborhoods		Document
Begin Piloting Service along this Route Schedule		Interview/observation
Driver(s) Hired		Interview
Vehicles Obtained		Interview
Number of One-Way Trips Provided		Records
Create Instrument(s) to Assess Effectiveness of Pilot Route/Schedule and Identify Other Desired Sites		Survey?
Perform Assessment of Pilot Route		??
Cooperate with DDOT, foundations, and federal funding agencies to Develop a Permanent Youth Shuttle		Interview/observation

Dear Parents of Youth Aged 6-18,

The Skillman Transportation Learning Community, Peoples Community Services, and City Connect are working to develop partnerships with agencies around the city to develop and implement a youth bus system that can transport youth to neighborhood to organizations offering afterschool programming for youth aged 6 to 18.

Parents Survey

1. Does your child participate in afterschool programs?

Yes_____ No____ If yes, where? _____

Transportation used?

Youth walks_____ Family drives youth _____ Youth on public bus _____

If no, why not?

Program not available _____ Transportation not available _____

Program unaffordable _____ Transportation unaffordable _____

What program would you desire? _____

2. Would you use a transportation service to send your child to afterschool programs?

Yes _____ No _____

3. *Would you pay $1 per ride ($2 round trip) to/from a youth program using the new transportation service?*

Yes _____ No _____ If no, why not?

Too expensive_____ Safety concerns_____ Scheduling _____

More_____Other_____

If yes, how often would you use this service per week?

1-2 rides per week _____ 3-6 rides per week _____ 7-10 rides per week _____

Other _____

4. *Would you pay $30 for an annual pass?* Yes _____ No _____

If no, why not?

---

5. *Would you still send your child to an afterschool program if no transportation were provided?*

Yes_____ No _____

If no, would you still like your child to participate? Yes _____ No _____

6. *Is there a need for an afterschool program for your child?* Yes _____ No _____

7. *What is the best way to learn about new programs in the community?*

Scale of 1 to 5, with 1 worse and 5 best.

School: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Parents & Neighbors: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Religious organizations: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Community Organizations: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Newspapers/ Bulletins: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Internet: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Television: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Other: _____

Dear Students,

The Skillman Transportation Learning Community, Peoples Community Services, and City Connect are working to develop partnerships with agencies around the city to develop and implement a youth bus system that can transport youth to neighborhood organizations offering afterschool programming for youth aged 6to 18.
We ask that you take this five-minute survey and return it.

Youth Survey

1. Do you participate in afterschool activities? Yes _____ No _____

2. What are they and where? _____
_____

3. Would you like to participate in afterschool activities? Yes _____ No _____

4. What afterschool activities would you like to attend?
Music _____ Arts _____ Sports _____ Tutoring _____ Social _____ Cultural _____
Other _____

5. Would you use transportation if it were available? Yes _____ No _____

6. If yes, how often would you use this service?
1-2 rides per week _____ 3-6 rides per week _____ 7-10 rides per week _____
More _____Other_____
7. Would you pay $1 per ride ($2 roundtrip)? Yes _____ No _____

8. Would you pay $30 for an annual pass? Yes _____ No _____

9. What is the best way to learn about new programs in the community?
Scale of 1 to 5, with 1 worse and 5 best.
School: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Parents & Neighbors: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Religious organizations: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Community Organizations: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Newspapers/ Bulletins: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Internet: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Television: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

10. What is your: age _____ grade _____

Stakeholder Agency Focus Group Discussion & Questions

1. How is the collaboration working for you?
2. What areas need addressing? Communication?
3. Have we included all stakeholders? If not, how will we become inclusive?
4. Have we planned and scheduled thoroughly for this survey analysis?
5. How will we formulate our programs to be in sync with the needs/desires of the parents and youth?
6. What is the timeline for the marketing plan?
7. How would we consider using the bus shuttles when not in use for generating additional income?

Parent Focus Group Discussion and Questions?

1. Would you or your children be able to safely access the nearest transportation hub?
2. Would you pay per child either $1 per ride ($2 round trip) or $30 per year?
3. What are you willing to pay?
4. With available transportation to access other neighborhoods, would your youth use it to attend additional programming?
5. Do you have concerns with using this transportation?
a. Safety waiting at hub
b. Safety walking home from hub
c. Knowing where your children are?
d. Other?
6. How would you envision a youth transportation service work for your youth?

APPENDIX E: CONSENT FORMS

Detroit Youth Transportation Project: Child School Survey: Informed Consent
December 2, 2011

Dear Parents,

We would like to include your child in an evaluation of a newly proposed Youth Transportation Project. The Detroit Youth Transpiration Project seeks to create safe transportation options for the youth of Detroit to attend afterschool programming. The Project is currently collecting information on how to best set up the transportation system. To do this, we are asking parents and children to complete a short survey on afterschool programming and transportation. This survey will be given to your child(ren) to complete by their homeroom teacher during the week of January 16th at your child(ren)'s school.

Each student will be asked to complete a short survey which should take 10 minutes or less to complete. The completed survey s will then be turned into the student's homeroom teacher, then given to the principal's office, at which point a team member of the Youth Transportation Project will collect the surveys.

The students will be asked about their participation in afterschool programs, their desire to participate in other afterschool programs around the city, how they feel about using a new transportation system to get to additional afterschool programs and how the find out about new afterschool programs.

The student's answers will be completely anonymous. Students will not put their names on their surveys. Once all surveys are completed and gathered together there will be no way to know which survey your student(s) completed. The information collected from the surveys will be combined and presented to community organizations, the Detroit Youth Transportation Project team and may be released to the community. When the results of the surveys are published or presented, the student's names and any other identifying information will not be used.

Only the researchers will have aces to the surveys collected in this project, which will be kept in locked storage at the Detroit Youth Transportation Project for a period of seven years following the completion of the research. Neither your name nor your child(ren)'s names will appear in any reports of the research. You have the right to review a copy of any survey being administered to your child(ren). You may contact the Detroit Youth Transportation Project by calling 313-555-5555 Monday through Friday from 9-5 pm to request additional information on the project and the surveys being supplied to your student(s). Participation in this project is voluntary and involves no unusual risks to you or your child. You may rescind your permission at any time with no negative consequences. Your child can refuse to participate or withdraw from the project at any time with no negative consequences (e.g. their grades, right to receive services, etc.).

Your child(ren)'s participation in the project will help us develop a better afterschool transportation system so they may participate in additional afterschool programing.

To help us in our research and to create the best youth transportation system, we would also like to invite you to fill out a survey. Instructions for completing the survey and a consent form are attached to this paper. Additionally we'd like to invite you to join us at an upcoming focus group for further discussion of the proposed transportation system. The focus groups will be held during the week of January 23-29. More information on the focus groups will be sent home with your children within the coming weeks.

If you agree to let your child(ren) participate in the Detroit Youth Transportation Survey you do not need to do anything. However, if you **DO NOT WANT** your child(ren) to participate in the survey please complete and send this form back to school with your child(ren) by January 9, 2012. If we do not receive a response from you by January 9, 2012 we will provide your child with a survey and explain to them the information in this form.

Thank you for your time and we hope to see you at one of our upcoming focus groups. Sincerely,

The Detroit Youth Transportation Project Team

Student(s) Name(s) _____ I do not give permission for my child(ren) to complete the Detroit Youth Transportation Project Survey

Parent or Guardian Signature _____ Date _____

Detroit Youth Transportation Project: Focus Group Informed Consent

Investigators: The Detroit Youth Transportation Project Team

I _____ and my child(ren) _____ _____ have been asked to participate in the formative evaluation of the Detroit Youth Transportation Project. The Detroit Youth Transportation Project seeks to create safe transportation options for the youth of Detroit to attend afterschool programs, to access local businesses, community organizations, and places of employment. My child(ren) and I have been asked to participate in this focus group because we live in Southwest or Osborn neighborhoods of Detroit and my child(ren) attend school in Detroit.

Purpose:

I understand that the purpose of this focus group is to help evaluate the best ways to create and fund the transportation routes; the community's needs and the needs of parents and youth. The Detroit Youth Project will ask for feedback in the form of surveys and focus groups.

Duration and Location:

I understand that I will be asked to participate in one focus group during the week of January 23rd. The focus group meetings will be held during the following dates, times and locations:

Monday January 23: 7-8pm at The Skillman Foundation: 100 Talon Center Dr. Suite 100, Detroit MI 48207 (313) 393-1185
Thursday January 26: 3-4 pm at People's Community Services: 412 W. Grand Blvd., Detroit MI, 48216 (313)554-3111
Saturday January 28: 11-12pm at City Connect Detroit: 163 Madison St., Suite 3, Detroit MI, 48226 (313) 963-9722

Procedures:

I understand that if I and or my child (ren) decide to participate in this focus group that we will be asked to take part in a focus group discussion which will be led by a focus group facilitator, a Master of Social Work candidate. A focus group assistant will also be present during the focus group session. I understand that the Detroit Youth Transportation Project will audio-tape the session and make a written copy of the discussion for later analysis.

The questions that the focus group facilitator will ask will address your opinions about the proposed youth transportation system, the best ways to create and fund the routes, your communities youth transportation needs, and your needs as a parent or your child's needs as a student. When the audio will be analyzed you will be given a code name so that your name will never be associated with what you discuss in the focus group session.

Risks/Discomforts:

The Detroit Transportation Project does not anticipate that the participation in this focus group will pose any physical or psychological risks beyond what I encounter in everyday life. However, if I am uncomfortable answering particular questions I am free to refuse to answer it or leave the group at any time. It has been explained to me that this information will only be used by the Detroit Youth Transportation Project team. My anonymous comments and opinions may be presented with other comments and survey results to the community at large and potential funders for the transportation project. I understand that the Detroit Youth Transportation Project will not collect or maintain survey information that may be used by immigration authorities. All surveys will be anonymous and will not be connected with your name.

Benefits:

I will be provided with on-site child care during the focus group session. I will also be offered food during the focus group session. I understand that the benefits to participating in this focus group may help the Detroit Youth Transportation Project team create a quality, effective & efficient youth transportation system.

Confidentiality:

I understand that the information collected from the focus group will remain confidential. This means that our names will never be associated with our opinions. Any and all references to information that would reveal your identity will be removed or disguised prior to the preparation of research reports and publications. All focus group transcripts and consent forms will be kept in a confidential and secure manner. Consent forms will be kept separately from transcripts in locked cabinets at the Detroit Transportation Project office. Further, I understand that a certificate of confidentiality has been obtained by the Department of Health and Human Services that protects investigators from being forced to release any of

my or my children's data, even under a court order or subpoena. When the results of the surveys are published or presented at community meetings, my children and my names and any other identifying information will not be used.

Right to Withdraw: I understand that my child(ren) and I are not required to fill out the survey. My children or my refusal to fill out the surveys will involve no penalty or loss of rights to which we are entitled. My child(ren) and/or I may withdraw from this evaluation at any time without fear of losing any services or benefits to which we are entitled.

Signatures:
I have read this entire consent form and completely understand my rights as a potential research subject. I voluntarily consent to participate in this survey and related research. I have been informed that I will receive a copy of this consent form should questions arise and I would like to contact the Detroit Youth Transportation Project team. I can reach the Detroit Youth Transportation Project by calling (313-555-5555 to discuss my rights as a research subject and learn about the results of this evaluation.

_____ _____
Signature of Research Subject /Guardian Date

_____ _____
Signature of Witness Date

_____ _____
Signature of Detroit Youth Transportation Project Representative Date

Detroit Youth Transportation Project: Parent & Child(ren) Survey: Informed Consent

Investigators: The Detroit Youth Transportation Project

I _____ and my child(ren) _____ _____ have been asked to participate in the formative evaluation of the Detroit Youth Transportation Project. The Detroit Youth Transportation Project seeks to create safe transportation options for the youth of Detroit to attend afterschool programs, to access local businesses, community organizations, and places of employment. My child(ren) and I have been asked to complete this survey because we live in Southwest or Osborn neighborhoods of Detroit and my child(ren) attend school in Detroit.

Purpose:

I understand that the purpose of this evaluation and survey is to evaluate the best ways to create and fund the transportation routes; the community's needs, the needs of parents and youth. The Detroit Youth Project will ask for feedback in the form of surveys and focus groups.

Duration and Location:

I understand that the surveys will be available to me via direct mail, sent home with students and available online. The surveys will be provided to my children at school. The survey is expected to take 10 minutes or less to complete. The surveys can then be mailed in the pre-addressed and postage paid envelopes provided or submitted online via the internet survey. My child's survey will be collected at school.

Procedures:

I will be asked to answer questions regarding my child(ren)'s participation in afterschool programs, my desire for my child(ren) to use the proposed youth transportation system, and information on how I learn about new programs where I live. I will be asked to submit my completed survey through a self-addressed, stamped envelope via the postal service, or by submitting my answers through an online survey (this depends on the type of survey you fill out).

Risks/Discomforts:

It has been explained to me that this information will only be used by the Detroit Youth Transportation Project team. My anonymous answers may be presented with all other survey results to the community at large and potential funders for the transportation project. I understand that the Detroit Youth Transportation Project will not collect or maintain survey information that may be used by immigration authorities. All surveys will be anonymous and will not be connected with your name. By completing the survey you and your child(ren) may be discomforted by the taking 10 minutes of your day to answer the questions. There are minimal risks associated with completing this survey.

Benefits:

I understand that the benefits to completing this survey may be to help the Detroit Youth Transportation Project team create a quality, effective & efficient youth transportation system.

Costs to Participate:

I understand that my child(ren) and I are not required to pay the Detroit Transportation Project or any of its affiliates for my participation in this survey.

Confidentiality:

I understand that my child(ren) and I will not be asked to provide our names on the survey. Our names will never be associated with our surveys. All survey results and consent forms will be kept in a confidential and secure manner. Consent forms will be kept separately from completed surveys in locked cabinets at the Detroit Transportation Project office. Further, I understand that a certificate of confidentiality has been obtained by the Department of Health and Human Services that protects investigators from being forced to release any of my or my children's data, even under a court order or subpoena. When the results of the surveys are published or presented at community meetings, my children and my names and any other identifying information will not be used.

Right to Withdraw: I understand that my child(ren) and I are not required to fill out the survey. My children or my refusal to fill out the surveys will involve no penalty or loss of rights to which we are entitled. My child(ren) and/or I may withdraw from this evaluation at any time without fear of losing any services or benefits to which we are entitled.

Signatures:

I have read this entire consent form and completely understand my rights as a potential research subject. I voluntarily consent to participate in this survey and related research. I have been informed that I will receive a copy of this consent form should questions arise and I would like to contact the Detroit Youth Transportation Project team. I can reach the Detroit Youth Transportation Project by calling (NUMBER HERE) to discuss my rights as a research subject.

_____ _____

Signature of Research Subject Date

_____ _____

Signature of Witness Date

_____ _____

Signature of Detroit Youth Transportation Project Representative Date

APPENDIX F: ANTICIPATED EVAULUATION TIMELINE

	Week 1	*Week 2*	*Week 3*	*Week 4*	*Week 5*	*Week 6*	*Week 7*	*Week 8*
1. Evaluation of Partnership Building								
Conducting staff interviews								
Surveying potential HUB partner agencies								
Surveying local business owners and recruiting for support								
Conducting focus groups of program collaborators								
Observing other community-based organizations to form a steering committee								
2. Evaluation of Marketing								
Reviewing marketing plan								
Conducting staff interviews								
Observing number and types of media utilization and distribution								
Tracking website and social marketing sites of youth transportation & afterschool programs								
3. Evaluation of Program Planning and Implementation								
Reviewing business plan								
Reviewing multiyear collaborative transportation plan								
Conducting staff interviews								
Recruiting youths and parents for survey and focus groups								
Surveying youths and parents								
Conducting focus groups of parents								
Observing piloting services								
4. Evaluation of Fund Development								
Reviewing funding plan								
Conducting staff interviews								
5. Presenting and Interpreting Evaluation Results								
6. Developing Recommendations for Future Research, Practice and Policy								
Presenting evaluation outcomes to major stakeholders								
Collecting and analyzing feedback for project modification								
Monitoring long-term impacts of the project								

**** The evaluation process will take 8 weeks, starting from January 2, 2012 to February 24, 2012.**