

Core Service Report

Tutorial Services

Consumer Category:
Educational / Employment Limitations

Primary Consumer Group:
**Persons with Educational Disadvantages
Preschool and K-12**



February 2007

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COMPANION REPORTS

In addition to the information included in this report, a report of the other core services (80 in total), community leader key informant interviews, United Way - First Call for Help staff focus groups, Consumer Snapshots, and E-Survey of United Way funded Executive Directors, Board Presidents, and United Way Community Investment staff are available at <http://www.uws.org>.

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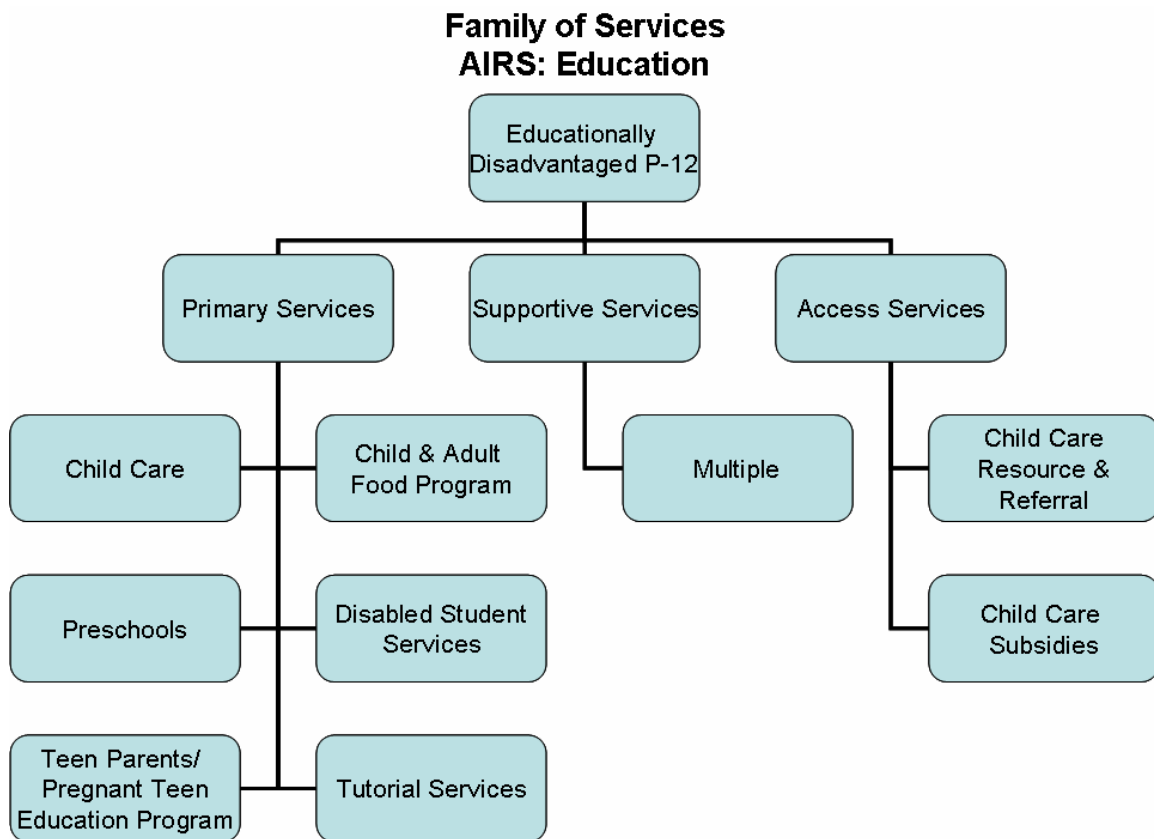
SNAPSHOT

AIRS Code Level I: Education (H)
AIRS Code Level II: Educational Support Services (HL)
Core Service: Tutorial Services (HL-870)

Investment Committee: Learning and Earning for Life
Cluster: Education

AIRS Definition: Programs that provide supplemental instruction to students who are having difficulty with their coursework or who want to get more out of their regular educational program.

The Tutorial Services Program is part of a family of services for persons with educational limitations grades P through 12. It is one of seven services targeting this consumer group. (See figure below.) In addition, there are two services that facilitate access to some of these services.



Core Service Environment

An ultimate outcome of poor academic performance is dropping out of high school, which can have serious negative effects for the student, the community, and the economy. Communities with a high number of parents who are dropouts tend to have less stable families and social structures. Many employers need workers with some technical ability, which usually requires at least a high school diploma. As we move into the 21st century, improving the educational achievement of American children and youth has become increasingly important due to the globalization of the economy and the expanding demands of a technological society. Thus, the reading performance of children is a major issue not only among educational practitioners and researchers, but also among national, political, and economic leaders (ABT Associates, Inc., 2001).

In 1999, Congress passed the Reading Excellence Act (REA), a major federal initiative aimed at improving reading instruction in the early grades in schools where large numbers of children are struggling to learn to read (ABT Associates, Inc., 2001).

No Child Left Behind (NCLB) is a comprehensive reauthorization of the 1965 Elementary and Secondary Education Act that targeted Title I monies to improve the academic achievement of the disadvantaged. NCLB's intent is to hold individual school districts accountable for students' performance and to provide all children with a fair, equitable, and significant opportunity to obtain a high-quality education.

As part of the No Child Left Behind Act (NCLB), supplemental education services (SES) are free tutoring services provided to low-income children who attend a Title I school that has failed to make adequate yearly progress for at least three years.

Core Service Consumers

The target population addressed in this core service report is children and youth 5-18 years of age who receive free or reduced price school lunches.

The "Losing Our Future" report rated the Cleveland Municipal School District as Ohio's worst large school district with a graduation rate of only 30 percent. The study also concluded that a disproportionate percentage of African American children in Ohio were attending school districts in "academic emergency," which includes Cleveland and East Cleveland in Northeast Ohio (Orfield et al., 2004).

According to the Ohio Department of Education (2004-05), performance on proficiency tests are the first stages on the academic trajectory that can indicate whether a student will or will not graduate from high school. More than 30 percent of students in public schools in Cuyahoga County were below proficient on four tests in academic year 2004-05: science 4th grade, and math 6th, 7th, and 8th grades. Twenty to 29 percent of students were below proficient on seven tests: math 3rd & 4th grades, science 6th grade and Ohio Graduation Test, citizenship 4th and 6th grades, and reading 6th grade.

The lower percentage averages (under 20 percent) were primarily in reading and writing tests. This data suggests that students are having more difficulty with science and math concepts than with language arts. However, there is also a substantial percentage that has difficulty with reading and writing.

According to NCLB, low-income students who attend Title I schools and are eligible for free or reduced lunches are eligible for free tutoring if schools do not meet standards. In 2000, 73,877 individuals between 5 and 18 in Cuyahoga County were estimated to receive free or reduced-price lunches, or 27 percent of the ages between 5 and 18. However, the number is projected to decrease to 59,428 in 2015 because of population shifts.

Core Service Delivery

The definition of the core service for this report is: programs that provide supplemental instruction to students who are having difficulty with their coursework or who want to get more out of their regular educational program. Typical services include education testing, exam preparation, tutoring in math or reading, help with developing writing skills, and homework assistance.

Tutorial services are typically provided by schools, colleges, libraries, religious organization, and afterschool programs. Most are provided free or on a sliding fee scale. They are generally offered after school and help children complete homework, build academic skills (e.g., reading, math or science), and provide supplementary instruction to the regular school curriculum. Often the tutoring programs are targeted toward children who have multiple risk factors for school failure, such as limited income, limited literacy skills, or low proficiency scores. The tutoring sessions can take place 1-5 times weekly for approximately 30 minutes to 2 hours per day.

Based on United Way - First Call for Help's (FCFH) database (February 2005), there are 75 tutoring services providers operating from 97 different sites, 27 of which are government and 48 are nonprofit. In FY 2004 (July 2003 to June 2004), five providers were funded by United Way. FCFH call data shows an increase in the number of total requests for tutoring programs in the county: from 57 in 2000 to 106 in 2004 (86 percent increase). Over the same five-year period, FCFH had 435 requests for information about tutoring. Of these requests, they were able to make referrals to 98 percent of callers.

There are many sources of funding for tutorial services, the majority of which come from federal and state programs through the Ohio Department of Education. Tutoring is also a service that is combined with others, such as youth development and school-aged child care, to provide comprehensive afterschool programming.

Title I funds are provided to schools based on the number of children in poverty. Title I funds have been increasing overall in Cuyahoga County. Per the Ohio Department of Education, between 2002 and 2004 total Title I funding in Cuyahoga County increased from \$54.9 million to \$72.6 million. During the same years, Title I funding increased in the Cleveland Public Schools from \$35.8 million in 2001-2002 to \$53.9 million in 2003-3004.

A component of the No Child Left Behind Act, 21st Century Community Learning Centers (CCLC) is intended to offer expanded academic enrichment opportunities to children attending low performing schools. Appropriations for this program have decreased from a high of \$1 billion in 2001 to \$981 million in 2006. Funding to Ohio for 21st Century Community Learning Centers has generally been increasing from \$9.8 million in 2002 to a high of \$33 million in 2004 to a current \$31 million for 2007. Per a search of the U.S. Department of Education 21st Century CCLC Profile and Performance Collection System, funding has fluctuated dramatically in Cuyahoga County from \$2.5 million in 2003 to \$550,642 in 2006 (U.S. Department of Education, 2006b).

Approximately \$18.8 million dollars in TANF funding was available for the fall 2006 grant cycle. Cuyahoga County, through the Cleveland Municipal School District and the Cleveland Heights/University Heights School District, received \$3.5 million in 2006 for both the afterschool program and school readiness enrichment program.

A significant, and increasing, portion of Cleveland’s CDBG has been allocated to several tutoring programs. In 2002, \$128,000 was allocated, and in 2004, \$253,775 was allocated.

The Cleveland Scholarship and Tutoring Program provides scholarships to attend private schools or public schools in adjacent school districts, and it provides grants for tutoring services for students residing in the Cleveland Municipal School District. The Ohio general revenue fund is the source of these funds. Funding for this entire program has been increasing: in 2002 approximately \$14 million was allocated, and in FY 2009 approximately \$29 million will be available. In FY 2005, \$1.7 million was estimated to be spent on providing tutoring services through the program. In FY 2006 and FY 2007 per ODE’s biennium budget for the amount was proposed to remain the same.

Also funded through the state’s general revenue fund, the Volunteer Tutor Support & Family/Community Engagement Program provides resources and programs that support volunteer reading and tutoring programs and engages families and communities in literacy education. Approximately \$4.423 million was estimated for the program statewide in FY 2005, and the same amount was proposed for FY 2006 and FY 2007.

As of May 11, 2006, over \$1.5 million in revenues for tutorial services has been identified countywide. Sixty-four percent of the revenues are from contracts or grants from government organizations. United Way of Greater Cleveland accounted for 31 percent of the funding.

What Works; What Doesn’t

Educators and researchers believe that the use of volunteers to support student learning is valuable and fosters improved learning outcomes for children. Tutoring students in one-to-one or small group settings is generally perceived as an effective means of providing instruction because lessons can be tailored to individual students’ specific needs (ABT Associates, Inc., 2001).

According to a study for the U.S. Department of Education (1997) entitled “Evidence That Tutoring Works”:

Research has consistently shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children’s reading skills. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program.

There is no overwhelming evidence about the effectiveness of tutoring as a way to teach reading to students experiencing difficulty (Wasik, 1997). Nevertheless, there are examples of effective practices that include intensity of tutoring, administration/implementation, and tutor training.

Gap Analysis

The estimated universe of possible consumers is 16,253, including both realized (3,764) and unrealized (12,489) access.

I. FOREWORD

INTRODUCTION

United Way of Greater Cleveland (UW), in partnership with the Cuyahoga County Board of Commissioners, has initiated a large scale core service planning process to generate data and engage in community-wide dialogue about the community's safety net of core service and consumer needs in the Greater Cleveland area. In addition, UW envisions this process as an opportunity to better understand its role in the community and its long term capacity to improve the lives of Greater Clevelanders.

The primary goal of the Cuyahoga County core service research is to identify consumer needs and assess whether there are service gaps/duplications on a community-wide level. The findings from this research will guide future funding decisions at UW, and they will also be used to stimulate dialogue with other funders and groups in the community. United Way intends to continue to fund a broad array of "safety net" services that are important to the Greater Cleveland area. But it is hoped that the research findings will inform how UW dollars may be dispersed to have the greatest impact on current realities, needs, and priorities in the Greater Cleveland community.

METHODOLOGY

United Way contracted with MCS Consulting Service, LLC, to conduct the core service research, which focuses on both the consumers served and services provided. (See Attachment 1 for list of members of the research team.) The research team has obtained information about each core service from multiple data sources. At the end of the research process there will be substantial information available for some services and less for others, which will provide a clearer picture of what information *is* available and where there are *significant gaps*.

The questions addressed are:

- Including public policies, what are the environmental influences that are impacting both service consumers and the capacity for service delivery?
- Who are the service consumers? What are the factors that lead to a need for services? How many consumers are there? How many have there been in the past several years and what factors influenced the historic trend line? What are the projected numbers for the future? What is their demographic profile? Where do they reside? How many are receiving services funded by government and/or United Way?
- What is the philosophy that drives service delivery? Has it changed? What does the service consist of? Who provides the service?
- What are the funding sources? What are the annual revenues from government sources, federated fund raising organizations, foundations, and United Way of Greater Cleveland? What are the historic government funding trends and what is projected for the future? What is the reimbursement amount?
- What works and what doesn't work in service delivery?
- Are there service gaps, duplication, under-utilization?

The primary information sources used for this report are:

- Results of 20 focus groups with 159 direct service staff of United Way member agencies and non-members, and key informant interviews with 93 experts in the respective service areas (February 2005). Participants were asked about consumer populations that are increasing and those with unmet needs; they provided insight about specific service gaps and duplication, as well as services they perceive to be outdated or under-utilized.
- United Way Program Report data for FY 2004 (July 2003 to June 2004). Each year United Way member agencies submit information to their respective investment committees on each funded core service they provide. Among other things, this information includes a demographic profile of the consumers served, the zip codes where the consumers reside, and all revenue sources that support the service. The research team has aggregated this information for each core service.
- United Way - First Call for Help call data (2000 to 2004) - United Way - First Call for Help provides a 24/7 information and referral service through its 211 telephone line. The research team analyzed data from its large database, which includes the names of service providers for most core services, the activities they provide and the zip codes in which they and those they serve are located, the number of calls received, and whether the need was met or unmet. Unmet needs are those for which there was no resource to reference.
- Literature reviews on service trends and issues as well as best practices (i.e., what works/ what doesn't work in service delivery), including impact on the individual/family and on the community.
- Searches for information on public policies that are currently impacting consumers or service delivery.
- U.S. Census and American Community Survey data for various time periods.
- Data from funders on actual consumer populations and funding levels.

(See Attachment 2 for technical notes on the research methodology as well as limitations of the data.)

II. THE CORE SERVICE ENVIRONMENT

CORE SERVICE ENVIRONMENT

Over the past several years, there has been increasing concern among educators, policy makers, and corporate leaders about the reading ability of America's youth. This has culminated in a national mandate, the America Reads Initiative, whose goal is: *to help ensure that every child can read well and independently by the end of the third grade*. Efforts to support this initiative have been launched by schools, states, federal agencies and businesses. (ABT Associates, Inc., 2001)

As we move into the 21st century, improving the educational achievement of American children and youth has become increasingly important due to the globalization of the economy and the expanding demands of a technological society. To succeed in this new environment, children and adults alike must be able to read and comprehend text without difficulty. Equally important, the ability to read well has other intangible benefits, including reading books for one's own enjoyment, reading to one's children, and reading to obtain information and to continue one's own learning, to name just a few. As a result, it is a well-accepted notion that to read well is a critical cornerstone for successful academic performance and meaningful professional and personal development. Thus, the reading performance of our children is a major issue not only among educational practitioners and researchers, but also among national, political and economic leaders, as well. (ABT Associates, Inc., 2001)

A major study on reading difficulties in young children noted that 'large numbers of school age children, including children from all social classes, have significant difficulties learning to read (Snow, Burns, and Griffin, 1998).' Further evidence comes from the results of the National Assessment of Educational Progress (NAEP) describing the educational attainment of the nation's students. The most recent NAEP results on reading indicate that there has been no substantive improvement in the achievement among 9-year-olds in the last eight to ten years. Furthermore, the average reading score for 9-year-olds obtained in 1999 was lower than the corresponding score from 1985. (ABT Associates, Inc., 2001)

Reading performance in the early grades is particularly important since it is a key determinant of future academic success. One researcher reported that a student's chances of graduating from high school are strongly related to his/her reading skills at the end of third grade (Slavin, Karweit, Wasik, Madden, and Dolan, 1994). Elementary school teachers also recognize the importance of reading; in another national study, more than half of the teachers surveyed responded that "building basic literacy skills is the most important goal in education. (National Center for

Educational Statistics' Schools and Staffing Survey, 1990-91 in ABT Associates, Inc., 2001)

An ultimate outcome of poor academic performance is dropping out of high school, which can have serious negative effects for the student, the community, and the economy. Communities with a high number of parents who are dropouts tend to have less stable families and social structures. Many employers need workers with some technical ability, which usually requires at least a high school diploma.

National high school graduation rates continue to remain low. It is estimated that only 68 percent of students entering 9th grade will graduate with a diploma. Minorities have the lowest graduation rates. In 2004, a report entitled "Losing Our Future: How Minority Youth Are Being Left Behind by the Graduation Rate Crisis" was released by the Civil Rights Project at Harvard University and The Urban Institute. It found in 2001 that only 50 percent of all black students, 51 percent of Native American students and 53 percent of all Hispanic students graduated from high school. National data from the U.S. Department of Education's Office of Special Education Programs indicate that only about 32 percent of students with disabilities graduate (Orfield, Losen, Wald, and Swanson, 2004).

The "Losing Our Future" report states that Ohio's graduation rate in 2004 was 70.7 percent, which was slightly better than the national average, ranking 27th out of the 50 states. Mirroring national patterns, minority students had the lowest graduation rates. The Hispanic graduation rate was 43.2 percent, black students had a 39.6 percent graduation rate, which was the second worst graduation rate for black students in the country, and Native Americans had a graduation rate of 22.4 percent (Orfield et al., 2004).

PUBLIC POLICY ISSUES

NATIONAL

Federal Laws and Regulations

No Child Left Behind

No Child Left Behind (NCLB) is a comprehensive reauthorization of the 1965 Elementary and Secondary Education Act that targeted Title I monies to improve the academic achievement of the disadvantaged. NCLB's intent is to hold individual school districts accountable for students' performance and to provide all children with a fair, equitable, and significant opportunity to obtain a high-quality education. It requires that all schools and districts achieve 100 percent proficiency in reading and math by 2014. NCLB requires the state to set benchmarks for academic outcomes for all districts and schools.

Title I funds are provided to schools based on the number of children in poverty. Schools that receive Title I funding and fail to make targets of "adequate yearly progress" set by their states under the No Child Left Behind Act for two consecutive years must allow students to transfer to other schools (known as "school choice"). Schools failing to meet the targets for a third year must offer supplemental services to children from low-income families. School districts are then responsible for paying for transportation to another school district or the supplemental services through their Title I funds (capped at 20 percent of their Title I allocation). "Supplemental educational services" are tutoring or other supplemental academic enrichment activities beyond the regular school day.

States compile a list of approved providers, and districts draw up contracts with those of their choosing. Most tutoring providers, however, are private companies (63 percent), followed by school districts themselves (22 percent), 3 percent are colleges and universities, and another 3 percent are other organizations, which includes nonprofits (Gewertz, 2004). Districts must notify parents that their children are eligible and supply information about the providers. It is up to parents to enroll their children.

In Ohio, only about 10 percent of children eligible for free supplemental services (including tutoring) actually received them. According to Ohio’s “Consolidated State Performance Report Parts I and II for state formula grants under the Elementary and Secondary Education Act as Amended by the No Child Left Behind Act 2001 for Reporting on School Year 2004-2005,” 53,139 children were eligible to receive supplemental educational services under Title I for that school year, but only 5,102 actually received the service (Ohio Department of Education, 2006b).

Districts that fail to meet standards for two consecutive years will endure government intervention, and districts that still fail to meet adequate yearly progress may receive sanctions. Because states are focused on avoiding accountability sanctions, there have been increased reports that schools across the nation are pushing out low achieving students in order to raise their overall test scores. Under the current program, schools are less likely to spend their resources to find ways to improve the performance of struggling students. Incentives to push students out of school should be replaced with rewards to keep them in school (Orfield et al., 2004).

In addition to NCLB,

The federal government has devoted significant attention and resources to the topic of reading achievement, particularly for students in the early elementary grades (K-3), both through major initiatives in the Department of Education and in other federal agencies. For example, in 1999, Congress passed the Reading Excellence Act (REA), a major federal initiative aimed at improving reading instruction in the early grades in schools where large numbers of children are struggling to learn to read. During the first year of implementation for REA (the 1999-2000 school year), seventeen states received REA grants with the requirement to use ‘scientifically-based’ research methods in their approaches to training teachers to provide high-quality, effective reading instruction. (ABT Associates, Inc., 2001)

STATE

The Ohio Department of Education’s task is to use NCLB as a major initiative to close the achievement gap between Ohio’s highest and lowest performing students and schools and to hold local school districts accountable for children’s academic achievement. Under-performing districts and schools that have not made adequate yearly progress in attaining state proficiency standards for at least two-consecutive years must implement a two-year improvement plan and provide parents with a choice of public schools.

Ohio is one of 39 states that have set “soft” adequate yearly progress (AYP) goals, meaning that the schools and districts that fall below graduation rate goals set by the state can still make AYP even if they exhibit the slightest amount of improvement. This may, however, create a false sense of real improvement in NCLB requirements.

In Ohio, the responsibility for implementing NCLB regulations occurs within a state school system that is in financial distress. Ohio schools were already struggling to meet their financial obligations prior to Governor Bob Taft’s June 2004 signing of an executive order that cut the state’s education budget by \$142 million. In addition, Ohio’s state legislature has continually rebuffed the Ohio Supreme Court’s 1997 decision (*DeRolph v. State of Ohio*) that declared Ohio’s school finance system as unconstitutional and inadequate in its support to lower income areas.

III. THE CORE SERVICE CONSUMERS

DEFINITION OF TARGET POPULATION

The AIRS definition targets the core service to students who need supplemental instruction because they are having difficulty with their coursework or who want to get more out of their regular educational program. The target population addressed in this core service report is children and youth 5-18 years of age who receive free or reduced-price school lunches.

Low income students, generally those who receive free or reduced-price lunches, who attend Title I schools that have not made adequate yearly progress for at least three years are eligible for free tutoring services.

DEMOGRAPHIC CHARACTERISTICS

Recent state and national surveys on the status of Greater Cleveland's education since the 2002 implementation of the Federal No Child Left Behind (NCLB) Act, indicate an increased need for supplemental educational services (SES). The *Losing Our Future* Report rated the Cleveland Municipal School District as Ohio's worst large school district with a graduation rate of only 30 percent. The Cleveland District also has the highest enrollment at 75,684, with a minority population of 80.7 percent. The study also concluded that a disproportionate percentage of African American children in Ohio were attending school districts in "Academic Emergency" including Cleveland and East Cleveland in Northeast Ohio (Orfield et al., 2004).

According to the Ohio Department of Education (2004-05), performance on the proficiency tests are the first stages on the academic trajectory that can indicate whether a student will or will not graduate from high school. Table 1 below shows the average proficiency test rating data reported for the 31 public school districts in Cuyahoga County by percentage of students below proficient for the school year 2004-2005. There were 21 different proficiency tests with the average below proficiency scores ranging from 5 to 34 percent and averaging 22 percent in the aggregate. This means that 22 percent of students were below proficiency on one or several of the tests. Note that an individual student takes multiple tests in a given academic year and can score differently on each. Of these, more than 30 percent of students were below proficient on four tests:

- Science 4th grade; and
- Math 6th, 7th, and 8th grades.

Twenty to 29 percent of students were below proficient on seven tests:

- Math 3rd & 4th grades;
- Science 6th grade and Ohio Graduation Test;
- Citizenship 4th and 6th grades; and
- Reading 6th grade.

The lower percentage averages (under 20 percent) were primarily in reading and writing tests. This data suggests that students are having more difficulty with science and math concepts than

with language arts. However, there is also a substantial percentage that has difficulty with reading and writing.

Table 1: Average Rating Data Reported for School Districts in Cuyahoga County, by Percentage of Students Below Proficient, 2004-2005 School Year

Subject/Grade Level	# of Students	% of Total
Average Daily Enrollment (County Total)	184,496	
<i>"Below Proficient" Students</i>		
Math 7th grade	68,823	37.30%
Math 8th grade	63,645	34.50%
Science 4th grade	61,770	33.48%
Math 6th grade	60,652	32.87%
Science 6th grade	51,784	28.07%
Citizen 4th grade	49,409	26.78%
Math 4th grade	49,284	26.71%
Read 6th grade	46,642	25.28%
Science (OH Graduation Test Score)	43,565	23.61%
Math 3rd grade	43,273	23.45%
Citizen 6th grade	39,982	21.67%
Read 4th grade	34,072	18.47%
Read 5th grade	32,447	17.59%
Read 8th grade	31,733	17.20%
Social Studies (OH Graduation Test Score)	30,049	16.29%
Math (OH Graduation Test Score)	29,978	16.25%
Read 3rd grade	29,347	15.91%
Write 4th grade	28,371	15.38%
Write 6th grade	22,550	12.22%
Write (OH Graduation Test Score)	21,646	11.73%
Read (OH Graduation Test Score)	10,707	5.80%

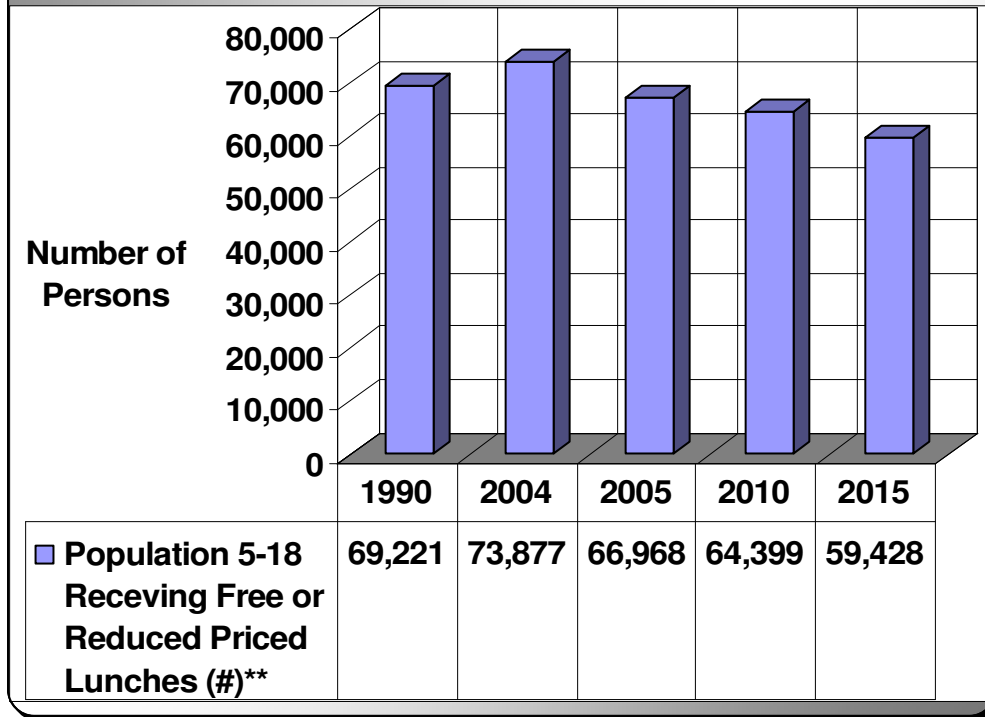
Source: Local Report Card data (2004-2005 school year), Ohio Dept. of Education

Estimated Persons in Need

In Cuyahoga County, two populations are important in determining the estimated number of persons in need of tutorial services: the younger population that lacks a full understanding of a school subject and has insufficient family resources to support supplementary learning, and the younger population with learning deficiencies. According to NCLB, low income students who attend Title I schools and are eligible for free or reduced-price lunches are eligible for free tutoring if schools do not meet standards.

For academic year 2004, 73,877 individuals between 5 and 18 in Cuyahoga County were estimated to receive free or reduced-price lunches. However, the number is projected to decrease to 59,428 in 2015 because of population shifts. (See Figure 1.)

**Figure 1: Tutorial Services
Estimated Persons in Need
Cuyahoga County, 1990-2015**



Sources:
 * U.S. Census 1990, STF 3 (P11); 2000, SF3 (P8); 2004, American Community Survey; 2010, Ohio Department of Development, (July, 2003). 2004 and 2010 Population 5-18 prorated from Ages 5-19 using 2000 age group proportions.
 **Children's Hunger Alliance, Cuyahoga County, National School Lunch Program, 73,877 children, School Year '03-'04. 27.0 percent of children 5-18. Assumes same percentage across periods.

It is recognized that this is a conservative estimate of persons in need of tutorial services because students with higher household incomes are also likely to need supplementary educational services. However, it is a number that begins to offer some clarity about the extent of need in Cuyahoga County.

REALIZED ACCESS TO SERVICE

Realized access to service is represented by the number of consumers actually served. It includes the actual number of consumers reported by agencies funded by United Way and by government funders from which it was possible to obtain data. Thus, it is an underestimate of actual numbers of consumers receiving service.

In FY 2004, United Way (UW) funded 3,764 persons between the ages of 5 and 18 for tutoring programs. The City of Cleveland Community Development Block Grant (CDBG) funded 948

students in 2004. While the schools are a primary funder of services through Title I funds, no numbers were available for realized access.

In 2000, 51 percent of Cuyahoga County's total 5 to 18 population were male and 49 percent female. Consumers funded by United Way were 46 percent male and 33 percent female; the gender of the rest was unknown. (See Attachment 3.) There was no CDBG demographic data available.

According to the 2000 U.S. Census, 58 percent of the county's total 5 to 18 population were Caucasian, 36 percent African American, and 2 percent Asian. Students funded by United Way were 4 percent Caucasian and 59 percent African American. Sixteen percent indicated "other" race and 22 percent were unknown.

While 5 percent of the county's 5 to 18 population were Hispanic, 11 percent of consumers funded by United Way were Hispanic.

Thirty-eight percent of those funded by United Way reported annual household income between \$0 - \$14,999 and another 32 percent reported incomes of \$15-19,999. Twenty-eight percent were unknown.

Thirty-four percent of the county's population 5 to 18 years resided in Cleveland and 66 percent in the suburbs. Sixty-four percent of consumers funded by UW reside in Cleveland and 36 percent in the suburbs. (See Attachment 4.)

IV. CORE SERVICE DELIVERY

CORE SERVICE DEFINITION

The definition of the core service for this report is: programs that provide supplemental instruction to students who are having difficulty with their coursework or who want to get more out of their regular educational program. Typical services include education testing, exam preparation, tutoring in math or reading, help with developing writing skills, and homework assistance.

BACKGROUND ON CORE SERVICE

A tutor is a private instructor who teaches a specific educational subject or skill to an individual student. Such one-on-one attention allows the tutor to improve the student's knowledge or skills far more rapidly than in a classroom setting. Tutors are often privately hired and paid by the student, the student's family or an agency. Many are used for remedial students or others needing special attention; many provide more advanced material for exceptionally capable and highly motivated students. (wikipedia.com, 2006)

Tutorial services are typically provided by schools, colleges, libraries, religious organizations and afterschool programs. Most are provided for free or on a sliding fee scale. They are generally offered after school and help children complete homework, build on academic skills (e.g., reading, math or science), and provide supplementary instruction to the regular school curriculum. Often the tutoring programs are targeted toward children with multiple risk factors for school failure, such as limited income, limited literacy skills, or low proficiency scores. The tutoring sessions can take place 1-5 times weekly for approximately 30 minutes to 2 hours per day.

Online tutoring is the same as traditional face-to-face tutoring except that the tutoring is delivered remotely via the Internet. With increased bandwidth and advanced additional technology tools such as white board, audio and text, students and tutors can now engage online in a highly interactive fashion, as they would in a physical classroom. (wikipedia.com, 2006)

As part of the No Child Left Behind Act, states are required to define "adequate yearly progress" (AYP); that is, the minimum performance that districts and schools must reach every year on state achievement tests. Title I schools that don't make AYP for at least three years must offer SES to students. Schools must continue to offer SES to their students until the school shows adequate yearly progress for two years in a row. If the demand for SES exceeds available funds, districts may give priority to the lowest achieving eligible students (Tutors for Kids.org, 2005).

Once a state has identified a school as "in need of improvement" for two or more years, the school district determines which students in that school are eligible for services. Then the district notifies families of eligible students about their right to free tutoring. The district must also

provide information about the local SES providers to help families select one, and it should allow families enough time to compare options and make informed choices.

Once a family chooses a provider, the parents meet with the provider, the school, and the district to agree on performance goals for the child and a schedule for services. The district enters then into a contract with the provider and pays the provider for tutoring services.

Each state develops a list of potential SES providers. To get on this list, providers must be approved by the state. States choose providers that can offer tutoring programs in line with state standards and that offer high-quality, research-based tutoring. These providers can be any of the following:

- For-profit companies;
- Nonprofit groups;
- Local community programs;
- Colleges or universities;
- National organizations;
- Faith-based groups;
- Private and charter schools; or
- Public schools and districts that have not been identified as in need of improvement.

Many providers will offer “hands on” tutoring by trained instructors. Others may offer Internet-based instruction that students can access through a computer at home, in school, or at a community center.

United Way – First Call for Help Call Data

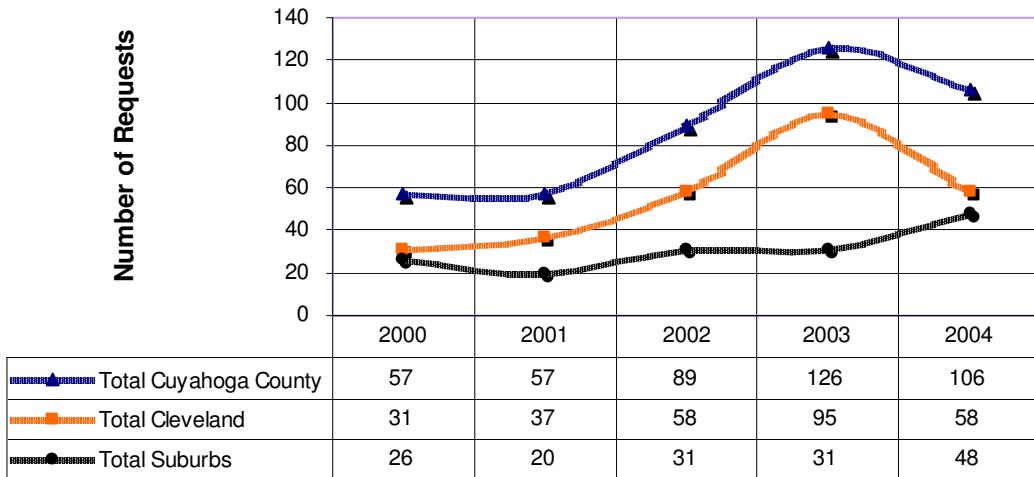
Based on United Way - First Call for Help’s (FCFH) database (February 2005), there are 75 tutoring services providers operating from 97 different sites, 27 of which are government and 48 are nonprofit. In FY 2004 (July 2003 to June 2004), United Way funded five providers. (See Attachments 5 and 6.)

United Way - First Call for Help call data shows an increase in the number of total requests for tutoring programs in the county: from 57 in 2000 to 106 in 2004 (86 percent increase) with an 87 percent increase in Cleveland (31 to 58 requests) and an 85 percent increase in the suburbs (26 to 48 requests). (See Figure 2.) Calls came from about half of Cuyahoga County zip codes, with the following experiencing the highest average number of calls from 2000-2004:

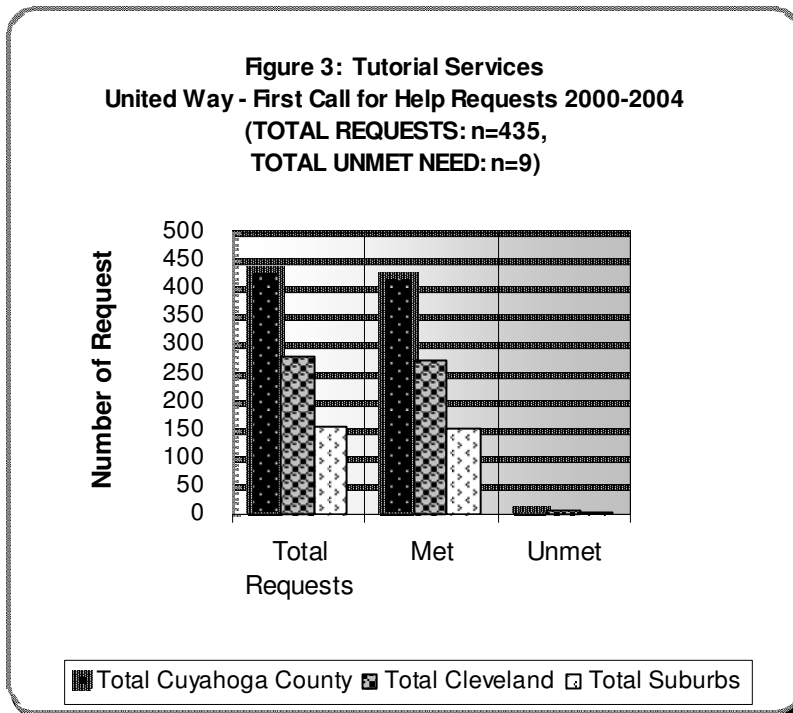
- 44108 (Cleveland/Bratenahl) – 14 calls;
- 44105 (Cleveland/Newburgh Hts/Garfield Hts) – 9 calls;
- 44106 (Cleveland/Cleveland Hts) – 9 calls;
- 44120 (Shaker Hts/Cleveland) – 8 calls; and
- 44112 (East Cleveland/Cleveland) – 8 calls.

(See Attachment 7.)

**Figure 2: Tutorial Services
United Way - First Call for Help Requests 2000-2004
Greatest Increase/(Greatest Decrease)**



Over the same five-year period, United Way - First Call for Help had 435 requests for information about tutoring. Of these requests, they were able to make referrals to 98 percent of callers; however, 2 percent of all Cuyahoga County callers (9) had an unmet need, meaning there was no agency to which to refer the caller. Callers from the City of Cleveland had a 3 percent unmet need rate and from the suburbs, 1 percent. (See Figure 3 and Attachment 8.)



FUNDING OF CORE SERVICES

Major Government Funders

The major sources of funding for tutorial services are from the following:

- 21st Century Community Learning Centers (from No Child Left Behind);
- Community Development Block Grant (CDBG) –City of Cleveland;
- Supplemental Services for Title I Schools (from No Child Left Behind);
- Temporary Assistance to Needy Families (TANF);
- Other Federal Funding Sources;
- Cleveland Scholarship and Tutoring Program; and
- Volunteer Tutor Support & Family/Community Engagement (State GRF).

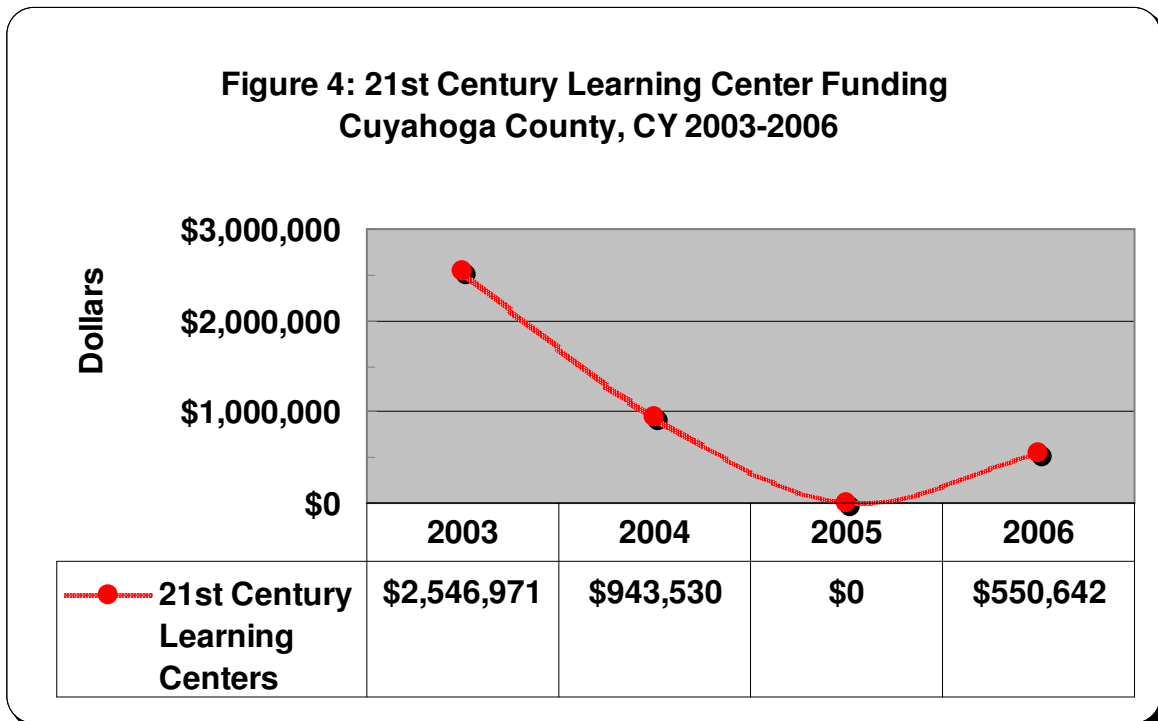
There are many sources of funding for tutorial services, the majority of which come from federal and state programs through the Ohio Department of Education. Tutoring is also a service that is combined with others, such as youth development and school-aged child care, to provide comprehensive afterschool programming. Below is summary of major sources where tutoring is a centrally funded service.

FEDERAL

21st Century Community Learning Centers (from No Child Left Behind)

A component of the No Child Left Behind Act, 21st Century Community Learning Centers (CCLC) are intended to offer expanded academic enrichment opportunities to children attending low performing schools. Tutorial services and academic enrichment activities are designed to help students meet local and state academic standards in subjects such as reading and math.

In addition, 21st CCLC programs provide youth development activities; drug and violence prevention programs; technology education programs; art, music, and recreation programs; counseling; and character education to enhance the academic component of the program. The Ohio Department of Education administers 21st Century Community Learning Centers through grants to local education and community agencies, faith-based organizations, universities, and other organizations that provide schools with academic intervention services in math and reading. All activities are performed outside school hours. These grants are not intended to be sustained sources of funding for the local programs. Appropriations for this program have decreased from a high of \$1 billion in 2001 to \$981 million in 2006. Funding to Ohio for 21st Century Community Learning Centers has generally been increasing from \$9.8 million in 2002 to a high of \$33 million in 2004 to a current \$31 million for 2007. Currently there are 12 grant recipients in Cuyahoga County. Not all grants were initiated at the same time. Per a search of the U.S. Department of Education 21st Century CCLC Profile and Performance Collection System, funding has fluctuated dramatically in Cuyahoga County from \$2.5 million in 2003 to \$550,642 in 2006 (U.S. Department of Education, 2006b). (See Figure 4.)



Community Development Block Grant (CDBG) – County and City of Cleveland

Community Development Block Grant funds are intended to develop viable urban communities by providing decent housing and a suitable living environment and by expanding economic opportunities, principally for low- and moderate-income persons. Tutoring services are fundable through CDBG. The U.S. Department of Housing and Urban Development (HUD) determines the amount of federal funds that cities and counties are entitled to receive each year through a formula based upon population, growth lag, poverty level, age of housing, and overcrowding. CDBG provides federal funding for locally initiated neighborhood improvement projects. City of Cleveland CDBG funding has been trending downward. Cuyahoga County CDBG funds have increased slightly.

A significant, and increasing, portion of Cleveland's CDBG has been allocated to several tutoring programs. In 2002, \$128,000 was allocated, and in 2004, \$253,775 was allocated.

Supplemental Services for Title I Schools (from No Child Left Behind)

Title I funds have been increasing overall in Cuyahoga County. Per the Ohio Department of Education, between 2002 and 2004 total Title I funding in Cuyahoga County increased from \$54.9 million to \$72.6 million. During the same years, Title I funding in the Cleveland Municipal School District increased from \$35.8 million in 2001-2002 to \$53.9 million in 2003-2004. School districts must use up to an amount equal to 20 percent of this allocation (the "20-percent reservation") for both transportation and supplemental education for students whose parents request such services. Per the Ohio Department of Education, information broken out exclusively for tutoring is not available. However, the U.S. Department of Education does place the statutory cap on expenditures per child per school district for supplemental education services only. For children in the Cleveland Municipal School District, this is \$1,973.10 (U.S. Department of Education, 2006).

However, \$8 million in Title I funds that the Cleveland District set aside to pay for tutoring and student choice programs went unspent last year according to the Cleveland Renewal Society's independent CATALYST: For Cleveland Schools Publication. Under NCLB, parents whose children attend schools failing to make AYP are eligible to transfer children to new schools and/or provide additional supportive services. According to CATALYST, there has been a limited response from parents eligible for these services, which may be due to lack of parents' and/or guardians' communication and understanding of options.

Temporary Assistance to Needy Families (TANF)

Created by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, TANF is administered at the federal level by the Department of Health and Human Services. TANF ended individual federal entitlement to welfare and replaced it with block grants to states. TANF has four purposes:

1. Provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives.
2. End needy parents' dependence on government benefits by promoting job preparation, work, and marriage.
3. Reduce the incidence of out-of-wedlock pregnancies and establish annual numeric goals for decreased incidence of these pregnancies.
4. Encourage the formation and maintenance of two parent families.

States have the broad flexibility in deciding how to spend TANF funds to meet these goals, and tutoring programs are considered a fundable service. Ohio does use its TANF grant to fund academic enrichment programs that have tutoring as a component. ODJFS' (Ohio Department of Job and Family Services) annual TANF report specifically defines TANF-supported before-school and afterschool programs as follows:

Youth education and support services are designed to help school-age children develop to their fullest potential and grow into healthy, educated, responsible and productive adults. These programs include before and after-school activities as well as family and youth intervention services such as counseling, tutoring and self-esteem building. (ODJFS, 2006)

Each year since 1999, Ohio receives \$728 million in TANF funds. In 2005, the state allocated \$2 million to before-school and afterschool programs from TANF, serving an average of 1,187 youth a month (ODJFS, 2006). Funding specific to Cuyahoga County was not available.

In 2006, additional TANF dollars were allocated to the Afterschool & School Readiness Enrichment Program through the Ohio Department of Education (ODE). School districts contract with ODJFS to provide the program. Below are the descriptions of fundable programs provided by ODE and ODJFS.

- *Afterschool Program.* The purpose of this program is to offer students (kindergarten through grade 12) a broad array of additional services, programs, and activities such as youth development activities; drug and violence prevention programs; counseling programs; art, music and recreation programs; technology education programs; and character education programs designed to reinforce and complement, not replace, the regular academic program of participating school districts.
- *School Readiness Enrichment Program.* The purpose of this program is to provide children with experiences to enhance their language, literacy, math, social, and self-help skills after regular kindergarten programming. Activities will be age appropriate, research-based, and aligned with academic content standards. This program will also include family participation and home connections components. Children currently being served in half-day kindergarten programs may participate in this program if the applicant district provides only a half-day program. Children currently being served in the Early Learning Initiative are not eligible to be served during this period (Ohio Departments of Education and Jobs & Family Services, 2006).

Approximately \$18.8 million dollars in TANF funding was available for the fall 2006 grant cycle. Cuyahoga County, through the Cleveland Municipal School District and the Cleveland Heights/University Heights School District, received \$3.5 million in 2006 for both the Afterschool Program and School Readiness Enrichment Program. A breakout was not available exclusively for the tutoring component of the program.

Other Federal Funding Sources

Below are other funding sources that support programs with tutorial services as a component:

- **GEAR UP** (Gaining Early Awareness and Readiness for Undergraduate Programs) through the U.S. Department of Education is designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. GEAR UP funds may be used for both remedial and enrichment services, depending on the needs and circumstances of the students and schools involved. For example, funds may be used to support tutoring programs, afterschool and weekend programs (including transportation), summer programs, mentoring services, and college counseling.
- **The Workforce Investment Act** is a major funding stream for out-of-school-time learning for low-income older youth ages 14-21 who have barriers to employment. A year-round youth program emphasizes attainment of basic skills competencies, enhances opportunities for academic and occupational training, and provides exposure to the job market and employment. Activities, many provided in the out-of-school-time hours, may include instruction leading to completion of secondary school, tutoring,

internships, job shadowing, work experience, adult mentoring, and comprehensive guidance and counseling (American Youth Policy Forum, 2006)

- **The Federal TRIO Programs** are educational-opportunity outreach programs designed to motivate and support students from disadvantaged backgrounds. TRIO includes eight outreach and support programs targeted to serve and assist low-income, disabled, and first-generation college students to progress through the academic pipeline from middle school to post-baccalaureate programs. TRIO sponsored organizations may provide tutoring, mentoring, academic advice, personal counseling, and career workshops (American Youth Policy Forum, 2006).

STATE

Cleveland Scholarship and Tutoring Program

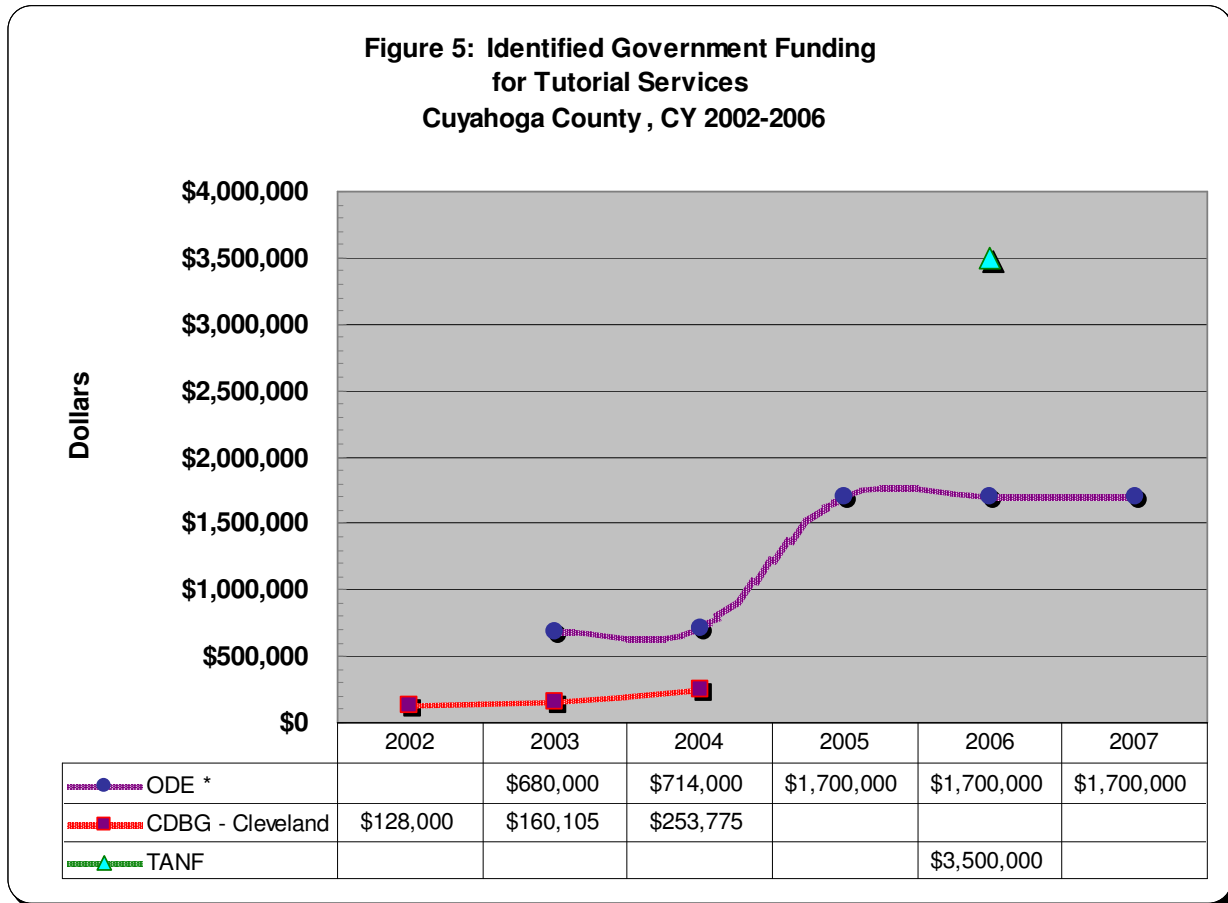
The Cleveland Scholarship and Tutoring Program provides scholarships to attend private schools or public schools in adjacent school districts, and it provides grants for tutoring services for students residing in the Cleveland Municipal School District. The Cleveland Scholarship and Tutoring Program serves kindergarten through high school students, giving priority to students from low-income families. The amount per student is limited by law to 20 percent of the average scholarship amount, which is slightly less than \$400 per student. Each student is eligible for 21 hours of instruction per year. Parents must provide proof of income, and cost of tutoring is based upon poverty level. In FY 2004, 2,700 students received tutoring services. In FY 2005, 3,014 received services, and per the Draft Budget & Policy Recommendations of the State Board of Education for the 2008-2009 biennium, amounts are expected to increase substantially to 7,300 in FY 2008 and to 8,300 in FY 2009. The Ohio general revenue fund is the source of these funds. Funding for this entire program has been increasing: in 2002 approximately \$14 million was allocated, and in FY 2009 approximately \$29 million will be available. In FY 2005, \$1.7 million was estimated to be spent on providing tutoring services through the program. In FY 2006 and FY 2007 per ODE's biennium budget for the amount was proposed to remain the same.

Volunteer Tutor Support & Family/Community Engagement

Funded through the state's general revenue fund, the Volunteer Tutor Support & Family/Community Engagement Program provides resources and programs that support volunteer reading and tutoring programs and engage families and communities in literacy education. Public schools are eligible to apply for a stipend for the person who coordinates the activities, for the person who works with the designated reading professional, for the principal and teachers who build the local program, and for the person who recruits and trains volunteers. This funding stream will also be used to reimburse schools for the cost of completing background checks on volunteers. The funds also will be allotted to train tutors and to strengthen existing reading and tutoring programs by helping schools align tutoring with classroom reading instruction. Currently, 50,000 tutors serve 1,800 elementary schools statewide. This program was formerly funded under the OhioReads Admin/Volunteer Support state budget line item, but was transferred to the Volunteer Tutor Support line item for FY 2006. Approximately \$4.423 million was estimated for the program statewide in FY 2005 and the same amount proposed for FY 2006 and FY 2007. Total funds from this source for Cuyahoga County was requested from the Ohio Department of Education, but were not available at the time this report was published.

Trends of Identified Government Funders in Cuyahoga County

Funding from identified federal, state, and local government sources have generally been increasing. (See Figure 5.)



Funds originate with Ohio’s general revenue fund and are disbursed by Ohio Department of Education to the Cleveland Scholarship and Tutoring Program. FY2006 and FY2007 are proposed per the FY2006-2007 Biennium Budget.

Other Funding Sources

The lack of foundation dollars allocated for tutoring efforts can be explained by examining recent literacy foundation spending. Over a three-year period, beginning in 2002 and ending in 2004, the Cuyahoga County area has benefited from local foundation donations to the literacy instruction effort. Over this time period, the largest foundation contributors included The Cleveland Foundation, the Gund Foundation, and the Jennings Foundation. In September 2005, these three foundations (Cleveland’s largest foundations) announced plans to launch a collaborative effort to raise the level of literacy in Greater Cleveland. Together, these foundations have committed \$700,000 to establish the Greater Cleveland Literacy Collaborative, which will work to ensure that all children and adults in Greater Cleveland reach their highest potential for employment, self-sufficiency, and lifelong-learning.

IDENTIFIED REVENUES

As of May 11, 2006, over \$1.5 million in revenues for tutorial services has been identified countywide. (See Table 2.) This includes information from foundations; federated fundraising organizations; regional, county and municipal government; and United Way of Greater Cleveland.

Sixty-four percent of the revenues are from contracts or grants from government organizations. ODE is the primary funder of the service. Thirty-one percent of identified funding was from United Way.

Table 2: Identified Annual Revenue for Core Services: Countywide and United Way of Greater Cleveland Tutoring Services, 2003/2004.

Funder	Period	A		B	
		Identifiable Total Dollars Countywide		Total Dollars UW-Funded Agencies (Actual FY2004)	
		Amount	% of Total (A)	Amount	% of Total (B)
Total - Contributions and dues (less UW designations)			0.00%	74,822	5.69%
Bruening Foundation, Eva L. and Joseph M.				15,000	
Cleveland Foundation, The				30,000	
Deaconess Community Foundation				10,000	
Gund Foundation, The George				12,500	
Jennings Foundation, Martha Holden				25,500	
Murphy Foundation, The John P				3,000	
Saint Luke's Foundation				5,000	
White Foundation, The Thomas H.				10,000	
Other Private Foundations - Not Elsewhere Classified				117,250	
Cleveland Indians Foundation				25,000	
Other Corporate Foundations - Not Elsewhere Classified				64,000	
Total - Foundations & Trusts		0	0.00%	317,250	24.12%
Total - Special Events - Growth			0.00%	155,165	11.80%
Jewish Community Federation		30,000			
United Black Fund of Greater Cleveland		37,478			
Total - Federated Fundraising Organizations		67,478	4.49%	0	0.00%
Other United Ways - Not Elsewhere Classified				809	
Total - Other United Ways		0	0.00%	809	0.06%
Department of Agriculture (USDA)				13,498	
Department of Justice				10,000	
Subtotal Federal Government		0	0.00%	23,498	1.79%
Department of Youth Services				18,900	
State Department of Education	2004	714,000		29,471	
Subtotal State of Ohio		714,000	47.50%	48,371	3.68%
Department of Children and Family Services				53,182	
Subtotal Cuyahoga County Funding Sources		0	0.00%	53,182	4.04%
Community Development Block Grant	2004	253,775		51,990	
Subtotal City of Cleveland Funding Sources		253,775	16.88%	51,990	3.95%
Total - Contracts/grants from government organizations		967,775	64.38%	177,041	13.46%
Total - Membership dues under \$150			0.00%	4,700	0.36%
Private Pay/Fee for Service				89,641	
Total - Program Service Fees			0.00%	89,641	6.81%
Total - All Other Revenue			0.00%	28,130	2.14%
Subtotal Non - UWGrCle Support		1,035,253	68.87%	847,558	64.43%
Total - UWGrCle designations applied to program		42,915	2.85%	42,915	3.26%
Total - UWGrCle investment committee allocation		425,023	28.27%	425,023	32.31%
Subtotal UWGrCle Support - 4001, 4701 & 4703		467,938	31.13%	467,938	35.57%
Total Support/Revenue		1,503,191	100.00%	1,315,496	100.00%

REIMBURSEMENT/COST

The average cost of a private tutor ranges from \$20 to \$35 per hour, and more for tutors specializing in disabled students.

The Cleveland Scholarship and Tutoring Program pays between 75 to 90 percent of the cost of tutoring services and parents/guardians are responsible for the remainder. Families with incomes less than 200 percent of the federal poverty level pay 10 percent of the cost, or \$2 per session, while families whose income exceeds 200 percent of poverty pay 25 percent of the cost, or \$5 per session. Reimbursements are made directly to the service providers (Ohio Department of Education, 2006a).

According to a tutoring FAQ (2004), "How Much Should Tutoring Cost?," the following describe common tutoring resources and reasonable prices for each:

Afterschool: Tutoring programs that occur at school sites after school generally have a few common characteristics. First, there are a lot of children and there could be anywhere between 10 and 35 students at one time. Second, because of the number of students, no one will be getting too much personal attention. Third, the adults in these programs are generally either teachers who have already taught for an entire day, or local high school students. Either way, this is not the most effective tutoring environment. Price range for this type of tutoring should be between free and \$10/hour.

Tutoring centers: Tutoring centers such as Score! or Sylvan for younger students, and Kaplan or The Princeton Review for older students, offer more than just tutoring. These businesses invest a great deal in student assessments, materials, incentives, and advertising. The tutoring is generally very effective as a result of these measures. Paying for these services often involves a one-time sign-up fee between \$100 and \$200, and then a monthly fee, which generally averages out to between \$20 and \$40/hour.

Online tutors: Tutors who work online function in a few different ways. First, they may make themselves available by email to answer questions. The obvious drawback to this can be the turnaround time. Also, online tutors may be available for tutoring via a live chat room. This can be a great format for getting questions answered, but there is the drawback of requiring certain technical abilities from the student. Without effective keyboarding and web surfing skills on the student's part, this service can be overpriced compared to in-person tutoring. Generally, online tutors are available for \$15 to \$30/hour, though some offer monthly subscription services that range from \$150 to \$300/month.

Novice tutors: For younger students, finding an older student in the family or community who can tutor them is often effective. This type of tutoring is best for homework help and straightforward academic progress. Expect personal attention, but not necessarily the most

effective diagnosis or instruction. A reasonable price for this type of tutoring is \$10 to \$15/hour.

Professional tutors: Tutors with several years of experience and a college degree are often able to combine personal attention with effective teaching methods. These tutors come to the home, have their own materials, and can adapt to different learning styles and teaching approaches. Tutors of this kind generally cost between \$25 and \$50/hour.

In August 2003, HB 3 required the Ohio Department of Education (ODE) to submit a report projecting the costs for school districts to comply with the No Child Left Behind Act. ODE contracted with a public sector finance and tax policy research firm to analyze the situation. The analysis was released in December 2003, and showed a total annual cost of implementing NCLB as \$1.49 billion, which is only partially offset by federal funding that totaled \$44 million annually (Ohio Education Association, 2004).

V. WHAT WORKS; WHAT DOESN'T

IMPACT ON INDIVIDUALS/FAMILIES

What Works

The concern with the reading ability of the nation's school children has led to increased attention on identifying effective practices to teach reading. While much of this research focuses on classroom instruction, there is also discussion of the role of volunteers. Educators and researchers believe that the use of volunteers to support student learning is valuable and fosters improved learning outcomes for children. Tutoring students in one-to-one or small group settings is generally perceived as an effective means of providing instruction because lessons can be tailored to individual students' specific needs. Volunteer tutoring may be particularly useful to teachers who have a large number of students in their classrooms and are unable to provide the same level of individualized attention that a tutor can provide. (ABT Associates, Inc., 2001)

There are few large, well-controlled studies, however, that examine the effectiveness of school-based volunteer activities (National Research Council, 1990), nor is there overwhelming evidence about the effectiveness of tutoring as a way to teach reading to students who are having difficulty (Wasik, 1997). Nevertheless, in a review of several reading interventions, each of which includes a central tutoring component, reading researcher Barbara Wasik has identified a number of features or guidelines that may represent critical ingredients for an effective reading tutoring program (Wasik, 1998). At the same time, the America Reads initiative identified a similar set of program characteristics. Examples of these effective practices include:

- Intensity of tutoring:
 - Tutoring sessions occur at least three times a week.
 - Tutoring sessions total at least 1.5 hours per week.
 - Most of the tutoring is conducted one-to-one with students.
- Administration/Implementation:
 - Tutors use a formal curriculum model in their sessions.
 - Tutors coordinate their activities with classroom reading instruction.
 - Tutors meet regularly with the school's reading specialist.
 - Programs evaluate the effectiveness of their tutoring activities.
- Tutor training:
 - Tutors receive training both prior to and during the course of tutoring.

In addition, Wasik identified a number of other program features as important for positive reading outcomes: well-structured, carefully planned tutoring sessions; frequent assessment of students' progress; regular

attendance by tutors and students; and fostering of positive, caring relationships among students, staff and tutors. (ABT Associates, Inc., 2001)

To inform program staff, Congress, and other stakeholders about the effects of AmeriCorps tutoring programs, the Corporation for National Service contracted with ABT Associates to conduct the “AmeriCorps Tutoring Outcomes Study” (ABT Associates, Inc., 2001). These are the major findings:

Tutoring Programs and Activities

- Students’ reading levels at pretest were generally in the low average to average range.
- Most AmeriCorps tutors were female (85 percent) and ranged in age from 17 to 80, with the average age of 27.
- The majority of AmeriCorps tutoring programs implemented tutoring practices that the research has found to be effective in helping struggling students learn to read.

Program Effects on Students’ Reading Skills

- Tutored students at all grade levels improved their reading performance from pretest to post-test more than the gain expected for the typical child at their grade level.
- The magnitude of reading gains was the same for students of different ethnic/racial backgrounds.
- Boys in first and second grade showed greater gains than girls on some subtests.
- According to the ratings of classroom teachers, most students at all three grades improved their reading skills, at least to some degree over the course of the year as a result of the AmeriCorps tutoring. However, these ratings had fairly low correlations with the standardized tests of student reading performance.

Program Effects on Students’ Classroom Behavior

- Only boys in first and third grades showed significant gains on the BASE.
- On the cooperation subscale of the SSRS, most students stayed at the same level from pretest to post-test.

Program Factors Affecting Student Reading Achievement

- Four effective practices were significantly related to gains in students’ reading skills: 1) tutors met with students at least three times a week; 2) programs conducted formal evaluations; 3) tutors were trained both prior to and during the tutoring program; and 4) programs were moderately or fully implemented. For example:

- Students in programs where they met with their tutors at least three times per week increased their reading skills scores between pretest and post-test by 2.1 points more than their peers in programs that met less frequently.
- Students in programs where tutors received training both during and prior to tutoring obtained gains of 2.3 points more on the reading test than students in programs where tutors did not have such training.
- Students in programs implementing these four effective practices showed larger gains in reading skills (5.4 points) than their counterparts in programs that had three of these elements (2.5 points).
- Students in programs implementing none of the four effective practices showed no significant gains in reading skills from pretest to post-test.
- Only one effective tutoring practice was associated with significant gains in reading comprehension but not in the expected direction. Students in programs where tutors coordinated activities with classroom reading instruction were less likely to show gains in reading comprehension than students in programs where tutors did not engage in coordinating activities. This unexpected finding suggests that tutors who did not coordinate with classroom instruction may be qualitatively different from those tutors that did (e.g., less experienced), since their students had smaller gains in reading comprehension.

According to a study for the U.S. Department of Education (1997) entitled “Evidence That Tutoring Works”:

Research has consistently shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills. Students with below-average reading skills who are tutored by volunteers show significant gains in reading skills when compared with similar students who do not receive tutoring from a high-quality tutoring program. Peer or cross-age tutors also show gains in reading skills. Students who are tutored (henceforth "tutees") and tutors, in the case of peer or cross-age tutors, often demonstrate higher self-esteem and positive attitudes toward school. Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided. Students with severe learning disabilities require special tutoring services, which can be provided by professionals, combined with nonprofessionals under careful supervision.

A document published by LEARNS addresses the issue of developing performance measurement for tutoring programs. The document suggests that developing a successful tutoring program must begin by identifying desired end results and then creating a realistic plan

to achieve those results and to measure the program’s effectiveness. During initial program planning, it is important to avoid identifying outcomes that are impossible to measure. Measurements should be as objective as possible. Some examples of source data may include: tutoring session logs, training agendas, parent event attendance sign-in sheets, report cards, school attendance records, standardized test data, and student work samples (LEARNS, 2005).

Studies suggest that academically based programs offered outside the school day can help students improve their achievement and work habits. Tutoring can help children improve achievement by building on the learning that takes place during the school day. Students at risk of academic failure have the most to gain from tutoring programs. Some of these students may not learn well in traditional classrooms and, through tutoring, can learn in different, perhaps more effective ways. Tutoring also provides students a safe, nurturing environment outside of school. Finally, by helping individual students improve, SES can support teachers’ and principals’ efforts to improve their schools (Tutors for Kids.org, 2005).

What Doesn’t Work

No studies have been identified.

IMPACT ON COMMUNITY

Studies have shown that for every \$1 invested in early education programs, taxpayers will save \$4 to \$9 in reduced welfare, special education, and criminal justice system costs (Frank Porter Graham Child Development Institute [FPG], University of North Carolina at Chapel Hill; Reynolds, et al., 2001).

ACCREDITATIONS/STANDARDS/CERTIFICATIONS

An issue brief prepared for the Supplemental Educational Services Quality Center and the Center for Research in Educational Policy, entitled “Evaluating Supplemental Educational Service Providers: Suggested Strategies for States,” outlines several suggested methods for evaluating service providers. The NCLB’s minimum requirement is that states remove providers from their approved list if the provider fails to improve student’s achievement for two consecutive years. Measuring improvement can be completed through the use of state-mandated assessments designed to test student achievement, supplementary individualized assessments, or provider-developed assessments. To measure customer satisfaction, the state can collect information by interviewing or surveying students enrolled in the program or their parents or both. States can measure service delivery (e.g.: Did the provider meet their obligations to students and the district? Did they comply with applicable laws?) by reviewing official records and obtaining feedback from customers, the district, and school staff (Ross, 2005).

In an effort to assist providers, the United States Department of Education (USDE) published a document containing non-regulatory guidance of all aspects of supplemental education services under the No Child Left Behind Act. According to the USDE, supplemental education services must be high quality, research-based, and specifically designed to increase student academic achievement [Section 1116(e) (12) (C)]. This means that one of the most important considerations in assessing a tutorial service is whether the program improves academic achievement in reading/language arts and mathematics (USDE, 2005).

The United States Department of Education recommends that states help parents understand and access supplemental education services (SES) for their children by assisting them with gathering information and signing up for services.

To accomplish this, a suggestion was made to hold provider fairs at times and locations convenient to parents in order to give parents a chance to meet providers and learn about their programs. Other suggestions include posting a list of state-approved providers and registration forms on a website for parents' easy access, and working with local parent groups to spread the word (USDE, 2005).

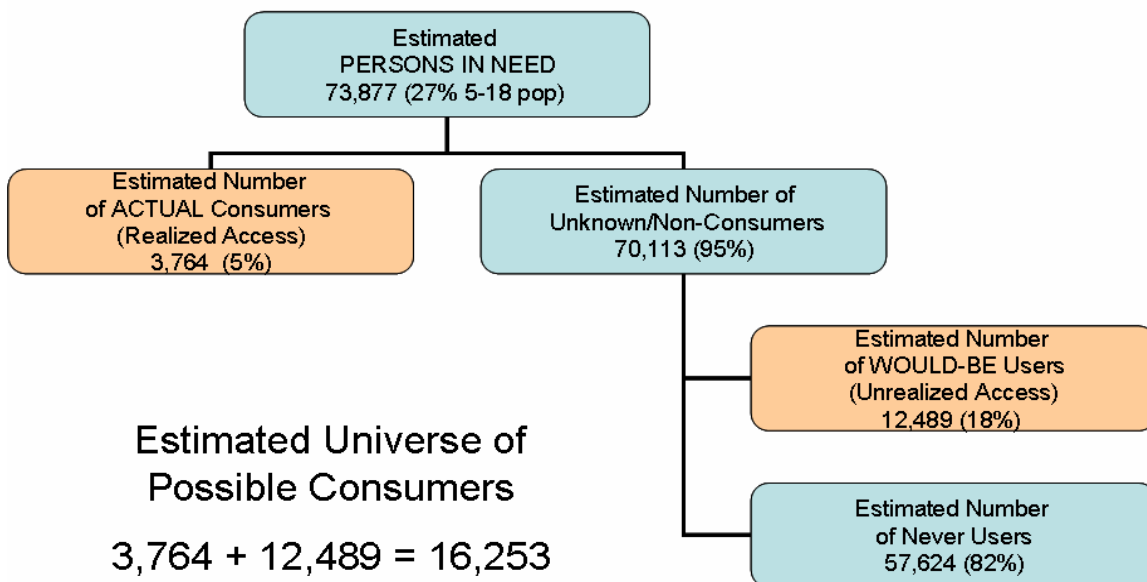
States are responsible for evaluating SES providers and may ask school districts for assistance; however, data gathering should be consistent across districts. Three primary areas the states should look at are: effectiveness, customer satisfaction, and service delivery (Ross, 2005).

VI. GAP ANALYSIS

As discussed in Section III of this report, a conservative estimate of 73,877 persons need tutoring programs, which is the estimate of persons 5-18 receiving free or reduced-price lunch in Cuyahoga County.

- Based on available information about actual consumers, approximately 3,764 students have realized access to tutoring programs. This is the sum of students estimated to receive tutoring from agencies funded by United Way of Greater Cleveland. It is assumed that these counts are duplicated with those the City of Cleveland Community Development Block Grants funds. This leaves a net estimate of 70,113 students who are either receiving services from unaccounted-for sources or are not receiving tutorial services. ($73,877 - 3,764 = 70,113$)
- The aggregated average percentage of students scoring below proficiency on 21 proficiency tests in Cuyahoga County School Districts was 22 percent in academic year 2003-04, according to the Ohio Department of Education. This was applied to the number of children/youth 5 to 18 years eligible for free/reduced price school meals resulting. ($73,877 \times 22\% = 16,253$)
- Thus the estimated universe of possible consumers is 16,253 students, including both realized (3,764) and unrealized (12,489) access for tutorial services. (See Figure 6.)

Figure 6 - Consumer Estimates: Tutorial Services



Service Site Index

Countywide, there are 97 service sites for tutorial services programs. This is a ratio of 168 possible consumers (estimated 16,253 total) to one service site countywide. Service providers report to United Way - First Call for Help which zip codes are included in their respective service areas. The Service Site Index in Attachment 9 lists the number of sites per zip code and provides a ratio of consumers to service sites for each zip code. This is a measure of potential service accessibility by possible universe of service consumers per zip code area. Note that this measure does not include the capacity of providers to offer the service, for example, the number of students able to receive tutoring on a daily basis. It is only capturing whether there is a possibility of being tutored. The lower the ratio, the greater is the chance of receiving tutoring services.

The ratios on the Service Site Index range from a high of 12:1 in zip codes 44136 (Strongsville) and 44105 (Cleveland/Newburgh Hts/Garfield Hts), a high minority area, to a low of less than 1:1 in zip code 44114 (Cleveland). In addition to 44136 and 44105, three other zip codes have ratios greater than or equal to 10 consumers to one service site:

- 44102 (Cleveland/Brooklyn), a high minority area, 11:1;
- 44118 (Cleveland Hts/University Hts/Shaker Hts), 10:1; and
- 44120 (Shaker Hts/Cleveland), a high minority area, 10:1.

(See Map in Attachment 10.)

Service Capacity

According to Cleveland Reads, there are 63 youth tutoring programs working in support of the schools, but not in the schools. There are approximately 1,000 tutors assisting 2,000 youth during a given year. The primary reason youth and adults are not receiving tutoring is a lack of tutors. More public awareness campaigns are needed so the community and potential consumers are aware of programs. There is a general lack of training; providing training could be an excellent way to keep tutors.

VII. SUMMARY

The following are the major findings from the research on this report:

- An ultimate outcome of poor academic performance is dropping out of high school, which can have serious negative effects for the student, the community, and the economy.
- As we move into the 21st century, improving the educational achievement of American children and youth has become increasingly important due to the globalization of the economy and the expanding demands of a technological society.
- In 1999, Congress passed the Reading Excellence Act (REA), a major federal initiative aimed at improving reading instruction in the early grades in schools where large numbers of children are struggling to learn to read.
- No Child Left Behind (NCLB) is a comprehensive reauthorization of the 1965 Elementary and Secondary Education Act that targeted Title I monies to improve the academic achievement of the disadvantaged.
- Supplemental education services (SES) are free tutoring services provided to low-income children who attend a Title I school that has failed to make adequate yearly progress for at least three years.
- Per the Ohio Department of Education, between 2002 and 2004, the total Title I funding in Cuyahoga County increased from \$54.9 million to \$72.6 million. During the same years, Title I funding in the Cleveland Municipal School District increased from \$35.8 million in 2001-2002 to \$53.9 million in 2003-2004.
- Funding to Ohio for 21st Century Community Learning Centers has generally been increasing: from \$9.8 million in 2002 to a high of \$33 million in 2004 to a current \$31 million for 2007. However, funding has fluctuated dramatically in Cuyahoga County: from \$2.5 million in 2003 to \$550,642 in 2006.
- As of May 11, 2006, over \$1.5 million in revenues for tutorial services has been identified countywide.
- Educators and researchers believe that the use of volunteers to support student learning is valuable and fosters improved learning outcomes for children.
- Research has consistently shown that well-designed tutoring programs that use volunteers and other nonprofessionals as tutors can be effective in improving children's reading skills.
- The estimated universe of possible consumers is 16,253, including both realized (3,764) and unrealized (12,489) access.
- Countywide, there are 97 service sites for tutorial services programs. This is a ratio of 168 possible consumers (estimated 16,253 total) to one service site countywide.

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ATTACHMENTS

Attachment 1: Researcher List

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Attachment 2: Technical Notes

Technical Notes: Methodology, Caveats, Limitations of Data

The following provides descriptions, definitions, methodologies, caveats, or limitations of data for the following components of the core service reports:

- Unit of Analysis
- First Call for Help Data
- Funding Information for Core Services
- Consumer and Financial Data: Caveats
- Gap Analysis Methodology & Limitations
- Service Site Index

Unit of Analysis

The core service is the unit of analysis. United Way of Greater Cleveland either funds or could fund 80 core services. These are the object and subject of the research, specific to Cuyahoga County. A separate report has been developed for each service. It must be noted that the aggregate of any quantifiable data across all of the reports does not comprise a picture of the totality of health and human services in Cuyahoga County because there are many more than 80 services that comprise the community's safety net.

The unit of analysis for estimates of service consumers is the individual, the family, or the household.

United Way - First Call for Help Data

For most core services, United Way First Call for Help (FCFH), the community's resource and referral service data, was used in tables that show the number of service providers and service sites, the geographic location of service providers by zip code, the service area by zip code as reported by providers of the respective services, and to show unmet need and greatest increase/decrease in calls received by FCFH for a particular core service.

It is important to remember that FCFH receives calls from a variety of sources that include people calling on behalf of a prospective consumer such as social workers, provider agencies, relatives, etc. Not all calls come directly from a prospective consumer, so some of the zip codes are for hospitals and business addresses, although the numbers for these zip codes are relatively small.

Calls also may be from people who are not interested in receiving a service, but wish instead to make a contribution to a program such as clothing, household items, food, books, crafts supplies, etc.

Because, in many instances, FCFH codes its data with a different level of core services than the 80 core services identified by the United Way Community Investment staff as fundable services, it was necessary to develop a crosswalk. This crosswalk was used for a number of services, however, seven services did not have a match in the FCFH database. The staff of United Way - First Call for Help gave explanations which follow each core service):

- Adolescent/Youth Counseling: A caller asking about help with their troubled teenager would be referred by the type of counseling rather than age. (Example: counseling for drugs, family, sexual abuse, etc.)
- Advocacy: FCFH does not receive calls from people about advocacy.
- Child Care: Calls are directed to Starting Point.
- Condition Specific Rehabilitation Services: FCFH would refer caller back to their primary care physician for a referral.
- Early Intervention for Mental Illness: FCFH does not receive calls for this, but if they did, they would refer to the county's Help Me Grow program.
- Family Support Centers: FCFH defines data by specific service rather than type of agency. Depending on the call, the caller may be referred to General Counseling or Early Intervention for Infants and Toddlers with Disabilities, and so on.
- Preschools: Calls are directed to Starting Point.

A different match was used for other services that had no crosswalk.

- Medical Transportation and Senior Ride: FCFH uses "Paratransit" as they do not differentiate between senior transportation, medical transportation, and transportation for the disabled.
- Outpatient Mental Health Facilities: FCFH uses "Mental Health Drop-in Centers."

It must also be noted that, for the most part, the FCFH database does not include for-profit agencies. In the case of home health care providers, we contacted the Long Term Care Ombudsman for a more complete list of provider agencies which includes for-profit organizations.

There were several instances where the FCFH database did not code a United Way-funded agency with the core service for which they were receiving funding. In these instances, the agency was added manually to the Service Provider Table along with their site locations. The core services with the respective United Way of Greater Cleveland agencies that were added are:

- Case/Care Management – Care Alliance, Cystic Fibrosis, Epilepsy Foundation, Golden Age Centers
- Comprehensive Outpatient Substance Abuse Treatment – The Covenant
- Disease/Disability Information – The Muscular Disease Society of Northeastern Ohio
- Early Intervention for Infants and Toddlers with Disabilities – United Cerebral Palsy
- Medical Expense Assistance – North Coast Health Ministry
- Medical Transportation (Paratransit in FCFH) – Kidney Foundation of Ohio
- Senior Centers – Catholic Charities Services Corporation, Jewish Community Center of Cleveland, Jewish Family Service Association of Cleveland, University Settlement House.
- Volunteer Development – Neighborhood Leadership Institute

It must also be noted that when numbers are low for trend data reported, the high percentages are slightly exaggerated.

Funding Information for Core Services

We collected financial information for each core service on a countywide level from multiple sources including major government funders, foundations, federated fund raising organizations, and United Way of Greater Cleveland. While we were successful in gathering a substantial amount of data, there is much that has not been collected. It must also be noted that even if we had all major public and private funding gathered, this would not create a total picture of health and human service funding in Cuyahoga County because there are more than 80 core services provided. The following provide highlights of data collected and some of the limitations for each source. It is important to note that funding in each source is changing and represents point in time amounts. The typical period for trend data, when available, is 2002, 2003, and 2004. Note: some services are funded by private insurance or other self-pay arrangements.

Foundation Funding

We attempted to obtain foundation funding amounts for each core service from the latest annual report or 990 PF (foundation tax return to the IRS) of each major foundation that funds social services in Greater Cleveland. Wherever a description of the grant purpose was given, we used our best judgment to match the grant to the appropriate core service. If the grant fell within more than one core service area, it was not listed. When no description was given, the grant was treated like a general operating grant and assigned to a core service only when the mission of the grant recipient fell mainly within one particular core service. In-kind donations, grants for capital and equipment expenses and administrative salaries were not used. When grants were \$10,000 or greater, they were listed by name of the foundation. All others were placed under Other Foundations and not listed. Typically, we did not attempt to provide trend financial data for foundation funding of core services because of the changing nature of funded programs from year to year.

Federated Funding Sources

We approached the major federated funders of core services in Greater Cleveland for funding and consumer information. Some data provided was for a single point in time; others provided three years of trend data. We often had to do a cross walk of United Way of Greater Cleveland funded core services against those funded by federated agencies to agree on the services.

Government Funding

We approached every major government funder for funding amounts for each core service and also did Internet searches for some federal government sources. Due to the constant state of change in government funding, it is important to note that the data provided is a snapshot in time and that many of the programs funded in 2004 have changed definition, are funded through different revenue sources, or no longer exist at all due to a lack of funding. This is particularly true of Community Development Block Grant dollars which have decreased due to shifting federal priorities.

Every effort was made to appropriately match government funding data to the correct core service area; however, this was not always possible as frequently the service definitions were not a one-to-one match. It was necessary, in some instances, to take the closest match or use the sore service which represented a majority of the services being provided.

In other cases, it was not possible to select a specific core service. An example is Medicaid in which Medicaid-defined services crossed over more than four core services in some instances. In cases where Medicaid is a significant source of revenue, the data was entered as an

aggregate total at the appropriate AIRS level. These aggregates are footnoted under the appropriate funding table.

Every effort was made to include data from municipalities. However, many did not respond after repeated requests for information. We would like to thank those who took the time to help with this project.

Medicaid Funding

A significant portion of Medicaid funding was NOT entered under the countywide total in the core service reports for two reasons: first, because many of the Medicaid services are not a one-to-one match with United Way core services, and second because some Medicaid services fall into more than one AIRS Level 1 categories. In the first instance, Medicaid funding was entered as an aggregate total at the AIRS 1 level, and in the second instance Medicaid funding was entered as an aggregate total under Third Party Payee/Direct Bill in the combined Master Revenue file of funding across all nine AIRS Levels. They are as follows:

Entered as Aggregate Total Under Appropriate AIRS Level

- Medicaid Service - Home Care (\$17,787,703 in 2004) - Falls into AIRS 1 Health Care and includes the following core services: daily living aids and home health care.
- Medicaid Service - CADAS (\$8,522,183 in 2004) - Falls into AIRS 1 Health Care and includes the following core services: comprehensive outpatient substance abuse treatment, residential substance abuse treatment programs, substance abuse education and prevention.
- Medicaid Service - Therapy (\$2,257,394 in 2004) - Falls into AIRS 1 Health Care and includes the following core services: condition specific rehabilitation, and speech & hearing.
- Medicaid Service - CMH (\$67,773,487 in 2004) - Falls into AIRS 1 Mental Health Care & Counseling and includes the following core services: supportive therapies, adolescent/youth counseling, children's residential treatment facilities, early intervention for mental illness, general counseling services (outpatient mental health facilities), and psychiatric day treatment.

Entered as Aggregate Total Under Third Party Payee/Direct Bill

- Medicaid Service - Inpatient Hospital (\$188,329,269 in 2004) - Falls into two different AIRS 1 categories: Basic needs and health care. It includes the following core services: condition specific rehabilitation and medical expense assistance.
- Medicaid Service - Waiver (\$128,921,354 in 2004) – This category included all PASSPORT services. Since we reported PASSPORT separately, in order to avoid duplication, we deducted the PASSPORT total of \$52,676,048 from this number and reported the remaining \$76,245,306. This total falls into AIRS 1 Basic Needs, Health Care and Individual & Family Life and includes the following core services: adult day care, home-delivered meals, home health care and in-home assistance.
- Medicaid Service - Habilitation (\$55,550,307 in 2004) - Falls into AIRS 1 Health Care and Individual & Family Life and includes the following core services: condition specific rehabilitation services, early intervention for infants and toddlers with disabilities/delays, and residential living options for people with disabilities.

United Way of Greater Cleveland Funding

Financial data for core services funded by United Way of Greater Cleveland was for FY 2004 (July 2003 to June 2004). It included allocations through the community investment committees

and donor designations that United Way funded agencies applied to the respective core services. It is important to note that not all United Way funded agencies applied donor designated gifts, which are unrestricted, to the core service for which they receive United Way funding. It did not include donor designations that non-United Way funded agencies used for any of the 80 core services.

United Way Agency Revenues

Annually United Way-funded agencies submit revenue budgets to United Way for each funded core service. This information for FY 2004 is reported. However, all of the agency data may not be included in the countywide data as agencies may have assigned dollars from unrestricted grants to a specific core service, or allocated a portion of grant monies that fell within two or more core service areas. It was not always possible to match countywide government or foundation funding with that reported by the agencies and that gathered from other funding sources.

Consumer and Financial Data: Caveats

The following applies to revenue sources on tables and graphs and their corresponding consumer data used in the consumer demographics and zip code tables.

All Core Services

Data was self-verified by the funder/provider. Whenever data provided by a funder appeared to be inconsistent or incorrect, an attempt was made to contact the funder. If the funder responded, the data was either adjusted according to their instructions, or the reason for discrepancies footnoted. If they did not respond, or if they said it was correct, the data was left as submitted.

Demographic and zip code data provided by the funder/provider is frequently taken from consumer intake forms which may have missing or incomplete data, or from provider agency databases which contain data entry errors or incomplete consumer intake forms. Whenever possible, the funder was asked for corrected data. In cases where a correction was not possible, the data was counted as either unknown or missing. The usage of these terms is footnoted at the bottom of each table and is explained more fully in the Gap Analysis section of this attachment.

It was not always possible to get information in the format requested as each funder tracks data differently, using different service definitions, terminology and variables. Wherever possible, data was matched to a consistent report format.

When a funder could not provide consumer demographics, but could provide an estimated percentage of consumers by category, we took the total number of consumers and applied the percentages to come up with estimated numbers for the consumer tables. For example, Medicaid tracks individual recipients throughout the year, entering new data if there is a change, each time a claim occurs. Thus, a consumer who has a birthday between claims will appear in the system for that year with two different ages.

To resolve this, the percentage of consumers in each age range was determined for the total number of duplicated consumer ages. Those percentages were then applied to the total number of unduplicated consumers for the year in order to reach a total number of unduplicated consumers for each age range.

The time periods for both revenue and consumers vary by funder/provider. United Way Program Report data is for FY 2004 (July 2003 to June 2004). Other funder/provider data is for either a January to December or July to June fiscal year.

Gap Analysis Methodology & Limitations

Based on Anderson's (1964) seminal needs assessment model, realized access is defined as the number of consumers who receive service while unrealized access is the estimated number of consumers who need and would utilize a service, but are not currently receiving it. This could be considered the service gap. Unrealized consumer access to services drives the need for change in the social service delivery system. Ensuring unrealized consumer access to services requires new models of service delivery related to access, effective use of resources, data management, and funding. There were multiple steps used to conduct a gap analysis:

- *Estimate of persons in need of the service:* Unless local research was conducted to determine need for a given service, this estimate was obtained by either using U.S. Census data for Cuyahoga County or applying percentages from national studies and reports to the census data. All references and percentages are footnoted in the respective graphs or tables. In most cases this percentage was also applied to actual 1990 Census figures and population projections 2005 through 2015 that were done by the Ohio Department of Development.
- *Estimate of number of ACTUAL consumers in the public systems (realized access):* Data submitted to United Way by funded agencies was aggregated to determine the number of consumers for each core service. The period was FY 2004, which is July 2003 through July 2004.
 - In some cases data was “unknown,” defined as data not collected by agency because no tracking system was available or the type of service delivered made it difficult (i.e., group presentations, telephone information and referral, and drop-ins). This also represents data not completed by consumers either deliberately or inadvertently on intake forms.
 - In other cases, data was missing that, for United Way data, represented computational errors or incorrect completion of online reports. For all other data, “missing” represents data funders/providers were unable to provide.
 - There was no check of the accuracy of data submitted by agencies.
 - Major government funders were asked to provide information about the number of consumers for the respective core services that they funded. In most cases, services were not defined in the same way as the United Way core services which are based on the Alliance for Information and Referral Systems (AIRS) taxonomy. To accommodate these differences, customized crosswalks were developed.
 - We assumed that the numbers of consumers across funding sources were not unduplicated and thus made a judgment about which numbers would be the best estimate of an unduplicated number.
 - The estimate of consumers is not inclusive since it does not include numbers of consumers who use their personal resources to pay for services, nor for other private resources such as insurance or agency fundraising. In addition, it was not always possible to obtain information from some government funders.
- *Estimate of number of “unknown/non-consumers”:* This is the difference between the estimated number of actual consumers and the estimate of persons in need.

- *Estimate of number of “would-be users” (unrealized access):* This is the estimate of persons who would use a service if it were available, typically based on research.
- *Estimate of number of “never users”:* This is the difference between the estimated number of unknown/non-consumers and would-be users.
- *Estimate of “universe of possible consumers”:* This is the total of those actually receiving the service (realized access) and those would-be users (unrealized access).

We recognize that this is not a perfect method for assessing either realized or unrealized access to core services. However, we opted to use an imperfect method rather than no method to demonstrate both the complexity and the usefulness of quantifying realized and unrealized access to services as a first step toward a more rigorous methodology. In the business sector this would be a form of market analysis. We also recognize that actual consumer numbers are not unduplicated across funders, or across core services. Thus, there is much work yet to be done to gain realistic estimates of needs.

The numbers we provided are on a countywide level. We recognize that there could be, and often are, differences by demographics and geographical area. In the Actual Consumer Demographics attachment, we have identified the profile of the base consumer group from census, but have little on the estimated persons in need. Occasionally, there is information from other research that describes differences among different racial, ethnic, gender, age, or income groups that is discussed in the narrative. There is also inconsistent information for consumers funded by various governmental bodies. In other words, some funders provided demographic data and others did not. In the Actual Consumer Zip Codes attachment, we have also attempted to identify the geographic profile of the estimated persons in need and actual consumers. However, this information has the same limitations as the demographics.

Service Site Index

For many services a service site index was developed. It provides a ratio of estimated consumers per service site on a countywide level and for each zip code within the county. The ratio is based on the number derived from the gap analysis described in the previous section and on the number of providers who reported to United Way – First Call for Help whether a specific service site includes a given zip code in its service area. A provider site is located in a single zip code, but could serve multiple zip codes. The ratio is a measure of potential service accessibility by estimated universe of service consumers per zip code area. This measure does not include the capacity of providers to offer the service, for example, the number of consumers that can be served on a daily basis. It is only capturing whether there is a possibility of being a consumer. The lower the ratio, the greater is the chance of receiving service. The index also gives an indication of which zip codes have higher ratios which means that consumers have a lower probability of receiving a service as well as any patterns in zip codes that have high percentages of African Americans, Asians, or Hispanics. A map is also attached which provides a graphic picture of the estimated consumers by zip code.

Based on the numbers of providers that report to FCFH whether they serve a given zip code, we had assumed that there would be greater variability across zip codes. In reality, many report that they serve the entire county. Thus the variability across zip codes is often primarily because of differences in the population numbers rather than in service sites that offer service in a given zip code.

Specific Service Issues

Senior Services

“Senior Centers” was used as a catch-all category when the funder-defined service covered more than one senior success core service and could not be accurately allocated among the separate core services. Often, funding for transportation and home-delivered meals was not broken out from senior activities and supportive services at the municipal level, so it was placed under Senior Centers. Because the core services for congregate and home-delivered meals and senior ride were tracked separately, funding for these core services was not included under Senior Centers to avoid duplication of resources, even though senior center activities can and do include congregate meals.

Senior Ride includes disabled individuals of all ages as well as seniors for most funders with the notable exception of Western Reserve Area Agency on Aging (WRAAA) that requires an individual to be 60 years of age or older in order to receive services. If the transportation service was not provided by a senior center, the number of consumers reflects the number of riders using the system and contains duplicates (e.g. paratransit).

Home improvement/accessibility data includes programs for low-income families and people of all ages with disabilities, as well as seniors.

References

- Anderson, Ronald M. (1995, March). Revisiting the behavioral model and access to medical care: Does it matter? *Journal of Health and Social Behavior*, 36(1): 1-10.
- Wan, Thomas T. H., Odell, Barbara Gill, & Lewis, David T. (1982). *Promoting the well-being of the elderly: A community diagnosis*. New York: The Halworth Press.

Attachment 3: Actual Consumer Demographics

Core Service: Tutorial Services HL-870						
			Estimated Persons in Need	Actual Number/Percent of Consumers by Funding Source ****		
	Total Population (%)*	Total Population 5-18 (%)**	Population 5-18 Receiving Free or Reduced Price Lunches (%)***	UW Program Report Data Cuy Cnty Only 78.5 (%)	ODE (%)	City of Cleveland CDBG (%)
PERIOD	1/1/2000-12/31/2000	1/1/2000-12/31/2000	9/2003-6/2004	7/1/2003-6/30/2004	7/1/2003-6/30/2004	7/1/2003-6/30/2004
TOTAL	1,393,978	273,468	73,877	3,764	Missing	948
Percent		19.6%	27.0%			
GENDER						
Male	47.2%	51.1%	N/A	45.5%	0.0%	0.0%
Female	52.8%	48.9%	N/A	33.0%	0.0%	0.0%
Unknown Data*****				21.5%	0.0%	0.0%
Missing Data*****				0.0%	100.0%	100.0%
RACE*****						
White alone	67.1%	58.2%	N/A	3.5%	0.0%	0.0%
Black or African American alone/combo	27.9%	36.1%	N/A	59.0%	0.0%	0.0%
Asian alone/combo	2.1%	1.9%	N/A	0.0%	0.0%	0.0%
American Indian and Alaska Native alone/combo	0.7%	0.8%	N/A	0.0%	0.0%	0.0%
Native Hawaiian and Other Pacific Islander alone/combo	0.1%	0.0%	N/A	0.0%	0.0%	0.0%
Some other race alone/combo	2.1%	2.9%	N/A	15.8%	0.0%	0.0%
Unknown Data*****				21.8%	0.0%	0.0%
Missing Data*****				0.0%	100.0%	100.0%
HISPANIC*****						
	3.3%	4.7%	N/A	10.6%	0.0%	0.0%
AGE						
0-4	6.5%			0.0%	0.0%	0.0%
5-9	7.3%	37.2%	N/A	22.9%	0.0%	0.0%
10-14	7.1%	36.3%	N/A	44.9%	0.0%	0.0%
15-19	6.4%	32.5%	N/A	10.8%	0.0%	0.0%
20-34	19.1%			0.0%	0.0%	0.0%
35-54	29.3%			0.0%	0.0%	0.0%
55-64	8.7%			0.0%	0.0%	0.0%
65-74	7.8%			0.0%	0.0%	0.0%
75+	7.8%			0.0%	0.0%	0.0%
Unknown Data*****				21.5%	0.0%	0.0%
Missing Data*****				0.0%	100.0%	100.0%
INCOME*****						
Average Household Size	2.4	N/A	N/A	N/A	N/A	N/A
\$0-\$9,999	11.3%	N/A	N/A	17.7%	0.0%	0.0%
\$10,000-\$14,999	6.9%	N/A	N/A	20.0%	0.0%	0.0%
\$15,000-\$19,999	6.7%	N/A	N/A	31.6%	0.0%	0.0%
\$20,000-\$29,999	13.6%	N/A	N/A	2.2%	0.0%	0.0%
\$30,000 and above	61.5%	N/A	N/A	0.4%	0.0%	0.0%
Unknown Data*****				28.1%	0.0%	0.0%
Missing Data*****				0.0%	100.0%	100.0%
Totals	100.0%	N/A	N/A	100.0%	100.0%	100.0%

Attachment 3: Actual Consumer Demographics (continued)

* U.S. Census 2000, SF1 (P1); SF4 (PCT 144)
** U.S. Census 2000 SF3 (P8)
*** Children's Hunger Alliance, Cuyahoga County, National School Lunch Program, 73,877 children, School Year 03-04.
****Note: Consumers could be funded by more than one funding source; thus the columns are not necessarily mutually exclusive.
*****Unknown Data - Represents data not collected by agency because no tracking system is available or type of service delivered makes it difficult (i.e., group presentations, telephone information and referral, and drop-ins). Also represents data not completed by clients either deliberately or inadvertently on intake forms.
*****Missing Data - For United Way Data - represents computational errors or incorrect completion of online report. For all other data - represents data funder was unable to provide.
*****The race categories and data utilize US Census SF4 "Race Iterations," which allow for multiple races to be selected by census respondents. As a result, totals will add to > 100% of population. Universe is "Total Races Tallied." Except "White Alone", all racial categories are "... alone or in combination with some other race". This method isolates and minimizes the non-minority population ("White alone").
*****Hispanic - Amount in this field is from data provided by clients on intake forms and may not be accurate as clients may either deliberately or inadvertently provide incomplete data, or data may not be collected by the agency.
*****The U.S. Census reports income by household or family, not individuals. Estimates by income category were derived by applying the ratio of total county population (1,393,978) to total households (571,606) = 2.4. The number of households in each income category was multiplied by 2.4 to arrive at an estimate of individuals by income category. The assumption is that the average household size applies to each income category, which may result in more conservative estimates for children, and the "old old," which may actually have larger proportions of persons in the lower income categories.

Attachment 4: Actual Consumer Zip Codes

Core Service: Tutorial Services HL-870								
Period	City/Town (% Cleveland)	Total Population (%) ^a 1/1/2000-12/31/2000	Total Population 5-18 (%) ^{b,c} 1/1/2000-12/31/2000	Estimated Persons in Need Population 5-18 Receiving Free or Reduced Price Lunches (%) ^{d,e} 9/2003-6/2004	Actual Number/Percent of Consumers by Funding Source ^{****}			
					UW Program Report Data (%)	ODE	City of Cleveland CDBG	
					7/1/2003-6/30/2004	7/1/2003-6/30/2004	7/1/2003-6/30/2004	
TOTAL		1,393,978	273,468	73,877	3,764	Missing	948	
Percent			19.6%	27.0%				
44017	Berea	1.4%	1.3%	N/A	0.0%	0.0%	0.0%	
44022	Bentleyville	1.3%	0.9%	N/A	0.0%	0.0%	0.0%	
44040	Gates Mills/Mayfield Village	0.2%	0.2%	N/A	0.0%	0.0%	0.0%	
44070	North Olmsted	2.4%	2.4%	N/A	0.0%	0.0%	0.0%	
44101	Cleveland (100%)	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	
44102	Cleveland/Brooklyn (95%)	3.7%	4.2%	N/A	5.7%	0.0%	0.0%	
44103	Cleveland (100%)	1.8%	2.4%	N/A	3.2%	0.0%	0.0%	
44104	Cleveland (100%)	2.1%	3.0%	N/A	8.0%	0.0%	0.0%	
44105	Cleveland/NewburghHts/GarfieldHts	3.9%	4.8%	N/A	0.3%	0.0%	0.0%	
44106	Cleveland/Cleveland Hts (60%)	2.3%	2.0%	N/A	1.6%	0.0%	0.0%	
44107	Lakewood/Cleveland	4.0%	3.3%	N/A	0.0%	0.0%	0.0%	
44108	Cleveland/Bratenahl (90%)	2.6%	3.3%	N/A	8.8%	0.0%	0.0%	
44109	Cleveland/Brooklyn Hts (98%)	3.3%	3.4%	N/A	9.4%	0.0%	0.0%	
44110	Cleveland/East Cleveland (98%)	1.9%	2.3%	N/A	2.2%	0.0%	0.0%	
44111	Cleveland (100%)	3.1%	2.8%	N/A	0.3%	0.0%	0.0%	
44112	East Cleveland/Cleveland	2.4%	2.9%	N/A	0.2%	0.0%	0.0%	
44113	Cleveland (100%)	1.4%	1.2%	N/A	0.1%	0.0%	0.0%	
44114	Cleveland (100%)	0.3%	0.1%	N/A	0.0%	0.0%	0.0%	
44115	Cleveland (100%)	0.6%	0.7%	N/A	0.0%	0.0%	0.0%	
44116	Rocky River	1.5%	1.3%	N/A	0.0%	0.0%	0.0%	
44117	Euclid/Cleveland	0.9%	0.7%	N/A	0.1%	0.0%	0.0%	
44118	ClevelandHts/UniversityHts/ShakerH	3.2%	3.2%	N/A	0.3%	0.0%	0.0%	
44119	Cleveland/Euclid (50%)	1.0%	0.8%	N/A	1.0%	0.0%	0.0%	
44120	Shaker Hts/Cleveland	3.4%	3.7%	N/A	19.6%	0.0%	0.0%	
44121	University Hts/South Euclid	2.5%	2.5%	N/A	0.0%	0.0%	0.0%	
44122	Beachwood/Highland	2.5%	2.4%	N/A	0.0%	0.0%	0.0%	
44123	Euclid	1.3%	1.2%	N/A	0.0%	0.0%	0.0%	
44124	Pepper Pike/MayfieldHts/Lyndhurst	2.9%	2.2%	N/A	0.0%	0.0%	0.0%	
44125	Valley View/Garfield Hts	2.1%	2.1%	N/A	0.0%	0.0%	0.0%	
44126	Fairview Park/Cleveland	1.2%	1.1%	N/A	0.0%	0.0%	0.0%	
44127	Cleveland (100%)	0.6%	0.8%	N/A	18.8%	0.0%	0.0%	
44128	Warrensville Hts/Cleveland	2.4%	2.4%	N/A	15.0%	0.0%	0.0%	
44129	Brooklyn/Parma/Cleveland	2.1%	2.0%	N/A	0.0%	0.0%	0.0%	
44130	Parma/Cleveland	3.8%	3.0%	N/A	0.0%	0.0%	0.0%	
44131	Independence/Seven	1.5%	1.3%	N/A	0.0%	0.0%	0.0%	
44132	Euclid	1.1%	1.0%	N/A	0.2%	0.0%	0.0%	
44133	North Royalton	2.0%	2.1%	N/A	0.0%	0.0%	0.0%	
44134	Parma/Cleveland	2.9%	2.5%	N/A	0.0%	0.0%	0.0%	
44135	Cleveland/Linddale (90%)	2.0%	2.0%	N/A	4.7%	0.0%	0.0%	
44136	Strongsville	3.1%	3.4%	N/A	0.0%	0.0%	0.0%	
44137	Maple Hts/Cleveland	1.9%	2.0%	N/A	0.2%	0.0%	0.0%	
44138	Olmsted Twp/Olmsted Falls	1.3%	1.3%	N/A	0.0%	0.0%	0.0%	
44139	Bentleyville/Glenwillow/Solon	1.6%	2.1%	N/A	0.0%	0.0%	0.0%	
44140	Bay Village	1.1%	1.2%	N/A	0.0%	0.0%	0.0%	
44141	Brecksville	1.0%	0.9%	N/A	0.0%	0.0%	0.0%	
44142	Brookpark/Cleveland	1.5%	1.5%	N/A	0.0%	0.0%	0.0%	
44143	Highland Hts/Richmond Heights	1.7%	1.6%	N/A	0.1%	0.0%	0.0%	
44144	Brooklyn/Cleveland	1.6%	1.2%	N/A	0.0%	0.0%	0.0%	
44145	Westlake	2.3%	2.2%	N/A	0.0%	0.0%	0.0%	
44146	Walton Hills/Oakwood/Bedford	2.3%	1.9%	N/A	0.0%	0.0%	0.0%	
44147	Broadview Hts	1.1%	1.2%	N/A	0.0%	0.0%	0.0%	
44149	Strongsville	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	
Unknown Cuyahoga County Zip Codes*****						0.0%	0.0%	0.0%
Missing*****						0.0%	100.0%	100.0%
Unknown*****						27.4%	0.0%	0.0%
Total Cuyahoga County*****		100.0%	100.0%	N/A	100.0%	0.0%	0.0%	
Total Known Cleveland		30.5%	33.9%	N/A	64.2%	0.0%	0.0%	
Total Known Suburbs		69.5%	66.1%	N/A	35.8%	0.0%	0.0%	
Unknown & Missing					27.4%	100.0%	100.0%	

Attachment 4: Actual Consumer Zip Codes (continued)

* U.S. Census 2000, SF1 (P1)
** U.S. Census 2000, SF3 (P8)
*** Children's Hunger Alliance, Cuyahoga County, National School Lunch Program, 73,877 children, School Year 03-04.
**** Note: Consumers could be funded by more than one funding source; thus the columns are not necessarily mutually exclusive.
*****Missing Data - For United Way - represents computational errors or incorrect completion of online report. This data may contain zip codes outside of Cuyahoga County so it is not included in the total number served for Cuyahoga County. For all other data - represents data funder was unable to provide.
*****Unknown Data - Represents data not collected by agency because no tracking system is available or type of service delivered makes it difficult (i.e., group presentations, telephone information and referral, and drop-ins). Also represents data not completed by clients either deliberately or inadvertently on intake forms. This data may contain zip codes outside of Cuyahoga County so it is not included in the total number served for Cuyahoga County.
***** Totals vary because of rounding. County total population 1,393,978 does not correspond to the total of zip codes because some zip codes include data from adjacent counties

Attachment 5: Profile of Core Service Providers – 2005

PROFILE OF CORE SERVICE PROVIDERS - 2005		
Source: United Way - First Call for Help Refer Database February 2005		
	Count	Sub-Count: UW-Affiliated
Total Number of Providers	75	5
Number of Providers by Type		
Nonprofit	48	5
For-profit		-
Government	27	-
Other		-
Total Number of Service Sites	97	14
Number of Service Sites per Provider		
1	64	2
2 – 5	11	3
6 – 10	-	-
11+	-	-
Geographical Location of Service Sites, by ZIP Code		
44017 - Berea	-	-
44022 - Bentleyville	1	-
44040 - Gates Mills/Mayfield Village	-	-
44070 - North Olmsted	-	-
44101 - Cleveland	-	-
44102 - Cleveland/Brooklyn	6	2
44103 - Cleveland	10	2
44104 - Cleveland	7	1
44105 - Cleveland/Newburgh Hts/Garfield Hts	1	1
44106 - Cleveland/Cleveland Hts	6	-
44107 - Lakewood/Cleveland	2	-
44108 - Cleveland/Bratenahl	2	-
44109 - Cleveland/Brooklyn Hts	3	1
44110 - Cleveland/East Cleveland	-	-
44111 - Cleveland	3	1
44112 - East Cleveland/Cleveland	3	-
44113 - Cleveland	7	1
44114 - Cleveland	6	-
44115 - Cleveland	8	1
44116 - Rocky River	1	-
44117 - Euclid/Cleveland	-	-
44118 - ClevelandHts/UniversityHts/ShakerHts	2	-
44119 - Cleveland/Euclid	1	1
44120 - Shaker Hts/Cleveland	4	1
44121 - University Hts/South Euclid	-	-
44122 - Beachwood/Highland Hills/Shaker Hts.	3	-
44123 - Euclid	-	-
44124 - Pepper Pike/Mayfield Hts./Lyndhurst	1	-
44125 - Valley View/Garfield Hts	2	-
44126 - Fairview Park/Cleveland	1	-
44127 - Cleveland	1	1
44128 - Warrensville Hts/Cleveland	2	-

Attachment 5: Profile of Core Service Providers – 2005 (continued)

PROFILE OF CORE SERVICE PROVIDERS - 2005		
Source: United Way - First Call for Help Refer Database February 2005		
	Count	Sub-Count: UW-Affiliated
44129 - Brooklyn/Parma/Cleveland	1	-
44130 - Parma/Cleveland	1	-
44131 - Independence/Seven Hills/Brooklyn Hts	1	-
44132 - Euclid	-	-
44133 - North Royalton	1	-
44134 - Parma/Cleveland	-	-
44135 - Cleveland/Linndale	1	1
44136 - Strongsville	1	-
44137 - Maple Hts/Cleveland	1	-
44138 - Olmsted Twp/Olmsted Falls	-	-
44139 - Bentleyville/Glenwillow/Solon	1	-
44140 - Bay Village	1	-
44141 - Brecksville	2	-
44142 - Brookpark/Cleveland	-	-
44143 - Highland Hts/Richmond Heights	2	-
44144 - Brooklyn/Cleveland	1	-
44145 - Westlake	-	-
44146 - Walton Hills/Oakwood/Bedford	-	-
44147 - Broadview Hts	-	-
44149 - Strongsville	-	-

Attachment 6: Providers and Functions – 2005

Service Providers & Functions	
Source: United Way - First Call for Help Refer Database February 2005	
Agency	Services
Alta House	Education
Arab American Community Center for Economic and Social Services in Ohio	Tutoring for Youth - Arab Americans
Asian Services in Action	Youth Mentoring and Prevention
Bay Village City School District	Education Testing/Exam Preparation/Tutoring
Beachwood City School District	Educational Testing/Exam Preparation/Tutoring
Boys and Girls Clubs of Cleveland	Homework Assistance
Brecksville-Broadview Heights City School District	Education Testing/Exam Preparation/Tutoring
Calvary Reformed Church	Afterschool Tutoring
Case Western Reserve University	Educational Support - Youth, College Preparation - East Cleveland Youth
Catholic Charities Services of Cuyahoga County	Tutoring: Fatima
Chagrin Falls Exempted Village School District	Education Testing/Exam Preparation/Tutoring
Christian Family Outreach	Educational Support, Tutoring
Church of The Covenant - Presbyterian USA	Tutoring
City Mission	Youth Activities - Afterschool
City Year - Cleveland	Volunteer Service for Non - Profits
Clergy United for Juvenile Justice	Services for Adjudicated Or At-Risk Youth
City of Cleveland - Dept. of Parks, Recreation and Properties	Recreation
Cleveland Heights-University Heights City School District	Educational Testing / Exam Preparation / Tutoring
Cleveland Municipal School District	Education Testing / Exam Preparation / Tutoring/Homeless Youth Programs
Cleveland Public Library	Braille Tutoring
Cleveland Reads	Literacy Instruction
Cleveland Scholarship Programs	Tutoring/College Entrance Support
Cleveland State University	Tutoring
CLEVNET Library Consortium	Online Homework Help
Council for Economic Opportunities in Greater Cleveland	High School Student Assistance
Cuyahoga Community College	Assistance With Writing and Grammar/College Preparation - Veterans
Cuyahoga County Public Library	Tutoring - Youth
Cuyahoga Heights School District	Education Testing/Exam Preparation/Tutoring
Cuyahoga Valley Career Center	Youth - Vocational Education - Student Support
East Cleveland City School District	Educational Testing / Exam Preparation / Tutoring
East Cleveland Neighborhood Center	Activities/Camping/Programs for Teens
Esperanza	Educational Services for Elementary, Middle and High School Students
Eta Phi Beta Sorority - Gamma Chapter	Tutoring for Youth

Attachment 6: Providers and Functions – 2005 (continued)

Service Providers & Functions	
Source: United Way - First Call for Help Refer Database February 2005	
Agency	Services
Fairview Park City School District	Education Testing/Exam Preparation/Testing
First Hispanic United Methodist Church	Afterschool Program
Full Gospel Evangelistic Center	Latchkey Program
Garden Valley Neighborhood House	Tutorial Services
Garfield Heights City School District	Educational Testing/ Exam Preparation/Tutoring
Harvard Community Services Center	Before/Afterschool Tutoring - Youth/In-School Tutoring - Youth
HUMADAOP	Tutoring and Mentoring for Latino Adolescents
Independence Local School District	Education Testing/Exam Preparation/Tutoring
Interact Cleveland	Tutoring Program
International Services Center	English Language Instruction
Jamaican Assn. of Greater Cleveland	Transitional Assistance - Jamaicans & West Indians
Lakewood Public Library	Homework Help
Lexington-Bell Community Center	Homework Assistance
Mayfield City School District	Educational Testing/Exam Preparation/Tutoring
Men of Brick	Youth Skill Development and Mentoring
Murtis H. Taylor Multi-Service Center	Tutoring/Homework Help/Academic Enhancement Activities
Neighborhood Centers Assn.	Educational Resources for Families and Youth
North Royalton City School District	Education Testing/Exam Preparation/Tutoring
Ohio Dept. of Education	Tutoring
Old Brooklyn Neighborhood Services	Afterschool Tutoring Program
Parma City School District	Education Testing/Exam Preparation/Tutoring
Reading Enrichment for Adult Development	Tutoring for Adult Literacy
Retired and Senior Volunteer Program of Greater Cleveland	Volunteer Tutorial Services
Richmond Heights Local School District	Educational Testing/Tutoring/Exam Preparation
Rocky River City School District	Education Testing/Exam Preparation/Tutoring
The Salvation Army	Tutoring
Shaker Heights City School District	Tutoring
Solon City School District	Educational Testing/Exam Preparation/Tutoring
South Euclid-Lyndhurst City School District	Remedial Education/Tutoring
St. Augustine Church	Basic Education/Tutoring/Computer Classes
St. Ignatius High School	Afterschool Recreation/Tutoring
St. James Church	Tutoring

Attachment 6: Providers and Functions – 2005 (continued)

Service Providers & Functions	
Source: United Way - First Call for Help Refer Database February 2005	
Agency	Services
St. Malachi Center	Afterschool Program for Middle School Students, Tutoring
St. Paul's Episcopal Church of Cleveland Heights	Afterschool Program
Strongsville City School District	Education Testing/Exam Preparation/Tutoring
Trinity Evangelical Lutheran Church	Studying Assistance
Ursuline Educational Center	Tutoring
Vocational Guidance Services	Independent Living Skills Development
Warrensville Heights City School District	Educational Testing/Exam Preparation/Tutoring
West Side Ecumenical Ministry	Teen/Youth Services Center/Tutoring
Westown Community Development Corp.	Afterschool Program for Community Youth
YMCA of Greater Cleveland	Youth Center

Bold represents agencies funded by United Way for this service.

Attachment 7: United Way - First Call for Help Tutorial Services Requests – 2000-2004: Greatest Increase/Greatest Decrease

HL-870 Tutorial Services								
United Way - First Call for Help Requests 2000-2004								
Greatest Increase/(Greatest Decrease)								
Zip Code		TOTAL REQUESTS					%Change*	Avg. #
		2000	2001	2002	2003	2004	00&04	Calls 00-04
44108	Cleveland/Bratenahl	2	5	5	13	14	600%	8
44113	Cleveland	1	0	5	9	5	400%	4
44106	Cleveland/Cleveland Hts	2	1	2	4	9	350%	4
44110	Cleveland/East Cleveland	1	6	6	11	4	300%	6
44102	Cleveland/Brooklyn	2	6	4	7	7	250%	5
44105	Cleveland/NewburghHts/GarfieldHts	4	4	9	10	9	125%	7
44122	Beachwood/Highland Hills/ShakerHts	2	0	2	0	4	100%	2
44115	Cleveland	1	2	1	2	2	100%	2
44143	Highland Hts/Richmond Heights	1	0	2	1	2	100%	1
44120	Shaker Hts/Cleveland	4	4	8	6	8	100%	6
44121	University Hts/South Euclid	2	2	1	3	4	100%	2
44112	East Cleveland/Cleveland	0	3	3	2	8	N/A	3
44117	Euclid/Cleveland	0	0	0	1	4	N/A	1
44111	Cleveland	0	2	3	11	3	N/A	4
44130	Parma/Cleveland	0	1	0	1	2	N/A	1
44146	Walton Hills/Oakwood/Bedford	0	0	2	1	2	N/A	1
44147	Broadview Hts	0	0	0	1	1	N/A	N/A
44129	Brooklyn/Parma/Cleveland	0	0	0	0	1	N/A	N/A
44135	Cleveland/Linndale	0	0	3	8	1	N/A	2
44138	Olmsted Twp/Olmsted Falls	0	0	0	0	1	N/A	N/A
44124	Pepper Pike/MayfieldHts/Lyndhurst	0	0	0	1	1	N/A	N/A
44144	Brooklyn/Cleveland	3	0	0	1	0	(100%)	1
44103	Cleveland	3	3	4	7	0	(100%)	3
44119	Cleveland/Euclid	2	2	0	2	0	(100%)	1
44123	Euclid	2	0	1	0	0	(100%)	1
44107	Lakewood/Cleveland	2	0	0	1	0	(100%)	1
44133	North Royalton	1	0	0	0	0	(100%)	N/A
**Total Cuyahoga County		57	57	89	126	106	86%	87
**Total Cleveland		31	37	58	95	58	87%	56
**Total Suburbs		26	20	31	31	48	85%	31

* Extremely high percentages are due to low numbers.

** These totals do not reflect the sum of the numbers above which are the zip codes reflecting the greatest increase or decrease. Rather, they are the total of calls from ALL zip codes many of which do not appear on this table.

Attachment 8: United Way - First Call for Help 2000-2004: Unmet Need

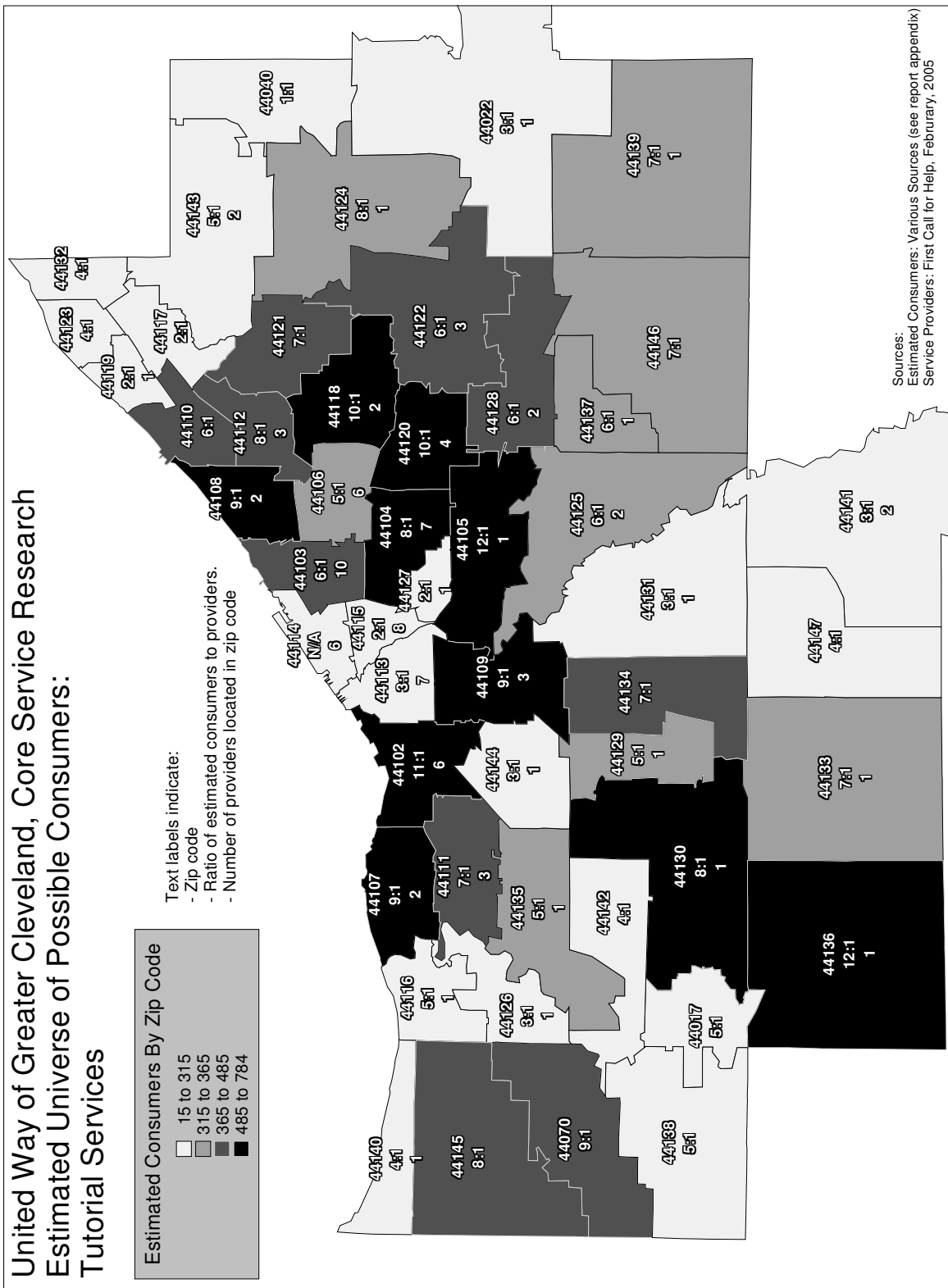
HL-870 Tutorial Services					
United Way - First Call for Help Requests 2000-2004					
Unmet Need					
Zip Code		TOTALS 00-04			%
		Requests	Met	Unmet	Unmet
44115	Cleveland	8	5	3	38%
44130	Parma/Cleveland	4	3	1	25%
44113	Cleveland	20	18	2	10%
44106	Cleveland/Cleveland Hts	18	17	1	6%
44120	Shaker Hts/Cleveland	30	29	1	3%
44105	Cleveland/NewburghHts/GarfieldHts	36	35	1	3%
* Total Cuyahoga County		435	426	9	2%
* Total Cleveland		279	272	7	3%
* Total Suburbs		156	154	2	1%
FCFH DATA NOTES					
<p>Met = service request resulting in referral to an organization. (Does not mean agency was able to provide the service.)</p> <p>Unmet = service request for which there was no referral.</p> <p>Note: Zip Codes shared by Cleveland and surrounding suburbs whose boundaries fall 50% and greater within the city of Cleveland are highlighted and totaled as Cleveland. Others are totaled as Suburbs.</p> <p>* These totals do not reflect the sum of the numbers above which are the zip codes reflecting unmet need in 2004. Rather, they are the total of calls from ALL zip codes some of which do not appear on this table.</p>					

Attachment 9: Service Site Index

Core Service: Tutorial Services HL-870									
Service Site Index									
Zip	Number of Sites*****	City/Town (% Cleveland)	Proportion of Minorities in Geographical Area	Total Population (#)*	Total Population 5-18 (#)**	Population 5-18 Receiving Free or Reduced Price Lunches (#)***	Estimated Universe of Possible Consumers per Geographical Area****	Number of Service SITES Serving Geographical Area (Per Agencies Reported Intended Service Area to First Call for Help)*****	Potential Service ACCESSIBILITY by Service Consumers per Geographical Area Ratio of CONSUMERS to Service SITES
Period				1/1/2000-12/31/2000	1/1/2000-12/31/2000	9/2003 to 6/2004	9/2003 to 6/2004	1/2005	
TOTAL	97			1,393,978	273,468	73,877	16,253	97	168:1
Percent					19.6%	27.0%	22.0%		
44117	-	Euclid/Cleveland	African Am 53.1%	12,078	1,947	526	116	56	2:1
44105	1	Cleveland/NewburghHts/GarfieldHts	African Am 61.9%	54,834	13,191	3,564	784	64	12:1
44106	6	Cleveland/Cleveland Hts (60%)	African Am 62.2%	32,417	5,397	1,458	321	71	5:1
44110	-	Cleveland/East Cleveland (98%)	African Am 74.7%	26,536	6,211	1,678	369	58	6:1
44120	4	Shaker Hts/Cleveland	African Am 76.7%	47,349	10,030	2,710	596	60	10:1
44103	10	Cleveland (100%)	African Am 80.2%	25,348	6,525	1,763	388	60	6:1
44108	2	Cleveland/Bratenahl (90%)	African Am 94.9%	36,456	9,139	2,469	543	60	9:1
44112	3	East Cleveland/Cleveland	African Am 95.2%	33,222	7,835	2,117	466	62	8:1
44128	2	Warrensville Hts/Cleveland	African Am 95.8%	33,612	6,460	1,745	384	61	6:1
44104	7	Cleveland (100%)	African Am 97.5%	28,904	8,160	2,204	485	62	8:1
44115	8	Cleveland (100%)	African Am 98.4%	8,186	2,001	541	119	58	2:1
44114	6	Cleveland (100%)	Asian 20.3%	3,891	259	70	15	58	N/A
44109	3	Cleveland/Brooklyn Hts (98%)	Hispanic 20.3%	45,783	9,423	2,546	560	63	9:1
44102	6	Cleveland/Brooklyn (95%)	Hispanic 20.4%	52,108	11,615	3,138	690	63	11:1
44113	7	Cleveland (100%)	Hispanic 23.5%	19,466	3,294	890	196	62	3:1
44017	-	Berea		19,005	3,471	938	206	43	5:1
44022	1	Bentleyville		17,720	2,340	632	139	44	3:1
44040	-	Gates Mills/Mayfield Village		2,883	571	154	34	43	1:1
44070	-	North Olmsted		34,081	6,623	1,789	394	42	9:1
44101	-	Cleveland (100%)		0	0	0	0	36	N/A
44107	2	Lakewood/Cleveland		56,710	9,137	2,468	543	61	9:1
44111	3	Cleveland (100%)		42,967	7,893	2,078	457	61	7:1
44116	1	Rocky River		21,122	3,487	942	207	44	5:1
44118	2	ClevelandHts/UniversityHts/ShakerHts		45,279	8,776	2,371	522	51	10:1
44119	1	Cleveland/Euclid (50%)		13,493	2,110	570	125	56	2:1
44121	-	University Hts/South Euclid		35,185	6,964	1,881	414	60	7:1
44122	3	Beachwood/Highland Hills/ShakerHts		34,883	6,848	1,796	395	61	6:1
44123	-	Euclid		18,363	3,226	871	192	44	4:1
44124	1	Pepper Pike/MayfieldHts/Lyndhurst		40,334	5,933	1,603	353	47	8:1
44125	2	Valley View/Garfield Hts		29,876	5,622	1,519	334	59	6:1
44126	1	Fairview Park/Cleveland		17,196	2,996	809	178	61	3:1
44127	1	Cleveland (100%)		8,403	2,295	620	136	57	2:1
44129	1	Brooklyn/Parma/Cleveland		29,658	5,362	1,449	319	62	5:1
44130	1	Parma/Cleveland		53,615	8,301	2,243	493	61	8:1
44131	1	Independence/Seven Hills/BrooklynHts		20,666	3,584	968	213	64	3:1
44132	-	Euclid		15,322	2,709	732	161	44	4:1
44133	1	North Royalton		28,685	5,737	1,550	341	46	7:1
44134	-	Parma/Cleveland		40,396	6,944	1,876	413	62	7:1
44135	1	Cleveland/Linndale (90%)		28,561	5,368	1,450	319	60	5:1
44136	1	Strongsville		43,858	9,252	2,499	550	44	12:1
44137	1	Maple Hts/Cleveland		26,107	5,408	1,461	321	56	6:1
44138	-	Olmsted Twp/Olmsted Falls		18,046	3,442	930	205	44	5:1
44139	1	Bentleyville/Glenwillow/Solon		22,231	5,801	1,567	345	46	7:1
44140	1	Bay Village		16,076	3,356	907	199	45	4:1
44141	2	Brecksville		13,676	2,588	699	154	44	3:1
44142	-	Brookpark/Cleveland		21,132	4,087	1,104	243	60	4:1
44143	2	Highland Hts/Richmond Heights		23,730	4,357	1,177	259	48	5:1
44144	1	Brooklyn/Cleveland		21,805	3,198	864	190	61	3:1
44145	-	Westlake		31,972	6,144	1,660	365	43	8:1
44146	-	Walton Hills/Oakwood/Bedford		31,648	5,294	1,430	315	44	7:1
44147	-	Broadview Hts		15,954	3,157	853	188	46	4:1

* U.S. Census 2000, SF1 (P1)
** U.S. Census 2000, SF3 (P8)
*** Children's Hunger Alliance, Cuyahoga County, National School Lunch Program, 73,877 children, school year 03-04.
****The aggregated average percentage of students scoring below proficiency on 21 proficiency tests in Cuyahoga County School Districts was 22 percent in academic year 2004-05 according to the Ohio Department of Education. This was applied to the number of children/youth 5 to 18 years eligible for free/reduced-price school meals.
***** United Way - First Call for Help, February 2005

Attachment 10: Map



Sources:
Estimated Consumers: Various Sources (see report appendix)
Service Providers: First Call for Help, February, 2005



**United Way of
Greater Cleveland**

1331 Euclid Avenue
Cleveland, Ohio 44115

uws.org/CoreServicesPlanning