



Youth Leadership Initiative Evaluation Results

2013-14 Program Year

J U L Y 2 0 1 4

Prepared by:
Jennifer Valorose

Contents

Summary and implications	1
Youth characteristics, attendance and program satisfaction	1
Program impacts	1
Introduction.....	3
Data collection methods.....	4
Process evaluation.....	7
Attendance	7
Characteristics of participants.....	8
Participant satisfaction	9
Outcome evaluation	10
Personal and social-emotional growth, cultural awareness, and development of leadership skills.....	10
School and community connectedness	12
Academic performance	13
Conclusion	15
Appendix: SAYO data tables.....	16

Figures

1. Response rates	5
2. Attendance.....	7
3. Attendance by activity.....	7
4. Participant characteristics.....	8
5. Youth participant satisfaction with YLI.....	9
6. Youth self-ratings on attitudes about future-orientation, resiliency, and self-confidence (N=35-36)	10
7. Improvement in skills since participating in YLI (N=35-36).....	11
8. Youth feelings of connectedness to school and the program (N=35-36)	12
9. Summary of SAYO results.....	13
10. Self-reported school attendance	14
11. Grade point average.....	14

Summary and implications

Amherst H. Wilder Foundation's Youth Leadership Initiative (YLI) is a multicultural youth leadership program that targets youth of diverse backgrounds, ages 14-18. The goal of YLI is to develop a new generation of leaders who reflect the St. Paul community, and are prepared and committed to contributing their talents to building a thriving, inclusive, and multicultural community. Youth make a one year commitment to participate in five core program activities, which are held after school, on weekends, and on school release days.

YLI is partially funded by a 21st Century Community Learning Center grant from the Minnesota Department of Education, and an out-of-school time programming grant from the Greater Twin Cities United Way. Wilder Research has partnered with YLI to evaluate outcomes related to these grants, as well as programmatic goals.

Youth characteristics, attendance and program satisfaction

In 2013-14, the program enrolled 62 youth initially. A total of 51 (82%) graduated from the program in the spring of 2014, and 47 (76%) were "retained" or met MDE's threshold for attending at least 30 days of programming. Two-thirds (65%) were female; slightly less (63%) were in the 11th or 12th grades. Almost all (98%) were students of color from 12 different cultural groups. Over half (53%) being from Asian cultures and a third (34%) coming from African cultures. Ten percent identified as mixed race.

YLI participants and mentors were satisfied with the program and rated the program 3.8 out of 4. This year, the cultural sessions and action team meetings were rated highest; in comparison, the retreats were rated highest in previous years.

Program impacts

Personal, social-emotional and skill growth

The program's most significant impact is on participants' personal and social-emotional growth, and development of leadership skills. A large majority of students indicated agreeing with the items related to personal growth. At the end of the program:

- 97 percent agreed they are willing to stand up for what is right, with 78 percent increasing their agreement.
- 97 percent had goals for their future, with 33 percent increasing their agreement.

- 89 percent were confident, with 69 percent increasing their agreement.
- 97 percent know what to do to make the community a better place, with 64 percent increasing their agreement.
- 92 percent feel prepared to be a leader, with 75 percent increasing their agreement.

A large majority (89-97%) also reported learning “some” or “a lot” about their cultural heritage, teamwork, leadership, and goal setting.

School and program connectedness

On the end-of-year program survey, youth largely indicated strong connections with the program. All students reported they like being in the program and have tried new things in the program that they have never done before. In terms of school connections, 91 percent indicate they know how to access school resources.

On the Survey of Afterschool Youth Outcomes (SAYO), staff rated youth higher at the end of the program than at the beginning. In particular, youth’s ratings in the area of relations with adults increased from an average of 3.2 to 4.3 (on a 5-point scale). While staff reported changes, youth ratings on the SAYO did not change, though some interesting gender differences were observed. Men rated their competence as a learner higher on the pre-survey than the women, whereas the average increased more among the women. Men’s rating of adults available to talk to when they are upset or help when you have a problem decreased over the course of the program, perhaps because the loss of a male staff member mid-program year. Finally, Women indicated unwanted teasing was more of a problem at the start of the program, whereas teasing decreased more for women over the course of the program.

Academic performance

The end-of-year program survey asks youth about their GPA and school attendance, and YLI also obtains some limited GPA data from St. Paul Public Schools. These data indicate YLI attracts relatively higher performing students to begin with. At mid-year (January), the average GPA for 34 students with data from St. Paul Public Schools was 3.4, with 70 percent having a GPA of 3.0 or above at that time. At the end of the year, 81 percent of the 36 students who completed an end-of-year program survey self-reported having a 3.0 GPA or better.

Though GPA data are limited, 61 percent of students did report that the “program helps them with school stuff,” and staff rating of youth on the SAYO-S increased from 4.0 to 4.4 on average “engagement in learning.”

Introduction

Amherst H. Wilder Foundation's Youth Leadership Initiative (YLI) is a multicultural youth leadership program that provides young people the opportunity to build skills and qualities needed to be agents of change in their community. The goal of YLI is to develop a new generation of leaders who reflect the St. Paul community, and are prepared and committed to contributing their talents to building a thriving, inclusive, and multicultural community.

The program targets youth of diverse backgrounds, ages 14-18, including both youth that are considered "at-risk" and those that are excelling. Each year, YLI engages up to 60 racially, ethnically, and geographically diverse youth from across the St. Paul metropolitan area. Youth make a one year commitment to participate in five core program activities, which are held after school, on weekends, and on school release days.

- **Leadership retreats** are held three times each year. At retreats, youth explore concepts of leadership, strengthen cross-cultural relationships, and participate in experiential learning activities that focus on working effectively with others.
- **Cultural sessions** are held for youth in specific cultural groups each week. Aided by cultural coaches (volunteers from the community), youth explore their culture and heritage, stereotypes and prejudices, share experiences, and learn about their culture's contributions to society.
- In weekly **action team meetings**, youth focus on providing service to the community. Youth choose a community issue to focus on, they explore that issue, and then develop a service project to address the issue.
- Youth are **mentored** by their peers who are former program participants. Mentors receive leadership training on how to effectively facilitate activities and mentor their peers. They also develop, implement, and deliver program curriculum during the retreats, in partnership with program staff.
- **College success initiative** is an optional component for youth who need academic support and college preparedness services and do not have access to it elsewhere. Services are tailored to their individual educational needs. In addition, youth discuss the importance of education, set academic goals, and learn about higher education opportunities.

YLI offers a graduated participation track so each student is provided with opportunities to share his or her ideas, skills, and talents regardless of his or her ability. First-year

participants are asked to actively participate in all program components. Through active participation, youth build their skills and confidence to be a leader. Second- and third-year participants facilitate some activities as “emerging leaders.” Youth who are ready to take on significant leadership and responsibility become mentors through an in-depth application and interview process. They receive training in facilitation and program design, and deliver program curriculum during the retreats. Youth mentors also actively participate in other program activities and support the personal and leadership development of participants throughout the year. Finally, alumni of the program are provided with opportunities to re-engage in YLI, such as attending or planning leadership workshops or community events.

YLI is partially funded by a 21st Century Community Learning Center grant from the Minnesota Department of Education, and an out-of-school time programming grant from the Greater Twin Cities United Way. Wilder Research has partnered with YLI to evaluate the following short-term outcomes related to these grants, as well as programmatic goals.

- Personal and social-emotional growth and cultural awareness, such as confidence, social skills, maturity, understanding of their own and other cultures, worldview
- Develop leadership skills, such as team-work, problem solving, public speaking, conflict resolution, project planning, and cross-cultural communication
- Maintain or increase in academic achievement
- Maintain or increase connections to school, the program, and the community

Data collection methods

To get a full picture of the impact of the program on these multiples, data are collected from various sources.

The Sprockets shared database is maintained by the Sprockets network of after-school and summer programs for St. Paul youth. Program staff enter data on attendance and demographics. At the end of the year, data were extracted and sent to Wilder Research for analysis.

St. Paul Public Schools provided first and second quarter grades for 34 youth.

Survey of Afterschool Youth Outcomes (SAYO) measures eight areas of youth outcomes that research has shown to lead to long term positive youth development. There are both staff (SAYO-S) and youth (SAYO-Y) versions. Each are completed online, as part of the Sprockets database, and administered pre (within the first few weeks of programming) and post (at the end of the program year). YLI uses two parts of the staff survey and five

of the eight parts of the youth survey. Staff rate youth on a 5-point frequency scale from never to always in the areas of engagement in learning and relations with adults. Youth rate themselves on a 4-point scale: no, mostly no, mostly yes, or yes, in the areas of supportive social environment, supportive adults, choice and autonomy in the program, competence as a learner, and competence socially.

An end-of-year program survey, developed by Wilder Research, is a paper survey that is distributed to youth participants at the end-of-year retreat. The survey includes a retrospective pre- and post-program assessment, which asks youth at the end of the program how they feel and think now, and to think back to how they felt and thought before the program. This method is used instead of a pre-post method, in which participants complete a survey at the beginning of the program and again at the end, because participants tend to overestimate their levels of knowledge and abilities beforehand, scoring themselves lower retrospectively *after* gaining knowledge and abilities during the program. This year, similar questions were also asked on a pre-survey and comparisons showed this to be true. This survey also asks students to self-report their GPA and school attendance, and about satisfaction with the program.

The Federal Teacher Survey is a requirement of the 21st Century Community Learning Center grant. Program staff obtained release forms from parents to contact teachers to complete this survey. Wilder Research used SurveyMonkey.com to program this survey for online use, and sent the online survey to identified teachers for whom parents consented. This year, the survey was delayed and few parents consented. As such seven teachers were contacted in June, after the end of the school year, and two responded. It measures youth’s improvement in academic performance and classroom behaviors.

1. Response rates

Data collection methods	Number	Response rates	
		Out of all (N=62)	Out of “retained” attendees (N=47)
Attendance data – Sprockets	62	100%	100%
Survey of Afterschool Youth Outcomes (SAYO) staff	47	76%	100%
Survey of Afterschool Youth Outcomes (SAYO) youth	36-39	58-63%	77-83%
St. Paul Public School academic data	34	55%	72%
End-of-year youth program survey	36	58%	77%
Federal Teacher Survey*	2	3%	4%

**These data are not included in this report because the number of completed surveys is limited and both teachers rated their students as not needing to improve on all items.*

Limitations

This evaluation is limited to measuring the short-term impact the program has on youth over the course of the program year as limited by the perspectives of staff and youth's own perspectives. It does not attempt to explain the impact the program has on youth beyond the program, although anecdotally program staff believe the program does impact youth's future trajectories. This evaluation also does not take into account that some youth are first-time participants of the program and others are in their third or fourth year and have been exposed to program offerings for several years previously. Additionally, youth may be involved in a myriad of other programming, which is not considered. Due to the size of the program, data on all youth are analyzed together.

The amount of data available varies from source to source. Response rates on the SAYO and end-of-year program survey are highest. These sources largely constitute youth self-report, and some staff report, so data is largely limited to youth's own perspectives, which are subjective. Data on academic achievement are limited, as data are incomplete. District data were only available for about half of students (34 out of 62); a third (21 students) self-reported GPA, and Federal Teacher Surveys were completed for just two students. In addition, district data were not available at the end of the program year.

These limitations are common among youth development programs. Despite these limitations, survey results provide a perspective of how youth and the staff feel youth have grown while in the program, and youth's satisfaction with program components.

Process evaluation

Attendance

A total of 62 students enrolled in the program during the 2013-14 school year – 42 participants, 10 emerging leaders, and 10 mentors. A total of 47 youth were retained, a retention rate of 76 percent (Figure 2); whereas the program graduated 51 students. While retention for the MDE grant is defined as attending at least 30 days of programming, the program retains students with lower participation as long as they remain connected and communicate with staff about their reasons for missing activities. On average, students attended 42 days of programming.

2. Attendance

	Number	Percent
Recruited	62	100%
Retained (30 or more days of participation)	47	76%
Graduated (attended 75% of activities or otherwise stayed connected with the program)	51	82%
Average attendance	42	

All of the youth participated in action team meetings, and all but one (98%) participated in cultural sessions (Figure 3). Most (87-89%) participated in the retreats. Participation was lower, around 20 percent, in the optional components (college success initiative and college tours). All mentors and emerging leaders participated in leadership meetings.

3. Attendance by activity

Activity	Number attending one or more	Percent
Action team meetings	62	100%
Cultural sessions	61	98%
Fall retreat	55	89%
Winter retreat	54	87%
College success initiative (optional)	13	21%
College tours (optional)	11	18%
Emerging leader meetings	10	100% of emerging leaders
Mentor meetings	10	100% of mentors

Characteristics of participants

Almost two-thirds (63%) were in 11th or 12th grade. Almost all (98%) were students of color, with over half (53%) being from Asian cultures and a third (34%) coming from African cultures (Figure 4). Ten percent identified as mixed race.

4. Participant characteristics

	Number	Percent
Gender		
Male	23	37%
Female	40	65%
Grade		
9 th	6	10%
10 th	16	26%
11 th	23	37%
12 th	17	27%
Race/ethnicity		
African descent	20	32%
Oromo	10	16%
African-American	7	11%
Ethiopian	2	3%
Somali	1	2%
Asian descent	33	53%
Hmong	22	35%
Karen	9	15%
Cambodian	1	2%
Japanese	1	2%
Mixed race	6	10%
Hispanic and White	2	3%
Multiracial (unidentified)	1	2%
American Indian and White	1	2%
Black and White	1	2%
Asian and White	1	2%
Hispanic	2	3%
White	1	2%

Participant satisfaction

YLI participants and mentors were satisfied with the program and rated the program 3.8 out of 4 (Figure 5). This year, the cultural sessions and action team meetings were rated highest; in comparison, the retreats were rated highest in previous years. The college success initiative and college visits were rated lowest over, but still averaged a “good” or better rating.

5. Youth participant satisfaction with YLI

	N	Excellent	Good	Fair	Poor	Average (out of 4)
The staff	36	83%	17%	--	--	3.8
The program overall	35	80%	20%	--	--	3.8
Action team meetings	34	68%	32%	--	--	3.7
Cultural sessions	35	74%	23%	3%	--	3.7
The volunteers	35	71%	23%	6%	--	3.7
The retreats	36	64%	31%	6%	--	3.6
The youth mentors	36	61%	33%	6%	--	3.6
The emerging leaders	36	56%	44%	--	--	3.6
College success initiative	18	50%	28%	22%	--	3.3
College visits	22	23%	64%	14%	--	3.1

While most participants did not have anything they would change about YLI, some participants offered the following suggestions for improvement:

- Including more or different activities, such as sports, more moving activities, more mind relaxing activities, or simulations (4)
- More or longer retreats (2)
- Being clear about the commitment level required and/or ensuring all participants are committed at the level required (2)
- Increased funding (2)
- Addressing issues related to disrespect or hurtful behaviors between youth (2)
- Change action team or leadership team (unspecified changes) (2)
- Increase diversity of participants (1)

Outcome evaluation

Personal and social-emotional growth, cultural awareness, and development of leadership skills

Youths' post survey ratings were compared with the retrospective pre-survey (asked at the end of the program) and the actual pre-survey (asked at the beginning of the program). As typical with pre-surveys, youth rated themselves higher at the beginning of the program than on the retrospective pre-survey, which asks them at the end of the program how they felt at the beginning of the program. The most improvement was seen in youth being willing to stand up for what is right (78%), feeling prepared to be a leader (75%), and being confident (69%) (Figure 6).

6. Youth self-ratings on attitudes about future-orientation, resiliency, and self-confidence (N=35-36)

	Number that mostly agree or agree a lot			Improved	
	Actual pre	Retro- Pre	Post	Actual pre to post	Retro- pre to post
I am willing to take risks and stand up for what is right.	91%	53%	97%	31%	78%
I feel prepared to be a leader.	77%	33%	92%	26%	75%
I am confident.	77%	52%	89%	34%	69%
I know what I can do to help make the community a better place.	86%	56%	97%	40%	64%
I think about what will happen as a result of my decisions.	94%	63%	94%	31%	60%
I can handle stressful situations.	77%	61%	89%	34%	56%
I think it is important to listen to and value the opinions of others.	100%	86%	100%	11%	47%
I have goals for my future.	86%	86%	97%	26%	33%

YLI participants were also asked how much their skills or knowledge in specific areas improved. Overall, all youth reported their skills improved at least “a little” in all areas. Youth reported learning the most about their cultural heritage, action team topic, team work, and leadership skills (Figure 7).

7. Improvement in skills since participating in YLI (N=35-36)

Skill/knowledge area	A lot	Some	A little	None	Average
Cultural heritage	81%	17%	3%	-	3.8
Action team's topic	80%	17%	3%	-	3.7
Team work skills	75%	22%	3%	-	3.7
Leadership skills/styles	72%	19%	8%	-	3.6
Goal setting	58%	36%	6%	-	3.5
Project planning skills	47%	42%	11%	-	3.4
Interpersonal communication	53%	39%	8%	-	3.4
Public speaking	44%	44%	11%	-	3.3

In their open-ended comments, the youth noted learning the following skills:

Speaking up/speaking out/standing up for one's beliefs			7
Team work/collaboration	4	Listening	1
Project planning	3	Safe risk taking	1
Confidence	2	Using the YPQA	1
Taking action	2	Patience	1
Making friends/opening up to others	2	Learning about my culture	1
Plan for college	1	Leadership skills	1
Flexibility	1	Self-motivation	1
Character	1	Supporting others	1
Grant reading skills	1		

Finally, youth were asked how they have changed as a result of their participation in YLI. Key comments exemplifying the impact YLI has on youth include:

I went through a lot of stress this year and YLI has helped me cope with it.

I've learned about letting others say what they need to say and understanding people, thinking in their situation.

I stopped judging people by their physical [attributes] and by their skin color.

My view of my culture and others are different; I can be more open-minded about my culture.

I became more confident and I'm more aware of the culture and struggles of others. I feel more trustful to others.

YLI has taught me the things I am capable [of] and how limitless I am. It taught me to continue patience, integrity, etc.

YLI has taught me what I should know to get ready in life and how to respect others.

School and community connectedness

All participants report they like being in the program, what they do at the program will help them in the future, and they have tried new things in YLI (Figure 8). Overall, 17 (47%) students agreed with all of the elements of school and program connectedness.

8. Youth feelings of connectedness to school and the program (N=35-36)

	Yes	Mostly Yes	Mostly No	No	Average
I like being in this program.	86%	14%	-	-	3.9
What we do here will help me in the future.	91%	9%	-	-	3.9
In YLI, I have done things that make me feel good about myself.	83%	14%	3%	-	3.8
I have tried new things in YLI that I have never done before.	75%	25%	-	-	3.8
I know how to access school resources when I need them.	49%	43%	9%	-	3.4
I speak up when there is something I want to say.	42%	39%	19%	-	3.2
I have had an opportunity to facilitate or lead activities in YLI.	50%	29%	17%	6%	3.2
This program helps me with school stuff (like getting my homework done).	17%	44%	31%	8%	2.7
Total reporting “Yes” or “Mostly Yes” on all 8 items					17 (47%)

Staff ratings of youth using the SAYO-Staff indicate increased in the frequency with which youth engage with adults and in learning. On average, staff indicate youth’s relation with adults increased from 3.2 to 4.3, where 3.0 is sometimes and 5.0 is always (Figure 9). The largest changes were seen in the following three items (an average change of 1.2 points, or 38% increase, from pre to post survey; see appendix): Discusses special interests or ideas with staff, seeks appropriate assistance and support from staff in resolving problems, and initiatives interactions with adults. Youth’s engagement with learning increased 4.0 (usually) at the beginning and 4.4 at the end of the program. The largest changes in this area were cognitive engagement in activities in participating in program offerings; each increased 16-19 percent, or 0.6 and 0.7 points.

While staff reported a change in youth from pre to post survey on the SAYO-S, youth indicated basically no change on average in any area (Figure 9). On average, youth rated their connection with a supportive adult highest (3.8 out of 4.0), followed closely by the program’s social environment (3.7 out of 4.0). Though overall averages did not indicate

changes in youth perceptions, there were some interesting gender differences to note (see appendix for complete item by item results).

- Men rated their competence as a learner higher on the pre-survey than the women, whereas the average increased more among the women.
- Women indicated unwanted teasing was more of a problem at the start of the program, whereas teasing decreased more for women over the course of the program.
- Men’s rating of adults available to talk to when they are upset or help when you have a problem decreased over the course of the program, perhaps because the loss of a male staff member mid-program year.

9. Summary of SAYO results

	Pre	Post	Pre	Post	Pre	Post
	Total (N=47)		Women (N=28)		Men (N=19)	
SAYO – Staff						
Relations with adults	3.2	4.3	3.3	4.3	3.2	4.3
Engagement in learning	4.0	4.4	4.0	4.5	4.0	4.3
	Total (N=36-39)		Women (N=22-23)		Men (N=14-16)	
SAYO – Youth						
Youth believe they have a supportive adult	3.8	3.8	3.7	3.9	3.8	3.8
Youth perceive supportive social environment	3.7	3.7	3.6	3.7	3.8	3.8
Sense of competence as a learner	3.3	3.3	3.2	3.3	3.5	3.3
Youth have choice & autonomy	3.0	3.1	2.9	3.1	3.1	3.0
Sense of competence socially	3.1	3.0	3.0	3.0	3.2	3.1

Academic performance

School attendance

Most students (46% of 33) reported they did not miss *any* regularly scheduled school days in the last month (Figure 10). A quarter (24%) missed one regularly scheduled school day, 18 percent missed two days, and 12 percent missed three or four days.

10. Self-reported school attendance

Number of regularly scheduled school days missed in the last month	Number (N=33)	Percent
0	15	46%
1	8	24%
2	6	18%
3-4	1	12%
Average (of all)	1.1	
Average of those who missed	1.9	

Grades

Students' self-reported GPAs ranged from 2.0 (C average) to 4.3 (A average) at the end of the program (mid-May) (Figure 11). Eighty-one percent self-reported a B or better average (3.0 or above). These data are limited however, as only 21 students (58%) answered the question on the end-of-year survey. In addition, data were collected mid-May, prior to students receiving their end-of-year report cards.

Academic records were also received from St. Paul Public Schools for 34 youth that included quarter 1 and quarter 2 grades. Of those 34 youth, 71 percent had a B or better average (3.0 or above) at the end of quarter 2, and half (47%) had improved their GPA over quarter 1.

Students who are struggling academically are identified and provided with individual support. This year 13 youth received individual academic support.

11. Grade point average

GPA average	Self-report at end of program (mid-May) (N=21)	District reported end of quarter 2 (January) (N=34)	Percent improving from quarter 1 (N=34)
Below 2.0	0%	3%	0%
C or better (2.0 or above)	19%	26%	15%
B or better (3.0 or above)	67%	41%	18%
A or better (4.0 or above)	14%	29%	15%
Range	2.0 – 4.3	1.2 – 4.6	NA
Average	3.4	3.4	NA

School engagement

Eighty-six percent of students were involved in at least one activity or club at school. On average, students were involved in two to three activities or clubs, with a range of zero to 10.

Conclusion

Personal, social-emotional and skill growth

The program's most significant impact is on participants' personal and social-emotional growth, and development of leadership skills. A large majority of students indicated agreeing with the items related to personal growth. A large majority (89-97%) also reported learning "some" or "a lot" about their cultural heritage, teamwork, leadership, and goal setting.

School and program connectedness

On the end-of-year program survey, youth largely indicated strong connections with the program. All students reported they like being in the program and have tried new things in the program that they have never done before. In terms of school connections, 91 percent indicate they know how to access school resources.

On the Survey of Afterschool Youth Outcomes (SAYO), staff rated youth higher at the end of the program than at the beginning. In particular, youth's ratings in the area of relations with adults increased from an average of 3.2 to 4.3 (on a 5-point scale

Academic performance

Data indicate YLI attracts relatively higher performing students to begin with. At mid-year (January), the average GPA for 34 students with data from St. Paul Public Schools was 3.4, with 70 percent having a GPA of 3.0 or above at that time. At the end of the year, 81 percent of the 36 students who completed an end-of-year program survey self-reported having a 3.0 GPA or better.

Though GPA data are limited, 61 percent of students did report that the "program helps them with school stuff," and staff rating of youth on the SAYO-S increased from 4.0 to 4.4 on average "engagement in learning."

Appendix: SAYO data tables

A1. SAYO – staff results (N=47)

	Total (N=47)		Women (N=28)		Men (N=19)	
	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
Relations with adults						
Seeks recognition and/or approval from adults (Youth may be indirect, e.g., May ask an adult his/her opinion on something the teen made or did).	3.3	4.2	3.4	4.1	3.2	4.2
Discusses special interests or ideas with staff member.	3.0	4.2	3.0	4.2	3.2	4.3
Initiates interactions with adults.	3.1	4.3	3.2	4.3	3.0	4.3
Seeks appropriate assistance and support from staff in resolving problems (e.g. may ask an adult to help them think through a problem—rather than expecting adults to provide solutions).	3.2	4.4	3.4	4.4	3.0	4.3
Appears comfortable spending relaxed 1:1 time with an adult.	3.5	4.4	3.5	4.4	3.6	4.5
Is able to disagree with, or question adults in a respectful and friendly manner.	3.2	4.2	3.3	4.2	3.1	4.1
Overall	3.2	4.3	3.3	4.3	3.2	4.3
Engagement in learning	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>	<i>Pre</i>	<i>Post</i>
Stays focused on task at hand.	4.3	4.5	4.4	4.6	4.2	4.3
Is alert and focused during group discussions or activities.	4.3	4.5	4.3	4.6	4.2	4.4
Is interested in participating in new experiences.	4.2	4.5	4.3	4.6	4.1	4.4
Contributes constructively to group discussions.	3.7	4.0	3.6	4.2	3.7	3.8
Actively participates in program offerings (i.e., without needing prompting from adults or peers).	3.8	4.4	3.8	4.5	3.9	4.4
Appears cognitively engaged during activities (e.g., asks questions, shares opinions, offers ideas).	3.7	4.4	3.7	4.5	3.8	4.3
Overall	4.0	4.4	4.0	4.5	4.0	4.3

Note. Staff are asked to rate each item as 1=never; 2=rarely; 3=sometimes; 4= usually; 5=always.

A2. SAYO – youth results (N=36-39)

	Total (N=36-39)		Women (N=22-23)		Men (N=14-16)	
	Pre	Post	Pre	Post	Pre	Post
Youth believe they have a supportive adult						
Is there an adult here who is interested in what you think about things?	3.7	3.8	3.7	3.9	3.7	3.7
Is there an adult here you can talk to when you are upset?	3.7	3.8	3.7	3.8	3.9	3.8
Is there an adult here who helps you when you have a problem?	3.7	3.8	3.7	3.9	3.9	3.7
Is there an adult here who you will listen to and respect?	3.9	3.9	4.0	3.9	3.9	3.9
Overall	3.8	3.8	3.7	3.9	3.8	3.8
Youth perceive supportive social environment						
Are teens here friendly with each other?	3.8	3.8	3.8	3.7	3.9	3.9
Does a lot of unwanted teasing go on here?*	3.3	3.6	3.2	3.6	3.6	3.7
Do teens here treat each other with respect?	3.8	3.8	3.8	3.7	3.9	3.9
Do you have a lot of good friends here?	3.6	3.6	3.5	3.5	3.7	3.8
If you were upset, would other teens here try to help you?	3.7	3.7	3.6	3.7	3.9	3.7
Do the other teens here listen to you?	3.8	3.7	3.7	3.7	3.9	3.8
Overall	3.7	3.7	3.6	3.7	3.8	3.8
Sense of competence as a learner						
I like to give new things a try, even if they look hard.	3.4	3.4	3.3	3.2	3.6	3.6
In school, I'm as good as other teens.	3.4	3.5	3.3	3.5	3.6	3.5
I'm good at solving problems.	3.0	3.0	2.9	3.0	3.2	3.0
I'm as good as other teens my age at learning new things.	3.4	3.3	3.2	3.3	3.6	3.3
When I can't learn something right away, I keep trying until I get it.	3.2	3.3	3.1	3.3	3.5	3.3
Overall	3.3	3.3	3.2	3.3	3.5	3.3
Youth have choice & autonomy						
Do you get to choose how you spend your time?	3.0	3.0	2.9	3.0	3.1	3.1
Can you suggest your own ideas for new activities?	3.5	3.4	3.4	3.5	3.6	3.3
Can you spend time by yourself when you want to?	2.8	2.9	2.7	2.9	2.9	2.9
Are you allowed to finish what you are doing even if it is time for the next activity?	3.0	3.0	3.0	2.9	3.0	3.1
Do you get to choose which teens you spend your time with here?	3.2	3.1	3.1	3.2	3.4	2.8
Do you get to choose which activities you do?	2.7	3.0	2.6	3.0	2.7	2.9
Overall	3.0	3.1	2.9	3.1	3.1	3.0
Sense of competence socially						
It's very easy for me to get along with other teens.	3.3	3.3	3.2	3.1	3.5	3.5
When I meet someone new, I know he or she will like me.	2.7	2.8	2.7	2.8	2.6	2.6
I get along with friends as well as other teens my age.	3.4	3.4	3.4	3.4	3.5	3.5
It's easy for me to join a new group of teens.	2.9	2.8	2.8	2.8	3.1	2.7
Overall	3.1	3.0	3.0	3.0	3.2	3.1

Note. Students are asked to rate each item as 1=no; 2=mostly no; 3=mostly yes; 4= yes. * Item reverse-coded.