



Youth Leadership Initiative Evaluation Results

2014-15 Program Year

J U L Y 2 0 1 5

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Summary and implications

Amherst H. Wilder Foundation's Youth Leadership Initiative (YLI) is a multicultural youth leadership program that targets youth of diverse backgrounds, age 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 2014-15, the program enrolled 62 youth initially. A total of 44 graduated from the program in the spring of 2015, and 44 (71%) were "retained" or met MDE's threshold for attending at least 30 days of programming. Over half (61%) were female, and two-thirds (66%) were in 11th or 12th grade. Almost all (98%) were students of color from 10 different cultural groups. Two-thirds (66%) were from Asian cultures (primarily Hmong and Karen) and a quarter (25%) were from African cultures.

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. In the retrospective pre-post survey, a large majority of students noted increases in their personal growth at the end of the program:

- All participants appreciated and found commonality with people from different cultures; with 81 percent increasing their agreement.
- 97 percent knew what it means to be a leader, with 81 percent increasing their agreement.
- 97 percent felt prepared to be a leader, with 78 percent increasing their agreement.
- 94 percent had the skills to communicate with others, with 81 percent increasing their agreement.

- 94 percent agreed they are willing to stand up for what is right, with 96 percent increasing their agreement.
- 87 percent were confident, with 71 percent increasing their agreement.

School and program connectedness

On the end-of-year program survey, youth largely indicated strong connections with the program. All students reported that they feel welcomed in the program and what they do in YLI will help them in the future.

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 3.1 to 4.0 (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 experienced more change, in general than women, on all most items, though the women tended to rate items higher on the pre- survey, meaning there was less room for change. Staff also rated women higher in all areas at both the beginning and end of the program.

Academic performance

Data indicate YLI attracts relatively higher performing students to begin with. At mid-year (January), the average GPA was 3.2, with 74 percent having a GPA of 3.0 or above at that time. At the end of the year, 93 percent of the 27 students who completed an end-of-year program survey reported getting mostly As or Bs this past year.

In addition, 95 percent of students reported that what they do in YLI will help them be successful in school, and staff rating of youth on the SAYO-S increased from 4.3 to 4.6 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, age 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, 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 GPA and attendance rates for 42 youth and Roseville Public Schools provided GPA for 9 youth in February 2015.

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 is completed online, as part of the Sprockets database, and administered within the first few weeks of programming (pre) and at the end of the program year (post). YLI uses four parts of the staff survey and three 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 survey also asks students some questions similar to the Minnesota Student Survey; comparisons with 2013 MSS data from Ramsey County 9th and 11th graders are provided (total sample size of 7,891).

The Federal Teacher Survey is a requirement of the 21st Century Community Learning Center grant. It measures youth’s improvement in academic performance and classroom behaviors. Program staff obtained release forms from parents to contact teachers to complete this survey. YLI staff sent the survey to identified teachers for whom parents consented. A total of 15 surveys were completed this year.

1. Response rates

Data collection methods	Number	Response rates	
		Out of all (N=62)	Out of “retained” attendees (N=44)
Attendance & demographic data – Sprockets	62	100%	100%
Survey of Afterschool Youth Outcomes (SAYO) staff	40	65%	91%
Survey of Afterschool Youth Outcomes (SAYO) youth	33	53%	75%
GPA (transcripts)	50	81%	NA
End-of-year youth program survey	32	52%	73%
Federal Teacher Survey	23	37%	52%

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. Federal Teacher Surveys were completed for 37 percent of students. District GPA and attendance data were available for 81 percent, however, only quarter data was available, so GPA does not reflect the full impact of the program that runs through May.

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 2014-15 school year – 49 participants, six emerging leaders, and seven mentors. A total of 44 youth were retained, a retention rate of 71 percent (Figure 2); 44 also “graduated” from the program. 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 48 days of programming, higher than average due to some youth that had a very high number of participation days (100+ days).

2. Attendance

	Number	Percent
Recruited	62	
Retained (30 or more days of participation)	44	71%
Graduated (attended 75% of activities or otherwise stayed connected with the program)	44	71%
Average attendance	48 days	

Almost all youth (95%) participated in action team meetings, and cultural sessions (Figure 3). Most (90%) participated in at least one retreat, and three-quarters (76%) participated in the Creating Success Initiative. A third (35%) participated in the field trips. All mentors and emerging leaders participated in leadership meetings.

3. Attendance by activity

Activity	Number attending one or more	Percent
Action team meetings	59	95%
Cultural sessions	59	95%
Retreats	56	90%
Lock-in	50	81%
Creating Success Initiative	47	76%
Field trips	22	35%
Emerging leader meetings	6	100% of emerging leaders
Mentor meetings	7	100% of mentors

Characteristics of participants

Almost two-thirds of participants (68%) were in 11th or 12th grade. Almost all (98%) were students of color, with over two-thirds (66%) from Asian cultures – Hmong and Karen being the most common (Figure 4). A quarter (25%) identified as Black – either Oromo (19%) or African-American (6%).

4. Participant characteristics (N=62)

	Number	Percent
Gender		
Male	24	39%
Female	38	61%
Grade		
9 th	6	10%
10 th	14	23%
11 th	26	42%
12 th	16	26%
Race/ethnicity		
Asian descent		
Hmong	23	37%
Karen	15	24%
Thai	2	3%
Chinese	1	2%
African descent		
Oromo	12	19%
African-American	4	6%
Other		
Multiracial or unidentified	2	3%
American Indian	1	2%
White	1	2%
Black	1	2%

Outcome evaluation

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

Youth’s post survey ratings were compared with the retrospective pre-survey (asked at the end of the program). The most improvement was seen in youth being aware of their personal strengths (80%), appreciating and finding commonality with people from a different culture (81%), being willing to stand up for what is right (96%), understanding what it means to be a leader (81%), and having the skills to communicate with others (81%; Figure 5).

5. Youth self-ratings on attitudes about future-orientation, resiliency, and self-confidence (N=31)

	Percent agree a lot or mostly agree		Improved: Retro-pre to post
	Retro-Pre	Post	
Feelings about self			
3. I am aware of my personal strengths.	32%	97%	80%
5. I am able to set goals and work towards achieving them.	44%	94%	78%
1. I am confident.	53%	87%	71%
6. I am motivated to be successful at school.	72%	94%	63%
4. I have goals for my future.	59%	97%	55%
2. I can handle stressful situations.	42%	94%	55%
Feelings about culture			
9. I can appreciate the different experiences of people of other cultures.	59%	100%	81%
10. I can find commonality with people that are from a different culture than me.	50%	100%	81%
8. I am proud of my culture.	66%	80%	77%
7. I have knowledge of the history and traditions of my culture.	56%	87%	75%

5. Youth self-ratings on attitudes about future-orientation, resiliency, and self-confidence (N=31) (continued)

	Percent agree a lot or mostly agree		Improved: Retro-pre to post
	Retro-Pre	Post	
Feelings about leadership skills and community impact			
13. I am willing to take risks and stand up for what is right.	44%	94%	96%
12. I understand what it means to be a leader.	34%	97%	81%
11. I feel prepared to be a leader.	31%	97%	78%
16. I have the skills to speak in front of a group.	41%	81%	74%
14. I know what I can do to help make the community a better place.	35%	94%	71%
15. I think about what will happen as a result of my actions.	47%	97%	66%
Feelings about working with others			
19. I have the skills to communicate with others.	53%	94%	81%
18. I am able to work with a team or small group to accomplish a project.	75%	100%	59%
17. I think it is important to listen to and value the opinions of others.	81%	97%	41%

Perception of change

Youth reported the following ways they have changed as a result of YLI or how YLI impacted their life. They noted more confidence and open-mindedness. They increased their understanding of what it means to be a leader, and ability to speak up.

I have become more open-minded and view the aspects of life differently.

YLI have taught me that I can be good leader even if I'm just a youth and I have great skill within me.

YLI gave me innovation and ideas on how to explain a concept like "legacy."

I have changed from being a chicken and becoming an eagle, from being quiet too loud.

YLI has made me open my eyes and see cultures around me.

It has impacted me to become a leader in my community and how to make a difference. It has also connected me closer to my culture and roots.

I am more confident and I step out of my comfort zone.

Program connectedness

All participants agree that they feel welcomed in the program, what they do at the program will help them in the future, that they would recommend others to YLI, and that they get to have some say in the program activities (Figure 6). Overall, 88% students agreed with all of the elements of program connectedness.

6. Youth feelings of connectedness to the program (N=32)

	Agree a lot	Mostly agree	Agree a little	Do not agree	Average
I feel welcomed in this program.	88%	13%	0%	0%	3.9
What we do here will help me in the future.	94%	6%	0%	0%	3.9
I would recommend this program to others.	94%	6%	0%	0%	3.9
I get to have some say in the program activities we do.	78%	22%	0%	0%	3.8
I belong here.	84%	13%	3%	0%	3.8
This program has helped me learn how to get along with others.	84%	9%	6%	0%	3.8
What we do here will help me be successful in school.	70%	25%	3%	3%	3.6
Total reporting “Yes” or “Mostly Yes” on all 8 items					88%

Program improvements

In terms of feedback, seven participants were seeking more programming. Specifically, they said extending the time or longer hours, or more retreats, camping or sports.

Four people were concerned about “oversharing,” and activities that make people cry:

Encouraging more action and a bit less sharing, over sharing sometimes is not necessary.

[Fewer] crying activities. (Like activities that bring down the mood of people).

More fun activities, no long talk that would be seen like it go forever and that’s about it.

Three people wanted the program to expand to include more participants. One noted they “wished the program was more diverse.”

Two wanted changes to the food, with one specifically mentioning “sausage pizza.”

Two suggested changes to the cultural sessions:

YLI should have Karen leader to come and speak in the program.

Involve more people in [the] culture sessions.

Finally, two made comments about the leadership:

Leaders not making others feel bad for not talking to others.

Having students (participants) lead groups more often.

SAYO results

Staff ratings of youth using the SAYO-Staff survey indicated an increase in the frequency with which youth engage with adults, take initiative, and demonstrate problem solving skills. On average, staff indicated youth's relation with adults increased from 3.1 to 4.0, where 3.0 is "sometimes" and 4.0 is "usually" (Figure 8). The largest changes were seen in the following three items (an average change of 1.0 points 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 "is able to disagree with, or question adults in a respectful and friendly manner." Youth's initiative increased from 3.8 at the beginning to 4.4 at the end of the program. The largest change in this area was "when encounters a problem, makes own effort to devise and try out possible solutions," which increased 1.0 point, on average. Finally, youth's problem solving skills increased from 3.7 to 4.3, on average, with the largest change in "When encounters difficulty, is able to identify and describe the problem," which increased 0.8 points.

While staff reported a change in youth from pre- to post- survey on the SAYO-S, youth indicated little or no change in most areas (Figure 8). On average, youth rated their connection with a supportive adult highest (3.8 out of 4.0), followed by feeling challenged in the program (3.7 out of 4.0). Though overall averages did not indicate changes in youth perceptions, there were some interesting gender differences to note.

- Men experienced more change, in general than women, on most items, though women tended to rate items higher on the pre- survey, meaning there was less room for change.
- Staff also rated women higher in all areas at both the beginning and end of the program.

8. Summary of SAYO results, mean scores

	Pre	Post	Pre	Post	Pre	Post
	Total (N=40)		Women (N=23)		Men (N=17)	
SAYO – Staff						
Relations with adults	3.1	4.0	3.3	4.3	2.8	3.6
Initiative	3.8	4.4	4.0	4.8	3.4	3.9
Problem solving skills	3.7	4.3	3.9	4.7	3.3	3.8
Engagement in learning	4.3	4.6	4.6	4.8	3.9	4.2
SAYO – Youth	Total (N=32-33)		Women (N=21-22)		Men (N=10-11)	
Program experience – adult relationships	3.6	3.8	3.7	3.7	3.5	3.8
Program experience – feel challenged	3.6	3.7	3.7	3.7	3.4	3.7
Future planning and expectations	3.6	3.5	3.6	3.5	3.5	3.3
Sense of competence as a learner	3.2	3.3	3.3	3.3	3.1	3.3
Sense of competence socially	2.9	3.2	3.0	3.2	2.6	3.2

Academic performance

Teachers completed a Federal Teacher Survey for 23 youth (Figure 9). On 8 of the 10 items, over half the youth did not need improvement. For volunteering in class, where improvement was needed for most youth, most (39%) did not change, a quarter (26%) had moderate or significant improvement. Most (61%) also needed improvement in class participation, and most did improve with 13 percent improving significantly, 17 percent improving moderately, and 17 percent improving slightly.

9. Results of Federal Teacher Survey (N=22-23)

	Did not need to improve	Significant improvement	Moderate improvement	Slight improvement	No change	Decline
Volunteering in class	30%	4%	22%	4%	39%	0%
Class participation	39%	13%	17%	17%	9%	4%
Academic performance	57%	9%	9%	9%	9%	9%
Turning in homework on time	70%	9%	4%	9%	4%	4%
Completing homework to teacher's satisfaction	73%	5%	5%	18%	0%	0%
Being attentive in class	74%	4%	0%	0%	13%	9%
Coming to school motivated to learn	78%	0%	9%	4%	9%	0%
Getting along well with other students	87%	4%	0%	9%	0%	0%
Attending class regularly	87%	4%	0%	0%	9%	0%
Behaving well in class	87%	4%	0%	0%	4%	4%

School attendance

YLI participants generally had fairly good school attendance over the last 30 days prior to taking the survey; 90 percent had less than three unexcused absences, and 70 percent had none (Figure 10). In comparison with the Minnesota Student Survey, however, their attendance was slightly lower, as 84 percent of Ramsey County high school students did not miss any school in the 30 days prior to the survey.

According to St. Paul Public Schools data at the end of quarter 2, a quarter (25%) of students had not missed any school, and an additional 60 percent attended 96-99 percent of enrolled days.

10. School attendance

Number of times you have skipped or cut a FULL day of school or classes without being excused in the last 30 days	YLI students (N=30)	MSS comparison data
None	70%	84%
Once or twice	20%	11%
3 to 5 times	10%	4%
6 to 9 times	0%	1%
10 times	0%	1%

Attendance rate	YLI – SPPS students (N=42)
100%	26%
96-99%	60%
92-95%	12%
88%	2%

Grades

Almost all YLI students (93%) self-report getting mostly A and B grades this past school year (Figure 11). In comparison, 71 percent of Ramsey County high schools students reported the same.

According to St. Paul and Roseville Public Schools data at the end of quarter 2, three-quarters of students were averaging a 3.0 or above GPA, with 38 percent averaging 3.5 or above.

Though academics is a small focus of the program, this component may be helping YLI students obtain or continue their academic success.

11. Grades and GPA

How would you describe your grades this school year?	YLI students (N=27)	MSS comparison data
Mostly As	30%	33%
Mostly Bs	63%	38%
Mostly Cs	7%	21%
Mostly Ds	0%	5%
Mostly Fs	0%	2%
Mostly incompletes	0%	<1%
None of these letter grades	0%	<1%
Quarter 2 cumulative GPA (non-weighted)	YLI students (N=50)	
4.0	8%	
3.5 – 3.9	32%	
3.0 – 3.4	34%	
2.0 – 2.9	30%	
< 2.0	2%	
Average	3.2 (range: 1.6 – 4.0)	

School and activity engagement

All of the YLI students report caring about doing well in school all or most of the time, and almost all (94%) pay attention in class all or most of the time (Figure 12). These rates are higher than other Ramsey County high schools students. A third (30%), however, reported going to class unprepared all or most of the time. They may have misunderstood the question. Also, Figure 13 indicates that YLI students are highly engaged in activities, which may be making it difficult for them to fully prepare for classes. Additionally, the lack of class preparedness may be impacting grades, given that half are getting mostly Bs, rather than As.

12. School engagement

All or most of the time . . .	YLI students (N=30-31)	MSS comparison data
care about doing well in school	100%	88%
pay attention in class	94%	84%
go to class unprepared	30%	8%

In comparing with other Ramsey County high school students, YLI students are much more highly engaged in activities outside of regular school days (Figure 13). Most (64-79%) are involved in community sports, leadership activities, and school-sponsored clubs, and a third or more engage in these activities most days per week (3-7 days per week).

13. Activity engagement

During a typical week, how often do you participate in the activities <u>outside of regular school days</u> ?	YLI students (N=29)		MSS comparison data	
	Any activity (1+ days)	High involvement (3 to 7 days)	Any activity (1+ days)	High involvement (3 to 7 days)
Club or community sports teams, such as park and rec teams, in-house teams or traveling teams	79%	52%	33%	17%
Leadership activities such as student government, youth councils or committees	71%	29%	15%	3%
School sponsored activities or clubs that are not sports, such as drama, music, chess or science club	64%	36%	25%	9%
Tutoring, homework help or academic programs	64%	20%	20%	3%
Religious activities such as religious services, education or youth group	60%	13%	29%	3%
School sports teams	47%	40%	40%	33%
Other community clubs and programs such as 4-H, Scouts, Y-clubs or Community Ed	43%	13%	8%	2%
Lessons, such as music, dance, tennis or karate lessons	33%	17%	22%	7%

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. Most notably, 70 percent or more increased their awareness of their personal strengths, ability to set goals and work towards them, and self-confidence.

In addition, all youth reporting being able to appreciate the different experiences of people of other cultures, and to find commonality with people that are from a different culture than me.

In terms of leadership skills, almost all noted an increase in their willingness to take risks and stand up for what is right. Most noted improvements in understanding what it means to be a leader, feeling prepared to be a leader, and having the skills to communicate with others.

School and program connectedness

On the end-of-year program survey, youth largely indicated strong connections with the program. All students reported that they feel welcomed in the program and what they do in YLI will help them in the future.

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 3.1 to 4.0 (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 was 3.2, with 74 percent having a GPA of 3.0 or above at that time. At the end of the year, 93 percent of the 27 students who completed an end-of-year program survey reported getting mostly As or Bs this past year.

In addition, 95 percent of students reported that what they do in YLI will help them be successful in school, and staff rating of youth on the SAYO-S increased from 4.3 to 4.6 on average "engagement in learning."

Appendix: Summary data for funders

21st Century Community Learning Centers – Minnesota Department of Education

Increase participants' opportunities to develop and apply 21st Century skills

- 71% (of 62) were retained in the program (participated for 30 or more days of programming) (Figure 2).

Increase participants' school and community connectedness

- 88% (of 32) students agreed with all of the elements of school and program connectedness (Figure 6).
- On average, youth rated the program experience 3.8 out of 4.0 on adult relationships and 3.7 out of 4.0 on feeling challenged (Figure 8).

Increase participants' academic performance in core academic areas

- 75% (of 50) had an average GPA of 3.0 or above at the end of the 2nd quarter; and 93% (of 27) reported earning mostly As and Bs this school year (Figure 11).
- On the Federal Teacher Survey (23 completed), most (61%) youth needed improvement in class participation, and 13% improved significantly, 17% improved moderately, and 17% improved slightly (Figure 9).

Out-of-school time programming grant – Greater Twin Cities United Way

- 71% (of 62) participated on a consistent, ongoing basis (participated for 30 or more days of programming) (Figure 2).
- 75% (of 50) improved or maintained satisfactory school grades; they had an average GPA of 3.0 or above at the end of the 2nd quarter (Figure 13).
- 90% (of 30) improved or maintained satisfactory attendance at school; they missed less than three regularly scheduled school days in the last month; and 86% (of 42) of SPPS students attended over 95% of enrolled school days (Figure 10).
- 64% (of 29) improved or maintained a positive attitude toward school; they reported being involved in school sponsored activities or clubs (Figure 13).
- 97% (of 31) improved or maintained positive behavior/social skills in the program; they agreed that they are aware of their personal strengths, which was an 80% improvement over the retrospective pre-survey (Figure 5).
- 97% (of 31) demonstrated a sense of mastery; they know what it means to be a leader and feel prepared to be leader (Figure 5).