Evaluation of Twin Cities Youth Social Entrepreneurship Programs

Results from a Point-in-Time Research Study of Eight YSE Programs, Funded by the Sundance Family Foundation

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Key findings

The Sundance Family Foundation invests in Youth Social Entrepreneurship (YSE) programs: youth-centric, youth-led enterprises (i.e., businesses or community social initiatives) that include the development of entrepreneurial thought, community engagement, social-emotional learning, and workforce readiness. These are the results of a 3-year research study on the impacts of YSE programs on youth. The eight participating YSE programs served 1,200 youth from fall 2016 through fall 2019.

The YSE model contributes to youth developing work readiness skills.

Staff assessed youth on 12 items related to work readiness, in three categories: professional skills, interpersonal skills, and other skills. Overall, after 30 or more days of programming, staff observed improvement in all 12 skills. On average, youth were proficient on 6.7 items at pre-assessment, increasing to 9.4 items at post-assessment (Figure A).

The item with most improvement was in "quality of work," an item in the professional skills category, in which 47% of youth improved and 33%, who were not proficient at the time of the pre-assessment, demonstrated proficiency at the post-assessment.

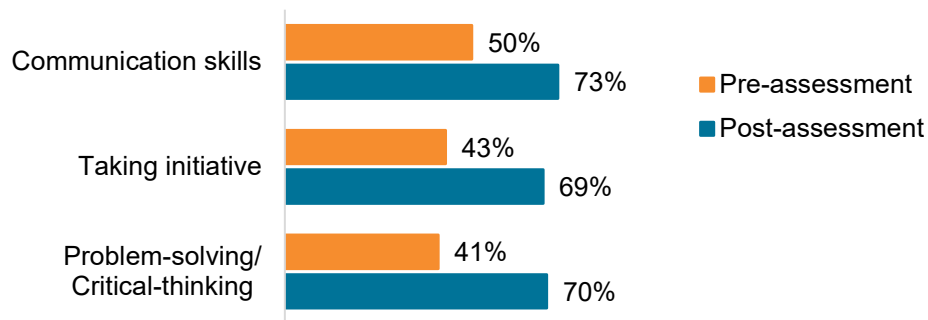### A.   Staff ratings of youth's work readiness skills

Note. Youth were rated on a 4-point scale: Exemplary, Proficient, Needs Development, or Improvement Plan Needed. This chart indicates the average number of items youth are proficient or exemplary in. A total of 743 youth had matching pre/post-assessments, though only 581 were assessed on "other skills." Significance tests were conducted using McNemar's test; the number of proficient/exemplary items at post-assessment was statistically higher than at pre-assessment.

Youth also develop interpersonal and social-emotional skills through YSE programs.

According to both youth self-assessments and staff assessments, youth's interpersonal and social-emotional skills improved over the course of their tenure in YSE programming.

Staff reported that 30% or more of youth gained proficiency on problem-solving/critical-thinking, taking initiative, and communication skills. In addition, the proportion of youth proficient on these items at post-assessment was 23-29 percentage points higher than at the pre-assessment (Figure B).

B.   Staff ratings of youth's social-emotional skills

Note. N=739-740. Youth were rated on a 4-point scale: Exemplary, Proficient, Needs Development, or Improvement Plan Needed. This chart indicates the percentage of youth proficient or exemplary in each skill. Significance tests were conducted using McNemar's test; the percent proficient/exemplary at post-assessment was statistically higher than at pre-assessment on all three items. One program with a small dataset was not included, as only one youth was rated.

Over 90% of youth agreed they have the following social-emotional skills or assets after participating in their respective programs: feeling confident, feeling part of their community, having an adult to talk to about problems, and having future goals for themselves (Figure C).

C. Youth self-ratings
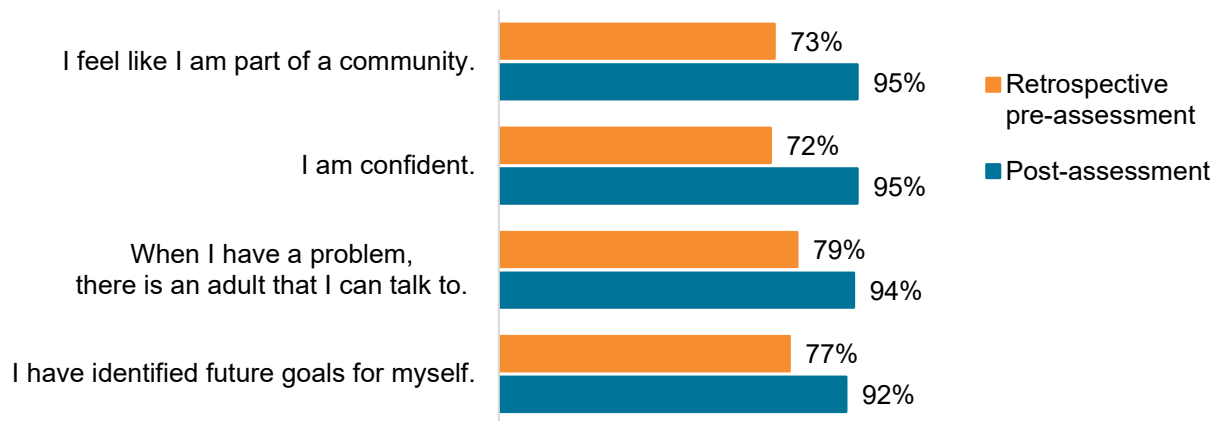
Note. N=744-748. This chart indicates the percentage of youth who agreed or strongly agreed with each statement. Significance tests were conducted using McNemar's test; the percentage agreeing with the item at post-assessment was statistically higher than the retrospective pre-assessment percentage on all four items.

YSE programs serve diverse youth.

The 1,200 youth served in YSE programs were a diverse group. About half of youth identified as male and half as female. The majority of youth (81%) were age 14-17, though participants ranged in age from 12 through 24. The average age was 16. Racially, youth were diverse, with over half identifying as Black, African American, or African (55%; Figure D).
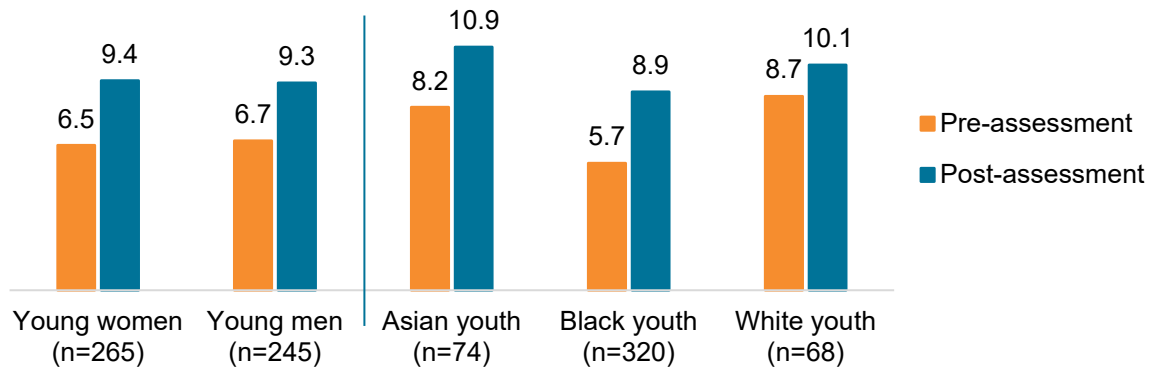
D. Race and ethnicity of youth served in YSE programs
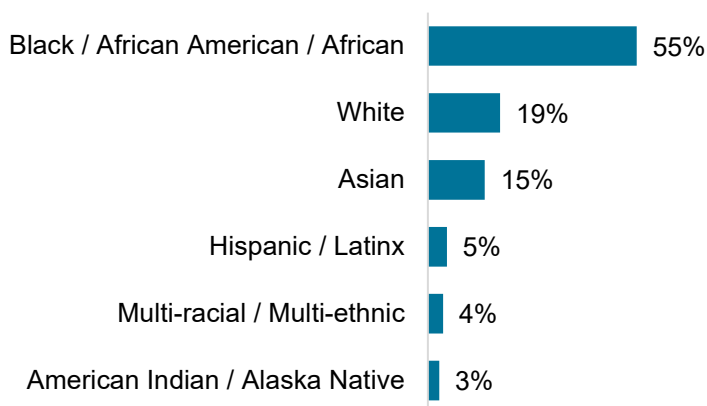
Note. Total does not equal 100% because youth could identify with multiple race categories.

On average, youth, regardless of race/ethnic identity or gender, increased their work readiness skills. Black youth showed the most improvement, averaging an increase of proficiency on over three skills (Figure E).

E.   Staff ratings of youth's work readiness skills, by race and gender

Note. This chart indicates the average number of items youth are proficient or exemplary out of 12 items.

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Introduction

In winter 2016, the Sundance Family Foundation partnered with Wilder Research to engage a cohort of Youth Social Entrepreneurship (YSE) programs in a 3-year evaluation capacity building and research study. Sundance defines YSE programs as youth-centric, youth-led enterprises (i.e., businesses or community social initiatives) that include the development of entrepreneurial thought, community engagement, social-emotional learning (SEL), and workforce readiness. The purpose of the study was to grow the capacity of YSE programs to conduct evaluation and gather evidence of YSE program impact on youth. In a 2015 white paper, the Sundance Family Foundation made a call to action to research the impact of YSE programs, of which this study is a part.[1]

Description of programs

A total of 14 programs (12 organizations) participated in the YSE research cohort; eight of which are included in this year's analysis. These programs varied widely in terms of size, location, and enterprise activity (Figure 1). Most are located in the core cities of Minneapolis and Saint Paul, with two located in the suburbs. Over half (5 of 8) are small, serving less than 25 young people annually. In terms of the number of youth assessed as part of the evaluation, four had a small group of youth (less than 50) included in their evaluation, and four had a large group (50 or more).

1. Description of programs participating in the YSE Research Cohort

Size of programs (number of youth served annually)	Number
Small (less than 25)	5
Medium (25–99)	1
Large (100 or more)	2
Location	
Minneapolis/Saint Paul	6
Suburbs	2
Type of enterprise	
Retail (food, graphic design)	4
Repair shops (bikes, small engine)	2
Outdoor-related (gardening, landscaping)	2

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[1]   Kruse, T. P. (2015). *Youth social entrepreneurship: Advancing the field*. Sundance Family Foundation. http://www.sundancefamilyfoundation.org/wp-content/uploads/2015/02/SFF-White-PaperFinal3.1.pdf

Number of youth included in evaluation	Number
Small (less than 50)	4
Large (50 or more)	4

The YSE evaluation

To build evaluation capacity, staff received three days of large group training and one-on-one technical assistance from a Wilder Research consultant to develop an individualized logic model and evaluation plan from January through June 2016. Based on the logic models, discussions with the cohort, and a literature review, Wilder staff developed a common evaluation plan for the cohort. Wilder identified an existing survey from the U.S. Department of Labor for supervisors to capture youth's work readiness abilities (Work Readiness assessment), and developed a second survey for youth to capture social-emotional learning (Youth Retrospective Survey; see Appendix A for a full description of the instruments).

From September 2016 through August 2019,[2] programs implemented the group instruments in accordance with the protocols. Across all programs, 60% of youth were assessed using the Work Readiness assessment and 62% completed a Youth Retrospective Survey (Figure 2).

2.   Response rates

Data collection/response rates	All programs (N=1,245 youth)
Work Readiness assessments completed	743 (60%)
Range in number of youth assessed	27–256
Youth Retrospective Surveys completed	748 (62%)
Range in youth completing survey	13–243

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[2]   For one program that had a delay in sending data, data through December 2019 are included.

Participant characteristics and participation

Description of youth

During the three years, eight YSE programs engaged 1,245 youth in the research study.[3] Programs ranged in size, serving between 4 and 500 youth during the 3-year study period, with some offering only summer programming.

About half of youth identified as male and half as female (Figure 3). Though programs had the options of offering other gender response categories; less than 1% of youth endorsed this option. Most youth (81%) were age 14 to 17; all programs served this age. The average age was 16 years old. Eighteen percent were young adults, age 18 to 24, with all programs serving this older group.

The programs served racially diverse youth. About half of the youth served identified as Black, African American, or African (55%). Youth next most commonly identified as White or Caucasian (19%) or Asian or Asian-American (15%). The remaining youth represented a variety of racial groups.

Youth included in the evaluation were slightly younger than all youth served, though it is important to note that gender and race data were missing for about 15% of youth and age data were missing for 37% of youth.

3. Description of youth served

	Percent	Number of programs serving this population	Youth with Work Readiness assessment (8 programs)
Gender	**N=1,047**		**N=729**
Male	48%	8	49%
Female	52%	8	51%
Transgender, gender non-conforming, or gender queer	<1%	2	<1%

Note. Youth who joined the program prior to September 1, 2016, were excluded, as they would not have been eligible to be rated using the Work Readiness assessment, a key tool in the evaluation study. In addition, participants over age 24 were excluded, as they were deemed too old to be considered "youth." Totals may not equal 100% due to rounding.

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[3] This report includes data over three years from six programs and data over two years from two programs and is limited to youth age 12-24.

3. Description of youth served (continued)

	Percent	Number of programs serving this population	Youth with Work Readiness assessment (8 programs)
Age at first engagement	**N=791**		**N=528**
12-13	<1%	3	1%
14-15	52%	8	56%
16-17	29%	8	30%
18-24	18%	8	13%
Mean	16.0		15.7
Race/ethnicity	**N=1,082**		**N=671**
American Indian / Alaska Native	3%	4	2%
Asian	15%	6	17%
Black / African American / African	55%	8	54%
Hispanic / Latinx	5%	6	5%
White	19%	6	17%
Multi-racial / Multi-ethnic	4%	5	5%
Other (incl. Middle Eastern and Native Hawaiian/Pacific Islander)	1%	4	1%

Note. Youth who joined the program prior to September 1, 2016 were excluded, as they would not have been eligible to be rated using the Work Readiness assessment, a key tool in the evaluation study. In addition, participants over age 24 were excluded, as they were deemed too old to be considered "youth." Totals may not equal 100% due to rounding.

Program participation

At the end of data collection in fall 2019, youth had participated in their respective YSE program up to 1,198 days (3+ years), or an average of 147 days (4.8 months; Figure 4). Researchers limited the analysis of initial Work Readiness assessments to those completed between 1 and 30 days upon program entry, so that scores would represent a true baseline. As such, youth with a valid assessment had more days in programming than youth served overall.

4. Length of participation in programs

Averages	All youth (N=1,159)	Youth with Work Readiness assessment (N=702)
Range	3-1,198	13-1,170
Mean	147	157
Median	66	77

Impacts on work readiness skills

Staff at eight YSE programs assessed youth at least twice on 12 work readiness skills using the Work Readiness assessment. A total of 743 youth were included in the analysis, ranging from 37-256 per program.

Overall, there was statistically significant improvement in all 12 work readiness skills measured in three areas: professional skills, interpersonal skills, and other skills. On average, youth were proficient on 6.7 items at pre-assessment, increasing to 9.4 items at post-assessment after 30 or more days of programming (Figure 5).

5.   Average number of items on which youth are proficient or exemplary

Note. Youth were rated on a 4-point scale: Exemplary, Proficient, Needs Development, or Improvement Plan Needed. To be included, pre-assessment had to be completed within 30 days of program entry, and the post-assessment had to be completed at least 30 days after the pre-assessment.

The most youth improved in the following five areas:

- **Problem-solving/Critical-thinking**
  33% became proficient
  42% had some improvement

- **Quality of work**
  33% became proficient
  47% had some improvement

- **Taking initiative**
  32% became proficient
  44% had some improvement

- **Communication skills**
  30% became proficient
  41% had some improvement

- **Teamwork**
  29% became proficient
  44% had some improvement

While staff observed fewer youth improving in the area of workplace appearance, a large proportion of youth (85%) were proficient or exemplary in this area initially (Figure 6).

6. Staff ratings of work readiness skills, pre/post and change

N=739-742 **General professional skills**	**Percentage rated proficient or exemplary**		**Percentage with any improvement**[b]	**Percentage becoming proficient**[c]
	Pre	**Post**[a]		
Quality of work	49%	78%	47%	33%
Workplace culture, policy, and safety	62%	84%	36%	26%
Punctuality	65%	80%	31%	21%
Workplace appearance	85%	93%	29%	18%
Attendance	70%	79%	29%	30%
Interpersonal skills				
Problem-solving/Critical-thinking	41%	70%	42%	33%
Taking initiative	43%	69%	44%	32%
Communication skills	50%	73%	41%	30%
Teamwork	58%	83%	44%	29%
Response to supervision	64%	83%	40%	24%
Other (N=581-597)				
Financial self-sufficiency	53%	74%	35%	26%
Job application skills	58%	79%	40%	24%

Note. Youth were rated on a 4-point scale: Exemplary, Proficient, Needs Development, or Improvement Plan Needed. Totals may not equal 100% due to rounding. To be included, pre-assessment had to be completed within 30 days of program entry, and the post-assessment had to be completed at least 30 days after the pre-assessment.

[a] Significance tests were conducted using McNemars test; all were statistically significant.

[b] Percentage becoming proficient are those youth that went from Needs Development or Improvement Plan Needed to Proficient or Exemplary.

[c] Percentage with any improvement are those youth who progressed to a higher category on the scale.

Comparison by length of involvement in a YSE program

The longer youth are employed, the more work readiness skills they gain; however, those with less involvement started with more skills initially. On average, those engaged in a YSE program for three or more months were proficient on 5.7 items initially, increasing to 9.4 at post-assessment (Figure 7). In comparison, youth engaged for less time started the program as proficient on an average of two more items (7.7), increasing to 9.5 on the post-assessment. Youth may be ready to move on from their employment programs after they have proficiency on 9-10 skills. Those who start with lower skills may need more time in programming.

In looking at individual items, youth with longer tenures were more likely to improve on 10 of the 12 items than those with shorter tenures. The only exceptions were job application and financial self-sufficiency, in which a similar proportion of youth in both categories improved.

7. Average number of items on which youth are proficient or exemplary, by dosage

9.5
9.4

7.7

5.7

⎯⎯ Youth with 75 days or less

⎯⎯ Youth with 76 days or more

Pre   Post
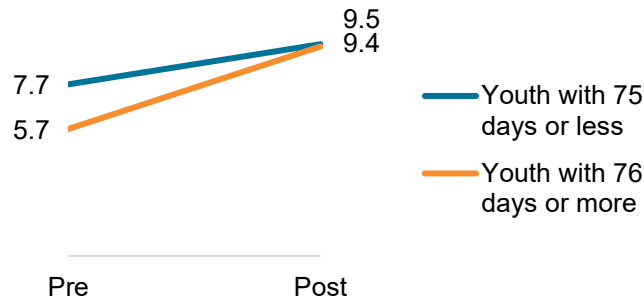
Note. N=572. As a proxy for three or more months of participation, 75 days between review dates was used, assuming the baseline assessment was done approximately two weeks after youth start a program.

Comparison by youth demographics

Researchers analyzed data based on gender and race to determine whether certain groups benefit from YSE programs more than others do.[4]

Comparison by gender

In comparing work readiness scores by gender, both young men and young women became proficient in a similar number of items (about 2-3; Figure 8). There were no statistically significant differences by item.

8. Average number of items on which youth are proficient or exemplary, by gender

9.4
9.3

6.7
6.5

⎯⎯ Young women (n=265)

⎯⎯ Young men (n=245)

Pre   Post
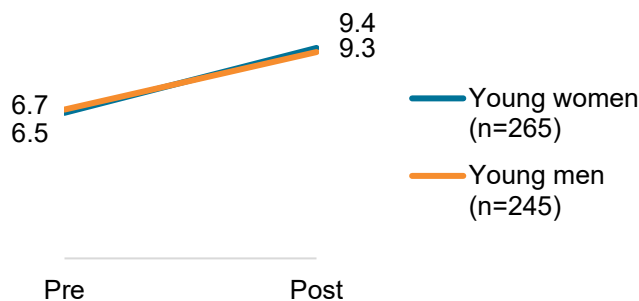
Note. Because so few youth identified with something other than male or female, we were unable to include other gender identities in this analysis.

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[4]   Due to a high proportion of missing age data, comparison by age was not done this year.

Comparison by race/ethnicity

Researchers were able to compare work readiness assessment scores for Asian, African-American/Black (referred to as "Black youth" hereafter), and white youth. Black youth, in general, gained proficiency in over three skills, compared to gains of 2.7 and 1.4 for Asian and white youth, respectively (Figure 9). Below are a few notable variations:

- Black and Asian youth were ***more likely to improve*** in attendance, workplace appearance, quality of work, workplace culture and safety, communication skills, and response to supervision.

- Asian youth were ***more likely to improve*** in job application skills and teamwork.

- White youth experienced ***more declines*** than youth of other racial identities, likely because they were more likely to be rated higher initially, so even small changes may result in a lower rating at post.

9. **Average number of items on which youth are proficient or exemplary, by race/ethnicity**
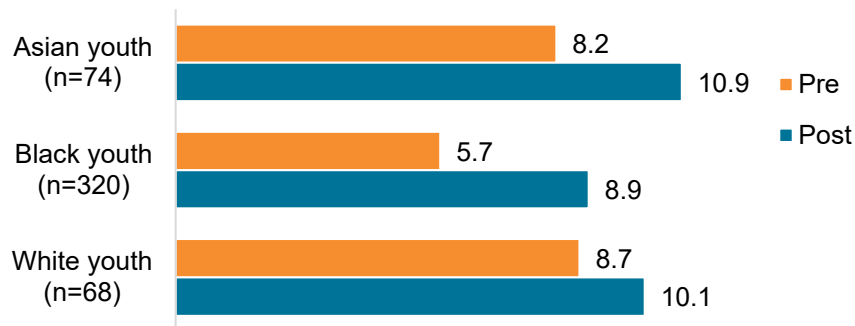
Impacts on social-emotional development

Across the eight programs, 748 youth completed the Youth Retrospective Survey. Youth rated their level of agreement or disagreement with each survey item twice, once based on how they felt at the time of taking the survey, and once reflecting back to how they felt prior to joining their respective program.

Youth showed statistically significant growth across all four required survey items related to self-confidence, community connectedness, and goal orientation (Figure 10). Of note, 23% of youth who disagreed that they felt part of a community or were confident, agreed after participating.

Among the optional items (administered in part by seven of the programs), a statistically significant change in youth's agreement occurred for all but one item (willingness to stand up for what is right). Of particular note, those items with the most change were (40-50% of youth perceived growth on the following items):

■ I have the skills and experiences needed to be a mentor for other youth.

■ I feel comfortable speaking in front of a group of people.

■ I know what I can do to help make the community a better place.

While less than one-third of youth indicated growth on the following five items, 88-96% of youth agreed with these statements initially. This indicates that they already perceived themselves as strong in those areas when they began their involvement with the YSE program.

■ I know how to get along with other young people.

■ I believe young people can make a difference in the community.

■ There are people in my life I can depend on when I need help.

■ I think it is important to listen to and value the opinions of others.

■ I am willing to stand up for what is right.

10. Youth self-ratings, retro-pre/post, and change

Required items	Percentage rated proficient or exemplary		Percentage with any improvement[b]	Percentage becoming proficient[c]
	Retro-Pre	Post[a]		
I feel like I am part of a community. (N=748)	73%	95%*	43%	23%
I am confident. (N=746)	72%	95%*	41%	23%
When I have a problem, there is an adult that I can talk to. (N=746)	79%	94%*	35%	16%
I have identified future goals for myself. (N=744)	77%	92%*	33%	16%
Optional items				
I have the skills and experiences needed to be a mentor for other youth. (N=653)	63%	89%*	48%	28%
I feel comfortable speaking in front of a group of people. (N=680)	55%	79%*	41%	25%
I know what I can do to help make the community a better place. (N=654)	71%	91%*	42%	21%
I can handle stressful situations. (N=624)	72%	89%*	39%	19%
I feel supported in pursuing my personal goals. (N=656)	85%	96%*	33%	12%
I know how to get along with other young people. (N=674)	88%	95%*	31%	9%
I believe young people can make a difference in the community. (N=655)	88%	95%*	32%	9%
There are people in my life I can depend on when I need help. (N=628)	89%	95%*	24%	8%
I think it is important to listen to and value the opinions of others. (N=656)	96%	99%*	26%	4%
I am willing to stand up for what is right. (N=531)	92%	96%	23%	6%

Note. Youth rated themselves on a 4-point scale from strongly disagree to strongly agree. Totals may not equal 100% due to rounding.

[a] *Significance tests were conducted using McNemars test; an * indicates the post was statistically higher than the retrospective-pre at P < 0.001 level.*

[b] *Percent moving from disagreement to agreement are those youth that went from strongly disagree or disagree to strongly agree or agree.*

[c] *Percent with more agreement are those youth who progressed to a higher category on the scale.*

Conclusion

The Sundance Family Foundation supports YSE programs as part of an effort to increase youth-centric, youth-led enterprises (i.e., businesses or community social initiatives) and the development of entrepreneurial thought, community engagement, social-emotional learning, and workforce readiness. In 2016, Sundance partnered with Wilder Research to engage a cohort of (YSE) programs to build evaluation capacity and gather evidence of YSE program impact on youth. Three key points emerged from the evaluation with these eight Twin Cities YSE programs:

- **YSE programs serve diverse youth**. The 1,200 youth served by the YSE programs from fall 2016 through fall 2019 were a racially and ethnically diverse group that was a mix of young men and young women ranging in age from 12-24 (average age of 16 years old).

- **Youth gained proficiency in work readiness skills.** Overall, after 30 or more days of programming, staff observed growth in all 12 of the work readiness skills measured. On average, youth were proficient on 6.7 items at pre-assessment, increasing to 9.4 items at post-assessment.

- **Youth perceived growth in their own social-emotional skills**. On the Youth Retrospective Survey, up to a third of youth perceived improvement in their social-emotional skills. Youth ratings of their skills at the beginning and end of programming reflected statistically significant growth in feeling part of their community, feeling confident, having an adult to talk to about problems, and having future goals for themselves.

Appendix A: Research methods

Wilder Research designed an evaluation to measure the impact of YSE programs on common outcomes, as determined by a participatory process with the staff at participating programs.

Programs were asked to submit an application to the Sundance Family Foundation, similar to the process of applying for grant funding, in November 2015. Eighteen programs applied and 14 were selected to participate. Ultimately, 12 of the original 14 programs collected data according to the prescribed protocols, 8 of which continued through the third year. To build evaluation capacity, from January through June 2016, program staff received three days of large group training and one-on-one technical assistance from a Wilder Research consultant to develop an individualized logic model and evaluation plan.

Based on the logic models, discussions with the cohort, and a literature review, Wilder staff developed a common evaluation plan for the cohort, which was rolled out in August 2016. The common evaluation plan included common demographic and dosage data elements that Wilder expected program staff to collect, as well as two common instruments to measure youth outcomes. Program staff were instructed to collect the common data elements from September 2016 through August 2017, though some piloted the common instruments in summer 2016 and some did not start collecting data until spring 2017. Quarterly meetings were held through January 2018, when final reporting was completed, to continue to support programs in troubleshooting evaluation challenges.

The common instruments were designed to collect the same data across each program. However, staff were given a fair amount of responsibility to implement and manage their individual evaluation, which resulted in variations across programs. Below is a description of the common evaluation plan elements and the instructions provided to program staff for implementation.

Survey tools

Work Readiness assessment

Wilder Research staff modified a sample work readiness evaluation tool from the U.S. Department of Labor[5] specific to measuring youth performance in a work environment. Wilder instructed organization staff to meet in person to review the Work Readiness assessment and the grading scale definitions (Figure A1) to ensure all staff within an organization had a common understanding of the definitions and when and how to rate youth.

A1. General grading scale definitions for the Work Readiness assessment

Exemplary	Consistently demonstrates skills required for the position. Often exceeds expectations and has emerged as leader that improves overall team.
Proficient	Demonstrates the skills required for the position with rare exception, and shows initiative in improving skills.
Needs development	Inconsistent in demonstrating and developing skills for the position, but development is needed.
Improvement plan needed	Is not yet demonstrating the skills required for the position and needs to have a formal plan for improving skills. May need additional training.

Program staff/supervisors were asked to rate each youth employee/participant approximately two weeks after programming started (as a pre-assessment), and then again approximately every 90 days to assess change over time.

Youth Retrospective Survey

Wilder Research staff developed a retrospective survey for youth to complete. The survey consists of 14 items related to social-emotional strengths, relations with adults, and connections to community. Youth rate each item twice: once about how they felt before the program, and again at the time of program completion. Four questions related to the following topics were required for the common evaluation: youth's feeling of self-confidence, feeling part of a community, having an adult they can talk to, and future goals. Programs could use additional items from the survey. Alternatively, programs were told they could integrate the four required items into an existing youth survey. Wilder instructed staff to survey youth at the end of the program, every three months, or when youth reached a program milestone (i.e., a promotion, raise, or completing a training).

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[5]   See: https://wdr.doleta.gov/directives/attach/TEGL/TEGL07-10a4.pdf

Data management

Each program was expected to manage its own data. Sundance Family Foundation staff worked with individual programs to ensure they had database capacity to support the work. Some organizations already had databases, while Sundance supported others in obtaining and building appropriate forms in Salesforce, a cloud-based Customer Relationship Management (CRM) platform. In addition, Wilder Research provided multiple options for data entry and data management, including Excel spreadsheets and Survey Monkey forms for data collection, data entry, and data management.

Limitations

This is a short-term evaluation that does not explain the impact YSE programs have on youth once they are no longer employed or engaged with the organizations. In addition, the study lacks a control or comparison group to more rigorously assess program impact. There is also some self-selection bias in that youth that commit and stay employed with the programs are included in the study, whereas those who drop out are difficult to track. The evaluation also relies on youth to accurately recall their feelings from before the program to complete the retrospective ratings. Staff ratings are also somewhat subjective, so two different staff members could assess the same youth differently based on their own experiences and interpretations of the rating scale. These limitations are common among programs that serve or engage youth.

In addition, the eight programs in this year's evaluation cohort collectively served about 1,200 youth. However, data could be analyzed on only about 750 youth due to missing dates or initial assessments done too far into the program, so scores would be inflated.

Appendix B: Full data tables

All programs

B1. Work Readiness assessment, Staff assessment

N=742	Exemplary	Proficient	Needs development	Improvement plan needed
Attendance				
Pre	25%	45%	28%	2%
Post	29%	50%	17%	4%
Punctuality				
Pre	22%	44%	34%	1%
Post	27%	54%	18%	2%
Workplace appearance				
Pre	27%	52%	21%	<1%
Post	33%	60%	7%	<1%
Quality of work				
Pre	11%	38%	49%	2%
Post	24%	54%	22%	<1%
Workplace culture policy and safety				
Pre	14%	49%	36%	1%
Post	23%	61%	15%	<1%
Taking initiative				
Pre	10%	33%	55%	2%
Post	20%	49%	30%	1%
Communication skills				
Pre	10%	39%	47%	3%
Post	20%	53%	26%	1%
Response to supervision				
Pre	15%	49%	33%	2%
Post	30%	54%	16%	<1%
Teamwork				
Pre	12%	45%	41%	2%
Post	28%	55%	17%	<1%
Problem-solving/critical-thinking				
Pre	9%	32%	55%	4%
Post	17%	53%	29%	1%

Note. Totals may not equal 100% due to rounding.

B1. Work Readiness assessment, Staff assessment (continued)

N=309-311	Exemplary	Proficient	Needs development	Improvement plan needed
Job application skills				
Pre	11%	47%	38%	5%
Post	30%	50%	17%	4%
Financial self-sufficiency				
Pre	10%	43%	43%	4%
Post	18%	56%	23%	3%

Note. Totals may not equal 100% due to rounding.

B2. Youth Retrospective Survey

Required items	Strongly agree	Agree	Disagree	Strong disagree
I am confident. (N=746)				
Retro-Pre	32%	41%	24%	4%
Post	55%	40%	5%	<1%
I feel like I am part of a community. (N=748)				
Retro-Pre	29%	45%	22%	4%
Post	56%	39%	4%	2%
When I have a problem, there is an adult that I can talk to. (N=746)				
Retro-Pre	33%	46%	18%	4%
Post	53%	41%	5%	<1%
I have identified future goals for myself. (N=744)				
Retro-Pre	37%	40%	19%	4%
Post	57%	35%	7%	2%
I think it is important to listen to and value the opinions of others. (N=656)				
Retro-Pre	48%	48%	4%	<1%
Post	70%	29%	<1%	<1%

Note. Totals may not equal 100% due to rounding.

B2. Youth Retrospective Survey (continued)

Optional items	Strongly agree	Agree	Disagree	Strong disagree
I have the skills and experiences needed to be a mentor for other youth. (N=653)				
Retro-Pre	19%	44%	33%	5%
Post	43%	46%	10%	1%
I feel supported in pursuing my personal goals. (N=656)				
Retro-Pre	34%	51%	14%	<1%
Post	56%	40%	3%	<1%
I can handle stressful situations. (N=642)				
Retro-Pre	22%	50%	23%	5%
Post	42%	47%	10%	1%
I am willing to stand up for what is right. (N=531)				
Retro-Pre	48%	44%	7%	1%
Post	61%	35%	4%	<1%
There are people in my life I can depend on when I need help. (N=628)				
Retro-Pre	46%	43%	10%	1%
Post	59%	37%	4%	1%
I believe young people can make a difference in the community. (N=655)				
Retro-Pre	44%	44%	10%	2%
Post	68%	28%	4%	1%
I know what I can do to help make the community a better place. (N=654)				
Retro-Pre	25%	46%	25%	4%
Post	48%	43%	8%	<1%
I know how to get along with other young people. (N=674)				
Retro-Pre	35%	53%	9%	3%
Post	56%	39%	4%	1%
I feel comfortable speaking in front of a group of people. (N=680)				
Retro-Pre	21%	34%	31%	13%
Post	37%	42%	16%	5%

Note. Totals may not equal 100% due to rounding.

Acknowledgements

Wilder Research, a division of Amherst H. Wilder Foundation, is a nationally respected nonprofit research and evaluation group. For more than 100 years, Wilder Research has gathered and interpreted facts and trends to help families and communities thrive, get at the core of community concerns, and uncover issues that are overlooked or poorly understood.

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