



SUNDANCE
FAMILY FOUNDATION

Evaluation of Twin Cities Youth Social Entrepreneurship Programs

*Results from a Point-in-Time Research Study of 11 YSE
Programs, Funded by the Sundance Family Foundation*

Author: Jennifer Valorose

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451 Lexington Parkway North | Saint Paul, Minnesota 55104
651-280-2700 | www.wilderresearch.org

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Key findings

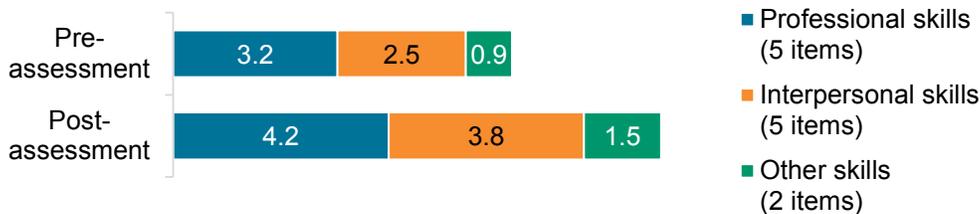
The Sundance Family Foundation invests in Youth Social Entrepreneurship (YSE) programs: youth-centric, youth-led enterprises (i.e., businesses or community social initiatives) that include the development of entrepreneurial thought, community engagement, social-emotional learning, and workforce readiness. These are the results of a 24-month research study on the impacts of YSE programs on youth. The 11 participating YSE programs served almost 900 youth from fall 2016 through summer 2018.

The YSE model contributes to youth developing work readiness skills.

Staff assessed youth on 12 items related to work readiness, including professional skills, interpersonal skills, and other skills. Overall, after 30 or more days of programming, staff observed improvement in 11 of 12 items measured (all except “attendance”). On average, youth were proficient on 6.6 items at pre-assessment, increasing to 9.6 items at post-assessment (Figure A).

The item with most improvement was in “quality of work,” in which 52 percent of youth improved and 36% 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



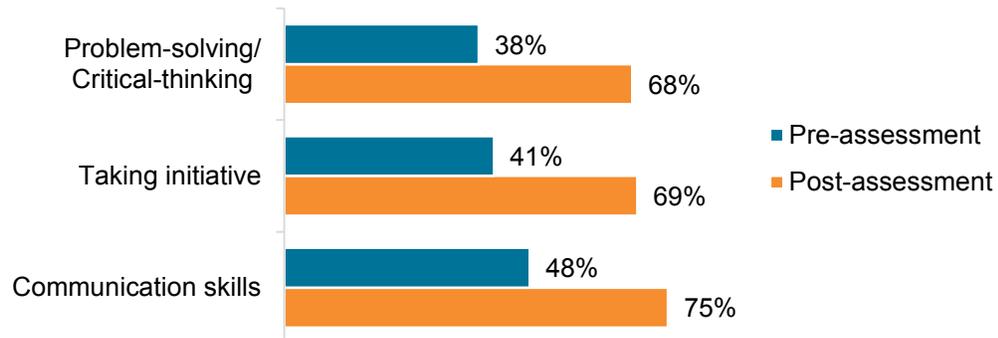
Note. This chart indicates the average number of items youth are proficient or exemplary in. A total of 410 youth had matching pre/post-assessments, though only 308 were assessed on “other skills.” Significance tests were conducted using McNamara test; the number of proficient/ exemplary items at post-assessment 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 percent 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 27-30 percentage points higher than at the pre-assessment (Figure B).

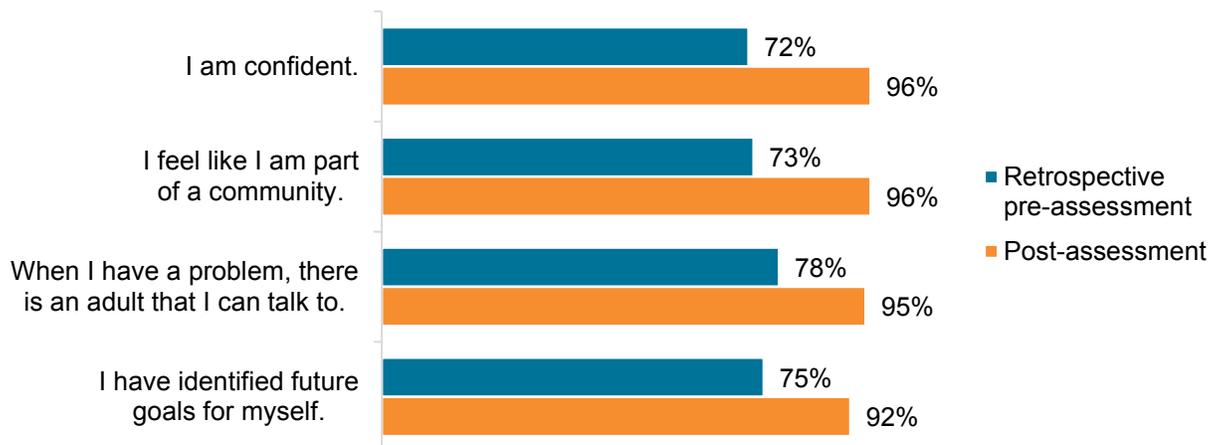
B. Staff ratings, 10 programs



Note. N=407-410. This chart indicates the percentage of youth proficient or exemplary in each skill. Significance tests were conducted using McNamara 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 percent of youth agreed with the following social-emotional skill statements after participating in their respective program: 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, 11 programs

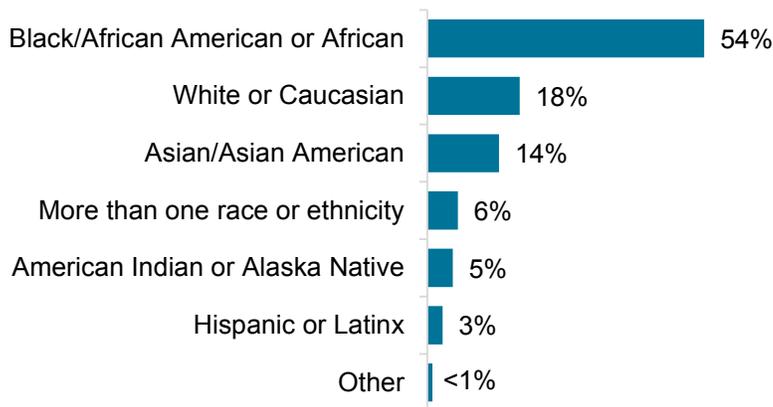


Note. N=511-515. This chart indicates the percentage of youth who agreed or strongly agreed with each statement. Significance tests were conducted using McNamara test; the percentage agreeing with the item at post-assessment was statistically higher than the retrospective pre-assessment percentage on all four items.

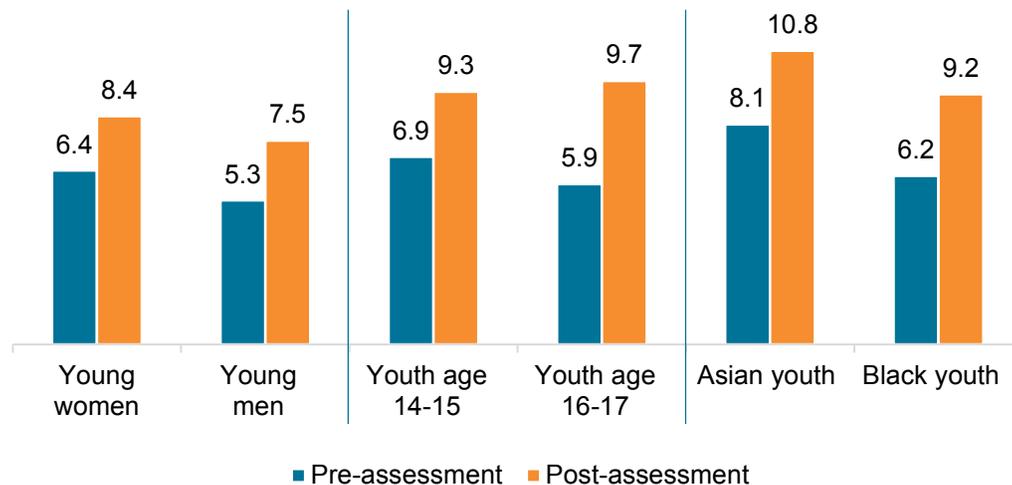
YSE programs serve diverse youth.

The almost 900 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 13 through 24. The average age was 16. Racially, youth were diverse, with over half identifying as Black, African American or African (54%; Figure D). Regardless of race/ethnic identity, gender or age, each demographic group showed improvement (Figure E).

D. Race and ethnicity of youth served YSE programs, all 11 programs



E. Staff ratings of youth's work readiness skills, 10 programs, by demographic characteristics



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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 24-month 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; 11 programs 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 (6 of 11) are small, serving less than 25 young people annually. In terms of the number of youth assessed as part of the evaluation, seven had a small group of youth (less than 40) in their evaluation cohort and two had large groups (40 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)	6
Medium (25 – 99)	3
Large (100 or more)	2
Location	
Minneapolis/Saint Paul	9
Suburbs	2
Type of enterprise	
Retail (bakery, graphic design, clothing)	5
Repair shops (bikes, small engine)	3
Outdoor-related (gardening, farmers market, landscaping)	3

¹ Kruse, T. P. *Youth Social Entrepreneurship: Advancing the Field*. Sundance Family Foundation. February 2015. <http://www.sundancefamilyfoundation.org/wp-content/uploads/2015/02/SFF-White-PaperFinal3.1.pdf>

1. Description of programs participating in the YSE Research Cohort (continued)

Length of programming	Number
Short (<4 months)	4
Longer (5+ months)	7
Size of cohort engaged in data collection	
Small (less than 40 youth evaluated)	7
Large (40 or more youth evaluated)	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, and developed a second survey for youth (see Appendix A for a full description of the instruments).

From September 2016 through August 2018, programs implemented the group instruments in accordance with the protocols. Across all programs, 46 percent of youth were assessed using the Work Readiness assessment and 58 percent completed a Youth Retrospective Survey (Figure 2).

2. Response rates

Data collection/response rates	All programs (N=11)
Work Readiness assessments completed	412 (46%)
Range in number of youth assessed	12 – 196
Youth Retrospective Surveys completed	519 (58%)
Range in youth completing survey	10 – 127

Participant characteristics and participation

Description of youth

From September 2016 through August 2018, 11 YSE programs engaged 889 youth in the research study.² Programs range in size, serving between 12 and 286 youth during that two-year period, with some offering only summer programming.

About half of youth identified as male and half as female, with one program serving only women (Figure 3). Most youth (81%) were youth ages 14 to 17; all programs served this age. The average age was 16 years-old. Twenty percent were young adults, age 18 to 24, with most programs (8 of 11) serving this older group.

The programs served racially diverse youth. About half of the youth served identified as Black, African American or African (54%) and were represented in all 11 programs. Youth next most commonly identified as White or Caucasian (18%) or Asian or Asian-American (14%). The other youth represented a variety of racial groups, with the programs themselves serving different groups of youth.

Younger teens and Black youth are more represented in the Work Readiness results. This is in part due to the fact that one particular program that served older youth had difficulty completing the post-assessment.

3. Description of youth served, all 11 programs

	Percent	Number of programs serving this population	Youth with Work Readiness assessment (10 programs)
Gender	N=741		N=386
Male	53%	10	54%
Female	47%	11	46%
Transgender, gender non-conforming or gender queer	<1%	1	0%

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.

² This report includes data over two years from seven programs and data over one year from four programs and is limited to youth age 13-24.

3. Description of youth served, all 11 programs (continued)

	Percent	Number of programs serving this population	Youth with Work Readiness assessment (10 programs)
Age at first engagement	N=793		N=368
13	1%	1	0%
14 – 15	43%	10	48%
16 – 17	38%	11	36%
18 – 24	20%	8	16%
Mean	16		16
Race/ethnicity	N=795		N=390
Black/African American or African	54%	11	64%
White or Caucasian	18%	6	12%
Asian/Asian American	14%	7	16%
More than one race or ethnicity	6%	6	4%
American Indian or Alaska Native	5%	5	1%
Hispanic or Latinx	3%	6	3%
Other	<1%	3	<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 September 2018, youth had participated in their respective YSE program up to 746 days (2 years), or an average of 114 days (3.7 months; Figure 4). Researchers limited the analysis of Work Readiness assessments to initial assessments that were completed between 1 and 30 days upon program entry, so that scores would represent a true baseline. As such, youth with an initial baseline assessment over a month after starting the program were excluded from the analysis, thus youth with a valid assessment had about half the number of days in programming than youth served overall.

4. Length of participation in programs, all 11 programs

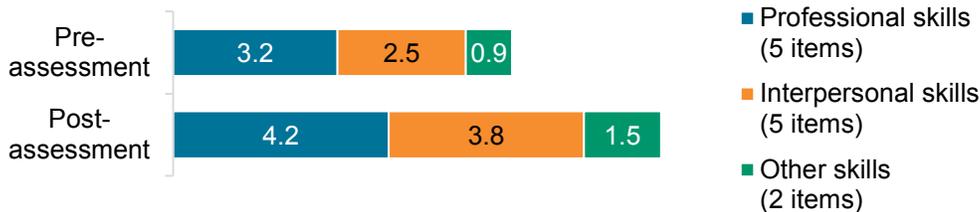
Days in the YSE program	All youth (N=864)	Youth with Work Readiness assessment (N=412)
<30 days	8%	45%
30 – 59 days	15%	50%
60 – 89 days	46%	3%
90 – 119 days	7%	1%
120 – 179 days	11%	0%
180 + days	13%	0%
Averages		
Range	0 – 746	4 – 101
Mean	114	30
Median	60	33

Impacts on work readiness skills

Staff at 10 YSE programs assessed youth at least twice on 12 work readiness skills using a tool modified from an existing survey (from the U.S. Department of Labor, see Appendix A for a full description of the instrument). A total of 412 youth were included in the analysis ranging from 8-152 per program.

Overall, there was statistically significant improvement in 11 of 12 work readiness skills measured (all except “attendance”). On average, youth were proficient on 6.6 items at pre-assessment, increasing to 9.6 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, 10 programs



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.

The most youth improved in the following four areas:

- **Problem-solving/Critical-thinking**
32% became proficient
45% had some improvement
- **Taking initiative**
31% became proficient
46% had some improvement
- **Quality of work**
36% became proficient
52% had some improvement
- **Communication skills**
31% became proficient
45% had some improvement

While staff observed fewer youth improving in the area of workplace appearance, a large proportion of youth (86%) were proficient or exemplary in this area initially. Attendance had no significant change.

6. Staff ratings of work readiness skills, pre/post and change, 10 programs

N=407-412 General professional skills	Percentage rated proficient or exemplary		Percentage with any improvement ^b	Percentage becoming proficient ^c
	Pre	Post ^a		
Quality of work	43%	76%*	52%	36%
Workplace culture, policy, and safety	62%	87%*	43%	27%
Punctuality	64%	81%*	37%	22%
Workplace appearance	86%	95%*	30%	11%
Attendance	73%	79%	32%	16%
Interpersonal skills				
Problem-solving/Critical-thinking	38%	68%*	45%	32%
Taking initiative	41%	69%*	46%	31%
Communication skills	48%	75%*	45%	31%
Teamwork	57%	83%*	47%	29%
Response to supervision	64%	86%*	46%	24%
Other (N=311)				
Job application skills	46%	79%*	48%	34%
Financial self-sufficiency	46%	75%*	41%	30%

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; an * indicates the post was statistically higher than the pre.

^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.

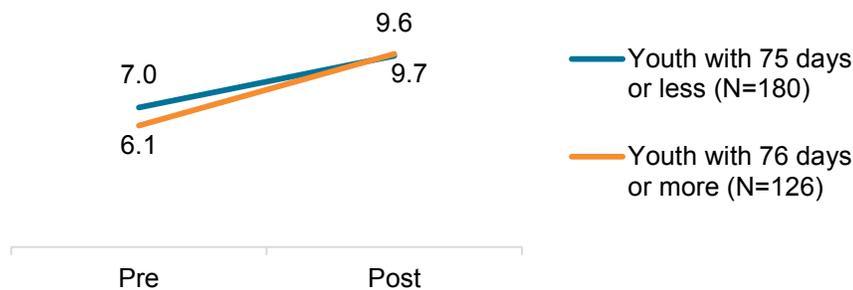
Comparison by length of involvement in a YSE program

Preliminary results indicate that the longer youth are employed, the more their work readiness skills may improve. On average, those engaged in a YSE program for three or more months were proficient on 7.0 items initially, increasing to 9.6 at post-assessment (Figure 7). In comparison, engaged for less time started the program as proficient on one more item (7.0), also increasing to 9.7 on the post-assessment.

Of note, 54 percent of youth with longer tenures improved on *response to supervision* and *teamwork* compared to 42-43 percent of youth with less duration. However, 35-37 percent of youth with shorter tenures were proficient on *job application* and *financial self-sufficiency* skills compared to 34-36 percent of those with more duration.

Four programs engage youth on a shorter-term basis, so these differences may also be a result of program differences.

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



Note. 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

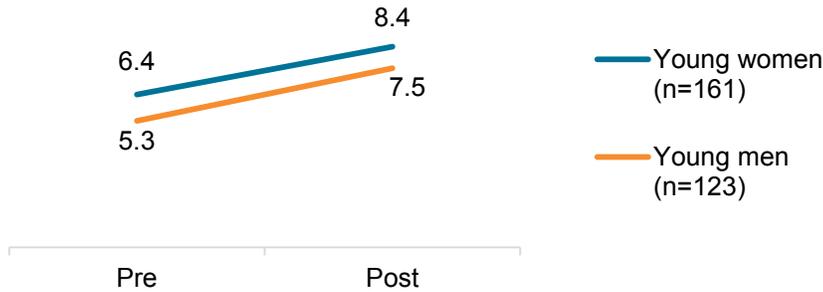
Researchers analyzed data based on youth demographics to determine whether certain groups benefit from YSE programs more than others do. No clear patterns emerged; however, a few nuances are worth noting.

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 1). However, young women were generally more proficient initially. Though both groups experienced similar levels of improvement, areas with statistically significant differences initially include:

- Young women were **more likely** to be rated proficient or exemplary on punctuality, workplace appearance, communication skills, and problem-solving/critical-thinking at the beginning of the program.
- Young men were **less likely** to be rated proficient or exemplary on punctuality, quality of work, workplace culture, policy, and safety, and problem-solving/critical-thinking at the beginning of the program, thus had more room to improve.

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

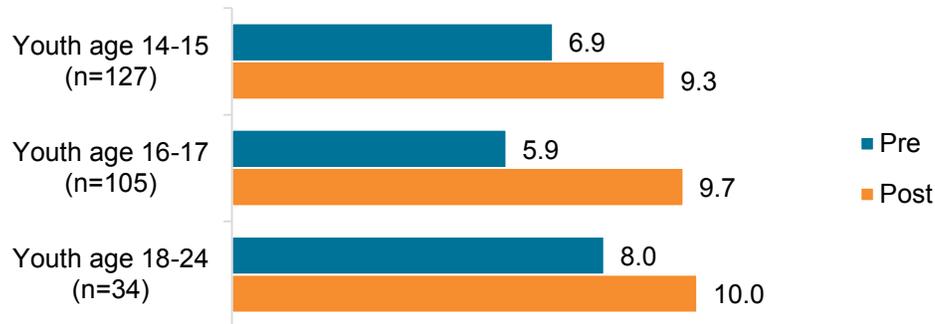


Comparison by age

Youth age 16-17 experienced the most growth when compared to younger youth (age 14-15) and young adults (18-24). In part, youth age 16-17 were rated proficient on a fewer number of items initially, on average, meaning they had the most room to grow.

- Younger youth (age 14-15) were **more likely** to be rated proficient or exemplary initially on: punctuality; workplace appearance; quality of work; workplace culture, policy, and safety; and problem-solving/critical-thinking.
- Older youth (age 16-17) had **more likely to improve** in: attendance; punctuality; workplace appearance; quality of work; workplace culture, policy, and safety; and problem-solving/critical-thinking.
- Young adults (age 18-24) had were **less likely to improve**, however were **more likely** to demonstrate proficiency initially. Despite being proficient on 10 of 12 items after participating, in general, they were less likely to be proficient in: workplace appearance, response to supervision, and teamwork.

9. Average number of items on which youth are proficient or exemplary, by age

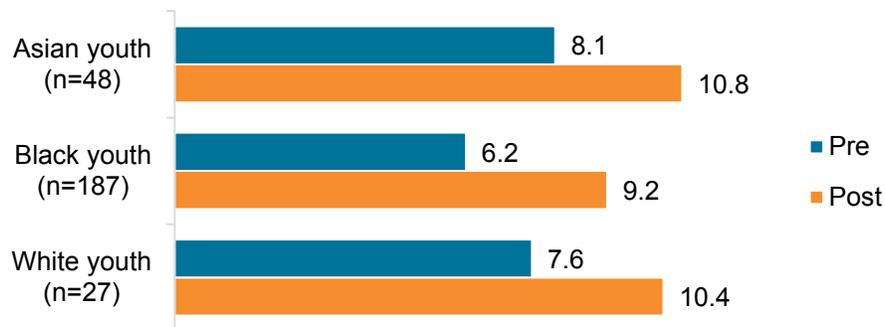


Comparison by race/ethnicity

Researchers were able to compare work readiness assessment scores for Asian, African-American/Black, and white youth. In general, all three groups demonstrated improvement in work readiness skills over the course of their involvement in their respective programs. Below are a few notable variations:

- Black and Asian youth were **more likely to improve** in: workplace culture, policy and safety; and taking initiative.
- Asian youth were **more likely** to be rated proficient or exemplary initially on: workplace appearance, quality of work, communication skills, and problem-solving/critical-thinking.
- White youth experienced **more likely to decline** in: punctuality, workplace appearance, taking initiative, and response to supervision.

10. Average number of items on which youth are proficient or exemplary, by race/ethnicity



Impacts on social-emotional development

The programs implemented the Youth Retrospective Survey, developed by Wilder Research (see Appendix A for a full description of the instrument). Across the 11 programs, 519 youth completed the 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. A larger proportion of youth reported increases in feeling part of a community, with about half progressing to a higher category on the scale (“more agreement”), and a quarter advancing from disagreement to agreement (Figure 11).

Among the optional items (administered in 8-10 of the programs), a statistically significant change in youth’s agreement was in all but one item. Of particular note, 40-50 percent of youth perceived growth on the following items, with about a quarter going from strongly disagree/disagree to strongly agree/agree:

- 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 10 percent of youth indicated growth on the following four items, 90 percent or more of the youth said they 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 think it is important to listen to and value the opinions of others.
- 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 am willing to stand up for what is right.

11. Youth self-ratings, retro-pre/post, and change, all 11 programs

Required items (11 programs)	Percentage agree or strongly agree		Percentage with more agreement ^b	Percentage moving from disagreement to agreement ^c
	Retro-Pre	Post ^a		
I feel like I am part of a community. (N=513)	73%	96%*	25%	48%
I am confident. (N=515)	72%	96%*	24%	43%
When I have a problem, there is an adult that I can talk to. (N=511)	78%	95%*	18%	38%
I have identified future goals for myself. (N=511)	75%	92%*	18%	35%
Optional items (8-10 programs)				
I have the skills and experiences needed to be a mentor for other youth. (N=426)	64%	92%*	28%	51%
I feel comfortable speaking in front of a group of people. (N=426)	57%	81%*	24%	43%
I know what I can do to help make the community a better place. (N=426)	70%	92%*	23%	45%
I can handle stressful situations. (N=426)	74%	93%*	20%	41%
I feel supported in pursuing my personal goals. (N=463)	84%	97%*	14%	39%
I know how to get along with other young people. (N=462)	86%	97%*	11%	38%
I believe young people can make a difference in the community. (N=426)	89%	96%*	8%	29%
There are people in my life I can depend on when I need help. (N=400)	90%	96%*	7%	26%
I am willing to stand up for what is right. (N=342)	92%	97%	6%	25%
I think it is important to listen to and value the opinions of others. (N=466)	95%	99%*	4%	30%

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 11 Twin Cities YSE programs:

- **YSE programs serve diverse youth.** The almost 900 youth served by the YSE programs from fall 2016 through summer 2018 were a racially and ethnically diverse group that was a mix of young men and young women ranging in age from 13-24 (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 11 of 12 work readiness skills measured (all except “attendance”). On average, youth were proficient on 6.6 items at pre-assessment, increasing to 9.6 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. 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 Tool

Wilder Research staff modified a sample work readiness evaluation tool from the U.S. Department of Labor³ specific to measuring youth performance in a work environment. Wilder instructed organization staff to meet in person to review the Work Readiness Tool 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 Tool

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 community, having an adult they can talk to, and future goals. Programs could use additional items from the survey. Results were then provided in their organization-specific report, but are not included here. 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).

³ 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 11 programs in this year's evaluation cohort collectively served about 550 youth. However, data could be analyzed on only about 400 youth due to missing dates or initial assessments done too far into program, so scores would be inflated.

Appendix B: Full data tables

All programs

B1. Work Readiness Tool, Staff assessment

N=407-411	Exemplary	Proficient	Needs development	Improvement plan needed
Attendance				
Pre	16%	56%	24%	2%
Post	29%	50%	18%	3%
Punctuality				
Pre	15%	49%	33%	3%
Post	28%	53%	18%	1%
Workplace appearance				
Pre	23%	63%	14%	<1%
Post	43%	52%	5%	0%
Quality of work				
Pre	7%	36%	56%	2%
Post	27%	49%	23%	<1%
Workplace culture policy and safety				
Pre	10%	52%	37%	2%
Post	26%	61%	13%	<1%
Taking initiative				
Pre	8%	33%	57%	3%
Post	26%	43%	31%	<1%
Communication skills				
Pre	8%	40%	48%	4%
Post	25%	50%	24%	<1%
Response to supervision				
Pre	10%	55%	33%	2%
Post	33%	53%	14%	<1%
Teamwork				
Pre	7%	50%	41%	2%
Post	28%	56%	17%	<1%
Problem-solving/critical-thinking				
Pre	5%	33%	61%	2%
Post	20%	48%	31%	1%

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

B1. Work Readiness Tool, Staff assessment (continued)

N=309-311	Exemplary	Proficient	Needs development	Improvement plan needed
Job application skills				
Pre	5%	41%	53%	1%
Post	28%	51%	21%	<1%
Financial self-sufficiency				
Pre	5%	42%	53%	1%
Post	19%	56%	25%	<1%

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=515)				
Retro-Pre	3%	24%	40%	32%
Post	<1%	4%	39%	57%
I feel like I am part of a community. (N=513)				
Retro-Pre	3%	24%	42%	31%
Post	<1%	3%	34%	62%
When I have a problem, there is an adult that I can talk to. (N=511)				
Retro-Pre	4%	18%	44%	33%
Post	<1%	5%	38%	37%
I have identified future goals for myself. (N=511)				
Retro-Pre	4%	21%	37%	38%
Post	1%	7%	33%	59%
I think it is important to listen to and value the opinions of others. (N=466)				
Retro-Pre	<1%	4%	47%	48%
Post	<1%	<1%	25%	74%

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=426)				
Retro-Pre	3%	33%	45%	19%
Post	1%	7%	45%	46%
I feel supported in pursuing my personal goals. (N=463)				
Retro-Pre	1%	15%	51%	34%
Post	<1%	2%	38%	60%
I can handle stressful situations. (N=426)				
Retro-Pre	4%	22%	51%	23%
Post	<1%	7%	48%	45%
I am willing to stand up for what is right. (N=342)				
Retro-Pre	<1%	7%	42%	50%
Post	<1%	3%	31%	66%
There are people in my life I can depend on when I need help. (N=400)				
Retro-Pre	1%	9%	43%	47%
Post	<1%	3%	34%	62%
I believe young people can make a difference in the community. (N=426)				
Retro-Pre	2%	9%	40%	50%
Post	<1%	3%	24%	73%
I know what I can do to help make the community a better place. (N=426)				
Retro-Pre	2%	28%	46%	24%
Post	<1%	8%	42%	49%
I know how to get along with other young people. (N=462)				
Retro-Pre	2%	11%	54%	33%
Post	<1%	3%	35%	62%
I feel comfortable speaking in front of a group of people. (N=426)				
Retro-Pre	13%	30%	36%	21%
Post	4%	16%	41%	39%

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

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451 Lexington Parkway North
Saint Paul, Minnesota 55104
651-280-2700 | www.wilderresearch.org

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