

WAYUP SACRAMENTO
SACRAMENTO YOUTH LEADERSHIP PROGRAM
EVALUATION REPORT



WAYUP SACRAMENTO
SACRAMENTO YOUTH LEADERSHIP PROGRAM
EVALUATION REPORT

Submitted to:

WayUp Sacramento
915 I Street
Sacramento, CA 95814



Submitted by:

LPC Consulting Associates, Inc.
2015 J Street, Suite 205
Sacramento, CA 95811



May 21, 2014

Table of Contents

Executive Summary	1
Recommendations	3
Section 1 - Background & Introduction.....	8
Section 2 – Evaluation Approach	11
Section 3 – SYLP Overview	12
Summer Camp at CSU Sacramento.....	14
Fall Camp at Camp Newman.....	15
Section 4 – Sacramento State Summer Camp Survey Findings	17
YDN Workshop Evaluations	22
Summary	23
Section 5 - Camp Newman Survey Findings	25
Summary	29
Section 6 - School-Based Project Interview Findings.....	30
Implementing the Action Plans.....	31
School-Based Project Reflections.....	36
Summary	37
Section 7 – Recommendations	38
References.....	43

Executive Summary

The Sacramento Youth Leadership Program (SYLP) provides leadership development opportunities not available through the traditional education setting for at-risk, high school age youth entering the ninth grade. The curriculum focuses on increasing youth commitment to educational achievement, goal setting, and civic engagement. The program includes a summer camp for 300+ youth, a fall camp for a select group of approximately 85 youth, and school-based projects. The SYLP is a collaboration between WayUp Sacramento, the Youth Development Network, and Sacramento City Unified School District.

WayUp contracted with LPC Consulting Associates (LPC) to conduct an evaluation of the SYLP for the 2013 – 2014 academic year. The evaluation included a summer and fall camp survey, and focus groups with youth actively engaged in school-based projects. Following are the evaluation *key findings* and *recommendations*.

SACRAMENTO STATE SUMMER CAMP SURVEY

Youth overwhelmingly agreed:

Participation in the summer camp enhanced their leadership development in four areas

1
GOAL SETTING

2
RELATIONSHIPS

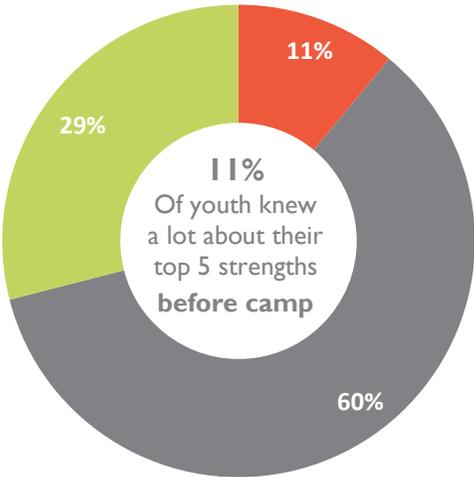
3
TEAMWORK

4
COMMUNITY

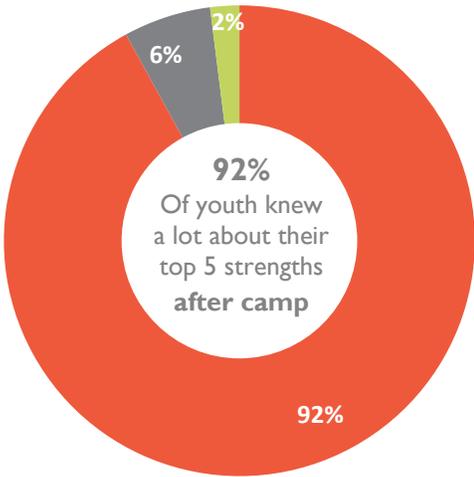
90%
of youth were
enthusiastic
about starting school
in the fall

When asked to identify one example of change experienced at camp four students responded,
“hope”
and a fifth wrote,
“I now have hope.”

CAMP NEWMAN FALL CAMP SURVEY



■ A lot
■ A little
■ None



■ A lot
■ A little
■ None

AFTER ATTENDING CAMP



The majority of youth can clearly name one of their top strengths.

A high percentage of youth can describe one of their top five strengths.

Slightly more than half of youth can relate their strength to a concrete action.

97%

Of youth
feel confident they can lead with their top five strengths

100%

Of youth
care about making their school a better place

PARTNER INTERVIEWS

SCHOOL-BASED PROJECT HIGHLIGHTS

SUCCESSIONS	<p>Youth at Hiram Johnson held a talent show to demonstrate school spirit and the benefits of getting involved with extracurricular activities.</p>	<p>Between 17 – 28 youth representing five different high schools are benefitting from the process of engaging in the school-based projects. They are applying their strengths, gaining valuable teamwork experience, learning how to plan a project.</p>
CHALLENGES	<p>Youth at Rosemont identified tenuous teacher and student relationships as the issue to address.</p>	<p>One of the biggest obstacles confronting the school-based project component of SYLP is the availability, involvement, and commitment of the Adult Lead</p>

Recommendations

Approximately 313 youth received leadership development training at summer camp, 2) a subset of those youth (85 students) received advanced leadership training at the fall camp, and 3) between 17 – 28 youth applied leadership skills through school-based projects. Although SYLP was successful, by many measures, study findings also revealed areas for program enhancement, which are as follows:

Convene Adult Leads. Bring together the SYLP partners, and school site administrators in advance of summer camp and initiating school-based projects. A key component of shifting school climate – as defined by WayUp -is creating a collaboration that includes educators, teachers, and program staff to support youth and achieve a shared vision. Members of the collaboration must be clear about what SYLP is trying to achieve and buy-in to program methods. The meeting(s) also provide a venue to establish role clarity and commitment to the roles, in addition to communication protocols and resources identification.

Assess Potential for School Credit. Work with SCUSD to discern if it is possible to provide youth engaged in school-based projects with one unit of academic credit to provide an incentive for continued involvement.

Adequately Train the Adult Leads. A key function of the Adult Lead is to set the tone of the school-based project. The Adult Leads require training in how to support youth voice in a meaningful way. Depending on the Adult Leads background, he or she may also require training in research methods and how to facilitate a research project. The Adult Leads should also have a timeline that sets benchmarks for each phase of the project (i.e., problem identification, research, and advocacy). The training provides an opportunity to outline the long-term goals of the SYLP and the program components the Adult Lead will assist with implementing to clearly set expectations and gain commitment to program outcomes.

Promote and Facilitate Adult Lead and School Administrator Relationships. Recruit Adult Leads with relationships or connections with school administrators. Research indicates that the existence or absence of relationships or early alliances with decision-makers and positive stakeholders can impact youth-led projects in the school environment. In the case of SYLP, at a minimum the Adult Lead should have established relationships with the administrators at their school site. If students are working with an adult who has established relationships with the administrators, youth are more apt to make positive and meaningful progress on school-based projects. Support for SYLP project must extend to the top administrators.

Recruit Established Adult Leads. Recruit Adult Leads who have established positions at the school site (e.g., staff or faculty). Working with school-site champions would mitigate staff turn-over impacting progress of school-based projects. Given the instrumental role the Adult Lead plays with a youth-led project, it is not surprising that staff turn-over negatively impacted the progress of school-based projects. Adult Leads establish relationships with youth built on trust, serving to increase the level of commitment to the school-based project on the part of youth. The Adult Lead also has an understanding of the assets each student brings to the table, and how to emphasize those strengths, while constructively minimizing potentially disrupting behavior. Given that any new Adult Lead may not have established a foundation of collaborating with site-administrators and SYLP partners about the program, he or she might have limited effectiveness.

Include Youth Voice. All students involved in school-based projects should have a say in what issue or problem to address. While it is a valuable exercise for youth to identify a problem and create an action plan at fall camp, youth not included in those discussions may feel a lack of voice or alienation and choose to not continue with the school-based component of the program.

Advance SYLP Partner Relationships. Encourage SYLP partners to develop relationships with the Adult Leads and youth. The seven week Summer of Service program presents great opportunities for SYLP partners, Youth Coordinator, workshop facilitators to optimize the adult roles in the program. Well established relationships provide a means to communicate SYLP objectives to the Adult Leads and their role in meeting those objectives in advance of the training. Through advanced relationship development, youth will become familiar with the SYLP program and staff, and enter camp with a foundation upon which to quickly build trust. In addition, established relationships will facilitate the initiation of school-based projects one two weeks after fall camp, as opposed to spending time establishing relationships and communication channels that negatively impede the project timeline.

Assess Site Readiness. Assess the readiness of school sites to embark on a youth-led research project. Specifically determine whether the organization can accommodate the demands of school-based projects, and ascertain whether the culture supports youth-led decision making. For SYLP, the administrators at each school site should be aware of the project and willing to support youth in decision making and school climate change efforts. Example assessment tools include: 1) assessment questionnaire available in *Putting Positive Youth Development into Practice* published by the National Clearinghouse on Families & Youth, and (2) an assessment checklist available in *Assessing Your Organization's Readiness for Youth Development* published by ACT for Youth Center of Excellence.

Conduct YDI Pilot. Pilot the Youth Development Institute (YDI) training at one school site in conjunction with the SYLP. YDI was included in the scaled-up program plan to positively impact school climate. Without this element it is unclear to what extent the program will positively shift school climate given that school site administrators and teachers are integral to school climate. Similarly to the Adult Lead, school-site administrators and staff will require training in YPAR and elements of supporting youth-led decision making.

Bridge the Summer Fall Camp Experience. Create a mechanism to engage youth between summer and fall camp, or between summer camp and the school-based projects. Data illustrates that between 91% to 95% of youth that attended summer camp did not engage in the school-based projects. While the evaluation did not include process data, one potential factor is the amount of time that lapsed between summer camp and the initiation of school-based projects.

Create Realistic Timeframe. When working with youth to define a school-based project, provide the timeframe within which they will work on the issue. YPAR projects with a high degree of fidelity can require a great deal of time from initiation to action. Those involved in school-based projects should have a realistic expectation of potential wins for a four to five month timeframe (the timeframe for school-based projects in this program year).

Expand the Types of Participation. Ensure there are multiple modes of participation. YPAR should include multiple modes of engagement to accommodate youth academic backgrounds, skills and talents. Established relationships can facilitate the research process and open doors. Youth should feel comfortable with their contribution, as opposed to one mode of input that may not speak to their talents.

Include Evaluator in Planning Meetings. Include the evaluator in the planning phase of SYLP in order to provide the evaluator with a complete understanding of the program components to inform the development of effective evaluation tools.

Add a Process Evaluation. Include process evaluation in the evaluation design of future evaluations. Process evaluation is an important tool employed during program implementation and helps link program input (workshop content, program fidelity) to program outcomes (leadership development changes) to inform program improvement. The process evaluation would include more time for observation and intentional collection and analysis of qualitative data from interviews and focus group discussions.

Improve Survey Completion Rates. Almost 20 percent of summer camp attendees did not complete an evaluation survey and Youth Facilitators and Pod Leaders completed surveys at fall camp. When developing the agenda for upcoming camps, work with the evaluator to determine the appropriate amount of time to schedule for survey administration and block-out time in the schedule to accommodate this task. If necessary, seek the assistance of the evaluator to provide instructions to youth on how to complete the survey. At the very least discuss survey administration with the evaluator to work out logistical issues. Include a review of the evaluation in the Pod Leader and Youth Facilitator training to familiarize them with the survey and reinforce the target audience and importance of administration fidelity.

Review Survey Findings. Review the summer camp survey results in relationship to leadership development content areas to discern if revisions to the Change Your Community workshop are warranted.

Use Evaluation Findings in Decision Making. Reevaluate program outcomes to assure they align with program activities. For example, without the YDI program element and without deliberate collaboration on the part of the school-site administrators and staff, is school climate transformation as envisioned by project partners achievable?

Section 1 - Background & Introduction

The **Sacramento Youth Leadership Program** began eight years ago as a class project of the American Leadership Forum (ALF), which is a forum dedicated to strengthening leaders in order that they may serve the public good. In an effort to impact positive community change, 25 ALF Fellows developed the SYLP to recreate their forum experience for at-risk youth living in Sacramento. Specifically SYLP aims to:

- Support the social, emotional, and physical health of young people and their families, increase student academic success, and stabilize communities;
- Transform school climate by increasing school attendance and student achievement, reducing suspensions, expulsions, and gang activity; and
- Integrate school and neighborhood leadership by decreasing gang activities, and improving the overall health and well-being of young people.ⁱⁱⁱ

The SYLP engages youth in meaningful leadership development exercises to enhance the participants' capacity for teamwork and community service, and to increase their commitment to educational achievement, goal setting, and community service. At its heart, the SYLP is a gateway to opportunities that are not available to youth in traditional education settings. SYLP experiences are designed to reinforce youth connections to school and the value of setting educational goals.

The Sacramento City Unified School District (SCUSD) serves the majority of youth who participate in SYLP. The SCUSD is a large urban school district made up of 75 schools serving nearly 42,000 students. The SCUSD student population is racially and ethnically diverse, many students are children of first-generation immigrants, with an estimated 47 languages represented. SCUSD has adapted to meet the needs of its students, 72 percent of whom are eligible for free or reduced-price lunchⁱⁱⁱ, 22 percent of who are English learners^{iv}, and 12 percent of the students have disabilities^v. In the 2011-2012 academic year, the SCUSD graduation rates were below the 90 percent graduation rate goal set by the California Department of Education, shown by ethnic/racial identity in Table 1.

Table 1 – 2011/2012 Twelfth Grade Enrollment and Graduation Rates

Ethnic/Racial Background	Number of Students Enrolled	Percent graduated
American Indian or Alaskan Native	16	69%
Asian	755	90%
Black/African American	619	71%
Filipino	36	89%
Hispanic/Latino	1,105	76%
Hawaiian/Pacific Islander	56	79%
White	580	81%
Two or More Races	292	87%
Total	3,459	80%

District-wide the markers of academic performance are subject to an annual review to chart trends and scholastic achievement. The California High School Exit Examination (CAHSEE) ensures that students graduate with grade level appropriate skills in reading, writing, and math. Youth complete the CAHSEE in grade ten as a benchmark of student achievement. Table 2 presents the percentage of SCUSD tenth grade students by race/ethnicity that passed the English Language Arts and Mathematics portions of the CAHSEE^{vi}. The table also includes the percent of students who scored as proficient or above.

Table 2 – 2011/2012 Twelfth Grade Enrollment and Graduation Rates

Students Race / Ethnicity	Percent Passed - English Language Arts	Percent Passed as Proficient or Above – English Language Arts	Percent Passed - Mathematics	Percent Passed as Proficient or Above - Mathematics
American Indian/ Alaskan Native	61%	50%	53%	47%
Asian	82%	56%	91%	75%
Native Hawaiian/ Pacific Islander	65%	30%	77%	48%
Filipino	86%	60%	89%	63%
Hispanic or Latino	73%	39%	75%	78%
Black/ African American	62%	31%	59%	30%
White	89%	70%	87%	66%
Two or more races	81%	61%	79%	60%

The SCUSD is committed to addressing the barriers and challenges that get between its students and academic performance. The SCUSD developed Summer Matters – a series of summer learning opportunities - to sustain educational progress through the summer months, when students may lose ground from completion of one school year and entry into the next. This program targets students who indicated a need for extra assistance, continuous engagement, and sustained supports to mitigate learning loss in the summer months. The SCUSD was “intentional” in creating project-based learning opportunities for approximately 3,000 students in grades k-12 to sustain learning during the summer months. One of the key elements is a focus on program activities for transitional age youth – 6th through 9th grades - to maintain their connection to school as they proceed from elementary to middle school, and from middle to high school. The program also provides experiential ways for students to become more aware of their communities and to understand the importance and value of civic responsibility. Summer Matters provides a connection between traditional education and project-based learning. The Summer of Service is one of the many programs offered through the SCUSD Summer Matters program.

Summer of Service is a seven-week program that provides incoming 9th and 10th grade students with an opportunity to address community issues and concerns through service learning opportunities.

“...service learning studies reveal fairly consistent positive effects on key personal development areas, such as self-esteem, empowerment, self-efficacy, and engagement in pro-social behaviors. Students who possess these personal assets are more likely to become secure individuals who take initiative and who aspire to achieve higher goals. These students, in turn, are more likely to perform better in school and achieve academically.”^{vii}

After completing 120 hours of service, students earn five high school elective credits and the opportunity to attend the **SYLP** summer camp at California State University (CSU), Sacramento. The SCUSD recognizes that service learning and leadership development improve student connections with school and their commitment to academic improvement.

The SYLP developed direct linkages with the SCUSD Summer of Service program in 2012. By working in concert with the SCUSD’s Summer of Service program, the SYLP provides a vital leadership development component to reinforce youths’ service learning experience and contribute to positive youth development.

Participation in SYLP and Summer of Service expands opportunities for SCUSD students to retain academic progress from one year to the next, and engages youth in meaningful ways to reinforce the value they place on education, and their commitment to school and community. These programs and activities aim to reach the students most in need, and to eventually impact the climate in schools as youth gain confidence to express their voice and put their strengths and leadership skills into practice. The hope is that youth utilize their confidence and leadership skills to refrain from risky behavior and gang activity, graduate from high school, attend college, and meaningfully engage in their communities.

The WayUp Sacramento Initiative contracted with LPC Consulting Associates, Inc. to evaluate the 2013 Sacramento Youth Leadership Program. The evaluation of the SYLP includes surveys at the end of summer camp and fall camp, in combination with interviews with staff, and focus group discussions with school teams at the close of the school year. This report is a summary of that evaluation, with sections that address the program description, survey and focus group findings, and recommendations.

Section 2 – Evaluation Approach

The evaluation included quantitative and qualitative data collection strategies to surface the impact of youth leadership activities and develop recommendations to guide program refinement. The evaluator developed an evaluation design in collaboration with Project partners. The evaluation design emphasized short-term outcome measures, although the data collected yielded process measure insights.

To gather data, the evaluation team developed a series of evaluation tools reviewed by Project partners. The evaluation team also created two survey databases and three qualitative coding guides to assist with data analysis. Below is a description of the data collection tools used by the evaluation team.

Sacramento State Camp Survey: In order to ascertain the degree to which youth gained leadership skills at summer Camp, the evaluation team drafted the Sacramento State Camp Survey. The survey collected quantitative data on the degree to which youth agreed with a series of leadership development statements. The survey included one open-ended question asking youth to relay one example of change they experienced at camp, and a series of demographic questions. YDN staff administered the survey the last day of camp.

Camp Newman Survey: The Camp Newman survey sought to understand the degree to which youths' understanding of their top five strengths and confidence in their leadership abilities changed from pre-to post-camp. While the survey was largely quantitative, it did include four qualitative questions to complement and facilitate interpretation of quantitative data. The evaluator constructed the Camp Newman survey with input from Project partners. YDN staff administered the survey the last day of camp.

Partner Interviews: In order to get a better understanding of the program, the evaluator interviewed Project partners. The partners provided information pertaining to partner roles, youth recruitment strategies, and school-based projects. The interviews ranged from a semi-structured to unstructured format.

Camp Observations: The evaluation team attended both the summer and fall camp to observe camp lessons and activities. The observation provided a means to witness nonverbal expressions of feelings, youth interactions and dynamics, and how much time is devoted to certain activities. The observations also allowed the research team to become familiar with camp language and activities, which assisted with qualitative data analysis.

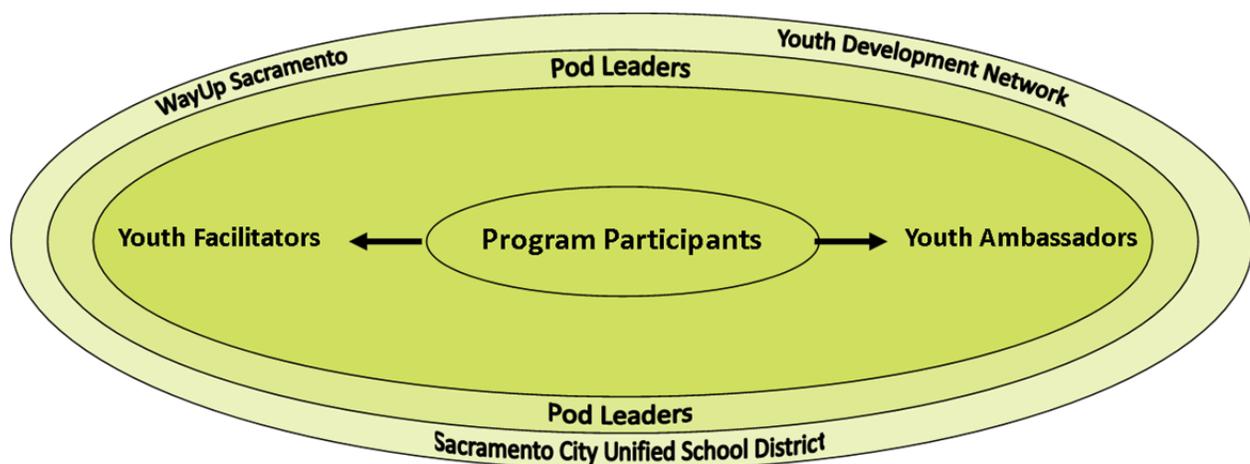
The evaluation approach contributed to an understanding of the camp components that impacted youth, gauged leadership development from summer camp to fall camp for a select group of youth, and documented personal changes experienced through camp in the words of participants themselves. The findings in this report include summaries of the data collected, key findings, and recommendations to guide the program forward.

Section 3 – SYLP Overview

The SYLP is a program primarily for inner city, at-risk youth entering ninth grade. Through the program youth learn leadership and decision-making skills. Originally SYLP served small groups of youth (i.e., 15 to 40). In 2012, building on years of success, Sacramento City Councilman Jay Schenirer provided critical leadership under the WayUp Sacramento initiative to scale up the program to accommodate additional youth. The program includes a summer camp for 300+ youth, a fall camp for a smaller select group of approximately 85 youth, and school-based projects. The SCUSD Summer of Service program is the most prevalent point of entry for youth into SYLP, as the SYLP summer camp is the culminating experience for the Summer of Service program.

The SYLP represents collaboration and coordination between WayUp Sacramento, the Youth Development Network, and SCUSD with layers of support provided by a legion of adult supporters (i.e., Pod Leaders) and youth volunteers who serve as Youth Facilitators or Ambassadors. Figure 1 is an overview of the organizational structure for SYLP.

Figure 1 – SYLP Organizational Structure



Following is a description of the roles performed by program partners, adult and youth supporters.

WayUp Sacramento (WayUp): WayUp Sacramento provides oversight of the SYLP which includes: raising the funds necessary to conduct the program; identifying key partners, and their respective roles; researching and securing appropriate venues for the summer and fall camps; coordinating camp registration; coordinating camp logistics; and creating press-releases and informational items about the program. WayUp also contracts with LPC Consulting Associates, Inc. (LPC) for an external evaluation of the program.

Youth Development Network (YDN): YDN has a well-established history of providing training for adults and youth to promote positive youth development. Based on their successful history YDN assumes the role of: creating summer and fall camp curriculum; training Pod Leaders, Youth Facilitators, and Youth Ambassadors; distributing and compiling the results of the strengths survey; facilitating summer and fall camp workshops; and working with youth to plan and implement the school-based projects.

Sacramento City Unified School District (SCUSD): SCUSD staff recruits youth from the Summer of Service and afterschool programs for summer camp, works with Adult Leaders from afterschool programs to identify a select group of youth for the fall camp, recruits Pod Leaders, and identifies an adult lead at each school site to assist with school-based projects.

Youth Facilitators: SYLP Alumni return to the program in the capacity of volunteer Youth Facilitators. The youth volunteer for both summer and fall camps, and receive training from YDN to become effective facilitators. Through training, youth explore visual, auditory, and kinesthetic ways of leading activities; learn positive non-verbal communication and creative ways of addressing problem behavior; and learn how to apply their strengths to workshop facilitation. The Youth Facilitators are also important promoters of SYLP in that they model the application of leadership skills and positive scholastic and civic engagement for program participants. The Youth Facilitators also provide an example of opportunities for leadership advancement through SYLP.

Pod Leaders: At the summer and fall camp, program participants are divided into small groups or pods. Adult Pod Leaders are primarily comprised of staff from SCUSD after-school programs. The role of the Pod Leader is to encourage and mentor youth, provide assistance with camp activities, answer questions, guide youth from one activity to the next, and generally see to the youths' well-being. The Pod Leaders receive three hours of training prior to each camp. The first training primarily pertains to reviewing the agenda, explaining volunteer responsibilities, and learning how to set the tone for camp (e.g., encouraging youth to ask questions rather than telling youth how to do something). At the second training Pod Leaders and YDN trainers review youth surveys from summer camp to determine what to do differently at fall camp, focusing on the those things youth found helpful and discouraging (e.g., using an asset-based lens as opposed to a deficit lens).

Youth Ambassadors: SYLP Alumni Youth volunteer as Youth Ambassadors to model the process for incoming 9th graders. Youth participating in SCUSD Summer Matters programs have an opportunity to become Student Ambassadors. SCUSD employees at each school site identify and select up to 50 Youth Ambassadors for the SYLP summer camp. Youth Ambassadors also receive training prior to volunteering with SYLP.

The curriculum at SYLP focuses on instilling leadership and decision making skills in youth, while also motivating them to become scholastically and civically engaged. The YDN Youth Development Framework guides the approach to working with youth while imparting the leadership development curriculum. The Youth Development Framework was an integral piece of the training for Youth

Facilitators, Youth Ambassadors, and Pod Leaders to ensure a uniform approach to engaging youth at the summer and fall camps to facilitate youth development and leadership. The Youth Development Framework is as follows:

Skill Building – Provide youth with relevant and challenging skill building where youth experience growth and progress.

Community Involvement – Provide youth with opportunities to get to know and impact their community.

Youth Participation – Involve youth in meaningful ways, and provide opportunities for leadership and decision-making.

Relationship Building – Youth develop positive relationships with their peers, and develop relationships with a caring, consistent adult.

Safety – Youth feel physically and emotionally safe, free from harm or judgment, and they feel confident that they will be accepted for who they are.

In July of 2013, 313 SCUSD students proceeded from seven weeks of Summer of Service directly into the three-day SYLP summer camp at California State University (CSU), Sacramento. In October of 2013 a subgroup of 85 youth – including Youth Facilitators – participated in a three-day SYLP fall camp at Camp Newman in Santa Rosa, CA. Below is a description of the summer and fall camps.

Summer Camp at CSU Sacramento

The SYLP 2013 summer camp was July 30th to August 1st at the CSU Sacramento Campus. Approximately 313 youth attended the camp which included three full days of activities and one evening staying in the CSUS dormitories. For many (if not most) of the camp participants, this was the first experience staying in a dormitory overnight.

The three-day summer camp included guest speakers, performances, DJ hype sessions, and an after party. Youth also participated in team and trust building exercises through ropes course activities, and most importantly attended a series of skill building workshops. The goals for each workshop are as follows:

Workshop 1 - Change Yourself

- Students explore what make them great.
- Students share qualities they strive to have as adults.
- Students uncover solutions to obstacles they are or will encounter in life.

Workshop 2 - Change Your Community

- Students leave with an understanding of the concept of community.
 - Students learn which communities they belong to and share with peers.
 - Students share stories of the communities they belong to.
-

Workshop 3 - Design Your Future

- Students leave with a clear vision of their future.
- Students create life goals based on their passion and vision.
- Students leave with a blueprint for reaching their life goals.

For the closing exercise each youth wrote a letter to themselves that included: 1) three things they remember from camp, 2) a goal they have for themselves after experiencing camp, 3) something they will do differently as a result of camp, and 4) one hope they have for their future. WayUp staff mailed the letters back to youth in November 2013 to remind them of their goals and their camp experience.

Fall Camp at Camp Newman

From October 4th-6th, 2013, 85 students – including Youth Facilitators - attended the SYLP advanced leadership camp. The youth represented ten different Sacramento area high schools. An Adult Lead from each of the ten school sites selected a subset of youth from summer camp to attend fall camp. Camp facilitators divided youth into small groups or “pods” based on the school they attended in order to build camaraderie among students from each school. Fall camp curriculum had four different components: strengths-based exercises, ropes course activities, fun activities, and action planning.

The ropes course was a hands-on team and trust building experience led by Camp Newman staff. The program staff realized that journeys of personal growth can take time for a young person to process and incorporate into their thinking. Therefore, SYLP includes a series of fun and interactive activities to facilitate the transformative process. At the end of day two, youth volunteers participated in a talent show. The talent show provided a venue for youth to display their unique gifts in a safe environment, free of judgment. To set the stage for the strengths-based elements of camp, YDN staff created a modified version of *Gallup, Inc. StrengthsFinder 2.0* assessment.

Prior to attending fall camp, youth completed the assessment and an Adult Lead from each school site held a short meeting with youth to inform them of their top five strengths ascertained from the assessment. Students drew upon their top five strengths for the following fall camp exercises:

Talent Interview: Students interviewed one another to learn more about others’ strengths. The interviews provided a means for youth to contrast their strengths with those of their peers, while also verbalizing their own strengths more fully. Youth shared personal stories exemplifying their strengths. The interviews provided an opportunity for youth to discover that their five unique skills are different from those of their peers, which reinforces the SYLP message of valuing the distinct skills of each individual.

Balconies and Basements: Through this exercise students discover how others can misperceive their talents as a weakness. For example, someone with the “command” strength can come off as bossy to others. Youth learn the value of perceiving their strengths through someone else’s

lens, and learning the appropriate time, place, and intensity with which to apply their strengths. The goal of this exercise is to instill in youth an internal compass, or self-righting mechanism to effectively utilize their strengths.

Telling Your Story Through Strengths: Through this art activity youth reflect on their lives to identify instances when they utilized their strengths. Youth are encouraged to think of a time when they experienced success.

Dynamic Duos: Youth learn to use a positive lens, as opposed to a negative lens to examine the strengths of one of their peers. With a positive lens youth understand how their talents when combined with another's talents can lead to great success. This exercise teaches youth to look for "what is right about a person" as opposed to "what is wrong."

Great Teams: This exercise focuses on how individual strengths combine to form great teams. Youth from each pod completed a worksheet that outlined their individual strengths and how those strengths when used together can propel a team forward.

Through an arts and craft exercise, youth created a "Super Hero" identity based on their personal strengths. Youth designed masks and capes to go along with this new identity. This exercise reinforced their various strengths identified in the modified assessment. For the Action Planning component of camp, youth wore their masks and capes and broke into the pods to develop an action plan for how to use their strengths in concert to tackle a school issue.

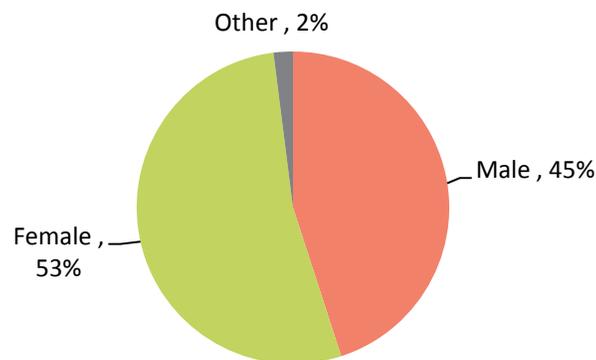
Action Planning began with youth developing a team name and logo. Youth then identified a school or community issue referred to as the "villain," and the villain's strengths. Youth pinpointed the strengths each team would use to fight the villain, which translated into action steps. The exercise concluded with youth describing what "victory" would look like. The Action Plans became the blueprint for the school-based projects described in Section 6.

Through the camp activities, the participants reflected on their past and current lives, their schools, and their hopes for the future. The youth examined ways to apply their individual strengths to various areas of their lives to reach goals and guide their futures. The ultimate goal of the program was to elevate self-awareness of their individual talents and to use their strengths to effect change within themselves, at their schools, and eventually in their communities.

Section 4 – Sacramento State Summer Camp Survey Findings

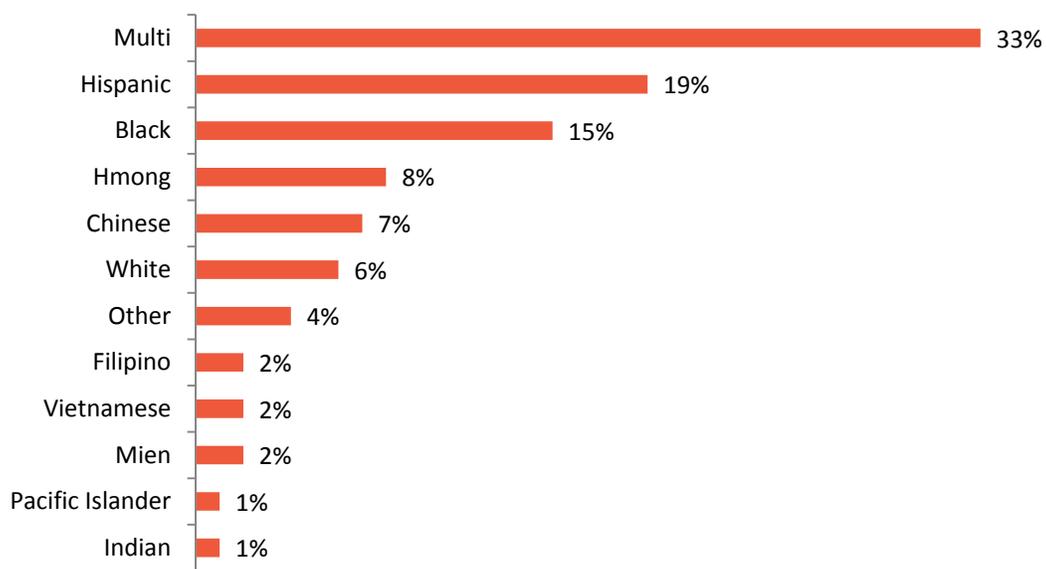
This section presents the findings from the survey administered with participants at summer camp in 2013. Out of the 313 youth that attended SYLP summer camp, 259 completed an evaluation survey. Slightly more than half (53%) of the survey respondents identified their gender as female, whereas slightly less than half identified as male (45%), and two percent identified their gender as other, see figure 2 below.

Figure 2 – Gender of Sacramento State Camp Attendees



The race/ethnicity of survey respondents was diverse, as illustrated in Figure 3. The largest percentage of survey respondents identified as multiracial – ethnic (33%), followed by Hispanic (19%), and African American or Black (15%). Four percent of the survey respondents identified as other, which includes Ethiopian, Italian, Jamaican, Latina, Panamanian, and Taiwanese.

Figure 3 – Race/ethnicity of Sacramento State Camp Attendees



The youth represented 10 of the 13 high schools in the Sacramento City Unified School District. The largest numbers of youth at the Sacramento State Camp attend John F. Kennedy and Luther Burbank High Schools. Table 3 includes the data pertaining to the high schools represented at CSU Sacramento (also known as Sacramento State) and the percentage of youth in attendance from each school.

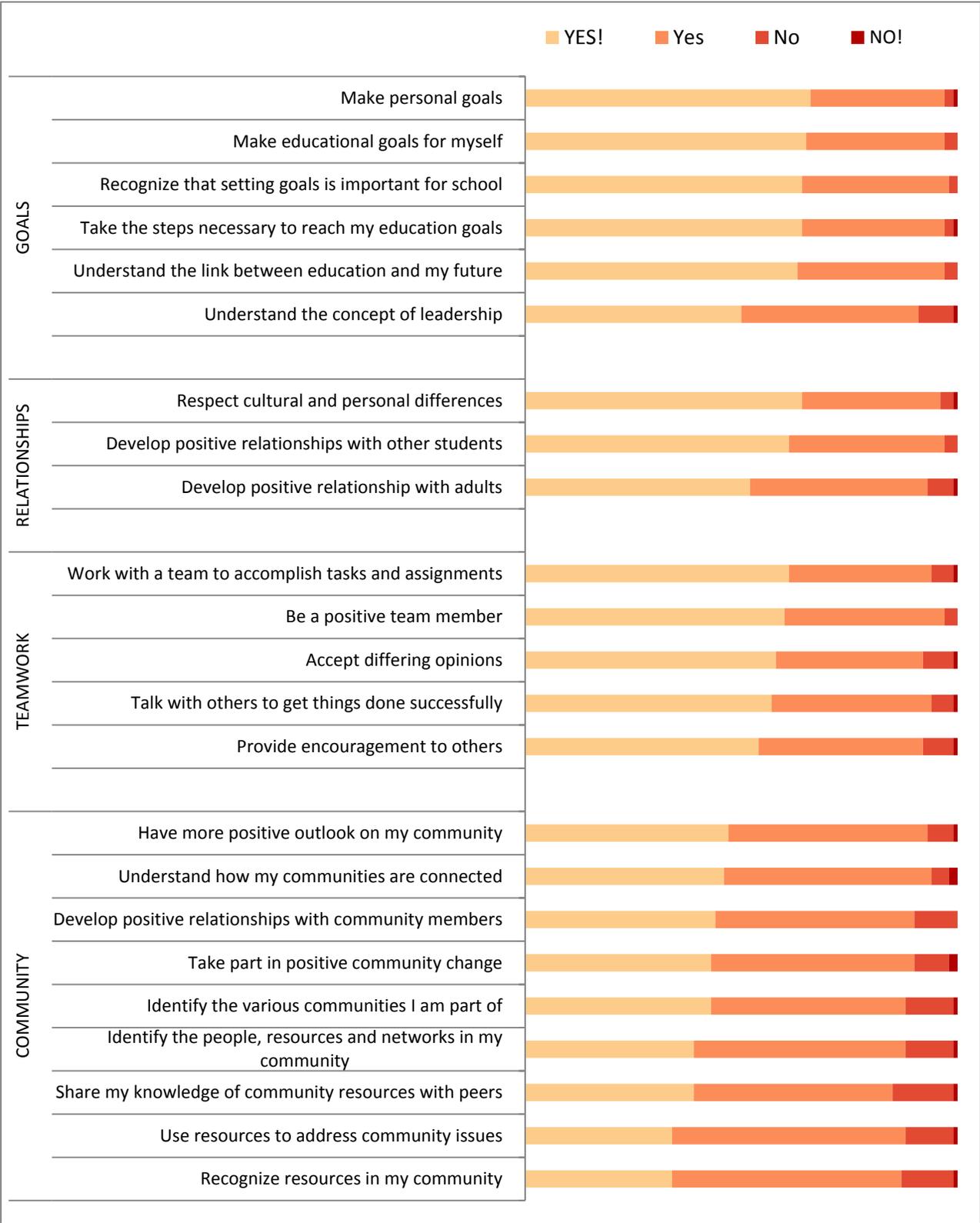
Table 3 – Summer Camp School Affiliation

High School	Percent	Number
John F. Kennedy	19%	48
Luther Burbank	19%	48
C. K. McClatchy	17%	43
Hiram Johnson	12%	30
West Campus	9%	21
Arthur A. Benjamin Health Professions	6%	15
Rosemont	6%	15
Sacramento Charter	5%	13
School of Engineering & Sciences	4%	9
Sacramento New Technology	2%	6
The Met Sacramento	1%	1

The survey included 28 statements preceded by declarations such as *'since attending camp at Sacramento State I am better prepared to'* and *'because I attended camp at Sacramento State I can'* or *'as a result of the Sacramento State camp'* to discern how the camp experience impacted the youths' leadership development skills. For each statement youth responded either 'YES!', 'yes,' 'no,' or 'NO!' to indicate the level to which they agreed or disagreed with each statement. The statements pertained to four different leadership areas: goal setting, relationship building, teamwork, and community.

Youth overwhelmingly agreed that participation in the summer camp enhanced leadership development in all four areas (see Figure 4). When comparing the four different leadership development areas, survey results show that the highest percentage of youth responded 'YES!' that the summer camp experience contributed to their ability to set goals and take the steps necessary to achieve those goals. Whilst the correlation between attending the SYLP summer camp and leadership development growth was high in all four areas, there is slight room for improvement in the area of community connections. This area had the lowest percentage of students that responded "YES!" or agreed that the SYLP summer camp contributed to leadership skills in this area.

Figure 4 – Leadership Development Statements



The survey also included an open-ended question asking youth to ‘provide one example of a change you have experienced.’ Approximately 63 percent of the youth responded to this question. The changes identified by youth fell into six different categories: 1) relationships, 2) community, 3) teamwork, 4) school, 5) the future, and 6) personal change. Interestingly, two of the change themes correlate with the leadership development curriculum taught at SYLP summer camp (i.e., teamwork and community) and the remaining four pertain to camp outcomes.

Youth discussed a greater understanding of the community they are part of, and how those communities connect them with others, as an example of a change experienced at camp in the area of community. Some youth also relayed an interest in helping their community and community members. Youth noted:

I now realize how people and communities are all connected.

I want to help my community.

I learned that no matter where people come from, we are all connected in one way or another.

While the survey results indicate slight room for improvement with regard to distilling the curriculum focused on community for the youth, the open-ended responses illustrate that for the youth who did report a correlation between camp and gaining community leadership skills, the concepts resonated. A second change experienced by youth that coincides with the summer camp leadership development curriculum pertains to teamwork. Through the workshops, youth relayed an increased understanding of the importance of working with others and the acquisition of teamwork skills. Youth responded:

I have become more of a team player.

I learned how to work well with team members.

My team building skills have increased.

The remaining four change areas identified by youth correlate with camp outcomes targeted by the project partners (i.e., relationship building, realizing the value of education, future oriented lens, and personal change). Youth identified realizing the importance of an education and getting good grades as a change experienced at SYLP summer camp. Youth noted:

I will aim for a higher score than a 4.0. I feel that college is much more important than I thought.

School and college is more important than I really thought.

I have been more enthusiastic about college.

Youth also noted personal changes experienced at the conclusion of the three-day camp. Youth identified changes in their motivation, confidence level, attitude, perceptions of people, level of empathy, and respect towards others. For example:

I am more confident in speaking my mind.

I am more respectful.

I have experienced that being a leader takes responsibility, courage, and honesty.

A fifth change relayed by youth pertained to their future and goal setting. While at summer camp youth became invigorated to set goals and developed a new lens with which to view the future, for example:

[I] Realized how important my future is to me.

I have a plan for the future.

I am excited for my future.

The majority of the comments received in response to providing one example of a change experienced at camp related to relationship building. Many youth commented that they made new friends at camp, felt at ease being social, found that they relate to others, and “didn’t clam up” when speaking to someone new. The following quotes illustrate this sentiment:

Since I was young, every time I wanted to make new friends I would feel shy due to Asperger, but since programs like this, I feel more courage to make more friends.

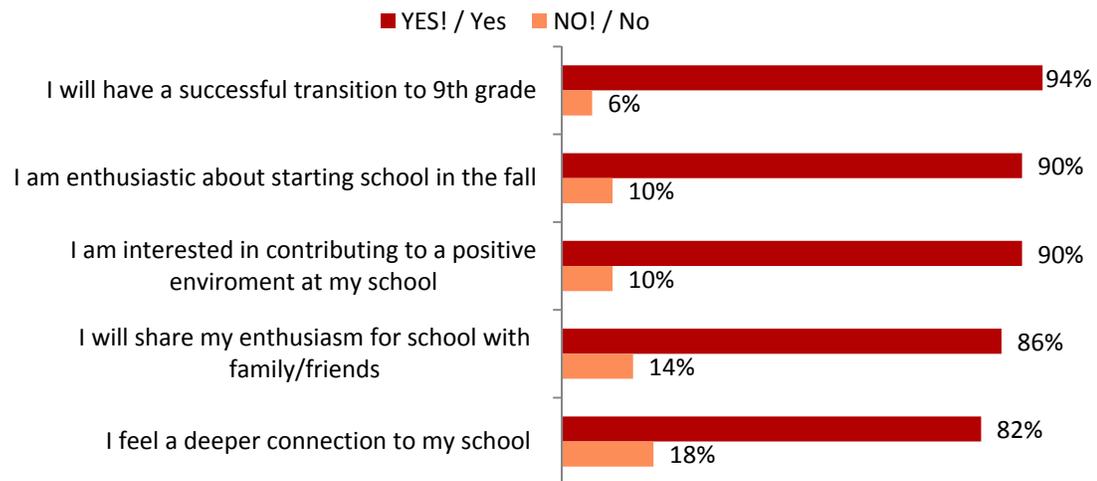
I opened up more, like coming out of my comfort zone.

[I] Met new friends that will help/benefit me too.

One interesting note, in response to the open-ended question asking students to identify one example of change experienced at camp, four students simply wrote “hope” and a fifth wrote, “I now have hope.” While the number of comments did not surface this area as a major theme, it is a theme worth noting nonetheless; instilling hope in someone is a major accomplishment of a two-day workshop focused on leadership development.

While a large component of the SYLP summer camp curriculum pertained to leadership skill development, another camp objective was decreasing the youth’s trepidation associated with the transition from middle to high school. The survey included a series of statements to ascertain students’ comfort with the transition to ninth grade as a result of the summer camp experience. Similar to the leadership domain statements, students responded either ‘YES!’, ‘yes,’ ‘no,’ or ‘NO!’ to indicate the level to which they agreed or disagreed with each statement, see Figure 5 below.

Figure 5 – Transition to and enthusiasm for Ninth Grade



Survey results indicate that youth believe they will successfully transition to ninth grade and have increased enthusiasm for school as a result of attending the SYLP summer camp. In addition, students' comments to the open-ended survey question echo the above results.

YDN Workshop Evaluations

The adult and youth facilitators administered an evaluation survey developed by YDN at the conclusion of each workshop. The survey included three statements pertaining to the workshop and the youth indicated if they 'totally agree,' 'agree,' 'disagree,' or 'totally disagree' with each statement. For all three workshops, the majority of youth indicated that they totally agreed/agreed that they 1) like the workshops overall, 2) had fun during the workshops, and 3) learned good stuff at each workshop. The percentage of respondents that totally agree/agree with the three statements was greatest for the Design Your Future workshop, followed closely by Change Yourself, and then Change Your Community. The percentage of students that responded either 'totally agree' or 'agree' with each statement for the three workshops is presented below.

Design Your Future

98% totally agree/agree: I like the workshop overall

96% totally agree/agree: I had fun during the workshop

95% totally agree/agree: I learned good stuff at the workshop

Change Yourself

92% totally agree/agree: I liked the workshop overall

90% totally agree/agree: I had fun during the workshop

88% totally agree/agree: I learned good stuff at the workshop

Change Your Community

82% totally agree/agree: I like the workshop overall

79% totally agree/agree: I had fun during the workshop

83% totally agree/agree: I learned good stuff at the workshop

While all three workshops received high marks from youth, a smaller percentage of youth agreed that they liked the Change Your Community workshop, had fun and learned useful tools relative to the other two workshops. In addition, a smaller percentage of youth reported a gain in leadership development skills in the area of community as a result of attending camp in relationship to the other three areas surveyed (i.e., goals, relationships, teamwork). While the results are not casually connected, there is a correlation worth noting. Results might suggest that the Change Your Community workshop content and/or exercises did not resonate on the same level as the other two workshops which potentially impacted the perception of leadership skill acquisition in this area. However, further research is necessary to discern the relation between the two survey findings.

Summary

Approximately 83 percent of the 313 SYLP summer camp attendees completed an evaluation survey. Of those, slightly more than half of respondents were female and the highest percentage of respondents identified as multi-ethnic. Youth represented 10 of the 13 high schools in the Sacramento City Unified School District.

The survey included 28 statements pertaining to the leadership skills in four different areas: goal setting, relationship development, teamwork, and community. Youth indicated the degree to which they agreed or disagreed that attendance at summer camp impacted leadership development in those four areas by answering 'YES!', 'Yes,' 'NO,' or 'No' to the 28 statements. The majority of youth responded either 'YES!' or 'Yes' to all 28 statements indicating that their leadership skills expanded in the four different areas (e.g., goals, relationships, teamwork, community) as a result of attending SYLP summer camp.

Through an open-ended question youth provided one example of change they experienced at camp. Change example pertained to:

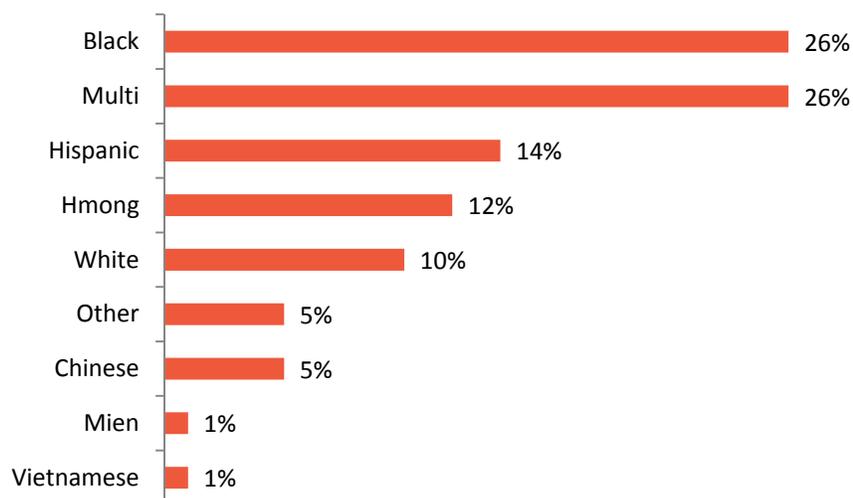
- Gaining new friendships and strengthened social skills;
- Greater understanding of the communities they are part of and how those communities are interrelated;
- An increased understanding of the importance of working with others and the acquisition of teamwork skills;
- An awareness of the importance of school and getting good grades;
- Increased motivation, confidence, empathy and respect; and
- Grasped the importance of their future and goal setting.

Lastly, the majority of youth believe they will have a successful transition to 9th grade and are enthusiastic about starting school in the fall as a result of attending the SYLP summer camp.

Section 5 - Camp Newman Survey Findings

A total of 66 of the 85 youth attending fall camp at Camp Newman completed an evaluation survey. Approximately 82 percent of the survey respondents participated in the summer camp at Sacramento State and 80 percent participated in the Summer of Service Program. Slightly more than half (59%) of the fall camp respondents identified their gender as female, and the remainder identified as male (39%) and other (2%). Similar to the summer camp attendees, the race/ethnicity of survey respondents was diverse, as illustrated in figure 6. Five percent of survey respondents distinguish themselves as other, which includes Cambodian and Ethiopian.

Figure 6 – Race/ethnicity of Camp Newman Attendees



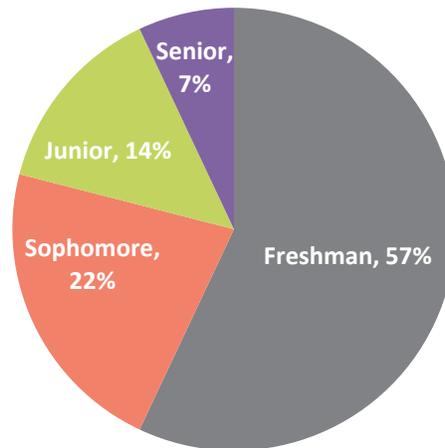
The youth represented 9 of the 13 high schools in the Sacramento City Unified School District, and a charter school in the Oak Park neighborhood. Table 4 includes the data pertaining to the high schools represented at fall camp and the percentage of youth in attendance from each school.

Table 4 – SYLP Fall Camp School Affiliation (n=64)

High School	Percent	Number
Hiram Johnson	22%	14
Arthur A. Benjamin Health Professions	12%	8
C. K. McClatchy	12%	8
Luther Burbank	12%	8
John F. Kennedy	11%	7
School of Engineering & Sciences	10%	6
West Campus	8%	5
American Legion	5%	3
Rosemont	5%	3
Sacramento Charter	3%	2

The survey respondents represented all four high school grades, with high school freshman comprising the highest percent of camp attendees (see Figure 7).

Figure 7 – Grades Represented at Camp Newman



The survey included questions to discern if the youth who attended the summer camp applied the leadership skills learned at camp prior to attending fall camp at Camp Newman. The survey included four statements, and youth indicated their level of agreement with each statement by checking ‘YES!’, ‘yes,’ ‘no’ or ‘NO!.’ Youth responded that since attending SYLP summer camp they have,

98%: Recognized the different communities I am part of

96%: Taken steps to achieve my educational goals

96%: Applied the leadership skills I learned

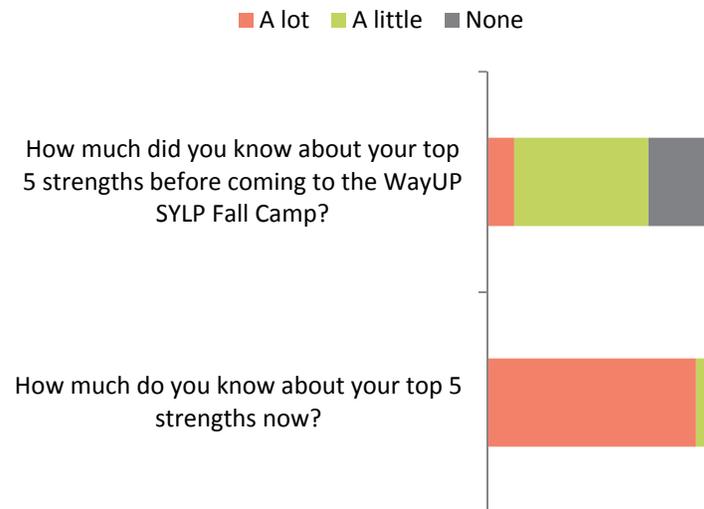
96%: Challenged myself to do something that I know is important to my success

Survey results show that youth overwhelmingly applied the leadership development skills and tools taught at the SYLP summer camp. Through camp youth acquired a new lens with which to view their communities. Taking steps to achieve goals demonstrates an understanding for the importance of both setting and achieving goals. Additionally, youth are not afraid to meet challenges in their pursuit of success.

The Camp Newman curriculum focused on youth understanding their personal strengths and how to individually and collectively, apply those strengths through teamwork. Prior to attending camp, youth completed a modified version of the *Gallup, Inc. StrengthsFinder 2.0* assessment. Adult leaders from shared the assessment results with youth to set the stage for fall camp activities.

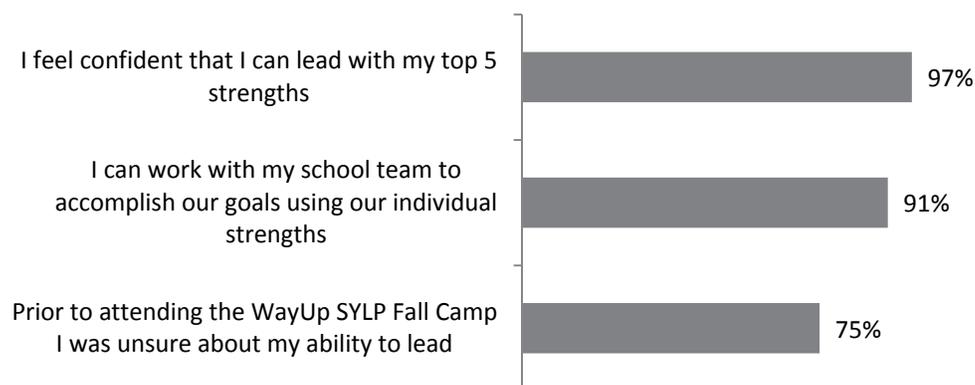
Given that strengths was a cornerstone of the fall camp curriculum, the survey included a question to ascertain the degree to which youths' knowledge of their top five strengths changed from pre-to-post-camp (see Figure 8). The survey results reveal that as to be expected, youths' level of knowledge greatly increased from pre-to-post camp. Prior to camp the highest percentage (60%) of respondents indicated that they knew 'a little' about their top 5 strengths. At the conclusion of camp the majority of youth (92%) reported knowing 'a lot' about their top 5 strengths.

Figure 8 – Knowledge of Top 5 Strengths



The strengths curriculum included lessons to increase youths' understanding of how to use their strengths individually and collectively to lead change efforts in their schools or communities, and accomplish goals, as shown in Figure 9.

Figure 9 – Application of Top 5 Strengths



Through the survey, the majority of youth reported that they feel confident they can lead with their top five strengths, and work with a school team to accomplish goals using their individual strengths. The majority of youth also reported that prior to attending SYLP fall camp they were unsure about their ability to lead. These results are a bit unexpected given that 82 percent of respondents attended the SYLP summer leadership camp. However, while the summer leadership camp sought to instill in youth skills necessary to become a well-rounded leader (i.e., teamwork, relationship building, goal setting and community awareness skills), perhaps youth needed to recognize their innate talents in order to build confidence in their ability to lead.

On the final day of camp, youth participated in an exercise with their pod, where they identified an issue in their school or community and visualized how each member could apply their top five strengths to resolving the issue (see Section 6 for more details on this activity). This exercise was an opportunity for youth to build on previous camp exercises by applying their talents to a real world situation. To determine the extent to which youth comprehend their strength and can identify how to harness those talents, the survey included an open-ended question asking youth to share one of their top five strengths and how they would apply that strength to scholastic endeavors. A total of 60 youth responded to the question. Of those 60 youth, 32 provided an example of how they will apply one of their top five strengths in the school environment, 19 listed one or more of their top five strengths and provided a reason as to why they selected that strength, and nine simply provided the name of one of their strengths.

Youth that provided an example of how they would apply their top strength in school identified the application of that strength to individual and collective pursuits. For example,

Includer: I can get people to be part of programs, clubs, make them feel like it's a place for them, as well as include new people.

Connectedness - build a movement for change and reform of education.

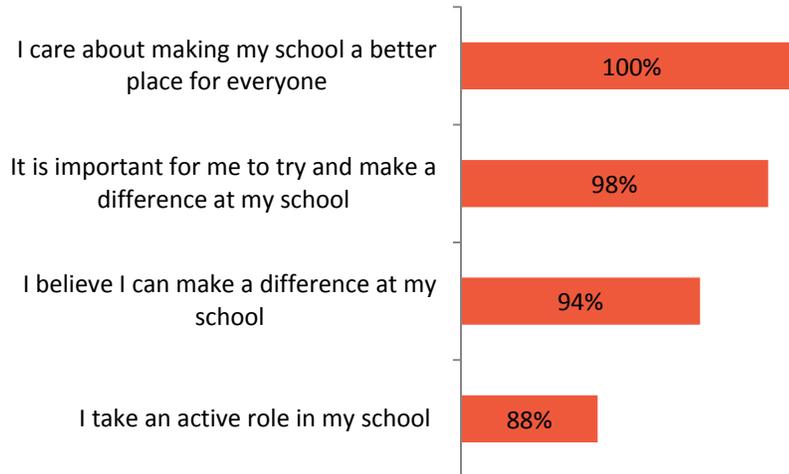
Focus; because I will focus on my work so that I can go to a good college and make something of myself.

Although only half of the youth who answered the open-ended question listed both a top five strength and operationalized the use of that strength at school, all but two of the youth supplied an answer in which they distinguished at least one of their top five strengths. The answers reflect that after attending camp, the majority of youth can clearly name at least one top strength, a high percentage can describe one of their top five strengths, and slightly more than half can relate their strength to a concrete action. Essentially the answers to the question confirm that youth have increased awareness of their strengths after attending camp.

Given that a goal of SYLP is to positively impact school environments by instilling youth with the 1) skills to identify and resolve a school based issue, and 2) the desire to be change agents, the survey included questions pertaining to these outcomes. The survey included four statements and youth indicated the

level to which they agreed or disagreed with the statements. Figure 10 includes the percentage of youth that strongly agree/agree with four school related statements.

Figure 10 – Concern for School Environment and Action



Survey results show that 100 percent of youth are interested in school environment that supports all students. The majority of you are active in school, believe they can have a positive impact at school and should be positive change agents.

Summary

The majority of youth who participated in the SYLP fall camp participated in SCUSD's Summer of Service program and attended the SYLP summer camp. Youth represented 9 of the 13 high schools in the Sacramento City Unified School District. The majority of attendees were freshman; however, sophomore, junior, and seniors were also in attendance.

Through the camp experience youth learned 'a lot' about their top five strengths and the majority feel confident they can lead with their strengths, and utilize those strengths with a group of peers to accomplish a goal.

Almost 100 percent of youth can name one of their top five strengths, and the majority can name and describe one of their top five strengths. Slightly more than half can comprehend how to apply their strength in the scholastic environment.

All of the youth want to better their school environments for the benefit of their peers, and believe it is important to do so. In addition, the majority believe they can make a difference at their school.

Section 6 - School-Based Project Interview Findings

While at fall camp each pod developed an Action Plan to establish a foundation for implementing a school-based project. Through the exercise youth developed 1) a team name and logo; 2) identified an issue they wanted to change in their school or community, aka “their villain”; 3) isolated how they could defeat the villain’s strengths, and 4) characterized what victory will look when the villain is defeated and their goal accomplished. Each pod also created a list of a one strength each team member would use to “help defeat the villain.” Table 5 outlines the elements of the youth developed action plans.

Table 5 – School Action Plans

School / Team Name	Villain’s strengths	How to defeat villain’s strengths	What will success look like?
American Legion Oak Park Achievers	Inhuman Hurricane: spreads rumors and negativity, causes violence, and is disrespectful	Speak up when we see negativity, follow ourselves and what we know is right, and disassociate from negative and violent people	Violence will decrease and school grades will go up
Arthur A. Benjamin Health Professions Jag Visionaries	Goal Crusher: lowers your self-esteem, creates laziness and uses negativity to dash youth dreams and goals	Set high standards, establish goals, communicate, speak what is on our mind, and ask folks for help if needed	Everyone has goals and a pathway to achieve them
C.K. McClatchy Legion of Lions	Predator: stomping on our pride, underestimating and negativity bringing us down	Through leadership, intelligence and nurturing we get empowered and hopeful	A peaceful campus with loving environment - students will feel empowered to achieve their goals and will gain a respect for one another
Hiram Johnson Mighty Morphin Warriors	Negative Reputator: prejudices, spreads bad rumors about our school	Be leaders and not succumb to peer pressure, show sprit at school, support one another, and score higher on tests	Grades go up, youth want to attend our school, increased involvement in sports, and students prepared for college when they graduate
John F. Kennedy Cougars	Dumpster Dude: uses mind control to get people to throw trash around campus and instills laziness	Set up more trash cans, puts signs up, increase awareness of litter problem	Clean campus, clean bathrooms and youth pick-up after themselves

School / Team Name	Villain's strengths	How to defeat villain's strengths	What will success look like?
Luther Burbank Hands of Faith	Trashy the Trasher: school is trashy and dirty	Adding trashcans, exploring consequences, giving detention for litter, start a program called "I am it" for picking up litter	Clean campus
Rosemont A.I.M. – Achieving Internal Motivation	Ms Walker: technology distractions, people putting each other down or living on auto-pilot without thinking about purpose, she throws things in our way and builds a wall to achieving success	Take a break from everything that does not align with our goals, take a breath and throw out negativity	Take opportunities to make and achieve success
Sacramento Charter & School of Engineering & Sciences 'S' Mob	Brian Killah: is a bad influence that leads to drug abuse and destroys health	Host fun games and events, be a good influence, and start a drug and health education program	Kids no longer come to class high on drugs
West Campus Naturally Super Cute	Ms C: miscommunication, condescending, she does not listen, gives us bookwork instead of lecturing	Talk with our teacher about our observations, communicate with Principal, Vice Principal, counselors, bring ourselves up when she condescends	When she is a good teacher and is actually teaching

Implementing the Action Plans

A Youth Coach with the Youth Development Network is working with students to plan and implement the school-based projects identified through the fall camp Action Planning exercise. The Youth Coach works in partnership with an Adult Lead at each school site. Typically the Adult Lead is affiliated with the after school program, either as staff or as the program coordinator. The Adult Lead assists with identifying the youth that participated in SYLP, and determining a time when those youth are available to meet with the Youth Coach. Ideally the Adult Lead also reminds youth of the SYLP school-based

project meetings, participates in planning and implementing the project. The Youth Coach facilitates the school-based projects by coaching youth through the application of their key strengths; guiding conversations to refine the issue, project goals, and outcomes; and assisting with the construction of a plan to achieve success. In addition, an employee of the Sacramento City Unified School District is liaison between the YDN Youth Coach and the Adult Leads at each school site.

The Youth Coach approached eight of the ten schools represented at fall camp to assist with school-based projects. The Sacramento City Unified School does not offer an after school program at West Campus or the School of Engineering & Sciences, and therefore does not have a pool of candidates from which to recruit an Adult Lead to assist with the school-based projects. The District has applied for funding to support after-school programs at each site, but the schools do not meet the threshold for the free and reduced lunch program necessary to qualify for funding.

In February of 2014, the evaluator met with the Youth Coach and a District staff member to discuss the progress of the school-based projects, details of which are presented below. Given that the youth participants created their Action Plans in October, the interviews occurred about three months later (including the holiday break).

American Legion

The Youth Coach has met with two youth –one junior and one senior- from American Legion on four different occasions. The SYLP project meeting is scheduled for 45 minutes during lunch every other Wednesday. Thus far youth have spent most of the meeting time discussing their key strengths and the application of those strengths on campus by volunteering for lead roles in campus events. The Adult Lead and the Youth Coach made the decision to work with youth on their key strengths before facilitating a school-based project. The biggest obstacle at American Legion is getting both youth in the room at the same time. For the past eight meetings, youth attended 50 percent of the meetings primarily seeking mentoring. Youth’s activity level and interest in receiving mentoring impacts the ability to implement a school-based project. The Adult Lead at American Legion takes an active role and reminds youth about the scheduled meetings, but youth only show-up “when they need to talk.” Although youth are not working on a project, the Youth Coach has witnessed the youth internalizing their strengths and is pleased that they seek out mentoring that focuses on the continued growth and application of their strengths.

Arthur A. Benjamin Health Professions

The Youth Coach has met with four of the eight youth from Health Professions for 45 minutes after school on four different occasions. The students are motivated to address a lack of goal setting on the part of their peers. They envision the freshman class developing dream boards from the prompt “I dream” for display in the gymnasium throughout their four year tenure at Health Professions. The students propose to have a table at lunch for freshman to complete their dream boards. The students will offer a treat to the freshman as an incentive for identifying their future goals. At end of the 2013/2014 academic year, students want to coordinate an assembly to review the dream board display

and encourage youth to reflect on the dreams routinely. Youth are also considering the development of a video that documents the dreams of the freshman class. At this time they are still fleshing out if the video will include the dreams of SYLP youth only, or the entire freshman class. The youth are still in the planning stages, and have not presented their ideas to administration. Initially the Youth Coach did not have the contact information of the Adult Lead, which delayed the start of the school-based project at this site. The Adult Lead at Health Professions attended fall camp: has a connection with the youth at Health Professions, has development relationships with school staff and administrators, and makes sure youth attend the SYLP project meetings. The Adult Leads involvement plays a role in youth's continued commitment to the school-based project.

C.K. McClatchy

Youth from C.K. McClatchy have met with the Youth Coach five times. Youth are eager to coordinate and implement a "spread the love day." The day would include a team of students passing out bracelets to individuals observed doing kind things for others, paired with a lunch rally to promote healthy relationships and acceptance. The group is attempting to schedule a meeting with administration to present their ideas and get approval to move forward. The three to five youth engaged in the project struggle to find time when they are all available to meet, and the Adult Lead did not attend fall camp, which has been an obstacle to the moving forward quickly and efficiently. However, youth have quickly gained an understanding of the process of project development and implementation.

Hiram Johnson

The Youth Coach has met with five or six youth from Hiram Johnson on four different occasions during their 7th period. Youth developed a plan to coordinate a series of talent shows and then hold a culminating talent show at the end of the year. The last time the youth met with the Youth Coach they also expressed an interest in uploading videos from the talent shows to a YouTube channel. At this time, youth have coordinated and conducted one talent show. The Adult Lead at Hiram Johnson was engaged in the SYLP project, and was meeting with students independent of their meetings with the Youth Coach to move the project forward. Unfortunately the Adult Lead resigned from his position at the school, and since his departure the Youth Coach has not met with the SYLP youth.

The Youth Coach is working with the School District to locate another Adult Lead for Hiram Johnson, and is committed to helping youth successfully coordinate one more talent show. The former Adult Lead is willing to assist with the effort, but is unable to meet with the youth during 7th period, which is when the SYLP youth are available. The obstacle at Hiram Johnson is locating another Adult Lead to build on the project momentum.

John F. Kennedy

Youth from John F. Kennedy have met with the Youth Coach on 12 different occasions during their lunch period. The five to ten youth engaged in the project are motivated to deal with littering on campus. Initially youth approached campus administrators about getting a dumpster and filling the dumpster with campus litter. However, administration was not supportive of the idea. The youth reconvened and

have created a second plan that includes: creating signs to place on the school trash cans, and/or working with the art teacher to paint the trash cans with the school mascot and campaign title (Keep it Clean in 2014); getting special trash bags to pick—up litter; and convening lunch time games that involve youth throwing litter in trash cans. Youth hope to use the amount of litter picked-up daily as an incentive for administrators to re-open a black top area currently closed because it was a hotbed for the litter issue. Youth want to hold a celebratory assembly for the re-opening of the black top at the end of the year. Students will meet with administrators in early March to present their revised litter campaign.

The biggest obstacle at John F. Kennedy is a history of a disastrous litter campaigns. Previously a group of youth launched a litter campaign fiercely resisted by other students. The trash problem escalated and students began tipping over trash cans. The current project must overcome this legacy to win the approval of administration. The biggest success at this site is the Adult Leader who is a champion of the program and takes an active part in the project to ensure that youth attend the weekly meetings with the Youth Coach.

Luther Burbank

The number of youth active in the SYLP school-based project ranges from two to five. The Youth Coach and youth have met a few times after school for 30 to 40 minutes. Youth are eager to address the campus litter issues and have discussed creating lunch time games that encourage students' to recycle and toss their trash in trash cans for prizes. Luther Burbank is structured into six small learning communities, and youth are considering organizing the games for each learning community and having a contest to see which community fills up more trash bags. The SYLP youth are still in the planning stages, and not yet prepared to present their plan to administration. The Adult Lead for the site helps support the library after school, is very busy, doesn't have a lot of time to commit to facilitating this project on-site, and does not have ties to administration. However a few youth are motivated to make change on campus.

Rosemont

The Youth Coach and three active youth from Rosemont have met five times to plan and implement the SYLP school-based project. The Youth Coach meets with youth for an hour during their first period. The teacher for the first period class is also the Adult Lead and facilitates participation of the youth in the SYLP project. Youth at Rosemont identified tenuous teacher and student relationships as the issue to address. They developed a plan to create a survey that measures mutual respect and empathy. Youth hope to survey students and teachers, analyze the results, and attend staff meetings to present the data to staff and faculty in an effort to improve relationships. The students are working with the Adult Lead to schedule a meeting with campus administrators to present their project plan. Initially the Youth Coach had a difficult time connecting with the Adult Lead at Rosemont, which delayed project start-up. However, the Youth Coach has watched the youth actively engage in the project, refine the identified issue, quickly develop a plan, and discover avenues for making change as opposed to just complaining about the issue.

Sacramento Charter High School

Two youth from Sacramento Charter High School attended fall camp; one is a sophomore the other a senior. The Youth Coach has met with the sophomore student once, and discerned that she is not interested in doing a project because she is involved in a lot of extra-curricular activities. In addition, the senior cannot assist with a project at this time due to time constraints. With only one active student a project is not feasible. The sophomore met with the Youth Coach once and expressed an interest in mentoring as opposed to implementing a project. However, the Youth Coach and sophomore student did not establish a mentoring relationship.

A summary of the SYLP school-based project work is included in Table 6.

Table 6 – Summary of School-Based Projects

SCHOOL	NUMBER OF YOUTH	NUMBER OF MEETINGS	PROJECT	STATUS
American Legion	2	4	Key strength mentoring	Still actively meeting with youth
Arthur A. Benjamin Health Professions	4	4	Dream board display in gymnasium	In planning phase
C.K. McClatchy	3 to 5	5	Spread the love day	Attempting to connect with administration
Hiram Johnson	5 to 6	4	Series of talent shows	Youth held one talent show but project is stalled until a new Adult Lead is identified
John F. Kennedy	5 to 10	12	Litter campaign	Scheduled to meet with administration to present refined plan
Luther Burbank	2 to 5	2	Litter campaign	In planning phase
Rosemont	3	5	Student / teacher relationships	Scheduling a meeting with administration to present plan
Sacramento Charter	2	1	Opted out of project	N/A

School-Based Project Reflections

Youth from five of the ten schools represented at SYLP fall camp are actively moving forward with school-based projects. The Youth Coach has observed engaged students growing exponentially through the project. They are working hard to refine the issues, and develop and implement plans to make lasting change. According to the Youth Coach, *“I see them realize the different ways they can use their skills, they are realizing and taking hold of what they learned at camp; that has been the biggest success.”* While the school-based work is advancing, not all of the schools represented at fall camp are involved.

One of the biggest obstacles confronting this element of SYLP is the availability, involvement, and commitment of the Adult Lead. The Youth Coach was unable to initiate school-based projects at two schools – School of Engineering and Sciences and West Campus - due to the inability to identify Adult Leads for the site, which impacts approximately 14 youth. Youth at Hiram Johnson made tremendous strides until the departure of the Adult Lead stalled the project’s progress. At other schools the Adult Leads’ are taxed with other commitments and do not have time to commit to the school-based project. The Adult Lead is key component of the school-based work given the current configuration of the program.

The Youth Coach is dependent upon the Adult Lead to identify the youth from their site that attended fall camp, determine a time that works best for all of the youth to meet with the Youth Coach, if necessary secure passes for youth to attend the meeting, obtain a visitor pass for the Youth Coach, remind youth of the upcoming meetings, and assist youth with connecting with administrators to gain approval to implement their project. Essentially the Youth Coach is completely dependent upon the Adult Lead for site logistics. This degree of involvement requires the commitment of the Adult Lead.

Adult Leads also had various degrees of knowledge about their role in the school-based project, which impacted progress at a few school sites. While some Adult Leads were prepared to facilitate school-based projects, other thought their involvement with SYLP ended at fall camp. For some Adult Leads their initial contact with the Youth Coach or the Action Planning exercise at fall camp was the first they heard about a school-based project. However, the biggest impediment to commencing school-based work was establishing communication with the Adult Lead.

The Youth Coach received an Adult Lead contact list. However, some of the contact information was invalid due to staffing transitions, or the Adult Leads did not respond to emails. District staff provided assistance by contacting the Adult Leads that did not respond to email requests and locating valid contact information, or locating another Adult Lead if necessary due to staffing transitions. Although the District provided contact support, communication issues considerably delayed the start of school-based work from occurring one week after camp concluded.

Summary

Between 17 and 28 youth representing five different high schools are actively engaged in school-based projects as a result of the action planning at the SYLP fall camp. The YDN Youth Coach was actively working with youth at Hiram Johnson, but progress has stalled pending the identification a new Adult Lead.

Youth are working on projects related to littering, goal development, student/teacher relationships, and promoting healthy relationships and acceptance of others. Most of the sites have developed plans, and are scheduling meetings with administrators to present their plans and gain approval to move forward. One of the biggest obstacles with this element of the SYLP is the identification of an Adult Lead with time and energy to commit to the project. Youth's conflicting schedules also stymied progress. However, regardless of the obstacles, youth at five schools – previously six – are benefitting from the process of engaging in the school-based projects. They are applying their strengths, gaining valuable teamwork experience, learning how to plan a project, and scheduling meetings with administrators to present their ideas. The application of skills towards the solving of an issue is a unique opportunity provided by the SYLP.

Section 7 – Recommendations

The WayUp Sacramento Initiative, Youth Development Network, and Sacramento City Unified School District successfully collaborated to: 1) provide 313 youth with leadership development training at CSUS in the summer of 2013, 2) offer a subset of those youth (85 students) with advanced leadership training in the fall, and 3) supplied between 17 and 28 youth with leadership skill application opportunities via school-based projects.

Survey results indicate that summer camp participants believe that as a result of participating in the SYLP they acquired leadership development skills in four different areas: goals, relationships, teamwork, and community. Youth relayed that through summer camp they gained new friends and strengthened their social skills, have a greater awareness of the communities they are part of, acquired teamwork skills, understand the importance of education and getting good grades, and grasped the importance of goal setting.

Fall camp attendees relayed that they have an understanding of their top five strengths, feel confident using those strengths and working with a team to accomplish goals. In addition, youth reported that they care about making their school a better place and believe they can make a difference.

Although the SYLP was successful in achieving short-term goals, evaluation results indicate there are opportunities for program enhancement moving forward, especially with regard to achieving long-term outcomes. One of the long-term goals of the SYLP is to positively impact school climate. WayUp – the lead organization in the delivery of the SYLP - defines positive school climate as one that,

“Fosters youth development and learning including the norms, values, and expectations that support people feeling socially, emotionally, and physically safe.”

In part, through SYLP, WayUp seeks to create a,

“Sustainable and positive school climate where people are engaged and respected, and students, families, and educators are working together to develop and contribute to a shared school vision”.

The assumption is being made that at the SYLP summer camp youth are exposed to leadership skills through a series of workshops. At fall camp, a small subset of youth from the summer camp continues to build their leadership skills while learning about their key strengths and talents. At fall camp, the subset of youth identifies a problem at their school they would like to change and a vision of what change would look like. Through project-based learning, (i.e., the school-based project component initiated after fall camp) the Youth Coordinator and Adult Lead serve as youth mentors, facilitating youth from both the summer and fall camps to use their leadership skills and strengths to achieve their vision. Furthermore through the course of achieving their vision, youth develop relationships with school-site administrators that assist them in achieving their vision, thereby having a positive impact on school climate. Through the research conducted as part of this evaluation, it is unclear to what extent

parents, school-level administrators, teachers and students are aware of a school climate vision and committed toward “moving the dial” on the issue.

While it is undeniable that SYLP is having short-term impacts on youth (i.e., awareness of leadership skills), the long-term impacts with regard to shifting school climate are uncertain. Between five and nine percent of youth that attended summer camp remained involved in the program through the school-based projects. Given that at-risk youth are the target population for SYLP, we simply do not know what percent of youth who did not remain active in the SYLP continued to receive the support necessary to grow and nourish their leadership skills and talents. The evaluation does not track individual youth; hence long-term data is not available. In addition, the school-based projects at many of the school sites did not get beyond action planning or issue refinement, thus students did not get an opportunity to interact with administrators and teachers in a way necessary to develop relationships and a shared vision of change. A successful collaboration (i.e., educators, students, families) requires a conscious effort to bring all of the actors together and through facilitated discussion, to establish buy-in around a shared vision. In addition, to achieve the vision those at the table must commit to being active change agents that understand their role and hold themselves accountable to change. Without student/administrator relationships and a shared vision, the SYLPs impact on school climate is probably unrealistic. Since the evaluation does not include the collection and analysis of process data, the factors that contribute to the progress, success or value of the school-based projects is unclear (e.g., role clarity and the level of commitment to the program). However, research did reveal that staff capacity, specifically the capacity of the Adult Lead, was a critical component of follow through. Academic research on Youth Based Participatory Action Research provides insights about the role of an Adult Lead on the success of a youth-led project.

The school-based project component of the SYLP is strikingly similar to the Youth Based Participatory Action Research (YPAR) methodology, which is a research paradigm employed to give youth voice. In YPAR youth make the decisions regarding the project focus, and direction. In YPAR youth share authority with adults regarding research decisions and action steps. An Adult Ally is responsible for promoting youth’s ability to take ownership and manage the research process. Through the research process youth become empowered social change agents. Through YPAR youth gain skills that have a positive long-term impact on their academic achievement, employment opportunities, and civic engagement. Organizations and communities benefit from intergenerational partnerships, communication, and collaboration. Many youth practitioners have published articles about their experiences with YPAR projects. The literature reveals a series of YPAR elements that contributed to the success of the projects, which are reflected in the below recommendations.

The following recommendations are to provide guidance to SYLP partners committed to achieving long-term program goals. The detailed findings in this report, summer and fall camp observations, and YPAR literature are the basis of the recommendations. The intent is for these recommendations to provide SYLP partners with strategies to improve the camp experience for future attendees.

1. *Convene Adult Leads.* Bring together the SYLP partners, and school site administrators in advance of summer camp and initiating school-based projects. A key component of shifting school climate – as defined by WayUp -is creating a collaboration that includes educators, teachers, and program staff to support youth and achieve a shared vision. Members of the collaboration must be clear about what SYLP is trying to achieve and buy-in to program methods. The meeting(s) also provide a venue to establish role clarity and commitment to the roles, in addition to communication protocols and resources identification.
2. *Adequately Train the Adult Leads.* A key function of the Adult Lead is to set the tone of the school-based project. The Adult Leads require training in how to support youth voice in a meaningful way. Depending on the Adult Leads background, he or she may also require training in research methods and how to facilitate a research project. The Adult Leads should also have a timeline that sets benchmarks for each phase of the project (i.e., problem identification, research, and advocacy). The training provides an opportunity to outline the long-term goals of the SYLP and the program components the Adult Lead will assist with implementing to clearly set expectations and gain commitment to program outcomes.
3. *Recruit Established Adult Leads.* Recruit Adult Leads who have established positions at the school site (e.g., staff or faculty). Working with school-site champions would mitigate staff turn-over impacting progress of school-based projects. Given the instrumental role the Adult Lead plays with a youth-led project, it is not surprising that staff turn-over negatively impacted the progress of school-based projects. Adult Leads establish relationships with youth built on trust, serving to increase the level of commitment to the school-based project on the part of youth. The Adult Lead also has an understanding of the assets each student brings to the table, and how to emphasize those strengths, while constructively minimizing potentially disrupting behavior. Given that any new Adult Lead may not have established a foundation of collaborating with site-administrators and SYLP partners about the program, he or she might have limited effectiveness.
4. *Promote and Facilitate Adult Lead and School Administrator Relationships.* Recruit Adult Leads with relationships or connections with school administrators. Research indicates that the existence or absence of relationships or early alliances with decision-makers and positive stakeholders can impact youth-led projects in the school environment. In the case of SYLP, at a minimum the Adult Lead should have established relationships with the administrators at their school site. If students are working with an adult who has established relationships with the administrators, youth are more apt to make positive and meaningful progress on school-based projects.^{viii, ix} Support for SYLP project must extend to the top administrators.
5. *Advance SYLP Partner Relationships.* Encourage SYLP partners to develop relationships with the Adult Leads and youth. The seven week Summer of Service program presents great opportunities for SYLP partners, Youth Coordinator, workshop facilitators to optimize the adult roles in the program. Well established relationships provide a means to communicate SYLP objectives to the Adult Leads and their role in meeting those objectives in advance of the training. Through advanced relationship development, youth will become familiar with the SYLP program and staff, and enter camp with a foundation upon which to quickly build trust. In addition, established relationships will facilitate the initiation of school-based projects one two weeks after fall camp, as opposed to spending time establishing relationships and communication channels that negatively impede the project timeline.
6. *Assess Site Readiness.* Assess the readiness of school sites to embark on a youth-led research project. Specifically determine whether the organization can accommodate the demands of

school-based projects, and ascertain whether the culture supports youth-led decision making. For SYLP, the administrators at each school site should be aware of the project and willing to support youth in decision making and school climate change efforts. Example assessment tools include: 1) assessment questionnaire available in *Putting Positive Youth Development into Practice* published by the National Clearinghouse on Families & Youth, and (2) an assessment checklist available in *Assessing Your Organization's Readiness for Youth Development* published by ACT for Youth Center of Excellence.

7. *Assess Potential for School Credit.* Work with SCUSD to discern if it is possible to provide youth engaged in school-based projects with one unit of academic credit to provide an incentive for continued involvement.
8. *Conduct YDI Pilot.* Pilot the Youth Development Institute (YDI) training at one school site in conjunction with the SYLP. YDI was included in the scaled-up program plan to positively impact school climate. Without this element it is unclear to what extent the program will positively shift school climate given that school site administrators and teachers are integral to school climate. Similarly to the Adult Lead, school-site administrators and staff will require training in YPAR and elements of supporting youth-led decision making.
9. *Include Youth Voice.* All students involved in school-based projects should have a say in what issue or problem to address. While it is a valuable exercise for youth to identify a problem and create an action plan at fall camp, youth not included in those discussions may feel a lack of voice or alienation and choose to not continue with the school-based component of the program.
10. *Bridge the Summer-Fall Camp Experience.* Create a mechanism to engage youth between summer and fall camp, or between summer camp and the school-based projects. Data illustrates that between 91% to 95% of youth that attended summer camp did not engage in the school-based projects. While the evaluation did not include process data, one potential factor is the amount of time that lapsed between summer camp and the initiation of school-based projects.
11. *Create Realistic Timeframe.* When working with youth to define a school-based project, provide the timeframe within which they will work on the issue. YPAR projects with a high degree of fidelity can require a great deal of time from initiation to action. Those involved in school-based projects should have a realistic expectation of potential wins for a four to five month timeframe (the timeframe for school-based projects in this program year).
12. *Expand the Types of Participation.* Ensure there are multiple modes of participation. YPAR should include multiple modes of engagement to accommodate youth academic backgrounds, skills and talents. Established relationships can facilitate the research process and open doors. Youth should feel comfortable with their contribution, as opposed to one mode of input that may not speak to their talents.
13. *Include Evaluator in Planning Meetings.* Include the evaluator in the planning phase of SYLP in order to provide the evaluator with a complete understanding of the program components to inform the development of effective evaluation tools.
14. *Add Process Evaluation.* Include process evaluation in the evaluation design of future evaluations. Process evaluation is an important tool employed during program implementation and helps link program input (workshop content, program fidelity) to program outcomes (leadership development changes) to inform program improvement. The process evaluation

would include more time for observation and intentional collection and analysis of qualitative data from interviews and focus group discussions.

15. *Improve Survey Completion Rates.* Almost 20 percent of summer camp attendees did not complete an evaluation survey and Youth Facilitators and Pod Leaders completed surveys at fall camp. When developing the agenda for upcoming camps, work with the evaluator to determine the appropriate amount of time to schedule for survey administration and block-out time in the schedule to accommodate this task. If necessary, seek the assistance of the evaluator to provide instructions to youth on how to complete the survey. At the very least discuss survey administration with the evaluator to work out logistical issues. Include a review of the evaluation in the Pod Leader and Youth Facilitator training to familiarize them with the survey and reinforce the target audience and importance of administration fidelity.
16. *Review Survey Findings.* Review the summer camp survey results in relationship to leadership development content areas to discern if revisions to the Change Your Community workshop are warranted.
17. *Use Evaluation Findings in Decision Making.* Reevaluate program outcomes to assure they align with program activities. For example, without the YDI program element and without deliberate collaboration on the part of the school-site administrators and staff, is school climate transformation as envisioned by project partners achievable?

References

ⁱ Adapted from PowerPoint presentation from WayUp Sacramento to The California Endowment, September 12, 2012.

ⁱⁱ

ⁱⁱⁱ Free or Reduced Price Meals 2012 - 2013, Sacramento City Unified School District. California Department of Education. DataQuest, <http://dq.cde.ca.gov/dataquest/dataquest.asp> (March 10, 2014).

^{iv} English learners students by Language by Grade 2012 – 2013, Sacramento City Unified School District. California Department of Education. DataQuest, <http://dq.cde.ca.gov/dataquest/dataquest.asp> (March 10, 2014).

^v Special Education Enrollment by Age and Disability 2012 -2013, Sacramento City Unified School District. California Department of Education. DataQuest, <http://dq.cde.ca.gov/dataquest/dataquest.asp> (March 10, 2014).

^{vi} California High School Exit Exam (CAHSEE) District Demographic Summary Report, combined 2013 for Grade 10 English-Language Arts and Mathematics, Sacramento City Unified School District. California Department of Education. DataQuest, <http://dq.cde.ca.gov/dataquest/dataquest.asp> (March 10, 2014).

^{vii} Furco, Andrew, PhD. “Advancing Youth Academic Success, School Engagement, and International Leadership through Service-Learning.” Excerpted from “Growing to Greatness 2007.” 2007

^{viii} Anyon, Y. and Naughton, S. “Youth Empowerment, The Contributions and Challenges of Youth-Led Research in a High-Poverty, Urban Community”. *John W. Gardner Center Issue Brief: Youth Empowerment*, 2003: 1 – 8.

^{ix} Fernandez, Maria. “Creating Community Change: Challenges and Tensions in Community Youth Research.” *John W. Gardner Issue Brief: Creating Community Change*, 2002: 1 – 8.

Attachments

A – SYLP Summer Camp Survey

B – SYLP Fall Camp Survey



Sacramento Youth Leadership Program How Did the Sacramento State Camp Impact You?

The purpose of this survey is to learn how camp has impacted your personal leadership development. The data will be used to evaluate the Sacramento State Camp component of the Sacramento Youth Leadership Program. Please rate yourself on each of the items listed in the charts below.

1. Since attending camp at Sacramento State I am better prepared to

	YES!	yes	no	NO!
a) Recognize that setting goals is important for school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Make educational goals for myself	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Take the steps necessary to reach my education goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Make personal goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Understand the link between education and my future	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Understand the concept of leadership	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Provide encouragement to others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Respect cultural and personal differences	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
j) Accept differing opinions	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

2. Because I attended camp at Sacramento State I can

	YES!	yes	no	NO!
a) Recognize resources in my community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Identify the various communities I am part of	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Share my knowledge of community resources with peers	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Take part in positive community change	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Understand how my communities are connected	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
f) Develop positive relationships with community members	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
g) Identify the people, resources and networks in my community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
h) Use resources to address community issues	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
i) Have a more positive outlook on my community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

PLEASE TURN FORM OVER

3. Since participating in the Sacramento State camp I am better able to

	YES!	yes	no	NO!
a) Develop positive relationships with adults	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) Develop positive relationships with other students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) Be a positive team member	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) Work with a team to accomplish tasks and assignments	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) Talk with others to get things done successfully	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

4. As a result of the Sacramento State camp

	YES!	yes	no	NO!
a) I will have a successful transition to 9 th grade	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
b) I am enthusiastic about starting school in the fall	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
c) I will share my enthusiasm for school with family/friends	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
d) I am interested in contributing to a positive environment at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
e) I feel a deeper connection to my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

5. Please provide one example of a change you have experienced:

6. Which of the following best describes your race/ethnicity? (check one)

- | | | |
|--|--|---|
| <input type="checkbox"/> ₁ Black | <input type="checkbox"/> ₆ Indian | <input type="checkbox"/> ₁₁ White |
| <input type="checkbox"/> ₂ Chinese | <input type="checkbox"/> ₇ Japanese | <input type="checkbox"/> ₁₂ Vietnamese |
| <input type="checkbox"/> ₃ Filipino | <input type="checkbox"/> ₈ Mien | <input type="checkbox"/> ₁₃ Other: _____ |
| <input type="checkbox"/> ₄ Hispanic | <input type="checkbox"/> ₉ Native American/Alaskan Native | |
| <input type="checkbox"/> ₅ Hmong | <input type="checkbox"/> ₁₀ Pacific Islander | |

7. What is your gender? ₁Male ₂Female ₃Other

8. What is the name of your High School: _____



WayUp SYLP Fall Camp 2013

1. Did you participate in the Summer of Service? Yes ₁ No ₂
2. Did you participate in the WayUp SYLP Summer Camp at Sacramento State? Yes ₁ No ₂ *(If no, go to question 7)*

SACRAMENTO STATE CAMP

<i>After attending WayUp SYLP Summer Camp I have:</i>	YES!	yes	no	NO!
3. Recognized the different communities I am part of	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
4. Taken steps to achieve my educational goals	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
5. Applied the leadership skills I learned	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
6. Challenged myself to do something that I know is important to my success	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

UNDERSTANDING YOUR STRENGTHS

	A lot	A little	None
7. How much did you know about your top 5 strengths before coming to the WayUp SYLP Fall Camp?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
8. How much do you know about your top 5 strengths now?	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

	Strongly agree	Agree	Disagree	Strongly disagree
9. I feel confident that I can lead with my top 5 strengths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
10. I can work with my school team to accomplish our goals using our individual strengths	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
11. Prior to attending the WayUp SYLP Fall Camp I was unsure about my ability to lead.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

12. How has your view of yourself changed since learning about your strengths?

13. How was learning about your strengths different from other learning experiences, such as, school?

14. Please share one of your top 5 strengths and explain how you plan to use that strength at school?

OVERALL EXPERIENCE

	Strongly agree	Agree	Disagree	Strongly Disagree
15. I take an active role in my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
16. I believe I can make a difference at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
17. I have qualities that are of value to others	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
18. I care about making my school a better place for everyone	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
19. It is important for me to try and make a difference at my school	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

20. Why did you participate in the SYLP Fall Camp program?

21. Which of the following best describes your race/ethnicity? (check one)

- ₁ Black
- ₂ Chinese
- ₃ Filipino
- ₄ Hispanic
- ₅ Hmong
- ₆ Indian
- ₇ Japanese
- ₈ Mien
- ₉ Native American/Alaskan Native
- ₁₀ Pacific Islander
- ₁₁ White
- ₁₂ Vietnamese
- ₁₃ Other: _____

22. What is your gender? ₁ Male ₂ Female ₃ Other

23. What is the name of your High School? _____

24. What grade are you in? ₁ Freshman - 9 ₂ Sophomore - 10 ₃ Junior - 11 ₄ Senior -12