

MEASURING PROGRAM EFFECTIVENESS WITH YOUTH VOICE

A Leading With Evidence Webinar

Welcome and Overview



Suzanne Barnard
The Annie E. Casey Foundation

The Leading With Evidence Webinar Series



THE ANNIE E. CASEY FOUNDATION



William T. Grant
FOUNDATION

Agenda

- Overview and welcome
- Casey's evidence-building strategy
- Outcomes for Latino youth
- Latinos In Action: Empowering Latino youth to lead and strengthen their communities
- Hello Insight: Building and learning from an evidence base
- Questions and discussion

Today's Presenters



Jose Enriquez
Latinos in Action

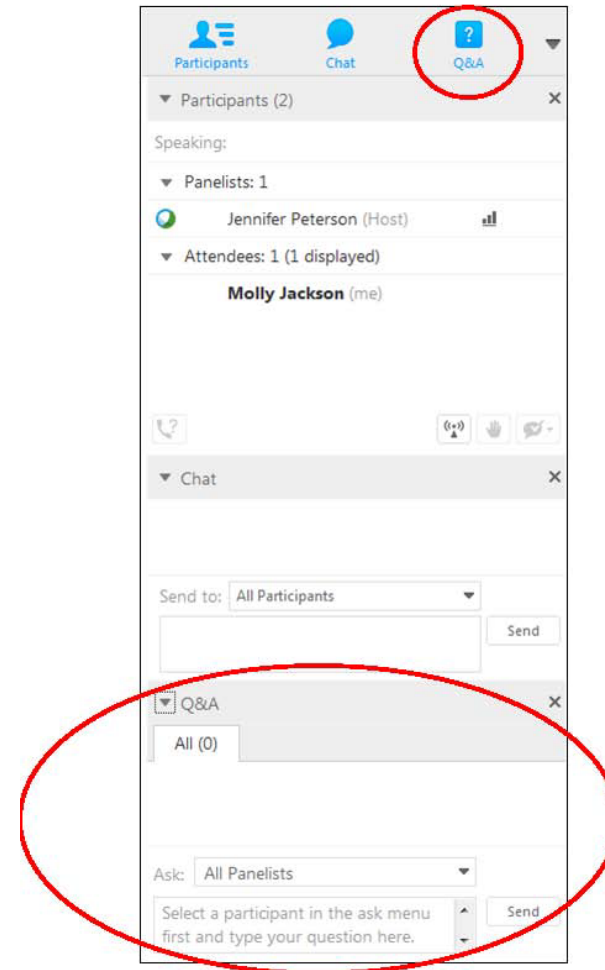


Sally Munemitsu
Hello Insight

Communicating During the Webinar

Communicate with us using the Chat or Q&A window in the lower right corner of your screen.

- Type questions for the panel at any time during the webinar.
- Use the box to let us know if you are having technical difficulties.

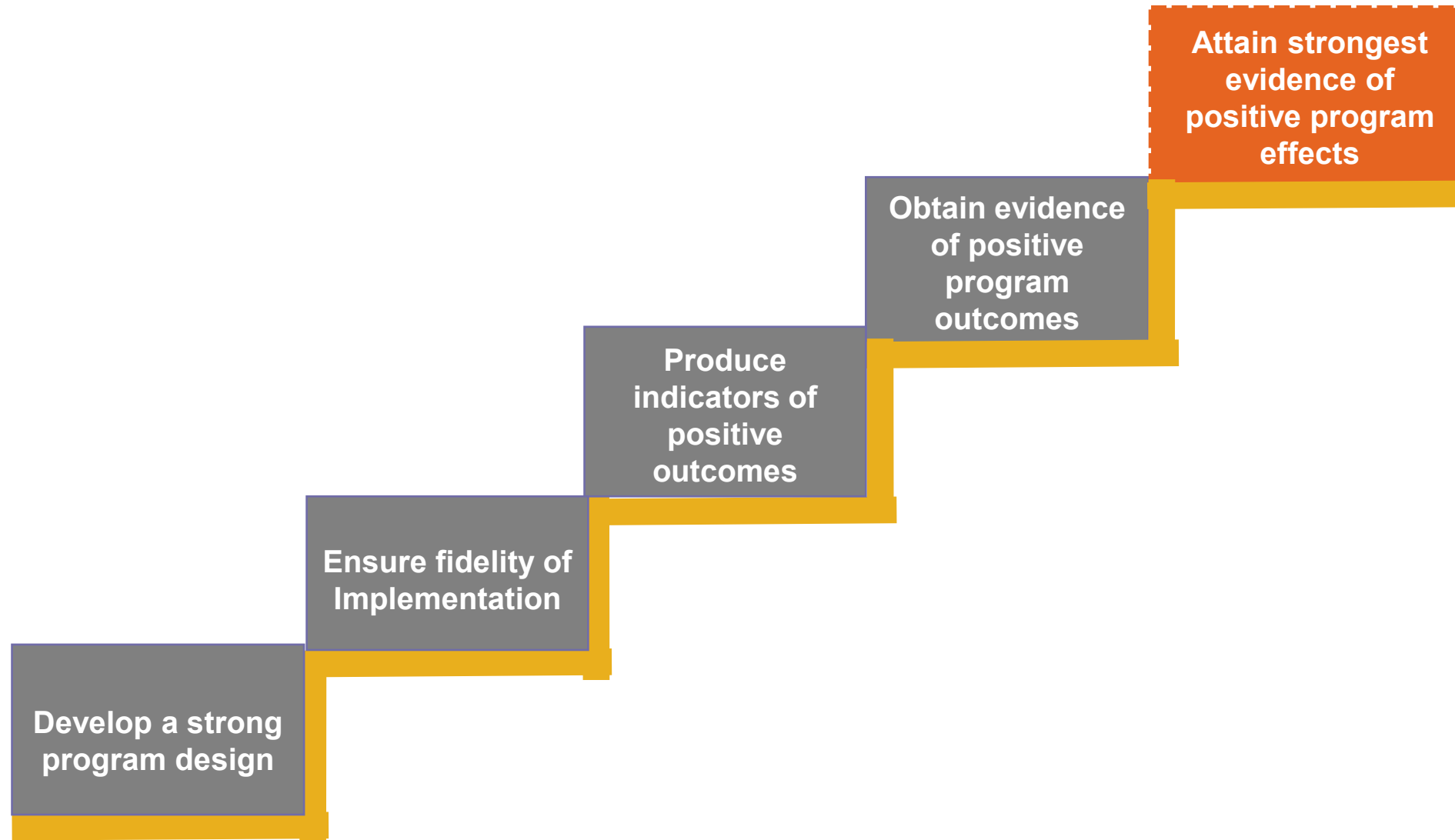


Casey's Evidence-Building Strategy



The Annie E. Casey Foundation develops solutions to build a brighter future for children, families and communities.

Improving Outcomes by Building Evidence of What Works



Meeting the Need for Effective Programs and Practices



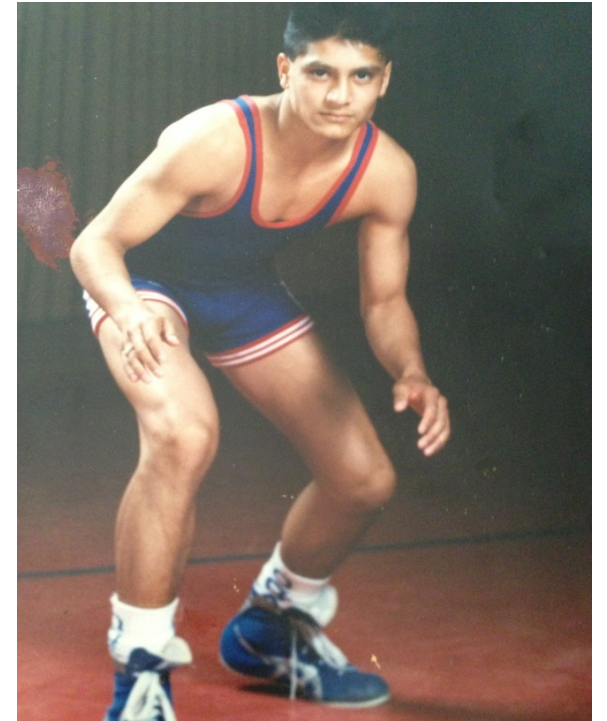
- Unmet needs and few programs specifically effective with children and youth of color.
- Shared culture and beliefs improve program development.
- Lived experience and relationships are key factors for behavior change.

Latinos in Action

Empowering Latino youth to lead and strengthen their communities

Our History

Dr. José Enriquez is the founder and CEO of Latinos In Action (LIA). His vision was not to build an organization, but to build Latino students into the leaders he knew they were capable of becoming.



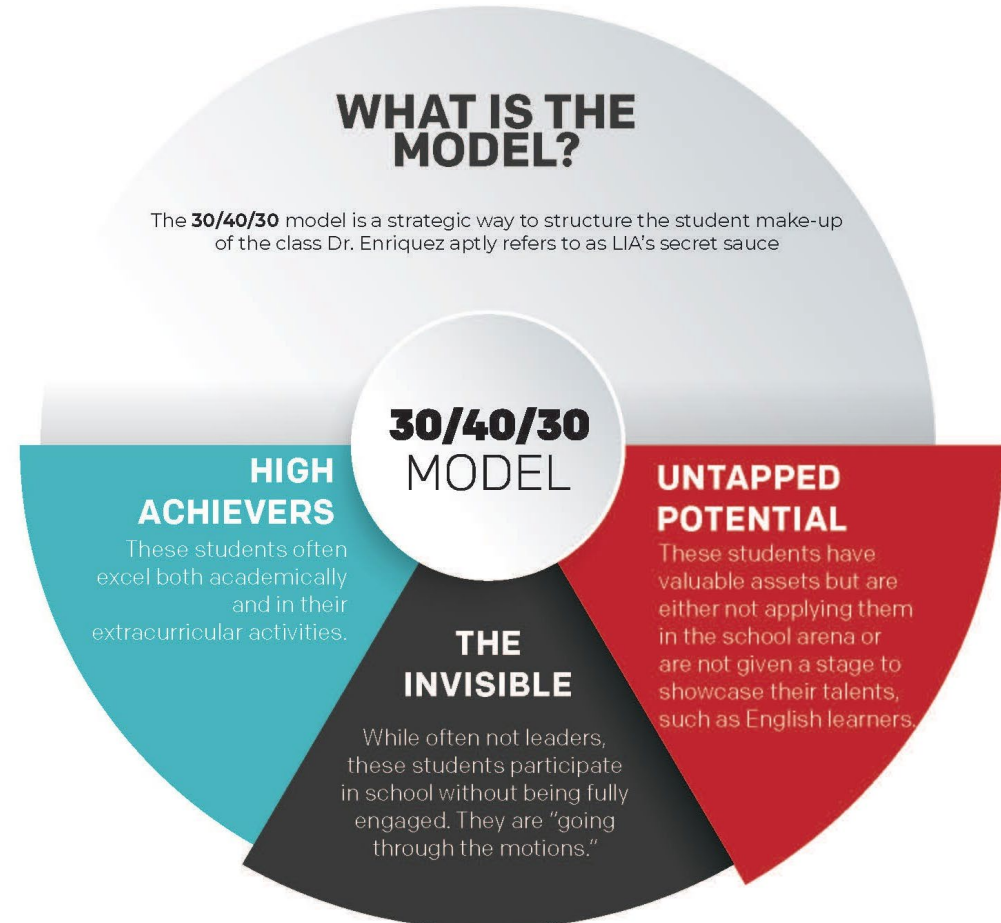
Empowering Latino Youth

- Since 2001 and the introduction of the first class of Latinos in Action at Timpview High in Provo, Utah, LIA has helped to address well-being and the empowerment of Latino youth.
- LIA continues to contribute to our mission to align cultural values and practices with programs that are measurably effective in addressing mental health consequences of poverty, racism and — where relevant — other kinds and degrees of trauma and disconnection.

Four Essentials



1. The 30/40/30 Model

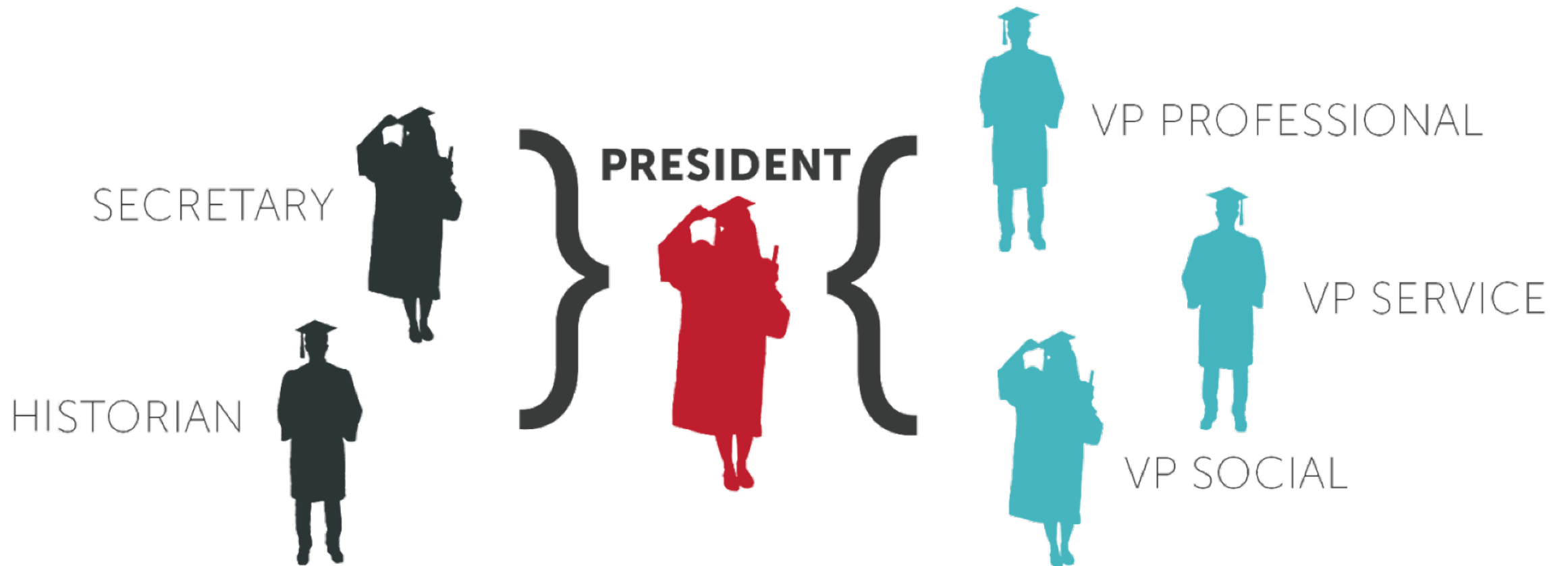


2. The Elementary School Partnership

During the class period, LIA students provide literacy tutoring at local elementary schools.



3. Student Leadership



Leadership Committees

ALL LIA students participate in student leadership committees, which meet for at least 20 minutes each week to plan activities.



COMMITTEE

PURPOSE

Service

To plan and execute meaningful service activities — outside of weekly tutoring — to promote lifelong volunteerism, involvement and pride in the school, community and country


Social

To plan and execute activities to promote social interaction and build friendships among LIA students, the student body, teachers, parents and the community

Professional

To plan and execute activities to promote college achievement, career exploration and professional behavior

4. The College and Career Readiness Curriculum



LESSON PLANMATERIALSPREVNEXT

Lesson 9: Servant Leadership

OBJECTIVE
Students will explore the concept of Servant Leadership and identify which characteristics accompany a true servant leader.

INTRODUCTION

Relevancy/Linkage

- Begin class by showing students the following to images and asking them if they can explain what they are saying about leadership.
 - [Management Hierarchy](#)
 - [Leaders Eat Last Image](#)
 - Share the following clip from [Simon Sinek talking about the Marine Corps](#) and their practice of “officers eating last.”
- Use the short activity found [on page three \(Servant Leadership Activity 1\)](#) to further introduce this topic. You may modify some of the questions for your specific class.
- Explain to the class that the purpose of today's lesson is to understand what it means to be a “servant” while being a leader. It may be different than what they typically think of when they think about leadership.

BRIGHT IDEAS

INTRODUCTION ^

Powerful Servant Leadership Story

INSTRUCTION v

REVIEW/ASSESSMENT v

ADAPTATIONS v

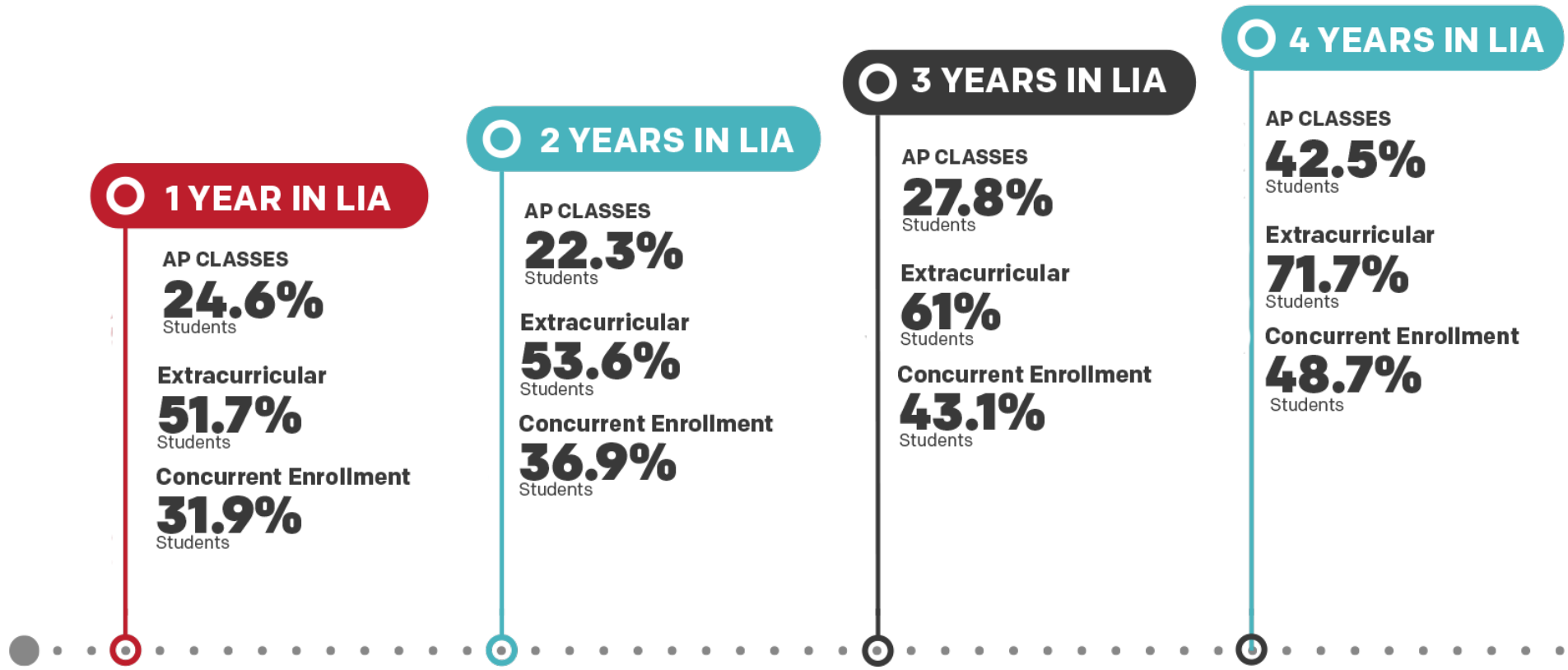
Our Outcomes

“Our students’ growth from the beginning of the year to the end of the year was the second highest in the [Davis School] district, and we attribute a huge portion of that to the Latinos In Action students helping these elementary students.”

– Buck Ekstrom, former principal of South Clearfield Elementary School



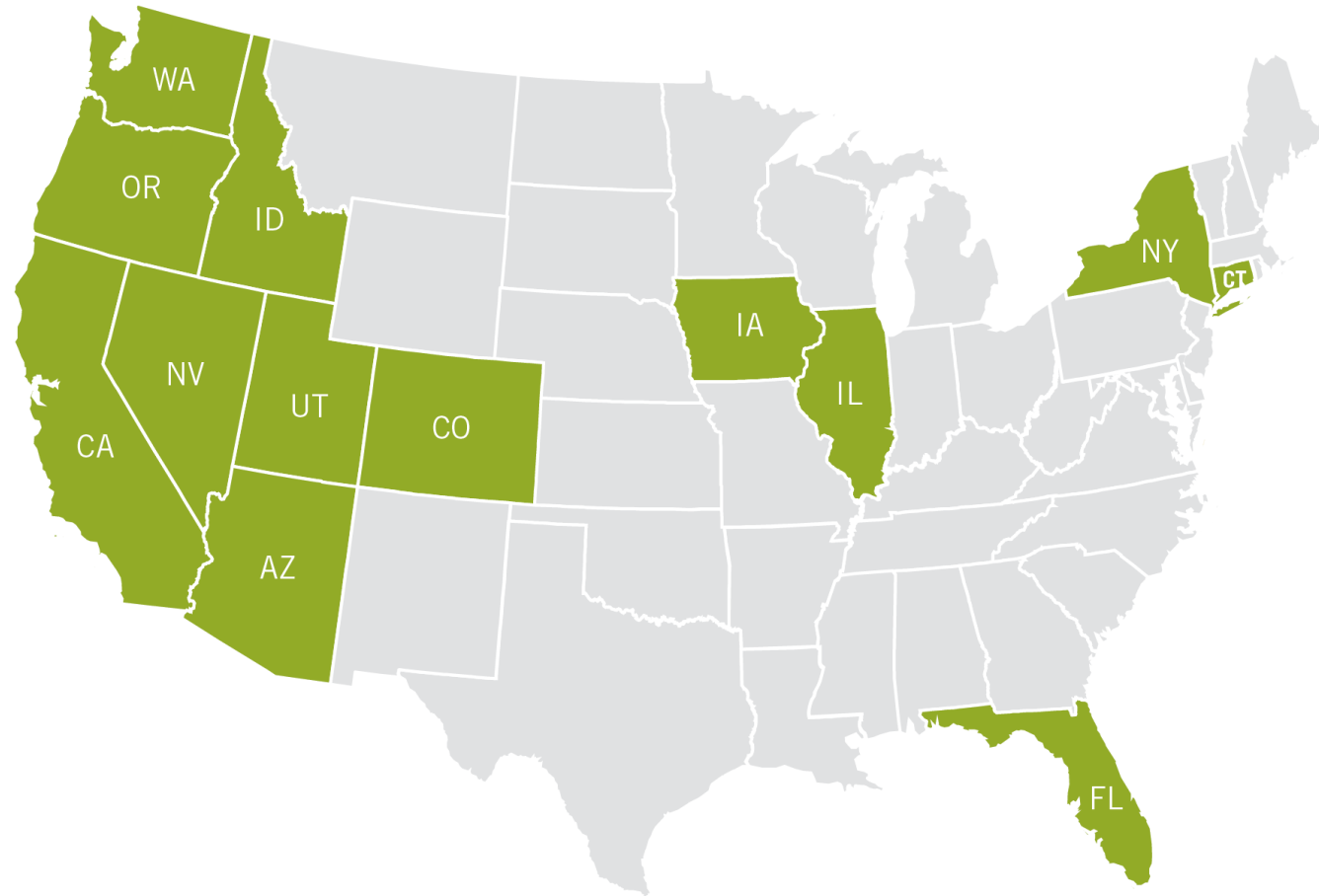
Digging Deeper



LIA Footprint

250+
participating
schools

9,000+
LIA students



Arizona
California
Colorado
Connecticut
Florida
Idaho
Illinois
Iowa
Nevada
New York
Oregon
Utah
Washington

College Chapters



- Utah State University
- University of Utah
- Brigham Young University
- Weber State University
- College of Southern Idaho
- Palm Beach State College

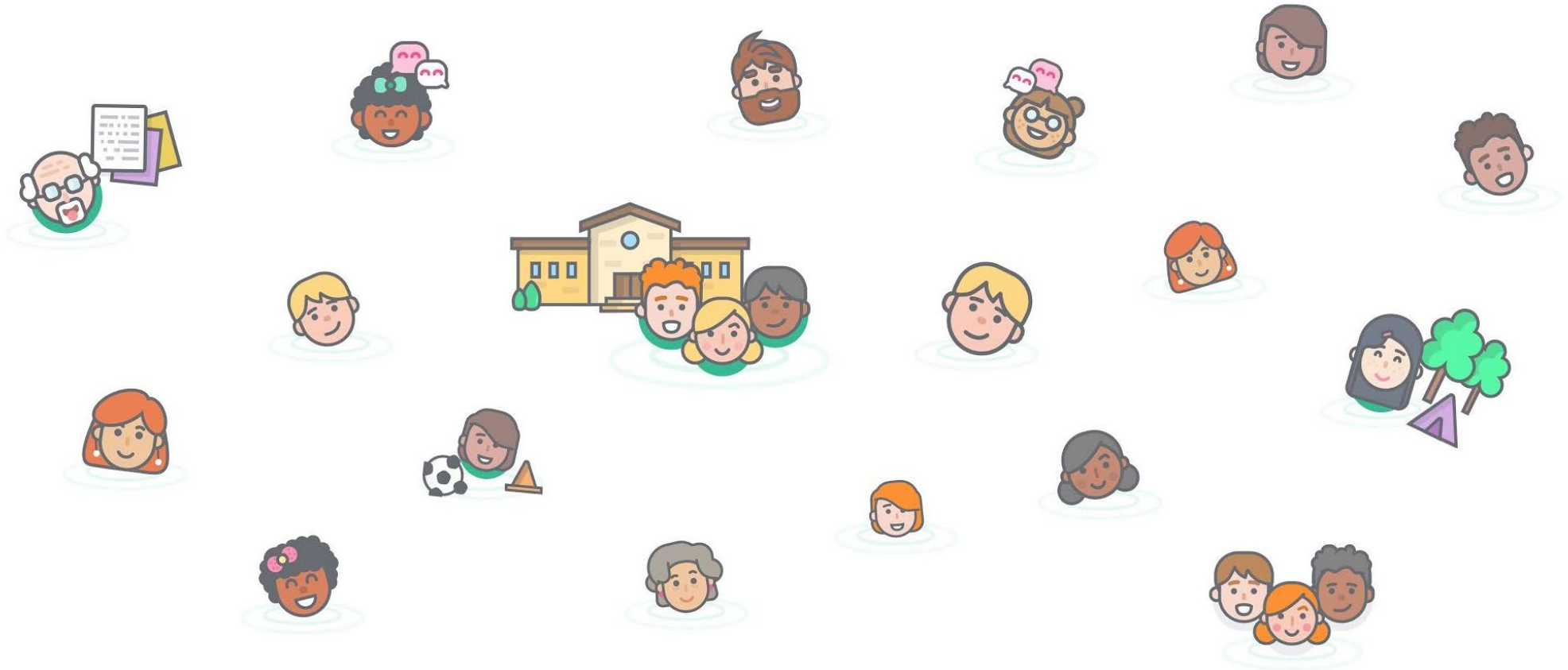
Hello Insight

Building and learning from an evidence base

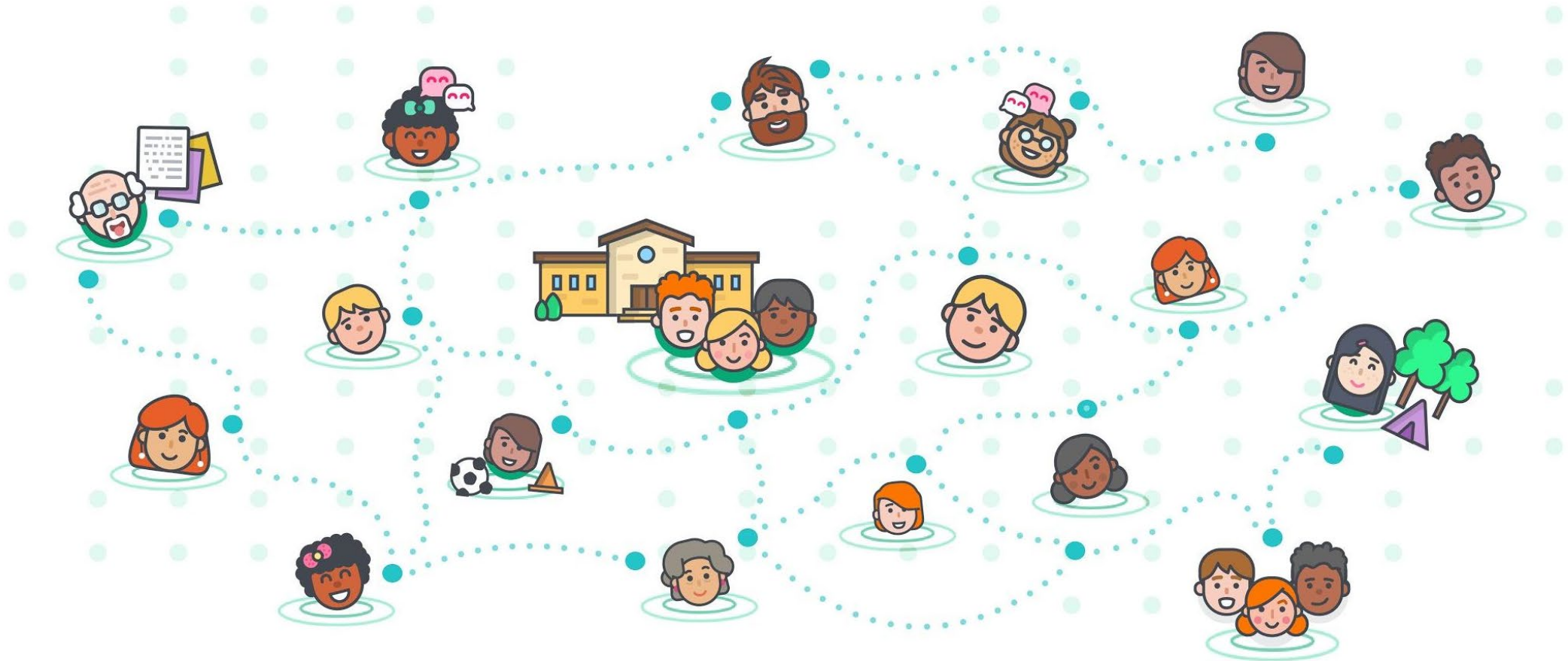
Final ACADEMIC MARKS					
2nd Qtr	1st	3rd Qtr	4th Qtr	Fnl Exm	Fnl Mrk
A		C+	C		B+
C+		B+	B		C
B+		C	C+		C+
D+		C	C+		C+
C					

Success is more than test **scores** and **grades**.

Goodbye, Isolated Insights



Hello, Evidence and Insights



Social and Emotional Learning by any Other Name...



Social and Emotional Learning

SEL is the **process** through which young people and adults acquire and apply the knowledge, skills and attitudes to:

1. develop healthy identities;
2. manage emotions;
3. achieve personal and collective goals;
4. feel and show empathy for others;
5. establish and maintain supportive relationships; and
6. make responsible and caring decisions.

PYD by any Other Name...

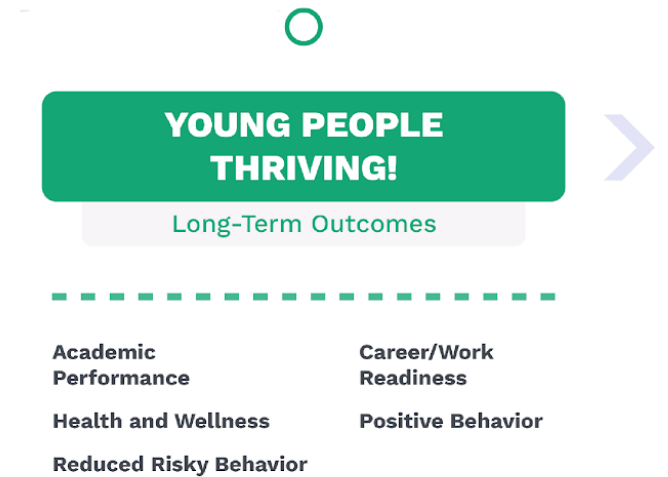
Youth Program Quality	External Developmental Assets	SEL Practices
Learning Ecosystems	Developmental Relationships	Science of Learning
Competency-Based Learning	Being, Belonging, Becoming	Supportive Youth Systems
Deeper Learning	Positive Youth Development	Thriving Youth
21 st Century Skills		Virtues
Youth Welfare Approach	Transformational Relationships	Social and Emotional Skills
Character Development	Intra- and Inter-Personal Capacities	Pro-Social Development
Supportive/Safe Youth Environments	Healthy Environments	Non-Academic Factors

Positive Youth Development

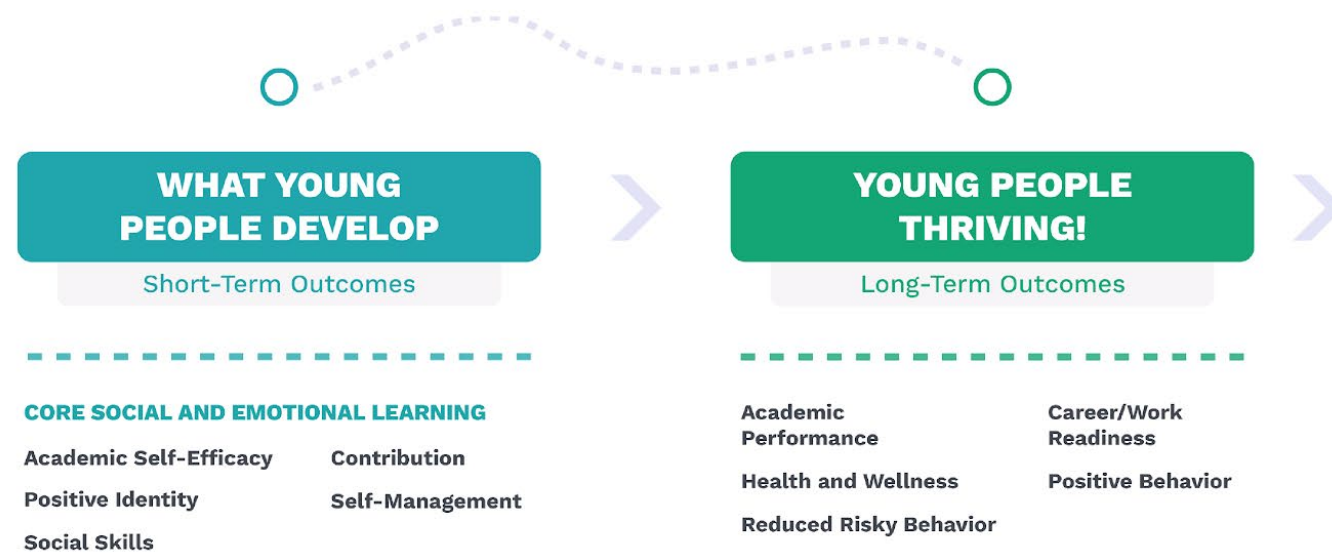
PYD is an **intentional, pro-social** approach that:

1. engages youth within their communities, schools, organizations, peer groups and families in a manner that is **productive and constructive**;
2. recognizes, utilizes and enhances **young people's strengths**; and
3. promotes positive outcomes for young people by **providing opportunities, fostering positive relationships and furnishing the support** needed to build on their leadership strengths.

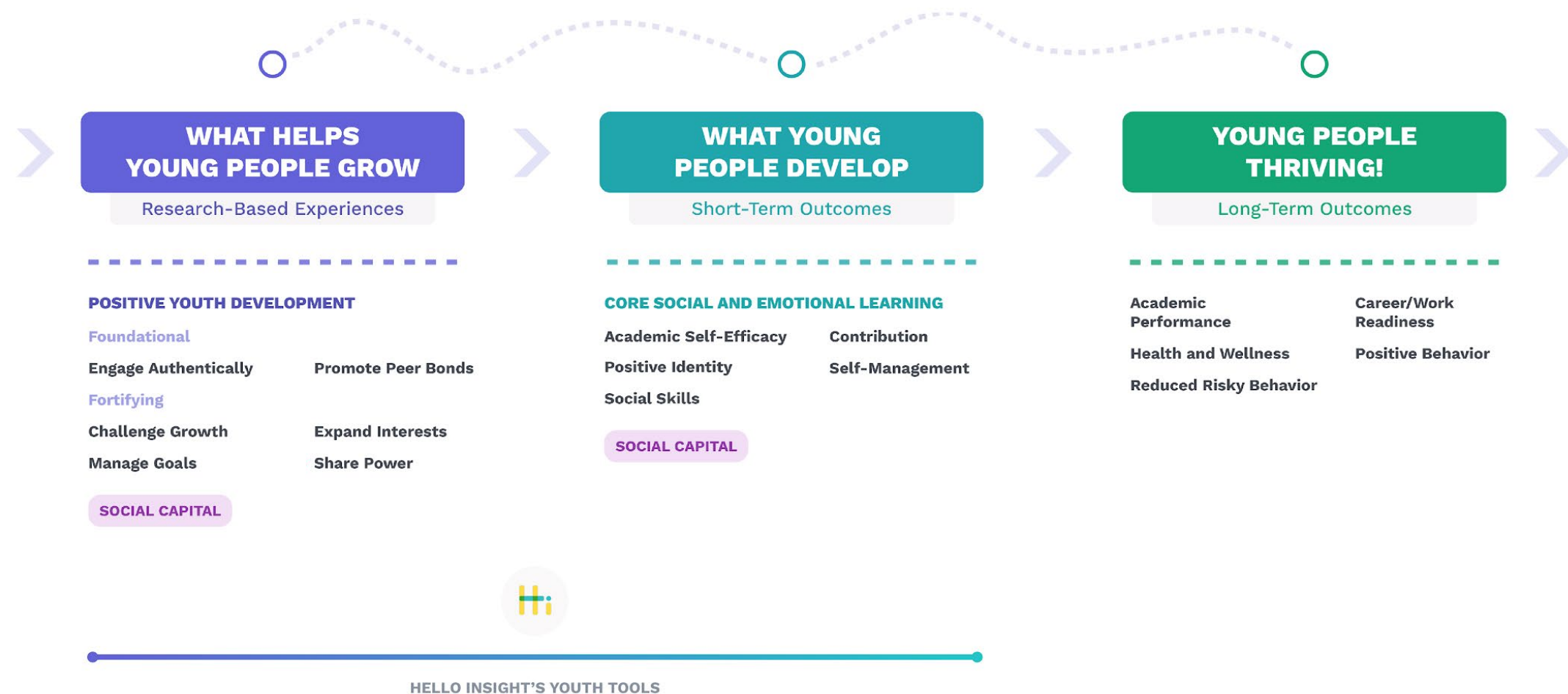
Hello Insight Research-Based Logic Model



Hello Insight Research-Based Logic Model



Hello Insight Research-Based Logic Model



Research-Based Outcomes



ACADEMIC SELF-EFFICACY

A young person's motivation and perceived mastery over their own learning, school performance, and potential to attain academic success



POSITIVE IDENTITY

A young person's internal sense of who they are and confidence to explore the multiple facets of their identities



SOCIAL CAPITAL

Represents the resources that arise from the web of relationships which young people can mobilize to help them improve their lives and achieve their goals



CONTRIBUTION

A young person's desire to engage with and contribute to family, community, and society



SELF MANAGEMENT

The ability of a young person to regulate their emotions and behavior, take positive risks, and persist through life's challenges



SOCIAL SKILLS

The ability of a young person to take others' perspectives into account, and to develop a sense of caring and empathy

Research-Based Outcomes



POSITIVE IDENTITY

$\alpha=0.77$



Read each statement and tell us how well it describes you.

- * I have a clear sense of my identities (who I am) and what it means for me.
- * I take the time to find out about my own identities (who I am).
- * I participate in activities and programs to explore my identities (who I am).
- * I think a lot about how my life will be affected by my identities (who I am).

Research-Based Experiences



CHALLENGE GROWTH

A young person's experience with an adult who encourages them to take risks and perform beyond their own expectations



EXPAND INTERESTS

A young person's experience with an adult who supports them to try new things, broaden their horizons, learn about other people's cultures and perspectives, and explore their own identities



PROMOTE PEER BONDS

A young person's experience with an adult who helps them work with peers in teams and groups, creating a safe space to learn with and from one another, and developing deep bonds and relationships



ENGAGE AUTHENTICALLY

A young person's experience with an adult who takes the time to get to know them by listening and understanding who they are—their cultural and lived experiences, their interests, and their passions



MANAGE GOALS

A young person's experience with an adult who assists them to set and manage goals that are important to them and that build upon their passions and interests



SHARE POWER

A young person's experience with an adult who ensures that their voices and opinions matter

Research-Based Experiences



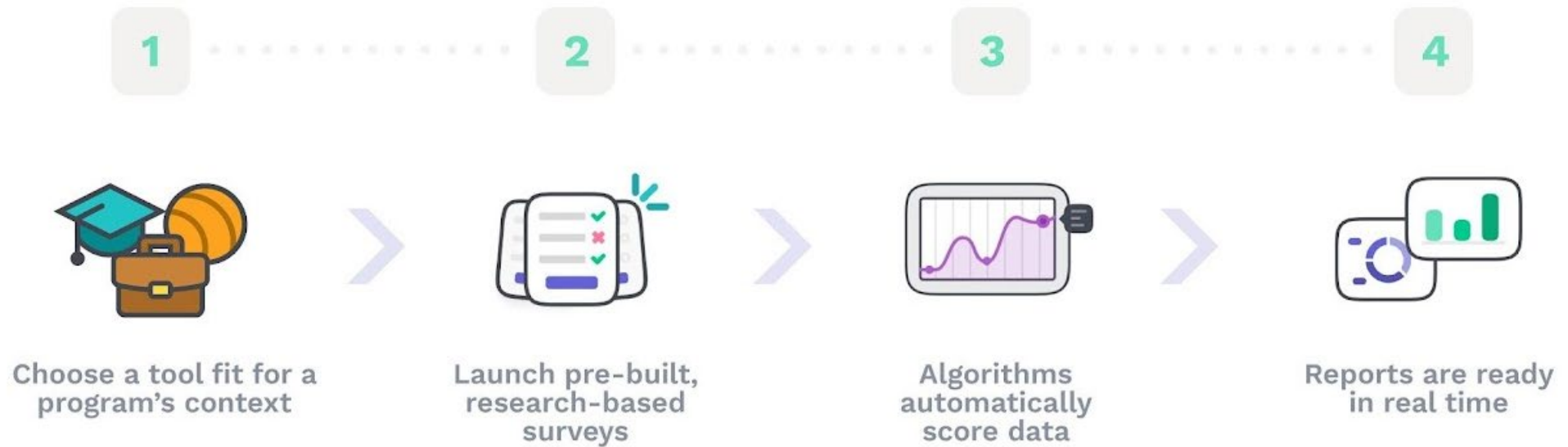
PROMOTE PEER BONDS

$\alpha=0.87$

- * How often did you do the following in the program? In the program, I...
 - * ...helped others when they needed it. ●
 - * ...worked with a group, or team to solve problems, or complete a project. ●
 - * ...felt that I was part of a team or community. ●
 - * ...felt safe and supported by other youth in the program. ●

- Highly Predictive for Boys and Young Men 16 or Older

How It Works



Responding to Youth Voice

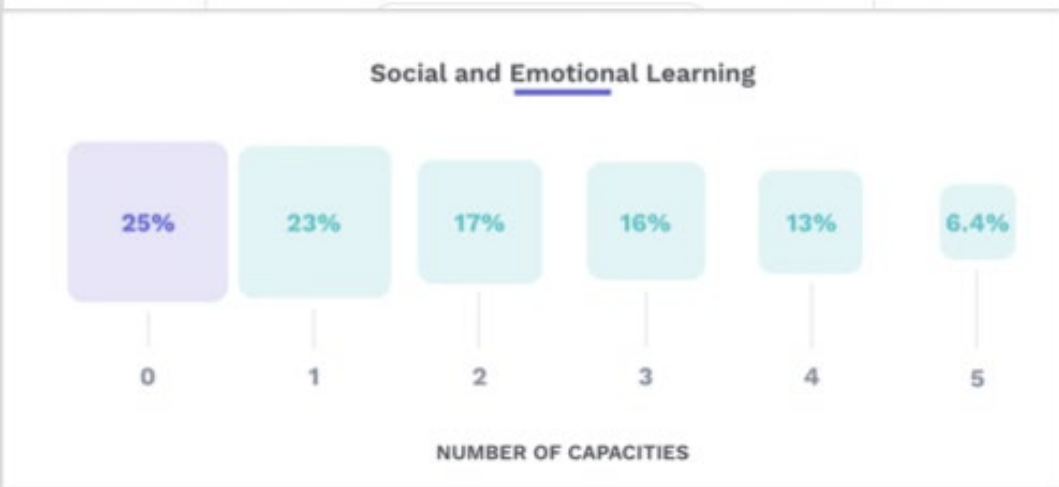
Examples and discussion

Gathering Data on Youth Voice

- Hello Insight presented to Casey Foundation grantees, including LIA, in 2018.
- LIA saw an opportunity to begin collecting data in a meaningful way that aligns with the LIA mission and purpose.
- Hello Insight provides a national standard in SEL for young people.
- Hello Insight is a proven and research-based, measurement tool aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL).
- LIA is ready to become an evidence-based organization and Hello Insight is the natural next step.

Overall Need

Young People That Had An Emerging Capacity



Overall Impact

Young People That Succeeded

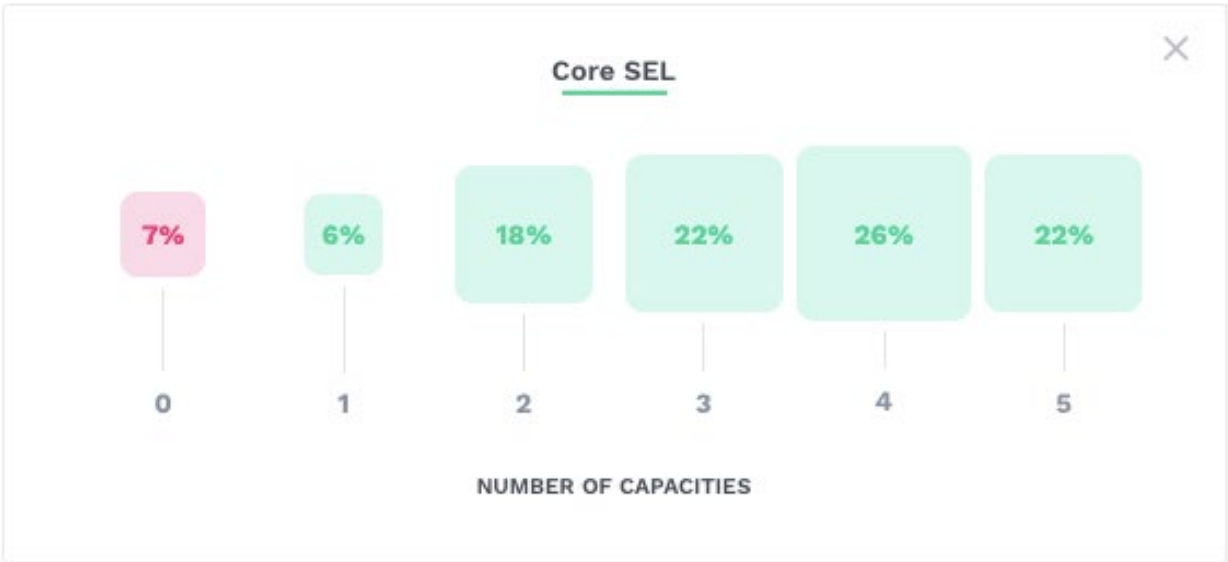
Social and Emotional Learning



CAPACITIES



View Breakdown



Engage Authentically

RESEARCH-BASED PRACTICES

YOUNG PEOPLE RECEIVED

① Carve out time in your day to learn about and listen to young people.



① When young people share thoughts and opinions, let them know how much you value their ideas.



① Take the time to really understand young people and their lives outside the program.



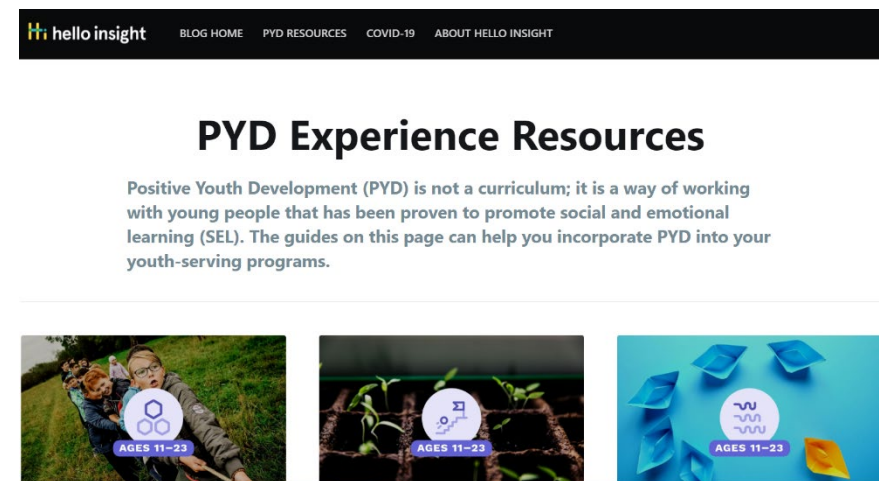
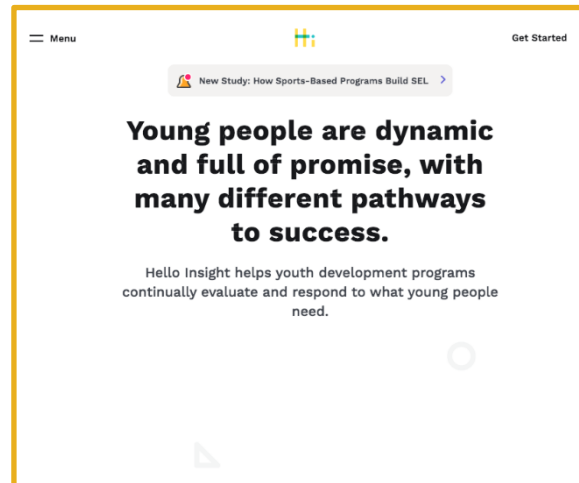
① Help young people feel safe and supported by consistently and purposefully applying their recommendations.



Your Questions

Resources for Learning More

- [Latinos in Action: latinosinaction.org](https://latinosinaction.org)
- [Hello Insight: helloinsight.org](https://helloinsight.org)
- [Positive Youth Development \(PYD\) Experience Guides](#)





THE ANNIE E. CASEY FOUNDATION

*Developing solutions to build a brighter future
for children, families and communities*

www.aecf.org