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July 2020

# Evaluation of Community Change Institute: Students in Temporary Housing

SUBMITTED TO:

NYC Department of Education  
Office of Community Schools  
Students in Temporary Housing



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AUTHORED BY:

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# Introduction

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## Community Change, Inc.

Community Change, Inc. is an education, management, and planning organization that aims to support the improvement of the communities it serves. To that end, Community Change Inc. offers programming in the following six main areas: parent and family engagement programs, youth development and engagement programs, professional development, course and curriculum development, organizational development and strategic planning, and fund development and grant writing.

Community Change's youth development and engagement programs are based on its unique models for 1. career explorations (The CareerVisions Model), 2. community organizing (The Community Change Model), 3. cultural education (The Legacy Model), and 4. relationship building (The Peace Model). The themes and exercises for each model are designed around students' interests and academic needs. This allows for the integration of art, dance, drama games, and sports, with academic content such as literacy, science, and math to provide relevant and engaging educational experiences for students. The model also includes student engagement in research and restorative practice circles to support and facilitate their exploration in each model (<https://communitychangeinc.com/educational-programs/>).

## Community Change Institute: Students in Temporary Housing (CCI STH)

In early spring 2020, Community Change, Inc. was awarded a grant from the NYC Department of Education, Office of Community Schools to implement its Community Change Model with the goal of increasing youth voice in educational programming for students in temporary housing (STH). Traditionally, youth aged 13-19 have limited and powerless roles within STH. Through this program, termed Community Change Institute: Students in Temporary Housing [CCI STH]), students had an opportunity to engage in a variety of fun and challenging activities, such as reciprocal reading, interviews, mock trials, and game shows, with the goal of engaging the participating young people in analyzing and addressing their concerns. The program also offered them the opportunity to make use of research references, such as government agency reports, scholarly articles, and testimonies from key informants.

Separate groups of middle school and high school students met as a group for an hour each afternoon from April 20, 2020 to June 26, 2020. Additionally, they had assignments outside of program hours and were offered an additional hour of support for assignments and other issues each day. The groups were led by two New York City Department of Education teachers, who were hired by Community Change, and received intensive training on the design and implementation of the Community Change Model.

The program was intended to be offered in person. However, the COVID-19 crisis required that it be offered entirely online. As such, sessions were held online using Google Meets for synchronous learning and Google Classrooms for asynchronous learning.

## Evaluation

Community Change Inc. contracted Metis Associates, an independent research and evaluation firm, to evaluate the implementation and outcomes for the CCI STH program. As part of the evaluation, the Metis team reviewed relevant program documentation, administered pre/post surveys to student participants, and conducted focus groups with the participants.

This report includes a description of the evaluation methods and details on program implementation and student outcomes. Also included is a summary of findings and recommendations for program improvement.

# Methods

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The evaluation of CCI STH examined both program implementation and outcomes. As a unique program that serves a key need, the evaluation provides important information regarding student outcomes, as well as programmatic successes and challenges in order to determine best practices for possible program expansion and replication.

## Evaluation Questions

The evaluation of CCI STH was guided by the following evaluation implementation and outcome questions:

### *Implementation*

- *What was the nature and quality of the implementation of CCI STH?*
  - *How were students recruited for participation?*
  - *What were the key program activities in which students engaged?*
  - *What was the quality of student attendance at program sessions?*
  - *What were the successes and challenges of implementation?*
  - *What were the roadblocks to implementation?*

### *Outcomes*

- *What outcomes are evident for students who participate in the CCI STH, with regard to writing, literacy, research and critical thinking skills?*
- *What outcomes are evident for students who participate in the CCI STH, with regard to team building, speaking and outreach skills?*
- *What outcomes are evident for students who participate in the CCI STH, with regard to influence and planning skills?*
- *What outcomes are evident for students who participate in the CCI STH, with regard to community organizing?*

## Evaluation Activities

In order to address these evaluation questions, the evaluation included the following activities:

- **Document Review.** In order to better understand program implementation and examine the nature and quality of student work, the Metis team reviewed program documentation, such as recruitment fliers, problem and goal statements, lesson plans, and student projects.
- **Pre-Survey:** Prior to the start of the first session, students were provided with a pre-survey that assessed their perceptions of their abilities in each of the capacities that the program addressed.

Additionally, students were asked what they hoped learn from the program and any questions they may had about the program. Student responses to the pre-survey are included in the table below.

- **Post-Survey:** After completing the final session, students were provided with a post-survey that asked the same questions as were asked in the pre-survey, as well as their perceptions of the impact of the program on them, as well as their ideas for program improvement. Student responses to the post-survey are included in the table below, along with the numbers of students who had matched results.

## Survey Response Rates

The program selected 28 student participants: 13 middle and 15 high school students. Over the course of implementation, there was some attrition in participation. By the end of the program, the middle school program had 10 participants and the high school program had 9 participants. Response rates for the post-survey are shown for both the original and the final group sizes.

**Table 1: Numbers of Completed Surveys**

Group	Pre-Survey N	Response Rate (orig. group)	Post-Survey N	Response Rate (orig. group/ final group)	Matched N <sup>1</sup>	Response Rate (orig. group/ final group)
Middle School	13	100%	6	46%/60%	5	38%/56%
High School	13	86.7%	8	53%/89%	8	53%/89%
<b>All</b>	<b>26</b>	<b>92.9%</b>	<b>14</b>	<b>50%/74%</b>	<b>13</b>	<b>46%/68%</b>

## Data Analysis

Quantitative data from the pre- and post-surveys were analyzed using descriptive statistics, including frequencies and means. Additionally, mean scores were compared for the pre- and post-surveys in order to assess the extent to which changes were reported with regard to the main areas assessed. Where appropriate, the Wilcoxon signed ranks test, a non-parametric statistical analysis was conducted to determine whether changes in students' perceived skills are statistically significant. Furthermore, qualitative open-ended responses to survey and focus group questions were content-analyzed to identify prominent themes.

<sup>1</sup> Some organizations sent different representatives to different sessions, so only about half of the participants were present to complete both the pre- and post-surveys.

# Implementation Findings

## Recruitment

### *How were students recruited for participation in CCI STH?*

Only New York City Department Of Education middle school and high school students in temporary housing were eligible to participate in the CCI STH Program. The program aimed to have 30 student participants from temporary housing: 15 middle and 15 high school students. In order to recruit this group, the program staff worked closely with the NYC DOE's Office of Community Schools, STH unit. STH staff supported recruitment by hanging fliers in housing units, posting on social media, and sending messages via other programs. Recruitment also benefitted from student word of mouth. Students were offered a \$200 stipend for their completion of the program. STH staff was able to recruit a total of 308 interested students, including 172 middle school and 136 high school students. A large number of students who applied were not eligible. The NYCDOE's STH Unit screened the OSIS number of students to confirm their student in temporary housing status. Ultimately, the program selected a total of 28 students affected by homelessness, including 13 middle school and 15 high school students.

## Participants

As described above, the participant group consisted of NYC public school students in temporary housing. The middle school group had 13 students at launch and 10 at the completion of the program. The high school program had 15 at launch and 9 at program completion. Table 2 shows the grade levels of the participants.

**Table 2: Student Participants**

Group	Grade Level							Total
	6	7	8	9	10	11	12	
Middle	3	6	4					13
High				2	3	8	2	15
	<b>3</b>	<b>6</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>28</b>

## Program Implementation

### *What were the key program activities in which students engaged?*

The CCI STH program consisted of 50 online sessions held from April 20 through June 26, 2020. Each of the sessions integrated questions, references, and exercises. During each session, participants engaged in a variety of fun, yet challenging, activities, including reciprocal reading, interviews, mock trials, and game shows. As part of these activities, the students made use of researched references, such as government agency reports, scholarly articles, and testimonies from the target group and key informants. Each session followed the following schedule:

1. Welcome
2. Key words ice-breaker;
3. Exploratory exercise(s): to engage participants in using references to answer the focus question(s) of each lesson (i.e. research games, interviews, online searches).
4. Expression exercise(s): to engage youth in creatively expressing and sharing the findings of their

- research (i.e. skits, collages, competitive team games).
- 5. Review of session;
- 6. Reflection/feedback on session.

Table 3, below, displays the sequence of the 50 sessions, including the key activities that took place during these sessions.

**Table 3: Sequence of Online Sessions for CCI STH**

Theme	Dates	Topics	Key Activities
Self-Interests	Apr 20 –24	Group Norms, Identity & Assets, Public Speaking, Careers	Reciprocal Reading of Johari’s Window; Website development
Problem Statement	Apr 27 – May 1	School System, Power, & Youth Voice	Video: How to Understand Power; Website development
Causes of the Problem	May 4 –8	Causes, Barriers	Reading: Student Disengagement—It’s Deeper than You Think; Website development
Effects of the Problem	May 11 –15	Effects of Lack of Youth Voice	Video: The Infamous Ocean Hill-Brownsville, NY Teachers’ Strike; Website development
Interventions by Others that Address the Causes/Effects of the Problem	May 18 – 29	Problem solving	“People’s Court” testimonies from guest speakers Video: The 5 Whys Problem Solving Technique; Website development
Actions by the Cohort to Address the Causes/Effects of the Problem	Jun 1 – 26	Community Organizing (Planning and Implementation)	Recruitment of family, peers and professionals to support actions; Website development; Presentation of recommendations to STH Leadership

Each lesson included engaging and educational activities, such as playing trivia games, watching videos, taking part in “The People’s Court” mock court sessions, and creating animated videos. Students also completed assignments outside of program hours, such as interviewing a family member or friend, completing needs and interests worksheets, and practicing opening remarks for “The People’s Court” activity, among others.

## Student Projects

As final projects, participating students created animated videos based on the work they completed through the program. The videos summarized each of the phases of the program and provided an overview of the learnings that the students experienced. Each video was created in Powtoon, a cloud-based animation software, by small groups of participants.

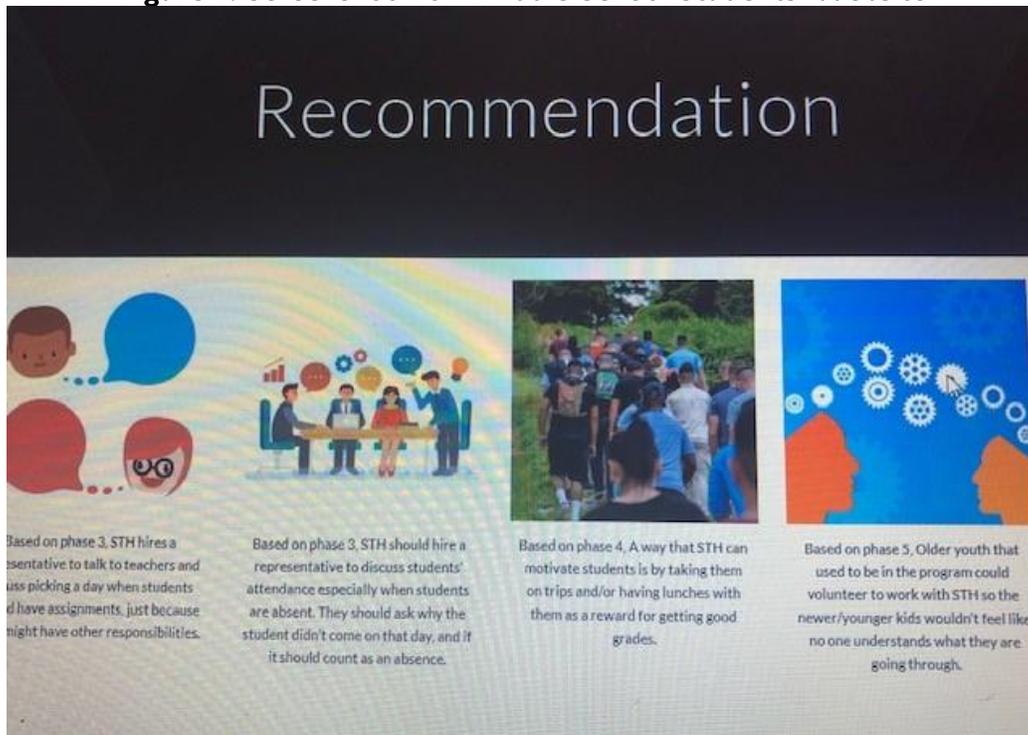
Additionally, the middle school group created a website that houses the videos: <https://sites.google.com/communitychangeinc.com/mscci/phase-summaries>. Also included on the website is a description of the program, including the problem, mission, vision, and goal driving the activities; a description of the students; resources and findings; and recommendations.

Figure 1 provides a screenshot from the recommendations page of the website. As the figure shows,

students make a number of recommendations regarding increasing student voice. Specifically, they recommend that STH should:

- Hire an individual to represent students in order to
  - Discuss with teachers when assignments should be due, given other responsibilities students may have.
  - Discuss students' attendance and better understand the reasons for absence.
- Motivate students by taking them on trips and/or having lunches with them as reward for good grades.
- Engage older youth in the program by having them work with newer or younger students who may feel like none of the adults can understand what they are going through.
- Offer outreach programs for adults to help them understand how they can help youth voices to be heard.
- Inform students when there is a meeting that relates to them; include students in the meeting; and allow them to have a say on the schedule for the meeting.
- Develop a program that allows student to discuss bad or inappropriate things that may happen to them at school. Ensure that they are not required to talk if they do not want to and that they are not passed from one adult to another having to repeat their stories.

**Figure 1: Screenshot from Middle School Students' Website**

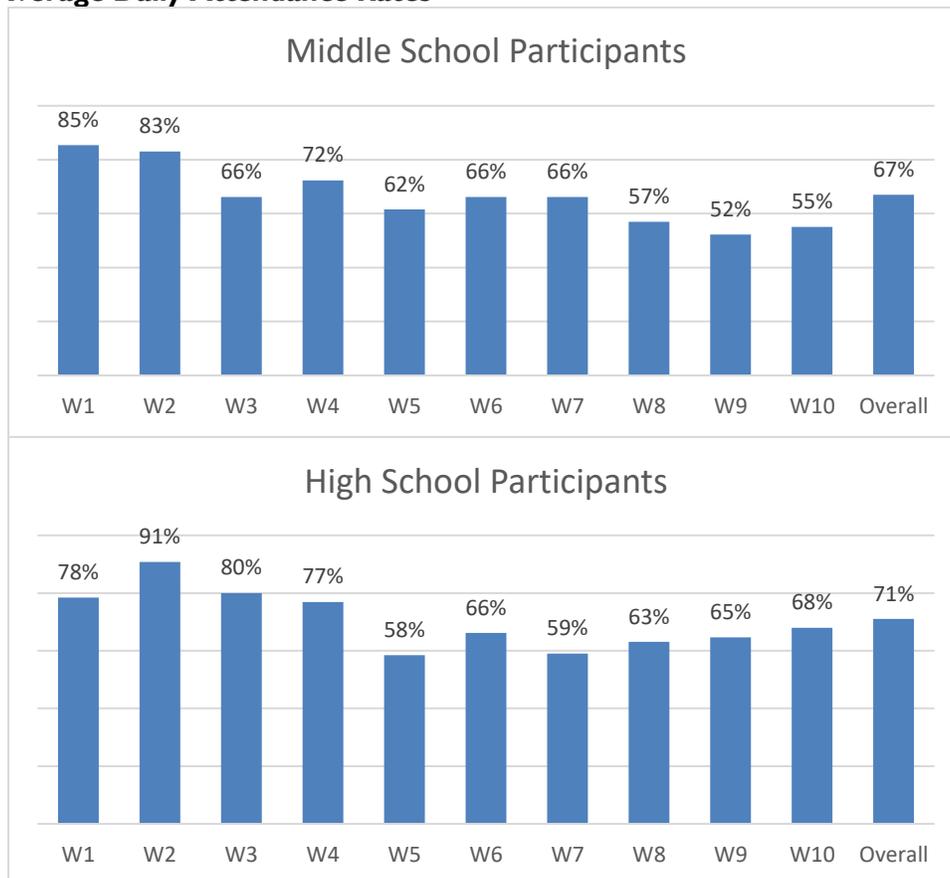


## Student Attendance

*What was the quality of student attendance at program sessions?*

Figure 2, below, provides information on session attendance for the middle and high school groups over the 10-week program period. At the middle school level, the average daily attendance to program sessions was 67%, or between eight and nine students each day. At the high school level, the average daily attendance was 71%, or between nine and 11 students each day. Overall, the majority of students (69%) attended at least 75 percent of the program sessions offered (not shown).

**Figure 2: Average Daily Attendance Rates**



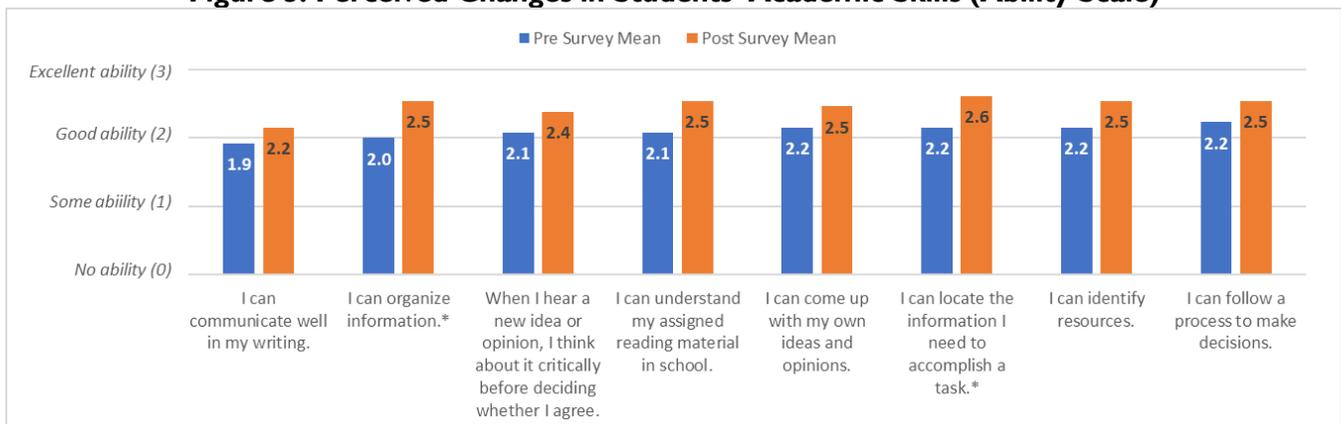
# Outcome Findings

## Academic Skills

What outcomes are evident for students who participate in the CCI STH, with regard to writing, literacy, research and critical thinking skills?

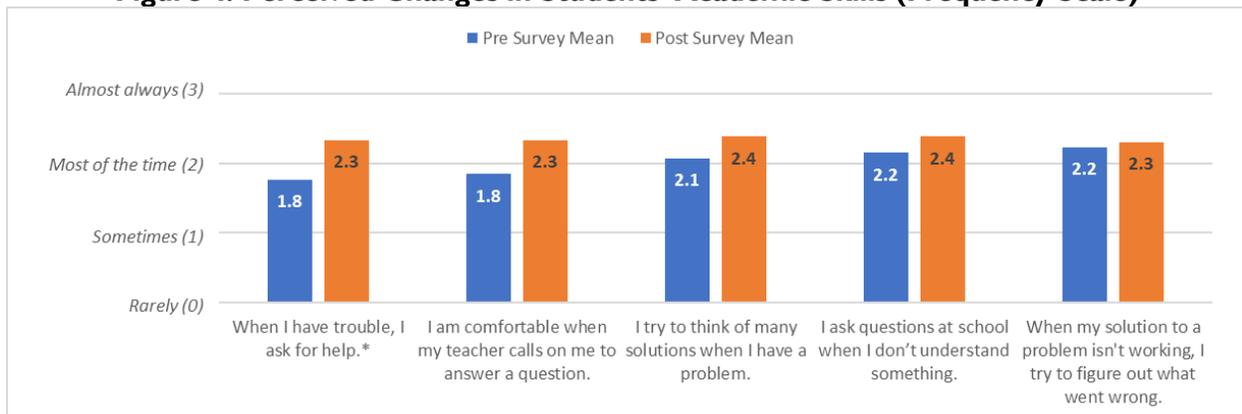
Figures 3-5 presenting findings from pre to post analyses of survey data for students with matched scores (N=13). On average, students reported improvements from pre- to post-survey in their academic skills in nearly all areas assessed. Changes from pre- to post-survey were found to be statistically significant for the items *I can organize information* (Figure 3), *I can locate the information I need to accomplish a task* (Figure 3), and *When I have trouble, I ask for help* (Figure 4).

**Figure 3: Perceived Changes in Students' Academic Skills (Ability Scale)**



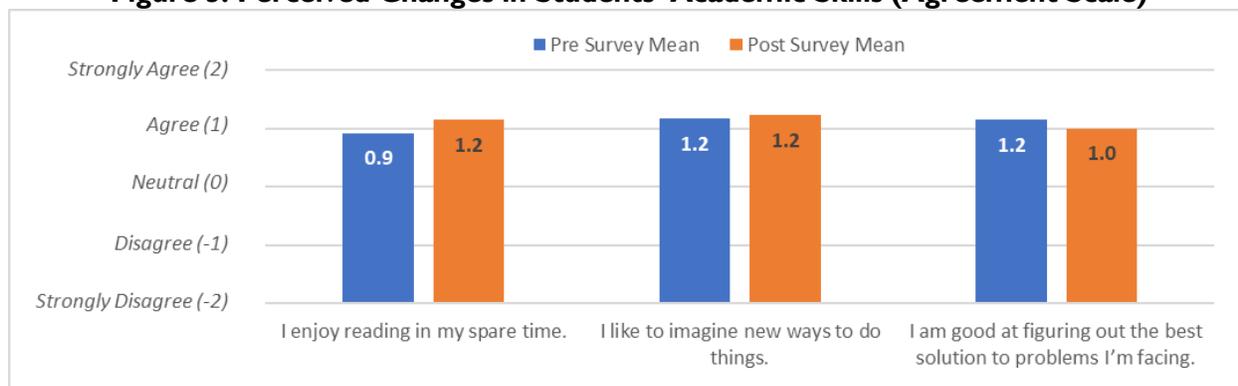
\*Denotes statistical significance at the  $p < .05$  level of probability, based on a Wilcoxon signed-ranks test.

**Figure 4: Perceived Changes in Students' Academic Skills (Frequency Scale)**



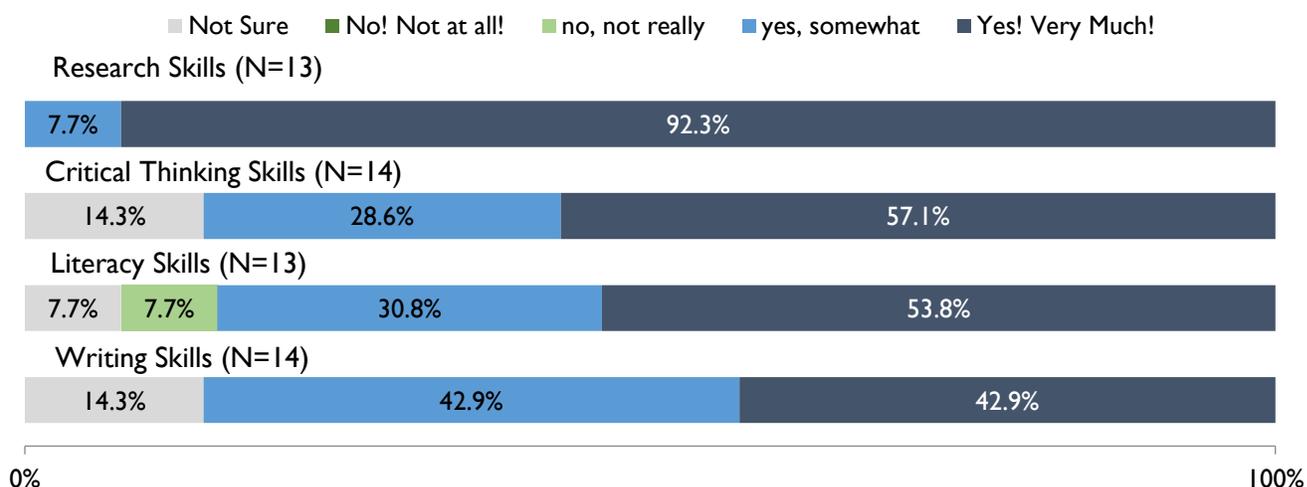
\*Denotes statistical significance at the  $p < .05$  level of probability, based on a Wilcoxon signed-ranks test.

**Figure 5: Perceived Changes in Students' Academic Skills (Agreement Scale)**



In addition to the questions that were asked on both the pre- and post-surveys, students were asked how much they perceived that the program helped them in the areas in which the program was intended to affect. Figure 6 shows students' responses to the post-survey on the extent to which they perceived the program impacted them in academic skills. As the table shows, overall, more than 85 percent of students agreed that the program impacted them in each of the academic areas listed. Students were most positive about the effects on their research skills, with 92% indicating *Yes! Very Much!* when asked if this skill had improved.

**Figure 6: Did the CCI STH Program Improve Your...**



In end-of-program focus groups and on the post-survey, students elaborated on the ways in which the program supported the development of their academic skills. Several students noted that the work that they did on word definitions has helped them with their vocabulary choices. Additionally, others expressed that the program has helped them with their time management and to organize information. One student indicated that the program has made her more creative due to her work with Powtoon and Canva.

Students attributed the growth that they made to the engaging program activities and the strong instruction and positive teaching style of the program's instructors. For example, one student said, "It has also helped me to want to research more into things that I do not understand...as well as ask for assistance if I am in need of help. It has helped me with critical thinking because I have to think about all different aspects in which something would be taken place in." Another student wrote, "With the amount of support my teacher from this program

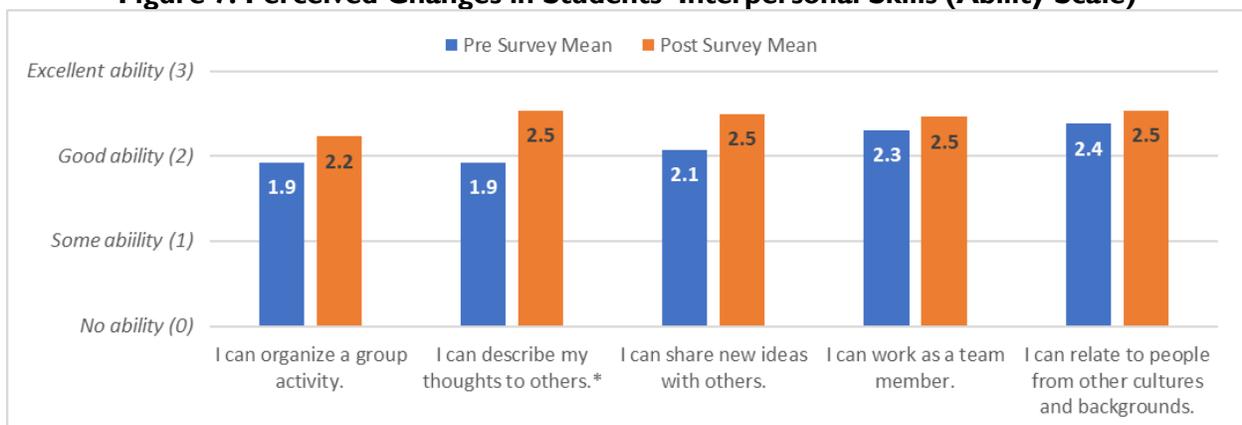
*gave us, speaking out and asking questions improved the way I go about learning things. It's always ok to ask question when one is unsure and this program really amplifies [that]."*

## Interpersonal Skills

*What outcomes are evident for students who participate in the CCI STH, with regard to team building, speaking and outreach skills?*

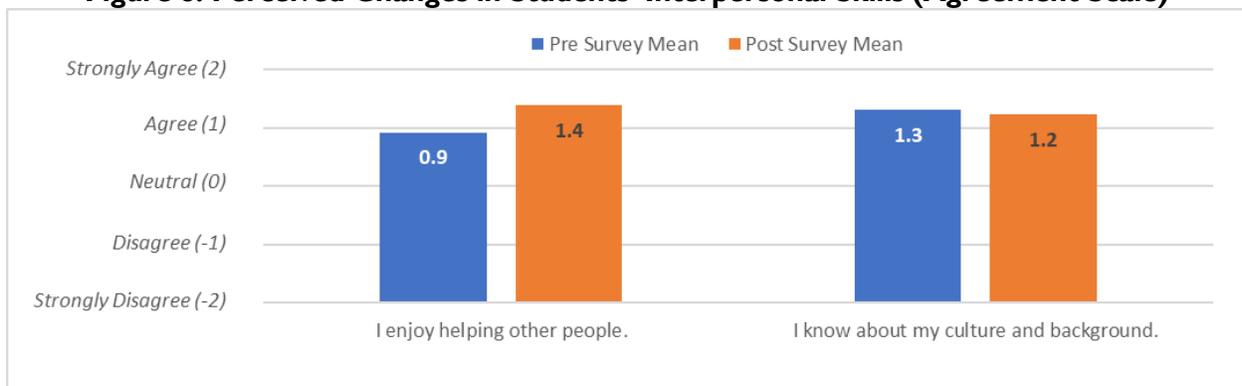
Students with matched surveys also reported improvements, on average, in their interpersonal skills, such as their ability to organize a group activity (Figure 7) and the extent to which they enjoy helping others (Figure 8). In addition, changes from pre- to post-survey were found to be statistically significant for the item *I can describe my thoughts to others* (Figure 7).

**Figure 7: Perceived Changes in Students' Interpersonal Skills (Ability Scale)**



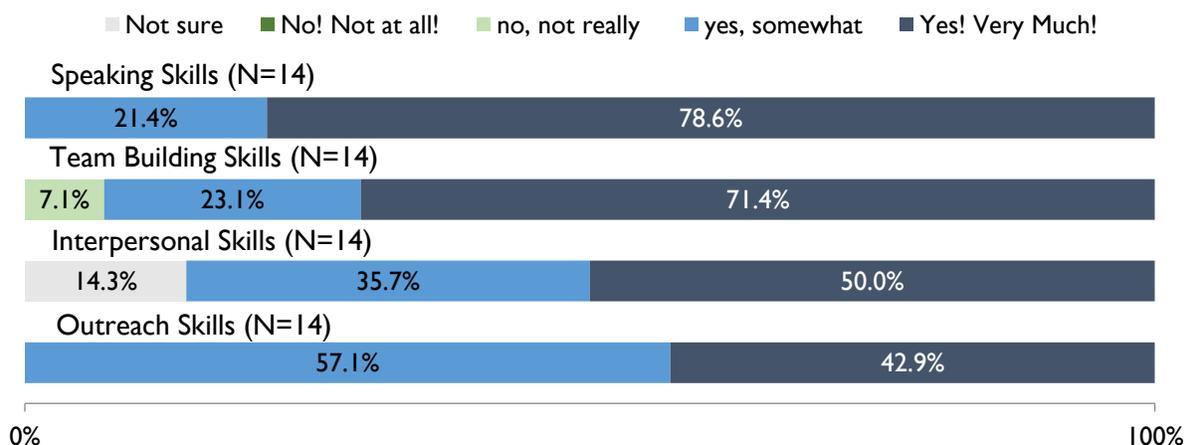
\*Denotes statistical significance at the  $p < .05$  level of probability, based on a Wilcoxon signed-ranks test.

**Figure 8: Perceived Changes in Students' Interpersonal Skills (Agreement Scale)**



When asked whether they perceived that the program had impacted their interpersonal skills, students were again very positive. As Figure 9 shows, more than 92% of students agreed that the program had impacted aspects of their leadership skills, including their capacity to plan and influence others, as well as their leadership skills in general.

**Figure 9: Did the CCI STH Program Improve Your...**



In focus groups and on the post-survey, students had an opportunity to expand on the ways that the program helped them improve their interpersonal skills. Several students pointed to the fact that the program activities required them to work in teams, and this helped them to express themselves more, as well as to listen more to others. One student noted, “Being in this program has made me open up and I became more and more comfortable talking and sharing my ideas with others.” Another wrote, “It helped me with tight team building because I am usually doing things on my own and I have tried to speak to others to come up with ideas. It also helped me with better facilitation skills as well as not to pause in between conversations. [It also] helped me with leadership skills because I have work more to speak with others.” In this same vein, some students indicated that they have had more opportunities to work with people from different backgrounds, and they feel this has helped them grow as individuals. For example, one student said, “...Being able to relate to people from different backgrounds has come from the program because I have never really understood or thoroughly thought about how others will interpret things.” A few students indicated that they had made progress in interpersonal skills but acknowledged that they still had some room to grow. For example, one student said, “I know that it’ll take time for me to improve myself on making decisions, but I can say this program has helped with team working decisions.”

*“I knew that people had their own opinions, but actually listening to them and considering them has [led to] self-improvement through this program.”*

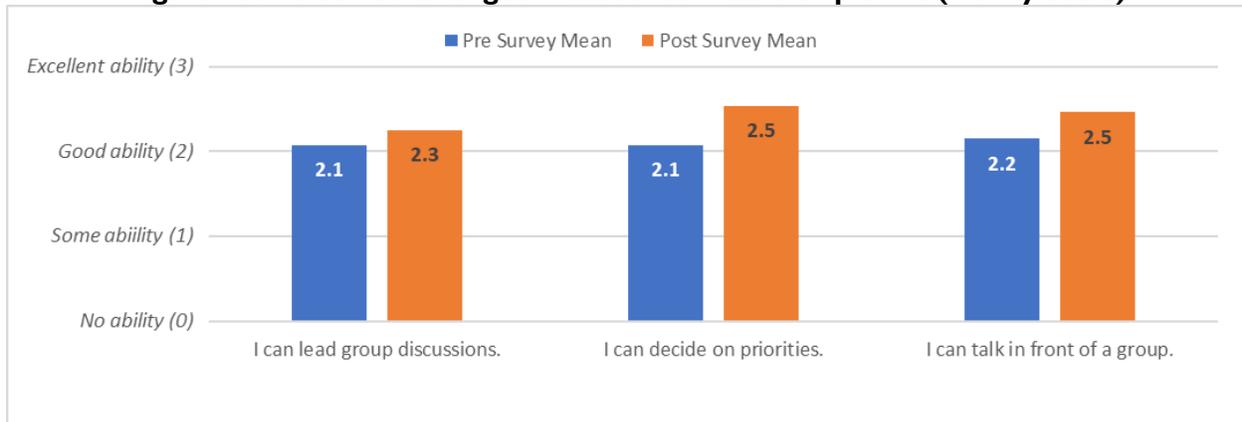
*Student*

## Leadership Skills

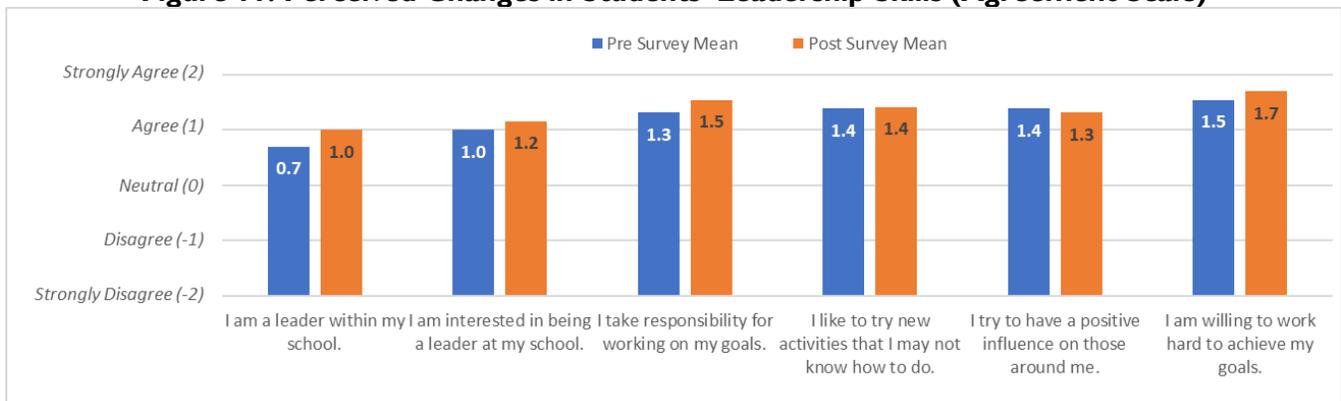
*What outcomes are evident for students who participate in the CCI STH, with regard to influence and planning skills?*

On average, students reported improvements from pre- to post-survey in their leadership skills in nearly all areas assessed, including their ability to lead group discussions and talk in front of a group (Figure 10), the extent to which they agreed that they are a leader in their school and are willing to work hard to reach their goals (Figure 11), and the frequency with which they make plans to achieve their goals and recognize when people have different skills to contribute to a task (Figure 12). None of these changes, however, were found to be statistically significant.

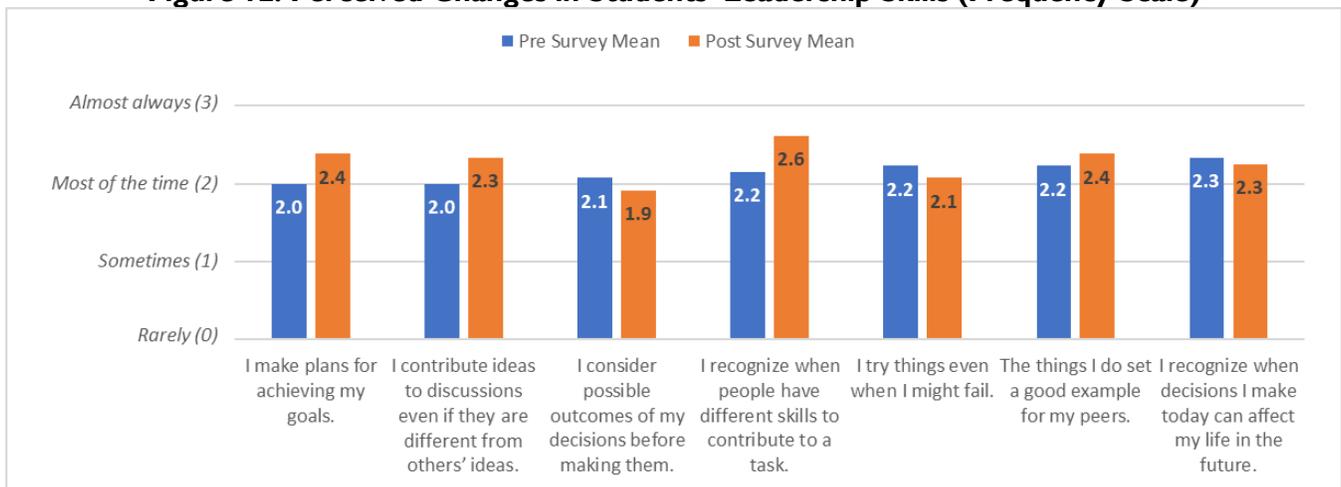
**Figure 10: Perceived Changes in Students' Leadership Skills (Ability Scale)**



**Figure 11: Perceived Changes in Students' Leadership Skills (Agreement Scale)**

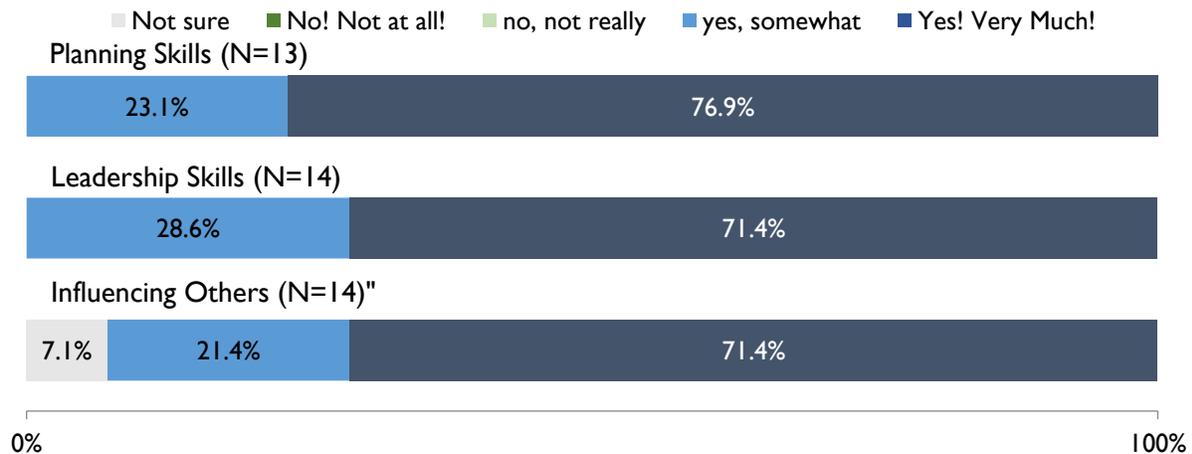


**Figure 12: Perceived Changes in Students' Leadership Skills (Frequency Scale)**



When asked whether they perceived that the program had impacted their leadership skills, students were very positive overall. As Figure 13 shows, more than 92% of students agreed that the program had impacted aspects of their leadership skills, including their capacity to plan and influence others, as well as their leadership skills in general.

**Figure 13: Did the CCI STH Program Improve Your...**



In focus groups and in the post-survey, many of the students discussed improvements in their leadership skills. A fair number of these students attributed the improvements to the activities that they completed as part of the program. According to the students, accomplishing these activities has made them more confident, which has improved their leadership skills. For example, students wrote the following in their post-surveys.

- “The program has helped me with speaking and leadership because during our session we learnt about public speaking. and also I was in charge of some of the classes so I felt a bit more confident.””
- “This program has helped me to gain confidence with leading a team and also talking in front of the group. Especially during the presentation. We all had to work together to organize it and then we had to talk in front of many groups.”
- “With me being able to lead group discussions I have become more able to have confidence enough to speak up. By having confidence to speak up I have gotten more calm when trying to speak in front of others.”

Other students noted that they already feel like leaders because they are engaged in the work and making a change. In one case, a student noted that the program has opened up doors, allowing him/her to make even more of an impact. Following are quotes from participating students:

- “This program allowed me to become a leader and take up responsibility.”
- “Coming up with solutions to this problem has made me want to be more of a leader in society.”
- “I feel more like a leader because i am actually doing something to make a change”

*“This program has opened doors for me. I was interviewed by another program that wanted to get to my story. Also, this program has given me a chance to see that I am part of STH, myself.”*

*Student*

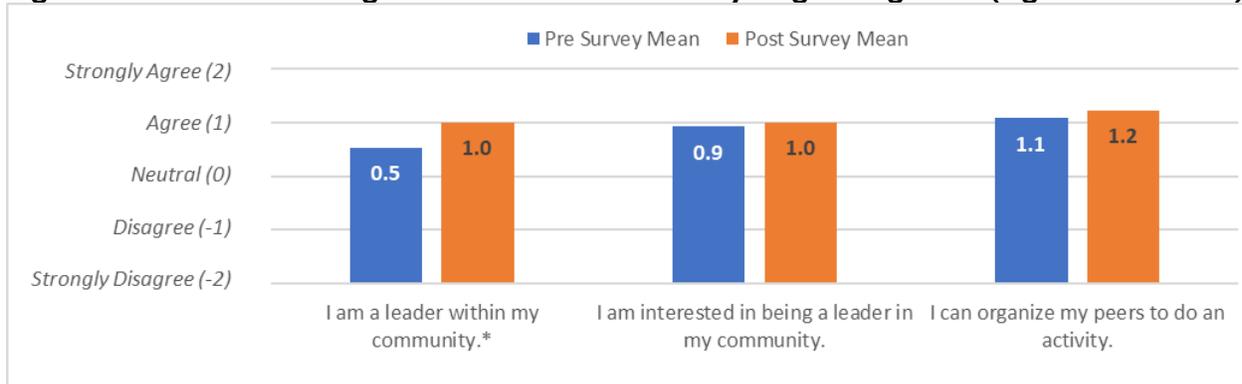
One student acknowledged that he or she still had work to do with regard to leadership skills. This student said, “No matter how hard I try, I am not a leader yet. It will take me some time to get there. This program helped a little but much more needs to be done before I can call myself a leader.”

## Community Organizing

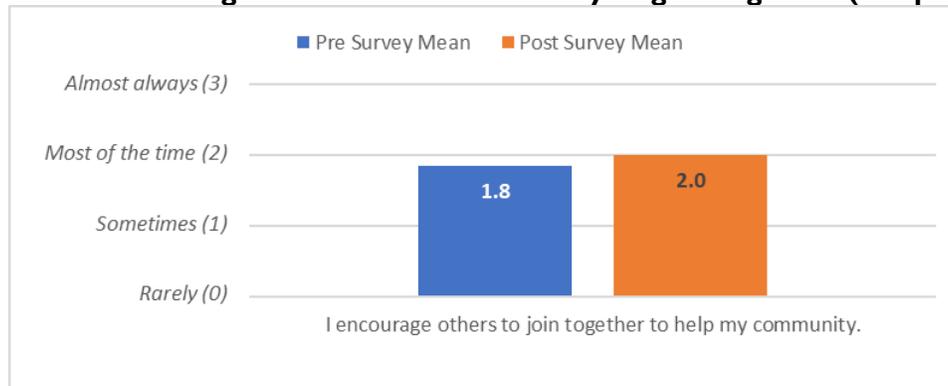
What outcomes are evident for students who participate in the CCI STH, with regard to community organizing?

Finally, students with matched surveys also reported improvements, on average, in their community organizing skills, such as the extent to which they agreed that they are a leader in their community (Figure 14) and the frequency with which they encourage others to join together to help the community (Figure 15). Notably, changes from pre- to post-survey were found to be statistically significant for the item *I am a leader within my community* (Figure 14).

**Figure 14: Perceived Changes in Students' Community Organizing Skills (Agreement Scale)**

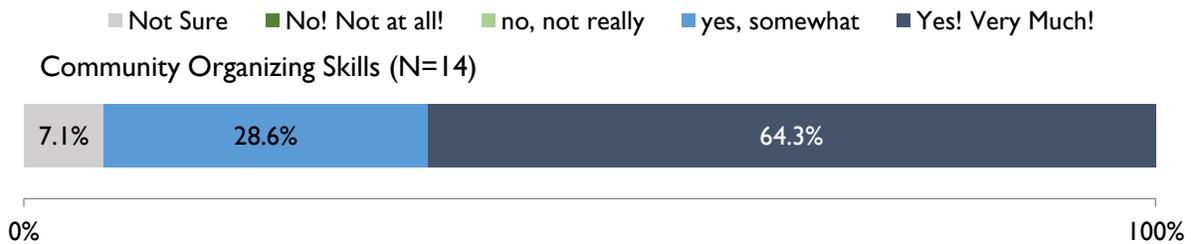


**Figure 15: Perceived Changes in Students' Community Organizing Skills (Frequency Scale)**



When asked whether they perceived that the program had impacted their community organizing skills, more than 64% of students indicated *Yes! Very Much!*, while another 29% indicated *yes, somewhat*. Only one student (7%) indicated that he/she was *Not Sure*.

**Figure 15: Did the CCI STH Program Improve Your...**



In open-ended items, students elaborated on the impact the program had had on them with regard to community organizing, emphasizing the point that they realized that they have power that they did not previously know they had. For example, one student wrote, “I learned that I can make a difference in my community, and my voice can have an impact. I also learned to speak up.” Another student wrote that the program encouraged, “Thinking outside of the box by allowing us to create our own ideas about a program to help our community and [also] realizing [the] problems affecting us.”

*“This program has helped me find a purpose living as a youth to help my community and school. I’ve always felt the need to help others, so I think this program only aided me on a different aspect of helping others—[those] in my community.”*

*Student*

# Summary and Recommendations

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The evaluation found that the CCI STH program has been very successful overall. This is particularly impressive given that the program had to be implemented completely online due to the pandemic. Notwithstanding its success, however, the findings do point to a few implementation challenges and areas that can be improved. The following sections outline the strengths and challenges of the program, as well as recommendations for program improvement.

## Strengths

Overall, the students were highly positive about the program. They reported enjoying the activities, particularly the ones that required small group work and engaging in creative projects, such as making Powtoon videos. Students also appreciated getting to know each other and hearing each other's differing viewpoints. Moreover, students were extremely positive about the instructors, whom they felt were engaging and relatable. In fact, one middle school student described her instructor as "*mad cool*."

While students emphasized the fact that the activities were very enjoyable, it is clear that they also believed that the program was beneficial in helping them to develop their skills. Overall, students rated themselves higher at post-survey than at pre-survey in nearly all categories. Notably, some of these differences were statistically significant, including those pertaining to academics (locating information and organizing it, as well as asking for help when it is needed), interpersonal skills (communicating their thoughts to others), and community organizing (being a leader in their communities). Additionally, students' perceptions of the impact of the program are aligned with these pre/post results. While greater than 85% of students agreed that the program had positive impact in each of the areas included on the survey, the greatest areas of impact, according to the students, was on their research, speaking, and planning skills.

Importantly, many of the participating students expressed that the program was helpful to them in even more profound ways. For example, several of the students noted that they feel more confident and capable of being leaders in their communities after participating in the program. They also expressed that they now realize the importance and necessity of their voices. Some are interested in pursuing additional opportunities to provide leadership, and at least one of the students is already pursuing such an opportunity.

## Challenges

The main challenge of the program, as revealed by the evaluation, was maintaining the cohort group and having students attend the program on a regular basis. Though the program goal was to have a total of 30 students, including 15 in each of the middle and high school groups, the program started with 28 students (two fewer than planned in the middle school group) and ended with only 19. Moreover, the attendance rates were lower than hoped.

For their part, students expressed that they confronted challenges in participating regularly in the program, with several noting that it was difficult to juggle schoolwork and the program. Moreover, some students indicated that they had other responsibilities, such as work or family obligations, that got in the way of their participation. Likewise, other students pointed to roadblocks in their participation, such as connection

issues or having private locations to do their work. Despite the challenges they confronted, students who completed the program demonstrated strong commitment to get through it. For example, one student said, *“Sometimes it was hard for me to come to the class because even though we have to stay inside...my mom has to go out sometimes [and] I would be in the streets... but I would try to join because my team was small and if I didn’t come [my teammate] would have to do all the work.”*

## Recommendations

Overall, the results of this evaluation demonstrate strong support for the expansion of this program and suggest that, with some small improvements, the program may be successful at a larger scale. Based on the implementation and outcome findings of the evaluation, the Metis team makes the following recommendations for program improvement:

- **Provide the stipend to students in several increments.** Students expressed that the stipends were a key incentive for participating in the program. However, it was difficult for them to wait until the end to get the full payment. Providing incremental payments might incentivize continued, regular participation and attendance.
- **Consider adjusting the student schedule to accommodate more students.** While some students were able to complete the program as expected, a number were unable to complete it. Consider providing schedule options for students in order to accommodate their varying schedules.
- **Offer technology to students who struggle to connect.** With additional funding, the program could offer students laptops and portable Wi-Fi devices to address their connection issues.
- **Provide a next step for students following their participation.** Students did exceptional work on conducting their action research. Their work resulted in a website and a set of recommendations based on their findings. Students are now primed to make real changes to their situations, and ideally would be supported in continuing their work.
- **Consider having student alumni serve as mentors.** Impressively, the program was able to effectively serve the students despite having to conduct all sessions online due to the COVID pandemic. Despite this, some students did express that they wished some of the work could have been in person. Given that the pandemic may continue for more time, the alumni students who are currently in temporary housing may be able to serve as mentors to other students with whom they share housing arrangements. This would allow the program to expand to serve more students and potentially could allow for some in-person work to take place.

# Appendix: Pre- and Post-Survey Results

## Pre-Survey Results

1. Select the response that best represents your ability to do each of the following.

	No Ability	Some Ability	Good Ability	Excellent Ability
<i>I can locate the information I need to accomplish a task.</i>	0%	8%	69%	23%
<i>I can organize a group activity.</i>	8%	8%	69%	15%
<i>I can organize information.</i>	0%	23%	54%	23%
<i>I can communicate well in my writing.</i>	0%	38%	31%	31%
<i>I can understand my assigned reading material in school.</i>	0%	15%	62%	23%

2. Select the response that best represents your ability to do each of the following.

	No Ability	Some Ability	Good Ability	Excellent Ability	Total
<i>I can come up with my own ideas and opinions.</i>	0%	15%	54%	31%	13
<i>When I hear a new idea or opinion, I think about it critically before deciding whether I agree.</i>	0%	23%	46%	31%	13
<i>I can share new ideas with others.</i>	0%	23%	46%	31%	13
<i>I can relate to people from other cultures and backgrounds.</i>	8%	8%	23%	62%	13

3. Select the response that best represents your ability to do each of the following.

	No Ability	Some Ability	Good Ability	Excellent Ability	Total
<i>I can decide on priorities.</i>	0%	38%	15%	46%	13
<i>I can lead group discussions.</i>	0%	23%	46%	31%	13
<i>I can work as a team member.</i>	0%	15%	38%	46%	13
<i>I can talk in front of a group.</i>	0%	31%	23%	46%	13
<i>I can follow a process to make decisions.</i>	0%	15%	46%	38%	13
<i>I can identify resources.</i>	0%	23%	38%	38%	13
<i>I can describe my thoughts to others.</i>	0%	38%	31%	31%	13

**4. Indicate how much you agree or disagree with the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<i>I am a leader within my community.</i>	0%	0%	62%	23%	15%	13
<i>I am a leader within my school.</i>	0%	15%	23%	38%	23%	13
<i>I like to try new activities that I may not know how to do.</i>	0%	0%	15%	31%	54%	13
<i>I enjoy helping other people.</i>	0%	15%	23%	15%	46%	13
<i>I try to have a positive influence on those around me.</i>	0%	0%	15%	31%	54%	13
<i>I enjoy reading in my spare time.</i>	0%	0%	31%	46%	23%	13
<i>I know about my culture and background.</i>	0%	0%	23%	23%	54%	13

**5. Indicate how often the following statements are true about you.**

	<b>Rarely</b>	<b>Sometimes</b>	<b>Most of the Time</b>	<b>Almost Always</b>	<b>Total</b>
<i>I recognize when people have different skills to contribute to a task.</i>	8%	15%	31%	46%	13
<i>I am comfortable when my teacher calls on me to answer a question.</i>	15%	15%	38%	31%	13
<i>I contribute ideas to discussions even if they are different from others' ideas.</i>	0%	31%	38%	31%	13
<i>I ask questions at school when I don't understand something.</i>	8%	15%	31%	46%	13
<i>The things I do set a good example for my peers.</i>	0%	15%	46%	38%	13
<i>I consider possible outcomes of my decisions before making them.</i>	8%	23%	23%	46%	13
<i>I make plans for achieving my goals.</i>	23%	8%	15%	54%	13
<i>I recognize when decisions I make today can affect my life in the future.</i>	0%	17%	33%	50%	12
<i>I encourage others to join together to help my community.</i>	8%	31%	31%	31%	13
<i>I try things even when I might fail.</i>	8%	15%	23%	54%	13
<i>When I have trouble, I ask for help.</i>	8%	38%	23%	31%	13
<i>I try to think of many solutions when I have a problem.</i>	0%	31%	31%	38%	13
<i>When my solution to a problem isn't working, I try to figure out what went wrong.</i>	8%	15%	23%	54%	13

**6. Indicate how much you agree or disagree with the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<i>I am willing to work hard to achieve my goals.</i>	0%	0%	0%	46%	54%	13
<i>I can organize my peers to do an activity.</i>	0%	0%	23%	46%	31%	13
<i>I am interested in being a leader at my school.</i>	0%	0%	23%	54%	23%	13
<i>I am interested in being a leader in my community.</i>	0%	0%	38%	31%	31%	13
<i>I like to imagine new ways to do things.</i>	0%	8%	17%	25%	50%	12
<i>I take responsibility for working on my goals.</i>	8%	0%	0%	38%	54%	13
<i>I am good at figuring out the best solution to problems I'm facing.</i>	8%	0%	15%	23%	54%	13

## Post Survey Responses

**I. Overall, did the program help you to improve your skills in each of the following areas?**

	<b>No! Not at all</b>	<b>No, not really</b>	<b>Yes, somewhat</b>	<b>Yes! Very Much</b>	<b>I'm not sure</b>	<b>Total</b>
<i>Community organizing</i>	0%	0%	23%	69%	8%	13
<i>Team building</i>	0%	0%	23%	77%	0%	13
<i>Speaking</i>	0%	0%	23%	77%	0%	13
<i>Interpersonal relationships</i>	0%	0%	31%	54%	15%	13
<i>Leadership</i>	0%	0%	23%	77%	0%	13
<i>Planning</i>	0%	0%	25%	75%	0%	12
<i>Influencing others</i>	0%	0%	23%	69%	8%	13
<i>Outreaching to the community</i>	0%	0%	54%	46%	0%	13
<i>Writing</i>	0%	0%	46%	38%	15%	13
<i>Literacy</i>	0%	8%	33%	50%	8%	12
<i>Research</i>	0%	0%	8%	92%	0%	12
<i>Critical thinking</i>	0%	0%	23%	62%	15%	13

**2. Select the response that best represents your ability to do each of the following.**

	No Ability	Some Ability	Good Ability	Excellent Ability	Total
<i>I can locate the information I need to accomplish a task.</i>	0%	0%	38%	62%	13
<i>I can organize a group activity.</i>	0%	23%	31%	46%	13
<i>I can organize information.</i>	0%	0%	46%	54%	13
<i>I can communicate well in my writing.</i>	0%	15%	54%	31%	13
<i>I can understand my assigned reading material in school.</i>	0%	8%	31%	62%	13

**2a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	85%
No	0%
Not sure	15%

**3. Select the response that best represents your ability to do each of the following.**

	No Ability	Some Ability	Good Ability	Excellent Ability	Total
<i>I can come up with my own ideas and opinions.</i>	0%	0%	54%	46%	13
<i>When I hear a new idea or opinion, I think about it critically before deciding whether I agree.</i>	0%	8%	46%	46%	13
<i>I can share new ideas with others.</i>	0%	0%	50%	50%	12
<i>I can relate to people from other cultures and backgrounds.</i>	0%	0%	46%	54%	13

**3a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	100%
No	0%
Not sure	0%

**4. Select the response that best represents your ability to do each of the following.**

	<b>No Ability</b>	<b>Some Ability</b>	<b>Good Ability</b>	<b>Excellent Ability</b>	<b>Total</b>
<i>I can decide on priorities.</i>	0%	8%	31%	62%	13
<i>I can lead group discussions.</i>	0%	8%	58%	33%	12
<i>I can work as a team member.</i>	0%	8%	39%	54%	13
<i>I can talk in front of a group.</i>	0%	8%	39%	54%	13
<i>I can follow a process to make decisions.</i>	0%	8%	31%	62%	13
<i>I can identify resources.</i>	0%	0%	46%	54%	13
<i>I can describe my thoughts to others.</i>	0%	0%	46%	54%	13

**4a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	85%
No	0%
Not sure	15%

**5. Indicate how much you agree or disagree with the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Disagree nor Agree</b>	<b>Agree</b>	<b>Strongly Agree</b>
<i>I am a leader within my community.</i>	0%	0%	31%	38%	31%
<i>I am a leader within my school.</i>	0%	0%	38%	23%	38%
<i>I like to try new activities that I may not know how to do.</i>	0%	0%	17%	25%	58%
<i>I enjoy helping other people.</i>	0%	0%	8%	46%	46%
<i>I try to have a positive influence on those around me.</i>	0%	0%	15%	38%	46%
<i>I enjoy reading in my spare time.</i>	0%	0%	15%	54%	31%
<i>I know about my culture and background.</i>	0%	0%	15%	46%	38%

**5a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	54%
No	31%
Not sure	15%

**6. Indicate how often the following statements are true about you.**

	Rarely	Sometimes	Most of the Time	Almost Always	Total
<i>I recognize when people have different skills to contribute to a task.</i>	0%	0%	38%	62%	13
<i>I am comfortable when my teacher calls on me to answer a question.</i>	0%	8%	50%	42%	12
<i>I contribute ideas to discussions even if they are different from others' ideas.</i>	0%	0%	67%	33%	12
<i>I ask questions at school when I don't understand something.</i>	0%	8%	46%	46%	13
<i>The things I do set a good example for my peers.</i>	0%	15%	31%	54%	13
<i>I consider possible outcomes of my decisions before making them.</i>	0%	33%	42%	25%	12
<i>I make plans for achieving my goals.</i>	0%	8%	46%	46%	13
<i>I recognize when decisions I make today can affect my life in the future.</i>	8%	0%	50%	42%	12
<i>I encourage others to join together to help my community.</i>	15%	15%	23%	46%	13
<i>I try things even when I might fail.</i>	0%	23%	46%	31%	13
<i>When I have trouble, I ask for help.</i>	8%	8%	25%	58%	12
<i>I try to think of many solutions when I have a problem.</i>	0%	15%	31%	54%	13
<i>When my solution to a problem isn't working, I try to figure out what went wrong.</i>	0%	23%	23%	54%	13

**6a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	69%
No	15%
Not sure	15%

**7. Indicate how much you agree or disagree with the following statements.**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Total</b>
<i>I am willing to work hard to achieve my goals.</i>	0%	0%	0%	31%	69%	13
<i>I can organize my peers to do an activity.</i>	0%	0%	31%	15%	54%	13
<i>I am interested in being a leader at my school.</i>	0%	0%	23%	38%	38%	13
<i>I am interested in being a leader in my community.</i>	0%	0%	31%	38%	31%	13
<i>I like to imagine new ways to do things.</i>	0%	8%	15%	23%	54%	13
<i>I take responsibility for working on my goals.</i>	0%	0%	8%	31%	62%	13
<i>I am good at figuring out the best solution to problems I'm facing.</i>	0%	8%	23%	31%	38%	13

**7a. Do you think your skills in the areas listed above have improved since the beginning of the program?**

Yes	62%
No	8%
Not sure	31%