

Evaluation Report

Leadership Academy: Inroads to Success

Martin Luther King, Jr. Middle School, Atlanta GA
Pilot: March 2011 to May 2012

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May 2012

Lead Organization
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Part I: Executive Summary

The Global Peace Festival Foundation (GPFF) in collaboration with various partners (Administration for Children and Families Region IV, After-School All-Stars, Morehouse Research Institute, Atlanta Public Schools, among others) launched the Leadership Academy: Inroads to Success at the Martin Luther King, Jr. (King) Middle School in Atlanta, GA from March 2011 to May 2012.

The Leadership Academy empowered students with competencies that developed their leadership, creativity and integrity for success in school, home, work and community. Middle school students were empowered to excel academically and pursue college and career goals. College students from Clark Atlanta University, Georgia Institute of Technology, Georgia State University and Morehouse College served as facilitators and peer mentors modeling leadership and academic excellence for their younger peers.

Dr. Travis Patton, Morehouse Research Institute conducted an evaluation of the pilot year. Results showed participating students as having more confidence in their leadership behaviors after the program than before, with all the increases in the means being statistically significant. An additional assessment was conducted to compare the participant group with a “matched group” of students who did not participate in the program. All the means for the program group exceeded those of the “matched group”. However, the differences for “Handling conflict,” “Positive influence on others,” and “Getting good grades” were statistically significant. Students' academic performance was also affected by the intervention. For each grade and each test within each grade, the Leadership Academy group scored, on average, higher than students in the

“matched group” as well as in the school as a whole. Program students fared better than the “matched group” by reduced absenteeism, disciplinary actions and out of school suspensions. The mean scores for college facilitator’s leadership behaviors increased from their self-assessment before and after the program and all mean differences were statistically significant. The evaluation summary shows promise for the future development of the Leadership Academy as informed by the pilot phase. Recommendations call for more rigorous pre-post evaluation and random selection criteria for program participants. Programmatic recommendations include aligning curriculum modules with the Atlanta Public Schools’ Common Core Standards and incorporating project-based learning. GPF is a member of the Atlanta Promise Neighborhood Alliance (APNA), a US Dept. of Education effort seeking to significantly improve the educational and developmental outcomes of children and youth in our most distressed communities. In Fall 2012, the Leadership Academy will expand to Brown Middle School, which is within the geographic area where APNA provides its services.

GPF convened an Educational Achievement Stakeholder Group that met monthly to increase Collective Impact (Kania & Kramer, 2011) around student achievement. This was a collaborative effort by organizations and agencies that were either implementing intervention programs in King Middle School or were invested in impacting student achievement. The Educational Achievement Stakeholder Group was initiated alongside the start of the Leadership Academy. The group identified five common outcomes that impacted student achievement: 1) Increased graduation rate, 2) Increased career awareness and employability 3) Increased college achievement 4) Increased positive pro-social behavior and 5) Increased school attendance. This group intends to invite new stakeholders and expand the scope of their work around Collective Impact for student achievement.

Part II: Project Description

A. Overview

The Leadership Academy empowered middle school students to become agents of positive change through the mentorship and support of university students. Mentors facilitated leadership sessions and social impact projects throughout the year. Middle school students were motivated to excel academically and pursue college and career goals. They were empowered to positively influence their school culture and connect to their community through acts of service.

B. Outcomes

1. Increased leadership competencies (teamwork, communication, initiative...)
2. Increased creativity (problem solving, collaboration, goal setting...)
3. Increased integrity (responsibility, accountability, etc...)

C. Rationale

An estimated 28,000 students drop out of high school in Georgia each year. One third of all dropouts are lost in the ninth grade. Georgia has the fourth highest number of schools in the nation that have been described as “dropout factories” (Diplomas Count: Ready for What? Preparing Students for College, Careers, and Life After High School, 2007).

Students are surrounded by a culture of underachievement. Georgia's graduation rate is one of the lowest in the nation with SAT ranking fluctuating from 47th to 49th. With new calculations, called the “adjusted cohort rate” (a four-year public high school graduation rate measurement), the Georgia Department of Education marks the state's high school graduation rate to be 67.4% (Badertscher, 2012). In Atlanta Public Schools, the graduation rate is 52%. Underachievement is also reflected in the home. The Georgia Kids Count Data Center recorded that in 2009 in Atlanta,

16% of household heads had not completed high school and only 39% received a high school diploma or GED (Kids Count Data Center, 2012).

Twenty-first century employers are not only looking for skilled workers who excel academically, but also those who have the necessary “soft skills” suitable for the modern workforce (Are They Really Ready To Work?: Employers’ Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st Century U.S. Workforce, 2006). These qualities include: ability to work as a team; leadership; communication skills; problem solving; strong work ethic; etc. (Job Outlook 2012, 2011).

D. Partners

The following partners worked as a collaborative towards Collective Impact (Kania & Kramer, 2011) in student achievement, and were involved in various roles with the development, implementation and coordination of the Leadership Academy.

1. Administration for Children and Families (ACF), Region IV
2. After-School All-Stars
3. Corporation for National and Community Service
4. Georgia Department of Human Services
5. Georgia State University
6. Global Peace Festival Foundation (GPFF)
7. Global Peace Youth Corps (GPYC)
8. Home Depot
9. King Middle School

10. Morehouse Research Institute

11. Service For Peace

E. Background

In the summer of 2010, the Global Peace Festival Foundation (GPF) conducted the Character Competencies Program (CCP). This effort involved a partnership between the Mayor's office of the City of Atlanta, Georgia State Senator Emanuel Jones, the Georgia Department of Human Services, Atlanta Workforce Development Agency, Global Peace Youth Corps (GPYC) and the Administration for Children and Families/Department of Health & Human Services, Region IV (ACF).

The success of CCP initiated discussion on developing a leadership program in public schools to nurture confidence, provide exposure and counteract negative societal trends. As a result, GPF, in collaboration with its partners, launched the Leadership Academy: Inroads to Success at King Middle School of the Atlanta Public School System in March 2011. The full pilot year was completed in May 2012. Dr. Travis Patton, Morehouse Research Institute evaluated the program.

F. Participation Criteria

King Middle School teachers recommended 50 candidates based on their assessment of who would most likely benefit from a leadership development environment and program. The candidates were purposely selected from a cross-section of academic performance levels. Candidates who were selected when the program was launched in March 2011 continued to participate throughout the pilot year. Teachers selected new participants from the incoming sixth grade class in the beginning of the 2011-2012 academic year. Students who requested to take part in the program throughout the academic year went through an approval process by faculty in

order to qualify. Students were required to show their commitment to the program by attending all sessions.

G. College Student Facilitators

College students from local universities and young professionals played a key role in the implementation and development of the Leadership Academy. College volunteers were recruited from Clark Atlanta University, Georgia Institute of Technology, Georgia State University and Morehouse College. College students acted as facilitators and peer mentors modeling leadership and academic excellence for the middle school students.

College facilitators were required to commit to the program for at least one semester in order to build relationships of trust with the middle school participants. They were trained in monthly sessions to facilitate the leadership curriculum modules. Each training session was two to three hours long. After each session, facilitators debriefed on how to improve program effectiveness and implementation.

Other young adults were recruited as interns to build program capacity in the areas of communications/marketing, program development, resource development and volunteer management.

H. Leadership Curriculum and Field Trips

The Leadership Academy curriculum was developed locally through a joint effort by GPF, ACF and GPYC. The curriculum consisted of modules that were designed to be interactive, engaging and flexible. Four principles guided the development of the curriculum: lead by example, lead through service, lead with others and lead for change.

The curriculum was comprised of eight modules targeting program outcomes and impacts. When necessary, it was adjusted and improved to better meet the needs of the participants. Edits were made based on feedback from participants, facilitators and stakeholders. The curriculum consisted of the following modules:

1. What is Leadership?
2. The “Inside-Out” Attitude / Conflict Resolution
3. Communication
4. Investing for the Greater Good
5. Ownership
6. Challenge My Limitations / Raise the Bar
7. Teamwork
8. Dream Big

Field trips were planned to expose participants to new environments and experiences. During the pilot year, the Leadership Academy went on two field trips: a tour of the Georgia Institute of Technology and Outward Bound Atlanta. College facilitators accompanied the students. The field trips also provided an opportunity to exemplify leadership behaviors in alternative settings.

I. Frequency and Scheduling

Students met with their college facilitators for one hour twice a month during their connection period: 7th grade from 10:05am to 11:05am; 6th grade from 1:35pm to 2:35pm; and 8th grade from 2:45pm to 3:45pm.

J. Service Component

Service was an integral component of the Leadership Academy. The program emphasized the importance of learning through experience and instilled the core contents of every lesson in assigned service activities. Serving their community provided opportunities for students to exemplify the leadership behaviors learned in the modules. They also identified social issues affecting the student body and surrounding community and creatively developed service projects that addressed those issues.

In January of 2012, the Leadership Academy participants took part in the Martin Luther King, Jr. National Day of Service, held at King Middle School. Participants, facilitators and faculty members organized a variety of service projects. Over 400 volunteers attended the day of service, surrounding the students with additional positive role models from the greater community that included non-profits, corporations, government, military and community leaders.

K. Educational Achievement Stakeholder Group

An Educational Achievement Stakeholder Group was convened to increase Collective Impact (Kania & Kramer, 2011) around student achievement. This was a collaborative effort by organizations and agencies either implementing intervention programs in King Middle School or who were invested in impacting student achievement. The Educational Achievement Stakeholder Group was initiated alongside the start of the Leadership Academy. The group identified five common outcomes to impact student achievement:

1. Increased graduation rate
2. Increased career awareness and employability
3. Increased college achievement

4. Increased positive pro-social behavior
5. Increased school attendance

The stakeholders met monthly to report on the progress of each of their respective programs and to share best practices for increased effectiveness. Atlanta Public Schools' Middle School Advisory program, After-School All-Stars and the Leadership Academy comprised the intervention programs. Each program had its own approach in addressing the common outcomes. The Middle School Advisory was also in its pilot phase during this period. The Advisory was initiated by Atlanta Public Schools to provide a faculty advocate for each child in order to support and assist students' transition into and out of middle school.

After-School All-Stars provided school-based after-school and summer programs for students. The program combined academic support, engaging enrichment activities, and health and fitness programs. After-School All-Stars also emphasized parental involvement through family nights held quarterly at the school. Leadership Academy students took part in the Advisory program and many were able to participate in the After-School All-Stars program.

L. Community Survey

Towards the end of the pilot year, the Education Achievement Stakeholder Group identified a need for further engagement of the surrounding community in order to maximize student impact. It was decided to conduct a community needs-assessment survey in the area where most students of King Middle School lived. The Capitol Gateway apartment complex was chosen. Questions identified issues of concern by residents of their local community as well as their perception of King Middle School. Thirty three surveys were collected. Concerning the school, residents identified student support as the area that needed the most improvement. Concerning the

community, homelessness was the issue that most concerned residents. The residents most frequently identified the community as a whole as the greatest resource to address these concerns.

Part III: Evaluation, Instruments and Results

A. Instruments

To determine the degree to which the Leadership Academy produced its intended outcomes, an adaptation of the evaluation for the summer 2010 Character Competencies Program (Miller, 2010) was utilized. This evaluation used the step-scale evaluation tool developed by Roxanne T. Miller of the University of Missouri Extension in St. Louis (Miller, 2010). According to Miller, “[A] step-scale measure looks like a set of steps, providing a graphic illustration on which one can mark responses to Likert-scale type questions (Kiernan, 2000).” As Miller indicates, this approach to measurement can increase the validity of responses by providing a larger number of answer choices than most Likert-scale type models and can be administered at either one point in time or in a pre-post protocol (Kiernan N. E., 2001). Moreover, this strategy is easily adapted for youth and can be used with low-literacy subjects.

As with the summer 2010 evaluation, the scale used for this evaluation was a seven-point scale with a score of “1” associated with a subject having “no confidence at all” to a score of “7” associated with a subject being “very confident.” The instrument was administered as a one-time assessment at the end of the program. The instrument contained 12 questions, 10 of which were related to the curriculum (See Appendix A, Student Survey). Of the remaining two questions, one concerned the Atlanta Public Schools Advisory program and the other the After-School All-Stars program. Students were instructed to indicate where, in their judgment, they rated

themselves on the step-scale prior to the Leadership Academy by placing a B (for before) on a step. Next, they were instructed to place an N (for now) on the step that they judged themselves to be after participating in the Leadership Academy’s pilot year (See Appendix: Student Survey).

B. Leadership Behaviors of Participants, Before and After Program

As noted above, low scores are associated with low ratings and high scores are associated with high ratings. The table below provides aggregate data for the “Before” and “Now” of the subject group.

TABLE 1. LEADERSHIP BEHAVIORS OF PARTICIPANTS BEFORE AND AFTER PROGRAM

Question	Mean before program	Mean after program
Self confidence	4.44	6.23
Leadership abilities	4.29	6.17
Creative problem solving	4.02	5.88
Communicating	4.42	6.35
Teamwork	4.12	6.12
Positive influence	4.95	6.28
Setting goals	4.56	6.07

Getting good grades	5.81	6.77
Finishing high school	6.23	6.77
Handling conflict	4.30	6.07

As the data shows, for each area, students rated themselves as having more confidence after the program than before. A paired samples T-test for each area indicated that all the increases in the means were statistically significant ($p \leq .012$). Similar results were obtained for the two remaining questions. For the questions concerning the Advisory program, the mean score for their judgment of their trust in their teacher before the Leadership Academy was 4.57 and 5.95 after the program. Similarly, students judged their confidence in the after-school program as a mean of 4.15 before the program and 5.50 after the program. As before, the mean differences for these two questions were statistically significant.

C. Leadership Behaviors of Participants and Control Group

An additional assessment was conducted to compare the program group with a “matched group” of students from the school who did not participate in the program. This “matched group” was selected by King Middle School teachers and staff to closely conform to the characteristics of the program group. In this instance, the “matched group” was asked to rank themselves on only the “Now” dimension. The data are as follows:

TABLE 2. LEADERSHIP BEHAVIORS: PARTICIPANTS AND CONTROL GROUP

Question	Intervention	Control
Self confidence	6.23	6.16
Leadership abilities	6.17	5.63
Creative problem solving	5.88	5.45
Communicating	6.35	5.86
Teamwork	6.12	5.93
Positive influence	6.28	5.44
Setting goals	6.07	6.00
Getting good grades	6.77	5.62
Finishing high school	6.77	6.68
Handling conflict	6.07	5.18
Trusting teacher	5.98	5.49
Effectiveness of after school	5.52	5.10

As can be seen, all the means for the program group exceeded those of the “matched group.” However, only the difference in means for “Handling conflict,” “Positive influence on others” and “Getting good grades” were statistically significant.

D. Leadership Behaviors of College Facilitators, Before & After Program

The college student facilitators were also evaluated through a similar self-assessment (See Appendix B: Facilitator Survey). Although the questions were different, the rating scheme utilized the same step-scale assessment used for the program participants. The results follow:

TABLE 3. LEADERSHIP BEHAVIORS OF COLLEGE FACILITATORS BEFORE & AFTER PROGRAM

Question	Mean before program	Mean after program
I set personal example	4.93	6.00
I seek challenging opportunities	4.47	5.87
I develop cooperative relationships	5.00	6.20
I listen actively	5.27	6.40
I empower others	5.14	6.14
I follow through on promises	5.00	6.00
I encourage others	5.27	6.27

I display conviction	5.36	6.21
I set and follow through with goals	5.97	6.29
I appreciate and support team members	5.43	6.64

As with the students, the mean scores for college facilitators leadership behaviors increased from their assessment of themselves prior to the program as compared to the end of the program. A paired samples T-test revealed that all mean differences were statistically significant ($p \leq .012$).

E. Academic Performance: King Middle School, Participants and Control Group

Students' academic performance was also affected by the intervention. As such, two types of performance measures were collected to assess whether there was any statistical difference between the Leadership Academy participants and the “matched group.” For purposes of this analysis, two types of data were used. The first is the grade point average (GPA) that ranges from 0 to 100. Overall, the GPA for all students for which there were data ranged from 54.60 to 95.85 with a mean of 81.59. For the students in the Leadership Academy GPA ranged from 68.17 to 95.85 with a mean of 85.67. For the “matched group” GPA ranged from 54.60 to 91.00 with a mean of 77.52. An independent samples T-test indicated that the mean difference was statistically significant ($p = .000$).

Since the spring of 2000, all middle school students in Georgia were required to take the Criterion-Referenced Competency Test (CRCT). The CRCT assessed the content standards outlined in the Georgia Performance Standards (GPS), which is the curriculum that Georgia teachers were required to teach. Students who score 800 and above meet state standards, students

scoring greater than 850 exceed state standards. Students scoring below 800 were rated as not meeting standards. CRCT scores for reading and math are included in this analysis. The scores are normed by grade. As such, data are presented separately for the three middle school grades (6, 7, and 8) and reflect the results of the tests administered in April 2012.

TABLE 4. ACADEMIC PERFORMANCE: KING MIDDLE SCHOOL, PARTICIPANTS & CONTROL GROUP

CRCT	King Middle School	Leadership Academy	Matched Group
6 th Grade Reading	820.33	837.13	829.58
6 th Grade Math	806.83	812.38	801.95
7 th Grade Reading	813.11	821.40	817.21
7 th Grade Math	825.64	853.20	824.57
8 th Grade Reading	823.74	835.00	831.50
8 th Grade Math	810.38	814.88	808.50

Subgroup sample sizes are too small for reliable statistical analysis, but overall the mean differences for all grades are in the expected direction. That is, for each grade and each test within each grade, the Leadership Academy group scored, on average, higher than students in the “matched group” and in the school as a whole. Nevertheless, it would not be appropriate at this point to attribute that difference solely to the effect of the Leadership Academy. To establish the

effect requires, at minimum, that future evaluations use some kind of random assignment of students to the program to ensure no selection bias is contributing to the statistical outcomes.

F. Absenteeism, Disciplinary Actions and Out of School Suspensions

Data on absenteeism, disciplinary actions and out of school suspensions were collected for both the Leadership Academy group and the “matched group.” Only one student in the Leadership Academy group had excessive absences compared to seven students in the “matched group”. Similarly, seven (17%) of Leadership Academy students had any disciplinary action while 25 (54%) of the “matched group” had such actions. The mean number of actions taken for Leadership Academy students was 2.71 compared to 4.36 actions for the “matched group.” Only two Leadership Academy students experienced an out of school suspension compared to 15 in the “matched group.”

G. Knowledge of Leadership

Students were also assessed on the extent to which they gained knowledge from Leadership Academy modules through the use of paper and pencil questionnaires at the end of sessions. Outcomes ranged from 9 percent to 95 percent correct responses for an overall average correct response rate of 53 percent. These outcomes provide the basis for adjusting module content in order to strengthen the curriculum and its presentation.

H. Open Ended Questions

In an open ended question section of the student survey (See Appendix A, Student Survey), participants were asked to give feedback on their experience in the program. Below are some of the most common responses:

What is one thing you liked about the program?

- The facilitators
- Learning new things through fun activities
- You get to express yourself

How has this program affected your future plans?

- It helped me make career plans
- It allowed me to set goals and plan my future
- It made me start preparing for college

What are your ideas to improve the Leadership Academy experience?

- More interactive activities
- More field trips
- Nothing, it is good how it is

I. Anecdotes

The following quotes are from group discussions where students and facilitators reflected on their experience during the pilot year of the program.

1) Middle School Students' Quotes

- Usually in my classes one person has to do all the work, but in the Leadership Academy everyone makes effort to finish the work.
- Now when I speak in front of crowds I don't get as nervous as I used to. I still get some butterflies but I don't get so much to the point that I don't want to speak anymore.

- I'm more confident about bringing my grades up. I brought all my grades up.
- I became more confident in my abilities and less willing to give up because of one small failure. For example, before, I was on the step team and I didn't feel comfortable so after two and a half months I quit. But now when I put myself in something I'm going to keep doing it.
- I would like to see this program implemented in high school. They need leaders so they won't drop out when they're sixteen.
- I learned that you should give yourself advice before you try to give other people advice.
- To lead yourself before you lead others means to take control of your actions and be honest.
- Being a leader means keeping yourself on a positive path and learning from your mistakes. If you're doing the right thing there will always be somebody that sees it and follows your example. That means you have someone looking up to you.
- I learned that the only thing holding me back was myself.
- Usually, when you want to do something difficult, you keep telling yourself, 'I can't do it, I can't do it.' You may have tried it before and it didn't work so you're scared to try it again. But what you should do is try again and overcome your fear.

2) College Facilitators' Quotes

- Getting to know the kids on a personal level helped me see how I get along with people. I realized that usually I just care about myself. Doing this made me get out of my shell and practice my relationship building.

- It impressed me to see that people actually do projects like these. You hear about these things, but you never really experience them firsthand.
- Children are different, and you can learn from them as much as they can learn from you.
- I appreciated that they challenged us. They are thinking and interpreting the lessons.
- It was a growing experience for me. After the communication module, I realized that I knew these things, but I reflected if I was really doing it myself.

Part IV. Conclusion and Recommendation

A. Evaluation

This evaluation report has attempted to determine the effect, if any, the Leadership Academy held during the 2011-2012 academic year at King Middle School had on the students who participated. The data included assessments of the effect of the Leadership Academy on students' opinions of themselves on a variety of dimensions tied to the curriculum, academic performance, and connection to the school as measured by absences, disciplinary actions, and out of school suspensions.

Any firm conclusion based on the entire array of evidence is, at this time, premature.

Nevertheless, it seems safe to conclude that the students gained benefits at minimum on measures tied directly to the curriculum. Briefly stated, students indicated that they were "better off" on a variety of dimensions after the Leadership Academy than before. A more rigorous analysis of data of this kind requires a true pre-post model. In other words, students should be assessed prior to any exposure to the curriculum rather than providing a retrospective assessment after having been exposed. Although the Leadership Academy students look better than the "matched group" on all academic measures, it is not possible to attribute this difference directly

to the curriculum. Again, a pre-post design is required for such an assessment. Furthermore, while all diligence was taken by faculty in their selection of students in both groups, it will be necessary to incorporate a true random selection process in future evaluations to ensure that any conscious or sub-conscious selection bias is controlled.

B. Program

The evaluation summary shows promise for the further development of the Leadership Academy. For future implementation of the Leadership Academy the following are recommended:

Curriculum development

- Leadership Academy curriculum modules should be updated to match the Atlanta Public Schools' Common Core Standards. The goals of the city and the goals of the Leadership Academy will then be consistent and aligned.
- Modules should continue fostering high order skills by incorporating project-based learning modules.
- Modules should be oriented around four simple leadership principles and relate directly to the desired outcomes.
- Lessons should be designed to ensure learning is rigorous and relevant by using best teaching and learning practices.

Facilitators training

- Professional development opportunities for facilitators should be provided to develop their leadership abilities.

University partnership development

- Bridging universities with local schools should be pursued further, as it is a key area for program sustainability and will provide meaningful opportunities for university students to be engaged.

Working more closely with the school

- Initial and continuous communication between teachers and facilitators, and stakeholders and administration should be enhanced for student impact.

Additional projected partnerships

- Atlanta Promise Neighborhood Alliance
- Atlanta University Center Consortium
- Character Education Partnership
- Congressional Black Caucus Foundation
- Morehouse School of Medicine

Expand program in Phase II to

- J.E. Brown Middle School
- Sylvan Middle School

Part V. References

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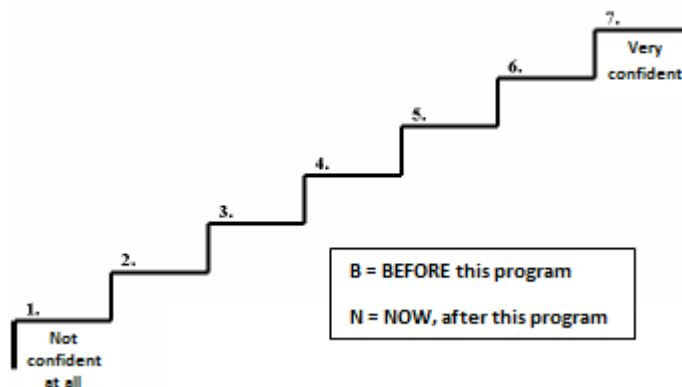
Part VI. Appendices

A. Student Survey

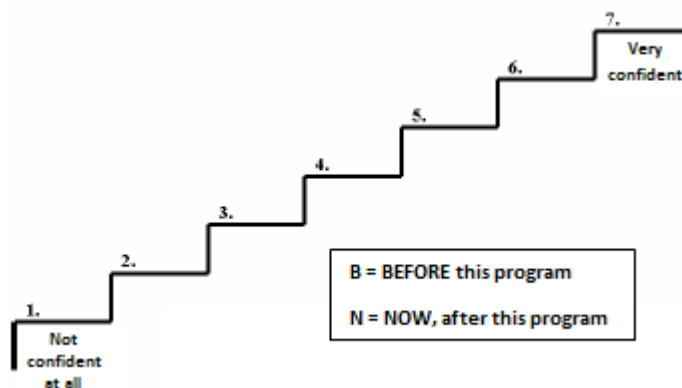
Directions: Please tell us if, and how, this program has helped you develop your leadership abilities. **For questions 1 through 10:**

- Put **B** on the step for what you think was true **BEFORE** you started this program.
 - Place **N** on the step for what you think is true **NOW**, after this program.
 - If you do not think there is a difference, place **B** and **N** on the same step.
- The range is from **1 = Rarely** to **7 = Very Frequently**

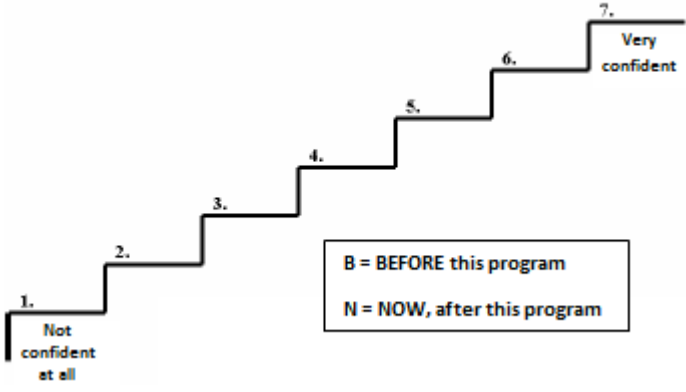
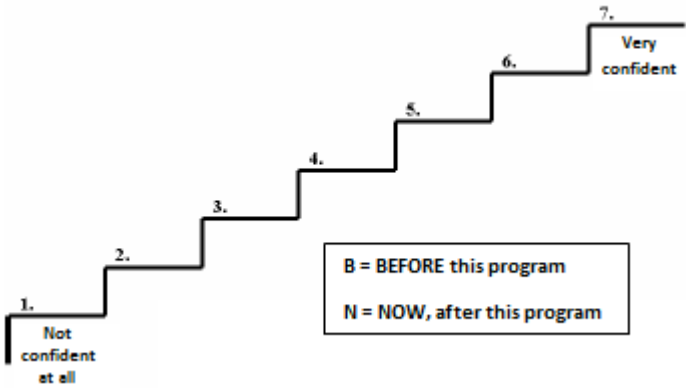
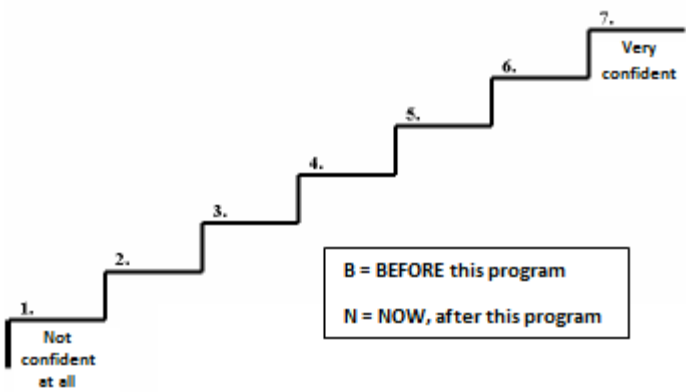
1. Self-confidence



2. Leadership abilities

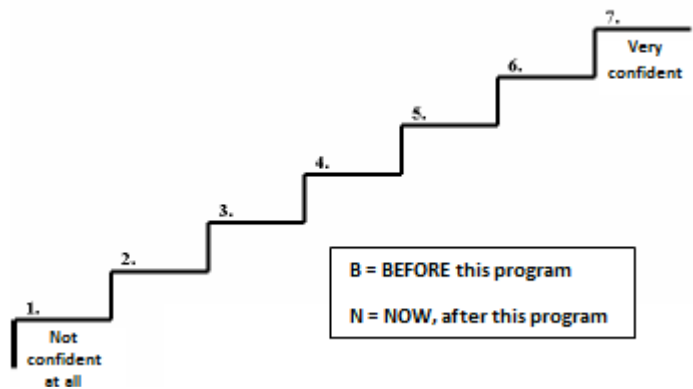


<p>3. Creative problem-solving</p>	<p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>
<p>4. Communicating with others</p>	<p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>
<p>5. Teamwork</p>	<p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>

<p>6. Being a positive influence on others in school, at home, in neighborhood</p>	 <p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>
<p>7. Setting goals</p>	 <p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>
<p>8. Getting good grades</p>	 <p>1. Not confident at all</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7. Very confident</p> <p>B = BEFORE this program N = NOW, after this program</p>

<p>9. Finishing high school and then go to college or vocational school</p>	
<p>10. Handling conflict</p>	
<p>11. Trusting my teacher advisor in Advisory Program</p>	

12. Effectiveness of After-School All-Stars
 (Do you Attend: ___ Yes ___ No)



13. What is one thing you liked about this program?

14. How has this program affected your future plans?

15. What are your ideas to improve the Leadership Academy experience?

16. What part of Leadership Academy did you attend? (Check all that apply)

___ Spring 2011 ___ Summer 2011 ___ Fall 2011 ___ Spring 2012

17. Did you feel that the facilitators were helpful to you?

___ Very helpful ___ Helpful ___ Somewhat helpful ___ Not helpful at all

18. Gender: ___ Male ___ Female 19. Age: ___ 20. Grade: ___ 6 ___ 7 ___ 8

21. Your race/ethnic background?

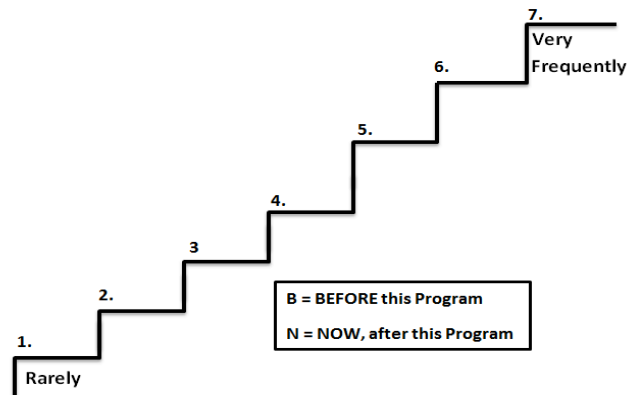
___ African American ___ Asian ___ Hispanic ___ Native American ___ White ___ Other: _____

B. Facilitator Survey

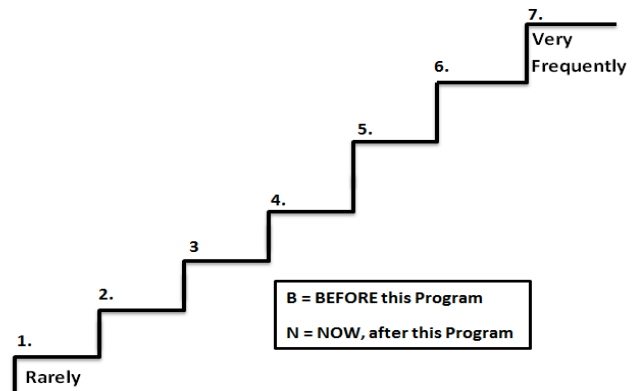
Directions: Please tell us if, and how, this program has helped you develop your leadership abilities. **For questions 1 through 10:**

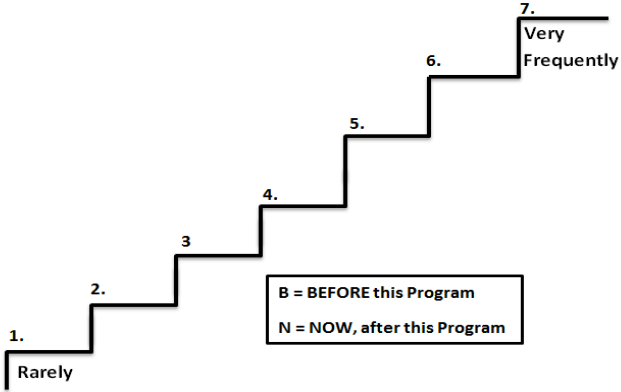
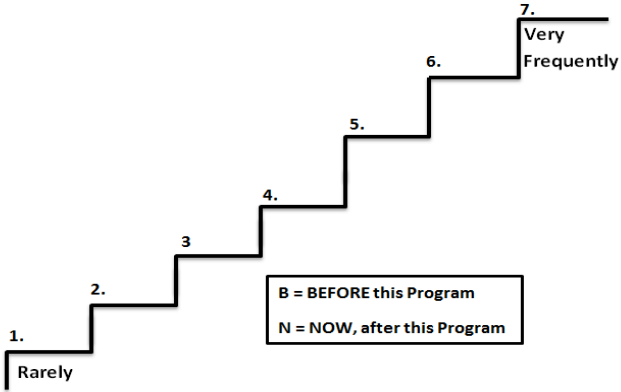
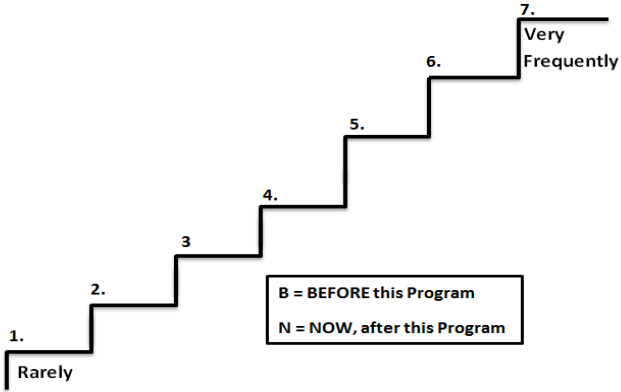
- Put **B** on the step for what you think was true **BEFORE** you started this program.
 - Place **N** on the step for what you think is true **NOW**, after this program.
 - If you do not think there is a difference, place **B** and **N** on the same step.
- The range is from **1 = Rarely** to **7 = Very Frequently**

1. I set a personal example of what is expected

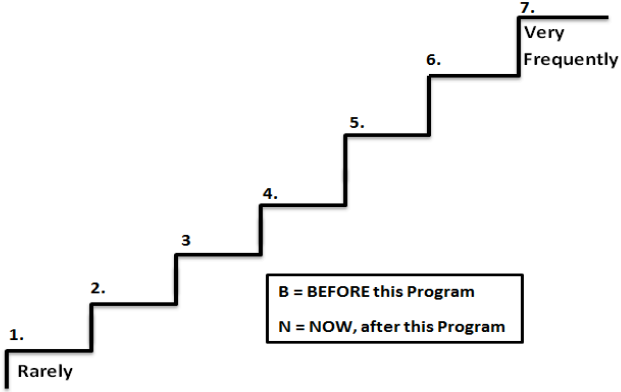
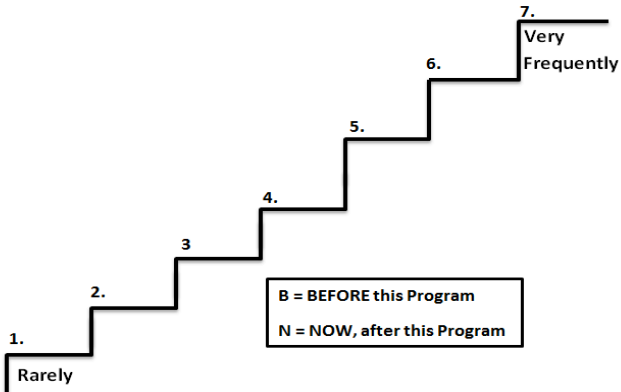


2. I seek challenging opportunities to improve



<p>3. I develop cooperative relationships</p>	 <p>A step chart with 7 steps. Step 1 is labeled '1. Rarely'. Step 7 is labeled '7. Very Frequently'. A box in the middle contains the text: 'B = BEFORE this Program' and 'N = NOW, after this Program'. The chart shows two lines: one for 'BEFORE' and one for 'NOW', both following the same step sequence.</p>
<p>4. I actively listen to diverse points of view</p>	 <p>A step chart with 7 steps. Step 1 is labeled '1. Rarely'. Step 7 is labeled '7. Very Frequently'. A box in the middle contains the text: 'B = BEFORE this Program' and 'N = NOW, after this Program'. The chart shows two lines: one for 'BEFORE' and one for 'NOW', both following the same step sequence.</p>
<p>5. I empower others through recognizing their talent and abilities</p>	 <p>A step chart with 7 steps. Step 1 is labeled '1. Rarely'. Step 7 is labeled '7. Very Frequently'. A box in the middle contains the text: 'B = BEFORE this Program' and 'N = NOW, after this Program'. The chart shows two lines: one for 'BEFORE' and one for 'NOW', both following the same step sequence.</p>

<p>6. I follow through on promises and commitments</p>	
<p>7. I encourage others to realize their goals and dreams</p>	
<p>8. I display conviction when sharing with others about meaningful efforts that I am involved with</p>	

<p>9. I make certain that goals and plans are set and followed up on</p>	
<p>10. I give team members appreciation and support</p>	

11. How responsive do you feel the students were to the modules you taught?

- a. Very responsive
- b. Responsive
- c. Somewhat responsive
- d. Not at all responsive

12. How relatable do you feel the modules were to the students?

- a. Very relatable

- b. Relatable
- c. Somewhat relatable
- d. Not at all relatable

13. What is one thing you liked about this program?

14. What is an area that you feel more confident in?

15. How has this program affected your future plans?

16. What was your favorite module?

- a. Why?
- b. How did you incorporate it personally?

17. What are your recommendations to improve the Leadership Academy for the participants?

18. What are your recommendations to improve the facilitator experience (training, communications, teamwork, organization, etc.)?

19. What are your suggestions on effectively recruiting and retaining college-age facilitators?

20. What part of the program did you participate in? (Circle all that apply)

Spring 2011 Summer 2011 Fall 2011 Spring 2012

21. You are primarily a: College Student Working Professional

22. If you are a college student, you are a: Freshman Sophomore Junior Senior Graduate Level

23. How was it to manage your commitment to the Leadership Academy?

Challenging Manageable Able to do more

24. Your gender: Male Female

25. Your age:

26. Your race/ethnic background:

- a. African American
- b. Asian
- c. Hispanic
- d. Native American
- e. White
- f. Other