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A PROCESS EVALUATION OF THE YOUTH PHILANTHROPY INITIATIVE, A LEADERSHIP DEVELOPMENT PROGRAM

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A PROCESS EVALUATION OF THE YOUTH PHILANTHROPY INITIATIVE, A LEADERSHIP DEVELOPMENT PROGRAM

A DISSERTATION APPROVED FOR THE DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

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Dedication

This dissertation is dedicated to my parents, Lester Ellsworth Paul, Jr. and Nancy Ka-Man Chan. Your profound respect for education and unwavering confidence in my abilities have guided me throughout my academic pursuits. Thank you for your love and encouragement all these years.

I also dedicate this work to my husband, Blake, for always being so fiercely supportive of me. Thank you for sticking it out; now life is about to get even more fun. We are, to use one of your favorite words, “burgeoning!

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ABSTRACT

This process evaluation examines the Youth Philanthropy Initiative (YPI) program in Tulsa, Oklahoma and whether the implementation of this experience is meeting the basic psychological and/or developmental needs of youth. YPI is an outside-of-school organization for teenage development. The lenses through which this evaluation was performed are self-determination theory and the Search Institute's 40 Developmental Assets framework. These lenses are complementary, as self-determination theory could provide a psychological rationale through which the 40 Developmental Assets are explained.

YPI aims to develop youth into self-aware philanthropists, leaders, and agents for social change. Participation in this program lasts three calendar years. As such, rather than a longitudinal analysis, this evaluation examines the extent to which the four educational elements of YPI—self-awareness, philanthropy, leadership, and community-building—may be achieved. Though existing literature confirms the effectiveness of some youth development programs, no such outcome-driven data exists to place YPI within the spectrum of its peer programs. Results of this process evaluation shed some light on whether YPI should continue its operation, where to make improvements, and how the YPI program may be distinguished from other outside-of-school youth development programs.

CHAPTER ONE

Introduction

Afterschool programming continues to be in high demand in the United States; recent estimates suggest that nearly 10 million children and youth participate in afterschool programs each year (Yohalem, Pittman, & Edwards, 2010). Despite these figures, few positive youth development afterschool programs can claim evidence of their effectiveness and even fewer have studied the processes by which they carry out their mission. With its goal of producing the next generation of philanthropically-minded leaders for change, the Youth Philanthropy Initiative in Tulsa (YPI) is no different.

Teen voluntarism benefits teens as well as the greater community. Research shows that youth who volunteer are more likely to have stronger social ties, feel connected to their communities, perform better in school, and are less likely to engage in risky behavior (Corporation for National and Community Service, 2005). High school students who participate in community service increase their awareness of social issues, have a better sense of their personal values and overall identity, and gain positive leadership skills as their confidence in making a difference is bolstered (Checkoway, 2009; Cipolle, 2010). For teens that plan to enroll in an institution of higher education, their volunteer hours could assist in their transition over the next four years. McGovern and Curley (2010) predict that community engagement in the college setting will become increasingly formalized which means not only an increased expectation that teens report community service experience on their college admission applications, but also a likelihood that "colleges and universities will change their general education

requirements and begin to include some form of civic engagement exercises—service and/or service-learning will increasingly be required for graduation" (p. 343-344).

Community involvement for youth has been shown to increase political knowledge, enhance participatory skills, alter youth's attitudes, produce pathways to address key social issues, and revitalize communities and the organizations and individuals within them (Niemi et. al, 2000; London et. al, 2003). When youth become involved with philanthropy, they can "create ladders of responsibility and support that draw youth into progressively higher levels of organizational and community leadership, laying the foundation for indigenous community leadership" (London et. al, 2003, p. 35).

Youth community engagement experiences can have a long and lasting personal and community effect. Two-thirds of adults who currently volunteer began community service activities as youths, and regardless of income, adult Americans who volunteered at a young age donate to and volunteer more hours at not-for-profit organizations than those who did not (Troppe & Michel, 2002). Acts of community service have lasting effects on youth; for one, they positively influence a college students' desire to attend graduate school (Astin et. al, 1999). They also create patterns of civic engagement and involvement that persist into adulthood (Troppe & Michel, 2002). "Civic engagement," a form of community service, is "a process in which people take collective action to address issues of public concern," such as raising awareness on issues of social justice or communicating with political figures (Checkoway, 2009, p. 41-42). Civic engagement is a practice of citizenship, the concept of which is closely tied to "service-

learning," which "offers students an opportunity to practice their roles in the community" (Falk, 2013, p. 4).

Service-learning, defined as "curriculum-based community service that has clearly stated learning objectives; addresses real community needs in a sustained manner over a period of time; and assists students in drawing lessons from the service through regularly scheduled, organized reflection or critical analysis" (Kirby, 2011, p. 6) has begun to take root in schools. The Corporation for National and Community Service found that the portion of public schools that make community service available has grown from 64% in 1999 to 68% in 2008 (Kirby, 2011). Bauer, Kniffin, and Priest (2015) have observed gains in support and adoption of service-learning on college campuses, especially in first-year experience programs. Chambers and Gopaul (2010) posit that theoretical and practical academic preparation in the field of social justice-centered engagement is "the most appropriate way of preparing future educators and scholars (and other professionals) with skills, knowledge, and sensitivities to engage communities in addressing social (justice) issues" (p. 66). In fact, the authors believe that "scholarship that is void of a conscious social justice intent may be scholarship, but it is not engaged scholarship" (p. 55). Service-learning produces multiple positive outcomes, such as academic performance, self-efficacy, self-rated leadership ability, intent to continue practicing service after college, and especially increased choice of a career in a service field (Astin et. al, 2000).

Despite educational stakeholders' desire for increased community engagement, the number schools which meet the criteria for service-learning has declined from 32% in 1999 to 24% in 2008 (Kirby, 2011). While the interest for service-learning has

increased, its implementation has decreased. Perhaps this is because, as Howard (1998) puts it, "academic service learning is not for the meek" (p. 28). A relatively new concept in education, service-learning "creates a host of stimulating pedagogical challenges that are obviated in traditional pedagogy" due it its very nature being counternormative (Howard, 1998, p. 22-23). For example, giving students the responsibility of determining which data are important—rather than the relevant knowledge being filtered by the teacher—is contrary to traditional pedagogical principles (Howard, 1998, p. 22-23). Service learning is also very difficult to implement; it "must be carefully designed" if instructors are to see positive effects (Bauer et. al, 2015, p. 92). Classroom instructors who attempt to integrate service and learning "can expect initial resistance from students, periodic self-doubt about their own teaching accomplishments, and colleagues' looking askance upon this methodology" (p. 28). There is a gap in the intent and implementation of service-learning.

The larger problem is that, despite increasing evidence of the benefits of service learning, teens across the country are volunteering at a declining rate. According to the Center for Information and Research on Civic Learning and Engagement (CIRCLE), 28% of American teenagers aged 16-18 currently participate in some type of volunteer activity, a percentage which is down from its peak of 33% in 2005 (Kirby et. al, 2011, p. 6). CIRCLE researchers (2011) analyzed the results from 2002 through 2009 of the Current Population Survey, a product in joint partnership between the US Bureau of Labor Statistics and the US Census Bureau and found that changing policy objectives and funding have led to a reduction in the availability of service and community engagement during school (Kirby et. al, 2011, p. 1).

Because service learning is not widely implemented, certain character traits and development assets of adolescents have been neglected in the school setting. Mannes, Roehlkepartain, and Benson (2005) argue that the average youth reports having only 19 of the 40 Developmental Assets which the Search Institute deems necessary to thrive (p. 237). In fact, just 8% are considered "asset rich," having 31 to 40 of the developmental assets; "thus, most young people in the United States surveyed by Search Institute do not have more than half of the developmental assets in their lives" (Mannes et. al, 2005, p. 238). The unfortunate implication is that both human development and community building are suffering as a result of the underdevelopment of these skills (Mannes et. al, 2005). Recent studies of college-aged youth point to troubling developments in modern character traits, for example, an increase in narcissism and individualism and a decrease in dispositional empathy (Konrath et. al, 2010; Twenge & Foster, 2008; Twenge et. al, 2008; Twenge et. al, 2010). At a time when youth and communities seemingly need more experiences for general development, including the development of community service engagement and personal character, opportunities within school are diminishing. This could be due to education policy's focus on academic achievement and test scores, compounded by large-scale budget cuts in education in states like Oklahoma.

Yet to achieve the benefits of service-oriented experiences, students may not require a direct connection to education policy or the traditional high school setting. Larson (2000) posits that the concept of "initiative" is not often found in the settings in which youth are most present, such as the classroom. This concept – initiative – significantly contributes to students' development of "leadership, altruism, and civic engagement" (Larson, 2000). Instead, sports and other extra-curricular activities are

more fertile ground for cultivating this type of character. In schooling, students may experience moderate levels of concentration, but low levels of intrinsic motivation. In contrast, structured voluntary activities such as sports, arts, hobbies, and other extracurricular organizations produce psychological states of high intrinsic motivation as well as concentration (Larson, 2000). This evidence makes a case for community-based learning experiences for youth.

The stagnant or declining use of service-based learning experiences for youth in school is a reason why initiatives like the YPI occupy a critical space in the youth development arena. YPI promotes access to experiences that orient youth to serve and engage in their community. Yet as important as initiatives like YPI seem to be in closing the gap in youth development, there is much we still do not know about these experiences and opportunities.

Problem of Practice

More research can be performed to better understand the elements which could make extracurricular youth development programs effective. Programs like YPI "would benefit from assessment of key process variables theoretically linked to positive intervention effects" (Lakin & Mahoney, 2005, p. 515). Although YPI has recently reached its ten-year anniversary, the program has not undergone a complete evaluation regarding its implementation, much less its effectiveness. Despite past researchers' attempts to draw conclusions about the logic and efficacy of this program, none had been comprehensive or definitive as they were designed only to reach immediate conclusions about specific aspects of the program.

As such, this process evaluation of YPI provides insight into the mechanisms at work in this unique youth development program. In doing so, it seeks to describe how

the program engages youth and whether it supports their developmental needs. Since "a large number of youth community service programs continue to be conducted under the assumption that service activity is beneficial in and of itself, regardless of the process by which it is undertaken" (Lakin & Mahoney, 2005, p. 515), this evaluation benefits knowledge on youth development in two ways. First, this evaluation describes structures and processes used to connect with youth and to engage them in community-based work. Second, it seeks to explain the social and psychological mechanisms behind YPI, a program that aims to increase altruism in the teenage demographic. As applied research, it uses the lenses of self-determination theory and the Search Institute's 40 Developmental Assets to determine whether processes and activities of YPI are conducive to support psychological and developmental needs.

Purpose and Significance of the Process Evaluation

A process evaluation aims to understand the decisions behind the program (Yin, 2009). Evaluating the process by using one case study "investigates the contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (Yin, 2009, p. 18). This evaluation provides a comprehensive understanding of the process by which YPI is implemented. Results provide an understanding of the components of the curriculum, evidence regarding the fidelity to the curriculum during delivery, and the identification of psychological and developmental elements which students experience in the program. Effective strategies and challenges will be discussed. As described in the HM Treasury's Magenta Book (2011), a process evaluation might indicate which elements of a program structure appear to be more influential and how resources might be most efficiently employed. Understanding the mechanisms at work and whether the YPI

model is supportive of participants' psychological and developmental needs is a start to understanding whether the overall program is an effective method for youth development. As such, the evaluation also builds the foundation for a subsequent effectiveness evaluation.

Two general questions guided the process evaluation:

1) *How are the components of the YPI program being implemented in practice?*
2) *Does the experience provide support for students' psychological and/or developmental needs?*

The first evaluation question examines program elements, including the recruitment, selection, and retention of students; the delivery of the curriculum; and its overall sustainability. The second question aims to understand whether the experience of YPI is supportive of its participants' needs whether psychologically as established by self-determination theory, and/or developmentally in accordance to the Search Institute's 40 Developmental Assets framework.

Description of the Program

More than a decade ago, an international philanthropist based in Tulsa thought that "young people were not given a voice in our community," so she "wanted them to feel that they were part of the community and that they're worth being heard." This would cause youth to believe in themselves and their own self-worth, which she felt to be "vitally important." Because she wanted youth to learn certain leadership skills and to, in giving back to the community, understand "the feeling of making someone's life better" she became the founder and funder of YPI.

YPI is the product of a partnership between the Charles and Lynn Schusterman Family Foundation and The University of Oklahoma-Tulsa. The program aims to

develop incoming high school freshmen and sophomores from various schools in the Tulsa, Oklahoma metro area into more self-aware, philanthropic leaders for social change. The vehicle for this transformation is centered upon the concept of social entrepreneurship and the action of being engaged in the creation and execution of a social campaign, or franchise. Cohorts of approximately 25 students are tasked with researching, identifying, and addressing an issue that negatively influences teenagers in their community. In creating the social franchise, the students are provided with various human, physical, and monetary resources—notably, a $30,000 budget.

This is a main distinguishing factor that separates YPI from other programs of its kind. Whereas other youth philanthropy groups' main course of action is to re-grant funds to existing non-profit entities, YPI cohorts create their own philanthropic project. Rather than view philanthropy as simply a redistribution of wealth, YPI students create a campaign—what the program calls a "social franchise"—that is designed to initiate pro-social change. Social entrepreneurship occurs when the concept of philanthropy is combined with business methods in order to find new solutions to an existing social problem (Cipolle, 2010). This concept builds upon community service or experiential philanthropy. Rather than perform community service for a short duration of time, sporadically, feeling disconnected from the non-profit's mission, and/or as dictated by community service hour requirements, YPI students spend several hours per week for three years on their project, are the ones who define its mission, and perform the work voluntarily.

The social franchise project is the focus of the community-building facet of the program and is discussed at length at each meeting. Aside from this component,

students are exposed along the way to a curriculum which includes adult-conducted lessons on self-awareness, philanthropy, and leadership. Guest speakers and special topical lessons may also be included in a monthly meeting agenda. Over the course of three academic years, participants attend monthly day-long meetings to absorb the curriculum and weekly hour-long meetings to make further progress on the project. Special events include a kickoff dinner; retreats at the beginning of each year; an annual project showcase in which students present their projects to their peers, families, and prospective students; and a farewell or graduation dinner. The program is gradually student-led; in the second and third years of each cohort, the meetings are facilitated by two student leaders who attend additional weekly meetings with the two adult advisors.

Checkoway, Pothujuchi and Finn (1995) define the process of programs like YPI to be "social action," as it involves student groups that are focused on issues affecting youth and young adult. Examples within YPI include as adolescent depression (Cohort 1), teen obesity (Cohort 5), and socially integrating students with special needs and students in the general education population (Cohort 7). Upon graduation of the program as juniors and seniors, the students are expected to have transitioned their social action project into a "permanent home," such as at a non-profit agency, to ensure the project's continuation.

Limitations

Limitations to the evaluation are expanded upon in Chapter 4. They include the possibility for self-report bias, which could be problematic in skewing the data to be exaggerated based on various contextual factors at the time of survey. While some inferences could be made about the results between the three cohorts, which represent three different points in the program (years one, two, and three), this study is not

longitudinal. Because this is a process evaluation, program effectiveness cannot be determined. Most regrettably, the survey instrument could have been more rigorous and clear. In hindsight, the phrasing of certain questions in the survey and interviews limited the ability for the evaluator to make more definitive claims about the program. Finally, the findings should not be generalized to apply to other youth development programs.

Organization of This Dissertation

The remaining portion of this dissertation is organized as follows.

Chapter Two provides a review of the existing scholarly literature. In it, takeaways from existing programs for the development of youth in philanthropy and leadership are identified. Additionally, the greater field of youth development is surveyed, including existing process evaluations on this topic.

Chapter Three discusses the conceptual framework for this process evaluation, including the two lenses of self-determination theory for psychological needs and The Search Institute's 40 Developmental Assets for youth to address developmental needs.

Chapter Four presents the methods for the study. The Saunders et al. (2005) framework for program process evaluation is presented as a guiding structure for the evaluation measurement plan. The sources, reduction, and analysis methods for data are identified and limitations are considered.

Chapter Five presents the results of the process evaluation. First, evidence on program implementation is laid out to address the recruitment, selection, and retention process for YPI. Then, the curricular delivery is presented, which includes the program's components and consistency, reach, and facilitators and barriers. Then, the program's sustainability is examined, including its process for evaluation, staff training, and financial considerations. Second, evidence on student needs is presented, beginning

with student psychological needs and followed by student developmental needs. The third section outlines stakeholder assumptions, expectations, and satisfaction. Stakeholders include student participants, current and former staff, and the program's founder whose family foundation also funds the program.

Chapter Six discusses the aforementioned findings, highlighting findings with regard to student composition, psychological and developmental needs support, and program sustainability. Recommendations are made for each topic. A common thread for these recommendations is that more effort should be made to bolster the program in each of the three areas: increased student diversity, increased support for student needs, and increased structures in place to encourage the overall sustainability of YPI. The chapter ends with final conclusions and implications for future research.

Also included are sections for selected references and appendices, which include the data collected and a document that was created to organize the data for reduction.

CHAPTER TWO

Review of Literature

Introduction

The Interagency Working Group on Youth Programs (IWGYP), which represents 18 federal agencies that support programs and services focusing on youth, defines "positive youth development" as:

> an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances youths' strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths (IWGYP, 2014).

The YPI program's focus centers on positive youth development in philanthropy and in leadership, the concepts of which are not mutually-exclusive. In fact, a scan of the literature on both types of program revealed that many youth philanthropy programs attempt to teach leadership. For example, in a 1991 speech by then W.K. Kellogg chairman Dr. Russ Mawby, one of the rationales for the foundation to promote youth philanthropy was because "it will give them the opportunity to ask, to serve, and through serving, to lead" (Council of Michigan Foundations, 2016). Likewise, many youth leadership programs are pro-social in nature and/or in desired outcomes. Large, national youth-serving organizations such as Boy Scouts and Girl Scouts, Big Brothers / Big Sisters, and Junior Achievement commonly "hold a commitment to promoting prosocial values and building a variety of life skills (such as leadership, problem solving, and decision making)" (Quinn, 1999).

The structure of the YPI's curriculum is a youth leadership development model with philanthropy, self-awareness, and community-building being the vehicle for such

development. Because YPI has a model that corresponds more directly with those in youth leadership development, this literature review will focus on youth leadership development rather than youth philanthropy. While there is some overlap—some programs purport to teach both concepts, there is a distinct difference in the predominant ways in which philanthropy is taught as compared with leadership. As such, this section includes information regarding the existing scholarly literature on the landscape of both types of programs. The chapter begins with taking stock of the field of youth in philanthropy, then shifts to a discussion of common characteristics of programs that focus on youth leadership, and concludes with evidence on the effects of positive youth development programs in general.

Youth in Philanthropy: Taking Stock of the Field

Since the 1980s, the United States has experienced a heightened attention to youth in community service (Falk & Nissan, 2007). After President Bill Clinton signed The National and Community Service Trust Act into law in 1993 — creating the Corporation for National and Community Service along with its AmeriCorps and Learn and Serve America programs — concepts of youth and philanthropy infiltrated three sectors: policy, business, and research (Falk & Nissan, 2007).

There are numerous reasons for and iterations of a youth philanthropy program. For example, Morton and Bergbauer (2015) state that a worthy end goal of a service-learning and civic engagement program would be to build more resilient communities. Richards-Schuster (2012) highlights the following core concepts for youth participation in philanthropy: their voice brings a worthy perspective on youth needs and, as such, their contribution informs program decision-making and benefits the community at large. Bringle and Steinberg (2010) consider a goal to be to graduate more civically-

minded and civically-active college students. Just as there are various intended outcomes, many models exist within the world of youth philanthropy.

Worldwide, Bokoff and Dillon (2014) found more than 110 youth philanthropy programs housed within nonprofit organizations; youth philanthropy groups within approximately 200 foundations; and 55 programs housed at universities, with the United States housing the clear majority of all youth in philanthropy programs. They note that, between "youth organizations, schools, religious congregations, foundations, and online communities," there is "no one-size-fits-all model" (p. 7). Still, "most programs promote empowering youth as critical thinkers, team players, and decision makers who can be active leaders in their communities" (p. 7).

Of all the models of youth development, one is predominant. Youth grant-making organizations such as YouthBank International, the state of Michigan's numerous Youth Advisory Councils, and the Dekko Foundation's "phish" program are ones which engage youth in the process of redistributing funds to existing not-for profit organizations or social campaigns. YouthBank now has 216 programs in 23 countries (YouthBank International, 2016). Across the state of Michigan, community foundations maintain 86 or more Youth Advisory Councils (Council of Michigan Foundations, 2016). The phish program connects young grant-makers from high school through college in four states (The Dekko Foundation, 2016).

While some youth grant-making organizations promote youth involvement from a diverse array of backgrounds, many are comprised of younger members of family foundations, such as those who are involved with the Resource Generation or the Youth Philanthropy Connect networks. The latter network holds an annual conference to

facilitate exchanges between various organizations involved in youth philanthropy, of which YPI in Tulsa has been a part. Thanks to "passionate stakeholders, strong infrastructure, and positive culture," youth philanthropy is experiencing momentum that is sustainable (Bokoff & Dillon, 2014, p. 9). There is a shift toward philanthropy that has begun to take place in higher education. Stoecker, Beckman, and Min (2010) note that, while colleges have supported students' involvement in local community issues for the past 25 years, community engagement is now shifting focus to project-based service-learning. This method "provides greater assurance that the community engagement will efficiently produce something of value to the organization and its community" (p. 183).

Scholarly literature provides numerous examples of the connection between community service experience and the development of leadership skills, with much research performed in a university setting. In a longitudinal study of more than 20,000 college undergraduates, Astin, Vogelgesang, Ikeda, and Yee (2000) found that participation in community service had positive effects on leadership (including leadership activities, self-rated leadership ability, and interpersonal skills). In a national study of 55 diverse college campuses, the National Clearinghouse for Leadership Programs found that community service experience prior to college had a positive influence on leadership capacity building in college students, especially regarding collaboration and citizenship (Dugan & Komives, 2007). When examining the relationship between service and leadership in nearly 10,000 college seniors, Skendall (2012) found there to be a positive correlation: students who participated in both general community service and short-term, high-impact immersion programs such as

Alternative Spring Break scored significantly higher in socially responsible leadership outcomes.

Youth Leadership Development: Deficiencies and Common Characteristics

Leadership development and education research have existed for nearly a century, yet "all those who have studied and researched [these fields] realize that we still know very little about the subject" (Brungardt, 1997, p. 91). Three related deficiencies emerged from the literature on youth leadership development. First, there lacks a single, agreed-upon definition for leadership. Second, the methods for teaching leadership vary widely. Finally, most youth leadership development programs do not have a guiding framework or theory. Despite these facts, there are several common characteristics for the development of youth leadership. They include a main style of type of leadership; a team setting; an experiential component; collaboration with adults; and an emphasis on the transition to adulthood.

More than 25 years ago, Bensimon, Neumann, and Birnbaum (1989) noted that while advice regarding leadership is abundant, such advice is often confusing. For one, "observers often use different conceptual orientations to guide their understandings of leadership and organizational behavior" (p. 20). "Leadership" is a vague term; Matthews (2004) grappled with various definitions, deciding that "no single definition is adequate across contexts" (p. 78). Kezar, Carducci, and Contreras-McGavin (2006) lament that "various theories provide additional lenses, but there continues to be no agreed-upon definition of leadership" (2006, p. 11).

This variance is noted because it helps to show the wide variety of leadership concepts and skills that youth leadership development programs intend to teach. Zimmerman-Oster and Burkhardt's (1999) findings pointed to a myriad of activities

(inputs)—such as summer programs and mentors—and observed improvements (outputs)—such as commitment to volunteerism and self-esteem—that could collectively point toward leadership development, yet it is difficult to pinpoint which variable or combination thereof was the main indicator of program effectiveness. There exist many assessment tools and theories with which to help frame what constitutes "leadership." Therefore, the challenge is to funnel the numerous definitions and tools available in attempt to focus one's research on the true variables at play.

Literature on youth leadership programs clusters around the college age group, which helps to tighten the working definition of leadership. In a review of the state of leadership in higher education, Kezar et. al (2006) explain that, due to policymakers' calls to integrate technology, community needs, and budget constrictions, "pleas for leadership have become frequent and repeated" (p. 1). For these programs, a definition of leadership is more readily accessed since the programs are created within the context of a college campus and its corresponding values. Some authors highlight the importance of leadership development programs by referencing the mission statements of various institutions of higher education across the country (Dugan, 2006; Zimmerman-Oster, 1999). As Morphew and Hartley (2006) note, these statements help to guide decision making, such as whether to adopt or terminate a program, based on whether the program's purpose is in alignment with the institution's values. For example, citing Astin (1985, 1991), Zimmerman-Oster (1999) emphasizes the importance of "good citizenship" as an intended outcome for some college graduates (p. 51). Still, an effective leader may be a "good citizen" in one context, whereas in

another, citizenship may not be a defining characteristic of youth leadership development.

Across various youth leadership development programs, the means by which leadership skills can be learned is quite loosely structured. "Apparently, the concept of youth leadership is broad enough to include both brief, nondisclosive, group-building games as well as ongoing religious outreach based on disclosure of a deeply held faith; youth leadership occurs through both active listening and through joining the school band; adolescents lead both through becoming class president and by hanging out at the mall" (Klau, 2006, p. 59). Consequently, it should be noted that in attempt to begin to create a typology of leadership akin to Tulsa's YPI, the methods of the leadership program – and its corresponding mission and values – can be a significant factor in the focal points of the youth leadership program in question. Brungardt (1997) points to the need for future research which transitions from "merely explaining what is happening to proposing models for intervention" (p. 91).

The variance in methods for teaching leadership points to a greater issue, which is a lack of direction. Most youth leadership development programs are not guided by an overarching theory of how to develop youth and why to do so in a particular manner. For programs that are focused on youth influencing their communities in a positive fashion, there is an underlying assumption that this type of program does no harm; yet, there is a risk in implementing any program without a logic model in place. In an evaluation scan of 55 leadership development programs, Russon and Reinelt (2004) selected programs whose processes focused on positive social change, used multiple and innovative approaches, convened over three months or more, provided a collective

or cohort experience, targeted non-traditional leaders, and built individuals, organizations, and/or communities. One key finding is that there are not many leadership development programs that have an explicitly-stated theory of change—and further, that there can sometimes be disconnects between the program's activities and the intended outcomes (Russon and Reinelt, 2004). The youth could be working toward positive change, yet the metrics for this change, and more importantly, the type of change in the youths' development, are not articulated.

Nevertheless, despite the deficiencies which emerged in the existing literature on positive youth leadership development programs—a difficulty in articulating a clear definition of "leadership" as it relates to the youth program, a significant lack of theories of logic prior to or in conjunction with implementation of the program, and perhaps therefore, a wide array of opinions on methods for teaching leadership—a review of the existing literature does reveal a loose typology of processes to develop youth leadership.

A change in leadership scholarship has occurred in recent years due to the changing context in which leadership takes place as well as the introduction of new ideas about leadership and leadership development (Kezar et. al, 2006). Furthermore, youth leadership is distinct from adult leadership. Whereas adult leadership theory takes into account the individual leader, such as traits, behaviors, skills, and abilities, "youth leadership seems to be primarily situational (i.e. responding to challenges posed by particular situations), rather than positional or product-based" (Matthews, 2004, p. 94-95, citing Roach et al., 1999). In this sense, youth leadership subscribes to Heifetz's (1999) model of adaptive leadership because it places value on those who do not have

positions of authority. It also encourages the challenging of current roles, which allows for the protection of all voices involved (Heifetz & Laurie, 1997). Thus, leadership is an act, given the moment's situational variables. This style of leadership falls into a combination of "behavioral" and "contingency" leadership as described in Kezar et. al's (2006) table in Figure 1 below of Bensimon, Neumann, and Birnbaum's (1989) report on leadership. In the behavioral framework, leadership can be learned. Behaviors are examined, and students are taught specific skills which are relative to the situation the leader is in. In the contingency framework, these situational variables are the focus, for it is in these social scenarios that a leader may emerge (rather than already hold a position of authority) due to that person's judgment and action.

	Trait	*Behavioral*	*Power and Influence*	*Contingency*	*Cognitive*	*Cultural/ Symbolic*
Definition and Emergence	Seeks to identify a definitive list of individual traits associated with successful leaders Prominent in early twentieth century but continues to be researched today	Examines the behaviors of effective leaders Gained prominence in midtwentieth century	Sees leadership as a social exchange process characterized by the acquisition and demonstration of power Prominent throughout the twentieth century	Leaders and leadership behaviors influenced by situational variables (task, followers' characteristics) Focus of research during the last half of the twentieth century	Examines the influence of cognitive processes (attribution, error judgment) on leadership Emerged in late twentieth century	Explores the symbolic and cultural functions of leadership (how a leader's use of rituals can inspire change) Gained prominence at the end of the twentieth century
Major Assumptions and Contributions	Leader-centered theory Leaders possess specific traits that distinguish them from followers Universal (objective) definitions of traits exist	Leader-centered theory Leaders use a combination of task and relational behaviors to guide interactions with subordinates	Leaders use power to influence followers More recent research considers the reciprocal relationship between leaders and followers	Different leaders and leadership behaviors called for in different situations Situational factors influence who emerges as a leader	Cognitive processes influence perceptions of leaders and leadership behaviors Introduced the possibility of leadership as a socially	Leadership seen as a social construct that differs across cultural contexts Individuals foster shared meaning and cultural norms through interactions

Theory intuitively appealing, given the perceived difference between leaders and followers	and achieve leadership goals Views leadership as something that can be learned Provides specific skills for leaders to be trained in	Introduces a process-oriented view of leadership that emphasizes the needs and values of followers as well as leaders	Provides predictive models of leadership effectiveness by assessing the match between the leader's style and the situation Expands views of leadership to include context, not just individuals, as an important source of influence on leadership	constructed rather than objective phenomenon Examined the cognitive processes of followers as well as leaders	Symbolic processes (rituals, stories) make leadership meaningful Values and beliefs important to understand leadership Helped highlight perceptions, context, interaction, and symbolism

Figure 1. **Six Leadership Theories Reviewed in** ***Making Sense of Administrative Leadership (Kezar et al., 2006)***

The environment in which the behavioral and situational type of leadership functions in many youth development programs is within a team. Teamwork is itself "a skill that is highly valued in the world of work for individuals in the helping professions and other fields" (Falk, 2012, p. 2). Kezar, Carducci, and Contreras-McGavin (2006) note that team models such as this evolved from the critical paradigm of leadership and feminist studies of women leaders and views leadership as inherently a team process which is collective, collaborative, and "focused on relationships and networks" (p. 63). In studying team-oriented leadership among fifteen institutions of higher education, Bensimon and Neumann (1993) found this model to be effective, with "many advantages over solo leadership" such as creative problem-solving among diverse perspectives, peer support, and increased accountability (p. 8-15). Research on the team leadership model "suggests that teams will not be effective unless they have ample time to build relationships and have significant dialogue before working on a task" (Kezar et. al, 2006, p. 64). Therefore, in this model, members are "encouraged to try to understand others' behavior and become more aware of perception and multiple interpretations" (Kezar et. al, 2006, p. 64).

Another common factor for existing youth leadership development programs is its pro-social focus. Nation-wide examples of positive youth development programs include San Francisco's "Youth Leadership Institute," which concentrates on development of non-traditional leaders (e.g. people of color, youth from low-income families), Chicago's "Mikva Challenge," which focuses on political engagement, and Boston's "Urbano Project," which fosters the collaboration for teen artists and professional artists to create social change (YLI, 2015; Mikva Challenge, 2015; Urbano Project, 2013). As was mentioned above regarding youth philanthropy programs, there is much overlap between the two program focuses.

Experiential activity is also a distinguishing factor for youth leadership development. One of the most researched youth development programs is 4-H, the largest youth development organization in the nation which has an historical focus on youth in local agriculture (4-H, 2016a, 2016b). Much of the research in youth leadership development seems to be based upon evaluation subjects involved with 4-H programs across the country. Participation can be described as "youth in governance," which MacNeil and McClean (2006) characterize as different from "youth leadership development" in this way: "There is a significant difference between learning about leadership and learning leadership. Learning leadership happens experientially, through involvement in opportunities to practice the skills, experiment with approaches, and try on the roles" (p. 99). In other words, a youth-in-governance approach focuses on creating opportunities for youth to practice leadership. Interestingly, the article was written as the result of a youth-adult partnership: at the time of their article's publication, MacNeil was the statewide director of the University of California's 4-H

Youth Development Program, and McClean was a college undergraduate who had served on the statewide 4-H Program Advisory Committee as a youth.

Partnering youth with adults helps to prepare youth for their later transition into adulthood. The San Francisco Bay Area's Youth Leadership Institute (YLI) has learned much over the course of a dozen years of experience in building youth-adult partnerships. Of particular interest is YLI's commitment to infusing these partnerships throughout its organizational levels and decision-making processes, especially in the contexts of training and philanthropy (Libby et al., 2005). Benefits experienced in training include more fully engaged participants and stronger content and delivery; benefits for philanthropy include providing obvious areas of contribution for youth and adults, building knowledge and understanding across the age span, and paving the way for similar partnerships in other organizational settings (Libby et al., 2005). While some youth development programs aim to strike a balance in power between youth and adults, some lean heavily one way or another. Larson, Walker, and Pearce (2005) navigate the boundary between youth programs that are either predominantly "adult-driven" versus "youth-driven," making the argument that neither is categorically better than the other; rather, each approach can be better suited to various contexts. As such, the balance to be struck lies in techniques for adults to keep the youth on track with their work whilst youth maintained personal investment in their respective programs (Larson et al., 2005). The researchers also found an overall benefit to youth-adult partnerships: youth-driven programs led to a high degree of ownership and empowerment for the youth, while adult-driven programs led to the ability for the adults to devise learning experiences that facilitated the development of the youth's specific

talents, and both approaches led to a boost in youth's self-confidence (Larson et al., 2005).

A further benefit of youth-adult partnerships in particular is adequate preparation for working in the "real world" upon graduation. This context will require certain skills, such as communication, resilience, and adaptability. Youth development programming in general is geared to help adolescents "prepare for productive adulthood" (Quinn, 1999). It follows, then, that by building skill sets and exposing adolescents to the adult world through partnerships, youth leadership development programs strive to create for participants a smoother transition to adulthood.

Thus, these distinguishing elements combine to create a typology of youth leadership development programs: their emphases depend largely on their context; the type of leadership taught is situational; the method by which it is taught is experiential and collaborative; their driving force is centered upon positive social change; they operate on some level of partnership with adults; and graduates are better prepared for adulthood.

Evidence on Positive Youth Development Programming

Myriad out-of-school activities and organizations comprise the youth development sector; youth development programs vary in structure, focus, specific demographic, funding, and more. The distinguishing factor is "their emphasis on supporting the normal socialization and healthy development of young people" (Quinn 1999). Youth development programs may be categorized into the following groups: national youth-serving organizations such as YMCA; programs sponsored by public agencies such as parks and recreation services; sports organizations such as the American Youth Soccer Organization; broad-based private organizations such as church

youth groups; and independent youth organizations such as a local non-profit to promote girls in the arts (Quinn, 1999). Yet despite the numerous iterations of youth development programming, evidence in the literature suggests some commonalities regarding best practices, common pitfalls, and markers of success.

In scanning 25 effective positive youth development programs, Catalano, Berglund, Ryan, Lonczak, and Hawkins (2004) determined that they all shared a heightened level of replicability, such as a structured curriculum, an evaluation process, and implementation fidelity, all of which led to quality control. Duration was also a significant factor: 80 percent of those programs had durations of nine months or longer (Catalano et al., 2004). Other best practices exist for adolescent development programming. In the 1990s, the Carnegie Council on Adolescent Development's (1994) Task Force on Youth Development and Community Programs assessed the potential of youth organizations to contribute to youth development. The task force determined that community programs should address universal requirements of adolescents by:

- tailoring activities to their needs and interests;
- valuing and responding to their diverse backgrounds;
- increasing access to underserved and especially low-income youth;
- appealing to their desires to encourage consistent participation;
- strengthening the diversity of their adult leadership;
- offering them more opportunities to feel valued members of the community;
- vigorously advocating for and with them;
- providing stable and enthusiastic governance; and
- networking with a wide range of community partners to encourage positive youth development (Carnegie Council on Adolescent Development, 1994).

Echoing some of the task force's recommendations, Jane Quinn (1999) identified five implementation challenges for youth development program administrators: increasing youth participation in general; expanding access to a diversity of students, especially in low-income communities; increasing overall funding and

solidifying funding streams; systematically evaluating program effectiveness; and coordinating with other youth services more seamlessly. For youth philanthropy programming, specifically, there is not only a call to increase global participation, but also to improve access to existing resources and increase the awareness of others doing similar service work since most programs operate locally and independently (Bokoff & Dillon, 2014). Yet despite the operational challenges, the reward for youth development programming can be substantial, for the experience has been shown to lead to various community and participant gains.

From tangible community impact to personal development, youth philanthropy programs can have a positive influence. First, there is the overall contribution that youth grant-making programs have had across the globe. From 2001 to 2013, youth grant-making programs have awarded nearly 900 grants in amounts ranging from $100 to $5 million to recipients in 42 states and 14 countries (Bokoff & Dillon, 2014). The few youth philanthropy programs which do not focus on grant-making but instead employ civic or social advocacy and/or action can also have a significant and measurable impact, although no collective data on this exists to date. There is also a considerable positive personal change that can happen to youth philanthropy program participants. Youth who volunteer in general or participate in proposal writing or grant-making specifically "often learn life skills like responsibility, problem solving, interpersonal communication, and commitment" (Bokoff & Dillon, 2014, p. 9). As previously mentioned, community service involvement as youth also has positive effects on future self-efficacy (Astin et al., 2000), self-reported empathy (Lakin & Mahoney, 2006), and overall life satisfaction (Martin, 2006).

Youth leadership development programs are focused on personal transformations such as this. In an examination of existing college student leadership development programs, Zimmerman-Oster and Burkhardt (1999) assess the short- and long-term outcomes of 31 such programs funded by the W.K. Kellogg Foundation (WKFF) between 1990 and 1998. One of the few large, comprehensive studies of leadership programs for college-aged students—approximately 58,000 students participated across all programs—the study found, among other results, strong positive individual outcomes such as increased sense of social/civic/political awareness (93%), increased commitment to service and volunteerism (86%), and a higher sense of personal and social responsibility (79%) (Zimmerman-Oster & Burkhardt, 1999).

Youth development programming can also lead to favorable institutional and community outcomes. In the same study, the researchers found improvements in institutional collaboration and networking (80%) and improved communication between the community and institution (72%) (Zimmerman-Oster & Burkhardt, 1999). Programming that is service-oriented can also play an important role in "sustaining America's voluntary spirit" because "seeds of helping planted in youth today will grow into a lifelong journey of involvement and engagement" (Toppe & Michel, 2002, p. 12). Outside of continued community volunteer work, this type of youth engagement can translate to ongoing political and community development (Checkoway et al., 1995). Benefits abound for engaging youth in developmental programming.

Yet there is a dearth of scholarly work which evaluates the processes of developmental programs in the areas of philanthropy and leadership. At the time of publication, approximately 35 process evaluations have been performed to assess

implementation fidelity of existing youth or college-age programs around the globe. Of those, the clear majority evaluate programs that are focused on intervention or prevention of undesirable behaviors, such as an HIV prevention program for Yemeni youth, an adolescent obesity program in Australia, and a sexual health intervention program in Tanzania (Al-Iryani et al., 2010; Mathews et al., 2010; Wight et al., 2012). Very few have a positive or developmental focus. Interestingly, two of the programs have a positive focus specifically on entrepreneurship—one for girls in Lesotho of sub-Saharan Africa that is a means for HIV/AIDS prevention and one for American Indian youth to help prevent substance use and suicide (O'neill Berry et al., 2013; Tingey et al., 2016). Of the outside-of-school youth program process evaluations, the author could only find two positive youth development without a specific prevention or intervention component. These are for girl-specific programs which focus on physical activity (Bean et al., 2014; Iachini et al., 2014). As such, more process evaluations of youth development programs should be conducted to gain a better understanding of how programs develop youth and whether some practices are more useful than others.

To conclude, there are numerous reasons why youth development programming can be beneficial to participants and the community at large. By heeding lessons learned and being proactive in avoiding common pitfalls, organizations will have a greater chance of success in achieving these benefits. An examination of the processes employed to achieve the aforementioned benefits would also be helpful for organizations to understand whether their techniques are effective. In conducting a process evaluation, the evaluator aims to understand the methods by which one youth

philanthropy and leadership program carries out the development of youth's orientation toward philanthropy and conceptualization and skillset for leadership.

CHAPTER THREE

Theoretical Framework

As the review of literature shows, there is a growing need for students to engage in philanthropic and/or leadership programs, both of which are increasing in popularity. However, there is relatively little evidence that delves into the specific processes or mechanisms behind youth development programs. For this reason, it is necessary to draw on existing theories of human development to explain how social conditions in one's environment interact with personal and psychological factors to affect how individuals engage with their surroundings and put forth effort to grow as a person who contributes to society. This evaluation research relies on self-determination theory and the Search Institute's Developmental Assets to describe the general type of experiences and opportunities that are conducive for youth to thrive in their tasks and endeavors.

Youth and Self-Determination Theory

Self-determination theory, a theory of human motivation and personality, assumes that "people are by nature active and engaged" so that, when they are in nurturing social conditions, they will learn and develop (Deci & Ryan, 2016, p. 10-11; Ryan & Deci, 2000). An individual with self-determination will experience a sense of choice, or autonomy, when initiating and regulating her actions (Deci et al., 1989). As such, a self-determined person is not influenced by external praise of punishment; rather, the source of motivation comes from within, and the decisions which result are one's own (Deci & Ryan, 2016). It should be noted that the theory does not, however, assume that extrinsic motivation is antagonistic to intrinsic motivation; it argues that there are varying forms of extrinsic motivation which are ranked according to its semblance to intrinsic motivation (Deci et al., 1991). For example, when the source of

motivation is extrinsic yet the regulation of the decision-making still comes from one's self—called integrated regulation, there are many similarities to intrinsic motivation (Deci et al., 1991). This is important to note because one cannot be intrinsically motivated in every setting. For example, some students in high school "may not find fun or interest in arduous math problems" (Niemiec & Ryan, 2009, p. 136).

Intrinsic motivation and even extrinsic motivation when autonomous self-regulation is present can lead to psychological gains. Research on self-determination has shown a link to "enhanced creativity (Amabile, 1983), conceptual learning (Benware & Deci, 1984), self-esteem (Deci, Schwartz, Sheinman, & Ryan, 1981), and general well-being (Langer & Rodin, 1976). In in a study of more than 200 "talented" teenagers in the early 1990s, Mihaly Csikszentmihalyi, Kevin Rathunde, and Samuel Whalen (1993) endeavored to understand what made some teens persevere in developing their talent (a social construct) while other, similarly intellectually gifted teens gave up. They found that the principal reason why the successful ones engaged in the development of their talent was simply because they enjoyed it, even when faced with difficulty—their motivation came from within.

Self-determination theory has been applied to the school setting, with a large body of research showing the advantages of motivation that is autonomous rather than controlled (Deci & Ryan, 2016). Additional research exists to understanding whether this phenomenon may be applied to various other settings, such as the workplace (Deci et al., 1989; Deci et al., 2001; Baard et al., 2004). Self-determination theory has been shown to be relevant in traditional work settings because the meetings of its conditions could have positive effects on employee trust, decision-making, and ability to regulate

actions (Deci et al., 1989). Furthermore, gains might be more pronounced in a more social setting, such as an extracurricular program. This is because social contexts "catalyze both within- and between-person differences in motivation and personal growth, resulting in people being more self-motivated, energized, and integrated in some situations, domains, and cultures than in others" (Ryan & Deci, 2000, p. 68).

An important consideration for the presence of self-determination in any setting is whether the environment is supportive of its conditions. This is because gains are possible when the conditions for self-determination theory are supported (Deci & Ryan, 2000). In other words, humans' natural propensity to learn and grow requires the satisfaction of basic psychological needs (Vansteenkiste & Ryan, 2013).

The three conditions of psychological need satisfaction, according to self-determination theory, are autonomy, competence, and relatedness. Each appear to be essential for optimum growth and integration, social development, and personal well-being (Ryan & Deci, 2000). They are also significantly correlated and universally important to well-being across multiple life domains (Milyavskaya & Koestner, 2011). Each is necessary; "individuals cannot thrive without satisfying all of them, any more than people can thrive with water but not food" (Ryan & Deci, 2000, p. 75) and is discussed below.

"Autonomy" refers to personal volition that can accompany any act, with volition defined as "the organismic desire to self-organize experience and behavior and to have activity be concordant with one's integrated sense of self" (Deci & Ryan, 2000, p. 231). It should be noted that research has discovered autonomy not to be merely selfish or

individualistic; in fact, there is a stronger correlation between autonomy and collectivistic attitudes (Ryan & Deci, 2000, citing Kim, Butzel, & Ryan, 1998).

Whereas autonomy is psychological, autonomy-support is social. Again, for each of the three conditions of psychological need, the evaluator must determine whether it is being supported. Thus, the lens with which to view an environment is not through autonomy alone, but whether it is autonomy-supportive as deemed by the participant. In an autonomy-supportive environment, a person will experience high satisfaction in autonomy. An environment such as this will be more likely to lead to positive development and optimal functioning. In schooling for example, approaches that are autonomy supportive involve acknowledging students' perspective, including their needs and feelings; supporting students when they face obstacles and show initiative; and providing students with choice (Deci & Ryan, 2016). Another example would be when teachers explain in a meaningful way why a certain activity is useful (Niemiec & Ryan, 2009). Teachers who support autonomy in the classroom (in contrast to controlling it) were found to "catalyze in their students greater intrinsic motivation, curiosity, and desire for challenge (Ryan & Deci, 2000, p. 70-71). In another study, Roth, Assor, Niemiec, Ryan, and Deci (2009) discovered that when students had autonomy-supportive parents—that is, parents that acknowledged their adolescents and related to their perspectives—the students had a greater sense of choice, were better equipped to regulate negative emotions rather than suppress them, and in the school setting, the students' learning came from their own interest, as opposed to worrying about their grades. This is consistent with other findings that there is a positive link between relatedness to parents and autonomy in teenagers (Ryan & Deci, 2000, citing

Ryan & Lynch, 1989; Ryan et al., 1994). Finally, an example of an autonomy-supportive work setting is one in which employees report high satisfaction with and their own ability to give input at various opportunities (Deci et al., 1989).

"Competence" involves one's sense of efficacy or one's propensity to have an effect on his environment (Deci & Ryan, 2000). More specifically, it is experienced when succeeding at tasks which are optimally challenging and attaining desired outcomes (Baard et al., 2004, citing Skinner, 1995; and White, 1959). An example of a person experiencing competence would be the enjoyment of a challenge that is presented at work (Deci et al., 2001).

Supports for competence, such as optimal challenges and positive performance feedback, positively influence a student's level of motivation (Deci et al., 1991). If one were to praise a student for taking initiative with an educational activity, that praise would be more likely to fuel the student's competence and intrinsic motivation as compared to praise just for completing what was required (Deci et al., 1991). As such, it would follow that a competence-supportive environment would be one in which positive feedback such as this example is the norm. This was found to be the case in workplace settings in which self-determination was found to be higher than others (Deci et al., 1989). Another example for an environment that is supportive of one's sense of competence is a teacher who encouraged students to set personal goals for mastery versus performance (Deci & Ryan, 2016).

Finally, "relatedness," another fundamental psychological need, refers to one's desire to feel close or connected to others—to love and care, and to be loved and cared for" (Deci & Ryan, 2000). In some situations, relatedness is not as central to intrinsic

motivation as autonomy and competence because it is possible to engage in intrinsically motivated behaviors in isolation, such as when hiking or fishing (Deci & Ryan, 2009). This suggests that relatedness provides more of a backdrop for intrinsic motivation, serving as "a sense of security that makes the expression of this innate growth tendency more likely and more robust" (Deci & Ryan, 2009, p. 235). In other words, self-determination theory posits that intrinsic motivation is more likely to be enhanced when there is a sense of security and relatedness (Ryan & Deci, 2000).

Relational-support occurs when an environment is conducive to such feelings of emotional security. One way to encourage higher relatedness satisfaction is for an environment to promote these feelings. (Deci & Ryan, 2016). In a school setting, this can be accomplished by making a child feel welcome and cared for, whether it's from a friendly smile or expressed concern when a student faces challenges in school-related tasks (Deci & Ryan, 2016, p. 22). A student's level of motivation is also influenced by peer supports for relatedness, such as peer acceptance (Deci et al., 1991). In an office setting, having trust in one's supervisor would cause an employee to report higher satisfaction in the workplace's relational-support (Deci et al., 1989).

The basic psychological needs element of self-determination theory establishes a framework to study the experiences of youth in the YPI program. Effectively engaging youth in leadership development and philanthropic initiatives involves participant learning and growth, and self-determination theory might further aid in the understanding of the root causes for the positive gains which youth in leadership development programs experience. For students to reap the developmental benefits from being involved with an organization such as YPI, it is imperative that they not

merely join a program, but also engage themselves psychologically in its activities (Dawes and Larson, 2011, p. 259). In studying how youth become psychologically engaged, Dawes and Larson (2011) surveyed several youth from each of 10 diverse and high-quality after-school student programs to theorize the change process for the ones who experienced increased engagement. The students attributed the change to making personal meaning in their activities, and this change process has many similarities to theories of flow, interest, and self-determination.

Environments that foster self-determination are more likely to enhance human development. Again, the three constructs of autonomy, competence, and relatedness do not stand alone; they need to be examined in an environmental context. Supports for these constructs "will facilitate intrinsic motivation and integrated internalization only to the extent that they are accompanied by autonomy-supportive rather than controlling interpersonal contexts" (Deci et al., 1991, p. 333). So, in accordance to self-determination theory, whether individuals are students, patients, athletes, or employees, if their social contexts are responsive to basic psychological needs, they provide an appropriate foundation for positive development. Further, research on the conditions which foster positive outcomes can have consequences for the design of positive social environments that enhance participants' development and well-being. (Ryan & Deci, 2000).

The YPI experience is designed as a positive, experiential youth development opportunity. As such, the environment should facilitate participants' intrinsic motivation and autonomous decision-making by being supportive of their psychological needs. Therefore, self-determination theory is an applicable lens for understanding the

process of the YPI program. In this study, the evaluator sought to understand whether the program is supportive of students' autonomy, competence, and relatedness as determined by the rating of their satisfaction in each of the three categories. For example, to measure autonomy, do students consider their voice to be important in informing their work in YPI? For competence, are participants receiving regular, positive feedback on their performance? And for relatedness, do they feel cared for while at YPI? Staff were also asked to provide their perspective on the presence of these basic psychological needs.

Youth and Developmental Assets

The Search Institute's (2007) 40 Developmental Assets framework, much like self-determination theory, identifies essential social resources in the lives of youth. First identified by Peter L. Benson in 1990, they are social and psychological strengths that enhance adolescent well-being (Lerner, 2003). Along with his Search Institute colleagues, Benson found that having more assets will lead to a young person having greater chances for positive, healthy development (Lerner, 2003). Specifically, the greater the assets, the lesser the likelihood he or she will engage in risky behavior, and the greater the likelihood he or she will be successful in school, be persistent in the face of adversity, take care of their own health, be financially responsible, and assume leadership positions (Mannes et al., 2005). Mannes et al. (2005) note that the Developmental Asset framework is "grounded in the scientific literature on prevention, resilience, youth development, and protective factors and is conceptually aligned with a number of recent syntheses of research on adolescent development" (p. 235).

The 40 Developmental Assets for youth aged 12-18 are categorized under the following headings: Support, Empowerment, Boundaries and Expectations,

Constructive Use of Time, Commitment to Learning, Positive Values, Social Competencies, and Positive Identity (Search Institute, 2007). Figure 2 below is a recreated chart of the 40 developmental assets and their headings as portrayed by Mannes et al. (2005). In it, the aforementioned categories are presented along with the assets which correspond. The two macro categories are presented as assets that are externally developed across various contexts and individual qualities that are internally developed, with 20 assets in each category.

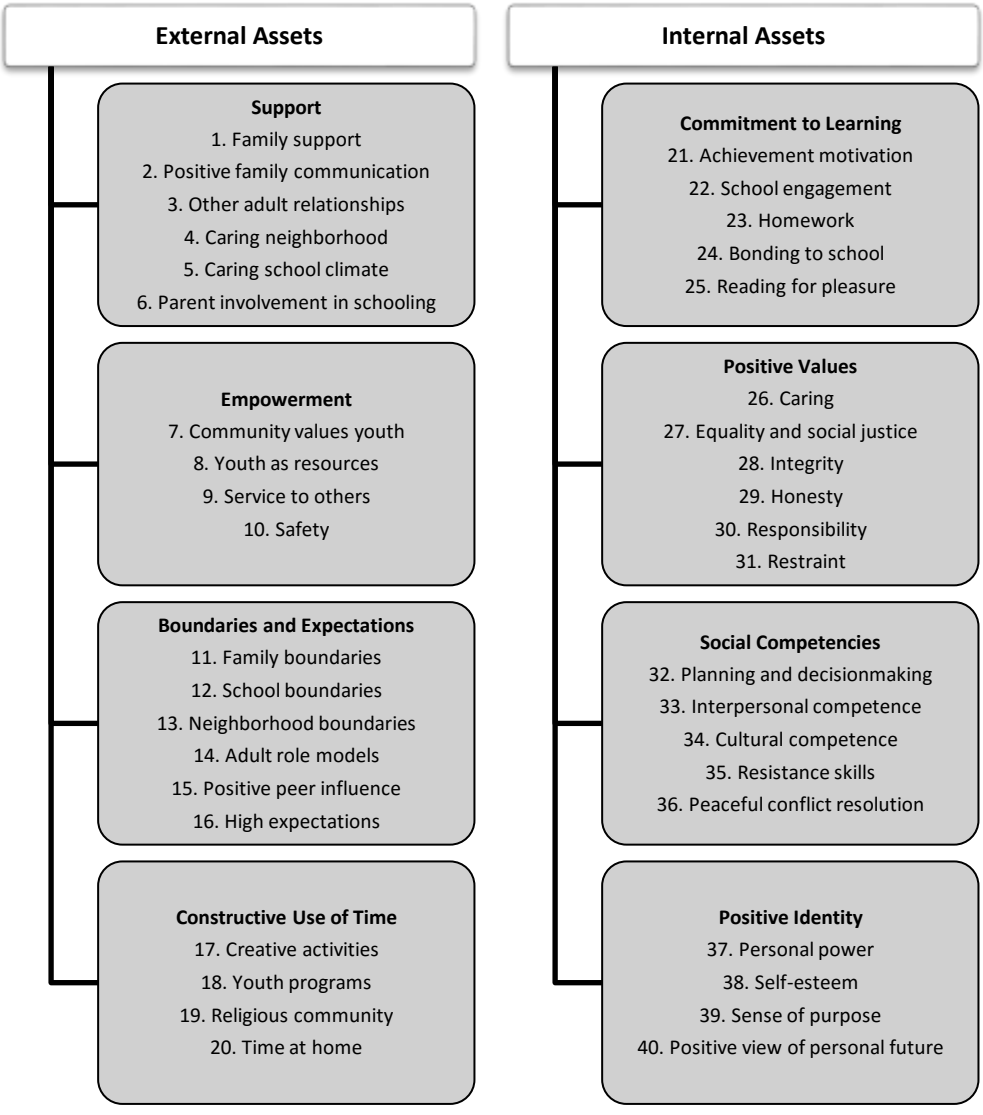


Figure 2. The Search Institute's 40 Developmental Assets. (recreated from Mannes et al., 2005)

The lens of developmental assets is applicable across socio-economic contexts. Increases in assets, as opposed to simply comparing youth who began with a certain number of assets, have also been examined with positive results. For example, in a 1998-2001 study, Scales et al. (2006) discovered that not only was it true that having a greater number of reported assets in the 7th-9th grades correlated to a higher grade point average in the 10th-12th grades, but also that increases in developmental assets were significantly associated with increases in grades (Scales et al., 2006). In another study, Scales (1999) found that the more vulnerable youth are, the more they seem to benefit from the protective influence of developmental assets. This helps to provide an argument for youth developmental programs in areas of diversity in which youth may not all begin with a similar number of assets (Atkiss et al., 2011).

The purpose of developmental assets is to identify the experiences, relationships, skills, and values that are known to enhance positive outcomes for young people (Mannes et al., 2005). Some youth programs, such as the YMCA and the Great KIDS make Great Communities initiative in Fort Wayne, Indiana have therefore begun to adopt a curricular focus on the asset-building approach. While YPI does not claim to encompass all 40 of the assets which foster positive youth development, its design complements the assets framework and seeks to nurture many of them through a large-scale community engagement experience.

Positive youth development programs such as YPI are an example of the Search Institute's (2007) model for asset-based community capacity building. It outlines three main strategies for effective community-based initiatives which together "have the potential to increase the accumulation of developmental assets in young people's lives":

1) Cultivate Community Readiness, Energy, and Commitment, 2) Create an Operational Infrastructure, and 3) Build Community Capacity (Mannes et. al, p. 244-247). The results of these strategies would be not only to reduce high-risk behaviors, but also increase participants' thriving.

The positive psychology movement places emphasis on thriving for participants from various demographic categories (Seligman, 2011). Mirroring the development of positive psychology as a departure from a field whose traditional focus is pathology, the focus of developmental assets is not only on those who are at a high risk for negative outcomes, but on all youth (Scales, 1999). Positive psychology could provide an overarching explanation for the mediating conditions at play within the context of YPI, for it encompasses self-determination theory as well as elements of the 40 Developmental Assets. Presently, practitioners and policymakers are calling "for expanding programs beyond a single-problem-behavior focus and for considering program effects on a range of positive and problem behaviors" (Catalano et. al, 2004, p. 101). Catalano et. al (2004) describe positive youth development as approaches that seek to achieve one or more of the following: 1) Promotes bonding, 2) Fosters resilience, 3) Promotes social competence, 4) Promotes emotional competence, 5) Promotes cognitive competence, 6) Promotes behavioral competence, 7) Promotes moral competence, 8) Fosters self-determination, 9) Fosters spirituality, 10) Fosters self-efficacy, 11) Fosters clear and positive identity, 12) Fosters belief in the future, 13) Provides recognition for positive behavior, 14) Provides opportunities for prosocial involvement, and 15) Fosters prosocial norms (p. 101-102). YPI does not purport to

encompass all of these constructs for positive youth development, but the argument could be made for most of these, with some more emphasized than others.

Despite the fact that existing youth development programs employ a wide range of strategies, Catalano et al. (2004) found that common themes for success involve the following:

> methods to strengthen social, emotional, behavioral, cognitive, and moral competencies; build self-efficacy; shape messages from family and community about clear standards for youth behavior; increase healthy bonding with adults, peers, and younger children; expand opportunities and recognition for youth; provide structure and consistency in program delivery; and intervene with youth for at least nine months or longer (p.117).

Because YPI incorporates all the aforementioned themes and more, its processes are evaluated to gain an understanding of how and to what degree. For example, by collaborating with others in their cohort, are YPI participants strengthening their interpersonal competencies and experiencing a positive peer influence? In creating a philanthropy-based project, are they building self-efficacy and learning about planning and decision-making? Through collaborating with the coaches, are students bonding with other adults in a healthy way?

Conclusion

In summary, self-determination theory, with its elements of autonomy, competence, and relatedness, explains that humans are more likely to initiate and regulate their decisions and actions when they are in nurturing environments. When environments for youth are supportive of the theory's three basic psychological needs,

they are more conducive to the participants' growth and well-being. Similarly, the Search Institute's 40 Developmental Assets framework describes ways in which an environment can be supportive of adolescent development and health. The greater the number of assets that an environment fosters, the higher the likelihood of participant thriving.

As such, in answering the second evaluation question, *Does the experience provide support for students' psychological and/or developmental needs*, the evaluator will assess the results of quantitative and qualitative data that point to the presence of student satisfaction for autonomy, relatedness, and competence in the YPI context to determine whether the YPI environment is supportive of participants' basic psychological needs. Additionally, the evaluator will address the presence of developmental assets to assess whether YPI is an asset-rich environment. The logic follows that if YPI is lacking in support for participant's basic psychological needs and/or applicable developmental assets, it is likely that the program is not especially conducive to its participants' growth or thriving. On the other hand, if the program does show significant support in these areas, it could be considered a positive institution that is conducive to youth learning and well-being.

CHAPTER FOUR

Methods and Study Design

Introduction

This evaluation examined the implementation and delivery of the YPI curriculum. As such, the following two questions comprised the core of the process evaluation:

1) *How are the components of the YPI program being implemented in practice?*
2) *Does the experience provide support for students' psychological and/or developmental needs?*

The first question addressed the particular experience that YPI students have, while the second question examined the quality of the experience. The lenses by which the quality is examined were self-determination theory and the Search Institute's 40 Developmental Assets.

Process Evaluation Model

The guiding framework of the process evaluation was based on the work of Saunders, Evans, and Joshi (2005). In accordance with the framework, six steps were followed: 1) Describe the Program, 2) Describe complete and acceptable delivery of the program, 3) Develop a list of potential process evaluation questions, 4) Determine the methods for evaluation, 5) Consider program resources, characteristics, and context, and 6) Finalize the process evaluation plan.

In developing a list of the process evaluation's sub-questions, Saunders, Evans, and Joshi (2005) encourage the following to be considered: 1) "Fidelity" or the quality of implementation, 2) "Dose delivered" or the amount of program delivered by

implementers, 3) “Dose received” or the extent to which participants receive and use program resources, 4) “Reach” or total participation, 5) “Recruitment” or the procedures that influence participant involvement, and 6) “Context” or the environmental conditions which may affect the implementation or outcomes of the program.

Fidelity, Dose delivered, Reach, and Recruitment relate to the first evaluation question: *How are the components of the YPI program being implemented in practice?* To collect data on these elements, the following adapted Saunders et al. (2005) questions were asked:

- *Is YPI implemented consistently across all cohorts?* (Fidelity)
- *To what extent is the entirety of the curriculum implemented?* (Dose delivered)
- *Was the curriculum delivered to at least 90% of participants?* (Reach)
- *What procedures are employed to recruit YPI participants?* (Recruitment)

Dose received and Context relate to the second evaluation question: *Does the experience provide support for students’ psychological and/or developmental needs?* To collect data on these elements, the following sub-questions were asked:

- *Were the stakeholders satisfied with the curriculum*? (Dose received)
- *What are the barriers and facilitators to implementing the curriculum*? (Context)
- *Does the experience provide support for students’ psychological and/or developmental needs?* (Context)

The evaluator included additional questions beyond the Saunders et al. (2005) framework to allow for an even more robust understanding of the process of YPI. These supplemental questions are based on the recommendations of research performed on the nation's largest youth development program, 4-H. MacNeil and McClean (2006) offer the following "lessons learned": 1) Organizations must understand and address the various assumptions of stakeholders; 2) Expectations for staff, volunteers, and youth must be clearly articulated; 3) The allocation of resources must be ongoing; 4) The importance of training cannot be overemphasized; and 5) Organizations should have plans in place for monitoring and evaluating the program. Thus, as a complement to the aforementioned Saunders et. al (2005) framework, the process evaluation of YPI was also be conducted with the 4-H lessons in mind.

Reconfiguring the above lessons into evaluation questions show the following alignment with the Saunders et al. (2005) elements of process evaluation:

- *What are the stakeholders' assumptions about the program?* (Context)
- *What are the expectations for staff?* (Fidelity)
- *What are the expectations for youth?* (Recruitment)
- *Is there an ongoing allocation of resources? (*Fidelity)
- *What are the elements of training?* (Fidelity)
- *Does YPI monitor and evaluate the program?* (Context)

In summation, the table below indicates how these evaluation categories and questions were addressed:

Table 1. **Evaluation Plan for Question 1:** ***How are the components of the YPI program being implemented in practice?***

Element	Specific Evaluation Question	Data Sources	Tools / Procedures	Timing of Data Collection	Data Analysis / Synthesis
Recruitment	What are the expectations for youth? What procedures are employed to recruit YPI participants?	Documents; YPI staff	YPI Program Curriculum (qualitative); Documentation of students' expectations (qual.); individual staff interviews (qual.)	Once	Document analysis; Narrative description of expectations and procedures
Reach	Was the curriculum delivered to at least 90% of participants?	Documents	Documentation of attendance (quantitative)	Three times (encompassing the month's attendance opportunities)	Records of number of students in attendance
Dose Delivered	To what extent is the entirety of the curriculum implemented?	YPI staff; Documents	Individual staff interview (qual.); Meeting notes (qual.); YPI Program Curriculum (qual.)	Once	Document analysis; Narrative assessment
Fidelity	Is there an ongoing allocation of resources? Is YPI implemented consistently across all cohorts? What are the elements of staff training? What are the expectations for staff?	YPI staff; Documents	Grant reports (qual.); Year One curriculum overview (qual.); Individual staff interviews (qual.); Staff job descriptions (qual.)	Once	Document analysis; Narrative assessment

Table 2. **Evaluation Plan for Question 2:** ***Does the experience provide support for students' psychological and/or developmental needs?***

Element	Specific Evaluation Question	Data Sources	Tools / Procedures	Timing of Data Collection	Data Analysis / Synthesis
Context	What are the barriers and facilitators to implementing the curriculum? What are the stakeholders' assumptions about the program? Does YPI monitor and evaluate the program?	Staff & founder; Documents	Individual staff and founder interviews (qual.); YPI Program Curriculum (qual.); Grant reports (qual.)	Once	Themes identified through qualitative analysis; Document analysis; Narrative assessment
Dose Received	Are the students' psychological and/or developmental needs being supported? Were the stakeholders satisfied with the curriculum?	YPI students; staff & founder	Student surveys (quant.); individual staff and founder interviews (qual.)	Once	Survey instrument scoring; Percentage reporting; Themes and word frequency identified via qualitative analysis; Narrative assessment

Data Source and Measures

Data addressing the evaluation questions came from multiple sources. Documents included program information from YPI's website, as well as materials such as the program manual, attendance rosters, and meeting agendas. These documents were utilized to understand the program's process. Surveys were administered to current student participants to measure basic psychological needs and youth developmental assets, as well as overall satisfaction with the program. Interviews were conducted with current and former program staff and the program founder and funder to understand the

program processes as well as gauge whether supports were in place for student's self-determination and developmental assets. The collection of these data are expanded upon in the following section.

The evaluator conducted a more robust and intimate method of data collection than previously administered for YPI, the results of which could complement existing research on the program. In the past, most data collected on YPI has been through surveys of student alumni—after completion of the program—as administered by third party researchers. Yet the benefits to utilizing current program participants as data sources are twofold: 1) there have been significant changes to the program curriculum in subsequent cohorts, the effects of which have not had the opportunity to emerge in previous studies, and 2) since YPI alumni have been contacted and interviewed numerous times, certain biases may be present in this population.

Zeldin and Camino (1999) encourage the inclusion of all stakeholders, including program staff. Until now, no evaluation of Youth Philanthropy had fully employed this method. In previous evaluations of YPI, the program's founder, creator, or staff members have not been viewed as valuable sources of information for research. Thus, the evaluator incorporated these sources of data in effort to triangulate findings, which add another dimension to understanding the process of YPI.

Data Collection

The collection of data was administered in November and December of 2015. The evaluator engaged in a more complete data collection process than previously employed with respect to the qualitative-quantitative continuum (Newman & Benz, 1998). A mixed-methods approach to data collection—of both existing and future

data—was used to address the evaluation questions. This approach is defined by Creswell (2007) as one in which "both open-and closed-ended questions, both emerging and predetermined approached, and both quantitative and qualitative data and analyses" are utilized (p. 19). The mixed-methods approach to data collection is preferred because the evaluator believes that collecting diverse types of data will provide a better understanding of the processes at play (Creswell, 2007), as well as help to control for bias.

The evaluation questions stated above were addressed by the following methods according to the continuum:

Quantitative data

- *Was the curriculum delivered to at least 90% of participants?*
- *Are the students' psychological and/or developmental needs being supported?*

Qualitative data

- *What are the barriers and facilitators to implementing the curriculum?*
- *Is there an ongoing allocation of resources?*
- *What are the elements of training?*
- *What are the expectations for staff?*
- *Is YPI implemented consistently across all cohorts?*
- *To what extent is the entirety of the curriculum implemented?*
- *What are the expectations for youth?*
- *What procedures are employed to recruit YPI participants?*
- *What are the stakeholders' assumptions about the program?*

- *Does YPI monitor and evaluate the program?*

Both Quantitative and Qualitative data

- *Were the stakeholders satisfied with the curriculum?*

Below are the specific methods which were employed to collect the above data, including which evaluation questions are addressed by each method:

Student Surveys. To measure supports for basic psychological needs and youth developmental assets, the evaluator created and administered a quantitative online survey (Appendix I).

The survey includes an adapted Basic Need Satisfaction at Work Scale (BNS-W; Deci et al., 2001) to determine whether elements of self-determination theory are being supported when students participate in YPI. The evaluator determined this scale to be appropriate because YPI is a co-curricular activity which is more similar to a work environment than a school environment. The BNS-W Scale contains 21 items evenly distributed among the three psychological needs of autonomy, competence, and relatedness. It is scored by a Likert-type scale ranging from 1 (not at all true) to 7 (very true), with a median point of 4 (somewhat true.) Students rated truthfulness of the 21 statements as they pertain to their involvement in YPI. This scale has been validated (Deci et al., 2001). Cronbach's alpha for reliability was reported to be .87 (Baard et al., 2004). There is precedent for using the scale in educational contexts, such as the recent Basic Needs Satisfaction at College Scale (Jenkins-Guarnieri et al., 2015).

The survey items include the following statements: "I feel like I am free to decide for myself how to live my life," "I really like the people I interact with," and "Often, I do not feel very competent." The reliability for the subscale items have been

reported using the following alpha (α) scores: autonomy (α= .72, α = .73), competence (α = .73), and relatedness (α = .82, α = .83) (Niemiec et al., 2009). A recent study by Van den Broeck, Ferris, Chang, and Rossen (2016) further validated the scale, yet recommended that future research on self-determination theory be performed to separate each of the three psychological needs from a single, comprehensive scale.

When taken as a whole, the Basic Need Satisfaction at Work Scale is scored as follows (Student Survey, Appendix I):

> Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are: Autonomy: 1, 5(R), 8, 11(R), 13, 17, 20(R); Competence: 3(R), 4, 10, 12, 14(R), 19(R); Relatedness: 2, 6, 7(R), 9, 15, 16(R), 18(R), 21.

The student survey also includes a section which corresponds to the Search Institute's 40 Developmental Assets to determine whether they are being addressed as part of the YPI program process. Each of the 40 assets was presented a checkboxes and were listed under the question, *Which of the following of the Search Institute's 40 Developmental Assets do you think YPI touches on?(Select as many as you deem appropriate).* The survey also questioned the level of satisfaction the students receive from the program. In all, this data collection method addressed the following questions: *Are the students' psychological and/or developmental needs being supported?* and *Were the stakeholders satisfied with the curriculum?*

To collect these data, the evaluator requested 30 minutes of uninterrupted time for students to complete the anonymous online survey during their cohort's respective final monthly meeting of the year 2015 (November 30 for Cohort 8, December 4 for Cohort 9, and December 7 for Cohort 7). Prior to the survey administration date, students were asked to bring their laptops/tablets/other devices with them for the monthly meeting. Then, on the date of survey administration, and with the Institutional Review Board's permission, the evaluator requested that the director of YPI read the following statement while the evaluator is outside of the classroom:

> *Dear YPI Students,*
> *I, [redacted] will soon allow for time to take an online survey designed by Terrie Shipley, a doctoral candidate in the department of Educational Administration, Curriculum, and Supervision at The University of Oklahoma – Tulsa. This is for her dissertation work, which aims to evaluate the processes of YPI. You'll be given up to 30 minutes to complete it. Please answer honestly and thoughtfully. You are not required to participate. This survey is anonymous and confidential. Once you have finished, please place your survey face-down in the basket at the back of the room. Then, you may work quietly or step outside for a break.*

A total of 56 student surveys were returned, with 20 out of 24 from Cohort 7 (high school seniors and juniors in the middle of their last year of YPI), 17 out of 25 from Cohort 8 (juniors and sophomores in their second year), and 19 out of 26 from Cohort 9 (sophomores and freshmen in their first year). This represents a 83%, 68%, and 73% response rate from each respective cohort, with a total response rate of 56 out of 75, or 74.6%.

Program staff and founder/funder interviews. Additionally, one-time interviews lasting approximately 45 minutes took place with each of the following: the program founder and funder; the program designer and director, an alumna of YPI and former staff member as Cohort 5 program co-facilitator, and a former staff member as

Cohort 4 program co-facilitator. The questions asked explored the process of YPI as well as attempted to understand whether there are underlying elements of self-determination theory and/or the Search Institute's 40 Developmental assets at work. (Appendix II.) The specific evaluation questions that were addressed are as follows: *Is there an ongoing allocation of resources?, What are the elements of training?, What procedures are employed to recruit YPI participants?, Is YPI implemented consistently across all cohorts?, To what extent is the entirety of the curriculum implemented?, Are the students' psychological and/or developmental needs being supported?, What are the stakeholders' assumptions about the program?, What are the barriers and facilitators to implementing the curriculum?, Does YPI monitor and evaluate the program?* and *Were the stakeholders satisfied with the curriculum?*

While there was overlap with regard to the questions asked, these interviews point to the unique role of each interviewee, as the founder and the program director have been involved with the program since its inception, in different roles, and the two former staff members have been involved in varying roles and durations. The three interviews of former and current staff were similar to one another, yet the program founder requested at the time of interview not to adhere to all of the standard interview questions. The founder did not feel capable of speaking about the particularities of the program such as the ways in which students are recruited and staff are trained but she was comfortable with answering most of the other questions.

Documents. The specific evaluation questions addressed through document collection and analysis include the following: *What are the expectations of staff?, What procedures are employed to recruit YPI participants?, Was the curriculum delivered to*

at least 90% of participants?, To what extent is the entirety of the curriculum implemented? Is there an ongoing allocation of resources? What are the expectations for youth? What are the stakeholders' assumptions about the program? and *Does YPI monitor and evaluate the program?* As such, the staff job description, a youth expectations handout, and the YPI Program Curriculum were evaluated. Materials were complete for each cohort with the exception of the students' expectations of each other for Cohort 7. In addition, for each cohort during the term studied, student attendance rosters, contact sheets, December 2015 meeting notes, foundation grant reports, and student-generated lists of staff and mutual expectations (created on the first day of YPI) were also collected and analyzed. Finally, the YPI website (www.ypitulsa.org) was reviewed.

In late November through mid-December 2015, the aforementioned documents were collected, students from each cohort completed the optional survey, and former and current staff, as well as the program founder, were interviewed. Though mostly cross-sectional in design, the evaluator also examined documents dating from the program's inception in 2004 through the data collection period. The evaluator received full participation from former and current staff and the program founder and funder, as well as roughly three-quarters of the current student participants.

Data Reduction and Analysis

Various methods were employed to reduce the qualitative and quantitative findings, mainly according to the frameworks of Taylor-Powell and Renner (2003) and Yin (2009). To thematically reduce all qualitative data, the evaluator first gained a deep understanding of the data via thorough review in which texts and results were "read and re-read" and initial impressions were recorded, as suggested by Taylor-Powell and

Renner (2003, p. 2). Second, the two evaluation questions were used as a lens for review, with information organized into emergent categories and sub-categories and then compiled into various arrays with representation of mean and outlier themes and quotations, as encouraged by Taylor-Powell and Renner (2003) and Yin (2009, citing Miles and Huberman, 1994). To initially reduce qualitative and quantitative data, the evaluator created a document which outlined the two evaluation questions, including their respective categorical elements in accordance with the Saunders et. al (2005) framework, in order of their presentation in the Evaluation Plan (Tables 1 and 2). Each categorical element's (Recruitment, Reach, etc.) sub-question was then addressed, identifying the various data sources that contributed to the answers. Patterns across all data that emerged from the document were then identified to create reorganized categories, or themes. In other words, themes became apparent after all of the quantitative and qualitative data were organized into a single text file (Appendix III).

Third, data were also interpreted using themes and connections with particular regard to elements of self-determination theory and the 40 Developmental Assets. This reliance on theoretical propositions is the first and foremost strategy for qualitative data reduction (Yin, 2009). In reviewing the evidence on basic psychological needs and youth developmental assets from the student surveys and staff interviews, the evaluator determined whether these themes are present in the data and to what extent. Fourth, some qualitative data from interviews are reported in narrative form to help build explanation and further understanding (Yin, 2009). Fifth, tabulation of word frequency was also utilized, as directed by Taylor-Powell and Renner (2003) and Yin (2009, citing Miles and Huberman, 1994), to understand students' level of satisfaction with the

program (Appendix III). However, the final tabulation of word frequency was omitted in favor of other methods for reporting the data.

For quantitative data, analysis consisted of scoring the student surveys to show support for basic psychological needs and computing percentages for each of the applicable developmental assets to determine whether it is significantly present at YPI. Surveys that addressed self-determination theory as well as each of the 40 Developmental Assets were administered to all current YPI students and parents. Results from the adapted Basic Needs at Work scale were calculated to show the presence of the three elements of self-determination theory: autonomy, competence, and relatedness. Directions for scoring the scale is included in Appendix I). For the data on the 40 developmental assets, percentages are reported to show which and to what extent the assets are present. For the very few (four) blank responses on the online student surveys, the evaluator employed the practice of mean imputation in which an average of the responses for that category were entered so that the blank response did not adversely skew the overall results.

Evaluator Bias, Triangulation, and Reflexivity

Due to the evaluator's intimate involvement with YPI, additional precautions were taken to reduce evaluator bias toward the program. Participants were informed that their participation in the data collection was optional. All interviews were recorded and transcribed. The transcriptions of the interview audio recordings can be found in Appendix II. The interview audio files, student surveys, and all consent forms are available for third-party review, to be procured upon request.

To help reduce evaluator bias as well as improve overall accuracy of the evaluation, this process evaluation "[relies] on multiple sources of evidence, with data

needing to converge in a triangulating fashion" (Yin, 2009, p. 18). This design attempts to triangulate existing and new data, both quantitative and qualitative, thereby minimizing certain confounding variables such as self-report bias. The practice of triangulation can help to confirm facts as well as complement the strengths of each method (Russon & Reinelt, 2004). For example, taken alone, self-reported data could be fraught with bias, whereas data collected from other sources, and by other means, can help to minimize the negative effects of an overreliance on single-source, self-reporting. As such, the evaluator collected data from multiple sources with regard to the program's processes and evidence for the support of students' basic psychological and developmental needs.

In conducting this evaluation, the evaluator has come to terms with "working the hyphen," in "Self-Other" in which Michelle Fine (1994) suggests that "researchers probe how we are in relation with the contexts we study and with our informants what is, and is not, 'happening between' within the negotiated relations of whose story is being told, why, to whom, with what interpretation, and whose story is being shadowed, why, for whom, and with what consequence" (p. 72). As such, rather than conceal "under a veil of neutrality or objectivity" (p. 73), the evaluator self-examined what perspectives and/or biases may be present. During data collection, questions were therefore asked of staff that assumed the evaluator did not have prior knowledge of the program's processes. During data reduction, evidence was arranged to reflect this impartial perspective.

It should be noted that there are benefits to the evaluation being conducted by an involved party. For example, since one goal of the process evaluation was to provide

recommendations for improvement, there was a desire for inadequacies to be exposed in order for the program to further improve upon its processes. Furthermore, the nature of the existing relationships and breadth of knowledge of the program have aided in facilitating understanding and building trust with evaluation participants.

Finally, the evaluator engaged in reflexivity, defined by Alvesson and Sköldberg (2009) as research that involves careful interpretation and reflection of "one's own interpretations of empirical material (including its construction)" (p. 9). In other words, it is the "interpretation of interpretation" (Alvesson & Sköldberg, 2009, p. 9). In an example provided by Jones, Torres, and Arminio (2006), a White, female researcher failed to understand how her identity had the potential to influence her research decisions and outcomes in examining a STEM program that was comprised of 99% White females. To use a similar example of reflexivity in conducting this evaluation, the evaluator analyzed her identity as a bi-racial and middle-class woman. This practice of reflexivity and heightened sense of self-awareness was beneficial to the evaluation in adding an extra level of scrutiny throughout the process, including data collection and recommendations. For example, special care was taken when discussing and framing YPI's student composition with regard to ethnicity, socio-economic status, and gender, among other elements of diversity. The evaluator's biracial experience initially assigned a disproportionate value to the fact that bi- and multiracial students comprise a relatively large percentage of YPI students, whereas the deficiency of single-race students from underrepresented race categories should cause significant concern.

Limitations

To provide context for the above claims, some limitations will be explored. First, the quantitative data for need support and overall satisfaction were self-reported, which may mean that there is a higher chance for bias. Though it was triangulated with qualitative data, these data came from current and former program staff and/or the founding benefactor of the program. These individuals may have biases as well. One staff member was not intentionally included in the data collection process: the evaluator. Since the evaluator is also a staff member, measures were taken in attempt to reduce any influence on the data. However, as noted previously, some biases may still be present. Yet, the evaluator's intimate knowledge of the program could have aided in a more complete attempt at data collection. Nevertheless, data could have further been triangulated in other ways. For example, while students were surveyed, their questions mainly addressed Question 2 of the evaluation. In hindsight, the evaluator should have also gathered Question 1 data from students by including more questions on the student survey and/or utilizing a student focus group. Data could also have been triangulated by including other stakeholders in the process. For example, the University of Oklahoma-Tulsa is a partner in the operations of YPI by providing facilities and, at times, other resources. Another party that could have been surveyed is the parents of student participants, as they might have a different perspective to share.

Second, student data were only collected from current program participants. The two students who were no longer in the program, as well as the many students who were not selected to participate in the program, were not included in this

evaluation. Therefore, responses could be skewed in favor of presenting YPI in a positive light.

In retrospect, the evaluator was most troubled by the limitations inherent in the some of the student survey and staff interview questions. An example is the question regarding the 40 developmental assets: "Which of the following of the Seach Institute's 40 Developmental Assets do you think YPI touches on? (Select as many as you deem appropriate)." First, the wording of "touches on" is too vague to determine whether the asset is present or supported at YPI more often than not; the only claim that could be made is that the asset is somewhat present. In order to make a claim that an asset is clearly present or clearly supported at YPI, stronger, more definitive terminology should have been used. Second, each asset was listed only in terms of the reduced phrase provided by the Search Institute's literature, e.g. "Safety" or "Restraint." Ideally, each questionable phrase such as these would be expanded on enough to provide the respondent with more information to conclusively evaluate whether the asset is present in the YPI environment. For example, did the student respondents not check the box next to "Safety" because the YPI environment is unsafe? That is unlikely; there is probably an alternate explanation, such as the student did not believe YPI to focus on safety education, or perhaps the environment was not especially secure due to an absence of visible security personnel. Third, since the box next to each asset is either checked or not checked, the dichotomous nature of the question did not lend to gauge any degree of presence. If each asset were scored in a Likert-type scale, the evaluator would be able to gain a better understanding of the degree to which the respondents believed the asset to be supported at YPI.

There are also limits to the type of evaluation conducted. For example, because this is an evaluation of a single program, the evaluator is unable to generalize these findings to other youth philanthropy or leadership development programs. By design, this process evaluation is unable to prove effectiveness. It is also unable to show a causal relationship between certain processes and need support, or between psychological and developmental need supports. A recommendation for future research on the effectiveness of YPI is to compare results to a control group to better understand the specific mechanisms which may be causing the program to be more effective. Several existing articles point to the dearth of scholarly, longitudinal, and/or large-scale evaluations that have been conducted (Brungardt, 1996; Larson, 2000; Lakin & Mahoney, 2006; Matthews, 2004; Russon & Reinelt, 2004; Zimmerman-Oster & Burkhardt, 1999). Longitudinal data can only be extrapolated by comparing among cohorts, as Cohort 7 is in its third and final year of YPI, Cohort 8 is in its second year, and Cohort 9 is in its first.

Finally, the evaluator took the advice of Robert Yin (2009) quite literally when he wrote the following about reducing qualitative evidence: "A helpful starting point is to 'play' with your data" (p. 129). It was in this playful spirit that a small amount of qualitative staff interview data was converted to an approximate number to compare their responses with that of the students' quantitative survey data. This qualitative data is reported in its entirety in narrative form on p. 92, but is also displayed as a number to visually compare it to the students' Likert-type scale responses in Figure 6 on the same page. The framework that the evaluator created for making these approximate

conversions is explained on pages 93 to 94. However, since this was an invented technique, it must be noted that such a method could be a validity limitation.

Human Subjects

Approval from the Internal Review Board was sought and gained before any data were collected. This included the provision to obtain informed consent of each subject to participate in the study.

CHAPTER FIVE

Results

Introduction

To examine the implementation and delivery of the YPI curriculum, this process evaluation addresses the particular experience of YPI participants, as well as the alignment of these experiences with the youth's psychological and developmental needs. Two general questions guided the study and serve as the basis for organizing the results: (1) *How are the components of the YPI program being implemented in practice?* (2) *Does the experience provide support for students' psychological and developmental needs?* Self-determination theory and the Search Institute's 40 Developmental Assets provide a theoretical lens to report evidence on the second question.

For the first question, important themes about the general implementation of the program emerge from the reduction of the qualitative data. The themes describe how aspects of YPI are experienced by students and staff. Specifically, the evidence describes how *recruitment, selection, and retention; curricular delivery*; and *program sustainability* combine to determine how the vision of YPI is being enacted. The second evaluation question addresses the environmental quality of the program experience. Quantitative survey data describe the degree to which students experience support for their psychological and developmental needs.

Evidence on Program Implementation

Results begin with evidence related to the first evaluation question, *How are the components of the YPI program being implemented in practice?* The purpose is to describe the development of program features that influence the population of youth

served, the exposure to issues related to community service and philanthropic engagement, and purposeful efforts to sustain the initiative. As described, evidence suggests that program components have developed in ways intended to further the mission of YPI. Nonetheless, evidence also leads to emerging issues with the composition of youth served, the consistency of curricular delivery, and the level of sustainability that need to be addressed.

Recruitment, Selection, and Retention

Recruitment. Evidence gathered from program documents, as well as interviews with the director and former staff, describe YPI recruitment efforts. These sources describe the current recruitment process as selective, reaching a relatively small group of youth. It is predominantly based on a referral system in which YPI students nominate their peers to consider learning more about the program. In addition, program staff, called "coaches," reach out to various Tulsa area high school and middle school principals and/or other staff (counselors, teachers, other administers) to nominate potential candidates. Finally, coaches provide information to select schools via email, paper flyers, and/or in-person presentations to students. The application is not closed off; prospective applicants who have heard about the program by other means are also able to apply. However, little to no marketing effort is made to the general public.

Significant changes had been made to the recruitment process since the start of the program. In talking about the program when it started a decade ago, the program founder described it as "totally a guinea pig." Previous cohorts were recruited with select advertisements in mainstream media and direct mail marketing via the purchase of a list collected by the Boy Scouts of America. This list included contact information for area students who had expressed interest in community service. A former staff

member characterized early recruitment efforts as, "just sort of random…we didn't know [the students] or know their teachers or anything like that." The director of YPI described the change in recruitment strategy:

> Initially, when there wasn't a lot of understanding of our program, we had to resort to kinds of ways that were just more like mass-marketing approaches. But now that we've established a presence in the community, our recruitment is based on our current participants nominating other students, which is great because the students in our program really get a sense of the kind of student that would be good for it.

A former staff member and YPI alumna noted the shift as well. "It takes a lot of time and effort to actually go out to the school and make relationships with people… I don't think we had the manpower or even the relationships maybe to do that at the beginning." Now, the program is "starting to kind of build a reputation where if you go out into the community, people know what it is more."

Students who submit an application do so with some understanding of the program. Nominated students are presented with an invitation to visit the YPI website to learn more and to apply online. The website contains a promotional video on the home page, as well as more in-depth information about the program, including a FAQ and an explanation of each of the current and previous cohorts' philanthropy projects. The link to the online application, as well as important dates, are provided on the "How to Join YPI" webpage. On the invitation as well as the website, prospective students and their families are encouraged to attend a YPI Project Showcase which serves as both an information session and a Q&A. At this event, current YPI students present to their peers, families, YPI staff, program founder, program partners, and prospective YPI applicants about their philanthropy project and lessons learned. This event demonstrates the program in action.

The recruitment process intends to attract youth who are interested in philanthropic work. A YPI graduate and former staff member discussed her predisposition to service in reflecting on her recruitment experience. Upon receiving a letter about YPI in the mail:

> I just thought, 'Oh, that sounds like me'; I loved volunteering when I was in high school and middle school and I hadn't really found my niche while I was in high school, so it just sounded like something I would like to do.

The application reinforces the intent to recruit youth who have an interest in volunteering and/or community service. This is purposeful, as YPI seeks to nurture a nascent interest. Application questions ask students to reflect on the meaning of giving and to think about community issues confronting youth. Example questions include:

1. What does "giving" mean to you? Describe a time that someone has "given" to you and the effect it had on you.
2. What issue facing teens is most important to you?
3. Why is it important to the community that this issue be addressed?

In summary, evidence shows the recruitment process to be selective; staff are targeting Tulsa area teens who are predisposed to engaging in philanthropy. The predominant method for recruitment is a peer nomination and invitation, which is relatively new to the program.

Selection. Evidence gathered from program documents, as well as interviews with the director and former staff, were used to describe YPI selection efforts. The YPI cohort selection committee, which is comprised of YPI staff, YPI alumni, and other select volunteers, looks for the following qualities in a successful candidate: maturity, reliability, responsibility, emotional and social intelligence, leadership capability and, most of all, readiness for the program. In regards to selection, the program director

said, “The more important quality of that student input is readiness—readiness to operate within an autonomous environment, readiness to be organized, to kind of manage themselves closer to what we would expect of adult professionals, and the desire to be in a program like this.” Other considerations are various areas of strength as well as the relative number of extroverts and introverts. The director referred to this as “temperament diversity” and explained: “If we had a room full of people who are passionate and outspoken, that wouldn’t make for a balanced cohort.” These selection criteria are not explicitly stated in any document but emerged from staff interviews. The committee also considers elements of diversity, including school, gender, and ethnicity, all of which are on the application.

Chronologically, the selection process begins with an application, is followed by a group interview, and ends with the selection committee’s deliberation process. Prospective candidates complete an application which asks for general contact information; basic demographical information such as school, grade, gender, and race; other extracurricular activities the student is involved with; two references; and some short answer questions. Besides the three questions mentioned above which point to philanthropy, students are asked the following:

- What would you like to get out of your participation in YPI?
- What have others told you are your unique talents? Give an example of how you have used that talent.
- What is your favorite school subject and what about it do you find most interesting?

- Where do you want to be 10 years from now? In other words, what are your goals and plans?

Applications are evaluated and scored by the selection committee. The director said the application serves as a filtration mechanism. "It's a sort of price of admission in a way—it's to demonstrate an effort, a serious effort…about getting into the program." Additionally, the application is a method for the selection committee to gain a better understanding of the student's personality and values as they relate to service:

> The content of that application reveals thoughts that they might have around philanthropy or allows us to see how they articulate themselves and their intentions and their thoughts. It kind of gives us an initial, 'first cut' to say that these are the kind of people who would be good for our program.

The director also indicated that the application and selection process is an important aspect of the program. Based on past experiences with students who were not excellent fits, he identified the students' genuine desire to be in the program as well as their ability to engage in the program as particularly significant: "When we get a student whose parent wants them to be in the program more than the student themselves want to be in the program, we notice that." This is because setting a culture of authenticity is "critical" and is described as "probably one of the most if not the most important elements of the model." In describing the culture, he said the following:

> It's not this artificial positivity, it's an authentic positivity, a realistic positivity. So that when we give students feedback, they know that it's not coming from a place where they're in trouble or we're disappointed, but as a 'we're agents in their development.' And that's an important part of the culture, too. I think we're trying to establish a partnership in their development... we're just asking them to be available to their development and growth.

Each selection committee member rates the applicant on a 1-5 scale, with the following as a guideline: "Are the responses thorough and thoughtful? Does the student

seem truly interested in philanthropy? Does the student appear to be a good match for the new cohort?" Scores are then collected from each member and then averaged.

Approximately 60 of those applicants are then invited to participate in a group interview. The program director described the purpose of the group interview as an opportunity for the committee to observe each candidate's personality, leadership potential, and contribution to a team. A former staff member described the value of this format: "They're kind of interacting with each other, so you get to observe them a little bit in action before deciding whether or not they'd be a good fit." For example, the group interview aids the selection committee in determining temperament diversity. The committee members adopt the following thought process, as described by the program director:

> What ends up happening is, even though the students come for an interview and they come with that anxiety and elevated stress level, once they start getting into the thing they're just having fun, they're just interacting, and it allows us to really see them as they are and how as how they try to present themselves. So in that process we're able to see the extroverts—are the extroverts the sort of extrovert that really need attention or are they the kind of extrovert that they are moving a group forward? And the introverts—are they just shy and want to avoid people at all costs, or are they just more conscientious? So we can really allow the extroverts to shine and the right [introverts] to shine.

There are four opportunities to accommodate the large number of students; approximately 15 students will participate in each group interview. The agenda includes an overview of the program, a Q&A panel, two experiential activities in further separated groups, and a roundtable discussion with the selection committee members. In each interview, the selection committee informs the candidates that this is intended to be a "two-way interview," in order to promote transparency and understanding of mutual expectations before the candidate and program make a commitment. "We try to

be as transparent as we can about what the program entails so that there is that alignment as early as possible," the director said.

A YPI graduate and former staff member reflected on her group interview as a YPI candidate, saying that it "wasn't what I expected from an interview—I think that's the feedback a lot of students have; they've never been to an interview like that before—usually it's more one on one. But I liked it." She recalled a survival scenario activity that she participated in: "I think that's where I had the most to add to that conversation. So I felt like it went well."

For the few candidates who are unable to attend the in-person interview, a special phone call with the coaches is arranged. The selection committee's deliberation process, which seems somewhat nebulous, starts at the conclusion of the final group interview. Former staff described this the process as "putting together a tentative group of people based on balancing strengths, pulling from different parts of town, diversity, factors like that." The Program Manual states that "There is not a formula for creating a perfect cohort – different members of the committee will have different preferences." As such, committee members are urged to "make sure that everyone feels heard and that every opinion is considered. Students' names are written on Post-It notes and arranged on a wall so as to take in all of the candidates. Selection committee members are encouraged to "Consider how many schools are represented – how diverse should the cohort be?" during this several-hour process. The director described it as "a consensus-based approach" in that "we look for students that we all think would be great participants and start there." Then, the committee will eliminate students for whom there is committee-wide consensus about not being a good fit for the program. After

that, the committee deliberates on "that whole movable middle" in which committee members discuss their thoughts regarding specific candidates. The director of YPI had this to say regarding the process as a whole:

> It is a cooperative effort and we're looking for a general consensus on participants and I think each person has their own standards, but they generally all pull together toward a sense of maturity in the participant and a sense of reliability and responsibility, and a sense of playing well with others or emotional intelligence, social awareness.

In the end, approximately 25 students and a couple of alternates are selected. In some respects, selected students hail from a relatively wide range of backgrounds. The students are diverse as related to gender, zip code, ethnicity, and temperament. They are in some ways diverse in terms of metro area high school representation; while many schools are represented, there is little representation from schools in which the vast majority (75% of more) of students qualify for free or reduced lunch. It is unclear whether students are homogenous with regard to socio-economic status due to the wide range in zip codes yet the small range in schools in which the vast majority of students qualify for the state's school breakfast and lunch program. Finally, the students appear comparatively homogenous concerning age and predisposition toward community service and toward the YPI program.

Current cohorts consistently experience an imbalanced proportion in gender: roughly two-thirds are female. This breakdown is presented in Figure 4. In describing the process that leads to this, the program director said, "We're looking to try to get as close to an equal gender ratio as possible although it skews strongly toward female, not just in the final selection but as a result of the applications we get which are overwhelmingly female."

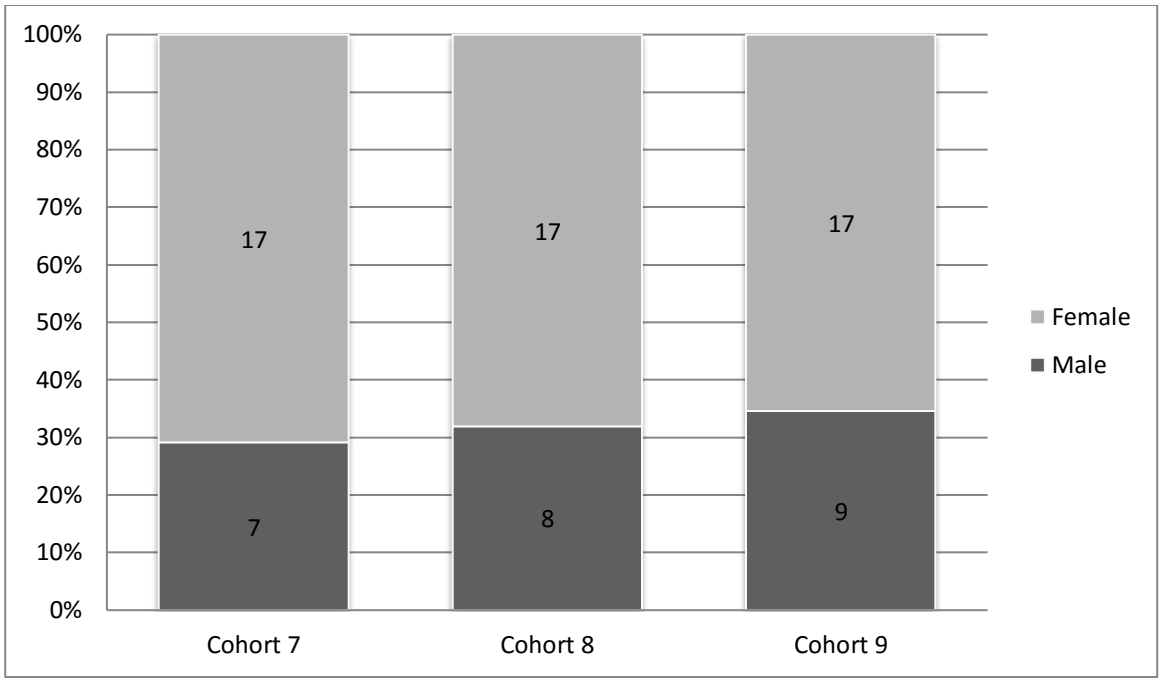


Figure 3. **Student gender breakdown for each cohort**

Students come from a wide array of metro area zip codes, showing a diversity in the areas of town in which students reside. As presented in Figure 5, 23 zip codes are represented for a total of 75 students. The highest concentrations, however, come from 74133, 74137, 74114, 74105, and 74136, respectively, representing 63% of total participants. Collectively, the top 5 zip codes suggest that the majority of students likely hail from some of the more affluent areas of the city: South Tulsa and Midtown Tulsa.

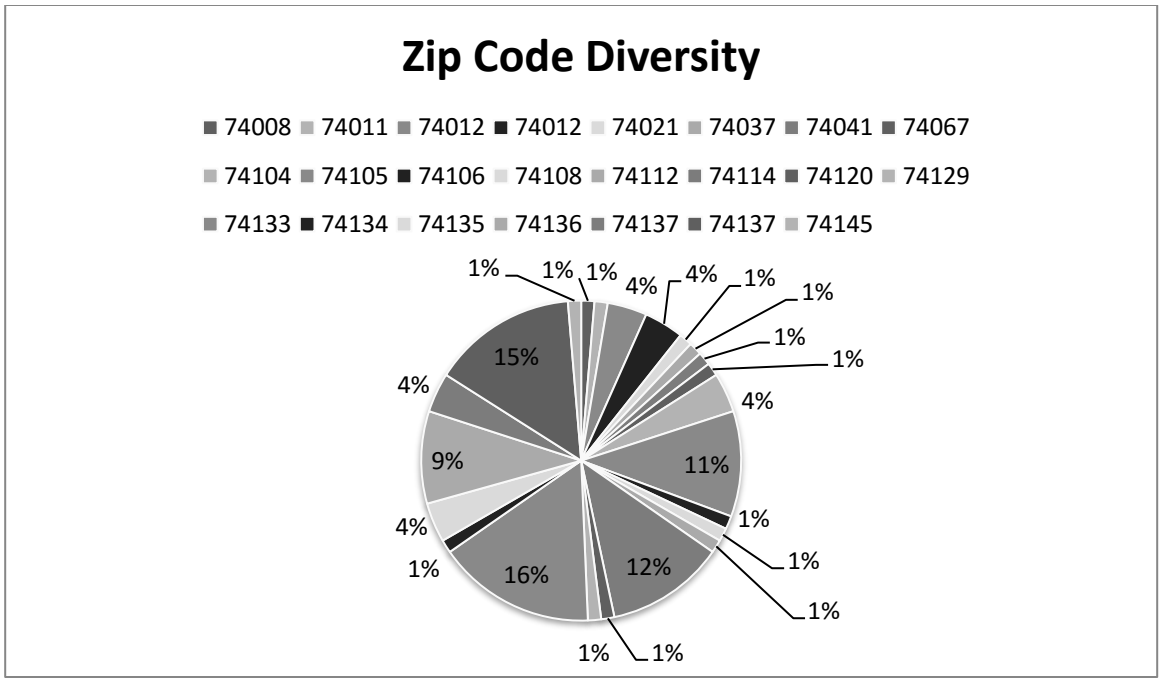


Figure 4. **Student zip code diversity based on cohort average**

Diversity of high school representation is presented in Figure 4. Of the 12 schools represented, the greatest five percentages come from, respectively: Booker T. Washington High School of the Tulsa Public Schools district (29%); Jenks High School of the Jenks Public Schools district (23%); Holland Hall, a private Episcopalian school (16%); Union High School of the Union Public Schools district (12%), and Bishop Kelley High School, a private Catholic school (5%). The director said school diversity was an intentional aspect of the YPI program: "We're bringing students together from all these different schools—that's a design element; we really did want to foster connection among teens from different schools." Yet, while there is representation from a dozen schools, the top five schools—that is, the schools with the greatest number of YPI participants—amount to a significantly large proportion of total students at 85 percent.

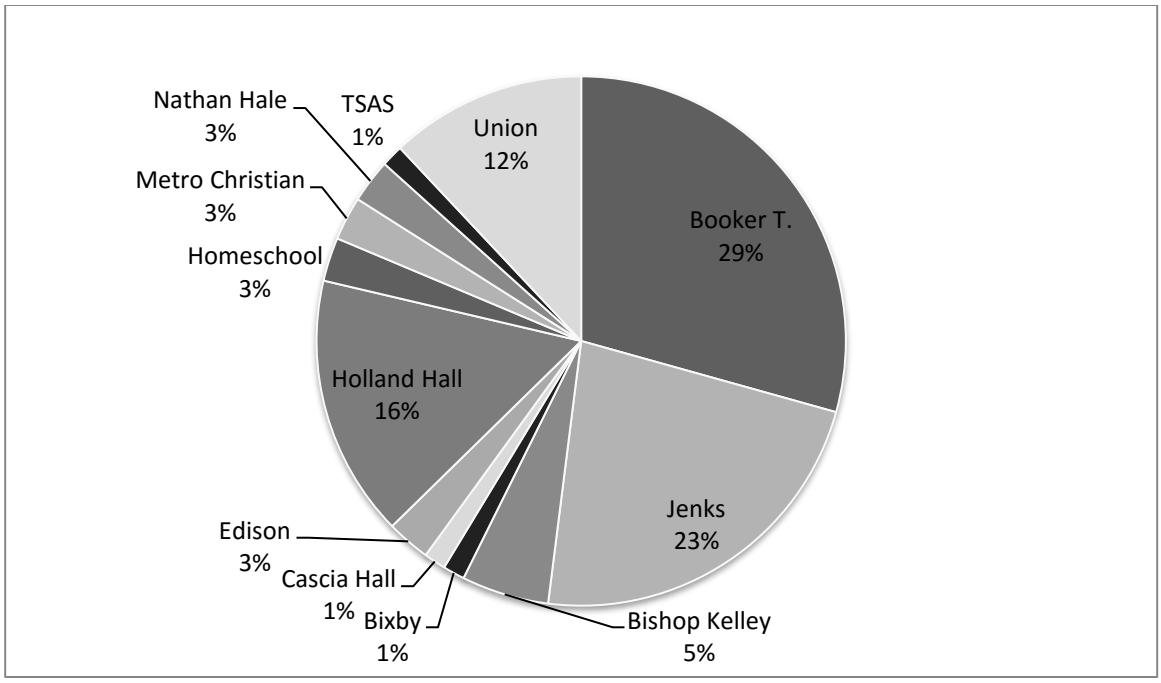


Figure 5. **Student school diversity based on cohort average**

With regard to ethnicity, demographic data from three cohorts suggest that YPI largely serves youth who identify as Caucasian. White students made up over 92 percent of Cohort 7, 48 percent of Cohort 8, and 62 percent of Cohort 9. Asian students were the second largest ethnic group represented with an average at 11 percent which is three times the general population in Tulsa. When the Two or More races categorization is taken into consideration, YPI students are more than twice as likely to represent this category. As shown in Table 3, U.S. Census data from 2015 show the Tulsa metro area to be comprised of 63.2% White, 12.1% Hispanic, 10.8% African-American, 6.8% American Indian, 3% Asian, and 5.9% Two or more races.

It should be noted that the U.S. Census' figures are averages for the entire population, whereas the YPI figures are averages for a very small population: students in a very narrow age group.

Despite the cohorts being progressively more ethnically diverse, the underrepresentation of solely African American, Hispanic, and Native American youth is particularly troubling. Program staff did not seem particularly troubled by the demographic make-up of youth. No one pointed at the relatively homogenous composition of students in the cohort. One former staff member praised overall diversity—identifying it as one of the most important elements of the YPI process—yet seemed to gloss over ethnicity:

> I do love the emphasis on diversity. Not just diversity of ethnicity but also schools, faith backgrounds…I know that was an emphasis on the recruitment process. I think our students were exposed to a lot by virtue of kids being from South Tulsa versus Midtown versus private versus public school. So I loved that piece of it. (Former staff member)

Another former staff member indicated that there was an overall sense of diversity among the selected students:

> They are often likeminded about some things, like they share some values, but they're also different—they come from different parts of town, their families make different amounts of money—so they come from different backgrounds but they share common values and other than YPI they would have no reason to interact. (Former staff member and YPI graduate)

Finally, the third staff member indicated an acceptance of the lack of certain elements of diversity:

> Not all teens are equal in terms of their ability to participate in a program like this. And we discovered that the hard way… We're all big believers in diversity and yet we realized that the program cannot sustain just based on that alone… We're looking for school diversity, we're looking for gender diversity, but regardless of diversity we're looking for capability and readiness for the program. (Director of YPI)

Table 3. **Ethnic Diversity in Tulsa metropolitan area as compared to that of the YPI program**

Ethnicity	U.S. Census	YPI Average	YPI Cohort 7	YPI Cohort 8	YPI Cohort 9
White	63.2%	65.7%	91.7%*	48%	61.5%
Hispanic	12.1%	0.01%	0%	0%	0.04%
African-American	10.8%	4.03%	0%	12%	0.08%
American Indian	6.8%	0%	0%	0%	0%
Asian	3%	10.85%	8.3%	20%	0.04%
Two or more / Other	5.9%	14.36%	0%	20%	23.08%*

**To reflect the U.S. Census' categories, students who reported "Middle-eastern" only were included in the White grouping. Students who reported "Other" were included in the "Two or more races" grouping. The author does not support these delineations.*

Almost all of the compositional factors are intentional, in other words, a product of the design of the recruitment and selection process. However, the relative lack of students with a lower socio-economic status (SES), as assumed by representation of schools in which the vast majority (more than 75%) of students qualify for free or reduced lunch, is not an intentional aspect of the student composition. On occasion, and especially to target underrepresented schools, program staff will visit the schools to deliver promotional materials and/or make a presentation for the nominated students. Yet while some special efforts are made to encourage a more diverse applicant pool, YPI does not seem to be, nor advertise itself as, a program which acquires many economically disadvantaged youth through recruitment or selection.

No data exist on students' SES; this factor is not a part of the student application or cohort roster. As such, it is difficult to discern what level of representation truly lies within the cohorts. The evaluator is making assumptions of economic status based on

the zip codes and schools represented. There is one student in each of cohorts 8 and 9 who attends Nathan Hale High School, a school in which 100% of students enrolled in 2013-2014 qualified for free or reduced lunch. In this instance, those students are definitively from a lower SES. The general assumption that SES is directly tied to school may lead to misrepresentation. For example, several students from each cohort attend Booker T. Washington High School. Fifty-four percent of this school's students qualified for free or reduced lunch, so it is possible that many of the students hailing from this school have a lower SES.

Nevertheless, more work could be done to recruit students from un- or under-represented schools. Many Tulsa Public School (TPS) District high schools are not included on the rosters. Of the 11 TPS high schools, only three are represented: Nathan Hale, Booker T. Washington, and Thomas Edison, another school in which only a slight majority (57%) of students qualified for free or reduced lunch.

Retention. Evidence gathered from program documents describes YPI retention rates. YPI retains the vast majority of its students. At the time of data collection, Cohort 7 lost one student out of 25, Cohort 8 lost 1 student out of 26, and Cohort 9 kept all of its students. The current average rate of attrition is 2.6%. In order to remain a member of the program, students must comply with a Participation Agreement which outlines the program's attendance policy and expectations for student engagement. If students display consistent less-than-exemplary performance, they are asked to leave the program. Students may also self-select out; any student is able to discontinue the program at any time. A former staff member and alumna said that one Cohort 3 student had chosen this option because she felt the program to be tedious: "She was so OCD

about managing her time and moving things forward; it was hard for her to be flexible based on the needs of other people in the group." In other words, since YPI is a voluntary program, students are only required to attend if they wish to be a part of the program. In this sense, the curriculum is delivered to 100% of its participants.

The student from Cohort 7 who discontinued the program was asked to be removed from the program due to inadequate engagement, which is a stipulation of the Participation Agreement; the student from Cohort 8 who discontinued the program had left due to his decision to attend a boarding school outside of the Tulsa metro area. As such, neither student participated in the data collection for this evaluation.

The high retention rate could be linked to the onboarding process which begins with recruitment and selection and is reinforced throughout the program. Expectations of the student participants are outlined in a Participation Agreement and Engagement Handout. At the same time, the retention rate could also be influenced by the high level of relatedness satisfaction that students reported. (Presented on page 111.) As a former staff member said, "There's this sense of community with the students that when they're highly engaged, they feel close with each other and close with the facilitators. I think they're sad when it's over. I was sad when it was over!" This feeling of connectedness to both the project and each other may influence students' desire to continue in the program and staff's desire to retain these students.

Curricular Delivery

Evidence gathered from student surveys, program documents, and interviews with the director and former staff describe the delivery of the YPI curriculum. Areas of focus include the program's components and the consistency of their implementation, including how well the delivery is reaching participants and which barriers and

facilitators exist in program delivery; and program sustainability with regard to internal and external evaluation, the training of staff, and financial considerations. These areas were selected to gain a full understanding of how the program is run, as well as examine whether the program has barriers to its replication and/or continuation as YPI looks to the future.

Components and consistency. The four pillars of YPI are Philanthropy, Leadership, Self-knowledge, and Community-building. The YPI website expands on these concepts: 1) Philanthropy: "The entire YPI program is based on the idea of helping others. Over the three years, participants learn about the nature and types of giving, non-profit management and social entrepreneurship"; 2) Leadership: "YPI participants … have multiple opportunities to practice leadership through committee work and experience what it's like to mobilize others toward particular outcomes. Through YPI they will get to meet face to face with many adult leaders from business, education and nonprofits. The lessons they learn from YPI are meant to serve them over a lifetime of service and leadership"; 3) Self-knowledge: "YPI provides many experiences that help students discover their values and personal strengths. Through the wide ranging experiences of YPI, students are able to identify areas of interest and passion. Each member takes the StrengthsFinder assessment and is encouraged to continually develop their areas of natural strength while concurrently developing awareness of their weaknesses and how to manage them"; and 4) Community building: "YPI participants gain hands-on knowledge of how to identify community problems, research them and develop intervention strategies to improve them. In the creation and maintenance of the social campaign project, students learn advanced strategic project

planning, and also experience the realities of implementation. By the end of the three years, YPI members are highly capable of turning ideas into action."

Besides through working on the philanthropy project itself, these four pillars are conveyed to the students in a curriculum which includes philanthropy lessons (Philanthropy), leadership lessons (Leadership), Talent2Strength lessons (Self-knowledge), and the student's philanthropy project itself (All Four). The YPI curriculum is delivered over the course of three years at retreats (one at the beginning of each year), "progress sessions" (hour-long working meetings that take place weekly during the academic year and bi-weekly during the summer), the YPI Showcase (annual), and at monthly meetings, where most of the curriculum is delivered (if there are no cancellations, there will be nine per academic year).

Evidence from cohort agendas and staff interviews show that monthly meetings include: committee presentations, guest speakers, team-building activities, communal lunches, guided and unguided time for the students to make progress on their social franchise, moments for reflection (for example, after a guest speaker or lesson, or at the end of the meeting), and lecture and/or discussion-based lessons on leadership, philanthropy, and self-knowledge. Leadership lessons come from the Positive Leadership framework written by the YPI Program Director, topics related to meeting and time management, Don Miguel Ruiz's "The Four Agreements," how to work in teams, and effective communication. The philanthropy lessons are comprised of the Future Philanthropists curriculum developed by Heather Jack, the PBS video "The New Heroes" series on social entrepreneurism, and others as may befit the monthly theme. The self-awareness lessons are centered on strengths-based knowledge using Gallup's

Clifton StrengthsFinder assessment tool. Additional components include guest speakers, "sprint reviews" in which student committees present on their progress and goals, and extra lessons such as one on business communication.

Elements of the curriculum are subject to adaptations, and new lessons may replace old ones as desired; "it's very malleable, the degree to which we implement our curriculum." The curriculum is not structured such that a cohort would be able to follow a master book of lesson plans step-by-step. What exists are a Program Curriculum document, which serves as a manual but is incomplete (providing only an introduction, overview, and steps for recruitment and selection), and a Curriculum Overview spreadsheet, which serves as a rough agenda for each monthly meeting, indicating which lessons will be taught on which monthly meeting dates. Yet this spreadsheet only outlines the first out of three years.

YPI staff operate with relative flexibility as they can change any of the meetings' components as they deem to be appropriate. As the Program Director stated, the curriculum is "dynamic and changing and growing and there's always new information and new case studies or more relevant things." There is no outlined curriculum overview for years two and three, although the Positive Leadership curriculum is taught during Leadership Lessons, a loose curriculum based on the PBS series on social entrepreneurship called "The New Heroes" is taught during Philanthropy Lessons, and the Talent2Strength lessons continue to be taught. The lack of rigidity is a built-in component of the YPI curriculum; whereas more instruction is required for Year One, the curriculum becomes more fluid for years two and three. The students' level of autonomy is drastically increased with the adult coaches' selection of

the student "co-facilitators," or leaders, toward the end of Year One. During the second and third years, the cohort's project is the focus, and the meetings are facilitated by the co-facilitators. At this time, they are the ones responsible for drafting the agendas according to the particular demands of their chosen philanthropy project. As such, many lessons during these years are taught by staff according to themes which the students are experiencing.

Regarding the Year One overviews for each cohort, the curricular delivery is consistent, with only minor changes (for example, switching teambuilding activities or spending a longer amount of time on certain lessons). However, the curriculum for the second and third years of the program is not documented. Nevertheless, as previously mentioned, the cohorts and their curriculum are expected to vary. "The students pick their own projects, the cohorts have their own little distinctive personalities that come into play. And cultural aspects that spontaneously develop. So it can't be perfectly consistent," the director said.

As such, due to the flexible nature of program which is built in, there is an overall consistency of curricular delivery across all cohorts with regard to resources and infrastructure. Yet the day-to-day delivery of the YPI program may fall victim to the relative lack of structure in its curriculum. This is an important consideration since YPI wishes to expand the reach of its program beyond its operations in Tulsa. By being itself a social franchise, YPI may benefit from increasing the level of structure to its curriculum. This could have positive effects not only for the consistency of its implementation in Tulsa across current and future cohorts, but also for other hypothetical iterations of YPI in various communities.

Reach. During the academic year, students are expected to attend nine day-long monthly meetings as well as weekly hour-long meetings, or "progress sessions." Each year also begins with a day and a half (Year One) or half-day (Years 2 and 3) retreat. The only mandatory meetings with regard to physical attendance during which the curriculum is delivered are the monthly meetings and the retreats. Attendance is highest at Year One retreats, and the early fall and the early spring monthly meetings and progress sessions. It is lowest at the December and May monthly meetings and progress sessions.

The attendance rosters for December 2015 will be discussed to show a sampling of attendance in the worst case scenario. During this time, the curriculum was delivered to at least 90% of participants for Cohorts 7 and 9, and close to 90% for Cohort 8. For the Cohort 7 monthly meeting held on December 7th, 2015, 23 out of 24 or 95.8% of students attended. For the Cohort 8 monthly meeting held on November 30th, 2015, 21 out of 24 or 87.5% of students were present. (Note: The "December" monthly meeting for this cohort was held on the last day in November to accommodate students' schedules, mostly due to final examinations.) Finally, for the Cohort 9 monthly meeting held on December 13th, 2015, 26 out of 26 or 100% of students were in attendance.

The main difference in reach between cohorts has to do with attendance of the monthly meetings. In the cohorts' first year, Cohort 8 cancelled two of their nine monthly meetings, whereas Cohort 7 canceled one, and Cohort 9 did not cancel any.

In sum, the curriculum is delivered to the vast majority of its participants, but evidence shows that some variation occurs at certain times of year and when meetings are cancelled.

Facilitators and barriers. Overall, staff believe the program to be a positive one. Facilitators to implementing the curriculum include: 1) the nature of the program and its participants in that "it's fun and that it aligns with the type of student we've selected. In other words, we've selected students that want to be good and community-minded and pro-social. And the things we teach are community-minded and positive and pro-social"; 2) the support from the University of Oklahoma-Tulsa and the Charles and Lynn Schusterman Family Foundation because it enables coaches to "do a lot with the students" and helps the students feel "well taken care of", specifically, "we have money to do whatever we need to do, we have beautiful facilities to work with, with the technology that's available"; 3) the coaches, who "are intelligent and engaging and credible with the students", and 4) the Tulsa community at large because "most of the people we approached within the community were very receptive to the students and wanting them to learn." The implementation of the program meets resistance with two chief barriers: time and the traditional school structure. A former staff member said:

> If you think about what [the program] could be if [the students] didn't have so many other things placed on them—school, family, church, whatever they're involved in, sports—it's just not very balanced. But if you asked for less time, then I think the quality goes down. So it's sort of a double-edged sword.

As an extra-curricular activity, YPI staff may also view the school system as a barrier: not only is it "so demanding of students' time" in general, but "allowing students to have the autonomy and flexibility and engagement in a program any time during school hours is limiting."

In other words, the main facilitators have to do with the positive nature of the program and support from its partners and staff. The time commitment in light of students' academic and extracurricular activities is a barrier.

Sustainability

Evidence gathered from program documents, as well as interviews with the director and former staff, describes YPI's efforts in sustainability. While formalized reporting and some outside evaluation has taken place, YPI's current methods to measure program effectiveness have not been comprehensive. The onboarding of staff is minimally structured at best, and work needs to be done to ensure that the program's success is not dependent on any particular staff member. Finally, the future of the program is not secure as funding is contingent upon the foundation's approval of initial and ongoing grant reporting for each cohort.

Evaluation. As a stipulation of the grant for funding which is provided by the Charles and Lynn Schusterman Family Foundation, YPI staff are required to provide grant reports. In these twice yearly reports, goals and outcomes are identified and evaluated, overall progress is reported with regard to accomplishments and challenges, and the budget is accounted for and discussed.

The curriculum provides for an internal pre- and posttest for program participants in which they self-evaluate their familiarity with other members of the cohort—"because one of the goals of the program is to foster those inter-school teen relationships"—as well as their knowledge of philanthropy, leadership, self-awareness, and community building.

Additionally, internal informal evaluation takes place in a more regular fashion. According to the director, YPI experiences evaluations with:

> the constant feedback from students and their level of engagement. That tells me when the program is working—when attendance is good, retention is high, and the students are actively participating in their project and moving it forward. And then some of the things we've structured into it. The weekly meetings have really been great for keeping that momentum and accountability. And whenever

> [the founder] comes to the meetings, there's a discussion about what is going well as well as what could be improved.

Finally, though not structurally embedded into the program, in-depth external evaluations have taken place:

> Periodically we'll do a research-type initiative. We've engaged three outside consultants to do research. And in addition, one of the former coaches did her master's cornerstone project to research the effectiveness of YPI and the current coach is doing her dissertation on it.

Evidence did not show whether the internal grant reports, internal pre- and posttest, and occasional external evaluations were utilized in a meaningful way. The program manual mentions feedback only in the context of it being administered to the students via assessments and staff conversations to enhance participant self-awareness: "Throughout their three years in YPI, the participants will take a series of self-assessments and receive developmental feedback from the adult facilitators in order to better understand their strengths and weaknesses. In addition, the students will be asked to rate themselves and their engagement regularly and they will take part in independent self-reflection exercises periodically throughout the program. By the end of the third year, the students should have a greater understanding of their strengths and weaknesses." As such, no determination can be made as to whether the program is structurally designed to take action based on participant feedback of the experience.

Staff training. The elements of staff training are not documented. When asked about staff training, the director said, "Just asking that question makes me realize that there needs to be something with that." While it is a "'baptism by fire' experience and a mentoring kind of process," there are some consistent elements to the manner in which new staff are trained: "previous staff members would orient newer staff members… and I think it's on the job training, too." The new staff member is provided with a job

description and a supplemental document with further details and explanation which was written by a former staff member. The director also engages the trainee in a lengthy phone call or meeting.

While the director's personality has been an effective strategy for the success of the program, it must be noted that one former coach deemed him as "essential to the program"— "I don't know how replicable YPI would be because you can't replicate [the director]. You'd have to find someone with just that same gut instinct about things. I couldn't do it." The program director also serves as the only consistent recruiter and trainer of new staff. As such, staff must address the likelihood of YPI being successful without him. To prevent the program from suffering in his absence, certain measures should be evaluated, such as creating a training video series to facilitate a smooth transition in the future.

To summarize, evidence shows the staff training procedure to be relatively vague. Formally, there is only a brief job description and a supplemental document to orient a new staff member. The director has overseen all staff training and is seen by a former staff member as a critical element to the success of the program.

Finances. For each cohort, there is an ongoing allocation of resources for each grant period. However, it appears that a cohort may be terminated at any time at the discretion of the foundation, as a grant report is requested each semester. Also, each cohort is approved one at a time as a grant, so the YPI program as a whole does not receive an ongoing allocation of resources. The foundation's timeline for approving a new cohort is approximately three months; grant reports mention that "requests to

renew or extend a Grant may be submitted to the CLSFF within 90 days prior to the end of the term of an existing Grant."

To encourage sustainability of the program in effort to attract and retain stakeholders in Tulsa and beyond, more could be done in terms of evaluation, staff training, and ensuring continuous funding of YPI. These three elements may be interrelated: perhaps a plan for continuous funding could be proposed if YPI staff are able to present the funder with more complete evidence for the effectiveness of the program and a structured plan to systematize staff training. The program currently stands on shaky ground, for the program can only truly rely on continuation in increments of three months at worst and three years—or one cohort—at best.

Evidence on student needs

The following are results with evidence related to the second evaluation question, *Does the YPI experience provide support for students' psychological and/or developmental needs?* In presenting this evidence, the evaluator will first discuss the presence and level of support of student psychological needs. The lens for psychological needs is self-determination theory. As such, the elements of autonomy satisfaction, competence satisfaction, and relatedness satisfaction will be discussed to show whether the YPI experience is conducive to its participants' intrinsic motivation. Next, the evaluator will discuss the presence and level of support of student developmental needs. The lens for this is the Search Institute's list of 40 Developmental Assets. Of the 40 assets, only the 26 applicable to YPI will be presented. Finally, the overall satisfaction of students, staff, and the program founder and funder will be assessed.

Psychological needs

Evidence gathered from student surveys, as well as interviews with the director and former staff, describes psychological needs satisfaction. The evidence suggests the YPI experience is supportive of the students' psychological needs of autonomy, competence, and relatedness. All three of these elements of self-determination theory are present when students participate in the program. While current and former staff responded in the affirmative when interviewed about the presence of these three elements (qualitative data), student surveys provide more nuance to the elements (quantitative data). According to the students, relatedness is most present in the YPI experience, followed by competence then autonomy. Within each element of self-determination theory, there is only slight variation between cohorts in their responses. Evidence supporting the above claims follows.

Student response. Students were asked to respond to survey questions based on their "experience in YPI thus far" (Student Survey, Appendix I). Responses range from 1 (Not at all true) to 7 (Very true). Positively-scored questions, in other words questions that are not reverse-scored, are deemed by the evaluator as significant at values of 5 and higher because an average of 5 is greater than the mid-point value of 4 (Somewhat true), making it, in effect, more than somewhat true. Reverse-scored questions, that is questions that are negatively worded, are deemed by the evaluator as significant at values of 3 and lower because an average of 3 is lower than the mid-point value of 4 (Somewhat true), making it less than somewhat true.

Table 4 presents the student responses to positively-scored individual questions from the psychological needs section of their survey. For each question, the single score reflects an average taken from the three cohorts. All three cohorts of students seem to

experience autonomy, competence, and relatedness while engaging in YPI. Average student responses were greater than 5 for the following questions: Students answered that the following questions were more than somewhat true: *I feel like I can make a lot of inputs to deciding how my work gets done, I really like the people I work with, People at YPI tell me I am good at what I do, I get along with people at YPI, I am free to express my ideas and opinions at YPI, I consider the people in my cohort to be my friends, I have been able to learn interesting new skills through YPI, Most days I feel a sense of accomplishment from participating in YPI, My feelings are taken into consideration at YPI, People at YPI care about me, I feel like I can pretty much be myself at YPI,* and *People at YPI are pretty friendly towards me.* The highest average response to a positively-scored question was question 10, a competence satisfaction item: *I have been able to learn interesting new skills through YPI*. Of the next two highest scored items, both capture relatedness: *People at YPI are pretty friendly towards me* and *I get along with people at YPI*.

Table 4. **YPI student survey response in Likert-type scale of 1-7: positive questions**

Survey Question	Average
1. I feel like I can make a lot of inputs to deciding how my work gets done.	5.91
2. I really like the people I work with.	6.2
4. People at YPI tell me I am good at what I do.	5.14
6. I get along with people at YPI.	6.25
8. I am free to express my ideas and opinions at YPI.	5.98
9. I consider the people in my cohort to be my friends.	5.93
10. I have been able to learn interesting new skills through YPI.	6.56
12. Most days I feel a sense of accomplishment from participating in YPI	5.64
13. My feelings are taken into consideration at YPI.	5.68
15. People at YPI care about me.	5.95
17. I feel like I can pretty much be myself at YPI.	5.67
21. People at YPI are pretty friendly towards me.	6.5

Table 5 presents the questions which were negatively scored and deemed to be significant at below 3. These are the following: *I do not feel very competent when I am at YPI, I feel pressured at YPI, I pretty much keep to myself when I am at YPI, With YPI I do not get much of a chance to show how capable I am, There are not many people at YPI that I am close to, The people I work with through YPI do not seem to like me much, When I am working on YPI I often do not feel very capable,* and *There is not much opportunity for me to decide for myself how to go about my work at YPI.* The lowest-ranked reverse-scored question was question 18, which pointed to relatedness: *The people I work with through YPI do not seem to like me much*. Of the next two lowest-ranked reverse-scored questions, one spoke to autonomy (Question 19) and the other involved competence (Question 20).

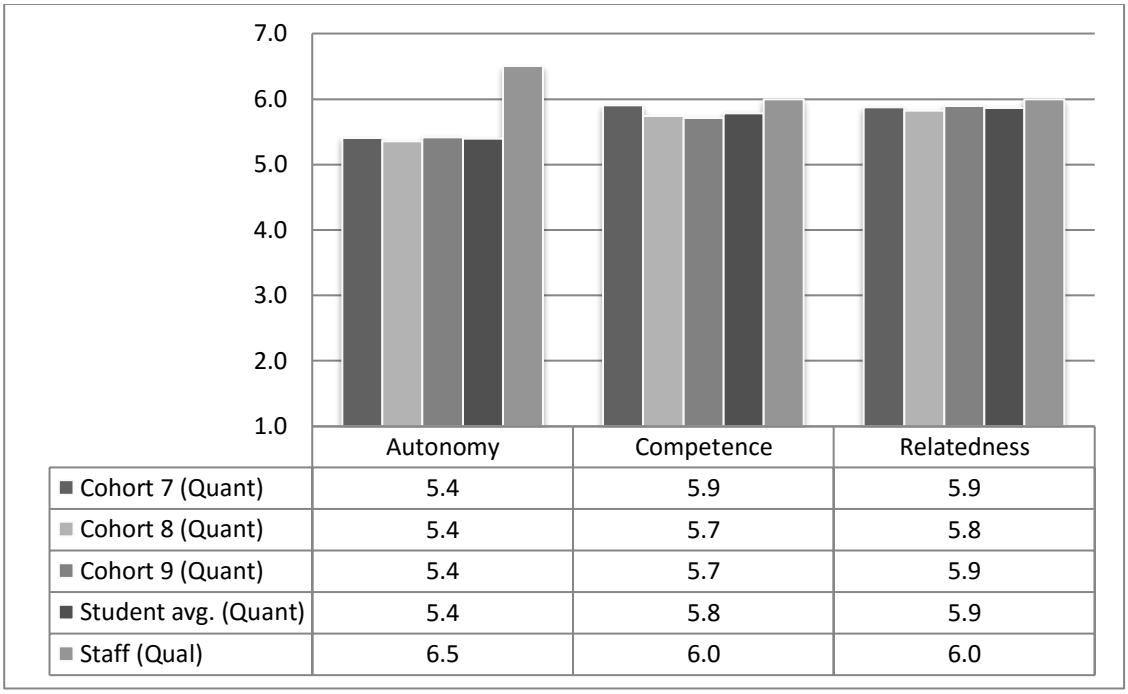
***Table 5*. YPI student survey response in Likert-type scale of 1-7: negative questions**

Survey Question	Average
3. I do not feel very competent when I am at YPI.	2.18
5. I feel pressured at YPI.	3.05
7. I pretty much keep to myself when I am at YPI.	3.11
14. With YPI I do not get much of a chance to show how capable I am.	2.30
16. There are not many people at YPI that I am close to.	3
18. The people I work with through YPI do not seem to like me much.	1.79
19. When I am working on YPI I often do not feel very capable.	2.16
20. There is not much opportunity for me to decide for myself how to go about my work at YPI.	2.13

All of the questions were significant—with positively-scored questions at a rounded 5 or higher, and negatively-scored ones at a rounded 3 or lower—except for one: "When I am at YPI, I have to do what I am told." This question scored a 4.3 average among the cohorts.

Figure 6 presents both student and staff results once negatively worded questions were scored reversely. The results are shown as sub-scales for autonomy,

competence, and relatedness. Each cohort is shown, as well as a student and staff average. Average response for specific needs are presented for the three elements of self-determination theory—autonomy, competence, and relatedness. As seen, relatedness was the strongest psychological need experienced for YPI participants. Competence for the expectations at YPI was next followed by autonomy. Average responses for each need exceeded the 5 criterion set to determine average need satisfaction. As presented in Figure 6, the average student response for autonomy was a 5.4; for competence a 5.8; and for relatedness a 5.9. This means the evidence supports the claim that self-determination theory's three psychological needs of autonomy, competence, and relatedness are present at YPI, in reverse order of strength.



	Autonomy	Competence	Relatedness
Cohort 7 (Quant)	5.4	5.9	5.9
Cohort 8 (Quant)	5.4	5.7	5.8
Cohort 9 (Quant)	5.4	5.7	5.9
Student avg. (Quant)	5.4	5.8	5.9
Staff (Qual)	6.5	6.0	6.0

Figure 6. **Student survey: Adapted Basic Needs Satisfaction at Work Scale. Likert-type scale from 1 (Not at all true) to 7 (Very true), with mid-point of 4 (Somewhat true); Staff's qualitative responses were converted to corresponding quantitative scale for approximate comparison.**

Staff response. All three former and current staff answered affirmatively for the question, "Do you feel the students experience any of the following during YPI:

autonomy, competence, relatedness? Why/why not?" for all three elements. While their data was qualitative, the responses were numerically coded to correspond to the answer based on intensity of emphasis and justifications in the explanations of their selection. For example, for autonomy, the three staff responses follow in their entirety:

> I think YPI is really, really good about this. Giving the group that initial control—you pick the issue and you pick the project and make the plan and work the plan—you have to kind of own it or it's not going to happen. So I think they definitely feel some sense of autonomy and the longer the program goes on, I think the more autonomy they're able to handle. So that by the end of the program they're essentially, hopefully, running it themselves. (Former staff and YPI graduate);
>
> They definitely experience at lot of autonomy because I feel like it's the first time that these students, because of their age and where they are in school, encounter just being held accountable, to get work done with not as much oversight from the adults. So it just has a different dynamic than school and really, I think, than parental expectations. They either do the work or don't do the work. And if they don't do the work, then they're really not a part of the program. I would think that's their first encounter with that. Because you can not do the work at school and you still have to go to school. (Former staff);
>
> Yes, I feel like they experience all of them. Students need to be autonomous in their participation of YPI—that's our whole "fans on 3" philosophy (Program director).

The evaluator attempted to compare the staff's qualitative responses with the students' quantitative responses through a method of her invention. Due to the above explanations and the intonations staff used for their responses, such as "I think YPI is really, really good about this," "They definitely experience at lot of autonomy," and "Students need to be autonomous in their participation of YPI—that's our whole "fans on 3" philosophy," the evaluator determined that an approximate aggregate score that corresponds to the staff response is approximately a 6.5 because the respondents' word choice and emphasis is closer to a 7 (Very true) than a 4 (Somewhat true). With 5.5 being the average of 7 and 4, that number would approximately correspond to a

qualitative "True," although there may still be a little uncertainty. Therefore, to account for the number 4 corresponding to "Somewhat true," in which the term "somewhat" may encompass a range of trueness, an approximate 6 is designated as an unequivocal "True" because it is slightly more than the average of "Very true" and "Somewhat true" (0.5 being the next level; numbers such as 5.6 or 5.8 were not used). As such, the evaluator determined the staff's collective responses to be a 6 for student competence satisfaction and a 6 for student relatedness satisfaction, as conveyed above in Figure 6. Their interview responses follow.

Staff believe autonomy to be an essential component of the YPI program, both philosophically and practically. They reported it to be especially so because of the program's project-based focus on social entrepreneurship. As a former staff member and program alumna said, "Giving the group that initial control—you pick the issue and you pick the project and make the plan and work the plan—you have to kind of own it or it's not going to happen." According to another former staff member, the dynamics among the student participants and the adult staff may also contribute to the sense of autonomy:

> It's the first time that these students, because of their age and where they are in school, encounter just being held accountable, to get work done with not as much oversight from the adults… They either do the work or don't do the work. And if they don't do the work, then they're really not a part of the program.

An increased sense of autonomy is built into the timeline of the three years. As a former staff member and YPI alumna said, "the longer the program goes on, I think the more autonomy they're able to handle…by the end of the program they're essentially, hopefully, running it themselves."

With regard to competence, staff members believe participants experience this as a result of learning new life skills: "Most [participants] haven't done business-type things before—run a meeting or work with a graphic designer or done things that for adults might not be a big deal"; being exposed to the world outside of the classroom: "I think the relationship with community figures and other people around the organization makes them feel competent. They can interact with other adults in a university setting and a community project"; learning about themselves:

> We try to play to people's strengths and we identify their strengths using the best tool for doing that. We spend a lot of time over the 3 years; we spent 12 to 20 hours talking about StrengthsFinder over the course of three years—that's quite a considerable amount of time;

or reflecting on their accomplishments with regard to their philanthropy project:

> I think competence comes in when they look back and realize they've done a good job doing something that they maybe didn't think they could do at the very beginning. And I think most of the cohorts get pretty good results.

In terms of relatedness, staff members highlight not only relationships with their each other:

> They build relationships with peers that they otherwise wouldn't build… they come from different parts of town, their families make different amounts of money—so they come from different backgrounds but they share common values and other than YPI they would have no reason to interact. … I've seen them build really strong friendships that endure through college and after.

but also relationships with adults:

> It's healthy to have relationships with adults that are very positive where you feel like the adult cares about you genuinely and is supportive of you—but it's not your parent, it's not your teacher; they get to know you in a different way.

"There's this sense of community with the students that when they're highly engaged, they feel close with each other and close with the facilitators." Staff believes this sense of closeness is intentionally created:

> We do a lot of activities that really build a sense of community so that people don't want to let each other down and they feel related to each other. … And I think the students do a really good job of taking care of each other's well-being. I think there's a lot of that relatedness that happens, and in building that sense of teamwork I think we see it reinforcing the other two [elements of self-determination theory].

Developmental needs

Evidence gathered from student surveys, as well as interviews with the director and former staff, describe support for developmental needs. To the extent that an afterschool program is able to offer, evidence shows that students on average experience support in the YPI program for their developmental needs. Below are the results for developmental needs. They were in response to the question, "Which of the following of the Search Institute's 40 Developmental Assets does YPI touch on?"

Results for developmental need satisfaction are presented in Figures 8 through 13, as well as Tables 5 and 6. Figures 8 through 13 present the student and staff responses for the developmental assets which apply to the YPI program. Each of the applicable assets is presented in separate figures which correspond to the Search Institute's categories for the 40 developmental assets. Some categories were combined to present only the relevant data. They are: Support and Boundaries and Expectations (Figure 8), Empowerment (Figure 9), Constructive Use of Time and Commitment to Learning (Figure 10), Positive Values (Figure 11), Social Competencies (Figure 12), and Positive Identity (Figure 13). The student data came from the developmental needs section of their survey and the staff data was derived from interviews. Each cohort is shown, as well as student and staff averages.

For both students and staff, most respondents selected more than half of the 40 assets as elements that are present in YPI. All 40 assets were included in the student

survey and staff interviews. The evaluator then extracted the assets which did not seem to apply to YPI. These 14 assets were:

School engagement, Caring school climate, Positive family communication, School boundaries, Caring neighborhood, Homework, Bonding to school, Time at home, Parent involvement in schooling, Family support, Family boundaries, Neighborhood boundaries, Reading for pleasure, and Religious community.

Therefore, 26 of the 40 assets are applicable to YPI.

Since responses for these assets were binary—"present" by checking the box or saying "yes", and "not present" by not checking the box or saying "no," they are represented as percentages based on the total group and are significant when the majority of the student average (66% or more) rated the asset as being present.

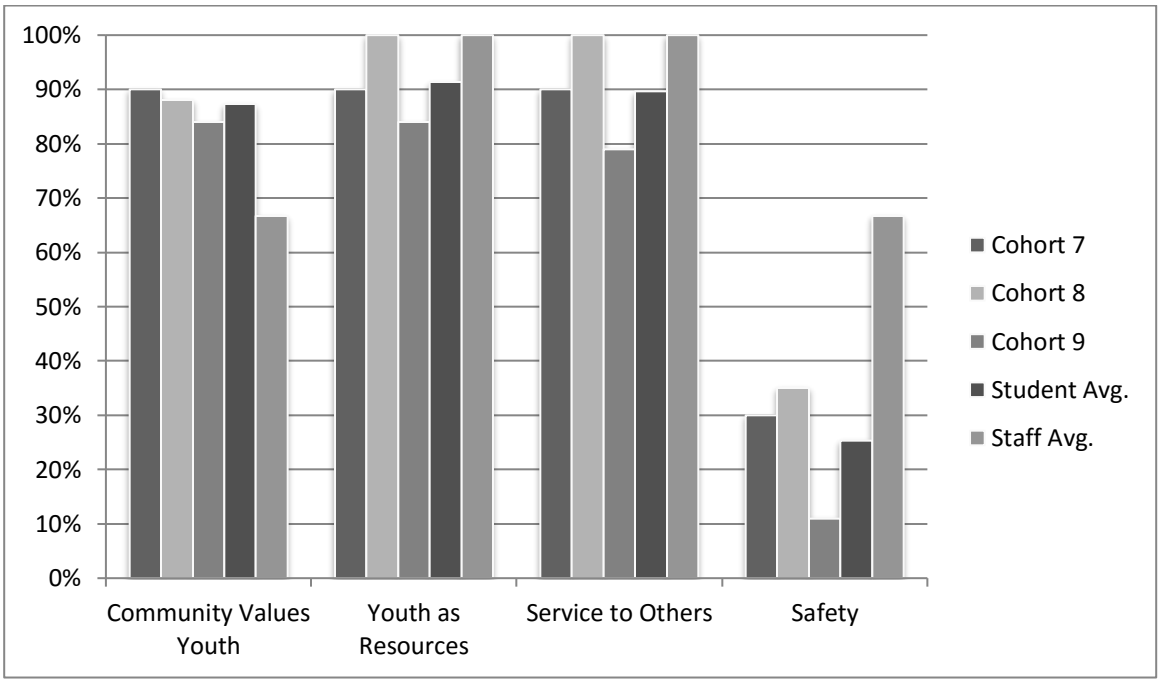


Figure 7. **40 Developmental Assets: Empowerment**

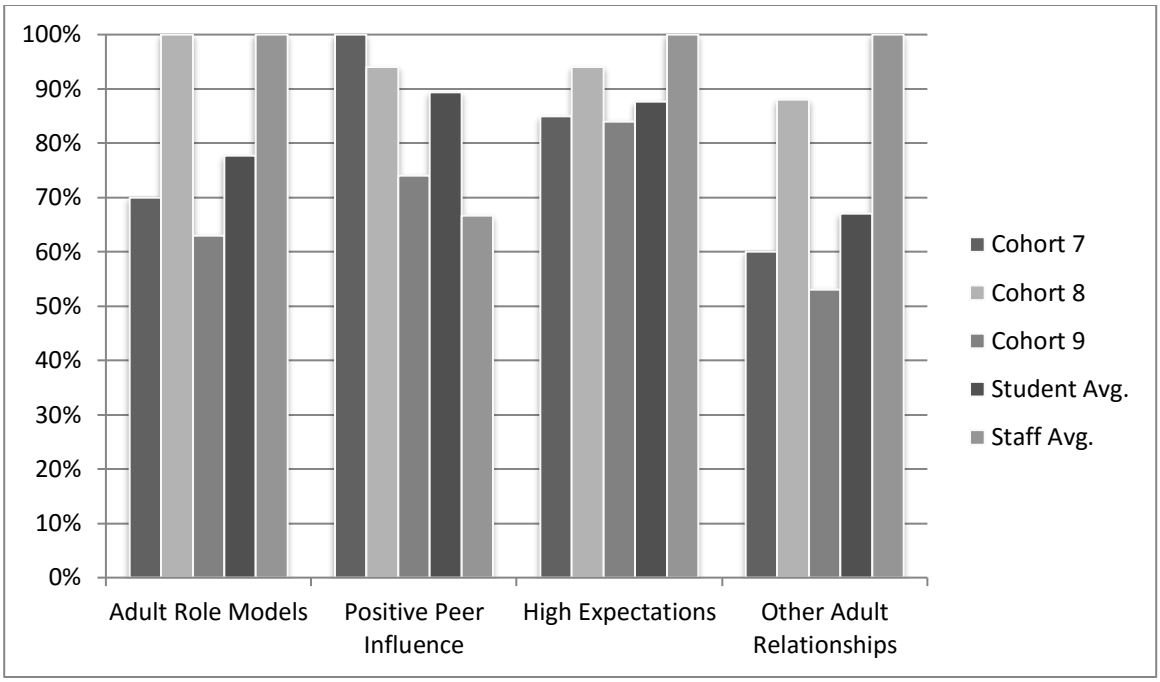


Figure 8. **40 Developmental Assets: Support & Boundaries and Expectations**

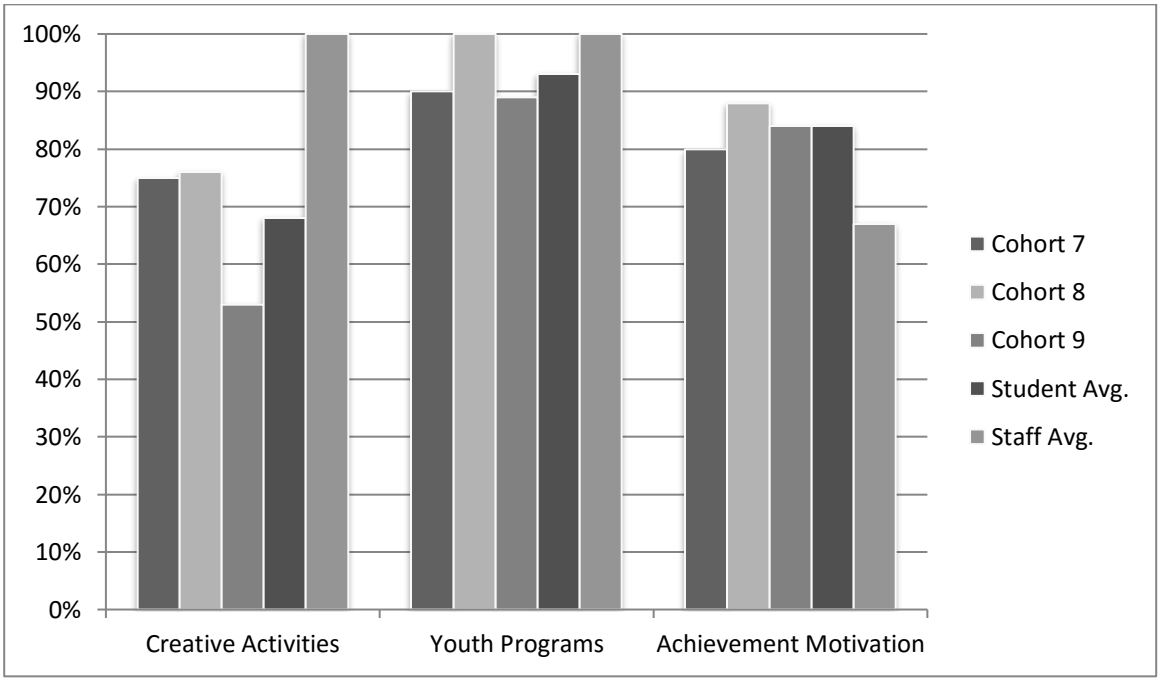


Figure 9. **40 Developmental Assets: Constructive Use of Time & Commitment to Learning**

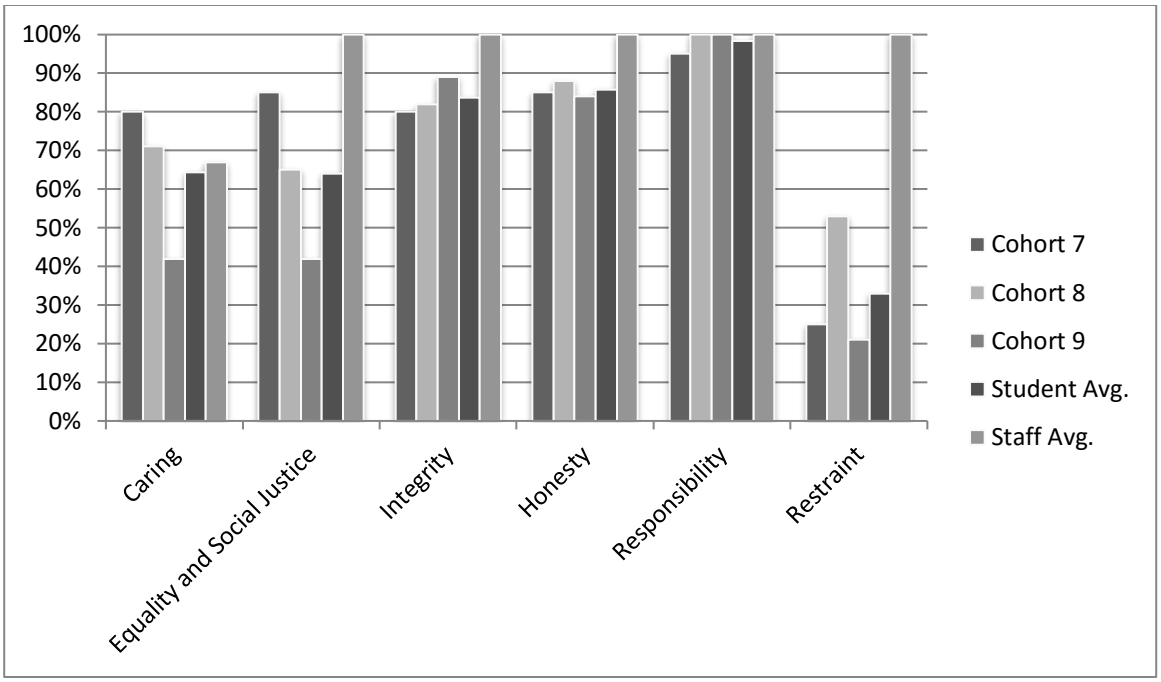


Figure 10. **40 Developmental Assets: Positive Values**

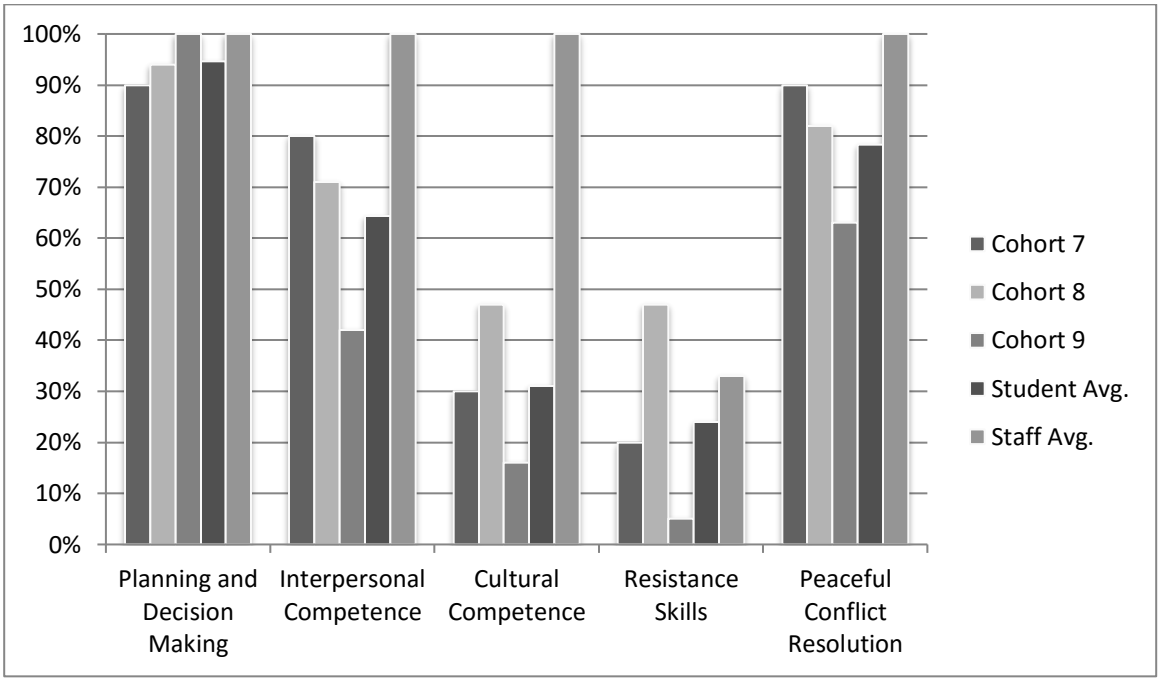


Figure 11. **40 Developmental Assets: Social Competencies**

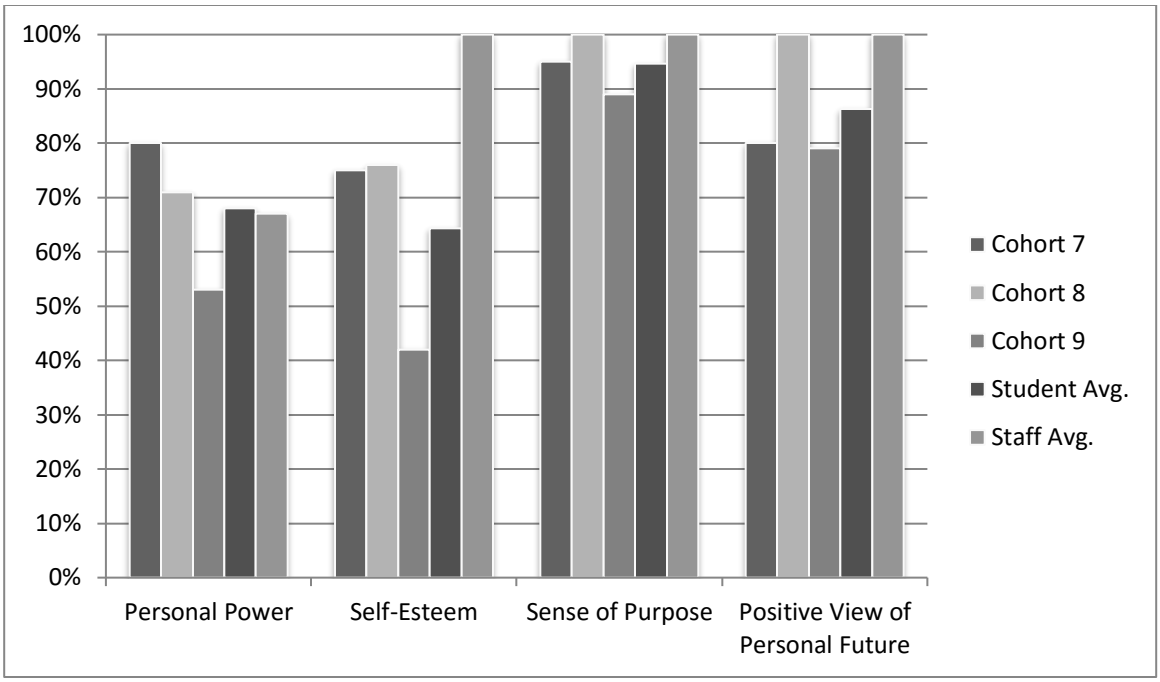


Figure 12. **40 Developmental Assets: Positive Identity**

Student response. Table 6 presents the individual assets which are applicable to the YPI context, along with their percentages for a "yes" response as determined by an averaging of the three cohorts. The majority of the 56 student responses to the online survey indicate that 22 of the 26 applicable developmental assets are to some degree present at YPI. These are assets for which more than two thirds or approximately 66 percent of the student participant population surveyed believes to be present with YPI and are best viewed in Table 6. They are (in order): Responsibility, Planning and decision making, Sense of purpose, Youth programs, Youth as resources, Service to others, Positive peer influence, Community values youth, High expectations, Honesty, Positive view of personal future, Achievement motivation, Integrity, Peaceful conflict resolution, Adult role models, Creative activities, Personal power, Other adult relationships, Caring, Equality and social justice, Interpersonal competence, and Self-esteem.

There is significant room for improvement in four areas. On average, the assets which are applicable to YPI that the majority of students did not select are as follows: Restraint (33%), Cultural competence (31%), Safety (24%), and Resistance skills (24%).

Table 6. **Applicable asset percentages based on student survey (All cohorts)**

Asset	Percentage
Responsibility	98.2
Planning and decision making	94.6
Sense of purpose	94.6
Youth programs	92.9
Youth as resources	91.1
Service to others	89.3
Positive peer influence	89.3
Community values youth	87.5
High expectations	87.5
Honesty	85.7
Positive view of personal future	85.7
Achievement motivation	83.9
Integrity	83.9
Peaceful conflict resolution	78.6
Adult role models	76.8
Creative activities	67.9
Personal power	67.9
Other adult relationships	66.1
Caring	64.3
Equality and social justice	64.3
Interpersonal competence	64.3
Self-esteem	64.3
Restraint	32.1
Cultural competence	30.4
Safety	25.0
Resistance skills	23.2

Staff response. Table 7 presents the staff responses for individual assets which are applicable to the YPI context, along with the aggregate percentages for each "yes" response. Each staff member's response is presented. It should be noted that "A" refers

to the director of the program and coach to all cohorts, from Cohort 1 to the present, "B" refers to a YPI alumna of Cohort 1 and coach for Cohorts 3 and 5, and "C" refers to the coach for Cohort 4. The majority of the three past and current YPI staff members' responses to the online survey indicate that 25 of the Search Institute's 26 applicable developmental assets are present at YPI (Table 7). They are (in order): Responsibility, Planning and decision making, Sense of purpose, Youth programs, Youth as resources, Service to others, High expectations, Honesty, Positive view of personal future, Integrity, Peaceful conflict resolution, Adult role models, Creative activities, Other adult relationships, Equality and social justice, Interpersonal competence, Self-esteem, Restraint, Cultural competence, Positive peer influence, Community values youth, Achievement motivation, Personal power, Caring, and Safety.

Resistance skills is the applicable asset that the staff's collective responses did not meet the threshold. It received only a 33% average response rate.

Table 7. **Applicable asset percentages based on staff interviews**

Asset	**Percentage**			
Responsibility	100.0%	A	B	C
Planning and decision making	100.0%	A	B	C
Sense of purpose	100.0%	A	B	C
Youth programs	100.0%	A	B	C
Youth as resources	100.0%	A	B	C
Service to others	100.0%	A	B	C
High expectations	100.0%	A	B	C
Honesty	100.0%	A	B	C
Positive view of personal future	100.0%	A	B	C
Integrity	100.0%	A	B	C
Peaceful conflict resolution	100.0%	A	B	C
Adult role models	100.0%	A	B	C
Creative activities	100.0%	A	B	C
Other adult relationships	100.0%	A	B	C
Equality and social justice	100.0%	A	B	C
Interpersonal competence	100.0%	A	B	C

Self-esteem	100.0%	A	B	C
Restraint	100.0%	A	B	C
Cultural competence	100.0%	A	B	C
Positive peer influence	66.7%	A	B	
Community values youth	66.7%	A	B	
Achievement motivation	66.7%	A		C
Personal power	66.7%	A	B	
Caring	66.7%	A	B	
Safety	66.7%	A	B	
Resistance skills	33.3%	A		

Variance. For psychological needs, there is negligible variation between the cohorts' responses. However, there was noticeable variance in responses between cohorts and staff, especially in rating the level of autonomy present at YPI. The cutoff for significance is a 5 on the scale of 1-7 because it is an answer in the affirmative. Staff members' responses for autonomy represented a 6.5 (closer to "Very True" on the spectrum between "4-Somewhat True" and "7-Very True") whereas the student average was approximately a full ordinal below at 5.4. For the students, autonomy was the lowest ranked of the three.

It is repeated that, for assessing psychological needs, the students' responses were quantitative and determined by a Likert-style survey instrument which indirectly determined levels of autonomy, competence, and relatedness whereas the staff responses were qualitative and determined by answering a question regarding the presence of these three components but with binary options (Yes or No) which were expanded upon. As such, to report the staff responses, the evaluator assessed the staff's responses to translate their answers into the comparable Likert-style rating system. The binary options as well as the staff's rationale were considered in this process, which is approximate.

For developmental needs, the variance was more marked. Between cohorts, Cohort 8 consistently scored higher in 16 of the applicable 26 assets. This means they were more likely to believe that the following 16 assets were present when compared to the other two cohorts. These assets are: most elements of Empowerment (Youth as Resources, Service to Others, and Safety), Support and Boundaries & Expectations (Adult Role Models, Adult Relationships, High Expectations), Constructive Use of Time & Commitment to Learning (Creative Activities, Youth Programs, Achievement Motivation), and Positive Identity (Self-esteem, Sense of Purpose, and Positive View of Personal Future), as well as the following assets: Honesty, Restraint, Cultural Competence, and Resistance Skills.

The variance between Cohort 8 and the others was most drastic for the following: Adult Role Models (100% as compared to Cohort 7's 70% and Cohort 9's 63%), Other Adult Relationships (88% as compared to Cohort 7's 60% and Cohort 9's 53%) Restraint (53% as compared to Cohort 7's 25% and Cohort 9's 21%), Cultural Competence (47% as compared to Cohort 7's 30% and Cohort 9's 16%), Resistance Skills (47% as compared to Cohort 7's 20% and Cohort 9's 5%), and Positive View of Personal Future (100% as compared to Cohort 7's 80% and Cohort 9's 79%).

At times, the older cohort was progressively scoring higher. In other words, the percentages were stratified to show Cohort 7 scoring higher than Cohort 8 which still scored higher than Cohort 9. There were: Positive Peer Influence (100% for Cohort 7 to 94% for Cohort 8, to 74% for Cohort 9), Caring (80% to 71% to 42%), Equality and Social Justice (85% to 65% to 42%), Interpersonal Competence (80% to 71% to 42%), Peaceful Conflict Resolution (90% to 82% to 63%), and Personal Power (80% to 71%

to 53%). As such, some conclusions may be drawn by examining these differences as cohorts 7, 8, and 9 correspond to years 3, 2, and 1 of the YPI experience, respectively.

In some other instances, the stratification was not as obvious but the older cohorts—students who were in the program for a longer duration—were still much more likely to rate an asset as present when compared with the youngest cohort. Cohorts 7 and 8 rated the following assets significantly more favorably than Cohort 9: Safety (30% and 35% for cohorts 7 and 8, respectively, as compared to Cohort 9's 11%), Creative Activities (75% and 76% to 53%), and Self-esteem (75% and 76% to 42%).

With some exceptions, staff consistently believe assets to be more present than students do. Staff and students were mostly in the same range. However, noticeable variance occurred between staff and students for the following assets in which staffs percentages far exceeded students percentages: Safety (Staff rated this at 67% as compared with a cohort average of 25%), Other Adult Relationships (100% to 67%), Creative Activities (100% to 68%), Equality and Social Justice (100% to 64%), Restraint (100% to 33%), Interpersonal Competence (100% to 64%), Cultural Competence (100% to 31%), and Self-esteem (100% to 64%). Students' average percentages exceeded staff's for the following assets: Community Values Youth (87% student average to 67% staff average), Positive Peer Influence (89% to 67%), and Achievement Motivation (84% to 67%).

All response options in assessing developmental needs were binary (present or not present) and therefore reported as percentages. Student average percentages were taken from a sample size of 56 and staff average percentages had a sample size of 3.

Stakeholder Assumptions, Expectations and Satisfaction

Assumptions, expectations, and satisfaction of stakeholders were elements of the Saunders et al. (2005) conceptual framework for a process evaluation which produced results that warranted their own reporting. In answering the main evaluation questions of *How are the components of the YPI program being implemented in practice?* and *Does the experience provide support for students' psychological and/or developmental needs?*, the evaluator determined that an examination of these three elements would aid in the understanding of the students', staff, and funder's perception of program implementation.

Stakeholder assumptions

Staff reported the following regarding stakeholders' assumptions: YPI is an extracurricular educational program for students that is centered on philanthropy, leadership, self-awareness, and community building; the students learn about these by working on a project; it is a positive program that treats students well and benefits their development; it will produce results such as an increased ability to organize and be effective in project management; and graduates will engage in philanthropy in the future.

Some assumptions that youth have of the program include an increased exposure to the aforementioned four pillars of YPI; meeting new students from other areas of Tulsa as well as leaders in the community, greater self-confidence, improved communication skills, and a unique experience that will be a positive influence on their lives. These are considered assumptions because they are advertised by the program in a promotional handout during the recruitment period.

Furthermore, one former staff member identified an assumption about level of participation which changes soon after the program begins:

> Initially the assumptions from students and parents are that this is going to be a really great little extracurricular … kind of like National Honor Society or Key Club—things where you don't actually do anything… and then after some engagement and education from the [coaches] then the assumption changes. It's a big commitment or you have to move on. This is not meant to be a knock on YPI, but I think the assumption changes from 'Oh, this must be a big deal because this is important because I'm in YPI because this is an organization that's funded by the Schustermans and with OU-Tulsa and a lot of kids are from [Booker T. Washington High School].' ... I think that it has a little bit of that culture.

A related assumption is that the program is elite: "People think, 'Oh this must be prestigious because of all of those things.'"

Finally, a central assumption is that the program is fulfilling the founder and funder's original vision and personal assumptions, which is why she and her foundation continue to fund it.

This individual assumes that the project-based, social entrepreneurial format of YPI is beneficial: "Being hands-on and being involved—the way that the program is created and being run—is vitally important … I think it is in many ways much better than just granting money to something that's already there."

She also expressed the assumption that, by maintaining a personal presence in the program, she will be showing a sense of care to the program's other stakeholders. When asked why she felt motivated to visit the program's meetings, she expressed her desire to create personal relationship with the students and their parents and to show "that the person who writes that check really cares about them." (

Student and staff expectations

The following is an explanation of the specific expectations of students and of program staff, as well as the timing and frequency of the communication of expectations.

Students. Youth participants are expected to participate fully, which the program refers to frequently as "engagement," "responsiveness," and "accountability." This is also evident in its attendance policy, in which "YPI will allow for no more than two (2) absences per academic year which may result from an emergency situation" (Participation Agreement). They are also expected to have an open mind toward self-improvement, as well as toward the other areas which the program advertises (capacity for leadership, philanthropy, and community-building). Finally, they are expected to cooperate civilly with their team members.

In addition, youth participants identified some mutual expectations of students to include: mutual respect and respect for the project; positivity; strong goal orientation and work ethic; reliability and trust; honesty and tactful criticism when necessary; flexibility; and effective communication, including the practice of listening.

Staff. YPI staff members serve as an intermediary between the host organization (both the foundation and the university) and the student participants. They are the student's primary point of contact. In YPI, the staff's role is that of a coach, as this is advertised as a youth-led program. As the job description reads, "The role of the coach is to assist in any way possible, while allowing the young people to truly take ownership in each project or task that they work on." The two adult coaches are expected to facilitate and deliver on the aforementioned student expectations, especially with regard to increasing the participants' capacity for philanthropy, leadership, self-knowledge,

community building, and social entrepreneurism in general. Besides possessing knowledge in these areas in theory and in local practice, a coach must commit to carrying out the three-year program. They are to accomplish this by guiding—rather than directing—the students' development. As such, it is important that the coach be "capable of working with young people," specifically through "mentoring and facilitation skills" and the ability to "advocate for youth."

The main tasks for coaches fall under two categories: that of a planner and that of a supporter. As a planner, "the coach is responsible for planning the overall program and coordinating resources necessary to YPI's success. This includes planning for recruitment, public awareness and program curriculum." Specific tasks include coordinating all correspondence, such as emails during the recruitment process; and preparing for meetings, such booking venues or creating the students' binders for the Year One retreat. As a supporter, the coach "is a key factor in the success of the program" and shows support by: "facilitating meetings, fostering a safe and open communication environment, "assisting in the decision making process, "assisting in acquiring needed resources," and in general, "coaching and mentoring participants." In the role of supporter, the coach is to "monitor the social dynamics of the group" and "develop close relationships with the students – pay attention to their interests, communicate with them regularly, ask for their input, make yourself available to them." Effective coaches are positive, encouraging, and friendly.

Students are given the opportunity to identify additional expectations for staff at the beginning of the program. Some qualities that the students expect are as follows: accepting, approachable, be patient with students and their decisions, be present in

students' lives, create teachable/learning moments, don't give conflicting advice, engaging, have a high standard for the students, help students stay on track, honest, mutually respectful, prepared, provide feedback, provide opportunities to grow, responsive, set a good example, transparent, treat students as adults, and treat students equally and free from bias.

Communication of expectations. Some program expectations, such as the student absence policy, are communicated to students during the recruitment period. The program director identified this as one of the most important elements of the YPI process: "We're sharing the narrative of what YPI is and why they should get excited about it because [the students] don't know what it is to begin with." In this way, staff "get to really shape the expectations that [they] have from the very, very beginning."

The communication of expectations is also a part of the selection process. As the program director said, "We're onboarding students even while we're interviewing them… we're beginning to set the culture, even in the process with the questions we ask." The Participation Agreement, which includes expectations of students, is distributed upon selection and collected before delivery of the program begins.

Most program expectations are formally communicated or identified after selection, during the students' Year One Retreats. Documents regarding student engagement and staff job descriptions are provided as handouts during this time. Expectations that the students have of staff and of each other are verbalized and may vary slightly from cohort to cohort. They are identified by the participants before much exposure to the curriculum.

After the retreats, expectations are reinforced through the collection of attendance records and reiteration of concepts of engagement by staff at meetings throughout the program. If students fail to meet expectations, staff will intervene which in rare instances will result in the removal of the student from the program.

Stakeholder satisfaction

Across the board, stakeholders are satisfied with the program. The founder, the staff, and the students made reference to the program as a process; as such, many responses pointed to the change that takes place at the end of the experience.

Founder/funder. When asked if she would change anything about the program, the YPI founder and funder replied, "Right now, I don't think I'd change anything." She also expressed a desire to increase the program's level of exposure: "I hope that [the staff] will be able to take this program to other cities because I think it's so important that people understand what [the program is] trying to do." The same funder has funded YPI for the past 11 years and, with the current Cohort 9 grant approval, will be funding it at least through their graduation in 2018. They have also funded a grant to explore the viability of promoting the adoption of the YPI program for communities outside of Tulsa.

Students. Student participants who responded to the survey remarked on their level of satisfaction in an open-ended question. The results of this question are separated into two parts: 1) whether they were satisfied, and 2) their rationale. Results are presented as selected entire responses as well in Table 7 which presents the word frequency of all student responses to this survey question.

Fifty-two out of the 56 respondents answered a definitive or inferred "yes" regarding their level of satisfaction. Of the four remaining responses, two replied "yes

and no," and the other two could be inferred as "yes and no." They are reported in their entirety as follows:

> Yes and no. It might just be because it's my cohorts first year, but I feel like we aren't doing enough. I'm sure my opinion on this matter will change throughout my experience with YPI. I thoroughly enjoy the supportive atmosphere that YPI offers. YPI asks a lot from their participants, which is good and bad. Good because that means the cohorts will achieve more, but it can be difficult to go every Sunday when you can't drive.
>
> Yes and no. I love YPI and I love what it stands for. I have learned more about myself and how to socialize with others. However, the opinions don't always flow nicely through the members of the cohort. Sometimes I'm scared to speak. Sometimes I believe I can't because I'm not as smart as the other kids. This is only a self-esteem issue though, the things I have learned in YPI will take me further than my self-esteem ever will.
>
> I feel that there is much room to improve in the actual process of YPI. The idea and purpose behind YPI are solid and I agree with them, but the execution is lacking. I do not feel engaged in YPI for at times it is dominated by the loudest person in the room who feels that they are above everybody else. This is not to say that I do not appreciate having the chance to make a difference in my community, just that the execution and at times leadership is lacking. I feel that YPI would be more likely to succeed and catch on if people were willing to take more risks and do something worthwhile. I love the lessons we learn but as far as the actual project goes, I am nowhere near satisfied.
>
> Although the Sunday work sessions are productive, I feel that a lot of the responsibility and independence that we had in year one was taken away from my cohort with the implementation of the work sessions. I have grown to love the strengthsfinder [sic]; I think that being able to recognize and apply my strengths have been very beneficial to me.

Those who reported an overall level of satisfaction gave varied responses as to why, such as learning about leadership, self-awareness, philanthropy, and community-building, among other reasons. Below is a sampling of the mean quotation responses, which were reduced in accordance with the qualitative evidence reduction method explained on p. 55:

> I am satisfied with the YPI curriculum. I love the leadership lessons I learn and the friendships I have formed through it. I am very passionate about out project

with bridging the gap between students with special needs and the general education students.

Yes, because it encourages students to improve their community and it teaches valuable leadership lessons. I have been so inspired by the changes that my cohort has been able to make in three short years.

Absolutely- I have learned more about myself and come to appreciate who I am more in the past 1.5 years in YPI than any other time in my life. I love YPI for helping me reach towards my maximum potential as a leader and social entrepreneur, and for teaching me life lessons that I will carry for the rest of my life.

I am completely satisfied with the YPI curriculum. I have learned so much about how to be a leader, how to build a social franchise, and I have learned about myself as a person. Without YPI I would be a very different person. I have learned so many life skills with the curriculum.

I am satisfied with the YPI curriculum. I like the balance between guest speakers, philanthropy lesson, strengths finder, and leadership lessons. I enjoy learning about skills that will help me later in life.

The YPI curriculum encompasses a variety of topics, all of which are beneficial to my personal development. I learn how to be a better person as well as a leader. Those being things I value, I would say I am completely satisfied with the curriculum. YPI has helped me prepare for the world of business and relationships; I wouldn't be able to receive that type of information anywhere else.

Yes. I think that all of the leadership lessons, guest speakers, philanthropy lessons, and over all activities that are presented to us in YPI has really shaped us as a cohort and me as an individual. I am grateful for all that I have had the privilege to be taught these essential things. I can definitely see a difference and a transformation of myself due to the curriculum and experiences in YPI.

Staff. All three staff voiced personal satisfaction with the curriculum: "the staff really love the program," the program director said. They also answered affirmatively regarding their perception of student and parent satisfaction. The director and coach for all past and current cohorts mentioned the relatively new method for recruitment to be an indicator of student satisfaction: "the [new] students come from referral from students in the program—that's a strong indicator of satisfaction." The coach for

cohorts 3 and 5, said both she and the director "got a lot of very positive feedback in the end from the students and from the parents."

The Cohort 4 coach received a similar reaction from parents: "At the farewell dinner, I think the parents were surprised at the quality that they got out of their kids being a part of the program." The director believes parents are generally content with YPI: "Even the ones who express dissatisfaction become satisfied. By the end, the parents are very satisfied—the parents love that the students are getting this kind of experience (to varying degrees). I would love to hear more directly from parents. I don't want to seek praise, but I think it would be overwhelming praise." Tulsa area schools could be considered minor stakeholders. "Maybe the schools sometimes don't understand YPI or what's all involved, but no school has revoked their support of YPI so I can only assume they're satisfied."

Reflecting on where dissatisfaction might be present, a former staff member conveyed that "there are some students who are very action-driven and they just want to accomplish a lot because they're high-achieving people. And sometimes the process can feel kind of tedious to them; they don't like slow-downs and for the people who want to ideate, it's sort of stressful for them. So there are some people who will say, 'Oh, I wish we had gotten further; I wish we hadn't spent so much time discussing or planning or whatever upfront.' I'd say that's a pretty common theme among that personality type." As such, "there are a few people who self-selected out, like one girl in Cohort 3 said something to that effect when she decided to leave." Although YPI currently experiences a relatively low rate of attrition (to date, 1 from Cohort 7, 2 from Cohort 8, and none from Cohort 9), they represent stakeholders who might have been

dissatisfied with the program. An alternate explanation for attrition is that the student did not meet expectations as outlined in the Participation Agreement, which led the coaches to remove the student from the program.

Summary of Claims

Results for Question 1, *"How are the components of the YPI program being implemented in practice?"* were conclusive. Regarding recruitment, selection, and retention, the program has had success. Notably, the recruitment process is focused on peer and administrator referrals, which may help with its low rate of attrition. The student cohorts have some diversity in gender, social disposition (extroversion and introversion), zip code, and school environment (for example, public versus private schools). Still, more efforts should be made to increase the diversity in Hispanic, African-American, and Native American ethnicity. Additionally, it is likely that the program's student composition could benefit from better representation on the socio-economic spectrum, for example, by increasing efforts to recruit students from a greater number of un- or under-represented schools.

Within the limits of its framework, the YPI curriculum is consistently implemented for each cohort. YPI is an experiential learning program with a student focus on creating a social campaign. This method for teaching engages students in the acts of leadership, philanthropy, self-awareness, and community-building. There is also a curriculum which teaches these program components in a more traditional way. Still, the overall curriculum has a large amount of flexibility. An assessment of the curricular delivery revealed that the focus on the social franchise project requires that coaches be nimble in allowing for customization of the curriculum. While this leniency can be conducive to customization in better meeting the needs of students (Bean et al., 2014), it

may hinder YPI staff's ability to maintain a sustainable program in Tulsa, as well as replicate it in other communities. The same logic for sustainability may be applied to other areas of the program, namely, its methods for evaluation, the training of staff, and ensuring continuous funding.

Evidence suggests that the program has processes which could be conducive to effectiveness. Results for Question 2, *"Does the experience provide support for students' psychological and/or developmental needs?"* were conclusive. It shows that the experience of YPI appears to be supportive of students' basic psychological needs as well as most of the students' developmental needs. Evidence shows that the students' experience in YPI is conducive to supporting their need for autonomy, competence, and relatedness, the three elements of self-determination theory. While positive overall, there was some variance between staff and student responses for one element. On a Likert-type scale from 1 (not at all true) to 7 (very true), with a median point of 4 (somewhat true), relatedness and competence were rated at or near 6 for both staff and students while autonomy had a quantitative student average of 5.4 and qualitative staff average of 6.5.

YPI was found to be a supportive environment for many of the Search Institute's 40 Developmental Assets. Of the 26 assets determined to be applicable to the YPI context, staff report 25 to be present, and students report 22 as present, with "presence" determined by a majority percentage in the average percentages for each asset. It should be noted that "presence" means that respondents responded in the affirmative when asked if YPI "touches on" the given asset, which means the environment is supportive of that asset to some degree. The top five assets according to students—all receiving a

percentage of 89 and above—were, from higher to lower, Sense of purpose, Youth programs, Youth as resources, Service to others, and Positive peer influence. Staff rated 19 assets at 100% with all the aforementioned assets among them with the exception of Positive Peer Influence, which received a 67% rating, meaning two of three staff members believed it to be present at YPI. There was slight variance between cohorts' responses regarding the developmental assets, but more notable variance between student and staff responses. While results were positive overall, there is some room for improvement with a select few developmental assets. The four assets determined by students not to be present—with a rating of 32% and below—were Restraint, Cultural Competence, Safety, and Resistance Skills. Staff agreed only with Resistance Skills as not present in the YPI setting.

Finally, the vast majority of program stakeholders—students, former and current staff, and the program founder and funder—report overall satisfaction with the program. There could be many causes for this, but assumptions and expectations were explored as possibilities. At the beginning of the program, stakeholders report they assume that the program will deliver on its mission to increase participants' capacity in each of the four pillars of YPI—philanthropy, leadership, self-awareness, and community-building. Aside from these assumptions, evidence shows that expectations for participation are communicated before, at the beginning, and during the duration of the program. This alignment in assumptions and expectations could contribute to the overall level of satisfaction because participants see results in the delivery of the four achievement markers and are committed to fulfilling the expectations. Additionally, this is a voluntary program; students choose to remain as participants. Therefore, the

aforementioned low attrition rate is a further indication of student and staff satisfaction. Moreover, the continued funding for new cohorts is a further indication of funder satisfaction.

CHAPTER SIX

Discussion

Introduction

This process evaluation examined components of the YPI experience—recruitment, selection, retention, curricular delivery, and elements of sustainability—to contribute to the overall understanding of how this program is implemented. The study also examined need satisfaction and support present in YPI. Self-determination theory establishes autonomy, competence, and relatedness as sources of autonomous motivation, healthy growth, and human flourishing (Benware & Deci, 1984). Because the YPI program is one in positive youth development, an additional measure was applied to determine whether the experience is supportive of applicable youth developmental needs as advanced by the Search Institute's 40 Developmental Assets framework. Finally, this study examined stakeholders' overall level of satisfaction with regard to their expectations of the YPI program.

Findings include an understanding of some of the more unique qualities of the YPI program implementation, including areas of strength as well as room for improvement; positive results for student psychological and developmental need support; and a high level of overall satisfaction from students, staff, and the program founder and funder.

In this section, results are discussed by 1) summarizing key findings, 2) making recommendations based on the key findings, 3) explaining the rationale for the recommendations, 4) summarizing the recommendations, 5) concluding with the implications of the evaluation, and 6) suggesting directions for future research. The objective of this discussion is to identify opportunities for program improvement, to

consider implications for sustainability and replication, and to contribute to the larger conversation about youth development.

Consistent with other studies, the YPI stakeholders surveyed believe their youth leadership development program to be successful (Klau, 2006; Russon & Reinelt, 2004; Zimmerman-Oster & Reinhardt, 1999). However, few studies exist which show how a positive, outside-of-school youth development program is implemented and whether it is being implemented with fidelity (Bean et al., 2014, Iachini et al., 2014). Beyond that, no process evaluations on programs of this sort evaluate whether the experience provides conditions that are supportive of youth's psychological and/or developmental needs. This evaluation examined all three elements—stakeholder satisfaction, curricular implementation, and student needs support—which resulted in findings and recommendations for program staff to consider. Findings point to YPI being a distinguished program for positive youth development; results were positive in the aforementioned three elements. Still, as with any program, evidence revealed some areas for improvement. A discussion of main findings and recommendations for improvement are categorized below into three themes: student composition, needs support, and sustainability.

Student composition

The process for recruiting and selecting students has been effective in many respects as evidenced by the low attrition rate and the high level of overall satisfaction reported by current students. This could be due to the curriculum and program staff working in alignment to reinforce expectations before and throughout the program to ensure a high level of commitment. One of these expectations is a high level of engagement from students, which may help to keep morale of participants and staff

high. Since staff may remove students who are not participating at the necessary elevated level, there seems to be no room for disengagement or an uneven distribution of student responsibilities. Therefore, in terms of an overall level of dedication on the part of its participants, YPI appears to be meeting its expectations for a successful experience.

In terms of student composition, YPI has not yet been able to achieve a healthy level of diversity. While the percentage of YPI students who identify as two or more races is more than double that of the Tulsa population at large (14.36% to 5.9%), the percentage of persons who identify as solely Hispanic, African-American, and American Indian is significantly lower in YPI students as compared with its community (0.01% to 12.1%, 4.03% to 10.8%, and 0% to 6.8%, respectively). Also, only two students in all current cohorts go to a school in which all students qualify for free or reduced lunch. YPI should broaden its reach to underrepresented students, which would help to advance its ideals in developing the next generation of leaders and philanthropists.

The phenomenon that the ethnic and socio-economic makeup of YPI's participants is not reflective of the greater Tulsa community is not unique to YPI. Nationally, nonprofit executives and trustees' diversity is not reflective of the country's overall diversity (D5 Coalition, 2011; Cohen, 2012; Hayes, 2012). For example, at philanthropic foundations and nonprofit organizations, people of color comprise just 8 to 14 percent of CEO and board leadership (D5 Coalition, 2011; Cohen, 2012; Hayes, 2012).

Yet it is important that philanthropic organizations, of which the YPI participants are a microcosm, are representative of their communities. Pablo Eisenberg (2011) explains the problem that this disparity presents:

> The diversity issue… reflects the absence of a broad range of perspectives in priority setting and decision making on foundation boards, the capacity to feel the real pulse of localities and regions, and the ability to assess the urgent needs of a variety of constituencies and institutions (para. 8).

If the YPI participants endeavor to better the community yet lack the race and class diversity of its community at large, it would follow that the participants would be, to an extent, out of touch with the needs of its community. Further, the lack of these two elements of diversity at YPI could perpetuate a mentality that philanthropy is an exercise in "us helping them." As Dubose (2014) states: "Lacking substantive input on how nonprofits should serve them, people of color are relegated to being mere recipients of philanthropy rather than becoming active partners in their communities' success" (para. 7). Still, because YPI aims to develop the next generation of pro-social leaders, these participants could instead be taught to break that cycle.

Further, having a more diverse participant population could help YPI strengthen two of its weaker developmental assets: Equality and social justice, and Cultural competence. While staff rated both assets as 100 percent present, students rated the former at 64 percent and the latter at 30 percent. While increasing its level of student diversity is only one of many possible methods for closing that gap, it would be a positive place to start.

YPI has the opportunity to be a leader in developing leaders. According to Hayes (2012), nonprofit organizations must commit to the concept of diversity:

> Diversity cannot be expressed only as a value, but must be put into direct practice. If inclusiveness is only a word in a mission statement and not an actual

> commitment of the organization, employees will not want to devote their time and efforts to a workplace that is not open to them (para. 17).

As such, the evaluator recommends that more concentrated efforts be made during the recruitment period to encourage a wider range of applicants from the ethnic diversity and socio-economic spectrums. The former is already an element of self-identification on the online application itself. The latter could be identified from the school that the students select; staff would have an awareness of and eye for schools with a vast majority of its students on free or reduced lunch. This would help to ensure that future cohorts have a more diverse representation, and one that is in better alignment to represent its community.

Needs support

Participants and staff rated an overall high level of satisfaction with the level of needs support being provided at YPI. As a whole, this is an area of strength. Areas for possible improvement include increasing the program's capacity to support student autonomy and/or the developmental assets which were determined to be applicable but not present in the YPI setting.

Evidence shows that YPI provides a psychologically supportive environment with regard to intrinsic motivation. Students rated their satisfaction of autonomy, competence, and relatedness in the YPI setting at 5.4, 5.8, and 5.9, respectively; and staff at a 6.5, 6.0, and 6.0, respectively. A rating of 4 meant "somewhat true" and a rating of 7 meant "very true." As such, the presence of all three elements of self-determination theory was approximately a 6—on average, closer to "very true" than "somewhat true." Again, this method of converting staff's qualitative responses to loosely correspond to the students' quantitative responses was invented for the sake of

approximate comparison. Even so, for all students and staff, the needs of competence and relatedness were consistently near a 6 rating; the main discrepancy lay in the rating for autonomy satisfaction. It was ranked the lowest among students and highest among staff, with a differential of 1.1 points. This means that staff seem to believe student autonomy's presence to be closer to "very true" than "somewhat true," whereas students believe it to be in the middle, or simply, "true." Autonomy is an area where staff reported YPI to shine. For example, one former staff member stated that autonomy at YPI is high relative to the students' other experiences because "it's the first time that these students, because of their age and where they are in school, encounter just being held accountable, to get work done with not as much oversight from the adults."

This high level of self-imposed engagement and accountability could be correlated to the high level of satisfaction the students report. It would reflect previous research which showed positive effects of youth development programs were "apparent only among those who participated regularly and extensively, suggesting the limits of sporadic and poorly organized community service" (Niemi et. al., 2000, p. 62). Additionally, the hands-on method of having students work on a social action campaign could be more beneficial than other programs which do not engage the students and instead adhere to more traditional teaching methods. When students take a more active approach to learning—as opposed to learning for the sake of testing, for example—their intrinsic motivation is engaged and greater learning takes place (Benware & Deci, 1984). Nonetheless, autonomy satisfaction was the lowest ranked of the three elements for self-determination theory according to the students. Reasons for this will be explored below.

Even at the college level, project-based service-learning is typically implemented once higher education and community organization partners design a project for students to complete (Stoecker et al., 2010, p. 183). In YPI, however, high school students are the ones who take responsibility for the project from design to implementation. Documents and interview evidence show that the adult coaches perform most of the facilitation in the students' first year, and then begin to transfer the facilitation to the students. A former staff member as well as YPI graduate sees this transfer of autonomy as "the most important" element of the YPI process; "otherwise it's not as effective":

> I think that's probably the biggest thing: knowing how much control to give them and kind of gradually giving them more control as they're more capable of managing things on their own so that they have to put in to get out of the program.

As such, perhaps the lower student rating is due to the fact that all three cohorts were sampled at the same time, therefore including the first and second years when students do not yet have full control of the project.

Another explanation for the presence of autonomy could be the voluntary nature of program participation in general. As one former staff explained:

> They either do the work or don't do the work. And if they don't do the work, then they're really not a part of the program. I would think that's their first encounter with that. Because you can not do the work at school and you still have to go to school.

The students participate of their own will. At the same time, the students know that they have to perform in order remain in the program, which may point to the participants having slightly less intrinsic motivation with regard to autonomy than the other two elements. Of the reverse-scored questions for autonomy, which indicates that if students answered in the affirmative that it meant lower autonomy satisfaction, the two higher

rated ones were “I feel pressured at YPI” and “When I am at YPI, I have to do what I am told.” The requirement to remain engaged in order to stay in the program could be the reason why students rated these questions higher (3.05 and 4.3, respectively, with a rating of 4 as “somewhat true” and a rating of 1 as “not at all true”) than any of the other reverse-scored questions in this category.

Other possible explanations remain for the discrepancy between how staff seem to view participant autonomy as compared to how students view it. Perhaps the higher staff rating is because their perspective as adults is out of touch with how students feel. Yet another reason could be that students, as minors, feel an overall lower sense of autonomy in their lives no matter the context. Since there is not a control group, the evaluator can only postulate that this may be a factor.

Not all of the Search Institute’s 40 developmental assets were found to be applicable to the YPI setting since the assets cover a wide range of life contexts. However, 26 out of 40 were determined by the evaluator to be applicable. This number alone is impressive, for as mentioned above in the review of literature, the average youth reports having only 19 of the 40 when all contexts are taken into consideration, not just extracurricular activities (Mannes et al., 2005). It is important to note that many of the assets that were determined not to be applicable to the YPI setting were applicable only to a school setting or home setting. For example, “Caring school climate,” “School engagement,” “Bonding to school,” “Time at home,” “Parent involvement in schooling,” and “Caring neighborhood” were all deemed inapplicable to YPI. Therefore, when all 40 assets are considered and the average youth has only 19, the fact that an outside-of-school activity has the theoretical ability to provide 26 is

encouraging. It also provides further rationale for why YPI should be more intentional about recruiting youth from the lower socio-economic sector who may not be as asset-rich to begin with. The theory would be that, if they could participate in YPI, then it is possible that that activity along could help them become more asset-rich than the average youth.

The former staff member who is also a YPI graduate stated that some of the assets were intentionally designed into the program, whereas some were residual: "Sometimes it's like a direct lesson, like with time management—very deliberately incorporated into the curriculum; and sometimes it's like an outcome—having high self-esteem as a student may not be the primary goal of the program but I think it's a very common outcome as a result of participating in the program." Of the 26 applicable assets, evidence shows that staff on average believed 25 to be present, at least to some degree, whereas students on average believed 22 to be present. The four assets which are applicable to YPI that the majority of students did not select (41.1% or lower) are as follows (in order): Restraint, Cultural competence, Safety, and Resistance skills. The latter asset was the one that the majority of staff did not report to be present.

There may be cause for concern that these four assets did not meet the threshold. For example, do participants feel unsafe? More likely, there are other explanations for the lower rankings of that particular asset, if not others. The question on the student survey was, "Which of the following of the Search Institute's 40 Developmental Assets do you think YPI touches on? (Select as many as you deem appropriate)." The list of all 40 assets were then displayed with a checkbox next to each. For the qualitative staff and founder/funder interviews, the question was almost the same: "Which of the following

of the Search Institute's 40 Developmental Assets does YPI touch on?" Staff were then shown a list of the assets. In hindsight, the phrase "touch on" could be ambiguous, for it could be interpreted to mean that YPI formally addresses the asset, or that the asset is informally present. It is possible that safety is not a topic that is formally addressed in YPI, whether as part of its curriculum or in passing comments, which could cause some respondents to deem the asset as not being "touched on."

Furthermore, the fact that the assets were shown as a list could have skewed results. When presented on the survey, the assets were copied in the same way the Search Institute states them, which is between one and five words. It could be that, if each asset were provided with a brief explanation or an example, the meanings of each asset would have been better conveyed and perhaps more assets would have been deemed present at YPI.

Still, there is room for improvement for Restraint, Cultural competence, Safety, and Resistance skills. As such, YPI staff should examine each to determine if more could be done to enhance the program's ability to provide an asset-rich environment for youth. As mentioned previously, cultural competence may be deemed more present in the future if YPI should undertake more intentional recruitment activities to target underrepresented youth. Additionally, staff could address some of these assets more formally in the curriculum. Even for the one asset that staff and students agreed was not present at YPI, Resistance skills, the evaluator still determined it to be possible that YPI provide for that asset. As such, staff could, for example, integrate a leadership lesson on this topic.

All in all, YPI is an environment that is asset-rich and conducive to participants' intrinsic motivation. Though causation cannot be derived from a process evaluation, it is possible that these two lenses—self-determination theory and the 40 developmental assets— are complementary insofar as self-determination theory could provide a psychological rationale for why the developmental assets are present. Or, the logic could work the other way: if the students' needs are being met, they could be more likely to feel a higher level of competence, autonomy, and relatedness, and therefore be more inclined to be self-motivated.

In several instances, the older cohorts—that is, the cohorts that had been in the program longer—scored progressively higher in the rating of developmental assets. There were: Positive Peer Influence, Caring, Equality and Social Justice, Interpersonal Competence, Peaceful Conflict Resolution, and Personal Power. Therefore, it could be that certain developmental assets only manifest after more experience in YPI. As for psychological need support, as mentioned above, the program is designed to progressively transfer autonomy. The evaluator also postulates that students' competency and relatedness could be strengthened with time. This is in line with previous research that showed programs which are more likely to be successful are ones that last longer than nine months (Catalano et al., 2004; Bean et al., 2014). As such, it is possible that the unusually long duration and involved structure of the YPI program leads to similarly positive results in student need support.

Sustainability

Perhaps the most concerning area for improvement of the YPI program model is its current efforts in sustainability. To encourage the positive effects of this program to continue, this ought to be a focus. The evaluator recommends that YPI staff seek more

clarity and structure in the curricular delivery, program's evaluation, and funding methods. This recommendation is consistent with findings from previous youth program evaluations; Lakin and Mahoney (2005) point to deficits in two key areas which impede their understanding of the processes and outcomes of successful youth service programs such as YPI: (1) "many programs do not include a controlled evaluation component" and (2) the programs' design is "often unsystematic and varies widely across facilitators, settings, and time" (p. 514). While these two elements are present in YPI, it is only to a certain extent.

Staff should examine the role that attendance, curricular structure, and staff training may play in participants' absorption of the curriculum. Variance in these three categories could reduce participants' exposure to important lessons or other aspects of the curriculum. Or, to use the Saunders et al. (2005) terminology, it could play a role in reach (*Was the curriculum delivered to at least 90% of participants?*), dose delivered (*To what extent is the entirety of the curriculum implemented?*), and fidelity (*Is YPI implemented consistently across all cohorts?*).

YPI participants have an excellent level of attendance overall, yet the unusually long duration of this involved extracurricular activity helps to compensate for periods of weak attendance. YPI staff should address these periods to examine whether there can be action taken to increase attendance. For example, in December 2015, Cohort 7 recorded 12 of 24 students or only 50% attendance at the December 6th progress session, 23 of 24 students or 95.8% attendance at the December 7th monthly meeting, and 21 of 24 students or 87.5% attendance at the December 13th progress session. In this case, the monthly meeting attendance was very high, which could mean that there was

little influence on dose delivered. However, a 50% attendance rate at one of the two progress sessions for the month could have had unintended consequences for reach. As for fidelity, when compared with the fact that some cohorts had to cancel monthly meetings and some did not, there could have been a negative influence on whether the curriculum was implemented consistently across cohorts. In their first year of the program, Cohort 8 cancelled two of their nine monthly meetings, whereas Cohort 7 canceled one, and Cohort 9 did not cancel any. Since there are only nine of these meetings annually, the elimination of one or more monthly meetings could have been significant. As such, measures should be taken, if possible, to reduce the cancellation of monthly meetings.

YPI staff should examine areas in which the program could be more systematized and less dependent on the whims of the coaches, as well as undertake a completion project for their existing program manual, which is unfinished. The flexible nature of the YPI curriculum may be considered both a facilitator and a barrier. As one former staff member stated, "Every group of students is different, every issue is different, and every project is different. You can't use the exact same timeframe for every group—you can have the same loose idea but every group is so different that they don't all just fit into this very specific mold." Thus:

> There has to be some degree of flexibility in terms of how you implement things and how much time you give them to kind of wrestle something before you keep moving things along for them. You have to find a good balance between following the plan but also being flexible to what kind of needs there are.

These are compelling reasons for leaving room for adaptation in a program curriculum. However, having too flexible of a curricular structure could inhibit the dose delivered or fidelity of the program. Qualitative staff interview evidence showed that the structure

could benefit from increased standardization. This can be a tricky balance; as the program director expressed, "We could formalize [the curriculum] more. Although there is a risk that it becomes too much like school, so I want to be careful there." Nevertheless, YPI staff have stated that they wish to package their program to be able to have other communities adopt it. As such, extra effort should be made to ensure the fidelity of its implementation, which should include a thorough examination of the ways in which the curriculum could be more structured, leaving less room for implementation error.

Similarly, measures should be taken to formalize the training of staff. Without a protocol in place, the YPI franchise is less likely to be systematically ensuring that new program staff are adequately prepared to facilitate the program. This has obvious ramifications for the fidelity of its curricular implementation. The evaluator recommends that current staff develop a training program beyond the scope of a job description to outline in detail not only what is expected of staff, but how staff can be effective in carrying out their expectations.

The only indication in the program manual that evaluation takes place is through its minimalistic student survey. The program has a pre- and post-test yet it is lacking in evaluative rigor: students complete a simple self-assessment in which they rate their understanding of leadership, philanthropy, self-awareness, and community building, as well as their familiarity with each other, on a scale. Program staff should consider using assessments which are based on proven scales as opposed or in addition to self-reported ratings. For example, just as a college student's pre-semester self-efficacy "may mediate or moderate important outcomes in service-learning" (Reeb et. al, 2010), the

evaluator recommends a pre-test/post-test method for evaluation in order to show YPI's influence on a student's level of self-determination.

There also appears to be no prescribed method for students to provide feedback about the program itself, nor any mention of whether or how staff could utilize that information to enhance the program. YPI should embed these concepts in its structural framework by having a protocol for evaluation and the implementation of evaluation feedback. While it may be that staff do adapt the program in this way, there was no mention of this in its program manual. As such, a comprehensive evaluation plan which measures program outcomes as well as participant feedback should be put in place, along with a protocol for formalizing the utilization of results.

The aim would be to strive for continuous learning and improvement of the program. In discussing improvement science in the context of education, Lingenfelter (2016) highlighted that the main purpose of a successful improvement initiative is improving performance as opposed to focusing on outcomes such as a sanction or reward (such as a contingency of funding). Evaluation does not have to be complex for it to be successful, for "when improvement is the focus, measurements are more frequent, the immediate stakes or consequences of the measurement are low, and process measurements, or leading indicators of subsequent outcomes, may be more frequently employed" (p. 125). As such, the evaluation plan could be embedded in the structure of the program by instituting the plan as a regular, perhaps annual, endeavor.

Finally, of concern is the fact that YPI has only one funder, the Charles and Lynn Schusterman Family Foundation. While evidence showed no indication of the program's funding to be discontinued, having a sole funding source could be

problematic. The evaluator recommends that program staff develop a contingency plan for alternative funding if it becomes necessary. For example, what would happen if its sole source of funding were eliminated? Would the program be discontinued entirely? Or would it be possible for the program to continue using an alternate revenue stream? Evidence did not show whether such a plan has already been formulated. Regardless, each cohort is approved at a time; ideally, there would be a provision for multiple cohorts at once so that program staff could undergo a more comprehensive recruitment plan as previously suggested.

Summary of recommendations

Much was positive about YPI as a vehicle for youth development. It is for this reason that the evaluator hopes YPI staff will strive for continuous improvement, especially as they seek to expand its reach, by taking to heart the following relatively minor recommendations.

Additional diversity. Evidence showed that staff praised the level of diversity present at YPI. Students, too, mentioned this; a dozen survey responses included the word "diversity" in describing satisfaction with the program as a whole. Still, there is much room for improvement in solely African-American, Hispanic, and Native American ethnic diversity, and school diversity which may point to socio-economic status. There are other reasons that should compel YPI to act on this which were discussed, but the fact that "cultural competence" is an asset that was found to be lacking should alone justify action. The evaluator recommends that program staff make extra effort to be intentional about the recruitment of underrepresented students.

Additional needs support. Staff should examine ways in which they could close the small gap that exists between the 26 developmental needs which were deemed

applicable to YPI and the 22 assets that students reported to be present in YPI, at least to some degree. Doing so would strengthen YPI's ability to provide an impressive number of developmental assets.

Additional sustainability. For the continuation of YPI in Tulsa, OK and for the possibility of YPI to be employed in more communities, the evaluator recommends that staff undergo an expansion of their current efforts in curricular structure, staff training, and continuous improvement to implementation through evaluation and the application of evaluation results. Doing so could have positive effects on the current program and its future.

Conclusion and implications

YPI seeks to cultivate future leaders by imbuing student participants with lessons and experiential knowledge in the following four concepts: philanthropy, leadership, self-awareness, and community building. With youth philanthropy and youth leadership as growing trends, a review of the literature showed that numerous programs exist. However, there is a dearth of scholarly process evaluations on youth or college-age programs that focus on positive development for development's sake, much less any with a leadership or philanthropy approach. This is unfortunate because organizations can benefit from engaging in the practice of youth development by gaining a better understanding of various program mechanisms and whether they are in fact conducive to the development of youth.

This evaluation sought to understand the method in which the YPI program is implemented. A thorough investigation of the program methods was completed and evidence showed an overall level of stakeholder satisfaction as well as support for the presence of students' intrinsic motivation and the meeting of most of their applicable

developmental needs. As such, evidence shows YPI's program design for positive youth development.

The broader implications that result from this evaluation are that 1) YPI program staff have reason to embark on an expansion plan, provided that they consider the aforementioned ways in which the program may be enhanced; and 2) This process evaluation helps to begin the conversation on best practices in programming in the field of positive youth development, especially in philanthropy and leadership. This would be a worthwhile endeavor, for as Richards-Schuster and Brisson (2016) state:

> Young people have good ideas about improving their communities and they need opportunities to have their voices heard. When organizations can create the platforms for youth involvement – and foundations can help provide the support for those efforts – young people, organizations, and the region will be strengthened (p. 21).

The Youth Philanthropy Initiative in Tulsa is one such organization.

Directions for future research

While it is an important first step in laying the groundwork for a future effectiveness evaluation of YPI, this process evaluation was designed to measure only the process by which YPI operates. More work should be conducted to determine the effectiveness of YPI as well as understand what constitutes an effective youth philanthropy and/or leadership development program in general. In other words, this could lead to or enhance existing studies on the effectiveness of other programs as well, creating models for best practices in the field of positive youth development. Additionally, this process evaluation can serve as a blueprint for other communities to implement an option for a positive youth leadership and philanthropy development program.

YPI could very well be an effective program for teaching its pillars of leadership, philanthropy, self-concept, and experiential community service. Just as "a program which focuses solely on service or on team building or on self-discovery will not be as successful as the one which can focus on all three" (Buschlen & Dvorak, 2011, p. 52), the logic would follow that a combination of all four pillars would be even more beneficial than any one, two, or three alone. Further, its method to engage youth as leaders in the exercise of philanthropy could point to effectiveness, for "when isolated from community (and organizational) development, youth development efforts are stunted in their ability to cultivate young people's individual growth, their membership in communities, and their ability to effect institutional and community change" (London et. al, 2003, p. 34). By engaging youth in a pro-social project, youth may well be able to learn the skills necessary to bring about real change, thus fulfilling the mission of YPI.

In embarking on an effectiveness evaluation, the creation of a logic model would be a positive step. However, this was outside of the scope of this evaluation. As mentioned in the review of literature, few youth leadership development programs employ an academic theory of change as a guiding structure (Russon & Reinelt, 2004). Even if certain outcomes are mentioned, there is oftentimes a disconnect between the time it takes to reach intended outcomes and the necessity of showing more immediate results to encourage continued funding (Russon & Reinelt). One way to remediate this issue for future iterations of YPI would be to have a detailed logic model which includes a timeline in place and made available in their promotional materials.

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APPENDICES

Appendix I: Student Survey

A. Survey

YPI Student Survey

Cover Letter

Dear Participant,

Thank you for considering to participate in this survey about Youth Philanthropy Initiative. The data collected will provide useful information regarding the processes of YPI and may assist with further program development.

Your answers are completely anonymous. You have a right to be informed about the background and the purposes of this survey. Please read the following assent/consent agreement carefully before agreeing to participate in this study.

Assent/Consent

University of Oklahoma Institutional Review Board
Informed Assent/Consent to Participate in a Research Study
Project Title: Process Evaluation of Youth Philanthropy Initiative

Principal Investigator: Terrie Shipley
Department: Educational Administration, Curriculum, and Supervision

You are being asked to volunteer for this research study. This study is being conducted at the University of Oklahoma-Tulsa. You were selected as a possible participant because you are a current member of Youth Philanthropy Initiative. Please read this form before agreeing to take part in this study.

Purpose of the Research Study
The purpose of this study is to gather information to better understand the process of the YPI program and whether it is meeting participants' psychological and/or developmental needs. This information may help to provide suggestions for future development of YPI.

Number of Participants
About 75 students and 4 administrators will take part in this study.

Procedures
If you agree to be in this study, you will be asked to provide informed assent/consent to complete a questionnaire assessing whether your psychological and/or developmental needs are being met as a YPI participant as well as your overall satisfaction of the program.

Length of Participation
Each participant will be asked to complete only one questionnaire; the questionnaire can be completed in 30 minutes.

Risks of being in the study are
There are no risks associated with participating in this study.

Benefits of being in the study are
There are no benefits associated with participating in this study.

Compensation
You will not be reimbursed for your time and participation in this study.

Confidentiality
In published reports, there will be no information included that will make it possible to identify you. Research records will be stored securely and only approved researchers will have access to the records.
This is an academic not-for-profit research project. Data collected using the Surveymonkey data collection tool resides on the Surveymonkey servers. Surveymonkey has its own privacy and security policies and no assurance can be made as to the use of your data for purposes other than this research.
There are organizations that may inspect and/or copy your research records for quality assurance and data analysis. These organizations include the OU Institutional Review Board, which may access all research records.

Voluntary Nature of the Study
Participation in this study is voluntary. If you withdraw or decline participation, you will not be penalized or lose benefits or services unrelated to the study. If you decide to participate, you may choose to withdraw at any time.

Contacts and Questions

If you have concerns or complaints about the research, the researcher(s) conducting this study can be contacted at Terrie Shipley (918-346-3890 or terrie.shipley@ou.edu) or Curt Adams, Ph.D (918-660-3891 or curt.adams-1@ou.edu). Contact the researcher(s) if you have questions, or if you have experienced a research-related injury.

If you have any questions about your rights as a research participant, concerns, or complaints about the research and wish to talk to someone other than individuals on the research team or if you cannot reach the research team, you may contact the University of Oklahoma – Norman Campus Institutional Review Board (OU-NC IRB) at 405-325-8110 or irb@ou.edu.

You may print a copy of this information to keep for your records if you choose. The University of Oklahoma is an equal opportunity institution.

*** 1. Do you agree to participate in the study described above? (Please select one)**

- ◯ Yes
- ◯ No

50%

Next

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YPI Student Survey

Survey

You are about to take an online survey designed by Terrie Shipley, a doctoral candidate in the department of Educational Administration, Curriculum, and Supervision at The University of Oklahoma – Tulsa. This is for her dissertation work, which aims to evaluate the processes of YPI. You'll be given up to 30 minutes to complete it. Please answer honestly and thoughtfully. You are not required to participate. This survey is anonymous and confidential.

*** 2. Which of the following of the Search Institute's 40 Developmental Assets do you think YPI touches on? (Select as many as you deem appropriate)**

- ☐ Family support
- ☐ Positive family communication
- ☐ Other adult relationships
- ☐ Caring neighborhood
- ☐ Caring school climate
- ☐ Parent involvement in schooling
- ☐ Community values youth
- ☐ Youth as resources
- ☐ Service to others
- ☐ Safety
- ☐ Family boundaries
- ☐ School boundaries
- ☐ Neighborhood boundaries
- ☐ Adult role models
- ☐ Positive peer influence
- ☐ High expectations
- ☐ Creative activities
- ☐ Youth programs
- ☐ Religious community
- ☐ Time at home
- ☐ Achievement motivation
- ☐ School engagement
- ☐ Homework
- ☐ Bonding to school
- ☐ Reading for pleasure
- ☐ Caring
- ☐ Equality and social justice
- ☐ Integrity
- ☐ Honesty
- ☐ Responsibility
- ☐ Restraint
- ☐ Planning and decisionmaking
- ☐ Interpersonal competence
- ☐ Cultural competence
- ☐ Resistance skills
- ☐ Peaceful conflict resolution
- ☐ Personal power
- ☐ Self-esteem
- ☐ Sense of purpose
- ☐ Positive view of personal future

The following questions concern your feelings about your experience in YPI thus far. Please indicate how true each of the following statement is for you given your experiences with YPI. Remember that your YPI coaches will never know how you responded to the questions. Please use the following scale in responding to the items.

*** 3. Adapted Basic Need Satisfaction at Work Scale**

	1: Not at all true	2	3	4: Somewhat true	5	6	7: Very true
I feel like I can make a lot of inputs to deciding how my work gets done.	○	○	○	○	○	○	○
I really like the people I work with.	○	○	○	○	○	○	○
I do not feel very competent when I am at YPI.	○	○	○	○	○	○	○
People at YPI tell me I am good at what I do.	○	○	○	○	○	○	○
I feel pressured at YPI.	○	○	○	○	○	○	○
I get along with people at YPI.	○	○	○	○	○	○	○
I pretty much keep to myself when I am at YPI.	○	○	○	○	○	○	○
I am free to express my ideas and opinions at YPI.	○	○	○	○	○	○	○
I consider the people in my cohort to be my friends.	○	○	○	○	○	○	○

I have been able to learn interesting new skills through YPI.	○	○	○	○	○	○	○
When I am at YPI, I have to do what I am told.	○	○	○	○	○	○	○
Most days I feel a sense of accomplishment from participating in YPI	○	○	○	○	○	○	○
My feelings are taken into consideration at YPI.	○	○	○	○	○	○	○
With YPI I do not get much of a chance to show how capable I am.	○	○	○	○	○	○	○
People at YPI care about me.	○	○	○	○	○	○	○
There are not many people at YPI that I am close to.	○	○	○	○	○	○	○
I feel like I can pretty much be myself at YPI.	○	○	○	○	○	○	○
The people I work with through YPI do not seem to like me much.	○	○	○	○	○	○	○
When I am working on YPI I often do not feel very capable.	○	○	○	○	○	○	○
There is not much opportunity for me to decide for myself how to go about my work at YPI.	○	○	○	○	○	○	○
People at YPI are pretty friendly towards me.	○	○	○	○	○	○	○

*** 4. Are you satisfied with the YPI curriculum? Why/why not?**

*** 5. Which cohort are you in?**

- ○ Cohort 7
- ○ Cohort 8
- ○ Cohort 9

100%

Prev Done

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B. Basic Need Satisfaction at Work Scale

Basic Need Satisfaction at Work

When I Am At Work

The following questions concern your feelings about your job during the last year. (If you have been on this job for less than a year, this concerns the entire time you have been at this job.) Please indicate how true each of the following statement is for you given your experiences on this job. Remember that your boss will never know how you responded to the questions. Please use the following scale in responding to the items.

1	2	3	4	5	6	7
not at all true			somewhat true			very true

1. I feel like I can make a lot of inputs to deciding how my job gets done.

2. I really like the people I work with.

3. I do not feel very competent when I am at work.

4. People at work tell me I am good at what I do.

5. I feel pressured at work.

6. I get along with people at work.

7. I pretty much keep to myself when I am at work.

8. I am free to express my ideas and opinions on the job.

9. I consider the people I work with to be my friends.

10. I have been able to learn interesting new skills on my job.

11. When I am at work, I have to do what I am told.

12. Most days I feel a sense of accomplishment from working.

13. My feelings are taken into consideration at work.

14. On my job I do not get much of a chance to show how capable I am.

15. People at work care about me.

16. There are not many people at work that I am close to.

17. I feel like I can pretty much be myself at work.

18. The people I work with do not seem to like me much.

19. When I am working I often do not feel very capable.

20. There is not much opportunity for me to decide for myself how to go about my work.

21. People at work are pretty friendly towards me.

Scoring Information. Form three subscale scores by averaging item responses for each subscale after reverse scoring the items that were worded in the negative direction. Specifically, any item that has (R) after it in the code below should be reverse scored by subtracting the person's response from 8. The subscales are:

Autonomy: 1, 5(R), 8, 11(R), 13, 17, 20(R)
Competence: 3(R), 4, 10, 12, 14(R), 19(R)
Relatedness: 2, 6, 7(R), 9, 15, 16(R), 18(R), 21

Appendix II: Interview Questions



External Assets	Internal Assets
Support	*Commitment to Learning*
1. Family support	21. Achievement motivation
2. Positive family communication	22. School engagement
3. Other adult relationships	23. Homework
4. Caring neighborhood	24. Bonding to school
5. Caring school climate	25. Reading for pleasure
6. Parent involvement in schooling	*Positive Values*
Empowerment	26. Caring
7. Community values youth	27. Equality and social justice
8. Youth as resources	28. Integrity
9. Service to others	29. Honesty
10. Safety	30. Responsibility
Boundaries and Expectations	31. Restraint
11. Family boundaries	*Social Competencies*
12. School boundaries	32. Planning and decisionmaking
13. Neighborhood boundaries	33. Interpersonal competence
14. Adult role models	34. Cultural competence
15. Positive peer influence	35. Resistance skills
16. High expectations	36. Peaceful conflict resolution
Constructive Use of Time	*Positive Identity*
17. Creative activities	37. Personal power
18. Youth programs	38. Self-esteem
19. Religious community	39. Sense of purpose
20. Time at home	40. Positive view of personal future

Staff and Founder Interview Questions

[redacted], *Founder*
[redacted], *Program Director*
[redacted], *Coach for Cohorts 3 & 5, participant of Cohort 1*
[redacted], *Coach for Cohort 4*

1. Why did you create Youth Philanthropy Initiative? ([redacted])
2. What is the design of the YPI program? *(All)*
3. Why did you design it in this way? ([redacted])
4. What, in your opinion, are the most important elements of the YPI process? *(All)*
5. What procedures are employed to recruit participants? *(All but* [redacted])
6. What are the elements of staff training? Is there an ongoing allocation of resources? ([redacted])
7. Does YPI monitor and evaluate the program? ([redacted])
8. Which of the following of the Search Institute's 40 Developmental Assets does YPI touch on? *(All)*
9. Do you feel the students experience any of the following during YPI: autonomy, competence, relatedness? Why/why not? *(All)*
10. For the past three completed cohorts, to what extent is the entirety of the curriculum implemented? And was YPI implemented consistently across all cohorts? ([redacted])
11. What are the stakeholders' underlying assumptions about the program? *(All)*
12. For the cohort(s) for which you were an administrator, were the stakeholders satisfied with the curriculum? Why/why not? *(All)*
13. What are the barriers and facilitators to implementing the curriculum? *(All)*
14. Is there anything else you would like to add to help the evaluator gain a better understanding of the process of YPI? *(All)*