

St. Stephen's Youth Programs

Monitoring and Evaluation Report

September 2015- August 2016



Table of Contents

[Introduction](#)

[B-READY After-School Program- LEARN and YLC](#)

[Participant Metrics](#)

[Participant Demographics](#)

[Math Assessments](#)

[Literacy Assessment](#)

[SAYO-S](#)

[Teacher Campaigns](#)

[Program Quality Metrics](#)

[SAYO-Y](#)

[Assessment of Program Practices and Observation Tool \(APT-O\)](#)

[Parent Evaluations](#)

[Staff Evaluation](#)

[Social/Emotional Climate](#)

[SSYP Longitudinal Study](#)

[B-READY After-School Program- S2POT](#)

[Participant Metrics](#)

[Program Demographics](#)

[Senior Outcomes](#)

[Program Quality Metrics](#)

[Student Focus Group](#)

[Activities and Mentorship](#)

[Teen and Lead Program Evaluation](#)

[Service Learning BRIDGE Trip](#)

[B-SAFE Summer Program](#)

[Participant Metrics](#)

[Demographics](#)

[Program Quality Metrics](#)

[APT-O](#)

[Participatory Evaluation](#)

[Community Organizing](#)

[School Organizing](#)

[Blackstone Library](#)

[Classroom Volunteers](#)

[Support-A-Classroom](#)

[MLK Day of Action 2016](#)

[Read Across America Day](#)

[Blackstone Arts Night](#)

[Teen Organizing](#)

[Parent Organizing](#)

[GLOSSARY OF TERMS](#)

Introduction

St. Stephen's Youth Programs contributes to the health of underserved communities by helping school-age young people along the path to successful adulthoods. We offer year-round, out-of-school time academic enrichment programming at church-hosted sites in the South End and Lower Roxbury. We also run stand-alone summer programming at four sites in Dorchester, Mattapan, and Chelsea. B-READY, the school-year portion of our programming provides elementary, middle, and high school students with a safe, fun place to go after school and receive comprehensive support that meets their academic, social/emotional, and physical needs. B-SAFE, the summer portion, helps keep low-income students learning and growing over the summer instead of experiencing a "summer slide" in their academic skills. Cumulative summer slide and the learning gaps it produces have been implicated as major causes of school failure by ninth grade. Our programs also offer teenagers quality employment experience as tutors and mentors for younger students, as well as employment as community organizers.

Since 2000, we have used a number of methods to evaluate our students' academic achievement in numeracy and literacy, including biannual testing and teacher assessments. In 2012, we began using two industry-accepted approaches for conducting comprehensive program evaluations.¹ That year, we pilot tested the tools at our South End site. Since then, we have added many evaluation tools to make routine the evaluation of our elementary and middle school programming at both sites and have begun evaluating our high school program, summer program, and organizing programs.

¹ We are grateful to Dr. Georgia Hall from Wellesley's National Center For Out-Of-School Time (NCOT) who has guided and supported our evaluation efforts.

B-READY After-School Program- LEARN and YLC

Program Description: B-READY is the afterschool component of our year-round programming for elementary and middle school students, operating at program sites located in the South End and Lower Roxbury. Students receive academic support including homework help and tutoring in reading and math combined with weekly classes in technology, science, and the arts. Students also enjoy a hot, healthy meal, physical exercise, and an array of cultural enrichment activities. LEARN enrolls students in 1st through 4th grade, and YLC (Youth Leadership Corps) enrolls students in 5th through 8th grade.

Participant Metrics

Participant Demographics

Methods: Demographic data including gender, race/ethnicity, and grade is collected through registration forms. Staff records daily participation in an online database called Cayen. In the past, SSYP used a student's free or reduced lunch status as a proxy for household income level. However, several years ago Boston Public Schools began participating in Community Eligibility Option, a federal program that offers two healthy meals per day to all students in a district's schools at no cost, regardless of family income. The program is available in districts that have qualified for the program via a complex formula that calculates community income levels. Key program staff members now estimate income levels and additional demographic information. Aggregate data for grades K-12 and alumni is presented here, with additional information about teens on Page 20.

Results: A total of 314 young people in grades K-12 and alumni ages 18-20 participated in some aspect of our programming (Fig. 1).² Across all programs, 43% of students were in grades K-4, 16% in grades 5-8, 36% in grades 9-12, and 5% were alumni (Fig. 2). Overall, 53% of our students were female and 44% were male, and 3% did not respond (Fig. 3). 72% of students identified as Latino, 22% as African American, 5.5% as Other or Mixed, 0.5% as Asian, and none as white (Fig. 4). Additional demographics information showed that 97% of students lived in a low-income household, 16% were on an IEP (Individualized Education Program), 65% spoke more than one

² 58 teens were employed during the year and participated regularly in our programming. An additional 43 attended less frequently (most in our College & Career Program). 16 alumni ages 18-20 returned to participate in College and Career support.

language, 4% were not fluent in English, and 3% were at risk of repeating a grade (Fig. 5). Please note that these categories were not mutually exclusive.

Fig. 1

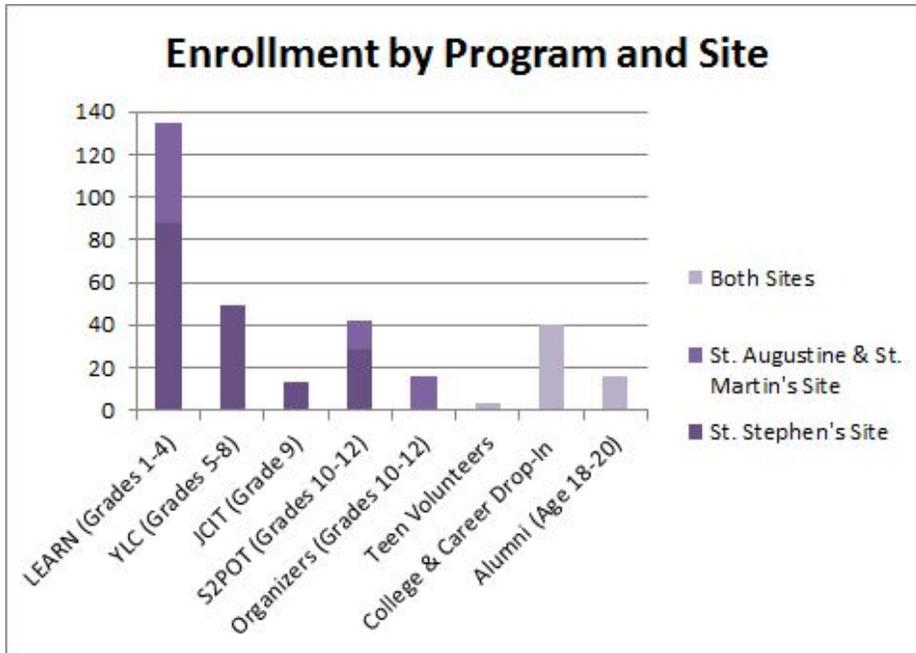


Fig. 2

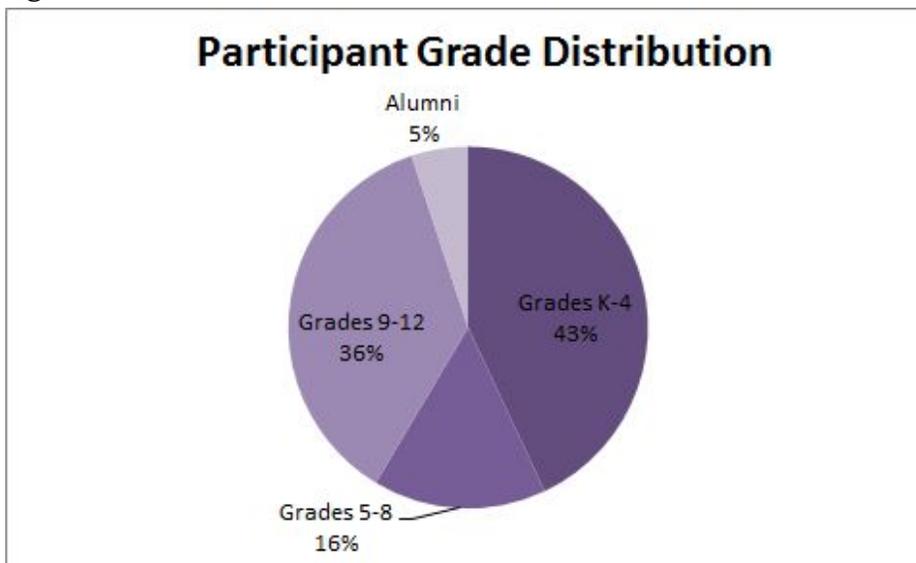


Fig. 3

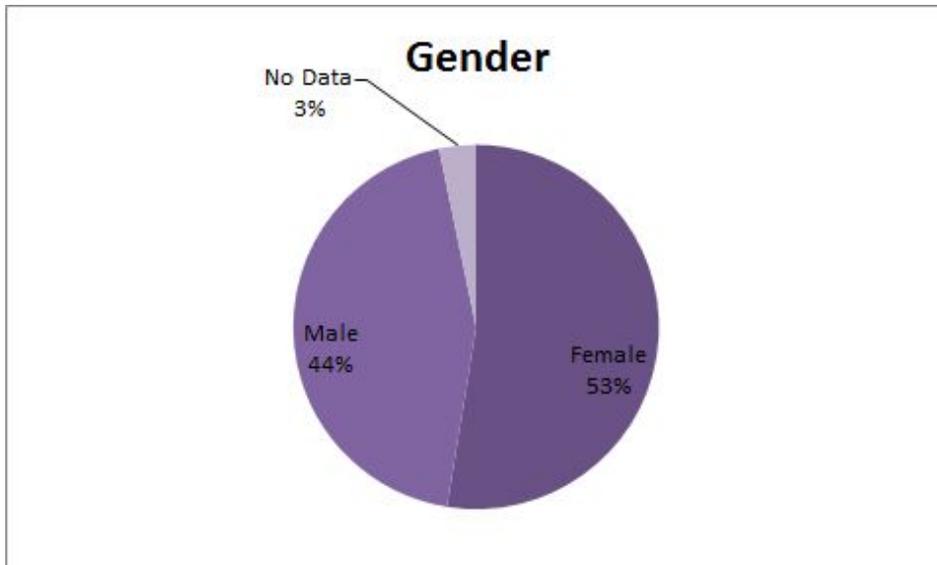


Fig. 4

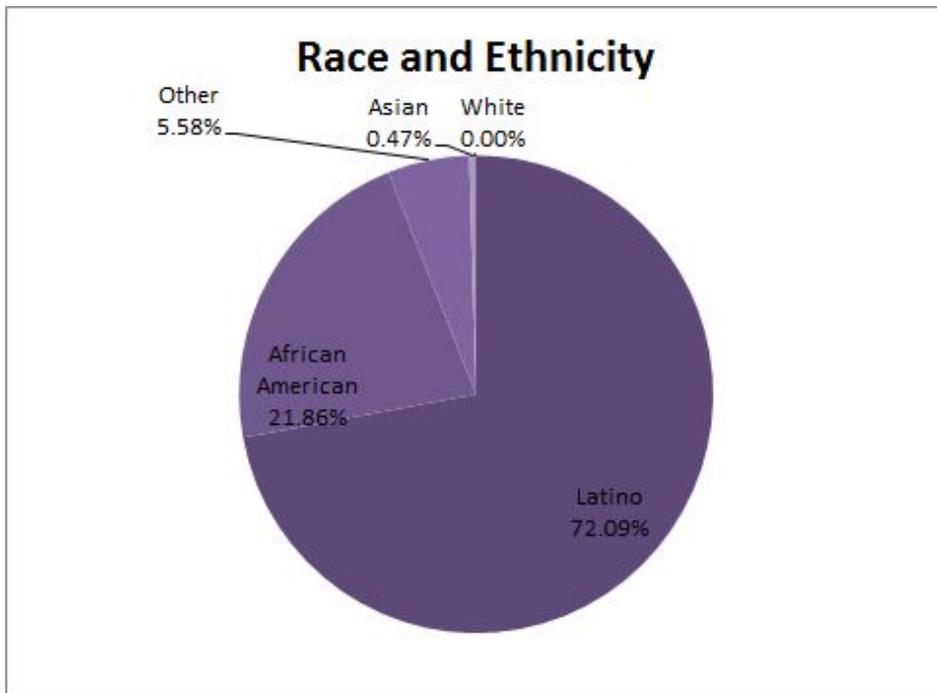
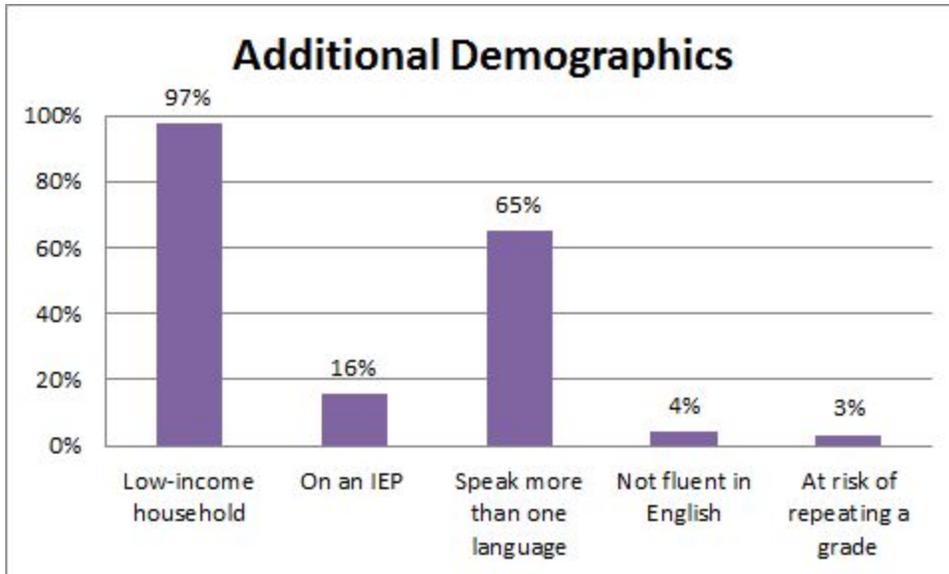


Fig. 5

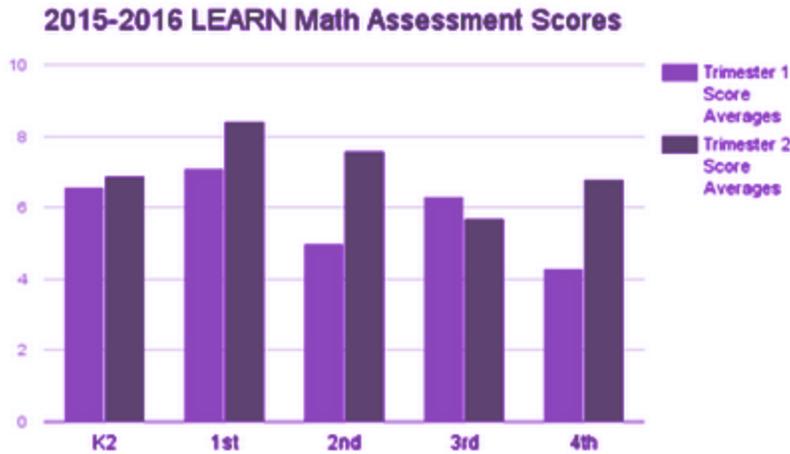


Math Assessments

Methods: Over the course of the school year, the Academic Coordination Team (ACT) conducts two math assessments (in the first and third trimester) to monitor student progress. Questions are based on Massachusetts State Standards for Math at each grade level. These assessments have ten questions, one on each major standard. After the second assessment, the data is aggregated and analyzed.

Results: As Fig. 6 below illustrates, most students demonstrated an improvement in their math skills over the course of the school year. The fourth graders' scores improved the most, by more than two points. The third grade group's average score declined by 0.6 points; some students in that group did improve their scores, but most of them scored about the same as in the fall, and a few of them scored significantly lower. This could be due to stress about testing, since our math assessments were around the same time as their tests in school, or from other emotional or psychological factors that affected their testing abilities.

Fig. 6



Literacy Assessment

Description of partnership: We partner with Generations Inc., a nonprofit dedicated to ensuring that every student in the Boston Public Schools enters fourth grade with the literacy skills they need to be successful. Generations Incorporated trains older adults to be literacy volunteers and provides those volunteers to programs like B-READY.

Methods: Generations Inc. conducts pre- and post-tests to measure each student’s American Reading Company (ARC) level, which is equivalent to two Guided Reading Levels. Data is then aggregated.

Results: All students in grades K-3 were given the opportunity to participate in the Generations Inc. reading program at their parents’ discretion. The following table (Table 1) documents quantitative metrics of the program. Figures 7 and 8 demonstrate the distribution of reading improvement at each site.

Table 1

	St. Stephen’s Site	St. Augustine & St. Martin’s Site
Number of students enrolled	56	35

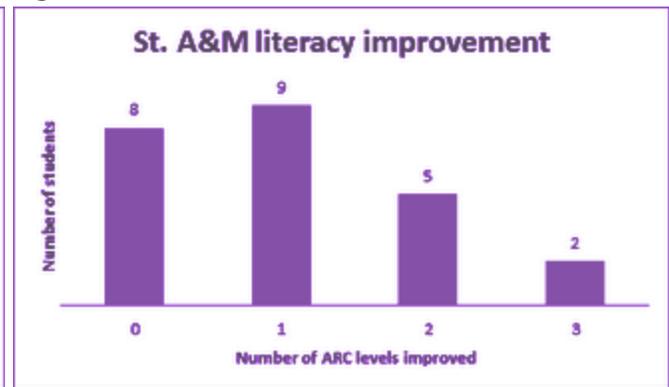
Number of students served	49	30
Number of volunteers	14	12
Number of students pre- and post-assessed	49	27
Total number of individual reading sessions at site	1,458	867
Average number of reading sessions per student	30	29
Number of students who ended the year on or above benchmark	19/49 = 39%	5/27 = 19%
Number of students who moved one or more ARC levels	30/49 = 61%	16/24 = 67%
Average number of reading levels moved*	ARC - 1.2 GRL - 2.3	ARC - 1 GRL - 2.1

* 1 ARC Level is approximately equal to 2 GRL levels (Fountas and Pinnell levels used by BPS)

Fig. 7



Fig. 8



SAYO-S

Methods: The SAYO-S tool is an assessment that was created for the Afterschool Program Assessment System (APAS) by the National Institute on Out-of-School Time at the Wellesley

Centers for Women, affiliated with Wellesley College. Lead Counselors evaluate students at the beginning and end of the school year to measure their development in areas including: homework performance, behavior, initiative, engagement, problem solving, communication, and relationships with adults and peers.

Results: The staff completed the survey for elementary, middle, and high school students in the fall and in the spring. The greatest improvement was in the area of homework (completion). We attribute this to the intentional interventions and effort made by staff. Engagement in Learning, Problem Solving Skills, and Communication Skills also increased. Initiative and Relations with Peers remained about the same from pre- to post-assessment. Relations with Adults and Behavior were high in both the pre- and post- assessment, this is an indicator of the positive impact adult staff are having on youth.

Teacher Campaigns

Methods: Our Academic Coordination Team (ACT) conducts two rounds of teacher meetings to support and collaborate with the teachers who work with our students. Meeting with educators helps us determine which students are struggling, and how we can best support them. It is also a good time to identify students who have improved, or are continuing to do well, so that we can celebrate their success. It also helps us strategically strengthen our programming and enrichment curriculum and better align with state standards. Fall Teacher Meetings establish a baseline of student skills in Math, Reading, and Writing as well as Social Development. Spring Teacher Meetings serve as a comprehensive check-in with educators about the students' progress.

Results: During the Fall Teacher Meeting Campaign, staff met to discuss 96% of SSYP students enrolled in the Hurley K-8 School, 97% of SSYP students enrolled in the Blackstone Innovation School, and a number of SSYP students enrolled at other schools. In total, 115 teacher meetings were conducted in the Fall Campaign. During the Spring Teacher Meeting Campaign, staff followed up with the teachers they met in the fall. In total, 110 teacher meetings were conducted in the Spring Campaign. Following in Table 2 are some findings of our efforts to build relationships with teachers, gather data about program participants, and document our students' progress relative to their peers.

Table 2

	Reading	Writing	Math
Fall	For all levels of readers, even the best readers,	Teachers suggested we use graphic organizers	Teachers suggested we have more discussion

	<p>teachers stated that engaging students in conversations about what they are reading is very important. CITs, volunteers, and Lead Counselors implemented this suggestion during Learning Time. Talking about what they were reading aided the student’s comprehension and critical thinking skills. It also fostered their excitement about sharing what they were reading with others.</p> <p>Teachers want all students to read daily for a minimum of 30 minutes. Students who attend the Hurley and the Blackstone schools get a daily reading log as part of their homework.</p> <p>Teachers encouraged us to push students (especially older ones) to look for text-based evidence to support their ideas. This skill is important for testing as well as reading nonfiction texts.</p> <p>LEARN teachers and their students were very enthusiastic about our partnership with Generations Inc. and our values framework.</p>	<p>and planners to help students plan before they start writing, encourage the students to read their writing out loud in order to better detect problem spots, and read through their writing from the point of view of an outside person in order to ensure no critical details are glossed over.</p> <p>To implement this suggestion, graphic organizers and other visual aids were incorporated into ELA Tutoring Lesson Plans as well as activities for those participants who are in the process of learning how to write.</p> <p>As with the suggestions around reading, CITs and volunteers began incorporating more discussion around student writing during Learning Time and holding students accountable to completing writing prompts after their daily reading.</p>	<p>around word problems and make sure that students circle key information while doing their homework.</p> <p>Teachers also shared that a high number of students question their abilities when doing math and therefore are often not sure of their answers. Teachers suggested focusing on building confidence around students’ math work and giving them tools that can help them double check their results.</p> <p>As with prior suggestions around reading, CITs and volunteers began having students perform this practice.</p>
Spring	<p>Teachers reported that many of our students excelled this year, especially in reading.</p>	<p>Especially for ESL students, writing continues to be an area of struggle.</p>	<p>Most of the students have made immense progress in math, such that they are on-target or above</p>

	<p>Students placed on IEPs in the fall also made significant gains attributable to their new learning plans, and the help from B-READY.</p> <p>Teachers provided a lot of great anecdotes about students who continued to do well in school, and students who were struggling in the beginning of the year who have made progress.</p> <p>There were quite a few students who started the year below grade level in one or more subjects and are now on grade level.</p>		<p>grade average in comparison to their peers.</p>
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Program Quality Metrics

SAYO-Y

Methods: The Survey of Academic and Youth Outcomes-Youth (SAYO-Y) is designed to complement the SAYO-S and the APT-O. SAYO-Y is to be completed by youth only. Research suggests that certain youth experiences and outcomes are critical to youth's future success. In line with this research, the SAYO-Y is comprised of three surveys; youths' experiences in the afterschool program; youths' sense of competence; and youths' future planning and expectations. The SAYO-Y is an online survey that asks the participants what they think of the program and how they see themselves within the program, and provides valuable insight from a participant's point of view.

Results: We administered the SAYO-Y to 4th grade, middle school, and high school students in the fall and in the spring. We found that the results from the pre- to post- assessment were very similar and highly positive. Participants enjoy being part of the program and they believe they are building strong relationships with their peers. They also feel they are learning new

things and are challenged by the staff. Participants' sense of competence was higher in the post-assessment and they all expressed having a plan for their future.

Assessment of Program Practices and Observation Tool (APT-O)

Methods: The Assessment of Program Practices Tool and Observation (APT-O) was designed by NCOT to help afterschool programs evaluate and strengthen their programming by adopting industry best practices. APT-O evaluates the overall quality of the program using guidelines for determining the strengths of aspects such as homework time, snack time, and other activities. The tool guides observers to think critically about how staff, space, and structure help to shape the success of the program as a whole, and presents an opportunity for staff to develop strategic goals for future programmatic improvements.

We conduct the APT-O twice during the year. In the fall it establishes an analytic baseline and identifies specific goals for improvement. In the spring it evaluates and documents the program's progress in meeting those goals. Our Evaluation and Measurement Team (EMT) strategically recruits volunteers with expertise in the fields of education and youth development to serve as observers. A team of two or three observers visits the program for an afternoon to conduct structured observations. Subsequently, they bring together the EMT, Site Director, Teen Program Supervisor, and other key staff to present and brief them on their findings.

This year, we used three external observers to conduct the APT-O. Diana Colon, elementary school teacher, Susan Root, school guidance counselor, and Emily Fagan, middle and high school teacher, conducted the observations in the fall and the spring at St. Stephen's and St. Augustine & St. Martin's.

The measured scores and narrative responses captured include, but are not limited to:

- Program Structure -- Arrival, Transitions, and Pick-Up
- Program Participants -- Engagement, Expectations, and Support
- Overall Program Features -- Homework Time, Snack Time, and Activities
- Program Staff -- Engagement, Expertise, and Approach of Staff and Teen Staff

The APT-O helps observers and program staff to accurately measure many of the qualitative aspects of our program's approach, including how staff members build relationships with their colleagues and the program's young people, and the level of engagement and support that staff has with individual program participants.

Results:

Table 3: Fall Debrief

	St. Stephen's Site	St. Augustine and St. Martin Site
Notable Strengths:	The staff is present and has great relationships with youth and their families -- the overall atmosphere at the site is joyful, respectful, and relaxed. Lead Counselors support youth throughout the day and make sure participants feel Safe, Big, and Connected. Site Director is present and available during program hours and has great interactions with parents during pick-up time.	Staff- patient and committed, respectful and positive. Social work intern was great with kids.
	The variety of activities -- Choice Time, Humanities with John Dwyer, and Active Time.	Atmosphere--Kids seemed very comfortable in program and with staff, they seemed to feel safe and comfortable with each other. The atmosphere was polite and respectful- names were used, please and thank yous. One girl shared her disgust for fish sticks in a very diplomatic way "Hmmm these are different!" Dancing before dismissal was great.
	Program structure -- arrival and dismissal routines, and overall programmatic cleanliness/cleanup routines are good.	Generations, Inc. program- very sweet both for volunteers and kids.
Opportunities for Improvement:	Homework accountability -- Lead Counselors should have a tool that allows them to check each participant's homework and record when it is complete in order to share this information with parents at the end of the day.	Schedule - Homework time seemed long for youngest students, kids did not rotate but stayed in one place for most of program time (unless peeling off for Generations, Inc time)
	Teen staff training on leading activities -- CITs are present and support Lead Counselors.	Physical set-up- furniture and arrangement- long tables not best

	However, CITs should be trained and given the opportunity to lead group activities.	for youngest children- no small tables, rugs.
		Behavior Management- Two particular children needed a lot of attention- program didn't seem to be able to meet their needs. Staff was very respectful and positive but did not have the tools to handle the child when their efforts weren't working.

Table 3: Spring Debrief*

	St. Stephen's Site	St. Augustine and St. Martin Site
Notable Strengths:	Routines – Participants knew what rules to follow and transitions from one activity to the next happened smoothly. Arrival and dismissal routines were orderly.	Improved use of space- tables were separated. Still could make it more colorful, comfy, and conducive to learning
	Engagement – Adult staff, CITs, and volunteers were engaged and offered participants the attention and support they needed. Site Director was present and engaged with families during the end of the day.	Transition time-- Activities while kids are waiting for others to arrive. Children were involved in leadership roles, making announcements.
	Homework accountability – A homework check roster was used by all Lead Counselors and CITs in order to hold students accountable in completing their daily homework.	Welcoming feel-- Kids feel loved, happy and safe. Caesar was responsive, positive, interactive, helpful.
Opportunities for Improvement:	Adult staff remaining with their group – Participants are very comfortable and used to the routines of the program; however, Lead Counselors need to make sure to transition with their group after each rotation.	Behavior Management -- Classroom/ behavior management strategies not working or not evident, and did not see clear behavioral expectations.

	<p>Activities for participants after homework is complete – Appropriate activities should be provided to participants after they complete their homework but the rotation has not ended yet or when some participants do not get homework during testing season.</p>	<p>Homework time and academic enrichment-- Homework is a challenge for some kids, and they need a lot of support. Did not see challenging or enriching content in math lesson</p>
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*Our Spring Debrief was conducted in May 2016, after two trimesters of programming.

Parent Evaluations

Methods: Every spring St. Stephen’s Youth Programs surveys parents about their satisfaction with the B-READY program. The surveys are available in English and Spanish. Parents are asked to use a Likert Scale to indicate the extent to which they agree or disagree with the following statements:

1. B-READY is a safe place for my child to work, learn, and have fun.
2. The hours of B-READY meet my needs.
3. B-READY recognizes my child’s academic needs and works with my child’s classroom teacher to help my child learn.
4. B-READY helps my child understand his/her homework.
5. B-READY has helped my child to do better in school.
6. B-READY provides healthy and tasty meals for my child after school.
7. B-READY offers fun and engaging field trips within and outside of the city.
8. My child has experienced new activities at B-READY.
9. I would recommend the program to other parents for their children.

The second part of the evaluation asks parents two open-ended questions: “What do you like about the program?” and “What would you change?”

Results: At the St. Stephen’s Site, 52 parents completed program evaluations and at St. Augustine and St. Martin, 9 parents completed the evaluations. Overall, parents at both sites strongly agreed with the statements provided. Parent responses demonstrated a high degree of satisfaction with the program and parents listed program staff, homework, and academics as the program’s greatest strengths. When asked what they would like to change or see more of, parents suggested more focus on homework completion and extending academic nights to three or four times a week.

Staff Evaluation

Methods: B-READY program staff including the Director of Youth Programs, Teen Program Supervisor, Lead Counselors, Site Supervisors, and Organizers meet for several hours at the conclusion of the program. They evaluate every aspect of the program in terms of plusses (things that went well) and deltas (things that need improvement). The evaluation includes administrative, programmatic, and academic elements. The group develops key recommendations by category and then prioritizes several elements for comprehensive evaluation and development of action plans. These plans inform staffing, program development, budget, curriculum, and training decisions for the coming program year.

Results: The following areas of priority were identified for the 2016-2017 year:

1. More outside exercise time/active afterschool
2. More academic equity across sites
3. More partnerships that bring in academic content/STEAM
4. Expand organizing curriculum to other teens/more teens
5. More training on pedagogy i.e. finding/giving answers
6. More talk and clarity on consequences (don't have to be punitive), a focus on limits
7. Clarify process and expectations for advancement in the organization, develop a common understanding of the word/concept of "leader"

Social/Emotional Climate

Description of partnership: We partner with Trinity Boston Counseling Center (a program of the Trinity Boston Foundation) to provide social and emotional support for our program participants, their families, and staff. TBCC is committed to supporting the excellent youth programming that is happening in the City of Boston by providing quality clinical services through its embedded model. A Licensed Independent Clinical Social Worker (LICSW) is on site twice each week to lead The Social and Emotional Support (SES) team is comprised of three Masters in Social Work Interns who work with our young people on a weekly basis. Each intern worked 8-12 hours per week. Two interns, Cooper McCullough and Kimberly Garcon, were placed at the St Stephen's site, and Gesibela Sousa was at the St Augustine and St Martin (A&M) site. These interns provided clinical support to their respective programs through a combination of individual and group work with children, teens and adults, and clinical consultation and training to staff.

Methods: The LISCW supervisor compiled a summary of themes that have emerged throughout the year. TBCC also tracked quantitative metrics for the services they provided. Additionally, to systematically identify students who need extra support, we use a tool developed by McLean Hospital and Harvard University as part of a joint project called the Program in Education, Afterschool and Resiliency (PEAR). PEAR uses a Holistic Student Assessment (HSA) to compare a student’s self-reported strengths and challenges to other students who have taken the assessment. Students who score one or more standard deviations from the mean are considered above or below average in the attribute being measured. This year, given the quantity of evaluation tools we use, we made an intentional choice to skip a year of the PEAR HSA.

Results:

Table 4: Services provided

Type of Service	Number Provided
Individuals	4
Groups	5 (roughly 50 students served via groups)
Teen Meetings	4 (25 – 30 teens/meetings)
Staff Trainings	4 (2 per site)
MO Meetings	2

One theme that emerged this year was the depth of challenges that our young people are facing in their lives outside of the after school program, and the resources that are required to meet these needs on an individual basis. The systems that are supposed to help them are also underfunded and our young people are likely to fall through the cracks. Because of the systemic racism, poverty and other types of oppression, many of our young people are attending under-resourced schools where they do not receive the academic support that they need. Many of our teens, in particular, have significant safety concerns in their neighborhoods, and are dealing with a myriad of other barriers to success. TBCC is unable to meet all of those needs directly and is working to develop a structure that will allow them to leverage resources in a more strategic way on behalf of St Stephen’s.

SSYP Longitudinal Study

Methods: To determine the long-term impact of our programming, we recently launched a longitudinal study of student participation and outcomes. Beginning with participants in

B-READY 2014-2015 (including teen staff), we have tracked our students' enrollment status, program participation, reason for attrition if applicable, and outcomes such as high school graduation, college enrollment, and where possible, college graduation. We will begin analyzing data after three years.

B-READY After-School Program- S²POT

Program Description: S²POT (St. Stephen's Place of Opportunity for Teens) programming consists of Academic Nights, College & Career (which includes a Mentoring Program), Community Organizing, Job Training, School Visits, SAT Prep, Career Panels and College Visits. High school and middle school students can receive homework help and tutoring during bi-weekly Academic Nights. Community Organizing offers both employment opportunities and volunteer programs. As a condition of employment, teen staff must participate in Job Training and College & Career.

Together, S²POT's components are designed to increase teen competence across dimensions of: academic readiness, college preparation, job skills/work readiness, career exploration, civic activism, violence prevention, health promotion, avoidance of risky/unhealthy behaviors (e.g., substance abuse, unsafe sex, unhealthy relationships), self-esteem, and social competence.

Participant Metrics

Program Demographics

Methods: S²POT teens are included in the demographics detailed at the beginning of this report, but additional information (below) provides a more complete picture of our teen participants. Information was collected by key program staff at the end of the year.

Results:

Table 5: Additional Participant Demographics*

Demographic indicator	Number of students (percentage)
Low-Income	34 (100%)
Proven Risk (history of court/gang involvement)	3 (9%)
At risk of academic failure	13 (38%)

Pregnant youth/early parenting	0 (0%)
Single parent households	Unknown
Adjudicated/court involved	3 (9%)
Not enrolled in school	0 (0%)

*Based on 34 total seniors active in College and Career Program

Senior Outcomes

Methods: The College and Career Coordinator collected data from individual meetings with each senior participating in the College and Career Program at the end of the school year. Data was compiled and analyzed.

Results:

Table 6: Senior Outcomes*

Outcome	Number of students (percentage)
Seniors who graduated this year	34 (100%)
Seniors in High School more than 4 years or repeating senior year	0 (0%)
Number seniors who are proven-risk (of not becoming successful adults, based on documented personal, family, academic, or law enforcement problems)	21 (62%)
Number of seniors accepted in 2-year or 4-year college	31 (91%)
Number of seniors accepted in a vocational program	4 (12%)
Number of seniors accepted in transition year program	4 (12%)
Number of seniors enrolled in 2- year or 4- year college	30 (88%)
Number of seniors enrolled in vocational/transition year program	2 (6%)
Number of seniors still working on plans	2 (6%)

*Based on 34 total seniors in the St. Stephen's Youth Programs Community

Program Quality Metrics

Student Focus Group

Methods: For the second year in a row, the College & Career Coordinator held a focus group to explore students' attitudes and experiences regarding school. This year he was assisted by one of the Trinity Boston Social Work Interns, and was able to go deeper than the primary tool called for. They used a tool developed by TBCC to collect data from a number of different programs.

Results: Two boys and five girls, representing grades 9, 10 and a sophomore in college, participated in the group. Similar to last year students expressed a feeling that education was extremely important for future and longterm success. Many of them said that they did not feel supported by the schools, and often looked to St. Stephen's for academic and social support. However, one thing that they spoke to what the huge difference a good teacher can make, and in many ways, their success is often dependent on how engaged they feel in the class. The students also spoke to how they felt like St. Stephen's was a place they can come to with any problems, and know they can get support from staff.

When asked about the program, the students spoke to how they felt like one of the biggest benefits of the program is that it is a place for the kids to come and feel appreciated and have fun. They said they struggle sometimes punishing students for running around and playing around, because they know how long the school days are. They all appreciated the opportunity to be able to be a role model for the students, which was a major reason most of them continue to work for St. Stephens.

Activities and Mentorship

Methods: Quantitative data was collected by the College and Career Coordinator on the number of College and Career activities held throughout the year, as well as the growth of the Mentorship Program. Mentorship data is shown over the last two years since the program began.

Results:

Table 7: College and Career Activities

Type of Event	Number held
Academic Nights (Average attendance 25-30 students)	60
Academic Nights at A&M (Average attendance 10 students)	40
SAT Prep Classes	9
College Prep Workshops	14
College Visits	4
Career Panels	3
One-on-one counseling	20 (Number of seniors)

Table 8: Growth in Participation in Mentorship Program

	2015-2016	2014-2015
Number of freshman who currently have a college & career mentor	0 (0%)	0
Number of sophomores who currently have a college & career mentor	4 (40%)	0
Number of juniors who currently have a college & career mentor	12 (71%)	10
Number of seniors who currently have a college & career mentor	13 (62%)	15
Number of alumni who currently have a college & career mentor	16	0
Number of students who were in a mentoring pair but have discontinued	4	4
Total Students Active in Mentorship Program	45	25

Teen and Lead Program Evaluation

Methods: In order to engage our Lead Counselors and Teen Staff in the evaluation of the program, this year we administered a Lead and Teen Program evaluation tool in the spring. We created a document to evaluate the different aspects of our program (snack, transitions, homework help, enrichment) and in small groups asked Leads to talk to teens about what they thought worked, what we should not to again, and how we can improve or do something differently. The responses from each small group were then incorporated into our end of year program evaluation with all adult staff present.

Results:

Plus:

- Pulse volunteers from BC are great, and we need their support all year. They make everyone's job easier.
-
- Homework time is good because we are able to see individual strengths & challenges and we like to help the kids finish all their homework, and to be able to make sure they actually understand the work.
- Outside time is important because different groups interact and make new friends, and everyone really needs the fresh air and to get energy out. Kids typically get in less trouble during this time.
- The best Fun Fridays are field trips, kids get to see and do new things in Boston and they aren't worried or stressed.

Delta:

- Not enough sports equipment for active time, and inside time in the winter is chaotic. Doing active time inside is really challenging and unorganized.
-
- Some rooms aren't productive for homework or learning time due to furniture, space, or environment (Tech room, church for HW time, etc)
- Fun Friday schedule needs to flip, we should stay in more during the winter and go out in the city more during fall and spring.
- We need more volunteers of color and more volunteers who speak Spanish. The relationship between college volunteers and teens needs to be improved. They don't like teens as much as kids.
- The building can be a mess, we need to incorporate student clean-up into each rotation because right now the leads and teens do everything and it doesn't give students any ownership of the mess.

Service Learning BRIDGE Trip

Program Description: The 2016 BRIDGE trip sent 15 teens, one program alumni and current lead, three SSYP staff, and one Social Worker on a service learning trip to North Carolina. The group coordinated with a local organization (The Community Housing Coalition of Madison County) to connect with Vicky, an elderly woman who they helped by working to get her farm up and running again after it had fallen into disrepair. The team engaged in activities in the community, including hiking, swimming in waterfalls, river rafting, visiting natural hot tubs, touring a local college, and eating local cuisine. Each night there was reflection, in which the group shared their high and low moments from the day and learned more about each other.

Methods: All teens who participated in the trip were given a survey in the airport before heading home. The pre-trip survey consisted of 5 open-ended questions that focused on assumptions, expectations, hopes and fears about the trip, as well as 33 questions they could rate on a 1-7 scale of strongly disagree to strongly agree. These questions addressed their perceptions of service learning, why there is inequity, and what can or should be done to change it. The post-trip survey consisted of 5 open-ended questions that asked teens to reflect on things that surprised them or were not what they expected, and what they learned about themselves and the community they had visited. It also included 33 scale questions nearly identical to the pre-survey.

Results: 60% of the teens completed the pre-trip survey, and 93% completed the post-trip survey. Through the pre- and post- trip surveys, it is clear that teens grew in areas of trust and empathy, and their understanding of service and community shifted. Every single teen reported feeling very connected to the St. Stephen's community, said they wanted to go on the next BRIDGE trip, and that they would recommend the experience to someone else. Teens observed that racism plays out differently in North Carolina (and that there are way fewer people of color there), that rural communities and rural poverty look very different than the neighborhoods where they live in Boston, and that the culture felt friendlier and less violent than Boston. Universally, teens reported experiencing personal growth on the trip, and there was strong consensus that working at Vicky's house, deepening relationships with each other, and experiencing the natural amenities of the area were the most valuable parts of the experience. The surveys and trip evaluations clearly demonstrate that it was an overwhelmingly positive, illuminating, growth-filled, transformative, and fun experience for all who participated.

B-SAFE Summer Program

Program Description: During the summer months we keep young people safe and prevent them from experiencing summer learning loss. B-SAFE is offered at our two year-round sites, and at four other locations across Boston and Chelsea. Academic activities are balanced with enrichment and recreation, creating a fun summer experience. The program also provides quality teen jobs, helping them stay connected throughout the year, earn money, and gain valuable work experience.

Participant Metrics

Demographics

Methods: All demographic data was collected through Cayen, our attendance-tracking database.

Results: During its seventeenth summer, B-SAFE served a total of 624 students in grades K-12 including teen Counselors-In-Training (CITs) and Junior CITs. The following charts show the gender and race/ethnicity of participants.

Fig. 9

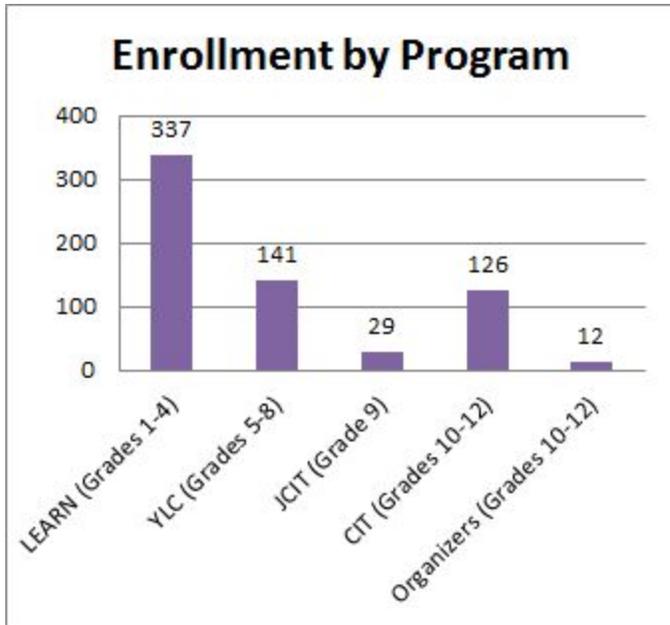


Fig. 10

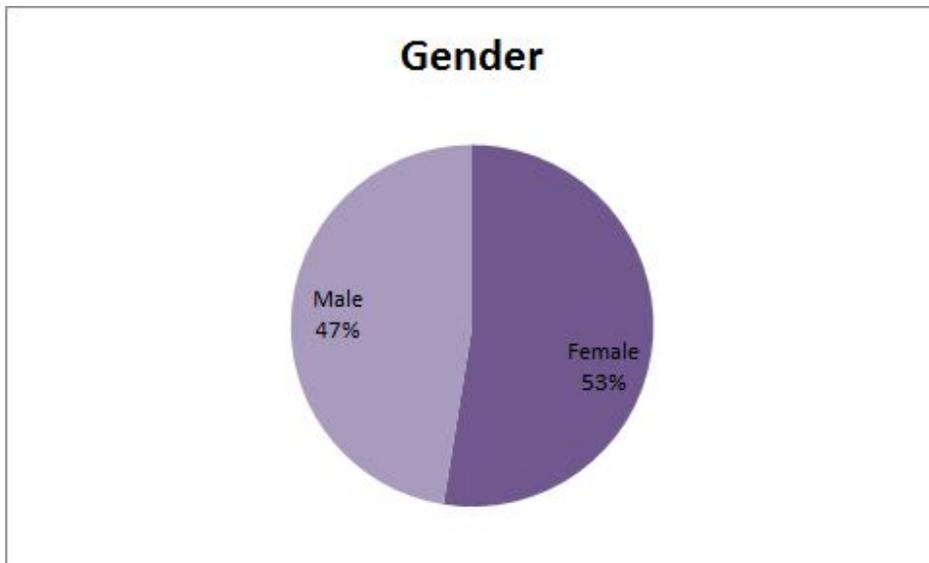
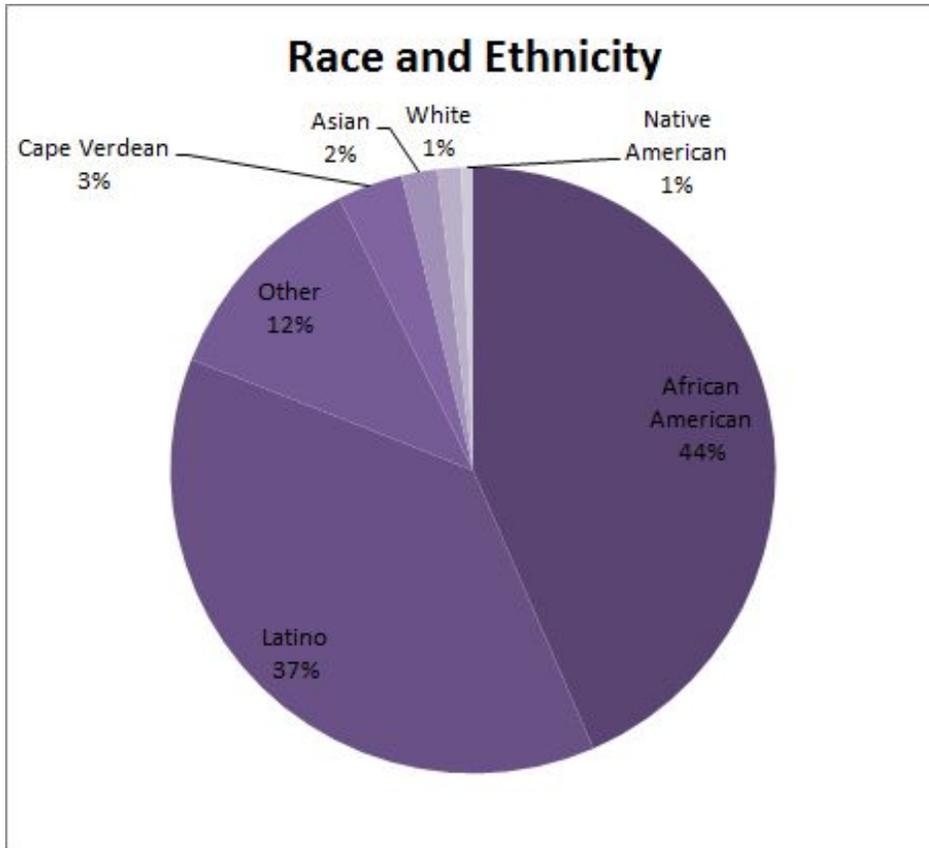


Fig. 11



B-SAFE Program Quality Metrics

APT-O

Methods: Please refer to page 13 for a full description of the APT-O. Evaluations took place at all six sites during the third week of the five-week program, allowing mid-summer course corrections.

Results:

Table 9

Site	Notable Strengths	Opportunities for Improvement
St. Stephen's LEARN	Evidence of strong leadership from site manager, well-organized, and very positive relationships on the whole between children and staff. Site manager sets a warm tone	Consider providing more leadership training for CITs. Some seem unaware of how to be supportive during activities. One CIT just worked on her own art project instead of being helpful

	<p>from morning welcome and on throughout the day. Conflicts seem to be quietly resolved and children appear to be having a good time. Staff have friendly and supportive moments with each other. Day includes a variety of interesting activities. Children really enjoy their Art activity.</p>	<p>and focused on the children. Would suggest observation and on-the-spot coaching/modeling from a senior staff member, e.g. when this situation occurs here is how to manage it...here is how to be supportive....watch and come with me, etc.</p> <p>Sprinkler activity was really nice for the children. Walk to sprinkler park was well supervised and managed. This is, though, a public place and moderate risk area in the sense of strangers in the mix, pavement, fountain mechanics, etc. While there seemed to be a supervision plan in place, sometimes staff were clustering for periods of time and talking which left children on the periphery unattended. The activity may need to be supervised almost like a waterfront with head checks/group checks every 10 minutes or so and staff positioned around the whole circumference of the circle. One child fell because of running about 2 minutes after arrival. Great time was had by all...but recommend tightening supervision a little. Also, are there ways that children could contribute more to the running of the activity? Was thinking there may be calm games/challenges that children could create to play with the sprinklers...not sure if one can bring/use a beach bucket, etc. Worth thinking about.</p>
<p>St. Mary's Learn</p>	<p>The staff to youth ratio is high, which offers great potential for modeling a variety of skills in conflict resolution, shared resources for problem-solving and support for strengthening connections among youth</p> <p>The program offers a range of activities to strengthen academic, cognitive and social skills, and gives</p>	<p>Transitions could become a renewed focus for staff planning to reduce wait time for both staff and youth Staff might find positive and more constructive ways to refocus and engage youth in activities</p> <p>Activities could include more hands-on learning opportunities, youth choice projects, and more opportunities for youth to take on leadership roles during</p>

	<p>youth an opportunity to express themselves creatively.</p> <p>The program offers a range of types of activities: structured and unstructured time, independent and group work, as well as alone and social time</p> <p>Youth and staff relations are strong; youth feel comfortable, enjoy each other, and staff.</p>	<p>the activity and make decisions about the activity.</p> <p>Staff could work in connecting lessons to prior work an overall theme/goal, making sure that youth really understand the purpose of their work.</p> <p>Staff may want to provide other activities for youth who have finished work early or are no longer participating in a large group activity</p>
<p>Epiphany LEARN</p>	<p>Enthusiastic staff. Program atmosphere is comfortable and friendly. Staff flexible in working with youth/managing behavior. Very skilled senior staff/activity facilitators.</p>	<p>Youth need a larger role in the implementation of activities. Use reflection and feedback as a standard way to invite youth participation and input – can be at the beginning, middle, end or throughout activity time. Consider providing a group welcome in the morning and team-building type of interaction/activity with the larger group. Also, consider providing some things for youth to do during the ½ hour arrival – board games, cards, etc. May be worth providing or asking about and see what happens.</p> <p>There is significant research on helpful strategies to promote reading skills. Lead facilitator in one DEAR group is regularly implementing reading strategies such as open-ended questions, extending connections from reading to real-life events, using inflection to create interest/curiosity, etc. Younger staff in training should also have training (could be from lead staff) around how to read with children to promote understanding and engagement with reading text.</p> <p>Consider working more flexibly and breaking down into smaller focused groups to keep children engaged and challenged, e.g. in the Word activity – task was to complete work on a hat</p>

		<p>which reflected career. Some children had already completed their hats early in the class time. Mention was made that the children would do presentations on this day. Presentations had to be put off in the end so others could finish. This disruption seemed to be disappointing to those who had already finished their hats and been waiting with less to do during the activity period. It would be helpful to increase opportunities for youth presentation, leadership, and peer-sharing.</p>
<p>Holy Spirit LEARN</p>	<p>Strong leadership and personal connections among staff and community members—Director greeted family members personally at pickup time</p> <p>Activities that are designed to support a variety of skills development, as well as to establish self-identity and personal connections</p> <p>Respect for the diversity of children’s developmental levels and individual strengths</p> <p>A welcoming community</p>	<p>Due to the space constraints in some classrooms, it would help if staff set up materials for multi-step activities ahead of time to reduce wait time and ease transitions</p> <p>Having a daily agenda/schedule posted in each classroom would help to reinforce predictable routines for youth, families, and staff. Daily agenda could include both scheduled and impromptu gross motor mini-breaks to help youth of all ages better focus and energize their brains</p>
<p>St. Augustine & St. Martin LEARN</p>	<p>The program was very well organized and ran smoothly on this 2nd day of camp.</p> <p>Lead teachers are all skilled facilitators and enthusiastic. They did a nice job of reminding the youth about the theme for the summer “we can create our future” as well as offering the youth some choice and decision-making within the structure of the adult-designed activities.</p>	<p>Provide guidance/training by giving specific duties/suggestions about ways CIT’s can engage and participate with the youth. Hold more frequent buddy checks when on field trips.</p> <p>Offer more leadership opportunities for youth. At the end of each activity period, provide a structured time for reflection and feedback from youth.</p>

	Staff had good rapport with youth and youth with their peers.	
St. Stephen's YLC	Strong lead facilitators (Word, Numbers, Art, other two females in the am) except for one male (morning lead staff) who tends to be punitive. Female lead staff very engaged in activities and provide good leadership in afternoon activities. Youth have friendly relationships with staff and seem to follow program rules and expectations.	<p>There is serious concern with the CITs. For a good part of the day, CITs appear to be a drain on quality versus an asset. During the morning playground and soccer activities, a couple of CITS remained disengaged during the entire time. They sat on the side, initiated no contact intentionally with youth and were constantly on their phones. Since the site director and all youth were at the playground together – the phone communication was clearly not work-related. This seemed to be inconsistent with the cell phone use policy. Two female CITs in particular sat on a playground bench and offered no supervision for the safety and enjoyment of the children using the playground. These same CITs sat on the side for most if not all of the soccer time. Male CITs participated in playground activities, basketball, and soccer.</p> <p>During the Word and Number activities male CITS sat on the side and gave no assistance to the lead facilitators and did not interact or support the youth in any way. Did not appear that it would be easy for the lead facilitator to keep re-directing the CITS. Have expectations for their role in activities been communicated with them? If yes, then there is a huge gap in understanding and they are at risk of really taking away from the quality of the program experience instead of contributing to it. Partner site at Epiphany appears to be very successful integrating their CITs into activities and having them constantly engaged. May be worth working together to share strategies and approaches.</p>

<p>St. Luke's YLC</p>	<p>AM staff meeting</p> <p>Director is very upbeat and organized; a strong leader</p> <p>Positive socio-emotional climate; feels homey</p> <p>Academic reinforcement combined with fun activities</p> <p>Program connects kids with the local community thru field trips, volunteers who come in (e.g., speakers/specialists; cooks)</p> <p>Lots of CITs and Jr CITs (18 in all!) so low staff:child ratios Curriculum is well-organized and thought out</p>	<p>The AM schedule feels a lot like school and is rather intense, especially for whichever group has three academic classes in a row and no health/exercise class. Maybe add a 10-15-minute snack/social break at 10:30ish (by shortening each AM class by 5 min.) or add a 15-min exercise/movement right before lunch and/or stretching exercises in the cafeteria right after breakfast before first class.</p> <p>The writing class, at least for the grade level I saw, could use some adjustments to ensure that all the kids have the support they need to do assignments. Splitting the writing class into two smaller groups during the writing time and getting all the CITs involved in providing one-on-one support might help.</p> <p>Add more youth leadership opportunities and keep all activities as hands-on as possible.</p>
<p>Epiphany YLC</p>	<p>Friendly and positive arrival time for youth.</p> <p>Daily breakfast, lunch and snack provided for youth.</p> <p>Art and academic field trips.</p>	<p>Youth could use more positive behavioral talks apart from the class or activity time.</p> <p>Provide reading time in a designated space for youth who lose interest in the subject matter and tend to cause disruptions for the remaining youth finishing up their activity.</p>
<p>Epiphany JCIT</p>	<p>Program offers a nice mix of activities for these junior CIT's: opportunities for their own learning/development with field trips to universities, engaging guest speaker that incorporated ELA activities, as well as opportunities to work with the younger children during their activity times plus field trips with them including a 4 night camping experience. Program</p>	<p>Provide guidance/training by giving specific duties/suggestions about ways the assistant can engage and participate with the youth and work more as a team with the lead staff member. Review rules/behavior expectations with youth (perhaps have them posted) and refer to them before class starts in an effort to prevent disruptive behavior before it starts. Post goals of JCIT program (some possible examples: making good choices</p>

	<p>flexibility demonstrated by allowing youth to take a few short breaks throughout the morning which afforded youth freedom of movement (they were responsible and came back within the allotted time). Program leader did a nice job of encouraging all youth to participate and process how their work with the younger children was going by sharing things that are going well and not so well. Staff had good rapport with youth and youth with their peers. Youth are primarily engaged and exhibit positive behavior.</p>	<p>regarding relationships and their education, being a good role model for the younger youth they work with, etc....) Review these program goals often, discussing the link between them and youth's daily activities in order to continuously provide a framework for the program. Offer more opportunities for youth leadership, choice, and decision making. At the end of each activity period, provide a structured time for reflection and feedback from youth.</p>
<p>St. Augustine & St. Martin JCIT</p>	<p>The size of the group provides ample one-to-one feedback from staff and also supports peer-to-peer connections</p> <p>Well-organized activities that have real world appeal to teens</p> <p>Activities that offer skills development: math (graphs), language arts (writing, new vocabulary, dialogue with peers, present information to the whole group), civics (compare/contrast presidential candidates' stances on issues) & science (sex education facts & medical terminology)</p>	<p>Allow youth to brainstorm a topic they'd like to explore near the end of the summer program</p> <p>Offer some hands-on artwork related to a topic under discussion</p> <p>Provide a few gross motor mini-breaks to help teens keep their brains engaged Plan a few guided opportunities in addition to shared meals for the JCIT to interact with/mentor younger campers</p>

Participatory Evaluation

Methods: B-SAFE program staff including SSYP's Executive Director, Director of Youth Programs, Teen Program Supervisor, Middle School Program Supervisor, ACT team members, Lead Counselors, Site Supervisors, and Organizers meet in a daylong debriefing session at the conclusion of the program. They evaluate every aspect of the program in terms of plusses

(things that went well) and deltas (things that need improvement). The evaluation includes administrative, programmatic, and academic elements. The group develops key recommendations by category and then prioritizes the top three or four for comprehensive evaluation and development of action plans. These plans inform staffing, program development, budget, curriculum, and training decisions for the coming program year.

Results: Feedback was summarized in two categories: Successes and Improvements for Next Year

Successes:

- Hired more teens than ever before
- Designed and implemented consistent model of Lead Counselors being managers for CITs which meant teens got more coaching, increased responsibility and performed at higher level
- Most effective registration process ever (thanks to a position that was dedicated to registration)
- Art program for YLC focused on social justice and final projects were incredible
- Theme of "create the future" ran through all curricula, all sites, and was well delivered
- Week at BCH was great for YLC and teens--more of them came (183 people total), outstanding program was planned and delivered by B-SAFE staff (and included academic material for the first time). More evening activities. More youth from St. Luke's participated (thanks to intensive recruitment)
- Parent engagement (BBQs!) happened at all sites and Leadership Training Series happened at St. Stephen's (12 parents in graduating class)
- Communication tools--blogs, Google photos, Drive--were the best ever and well-utilized

Improvements for Next Year:

- Thanks to registration process being more effective, registration numbers reflected higher daily attendance. B-SAFE likely needs to reconsider our maximum registration numbers in response to this to be sure groups, supervision ratios, and buses are at a safe/reasonable level.
- Even as academics were stronger, better than in previous years (thanks to excellent curriculum prep), specialists need additional support and training to make lessons and activities experiential/active/hands-on and to make them age and skill appropriate
- 17th Anniversary Event was great in terms of gathering together and having it be full day, but day was HOT, there was not enough water to drink, and full group activities did not work well. Consider different venue (place with water for splashing) and staff need to be more prepared with water for people to stay hydrated.
- BCH costs more money with the new user group model (more staff, more materials, more buses) and we need to budget accordingly
- Need clearer, standard policy on criteria for "youth we cannot serve well in B-SAFE"--in taking all youth, sometimes we have young people we are not equipped to serve and it detracts from overall experience of many youth.

Community Organizing

School Organizing

Blackstone Library

Program Description: This year marks the sixth anniversary of the Blackstone Library running under St. Stephen’s management. Apart from the School and Community Organizer, St. Stephen’s employs a Library Coordinator to schedule classes and volunteers.

Methods: Qualitative feedback was collected from teachers by the Blackstone Library at the beginning of the school year. Qualitative data was also collected by a group of researchers in the Masters of Social Work program at Boston College at the end of the school year. Quantitative data on volunteer hours was tracked by sign-in sheets, data on class visits was tracked by schedules, and data on the books collected was tracked by an online cataloging system.

Results: 18 teachers responded to the survey, representing all grade levels taught at the Blackstone. 70% of these teachers had brought their class to the library in the past, and the other 30% either did not know they could bring their class or their grade level was departmentalized and another teacher would bring their class. Over 80% of respondents indicated interest in sharing their classroom curriculum topics and over 80% reported that they talked with their class about the library outside of library time. On a likert scale of 1-5 (1 being low and 5 being high), the library staff and volunteers, library environment, and book collection were all rated on average of 4.

At the end-of-year evaluation, research indicated that the “library is ... a positive resource for both teachers and students and that the more consistent usage of the library yielded a more highly engaged attitude toward reading” (Brady, MacMahon, McCrosson, & Jason Meyer, 2016). In the year-end, outside research evaluation, 90% of teachers reported that students are also highly engaged during their time in the library.

Table 10: Library metrics

Days Per Week Staffed by Volunteers	5
# of Classrooms with Regular Library Visits	20/ 31 Classrooms at the Blackstone

Current # of Volunteers	19
Volumes in the Library	11,000

Classroom Volunteers

Program Description: Stronger Communities, Stronger Schools (SCSS) is a student run volunteer program at Wellesley College. Through St. Stephen’s, volunteers work with teachers in classrooms at the Blackstone, tutor at B-READY afterschool, build SAT and College Prep programming, and facilitate Girl’s Groups on Fridays during B-READY.

Methods: Volunteer numbers and hours were recorded on weekly sign in sheets. At the end of the school year, a final evaluation and planning meeting was held with members of the leadership team.

Results:

Table 11: Classroom volunteer metrics

SAT Prep Volunteers	4 Volunteers
Girl’s Group Volunteers	5 Volunteers
Blackstone/ B-READY Volunteers	7 Volunteers
Total Volunteers	16 Volunteers

From the evaluation meeting, the positive feedback from Blackstone teachers and St. Stephen’s lead counselors was shared. The growth of SAT Prep and the two additional campus visits were also noted as highlights from the year.

Support-A-Classroom

Program Description: Partner churches work to grant wish list items for a designated grade at the Blackstone. This year, the Blackstone identified the K0/K1 grade level to benefit from Support-A-Classroom.

Methods: The number of supported classrooms, engaged partner churches, wish list items, and donations is tracked by the School and Community Organizer.

Results: Between the three partner churches engaged in Support-A-Classroom, over \$1,000 in donations were raised to build the grade's technology supply and two supply drives were held to bring in supplies for the grade.

MLK Day of Action 2016

Program Description: In partnership with City Year, St. Stephen's hosted the sixth annual Dr. Martin Luther King Jr. Day of Action at the Blackstone and St. Stephen's. Service projects are performed to address the physical needs of the Blackstone school and St. Stephen's Youth Programs buildings, and the needs of teachers and staff. After a day of service, volunteers engaged in a cross-generational guided discussion around the legacy of MLK.

Methods: The Day of Action was evaluated by the number of attending volunteers, the number of completed service projects, and the qualitative evaluation of the leadership team after the event.

Results: 210 volunteers attended the MLK Day of Action, representing over thirty community partners. 20 projects were completed at the Blackstone and eight additional projects were completed at St. Stephen's. These projects included the painting of four hallway walls, the nurse's office, six stairwell's railings, and eight hallway baseboards. Two welcome banners and four murals of Puerto Rican heroes of social justice were painted. The Blackstone greenhouse, book room, and library were also cleaned.

Read Across America Day

Program Description: Co-sponsored by City Year, the Read Across America Day Celebration coincides with a national week of literacy planned around Dr. Seuss's birthday. Volunteers gather in the Blackstone Library for an address from the Blackstone leadership team, the Library Coordinator, and Bishop Alan Gates. Then, the volunteers spend time reading in classrooms.

Methods: To track attendance, volunteers signed in at the beginning of the event. A book wish list was also distributed to help build the library collection in a meaningful way.

Results: Forty volunteers representing twelve partner organizations attended the event. Following the event, about a hundred new books were donated to the Blackstone Library.

Blackstone Arts Night

Program Description: St. Stephen's is one of six partner organizations to be a part of the first Blackstone Arts Collective. To launch this event, students in YLC helped mount artwork that was displayed at the event, St. Stephen's coordinated food donations, and hosted two guest artists at the event.

Methods: St. Stephen's reached out to vendors, coordinated donations, and tracked the amount of food donated.

Results: Over 40 Blackstone families attended this new event. In collaboration with a community partner, food was donated from twelve local vendors.

Teen Organizing

Program Description: For the first time this year, St. Stephen's Youth Programs had a stand-alone teen organizing program during the summer and the school year. The teens had jobs analogous in structure to CIT positions, but were working as community organizers instead of as youth workers. During the school year, teens developed leadership skills, researched issues, and took action to support campaigns that affect the health and safety of young people across the city of Boston and the state of Massachusetts, mainly focusing on the daily violent manifestations of structural violence and inequity like funding for education and youth jobs. During the summer, the teen organizing team focused on hyperlocal neighborhood issues, specifically safety in Ramsay Park, located across the street from our year-round Lenox Street site.

Methods: Quantitative data was collected throughout the year by the Teen Organizer about attendance and participation. Baseline surveys to determine teens attitudes toward organizing, leadership, and their communities were also distributed and filled out at the initial group meeting in September. The survey included seven qualitative questions and 30 questions with a likert scale of 1-7, with 1 being strongly disagree and 7 being strongly agree. A post-survey with the same questions was completed during the final week of program in June. Teens resisted the amount of reading and writing required to thoroughly complete the survey, resulting in inaccurate data that indicates a need to change how we collect this type of information in the future.

Results:

The following table outlines the quantitative metrics of participation in the Teen Organizing Initiative.

Table 12: Teen organizing metrics

Participation Metric	Number
Weeks of program during B-READY (10 hours per teen per week)	34
Weeks of program during B-SAFE (25 hours per teen per week)	5
Teens on B-READY Community Organizing Team	10
Teens on B-SAFE Community Organizing Team	12
New B-SAFE leadership position created for teen organizing	1 site assistant
Relationships built with elected officials	4

The baseline survey was distributed to 18 teens who attended the program throughout the year. All of them (100%) completed the survey. Results indicated that most teens felt that they were part of the St. Stephen’s community, felt like there was inequality in their community and that they (as young people) had a responsibility and a capacity to change that. The qualitative open-ended questions asked as part of the baseline survey indicated a shift in understanding of power from individual empowerment to a framework of systemic relationships.

The experiences teens identified as most important during the school year were the BPS high school walkout, preparing for the Mother’s Day Walk for Peace, and building relationships with elected officials (City Councilor Tito Jackson, State Representative Byron Rushing, State Senator Sonia Chang Diaz and her South End neighborhood liaison, and Attorney General Maura Healey) as well as Bishop Alan Gates. In the summer, teens identified the neighborhood peace walk and mural painting as the most important experiences.

In the final evaluation of the program, teens felt like their leadership skills had developed through experiences with public speaking, participating in actions, and meeting with elected leaders. The biggest areas identified for improvement in the school year program were identified as increasing equitable participation, being on time and present during work hours, speaking one at a time, focusing on projects at hand and getting more breaks during the day. During the summer, teens indicated desire to develop more leadership skills and engage more with elected officials, as well as creating a more collegial and equitable team dynamic.

Parent Organizing

Program Description: This year marked the kickoff of a new project at St. Stephen’s Youth Programs: the Parent Organizing Initiative. Through one-to-one meetings, the Parent Organizer built relationships and learned which issues parents care about. At bilingual Parent Organizing Initiative Meetings every two weeks, parents got to know each other, discovered

shared issues, and worked together to solve them. Many parents stepped up as leaders, including planning meetings, writing letters, facilitating activities, translating at meetings, and meeting with school officials.

Methods: Quantitative data was collected throughout the year by the Parent Organizer. Baseline surveys to determine parents’ attitudes toward organizing, leadership, and their schools were distributed and filled out at the initial group meeting in October. The survey included six questions with a Likert scale of 1-5, with 1 being strongly disagree and 5 being strongly agree. A participatory evaluation was conducted at the final group meeting in May.

Results:

Table 13: Parent Organizing Initiative metrics

One-to-one meetings with parents	70
One-to-one meetings with other organizations working with parents	14
Parents on Leadership Team	15
Bilingual organizing meetings held	9
Actions and meetings with school administrators	5
Parenting workshops held	4

The baseline survey was distributed to 33 parents who attended the initial organizing meeting. 24 parents (73%) completed the survey. Results indicated that most parents felt that they were part of the St. Stephen’s community (83% agreed or strongly agreed), knew how to help their children with homework (79% agreed or strongly agreed), and thought that school was safe (92% agreed or strongly agreed). Many but not all parents thought they were leaders (67% agreed or strongly agreed), and 100% of parents surveyed wanted to be more involved in their child’s school.

At our final meeting, we conducted a participatory evaluation of the parent organizing program, expanding on logistics, turnout, and content. Overall, parents were very satisfied with logistics, including food, location, translation and childcare. One person joked, "I come to these meetings so I don't have to cook dinner on Tuesday nights!" The biggest room for improvement, especially referring back to the ground rules, was to start and end on time and have one person talk at a time. In terms of turnout, people felt strongly that we should have more parents, and pointed out their collective desire to do more outreach on their own rather than relying on the organizer. They suggested having a more focused campaign with a single issue to motivate people to come. The good things about turnout this year were that we had a strong leadership team, and both moms and dads. One mom commented, "Whether you think so or not, all of us in this room are leaders in our own ways." The frequent reminder texts were also very useful,

although one parent found them annoying. In terms of content, parents built community by getting to know one another, learning from one another, and advocating for one another. They felt that they saw improved safety at the Blackstone and could at least claim some victory for bringing it up, and they have definitely seen attention from the Hurley towards getting all parents at the school involved. They also loved the parenting workshops we brought in. Suggestions for the future included more parenting workshops, focusing on a more specific campaign, and working together on a campaign to improve St. Stephen's.

GLOSSARY OF TERMS

ACT – Academic Coordination Team

APAS – After School Program Assessment Systems

APT-O – Assessment of Program Practices and Observation Tool

B-READY – The afterschool portion of our year-round programming

B-SAFE – The summer portion of programming at our year-round sites, and stand-alone programming at four additional sites in Dorchester, Mattapan, and Chelsea.

Cayen – Our registration database

CIT – Counselor-in-Training, 15-18 year-old teen staff who work with younger students

HSA – Holistic Student Assessment

High Risk/Surrounded By Risk – Young people who meet one or more of the following criteria:

- 1) attend high schools that are not making adequate annual progress according to state standards,
- 2) have dropped out of high school,
- 3) have not been promoted to the next grade level,
- 4) live at or below national poverty levels in families that receive some form of public assistance,
- 5) live in neighborhoods identified by Boston Police Department as having gang and drug activity.

IEP – Individualized Education Program. A plan for Public School children who need special education

JCIT - Junior Counselors-in-Training, 14-year-old teen interns who receive a stipend for working with younger students

LEARN - After-school and summer program for students in grades K-4

PEAR- Program in Education, Afterschool and Resiliency, a joint project of McLean Hospital and Harvard University

Proven Risk - Young people who have histories of gang and/or court involvement

SAYO-S - Survey of Afterschool Youth Outcomes, an evaluation of participants performed by staff.

SAYO-Y - A self-assessment tool for students based on the SAYO

SES - The Social and Emotional Support Team

S²POT - After-school program for students in grades 9-12

YLC - After-school and summer program for students in grades 5-8