

Evaluation of the Youth Leadership Summit



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Youth Leadership Summit



Ice Breaker: Networking Circle



Life of a College Student



Youth Empowerment



Introduction



- ❧ The purpose the youth leadership summit (YLS) that took place on Friday, October 12, 2012 at Lorin Grisct Academy High School was to allow students to explore and venture into their potential leadership in their community while engaging in intellectual dialogue amongst their peers and community members.
- ❧ The intention of reporting this data is to evaluate the impact (positive, negative, or neutral) YLS had on students, while providing me with feedback as to whether to continue having YLS and/or make adjustments to future YLS events.
- ❧ I wanted to know whether attending YLS influenced students to think about the importance of getting involved in their community, as well as their perceptions of how engaging with professionals had an impact on their career choices.
- ❧ Gathering data allowed me to provide the professional volunteers with feedback on YLS, while also informing local educational leaders on the importance of beginning a discourse on the magnitude of youth leadership programs where students are able to have a voice and dialogue about local issues and the implications to their own lives.

Development of the Instrument



- ❧ In creating the questions for the survey, I was cognizant of the language that I was using given the population that I was surveying.
- ❧ I intentionally tried to refrain from using wordy language that students would not be able to understand. I recognized that some of the students who attended YLS were limited in their reading English levels. Fink (2009) stresses that it is imperative to be cognizant of the wording that is chosen when administering surveys, given the sample of participants.
- ❧ Additionally, I figured students would be tired after participating in YLS after 4 hours, so I tried to keep the survey as short as possible.
- ❧ The issue of validity and reliability was not addressed due to the timing of YLS and the short timing of this course. As such, a pilot study was not deemed possible given the time.
- ❧ The survey instrument would be completed by the participants at the conclusion of YLS and collected

Results



- ❧ The surveys were administered at the conclusion of YLS and collected immediately right after. A total of 86 students participated in YLS, however, 6 students left early for various reasons.
- ❧ A total of 79 students completed the survey, giving a response rate of 99%, which is outstanding.
- ❧ Convenience sampling was employed given the nature of the event that took place. Fink asserts that, “A convenience sample is one that you get because people who are willing to complete the survey are also available when you need them” (p. 56).
- ❧ Using SPSS I ran descriptive statistics and created pie charts illustrating the frequencies of student’s responses, as well as percentages
- ❧ Qualitative data that emerged from the 3 open-ended questions that were asked in the survey. The written responses were coded based on themes that emerged from the responses. According to Creswell, Plano Clark, and Morales (2007) finding themes in qualitative research allows researchers to gather rich, thick data through collecting meaning of experiences of the participants.

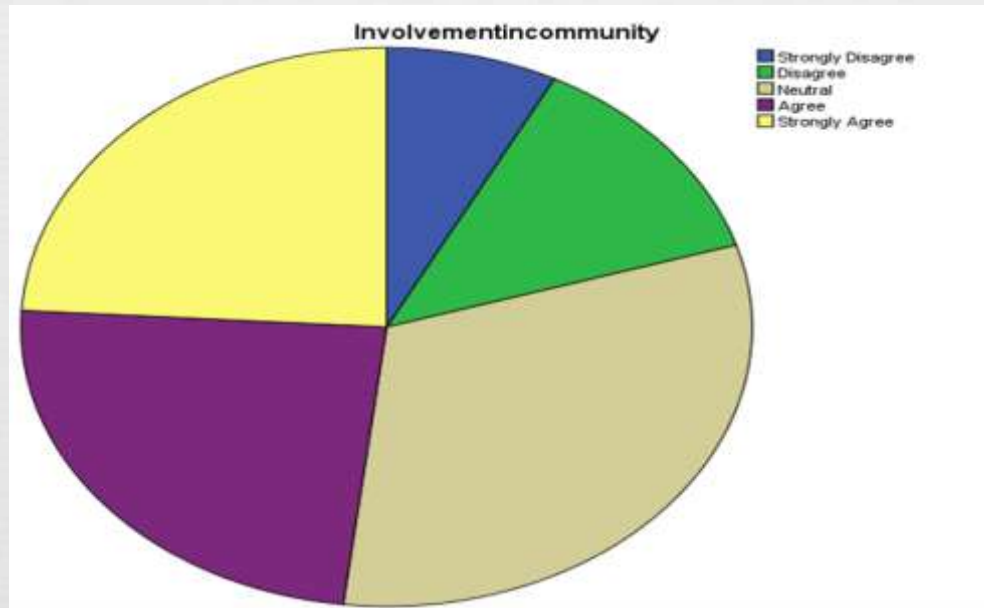
Results



		Statistics					
		Involvementincommunity	MotivatedtogoCollege	BetterunderstandingofCareers	Moreopportunities	Moreinterestedinaculturalbackground	Interestedinanothersummit
N	Valid	79	79	78	78	78	47
	Missing	0	0	1	1	1	32

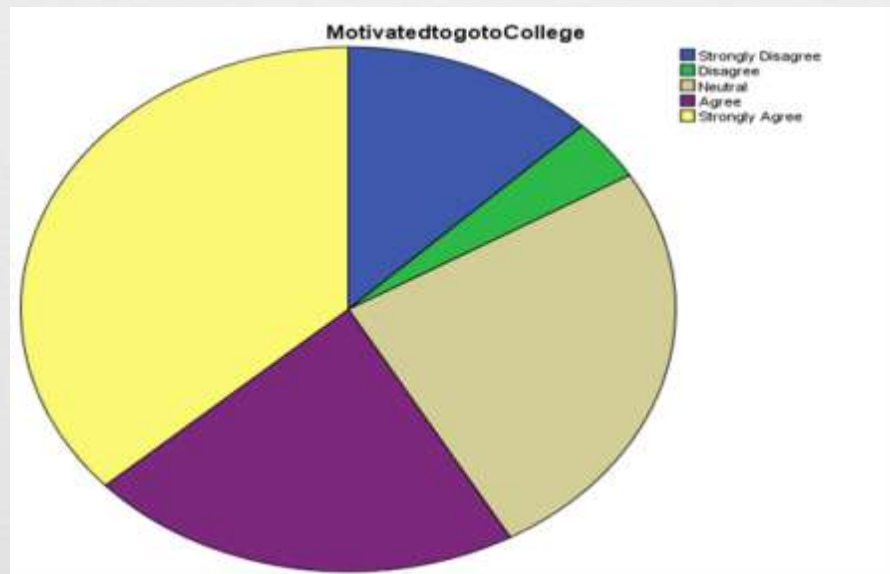
Involvement in my community

Involvementincommunity					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Strongly Disagree	6	7.6	7.6	7.6
	2.00 Disagree	10	12.7	12.7	20.3
	3.00 Neutral	25	31.6	31.6	51.9
	4.00 Agree	19	24.1	24.1	75.9
	5.00 Strongly Agree	19	24.1	24.1	100.0
	Total	79	100.0	100.0	



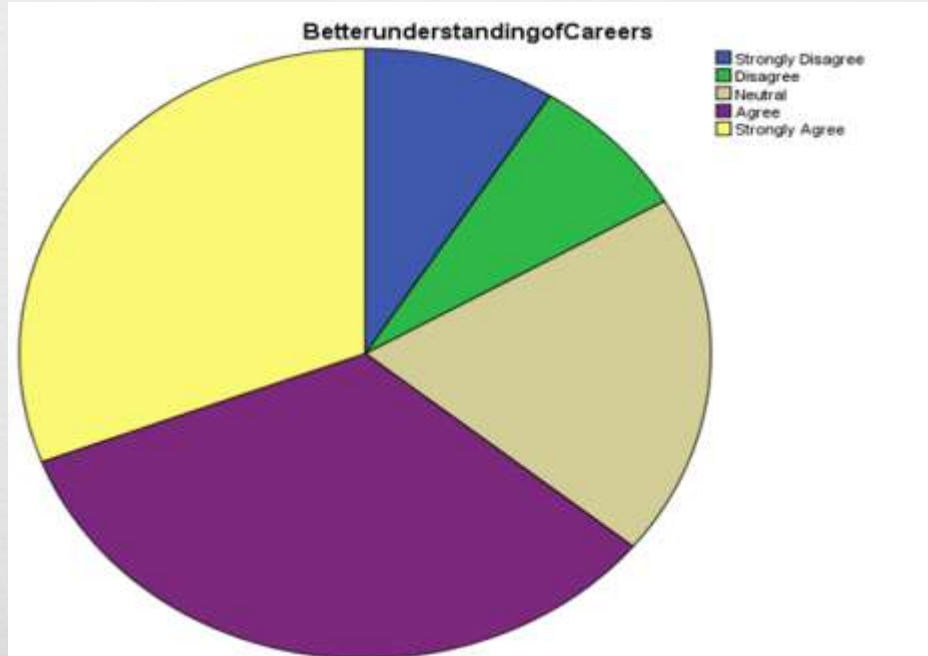
I feel motivated to go to college because of YLS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00 Strongly Disagree	10	12.7	12.7	12.7
2.00 Disagree	3	3.8	3.8	16.5
3.00 Neutral	20	25.3	25.3	41.8
4.00 Agree	17	21.5	21.5	63.3
5.00 Strongly Agree	29	36.7	36.7	100.0
Total	79	100.0	100.0	



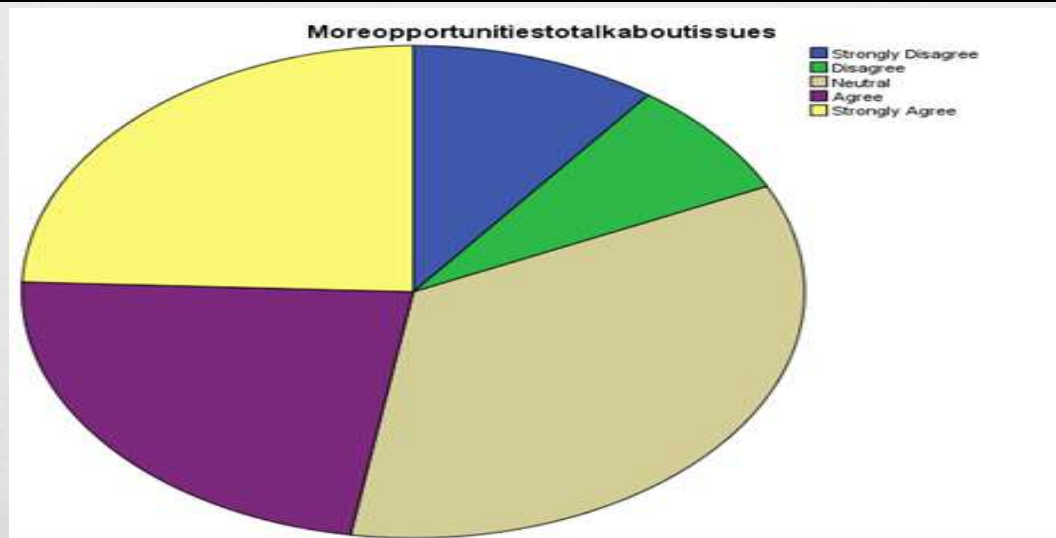
YLS provided me with a better of understanding of different career options

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Strongly Disagree	7	8.9	9.0	9.0
	2.00 Disagree	6	7.6	7.7	16.7
	3.00 Neutral	15	19.0	19.2	35.9
	4.00 Agree	26	32.9	33.3	69.2
	5.00 Strongly Agree	24	30.4	30.8	100.0
	Total	78	98.7	100.0	
Missing	System	1	1.3		
Total		79	100.0		



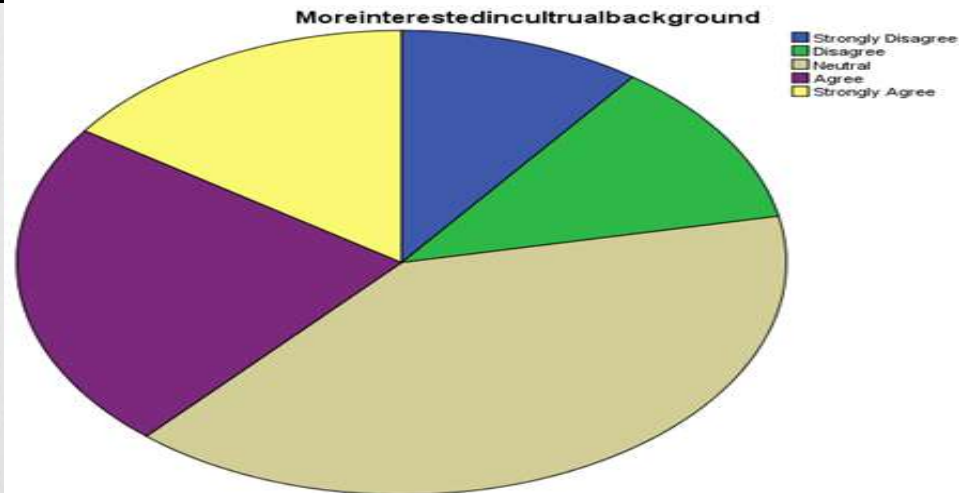
YLS provided me the opportunity to talk about issues surrounding my life and my community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Strongly Disagree	8	10.1	10.3	10.3
	2.00 Disagree	6	7.6	7.7	17.9
	3.00 Neutral	27	34.2	34.6	52.6
	4.00 Agree	18	22.8	23.1	75.6
	5.00 Strongly Agree	19	24.1	24.4	100.0
	Total		78	98.7	100.0
Missing	System	1	1.3		
Total		79	100.0		



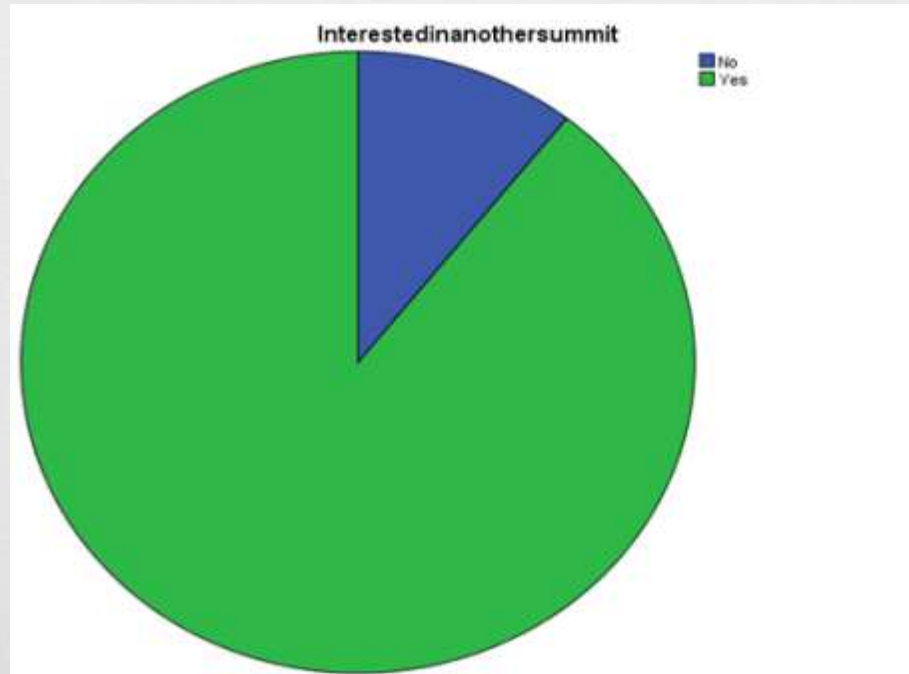
The movie “Precious Knowledge” made me more interested in learning more about my cultural/ethnic background

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00 Strongly Disagree	8	10.1	10.3	10.3
	2.00 Disagree	9	11.4	11.5	21.8
	3.00 Neutral	31	39.2	39.7	61.5
	4.00 Agree	18	22.8	23.1	84.6
	5.00 Strongly Agree	12	15.2	15.4	100.0
	Total		78	98.7	100.0
Missing	System	1	1.3		
Total		79	100.0		

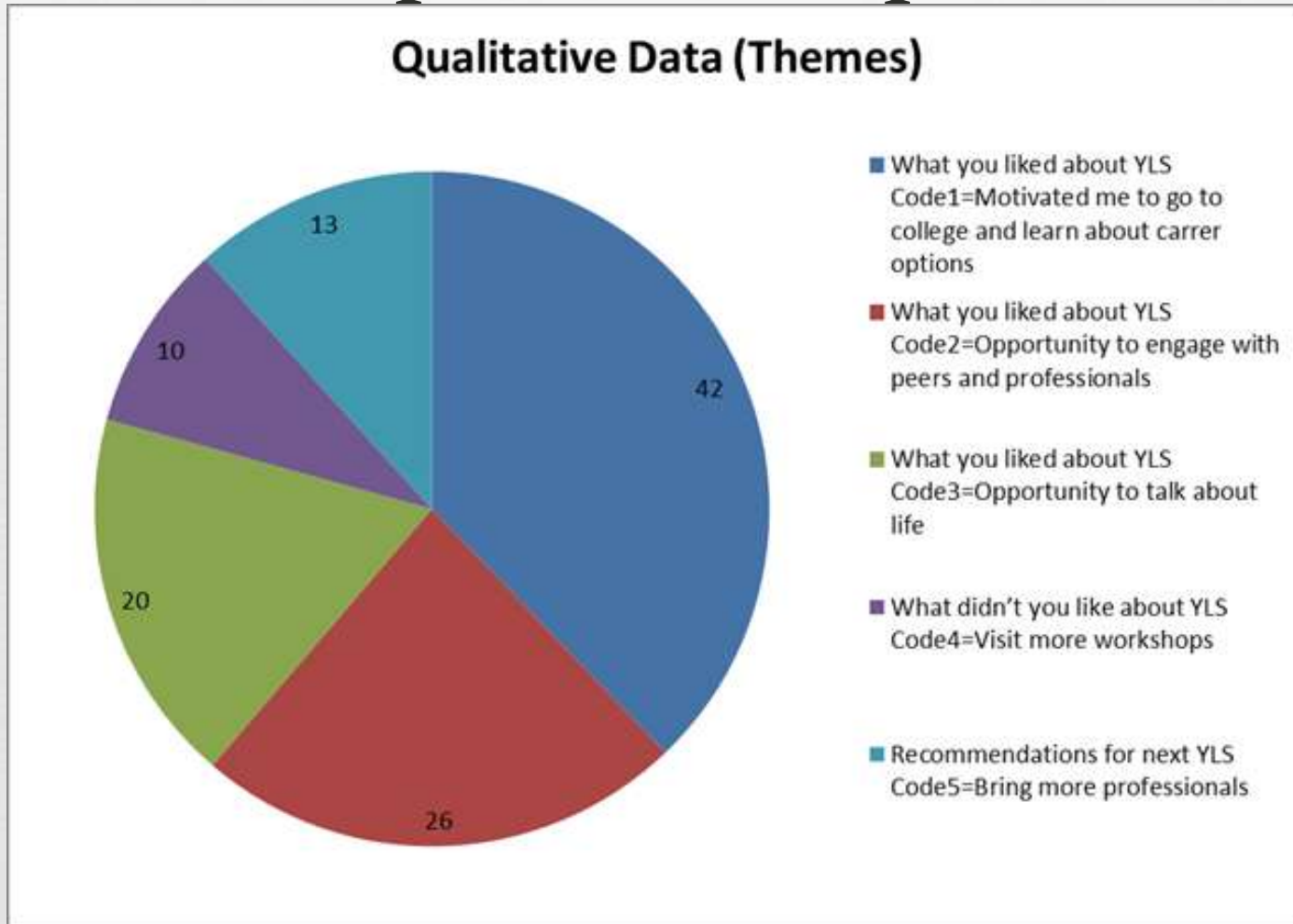


Would you be interested in another YLS

Interestedinanothersummit					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.00 No	5	6.3	10.6	10.6
	1.00 Yes	42	53.2	89.4	100.0
	Total	47	59.5	100.0	
Missing	System	32	40.5		
Total		79	100.0		



Qualitative data that emerged from the 3 open-ended questions



Excerpts



The first theme that emerged is that students felt motivated to go to college because of YLS. One participant expressed:

It was pretty interesting. It motivated me to reach for more than what's already in front of me.

Another student shared the same sentiment:

It gave me the opportunity to learn about different choices for college and about my culture.

Another theme that arose from this question was that students were appreciative of getting the opportunity in engaging with their peers and the professionals. For example, a student expressed:

I liked how we got to meet different people and learn about the aspects of life after high school.

In code 3, the theme of getting the opportunity to talk about life also emerged. One student wrote:

I liked a lot of stuff about the summit. It gave me a lot of answers that I was afraid to ask. I'm really glad I came.

Implications



- ❧ The survey allowed me to collect rich data and has critical implications for local elected officials, educational leaders, teachers, counselors, and the students on their communities at large.
- ❧ YLS provided a space for students to engage with their peers in ways that the usually unconventional in our educational system
- ❧ Students would like to see more of these types of venues
- ❧ Students were appreciative of the presenters and participants that attended YLS
- ❧ Further, I hope that YLS becomes an annual or biannual event where students are given the opportunity to engage with peers and adults

Thank you for the Support!!!



References



Fink, A. (2009). *How to conduct surveys: A step-by-step guide* (4 ed.). Beverly Hills, CA: Sage Publications.

Creswell, J. W., Hanson, W. E., Plano Clark, V. L., & Morales, A. (2007). Qualitative Research Designs: Selection and Implementation. *Counseling Psychologist*, 35(2), 236-264.