

**Teen Futures 6 Month Program Report (July 1<sup>st</sup>, 2009-December 31<sup>st</sup>, 2009)**  
**Hyams Foundation**

Program:

Date of Report:

Name of Person Completing Report:

Time period covered by this report:

**I. Information about Program Participants**

- How many youth are currently participating in your program?
  
- How many (if any) started but have discontinued participation?  
 (If any, please provide reasons why:)
  
- What was the average length of time that participants had been enrolled in your program before they took the baseline survey? (This will help us understand if they had already attended workshops etc)
  
- In addition to data on your program participants that will be collected through Survey Monkey, how many current participants (fill in the grid):

<b>Language</b>	<b># of Participants July 1<sup>st</sup>-Dec 31<sup>st</sup>, 2009</b>
First language is English	
First language is NOT English	
<b>Education</b>	<b># of Participants July 1<sup>st</sup>-Dec 31<sup>st</sup>, 2009</b>
Currently attending high school	
Completed high school	
Currently attending post-secondary education	
<b>GED</b>	<b># of Participants July 1<sup>st</sup>-Dec 31<sup>st</sup>, 2009</b>
Plan to take GED	
Have taken GED	
Have passed GED	
<b>Training</b>	<b># of Participants July 1<sup>st</sup>-Dec 31<sup>st</sup>, 2009</b>
Currently participating in employment training (e.g., Year Up)	

## **II. Program Update**

1. Please fill in the Activities section of the Teen Futures evaluation framework (begins on next page). For each strategy (e.g., education, skill development, opportunities for employment), please list its corresponding Teen Futures activities (supports and opportunities). Please also describe how they are delivered (i.e., how often, by whom). An example has been given for each strategy.

STRATEGIES	ACTIVITIES	HOW OUTCOMES ARE BEING MEASURED	OUTCOMES (JULY-DECEMBER 2009)	OUTCOMES (5 YEARS)	SHORT-TERM INDICATORS (1 YEAR)	LONG-TERM INDICATORS (3 YEARS)	LONG-TERM IMPACT (10+ YEARS)
Engage teens in appropriate educational pathways including: tutoring, coaching, classes and other activities designed to enhance academic performance	EX: GED classes held weekly Monday-Thursday from 3-5pm. Taught by 3 different trained teachers.	Ex: We do pre and post tests before and after each class.	Ex: We have seen an average 5 point improvement in math and reading practice scores.	Teens secure a high school credential  Teens are enrolled in post-secondary education and/or vocational training	<ul style="list-style-type: none"> <li>• <b>Academic Achievement:</b> <ul style="list-style-type: none"> <li>-- Has a defined educational plan</li> <li>-- Demonstrates progress towards completion of an educational plan</li> <li>-- Demonstrates improvement on the TABE and/or GED practice test and/or obtains a passing score on the GED</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rate of attainment of high school credential</li> <li>• Rate of enrollment in higher education and/or career focused training program</li> </ul>	
STRATEGIES	ACTIVITIES	HOW OUTCOMES ARE BEING MEASURED	OUTCOMES (JULY-DECEMBER 2009)	OUTCOMES (5 YEARS)	SHORT-TERM INDICATORS (1 YEAR)	LONG-TERM INDICATORS (3 YEARS)	LONG-TERM IMPACT (10+ YEARS)
Engage teens in meaningful skill development activities including civic engagement, networks of support, and opportunities to learn gender, race and culture sensitivity and	EX: Afternoon workshops from 2-4pm: led by our staff on time management, group team building skills, financial literacy taught by Citizens Bank volunteer.	EX: Pre- and post workshop data for all workshops.	EX: There has been improvement in understanding but at this time, we have not seen improvement in teens following through.	Teens have life skills that prepare them for adulthood	<ul style="list-style-type: none"> <li>• <b>Improvement in youth's life skills:</b> <ul style="list-style-type: none"> <li>-- Demonstrates goal setting skills</li> <li>-- Demonstrates time management skills</li> <li>-- Understands common pitfalls involved in financial literacy (e.g., credit cards, taxes, budget, bank accounts, loans)</li> <li>-- <i>Understands importance of health/ nutrition/ self-care</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rate at which skills are being used in educational and workplace settings</li> </ul>	

<p>develop healthy peer relationships.</p>				<p>Teens have life skills that prepare them for adulthood</p>	<p><i>(optional)</i></p> <ul style="list-style-type: none"> <li>● <b>Increase in members and quality of youth's personal networks:</b> <ul style="list-style-type: none"> <li>-- Lists number of caring adult(s)</li> <li>-- Increased quality of relationships</li> </ul> </li> <li>● <b>Increase in youth's self-confidence.</b> <ul style="list-style-type: none"> <li>-- Has increased self-confidence</li> </ul> </li> <li>● <b>Increase in youth's sense of hope:</b> <ul style="list-style-type: none"> <li>-- Has increased hope for the future</li> </ul> </li> <li>● <b>Increase in youth's pro-social behavior:</b> <ul style="list-style-type: none"> <li>-- Demonstrates conflict resolution skills</li> <li>-- Demonstrates asking and offering help</li> <li>-- Demonstrates skills for managing and expressing appropriate feelings (e.g., empathy, anger, grief, fear)</li> <li>-- Demonstrates strategies for dealing with stress (e.g., fun, relaxation)</li> <li>-- Takes responsibility for actions and circumstances</li> </ul> </li> <li>● <b>Decrease in youth's anti-social behavior:</b></li> </ul>		
--	--	--	--	---	---	--	--

					-- Decreased number of physical fights -- Decreased number of verbal fights/arguments/threats		
<b>STRATEGIES</b>	<b>ACTIVITIES</b>	<b>HOW OUTCOMES ARE BEING MEASURED</b>	<b>OUTCOMES (JULY-DECEMBER 2009)</b>	<b>OUTCOMES (5 YEARS)</b>	<b>SHORT-TERM INDICATORS (1 YEAR)</b>	<b>LONG-TERM INDICATORS (3 YEARS)</b>	<b>LONG-TERM IMPACT (10+ YEARS)</b>
<b>Engage teens in opportunities for career exploration and employment, including education about various careers coupled with paid &amp;/or volunteer opportunities to build and practice accompanying skills</b>	EX: 1:1 meetings with case manager (on average 5 meetings per teen), and afternoon workshops.	EX: Observation of teen filling out job application, creation of resume, attendance to classes.	EX: Resume, owns professional clothes, improvement in medical/ computer skills.	<b>Teens secure career employment</b>	<ul style="list-style-type: none"> <li>• <b>Completion of employability training</b> -- Has created a resume, can fill out a job application, practiced interviewing, dresses appropriately</li> <li>• <b>Progress towards completion of career/occupation-specific training</b> -- Has learned specific skills (e.g., medical, computer/ IT)</li> <li>• <b>Progress towards completion of work/volunteer opportunity to practice job/career skills</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Rate of career related employment secured</b></li> <li>• <b>Rate of teens who maintain career related employment for at least six months</b></li> </ul>	

2. Describe the progress your program has made towards the Teen Futures short-term indicators. Please indicate if *Less than 50%*, *50%*, or *More than 50%* of your teens have had progress on the indicators. Please also indicate if you have *Planned*, *Implemented*, and/or *Evaluated* programming related to the indicator (you may check more than one).

SHORT-TERM INDICATORS (1 year)	PROGRESS TO DATE						
	How Many Participating Teens Have Made Progress on the Indicator Listed? (Check One)				To What Degree Have You Initiated Programming Related to the Indicator Listed? (Check All that Apply)		
	Less than 50% of Teens	50% of Teens	More than 50% of Teens	N/A	Planned	Implemented	Evaluated
<b>Academic Achievement</b>							
• Has a defined educational plan							
• Demonstrates progress towards completion of an educational plan							
• Demonstrates improvement on the TABE and/or GED practice test							
• Obtains a passing score on the GED							
<b>Improvement in youth's life skills</b>							
• Demonstrates goal setting skills							
• Demonstrates time management skills							
• Understands common pitfalls involved in financial literacy							
• <i>Understands importance of health/nutrition/self-care (optional)</i>							
<b>Increase in members and quality of youth's personal networks</b>							
• Increased quality of relationships							
<b>Increase in youth's self-confidence</b>							
• Has increased self-confidence							
•							
<b>Increase in youth's sense of hope</b>							
• Has increased hope for the future							

SHORT-TERM INDICATORS (1 year)	PROGRESS TO DATE						
	How Many Participating Teens Have Made Progress on the Indicator Listed? (Check One)				To What Degree Have You Initiated Programming Related to the Indicator Listed? (Check All that Apply)		
	Less than 50% of Teens	50% of Teens	More than 50% of Teens	N/A	Planned	Implemented	Evaluated
<b>Increase in youth's pro-social behavior</b>							
• Demonstrates conflict resolution skills							
• Demonstrates asking and offering help							
• Demonstrates skills for managing and expressing appropriate feelings (e.g., empathy, anger, grief, fear)							
• Demonstrates strategies for dealing with stress (e.g., fun, relaxation)							
• Takes responsibility for actions and circumstances							
<b>Decrease in youth's anti-social behavior</b>							
• Decreased number of physical fights							
• Decreased number of verbal fights/arguments/threats							
<b>Completion of employability training</b>							
• Has created a resume •							
• Can fill out a job application •							
• Practiced interviewing •							
• Dresses appropriately •							
<b>Progress towards completion of career/occupation-specific training</b>							
• Has learned specific skills (e.g., medical, computer/ IT)							
<b>Progress towards completion of work/volunteer opportunity to practice job/career skills</b>							

3. Have you collected any program-related feedback from participants? What is working and what have you had to adjust?
  
4. Describe any noteworthy successes you have had in delivering your program during this time period.
  
5. Describe challenges or obstacles you have encountered in delivering your program. What continues to remain a need of your organization to effectively implement Teen Futures?
  
6. What data in the survey results do you find most significant for your program? Why?  
*(For example, "All youth had low self-reported scores in financial items"; "Most females reported keeping their fears and worries to themselves"; "Older youth are more likely to resolve problems without fighting".)*
  
7. What have you most valued about the Learning Community meetings? How can the Learning Community meetings be strengthened?

### **III. Highlighting Individual Experiences**

Please write a short (1-2 paragraph) narrative describing the experience(s) of one or two program participants during the time period reflected in this report to highlight the impact the program is having on her/him/them.

#### **IV. Survey Monkey Data**

Please attach/email your organization's Survey Monkey reports- both Teen and Case manager results.  
Directions to create report.

1. Log into Survey Money
2. Click on Surveys
3. For each survey click on Analyze
4. Click on "show all pages"
5. Go to responses # 11, #12, and #13 and click on "show replies" so all responses are shown. **DO NOT DO THIS FOR #4** (we do not want identifying information like birthdates)
6. To save a copy of the report : Click on "Download Response" on the left hand side of the screen
7. Make sure "Summary Report" and "PDF" format are checked
8. Click on "Request Download" at the bottom of the screen
9. Click on Download under "status"
10. It will then save it as a PDF zip file (which you will need to open).
11. To email, add it as an attachment.
12. To print a papercopy for yourself, you can print the pdf version.