2014-2019

STUDENT & PARENT SUPPORT PROGRAMS
Retrospective Evaluation

LEARNING
INTEGRITY
DIVERSITY
EFFICACY
EQUITY

HAYWARD UNIFIED SCHOOL DISTRICT
Internal Report
June 2020



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About Hatchuel Tabernik & Associates

Hatchuel Tabernik & Associates (HTA) is a consulting firm whose mission is to support and empower organizations to create a more healthy, educated, equitable and just society. From our experiences as social service practitioners and as researchers, planners, and evaluators, we understand that complex social issues require collaborative and comprehensive solutions in order to truly move the needle and create lasting social change. HTA has been designing and conducting program evaluations since 1996.

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Executive Summary

HTA conducted a retrospective five-year (2014 to 2019) evaluation of the Student and Parent Support Programs (SPSP) in the Hayward Unified School District. Using a mixed methods approach, the evaluation drew from a number of qualitative and quantitative data sources including: parent, principal, program leader, site leader, student, and teacher surveys; program flyers, internal reports, and district academic outcome data. The evaluation focused on four primary areas: program attendance, students' academic success (CAASPP scores, graduation, credits/units earned), students' school day attendance and program quality. We found the following key findings in our analysis.

Program Attendance

In 2018-19, YEP served 7,197 unique students, making up 34% of students throughout the Hayward Unified School District. In addition, over 900 middle and high school students participate in YEP secondary programs where they acquire new skills and can earn high school or college credits. Half of YEP participants had been enrolled in YEP for three or more years. Demographics of YEP students are largely representative of HUSD students.

Academic Impact

YEP participants continue to match or outperform their peers academically -- on meeting ELA and Math state standards and graduating. More than 1/3 of YEP participants met or exceeded state standards for their grade level on the CAASPP English Language Arts (ELA) and nearly 1/4 did the same on the CAASPP Mathematics.

- A higher proportion of African American YEP students than peers met or exceeded standards on CAASPP ELA and CAASPP Math.
- A lower proportion of Special education (SPED) YEP students than peers met or exceeded standards on CAASPP ELA.
- A significantly lower proportion of English Language Learner (ELL) YEP students than peers met or exceeded standards on CAASPP ELA and CAASPP Math.
- Students with 5 years of YEP participation are more likely than peers to meet or exceed standards on the CAASPP ELA or CAASP Math.
- YEP students continue to have significantly higher graduation rates than their peers.
- ELL YEP, and African American YEP students have significantly higher graduation rates than their peers.
- Any participation in YEP (from 1-5 years) correlates to increased graduation rates compared to their peers.
- Over one-third (38%) of Rising 7th and 8th graders in the STEMulate Summer 2018 Academy showed improvement or maintained their high performance on the CAASP Math from 2017-18 to 2018-19.
- Over three-quarters (83%) of Bridge to College participants earned college credit from Chabot Community College.

School Engagement

YEP students attended significantly more days of school than their peers. The following sub-groups attended significantly more days of school than their peers: African American, ELL, and SPED). In addition, any participation in YEP (from 1-5 years) correlates to higher school day attendance rates than their peers.

Executive Summary

Stakeholder Feedback

YEP stakeholder feedback continues to be extremely positive from year to year. Areas deemed of greatest strength were **Program Management** and **Continuous Quality Improvement**, for the third consecutive year, as well as **Quality Staff**. Areas with the greatest room for improvement include **Active and Engaged Learning** and **Youth Voice and Leadership**, for the second year in a row, as well as **Skill Building**.

Overview

Introduction

Student and Parent Support Programs (SPSP) is an umbrella term for out-of-school-time student and parent programs such as the Youth Empowerment Program (YEP) and the Parent Engagement Program, which operates at 21 elementary schools, five middle schools and three high schools in the district. SPSP includes the following broad program areas of which the areas with an asterisk were included in this report.

1. YEP Elementary Programs* (K-6th grade)
2. YEP Secondary Programs* (7th-12th grade)
3. AmeriCorps
4. CISS/LCSSP
5. Parent Engagement Programs

This report describes the key findings of a five-year retrospective evaluation (2014-2019) which describes YEP participants' progress in academic achievement, behavior, personal growth and engagement over the past five years as well as stakeholder perspectives on student success and safety, and provides recommendations on further programmatic improvements.

Guiding Evaluation Questions

HTA identified the three overarching areas that are common to all or most SPSP programs: 1) program attendance and retention, 2) academic impact, and 3) school-day attendance impact. Segmentation by prioritized sub-groups (i.e., ELL, Special Education, African-American students) and multi-year YEP participants address the primary areas of interest in 2017-18 by SPSP program leaders.

1) Program Attendance and Retention (Dosage, Fidelity, Program Quality)

- How many individuals (i.e. students, parents) attend SPSP programs?
- How many individuals (i.e. students, parents) are multi-year attenders (i.e., attend SPSP programs over multiple years)?
- How does YEP compare across the afterschool program quality standards?

2) Academic Impact

- How do SPSP programs support students in meeting or exceeding annual proficiency standards (i.e., ELA and Math)?
- How many seniors complete high school credit recovery/concurrent enrollment programs?
- How many successful seniors subsequently graduate?

3) School Day Attendance

- What is impact of SPSP participation on school day attendance?
- What are the trends over the last five years?

Evaluation Methods

Using a mixed-method approach, the evaluation draws from a number of qualitative and quantitative data sources. SPSP and district staff provided HTA with data for all HUSD students from 2014-19 unless otherwise noted below.

Data sources for this report included:

- List of YEP Elementary/Secondary participants (2014-19)
- School day attendance (2014-19)
- Graduation rates (2014-19)
- CAASPP-ELA and -Math scores (2014-19)
- YEP Stakeholder Surveys (2016-19)
- YEP program attendance data derived from 21st CCLC and ASSETS annual performance reports (2017-19)
- SuccessMaker data (for 3rd- 6th grade students in supplemental programming) (2016-19)
- Cyber High data (2016-19)
- Drivers' Education data (2017-19)
- STEMulate Summer Academy rosters (2017-19)

In this report, any mention of "peers" refers to students who were not specifically in YEP Elementary/Secondary in 2018-19. To measure academic performance of students, the California Assessment of Student Performance and Progress (CAASPP), which is better aligned with state standards, is used. Because the CAASPP was adopted in the 2014-15 school year, we can now compare five years of this data longitudinally.

Statistical analyses for district data included the calculation of a p-value. Calculating the p-value is used to ensure, as much as possible, that any difference seen when comparing two groups is not due to chance, but in fact represents a significant difference. In this study, a p-value of .05 or less was considered to represent a statistically significant difference. Standard notations of significance levels are utilized throughout the summary of analyses, whereby ***=P<.001; **=P<.01; *=P<.05. These are also noted below each statistical table.

Findings: Program Participation

Summary of Chapter Findings

- SPSP serves 34% of HUSD students with its YEP core and supplemental programming
- In addition, over 900 middle and high school students participate in SPSP programs where they acquire new skills and can earn high school or college credits
- Demographics of YEP students are largely representative of HUSD students, with three exceptions:
    - *Over*-representation of African American students
    - *Under*-representation of English language learners
    - *Under*-representation of Special Education students
- Fifty percent of YEP participants had been enrolled in YEP for three or more years

Student Attendance and Demographics

YEP programs served 7,197 unique students in its core and supplemental programming, which accounted for 34% of students in HUSD. Of these, 1,350 students also engaged in supplemental programming in the school year; and 1,041 students attended supplemental programming in the summer months (6-hour per day programming).

Table 1: YEP Core and Supplemental Programming Attendance Statistics

Program Type	Grades	# of unduplicated students	Mean Days Attended	Maximum Days Attended
School Year Core Programming				
Before School	K-8th	646	119.3	179
After School	K-8th	4,724	110.3	179
High School	9-12th	1,592	75.0	177
School Year Supplemental Programming				
Before School	K-8th	1,096	12.2	38
After School, 3 hour	K-8th	97	1.0	2
After School, 6 hour	K-8th	157	12.7	23
Summer Supplemental Programming				
After School, 3 hour	K-8th	0	--	--
After School, 6 hour	K-8th	1,041	12.0	34

Source: Annual Outcome-Based Data Report for Evaluation and Continuous Quality Improvement (ASES, 21st CCLC, & ASSETs Programs), 2018-19

In addition, SPSP programs served over 900 students in skill- and credit-based after school programming targeted to middle and high school students. (See Table 2.) In Drivers Education, 67% of the participants passed the class in 2018-19. In Bridge to College, 86% of student enrollments resulted in college credit at Chabot College.

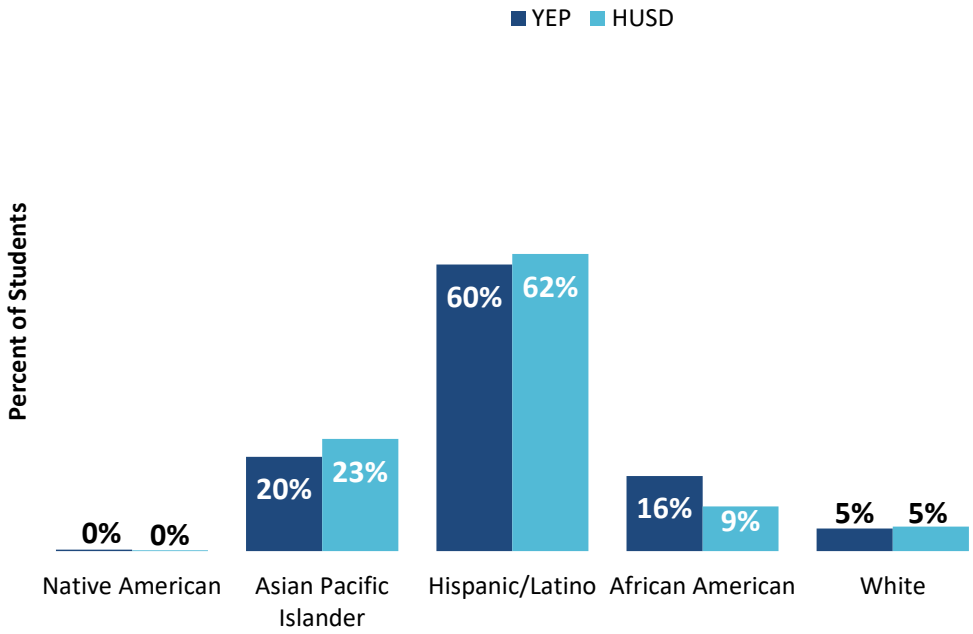
Table 2: SPSP Skill- and Credit-Based Middle & High School Program Statistics

Program Type	Grades Served	# of enrollments	# passing or earning credit
Skill-Based Programming			
Drivers Education	10-12th	234	157
STEMulate *(Summer)*	7th, 9-10th	179	*N/A*
Credit-Based Programming			
Bridge to College	6-12th	204	176
Credit Recovery	9-12th	*Unknown*[1]	333

Source: YEP Secondary Program Records, 2018-19

Students who enrolled in YEP core and supplemental programs were largely similar to other HUSD students district-wide in key demographics. (See Figures 1 and 2.) YEP had a slightly higher percentage of African American students and slightly lower percentage of SPED (Special Education) and ELL (English language learners) students compared to district-wide.

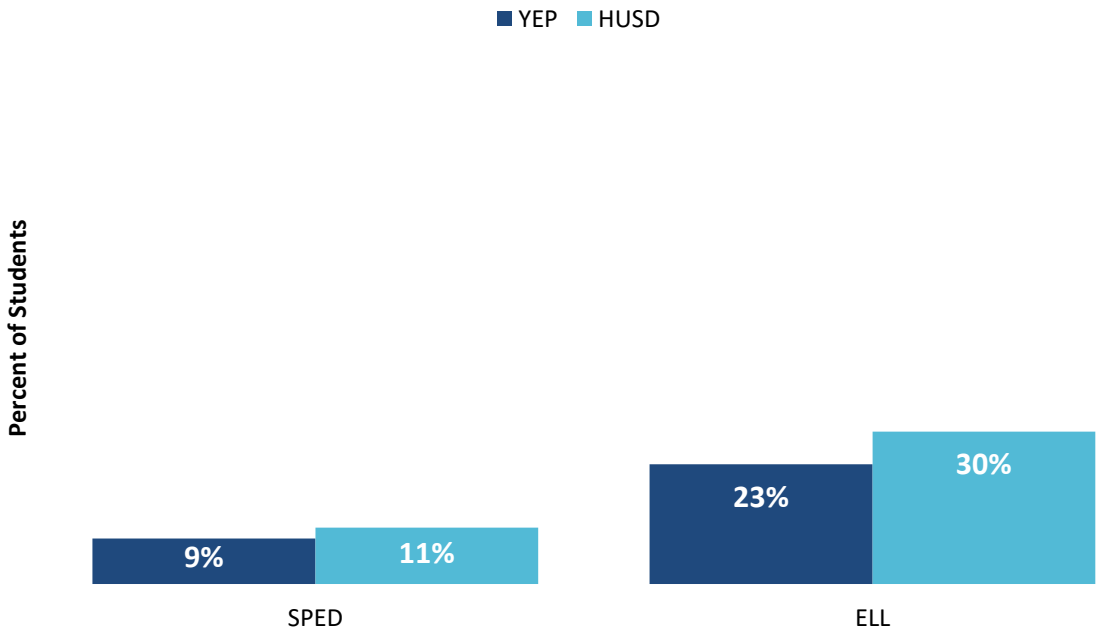
Figure 1: Race/Ethnicity for YEP and HUSD Students



Source: HUSD student data, 2018-19
Note: Students with missing race/ethnicity data not reported in chart

[1] Cyber High record-keeping focuses on students who earn credit; students who enrolled in CH, but did not complete the class was not maintained.

Figure 2. Special Education and English Language Learner for YEP and HUSD Students

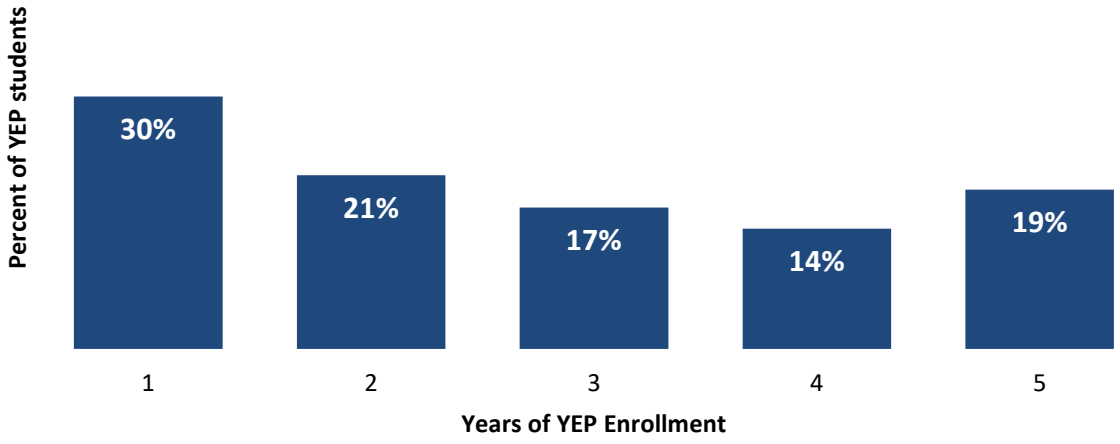


Source: HUSD student data, 2018-19

Multiple Years in YEP

Many students have participated in YEP over multiple years. Half of YEP participants had been enrolled in YEP for three or more years. (See Figure 3.)

Figure 3: Percent of 2018-19 YEP students by Years of YEP Enrollment



Source: HUSD student data, 2014-19
Note: YEP students in K - 3rd grade excluded from above analysis

Findings: Academic Success

Summary of Chapter Findings

Meeting Annual Proficiency Standards

- More than 1/3 of YEP participants met or exceeded state standards for their grade level on the CAASPP English Language Arts (ELA) and 1/4 did the same on the CAASPP Mathematics.
    - A higher proportion of African American YEP students than peers met or exceeded standards on CAASPP ELA and CAASPP Math. (not significant)
    - A lower proportion of SPED YEP students than peers met or exceeded standards on the CAASPP ELA (not significant), and a significantly lower proportion of SPED YEP on the CAASPP Math.
    - A significantly lower proportion of ELL YEP students than peers met or exceeded standards on the CAASPP ELA or CAASPP Math.
- Students with 5 years of YEP participation are more likely than peers to meet or exceed standards on the CAASPP ELA or CAASP Math.
- Over one-third of STEMulate Academy 2018 Rising 7th and Rising 8th participants either showed improvement in their CAASPP Math 2018-19 performance compared to their 2017-18 performance, or maintained their high performance levels (met or exceeded standards).

Graduation Rates

- YEP students continue to have higher graduation rates than their peers.
- Any participation in YEP (from 1-5 years) correlates to increased graduation rates compared to their peers.
- Over two-thirds of Cyber High credit recovery enrollments were 12th graders.
- Of 12th graders enrolled in Cyber High, 95% graduated in the Spring of 2019.

College Credits Earned

- 83% of middle/high school students enrolled in Bridge to College earned Chabot College credits.
- 64% of parents enrolled in 2nd Chance earned Chabot College credits.

Meeting Annual Proficiency Standards (CAASPP Exams)

The CDE selected the California Assessment of Students Performance and Progress (CAASPP) assessment as the primary instrument to measure student academic achievement related to the Common Core Standards state-wide. The state adopted this as the new Common Core Standards assessment in the 2014-15 school year. In that year, HUSD started to administer the CAASPP in English Language Arts/Literacy and Mathematics to 3rd – 11th grade students.

CAASPP ELA/Literacy Assessment

There continues to be a trend where more than **one-third of YEP participants met or exceeded** state standards for their grade level on the CAASPP ELA. Slightly more YEP participants met or exceeded state standards than their peers on the CAASPP ELA assessment. However, this was not statistically significant.

Table 3. CAASPP ELA: Percent of Students Meeting or Exceeding Standard

	14-15	15-16	16-17	17-18	18-19
YEP	36***	38**	35	38	38
Peers	30	35	35	37	37

Source: HUSD student data, 2014-19
Note: ***p<.001; **p<.01; *p<.05

Among the 2018-19 YEP **targeted priority sub-groups**, a higher proportion of African American YEP students and a lower proportion of SPED and ELL YEP students met or exceeded ELA state standards compared to their non-YEP peers. There were no significant differences between the two groups for African American or SPED students; however, the difference between ELL students in YEP and their peers was statistically significant.

Table 4. CAASPP ELA: Percent of Targeted Priority Sub-Groups Meeting or Exceeding Standard

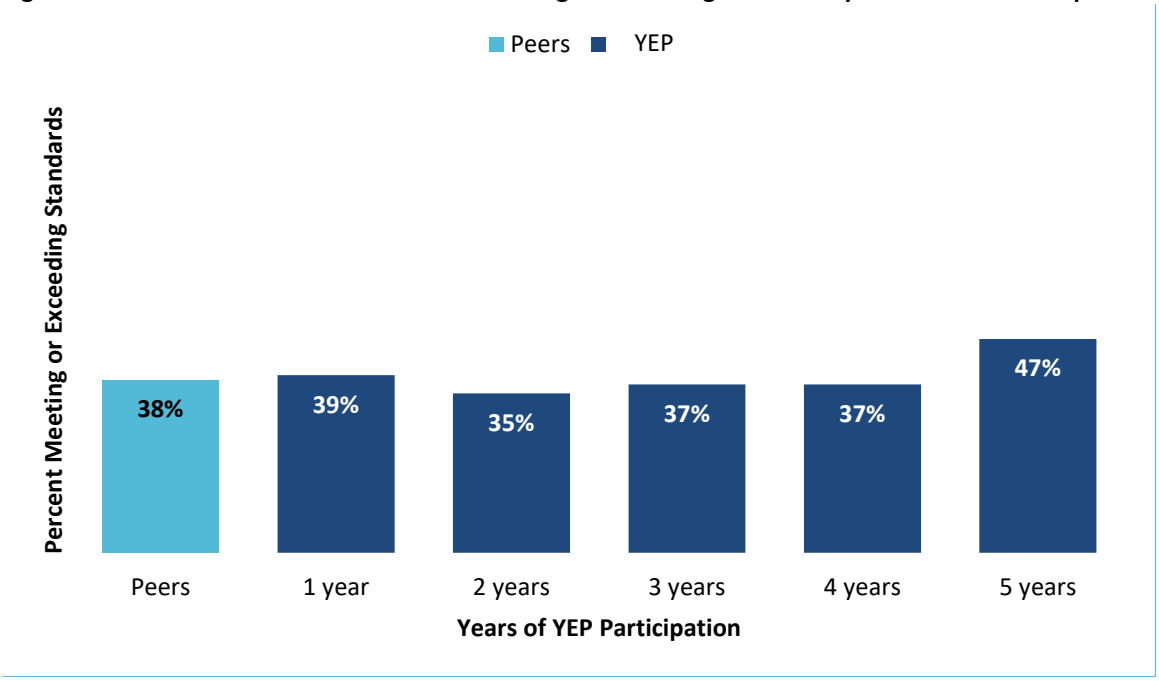
	17-18		2018-19	
	YEP	**Peers**	**YEP**	**Peers**
African American	32*	27	35	29
ELL	8	9	5**	8
SPED	6**	11	6	9

Source: HUSD student data, 2017-19
Note: ***p<.001; **p<.01; *p<.05

When examining the impact that **length of time in YEP** (up to 5 years) has on the 2018-19 CAASPP ELA[2], an interesting trend surfaces in which a greater percentage of peers who meet or exceed standards initially are equivalent to or outperform the percentage of YEP youth with up to four years of participation. (See Figure 4.) By the fifth year of YEP participation, the percentage of YEP who meet or exceed standards out-perform their peers by almost 10%. Therefore, those with the most time spent in YEP are more likely to meet or exceed standards on the 2018-19 CAASPP ELA.

[2] K-3rd graders and 12th graders were not included in this sample as only 4th-11th graders have the potential to be in the program for up to 5 years and take the CAASPP. The analysis focuses on the 2018-19 CAASPP scores only.

Figure 4: CAASPP ELA: Percent of Students Meeting or Exceeding Standard by Years of YEP Participation



Source: HUSD student data, 2018-19
Note: Only 4th-11th graders included in above chart

A total of 1,304 YEP students (3rd- 6th grade) receive supplemental academic intervention in literacy through the use of SuccessMaker. The 2018-19 goal was to have each student spend about 8 hours on the program. This target was achieved for less than half of the school sites, and overall, the average time spent on the program was 7.3 hours per student. In terms of student outcomes, the average gain in reading per student was 25%. Gain is calculated as the difference between the student's current course level (as of the last SuccessMaker test taken) and their placement level (i.e., where they started). Moreover, the Acceptable Performance (AP) for Reading was achieved at 40% of the school sites. (The AP is reached when 75% or more of judged skills are mastered.)

CAASPP Mathematics Assessment

Nearly one-fourth of YEP participants met or exceeded state standards on the CAASPP Mathematics assessment with a slight increase this past year 2018-19. Slightly fewer YEP participants met or exceeded state standards than their peers on the CAASPP Math assessment. However, this was not statistically significant.

Table 5. CAASPP Mathematics: Percent of Students Meeting or Exceeding Standard

	14-15	15-16	16-17	17-18	18-19
YEP	24***	24	24	27	25
Peers	20	22	23	26	27

Source: HUSD student data, 2014-18
Note: ***p<.001; **p<.01; *p<.05

Among the 2017-18 YEP targeted priority sub-groups, a higher proportion of African American YEP students met or exceeded math state standards compared to their non-YEP peers. This trend remained in 2018-19, although it was not statistically significant. Additionally, in 2018-19, the proportion of ELL and SPED YEP students who met or exceeded math state standards was lower than that of their peers.

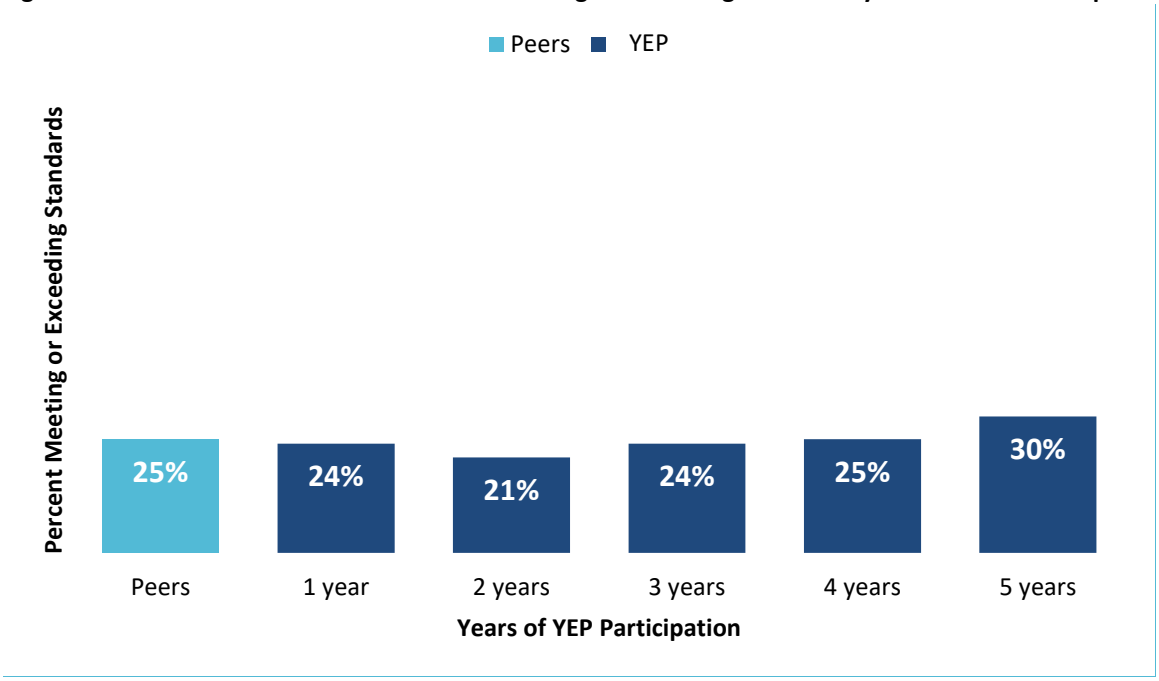
Table 6. CAASPP Math: Percent of Targeted Priority Sub-Groups Meeting or Exceeding Standard

	2017-18		2018-19	
	YEP	Peers	YEP	Peers
African American	22**	15	19	16
ELL	7	8	6*	8
SPED	6	9	3*	6

Source: HUSD student data, 2017-19
Note: ***p<.001; **p<.01; *p<.05

When examining the impact that length of time in YEP (up to 5 years) has on the 2018-19 CAASPP Mathematics[3], a similar trend occurs as seen with the CAASP ELA. Initially a slightly greater or equal percentage of peers who meet or exceed standards outperform the percentage of YEP youth with up to four years of participation. (See Figure 5.) By the fifth year of YEP participation, the percentage of YEP who meet or exceed standards is greater than that of the peers by 5%. Overall, those with the most time spent in YEP are more likely to meet or exceed standards on the 2018-19 CAASPP Math.

Figure 5: CAASPP Math: Percent of Students Meeting or Exceeding Standard by Years of YEP Participation



Source: HUSD student data, 2018-19

[3] K-3rd graders and 12th graders were not included in this sample as only 4th-11th graders have the potential to be in the program for up to 5 years and take the CAASPP. The analysis focuses on the 2018-19 CAASPP scores only.

A total of 1,017 YEP students (3rd- 6th grade) received supplemental academic intervention in math through the use of SuccessMaker. The 2018-19 goal was to have each student spend about 6 hours on the program. This target was achieved at only 10% of the school sites, and overall, the average time spent on the program was 2.5 hours per student. In terms of student outcomes, the average gain in reading per student was 9%. Moreover, the Acceptable Performance (AP) for Math was achieved at only 16% of the school sites. (The AP is reached when 90% or more of judged skills are mastered.)

STEMulate Academy for Rising 7th and 9th Graders

Started a few years ago, the STEMulate Academy targets rising 7th and 9th grade, respectively, because these are big transitions for youth into a new school. Within this context, students receive additional algebra math support during the summer months. The STEMulate Academy was offered from June 18 – July 13, 2018, and in the next summer from June 24 – July 26, 2019. Table 7 shows the proportion of Summer 2018 students who met or exceeded expectations on the CAASPP Math standardized test in the year before and after the Summer 2018 Academy. The proportion who met or exceeded the expectations remained the same from year to year for Rising 7th and decreased slightly for Rising 8th. Ninth graders do not take the CAASPP, so any improvements in Math could not be assessed. In addition, the proportion of Rising 7th and 8th graders who either improved in performance level (e.g., from Standard Not Met to Standard Nearly Met, etc.) or maintained their performance at Standard Met or Standard Exceeded was over one-third of participants.

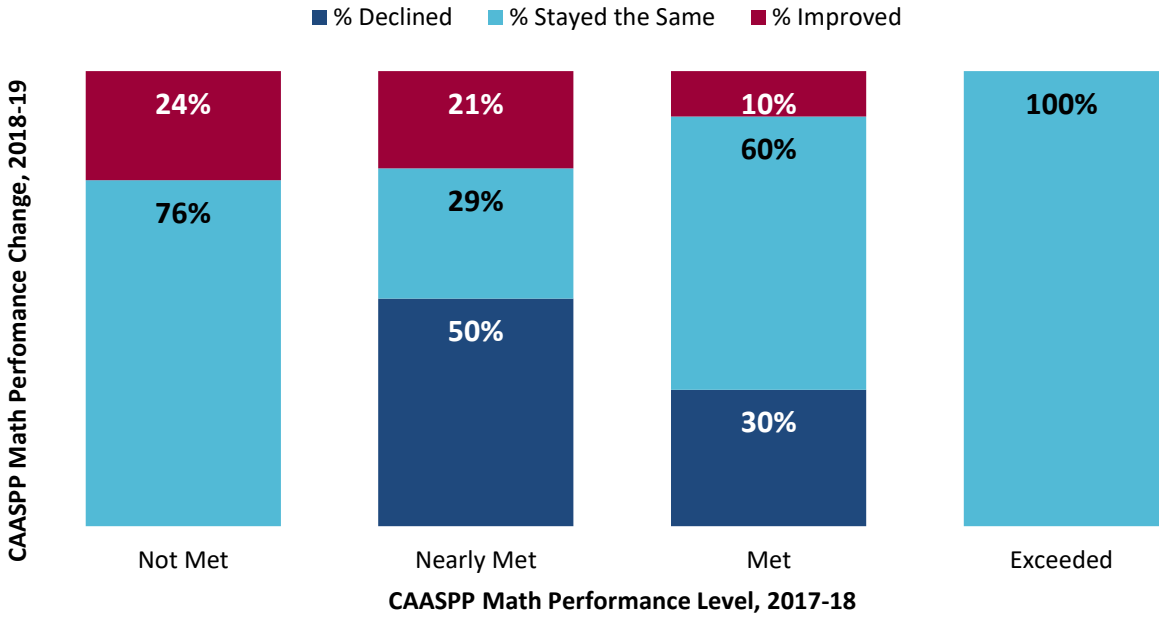
Table 7. STEMulate Summer 2018 Change in % of CAASPP Math who Met/Exceeded Expectations (Pre-/Post-)

	% Met or Exceeded Expectations		% Improved or Maintained Standards (Met/Exceed)
	2017-18	2018-19	From 2017-18 to 2018-19
Rising 7th (n=48)	27%	27%	37.5%
Rising 8th (n=16)	38%	31%	37.4%
Rising 9th (n=69)	28%	*No data*	*No data*

Source: STEMulate Roster, Summer 2018; HUSD student data, 2017-19
Note: ***p<.001; **p<.01; *p<.05

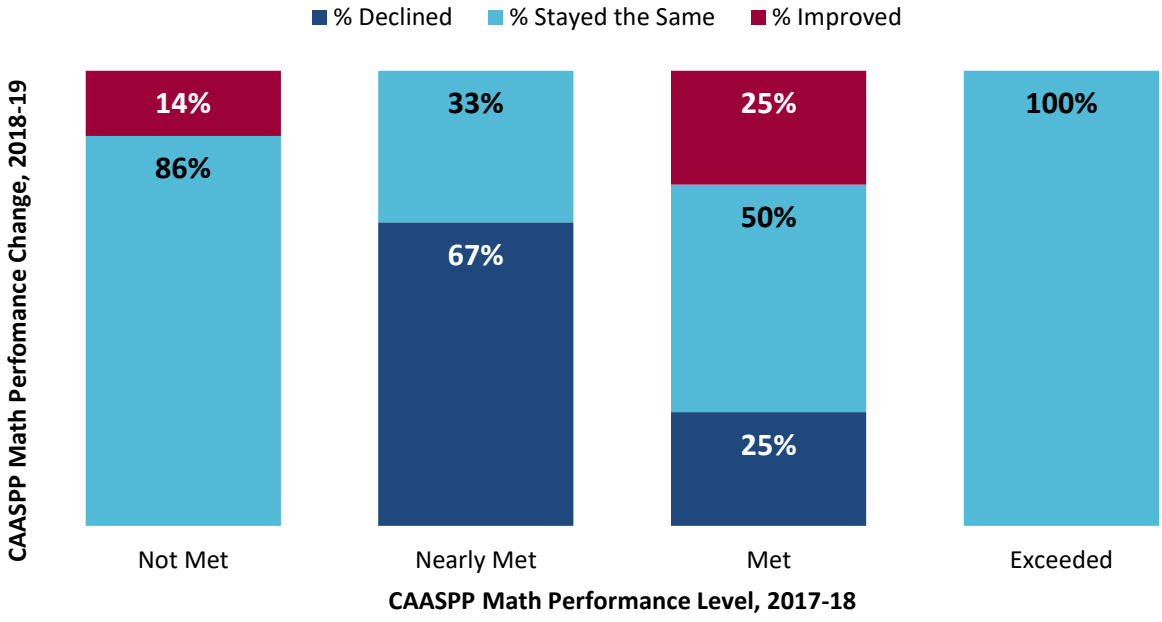
Figures 6 and 7 show the detailed improvements in CAASPP Math performance levels for Summer 2018 Rising 7th and Rising 8th grade participants. For Rising 7th participants, the percent of students who showed improvement ranged from 24% of those who did not meet the standards in 2017-18 to 10% of those who met the standards. In addition, the majority of Rising 7th participants either stayed the same or showed improvement from how they performed in 2017-18. For Rising 8th participants, a similar observation was seen, except for those who "nearly met" the standards in in 2017-18. Almost two-thirds of students who scored in this band in 2017-18 showed a decline on their 2018-19 CAASPP Math performance.

Figure 6: STEMulate Summer 2018 CAASPP Math Performance Level Changes (Pre-/Post-): Rising 7th (n=48)



Source: STEMulate Roster, Summer 2018; HUSD student data, 2017-19

Figure 7: STEMulate Summer 2018 CAASPP Math Performance Level Changes (Pre-/Post-): Rising 8th (n=16)



Source: STEMulate Roster, Summer 2018; HUSD student data, 2017-19

AfterSchool Kidz

Produced by the Alameda County-based nonprofit Center for the Collaborative Classroom, AfterSchool Kidz is a curriculum that has been designed specifically for the after-school environment with a wide range of activities and approaches aligned with Common Core standards (Math, English language arts, and Science). After-school coordinators can choose from the wide selection how the lesson will be delivered and tailor the curriculum accordingly to the needs and interests of youth in grades 1-8 at each after school site. For example, the literature activities in the AfterSchool Kidz Lit curriculum include activities, such as writing in journals, writing poetry in response to a prompt in the activity book, vocabulary activities, games, or activities incorporating art, music, or drama. Due to the high level of customization possible, AfterSchool Kidz does not recommend a particular dosage or "fidelity to practice." In fact, much of the research posted on their website claimed positive results on reading and math without providing any information on the dosage or fidelity to practice that lead to these results. The few research studies on KidzLit and KidzMath that provided some context on dosage suggests that delivery of at least one hour per week yields positive academic outcomes.[4]

YEP has been using KidzLit, KidzMath, and KidzScience for many years. The YEP leadership provides an annual calendar with recommended implementation over the course of the school year. See Table 8 for the 2018-19 recommended dosage at each site. The dosage at each site is not formally tracked; although the YEP leadership reported to HTA that they check in regularly with the site coordinator to confirm that the curriculum is being delivered as recommended.

Table 8. YEP Recommended Year Round Delivery of AfterSchool Kidz programs

	Dosage	
	# Days	**Months Delivered**
KidzLit	47	Aug, Oct, Dec, Feb, Mar
KidzMath	47	Sept, Nov, Jan- May
KidzScience	29	Sept, Nov, Jan-Mar, May

Source: YEP Year Round Curriculum Calendar, 2018-19

Recently, YEP leadership has reported that site coordinators have noticed a decline in the use of the AfterSchool Kidz curriculum by program leaders as students were reportedly no longer interested in engaging with the activities. As of the time of this report, YEP leaders are investigating and piloting different curricula for English Language Arts and Math. **Write Brain**, which allows students to write books and publish their writing, and **Readers Theater**, used now but infrequently, are currently being considered for expansion. Leaders are also researching a new Math curriculum, as yet undecided.

Earning High School Credits to Graduate

The credit recovery program utilizes Cyber High online systems to allow students to earn high school credits towards their high school diploma. In 2018-19, as expected over two-thirds of the enrollments (67%) were 12th grade students, and another 26% were 11th grade students. On average, students enrolled in one class, with some taking as many as five classes. Overall, the two most popular academic subjects were Math (i.e., Pre-Algebra, Algebra I/II, and Geometry) with 28% of

[4] For more research articles, see the Center for the Collaborative Classroom website: https://www.collaborativeclassroom.org/programs/after-school-enrichment/.

enrollments in these classes followed by English (9th-12th grade) with 27% of enrollments. In 2018-19, students earned seven credits on average, with some earning as many as 25 credits towards graduation. Most students earned B's (35%) or C's (43%) in the courses they took. Moreover among 12th graders who were enrolled in Cyber High in 2018-19, 95% graduated in the Spring of 2019.

Graduating from High School

YEP 12th grade students had **significantly higher graduation rates** than their peers for all five of the past five years.

Table 9. Graduation Rates[5]

	14-15	15-16	16-17	17-18	18-19
YEP	94***	89***	94***	91***	92***
Peers	78	71	85	86	78

Source: HUSD student data, 2014-19
Note: ***p<.001; **p<.01; *p<.05

Among the 2018-19 YEP **targeted priority sub-groups**, a higher proportion of African American, ELL, and SPED YEP 12th grade students graduated compared to their non-YEP 12th grade peers. These differences were not statistically significant.

Table 10. Targeted Priority Sub-Groups Graduation Rates

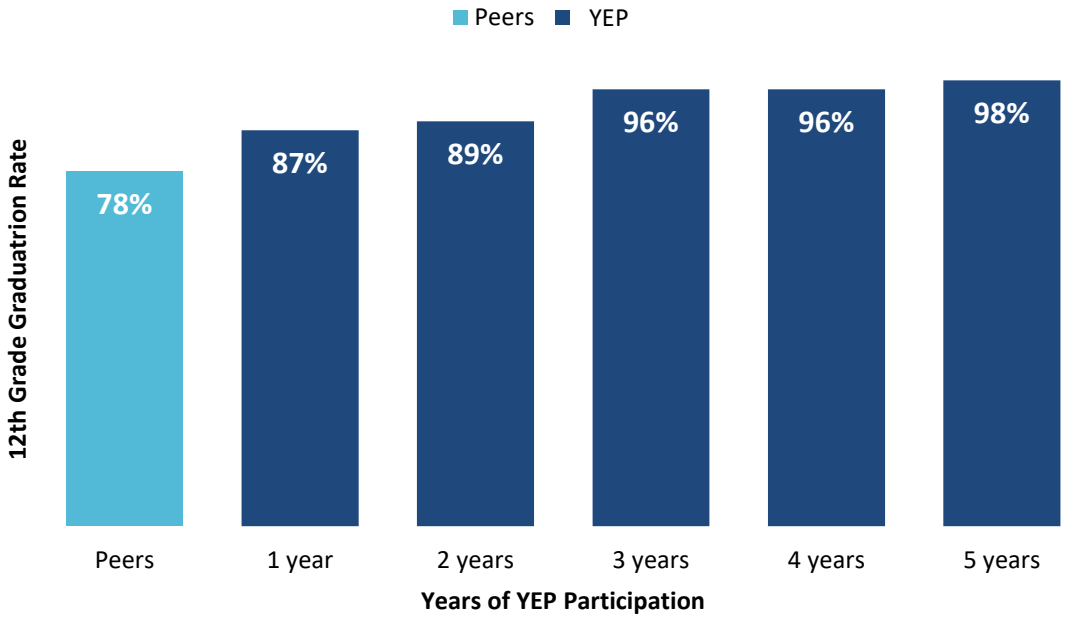
	17-18		18-19	
	YEP	**Peers**	**YEP**	**Peers**
African American	95**	79	77	66
ELL	73*	64	75	69
SPED	84	88	73	65

Source: HUSD student data, 2017-19
Note: ***p<.001; **p<.01; *p<.05

When examining the impact that **length of time in YEP** (up to 5 years) has on the 2018-19 graduation rates, any participation in YEP (from 1-5 years) resulted in increased graduation rates compared to their peers. There is a general upward trend for each year up to the fifth year which had 98% graduation rates for the sub-population.

[5] Graduation rates were calculated for 12th graders only, as this is the typical grade from which most students graduate.

Figure 8: Graduation Rates by YEP Participation



Source: HUSD student data, 2018-19
Note: Only 12th graders included in above chart

As previously noted, among the 2018-19 seniors who participated in Cyber High, 95% graduated that same year. The most popular academic subjects for 12th grade students were English courses (28%), followed by Math (27%), and Social Sciences (27%; i.e., American Government, Economics, US History, & World History).

Earning College Credits

Since Fall 2014, the Bridge to College program gives middle and high school students an opportunity to earn Chabot Community College credits on their own school campus. The program is offered to students at the five middle schools and 3 comprehensive high schools in the Fall and Spring after school program and in limited offerings during the summer program. Students are taught by Chabot Community College instructors and can receive college credit if they pass with a grade of D or higher. Most courses offer 3 college credits, with the exception of The College Experience which offers only 2 college credits. Courses offered in 2018-19 included: Theater for Young Audiences; US History Post-Reconstruct; The College Experience; World Mythology; Intro to Ethnic Studies; Illustration; God, Nature, Human Nature; Mexican- American History; World Mythology; and Biological / Physical Anthropology.

Table 11 demonstrates the yearly enrollment numbers and the number and percent of students who pass and earn credits. From year to year, the majority of enrolled students passed the courses – in 2018-19, 83% of enrolled middle and high school students earned credits.

Table 11. Bridge to College Student Enrollments and Earned College Credits

	2014-15	2015-16	2016-17	2017-18	2018-19
# Enrolled	248	316	243	248	204
# Students earning credits	169	272	216	222	169
Pass rate (%)	68.1%	86.1%	88.9%	89.5%	82.8%

Source: Bridge to College, Chabot College records, 2014-19

Additionally, HUSD SPSP offers the 2nd Chance program to parents for the opportunity to earn college credit from Chabot Community College like their children. Courses offered over the past three years have included: Principles of Sociology, Intro to Philosophy, and History of California. The majority of parents earn credits, although it is a lower pass rate than the middle and high school students. In addition, program enrollments have steadily dropped since 2016-17; although it is important to note that the program is only offered one semester per year.

Table 12. 2nd Chance Parent Enrollments and Earned College Credits

	2016-17	2017-18	2018-19
# Enrolled	19	16	11
# Parents earning credits	16	8	7
Pass rate (%)	84%	50%	64%

Source: 2nd Chance, Chabot College records, 2014-19

Findings: School Engagement

Summary of Chapter Findings

- YEP students attended significantly more days of school than their peers.
- The following sub-groups attended significantly more days of school than their peers.
    - African American YEP students
    - English Language Learner YEP students
    - Special Education YEP students
- Any participation in YEP (from 1-5 years) correlates to a higher attendance rates compared to their peers.

Average Daily Attendance

In 2018-19, students in YEP attended significantly more days of school than their non-YEP peers. The average daily attendance (ADA) of YEP students was 90.4%, which is statistically greater than that of their peers who had an average daily attendance rate of 84.4%. YEP students had significantly higher school day attendance rates than peers in all five years analyzed.

Table 13. Average Daily Attendance

	14-15	15-16	16-17	17-18	18-19
YEP	94.0***	93.1***	92.2***	93.0***	90.4***
Peers	87.9	86.6	83.9	90.1	84.4

Source: HUSD student data, 2014-19
Note: ***p<.001; **p<.01; *p<.05

Among the 2018-19 YEP targeted priority sub-groups, African American YEP, ELL YEP and SPED YEP participants had significantly higher average daily attendance compared to their non-YEP peers.

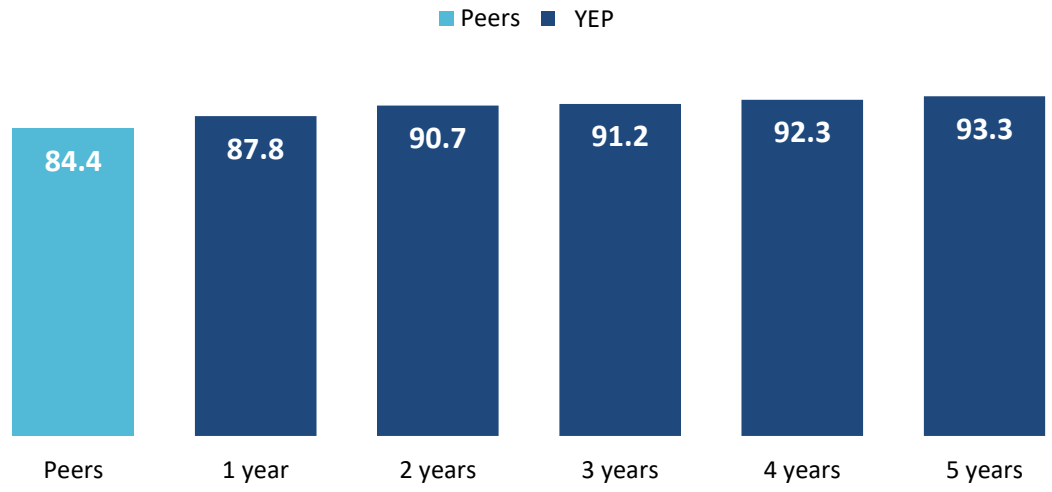
Table 14. Targeted Priority Sub-Groups School Day Attendance Rates

	17-18		18-19	
	YEP	Peers	YEP	Peers
African American	90.3***	87.0	86.3***	78.3
ELL	93.9***	90.6	91.9***	87.5
SPED	91.2***	86.3	89.5***	86.2

Source: HUSD student data, 2017-19
Note: ***p<.001; **p<.01; *p<.05

When examining the impact that length of time in YEP (up to 5 years) has on the 2018-19 ADA, any participation in YEP (from 1-5 years) resulted in higher school day attendance rates compared to their peers. There is a general upward trend for each year of participation.

Figure 9: ADA by YEP Participation



Source: HUSD student data, 2018-19

Findings: Stakeholder Feedback

Summary of Chapter Findings

- YEP stakeholder feedback continues to be extremely positive from year to year.
- Areas deemed of greatest strength were Program Management and Continuous Quality Improvement, for the third consecutive year.
- A new area rated highly this year is Quality Staff.
- Areas with the greatest room for improvement include Active and Engaged Learning and Youth Voice and Leadership, for the second year in a row, as well as Skill Building.
- Some highlights of stakeholder feedback with the **greatest change** from 2017-18:
    - Site leaders who agree that the program uses student voice to inform the design of activities that are meaningful and engaging grew from 84% to 97%.
    - Surprisingly, the percentage of students who feel they get to decide things in YEP like activities or rules *decreased* from 63% to 51%.
    - Teachers who felt that YEP provides youth with daily opportunities to be physically active, grew from 78% to 90%.
    - Principals who felt YEP provides support for all students grew from 85% to 97%.
    - Program leaders who agreed that YEP provides them with the resources and materials they need to deliver activities effectively, increased from 64% to 84%.
    - Program leaders who agreed they are satisfied with the level of communication that they have with school day staff, grew from 66% to 78%.

Safe and Supportive Environment

- There was very little change between this year and the last two years in this category. The overall stakeholder perception of program safety continues to be very positive as is the perception of positive youth-staff interactions.
- The greatest change is in the area of implementation of discipline and behavior management policies: the percentage of principals who agree that the discipline and behavior management policies of YEP are well-enforced by YEP staff dropped from 93% to 88%. Relatedly, the percentage of program leaders who say they know strategies to help students that are engaged in physically and/or emotionally unsafe behavior dropped from 97% to 91%.
- For a second year, principals observing positive interactions is the area with the highest agreement (100%). The lowest agreement is among teachers who feel that discipline and behavior management in YEP are consistent with the regular school day (69%) and that they are well-enforced by YEP staff (72%). Although these have remained relatively consistent since last year.

Table 15. YEP Stakeholder Feedback: Safe and Supportive Environment

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Adoption of Discipline & Behavior Management Policies					
Principal	Our school has worked closely with YEP staff to create discipline and behavior management procedures for YEP that are consistent with the school day.	97%	97%	94%	↓
Site Leader	Our discipline and behavior management procedures for YEP are consistent with the school day.	91%	90%	90%	--
Teacher	The discipline and behavior management in YEP are consistent with the regular school day	73%	73%	69%	↓
Parent	YEP staff have shared the program discipline/behavior management policies with me	94%	96%	97%	↑
Site Leader	YEP discipline/behavior management policies have been clearly communicated with staff, participants and families.	93%	90%	90%	--
Student	I know what the rules are in YEP.	91%	90%	89%	↓
Implementation of Discipline & Behavior Management Policies					
Principal	The discipline and behavior management policies of YEP are well-enforced by YEP staff	94%	93%	88%	↓
Program Leader	I know strategies to help students that are engaged in physically and/or emotionally unsafe behavior.	96%	97%	91%	↓
Program Leader	I know techniques for how to redirect negative student behavior.	97%	97%	96%	↓
Teacher	The discipline and behavior management policies of YEP are well-enforced by YEP staff.	71%	73%	72%	↓

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Youth-Staff Interactions					
Parent	My child has good relationships with the YEP staff	98%	98%	98%	--
Principal	I have observed positive interaction between YEP staff and students.	97%	100%	100%	--
Student	YEP leaders care about me	83%	83%	82%	↓
Student	I get along well with the YEP staff.	86%	85%	83%	↓
Teacher	I have observed positive interaction between YEP staff and students	94%	92%	96%	↑
Safety					
Parent	YEP is a safe place for my child	99%	98%	99%	↑
Principal	YEP provides a safe environment for students.	97%	97%	97%	--
Student	I feel safe in YEP.	86%	86%	85%	↓
Teacher	YEP provides a safe environment for students	93%	93%	93%	--

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Active and Engaged Learning

- Overall, the majority of stakeholders agree that there are a variety of activities in which youth can participate and many opportunities for youth to learn new things.
- The area with the greatest change between this year and last (9% increase) was the percentage of site leaders who believe YEP offers students a wide variety of activities, from 81% to 90%.
- Principals reporting that YEP offers a wide variety of activities is the area with the most agreement (97%) while the lowest agreement (66%) is among teachers who agree that their students have come back to class excited about the things they have learned or done in YEP.

Table 16. YEP Stakeholder Feedback: Active and Engaged Learning

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Variation in Activities					
Parent	My child can choose from many different activities in YEP (Ex: outdoor games, science, math, reader's theater)	90%	90%	92%	↑
Principal	YEP offers youth a wide variety of activities.	90%	97%	97%	--
Site Leader	We offer students a wide variety of activities in YEP.	82%	81%	90%	↑
Student	There are new and fun things for me to do in YEP.	75%	76%	70%	↓
Opportunities to Lean New Things					
Parent	My child has learned new things in YEP (Ex: science, art, math, computer skills).	90%	92%	91%	↓
Principal	YEP provides youth with an opportunity to learn new things.	94%	95%	94%	↓

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Program Leader	YEP provides students with an opportunity to learn new things (Ex: science, art, computer skills).	86%	88%	90%	↑
Site Leader	YEP provides students with an opportunity to learn new things (Ex: science, art, computer skills).	89%	92%	93%	↑
Student	I learn new things in YEP.	77%	78%	72%	↓
Teacher	YEP provides youth with an opportunity to learn new things.	78%	78%	77%	↓
Meaningful Youth Activities					
Parent	My child comes home excited about the things they learned or did in YEP	91%	93%	93%	--
Program Leader	YEP offers students a wide variety of activities that relate to their interests	76%	78%	85%	↑
Student	There are activities in YEP that interest me	77%	78%	75%	↓
Teacher	My students have come back to class excited about the things they have learned or done in YEP	68%	68%	66%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Skill Building

- The majority of parents and principals agreed YEP staff maintained high expectations for their students.
- The greatest area of growth (+9%) was with principals who felt students receive helpful and constructive homework support in YEP, from 82% to 91%; however, the percentage of teachers who feel their students receive helpful and constructive homework support in YEP dropped from 71% to 64%, which is similar to the percentage two years ago.
- There was also a decrease in the area of encouraging youth reflect: the percentage of program leader who ask students to talk about what they think and feel in YEP dropped from 98% to 90% which mirrors students responses who say YEP staff ask me about what I think and feel, which decreased from 72% to 66%. Interestingly, last year the most agreement was among program leaders who say they ask students to talk about what they think and feel in YEP (98%).
- Principals who felt that YEP staff hold participants to high expectations for behavior and achievement decreased from 95% to 88%.

Table 17. YEP Stakeholder Feedback: Skill Building

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Purposeful & Constructive Homework Help					
Parent	My child receives helpful and constructive homework support in YEP.	90%	90%	91%	↑
Principal	Our students receive helpful and constructive homework support in YEP.	84%	82%	91%	↑

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Program Leader	I am familiar with prompts and techniques to help students think through their homework problems.	91%	93%	94%	↑
Site Leader	My staff are familiar with techniques and prompts to help students think through their homework problems.	96%	92%	90%	↓
Student	YEP staff are helpful when I am working on my homework.	84%	84%	80%	↓
Teacher	My students receive helpful and constructive homework support in YEP.	65%	71%	64%	↓
Encouraging Youth Reflection					
Program Leader	I ask students to talk about what they think and feel in YEP.	97%	98%	90%	↓
Student	YEP staff ask me about what I think and feel.	68%	72%	66%	↓
High Expectations for Youth					
Parent	YEP staff have high expectations for my child's success	94%	94%	94%	--
Principal	YEP staff hold participants to high expectations for behavior and achievement	84%	95%	88%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Youth Voice and Leadership

- Between this year and last, the area with the greatest change is opportunities for youth voice. There was a large increase in the percentage of site leaders who agree that the program uses student voice to inform the design of activities that are meaningful and engaging for them, from 84% to 97%. Surprisingly, the percentage of students who feel they get to decide things in YEP like activities or rules *decreased* from 63% to 51%.
- There was the most agreement among site leaders who feel YEP provides students with opportunities to develop their leadership skills (100%).

Table 18. YEP Stakeholder Feedback: Youth Voice and Leadership

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Leadership Opportunities					
Parent	YEP provides my child with opportunities to develop their leadership skills (Ex: helping their peers, making decisions).	91%	93%	93%	--
Principal	YEP provides all youth with opportunities to develop their leadership skills (e.g., helping their peers, making decisions, etc.).	90%	91%	88%	↓

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Program Leader	YEP provides students with opportunities to develop their leadership skills (Ex: helping their peers, making decisions).	95%	93%	96%	↑
Site Leader	YEP provides students with opportunities to develop their leadership skills (Ex: helping their peers, selecting activities).	93%	94%	100%	↑
Teacher	YEP provides students with opportunities to develop their leadership skills (Ex: helping their peers, making decisions).	64%	71%	68%	↓
Youth Voice Opportunities					
Program Leader	Students have an opportunity to help decide things in YEP like activities or rules.	90%	90%	90%	--
Site Leader	My program uses student voice to inform the design of activities that are meaningful and engaging for them.	93%	84%	97%	↑
Student	I get to decide things in YEP like activities or rules.	57%	63%	51%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Healthy Choices and Behaviors

- With regard to opportunities to exercise, the greatest change is an increase in the percentage of teachers who felt that YEP provides youth with daily opportunities to be physically active, growing from 78% to 90% this year.
- When it comes to healthy food options, the greatest change is a decrease in the percentage of students who say they eat healthy food when they are at YEP, from 72% to 63%.
- The areas of the most agreement are among program leaders (97%) who encourage their students to participate in physical activities when they are in YEP and principals (97%) who believe the program maintains a healthy culture around nutrition and exercise.

Table 19. YEP Stakeholder Feedback: Healthy Choices and Behaviors

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Opportunities for Exercise					
Parent	YEP supports my child's health through opportunities to move around and exercise.	96%	96%	95%	↓
Program Leader	I encourage my students to participate in physical activities when they are in YEP.	100%	98%	97%	↓
Site Leader	The YEP environment supports and encourages students to be physically active.	89%	96%	93%	↓
Student	There is time for me to move around and exercise every day in YEP.	81%	81%	79%	↓

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Teacher	YEP provides youth with daily opportunities to be physically active.	88%	78%	90%	↑
Healthy Food Options					
Parent	YEP supports my child's health by providing them with healthy food options.	91%	92%	92%	--
Program Leader	I encourage my students to eat healthy food in YEP.	91%	95%	94%	↓
Site Leader	The YEP environment supports and encourages students to have good nutrition habits.	80%	80%	83%	↑
Student	I eat healthy food when I am at YEP.	69%	72%	63%	↓
Principal	YEP creates and maintains a healthy culture and environment within the program (Ex: good nutrition, opportunities for physical activity).	90%	97%	97%	--

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Diversity, Access and Equity

- Between this year and last year, there was a lot of change, both up and down in this area. The greatest change (85% to 97%) was among principals who felt YEP provides support for all students. The next greatest change was among the percentage of site leaders who agree that the YEP environment is inclusive and represents the diversity of the participants which decreased from 98% to 90%.
- There was the least amount of agreement among teachers (78%) who agree that YEP provides support for all students, although the percentage is up 5% from last year.

Table 20. YEP Stakeholder Feedback: Diversity, Access and Equity

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Meets Needs of All Students					
Parent	In YEP my child receives individualized attention that is responsive to their unique needs	88%	92%	92%	--
Principal	YEP provides support for all students (Ex: ELL, special needs, etc.).	90%	85%	97%	↑
Program Leader	I know how to adapt activities to accommodate the unique needs of all students.	97%	93%	88%	↓
Site Leader	YEP provides support for all students (e.g., ELL, special needs)	89%	84%	90%	↑
Teacher	YEP provides support for all students (Ex: ELL, special needs).	68%	73%	78%	↑
Inclusive Environment					

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Principal	The YEP environment is inclusive and represents the diversity of all participants (Ex: bilingual materials and staff, multicultural celebrations).	94%	89%	94%	↑
Program Leader	The YEP environment is inclusive and represents the diversity of all participants (Ex: bilingual materials and staff, multicultural celebrations).	95%	93%	92%	↓
Site Leader	The YEP environment is inclusive and represents the diversity of the participants. (Ex: bilingual materials and staff, multicultural celebrations).	89%	98%	90%	↓
Teacher	The YEP program environment is inclusive and represents the diversity of all participants (Ex: bilingual materials and staff, multicultural celebrations).	78%	79%	82%	↑

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Quality Staff

- There remains overwhelming positive agreement that YEP staff act as good role models and present themselves as professionals. All changes from last year were increases across the board (parents, principals, teachers, and site leaders).
- The greatest change was among the percentage of program leaders who agreed that YEP provides them with the resources and materials they need to deliver activities effectively, increasing from 64% to 84%. Although this is still the area with the least agreement. Likewise, the percentage of site leaders who agree they have access to the resources and materials that staff need to deliver activities well also increased, 84% to 93%.
- The areas with the greatest agreement is among principals who report that YEP staff are good role models for our students (100%) and that they present themselves as professionals (100%).

Table 21. YEP Stakeholder Feedback: Quality Staff

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Staff as Role Models					
Parent	YEP staff are good role models for my child.	96%	96%	96%	--
Principal	YEP staff are good role models for our students.	97%	98%	100%	↑
Teacher	YEP staff are good role models for our students.	86%	88%	89%	↑
Staff as Professionals					
Parent	YEP staff present themselves as professionals.	96%	97%	97%	--
Principal	YEP staff present themselves as professionals.	97%	98%	100%	↑
Teacher	YEP staff present themselves as professionals.	88%	89%	92%	↑
Resources Available to YEP Staff					

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Program Leader	YEP provides me with the resources and materials I need to deliver activities effectively.	79%	64%	84%	↑
Site Leader	We have access to the resources and materials that staff need to deliver activities well.	80%	84%	93%	↑

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Clear Vision, Mission and Purpose

- Program and site leaders are highly attuned to the purpose behind their work. Very high percentages of program leaders (100%) and site leaders (95%) report that they are aware of the vision, mission and goals of the YEP.
- Similarly most parents agree they have been provided with information about the vision, mission and goals of YEP (94%).
- Teachers remain the group with the least agreement around awareness of the vision, mission and goals of YEP (69%).

Table 22. YEP Stakeholder Feedback: Clear Vision, Mission and Purpose

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Vision, Mission, and Goals					
Parent	YEP staff have provided me with information about the vision, mission and goals of the program.	91%	92%	94%	↑
Principal	I am aware of the vision, mission and goals of YEP.	84%	89%	91%	↑
Program Leader	I am clear about the vision, mission and goals of the YEP.	94%	96%	95%	↓
Site Leader	I am clear about the vision, mission and goals for YEP.	96%	94%	100%	↑
Teacher	I am aware of the vision, mission and goals of YEP.	66%	70%	69%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Collaborative Partnerships

- The area with the greatest change was the percentage of program leaders who agreed they are satisfied with the level of communication that they have with school day staff, increasing from 66% to 78%. Although this is still the area with the least agreement.
- The highest level of agreement is among the percentage of principals satisfied with communication with school day staff (94%).

Table 23. YEP Stakeholder Feedback: Collaborative Partnerships

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Time to Complete Homework					

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Parent	My child completes their homework during the homework time provided in YEP.	87%	90%	91%	↑
Site Leader	Students are able to complete their homework in YEP.	82%	92%	90%	↓
Student	I have a chance to finish my homework in YEP.	85%	87%	85%	↓
Communication with YEP Staff					
Principal	I am satisfied with the level of communication that I have with YEP staff.	94%	95%	94%	↓
Program Leader	I am satisfied with the level of communication that I have with school day staff.	79%	66%	78%	↑
Site Leader	I am satisfied with level of communication that I have with school day staff.	80%	84%	87%	↑
Teacher	I am satisfied with the level of communication that I have with YEP staff.	85%	84%	86%	↑

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019

Continuous Quality Improvement

- The majority of program and site leaders believe that the YEP environment is one that is committed to communication between program and site leaders about concerns and suggestions. Interestingly, there is slightly less agreement for the sentiment among program leaders this year compared to last year while there is slightly more agreement among site leaders.

Table 24. YEP Stakeholder Feedback: Continuous Quality Improvement

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19	
Internal Program Communication					
Program Leader	I feel that I can approach my Site Lead with concerns and suggestions.	97%	95%	90%	↓
Site Leader	I regularly encourage my staff to come to me with their concerns and suggestions.	96%	98%	100%	↑

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2018

Program Management

- Across the board, parents, principals and teachers are clear about who to contact about questions, comments or concerns about YEP, although there is a slight decrease since last year.
- 97% of both program leaders and site leaders report being clear about their roles and responsibilities.

Table 25. YEP Stakeholder Feedback: Program Management

Stakeholder	Survey Question	% Agree/ Strongly Agree 16-17	17-18	18-19

Channels of Communication					
Parent	I know who to contact if I have questions, comments, or concerns about YEP.	96%	97%	97%	--
Principal	I know who to contact if I have questions, comments or concerns about YEP.	97%	100%	100%	--
Teacher	I know who to contact if I have questions, comments or concerns about YEP.	92%	94%	91%	↓
Job Expectations					
Program Leader	I know what is expected of me as a Program Leader.	98%	98%	97%	↓
Site Leader	I know what is expected of me as a Site Leader.	97%	100%	97%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2018

Sustainability

- The area with the greatest change is the percentage of students who are excited to tell other people about what they do in YEP, decreasing from 73% to 67%. Similarly, there was a decrease in the percentage of students who report that they like coming to YEP, from 78% to 73%. This remains the area with the least agreement.
- All (100%) of principals think it is important to have YEP at my school and 97% of site leaders think that YEP is valued by the community it serves.

Table 26. YEP Stakeholder Feedback: Sustainability

		% Agree/ Strongly Agree			
Stakeholder	**Survey Question**	**16-17**	**17-18**	**18-19**	
Importance of YEP at School					
Parent	I think it is important to have YEP at my child's school.	99%	99%	98%	↓
Principal	I think it is important to have YEP at my school.	97%	100%	100%	--
Teacher	I think it is important to have YEP at my school.	94%	94%	96%	↑
YEP is Valued by Community					
Program Leader	Overall, I think that our YEP is valued by the community it serves (Ex: children, families, school).	94%	92%	88%	↓
Site Leader	Overall, I think that YEP is valued by the community it serves (Ex: children, families, school).	96%	100%	97%	↓
Students Like YEP					
Parent	My child likes coming to YEP.	96%	97%	96%	↓
Student	I like coming to YEP.	76%	78%	73%	↓
Student	I am excited to tell other people about what we do in YEP.	69%	73%	67%	↓

Source: Online Surveys (Principal, Site Leader, Program Leader, Teacher, Parent, Student), Spring 2019