



Youth Leadership Institute (YLI)

End of Year Report

2018-2019

Blue Ribbon Mentor-Advocate

This report examines the components of the Youth Leadership Institute and activities during the 2018-2019 academic year and illustrates the program's impact on students. The Blue Ribbon Youth Leadership Institute is designed to increase student awareness of issues impacting their communities and the roles they can play as leaders to influence social change.

Karida Giddings
2018-2019 Academic Year

Introduction

The purpose of the Blue Ribbon Youth Leadership Institute is to help students develop their leadership skills by serving their community, engaging in conversations surrounding social justice issues affecting their communities, and participating in various cultural enrichment workshops. As an organization, our goal is to help students reach their full potential through adequate support, building meaningful relationships, and encouraging them to be 21st Century compassionate global thinkers. We achieve this by meeting with students twice a month at their schools during the academic year, providing them with a service-learning opportunity at least once a month, two college tours per year and creating opportunities to grow and learn outside of the traditional classroom.

Demographics: Who Do We Serve?

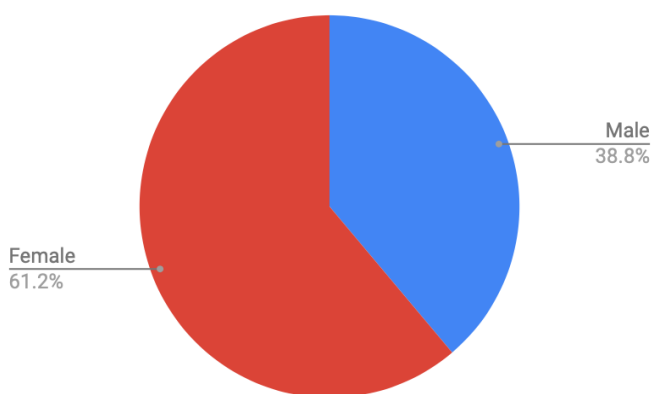


Chart 1 shows the percentage of male and female students in YLI for 2018-2019.

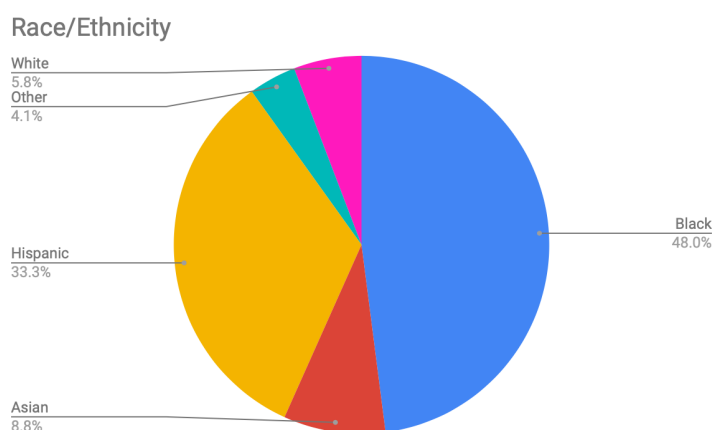


Chart 2 displays the percentages of the racial and ethnic backgrounds for YLI students for 2018-2019.

Gender

The Blue Ribbon Youth Leadership Institute (YLI) serves a diverse demographic of students in Chapel Hill-Carrboro City Schools. For the 2018-2019 Academic School year, we served a total of 175 students at Carrboro High School, Chapel Hill, High School, and East Chapel Hill High School. Of the 175 students we served this year, 61.2% of those students were female and 38.8% were male (see Chart 1).

Race and Ethnicity

The Youth Leadership Institute also serves students from a vast array of ethnic and racial backgrounds. Majority of the students we serve are students of color. However, we do not exclusively serve

students of color. This year 48% of the students we served were Black/African-American, 33.3% were Hispanic or of Latin origin, 8.8% were Asian, 5.8% were White, and 4.1% identified as biracial or multiracial (see Chart 2).

Grade Level

Students in all grade levels can benefit from our program. This year we found that the majority of our students were in grades 10 and 11. Overall, 30.7% of students were in 10th grade, 28.8% were in 11th grade, 22.4% were in 12th grade, and 18% were in 9th grade (see Chart 3).

Components of the Youth Leadership Institute

The Youth Leadership Institute is comprised of three components: leadership meetings, service-learning projects, and the Summer Youth Leadership Institute. Leadership meetings can focus on a variety of topics that are meant to supplement information students receive in their core classes, electives, and during the Summer Youth

Leadership Institute. Chapel Hill-Carrboro City Schools has defined service-learning as, “a teaching-learning method that connects meaningful community service experiences with academic learning, personal growth, and civic responsibility.” We provide students with at least one opportunity each month to complete a service-learning project.

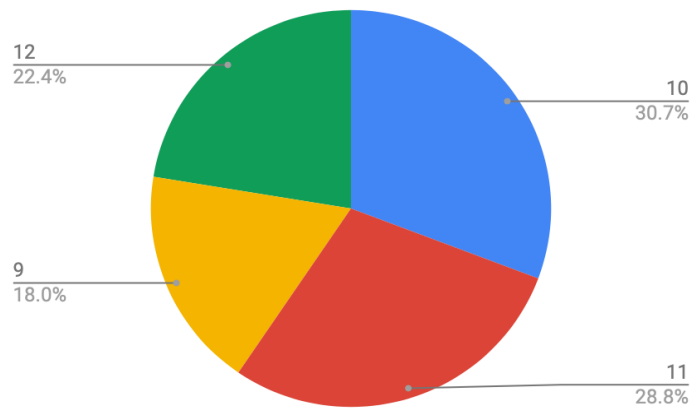


Chart 3 displays the distribution of YLI students in grades 9-12 for 2018-2019.

Leadership Meetings

Each school has leadership meetings twice a month that occur during their lunch period. This year, meetings were held every other Tuesday at East Chapel Hill High School, every other Wednesday at Chapel Hill High School, and every other Thursday at Carrboro High School. This is done to ensure students can still engage with our program as well as other obligations they may have to attend to during lunch and outside of school (ie. making up a test, S.M.A.R.T. lunch, Student Government). Our

goal with leadership meetings this year was to empower students with valuable information that they can use in school, their personal lives, and community to help them become compassionate and global thinkers.

Guest speakers and topics that were discussed this year included:

- Digital Footprint: Social Media Consciousness
- Teen Dating Violence Awareness/Healthy Relationships (Orange County Rape Crisis Center and Compass Center)
- Gap Year Opportunity with High Mountain Institute
- Know Your Rights presented by the North Carolina American Civil Liberties Union
- Environmental Justice presented by NC WARN
- How to Prepare for College presented by former Blue Ribbon and YLI students
- Latinx Experience on an HBCU Campus by North Carolina Central University representatives
- Guest Speaker Sonny Kelly performed an excerpt of “The Talk”
- The Southern Coalition for Social Justice, Youth Justice Project Presentation
- Naviance Training
- Money Management and Budgeting presented by Wells Fargo

Service-Learning Projects

All students in YLI have the opportunity to participate in a service-learning project each month. This opportunity is not exclusive to YLI students as each opportunity is listed on LetServe for all students in the district to have access to details about upcoming projects. This year YLI students completed a total of 927 hours of service-learning. On average students complete 9.5 hours of service-learning per year. However, many of our students were able to surpass their graduation requirement of 25 hours this year alone.

We begin each service-learning project with an introduction of the organization and how they help other communities, to provide students with context for the service-learning project. At the conclusion of their service, each student reflects on their experience and we have a group discussion about the impact the service provides and how it relates to larger issues of environmental and social justice. Participating in our service-learning projects provides students with opportunities to meet their goal of at least 25 hours while also learning about different academic topics and being change agents in their community.

This year we completed the following service-learning projects:

- YLI Adopt-a-Highway (Merritt Mill Road) Clean Up: Understanding the Importance of Sorting Recyclable Materials vs. Trash (Completed twice)
- Raleigh Rescue Mission Donation Center
- Habitat for Humanity Home Preservation Build
- Spread Holiday Cheer: Holiday Craft at Local Nursing Homes in Chapel Hill/Carrboro
- Literacy Awareness: MLK Day of Service with Book Harvest
- Durham Food Bank: Helping Those Living in Food Deserts Have Access to Fresh Food
- International Literacy Awareness with Books for Africa (Atlanta, Georgia)
- Hope Gardens: Learning About Local Food Sustainability

Alternative Spring Break Trip: An Opportunity for Service and Experiential Learning

Each year Blue Ribbon takes a group of students on an alternative Spring Break trip where they have the opportunity to earn service-learning hours by serving communities outside of Chapel Hill, while also engaging in cultural experiential education. Students must earn the opportunity to attend the trip by participating in 10 leadership meetings and completing 10 hours of YLI service-learning projects. Thirty-eight students attended this year's alternative spring break trip. To reduce the cost of the trip each student had the opportunity to fundraise by working the concession stands at UNC football and basketball games and selling Krispy Kreme® doughnuts. Students raised a total of \$1,373.62 for Spring Break. This year's trip focused on the Civil Rights Movement. Students visited historical Civil Rights sites in Montgomery, Alabama; Jackson, Mississippi; Birmingham, Alabama; and Atlanta, Georgia.

While in Montgomery, Alabama students visited the National Memorial for Peace and Justice, The Legacy Museum, The Southern Poverty Law Center, and Alabama State University. The National Memorial for Peace and Justice is the first museum to memorialize those who lost their lives to racial terror in the United States from lynching. Students were intrigued to find the names of people lynched in Orange County, recognizing that the names they saw were only for documented lynchings. The Legacy Museum highlights the transition from slavery to mass incarceration in the United States. The concept was derived by Civil Rights attorney Bryan Stevenson. The Southern Poverty Law Center continues to

play a significant role in bringing justice to those affected by hate groups in the United States. Students had an opportunity to sign a pledge to fight for justice and see their names on the Wall of Tolerance.

In Jackson, Mississippi students toured Jackson State University, while also participating in an exchange with students from Durant, Mississippi funded by Dignity in Schools, where they compared and contrasted their experiences as students of color living in different parts of the United States. Students discussed academics, opportunities, and discipline disparities. Students also visited the Two Mississippi Museums, Bryant's Meat and Grocery Market, and the Sumner Courthouse where Emmett Till's trial occurred. Bryant's Meat and Grocery Market is significant in the case of Emmett Till as it was the last place he was seen alive and is a marker along the Freedom Riders Trail. Students also had the opportunity to see the bullet-ridden sign which marked where Emmett Till's body was found in the Tallahatchie River. The bullet holes signified to students that racism and hatred still exist in Mississippi 64 years after the case of Emmett Till. Many students shared that they were most impacted by the story of Emmett Till as it was their first time learning about his case and did not know he was in close proximity to their age.

In Birmingham, Alabama students visited the Birmingham Civil Rights Institute, 16th Street Baptist Church, and Kelly Ingram Park. The Birmingham Civil Rights Institute presented an overview of the Civil Rights Movement while highlighting Birmingham's specific significance in the movement. While at Kelly Ingram Park students were separated into groups and asked to reflect on the statues and analyze how the message presented by their particular statue connected to other information they learned about the Civil Rights Movement earlier in the week. Students' visit to 16th Street Baptist Church provided them with another account of the violence people of color endured during the Civil Rights Movement.

The final stop on the trip was in Atlanta, Georgia where the girls toured Spelman College and the boys toured Morehouse College. Additional enrichment sites that were visited included, the Georgia Aquarium, a private tour of CNN Studios, and the King Center. While in Atlanta, students also participated in a service-learning project with Books for Africa, a 501(c)(3) nonprofit organization. Their service included sorting and packaging books based on reading level and genre, which would later be shipped to children in Africa who do not have access to books.

The goals of this trip were to give students the opportunity to travel to places that they have never visited, to gain a better understanding of the history of Civil Rights in the United States, and to make a

larger connection to social justice issues and history learned in the classroom. More importantly, it was an opportunity for their textbooks to come to life.

The Youth Leadership Institute Summer Camp

Each summer the Youth Leadership Institute offers an overnight summer camp to students in the district who are rising 9th graders or are currently in high school. Only those students who have not attended YLI Camp before are eligible to attend. This is done to ensure that all students who have not had the opportunity to participate can attend. Students have the option to choose one of two weekends. The purpose of this camp is to introduce students to YLI, which they will be able to participate in more extensively throughout the school year as a club within their schools. The camp focuses on the four pillars of YLI: Vision, Communication, Empowerment, and Action-- with each day building more upon these principles to help students see how each one is interdependent. Students who were active in YLI during the school year are eligible to be selected as peer mentors for one weekend of camp. Those selected facilitate and support staff and students. They help and ensure students have a better understanding of YLI. They share and model how their lives have been impacted by YLI. Additionally, all of the summer camp counselors are former YLI alumni. They have served as camp counselors for the last six years.

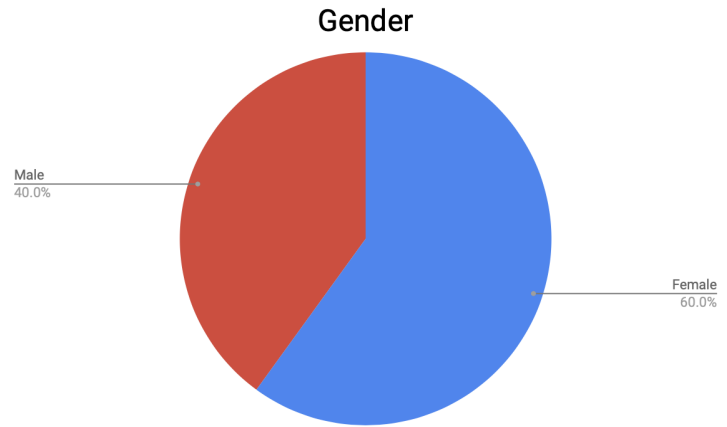


Chart 4 displays the gender distribution of students at YLI Camp for 2019.

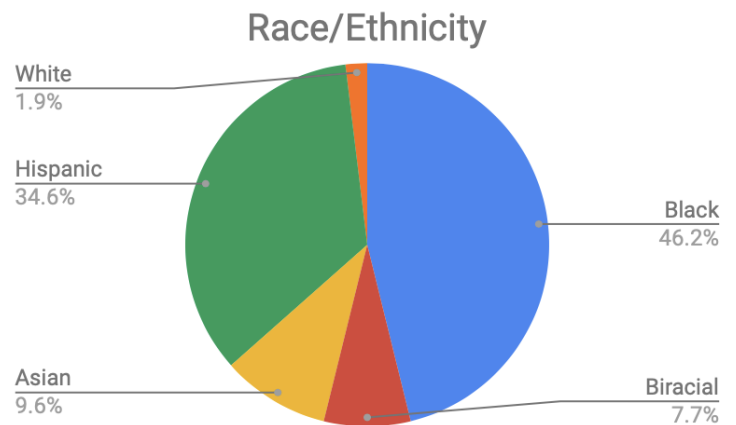


Chart 5 shows the diverse makeup of students at YLI Camp for 2019.

Demographics from YLI Camp 2019

In addition to serving a diverse demographic of students during the school year, we also serve a diverse population of students during YLI Camp each summer. Of the students who attended YLI Camp this year, 60% were female and 40 % were male (see Chart 4). This summer, 46.2% of our students we served were African American/Black, 34.6% were Latinx, 9.6% were Asian, 7.7% biracial/multiethnic and 1.9% were White (see Chart 5).

Students who are rising 9th graders through rising 12th graders have the opportunity to participate in YLI Camp. This summer, we served 36.5% rising 9th graders, 23.1% rising 10th graders, 19.2% rising 11th graders and 21.2% rising 12th graders (see Chart 6).

This year YLI Camp was held on June 21-23 and June 28-30. In total, we served 81 students at YLI Camp this year. During check-in, students were surveyed to see if they ever attended a leadership camp or an overnight camp before. Only 27% of students reported having attended a leadership camp prior to coming to YLI Camp and 73.1% of students reported they had never attended a leadership camp before (see Chart 7). Additionally, 53.8% of students reported they had never attended an overnight camp before (see Chart 8).

Grade Level for the 2019-2020 Academic School Year

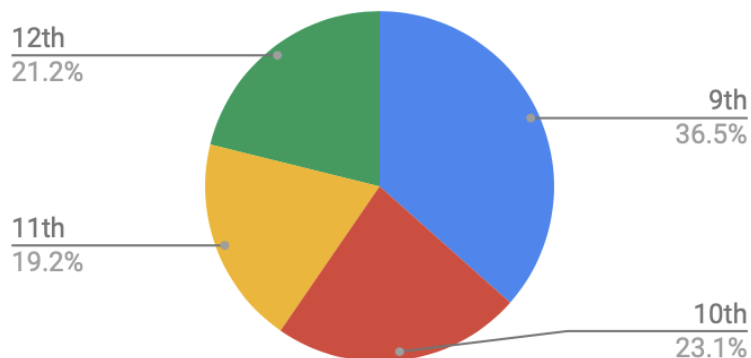


Chart 6 shows the distribution of students' classification for the 2019-2020 academic school year.

Have you ever attended an overnight camp?



Chart 7 shows the responses students gave when asked if they have ever attended an overnight camp before.

Have you ever attended a leadership camp?



Chart 8 shows the responses students gave when asked if they have ever attended a leadership camp before.

The activities students participate in at YLI Camp help them to improve their communication skills and find their own voice. The experience and tools gained from attending camp will be useful for students in group projects and assignments at school, other clubs they participate in, and throughout college. At the end of camp students were surveyed and asked how they enjoyed each day's activities (see Chart 9) as well as how they planned to use what they learned in the future. For Friday's activities, which focused on vision and communication (verbal and non-verbal), 72% of students reported they really enjoyed the activities, 27% reported they felt the activities were just okay, and 1% reported not enjoying the activities at all. For Saturday's activities, which focused on communication and action, 74% of students reported they really enjoyed the activities, 25% reported they felt the activities were just okay, and 1% reported not enjoying the activities at all. For Sunday's activities, which focused on empowerment and bringing all the pillars together, 70% of students reported they really enjoyed the activities, 30% reported they felt the activities were just okay, and zero students reported not enjoying the activities at all. When asked how they plan to use the concepts learned throughout camp, some of the responses included:

YLI Camp Evaluation 2019

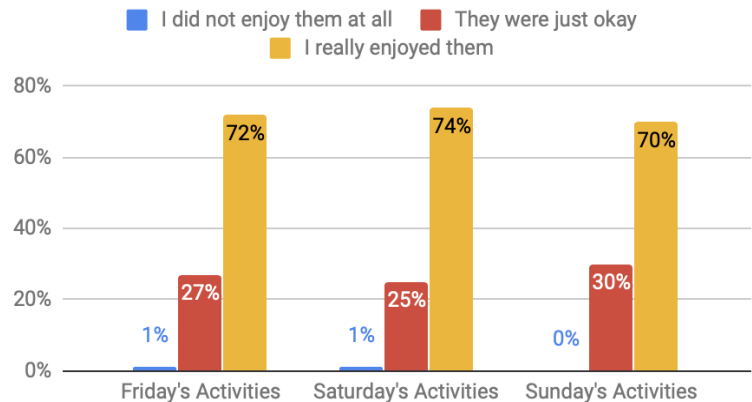


Chart 9 shows the result from the YLI Camp Post-Survey where students rated their enjoyment of each day's activities.

How did you hear about YLI Camp?

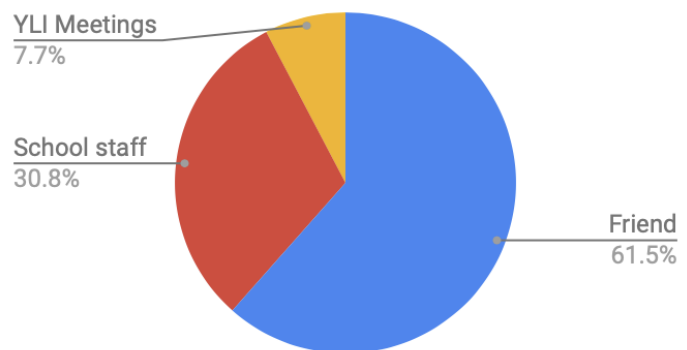


Chart 10 shows the responses received from students when asked how they learned about YLI Camp.

"My husband and I are very grateful to you for the opportunity you gave our daughter to attend the YLI camp in June. She had a wonderful experience and learned a lot. She loved every moment she was at the camp and she also made some friends. It was a great learning opportunity for her. Thank you so much!"

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- *“To be a mentor to other people and help them find their way!”*
 - *“I will help other people in life and show them these concepts as well.”*
 - *“I will speak out more with my ideas.”*
 - *“I learned how to communicate with people the right way and how to right my wrongs.”*

Students were also asked to report how they were learned about the opportunity to attend YLI Camp. The majority of students reported learning about YLI Camp from a friend/peer that participated in YLI during the school year and/or attended YLI Camp before (see Chart 10). Chart 10 also shows that the Youth Leadership Institute has received a significant level of support from school staff who have referred students to join the Youth Leadership Institute.

Conclusion

The Youth Leadership Institute, coordinated and advised by the High School Equity Specialist, is a unique and valuable program offered by Chapel Hill-Carrboro City Schools that impacts the lives of students in a variety of ways. Through the program, students are encouraged to develop their personal leadership skills, step outside of their comfort zone and utilize their powerful, authentic voice. The impact of the program in terms of diversity and inclusion can be seen in reported numbers across all categories of gender, race/ethnicity and grade level. The program’s influence and visibility has resulted in continuous growth in terms of student participation and increased community support. Students have expressed that prior to joining YLI they were shy and not confident or comfortable speaking up in their classes, but being a part of YLI has helped them be more vocal in their families, classes and communities. The Youth Leadership Institute offers students a wide array of cultural and enrichment opportunities they would otherwise not have, such as traveling outside of the state of North Carolina, international travel, attending an overnight leadership camp, and more. These types of experiences serve to broaden their perspectives, enhance their cultural competence, and prepare them for career and educational experiences beyond high school.

“Even the smallest action can make a big difference.” -Marco Cervantes,

YLI Alum, Chapel Hill High School Class of 2012



Image of students visiting the Freedom Riders Museum in Montgomery, Alabama during Spring Break 2019.



Image of students after completing their service-learning project at Books for Africa during Spring Break 2019 in Atlanta, Georgia.



Image of students and staff who participated in the second weekend of the 2019 Summer Youth Leadership Institute.



Image of YLI Meeting at Chapel Hill High School with a guest speaker from the Orange County Rape Crisis Center discussing healthy relationships.



Image of YLI students with their advisor after completing a service-learning project at the Durham Food Bank.



Image of students on the 2019 Spring Break trip outside of the historical 16th Street Baptist Church.

Addendum

2018-2019 Alternative Spring Break Participants

Staff

Lorie Clark, High School Equity Specialist

Karida Giddings, High School Academic and Enrichment Coordinator, AmeriCorps Member

Parent Ambassadors

Corrine Mosley

Wesley Woodley

Students

Ahmad Burgman, Chapel Hill High School, Class of 2021

Alicea Davis, East Chapel Hill High School, Class of 2022

Angel Arriaga Padilla, East Chapel Hill High School, Class of 2020

Ashanti Headen, Chapel Hill High School, Class of 2021

Chandler Alston, Carrboro High School, Class of 2019

Christian Espinoza, Carrboro High School, Class of 2019

Christy Wangeci, East Chapel Hill High School, Class of 2021

Corrina Johnson, Chapel Hill High School, Class of 2019

David Galvan Rodriguez, Carrboro High School, Class of 2020

David Pecina Arnaut, Carrboro High School, Class of 2019

Eduardo Galvan Rodriguez, Carrboro High School, Class of 2019

Elijah Ayankoya, Chapel Hill High School, Class of 2022

Estefani Martinez-Medrano, East Chapel Hill High School, Class of 2019

Grace Akoth, East Chapel Hill High School, Class of 2022

Immaculate Wanjiku, East Chapel Hill High School, Class of 2021

Jarell Harper, Carrboro High School, Class of 2021

Jassley Solis, East Chapel Hill High School, Class of 2021

Jayla Lattie, Chapel Hill High School, Class of 2021

Jennifer Segura-Castillejos, Chapel Hill High School, Class of 2020
Jennisatu Johnson, East Chapel Hill High School, Class of 2021
Jennifer Wah, Carrboro High School, Class of 2019
Jostin Leon Serrano, Chapel Hill High School, Class of 2020
Kenita Lee, Chapel Hill High School, Class of 2019
Lilian Merino-Gomez, East Chapel Hill High School, Class of 2019
Loren Pineda, East Chapel Hill High School, Class of 2021
Malcolm Mosley, Chapel Hill High School, Class of 2021
Mauricio Jimenez Nuñez, East Chapel Hill High School, Class of 2020
Monica Peralta Fernandez, Chapel Hill High School, Class of 2022
Natorey Howard, Chapel Hill High School, Class of 2021
Nayely Franco-Quiroz, East Chapel Hill High School, Class of 2020
Ta’Vonne Page, Chapel Hill High School, Class of 2021
Roberto Leon Serrano, Chapel Hill High School, Class of 2021
Yungkee Ellison, Chapel Hill High School, Class of 2022
Xavier Woodley, East Chapel Hill High School, Class of 2020

Please note this addendum is only representative of the Alternative Spring Break participants and does not include all students that participated in club meetings during the school year and the 2019 Summer Youth Leadership Institute.

Thank you to our sponsors
Chapel Hill-Carrboro City Schools
and Dignity in Schools for your support
and helping to make our program
successful.
