



**EXECUTIVE  
SUMMARY  
2019-2020**

# IMPACT: STUDENTS



100% of students were highly satisfied with WYSP in 2019-2020

"This program has allowed me to develop a sense of security and confidence that allows me to be heavily involved in my community and school and opening up opportunities that I wouldn't have imagined."

## 205

On average, 205 parents attended parental institutes

Most parents were significantly involved in their child's experience with LF programs. However, some students noted that their parents couldn't be involved as much because of financial hardships, work, or other barriers like transportation to engaging as much as they hoped.



100% of students were highly likely to continue the program in the coming years.

"I like this program, I know most of the things we learn are sometimes hard but it's all worth it in the end."

## 89%

89% of students thought the teachers were very effective

When asked about what students would keep the same - "The teachers. They were very kind to us. And we actually learned something."

## 73%

The average student attendance for an educational clinic was 73%

"I would provide more hands on or active activities for the classes. some classes were very tiresome as we would go in and sit for a few hours filling out paperwork."

# IMPACT: STUDENTS

## TEACHERS/STAFF **A**

The overwhelming consensus among students was teachers and staff have a positive and significant impact on students. Student appreciation for the care, support, and teaching allowed a healthy culture to foster the growth of students. One of the important notes was that students felt like they had a meaningful adult they could turn to, if needed. As one student said, "the teachers are fun, love helping us, and want to see us learn!"

## PROGRAM DESIGN **B**

Many students commented that the design of the program has both strengths and areas of improvements. Students enjoy the framework and structure provided through the educational clinics, while noting "it is too early on a Saturday" for learning. Often, students provided feedback that they enjoyed the different curriculum based on the school grade but thought more differentiated instruction within each grade would further increase learning among all students. Although they wish for more differentiated instruction, most students thought the size of each class, course expectations, and program criteria was a valuable asset to keep in the program. Students especially loved the incentives provided throughout the program. One last theme alluded to teachers lacking adequate classroom management skills and students hoped distractions could be minimized in the future.

# IMPACT: STUDENTS

## REAL-WORLD EXPERIENCES



One of the most significant themes to arise from student responses was the desire for real-world experiences and applications of learning. As one student wrote, "I would try to create more activities to help with life outside of school because schools don't teach about things that help once you leave high school." Many students expressed similar thoughts and hoped for future hands-on learning activities or more engaging curriculum that applied to their daily life. "While I know we are here to learn, classes shouldn't be like school," noted another student. As students learn, they continuously wanted to have more context for what they are learning and suggested the best way to achieve this is more frequent, non-traditional learning strategies implemented throughout the program.

## OUT-OF-CLASSROOM ACTIVITIES



Students seemed to thoroughly enjoy the atypical activity offered throughout the program, such as going to Whitney Young Jr.'s house and learning about the history. Field trips were mentioned throughout as a positive attribute and important component of the program, to students. Having these outlets to engage in a "non-school" environment allowed them to further connect learning in a different way. Further connections were discussed as a byproduct of small groups which provide students opportunities to engage with other students and build lasting relationships. It appears students value the learning in the classroom, but are eager to apply that knowledge in the real-world and build a larger community of Whitney Young scholars.

# IMPACT: STAFF



100% of teachers were highly satisfied with WYSP in 2019-2020

"I am happy to be able to work for the Lincoln Foundation. The programs for our students are steeped in tradition and do a lot to help students further their education, goals, and aspirations."



100% of teachers stated they were very likely to return to the program the following year.

"I love the mission and vision of the program and the scholars are awesome."

## 50/50

Half of the teachers thought Lincoln foundation staff were exceptional, the other half thought they were very effective

"I had a great team of teachers with which to work."

"I felt like I was placed in a subject area that I was strong in."

## 100%

Graduation Rate

100% of participating seniors graduated high school on time

## 23.2

Average ACT Score

11th grade students had an average of 23.2 composite score on the ACT exam

# IMPACT: STAFF

## RELATIONSHIPS **A+**

Respondents to the survey believed that the interactions and relationship built over time with students were strong and believe they were genuine. Teachers voiced that students articulated the value of the program and thoughtfully engage in the educational clinics. The Lincoln Foundation staff and leadership were noted to be "bought-in" to the programs and lived the program's values through their service. Relationships like these fostered effective and meaningful program offerings from teachers to students that impacted growth among participants.

## STAFF MANAGEMENT **B**

Some improvement areas teachers identified in the survey were engaging in more frequent "temperature checks" to check-in with staff to gauge fatigue, burnout, or provide feedback. Teachers especially noted they wished there were more opportunities to collaborate with other staff, especially when there may be turnover among other staff and having to manage changing roles. Although these improvement ideas were expressed, staff were still very pleased with how they were treated and respected as colleagues.

# IMPACT: STAFF

## PROGRAM DESIGN **A**

Many teachers discussed the program's design as an overall strength. The alignment of the program's mission and vision were well established throughout the program and a guiding light. Teachers also discussed their appreciation for placement in their courses based on appropriate credentials and subject-matter expertise. Lastly, teachers believed the dates, times, and overall schedule were a positive attribute of the program.

## ENGAGEMENT STRATEGIES **B-**

Much of the improvement discussion among teachers was the need for more integration of appropriate and effective student engagement strategies. Citing student disengagement or lack of participation drove the idea that new and exciting methods would help students engage further. One of the most prevalent ideas was the application of effective learning technology to update curriculum or expand curriculum. Using more technology could bring an updated approach to match the student interests.