

Bridge Builders CHANGE

Summary Document 2016-2017



BRIDGES Internal Evaluation

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CHANGE PROGRAM OVERVIEW

The Bridge Builders CHANGE program is a youth-led social change initiative within Bridge Builders. Each year a cohort of youth apply to participate in the CHANGE internship program. Students must go through the COLLABORATE program level in order to be eligible for the CHANGE level of programming. Students must submit an application which has all identifiable information removed and is then given to the senior CHANGE members to review and rank the essays. Students now apply for the specific cohort in which they are interested. This year's cohorts included: 1) Memphis Against Sexual Harassment and Assault (MASHA), 2) Gender and Sexuality Equality, 3) Educational Justice, 4) Memphis Youth Union (MEMYu), and 5) Youth and Police Relations (YAPR). Students who are being considered are then invited to work alongside current CHANGE members in a group interview, where applicants go through activities and brainstorm ideas to strengthen their work. Additional students may be selected for interviews at the discretion of BRIDGES staff. After group interviews, candidates who are moving on to the next round are interviewed by the CHANGE/Community Action Coordinator and at least one CHANGE alumni. Students must bring a parent or guardian to the interview and they are asked to participate in the end of the interview. After interviews are complete, BRIDGES staff intentionally review the demographics of applicants to ensure diverse representation in the program. Students who accept a position must attend a week long Leadership and Research Institute with their fellow CHANGE members and commit to one year of service in Bridge Builders CHANGE. Students meet a minimum of seven hours per week for the entire year. CHANGE interns design, implement and evaluate a year-long community action project around the issues that affect youth in Memphis.

METHODOLOGY

Throughout the year there are opportunities to gather both formal and informal feedback from CHANGE participants. The CHANGE students take the Bridge Builders pre- and posttest surveys, as well as the midpoint survey distributed at the end of their summer conference week. CHANGE students take the pre- survey at the beginning of the summer conference and the post survey in May of the program year. A mid-year survey is distributed in which students are asked to evaluate their experiences to that point and an opportunity to review their adult allies who provide direct support to the students. The mid-year survey was developed in collaboration with the 2014-15 program year CHANGE participants; however, each year revisions are made to the survey in order accurately assess the program. Data is summarized and given to the CHANGE program staff so that adjustments can be made for the remainder of the year. At the conclusion of the program year students are asked to complete an end of year survey which is administered in addition to the traditional Bridge Builders posttest.

This year, two full-time AmeriCorps Service Members conducted interviews with CHANGE alumni, an ongoing process, about how their experiences in the program and how it may have impacted them now that they are pursuing their postsecondary endeavors. Alumni from a range of cohorts are selected to participate in interviews and the



evaluator plans to continue this process each year. In the spring of this year, BRIDGES underwent a strategic planning process, facilitated by Ms. Shannon Dixon, to determine the trajectory and goals for the organization and its programs for the next three to five years. During the planning processes, BRIDGES staff, board members and program participants came together to provide insights and suggestions for improvement in the coming years, this included revisions to the outcomes moving forward. As a result of this strategic planning process, the CHANGE students chose to conduct a strategic planning process specific to their program. This process was led by, Ms. Kristin Fox-Trautman and included former CHANGE staff, college advisors, program alumni, and students who currently participate in CHANGE.

PARTICIPANT CHARACTERISTICS and COHORTS OVERVIEW

For the 2016-2017 program year, the CHANGE cohorts were comprised of twenty-nine high school students who were supported by one full-time staff member, one part-time staff member and three college age interns.

Students developed five cohorts: 1) Memphis Against Sexual Harassment and Assault (MASHA), 2) Gender and Sexuality Equality, 3) Educational Justice (EDJ), 4) Memphis Youth Union (MemYu), and 5) Youth and Police Relations (YAPR). Below is a brief overview of the goals and work of each cohort. All descriptions are taken the BRIDGES website, bridgesusa.org

Memphis Youth Union: Our main goal is to increase youth voice in the city. This year we aim to implement a policy to lower the voting age for local elections to 16. No taxation without representation!

Memphis Against Sexual Harassment and Assault: We seek to reduce sexual harassment and assault in Memphis by creating a school policy where all Shelby County students are trained in how to be a leader against sexual harassment.

Youth and Police Relations: Our goal is to decrease negative interactions between youth and local police officers. We strive to implement a training through the Memphis Police Department Academy to educate officers on how to interact with youth and increase overall understanding of youth development, culture, mannerisms, and relationships.

Education Justice: We believe our education system needs to improve its support for youth. Our goal is to diminish the impact that the school-to-prison pipeline has on our students, and we aim to implement restorative justice policies and eliminate punitive suspension policies.

Gender and Sexuality Equality: It's important to elevate the voices of LGBTTTQQAAP* identifying youth. We currently have many goals in order to amplify those voices. We are working to reform the current bullying school policy to be more inclusive of gender and sexuality minority youth.

CHANGE Participants Demographics	
Gender	
Female	18
Male	9
Gender Fluid	2
Race	
African-American/Black	15
Caucasian/White	8
Asian	4
Hispanic	1
Multiracial	1
Schools Represented by Type	
Shelby County Schools	22
Private Schools	3
Municipal Schools	2
Charter	1
Other	1

N = 29

LEADERSHIP

LEADERSHIP INDICATORS - For the following statements, the answers range from Never to Always on a 7 point scale.	FY17 TOTAL % of Maintenance	FY17 TOTAL % of Improvement
I express my ideas in diverse groups.	52%	43%
I set aside my self-interests to work for the benefit of others.	52%	38%
I use my talents to help my peer(s) reach a goal.	48%	33%
I let others take the lead when I see their talents.	48%	29%

N=21

86% (18: 21) of students improved their scores across all leadership indicators. The charts on this page show the percentages of CHANGE students who improved or maintained their scores for individual leadership indicators from the beginning to the end of

the program year. Including and examining the percentage of students who maintained their scores is important due to the small sample size and without looking at those percentages the small number of students who improved would appear to be highly skewed. Regarding whether or not CHANGE students spoke up when a close friend or family member made discriminatory remark or statement 29% improved and 57% of students maintained their original score. One participant stated, *“Bridge Builde[r]s has influenced me to be an activist and a voice for the voiceless in my community. Bridges has taught me to be fearless in fighting societal injustices. I will continue to inspire people with the lessons [I] have learned from my experience as a Bridge Builders.”* For many of the indicators listed below, we see that there is room for improvement; however, the majority of students provided high scores at the beginning of the year leaving little room to advance their scores. Although 43% of CHANGE students maintained their scores and 14% improved regarding how strongly they feel about their responsibility to their community, BRIDGES would like to see more CHANGE students improving on this indicator considering the nature of their work. As discussed in the Program Overview portion of this paper, CHANGE students engage with BRIDGES and their community at a much higher level than most students. Therefore, BRIDGES expectations

and goals for these students are higher and more strenuous. **76% of students improved on three or more indicators, which is a 26% increase in the number of students who improved in the previous year. 33% of students improved on five or more leadership indicators.**

For the following skills/abilities, the answers range from Weak to Strong on a 7 point scale.	FY17 TOTAL % of Maintenance	FY17 TOTAL % of Improvement
My ability to use time wisely	38%	33%
My self confidence	57%	24%
My communication skills	48%	24%
My ability to adapt to change	24%	24%
My creative thinking skills	43%	24%
My problem solving skills	24%	24%
My responsibility to my community	43%	14%
My ability to collaborate with different kinds of people	67%	10%

N = 21

DIVERSITY APPRECIATION/CULTURAL COMPETENCE

Examining the individual indicators related to diversity appreciation, very few students improved their knowledge, behaviors, or actions related to this outcome. The percent of students who maintained their scores were included in order to gain a better understanding of how students

DIVERSITY APPRECIATION INDICATORS - For the following statements, the answers range from Never to Always on a 7 point scale.	FY17 TOTAL % of Maintenance	FY17 TOTAL % of Improvement
I speak up in conversations about uncomfortable or difficult topics (such as racism) among diverse groups of my peers.	76%	10%
I listen to someone’s point of view even if I disagree with them.	81%	5%
I work with my peers regardless of their gender, race, ethnicity, religion or how much money they have.	90%	-
For the following actions, answers range from 0 Times to 5+ Times, on a 4 point scale.		
Within the past year, I have been to a celebration or festival of culture different than my own.	48%	38%
Within the past year, I have been in the home of a friend of a different race/ethnicity or had them to my home.	48%	14%

N = 21

CHANGE performed. For instance, none of the CHANGE students improved, related whether or not they work with their peers who are different from them but 90% of students maintained their scores for this indicator. **Although the percent of improvement among individual diversity indicators are low, 81% (17:21) of CHANGE students improved across all diversity indicators and 33% of students improved on three or more.**

DIVERSITY APPRECIATION INDICATORS	FY17 TOTAL % of Improvement
Students improved or grew their friendships with persons who have a mental or physical disability.	48%
Students improved or grew their friendships with persons who are of a different race or ethnicity and who have been in their home.	33%
Students improved or grew their friendships with persons who have a different sexual orientation than themselves.	29%
Students improved or grew their friendships with persons who are of a different religion or faith tradition.	29%

N=21

Students develop meaningful friendships and networks as a result of their CHANGE experience. This year **76% (16:21) of students improved the diversity of their friendships.** One student stated, *“Bridge Builders has given me the outlet to learn so much about my peers, community and myself. I can truly see*

the difference Bridges has made in my life, particularly my leadership, social and personal development...it was those beginning bonding activities in which I started to open up to and trust my peers in ways I still have yet to experience in other years worth of friendships...” another student shared, *“Bridge Builders has taught me to interact with people who have different identities than me...”*

COMMUNITY ACTION & CIVIC ENGAGEMENT

Community action and Civic Engagement are two of the main areas of focus for the CHANGE participants. Due to the long-term and intensive commitment these students make to the program they are able to spend more time developing their skills and gaining experience in community action. CHANGE students are able to address community-wide issues in meaningful and sustainable ways. The chart to the right shows results from surveys distributed midway through the year.

MIDYEAR COMMUNITY ACTION INDICATORS - For the following statements, the answers range from "Nothing At All" to "A Whole Lot" on a 7 point scale.	FY17 TOTAL % of students with scores of 6 or 7
I have learned about the history of social justice movements.	91%
The CHANGE program empowers me to make a change in my community.	83%
I feel a strong connection to the projects that Bridge Builders CHANGE takes on.	83%
I have the knowledge and skills I need to help other young people make a change in our community.	78%
I understand how the work of CHANGE WILL make a positive change in my community.	61%
I have learned about the history of social justice work within the CHANGE program.	61%
I have learned about social justice movements in the Greater Memphis area.	57%
I understand how the work of CHANGE HAS (this year and in previous years) made a positive change in my community.	52%

N = 23

BRIDGES curricula are designed to expose students to new, positive experiences that educate them on the history of Memphis and the fight for social justice that has occurred here while also highlighting assets within the community. Stressing the assets of the community and showing youth that they are powerful may help to retain the talent of these young people and increase their investment in the city. **38% of CHANGE students improved their scores when asked, if they felt that the, "...Greater Memphis community is a good place to live, work and play" which is a 10% improvement in comparison to the previous year.** Additionally 24% of students maintained their scores for this question from the pre- to posttest. As the chart to the left shows 38% of CHANGE students felt a connection to the community,

which is a 16% increase from the previous year.

Community Investment - For the following statements, answers range from to Strongly Disagree to Strongly Agree on a 7 point scale.	FY17 TOTAL % of Maintenance	FY17 TOTAL % of Improvement
Young people are given useful roles in solving problems in my community (7th-10th) OR I feel a personal connection to the Greater Memphis community (11th-12th)	29%	38%

N = 21

CHANGE students were asked on the midyear survey if they felt that they had a voice in the decisions made that affect them at three different levels. 30% of the CHANGE students felt that they had an impact on the decision making processes within the program; however, only 4% of students felt that their voice was considered regarding decisions within the community. On the midyear survey none of the students felt that they had a voice in the decisions at BRIDGES. Interestingly, when asked at the end of the year how much of an impact the students felt that they had on BRIDGES 33% said, “a lot of impact” and 21% said the same about their impact on the City of Memphis. BRIDGES did not take the low scores on the midyear survey lightly and implemented systems to ensure that youth voice was considered within BRIDGES. In the Spring (after the midyear survey was administered) students were invited to participate in the strategic planning process for the organization and consulted BRIDGES on several organizational decisions. CHANGE students also chose to implement a strategic planning process, during the summer, specific to the CHANGE program.

This year across all community action indicators 100% (21: 21) of students improved on one more indicator. One student stated, *“My Bridge Builders experience has instilled community consci[ousness], an appreciation for diversity, ability to collaborate with others, a passion for social justice, and an excitement to adapt to new situations and meet new people ...Facilitating community actions and becoming very involved in social justice movements that center around youth voice have allowed me to develop my leadership skills and have prepared me for success in the future....”* The chart below shows significant improvement for some actions taken by CHANGE students within the last year. Due to the intensity of the program and the ability to develop the skills of each student, we see higher percentages of improvement for some of the more intense actions among CHANGE students than we do for those in COLLABORATE. **62% of students improved on three or more indicators and 38% improved on five or more.**

Community Action Indicators - For the following statements, the answers range from Never to Always on a 7 point scale.	FY17 TOTAL % of Improvement
I inspire my peers to create positive change in my community.	29%
I learn about ways to make positive change in Memphis from current and/or past examples.	24%
I participate in activities that make positive change in my community.	19%
<i>For the following actions, answers range from 0 Times to 5+ Times within the past year, on a 4 point scale.</i>	
I have attended/or spoken at a public meeting, forum, protest or rally.	71%
I have signed a petition (paper or online).	53%
I have attended an event or meeting about an issue that is important to me.	43%
I have contacted a public official to express my opinion.	43%
I have supported a cause using social media (Facebook, Twitter or other).	29%
I have taken a leadership position (such as, student government, clubs, teams, church, etc.)	19%
I have participated in a walk or run for a cause.	19%
I have volunteered in my community.	10%

N = 21

ACADEMIC ENGAGEMENT

Academic Indicators - For the following options, students responded to the question, "What are your plans after high school?"	Total Posttest %
4-Year college or university	100%
Work part-time while in school	36%
Enter a job/career full-time	18%
2 – year community college	7%
Take time off & then go to college	4%
Technical training or trade school	4%

N = 28

CHANGE students were asked to self-report on their academic engagement and their plans after high school. At the end of the program year **100% of students indicated that they intend to attend a four year college or university; however, most students made more than one selection regarding their plans after high school.**

None of the CHANGE students indicated that they will join the military, that they do not plan to attend college/university, or that they do not know what their postsecondary plans will be.

The two charts below show the individual academic indicators that were tracked, which are aligned to the work of the Seeding Success Collaborative. These actions were tracked as they are good indicators of how likely a student is to

actually enroll in classes at a college or university. In general, the more strenuous the action the fewer the number of students who completed those actions; however, the percent of students who took honors or Advanced Placement classes proved to be an exception, with 88% of CHANGE students indicating participation in

ACADEMIC INDICATORS Continued – 11 th and 12 th Grades % of Completion	
Taken honors or AP classes	88%
Toured a college/university	85%
Applied for scholarships	85%
Taken ACT or SAT Prep Courses	81%
Attended a college or career readiness workshop	54%
College prep programs in the summer	38%
Participated in a dual enrollment program	38%
Taken IB Classes	19%

N = 26

those types of classes. The second chart shows only 12th grade responses as they are the only age group who are able to complete the tasks listed. This year 12th grade students completed the actions listed at a very high rate. **62% of senior CHANGE students completed the TN Promise Application which is a 37% increase from the number of seniors who completed this action last year.**

ACADEMIC INDICATORS Continued	12 th Grade Cumulative %
Received an acceptance letter(s) to a college/university	100%
Applied for a college/university	100%
Completed the FAFSA	90%
Awarded a financial aid package	90%
Applied for TN Promise	62%

N=21

This year BRIDGES also began tracking some Social and Emotional Learning (SEL) indicators as a result of their participation and partnership in the Seeding Success

Collaborative. SEL is defined as, “... the process through which [people] acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (www.casel.org).

SEL ACADEMIC INDICATORS – Results below are based on the % of students who said that the following statements are “completely true”	
Getting a college education is important to me	96%
Doing well in school is an important part of who I am	61%
It is important to me to learn as much as I can	61%
I take pride in doing my best at school	61%
I am a hard worker when it comes to my schoolwork	39%

N=28

BRIDGES agreed to pilot some SEL indicators on their pre- and post-assessments using questions from the Youth Engagement, Motivation, and Beliefs Survey (YDEKC) in order to

begin to understand if BRIDGES programming impacts students in any way regarding SEL. BRIDGES piloted five SEL questions that directly address academics and are shown in the chart above. **75% of CHANGE students also said that the following statement is “completely true” for them, “I feel excited about my future.”** A full list of SEL questions and responses can be found in Appendix A. Since this is the first year BRIDGES has collected SEL data there are no internal benchmarks available at this time.

PROGRAM SPECIFIC OUTCOMES

Each year students report additional outcomes other than those laid out in BRIDGES formal outcomes document. Students typically report that they develop skills that prepare them for their postsecondary endeavors. BRIDGES tracks skills that previous CHANGE groups have identified as abilities that they developed as a result of the CHANGE program (a selection of those skills are listed in the chart below). Skills are assessed on the midyear survey in order to determine what support and training students may need in order to

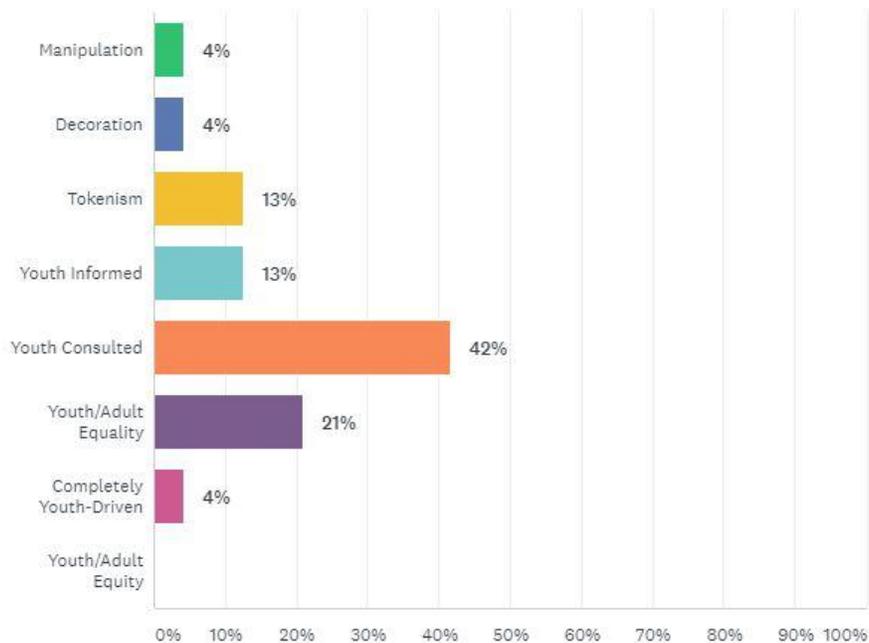
further develop those skills during the remainder of the year. One student stated, “One of the most important things I’ve learned in CHANGE is the SMART goal. Without a SMART goal, you wouldn’t accomplish the most important

SKILLS- For the following statements, the answers range from “Nothing At All” to “A Whole Lot” on a 7 point scale.			
	% of students with scores of a 6 or 7		% of students with scores of a 6 or 7
Responsibility & Accountability	83%	Goal Setting	78%
Community Organizing	78%	Critical Thinking	70%
Facilitation	70%	Public Speaking	70%
Networking	57%	Curriculum Development & Implementation	52%
Logistics & Coordination	48%	Participatory Action Research	45%

N = 24

parts of your community project. Also, CHANGE has taught me that I cannot be lazy in my attempt to help the community with a project.”

BRIDGES continues to move towards being a truly youth-led organization and is working to create an environment that is equitable for both youth and adults. BRIDGES asked students, “Based on your overall experience with BRIDGES staff, where on the ladder of youth/adult



equity do you feel the organization is?” The graph above shows all responses (24 respondents) to this question. **Contrary to the previous year, with 36% of students who felt BRIDGES staff practiced youth/adult equity, none of the students this year felt that staff had done so.** Several suggestions were made by students regarding how staff and students can address the perceived lack of equity. Most students seem to simply want to be included in more staff meetings and to know staff names and what resources they may provide. One student suggested the following: *“At the beginning of the year, BRIDGES staff and CHANGERS should be trained in youth-adult equity with one another and create a Full Value Contract together that they would be held accountable to throughout the year... If possible, the youth department meetings on Wednesdays should be started a little later (maybe 4 p.m.) so that CHANGERS have a chance to be present after school and know what else is going on with the youth department.”* Interestingly, in the Community Action and Civic Engagement section of this report it was shared that when asked how much of an impact the students felt that they had on BRIDGES, 33% said, “a lot of impact.” Most CHANGE students suggested that they be included in more meetings in order to help address the need for more youth/adult equity; however, as mentioned in a previous section of this report, in the Spring students were invited to participate in the strategic planning process for the organization and consulted BRIDGES on several organizational decisions. The contradictory information reported by CHANGE students throughout the year suggests that students do not feel staff actions are sufficient and/or that there is an underlying issue that needs to be addressed regarding how students would like to be treated by BRIDGES staff.

As mentioned in the Academics section of this report, BRIDGES also began asking questions taken from the YDEKC survey regarding the student’s SEL. On the posttest, BRIDGES chose to include some programmatic questions, to gain a better understanding of whether or not programming encourages SEL growth and the quality of the programming offered. Overall most students report that the program is a positive space that gives them opportunities to grow (see chart on the next page).

TODAY, how true are the following statements for you? - Indicators taken from the YDEKC	Not at all True	Completely True
I feel proud to be a part of Bridge Builders	-	68%
What we do in Bridge Builders is important to me	-	61%
There are things happening in Bridge Builders that I feel excited about	-	57%
Bridge Builders helps me build new skills	7%	54%
What we do in Bridge Builders will help me succeed in life	-	54%
What we do in Bridge Builders is challenging, in a good way	7%	46%
I fit in at Bridge Builders	-	32%

N = 28

PROGRAM RECOMMENDATIONS/LESSONS LEARNED

Improving Outcomes

In the coming year, BRIDGES will add new questions and revise existing ones in order to determine if the indicators used are still appropriate measures of success for each outcome area. This recommendation aligns to the strategic planning process, mentioned in the methodology section. As part of the strategic planning process, group members suggested revising the indicators used to measure success across all three outcome areas. It was also suggested that additional secondary outcomes be added and/or revised. For example, BRIDGES continues to embrace youth voice and youth empowerment, so group members determined that this should be added as a secondary outcome. BRIDGES will formally add youth and adult equity as an outcome for the CHANGE program with the expectation that students and BRIDGES staff are able to achieve the following: 1) value the experiences and expertise of all people regardless of age, 2) recognize the importance of youth voice and youth roles in shaping institutions and communities, 3) youth/adult collaboration that addresses systemic change, and 4) understand how power dynamics and diverse groups of people connect or intersect one another.

BRIDGES should consider assessing the program specific skills on both the midyear and end of year surveys. Currently, BRIDGES assess skills like, public speaking on the midyear survey but not on the end of year survey. Failure to assess students at the end of the year does not allow BRIDGES to determine whether students grew their skills during the spring semester. Additionally, collecting this information at the end of the year may also help staff in determining whether any training related to a skill was successful or not.

BRIDGES will strengthen their partnership with students by empowering Leadership Board Members (BRIDGES student governing board) and Bridge Builders CHANGE Interns to serve as youth-evaluators. Both groups receive facilitation training and this year will receive more intense and intentional evaluation training. Having youth evaluators will encourage students' candid feedback and will allow BRIDGES to collect data through more interactive, youth friendly, and unique methods.

Facilitation Recommendations

Since CHANGE students participate in the COLLABORATE level of programming the same recommendation made for COLLABORATE regarding changes to curricula and being explicit about the outcomes for activities and discussions also applies to the CHANGE program. A summary of the recommendations made in the COLLABORATE report are listed here: BRIDGES will continue to enhance the training for facilitators, in order to provide the best experience for students. Facilitators will have the opportunity to role play through the curricula in order to understand what the student experience is and to observe a more experienced facilitator.

In addition to strengthening training for facilitators, BRIDGES will also reduce group sizes during summer conferences. Staff, board members, and students expressed concerns about the facilitator's ability to adequately control groups and provide safe, meaningful, and engaging experiences. BRIDGES feels strongly that groups that are too large negatively impact a student's ability to learn. BRIDGES will create smaller groups, in order to provide spaces that are conducive to learning for students and to enable facilitators to effectively lead the group through discussions and activities.

Facilitators should also intentionally highlight debrief questions that are linked to outcomes. This strategy encourages facilitators to link the conversation back to the outcomes so that students can more clearly recognize the link between the activity and the program goals.

Youth and Adult Equity

CHANGE students offered recommendations for how students and staff can work together to move toward youth/adult equity within the organization. As mentioned in the previous year, the Community Action and CHANGE Coordinator should work with other BRIDGES staff to facilitate opportunities for both parties to not only get to know another but also to work collaboratively in meaningful ways.

BRIDGES staff will continue to have CHANGE students participate in board meetings and/or retreats when the content is relevant. BRIDGES staff will adopt the student's recommendation of having students attend and participate in youth department meetings. BRIDGES should also consider increasing communication between staff and students. Those who participated in the CHANGE strategic planning session over the summer suggested using short videos sent via email that allow both parties to update one another; which the Director of Communications agreed to assist with.

CHANGE students shared varied and contradictory sentiments about how much voice they had within the organization and how equitable the relationships between staff and students were this past year. The inconsistencies in the data related to youth voice and youth/adult equity suggest that, for many students, there are underlying frustrations related to these issues. BRIDGES should consider individual interviews and/or focus groups with students throughout the year in order to better understand these issues and what barriers exist.

Appendix A

TODAY, how true are the following statements for you? <i>All questions in this matrix are taken from the YDECK survey.</i>	Not at all True	Somewhat True	Mostly True	Completely True
Doing well in school is an important part of who I am	-	7% (2)	32% (9)	61% (17)
It is important to me to learn as much as I can	-	-	39% (11)	61% (17)
I am a hard worker when it comes to my schoolwork	4% (1)	25% (7)	32% (9)	39% (11)
I take pride in doing my best in school	-	21% (6)	18% (5)	61% (17)
Getting a college education is important to me	-	-	4% (1)	96% (27)
I feel excited about my future	-	7% (2)	18% (5)	75% (21)
If I set goals, I take action to reach them	-	11% (3)	39% (11)	50% (14)
I make step-by –step plans to reach my goals	-	25% (7)	29% (8)	46% (13)
When my solution to a problem is not working, I try to find a new solution	4% (1)	11% (3)	39% (11)	46% (13)
I think of my past choices when making new decisions	-	11% (3)	30% (8)	59% (16)
I can control my temper	4% (1)	14% (4)	54% (15)	29% (8)
I can handle stress	4% (1)	25% (7)	46% (13)	25% (7)
I finish whatever I begin	4% (1)	25% (7)	43% (12)	29% (8)
I stay positive when things don't go the way I want	7% (2)	25% (7)	43% (12)	25% (7)
I don't give up easily	-	11% (3)	43% (12)	46% (13)
I try things even if I might fail	-	7% (2)	46% (13)	46% (13)
I can solve difficult problems if I try hard enough	-	4% (1)	46% (13)	50% (14)
I can do a good job if I try hard enough	-	-	29% (8)	71% (20)
I feel bad when someone gets their feelings hurt	4% (1)	18% (5)	32% (9)	46% (13)
When I make a decision, I think about how it will affect other people	-	14% (4)	43% (12)	43% (12)

N = 28