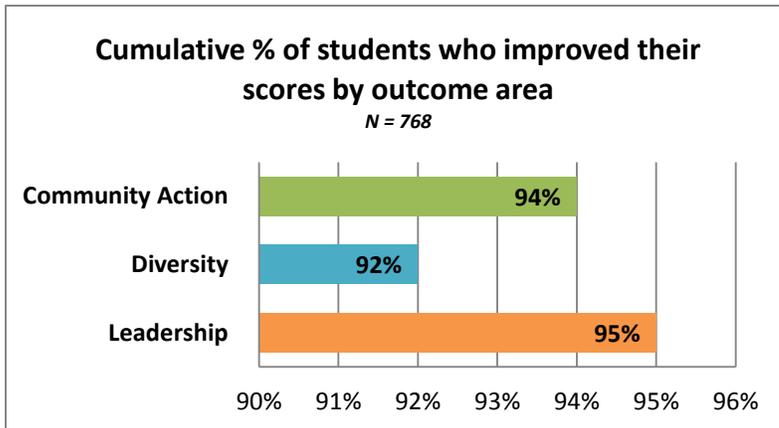




years. During the planning processes BRIDGES staff, board members and program participants came together to provide insight and suggestions for improvement in the coming years, which included revisions to the outcomes moving forward.

The chart below shows the cumulative results for each outcome area based on student survey data.



- After a year of programming students are more aware of their own assets and skills as leaders, with **78% of students improving on three or more leadership indicators** and 52% improving on five or more indicators. Notably, this year 10% of students improved on ten or more indicators and three of those students improved on all thirteen leadership indicators.

- **After a year of programming, 71% (547: 768) of students reported an increase in their friendships**

**among diverse groups of people which is a dramatic 22% cumulative decrease from the previous year.** 44% of students improved their scores on three or more diversity indicators.

- **After a year of programming, 68% of students improved their scores on three or more indicators** and 32% improved on five or more.

**School-Year Programming:** Students are required to attend three year-round events each semester: 1) a training that addresses the outcome areas of leadership and diversity appreciation, 2) a community action event 3) and an elective. Following each training and community action students are asked to reflect and provide feedback on their experience (see the table to the right). In the fall students were asked to give input about what type of topics they would like to cover in the spring (a selection of responses are shown in the word cloud below). Students indicated that they have a

YEAR-ROUND TRAINING DATA -		
<i>% are based on responses of a "5 – Somewhat Agree" to "7 – Strongly Agree."</i>	Leadership/ Diversity Trainings	Community Actions
I learned something new about leadership and/or diversity.	94%	-
This meeting helped me to grow as a Bridge Builder.	94%	93%
TODAY, I learned about new opportunities to create positive change in my community.	-	94%
	N= 1700	N= 1253

strong desire to discuss issues that are relevant and important to them. This year students had seventeen different community actions to choose from. The McKellar Lake Clean-Up continues to be the most highly attended community action, with more than 300 students in attendance. Several new community actions designed by Bridge Builders CHANGE student interns were offered this year which included Memphis Against Sexual Assault and Harassment,



Educational Justice, and Youth and Police Relations. CHANGE students incorporated data collection methods into the community actions they designed, such as focus groups, and used the data collected to help inform their work which included school policy changes and curriculum developed to help youth and police better understand one another.

As mentioned in the methodology section, data was collected during spring training using a conversational method, in addition to the standard training surveys. Used as an icebreaker

for group discussion, students were asked to think about four questions, write their responses on flip chart paper and then as a group discuss their responses. The questions were: 1) Why did you apply for Bridge Builders, 2) How do people (teachers, family, peers) talk about Bridge Builders, 3) What type of person makes a good Bridge Builder, and 4) What is the role of a Bridge Builder in the community? Data collected from these discussions will not only help staff better understand how Bridge Builders perceive the program but may also assist the recruitment team with identifying new recruitment strategies. There were a range of responses but some of the more common themes related to who makes a good Bridge Builder and their role in the community are listed in the table to the right.

**Community Investment:**  
BRIDGES continues to gauge how supported and connected Bridge Builders feel to the Memphis community. Students have the opportunity to become

Who makes a good Bridge Builder	The Role of Bridge Builders in the community
<ul style="list-style-type: none"> <li>• Leaders</li> <li>• Problem solvers</li> <li>• Good listeners</li> <li>• People who are fun</li> <li>• Someone who steps out of their comfort zone</li> <li>• Respectful</li> <li>• Cooperative/collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• To speak out on difficult issues</li> <li>• To make the community strong/better/cleaner</li> <li>• To help others</li> <li>• To inspire/motivate/advocate</li> <li>• Connect with people from different backgrounds</li> <li>• To take action/take initiative</li> </ul>

more familiar with their city through urban treks and community action projects that occur during summer conference. Although most Bridge Builders reside within Shelby County, which encompasses Memphis, many do not venture outside of their immediate neighborhoods. The treks and community actions expose students to different areas of the city with which they may not be familiar. **According to parent survey data, 65% of parents “agree” or “strongly agree” that Bridge Builders has positively impacted their student's desire to learn more about Memphis.** Students typically plan to leave the city for college or work and may choose not to return later in life, which concerns BRIDGES and other youth serving organizations. Throughout the summer conferences and in some of the year-round programming pieces, BRIDGES encourages youth to look at the assets that exist within the community. One student shared, *“Bridges has helped me better utilize my involvement in the community... It has helped me meet new people in the community and forge better relationships.”* The curricula are designed so that youth see themselves as assets in our community and specifically addresses how young people can make positive changes in Memphis. While the goal is to ignite a desire in

students to invest in their city and retain these talented youth, the data shows that this is still an area that needs work, with less than half of students improving how they feel about their connection to the Memphis community.

<b>Community Investment</b>	
<i>For the following statements, the answers range from Strongly Disagree to Disagree on a 7 point scale.</i>	<b>% of Improvement</b>
I feel a personal connection to the Greater Memphis community. <i>Note: N = 356 (11<sup>th</sup> - 12<sup>th</sup> grade students only).</i>	41%***
Young people are given useful roles in solving problems in my community. <i>Note: N = 412 (7<sup>th</sup> and 10<sup>th</sup> grade students).</i>	32%

\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$

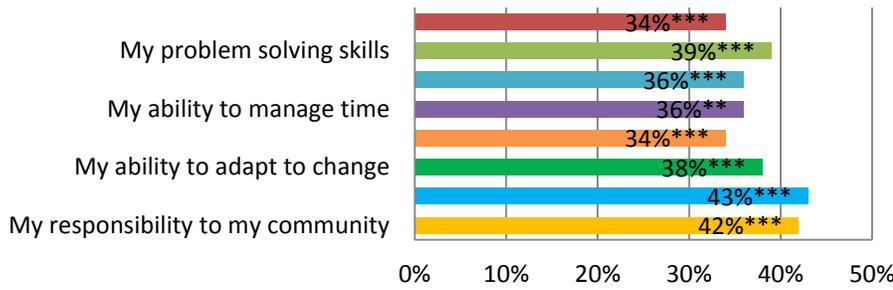
N = 768

**Academic Skills and Social and Emotional Learning:** Bridge Builders curricula also focuses on key leadership

skills that are directly aligned to 21st Century Learning Skills, which are important indicators of an individual’s ability to succeed in school and beyond. The students’ results indicate that they actively employ the skills and knowledge they are learning through COLLABORATE in ways that change their daily behavior and attitudes (see chart below).

## 21st Century Learning Skills

Answers range from Weak to Strong on a 7 point scale



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). BRIDGES agreed to pilot SEL indicators on their pre- and post-assessments using questions from the Youth Engagement, Motivation, and Beliefs Survey (YDEKC). The table below shows posttest only results related to academics taken from the YDEKC. Overall students report that most statements are completely true for them indicating a high degree of investment in their education. **Additionally, 77% of students say that they feel excited about their future.**

**Parent and Student Satisfaction:** Overall parents report that they are satisfied not only with the changes they have

observed in their students (see chart below) but also with the customer service provided by staff. **When asked, "Would you recommend Bridge Builders to another parent/guardian?" 86% of parents reported that they "Definitely" (equal to the highest score of a 10) would.** One parent shared, "My son is at a stage now where he is uncomfortable. Some thoughts and

TODAY, how true are the following statements for you? - Indicators taken from the YDEKC	Not at all True	Completely True
Getting a college education is important to me	0.1%	89%
Doing well in school is an important part of who I am	0.1%	77%
It is important to me to learn as much as I can	-	77%
I take pride in doing my best in school	1%	69%
I am a hard worker when it comes to my schoolwork	1%	58%

N = 768

discussions about biases and stereotypes are truly just s[inking] in and he's processing what all of it means to him. So, it's not 100% fun...right now ... I know the reason is that it stretches him. He always - ALWAYS - returns home with a positive

**PARENT OBSERVED INDICATORS - % are based on responses of a 6 or 7. Seven is equal to "Strongly Agree" or "Significant Change" depending on the scale used.** **FY17 Total %**

Bridge Builders (BB) has positively impacted my student's understanding of people who are different from himself/herself.	84%
BB has positively impacted my student's ability to effectively work with others.	81%
BB has encouraged my student to participate in their community more (such as volunteering, student government, etc.)	71%
BB has challenged my student to think critically and engage in courageous conversations.	77%
He/she recognizes that individuals have the capacity to influence and change their community.	67%
He/she identifies ways that young people can be leaders for justice in their homes, schools or communities.	66%
He/she expresses a personal commitment to taking action that promotes justice.	55%

outlook and opened eyes...I know it's not easy to be a teenager and I appreciate that Bridge Builders broaches topics that are brushed over in many other settings."

N = 235

**Lessons Learned and Recommendations:** This year BRIDGES achieved its internal goals for cumulative improvement in each of the outcome areas. However, improvement among the individual indicators for outcome areas continues to decline each year. While the percent of students who improve on individual indicators declines, many students provide high scores at the beginning of the year, allowing for little room to improve over the course of the year. **For example among questions with a seven point scale the average score at the beginning of the year was 5.46 and 5.77 at the end of the year.**

- In the coming year it is recommended that BRIDGES **add new questions and revise existing ones in order to determine if the questions used are still appropriate indicators for each outcome. BRIDGES continues to embrace youth voice and youth empowerment, so they will be added as secondary outcomes.** Piloting new questions and revising old ones will help to determine whether the lack of improvement is due to poor selection of indicators, a ceiling effect, lack of clear objectives in the curricula, and/or other variables not yet identified.
- Observations of workshops and events will be conducted more regularly with the assistance of youth evaluators. **BRIDGES will strengthen their partnership with students by empowering students to serve as youth-evaluators.**
- **Scores may be strengthened by focusing efforts to enhance the Bridge Builders school-year curricula, which are designed to reinforce lessons learned during summer conferences.** Staff actively seek out feedback and suggestions from students in order to design and implement experiences that are meaningful and engaging.
- In order to provide staff with data so that adjustments can be made in a more timely fashion, the Evaluation Manager should develop mechanisms to capture data electronically. **In the upcoming year, surveys for year-round programming will be administered both on paper and electronically.**
- Bridge Builders CHANGE student interns developed and led several community action experiences this past year. **BRIDGES feels that having youth-led curricula is extremely advantageous to students and the organization.** Youth who are participating in an experience are able to work with other youth leaders who are using their skills and knowledge now. Youth leading their peers through curricula are able to present the information in an engaging way that resonates with their peers. CHANGE students actively seek out help from their peers and encourage them to start projects of their own. Through the summer conferences some students are able to actualize their ideas into working projects with the support of BRIDGES and their partner Let's Innovate Through Education (LITE).
- **AmeriCorps members, who typically serve as facilitators for BRIDGES events and workshops throughout the year, have asked for training that is more hands-on.** Facilitators would like the opportunity to role play through the curricula in order to understand what the student experience is and to observe a more experienced facilitator.
- BRIDGES understands that facilitators significantly impact a student's experience and their ability to learn. **BRIDGES will reduce group sizes during summer conferences in order to increase the facilitator's ability to adequately provide safe, meaningful, and engaging experiences.**

**Recruitment Recommendations:** BRIDGES staff continues to address the lack of racial diversity in the program by intentionally developing more and stronger partnerships with school sponsors to encourage target demographic students, to apply for the program.

- **The recruitment team will use data about individual students who attend target schools in discussions with school sponsors to determine the impact the program has had on their students,** so that they may better understand the value of the program.
- In order to further explore if target demographic families do not apply due to a perceived lack of diversity, an evaluation should be conducted among target demographic students and their parents.
- **BRIDGES continues to use student Ambassadors to increase awareness and outreach about the program.** For the 2017-18 program year BRIDGES will rely more on Leadership Board members to fill the ambassador role.
- **BRIDGES will continue to offer year-round programming experiences at locations throughout Memphis, which also helps to address the need to offer experiences off-site in order to accommodate students with transportation needs.**