

Youth On Their Own Final Evaluation Report

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Acknowledgements



Founded in 1991, LeCroy & Milligan Associates, Inc. is a consulting firm specializing in social services and education program evaluation and training that is comprehensive, research-driven and useful. Our goal is to provide effective program evaluation and training that enables stakeholders to document outcomes, provide accountability, and engage in continuous program improvement. With central offices located in Tucson, Arizona, LeCroy & Milligan Associates has worked at the local, state and national level with a broad spectrum of social services, criminal justice, education and behavioral health programs.

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Executive Summary

Youth On Their Own (YOTO) is a non-profit organization headquartered in Tucson, Arizona that provides assistance to homeless unaccompanied youth in the 7th-12th grades so that they may graduate high school. The YOTO program includes three major components: 1) providing a monthly Student Living Expenses stipend of up to \$140 to students that maintain passing grades and good attendance; 2) helping students meet their basic daily needs by providing items such as food, clothing, school supplies, and a bus pass; and 3) offering personal counseling and success coaching in-house and referrals to collaborating community agencies that provide medical, dental, and visions care, housing, and employment opportunities.

LeCroy & Milligan Associates (LMA) began providing evaluation services to YOTO in March 2013. Among the evaluation activities conducted were developing a Theory of Change program map (identifying program outcomes and the interventions and preconditions needed to achieve them), developing and administering a survey to students twice during the school year (Student Survey), and developing and administering a survey three times during the school year to school staff that assist the program (School Liaison Survey).

This final evaluation incorporates data from a variety of sources: YOTO's main student information spreadsheet (includes data students provide on the program application, graduation data, and stipend distribution records), two administrations of the Student Survey, and two focus groups. Findings from the three administrations of the School Liaison Survey were provided to YOTO in separate process evaluation reports. The following are the key findings of the final evaluation presented by report section.

Demographics

- A total of 1,229 students participated in the YOTO program during the 2013-2014 school year. During this school year, 21% (262) of students withdrew from the program for various reasons such as transfer of schools, moved out of area, poor school attendance or behavior, dropped out or expelled from school, became involved with Department of Corrections, change in homeless status, or completed a GED or on-line high school program.



- Almost three-fourths (72%) of the students that enrolled in the program did so between August and October, 2013.
- Eleventh and twelfth graders together made up more than half (56%) of the YOTO students.
- Almost two-thirds (64%) of the program participants were new students.
- A small majority of YOTO students (51%) attend traditional school; 49% attend an alternative school.
- Almost two-thirds of the students served are between 16 and 18 years of age, with an average age of 16.9 years.
- Fifty-seven percent of program participants are female and 43% are male.
- The majority of YOTO students (71%) self-identify as Caucasian, 9% as Native American/ American Indian, and 9% as more than one race. Almost 60% identified as Hispanic or Latino ethnicity.
- Almost a third (30%) of YOTO students have Child Protective Services (CPS) involvement and 20% are in foster care.
- Fifteen percent of program participants are teen parents.
- The two most common reasons reported for YOTO students' homelessness are parents choosing not to parent and court ordered.
- Almost half (47%) of the students live with a relative.

Senior Outcomes

- Of the 413 YOTO students that were seniors this school year:
 - 281 (68%) remained in the YOTO program and graduated from high school;
 - 54 (13%) withdrew from the program at some point in the school year and their graduation rate was not tracked by staff;
 - 78 (19%) remained in the program but did not graduate at this time.



- Of the 359 seniors that remained in the program through the end of the school year, 78% (281) graduated.

Access to Basic Needs

- Having a comfortable place to live, enough to eat, the body care products needed, and a way to get around town (car, bus pass, or bicycle) were the basic needs that showed a statistically significant improvement in being met from the first completion of the Student Survey to the second completion.

Level of Service Usage

- Among the services offered by YOTO, the Student Living Expense, guidance from a School Liaison, and the mini-mall were the services YOTO students identified as using the most.

Receipt and Motivational Power of Student Living Expense (SLE)

- The average monthly stipend amount received by students varied from \$15 (the base amount for submitting a check request) to \$140 (the full amount), with a mean of \$119 and median of \$127.
- The total amount of stipends received while enrolled in the program ranged widely from \$15 (the base amount for one month for submitting a stipend form) to \$1,260 (the full amount for nine months), with an average of \$624 and median of \$560.
- A total of 1,020 students received a stipend for at least one month during this school year. Students rate of stipend receipt ranged from 11% (one out of nine months enrolled) to 100% (nine out of nine months enrolled), with an average of 81% and median of 100%. More than half of YOTO students (52%, n=531) received a stipend for 100% of months for which they were enrolled in the program.
- The rate of receiving the maximum stipend amount ranged by YOTO student from 3% to 100%, with an average of 70% and median of 75%. Sixteen percent (162) of YOTO students received the full amount for which they were eligible throughout the period they were enrolled. Overall, 50% (510) of YOTO students that received the SLE received 76% or more of the maximum stipend amount throughout the school year.



- Ninety percent of respondents to the post survey agreed or strongly agreed that the stipend motivated them to stay in school; 89% agreed or strongly agreed that the stipend motivated them to get good grades

Social Support

- At least 90% of survey respondents reported at both pre and post that they had at least one communication in the previous 30 days with a friend that supported their graduation goal. Further, at least 89% of respondents reported at both pre and post that they had at least one communication in the previous 30 days with a relative that supported their graduation goal.
- Eighty-eight percent of post survey respondents reported having a good relationship with their school liaison; 79% reported having a good relationship with their Student Advocate.

Self-Efficacy

- YOTO students show a statistically significant improvement (i.e., increase in self-efficacy) over time in relation to three items on the self-efficacy scale:
 - “I will be able to successfully overcome many challenges.”
 - “Compared to other people, I can do most tasks very well.”
 - “Even when things are tough, I can manage to do quite well.”
- Eighty-two percent of YOTO students believed at the time of the pre survey that they could graduate on time; 80% expressed this belief at the time of the post survey.
- Seventy-two percent of respondents report they plan to go to college.

Program Satisfaction

- More than three-fourths of respondents (78%) rated the YOTO program “excellent” at post; 21% rated the program as “good.”



- The four services students most identified as being helpful on the post survey were gift cards (56%), mini-mall (55%), student living expense (53%), and guidance from a school liaison (50%).

Conclusion / Recommendations

This evaluation examined student participation in the YOTO program during the 2013-2014 school year. The findings of this report suggest a number of recommendations, which are reported below.

YOTO served a total of 1,229 students during the 2013-2014 school year, with 72% of students enrolling in the program in the early months of the school year, between August and October. Almost two-thirds of the program participants were returning students and a majority is female. Slightly more than half of program participants are in the 11th and 12th grades. While 71% of participants self-identified as White, almost 60% also indicated they are Hispanic or Latino. Almost half of the program participants live with relatives. Fifteen percent of the students are teen parents. Although all YOTO participants are homeless, the diversity of their characteristics suggest that YOTO should take into consideration any specific needs of subpopulations served by the program. For example, teen parents with babies or toddlers may need to be connected with more or different services than students who are not parents. Students from ethnic minorities may also require assistance delivered in a manner somewhat different than it is commonly delivered to participants (i.e., in a culturally competent manner).

Based on the Student Survey findings, it appears that a majority of YOTO students that completed a survey are, with assistance from YOTO, able to meet their basic daily needs. At post, 81% of respondents reported that most of time or always they had a comfortable place to live, 85% reported having enough to eat, and 84% reported having enough clothes to wear. However, because only 18% of students completed a post survey, it would be worthwhile for YOTO to more proactively identify students who are not having their basic needs met. This practice would align with the interventions identified in the YOTO Theory of Change program map, Outcome #2.

Student survey data suggests that many of the students do not utilize all of YOTO's services. While they may not need them, data from one of the student focus groups suggests that at least some students are not aware of the breadth



of services available to them and would have liked to learn about them at enrollment. For example, 72% of the post survey respondents reported that they plan to go to college after graduation, but 71% reported never having visited the Student Success Center. It may be worthwhile for YOTO staff to explore additional ways to ensure that students are fully informed about the breadth of YOTO services at enrollment and throughout the program. Several focus group participants suggested that YOTO provide a complete list of services on the program's website and in printed material that would be available at their school.

The findings from the self-efficacy questions of the Student Survey suggest that many students have positive feeling about their ability to create a good future for themselves. At the same time, focus group data and responses to the open-ended questions highlight the important role that School Liaisons and Student Advocates play in supporting students and helping keep them motivated. Most students reported having a good relationship with their School Liaison and Student Advocate. However, whatever YOTO can do to support School Liaisons in their work with students would seem to ultimately benefit program participants. Some student comments also mentioned a desire to have more visits from their Student Advocate, so maximizing Student Advocate contact with students would also seem to be advantageous.

The evaluation team recommends the following ways to improve the evaluation of the YOTO program in the future:

- Ensure that a student ID is unique and issued to only one student. Unduplicated IDs are critical to accurately match student data from multiple sources, such as survey and administrative data. ID matching enables effective reporting of program outcomes.
- Future IT systems utilized by the program should be "relational," meaning that all data sources collected are linked by unique ID.
- Take measures to ensure a higher response rate to the student survey, specifically paired pre and post responses. Also, ensure that surveys have a unique ID attached to ensure confidentiality and matching of data.



- Utilize the indicators of the Theory of Change program map to guide future data collection efforts. For example, the program should accurately track “dosage” of the program received, such as number of visits to the mini mall and meetings with School Liaisons and Student Advocates. This data could be used to determine how much of the intervention is needed for student success.
- YOTO should better define program outcomes, such as program completion. Staff should also clarify the formula for determining high school graduation rates, such as whether or not to include students that withdrew from the program during the course of the school year in calculations.



Introduction

Youth On Their Own (YOTO) is a non-profit organization headquartered in Tucson, Arizona that provides assistance to homeless unaccompanied youth in the 7th-12th grades so that they may graduate high school. The YOTO program includes three major components:

- Financial Assistance – Youth receive a monthly Student Living Expenses (SLE) stipend of up to \$140 per month for 10 months of the year if they maintain passing grades and a good attendance record.
- Basic Needs Assistance – Youth may obtain basic needs items such as food, clothing, body care products, and school supplies from a “mini-mall” area set up at YOTO’s offices. Monthly bus passes and, in some cases, bicycles are provided to help youth with their transportation needs. YOTO also provides emergency funds for to help with essentials like rent or utility bills. Refurbished computers are also sometimes made available to program participants.
- Guidance and Referrals – YOTO staff offer personal counseling and one-on-one success coaching. They also provide youth referrals to collaborating community agencies offering medical, dental, and visions care, housing, and employment opportunities.

LeCroy & Milligan Associates (LMA) began working on a process evaluation of the YOTO program in March 2013. During the first phase of the process evaluation, LMA conducted Theory of Change program mapping facilitation sessions attended by YOTO staff, board members, and school staff that assist the program (i.e., School Liaisons). A primary goal of program mapping is to document in detail how program activities lead to desired outcomes. For YOTO, this meant describing how the YOTO program components work to help homeless youth graduate high school. The program mapping process includes identifying program assumptions and indicators for measuring progress towards outcomes (see Appendix C).

As an initial step in designing the final evaluation, LMA reviewed the types of data about students YOTO collects and the way in which those data are collected. LMA found that YOTO collected demographic data and information about reasons for homelessness through a program application



completed by students. YOTO gathered additional data through an exit survey when students left the program either by graduating or dropping out. YOTO also kept administrative records of the amount of monthly stipend, gift cards, and emergency funds students received. However, these data sources provide very little information about student perceptions of program effectiveness, YOTO and school staff that assisted them, or self-efficacy.

To help fill these data gaps, LMA developed the Student Survey. This survey included questions about recent ability to meet basic needs, use of services, relationship with Student Advocate and School Liaison, satisfaction with the program, and self-efficacy (see Appendix A). The survey was administered at the time a youth fills out the YOTO application and near the end of the school year. The goal of collecting data at different data points is to assess whether there is a change in student perceptions after receipt of YOTO services over a period of time. However, it should be noted that while some students joined YOTO at the beginning of the school year, completing a survey at that time, many join throughout the year. Therefore, the time between completion of the first survey and the follow-up survey was not uniform across students. The evaluation questions of this report include:

- What is the demographic distribution of YOTO students?
- What YOTO services did students use?
- Did students receive a stipend during the months they were enrolled in the program and how much did they receive? Did the stipend motivate students to do well and stay in school?
- What are the program outcomes of YOTO seniors (e.g., what proportion graduated from high school, did not graduate but remained in the program, or withdrew from the program)?
- What changes occurred from pre to post Student Survey data (e.g., access to basic needs, self-efficacy, awareness of available community services, and social supports)?
- What are students' post-graduation plans?
- To what extent are students satisfied with the YOTO program? What parts of the program do students find the most helpful?



Background Literature on Youth Homelessness

The National Center on Family Homelessness reported that from 2007 to 2010, the period of economic recession in the U.S., the number of homeless children in the United States increased by 38% to reach 1.6 million annually (Bassuk, Murphy, Coupe, Kenney & Beach, 2011). In this study, homeless children included those from birth to age 18 who are accompanied by one or more parent or caregivers. The researchers of this report computed a composite state score on child homelessness across four domains: 1) Extent of child homelessness; 2) Child well-being; 3) Risk for child homelessness; and 4) State policy/planning efforts. This composite score was used to rank states on a scale from 1 (best) to 50 (worst). **The state of Arizona ranked 47th in 2010, a marked change from 36th in 2006.** Two of the four factors that weighed negatively on Arizona's 2010 score were a high risk for homelessness - ranked 50th due in part to high foreclosure rates - and the extend of child homelessness - ranked 44th for the steady increase in the number of homeless children from 2006 to 2010 (Bassuk et al., 2011). Bassuk (2010) states that child homelessness emerged as a social problem in the United States in the mid-1980s and has continued to grow to the 1.6 million estimated in 2010.



Methodology

LMA utilized quantitative and qualitative data collection methods to evaluate the YOTO program. Data sources included: student application; pre/post student survey; stipend records; and focus group notes.

Student Survey, Stipend, and Application Data

Quantitative data was analyzed using the Statistical Package of the Social Sciences (SPSS 21). Original Excel data files were cleaned, numerically coded, and imported into SPSS. The evaluation team ran descriptive statistics, including frequencies of categorical variables and measures of central tendencies for continuous variables, to examine all the variables in the dataset.

The Student Survey included the New General Self-Efficacy Scale to measure students' overall level of confidence in their ability to accomplish what they want to in their lives. This scale has been shown to have good reliability by other researchers (Chen, Gully & Eden, 2001); reliability statistics computed for this data showed a high Cronbach's alpha score of .90 at pre and .91 at post.

For ease of reporting, the first administration of the survey is referred to as "pre" and the second administration of the survey is referred to as "post." A student was administered the pre survey when they joined the YOTO program, which is not the same for all respondents due to the program's rolling admission over the school year. However, the post survey was completed by students at approximately the same time in May 2014, around the time that students received their final stipend check of the school year. The total number of unpaired pre, unpaired post, and paired pre/post surveys is as follows:

- 323 of a possible 1,229 students enrolled in YOTO during the study period completed the pre survey only (unpaired data), for a response rate of 26%;
- 225 students completed the post survey only (unpaired data), for a response rate of 18%; and



- 126 students enrolled in YOTO during the study period completed both the pre and post survey (paired data), for a response rate of 10%.

Pre and post survey results are analyzed by both unpaired and paired responses. The exhibits throughout this report are labeled as being based on unpaired or paired data. **Unpaired** data refers to comparing all pre-survey (N=449, including 323 unpaired respondents and 126 paired respondents) and post-survey (N=351, including 225 unpaired respondents and 126 paired respondents) data collected, regardless of whether the student completed one or both surveys. Analysis of unpaired data examines a snapshot of YOTO students' perceptions, opinions, and experiences at their entry to and exit from the program. Unpaired pre and post survey data was analyzed by frequency distribution of categories from pre to post. To facilitate analysis and interpretation of data, as needed, categorical variables on a 5-point Likert scale were collapsed into a 3-point Likert scale.

Paired data refers to pre and post data collected from the same student to examine change in individual students over time. Paired data was analyzed using a pre and post means comparison and Wilcoxon Signed Ranks Test in SPSS. Results were deemed significant if the p value was .05 or less, indicating that the possibility of the relationship occurring by chance is less than 5%. Statistical questions for paired data include:

- Did a significant change occur in fulfillment of students' basic needs from pre to post?
- Did a significant change occur in students' self-efficacy from pre to post?
- Did a significant change occur in students' awareness of the availability of community services?
- Did a significant change occur in students' social support from friends, relatives, School Liaison, and Student Advocate?



Focus Groups

To obtain a more in-depth picture of students' experience of the YOTO program, LMA conducted two focus groups. A focus group with 16 female students was held at Cholla High School on May 6, 2014. A second focus group with six male students was held at Catalina High School on May 7, 2014. The focus groups lasted approximately one hour. LMA used six questions to elicit conversation about how students found out about YOTO, services used (including referrals to outside services), what was most helpful about the program, quality of relationship with a Student Advocate and School Liaison, and suggestions for program improvement.

Limitations

One limitation to this evaluation is the low response rate received for the pre and post Student Surveys and an even lower paired response rate. The paired sample size of 126 was large enough to perform statistical analyses. However a sample of at least 293 paired responses is necessary to be representative of the entire YOTO population (N=1,229) at a confidence level of 95%, plus or minus a 5% margin of error. The study is also limited in that self-reported survey data is not as accurate as data collected systematically by program staff. Therefore, program staff should use caution in generalizing the results to the entire population.

Another limitation is that at this time YOTO does not collect most of the indicator data to test the program's Theory of Change, as identified in the Theory of Change program map report (LeCroy & Milligan Associates, 2013). For example, Outcome #1 states that "YOTO students advance through school until they graduate from high school." Indicator #10 for this outcome has a corresponding metric that 75% of student have at least nine in-person, individual contacts with their school liaison per school year. However this data is not currently tracked by the program to measure this metric. Additionally, Indicators #2 and #4 for this outcome would require the program to document academic and attendance portions of the stipend data. An IT consultant is currently helping YOTO select a comprehensive IT solution that will enable efficient data collection, entry and analysis. The adoption of this IT solution will, hopefully, allow YOTO to readily track all of the program map indicators.

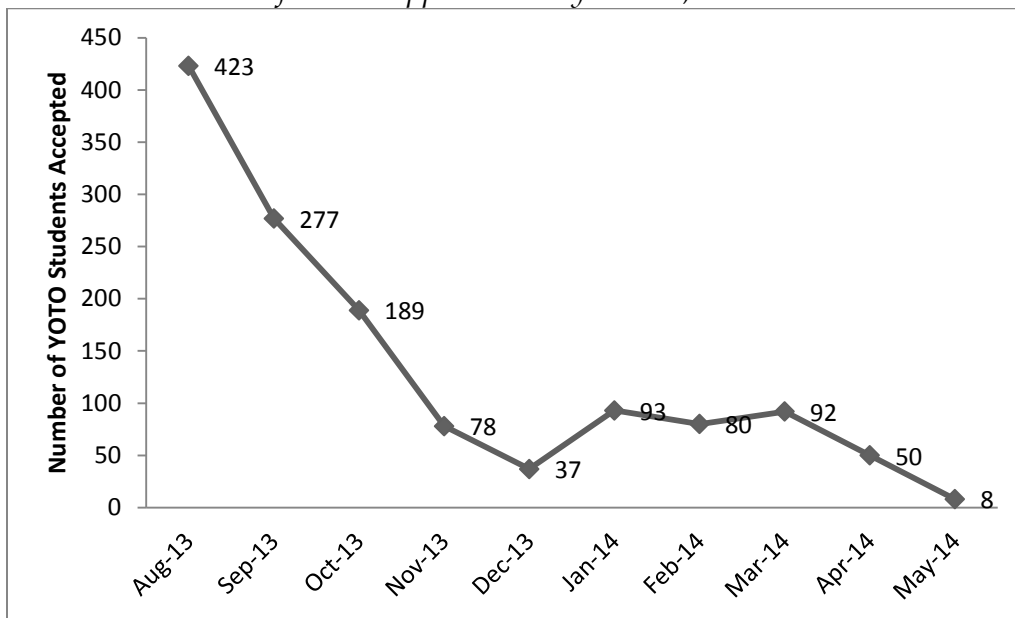


Findings

Participant Demographics

Application and student demographic information was reported for 1,327 YOTO students accepted and enrolled into the program for the 2013-2014 school year (SY), ranging from August 2013 through May 2014. Exhibit 1 shows monthly student enrollment data. The majority of students (72%, N=889) were enrolled between August and October 2013.

Exhibit 1. Number of Youth Applications by Month, SY2013-14



N=1,327

Exhibit 2 shows that the majority of YOTO students (96%) served this past school year are in high school and approximately 4% are in middle school (7th and 8th grades). Of all grades, almost a third of students in YOTO (32%) are in their senior year of high school.



Exhibit 2. Grade of YOTO Students, SY2013-14

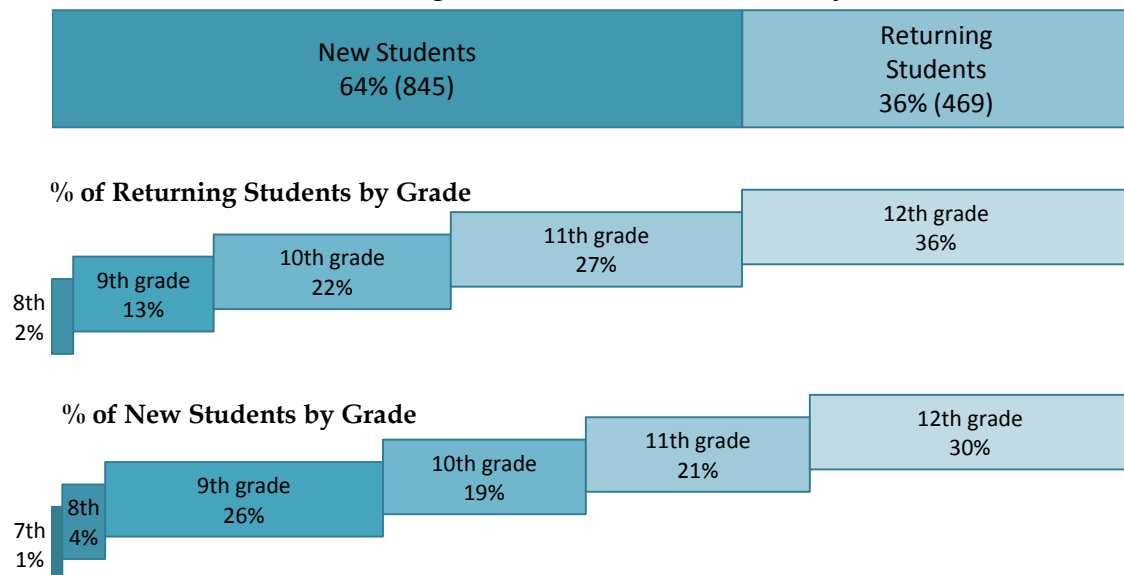
Grade	% (n)
7 th	.5% (6)
8 th	3% (40)
9 th	21% (279)
10 th	20% (265)
11 th	23% (311)
12 th	33% (426)

N=1,327

Almost two thirds of YOTO students (64%) were new to the program during the SY2013-14 and 36% were returning students (Exhibit 3). Of returning students, 87% were in grades 10 through 12; likewise, 72% of new students also fell into these three grade levels.

Almost two thirds of YOTO students (64%) were new to the program during the SY2013-14 and 36% were returning students (Exhibit 3) (N=1,314). Of returning students, 85% were in grades 10 through 12; likewise, 70% of new students also fell into these three grade levels. Seniors comprised the majority of both new (30%) and returning (36%) students.

Exhibit 3. New and Returning YOTO Students, Total and by Grade Level, SY2013-14



The types of schools that YOTO students attended this past school year is nearly split, with slightly more than half (51%) attending a traditional school and slightly less than half (49%) attending an alternative school (such as a vocational or technical school) (Exhibit 4).

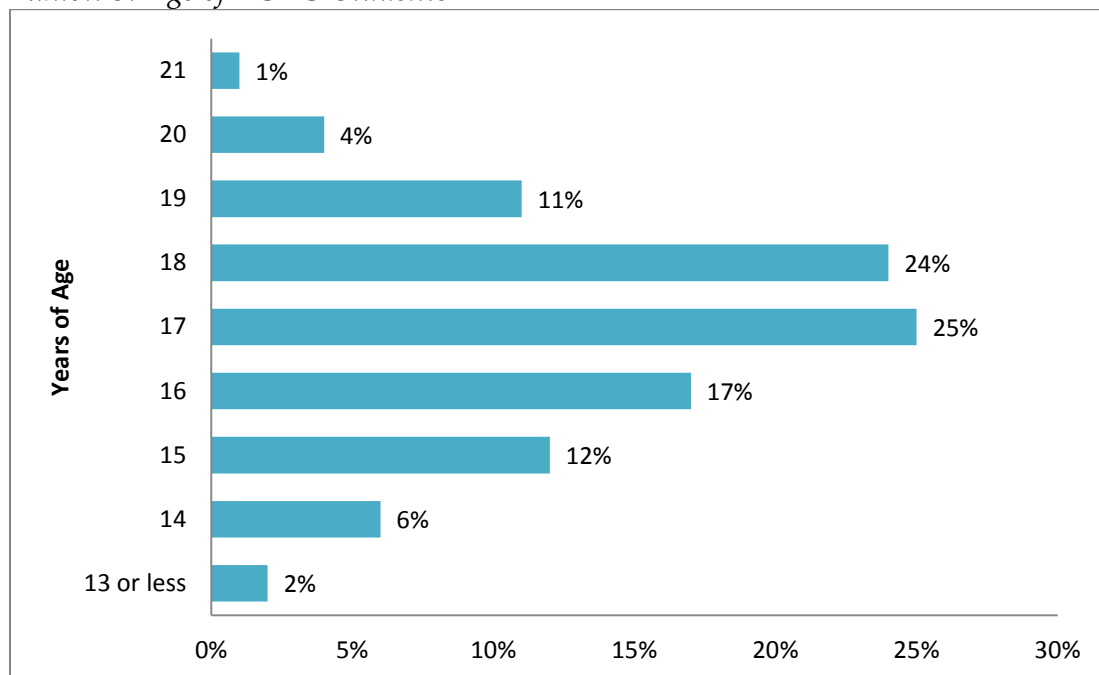
Exhibit 4. Type of School Attended by YOTO Students

Type of School Attended	% (n)
Traditional	51% (677)
Alternative	49% (647)
Other	.2% (3)

N=1,327 Percentages do not total to 100% due to rounding.

Exhibit 5 shows that 66% of students served this past school year are between the ages of 16 to 18 years of age (N=1,322). The average age of students served is 16.9 years, the median is 17 years, and the range is 12 years to 21 years of age.

Exhibit 5. Age of YOTO Students

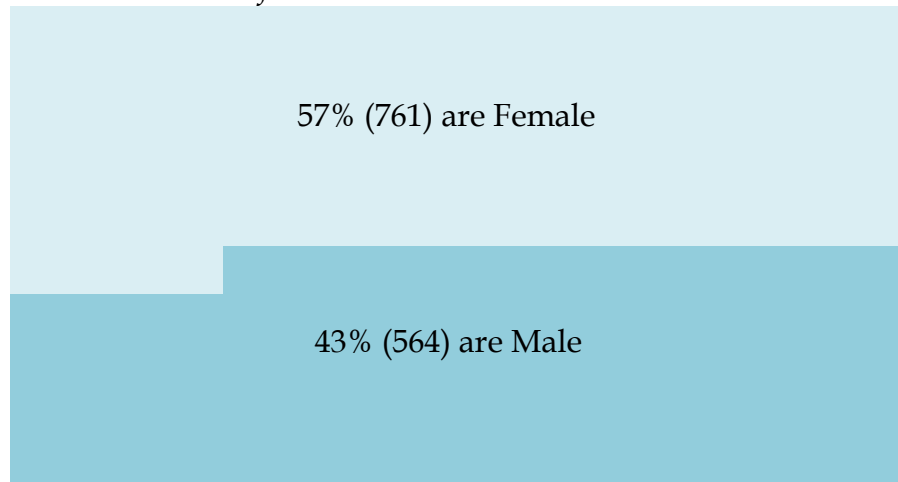


N=1,322



Fifty-seven percent of YOTO students are female and 43% are male (Exhibit 6). Furthermore, the majority of YOTO students (71%) self-identified as Caucasian, followed by 9% who identified as Native American/ American Indian, and 9% who are from more than one race (Exhibit 7). Additionally, almost 60% identified as of Hispanic or Latino ethnicity.

Exhibit 6. Gender of YOTO Students



N=1,325

Exhibit 7. Race and Ethnicity of YOTO Students

Race/Ethnicity	% (n)
Caucasian	71% (948)
American Indian	9% (123)
Multiracial	9% (120)
African American	8% (102)
Pacific Islander	1% (14)
Asian	.8% (11)
Race not reported	.7% (9)

N=1,327 Percentages do not total to 100% due to rounding.



Exhibit 8 shows that almost a third (30%) of YOTO students have CPS involvement and slightly over a fifth (20%) are in foster care. Additionally, 15% of program participants are teen parents.

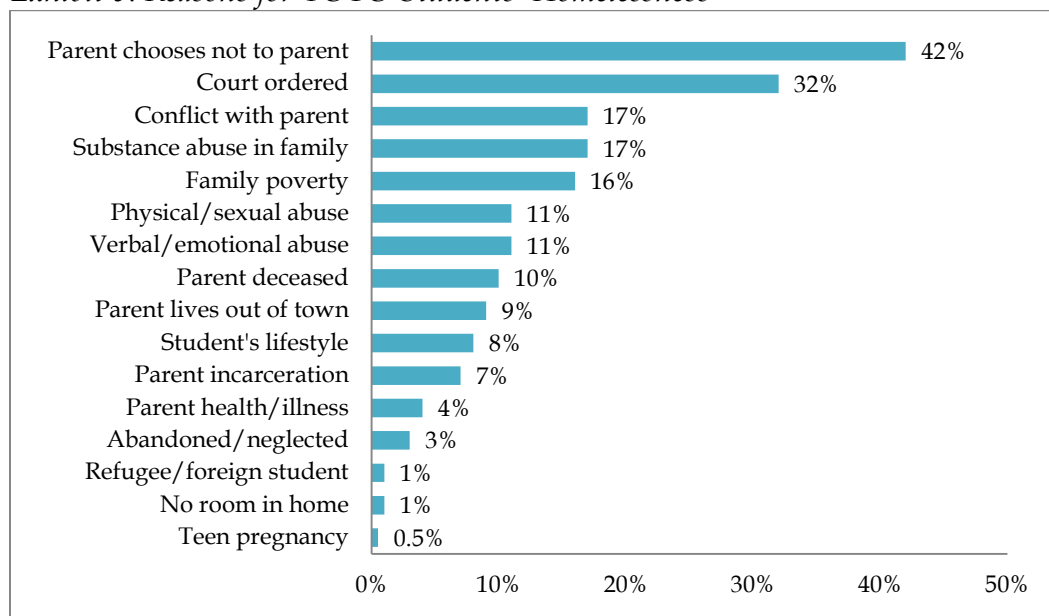
Exhibit 8. Other Characteristics of YOTO Students

Characteristic	% (n)
CPS Involvement	30% (403)
In Foster Care	20% (272)
Teen Parent	15% (202)
Refugee	2% (24)
LGBT	1.5% (20)

N=1,327

The two most common reasons for YOTO students' homelessness were a parent choosing not to parent (42%) and a court order (34%) (Exhibit 9). Parents choosing to not parent the youth is significantly related to other reasons for youth homeless, including: youth/parent conflict and parental substance abuse ($p \leq .01$). A court ordered removal of the student from the home is also significantly related to: parents living out of town, physical/sexual abuse of the youth, and parental substance abuse ($p \leq .05$).

Exhibit 9. Reasons for YOTO Students' Homelessness



N=1,327



At intake to the program, almost half (47%) of students lived with a relative and 15% lived with a friend or non-relative (Exhibit 10). Furthermore, 14% of YOTO youth lived in a group home and 11% lived with a significant other.

Exhibit 10. YOTO Students' Living Situation at Intake

Living Situation	% (n)
With relative	47% (622)
With friend/ non-relative	15% (197)
In group home	14% (187)
With significant other	11% (144)
With host family	4% (55)
Alone	4% (48)
Other (multiple living situations)	3% (36)
In transitional housing	1% (15)
With parent	.8% (11)
In shelter	.2% (3)
In foster care	.2% (3)
Not reported	.5% (6)

N=1,327

Exhibit 11 shows that the majority of YOTO students (54%) heard about the program from a school staff member; about a quarter of them (28%) heard about it through a friend, family member, or placement family.

Exhibit 11. How Students Heard of YOTO

Source	% (n)
School staff member (advisor, coach, teacher, nurse, principal)	54% (721)
Friend, family member, placement family	28% (373)
YOTO School Liaison	6% (84)
Other YOTO student	5% (63)
CPS System	4% (54)
Advertisement	.7% (9)
School dropout prevention program	.5% (7)
Website	.4% (5)
Attorney	.3% (4)
Not reported	.5% (7)

N=1,327



High School Senior Outcomes

Of the 413 YOTO students that were seniors this school year, a total of 281 (68%) remained in the YOTO program and graduated from high school. Fifty-four (13%) withdrew from the program at some point in the school year and their graduation rate was not tracked by staff. Furthermore, 78 (19%) remained in the program but did not graduate at this time.

Of the 359 seniors that remained in the program through the end of the school year, 78% (281) graduated. As for the seniors who did not graduate that were enrolled until the end of the school year, their outcome is unknown until next school.

Access to Basic Needs

Exhibit 12 presents the results of YOTO students' rating of access to basic needs areas in the past 30 days, for two distinct time periods. The Student Survey included questions about cell phone ownership and quality of living situation in addition to others covering basic needs YOTO has previously identified. In general, the percentage of students that reported never to rarely having access to all of the areas decreased from pre to post. Likewise, the percentage of students that have access most to all of the time to the listed basic needs increased over time. To facilitate interpretation of the results,

Exhibit 12. Extent that Basic Needs were Met in Last 30 Days, Pre and Post (unpaired responses)

Basic Needs Areas		Never to Rarely	Sometimes	Most to Always	N
A comfortable place to live	Pre	7%	17%	76%	443
	Post	3%	16%	81%	324
Enough to eat	Pre	6%	16%	78%	445
	Post	2%	14%	85%	351
The body care products you need.	Pre	6%	23%	71%	442
	Post	3%	11%	86%	324
Your own cell phone with cell phone service	Pre	42%	14%	44%	440
	Post	34%	10%	56%	349



Basic Needs Areas		Never to Rarely	Sometimes	Most to Always	N
A quiet place to sleep	Pre	7%	16%	77%	446
	Post	4%	12%	84%	350
Enough clothes to wear	Pre	12%	20%	68%	445
	Post	4%	12%	84%	350
A way to get around town (a car, bus pass, or bicycle)	Pre	22%	21%	58%	445
	Post	11%	22%	68%	349

These percentages are derived from unpaired responses. That is, the pre- percentages are based on the total number of responses to the question on the pre-survey and the post- percentages are based on the total number of responses to the question on the post-survey. They do not represent the views of the same group of students at two different points in time.

Exhibit 13 shows the results of a paired pre and post means comparison and Wilcoxon Signed Ranks Test. **Four basic needs areas that showed the greatest improvement over time include:**

- Having a comfortable place to live
- Having enough to eat
- Having the body care products needed
- A way to get around town (car, bus pass, or bicycle)

Exhibit 13. Change in Average Basic Needs Score and Wilcoxon Signed Ranks Test of Paired Pre and Post Respondents

Item	Pre	Post	P	N
A comfortable place to live	4.3	4.6	.001	125
Enough to eat	4.2	4.5	.009	126
The body care products you need.	4.1	4.3	.008	125
Your own cell phone with cell phone service	3.2	3.5	.072	123
A quiet place to sleep	4.3	4.5	.134	126
Enough clothes to wear	4.1	4.3	.054	126
A way to get around town (car, bus pass, or bicycle)	3.8	4.2	.000	126

Note: Results from this paired-samples t-test are deemed a statistically significant change from pre to post when the p-value is $\leq .05$. Significant areas are shown in bold font.



Level of Service Usage

The Student Survey also asked students to report how many times they had used specific YOTO services. Consistent with findings presented above about which YOTO services students perceive as being most helpful, respondents reported the highest usage (i.e., Often plus Always) of the Student Living Expense guidance from a School Liaison, and the mini-mall (Exhibit 14). It is not known why 33% of the respondents reported they had never received a stipend from YOTO. While preparing the data for analysis, LMA found that some students who indicated they had never received the Student Living Expense reported for another question that “the money” had been most helpful to them. Some students may be confused about the meaning of “Student Living Expense.”

Exhibit 14. Usage of YOTO Services during 2013-2014 School Year

	Never (0 times)	A little (1-2 times)	Sometimes (3-5 times)	Often (6-9 times)	Always (10 times)*	N
Student Living Expense	33%	15%	9%	13%	30%	290
Guidance from School Liaison	15%	23%	23%	19%	20%	296
Referral to community resources	59%	21%	11%	5%	4%	287
Mini-mall	34%	21%	19%	11%	15%	289
Guidance from YOTO staff	34%	27%	20%	12%	8%	288
Bus pass or bicycle	61%	10%	8%	7%	13%	298
Emergency needs	59%	19%	11%	3%	9%	277
Gift cards	32%	33%	21%	7%	9%	304
Student Success Center	71%	11%	8%	4%	7%	291

The data included in this exhibit are from the post Student Survey. *Ten times corresponds to an average of one time per month of the school year.



An implicit factor in how much students use a service is whether they are aware that YOTO provides such a service. A question on the Student Survey asked students their level of agreement with a statement about having knowledge of the availability of referrals to community health, dental, and behavioral health services. Exhibit 15 shows that about three-fourths (73% at pre and 74% at post) of respondents agreed or strongly agreed that they knew about the availability of such services. However, about 25% of the respondents at each time were neutral, disagreed, or strongly disagreed with the statement. Moreover, during one of focus groups LMA conducted for this evaluation, some students reported they had not been aware that certain services are available to them. Analysis of paired responses showed no statistically significant change from pre to post.

Exhibit 15. Knowledge of Availability of Student Services, Pre and Post (unpaired responses)

		Disagree to Strongly Disagree	Neutral	Agree to Strongly Agree	N
I know what community services are available to me (e.g., health, behavioral health, dental)	Pre	15%	12%	73%	439
	Post	12%	14%	74%	347

Receipt and Motivational Power of Student Living Expense

One of the primary features of the YOTO program is providing eligible students with a monthly Student Living Expense (SLE) stipend of up to \$140. Students must apply each month that they are in the program for the stipend. The total amount received is based upon a formula:

- \$15 for submitting the application;
- \$25 for good attendance; and
- \$20 per class for which they have maintained a grade of C or better.



Students received SLE stipends from September 2013 through May 2014, depending on the number of months they were enrolled in the program. A total of 1,020 students received a stipend for at least one month during this time frame. Several calculations were performed to aid in interpretation of SLE stipend receipt and amount received.

- The **average monthly amount received** by students varied from \$15 (the base amount for submitting a stipend request) to \$140 (the full amount), with a mean of \$119 and median of \$127.
- Similarly, the **total amount of received while enrolled in the program** ranged widely from \$15 (the base amount for one month) to \$1,260 (the full amount for nine months), with an average of \$624 and median of \$560.
- The **rate of stipend receipt** was calculated based on the number of months a stipend (of any amount) was received divided by the total number of months the student was enrolled in the program. **Students rate of stipend receipt ranged from 11% (one out of nine months enrolled) to 100% (nine out of nine months enrolled), with an average of 81% and median of 100%.** More than half of YOTO students (52%, n=531) received a stipend for 100% of months for which they were enrolled in the program.
- Similarly, the **rate of maximum stipend receipt** was calculated based on the total amount of money each student received divided by the total possible award for which the student was eligible. **The rate of receiving the maximum amount ranged from 3% to 100%, with an average of 70% and median of 75%.** In total, 16% (162) of YOTO students received the full amount for which they were eligible throughout the period enrolled. Overall, 50% (510) of YOTO students received a stipend that was 76% or more of the maximum amount for the months they were enrolled in the program.



Two survey questions examining the motivational power of the Student Living Expense (i.e., stipend) were included on the post survey. Exhibit 16 shows that 90% of respondents agreed or strongly agreed that the stipend motivated them to stay in school. Likewise, 89% agreed or strongly agreed that the stipend motivated them to get good grades. Participants in both focus groups also affirmed that the stipend motivated them to get good grades.

Exhibit 16. Motivational Power of Stipend at Post Survey

	Disagree to Strongly Disagree	Neutral	Agree to Strongly Agree	N
Getting the stipend from YOTO motivated me to stay in school.	4%	7%	90%	337
Getting the stipend from YOTO motivated me to get good grades in school this year.	3%	7%	89%	340

Social Support

Social support was measured through four questions on the Student Survey. Two of the questions looked at whether students had communication with someone that supported their goal of graduating high school. Other questions looked at students' relationship with their school liaison or student advocate. Exhibit 17 shows the various levels of communication YOTO students had at pre and post with a friend or relative who supported their graduation goal. At least 90% of respondents reported at both pre and post that they had at least one communication in the previous 30 days with a friend that supported their graduation goal. Further, at least 89% of respondents reported at both pre and post that they had at least one communication in the previous 30 days with a relative that supported their graduation goal. Comparison of paired pre and post survey responses (N=125 and N=121, respectively) did not show a statistically significant change from pre to post.



Exhibit 17. Communication with Friends and Relatives in Last 30 Days, Pre and Post (unpaired responses)

		None	Once	2-3 times	4+ times	N
Communication with a friend who supports your goal of graduating from high school.	Pre	11%	14%	31%	45%	441
	Post	10%	9%	31%	50%	351
Communication with a relative who supports your goal of graduating from high school.	Pre	11%	15%	31%	43%	437
	Post	12%	15%	29%	45%	343

In addition to relatives and friends, adults that assist students through the YOTO program may also serve as sources of social support. Students in both focus groups reported that their School Liaison was very supportive of them. Exhibit 18 shows that 90% of respondents at pre and 88% at post agreed or strongly agreed that they have a good relationship with the school liaison; 79% agreed or strongly agreed at both pre and post that they have a good relationship with their Student Advocate.

Exhibit 18. Relationship with School Liaison and Student Advocate, Pre and Post (unpaired responses)

		Disagree to Strongly Disagree	Neutral	Agree to Strongly Agree	N
I have a good relationship with my School Liaison.	Pre	2%	8%	90%	271
	Post	2%	11%	88%	343
I have a good relationship with my Student Advocate.	Pre	2%	19%	79%	262
	Post	2%	19%	79%	342

The Disagree and Strongly Disagree responses were collapsed into a single response group because the number of respondents that chose them was very small. The Agree and Strongly Agree responses were collapsed into one response group to mirror that.

Respondents that agreed or strongly disagreed with either of the previous statements were asked to describe how the relationship could be improved. Those open-ended responses are included in Appendix B.



Self-Efficacy

The Student Survey included the New General Self-Efficacy Scale to measure students' overall level of confidence in their ability to accomplish what they want to in their lives (Chen, Gully & Eden, 2001). Exhibit 19 shows the results of a paired pre and post means comparison and Wilcoxon Signed Ranks Test for each item of the self-efficacy scale and the total scale score. Overall, change in the total score from pre to post approached significance ($p=.059$) but was slightly over the $\leq .05$ threshold of significance. **Three individual areas that showed the greatest improvement over time include:**

- I will be able to successfully overcome many challenges.
- Compared to other people, I can do most tasks very well.
- Even when things are tough, I can manage to do quite well.

Exhibit 19. Change in Average Self-Efficacy Score and Wilcoxon Signed Ranks Test of Paired Pre and Post Respondents

Item	Average Rating - Pre	Average Rating - Post	P	N
I will be able to achieve most of the goals I have set for myself.	4.2	4.3	.247	126
When facing difficult tasks, I am certain that I will accomplish them.	4.0	4.1	.140	125
In general, I think I can make things happen that are important to me.	4.3	4.4	.576	126
I believe that I can succeed at most anything to which I set my mind.	4.3	4.4	.566	126
I will be able to successfully overcome many challenges.	4.2	4.4	.033	123
I am confident that I can do well on many different tasks.	4.2	4.3	.058	125
Compared to other people, I can do most tasks very well.	3.9	4.2	.008	125
Even when things are tough, I can manage to do quite well.	4.0	4.2	.026	124
Self-Efficacy Scale Total Score	33.0	34.0	.059	126

Note: Results from this paired-samples t-test are deemed a statistically significant change from pre to post when the p-value is $\leq .05$. Significant areas are shown in bold font.



An additional question on Student Survey also addressed self-efficacy, but in a way very focused on the YOTO program's primary goal of having students graduate high school. Exhibit 20 shows that 82% of respondents agreed or strongly agreed they could graduate according to schedule at pre-; 80% agreed or strongly agreed they could at post.

Exhibit 20. Belief in Ability to Graduate on Time, Pre and Post (unpaired responses)

		Disagree to Strongly Disagree	Neutral	Agree to Strongly Agree	N
I believe I can graduate high school according to schedule.	Pre	7%	12%	82%	442
	Post	9%	12%	80%	349

The Disagree and Strongly Disagree responses were collapsed into a single response group because the number of respondents that chose them was very small. The Agree and Strongly Agree responses were collapsed into one response group to mirror that.

Having a plan for the future may be considered a reflection of having at least a moderate degree of self-efficacy. The survey asked students what they planned to do when they graduate high school. Many students chose more than one response. Given that 73% of the respondents plan to go to college and 54% plan to get a job, it appears that many students plan to work while they attend college (see Exhibit 21). These data also highlight a contradiction in students' translation of a sense of self-efficacy about their future into action in the present designed to realize that future goal: although 73% indicate they plan to go to college, as reported above, 71% have never visited the Student Success Center.

Exhibit 21. Post-graduation Plan at Post Survey

Post-graduation Plan	% (n)
Go to college	72% (251)
Get a job	58% (203)
Enlist in the military	12% (43)
Haven't decided yet	11% (40)
Go to a trade or vocational school	5% (19)
Other	3% (10)

N=323



Program Satisfaction

The Student Survey asked participants to give an overall quality rating to the YOTO program. As Exhibit 22 demonstrates, more than three-fourths (78%) of those who responded rated the program excellent.

Exhibit 22. Participant Rating of Program

	Excellent	Good	Fair	Poor
What do you think about the YOTO program overall? Its...	78%	21%	2%	0%

N=341

Perceptions of services that were most helpful provide additional insight into participant satisfaction with the YOTO program. Exhibit 23 shows that at post the four services most identified as being helpful were gift cards, mini-mall, student living expense, and guidance from a school liaison. Only 19% and 9% of students reported referrals to community services and the Student Success Center, respectively, as being most helpful to them.

Exhibit 23. Most Helpful YOTO Services at Post Survey

Service	% (n)
Gift Cards	56% (195)
Mini-Mall	55% (193)
Student Living Expense	53% (186)
Guidance for School Liaison	50% (175)
Guidance from YOTO Staff	32% (111)
Bus Pass or Bicycle	31% (107)
Emergency Needs	30% (106)
Referral to Community Resources	19% (65)
Student Success Center	9% (31)

N=351

Many students provided responses to open-ended questions on the Student Survey about how the YOTO program could be improved and what had been most helpful to them about the program. All of these responses are provided in Appendix B.



Focus Group Summary

To obtain a more in-depth picture of students' experience of the YOTO program, LMA conducted two focus groups at schools selected by YOTO. Sixteen female students participated in a focus group at Cholla High School on May 6, 2014. Six males participated in a focus group at Catalina High School on May 7, 2014. A key characteristic of the all-male focus group is that all participants are refugees. The focus groups lasted approximate one hour. LMA used six questions to elicit conversation about how students found out about YOTO, services used (including referrals to outside services), what was most helpful about the program, quality of relationship with a Student Advocate and School Liaison, and suggestions for program improvement.

Finding Out About and Joining the Program

Participants in the female focus groups found out about the YOTO program in a few different ways. One girl learned about the program from her sister, who is also in the program. Another said she heard about it from her friend. Some reported hearing about the program from a school counselor. The focus group participants found it easy to complete the application and most learned within a day or two of applying whether or not they had been accepted.

A couple of the participants in the male focus group were referred by school counselors; one was referred by a teacher. Another boy was referred and assisted in the application process by the group home in which he lived.

In a follow-up question to the female focus group participants, LMA asked whether there might be other ways to get the word about YOTO out to the student population. Among the ideas for increasing such outreach was putting up posters or making an announcement at the beginning of the school year. One girl specifically mentioned having information about YOTO be part of the freshman orientation. Another participant suggested having YOTO students refer other students. Interested students could write down their situation and YOTO could follow up with a phone call. A few students affirmed that it is useful for students to find out about the program as early as possible so they can get help for a longer period of time.



Services Used

Participants' responses from the Student Survey identified the stipend, mini-mall, and gift cards as being most helpful of the services YOTO provides. Responses from the female focus were consistent with those data but more specific in regards to which services or categories of daily living goods they had made use of. Among the services and goods they had accessed were the stipend, food, toiletries, bus passes, and gift cards. One student noted that the mini-mall has a good supply of food. Another girl mentioned that she would not take clothes from the mini-mall unless she really needed them – she would rather leave them for someone with greater need.

A few girls appreciated getting school supplies, including back packs. Girls reported that if they needed something from the mini-mall their Student Advocate will bring it to the school. Interestingly, some participants said they didn't know YOTO provides bus passes.

The male focus group participants also mentioned getting daily living goods such as food, toiletries and clothes from the mini-mall. One boy noted that YOTO students walk over to the YOTO offices access the mini-mall. Three of the participants had gotten a bicycle from YOTO. Two had their bikes stolen and were waiting for a replacement. Some boys received a bus pass. Most present had gotten a backpack filled with school supplies, and at least one had received a refurbished computer. Some had received emergency assistance with bills from YOTO. One boy mentioned that Catalina High School also helps with school supplies and with a cap and gown for graduation.

The male focus group participants all reported receiving the full monthly stipend which they used for expenses such rent, clothes, and a cell phone. One boy reported he was saving up from his stipend for a cell phone. Those who had a phone used it for multiple purposes: phoning or skyping with family and friends, accessing the internet, and communicating with a place of employment. Having a cell phone allowed on youth to get extra work hours from his employer.

A follow-up question asked male and female focus group participants what amongst YOTO's services they found most helpful. Participants in the female focus group mostly pointed to the stipend as being most helpful, both directly and indirectly. One girl said that the stipend her senior year costs, rent, and



school fees. Others mentioned that they used the stipend for school supplies or other personal expenses. But several girls spoke of the stipend as being a motivating force for doing well academically (i.e., to get the full stipend one must maintain a C or higher average grade) and maintain good attendance. Other than the stipend, one girl identified YOTO paying for her hospital bill as being most helpful.

The male focus group members reiterated the services they had previously identified using as being what was most helpful to them. One said that the stipend helped him pay rent and buy food. Another used his stipend to pay for clothes, food, a cell phone, and internet access. A third boy mentioned the bus pass he received as being most helpful because it helped him stay mobile and get to work. One of the boys was even trying to save his stipends to pay for college.

The focus group facilitators also asked both groups if there was anything they needed that was not available from YOTO. Responses included access to health care or help signing up for affordable insurance, sports physicals, and help with college loans.

Referrals to Health Care and Employment

Most of the participants in the female focus groups said they were not aware they could get referrals to doctors, dentists, counselors, etc. Some recalled receiving information about help in getting a job but most had not taken advantage of that offer. Some girls suggested that YOTO's website could be more user friendly to better show the range of services the program offers.

Some male focus group students did not know that YOTO offered job referral assistance. One noted he did not need referrals to doctors.

Relationship with Student Liaison

The participants in the female focus group spoke very highly of their school liaison. The described him as being very helpful, doing his job well, and doing everything his can to help YOTO students. A participant described how students tell him what they need and relays the information to YOTO.



The boys participating in a focus group felt equally as positive about their school liaison. They described her as being very supportive and encouraging students to set goals and reach them. She checks in with students to see how they are doing. Students mentioned that they felt comfortable talking with her. Some reiterated that the stipend motivates students to get better grades. One participant observed that when a student gets bad grade they get a lower stipend amount and feel ashamed

Relationship with Student Advocate

Girls participating in the focus group spoke of their Student Advocate and the program as caring about them. At times, it appeared that the students were speaking of the Student Advocate as the personification of YOTO. One observed that the monthly stipend will come with an encouraging note like “You’re doing great.” Another noted that it’s good to have someone to turn to. She related how she was considering dropping out because she needed to work but the Student Advocate had encouraged her to stay in school. A number of students reiterated this theme – of feeling encouraged and supported by YOTO staff.

One participant mentioned that YOTO staff was friendly, supportive, and approachable. Another agreed that she could talk with YOTO staff, that YOTO staff makes feel like they are not alone in their situation. A third student cited YOTO staff as inspiring students to stay in school.

Suggestions for Program Improvement

Female focus group members focused their suggestions for program improvement on ways to better inform participants about the variety of services the program offers. Some said they were not aware some services such as career and college support were available but wished they had used them. One suggested letting students know all about the program sooner. Another suggested having a complete list of resources and services available. Another wondered if any services were valuable after she graduated from high school.



Conclusions and Recommendations

This evaluation examined student participation in the YOTO program during the 2013-2014 school year. The findings of this report suggest a number of recommendations, which are reported below.

YOTO served a total of 1,229 students during the 2013-2014 school year. The findings show that a large majority (72%) of students enrolled in the program in the early months of the school year, between August and October. Almost two-thirds of the program participants were returning students, and a majority is female. Slightly more than half of program participants are in the 11th and 12th grades. While 71% of participants self-identified as White, almost 60% also indicated they are Hispanic or Latino. Almost half of the program participants live with relatives. Fifteen percent of the students are teen parents. Although all YOTO participants are homeless, the diversity of their characteristics suggest that YOTO should take into consideration any specific needs of subpopulations served by the program. For example, teen parents with babies or toddlers may need to be connected with more or different services than students who are not parents. Students from ethnic minorities may also require assistance delivered in a manner somewhat different than it is commonly delivered to participants (i.e., in a culturally competent manner).

Based on the Student Survey findings, it appears that a majority of YOTO students that completed a survey are, with assistance from YOTO, able to meet their basic daily needs. At post, 81% of respondents reported that most of time or always they had a comfortable place to live, 85% reported having enough to eat, and 84% reported having enough clothes to wear. However, because only 18% of students completed a post survey, it would be worthwhile for YOTO to more proactively identify students who are not having their basic needs met. This practice would align with the interventions identified in the YOTO Theory of Change program map, Outcome #2.

Student survey data suggests that many of the students do not utilize all of YOTO's services. While they may not need them, data from one of the student focus groups suggests that at least some students are not aware of the breadth of services available to them and would have liked to learn about them at enrollment. For example, 72% of the post survey respondents reported that they plan to go to college after graduation, but 71% reported never having



visited the Student Success Center. It may be worthwhile for YOTO staff to explore additional ways to ensure that students are fully informed about the breadth of YOTO services at enrollment and throughout the program. Several focus group participants suggested that YOTO provide a complete list of services on the program's website and in printed material that would be available at their school.

The findings from the self-efficacy questions of the Student Survey suggest that many students have positive feeling about their ability to create a good future for themselves. At the same time, focus group data and responses to the open-ended questions highlight the important role that School Liaisons and Student Advocates play in supporting students and helping keep them motivated. Most students reported having a good relationship with their School Liaison and Student Advocate. However, whatever YOTO can do to support School Liaisons in their work with students would seem to ultimately benefit program participants. Some student comments also mentioned a desire to have more visits from their Student Advocate, so maximizing Student Advocate contact with students would also seem to be advantageous.

The evaluation team recommends the following ways to improve the evaluation of the YOTO program in the future:

- Ensure that a student ID is unique and issued to only one student. Unduplicated IDs are critical to accurately match student data from multiple sources, such as survey and administrative data. ID matching enables effective reporting of program outcomes.
- Future IT systems utilized by the program should be "relational," meaning that all data sources collected are linked by unique ID.
- Take measures to ensure a higher response rate to the student survey, specifically paired pre and post responses. Also, ensure that surveys have a unique ID attached to ensure confidentiality and matching of data.
- Utilize the indicators of the Theory of Change program map to guide future data collection efforts. For example, the program should accurately track "dosage" of the program received, such as number of visits to the mini mall and meetings with School Liaisons and Student Advocates. This data could be used to determine how much of the intervention is needed for student success.



- YOTO should better define program outcomes, such as program completion. Staff should also clarify the formula for determining high school graduation rates, such as whether or not to include students that withdrew from the program during the course of the school year in calculations.



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Appendix A. Youth On Their Own Student Survey

Date: _____/_____/_____
month / date / year

About this Survey: YOTO would like to hear about how the program is working for you. We'd appreciate you taking 5 to 10 minutes to complete this survey. Please answer openly and honestly, as your responses will help us better understand how to help YOTO students. YOTO will have a drawing for a \$50 gift card for students who complete this survey.

What will happen with your survey answers? Your answers will be kept confidential by the YOTO program evaluator. Neither your school liaison nor your student advocate will be able to connect your answers with your name. Most of your answers will be reported together with the answers of other YOTO students. For example, a survey result might say, "In April 2014, 72% of students reported they have a comfortable place to live." All of the explanation-type answers will be put in a list with no names connected. But we are asking you to put your name on the envelope in which you put your completed survey so we can see how your answers compare to those you gave when you completed this survey earlier in the school year. Thanks!

1. Over the last 30 days, how much of the time have you had...

	Never	Rarely	Sometimes	Most of the time	All of the time
a. ...a comfortable place to live?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...enough to eat?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. ...the body care products you need (soap, shampoo, toothpaste, toothbrush, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. ...your own cell phone with cell phone service?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. ...a quiet place to sleep?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. ...enough clothes to wear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. ...a way to get around town (a car, bus pass, or bicycle)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2. Over the last 30 days, how many times have you had...

	None at all	Once	2-3 times	4 or more times
a. ...communication (face-to-face, phone, e-mail, or text) with <u>a friend</u> who supports your goal of graduating from high school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. ...communication (face-to-face, phone, e-mail, or text) with <u>a relative</u> who supports your goal of graduating from high school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	No Preference	Disagree	Strongly Disagree
a. I know what community services are available to me (e.g., health, behavioral health, dental, etc.).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I believe that I will be able to have a good career in the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I believe that I can graduate high school according to schedule (meaning, without having to repeat any years of school).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Getting the stipend from YOTO motivated me to stay in school this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Getting the stipend from YOTO motivated me to get good grades in school this year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. What are you planning to do when you graduate high school?

- | | |
|---|---|
| <input type="checkbox"/> Get a job | <input type="checkbox"/> Enlist in the military |
| <input type="checkbox"/> Go to college | <input type="checkbox"/> I haven't decided yet |
| <input type="checkbox"/> Go to a trade or vocational school | <input type="checkbox"/> Other (please describe): _____ |



5. How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	No Preference	Disagree	Strongly Disagree
a. I will be able to achieve most of the goals I have set for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. When facing difficult tasks, I am certain that will accomplish them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. In general, I think I can make things happen that are important to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I believe that I can succeed at most anything to which I set my mind.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I will be able to successfully overcome many challenges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I am confident that I can do well on many different tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Compared to other people, I can do most tasks very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Even when things are tough, I can manage to do quite well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How much do you agree or disagree with the following statements?

	Strongly Agree	Agree	No Preference	Disagree	Strongly Disagree
a. I have a good relationship with my school liaison.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have a good relationship with my student advocate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6c. If you answered "Strongly Disagree" or "Disagree" for question 6a. or 6b. above, please describe how your relationship with your student liaison



and/or student advocate could be improved?

7. What do you think about the YOTO program overall? It's...

☐ Excellent ☐ Good ☐ Fair ☐ Poor

8. Please put an X next to all of parts of the YOTO program that have been helpful to you.

- | | | |
|---|---|---|
| <input type="checkbox"/> Student Living Expense (SLE) | <input type="checkbox"/> Guidance from school liaison | <input type="checkbox"/> Referral to community resources (health, job help, etc.) |
| <input type="checkbox"/> Mini-Mall | <input type="checkbox"/> Guidance from YOTO staff | <input type="checkbox"/> Bus pass or bicycle |
| <input type="checkbox"/> Emergency needs | <input type="checkbox"/> Gift cards | <input type="checkbox"/> Student Success Center |
| <input type="checkbox"/> Other (please describe): | | |

9. Based on your experience, how could the YOTO program be improved?

10. What about the YOTO program was most helpful to you?



11. During the current school year (meaning, from the beginning of the school year until now) how often have you used each of these parts/services of the YOTO program? (For the stipend, if you are applying for the May stipend, please include it in your count.) Please put an X for what is true for you for each program part/service.

Program Part/Service	Never (0 times)	A little (1-2 times)	Sometimes (3-5 times)	Often (6-9 times)	Always (10 times - every month of the school year)
Student Living Expense (SLE)					
Guidance from school liaison					
Referral to community resources (health, job help, etc.)					
Mini-mall					
Guidance from YOTO staff					
Bus pass or bicycle					
Emergency needs					
Gift cards					
Student Success Center					

Thank you for completing this survey!

Please put your completed survey in the envelope you were given. **BE SURE TO SEAL THE ENVELOPE.** Please write you first and last name and today's date on the outside of envelope.

We'll enter you into the drawing for the gift card.



Appendix B. Responses to Open-Ended Questions

6c. If you answered “Strongly Disagree” or “Disagree” for questions 6a. or 6b. above, please describe how your relationship with your Student Liaison and/or Student Advocate could be improved?
Awesome!
Doesn't know student advocate
Fine the way it is
I am getting one this year
I could be more involved with student programs
I could have came to her often
I don't have a relationship with them
I don't have a student advocate
I don't know
I don't know. I don't even know them.
I don't talk to them.
Improved dramatically, I can be open and free with her.
It could improve if they leave me alone
It's pretty good not bad.
I've never met my student advocate.
Mr. ____ has helped me so much and cause of him, I haven't given up and I'm about to graduate, he is the best and most helpful.
My honest opinion is to just get to know my sponsor
My relationship is good, they are helpful and supportive.
No improvement needed because ____ and ____ are awesome
____ is awesome and very helpful
Talk to me
They say hi everyday
We could go on field trips
With liaison I think I could let them get involved more
YOTO trip

Responses are from the Student Survey post. Names have been deleted to ensure confidentiality.



9. Based on your experience, how could the YOTO program be improved?
A closer office
Advertise to more people, more things to find web page
Advertising more so people will know about it sooner
Already a great program
Amazing in every way
Being out there more, letting students know, come check out our mini mall on a little note card with checks or something
Better help & more students under the age of 18 w/ independent living
Better plus size clothes
Bigger mini-mall
Bigger YOTO place for mini-mall
By changing the grades poky.
By getting a little more money to make things more helpful
By giving us more information about other things this program has to offer like the mini-mall
By having more clothes and shoes for boys than having it all for girls
By having more locations
By having YOTO staff be more involved w/ their students.
By helping and encouraging all the youths to stay positive and keep doing an excellent job.
By knowing when you'll get the check for my grades
By letting us know more about how much the program really has to offer online, the website could be more user friendly
Can be improved if they increase the students expense money, and offer extra medical program
Check twice a month would help.
Come more often
Could be improved by support students
Emergency needs, job help
Every month the program should check up on the students to see how their doing.
Expand the company for the better of helping more kids
Expand. Encourage students to join. Partner w/ tribal programs
Fine the way it is now
Focus on kids who don't want to go to college as well as the ones who do.
Food, shampoo, soap and tooth brush
For me the only thing that could be improved, is by creating a closer office to Marana high school.
For the program to be easier to get in



9. Based on your experience, how could the YOTO program be improved?
Get to know students on a more personal level making it easier for us to ask for help or talk about our needs without embarrassment
Getting the word out let other people know
Give more gift cards
Give more time to fill out stipend form. More time meeting with staff.
Give us more money
Giving more amount of money instead of 140\$ a month
Good as is, pretty great, maybe more food than snacks
Hadn't been in program too long, from what I hear it's perfect
Have a face to face convo w/ students more often, try and get to know them.
Have more events where students can get job help & resources.
Have more offers and office hours
Help set up jobs
Help with more problems I'm having
I believe that if I were to have a big health concern, I shouldn't have to set an appointment because it could be a serious emergency, but I wouldn't be seen until the next day.
I believe they are doing an excellent job
I believe YOTO is doing everything possible to help us. I think the YOTO program is great as is.
I can't really say, it is already so amazing. Maybe having easier access to the other thing YOTO offers, such as help for college and jobs.
I don't really have much experience with YOTO so I wouldn't know
I don't really think it needs to be improved, I think it's fine the way it is
I feel that YOTO should be there more for kids, such as activities
I feel YOTO can improve on helping us as students get to YOTO more often
I have experienced nothing bad about the YOTO program
I have just got involved, but as of now it's great
I like it how it is
I like it the way it is
I preferred the building on Prince Rd. but I think the set up of the student success center could be better
I think for the people that really need it, should take more from the mini-mall, or provide infant or baby toddler stuff for moms who can't afford it.
I think I'd be better to be able to communicate more with the people that give bus passes
I think it is great how it is. I just wish it wasn't so far from me(the YOTO office)
I think that YOTO is already a really big help because nobody else gives money to students for going to school and having good grades.



9. Based on your experience, how could the YOTO program be improved?
I think they improve everyday by just helping young people
I think they're doing great on what they're doing to students already.
I think YOTO is a great program. Every thing is good help.
I think YOTO is doing just fine, I've never had any problems.
I think YOTO is perfect as the way it is right now, nothing to improve.
I think you should give more money to those who have a's . The more money the more they'll push themselves.
I was new to YOTO so learning everything in order to get help
I wish the checks would come faster for what I need at the time I need but don't have money.
I'd say expand and help out more schools, plenty of teens like me who would appreciate it.
If they set up email with each person to keep in better contact
I'm still new, haven't really been able to ask about the programs offered.
Improved by being just a little bit bigger room and a little more things
In my experience I think YOTO can be improved by sending out the checks faster
In my opinion it's great.
In my opinion I think YOTO is doing an awesome job.
Increase the amount of supplies you get from the mini mall
Inform students of community resources, opportunities more
It can be approved by helping more kids that are in CPS.
It could be a little more organized I guess, because they lost 2 of my SLE forms before.
It could be improved for me in many ways. Good grades, and more things respect of school.
It's already good enough for anyone who is in the program
It's been a good experience, I don't think nothing needs to be changed.
It's been very nice, don't feel like it needs to improve
It's excellent how it is, the staff are great
It's just overall great!
It's perfect the way it is
It's perfect's cause it has helped me a lot.
Just started so still learning more,
Keep doing what your doing
Keep motivating people to keep doing well in school andnot forget them once out of the program
Knowing more about everything YOTO offers. I didn't know about most of the things on the last question.
Little more variety of food, other than that nothing.



9. Based on your experience, how could the YOTO program be improved?
Long end dates
Lower the stipend grade because some classes are hard to get a C in.
Makeup
Maybe a little more help to students because for some of us it's hard to find a job.
maybe a little more money or doing this over the summer as well
Maybe do more help for those who absolutely need it like ones with no house, family, vehicle, food etc.
Maybe have a meeting w/ YOTO students once a month to help gain knowledge of the person you are helping.
Maybe keep track of the forms the students submit just a little bit better so they can get that check when they put in the effort
More contact with members
More contact with people in the program
More contact with YOTO staff
More food and other stuff
More food cards
More foods
More foods, drinks
More gift cards for clothes and shoes
More gift cards for clothes and shoes
More help with SLE
More information on what the YOTO program has
More money
More money for 3.5 average or better
More money for your grades more time before checking grades.
More money on the YOTO checks would be really helpful, it could help me pay my bills on time
More rewards for outstanding students
More selection at mini mall
More student advocate/student communication
More student visits
More time with my student advocate to talk about things.
More variety of food.
Move on time with the checks
My first time so I don't really know what can be improved
No complaints about this program, fine the way it is.
No I like it the way it is
No improvement needed



9. Based on your experience, how could the YOTO program be improved?
No need, amazing program thank you so much
No way you made everything as best as can be.
No way, it's very simple and extremely helpful
Not much, very good program
Nothing. Nothing besides stipend being a few weeks late sometimes.
nothing really, everything that they do is great
Nothing really, program helped me a lot
Nothing really, they are good.
Pay cash
Pay every two weeks because emergencies happen
Perfect the way they are
Possibly, have the people who work w/ you not only bring things to you but also talk with you to see if you have any questions.
Program is fine with what they're doing
Promoting YOTO to catch people early before they give up on their education and also have orientation to show what benefits we have and how.
Provide tutoring or summer school
Put more kids into it
Reach out more, some people won't ask for help, even if they need it.
Remain the same
Show more of what they offer to the students
Staff can be more understanding to our situations and try to be more sympathetic.
Suggestions on how you could help kids.
Take request for things in the mini-mall
The dentist I was referred to had me running around, in the end did not help what so ever!
The money they give me each month was really helpful
The only issue I see is that the monthly checks should be every two weeks for payment reasons.
The only thing that could be improved is the amount given in stipend for sometimes it isn't adequate
The program is without issues but getting the checks back is a slow and long wait
The school liaison could come and check up on everyone, see how they are doing and see if they need anything.
The student advocate can call participant and ask what they need
The YOTO could improve by giving to students and other new students, to know well about YOTO
The YOTO program helped me when I needed it so I have no problems



9. Based on your experience, how could the YOTO program be improved?
The YOTO program is really well organized and they do a lot to help students such as myself
The YOTO program is great I'd recommend it to any child
There is absolutely no changes I would make to the YOTO program, I feel there should be more companies such as YOTO
There is nothing to be improved
There is nothing to improve, it's all good the way it is.
They are doing well as is
They could help me get a phone
They should open another office so it wouldn't be so far.
Think it's fine the way it is
To get paid over the summer
W/ more information to things that are there for us such as programs, housing
Ways to get to YOTO during the week (I live far from my YOTO center)
We need a teen shelter for teens with nowhere to go
Well I think it's good , doesn't need to be improved.
well the emergency needs should be open to other things like clothing, because mini-mall Doesn't carry enough things and clothing isn't cheap.
When I applied for the scholarship it stated that, scholarship will be based on the application, when I found out I did not get it I was fine. But they said I did great and interview was really good. But another person needed it more. But that's not what it said on the application. It's discrimination to me.
Workshops on affordable housing
YOTO could expand
YOTO doesn't need improvement .
YOTO has been so helpful they have improved a lot.
YOTO is already a good program, no need to improve.
YOTO is doing just fine
YOTO is excellent, no changes
YOTO is good because they help the people that need help
YOTO is perfect doesn't need improvement
YOTO is perfectly fine, the school liaison helps you.
YOTO program is okay
YOTO should follow up on students and see how they're doing. Invite students to multiple events and programs for success.
YOTO staff should visit the school more
You are great

Responses are from the Student Survey post. Names have been deleted to ensure confidentiality. Over 100 other responses indicated no changes were needs (e.g., Perfect the way it is. Needs no change. It's good as it is.) Responses such as Don't Know or N/A have not been included.



10. What about the YOTO program was most helpful to you?
All of it! Money helped me live, but the food and clothes and knowing someone cares about you is great.
All of the above checked
All the stuff they do, they are very helpful and nice.
Allowing me to get a car and making it possible for me to become independent and a responsible adult.
Being able to communicate to the YOTO staff for their support has really changed my life
Being able to get monthly checks to support myself and get things I need on my own
Being able to get nice clothes
Being able to have money to pay for my phone bill and necessities
Being financially helped.
Bus pass
Bus pass
Bus pass, and mini-mall
Bus pass, emergency needs
Bus pass, mini mall, stipend
Bus passes & bicycle has been helpful in many ways, go to mall, movie, get to school. I ride it everyday
Checks help me buy my son diapers and other things for him
Checks, mini mall, gift cards
Clothes
Clothes I get mini-mall funds
Communicating with them and helping me when I need help. Giving me strong advice for the future.
Complete success to me. Most helpful was the supporters, stipends and mini mall
Counseling, bicycle, mini-mall, getting paid
Encouraging me to stay in school
Every single thing about the YOTO program is abundant in care, assistance, guidance and most of all love through acceptance of what I desire. YOTO has been most helpful in everything through caring independence to get their students to be successful in life. Thank you YOTO!
Everyone was so supportive of me and my goals I wished to accomplish
everything if I needed it they had it
Everything, I seriously can't pick one thing other than ____, she's great!
Everything, mini-mall, stipend because I now have someone to help me
Everything, the mini-mall, the YOTO checks, the staff etc.
Everything, to be honest
Everything. Keeps me motivated
Everything. The guidance, mini-mall, SLE, etc.
Getting the money, and the mini mall



10. What about the YOTO program was most helpful to you?
Getting a paycheck every month for paying bills, and what not.
Getting checks
Getting money was helpful cause I was able to pay for my laundry
Getting SLE every month
Getting the checks
Getting the checks cause that was the money I used to get necessities I needed
Getting the stuff I need, household objects, food, and the checks
Gift cards and money
Gift cards and student living expense
Giving me another way to get good grades with the check being offered
Giving me the opportunity to be successful& and reminding me why I am successful.
Guidance
Guidance from school liaison, YOTO staff when I need help with something, helping me keep my grades up
Guidance from YOTO staff, bicycle, referral to community resources
Help with medical needs
Helped me get close to graduation
Helped out a lot while I was trying to find a new home
Helped with graduation requirements and giving the needs we need.
Helpful in everyway
Helpful to me because I was able to buy my son things he really needed, and help a little at home w/ the bills.
Helpful to me is the mini-mall, the money it really helps a lot, I am so thankful for that
Helping me financially
Helping me get free food and getting money
Helping me keep my grades up
Helping me with my grades
Helping my goals
Hygiene and bills
I believe the mini-mall helped a lot. Because it had most stuff I needed.
I like the mini-mall and paychecks to get food
I think the motivation to keep going to school helped me and the mini mall when I need to gather food
I used the money for handy situations where I really needed it
I'd say the checks and mini mall, because it allowed me to get things I needed.
It helped me with my living expense
It made me think about my grades more and helped me to encourage others to do so.
It was really helpful and I can't thank it enough.
it was very helpful in all ways



10. What about the YOTO program was most helpful to you?
Just being there to help me
Just knowing there's people there for me and that it's a place I could go to get help.
Keep me updated they really care about my needs
Keeping me motivated to get good grades and buying supplies and clothes I needed
Knowing I have somewhere safe to go is helpful enough.
Knowing that someone was there for me
Learning to live on my own
Living expenses helped a lot and the mini mall
Mini mall and emergency needs
Mini mall being able to get food.
Mini -mall, stipend
Mini-mall & helping me with my bills
Mini-mall and emergency needs
Mini-mall and everything mostly
Mini-mall and the checks
Mini-mall helped me out the most
Mini-mall, bus pass, bicycle
Mini-mall, food, clothes, hygiene etc.
Mini-mall because sometimes I didn't have body care, shampoo, soap etc.
Money and living supplies
Money for school supplies and it has been really helpful
Money, gift cards, bike
Money, to buy a car
Monthly check to help me get thte things I need.
Monthly checks help me throughout the month and mini-mall has been a big help as well
Monthly stipend, hygenic kits
Monthly stipends and mini mall helped me immensely
Most helpful by getting the stuff I need from the mini-mall and the bus pass and school checks
Most helpful for me was the mini-mall.
Most helpful thing about YOTO was having the comfort of not having to worry if there was something that I needed but couldn't afford YOTO could supply for me.
Most helpful to me by supporting financially, and courage to keep my grades up
Motivated me to stay in school and try
Motivating me to stay in school
My schooling
School stuff and food
Sending me exactly what I needed for school and clothes
SLE and Emergency needs



10. What about the YOTO program was most helpful to you?
SLE, bus pass, and mini-mall are what help me out the most! Very appreciative for everything thank you.
SLE, Guidance, Support
Stipend & gift cards
Stipend helped a lot w/ my basic school expenses and day to day/rent expenses
Stipends motivated me to do better in school rather than drop out.
Support
Support from the program is very helpful, not just the checks, but also the personal notes, it helps stay motivated and it shows that someone realizes the hard work.
Support from YOTO staff and stipends checks
Support! Point blank! Period!
That they help you with money and almost everything
That YOTO was there at anytime I needed. This program helped me a lot
The 140 a month to help outside of school.
The bus passes and stipends
The bus pass and transportation because I live very far and I don't ever have a ride to get to school, but now I do.
The bus pass was very helpful as was the stipend
The check I would get every month helped with what I needed for home and school resources. Thank you.
The check made for my grades. It helps me get clothes I need
The check really helped me with school and supplies.
The check that they give every month and the food and clothes
The checks and mini-mall, they have greatly encouraged me to get good grades
The checks and support
The checks and the little motivation notes they left me
The checks because I can get things that I really need.
The checks because it made me come to school everyday to get good grades
The checks cause I sometimes didn't have enough to finish my bills and the check came by and I paid them off
The checks help me and my son a lot soon as I get my own place I know I will have the help
The checks helped me keep my grades up.
The checks were the most helpful to me because my nana struggles to buy me the stuff I need.
The checks were the most helpful, being on my own and not having a stable job has helped me a lot.
The checks were very useful and I liked the mini mall because sometimes I needed school supplies.
The city bus passes helped me w/ transportation to and from school/
The credit cards and the stuff I need for example food, snacks, makeup
The emergency funds help me to pay my rent.



10. What about the YOTO program was most helpful to you?
The emergency needs
The emergency needs and checks and gift cards helped me a lot
The emergency needs and the mini-mall are very helpful
The emergency needs such as the gift cards
The every month checks, and the advice they gave me
the extra help to get through
The fact that school will help my future and YOTO helps me survive every day to be healthy and maintain minimal stability
The fact that they care about us, and gives me advice when I feel I can't move on
The gift cards and mini mall
The gift cards, mini mall, bus pass and especially the stipend.
the gift cards, the mini-mall, and the counselors.
The guidance from everybody at YOTO
the mini mall and stipend have been the most helpful.
the mini mall for food and hygiene products
The mini mall it saves me money & time to not have to go & get it myself. Im not aware of other resources.
The mini-mall all the food and supplies needed
The mini-mall and gift cards
The mini-mall and the money helped me out a lot to get the food and hygiene products
The mini-mall and the money I got helped me a lot to get food and pay my rent
The mini-mall and the monthly check
The mini-mall and the monthly stipend
The mini-mall because I have a daughter so most of my YOTO check would be for her. So the mall allowed me to get things for myself
The mini-mall I can get hygiene products, clothes, whatever I need.
The mini-mall was convenient and student living expense
The mini-mall was really helpful, saved me money on most things, and encouragement to keep trying.
The mini-mall when I need food or body products. Also the checks I got helped me pay my phone and get things I needed
The mini-mall, gift cards, and when I used to get SLE.
The mini-mall, the gift cards, and the help from the YOTO staff
The mobile mini-mall
The money and everything they helped with
The money and mini-mall
The money and support from YOTO
The money and the gift cards
The money and the gift cards



10. What about the YOTO program was most helpful to you?
The money and the house libing
The money coming in for me from my grades and attendance is very helpful for me
The money every month and the bus pass
The money got me clothes
The money helped me buy diapers for my son and pay bills.
The money helps a lot w/ expenses
The money helps for clothing or phone bill
The money it helped with expenses and also kept my grades and attendance up
The money provides me to get hygiene products and to feed my cats. It always gave me motivation to keep going knowing someone cares
The money that kept me motivated to do good and put clothes on my back
The money to pay bills on my own
the money was really helpful to me. I showed me to do things on my own
The money you would get for the good grades and the food offered
The money, it matured me
The money, the extra food, and self cleaning products that were provided helped tremendously
The monthly money to teach me how to manage money
The most helpful for me was the money every month, help w/ clothes and body products and care
The motivation
The motivation to do better. And the help they gave when it was needed
The motivation to do good in school
The motivation to keep my goals high and keep good grades.
The paychecks helped a lot with my bills.
The referrals to housing, the money
The SLE it helps me pay my rent
The staff
The staff, the mini mall, and everything about it.
The stipend and gift cards
The stipend and mini mall
The stipend and supplies made things much easier
The stipend and the mini mall
The stipend because when I lost a job for a while it kept me going
The stipend check and mini mall
The stipend helped me pay for my phone bill and food to support myself
The stipend helped motivate me to get good grades
The stipend helped when cash was low
The stipend helps me so much because it is my only income to help pay for everything I need.



10. What about the YOTO program was most helpful to you?
The stipend or SLE, it helps with bills that would be difficult to pay off
The stipend was most helpful to me, although everything YOTO provides was very helpful.
The stipend, it allows me to pay my phone bill and buy clothes
The stipend, mini-mall and the help was most helpful to me
The stipends and mini mall
The stipends because I used them to buy my sons essentials
The stipends helped me with my costs and when I really needed help.
The stipends really helped
The stipends. I was able to relieve some stress on my sisters with the extra income
The student living expense, because it really helps me with my things/bills I have to pay
The support and help with emergency needs and student living expense
The support and side note on every stipend
the support to motivate me to succeed in my high school experience
The tooth brush and tooth paste
The YOTO has been helpful by encouraging me to get good grades.
The YOTO program has helped me stay motivated to get good grades and better attendance
The YOTO program helped me to be successful in my life and helped me make wise choices.
The YOTO program is very supportive to my school
The YOTO program was most helpful to me, by keeping me in track of my grades and wanting to keep the CP
They encourage me to be my best
They helped me pay my phone bill when I couldn't pay it Thanks.
They provide me with money and food
To get a bit organized
To keep me motivated to stay in school
To keep up in school and be there when I needed anything no matter what. I made it this far from hell and back and YOTO was there to keep me on my toes
To make payments
Trying to enroll
Well most helpful was the money that they been able to help me with
When they call up students for their checks and that they are helpful.
With everything the money especially
With the check I get, helps me buy stuff I really need
Yes! YOTO helped me a lot
YOTO helped me a lot with payments, buy school stuff and also clothes. And the mini-mall.
YOTO paying for my summer school and dance. Mini mall & SLE has also helped me a lot.

Responses are from the Student Survey post. Names have been deleted to ensure confidentiality. Fifty-seven responses that identified in one way or the another the stipend as being most helpful have not been included to reduce repetition. Other responses not included for brevity's sake are "mini-mall" (10), "everything" (8), and "yes, it was helpful" (3).



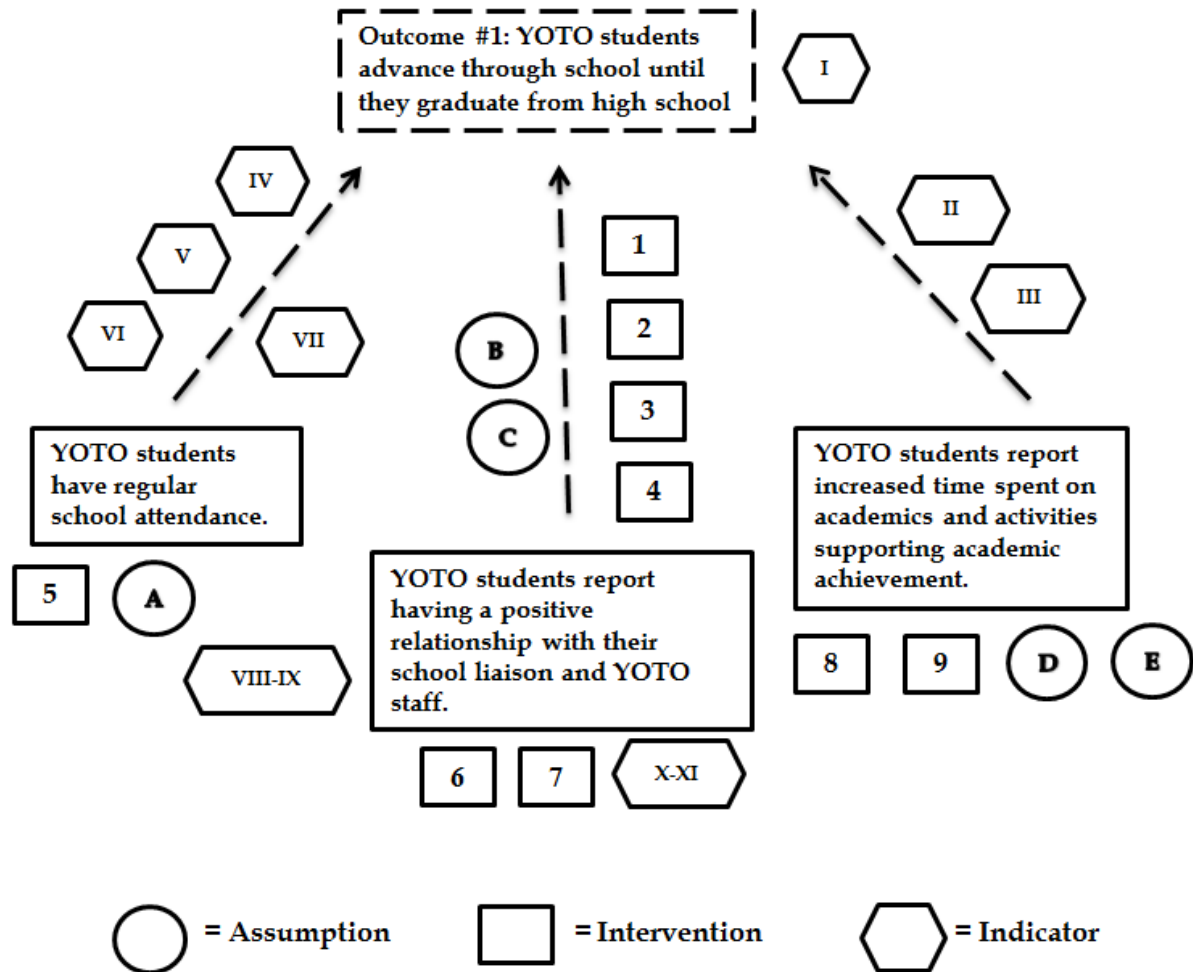
Appendix C. YOTO Theory of Change Program Map

Introduction

LMA developed the four charts presented in this report to depict the processes and activities through which the YOTO program attempts to achieve the four identified outcomes. The four charts together constitute the YOTO program map. Each individual chart includes a major outcome shown in a box composed of a dashed line at the top of the page, with preconditions for that outcome in boxes below it. A line with an arrow at the end shows the direction in which a precondition leads to another precondition or an outcome. Additional information concerning assumptions, interventions, and indicators are represented in the chart by symbols (see symbol key at the bottom of each chart). An upper case letter within a circle represents an **assumption** regarding a precondition or outcome. A number in a circle represents an **intervention** that makes a precondition or outcome happen. A Roman numeral inside a hexagon represents an **indicator**. A potential program target follows some indicators as bulleted text. On the pages following each chart is a table containing an explanation of all assumptions and interventions as well as the indicators to be used to assess whether precondition have been met and outcomes reached. Pages have been intentionally left blank to allow for charts and a large portion of their explanations to face each other.



YOTO Program - Outcome #1 Map



Assumptions, Interventions, and Indicators Key for YOTO Program Map #1
Outcome #1: YOTO students graduate from high school.

Assumptions

- A. Having a reliable means of getting to and from school helps a student maintain a good attendance record, which enables the academic achievement that leads to graduation.
- B. At-risk youth require additional attention from student advocates.
- C. At-risk youth will be more likely to stay engaged with the program at times when they can't qualify for a stipend based on their attendance and grades if they are offered a \$15 stipend just for submitting a stipend form.
- D. YOTO program staff provides students vital assistance related to obtaining the educational stipend, social services, and basic needs resources. These resources helps students have stability, which enables them to concentrate on their studies and graduate high school.
- E. The assistance school liaisons give students in obtaining the stipend and accessing other needed resources helps students have stability, which enables them to concentrate on their studies and graduate high school.

Interventions

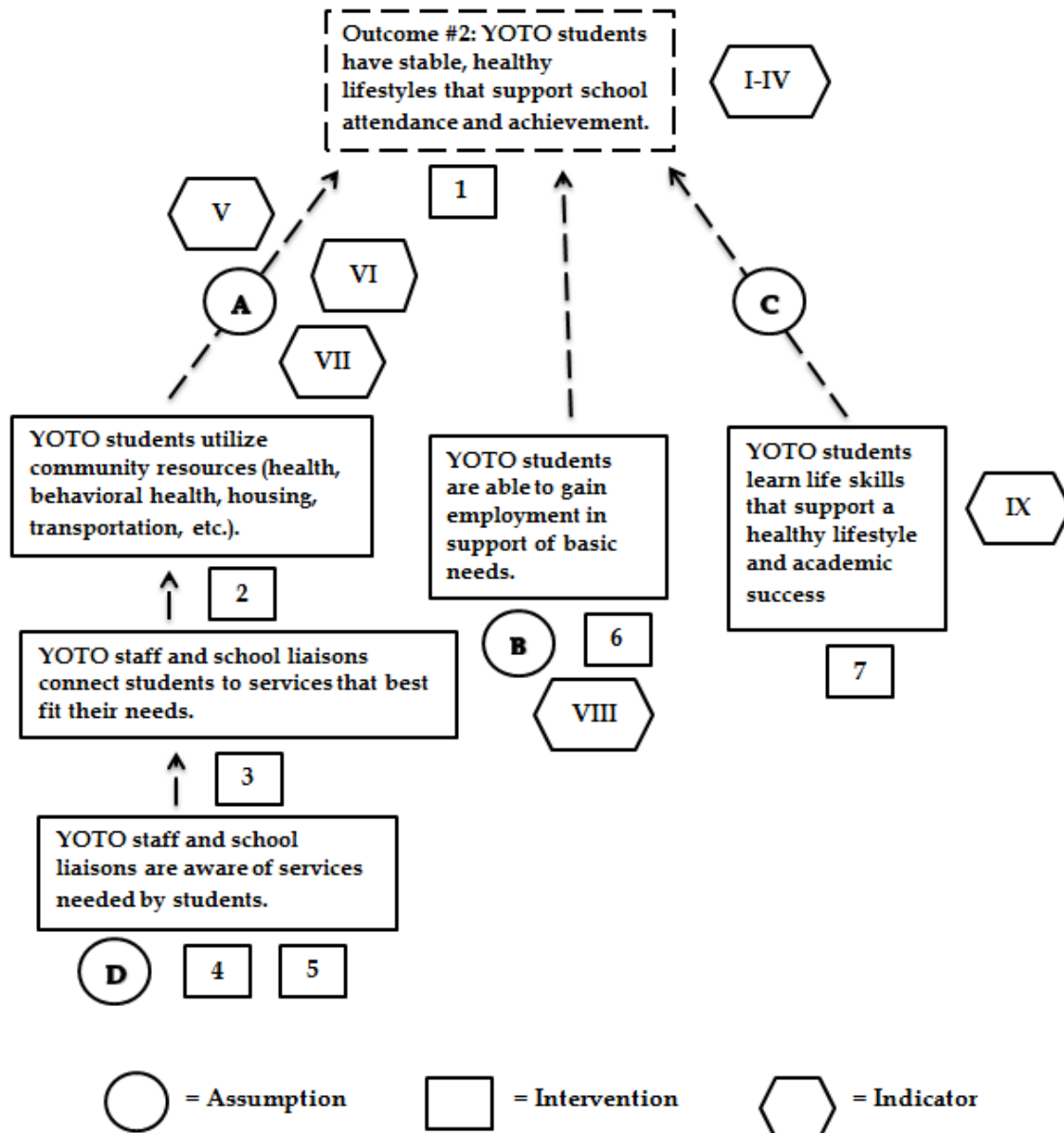
- 1. School liaisons regularly meet with students to assist them in completing stipend forms, applications, and emergency needs requests and in filling other basic needs.
- 2. YOTO student advocates periodically meet with students to discuss their academic progress, fulfillment of YOTO program requirements, and additional special needs.
- 3. Student advocates provide additional attention to at-risk students.
- 4. YOTO provides a \$15 stipend to students who submit a stipend form that lacks grade or attendance information.
- 5. YOTO provides monthly bus passes or a bicycle for students without other means of transportation.
- 6. Student advocates make in-school visits to at-risk youth (i.e., those receiving a stipend of \$75 or less per month).
- 7. YOTO provides support to school staff – e.g., regularly visits schools to meet with school liaisons and discuss student needs.
- 8. YOTO provides students a monthly stipend of up to \$140 for 9 months of the year that acts as a safety net for living expenses.
- 9. The YOTO program provides resources specific to school achievement – e.g., one-on-one success coaching, a refurbished computer, school supplies, and homework assistance.



Indicators
I. (overall for outcome) Percentage of students who enroll in the YOTO program who graduate high school.
<ul style="list-style-type: none"> 85% of students graduate within four years of starting high school
II. Percentage of YOTO students receiving a stipend of \$75 or more for academic achievement
<ul style="list-style-type: none"> 75% or more of YOTO students receiving a stipend of \$75 or more for academic achievement.
III. Percentage of youth who report more time for school due to YOTO support
<ul style="list-style-type: none"> Baseline 2013-2014.
IV. Percentage of YOTO students receiving \$25 for attendance.
<ul style="list-style-type: none"> 75% of students receive \$25 for attendance.
V. Percentage of YOTO students submitting for stipend.
<ul style="list-style-type: none"> 75% of students submit for incentives.
VI. Percentage of at-risk students submitting for stipend.
<ul style="list-style-type: none"> Baseline 2013-2014
VII. Percentage of students that report YOTO program is enabling them to complete courses at a pace that leads to high school graduation within four years.
<ul style="list-style-type: none"> 85% of students report that the YOTO program is enabling them to complete courses at a pace that leads to high school graduation within four years.
VIII. Percentage of YOTO students that report having a positive relationship with their school liaison.
<ul style="list-style-type: none"> Baseline 2013-2014.
IX. Percentage of YOTO students that report having a positive relationship with their student advocate.
<ul style="list-style-type: none"> Baseline 2013-2014.
X. Percentage of YOTO students who have at least 9 one-on-one in-person contacts with their school liaison per school year
<ul style="list-style-type: none"> 75% of students have at least 9 one-on-one in-person contacts with their school liaison per school year.
XI. Percentage of at-risk YOTO students who receive an in-school visit from a student advocate
<ul style="list-style-type: none"> 75% of at-risk students receive an in-school visit from a student advocate. 50% of at-risk students receive an in-school visit from a student advocate.



YOTO Program - Outcome Map #2



Assumptions, Interventions, and Indicators Key for YOTO Program Map #2
Outcome #2: YOTO students have stable, healthy lifestyles that support school attendance and achievement.

Assumptions

- A. Access to needed services keeps YOTO students healthy, enabling them to do well in school.
- B. Some YOTO students may need more money than the stipend provides to cover their living expenses.
- C. Having positive life skills, including financial literacy, will assist YOTO students in maintaining stable, healthy lifestyles that support school attendance and achievement.
- D. YOTO staff and school liaisons require up-to-date information about community resources available for students.

Interventions

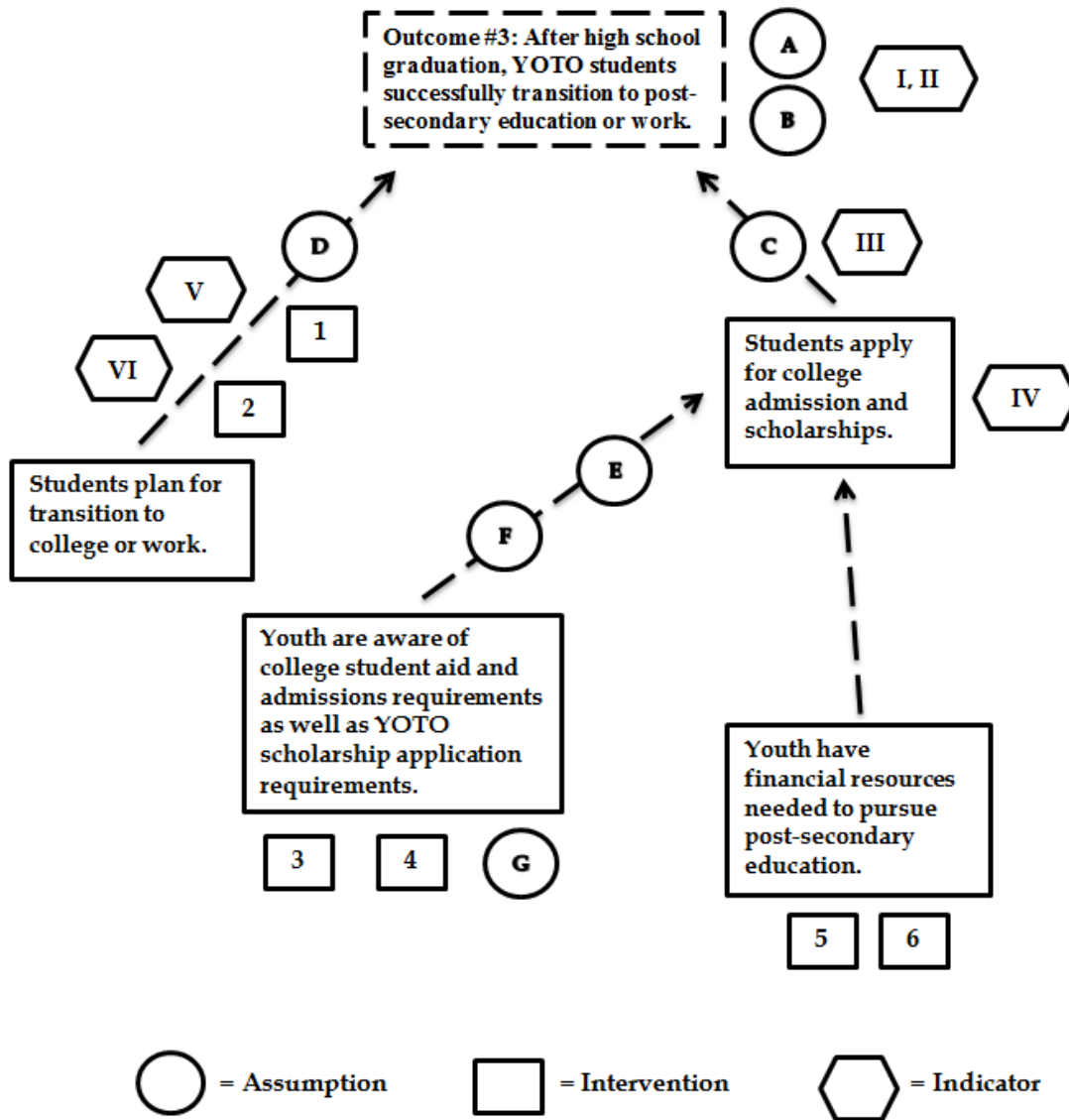
1. YOTO provides students a monthly stipend of up to \$140 for 9 months of the year that acts as a safety net for living expenses. (also used for Outcome #1)
2. YOTO provides students food and clothing as well as referrals for shelter and health care.
3. YOTO provides information to students about services available to them.
4. YOTO maintains an up-to-date list of list of local collaborating agencies, services, and other resources available to YOTO youths with associated contact information and appropriate forms.
5. YOTO provides school liaisons a periodically updated list of local collaborating agencies, services, and other resources available to YOTO youths with contact information and appropriate forms.
6. YOTO maintains a collaboration with Goodwill and Pima County OneStop, who provide training and job placement services to YOTO students seeking part-time employment.
7. YOTO provides life skills, including financial literacy, workshops to students.



Indicators
<p>I. (overall for outcome) The percentage of students who achieve higher grades increases each year.</p> <ul style="list-style-type: none"> • 5% per year increase in the aggregate mean GPA, until 90% of all students have a GPA of C or greater.
<p>II. (overall for outcome) The average monthly stipend will increase each year until 90% of YOTO students receive a full stipend.</p> <ul style="list-style-type: none"> • 5% per year increase in the average monthly stipend until 90% of all YOTO students receive a full stipend.
<p>III. (overall for outcome) Percentage of YOTO students who qualify for a community scholarship.</p> <ul style="list-style-type: none"> • Percentage of YOTO students who qualify for a community scholarship. (Baseline 2013-2014) • Percentage of YOTO students who apply for a community scholarship. (Baseline 2013-2014) • Percentage of YOTO students who go on to post-secondary education. (Baseline 2013-2014) • Percentage of YOTO students who receive a community scholarship. (Baseline 2013-2014)
<p>IV. (overall for outcome) Percentage of students receiving \$25 for attendance will increase to 85%. (also used for Outcome #1)</p> <ul style="list-style-type: none"> • 85% of students receive \$25 for attendance.
<p>V. Percentage of students who request a referral for support from YOTO staff are able to obtain the services they need (e.g., medical care, counseling, employment).</p> <ul style="list-style-type: none"> • 75% of students who requested a referral for support report that they were able to obtain the services they need.
<p>VI. Percentage of students who access the basic needs resources offered by YOTO.</p> <ul style="list-style-type: none"> • 50% of students used the basic needs resources offered by YOTO.
<p>VII. Percentage of YOTO students referred to community partners.</p> <ul style="list-style-type: none"> • Baseline 2013-2014
<p>VIII. Percentage of students that participates in a YOTO employment guidance workshop or are referred to a collaborating agency offering employment.</p> <ul style="list-style-type: none"> • Baseline 2013-2014
<p>IX. Percentage of students that participates in financial literacy and other life skills workshops.</p> <ul style="list-style-type: none"> • Baseline 2013-2014



YOTO Program – Outcome Map #3



Assumptions, Interventions, and Indicators Key for YOTO Program Map #3

Outcome #3: After high school graduation, YOTO students successfully transition to post-secondary education or work.

Assumptions

- A. YOTO students who graduate high school still need YOTO support in pursuit of post-secondary education or career goals.
- B. YOTO students who successfully transition to post-secondary education or a career will be more likely to feel the program helped them and be willing to stay engaged through alumni activities.
- C. YOTO students who have maintained a GPA high enough to regularly qualify for a stipend during high school will have a good chance of success in college.
- D. Having a defined plan for transition to post-secondary education or pursuit of a specific career after graduation will help focus YOTO students' academic efforts and increase the likelihood of their success in the future.
- E. YOTO students who are knowledgeable about college student aid and admissions requirements and YOTO scholarship application requirements will apply for college admission, student aid, and a YOTO scholarship.
- F. If YOTO students have financial resources, they will be more likely to pursue post-secondary education.
- G. Most YOTO students will need financial assistance to attend college.

Interventions

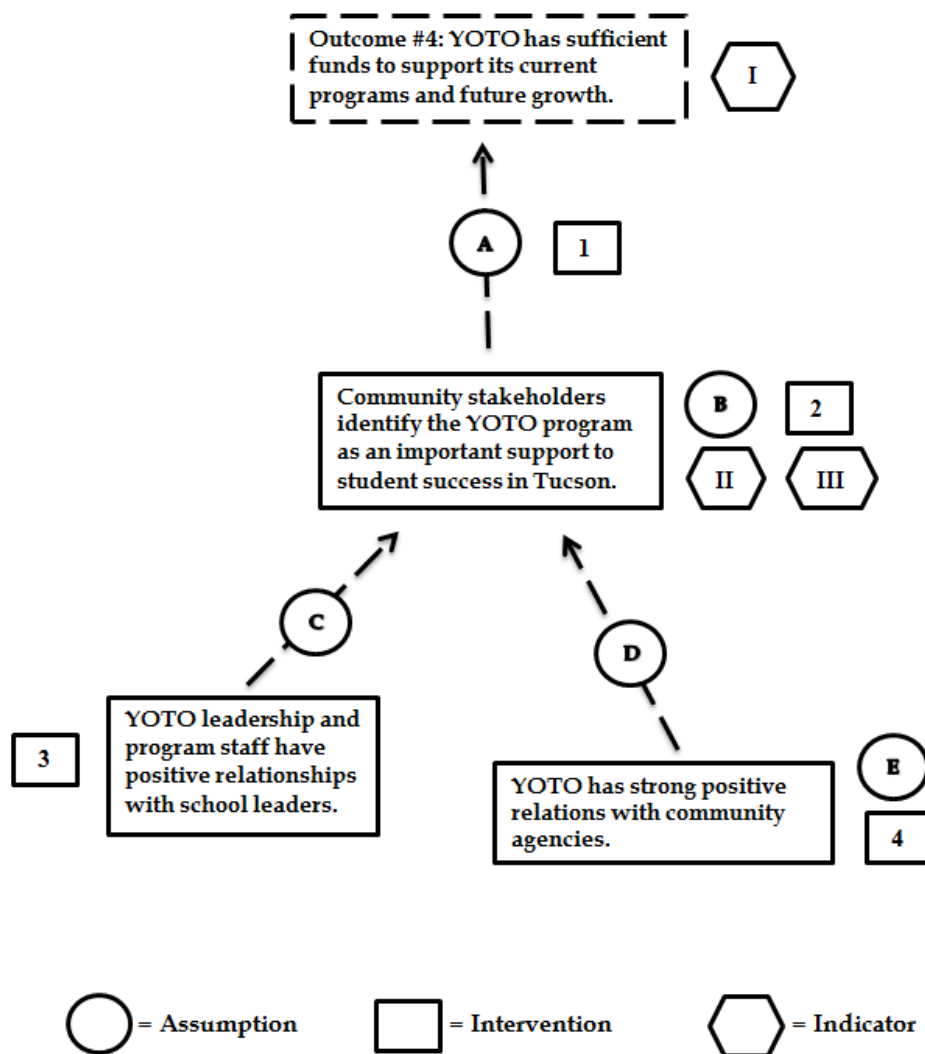
- 1. YOTO assists students in developing a plan of what they will do after high school graduation: e.g., higher education, technical schooling, internship, employment, military service.
- 2. YOTO students are provided opportunities to shadow at jobs.
- 3. YOTO provides college application workshops at appropriate times and locations.
- 4. School liaisons and YOTO staff monitor student grades and periodically remind students of admissions and scholarship deadlines.
- 5. YOTO helps students complete FAFSA.
- 6. YOTO helps students do research on scholarships.



Indicators
I. Percentage of graduating YOTO students that enrolls in post-secondary education. <ul style="list-style-type: none"> Percentage of YOTO students that enroll in a post-secondary education program within 6 months of graduation. (Baseline 2013-2014)
II. Percentage of alumni that remains actively engaged with YOTO after graduation. <ul style="list-style-type: none"> Baseline 2013-2014
III. Percentage of YOTO students who receive community scholarships for post-secondary education. <ul style="list-style-type: none"> Baseline 2013-2014
IV. Percentage of YOTO juniors and seniors that participates in college and scholarship application workshops. <ul style="list-style-type: none"> Percentage of YOTO juniors and seniors that participates in college and scholarship application workshops. (Baseline 2013-2014) Two college and scholarship application workshops are held for students annually.
V. Percentage of YOTO seniors that has completed a detailed plan of what they will do after high school graduation – e.g. higher education, technical schooling, internship, employment, military service. <ul style="list-style-type: none"> Baseline 2013-2014
VI. Percentage of YOTO juniors and seniors that participates in a workshop related to career planning (e.g., career options, vocational aptitude). <ul style="list-style-type: none"> Baseline 2013-2014



YOTO Program – Outcome Map #4



Assumptions, Interventions, and Indicators Key for YOTO Program Map #4
Outcome #4: YOTO has sufficient funds to support its current program and
future growth.

Assumptions

- A. Awareness of the success of YOTO's program influences community stakeholders to offer more financial support.
- B. YOTO has data that shows its programs are successful and disseminates this data throughout the community.
- C. School leaders help disseminate information in the community about the effectiveness of YOTO's program.
- D. Community agencies recognize that the YOTO program is effective and act as committed collaborators in dissemination of information about the success of YOTO's program.
- E. A strong relationship with other agencies serving youth will increase the amount of services students are able to access.

Interventions

- 1. YOTO conducts fundraising campaign across Tucson Metro area.
- 2. YOTO effectively collects, analyzes, and disseminates data about its program.
- 3. YOTO staff meets bi-annually with school liaisons and school leaders to share information and strategize on implementation improvement.
- 4. YOTO staff individually meets biannually with community agencies that serve youth to update them on YOTO's program and increase collaboration.

Indicators

- I. YOTO fundraising meets established benchmarks.
 - Fundraising increase by 10% annually.
- II. Percentage of YOTO stakeholders that rates YOTO as a significant support to the success of homeless youth graduating high school.
 - Baseline 2013-2014
- III. YOTO staff and board members annually meet with and solicit funding from identified key community stakeholders.
 - 90% of key community and school stakeholders are met with annually.
 - 75% of identified potential funders are met with annually.

