



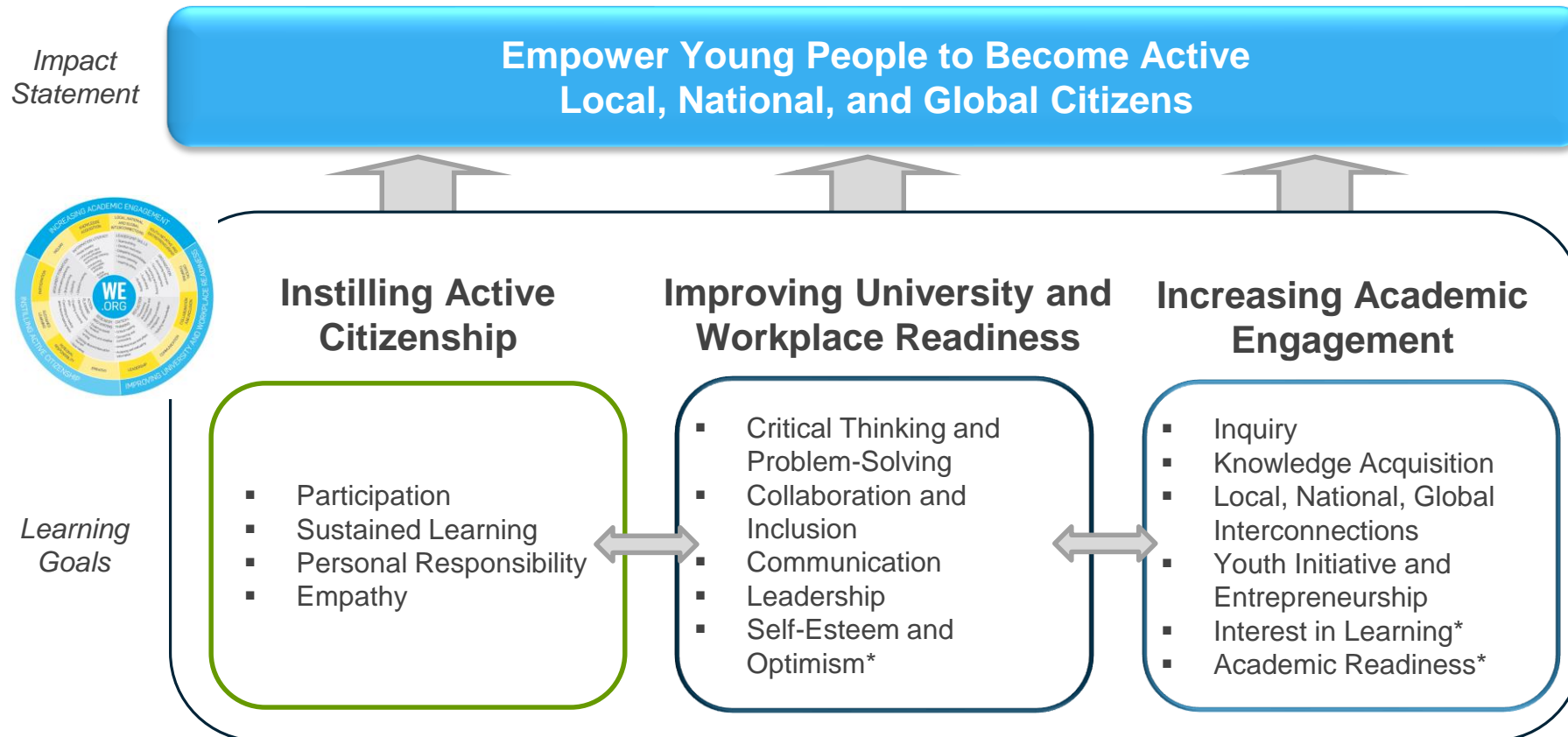
# WE Social Impact Study

Highlights and Insights

Conducted by Mission Measurement



# The Study Assessed the Extent to Which WE Produced Priority Outcomes Aligned to the Learning Framework



*\* Denotes additional themes not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research*



# We Assessed Impact by Surveying WE and Non-WE Youth and Educators

## Audience



- Youth:
  - 13-18 involved with WE Schools / WE Day in **Illinois** and **California**
  - Focused on youth involved for **at least a year** or who engage with organization **at least weekly**
- Educators



- Youth:
  - 13-18 not involved with WE, in Illinois and California
  - **Matched and weighted** on Age, Gender, Parental Education, Free or Reduced Lunch (FRL) status, Race/Ethnicity
- Educators

## Analysis



( $\Delta$ ) **Comparison** of (*delta*) WE and Non-WE responses<sup>1</sup>



**Youth** attribution of WE impact



**Retrospective Pre-Post**  
Analysis of WE impact

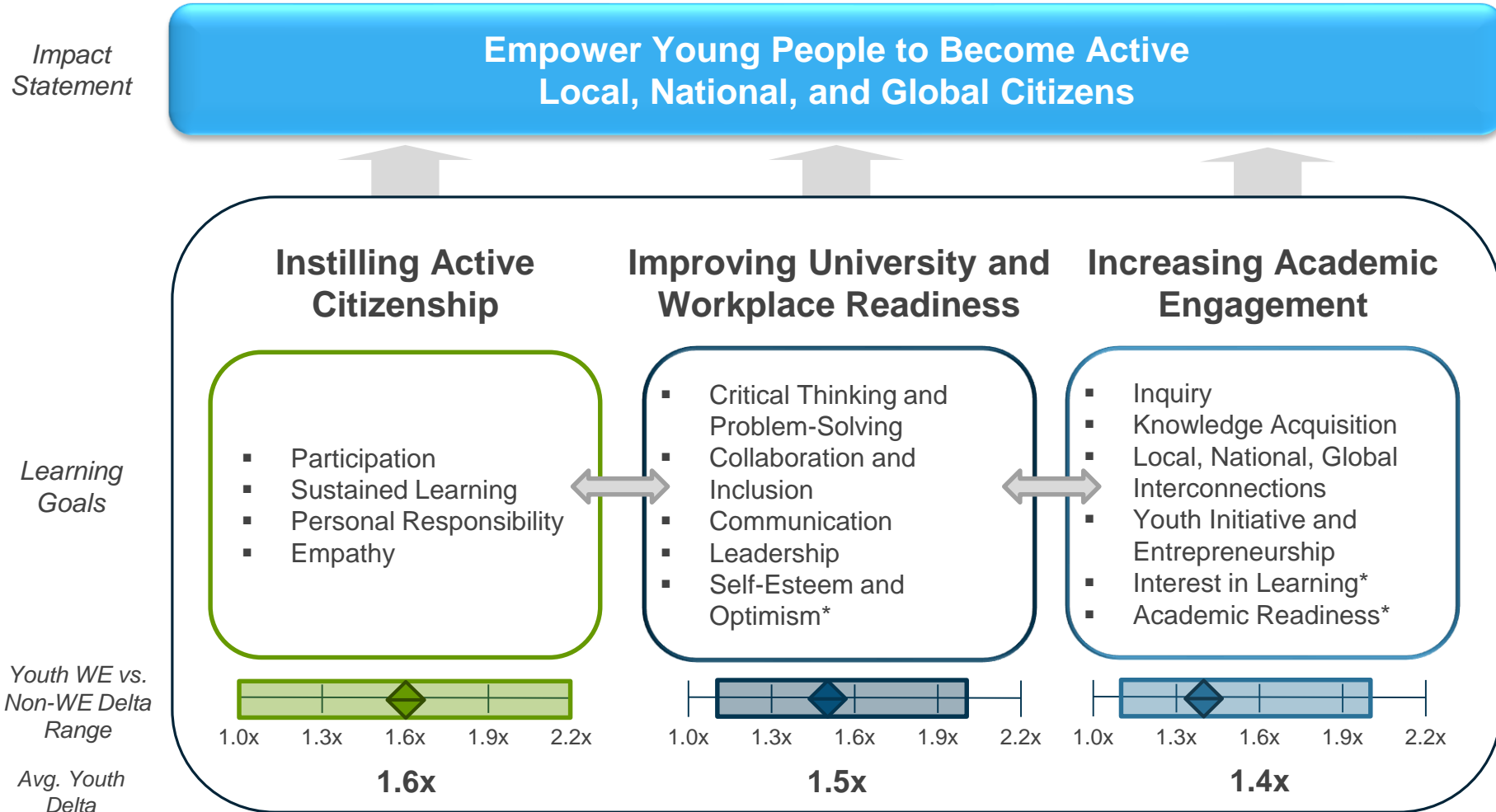


**Educator** attribution of WE impact

1: All comparative data between WE and Non-WE samples is statistically significant at 95% unless otherwise noted



# Overview of Impact by Learning Framework Area



# Active Citizenship





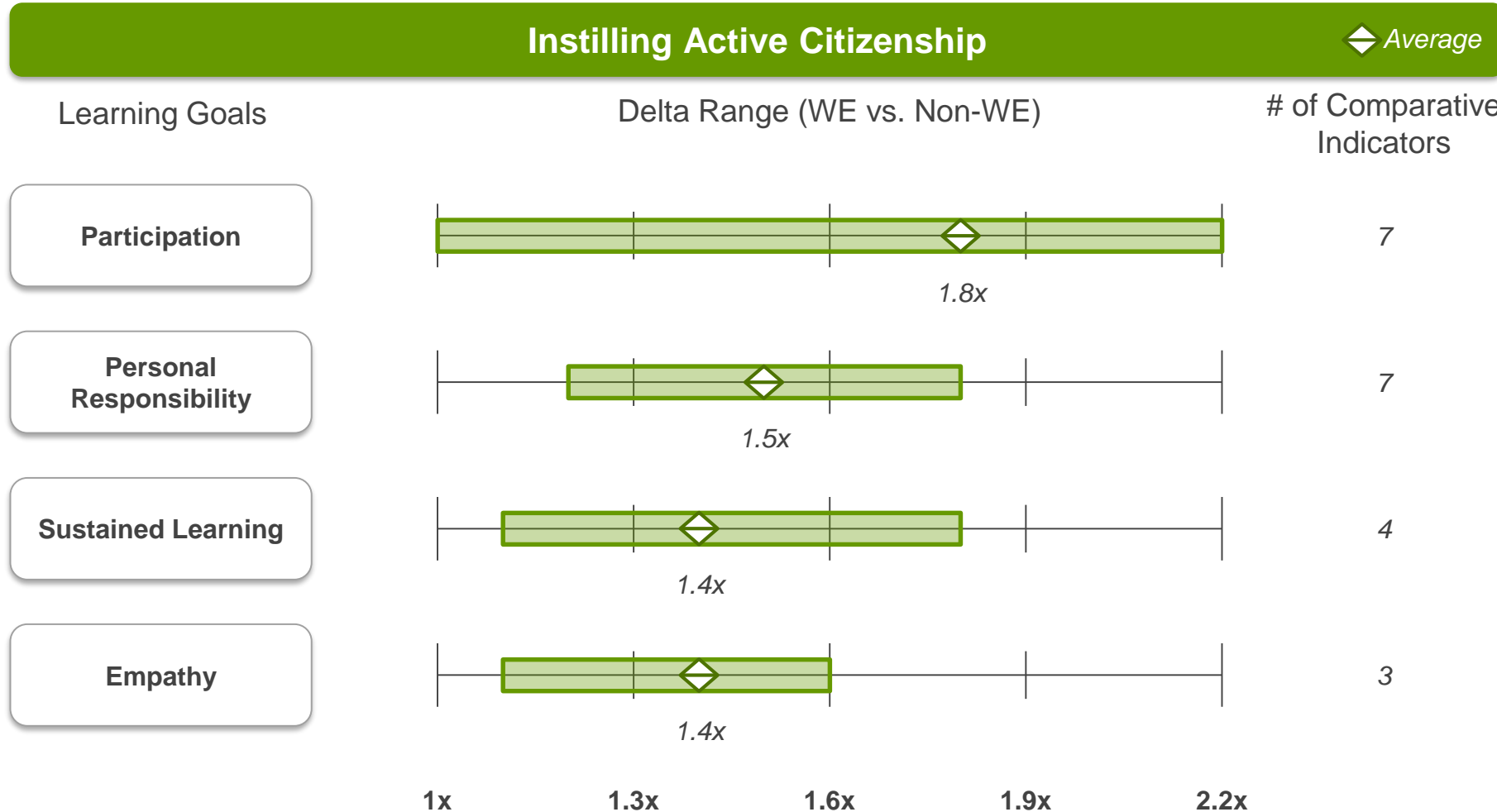
# We Tested Four Dimensions of Active Citizenship

## Instilling Active Citizenship

Learning Goals	Sample Indicators Tested		
	Youth:		
<b>Participation</b>	✓ <i>Raise awareness for social problems</i>	✓ <i>Inspire others to solve social problems</i>	✓ <i>Look for ways to improve the community</i>
<b>Personal Responsibility</b>	✓ <i>Feel responsible for bringing about social change</i>	✓ <i>Be passionate about solving social problems in the world</i>	✓ <i>Believe that one can make a positive difference</i>
<b>Sustained Learning</b>	✓ <i>Research and read about social issues with free time</i>	✓ <i>Pay attention to the news to learn about social issues</i>	✓ <i>Demonstrate a long-term commitment to social causes</i>
<b>Empathy</b>	✓ <i>Think about the needs of others before personal needs</i>	✓ <i>Stand up for others when they are bullied</i>	✓ <i>Respect and understand differences of others</i>



# Compared to their Peers, WE Youth Report Higher Levels of Active Citizenship Across All Four Areas



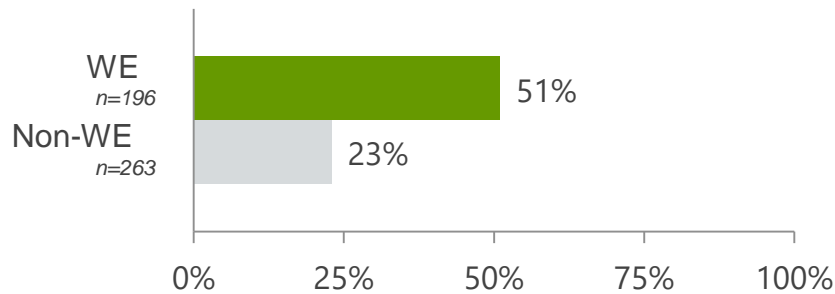


# WE Youth are More Likely than their Peers to Have the Awareness and Knowledge to Solve Social Problems

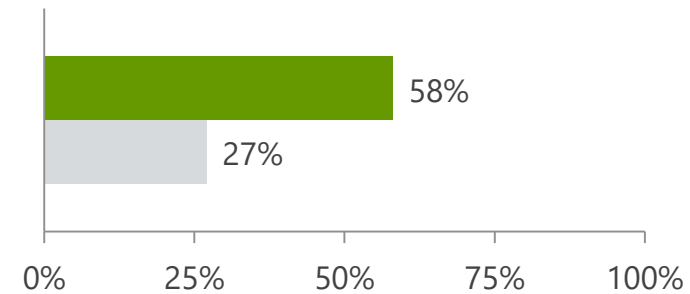
Compared to their peers, WE youth are:

## Participation

**2.2x** more likely to **actively raise awareness** about social problems



**2.1x** more likely to **know how to find organizations** that will help them improve their community



**61%** of WE educators agree that their students are more likely to **be passionate about solving social problems in the world** due to their engagement with WE

n=181

Note: Unless otherwise noted, the WE segment includes WE Day/WE Schools participants that have been involved with WE for  $\geq 1$  yr. or engage with WE at least weekly. See appendix for WE Day/WE Schools participant definition.

Note: Data is read as Top 2 Box - respondent indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale



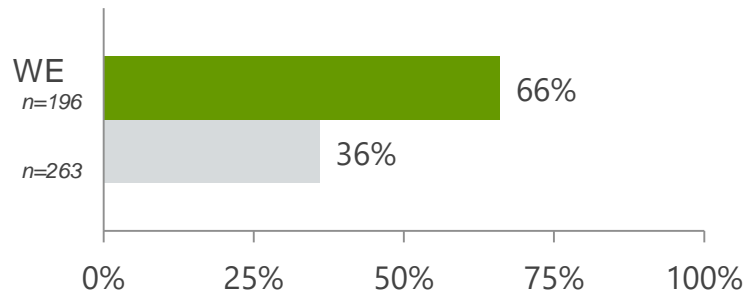


# WE Youth are also More Likely to Feel Responsible for Social Change and Maintain Commitment to Social Causes

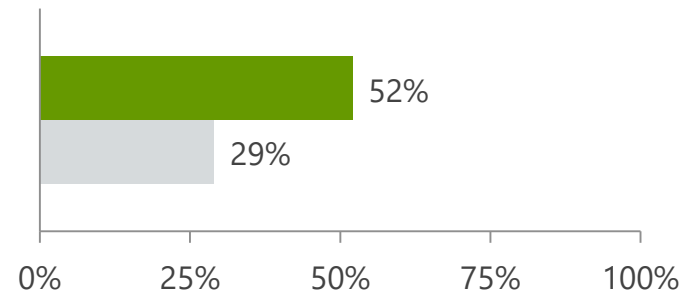
Compared to their peers, WE youth are:

## Personal Responsibility and Sustained Learning

**1.8x** more likely to **feel responsible** for bringing about positive social change in their communities



**1.8x** more likely to have a **long-term commitment to a social cause**



**62%** of WE educators agree that their students are more likely to **take responsibility for bringing about positive social change** in their communities due to their engagement with WE

n=181

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale

# University and Workplace Readiness





# We Tested Five Dimensions of University and Workplace Readiness

## Improving University and Workplace Readiness

Learning Goals	Sample Indicators Tested		
	<i>Youth:</i>		
<b>Leadership</b>	✓ <i>Take on leadership roles</i>	✓ <i>Be seen by peers and teachers as a leader</i>	✓ <i>Comfortably adapt to change</i>
<b>Communication</b>	✓ <i>Speak up and share opinions in class</i>	✓ <i>Clearly express ideas to others</i>	✓ <i>Voluntarily speak in front of crowds and classes</i>
<b>Collaboration and Inclusion</b>	✓ <i>Bring people together to solve problems</i>	✓ <i>Be sought out to resolve conflicts</i>	✓ <i>Stand up for others</i>
<b>Critical Thinking and Problem-Solving</b>	✓ <i>Think outside of the box for solutions to problems</i>	✓ <i>Determine the credibility of sources</i>	✓ <i>Solve problems by breaking them down into manageable components</i>
<b>Self-Esteem and Optimism*</b>	✓ <i>Be optimistic for the future</i>	✓ <i>Have a strong sense of self-esteem</i>	✓ <i>Understand personal strengths and weaknesses</i>

See appendix for full mapping of indicators to Learning Goals

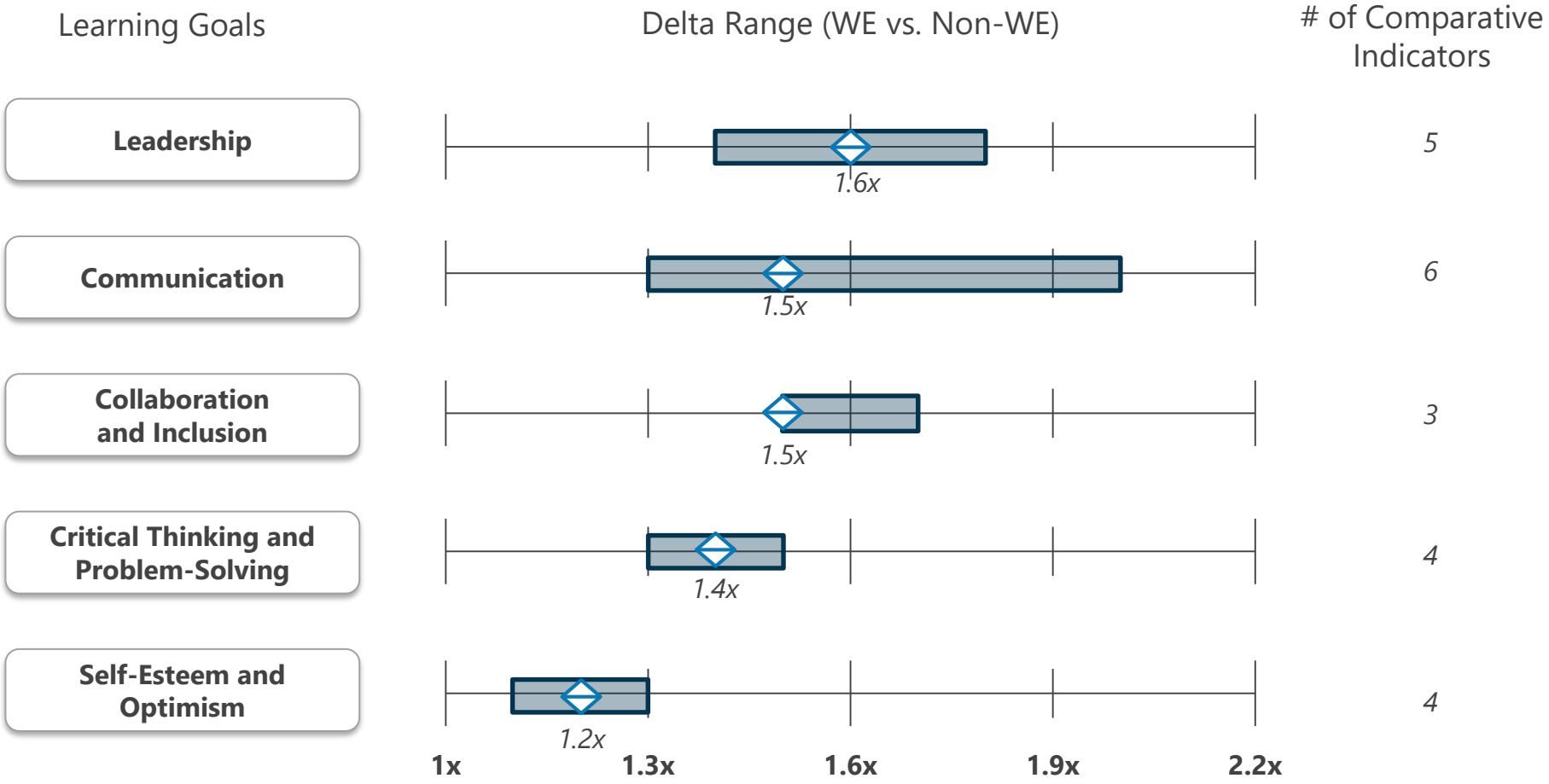
\*Denotes additional theme not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research





# WE Youth are More Likely to Report Having 21<sup>st</sup> Century Skills, Especially Leadership and Communication Skills

## Improving University and Workplace Readiness Average



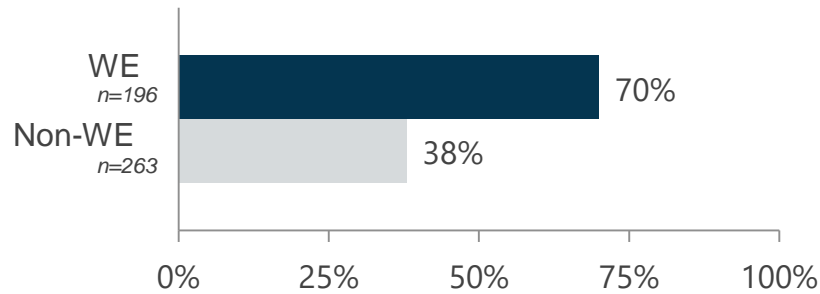


# WE Youth are More Likely to See Themselves -and Be Seen- as Leaders

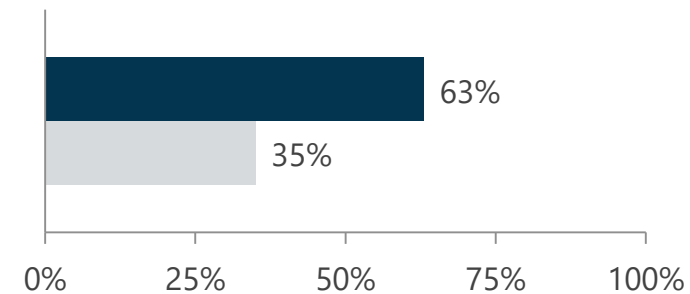
Compared to their peers, WE youth are:

## Leadership

**1.8x** more likely to **consider themselves as strong leaders**



**1.8x** more likely to be seen by peers and teachers as leaders at their school



**64%** of WE educators agree that their students are more likely to **take on leadership roles in school** due to their engagement with WE

n=173

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale

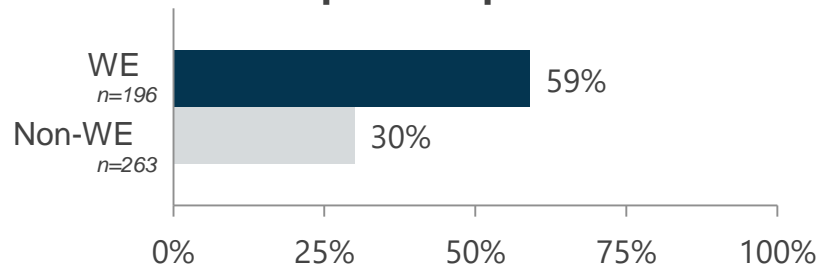


# Compared to their Peers, WE Youth are also More likely to be Confident Speakers, Collaborators, and Problem Solvers

Compared to their peers, WE youth are:

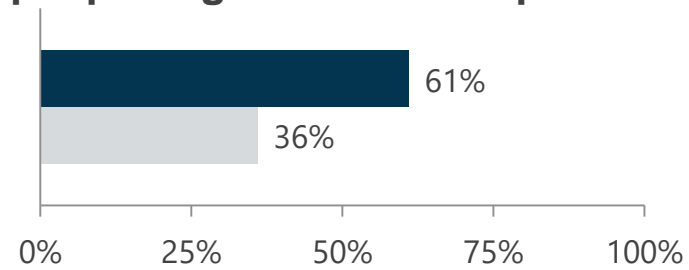
## Communication

**2.0x** more likely to be confident public speakers



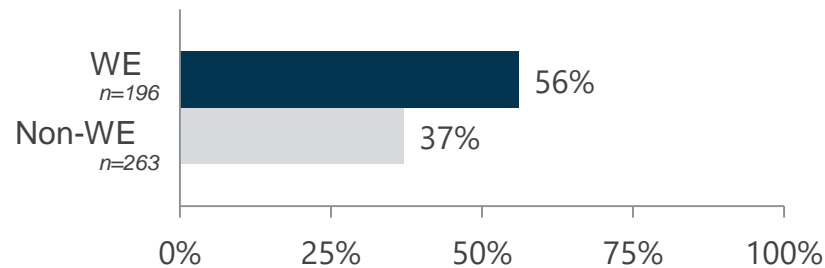
## Collaboration and Inclusion

**1.7x** more likely to often bring people together to solve problems



## Critical Thinking and Problem-Solving

**1.5x** more likely to be looked at by peers as creative problem solvers



Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale

# Academic Engagement





# We Tested Six Dimensions of Academic Engagement

## Increasing Academic Engagement

Learning Goals	Sample Indicators Tested		
		Youth:	
<b>Knowledge Acquisition</b>	✓ <i>Have an understanding of global issues</i>	✓ <i>Recognize inequity in the community</i>	✓ <i>Discovered a subject or issue of passion</i>
<b>Youth Initiative and Entrepreneurship</b>	✓ <i>Set personal goals</i>	✓ <i>Take action fix problems when they arise</i>	✓ <i>Exhibit discipline and perseverance to complete tasks</i>
<b>Local, National, and Global Interconnections</b>	✓ <i>Provide real world examples in school work</i>	✓ <i>Talk to teachers and adults about social issues</i>	✓ <i>Identify the links between content in class and the world outside</i>
<b>Inquiry</b>	✓ <i>Consider varying perspectives when forming an opinion</i>	✓ <i>Write about social issues by choice</i>	✓ <i>Debate social issues with peers</i>
<b>Academic Readiness*</b>	✓ <i>Feel prepared for secondary education</i>	✓ <i>Improve as a student</i>	✓ <i>Be motivated to go to college</i>
<b>Interest in Learning*</b>	✓ <i>Be excited by learning at school</i>	✓ <i>Pay attention in class</i>	✓ <i>Be engaged in the topics discussed in class</i>

See appendix for full mapping of indicators to Learning Goals

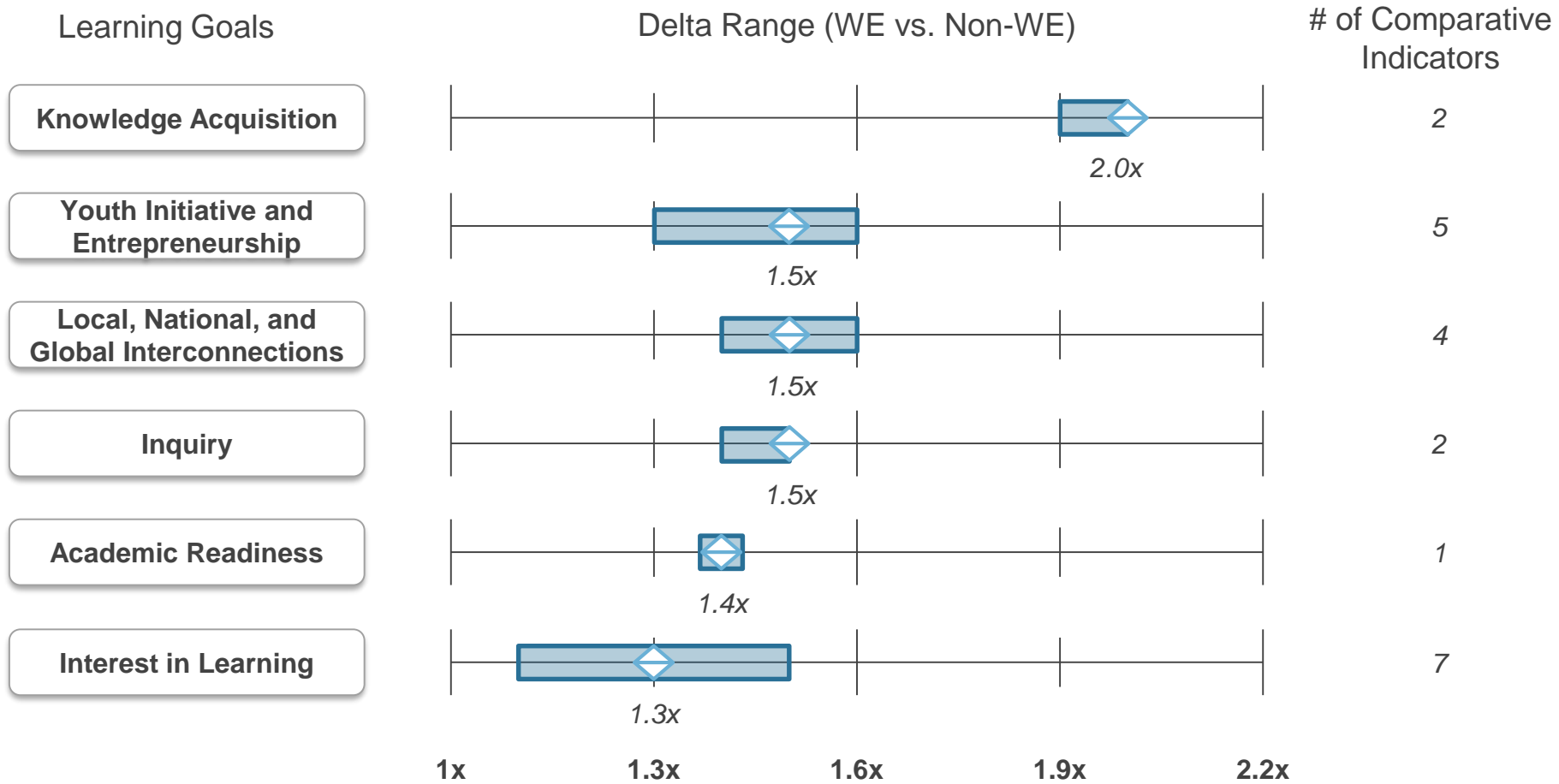
\* Denotes additional themes not currently incorporated in the Learning Framework that were tested because MM identified them as areas of WE impact through primary qualitative research





# WE Appears to Have the Strongest Impact on Students' Level of Knowledge Acquisition

## Increasing Academic Engagement ◆ Average



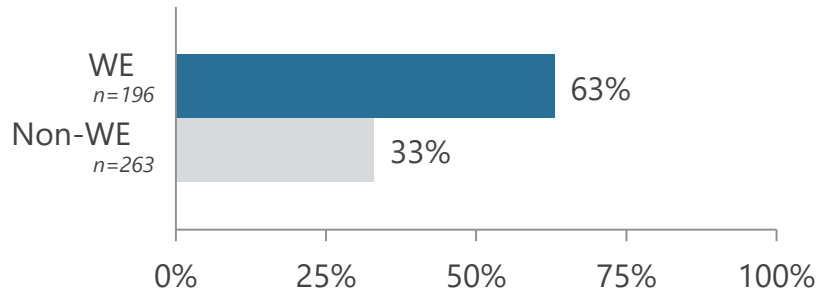


# Compared to Peers, Youth in WE are More Likely to have a Deep Understanding of Local and Global Social Issues

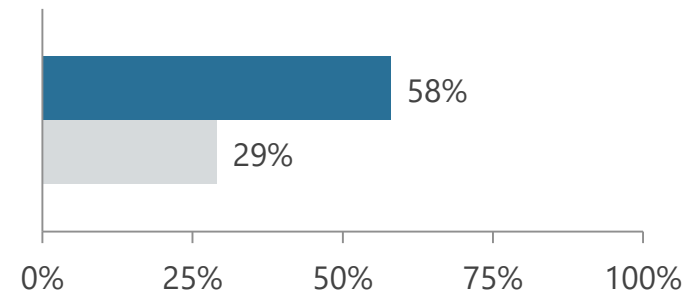
Compared to their peers, WE youth are:

## Knowledge Acquisition

**1.9x** more likely to have a deep understanding of social problems in their community



**2.0x** more likely to have a deep understanding of global social issues



**54%** of WE educators agree that their students are more likely to **recognize inequity in their communities** due to their engagement with WE

n=181

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale

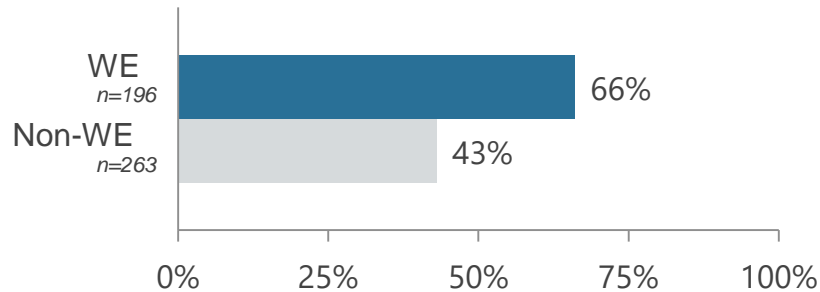


# Youth Involved with WE are also More Likely to Draw Connections Between Classroom Learning and Local/Global Issues

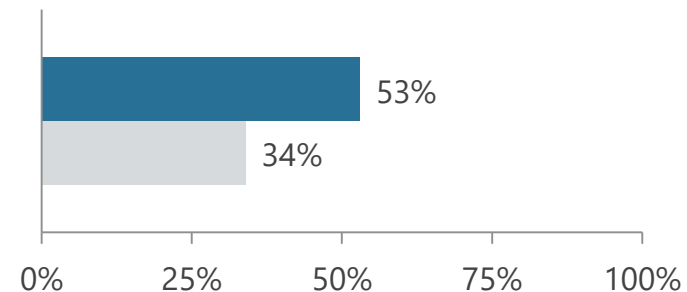
Compared to their peers, WE youth are:

## Local, National, Global Interconnections

**1.5x** more likely to **share things they have learned outside of school** in their classes



**1.6x** more likely to **talk to their teachers and/or adults about current or controversial social issues**



**51%** of WE educators agree that their students are more likely to **identify the links between what is learned in the classroom and the world outside** due to their engagement with WE n=181

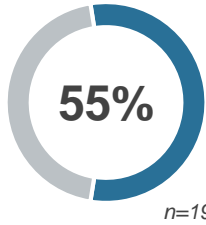
Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale



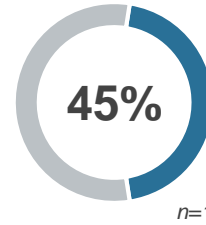
# Youth also Report that WE Motivates them to Identify and Reach Their Academic and Personal Goals

Because of their engagement with WE:

Interest in Learning

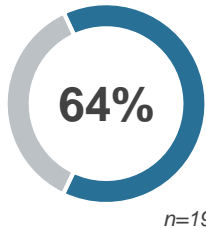


of WE youth have identified a **career** they are passionate about



of WE youth have changed the **focus of their academic studies**

Academic Readiness



of WE youth consider themselves **better students**

45% of WE educators agree that their students **set high academic expectations** due to their engagement with WE

n=181

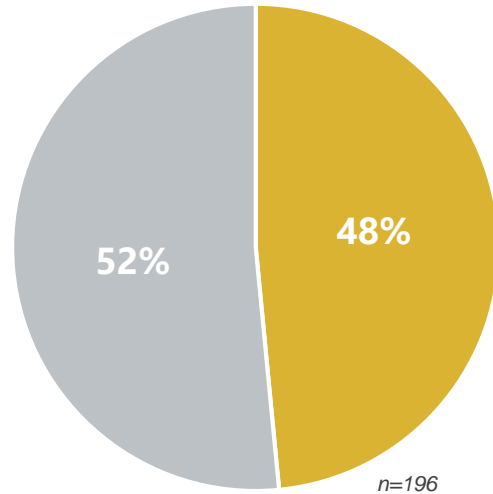
# Impact on At-Risk Youth & Title I Schools





# We Defined At-Risk Youth as Receiving Free and Reduced Lunch - About 50% of Our Sample is At-Risk

% of At-Risk Youth Respondents



Focus of Our Analysis

## Characteristics of At-Risk Youth

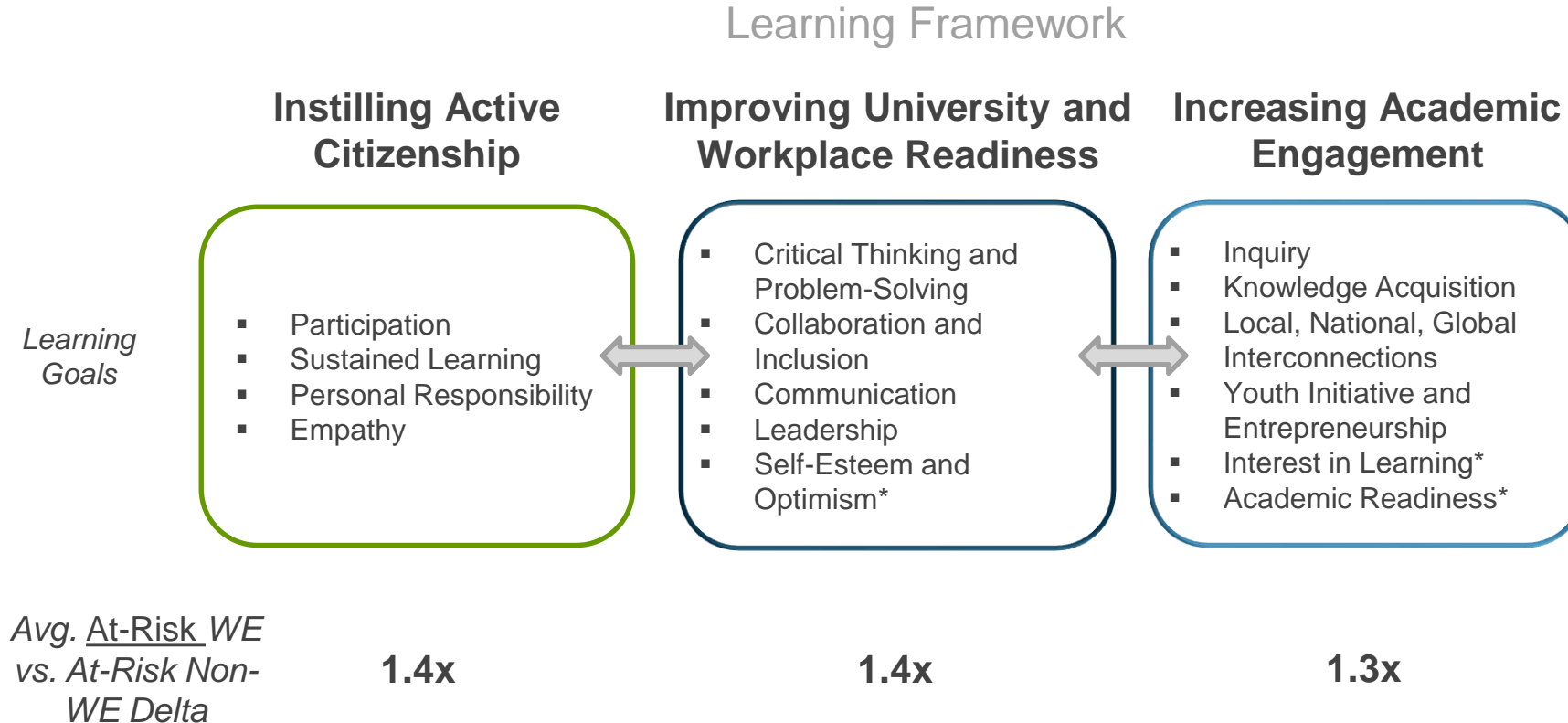
Compared to not at-risk WE youth, these youth are:

- 2.6x more likely to say they are **viewed as troublemakers** by their teachers
- 1.6x more likely to say they **often feel bored at school**

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale



# Across All Areas- At-Risk WE Youth Are More Likely than their Peers to Report Positive Attitudes and Behaviors

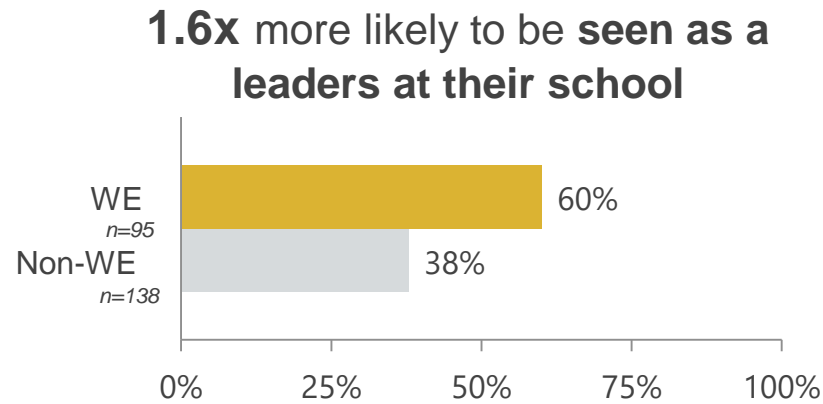




# WE's Most Notable Impact on At-Risk Youth is on their Level of Engagement at School

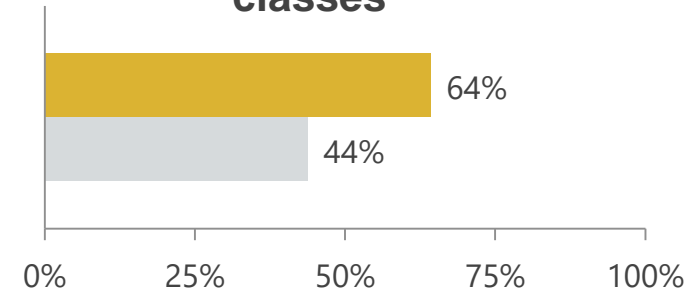
Compared to their peers, at-risk WE youth are:

## Leadership



## Local, National, and Global Interconnections

**1.5x** more likely to often **share things they've learned outside of school in classes**



**63%** of Title I WE educators agree that their students are more likely to **take on leadership roles in school** due to their engagement with WE

n=113

Note: Data is read as Top 2 Box - respondents indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale



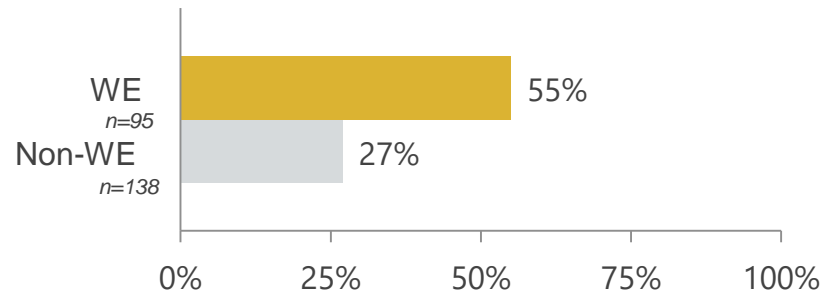


# WE At-Risk Youth are also Significantly More Likely to Positively Contribute to their Community

Compared to their peers, at-risk WE youth are:

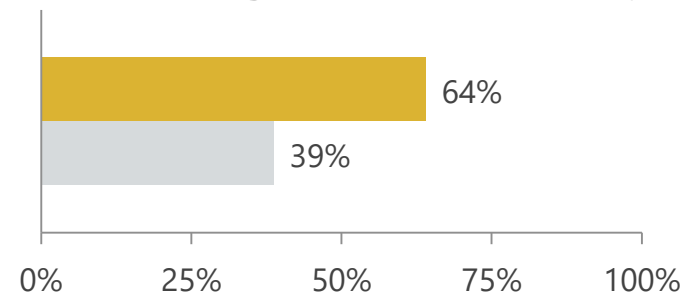
## Participation

**2.0x** more likely to **actively look for opportunities to volunteer** in their community



## Personal Responsibility

**1.6x** more likely to believe it is their **responsibility to bring about positive social change** in their community



**60%** of Title I WE educators agree that their students are more likely to **take responsibility for bringing about positive social change in their communities** due to their engagement with WE

n=113

Note: Data is read as Top 2 Box - respondent indicated a 5 or 6 (agree and strongly agree) on a 6-point Likert Scale

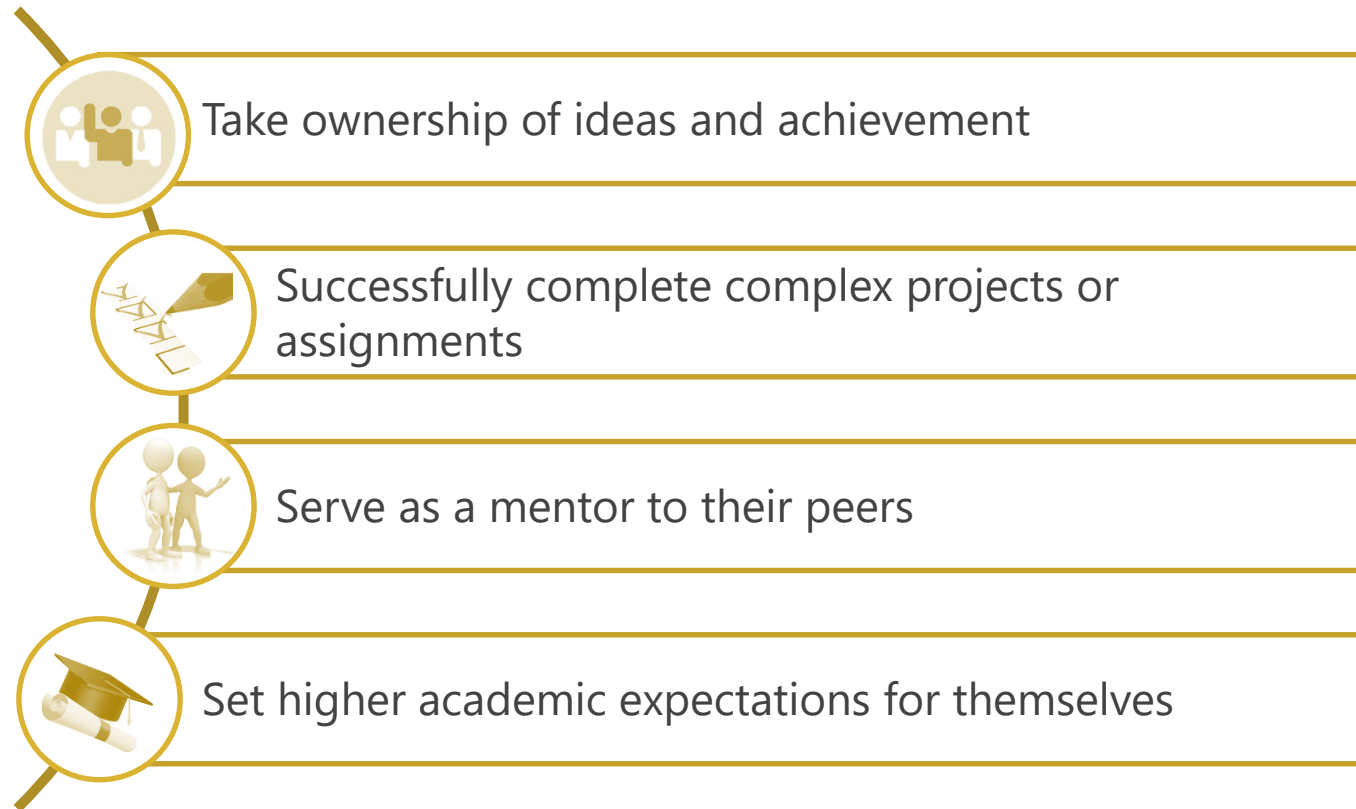


# Educators in Title I Schools Additionally Confirmed Several Other Areas of WE Impact

*Compared to WE educators in higher-resource schools, Title I WE educators are slightly more likely to validate that – because of engagement with WE, youth:*

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WE's Unique Value-Add in Title I Schools



# Demographics

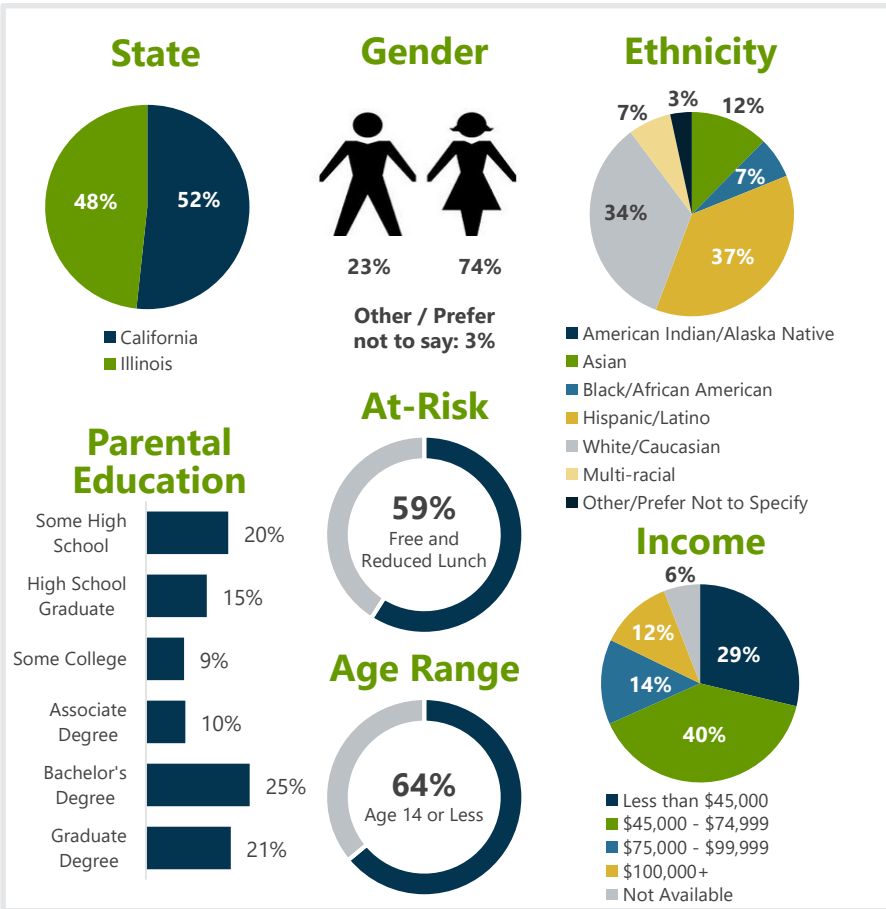




# Survey Sample Demographic Profile - Youth

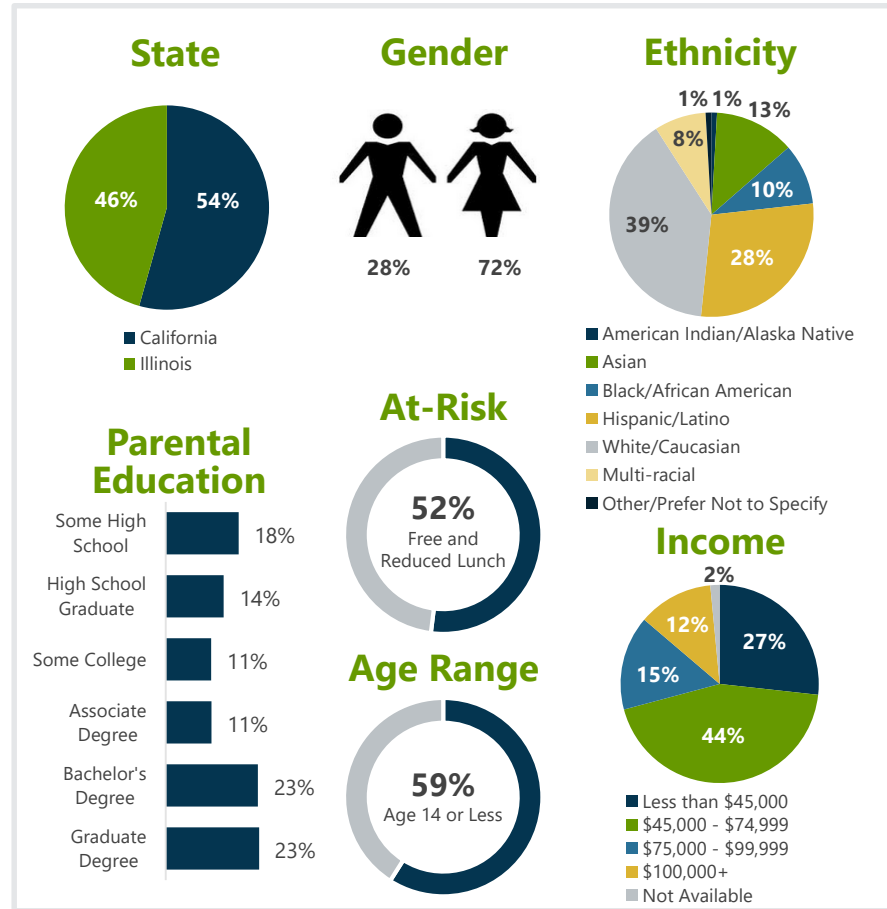


• Teens age 12-18 in California or Illinois  
 • Involved with WE, ME to WE, or attended WE Day  
**n=323**



## Non-WE Audience

• Teens age 12-18 in California or Illinois  
 • Not involved with WE or ME to WE & did not attend WE Day  
**n=263**

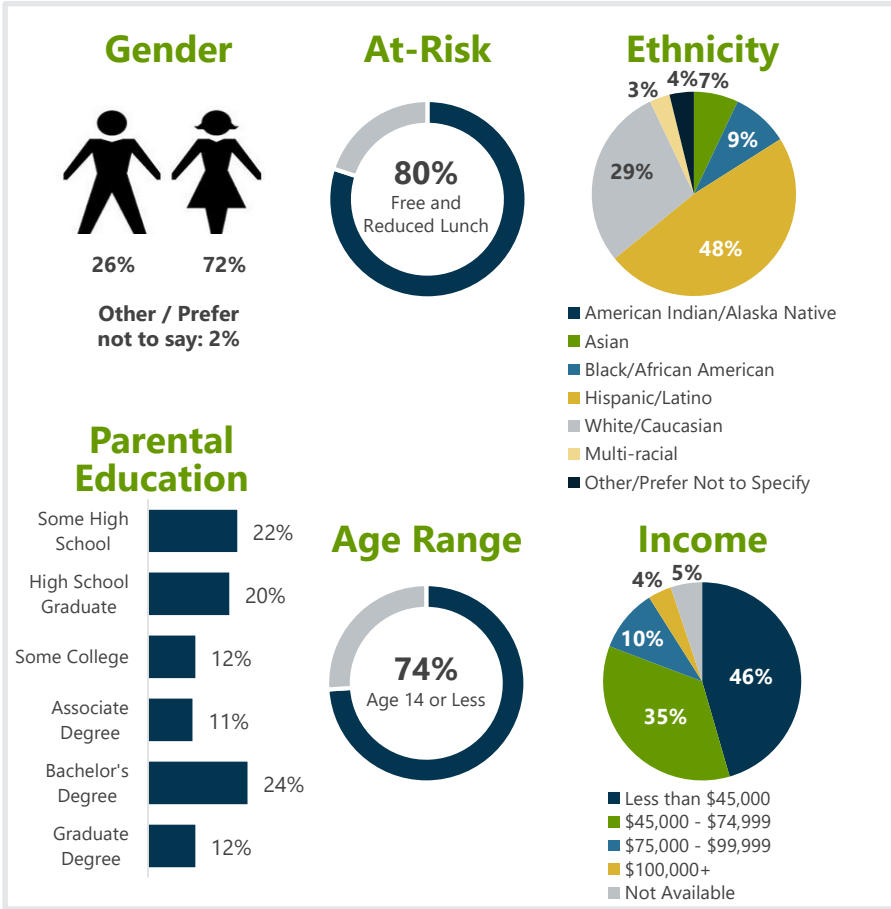


Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]

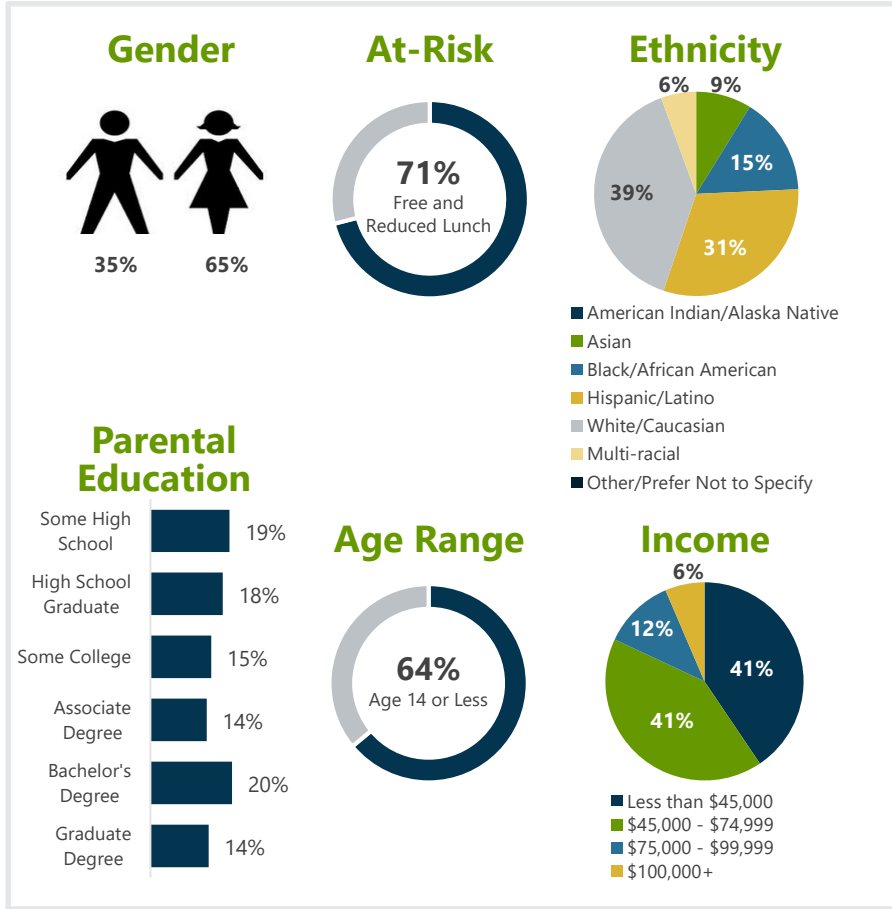


# Survey Sample Demographic Profile – Illinois Youth

**WE** • Teens age 12-18 in Illinois  
 • Involved with WE, ME to WE, or attended WE Day  
**n=156**



**Non-WE Audience** • Teens age 12-18 in Illinois  
 • Not involved with WE or ME to WE & did not attend WE Day  
**n=120**



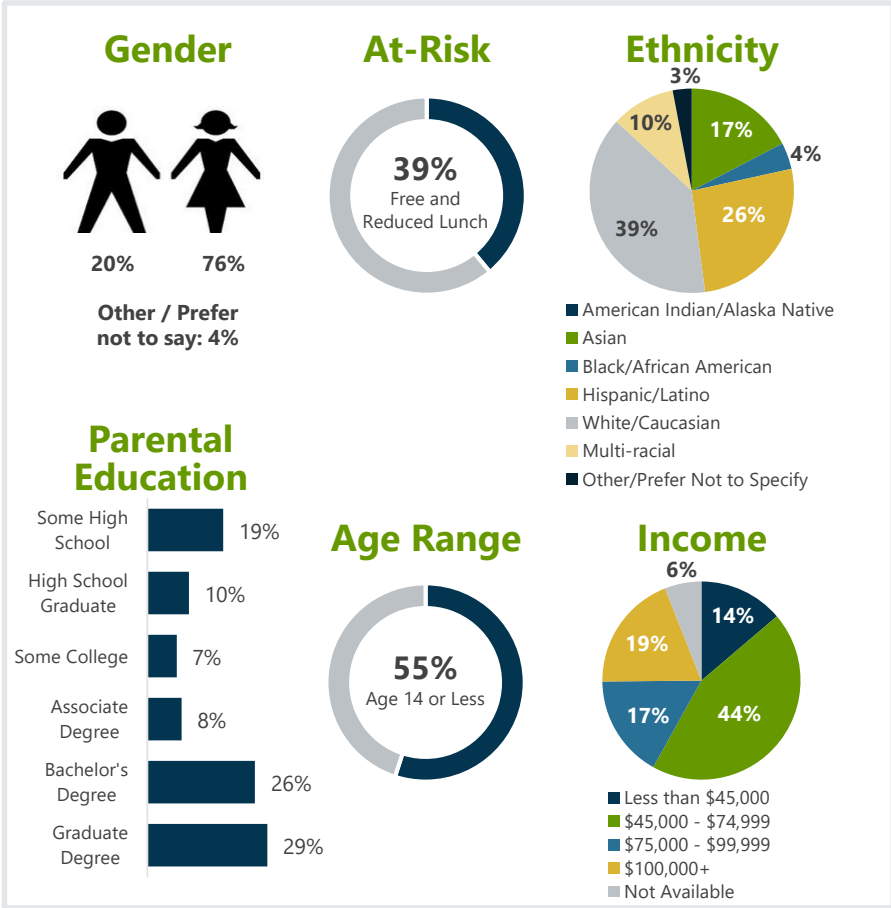
Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]



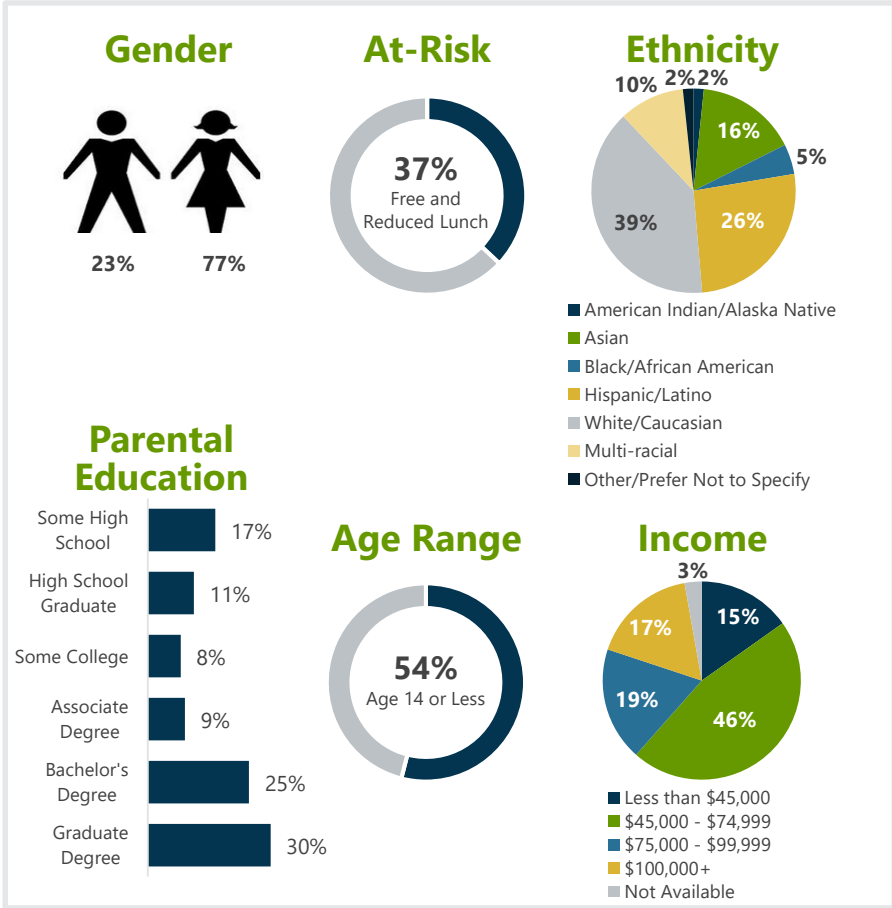


# Survey Sample Demographic Profile – California Youth

**WE** • Teens age 12-18 in California  
 • Involved with WE, ME to WE, or attended WE Day  
**n=167**



**Non-WE Audience** • Teens age 12-18 in California  
 • Not involved with WE or ME to WE & did not attend WE Day  
**n=143**

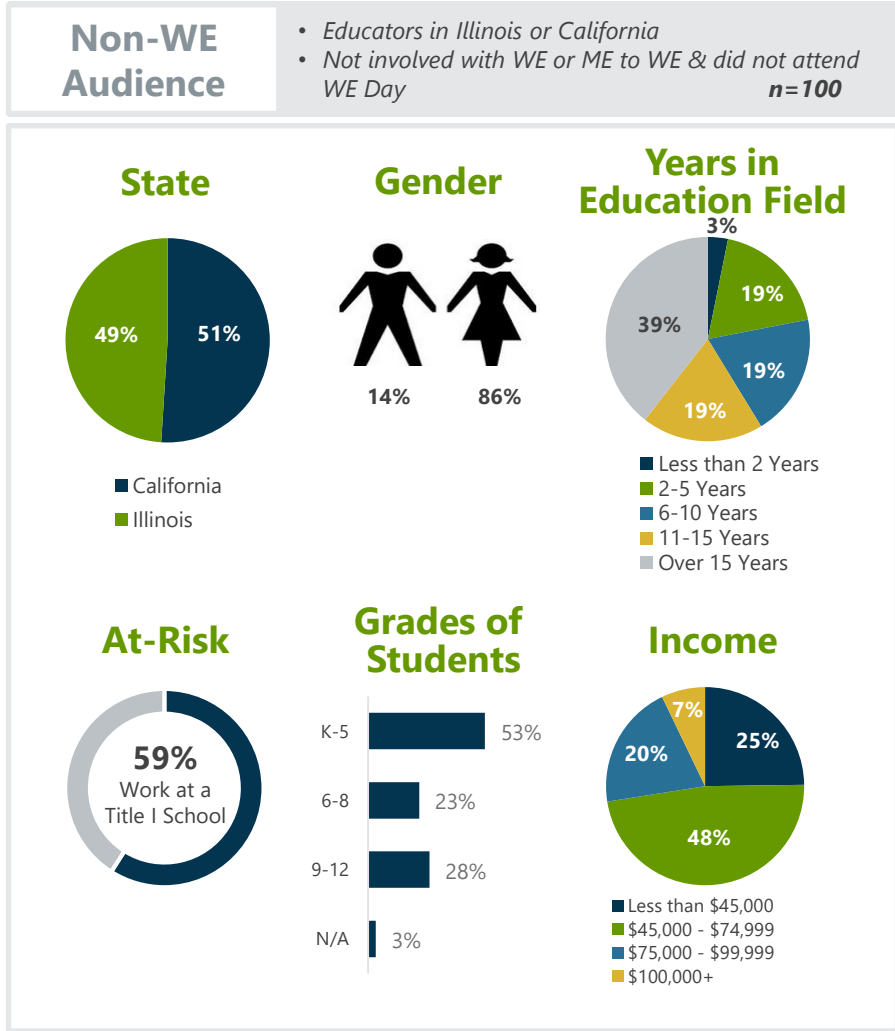
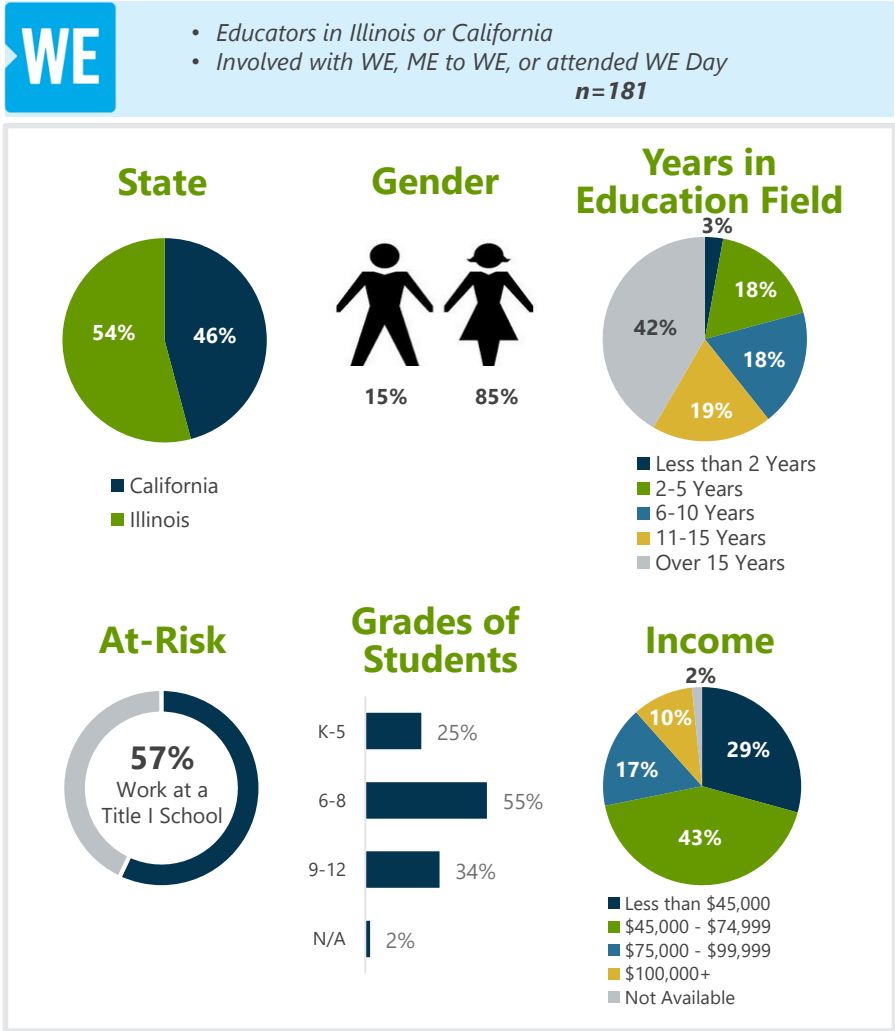


Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]





# Survey Sample Demographic Profile – Educators



Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]



# Survey Sample Demographic Profile – Illinois Educators



- Educators in Illinois
  - Involved with WE, ME to WE, or attended WE Day
- n=98**

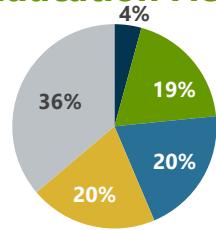
## Gender



17% 82%

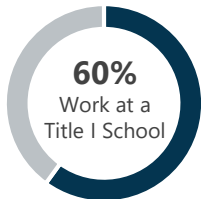
Other / Prefer not to say: 1%

## Years in Education Field

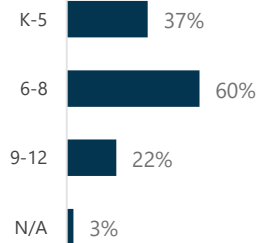


- Less than 2 Years
- 2-5 Years
- 6-10 Years
- 11-15 Years
- Over 15 Years

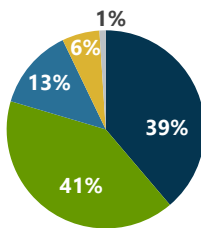
## At-Risk



## Grades of Students



## Income

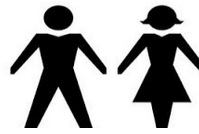


- Less than \$45,000
- \$45,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000+
- Not Available

## Non-WE Audience

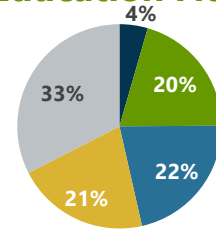
- Educators in Illinois
  - Not involved with WE or ME to WE & did not attend WE Day
- n=49**

## Gender



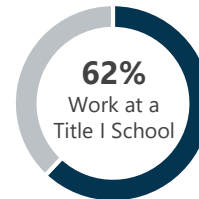
13% 87%

## Years in Education Field

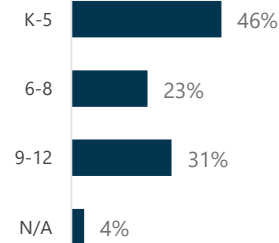


- Less than 2 Years
- 2-5 Years
- 6-10 Years
- 11-15 Years
- Over 15 Years

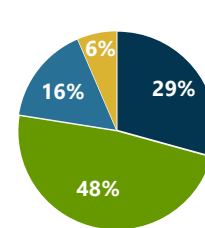
## At-Risk



## Grades of Students



## Income



- Less than \$45,000
- \$45,000 - \$74,999
- \$75,000 - \$99,999
- \$100,000+

Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]





# Survey Sample Demographic Profile – California Educators



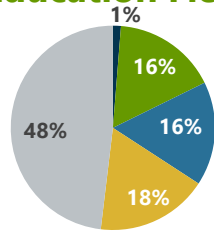
• Educators in California  
 • Involved with WE, ME to WE, or attended WE Day  
**n=83**

## Gender



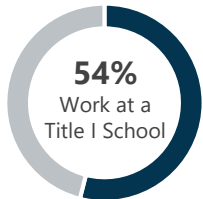
12% 88%

## Years in Education Field

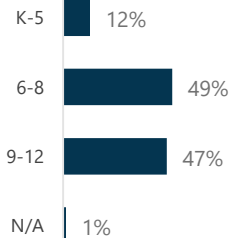


■ Less than 2 Years  
 ■ 2-5 Years  
 ■ 6-10 Years  
 ■ 11-15 Years  
 ■ Over 15 Years

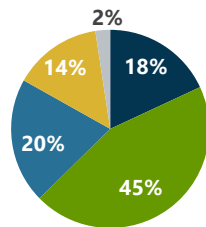
## At-Risk



## Grades of Students



## Income

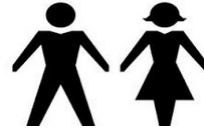


■ Less than \$45,000  
 ■ \$45,000 - \$74,999  
 ■ \$75,000 - \$99,999  
 ■ \$100,000+  
 ■ Not Available

## Non-WE Audience

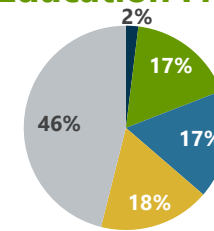
• Educators in California  
 • Not involved with WE or ME to WE & did not attend WE Day  
**n=51**

## Gender



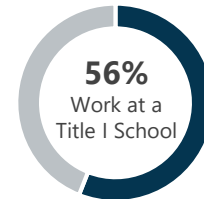
14% 86%

## Years in Education Field

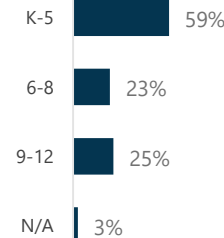


■ Less than 2 Years  
 ■ 2-5 Years  
 ■ 6-10 Years  
 ■ 11-15 Years  
 ■ Over 15 Years

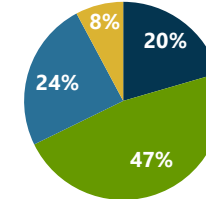
## At-Risk



## Grades of Students



## Income



■ Less than \$45,000  
 ■ \$45,000 - \$74,999  
 ■ \$75,000 - \$99,999  
 ■ \$100,000+

Note: Non-WE data has been weighted to match the WE sample based on [gender, age, and income]

# THANK YOU

TOGETHER  CHANGE THE WORLD