



Since On The Move (OTM) first established the McPherson Neighborhood Youth Leadership Academies in the fall of 2007, over 450 youth have worked to maximize their academic achievement, while gaining skills in collaborative leadership, community organizing and project coordination. Each year, 150 young people, ages 9-18, step into formal leadership positions, designing and implementing powerful civic engagement projects across the neighborhood and McPherson Elementary School.

Target Population

The Youth Leadership Academies will serve 150 low-income youth from Napa High School. Presently, 100% of Leadership Academy members are people of color, including 97% who are Latino. The program will also directly impact 125 McPherson Elementary School students, through a weekly mentoring and tutoring program provided by the trained youth. Currently, 86% of McPherson Elementary children come from low-income households¹. McPherson enrolls the highest number of Latino students of any elementary school in the district: currently, 91% of McPherson's students are Latino, and 66% are designated as English Learners, as compared to 51% and 21% respectively across the district².

Unmet Local Needs

Academic success is critical to the health of our nation, and has long been identified as a protective factor against high-risk behaviors including alcohol and drug abuse, early pregnancy, crime and violence³. In Napa, a vast achievement gap exists between White and Latino students from elementary to high school:

- In 2011, only 37% of Latino second graders were proficient in Language Arts, compared to 66% of White second graders⁴.
- Only 11% of Latino youth graduate from Napa High School eligible to enter California's public universities. White high school students are 3 times more likely to be eligible for a four-year university than Latino graduates⁵.
- In 2010, the dropout rate for Latino students was nearly double that of White students⁶.

The high majority of students who enter the Leadership Academies lack access to academic counseling, opportunities to demonstrate leadership and parental support needed to become college and career ready. To begin closing the achievement gap and raise up the next generation of leaders who truly represent Napa's community, the Leadership Academies will provide high-quality evidence-based programming, integrating academic support with service-learning.

Project Description

To secure a bright future for low-income, Latino youth, the Academies focus on three goals:

1. **Pipeline for Success:** Middle and high school youth coach, model and support a trajectory of success for younger children at McPherson Elementary School.
2. **Academic Achievement:** Youth create a positive future for themselves and their peers by improving their academic outcomes.
3. **Leadership Development:** Youth develop leadership skills and civic engagement.

In 2013-14, the Youth Leadership Academies will enroll 150 low-income Latino students:

- The **LAYLA High School Leadership Academy** will create opportunities for 60 low-income Napa High students by integrating academic support and community projects. Youth will provide early literacy tutoring to 70 elementary school students.



- The **LIFE Middle School Leadership Academy** will provide 60 low-income Silverado Middle School students academic interventions and service-learning project groups. Youth will provide early literacy tutoring to 55 elementary school students.
- The **MYLA Elementary School Leadership Academy** creates opportunities for 30 low-income fourth and fifth graders. Students receive academic enrichment and engage in school improvement projects with peers, LAYLA interns, teachers and parents.

All middle and high school Academy members set measureable objectives for academic success, outlining a clear path to enroll in and complete appropriate courses for UC/CSU eligibility. Each Friday, youth bring school documents to class in order to analyze their academic progress, develop new goals and provide peer accountability.

The Leadership Academies also partner closely with OTM's Family Resource Center and Parent University, located on-site at McPherson Elementary School. Leadership Academy parents enroll in various classes designed to build parents' capacity to ensure the health and academic success of their children. Parent classes utilize evidence-based models such as the Latino Family Literacy Project⁷ and the nutrition course, "Cooking Matters"⁸.

Project Outcomes

In 2013-14, the Leadership Academies will measure progress towards stated goals:

1. **Pipeline for Success**

- Deliverable: 150 Leadership Academy members and 125 McPherson Elementary School students will receive mentoring and academic tutoring.
- Outcome: 75% of mentored students will demonstrate improved academic success.

2. **Academic Achievement**

- Deliverable: 150 students will track and review their weekly academic progress, set goals and participate in tutoring.
- Outcome: 100% of youth members will demonstrate improved academic success.
- Outcome: 90% of LAYLA graduates will enroll in postsecondary education.

3. **Leadership Development**

- Deliverable: 150 youth will design and implement projects that benefit others.
- Outcome: 100% of Leadership Academy youth will be able to describe measurable impacts made by a project they designed and implemented.

Evidence Base

The Leadership Academies implement programming with fidelity to evidence-based practices, and is designed, monitored and improved with the assistance of research and evaluation experts. Best practices are utilized in the fields of education, service learning, and youth development.

The Leadership Academies have adopted standards and quality indicators developed by the National Alliance for Secondary Education and Transition. These research-based standards provide guidance for academic support and graduation, career readiness, youth development / youth leadership, family involvement and group activities⁹.

The Youth Leadership Academies also meet the evidence-based "K-12 Service-Learning Standards for Quality Practice" developed by the National Youth Leadership Council, including: Meaningful Service, Link to Curriculum, Reflection, Diversity, Youth Voice, Partnerships, Progress Monitoring, and Duration and Intensity¹⁰.



Citations

- ¹ "Title III Accountability Reports" (2011). CA Dept of Education. Web. 28 Nov. 2012. <<http://www.cde.ca.gov/ta/ac/t3/t3reports.asp>>.
- ² "Data & Statistics" (2011). CA Dept of Education. Web. 28 Nov. 2012. <<http://www.cde.ca.gov/ds/>>.
- ³ Woods, G.E. (1994). Reducing the dropout rate (School Improvement Research Series Close-Up #17). Retrieved from http://educationnorthwest.org/webfm_send/497
- ⁴ "Data & Statistics" (2011). CA Dept of Education. Web. 28 Nov. 2012. <<http://www.cde.ca.gov/ds/>>.
- ⁵ "Data & Statistics" (2011). CA Dept of Education. Web. 28 Nov. 2012. <<http://www.cde.ca.gov/ds/>>.
- ⁶ "Data & Statistics" (2010). CA Dept of Education. Web. 28 Nov. 2012. <<http://www.cde.ca.gov/ds/>>.
- ⁷ Concha Delgado-Gaitan (1990). Literacy for Empowerment: The Role of Parents in Children's Education. Falmer Press.
- ⁸ Swindle, Baker and Auld (2007). Operation Frontline: Assessment of Longer-term Curriculum Effectiveness, Evaluation Strategies, and Follow-up Methods. Society for Nutrition Education.
- ⁹ "Transition Toolkit." *About NASSET's National Standards and Quality Indicators*. National Alliance for Secondary Education and Transition. N.d. Web. 28 Nov. 2012. <<http://www.nasetalliance.org/about/standards.htm>>.
- ¹⁰ "K-12 Service-Learning Standards for Quality Practice" (2009). National Youth Leadership Council. Web. 28 Nov. 2012. <http://www.nylc.org/sites/nylc.org/files/files/Standards_Oct2009-web.pdf>.