



Renway MicroSociety Evaluation Report

*After-school and Summer Program
conducted by the Renton/Skyway Boys
& Girls Club*

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Prepared by:

Maggie McKenna, PhD, MPH
ConTEXT

Prepared for:

Carol Gregory
Burst for Prosperity Director

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Renton MicroSociety Evaluation Report

Table of Contents

Section		Page Number
	Executive Summary	i
1	Program Overview and Introduction	1
2	How Renway MicroSociety was implemented in 2009-10	6
3	Findings from Renway MicroSociety	12
4	Data Discussion and Conclusions	35
	Appendices	37

Renway MicroSociety Evaluation Report

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Executive Summary

Burst for Prosperity has supported the implementation of the MicroSociety program as a strategy to develop youth entrepreneurial skills in a low income community. MicroSociety exemplifies the approach of increasing the number of low-income individuals who may build and sustain entrepreneurial enterprises to achieve financial stability. By introducing youth from low-income families to career choices, educational opportunities, and business options the youth are acquiring knowledge and skills they can apply as they reach adulthood. The community benefits when the MicroSociety youth become empowered adults who obtain positions that generate sufficient income that they overcome generational poverty.

The premise of MicroSociety is to counteract the inclinations among low-income children that have been termed learned helplessness in which children with low expectations of success encounter events and situations that limit their future expectations and success. MicroSociety provides structured experiential learning activities using multiple domains including mathematics and social studies to guide young participants in discovery and to introduce new options to inspire their success.

MicroSociety is a nationally recognized curriculum that blends service learning, financial literacy, civic engagement, and entrepreneurial education that is implemented in a school-based or an after-school program format. The Renton/Skyway Boys and Girls Club has implemented an adaptation of the after school MicroSociety model in the city of Renway. The MicroSociety program engages young students in hands-on practical experiences of building society where they have opportunities to plan and develop businesses, sell products, and interact with customers.

The long term impacts of Renway MicroSociety would truly be assessed when the youth currently in first through eighth grades reach their early adult years in 5-12 years. Over time, assuming that many of the youth retain the skills they have practiced in one to eight years of participating in MicroSociety these youth should possess emerging capabilities to develop their own small businesses or to seek fulfilling educational opportunities and careers.

Program implementation

Renway MicroSociety was initiated late in fall 2008 and continued in 2009 with ongoing modifications. The end of the first year data in the summer of 2009 showed encouraging results for approximately 30 youth who developed communication and problem solving skills. This report focuses on the implementation of Renway MicroSociety in the school year October 2009 through June 2010 and the summer program through August 2010. There are 50-60 elementary and middle school participants engaging in Renway MicroSociety monthly with more than 100 participants during the year.

One significant accomplishment of Renway MicroSociety was more complete implementation with engagement of youth for more hours a week during the school year and summer. The amount of hours per week in structured activities was more consistent this year and the pattern of regular attendance increased. This year 72% of teens attended a minimum of twice a week compared to 40% last spring and 91% of younger participants attended three or more times a week. In 2009-10 the Renway business ventures have been expanded to fit the interests of the youth to provide them with more stimulating experiential learning.

The Club Director, Program Director, and staff members have used a tiered approach to work with younger and older age groups of children in the past year to meet the learning needs of participants in first through eighth grade. The staff and the participants also developed a more equitable approach for children to work in a temporary agency. This overcame the range in attendance among the young participants who may attend 1-5 days a week and 1-3 hours a day.

Family characteristics

The majority of the children who have been engaged in the Renway MicroSociety program are from single-parent, low-income homes. In 63 families that reported their annual income, 22 families had an income of less than \$21,050. There were 30 households that reported annual income in the range of \$21,051-\$35,050 so 83% of the families had an income less than \$35,050.

Youth participants

The highest proportion of youth, 25%, were 12-13 years old and the next largest age group, 23%, were 10-11 years old. One of five participants, 20%, were 6-7 years old and in first or second grade. There is a much higher proportion of children in MicroSociety who are African American, 53%, than is represented in four of the five schools attended by the MicroSociety participants. For the youth that have reported their race or ethnicity, 18% of the participants are white, 9% are multi-racial, and 6% are bi-racial.

Participant goals and data analysis

- **Experiential learning-** One expectation was that MicroSociety will support and complement the participants' academic learning so they experience real life applications of topics learned in school. At the start of the school year when Renway participants were asked about learning, 33% thought what they learned in MicroSociety could help them in school. When the participants were surveyed after 9-10 months of MicroSociety, 54% were sure that what they were learning in MicroSociety would help them in school.
- **Educational intent-** The majority of the respondents, 83%, indicated they wanted to graduate from high school when they were asked at the start of the year and 84% had the same intent at the end of the year. At the beginning of the year

83% responded that they would graduate from college and that percent increased to 90% at the end of the year.

- **Entrepreneurial learning-** Research on youth entrepreneurial development programs identified that problem solving, commitment, and goal setting were skills that many successful entrepreneurs had acquired or developed. At year end, 78% of the participants reported that they could think of more than one way to solve a problem. There was also a large proportion, 81%, of respondents who indicated commitment to finish a task. There were high proportions of participants who identified they could set goals at the beginning (88%) and end of the year (83%).
- **Communication skills-** The participants' responses that they can state their ideas increased from 63% to 75% which was a very encouraging finding. The same percent of participants developed the ability to compare ideas that is useful in problem solving. There may be other influences on the participants including school and out of school experiences that could affect these participant outcomes so the results are very promising but could not be attributed solely to participation in MicroSociety.

One goal was that youth will show improvement in school attendance and behavior and demonstrate increased school performance that will be evident in teacher reports of student learning. The school data on attendance, behavior, and class performance were limited to middle school data for a small group of students. Data were requested but not received from other schools.

- **Behavior-** The total number of minor episodes for the academic year for 12 Renway MicroSociety youth was 291 which averaged to 24.3 minor behavior episodes per student in a year, or 2.43 minor behavior episodes per student per month. Students would have a minor referral for distracting or disrupting the class.
- **Grade reports-** The average of 14 students' grade point averages was 2.84 at the beginning of the year and 2.8 at the year end. This average blends each student's progress and change during the year. Three students did not have a change in grade point average from the start to the end of the year. Seven students did have a decrease in their grade point average and four students had an increase. Among those students who had an increase in grade point average was one male student who teachers said made a change in his behavior from disrupting class and failing subjects to being an honor roll student with good behavior.
- **Attendance-** The attendance data show that most students are making an effort to be on time for school and for their classes. There were two youth in the sample of 12 students who accounted for 58% of the total number of tardy and late to class incidents that were reported. Two students also accounted for 61% of the instances of unexcused absences for missing an entire class or school day. The other ten students accounted for 42% and 39% of the instances of being late to class or having an unexcused absence for class.

Discussion of the findings

There are positive results from the participants in skill development and increase in entrepreneurial knowledge. There are also very encouraging results in the high proportions of participants expressing intent to graduate from high school and college. The increases are also promising in the proportions of older and younger participants who are applying their experiential learning to school as well as applying class topics to their out-of-school activities. The expected results that the participants' will improve in school attendance and behavior were not yet evident in the small sample of 14 students who had school data. Were the school data available for a larger sample of participants including the elementary school students there might be changes observed in attendance and behavior. The potential exists for the participants to develop the resilience, knowledge and skills to be empowered citizens that achieve financial stability and Renway MicroSociety may be giving them a start.

Renway MicroSociety Evaluation Report

I. Program Overview and Introduction

Program goals

The Burst for Prosperity initiative has endorsed and implemented MicroSociety as a youth-centered approach that will provide a foundation for the students to develop successful entrepreneurial opportunities and to engage in satisfying employment and career options. MicroSociety is a nationally recognized curriculum that blends service learning, financial literacy, civic engagement, and entrepreneurial education that has a school-based or an after-school program format. The theoretical premises of MicroSociety are to counteract the inclinations among low-income children that have been termed learned helplessness in which children with low expectations of success encounter events and situations that limit their future expectations and success. MicroSociety provides planned and structured experiential learning activities using multiple domains of civics, mathematics, social studies, health and fitness that guide young participants in discovery and introduce achievement options to inspire success.

The children and youth participating in MicroSociety are likely to develop a sense of responsibility, personal power, emerging competence and social skills that put them on a path of being achievers. The long term goal is that students will acquire the entrepreneurial skills and capabilities that will prepare them for obtaining and sustaining a sufficient income for financial stability.

1. One immediate goal is that MicroSociety will support and complement the academic achievement of the participating youth so they experience real life applications for topics learned in school.
2. A second immediate goal is that youth will show improvement in school attendance and behavior.
3. A related goal is that MicroSociety participants will exhibit increased school performance that will be evident in teacher or parent reports of student learning.

The MicroSociety Program also provides curriculum based activities that support youth to demonstrate skills to:

- Communicate effectively in a variety of settings
- Apply the principles of mathematics, civics, arts, health and fitness
- Think analytically, logically, and creatively and to integrate experience and knowledge to solve problems
- Understand the importance of work and how effort and decisions affect career and educational opportunities

The long term outcome is that youth will develop skills, knowledge and interest to achieve career opportunities and employment when they are adults. The long-term outcome

for the community is that adults will seek and obtain positions that generate sufficient income and that individuals will be empowered citizens.

MicroSociety has traditionally been implemented in classroom settings with instruction beginning as early as kindergarten. Schools that have offered MicroSociety have identified that the consistent provision of a high quality program has been associated with improved student math and reading scores. A third party evaluation of MicroSociety in schools with a high proportion of ethnic minority students showed improvement in student attendance and test scores. MicroSociety is well suited to the context of the Renton/Skyway Boys and Girls Club that has a high proportion of low income families and a racially diverse enrollment. MicroSociety has also been adapted for provision in an afterschool format intended for youth attending out-of-school care. Formal evaluations of the after-school delivery option have not been completed and this evaluation of the Renton/Skyway Renway Boys and Girls Club implementation of MicroSociety contributes to the field of knowledge.

Report Overview

This report describes the implementation of the after school program in October 2009 through June 2010 plus the summer program as well as the emerging evidence of the youth participant outcomes. The planning for the MicroSociety experiential learning program was initiated at the Renton/Skyway Boys and Girls Club (BGC) starting in early 2008 and was fully implemented starting in October 2008. The Renton BGC has adapted the required elements of the after school format to fit their setting and their population of children and youth from elementary and middle schools in South Seattle and Renton.

Background to the MicroSociety Implementation Evaluation

The early evaluations¹ that were completed on other entrepreneurial and experiential learning programs identified that personality characteristics of individuals including perseverance, self-determination and motivation were related to entrepreneurial endeavors. Evaluations based on social learning theory concluded that experiential learning programs such as MicroSociety that provide educational experiences could well positively influence individuals on the desirability of starting a business. Programs such as MicroSociety have been promoted by key individuals including Black Chief Executive Officers who believe that the future for many youth including African-American and at-risk youth rests in the exposure and encouragement that they receive to learn about business and to entrepreneurial endeavors.² The cited research suggests that Renway MicroSociety should lead to several positive outcome areas that will be observed in youth.

¹ Entrepreneurship education: Influencing student's perceptions of entrepreneurship. Entrepreneurship: Theory and Practice, Dec. 22, 2003. Accessed online 8/15/09 http://goliath.ecnext.com/coms2/gi_0199-675223/Enterprise-education-influencing

² Branch, E.O. How to grow a CEO. Black Enterprise Dec. 1. 1997

1. Youth participating in MicroSociety will report a positive experience.
2. Youth in MicroSociety will positively increase their self-confidence and self-determination.
3. Youth will demonstrate critical thinking skills and problem solving skills.
4. Youth in MicroSociety will demonstrate increased understanding of the desirability of starting a business.

These research based outcomes have been incorporated into the questionnaires that are administered to the program participants as explained below in the evaluation methodology.

Evaluation outcomes and questions

Based on the research of experiential learning programs, youth entrepreneurial programs, and on the reviews of school based MicroSociety evaluations the following questions were identified as the framework for the evaluation of the Renway MicroSociety implementation. The evaluation describes the implementation of the MicroSociety program in the Renway Boys and Girls Club setting and also presents the available evidence to describe the participants' changes in knowledge and behavior. The evaluation outcomes, indicators and questions to assess youth-centered outcomes are stated below.

Outcome area	Related indicators	Evaluation question
Increased abilities in life skills	<ul style="list-style-type: none"> • Improved communication skills • Increased decision making and problem solving • Increased ability in goal setting • Evidence of improved teamwork or interpersonal relationships 	What is evidence of program participants developing communication, problem solving, or decision making skills associated with future success?
Increased perceptions of the relevance of education	<ul style="list-style-type: none"> • Applied MicroSociety experiential learning in school • Transferred school content to practical applications 	Are participants benefiting from experiential learning including application of school topics in real life situations?
Increased beliefs in educational attainment and career pathways	<ul style="list-style-type: none"> • Positive attitude toward educational attainment • Increased explorations of careers • Positive beliefs in future • Increased occupation or employment aspirations 	What is evidence of participants' increased attitudes and beliefs about educational attainment?

Outcome area	Related indicators	Evaluation question
Improved school behavior, performance, and attendance	<ul style="list-style-type: none"> • Improved school behavior evident in fewer minor or major behavior incidents • Improved school performance evident in student grade reports • Improved attendance evident in fewer missed classes and tardies 	Do youth participants exhibit improved class behavior, improved grades, or improved school and class attendance?
Increased entrepreneurial qualities and increased entrepreneurial knowledge	<ul style="list-style-type: none"> • Evidence of vision, purpose, perseverance, commitment, motivation, creativity • Increased knowledge of relevant entrepreneurial content 	What is evidence that program participants develop qualities that have been associated with entrepreneurship including creativity, perseverance, and commitment?

Evaluation questions to assess Program implementation

1. What changes have been made in the implementation of Renway MicroSociety?
2. What contextual and programmatic factors have positively or adversely affected Renway MicroSociety?
3. What are characteristics of Renway MicroSociety that are similar to or differ from other out-of-school time activities in other Boys and Girls Clubs?

Evaluation Methodology

The evaluator used qualitative and quantitative methods to collect and analyze data to describe the Renway MicroSociety program. The qualitative evaluation methods included observations of MicroSociety participant activities, Renway University, Renway parent interviews, youth participant interviews and observation of market places. Interviews were also conducted with the Club Director, Program Director, and staff members. Interviews were also completed with the volunteer members of the board. The interview guides are included in the Appendix. In addition the evaluator completed a document review of the MicroSociety implementation guide, the MicroSociety After School Program Manual, MicroSociety library of venture and agency manuals, a project proposal, and other relevant project documents.

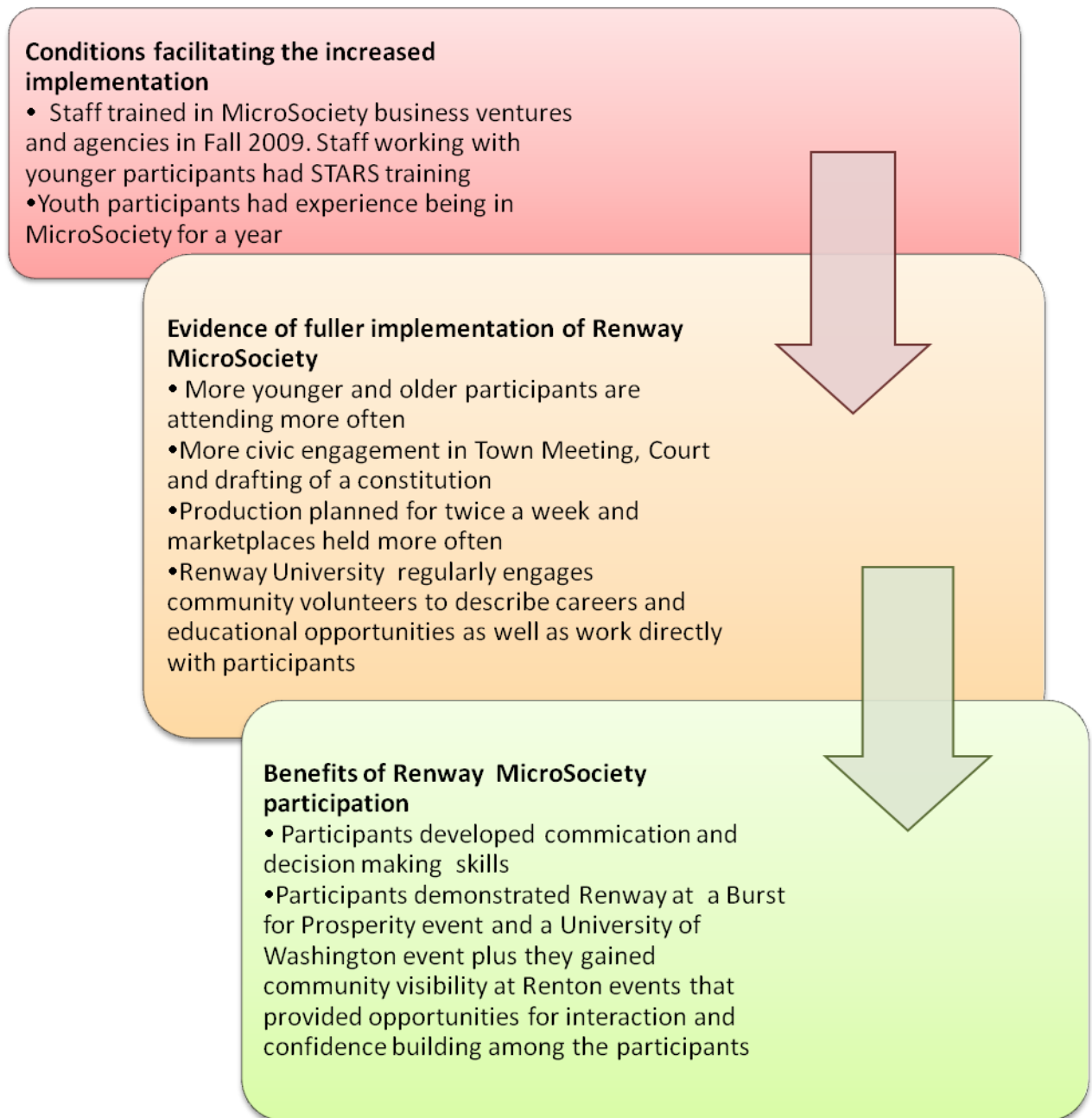
Based on the qualitative data that were collected during the interviews and citing the research that has been done on related programs, the evaluator drafted a participant questionnaire. The questionnaire was a pre and post participation assessment to measure the participants’ knowledge and behavior in specific concepts and domains. The participants completed the questionnaire at the beginning and end of the school year, in October 2009 and June 2010. The results were compared and are reported in the key outcome areas. The data are also presented for the sub-groups of the younger participants in elementary school and the older participants in middle school. The questions addressed three outcome areas: (1)

Increased abilities in life skills including communication, decision making, problem solving and goal setting, (2) Increased entrepreneurial characteristics including vision, purpose, creativity and knowledge, and awareness of starting a business (3) awareness of career pathways linked to educational attainment. The baseline questionnaire was administered with results obtained from 32 participants. The post assessment was administered at the end of the academic year with 19 elementary and 21 middle school respondents.

II. How Renway MicroSociety was implemented in 2009-10

Continuing implementation of Renway MicroSociety

The Club Director, Program Director, and staff completed training in fall 2009 in the MicroSociety model with a national MicroSociety trainer who was experienced in the after school model. This resulted in a more consistent level of information received by all staff on implementing the business ventures and agencies. In addition to the MicroSociety training, the staff members worked on STARS training that was focused on child development and classroom management appropriate for the elementary school children.



The training and the retention of the staff during the year significantly improved the quantity and quality of the MicroSociety experience for the participants. The Directors and staff members were confident in helping to guide the participants in developing business plans, projecting budgets, producing goods, and generating inventory. The staff also embraced helping the participants in preparing for the marketplace which was held more often than in the first year. In this second program year, the civic engagement was more evident. A group of the participants met with college volunteers who helped draft a constitution that identified the rights of Renway citizens so some Renway participants gained an understanding and appreciation of our Constitution.

The amount of hours per week in structured activities was more consistent this year and the pattern of regular attendance increased. This year 72% of teens attended a minimum of twice a week compared to 40% last spring and 91% of younger participants attended three or more times a week. The participants also regularly held a town meeting and court with each activity typically occurring once a week. In court sessions, the judge convened the court and citizens could bring other citizens before the judge for behavior offenses. A citizen could be represented by an attorney hired through the Attorney Hiring Company. A volunteer lawyer provided advice to the citizens when they implemented their court so they had some understanding of the process. A jury of peers would consider the case and inform the judge of their decision so the judge then stated the decision to all attending the court. The court was an opportunity for the judge to remind citizens to not be any of the 5Ds- Disrespectful, Disruptive, Dishonest, Destructive, Dangerous. One serious offense that involved a missing item that appeared to have been stolen and then returned was handled by the adult staff members but the citizens were informed that there would be a parallel process for the adults to consider how the offense would be addressed and resolved. The peacekeepers could also present “shout out” tickets to citizens who were observed to be doing something good or beneficial for the group such as an older participant helping a younger student or someone cleaning up a work area.

Renway MicroSociety has been successfully implementing new business ventures and expanding agencies. The September elections mark the first time that Renway has had a female president. New government officers elected by the participants include a Postmaster and District Attorney. The former President is now Vice President and is mentoring the newly elected President. There is a newly elected Chief Justice along with a Chief Peacekeeper. The addition of new officers demonstrates the growing interest among the participants to interact with their peers and to assume leadership roles with their peers and fellow Renway citizens.

The fuller implementation in 2009-10 followed the start-up year when the former Club Director and staff initiated MicroSociety and made program adjustments to fit the age range of the participants, the interest level and focus of the young participants, and the preparation and capabilities of the staff. This year in 2009-10, the tiered plan separating some activities for younger and older participants as well as the improvements in presenting content and guiding the participants through their plans and positions were already in place. The older elementary school aged participants and teens were typically the business managers with younger participants being their employees. Several older participants were observed to be

helping younger participants with reading or doing math skills when they were marketing or other activities.

The adaptation of Renway MicroSociety from other MicroSociety implementations

The national model for implementation of MicroSociety in an afterschool setting is to provide the program in a school in the hours immediately at the end of the school day. This would typically be three hours of services for five weekdays for a total 15 hours of programming in a week. The program would be provided by teachers who were experienced in conducting several ventures with a group of students who would be the same grade.

Shorter attendance- The attendance pattern was described in the first year evaluation report and it continues this year. Many of the youth at the Renway Boys and Girls Club do not all attend every weekday and they do not attend for the full time of three hours a day. Some children do not attend a full day or everyday owing to their parents' work schedules, participants in alternate activities or sports, or they may stay with their other parent or other family members. So that the participants who attend less often could have an opportunity to engage in MicroSociety the staff developed the Temporary Agency. The temp agency has provided workers to various businesses and those employees earn income along with the other participants who may be managers or employees at businesses.

Age differences- The wider age range in the Renway MicroSociety participants from first through eighth grade has also made the planning and provision of activities different than would occur in MicroSociety in other typical after school settings. First and second graders typically work apart from the third through fifth grade students at times appropriate to their attention spans and interest levels. The wide age range among participants has also made instruction in Renway University very challenging. This year most presenters at Renway University spoke separately to the elementary and middle school groups.

Renway MicroSociety also departs from how MicroSociety might be implemented in after school settings in the structure of the setting. One factor distinguishing Renway from other settings is that the Club accepts child care subsidies for the before and after school supervision of younger children. The Club is required to have sufficient space and a separate space for the younger children so that influences how some activities are presented and implemented with the teens working in their own room. The best practices for positive youth development also suggest that teens have separate space to support peer interaction appropriate to their age.

Business venture variations- In this second year, more participants have identified a variety of business ventures so they have developed new products for the marketplace. Businesses included a comic book shop, custom cookies, a healthy snack outlet offering salad dressing and vegetables, a popcorn cart, snack cart, florist as well as the spa, fitness center, café, and newspaper. The consistency of the staff has also facilitated the development of new ventures as the staff members have seen marketplaces and have become more aware of the opportunities for participants to produce and sell crafts, food and other products or services.

Contextual factors have positively affected the Renway MicroSociety implementation

Two significant factors that positively affected how Renway MicroSociety was initially implemented in the first year have continued to positively impact the implementation this year. The active involvement and support from the Board and from community partners has facilitated the implementation of Renway MicroSociety and has provided opportunities for the participants to engage in the community.

Board efforts support Renway MicroSociety

The volunteer Board of Directors that first met in June 2009 continued to provide tangible services and financial support to further promote the Club purposes and the MicroSociety activities. The Board President that just finished a term in August 2010 provided experience in technology, management, business, and strategic planning that guided the Board in forming an effective structure. The Chair mobilized resources to ensure that the local kids attending the Renton/Skyway Club had the technology to keep pace and to bridge what she referred to as the “have tos” with the “have nots.” The outgoing Board chair envisioned MicroSociety as a program of equality of opportunity that levels the playing field so some youth who did not know what is possible will learn what is possible.

The new Board Chair works tirelessly at the Club on a weekly basis and is recognized by the participants as well as the staff. She has presented numerous topics at Renway University, planned and conducted work parties, personally assessed, cleaned and refurbished the setting to improve the environment for all the participants. She is working with other enthusiastic board members who bring unique qualifications to the board including their backgrounds in banking and business. Last year the Board chair in conjunction with the Club Director supported recruiting new members who could mobilize community financial support for the Club and Renway MicroSociety. That goal is being carried out now with the endorsement and support of the Boys and Girls Club that has designated an Executive Director to assist in recruiting up to ten new board members. Prospective members are being introduced to a marketplace and other Renway events to elicit their support to advance Renway MicroSociety.

Community partners enhance MicroSociety businesses

The Renton/Skyway Boys and Girls Club has long benefited from involvement of community partners in sports, business, media and health. Members of local sports teams including the Sounders have visited the club, provided inspirational messages to the youth, and supported the youth in developing their physical health and fitness. Renway MicroSociety has benefited from local media and business leaders who have presented at Renway University and provided additional support to the club. Presenters have included a television news anchor and a Boeing rocket scientist who talked about aviation, technology and adventures using technology in space. The local Renton Regal cinema owner presented at Renway University and sponsored the Renway cinema. Other community supporters have come from local businesses including Sam’s Club, Jamba

Juice, Seattle Sounders, Renton Chamber of Commerce, Boeing, Target, Microsoft, Old Navy, Price Waterhouse, and US Bank.

A team of interns from Price Waterhouse worked in the summer with all of the participants in developing a Renway logo. There were 45 volunteers so the participants had a one on one contact with an interested adult who encouraged and supported their creativity in the context of understanding branding and advertising. Hopefully, the young participants were absorbing information from these adults who were role models that they can apply in MicroSociety. There are some participants who appear more ready to appropriately interact with guest speakers while other youth are working at developing sufficient social skills to sit, listen and attend to new information that could be of benefit to them.

During the Summer 2010 the program activity shifted to a macro version of MicroSociety with more time spent on exploring topics, taking field trips, visiting businesses and organizations. The participants visited local agencies and companies, rode the ferry, and visited local parks that many of the participants have not seen before. The well planned theme weeks carried over some of the concepts from Renway MicroSociety businesses such as technology, travel agency, and media onto a large scale so the Renway participants saw real world settings. Since some participants who attended in the summer are also attending now in the school year they will have a chance to refer to what they saw or learned in the summer as they engage in Renway businesses and agencies.

Characteristics of Renway MicroSociety that differ from other Boys and Girls Clubs of America (BGCA) learning activities

MicroSociety differs from other programs that have been developed and implemented at Boys and Girls Clubs of America (BGCA) in that MicroSociety is a comprehensive, multi-topic effort that is directed at all age groups of participants Whereas other BGCA programs are focused on one dimension such as media or money management or technology, MicroSociety integrates those dimensions with civic engagement and business development. The comparison of Renway MicroSociety to other programs that have been implemented at various Boys and Girls Clubs is shown in the table that follows. The table shows that Renway MicroSociety offers focused activities within the organizing categories of academics and technology to younger and older participants.

The MicroSociety businesses such as the Renway Café and Renway Spa would be parallel with the BGCA Healthy Habits while the Renway Bank would have similarities to the BGCA Money Matters program. The Renway University study time and speakers' presentations have parallels to the BGCA Power Hour and Project Learn. Aside from the focus on the children, Renway University includes topics for parents and family members that has a parallel in the Boys and Girls Club Family Plus program. Renway MicroSociety had a presentation for parents on KnowHow2 Go to learn about funding college.

Renway MicroSociety in relation to Boys and Girls Club Programs

	Age		Academic topic or focus in the program activities						Technology emphasis		Community Partnerships			
	6-11 years	12-18 years	Leadership skills	Math	Literacy	Social studies	Financial literacy	Homework help	Career exploration	Supportive to program goals	Primary focus is using technology	Schools recruit Youth, measure academic success	Businesses for sponsors, donors, mentors	Program is funded by a Partner
Programs – Boys and Girls Club of America compared to Renton/Skyway BGC Renway Microsociety														
Club Renway MicroSociety														
Keystone Club		14-18												
Torch Club		11- 13												
Career Launch														Gap
Goals for Graduation														Macy's
Money Matters: Make it Count												Schwab		
Club Tech- Skill Tech														Micro-soft
Power Hour														

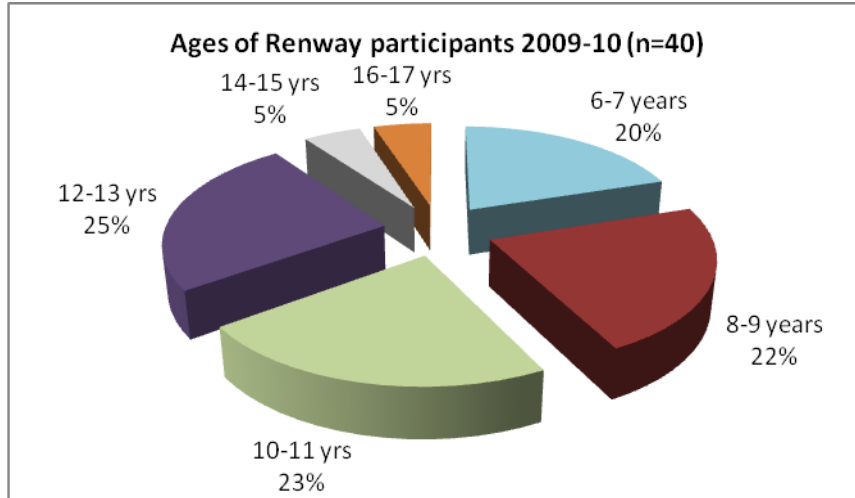
Career focused projects Other Boys and Girls Clubs implement the Goals for Graduation Program that has club members working with a staff member to set three tiers of goals with recognition at each level of achievement. The Junior Staff Program assists the 13-18 year old to participate in career development through community service and customer service skills acquired through a club apprenticeship. Renway MicroSociety has integrated customer service skills and communication skills in all ventures and agencies.

Other clubs have benefited from extensive support from Microsoft that has made available the Club Tech and Skill Tech Basic Training and advanced skills sessions on software programs to prepare youth for success in school and in the workforce. Renway MicroSociety has integrated the availability of the computers and software into ventures with citizens producing a newspaper and opportunities to produce videos and music. Nationally, while the Boys and Girls Clubs offer programs in some club sites that include a component that is common to MicroSociety the Renway MicroSociety is unique in an entire approach that engages club members of all ages, extends experiential learning, provides career introductions, and supports the participants' education.

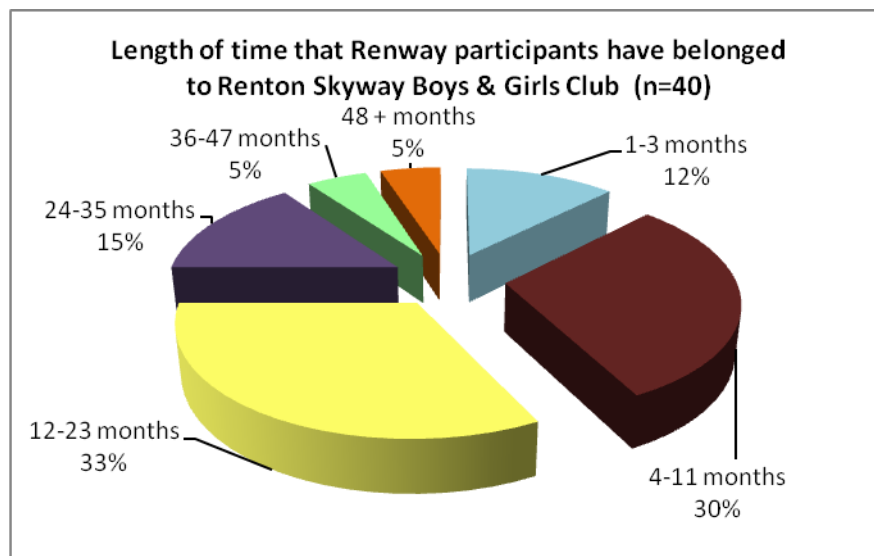
III. Findings from Renway MicroSociety

Participant and family demographics

In this year's participants, the highest proportion of youth, 25%, were 12-13 years old and the next largest age group, 23%, were 10-11 years old. One of five participants, 20%, were 6-7 years old and in first or second grade. The data are available for approximately two-thirds of the participants as one third did not provide information.



In terms of the length of time that the young participants had been attending the Boys and Girls Club, the majority of the youth, 63% have been enrolled for at least 12 months or longer. There were 8 young participants or 25% of the youth who had been attending the Club for at least three years and one participant who responded to the questionnaire had been attending the Club for five years. Seven of the youth, 22%, who provided data had just recently enrolled in the Club in September 2009.



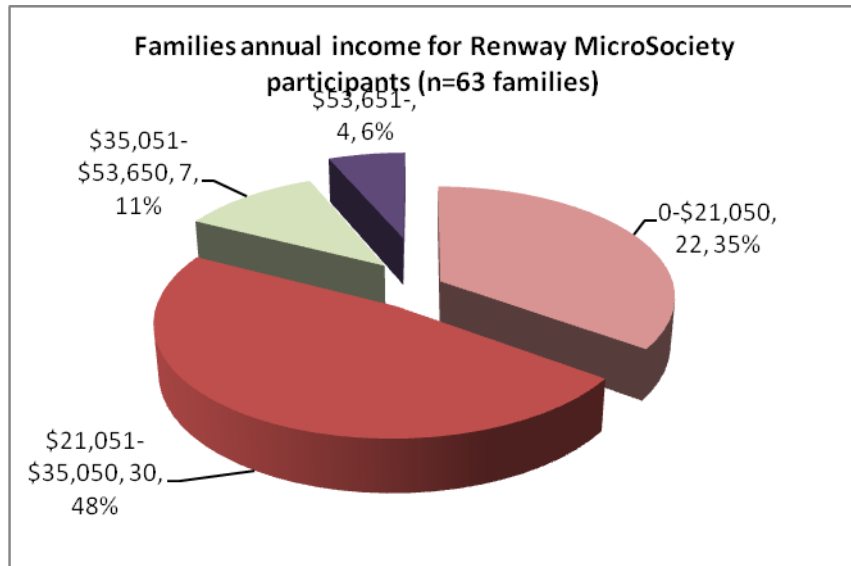
Family Income Families living in the Skyway area tend to have lower incomes and the cost of housing is less. In July 2009 the median house price was \$215,000 that was well below the King County median house price of \$384,000. A one bedroom one bath 500 square foot house in Skyway sold for \$85,000 in summer 2009 which is a house size and price not even found in many Seattle and Renton neighborhoods.³

The majority of the children who have been engaged in the Renway MicroSociety program are from single-parent, low-income homes. In 63 families that reported their annual income, 22 families had an income of less than \$21,050. There were 30 households that reported annual income in the range of \$21,051-\$35,050 so 83% of the families had an income less than \$35,050.

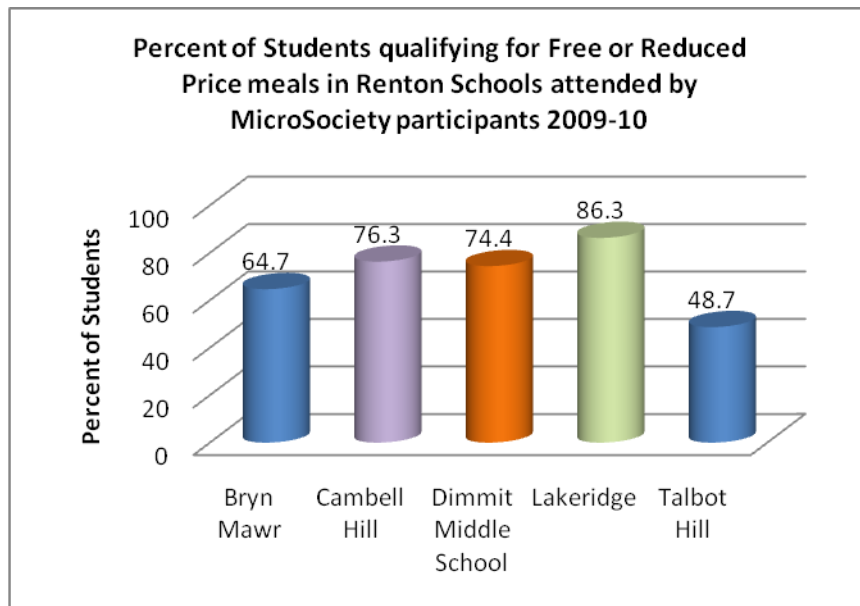
The families who were in the lowest income level and the second lowest income levels also reported that they received child care subsidies through the Department of Social and Health Services/ Working Connections Child Care Program. This is evidence of a widening income gap when families with one or two employed parents can not adequately meet their basic needs without use of public assistance including food stamps, medical assistance, or child care subsidies. Many of the jobs in South King County do not allow families to become financially stable. In South King County, a single parent with two children would need an hourly wage of at least \$16.26 or two working parents would each need to make \$12.68 per hour to afford their household expenses. The majority of vacancies for hourly work, nearly 70%, are at less than \$10 an hour, so a single parent with two children can not achieve family financial stability.

The implication for Renway MicroSociety is that nearly all of the children who are participants are living in homes with one or two working parents whose income levels are not sufficient to meet family expenses. The children's experience is that their families rely on one or more public assistance programs. This income information affirms that the children and youth who are participating in MicroSociety are in low and very low income homes and they may be second or third generations of poverty. The potential exists for them to develop the resilience, knowledge and skills to be empowered citizens that achieve financial stability and Renway MicroSociety may be giving them a start.

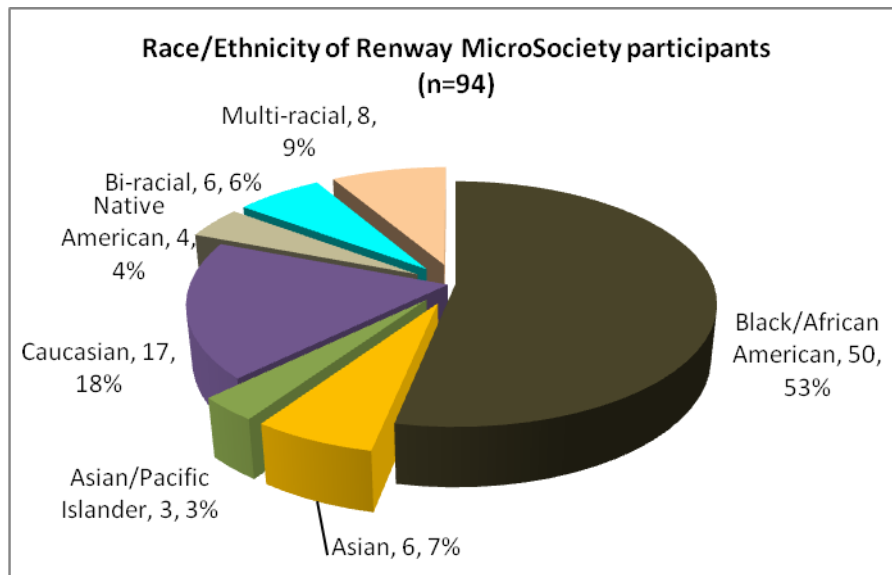
³ MacKenzie, M. (2009) Skyway: Where affordability is in view. The Seattle Times, Sept. 2, 2009



The data on the percent of school children who are in families with a low income level that would be income eligible for the free or reduced price school meals is a community indicator of the widespread lower income level in the Skyway area. This measure reflects the percent of families that could qualify but does not equal the percent of all families that do actually participate in the program. The percentages of qualifying families is very high in the four elementary schools and the one middle school that is included. Lakeridge has the highest percent, 86.3%, of low-income families based on these data while Talbot Hill Elementary School has the lowest percent at 48.7%. The latter percent refers to nearly half of the students living in families that could meet income eligibility for the free or reduced price school meals.



Family Race and Ethnicity- The majority of the families with children participating in Renway MicroSociety indicated their race and ethnicity at enrollment and those data convey the diversity among participants. The information on race that was reported by the families conveys that more than half of the children are African American. Approximately one of four children is white according to the family data. There are also children who are of mixed race who identified themselves as being of one race when they completed enrollment data so the race data that are conveyed below may under represent the percent of children who are of mixed race. Individuals may also be of Hispanic ethnicity and be of any race so families could indicate this at enrollment but the information that was provided indicated that families marked their Hispanic ethnicity and not data on their race. There is a much higher proportion of children in MicroSociety who are African American, 53%, than is represented in the average percent in three elementary schools where 23-39% of the children were Black. Lakeridge Elementary School has a very similar proportion of Black students, 59%, to the 53% of African American students in Renway MicroSociety. There is also a higher percent of African American youth in MicroSociety, 53%, than in Dimmitt Middle School where nearly 39% of the students are Black.



The race and ethnicity data from the schools in the Renton School District provide some additional data to appreciate the diversity of the youth in the neighborhoods who attend the schools served by the Renton/Skyway Boys and Girls Club. Dimmitt Middle School that is located next door to the Renton/Skyway Boys and Girls Club has a higher proportion of youth who are Black or Asian or Asian/Pacific Islander than children who are white. Three elementary schools, Bryn Mawr, Lakeridge, and Campbell Hill also have a higher proportion of children who are Black than are children who are white. Talbot Hill has the highest proportion of children who are white among the four elementary schools that were compared.

**Race and Ethnicity of Children in Renton School District Schools attended by youth
Participating in MicroSociety at the Renton/Skyway Boys and Girls Club 2009-10**

	WHITE	BLACK	ASIAN/ PACIFIC ISLANDER	ASIAN	PACIFIC ISLANDER	AMERICAN INDIAN/ ALASKA NATIVE	HISPANIC
Dimmit Middle School	10.3	39.0	27.0	27.0	NA	1.1	20.5
Bryn Mawr Elementary School	13.5	35.0	35.8	35.8	NA	0.6	15.1
Lakeridge Elementary School	10.5	58.9	14.5	14.5	NA	1.5	14.1
Campbell Hill Elementary School	7.4	36.5	36.5	36.0	0.5	3.0	15.8
Talbot Hill Elementary	27.6	23.0	33.0	33.0	NA	2.9	12.9

Source: Office of Superintendent of Public Instruction Washington State Report Card. Hispanic refers to ethnicity and individuals may be of any race and also identify themselves as of Hispanic heritage. In the school district data students could also check more than one racial category to represent their identity. The school district only disaggregated Asian and Pacific Islander starting in 2009 so data are not complete.

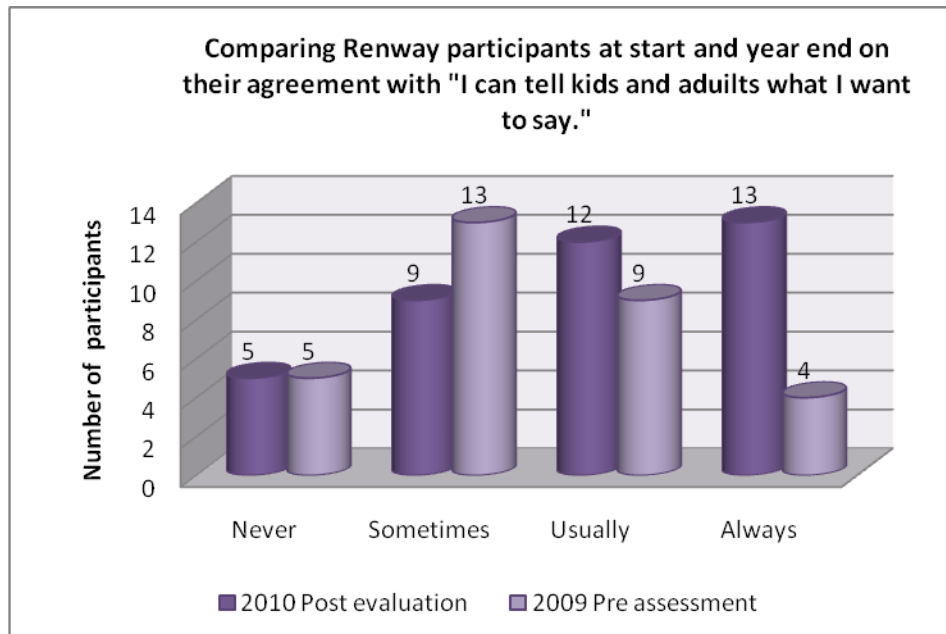
Participant Outcome Data

The elementary and middle school participants have engaged in many different business ventures including: floral shop, custom cookies, newspaper, photo booth, popcorn stand, comic book store, café, treats and goodies, and arts and crafts. In addition they have other ventures that have included health and fitness and the spa. The participants have also been engaged in several agencies including the Renway government and the peacekeepers. Older participants have been the bankers so they may approve loans as well as record deposits made by Renway residents. There is also a temporary agency of participants who may float to a venture or agency and assist in making inventory or selling products as needed. Several participants have been in a service oriented role where they do not have a product to sell but use their skills such as the Attorney Hiring Company or the Ombudsman. As the Ombudsman one seventh grader has helped younger elementary school aged residents to self-manage their behavior or resolve minor disagreements.

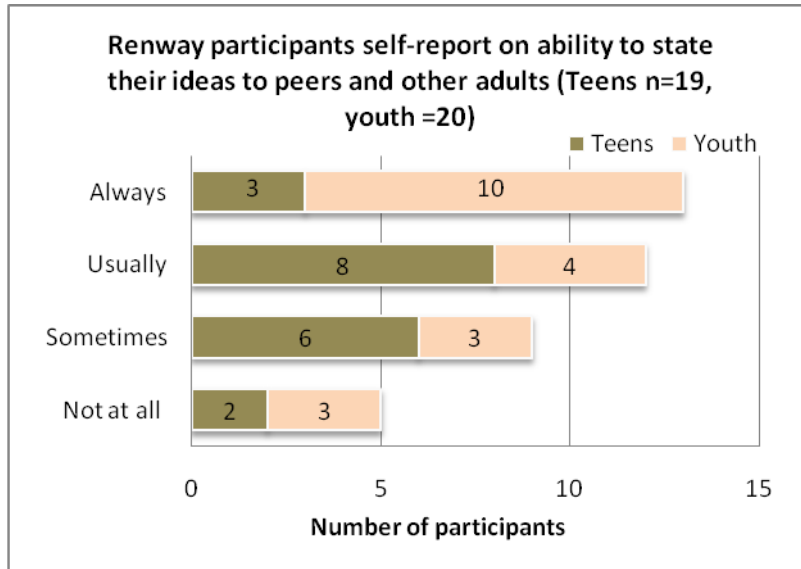
The participants have taken on the role of the manager or the employee. More popular ventures such as the café, custom cookies, or the spa have 3-6 employees. The managers may be expected to develop a business plan, give directions to their employees, set rules for making the product, sell products at the marketplace, schedule employees breaks, and deal with employee differences or conflicts. Most participants indicate that they develop responsibility and “find out what it would be like to work in the real world” through the ventures and agencies. Younger participants say they are “excited” when they are doing marketplaces and they like to have customers. The teen participants like to select the process of being able to select a business or agency and think it is fun.

Participants have developed communication, decision making, or problem solving skills

Communication skills- The two sub-groups of participants, the children in grades 1-5 and the group referred to as the teens many of whom are in middle school self-reported their communication skills. At the baseline assessment this fall, 42% of the participants felt they usually or always could tell others what they want to say. The younger children were more inclined than teens to say that they do not feel they can express what they want to say to peers and to adults. MicroSociety provides opportunities for young participants to talk about their business, their product, and their plans for the marketplace so the expectation is that young participants would improve in their speaking abilities. At the end of year, 64% of the participants felt able to communicate their ideas to peers and adults.

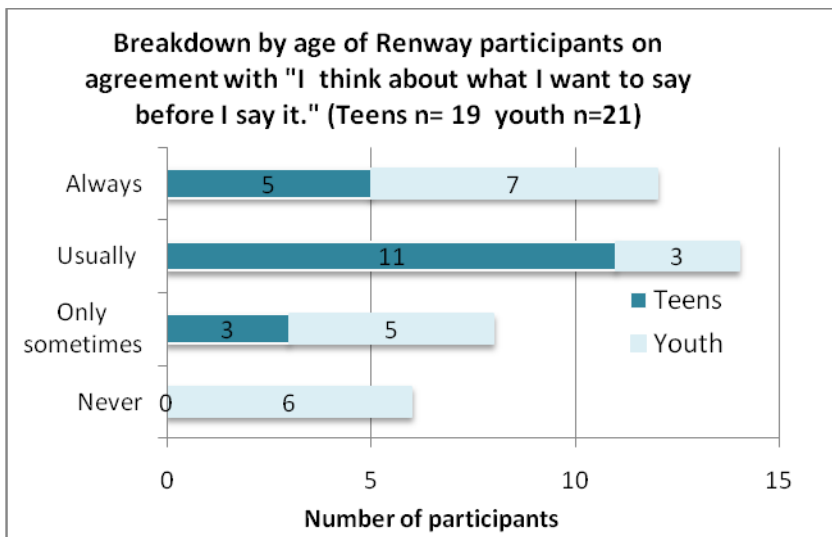


The younger participants grew in their self-reported abilities to tell their peers and adults what they wanted to say. At year end, among the younger participants who are in elementary school 70% reported they usually or always could tell their ideas to others. This is encouraging that participants will apply this ability in school and outside of school in other activities.



A paired t test was done on a sample of 14 participants, six younger and eight older youth, to compare their end of the year self reports to those at the beginning of the year.⁴ The results showed that the mean difference was significantly greater than zero providing evidence that MicroSociety contributes to the youth and teens developing abilities to state their ideas. There may be other influences on a participant’s learning including school and out of school experiences that could affect the outcome so the results are promising but could not be attributed solely to participation in MicroSociety.

The teens and youth also responded that they think about what they say before they say it with the teens being more inclined to identify that they think before speaking. This shows that the participants have the emerging quality of deliberation that may serve them well in school and in other situations.



"I know what this means, you don't go around calling somebody a name."

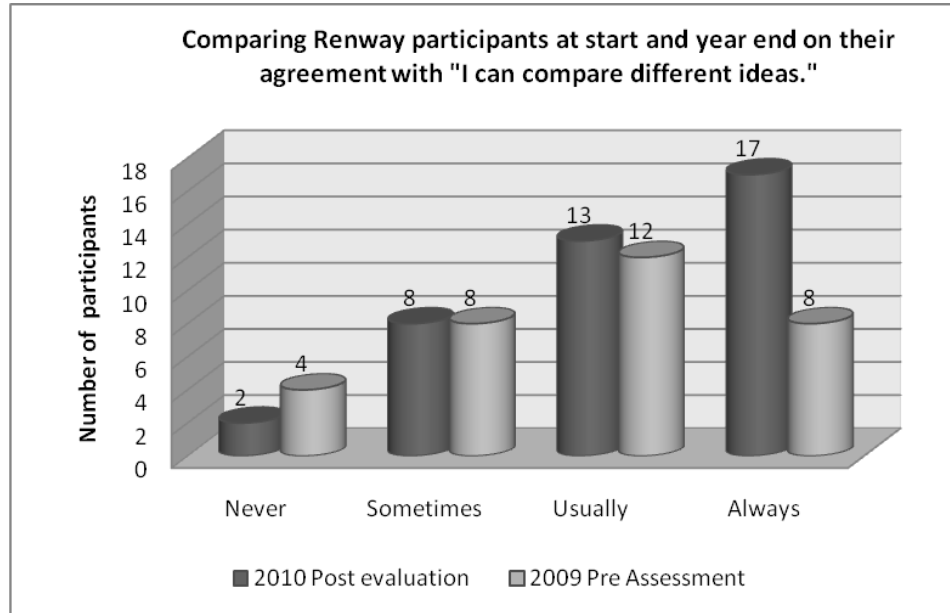
7 year old girl in Renway

"People can go to court if they cuss and they get caught, you're not supposed to cuss."

10 year old boy in Renway

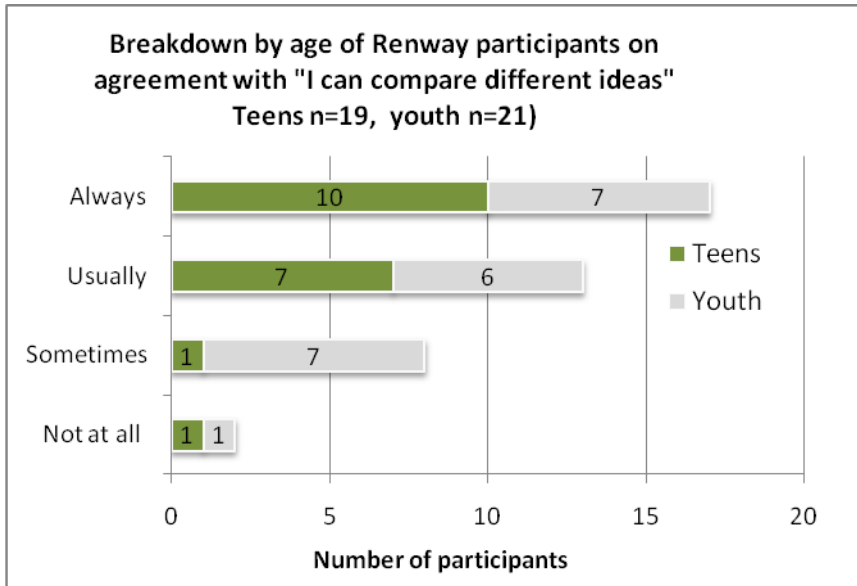
⁴ The mean difference .93 was significantly greater than 0 $t(13)=3.79$ two tail $p=.002, \alpha .05$

Decision making skills- When assessed in September 2009, 63% of the participants indicated they could usually or always compare ideas. MicroSociety presents youth with many options for business development they will have examples of comparing ideas and can practice this skill. The participants learning to compare ideas are developing a useful dimension of decision making. At the end of the year in June 2010, 75% of the participants reported that they were usually or always able to compare different ideas.

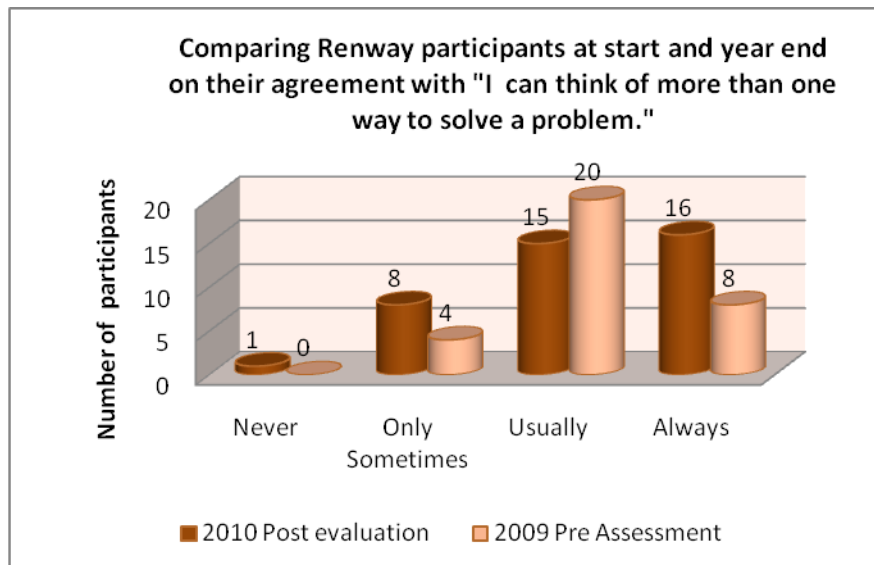


In a paired t test of 14 participants, the mean difference from the beginning of the year to the end of the year was greater than zero giving support to the conclusion that youth in MicroSociety are developing skills in comparing ideas that helps in making decisions.⁵ This result could be attributed to the participants' in-class learning or to other influences but since many youth are not participating in other out-of-school learning activities this is an encouraging finding. The teens and the younger youth in similar proportions identified that they are usually or always able to compare different ideas. The participants who are developing abilities in comparing ideas have a useful skill to apply in making decisions in education and employment settings.

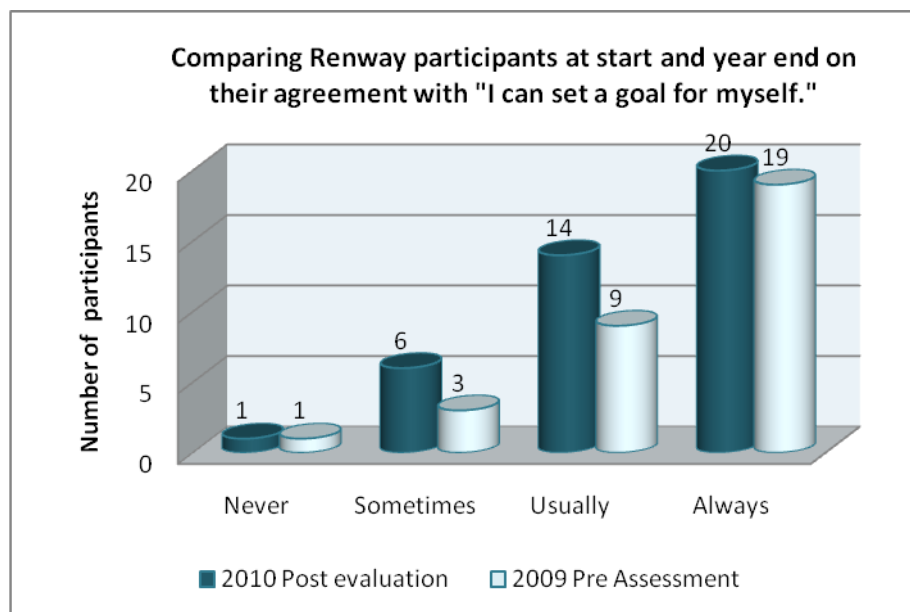
⁵ The mean difference .57 was significantly greater than 0 $t(13)=2.51$ two tail $p=.03, \alpha .05$



Problem solving skills- Research on youth entrepreneurial development programs identified that problem solving was a skill that many successful entrepreneurs had acquired or developed. When initially asked to identify if they could think of more than one way to solve a problem, 88% responded they usually or always did this. The MicroSociety curriculum presents challenges in setting up a plan, developing a product and in dealing with employees. A manager might face a problem if the workers do not come to work or if employees are not working together. At the year end, there was a decrease to 78% in the proportion of the participants who identified that they can think of more than one way to solve a problem. This may indicate the participants felt over-confident in their abilities so they learned over the course of several months participation that there was more to consider in problem solving.

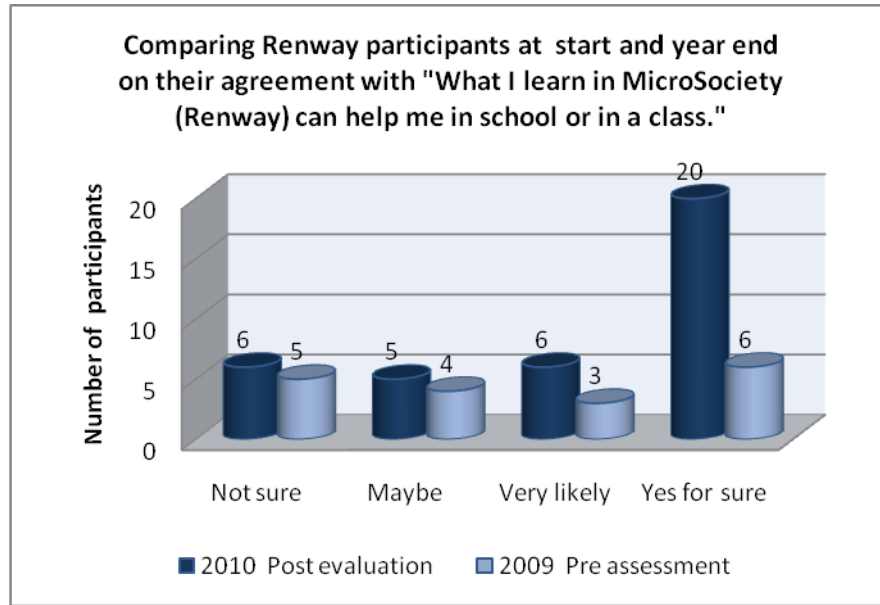


Goal setting- In MicroSociety the participants hear about setting goals and they have embraced that language as evident in their responses to questions about goal setting. A total of 20 youth including the teens and the younger participants indicated they always set a goal for themselves. Another 14 participants responded that they usually set a goal for themselves. There were high proportions of participants who identified they could set goals at the beginning (88%) and end of the year (83%). The difference was not found to be statistically significant. The participants were similarly confident as 82% reported they could break down a goal into steps to check their progress. The goal setting is not always or consistently observed by adults who engage and work with the youth. The participants have many opportunities to set goals and they do demonstrate breaking goals into steps at time when they are working on production and are engaging with peers and adults in planning MicroSociety business ventures and agencies.

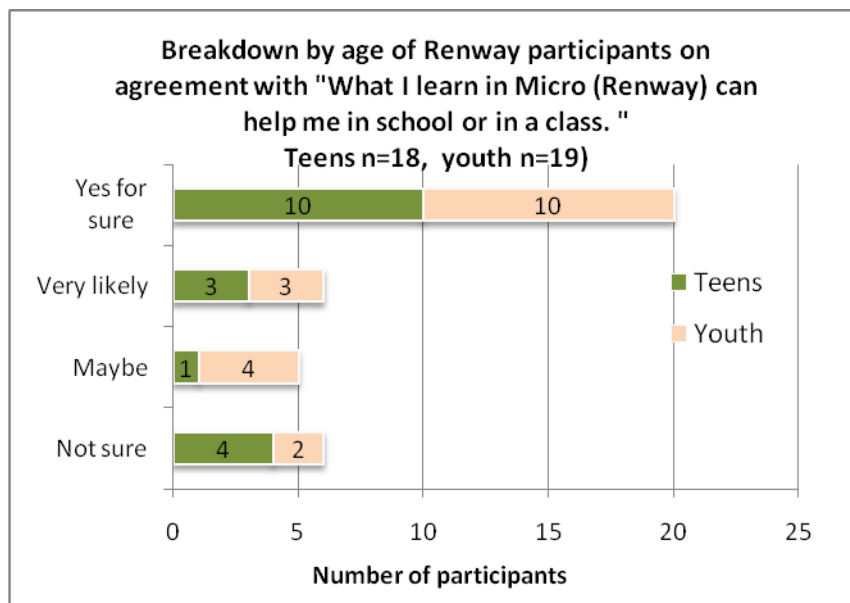


Participants are applying school learning in MicroSociety and MicroSociety learning carries over to school

At the start of the school year when Renway participants were asked about learning, 33% thought what they learned in MicroSociety could help them in school. When the participants were surveyed after nine months of MicroSociety, 54% were sure that what they were learning in MicroSociety would help them in school. Evidence that MicroSociety participants might apply their out-of-school learning to the classroom occurred when a third grader described how when she was selling cookies and “had to make change it was just like doing math in school, you have to add or take away and tell them (the customer) how much it is, so it’s just like math.” The middle school students said “It’s just that you sometimes hear about something when you’re here (in Renway) and then you do the same thing in school.” Another teen added that “we have to do a lot of things with a small group of people and that’s like what you do in class sometime.”

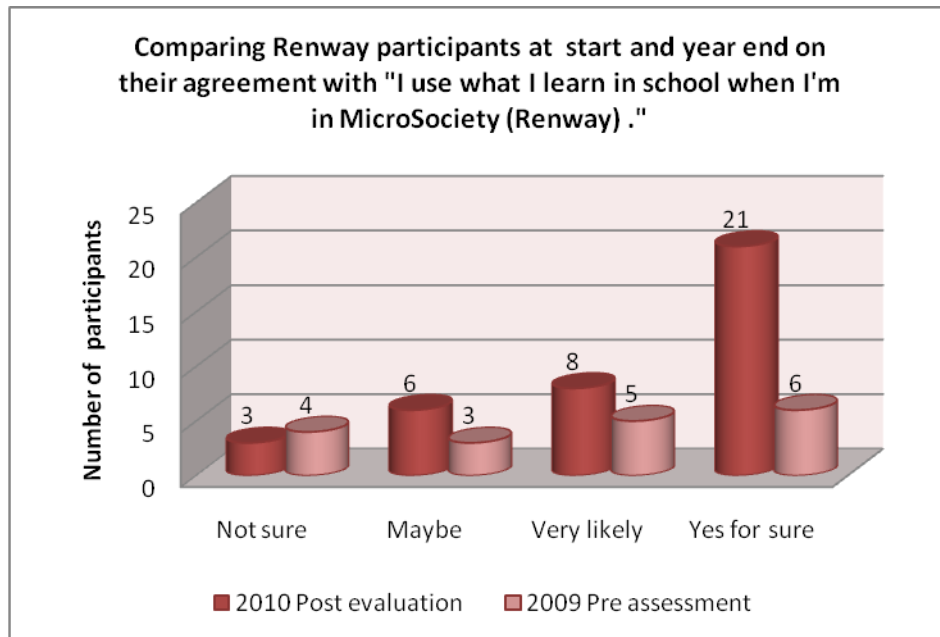


The positive endorsement for Renway MicroSociety learning helping participants when in class was common to both the middle school teens and the elementary school participants as evident in 56% and 54% agreement in both age groups. When the pre and post survey results from the sample of 14 participants were compared the mean difference was not found to be significantly different from zero. This may indicate that this group had responded at the beginning and end of the year that they believed what they learned in Renway MicroSociety could help them in class or school.

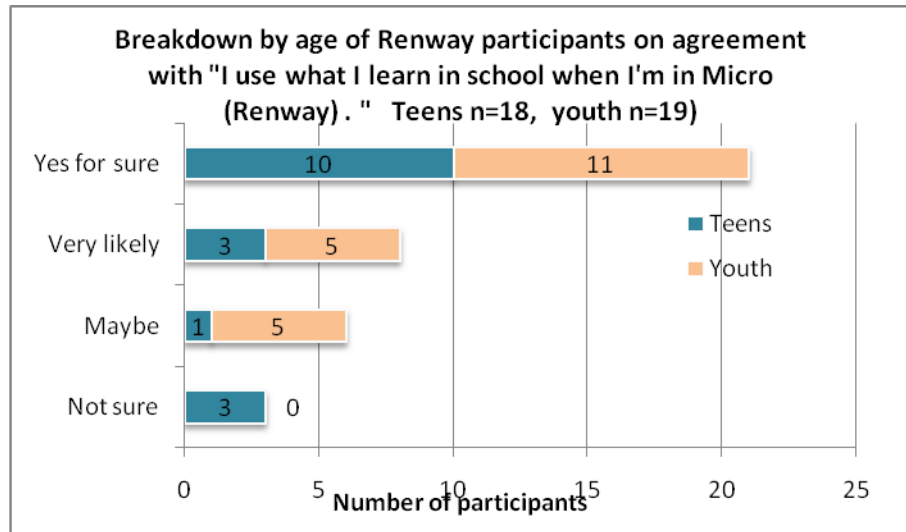


The application of learning also occurs when the participants recall their classroom learning when doing experiential or hands-on activities in Renway MicroSociety. One elementary school student applied what he learned in classroom lessons about airplanes and flight when Renway had a technology focused week of exploring rockets and airplanes. The participants also have the opportunity to take topics they've heard in class and explore them in Renway MicroSociety ventures such as working on the newspaper, being a Renway lawyer or being on the Renway Council. A member of the Council explained that they made rules and people could be brought to court if they violated the rules. He referred to this being "just like the government" learned in a social studies lesson.

At the beginning of the year, 61% of the respondents felt that they used what they learned in school when they were in MicroSociety. When asked at the end of the year, 76% of the participants responded they used what they learn in school when in Renway MicroSociety. This would correspond to three of four participants feeling that they apply their classroom learning to some activity, business venture or agency that they engage in when in Renway MicroSociety.



Nearly equal proportions of the teens and the elementary school participants, 53% and 52%, responded that they carried over their school or classroom learning into their participation in Renway MicroSociety. The differences that were found from the start of the year and the end of the year were not found to be significantly different from zero when a t test was done on the sample of 14 paired responses. This would indicate that respondents in this group felt similarly at the beginning and end of the year that they applied class or school learning to their Renway MicroSociety activities.

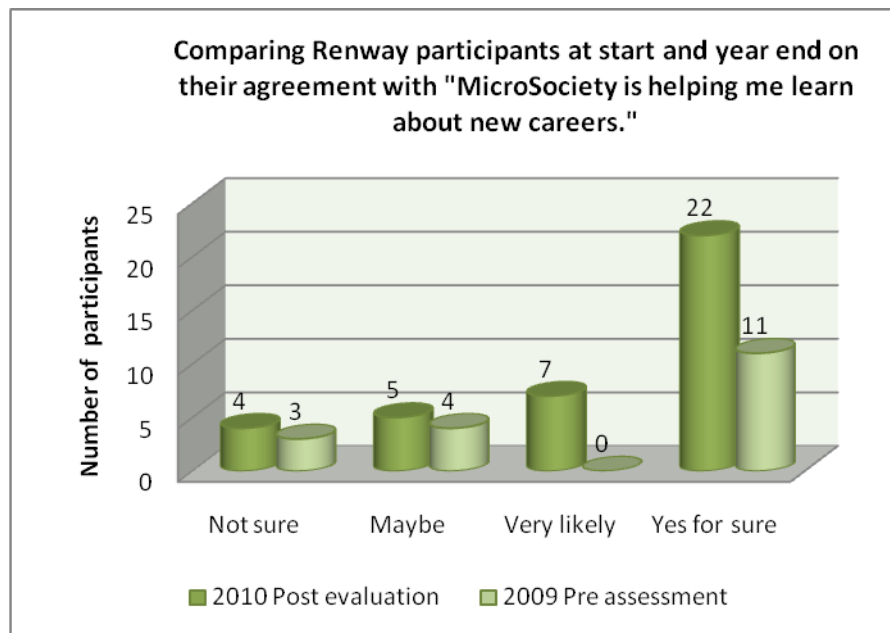


Participants’ attitudes and beliefs about educational attainment

Career aspirations- At the start of the year 61% of the participants agreed that they were definitely learning about careers through their MicroSociety participation. At the end of the year 58% responded similarly. When the t test was done for the 14 paired responses from participants the results did not indicate the mean difference was significantly different from zero. The respondents had indicated they were made aware of careers through MicroSociety when they first responded to the survey and when they responded at the end of the year.

The participants have been introduced to careers through speakers in Renway University that have included local individuals working in media, business or sciences. During the summer speakers included artists and an engineer who talked about rockets, vehicles used in space exploration, and careers working in aerospace. The participants also met young accountants working for a large firm who helped them in developing a Renway logo. The youth have also been introduced to occupations through developing ventures that include peace officer, banking, retail sales, health and fitness, and work related to the environment.

The Renway participants list many different ideas about their possible future careers. When asked about their future plans the participants range in the amount of knowledge they have about the education and preparation that are necessary to achieve their desired jobs. The middle school students know, for example, that four years of medical school are required after attending college to become a physician. Younger participants only know that you attend college after high school.

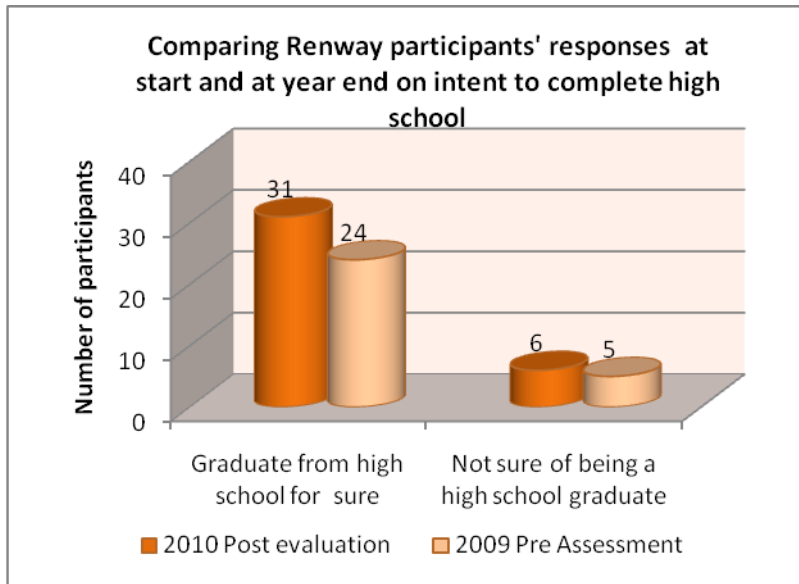


The Renway participants are actively engaged in different ventures and agencies but among the group of the participants who were asked about their future careers none identified their interest in a career that corresponded to their venture or agency. They may be engaged in a venture or agency for a variety of other reasons including the social aspect of working with friends or the attraction of working with some ventures that have high customer contact such as the café. There may be other factors that influence their selection including what position they will have and what product they may produce. Any of those factors may make an existing venture a popular choice. The participants may be gaining an exposure to different occupations and professions while they choose to pursue other interests in their time in MicroSociety. When asked about their future career interests, younger and older participants offered these choices:

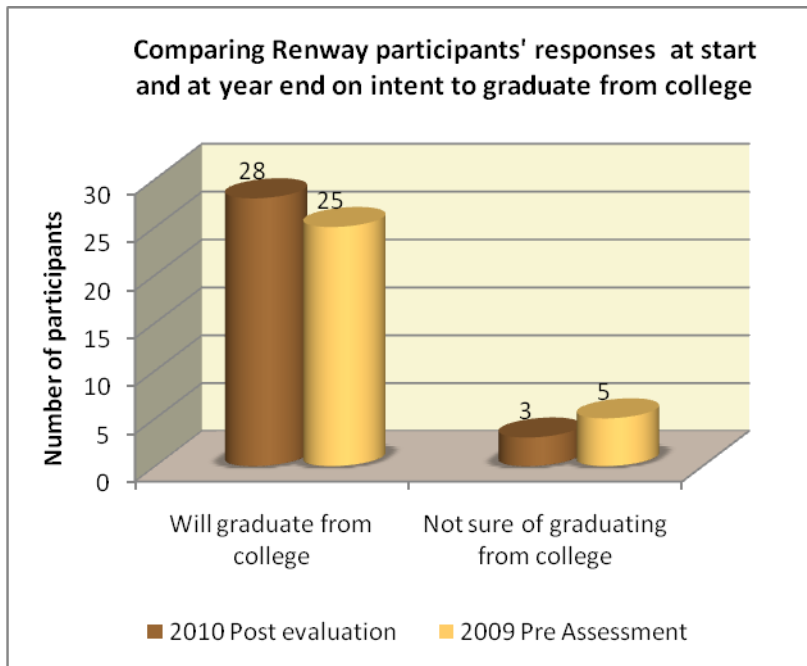
Renway participants' future career choices

- Army officer
- Special forces operative
- Preschool teacher
- Orthopedic surgeon
- Banker
- Pilot
- Doctor
- Pediatrician
- Geologist
- Engineer
- Sports lawyer
- Artist
- President

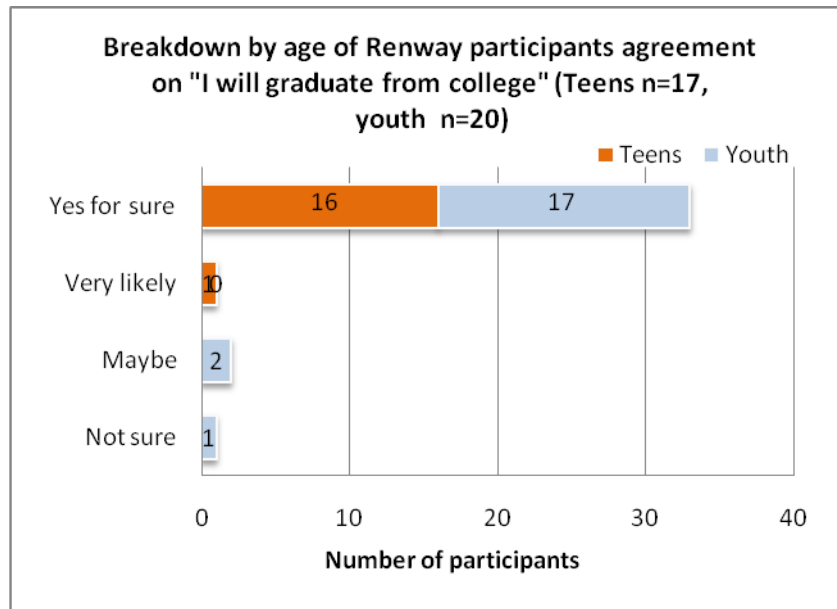
Career and education- The majority of the respondents indicated they wanted to graduate from high school when they were asked at the start of the year, 83%, and at the end of the year 84%. There was a small group of participants who indicated they were not sure they would graduate from high school but they did not explain their choice. When the t test was done on the sample of 14 paired responses from participants at the beginning and the year end, the mean difference was not significantly different from zero. This corresponds to nearly all of the respondents answering affirmatively at the beginning and end of the year that they intended to complete high school.



Educational intent - The majority of the older and younger participants indicated their intent to graduate from college. The participants' agreement with the statement that they will graduate conveys their positive attitude toward education. Their perceptions that they will graduate does not necessarily mean they are linking obtaining an education as a prerequisite to certain professions.



At the beginning of the year 83% responded that they would graduate from college and that percent increased to 90% at the end of the year. There were similarly high proportions of the teens and youth who responded they would graduate from college.



A paired t test was done on the sample of 14 responses that showed the mean difference was significantly different than zero.⁶ This finding gives support to MicroSociety increasing the participants’ intent to graduate from college. Other adults including school teachers might also encourage the youth and teens to graduate from college so the results could not be attributed solely to participation in MicroSociety. However since for many of the youth and teens Renway MicroSociety is their primary exposure and orientation to adults in careers that require a college education the results are very encouraging that Renway is encouraging youth to develop the intention to graduate.

Sample of participants have not demonstrated improved behavior in class, improved grades or improved attendance

Major and minor behavior incidents continue- Engagement in school based MicroSociety programs has been associated with improvements in students’ behavior in school. It would be expected that students who might initially show minor behavior disruptions in school or more major behavioral issues that warrant a referral to the office would improve so that after at least six months of MicroSociety the students would show a decrease in the number of minor or major behavior issues.

The school behavior data were available for sixth to eighth graders. These students were in Renway MicroSociety for the 2009-10 year and had been in MicroSociety for the preceding year 2008-09. Students could have a minor behavior episode recorded if they disrupted class or distracted others. Students incurred a major behavior referral for actions such as physical aggression, inappropriate interaction, pushing, or excessive tardies. The total number of minor episodes for the academic year for 12 Renway MicroSociety youth was 291

⁶ The mean difference .71 was significantly greater than 0 $t(13)=3.68$ two tail $p=.003, \alpha .05$

which averaged to 24.3 minor behavior episodes per student in a year, or 2.43 minor behavior episodes per student per month.

In the course of a year, 12 Renway students incurred a total of 40 major behavior referrals, or an average of 3.3 major behavior referrals per student in a year, or 0.3 major behavior referrals per student each month. However, those major referrals were accumulated by eight students and four students did not incur any major behavior referrals. Students who had major behavior referrals most often received an in-school intervention (ISI) and less often received an after school detention or a short term suspension. One of the Renway sixth graders had received a short term suspension.

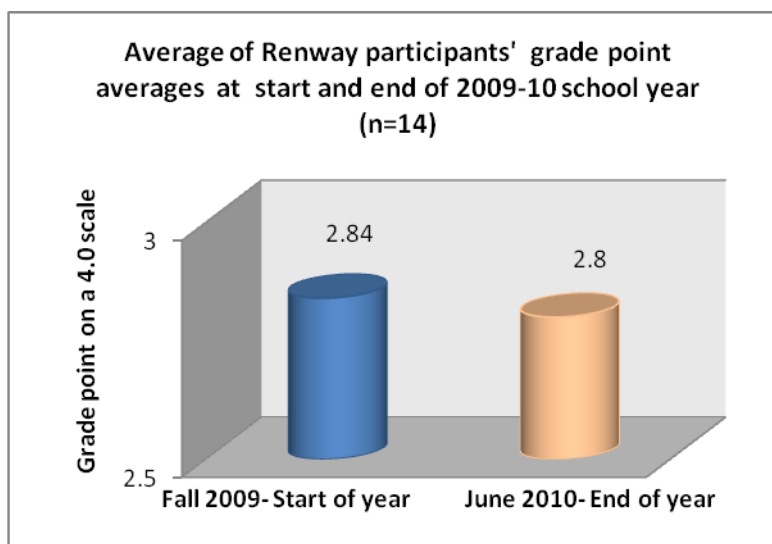
Table of 6th -8th grade students with in-school behavior reports

Renway MicroSociety participants 2009-10				
Students (identified by letter)	Number of minor behavior Disruptions In 2009-10	Average minor disruptions per month for each student	Number of major events (referrals) in 2009-10	Average number of major disruptions per month for each student
A	3	0.3	0	0
B	26	2.6	1	0.1
C	42	4.2	2	0.2
D	28	2.8	6	0.6
E	11	1.1	2	0.2
F	10	1.0	1	0.1
G	87	8.7	18	1.8
H	9	0.9	7	0.7
I	6	0.6	0	0
J	1	0.1	0	0
K	56	5.6	3	0.3
L	12	1.2	0	0
Total	291	24.3 average # of minor disruptions per student in a year, 2.43 average # of minor disruptions per student per month	40	3.3 average # of major events per student in a year, 0.3 average # of major events per student per month

One pattern observed in the Renway youth was that the average number of minor behavior episodes decreased after the first four months of the school year. This could be assessed as improved behavior. This could be related or attributed to any one of several factors: to the in-school discipline they received, to the at-home discipline or guidance they had from their parents, or to their participation in Renway MicroSociety. In Renway the elementary and middle school youth have participated in the Council to make laws for Renway residents and also engaged in court sessions when local residents have not followed the rules and offenders have had to follow the decisions passed by the Renway court.

Grade reports- The final grade reports were received from one school for sixth - eighth graders. One expectation was that after participation in MicroSociety the students would show increased interest in classes that would be evident in improved grades. The available data from the grade reports indicate that students who had been in MicroSociety for two years had a range of grade point averages (GPA) from 2.0-3.7 on a 4.0 scale with a 4.0 corresponding to all As in courses. The average GPA of the students at the start of the year when they had already participated in 3-9 months of MicroSociety during the 2008-09 year and/or the summer of 2009 was 2.84 on a 4.0 scale. After ten months of MicroSociety participation in the 2009-10 school year, the average of the grade point averages among these 14 students was 2.8 on a 4.0 scale. This was not a statistically significant difference when a paired t test was done. This is a small sample and the results can not be generalized to all the participants. The slight decrease in the average of the students' grade point averages might be attributed to the challenges they faced in test-taking, turning in assignments, or completing all required work.

The average of the students' grade point averages blends each student's progress and change during the year. Three students did not have a change in grade point average from the start to the end of the year. Seven students did have a decrease in their grade point average and four students had an increase. Among those students who had an increase in grade point average was one male student who teachers said made a change in his behavior from disrupting class and failing subjects to being an honor roll student with good behavior.



Attendance patterns- The attendance data that are available on 6th -8th graders from one school conveys several typical attendance patterns. There is a difference between being late to class that is recorded by a teacher while the office records a tardy for the student who enters the building after the start time in the morning.

- **Attendance risk-takers-** There were two youth in the sample of 12 students who accounted for 58% of the total number of tardy and late to class incidents that were

reported. Two students also accounted for 61% of the instances of unexcused absences for missing an entire class or school day. The other ten students accounted for 42% and 39% of the instances of being late to class or having an unexcused absence for class. There were four students who had two or fewer instances of being tardy to school or late to class. This is somewhat encouraging that in this sample the majority of the students were managing their time, getting to class on time, and not having any unexcused absences.

- **Slow starters-** The common attendance pattern was the late group-- 10 of 12 students were late to school at least once so the total number of combined school and class late incidents was 168. Two students were late to school and were late to other classes a total of 48 and 50 times, or an average of 4.9 times a month, or once a week. The majority of the late incidents were recorded for first period classes and the majority of the students for whom the attendance data were reported were sixth graders. The middle school day starts earlier than elementary school and the students having 7 or 10 late first period entries may have been experiencing challenges in just getting up or making their way to school. These were not recorded as school bus or metro bus related late incidents so this seems that students were not preparing adequately to make it to school on time. Other sixth grade students in other schools are also known to accumulate tardy or late patterns for the first class period owing to the early start of the class day.
- **Missing class-** There was one student who had 33 unexcused absences but 9 other students had a total of 38 unexcused absences or an average 4.2 unexcused absences per student over the school year. The unexcused absences could include missing class periods for illness or for appointments without a parent's letter or cutting class without parental approval.

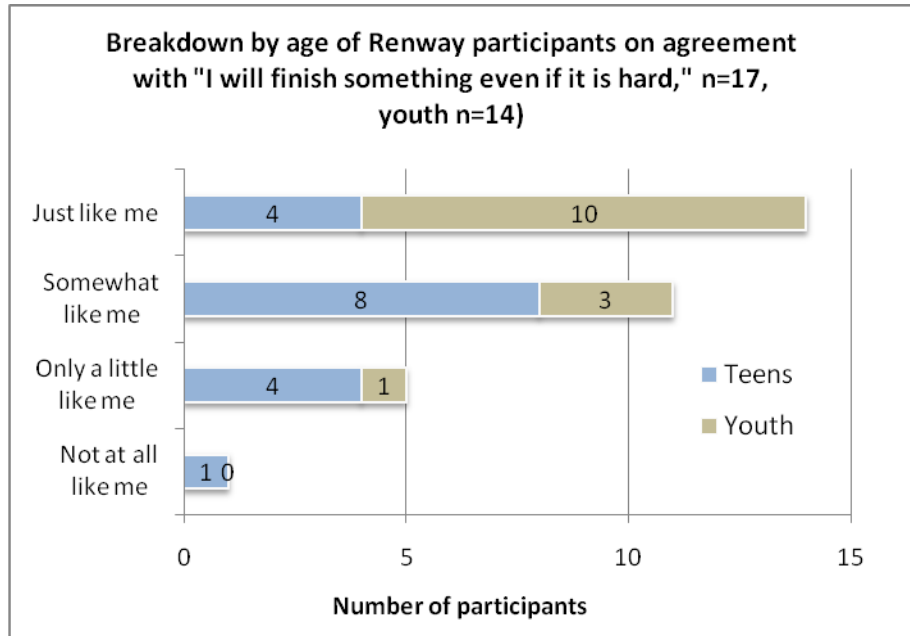
The encouraging pattern of interest is that incidents of being tardy and late diminished in the Spring. This could be due to several factors such as daylight savings time so it is easier for some students to get up earlier or it could be due to parental influence or to the students ongoing participation in Renway that has helped them to develop responsibility so they work at being on time for school and classes.

Participants develop characteristics that have been associated with entrepreneurship including creativity, perseverance, and commitment

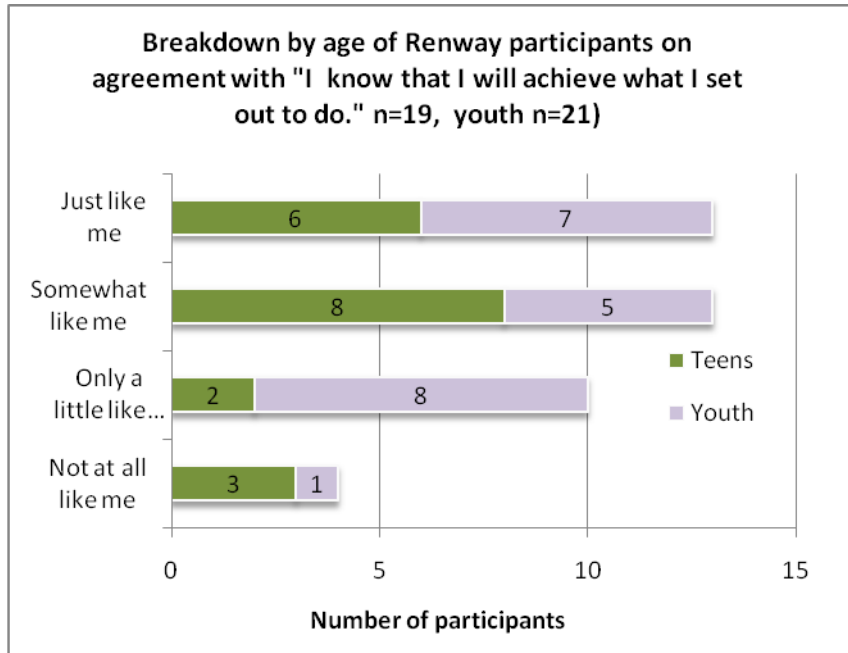
Entrepreneurial qualities of perseverance and commitment

Younger and older participants overwhelmingly responded that they could create something new. This was evident in their preparation of some of their products at the marketplaces when they sold flower pots, decorated cookies, pillows, salad dressing, picture frames and other items. The participants were asked to respond to questions about completing a task to assess their perseverance which is a desired quality in an entrepreneur. The elementary school-aged respondents were more inclined to state their intent to finish a task than were the older students in middle school. There were 10 elementary school aged students

and four students in 6th-8th grade who felt the quality of finishing something even if it was hard was “just like me.” The combined total of younger and older students who felt it was “somewhat like me” or “just like me” to finish a difficult task was 25 of 31 respondents or 81%.

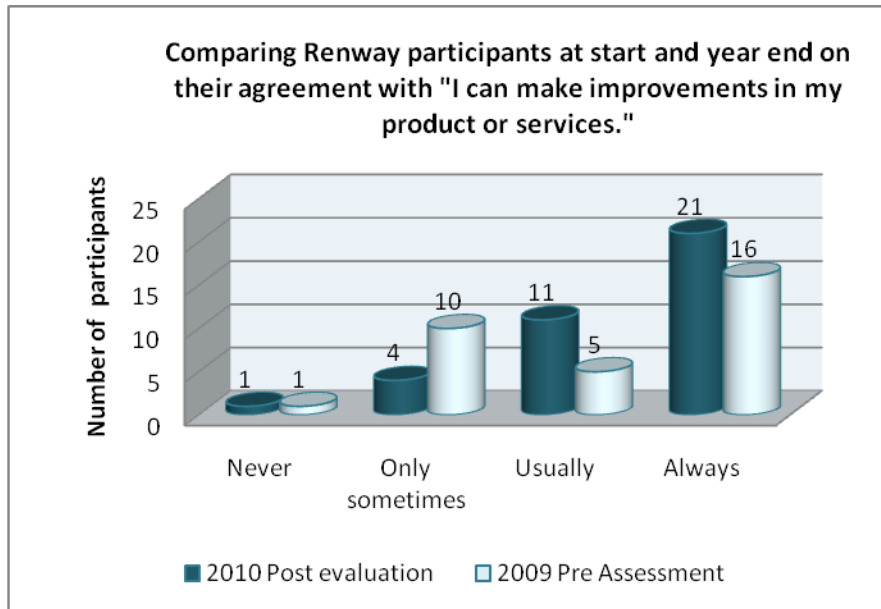


Another quality that was common in the research and evaluations of young entrepreneurs was their commitment. The MicroSociety participants were asked a question about achieving what they set out to do and they indicated a high degree of commitment. There were 13 respondents who knew they would achieve what they set out to do. Another 13 respondents felt it was somewhat like them to achieve what they set out to do. The combined responses of older and younger participants who indicated it was “somewhat” or “just like them” to achieve what they set out to do was 65%. Only four participants felt it was not likely that he or she would achieve what he or she set out to do. The experience of participating in MicroSociety would be expected to increase the confidence of participants but these participants are already indicating their confidence and commitment.

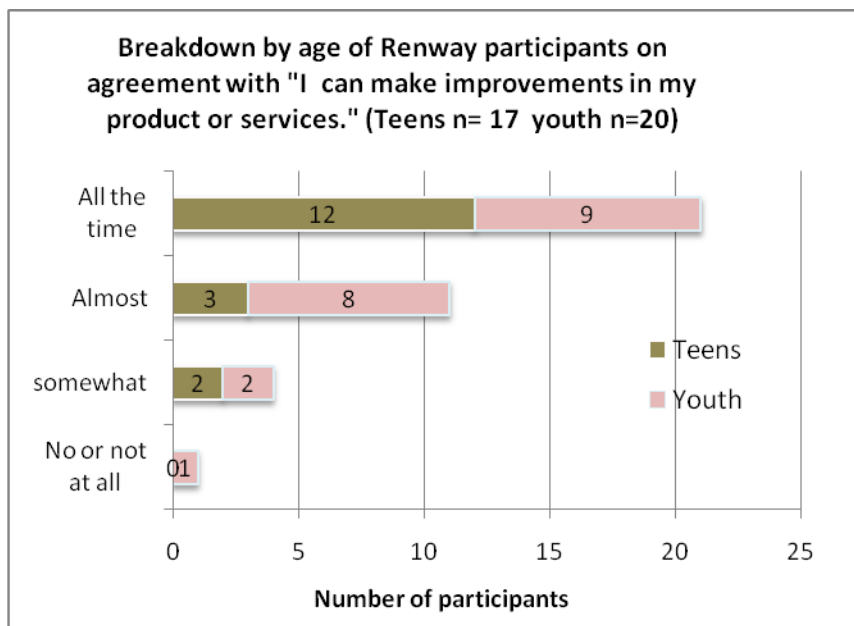


Entrepreneurial knowledge- The experience of MicroSociety had introduced the participants to many concepts in business, customer relations, human resources, and supply and demand. The participants were asked to respond to questions to assess their entrepreneurial knowledge. Those participants most recently enrolled in MicroSociety did not know how to define what an entrepreneur was nor were they able to write a business plan which would be expected.

The participants were also asked two specific questions related to their products and customers. At the beginning of the year 50% of all participants felt they always knew how to make improvements in their product or services. At year end this increased to 57% of the respondents who stated they always knew how to make improvements in their product or services.

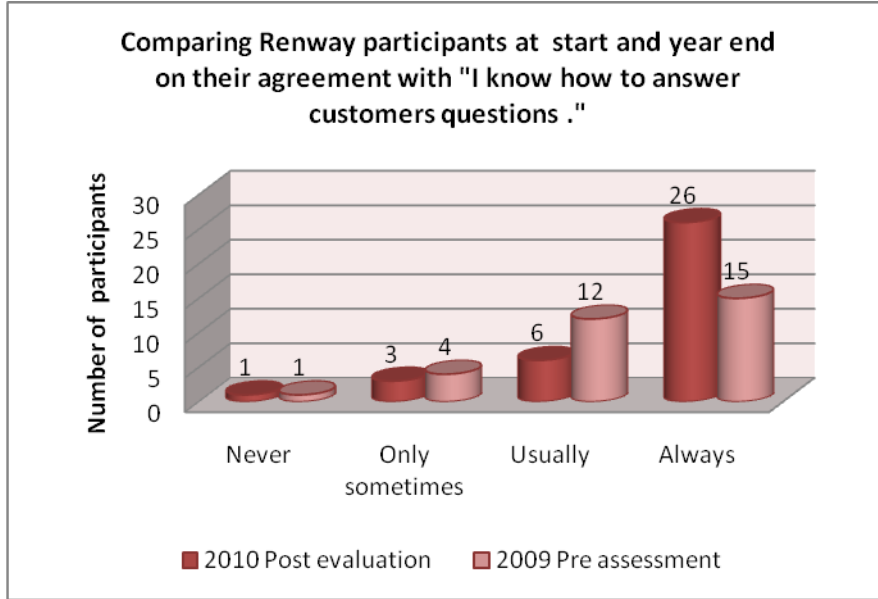


While 71% of the teens knew they could make improvements in their product or services all the time less than half, 45%, of the younger participants agreed that they could make improvements in their product or services. This may indicate that older teens are growing in awareness of factors to consider when offering a service or product including the health and fitness center, the newspaper, the spa, or the café.

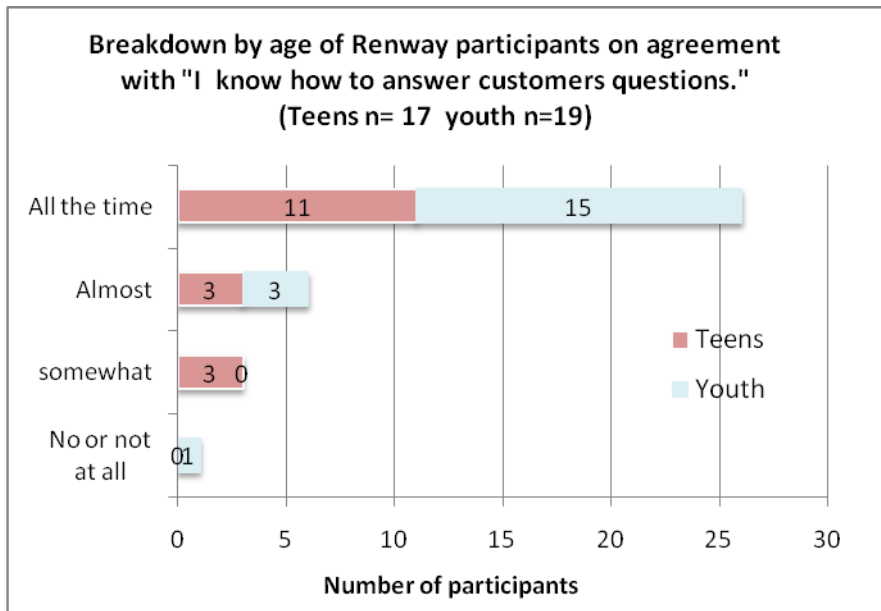


The other question was if participants knew how to answer customers' questions. There was a notable increase in the proportion of the respondents who indicated they always know how to answer customers' questions to 72% at the end of the year compared to 47% at

the beginning of the year. The participants acquired this skill as they had more experience in marketplaces throughout the year.



The younger participants felt far more confident in answering questions than did the middle school participants. This might be the result of their youthful enthusiasm in assuming the roles of workers so they recall addressing customers' questions.



Discussion of Renway participants' outcomes

Positive changes were significant in two areas when the Renway participants reported that they developed skills in communication and in decision making that are useful entrepreneurial skills and are also helpful in their education.

- Renway MicroSociety contributes to the participants developing abilities to express their ideas to peers and adults.
- Renway also contributes to participants developing skills in comparing ideas that helps in making decisions.

There may be other influences on each participant's learning including school and out of school experiences that could affect these outcomes so the results are promising but could not be attributed solely to participation in MicroSociety.

The other area where participants showed a significant positive change was in their intent to graduate from college. Not only did the participants convey on the surveys that they wanted to graduate from college but when asked what they want to do as adults they identify professions that would require a college education. When talking among themselves the younger participants will refer to "when I go to college." However, when the participants talk about a career choice they do not readily make any connection that graduating from high school and college are the steps towards acquiring their desired career or position.

The participants also increased in their perceptions about applying their learning:

- 54% were sure that what they were learning in MicroSociety would help them in school.
- 76% used what they learned in school when in Renway MicroSociety.
- Participants indicated their growth of entrepreneurial knowledge, 72% of all participants felt they could answer customers' questions and 71% of teens felt they know how to make improvements in their products.

The areas where the participants maintained positive behavior but did not show a major change from the beginning of the year to the end of the year were:

- 83% of participants at the start of the year and 84% at the end of the year indicated they wanted to graduate from high school.
- 65% of older and younger participants indicated their commitment to achieve what they set out to do.

The areas where there was a slight decline from the pre assessment to the post assessment were:

- 88% of participants felt they set goals at the beginning of the year while 83% indicated they set goals at the end of the year.
- Fewer participants,78%, indicated they could identify more than one way to solve a problem after being in MicroSociety than did 88% of participants early in the year. This may indicate the participants learned over the course of several months participation that there was more to consider in problem solving.
- 61% of the participants agreed they were definitely learning about careers but at the end of the year 58% responded similarly all though the difference is not significant.

In the three school-related measures the participants' behaviors did not convey positive change. There were minor and major behavioral incidents among the group of participants who have been in Renway for almost two years. There also was no increase in the grade point averages of 10 of 14 students for whom the data were available. Twelve of the 14 students also had at least one incident of being late to school but five of the 14 students incurred the majority of unexcused absences. There is some indication that most of the Renway participants, who had attendance data, were not cutting classes with unexcused absences.

Conclusions

There are positive results from the participants in skill development and increase in entrepreneurial knowledge. There are also very encouraging results in the high proportions of the participants that are expressing intent to graduate from high school and college. The increases are also promising in the proportions of older and younger participants who are applying their experiential learning to school as well as applying class topics to their out-of-school activities. The expected results that the participants' will improve in school attendance and behavior were not yet evident in the small sample of 14 students who had school data. Were the school data available for a larger sample of participants including the elementary school students there might be changes observed in attendance and behavior.

Research on entrepreneurial youth programs has shown that when youth relate academic achievement to future career and employment opportunities the students typically work harder in school. The next year could place added emphasis on increasing the young participants' skills that are more immediately applicable to classroom learning and to expanding the participants' association of school achievement to future careers and positions. The changes in the participants can then be assessed in the next annual evaluation. Research on youth entrepreneurial programs has also identified that participants will likely benefit by gaining a sense of community, acquiring a feeling of belonging, and positively channeling their energy and talents. Renway MicroSociety provides local youth with a very meaningful means to experience those benefits which can then be assessed with the passage of more time.

Appendix A

Data Collection Tools

Interview guide for Boys and Girls Club Director and Program Director

Interview guide for Youth Participants

Interview guide for Board members

Interview guide for Community partners

MicroSociety questionnaire for younger elementary graders

MicroSociety questionnaire

MicroSociety Evaluation Questions for Club Director and Program Director

1. What activities are you currently planning for MicroSociety participants?
2. What are you doing differently now than last year?
3. What changes are you seeing in the younger children and the teens?
4. Do you observe changes in the younger kids and teens developing communication or problem solving skills?
5. Do you see kids who develop personal responsibility?- What is a sign of that?
6. Do you see kids demonstrate increased self esteem? What do you see?
7. Do you hear the younger or older kids talk about graduating from high school or college?
8. Do you know of kids improving behavior in school? Achievement in school? What is evidence of this to you?
9. Do you see any signs of kids reducing at-risk behavior or anti-social behavior?
10. What factors contribute to the success of the program?
11. What factors slow or hinder the success of the program?

MicroSociety Questions for Youth Participants

1. What venture or agency did you work on?
2. How did you decide what you were going to do?
3. Do you have help from the adults when you want it?
4. Do you get to lead an activity?
5. Are you part of a team?
6. Do you ever feel that you are left out?
7. Are there rules? Does everyone follow those rules?
8. Do you give input into the rules?
9. Do you get asked your opinion about how things turn out?
10. What would you like to do when you are an adult?
11. Have you learned anything that will help you when you're an adult?
12. Do you plan to graduate from high school? Do you plan to graduate from college?
13. What is your goal for your life?
14. When you are doing MicroSociety again- what venture or agency do you want to do?

MicroSociety Evaluation Interview Guide for Board Members

1. How did you become interested in being on the Board for MicroSociety at the Boys and Girls Club?
2. How long have you been on the Board?
3. What has been your role specific to the MicroSociety activities?

Probe for:

- engaging other community members
 - promoting MicroSociety in the local Skyway/Renton area
 - Procuring resources for the BGC or Micro
 - interaction with the staff or the children to provide guidance or direction
 - assistance in planning and implementing a venture or agency
 - other activities including the Marketplace
4. How would you describe the benefits for the young participants?
 5. What skills or knowledge do you think the participants acquire?
 6. To what extent do you think the children gain skills or attitudes or knowledge that will help them in their future goals or job?
 7. Are you aware of any changes in the youth in their school performance as a result of being in MicroSociety?
 8. Are you aware of any changes among the children's families that would be due to MicroSociety participation?
 9. What, if any, are the benefits to the local community of this MicroSociety project?
 10. How long do you anticipate being involved with MicroSociety?

MicroSociety Evaluation Interview Guide for Community Partners

1. How did you become involved with MicroSociety at the Boys and Girls Club?
2. What has been your role specific to the MicroSociety activities?
3. What have you observed to be the benefits for the young participants?
4. What skills or knowledge do you think the participants acquire?
5. To what extent do you think the children gain skills or attitudes or knowledge that will help them in their future goals or job?
6. What, if any, are the benefits to the local community of this MicroSociety project?
7. Would you like to see any improvements in the way that MicroSociety is implemented?
8. What do you think is being well implemented at this time?

MicroSociety Questionnaire

1. How old are you? _____ Print your name _____

2. How long have you been coming to this Boys and Girls Club? *(Circle your answer.)*

Less than 3 months	4-11 months	More than 1 year less than 2 years	More than 2 years	3-4 years	5 years or more
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3. What Micro venture or agency are you in? *(Circle your answer)*

Arts and crafts	Health & Fitness	Peacekeeper	Other
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These questions ask you what you do in MicroSociety (doing a venture or an agency)
Circle one answer that is true about you.

4. I think about what I want to say before I say it.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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5. I can tell kids and adults what I want to say.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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6. I like to work with other kids.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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Here are some more questions... *(Circle your answer.)*

7. I can compare different ideas.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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8. I can make good decisions about what to do with my time.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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9. I think before I make a decision.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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Think about what you do in Micro to answer these questions. (Circle your answer)

10. The first thing I do is figure out what the problem is.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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11. I can think of more than one way to solve a problem.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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12. I can set a goal for myself.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
--------------------------------	---	---	---------------------------------

13. I can break goals into steps to check my progress.

Never <input type="radio"/>	Only Sometimes <input type="radio"/>	Usually <input checked="" type="radio"/>	Always <input type="radio"/>
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 Read each sentence and decide if it describes you or not. Pick the answer that is true for you. (Circle your answer.)

14. I have an idea about what my future will be.

Not at all like me	Only a little like me	Somewhat like me	Just like me
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15. I like to do things for a reason.

Not at all like me	Only a little like me	Somewhat like me	Just like me
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16. I will finish something even if it is hard.

Not at all like me	Only a little like me	Somewhat like me	Just like me
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17. I know that I will achieve what I set out to do.


Not at all like me	Only a little like me	Somewhat like me	Just like me
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18. I have skills that I can use to get a job. (like counting money, writing checks)

Not at all like me	Only a little like me	Somewhat like me	Just like me
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19. I can create something new.

Not at all like me	Only a little like me	Somewhat like me	Just like me
--------------------	-----------------------	------------------	--------------

Read  each sentence. These are sentences about things you might learn. Pick one answer that is true about what you know. (Circle your answer.)

- 20. I can define what entrepreneur means.
- 21. I can make improvements in my product or services.
- 22. I can write a business plan.
- 23. I know how to answer customers' questions.

No	Somewhat	Almost	All the time
No	Somewhat	Almost	All the time
No	Somewhat	Almost	All the time
No	Somewhat	Almost	All the time

 Read each sentence and decide if it is true about you. (Circle your answer.)

- 24. What I learn in Micro can help me in school or in a class.
- 25. I want to graduate from high school
- 26. I use what I learn in school when I am in Micro.
- 27. Micro is helping me learn about new careers.
- 28. I will graduate from college.
- 29. I am thinking of starting my own business when I'm an adult.

Not sure	Maybe	Very likely	Yes For sure
Not sure	Maybe	Very likely	Yes For sure
Not sure	Maybe	Very likely	Yes For sure
Not sure	Maybe	Very likely	Yes For sure
Not sure	Maybe	Very likely	Yes For sure
Not sure	Maybe	Very likely	Yes For sure

MicroSociety Questionnaire

1. How old are you? _____ Name _____
2. How long have you been coming to this Boys and Girls Club? *(Fill in a circle)*
- Less than 3 months
 4-11 months
 More than 1 year less than 2 years
 More than 2 years
 3-4 years
 5 years or more
3. What Micro venture or agency are you in? *(Fill in a circle to answer)*
- Arts and crafts
 Health & Fitness
 Peacekeeper
 Other

Think about being in Micro to answer these questions. *(Fill in one circle for each statement).*

- | | <u>Never</u> | <u>Only Sometimes</u> | <u>Usually</u> | <u>Always</u> |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 4. I think about what I want to say before I say it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. I can tell kids and adults what I want to say. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. I like to work with other kids. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Here are some more questions...

- | | <u>Never</u> | <u>Only Sometimes</u> | <u>Usually</u> | <u>Always</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 7. I can compare different ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. I can make good decisions about what to do with my time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. I think before I make a decision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Think about what you do in Micro to answer these questions. *(Fill in a circle for each statement)*

- | | <u>Never</u> | <u>Only Sometimes</u> | <u>Usually</u> | <u>Always</u> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 10. The first thing I do is figure out what the problem is. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PLEASE TURN THE PAGE OVER AND ANSWER MORE QUESTIONS →

MicroSociety Questionnaire


1 I can think of more than one way to solve a problem. ○ ○ ○ ○
1
.

1 I can set a goal for myself. ○ ○ ○ ○
2
.

1 I can break goals into steps to check my progress. ○ ○ ○ ○
3
.


PLEASE TURN THE PAGE OVER AND ANSWER MORE QUESTIONS




Look  read each sentence and decide if it describes you or not. (Fill in one circle for your answer.)

Just answer what is true for you

		<u>Not at all like me</u>	<u>Only a little like me</u>	<u>Somewhat like me</u>	<u>Just like me</u>
1 4	I have an idea about what my future will be.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
1 5	I like to do things for a reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
1 6	I will finish something even if it is hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
1 7	I know that I will achieve what I set out to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
1 8	I have skills that I can use to get a job. (like counting money, writing checks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
1 9	I can create something new.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					

Read  each sentence about things you might know. (Fill in one circle for your answer.)

		<u>No or Not at all</u>	<u>Somewhat</u>	<u>Almost</u>	<u>All the time</u>
20	I can define what entrepreneur means.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
21	I can make improvements in my product or services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
22	I can write a business plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					
23	I know how to answer customers' questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					

 Read each statement to decide if it is true for you. (Fill in one circle for your answer.)

Since being in MicroSociety...

		<u>Not sure</u>	<u>Maybe</u>	<u>Very likely</u>	<u>Yes For sure</u>
24	What I learn in Micro can help me in school or in a class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
.					

MicroSociety Questionnaire

- 25 I want to graduate from high school.
- 26 I use what I learn in school when I'm in Micro.
- 27 Micro is helping me learn about new careers.
- 28 I will graduate from college.
- 29 I am thinking of starting my own business when I'm an adult.

