



WestEd  
Western Educational  
Equity Assistance Center

# Centering Equity and Youth Voice in Program Evaluation

## Final Report

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# Executive Summary

The Lompoc Unified School District (LUSD) requested technical assistance from the Western Educational Equity Assistance Center (WEEAC) at WestEd to evaluate the Future for Lompoc Youth program (Future), an equity-driven initiative for high school juniors and seniors. The purpose of this report is to provide a summative evaluation of the Future program to inform how Lompoc USD can improve support for supplemental programs serving students who historically have experienced disproportionate outcomes. The WEEAC team conducted a comprehensive mixed-methods evaluation of the Future program that included interviews and focus groups, a student survey, and a document review.

Key findings include:

- Students in Future reported improved communication skills, relationship skills, and larger social networks.
- Participants developed self-confidence, internal motivation, and other social-emotional skills.
- Future motivated students to graduate from high school and expanded their knowledge of college opportunities.
- Students reported feeling better prepared for job interviews, and 97 percent of survey respondents strongly agreed that Future increased their understanding of workplace expectations.
- Counselors identify and recommend students to participate in Future based on who they believe can benefit from the program activities.
- While counselors reported that they prioritize students who are not involved in other program activities, the vast majority of current students and four out of five survey respondents reported that they were involved in extracurricular activities outside of Future.
- Staff and partners have a clear understanding of Future's mission and design the program around students' needs.

The Future program evaluation identified several areas of consideration for LUSD to inform data-driven recruitment for supplemental programs and incorporate evaluation into district partnerships. As LUSD continues to invest in supplemental programs, including Future, and continues to grow in its capacity to support Lompoc youth who reflect diverse racial, ethnic,



linguistic, and socioeconomic backgrounds, the WEEAC evaluation team offers the following ideas for consideration:

- Collect data about past program participants.
- Use data to uplift equity in recruitment practices.
- Implement a two-part, data-driven recruitment practice.
- Consider the costs and benefits of programs with an open participation policy.
- Use outcome measures to assess students' skills and experiences post-participation.
- Incorporate evaluation into new partnerships with supplemental programs.
- Require data sharing with the district through an annual report.



# Project Background

## Purpose

The Lompoc Unified School District (LUSD) requested technical assistance from the Western Educational Equity Assistance Center (WEEAC) at WestEd to understand and improve district processes for supplemental programs serving students who have historically experienced disproportionate outcomes in school. The technical assistance had two primary goals.

1. District leaders requested that WEEAC evaluate the Future for Lompoc Youth program (Future), an equity-driven initiative for high school juniors and seniors. District leaders wanted to learn about student perspectives on the program and understand to what extent the program benefits student participants. The district also expressed a need for support in identifying outcomes to measure student success and in developing standard language for contracts with vendors and partners, so that LUSD can incorporate evaluation measures into future contracts for supplemental programs.
2. LUSD leaders requested support in understanding and documenting how students are identified and selected to participate in Future. District staff requested that WEEAC identify a demographic profile for students with the most need and recommend a data-driven recruitment process to achieve the district's goal of advancing equity for students.

To provide this support, WEEAC staff conducted a mixed-methodological evaluation of the Future program. WEEAC staff documented the experiences of current and former students in the Future program through a survey and focus groups with student participants to understand their perspectives on Future's effectiveness. To understand how school staff identify and select students to participate in Future, WEEAC researchers conducted interviews with staff from Lompoc USD high schools where Future is implemented. The evaluation was guided by the following questions related to the Future program's implementation and outcomes:

1. What activities is the Future program implementing?
2. How do students describe their Future program experiences?
3. What do students perceive to be the academic, professional, civic, and social-emotional benefits of Future?
4. How are students identified to participate in the Future program?



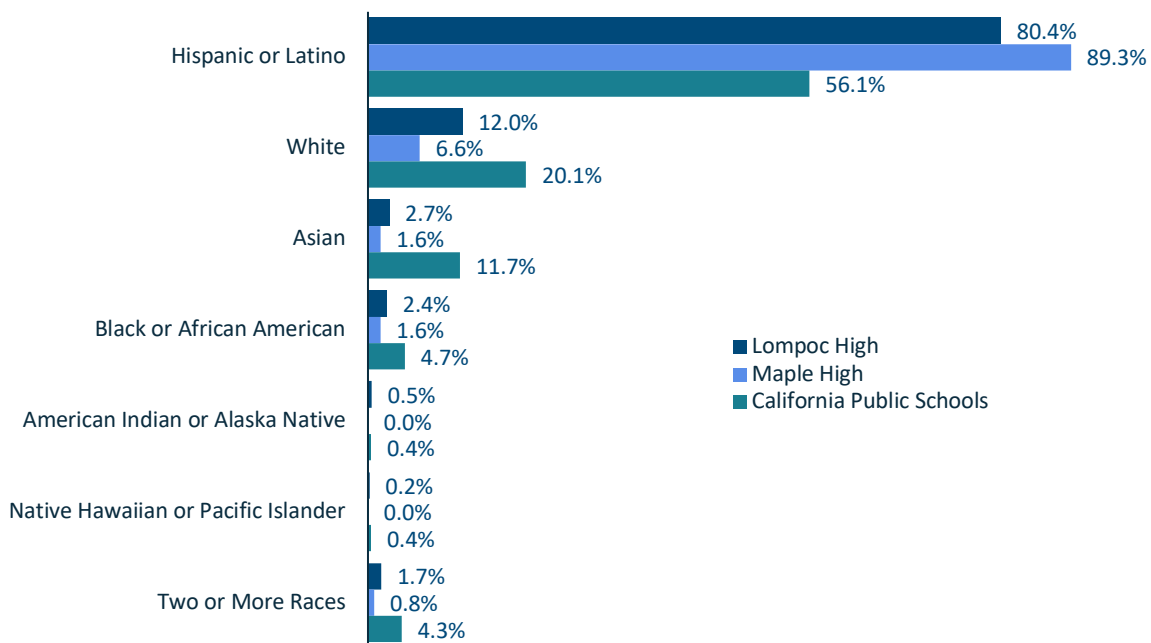
The findings from this report support the district in documenting Future’s perceived impact and outcomes. Through evaluating Future, WEEAC supported the district’s goal to build capacity for LSD staff to engage in data-driven recruitment practices for advancing equity in student outcomes and ensuring that students with the greatest need can access supplemental programs.

## Lompoc Unified School District

Lompoc Unified School District (LUSD) is located in Santa Barbara County and includes three high schools that serve more than 2,800 students. The Future for Lompoc Youth program is currently implemented at Maple and Lompoc High Schools, two schools in the district with a high proportion of historically underserved students. The following figures describe the demographic and educational characteristics of Lompoc and Maple High School students compared to Santa Barbara County and the state.

Figure 1 shows the racial/ethnic composition of Lompoc and Maple High Schools. Both schools have a predominantly Hispanic or Latino student population, with Lompoc High having approximately 80 percent of students identifying as Hispanic or Latino and Maple High having approximately 89 percent of students identifying as Hispanic or Latino. This is notably higher than the average representation of Hispanic or Latino students across California public schools.

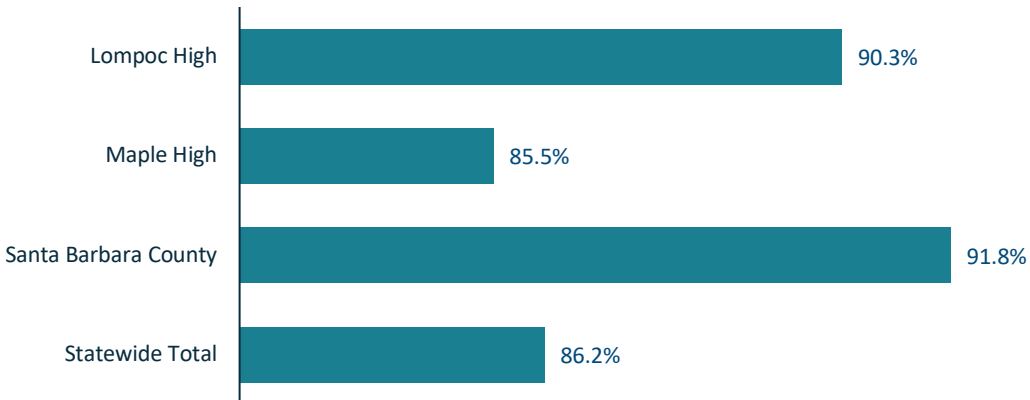
**Figure 1. Student Enrollment by Race (2022/23)**



Source. Ed-Data. (2023). *Census Day Enrollment by Ethnicity*.

The graduation rate at Lompoc High (90.3%) is lower than Santa Barbara County (91.8%) but higher than the statewide graduation rate (86.2%), as shown in Figure 2. Maple High has a lower graduation rate (85.5%) than both the county and state.

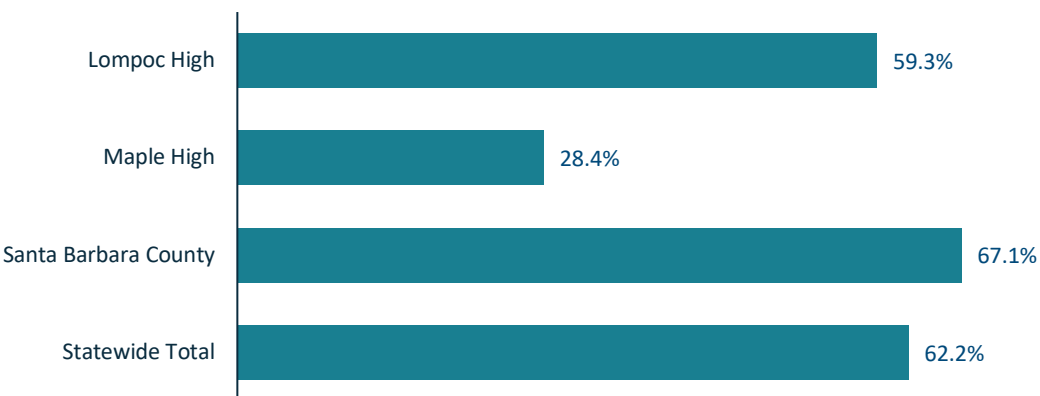
**Figure 2. Graduation Rates (2022/23)**



Source. California Department of Education, DataQuest. (2023). *Four-Year Adjusted Cohort Graduation Rate.*

Compared to California and Santa Barbara County, both Lompoc High and Maple High have a lower percentage of students who enroll in college after graduation (Figure 3). Only 59.3 percent of Lompoc High and 28.4 percent of Maple High students enroll in a two- or four-year college within 12 months after graduation.

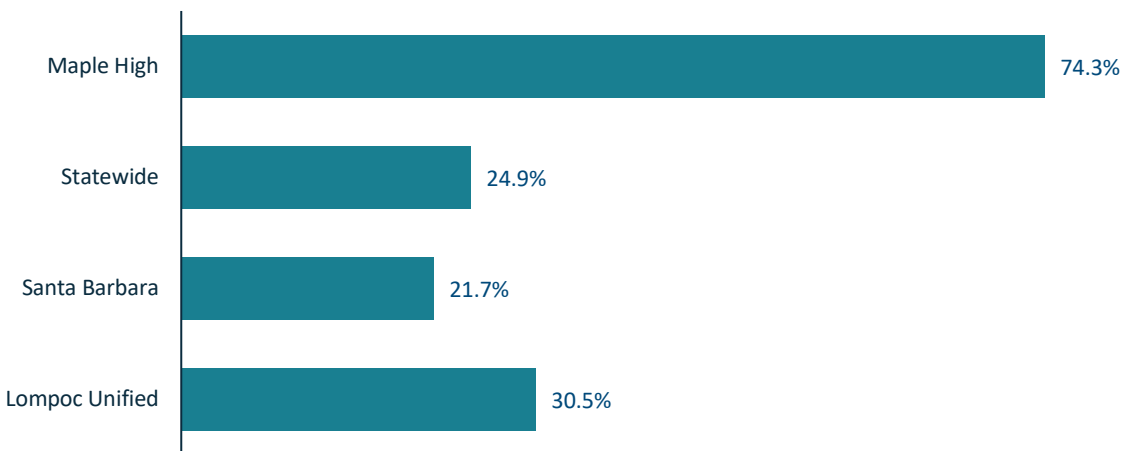
**Figure 3. College-Going Rate (2020/21)**



Source. California Department of Education, DataQuest. (2021). *College-Going Rates for CA High School Students.*

Maple High School’s chronic absence rate (74.3%) triples the Santa Barbara County (21.7%) and state (24.9%) rates (Figure 4). Lompoc High School’s chronic absence rate (30.5%) exceeds the county and state rates. Students are considered chronically absent when they are absent for 10 percent or more of the school days they were expected to attend.

**Figure 4. Chronic Absence Rates (2022/23)**



Source. California Department of Education, DataQuest. (2023). *Chronic Absenteeism Rate*.

## Future for Lompoc Youth: An Equity-Driven Youth Initiative

The Future for Lompoc Youth program was established in 2019 to provide students with resources for success after high school. According to the organization’s program documents, Future’s mission is to foster connections in an innovative environment for Lompoc Valley youth to feel empowered in building their legacy. The primary goals for the Future program are to connect high school juniors and seniors to resources, mentorship, and a safe place where they can develop the professional and interpersonal skills necessary for success after high school. The program has received funding from Lompoc USD, the Santa Barbara Foundation, Coast Hills Credit Union, and private donations.

Since the program was established, two cohorts of students have participated in 2021/22 and 2022/23, with approximately 100 students served by the program. In the first year of implementation (2021/22), the program was offered at Lompoc High School. While both Maple and Lompoc students were eligible to participate, Maple students required transportation to the Lompoc High School campus. In the second year of implementation (2022/23), Future activities were offered during school hours on the Maple High campus and after school for the Lompoc High campus.

## Program Activities

The Future program facilitates two academies for juniors and seniors—the Career Readiness Academy and Customer Service Academy—and connects students to the California Freedom Summer Participatory Action Research Project through its partnership with the University of California, Los Angeles (UCLA). In addition to these core activities, the program connects youth to other opportunities in the community through partnerships with organizations, such as the Santa Barbara Food Bank. Students can participate in one or more of the activities in the program. Table 1 summarizes Future’s program activities.

**Table 1. Future for Lompoc Youth Activities**

Name	Goal	Duration	Partners
<b>Career Readiness Academy</b>	Facilitate the development of social and career readiness skills and prepare youth to obtain and maintain jobs.	16 weeks	Allan Hancock College and local businesses from Lompoc
<b>Customer Service Academy</b>	Facilitate the development of social and customer service skills and prepare youth to obtain and maintain jobs in customer service.	16 weeks	Local businesses from Lompoc
<b>California Freedom Summer</b>	Empower youth to make change in their community. Teach youth how to use data to inform decision-making.	8 weeks	Allan Hancock College and UCLA

### Career Readiness Academy

The Career Readiness Academy is an intensive 16-week program offered in the fall semester that provides workshops and activities intended to prepare participants for college and career readiness. The curriculum for the Career Readiness Academy, developed in partnership with staff at Allan Hancock College, consists of activities designed to support students in developing life skills. Participants engage in weekly modules that cover topics related to career readiness, including lessons on integrity, work ethic, cultural sensitivity, diversity, interview techniques, responsibility, communication, and decision-making. Within the curriculum are facilitator guides that detail the theme for each module and outline instructions for the activities in each session. Participants also take part in mock interviews conducted by community professionals to gain practical experience and prepare for real-life job interviews. Other activities include trips to local universities, including UCLA and Allan Hancock College.



## Customer Service Academy

The Customer Service Academy is a 16-week program offered in the spring semester that aims to equip students with the essential tools and knowledge required to handle customer interactions effectively. The curriculum comprises modules on customer service, including communication, conflict resolution, and problem-solving. In addition to the modules, local business owners share real-life experiences and offer practical guidance on how to navigate complex customer scenarios. The program intends to provide students with a deep understanding of the importance of professionalism and patience when dealing with customers and the practical skills and confidence to provide excellent customer service.

## Graduation Ceremony

Both the Career Readiness Academy and Customer Service Academy programs culminate in a graduation ceremony, attended by Future leadership, students, and community members, where students are recognized for their accomplishments and invited to speak about how the program has affected them. Students receive a diploma and participate in a “ring of fire” where they share affirmations, solidifying their connections to other students in the program, program staff, and partners.

## Graduate Mentorship

After graduating from the Future program, several students have returned as mentors for the next cohort of students. Mentorship from recent graduates supports the current program participants and helps the mentors further develop their own skills and knowledge.

## California Freedom Summer Participatory Action Research Project

The California Freedom Summer Participatory Action Research Project is an initiative organized by UCLA that aims to empower young people and communities to act on important issues. The program offers youth the opportunity to learn how to use data to make informed decisions and write a ballot measure. The program requirements include completing 80 hours of work over the summer, completing assignments that are graded by Allan Hancock College professors, engaging in voter registration efforts, presenting to the Lompoc City Council, and assisting with survey data collection. Students receive a \$5,000 stipend for their efforts.

# Evaluation Design and Methods

## Evaluation Activities

WEEAC staff conducted a comprehensive mixed-methods Future program evaluation that included interviews and focus groups, a student survey, and a document review. The evaluation included interviews and focus groups with current and former Future students (n=17) as well as interviews with Future leadership and program partners (n=6). WEEAC researchers also distributed a survey via social media to Future graduates (n=16) to understand students' experiences in the program and their perceptions of its benefits. The evaluation team collected and analyzed documents to understand Future program activities and the program's mission and vision. Table 2 summarizes the evaluation data collection activities, which are described in detail in Appendix A.

**Table 2. Data Collection Activities**

Data Sources	Topics	Number of Participants
<b>Future Leadership and Partner Interviews</b>	Program strengths and challenges, perceived benefits for students	6
<b>Counselor Interviews</b>	Process for identifying and selecting student participants	3
<b>Student Focus Groups and Interviews</b>	Introduction to the program, program experiences, participation benefits and challenges	17
<b>Future Graduates Survey</b>	Introduction to the program, program experiences, participation benefits and challenges	16
<b>Program Artifacts</b>	Career Readiness Academy curriculum, Future mission statement, news articles, and social media posts	N/A

# Evaluation Results

## Perceived Benefits of Participation

### Social and Emotional Benefits

The Future program has brought several social and emotional benefits to the youth who participated, according to students, leadership, and partners. Many activities in the Future program address social and emotional learning (SEL), a process where students apply behaviors and skills to manage emotions, set and achieve positive goals, maintain positive relationships, and make responsible decisions (Durlak et al., 2011). Social and emotional learning skills and mindsets are a key part of college and career readiness. Research has shown that social and emotional learning competencies can help students develop important skills such as communication, leadership, teamwork, resilience, and community involvement (Johnson et al., 2000; Schaps et al., 2004). These skills are deemed essential by employers and educators to achieve success in the workforce and higher education (Dyminicki et al., 2013). Research has shown that a curriculum like Future, which addresses social and emotional skills, can improve students' academic performance, keep students on track to graduate, and help prepare students for the workforce (Bridgeland et al., 2013; Durlak et al., 2011).

### Improved Social and Communication Skills

Several participants shared how they improved their communication skills through Future program activities by interacting with professionals in Lompoc, students from other schools, and staff at Allan Hancock College. One participant described how the program helped them with “meeting new people” and “getting out of your thoughts and your comfort zone.” Some students who were introverted before participating in Future learned to communicate more effectively with people they didn't know. As one student summarized, “Just how to talk to people, that's something I learned. I used to not talk at all or the only way I talked to people was the people I knew.” One student from the focus group described how participation in the Career Readiness and Customer Service Academies improved their communication skills after the pandemic:

My communication skills have gotten better because beginning of junior year, coming back from COVID and all that, I was really introverted. I didn't really like talking to anyone, and I stayed like that for a good while until my senior year, when

I joined CRA [Customer Readiness Academy] and CSA [Customer Service Academy]. I guess I was forced out of my shell because the first day, they make you talk in front of everyone.

Students also mentioned creating new connections with people, including students from other high schools, college staff, and adults from the Lompoc community. One student reported, “Before I joined, I had absolutely no connections to where I can get help . . . until [Future] guided me to the right people, like DCAC [Destination College Advising Corps], to help me.” One participant shared how the design of the activities, which focused on promoting teamwork and collaboration by pairing students with others that they did not know, helped them prepare for working with people in a professional environment:

They wanted us to pair with other people that we have no experience with. . . . It did help you learn to build connections with people easier and to work with people in a work environment. It did help me with that, to rely on others and to help others in that aspect in a type of work environment.

## Increased Self-Confidence

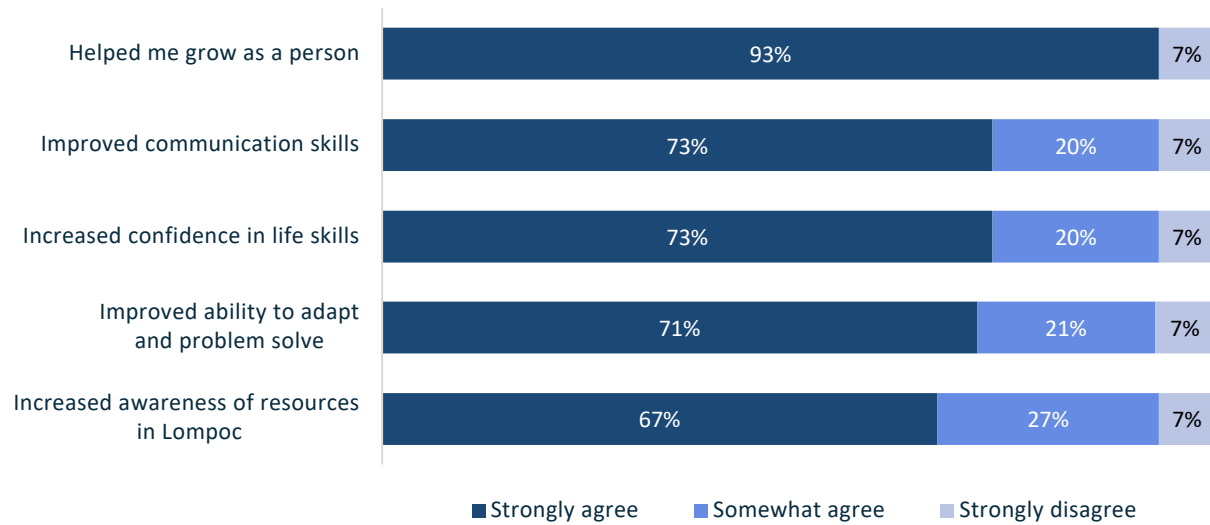
Participants shared how joining the Future program boosted their self-confidence. Students reported that they were initially shy and lacked confidence in themselves, but with help and support from staff and other participants, they were able to communicate more comfortably, share their voices, and form meaningful connections. As one participant described, “It changes you. . . . You could be really shy, and then after that, you’re really open.” Another participant shared, “They’re always pushing people to go past their limits.” One participant even shared how the Future program helped them become more comfortable with singing and giving speeches, in addition to giving them the encouragement to walk again after prolonged use of their wheelchair.

When I first joined, I was in my wheelchair. I did not walk . . . I was scared to walk or I had trouble walking, and we did this one game where they asked me if I wanted to stand with help because we were doing this game where we were blindfolded . . . Ever since that day, I told my physical therapist . . . that I wanted to try walking . . . I always thank them for that because I’m here now. I may not be able to walk perfect, but I’m still here.

The survey of Future graduates confirmed that students perceived the program to have social and emotional benefits, including improved confidence, communication, and problem-solving abilities, as shown in Figure 5. Nearly every respondent (93%) strongly agreed that participating in Future helped them grow as a person. And nearly all (93%) agreed that Future improved their communication skills, increased their confidence in life skills, improved their ability to adapt and problem solve, and increased their awareness of resources in Lompoc.



**Figure 5. Perceived Social and Emotional Benefits of Future**



## High School Attendance and Graduation

Students and partners shared how the Future program decreased students' likelihood of being absent and increased their motivation to graduate from high school. One high school counselor described how, after students participated in Future, "their attendance improved." They explained, "We have looked at that data, their attendance improved, their grades improved. It was something that was motivating them to be in school, to be a part of something." In addition to improving students' outcomes after high school, interview data suggest that Future may improve students' grades, attendance, and connection to school while they are participating in the program.

Several students reported that Future motivated them to participate in high school and changed their relationship to schools as institutions that can be supportive and provide opportunities.

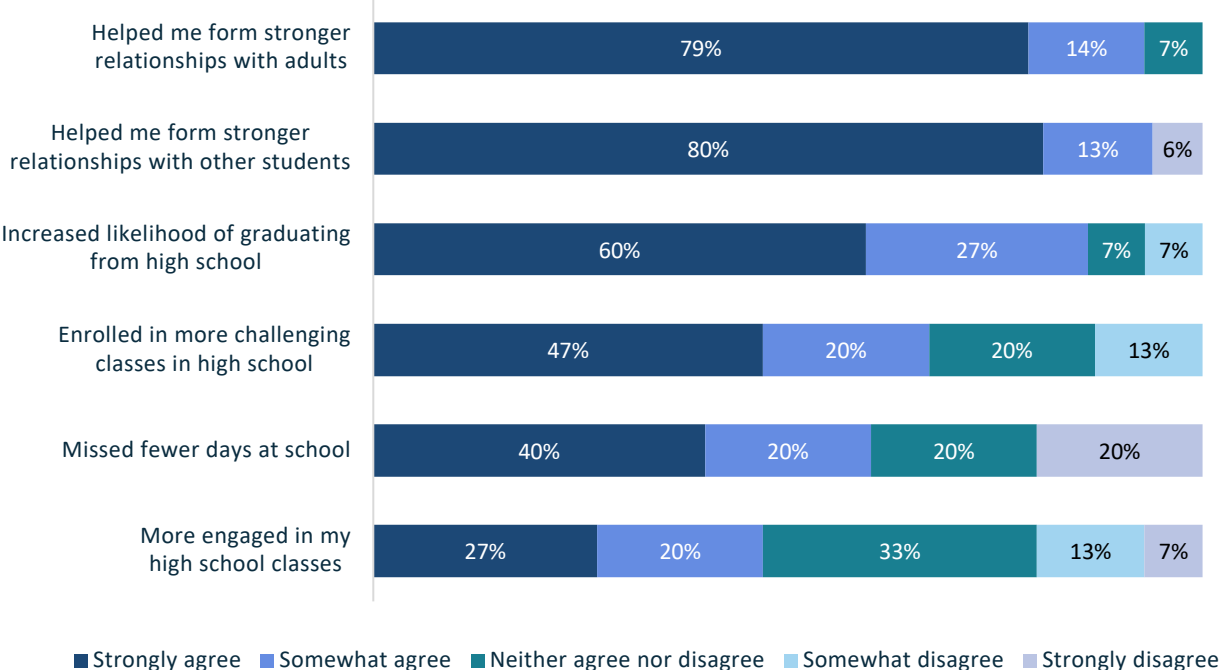
It gave me motivation to go and participate in something in school, which is something that I was foreign to. I didn't like doing school activities. I didn't want to be a part of the school because my mindset back then was "The school's failing me anyways. Why should I?" It was just such a negative mindset that luckily, I was so thankful that [Future staff] even came to Maple to give me that opportunity in hand. So, I'd say it did brighten my understanding with the schools. It did help me with wanting to graduate.

Several students mentioned how the program supported them to graduate from high school, and changed the path for some students who reported that they were not on track to graduate.

In the survey, one Future graduate shared, “The people in Future helped me achieve my goal of graduating by their overwhelming amount of support.”

Figure 6 shows the perceived benefits of participating in the Future program in high school as reported by students in the survey of Future graduates. Nearly all students (93%) agreed that Future helped them form stronger relationships with adults and other students while in high school. In terms of academic outcomes, 87 percent of students agreed that participating in Future increased their likelihood of graduating from high school. Most students agreed that Future affected their high school course enrollment (67%) and that they missed fewer days of school because of the program (60%). Just under half of students (47%) who took the survey agreed that they were more engaged in their high school classes because of Future.

**Figure 6. Perceived Benefits of Future for High School Outcomes**



**College and Academic Benefits**

Participants reported feeling more motivated and inspired to pursue higher education because of Future’s resources and guidance, which helped to demystify the process of attending college. Both students and partners shared positive feedback about the program’s effectiveness in increasing college awareness and academic aspirations. Future participants reported that the program helped them access higher education settings and boosted their motivation to excel academically.

## Demystifying Spaces of Higher Education

Some participants who were anxious about going to college shared that Future helped ease their worries. Participants were inspired by field trips to UCLA and Allan Hancock College. The field trips inspired the participants to further their education. As one participant described, “Future did ease my mind about college and about the field trips they did. It really did inspire me . . . I was like, ‘this is a really nice school. I can see myself coming here.’ I really enjoyed exploring.” Field trips to local colleges and universities opened students’ eyes to more opportunities. One participant added that they were unsure about applying to a four-year school due to a lack of connections and resources: “I was always thinking of applying to a four-year, but I just never really knew how.” However, a Future staff member recommended the student to an advisor who provided the necessary help and guidance in the application process. This helped the participant gain confidence and take the necessary steps toward applying for schools. In a focus group, the Future graduate described:

For my senior year, I’ve always had college in my mind. I’ve always wanted to go. But for my senior year I was nervous, so I was ready to go to college, but I was still very anxious about it. But Future definitely eased my mind about it. So, instead of being anxious about going to college, I was actually looking forward to it and all the new opportunities I was going to get from it.

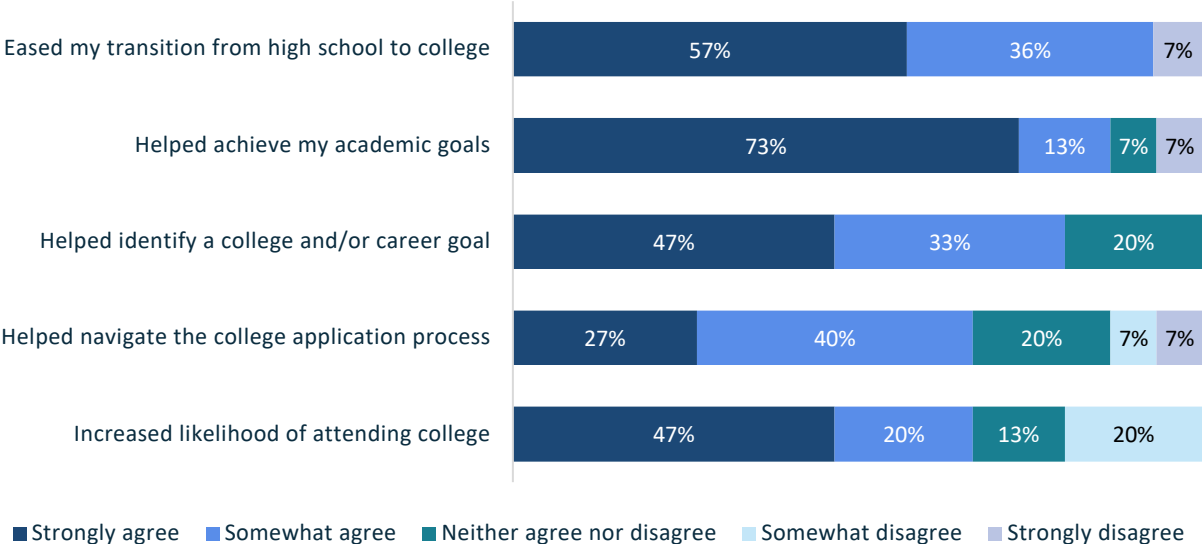
## Increased Academic Motivation

Participants shared that participation in the Future program increased their academic motivation and aspirations. Prior to the program, some participants felt like they were not going to graduate from high school or go to college. However, Future helped ease their anxiety and inspired them to further their education. During the focus group, one student shared, “I was really indecisive if I was going to go, if I wasn’t. I was mostly leaning towards not going, but I feel like they did change it. They showed me different opportunities and different pathways I can take, so they opened up that opportunity.” Through the program, participants attended colleges and universities and gained a better understanding of their future possibilities. This increased their motivation to achieve their goals and allowed them to explore different opportunities. As one student explained, Future “pushed me towards wanting to go to college and further my education.” In an interview, one Future graduate shared that participating in the program encouraged them to graduate from high school and consider attending college:

I felt like, I’m not going to graduate from high school the way I’m heading. I’m not going to go to college. I didn’t really have an idea of what I wanted to do at that point. I didn’t have any reason to want to go to college. In my mind, I was already going to fail high school, and because of [Future staff] bringing us to those colleges, bringing us to the universities, it really did open my eyes to so much more. It really did help me understand to not give up, not yet, and to keep on going, just to keep on achieving more and more.

In the survey, Future graduates reported that the program supported their academic goals and transition from high school to college. As shown in Figure 7, 93 percent of Future graduates who completed the survey reported that participating in Future eased their transition from high school to college. More than 8 in 10 respondents agreed that Future helped them achieve their academic goals (87%) and helped them identify a college or career goal after high school (80%). Fewer students agreed that the Future program helped them navigate the college application process (67%) or increased their likelihood of attending college (67%), which contrasts with what students shared during the focus groups. Future is offered to students in 11th and 12th grade when many students have already made plans to apply for or attend college. If students are already highly likely to attend college, the Future program may not increase their likelihood of attending.

**Figure 7. Perceived Academic Benefits of Future**



**Career Benefits**

Students reported that Future helped them prepare for their career by learning how to create a resume, apply for jobs, and provide customer service. Future helped students gain confidence through interviews and emphasized skills to be more competitive in the workforce, regardless of whether they planned to attend college.

**Resume Building**

According to graduates and leadership, one of the program’s key benefits is support in creating resumes. One student shared that they were unaware of the concept of a resume before

joining the program. Another added, “I honestly didn’t know what a resume was before either. I thought it was just a paper you filled out before or while you were applying for a job . . . I didn’t know you had to build it all on your own.” It was only after joining the program that they realized that creating a resume is an essential step in the job search process. Another participant added that the support they received in preparing their resumes helped them feel more confident during the interview process: “Now, when I go to interviews, I’m not even scared anymore because I know I got this, and now I know how to do a resume.”

### **Mock Interviews**

Future prepared youth for the entire job interview process, from providing students with interview clothes from the Career Closet at Allan Hancock College to participating in an in-person interview with local businesses. As one student described:

They gave me a full-on suit. If you needed help finding a job, there was programs . . . they offered. Local businesses would offer help in that aspect too. There was a lot of people pitching in also helping Future . . .

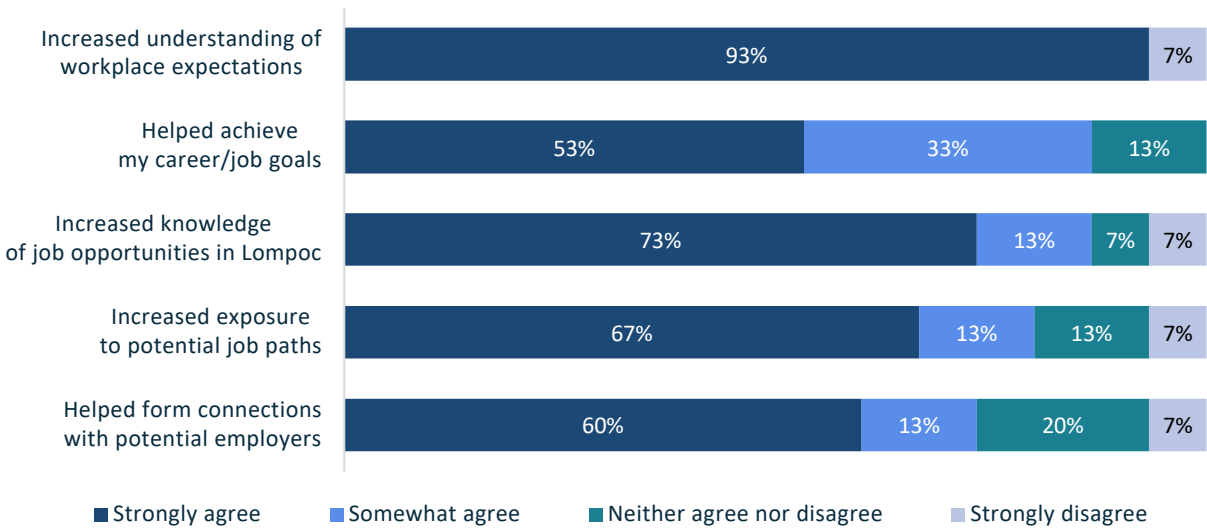
Through their strong ties to the community, Future leadership organizes mock interviews with local organizations. Leadership and participants reported interviews with the City of Lompoc, community-based organizations, the public defender’s office, human resources representatives from the hospital, the library, fast-food restaurants, and small business owners. One leadership staff member described the interviews’ structure: “It’s kind of like speed dating but for interviews. So, we have the organization set up the tables, and we group the kids in a group of three or four, and they go around to each table, and they’re interviewed by [local businesses].” Another student described how they were provided with feedback after their interview: “They told us what we did right [and] what we could have worked on.” Leadership also noted that some youth were hired as a result of mock interviews. As one participant explained:

They actually helped me get a job with the interviews, and I think . . . three to two weeks later, I got another job, and it was better paying than the one that I was already working at.

As shown in Figure 8, 93 percent of Future graduates who completed the survey strongly agreed that Future increased their understanding of workplace expectations. More than 80 percent of respondents agreed that Future helped them achieve their career/job goals (87%), increased their knowledge of job opportunities in Lompoc (87%), and increased their exposure to potential job paths (80%). Nearly 3 in 4 respondents (73%) agreed that Future helped them form connections with potential employers.

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**Figure 8. Perceived Career Benefits of Future**



### Challenges and Areas for Improvement

Students reported some challenges in participating in the Future program in terms of transportation and managing competing school commitments. When the Future program was first established, most programming was hosted at Lompoc High, posing transportation issues for students at Maple High. One student reflected on that first year of programming and challenges with transportation logistics:

Sometimes students couldn't get rides, which was an actual issue. They couldn't come to the program. I did know someone who lived in the village, but they had to consistently get rides from one person or another. Sometimes they couldn't make it. Other times it was just such an issue of transportation.

Future programming is now conducted onsite at both Lompoc and Maple High, and transportation no longer serves as a barrier to participation for students.

Overall, students involved in Future did not face many significant barriers to participation in the program. If a student had a conflict with Future programming or had to drop out altogether, it was either due to personal issues at home or scheduling conflicts with other extracurricular activities. For example, a program partner shared that one student had dropped out of the program due to a "heavy commitment to sports."

### Areas for Improvement

Students shared that the Future program could continue to improve by expanding their support to students. Given that many students in Lompoc are limited in their opportunities to explore communities and resources outside of Lompoc, some students suggested expanding Future's program offerings or connections to resources outside of Lompoc. One student suggested:

It's super hard to get out of Lompoc . . . I want them to be able to expand to Santa Barbara with all their resources or Santa Maria and be able to just give kids here from Lompoc those opportunities to see everything that Santa Barbara has and share those resources.

Other students mentioned that the program could be “accessible to other high school kids and not only to Juniors and Seniors, exposure at earlier grades is also important.” When asked if they could change one thing about Future, several students suggested “more meeting times.” Both the survey and student focus groups suggest a high demand for the Future program.

## Recruitment Practices to Advance Equity

Program staff, partners, and school staff shared insights into how students were identified, selected, and referred to participate in the Future program. Recruitment happened organically through both counselors and other students: school counselors individually selected students and invited them to participate, and students recommended the program to other students through word of mouth. Any student who expressed interest was invited to participate in the Future program.

## Student Identification and Selection

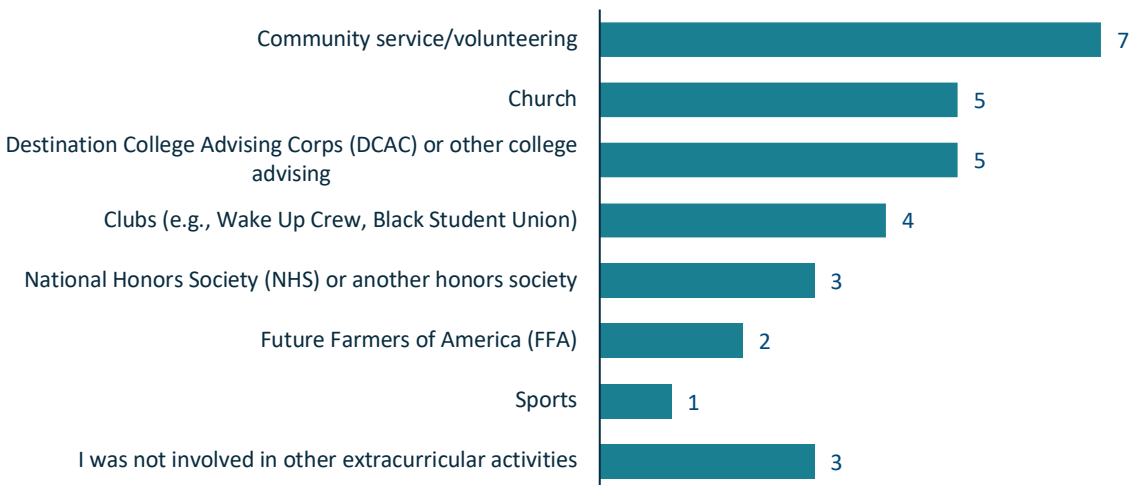
### Lompoc High

The school staff at Lompoc High emphasized their appreciation that the Future program did not have strict parameters for students' eligibility. The counseling team at Lompoc High met the year prior to identify a list of students for recruitment into Future. As one counselor summarized, “We're just trying to elevate those students who we know have potential and help them see that in themselves.” Although there was not a formal structure to identify students, many students that counselors identified were not already participating in other extracurricular activities. One counselor shared, “There's some that are not part of anything. Some of them were kids that maybe had a hard time coming to school . . . this Thursday CRA was an incentive to get them back on track.” The Lompoc school staff also noted that due to the nature of Lompoc High having a racially, ethnically, linguistically, and socioeconomically diverse student body, the informal list of recruited students was also diverse.

Counter to the counselors' descriptions, most students reported that they were participating in other activities in addition to Future (Figure 9). Only a fifth of students (19%) who responded to the survey reported that they were not involved in other extracurricular activities outside of Future. Most students (44%) were involved in at least one other activity. Most respondents reported they were involved in community service/volunteering (n=9), church (n=5), and college advising such as Destination College Advising Corps (n=5). This suggests that students may be more connected to extracurricular activities than counselors believe. In addition to

activities, about a third of students (33%) were working part-time while participating in Future; two thirds of students (67%) were not working while in the program.

**Figure 9. Involvement in Extracurricular Activities**



### Maple High

For Maple High, an alternative high school, the Future program was built into the daily class schedule for students who participated. The Maple High School staff shared that they recommend students who have the most to gain from participation: “I really try to think about who is going to benefit from this [program].” School staff may select students who are struggling in their home lives or have the potential to improve academically. Maple High School staff did not examine student demographics to identify and select students for Future. However, school staff did track the attendance of students who participated.

### Other Recruitment Practices

It is important to note that school staff at both sites acknowledged the value of using data to inform recruitment practices but lacked the staff capacity to do so. One counselor reflected on an ideal data-driven recruitment process.

It would be great to have [a data-driven way] of identifying students to participate. I [one] hundred percent think it’s important, because that could also help show the great parts about the program. But I don’t have it in my capacity to do that.

According to Future staff and partners, there were two major criteria for selecting students to join the California Freedom Summer program: commitment and first-generation status. Due to the program’s lengthier structure, the program leaders wanted to ensure that students could



actively participate for the program's duration. Program leaders also want to ensure that students are the first in their families to complete a college degree.

## **Student Referral Process**

Staff at both Lompoc High and Maple High also shared their process for referring students to the program.

### **Lompoc High**

At Lompoc High, the school counselors met and compiled a list of students to refer to Future. They also posted advertisements for the program through Google Classroom, a platform used to communicate other news and resources with students.

### **Maple High**

At Maple High, the principal assembled a list of students who needed 100 or more credits to graduate and asked teachers to refer students from that list. Each teacher used their own methods to select students

### **Other Referral Methods**

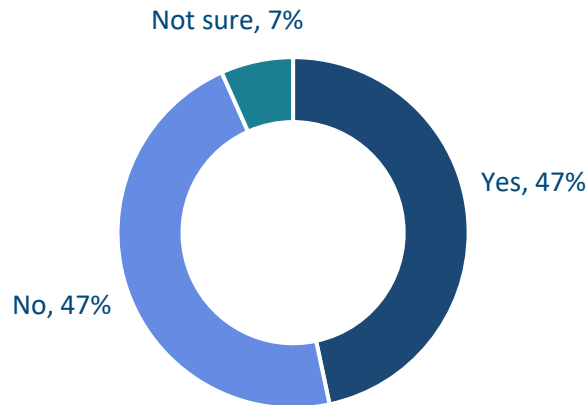
Although staff at the school sites served as the main reference source for the Future program, students were also referred through their networks. Some students referred each other to Future through word of mouth. One student was referred by a paraeducator: "There was a paraeducator in my directed studies class who showed me the flyer and told me that I should sign up . . . then I was told that they were going to UCLA. I was, UCLA, I guess I'll go, I'll join." Additionally, there were several instances in which the Future program staff themselves made connections with and referred students. One student shared, "[Future staff] told me about it, that they were bringing [Future] to Lompoc and he said that I should get into it because it's going to help me once I graduate college and want to seek jobs."

In the survey of Future graduates, most respondents (n=9) reported that they heard about the Future program through their counselor. Students also reported learning about the program through a friend (n=6) or through other modalities, including Future staff visiting their school and sharing about the program (n=2) and through Google classroom (n=1).

Figure 10 shows whether survey respondents recalled their counselor speaking to them about the Future program. Students were split as to whether they reported their counselor had (47%) or had not (47%) communicated with them about the Future program. Students reported that their counselors described Future as a "club" or "program" that would provide an "opportunity to get involved" and help them to "gain skills" and "get prepared" for life after high school.

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**Figure 10. Percentage of Respondents Who Reported Talking With Their Counselor About Future**



## Future Program Implementation

In addition to program outcome measures, which are focused on assessing the impacts of Future on students, this evaluation also considered program implementation to understand how the Future program is being implemented.

### Mission and Vision

Partners are aligned on their understanding of Future program’s mission. When asked about the program mission and vision, most leaders and partners agreed that the primary objective was to provide youth with opportunities for future success. Some partners stated that the program focused on preparing students for college and careers, while others noted the indirect benefits of participation in the program.

### College and Career Readiness

Interviewees described how Future’s mission was to connect students to their goals for the future. One Future leader explained, “Their mission is to really connect students to their own future goals and help put them on a track to success in the future, whether that’s college or whether it’s careers. So, it’s helping them to explore those things and lead to that outcome of them being connected to their future goals.” Another program leader emphasized the Future program’s focus on college and career readiness, rather than gang prevention or youth violence:

Currently, our mission is to provide pathways to higher education and career opportunities. That's our focus now, and we've really kept that . . . we've been approached by a lot of different organizations, "Can you help us focus on youth violence? Can you help us focus on gang prevention?" and things like that. I have always really kept our boundaries because it's easy to take on too much, and then the focus is lost.

### **Other Benefits**

When describing Future's mission, counselors, partners, and leadership reported other advantages of enrolling in the Future program, including empowerment, belonging, and mentorship. One Future leader stated that the goal was "to empower kids to be advocates for themselves and kind of take leadership in their own future. We provide resources, but it's really up to them to really follow through and make it happen." One counselor added that the program aimed to create a sense of connection and belonging among students. The counselor added:

I remember [a student] saying, "This program saved my life. I didn't know anybody. I didn't feel comfortable talking to anyone. Now I feel like I have a family." I think a piece of it is that, to give them a connection, and then also to help them connect to the resources in their community that are going to get them a more successful high paying job.

The counselor also added that the program strives to provide inspiring role models who can relate to their struggles. The counselor explained, "Having role models for students who they identify with, who they feel like understand their life and their struggles is sometimes hard to find in education. So, I think anytime you have someone who can relate, that brings a lot of authenticity to it."

### **Implementation Strengths**

Future partners and the leadership team shared the program's strengths, including amplifying the students' voices and leveraging the staff's expertise and strong connections to the community.

### **Connecting With Youth**

Partners and program leaders highlighted that the program's focus is to amplify students' voices by providing a safe space to share their needs and concerns. Interviewees described that one of Future's strengths is listening to student needs to develop their programming. One partner reflected:

They're really good at listening to what those needs are from students. In fact, the foundation of Future . . . that's how they started. They actually started bringing focus groups together, and these were groups of students from around Lompoc who were providing them with a lot of input from the start.

Students have been encouraged to share their voices since before the program's inception. One person from the leadership team shared:

Sometimes people miss the mark in not connecting with the youth first before building. They build it, and they put their thought process in it, and then they expect the youth to come. And it's not what they need or not what they want. They don't have the key factors to keep them engaged, so you kind of got to just meet them where they're at.

### **Staff Expertise and Ties to the Community**

Another strength of the program is the high level of expertise reported by leadership and partners. Partners shared that staff members were not only highly qualified, but also experienced professionals who were deeply committed to making a positive impact on students' lives. As one leadership team member noted, "We all bring something powerful to the table in supporting our youth. We've all had the same mission and the same vision for supporting our youth, and that's why it works too." In addition to their professional expertise, staff, partners, and counselors also noted Future's strong connections with the local community. This allowed them to leverage resources and create opportunities for the students to engage with other people and organizations within the community. During the interview, one member from leadership added:

Those previous experiences of each of us coming together as a team was just powerful because we have the ability to just pick up the phone and call somebody at another nonprofit and say, "Can you help us with this? Can you connect this youth with your services?"

### **Implementation Challenges**

Program staff, partners, and school staff all shared challenges they faced with implementing Future programming, including limited staff capacity at Future and LUSD schools. One challenge for Future is reliable data about program attendance, as a school staff member shared:

Some of the challenges of organization, of making sure someone's overseeing the program, making sure they're keeping good records of who's going . . . I'm hoping that now that this is [Future staff's] full-time responsibility, that this isn't a challenge anymore.

As of fall 2023, the Future program has hired one designated full-time staff member, which may mitigate the challenge of staff capacity.

Data-driven practices were also an emergent theme when discussing program implementation. School staff acknowledged the potential benefits of using data to inform recruitment practices. Similarly, a program partner shared that looking at tracking student data, specifically educational outcomes, could help to inform Future programming that is best suited for student needs. This program partner stated, “When I looked at the A through G completion rates for the district, it’s not as high as it should be. Future could probably offer a bit more guidance to get more students ready for college.”

## **Program Sustainability**

Additional program funding and staffing are two key issues for the sustainability of the Future program.

### **Fundraising**

Leadership and partners highlighted additional fundraising as important to sustainability. One Future leader suggested a fundraising event with Lompoc community members: “Asking people for money is difficult, but I do think if we had a fundraising event in Lompoc, I think we could raise a fair amount of money.” Partners noted that state or federal grants or nonprofit foundations are potential sources of funding for the Future program. One partner explained, “They’re going to need to get some fundraising grant writers . . . to be able to pursue those opportunities. I think there’s a lot of ideas, it’s just very limited because they don’t have full-time staff who can pursue these government contracts or foundation dollars.”

### **Staffing**

Counselors reported the difficulty of scaling up the Future program with limited staffing. One counselor acknowledged the potential of expanding the Future program at their campus and highlighted the importance of hiring a staff member who can manage connections in Lompoc: “The hardest piece is the time to make those connections in Lompoc with business owners and mentors. How I would really want to scale it up, is having somebody that manages that piece.” During interviews, counselors agreed that having an additional staff member would be helpful, given that current school staff are performing extra duties outside of their role. Another counselor shared that having extra assistance for administrative tasks such as booking field trips and paying for charter buses would be helpful. The counselor further suggested offering stipends to individuals responsible for these tasks. They explained:

Right now, my admin assistant[s] have to do all the trip requests and all the field trip requests . . . That’s just an additional job for them . . . It’s a lot of work, a lot of

background stuff to get a charter bus and get all the permission slips . . . So even [stipends] for the people that have to do that piece of it . . . would be nice.

# Conclusion and Areas for Consideration

Based on the data collection activities and analysis, the WEEAC evaluation team observed that the Future Program for Lompoc Youth program serves as a valuable resource for high school students in Lompoc. Through its program activities and supports, Future connects students to opportunities to develop their communication skills, professional development, and college and career readiness.

As Lompoc USD works to improve student outcomes by investing in supplemental programs such as Future and grows in its capacity to support Lompoc youth, the WEEAC evaluation team offers the following recommendations for consideration.

## Recruiting Students for Supplemental Programs: A Data-Driven and Equity-Centered Approach

1. **Collect data about past program participants.** The district could require that all supplemental programs collect participation data, including students' name and contact information, so that district staff can track participation in school records. Participation data is essential for measuring the program's impact and following up with students after the program's completion.
2. **Use data to uplift equity in recruitment practices.** District, school, and Future program staff, contingent upon capacity, could review student data to inform recruitment practices and ensure that the students who most need the support are being invited to participate.
3. **Implement a two-part, data-driven recruitment practice** to advance equity for students with the greatest need. WEEAC recommends the following process for the Future program:
  - a. Use student records to identify a subset of students in the 11th and 12th grades who meet certain criteria, which may include: number of absences, number of additional campus affiliations, GPA, and UC/CSU course placement. In addition to educational indicators, LUSD could identify a subset of students who are members of student groups that historically experience discrimination and disproportionate outcomes due to their race/ethnicity, gender, English learner status, foster youth, or student eligibility for free or reduced-price lunch.

- b. Provide the list of students to counselors and teachers, who can select and invite students to participate based on their personal knowledge and experience working with their students.
4. **Consider the costs and benefits of programs with an open participation policy.** In addition to students who learned about the program through formal channels, such as their school counselors, our evaluation revealed that some students learn about Future in informal ways, including through friends or the Google Classroom website. Future’s current policy of accepting all students who express interest may result in some relatively advantaged students benefiting from the program in place of those with the greatest need. However, open participation may generate interest among students who would not otherwise have participated or would have been discouraged by eligibility requirements. The program may consider expanding at Maple High School, since students at Maple have experienced disproportionate academic outcomes compared to Lompoc High School.
5. **Use outcome measures to assess students’ skills and experiences.** This evaluation incorporates multiple student outcome measures including social-emotional, educational, and career. If LUSD tracks student participants, the district can expand these outcome measures to include students’ positive social behavior, attendance, suspensions, achievement test scores, and grade point averages (Dymnicki et al., 2013).

## Standard Language for Contracts With Vendors and Partners That Incorporate the Need for Evaluation Measures

Beyond the Future program, the district may consider requiring all supplemental programs to collect data for the purpose of program improvement.

1. **Incorporate evaluation into new partnerships.** In the future, the district could include an evaluation component in contracts, including metrics to evaluate the effectiveness of the vendor’s or partner’s service. This includes the need for data collection to track implementation and outcomes metrics, including:
  - a. **Implementation:** documenting the frequency and duration of the sessions, number of hours of exposure to the curriculum, description of program content (i.e., what was covered in each lesson), number and type of activities completed, percentage of curriculum material covered, and the location of activities (e.g., at Lompoc High or off campus).
  - b. **Participation:** sharing a participation log, including attendance or participation status, and retention in the program over time.
  - c. **Contact information:** sharing contact information of participants, including name, student ID number, phone number, and email.



- d. **Program-specific outcomes:** tracking metrics specific to the program through surveys. Programs may measure learning outcomes to understand what changed among the student population after program participation, such as increased awareness of best practices for job interviews.
  - e. **Student outcomes:** tracking student-level outcomes including credits toward graduation, GPA, progress on A–G requirements, FAFSA completion, and college application status. The district could compare the achievement of students who participate in supplemental programs to those who do not participate.
  - f. **Program feedback:** sharing input or feedback collected from participants about their experience in the program. Examples might include pre- and post-surveys or a feedback form administered to program partners.
2. **Require data sharing with the district through an annual report.** The district can require that supplemental programs share participation data and provide an annual report or presentation to the board to communicate program activities and outcomes. Program staff could complete an annual implementation checklist to describe the content covered in supplemental program activities.

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## Sample Language

The contractor agrees to provide the following information to Lompoc Unified School District twice per year:

- A description of program implementation, including the frequency and duration of the sessions, number of hours of exposure to the curriculum, description of program content, number and type of activities completed, percentage of curriculum material covered, and location of activities (e.g., at Lompoc High or off campus).
- Participation roster including student name and ID number and retention in the program over time.
- A summary of student feedback on their experience in the program.

The contractor agrees to provide the following information to Lompoc Unified School District once per year:

- A written annual report that summarizes program implementation, participation data, student outcomes, and student feedback on their experience of the program.

The district reserves the right to request an oral presentation be given to the Lompoc USD School Board to communicate program activities and outcomes.

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# Appendix A: Evaluation Design and Methods

WEEAC researchers gathered both qualitative and quantitative data to develop an understanding of Future’s programs and their influence on students. Throughout the process, the research team included and highlighted youth voices. Youth from the Future program participated in interviews and reviewed the interview guide and survey instruments to ensure they were accurate and easily understood by youth. Data collection instruments are included in Appendix C.

## Student Focus Groups and Interviews

To highlight student voices, WEEAC staff conducted focus groups with students who participated in Future program activities. WEEAC recruited student interviewees by creating social media posts inviting youth to participate in “student conversations” about their experience in the Future program and how it may have impacted them. In September 2023, WEEAC researchers conducted one focus group with seven program graduates and two one-on-one interviews. The focus group and interviews explored students’ introduction to the Future program, their experiences in the program, the program’s most valuable features, and any challenges they experienced while participating in Future.

WEEAC also conducted a focus group with 10 Lompoc High School students who were participating in the Career Readiness Academy in fall 2023. The interviews explored how students were introduced to the Future program, their motivations for participating, how they expected to benefit from the program, and any barriers they faced to participation.

## Counselor Interviews

WEEAC staff conducted interviews with three school counselors and other staff involved in the process of selecting students to participate in the Future program at both Maple High School and Lompoc High School. Counselors and school staff were identified in collaboration with Future leadership. Interviews were conducted in person in September 2023. Interviews lasted 45–65 minutes and covered the process for identifying eligible students, criteria used to

identify students, selecting and communicating with potential student participants, and challenges and areas for improvement in the identification and selection process.

## Future Partners and Leadership Interviews

WEEAC staff conducted in-depth interviews with six individuals, including Future program staff and key partners who support Future's program activities. In collaboration with Future leadership, WEEAC staff identified interviewees and contacted them via email to schedule interviews. Interviews were conducted one-on-one in person in Lompoc or over Zoom videoconferencing. Interviews lasted 45–65 minutes and covered topics including participation in Future, successes and challenges in implementing the activities, the perceived impact of the program on students, and plans for sustaining the program activities.

All interviews and focus groups were audio recorded, fully transcribed by computer software, and reviewed for accuracy by WEEAC researchers. Using qualitative data analysis software, the research team coded interviews with topics from the interview protocols and identified salient patterns and themes across interviews. WEEAC researchers reviewed the coded excerpts to develop the findings presented in this report.

## Student Survey

WEEAC developed and administered an online survey to capture the experiences of Future graduates and understand how students learned about the program. The survey asked about the extent to which the program influenced their academic, career, and social-emotional outcomes, as well as about their experiences and challenges with the Future program.

On November 22, 2023, Future leadership distributed a link to the survey on the program's Facebook and Instagram pages. Future staff also shared a list of 10 Future program graduates whom WEEAC researchers contacted via text message to share a link to the survey. In total, WEEAC staff received 23 responses to the survey. The evaluation team excluded respondents who did not consent to the survey (n=1), completed less than half of the survey (n=4), or spent less than 60 seconds completing the survey (n=2). The final analysis included 16 respondents.

## Document and Media Review

WEEAC conducted a review of documentation about the Future program provided by program staff and partners, including the curriculum, facilitators' guides, and agendas from the Career Readiness Academy, as well as a description of the Customer Service Academy modules. Researchers also reviewed program flyers, contact lists of mentors and program partners, and the Future for Lompoc Youth business plan. In addition to the provided documents, WEEAC staff conducted online searches to read local news about the Future program and reviewed

Future's Facebook, Instagram, and Twitter posts to develop a comprehensive description of the program's activities.

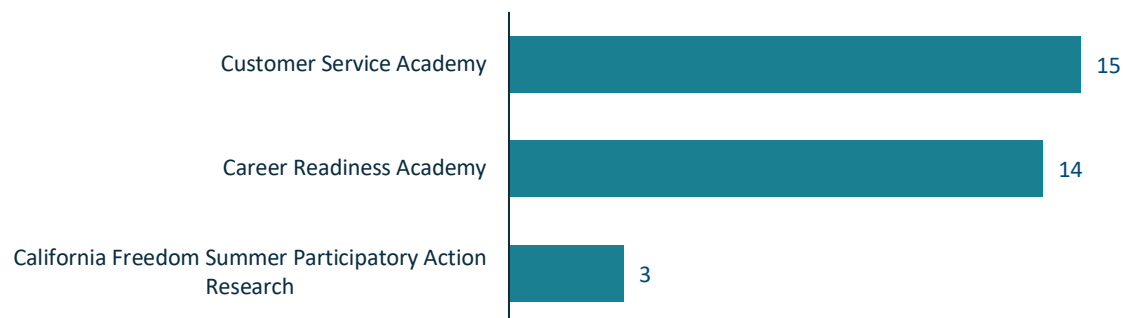
# Appendix B: Future Graduates' Survey Data

Appendix B includes data about students who were included in the Future graduates' survey analysis (n=16).

Most survey respondents had participated in both the Customer Service and Career Readiness Academies. As shown in Figure B1, 15 students who completed the survey had participated in the Customer Service Academy and 14 students had participated in the Career Readiness Academy. Additionally, three students reported participating in the California Freedom Summer Participatory Action Research Project. Note that students can participate in one or more of the program activities.

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**Figure B1. Survey Respondents' Program Participation**



Most survey respondents participated in the Future program for at least two terms. Figure B2 displays the number of survey respondents who participated in each term. Most respondents had participated in the program in spring 2023 (n=10), fall 2022 (n=10), and spring 2022 (n=8).

**Figure B2. Survey Respondents' Terms of Participation**

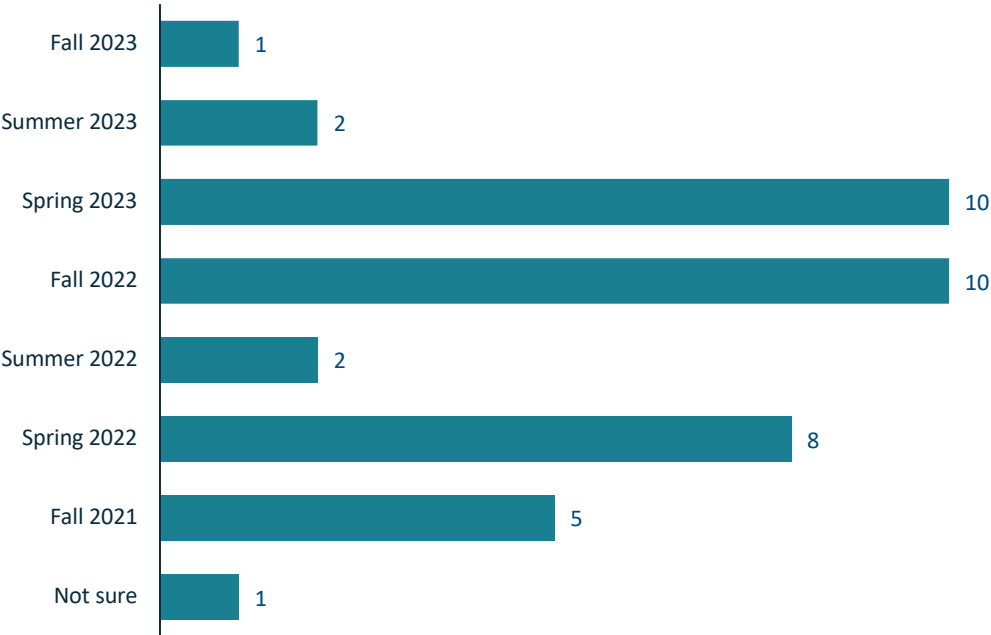
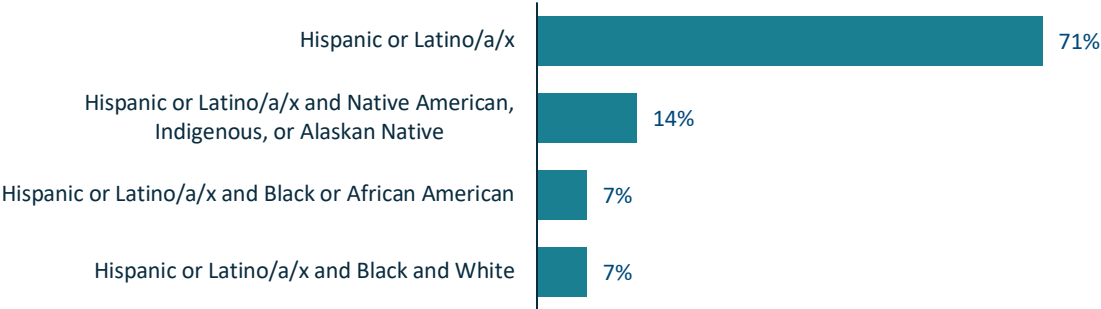


Figure B3 shows survey respondents' race/ethnicity. More than 70 percent of respondents (n=10) identified as Hispanic or Latino/a/x alone, and the remaining respondents identified as Hispanic or Latino/a/x and another race/ethnicity, including Native American, Indigenous, or Alaska Native (14%, n=2), Black or African American (7%, n=1), and White (7%, n=1).

**Figure B3. Survey Respondents' Race/Ethnicity**



As shown in Figure B4, all students who responded to the survey were either 18 or 19 years old. About two thirds (64%) of respondents were female, 29 percent were male, and 7 percent were non-binary.

**Figure B4. Survey Respondents' Gender and Age**

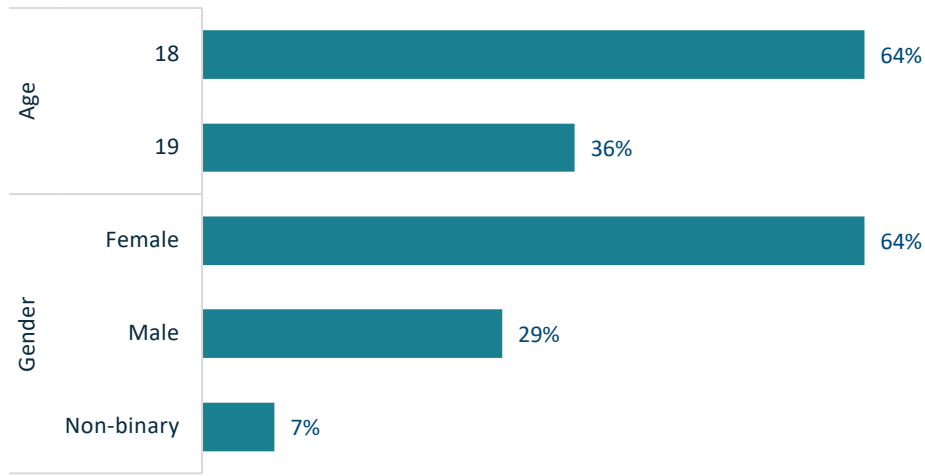


Figure B5 displays survey respondents' current education and employment status. At the time of the survey, nine respondents were enrolled in community college, four respondents were enrolled in a four-year college, and one respondent was enrolled in high school. Most respondents (57%, n=8) were not working, more than one third were employed part time (36%, n=5), and one was working full time (7%, n=1).

**Figure B5. Survey Respondents' School Enrollment and Employment Status**

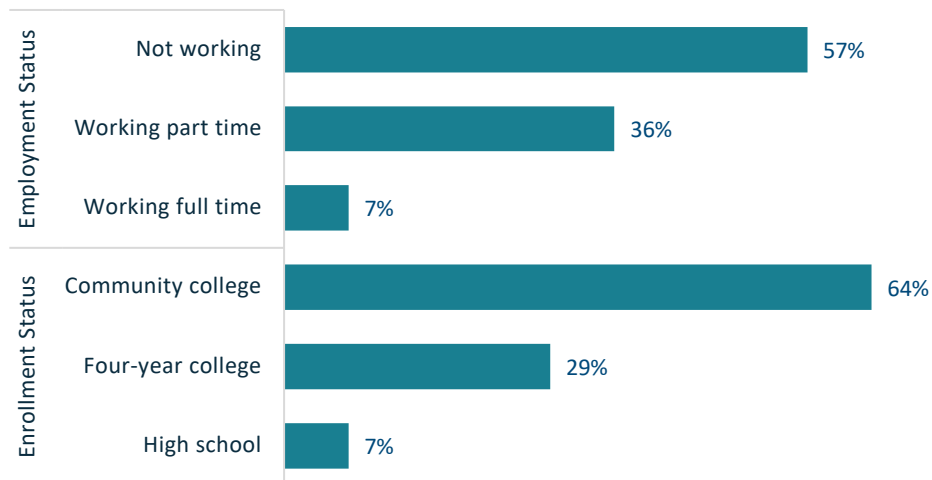
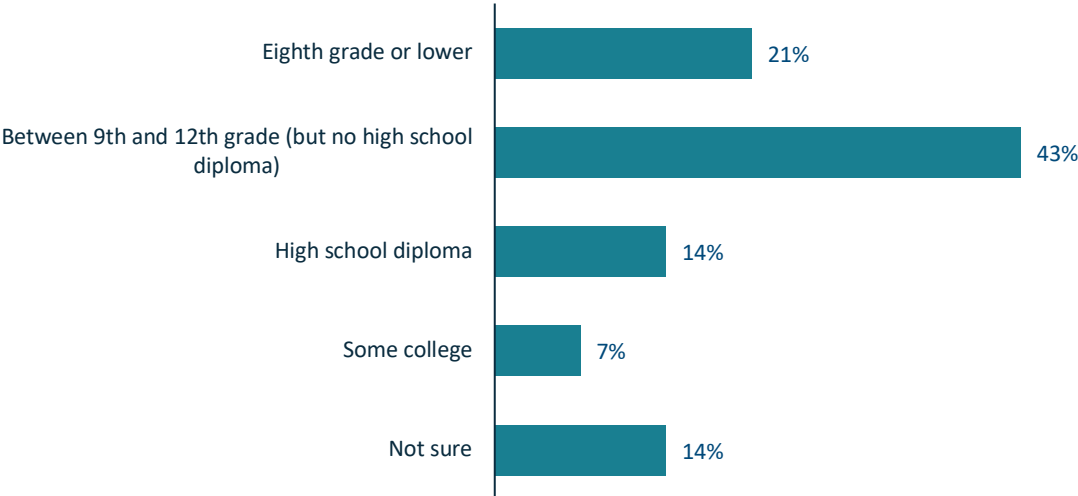


Figure B6 displays the educational attainment of survey respondents' parents or guardians. Most students reported that their parents or guardians had attended high school but not earned a high school diploma or GED (43%, n=6). More than one fifth of students (21%, n=3)



reported that their parents' or guardians' highest level of education was eighth grade or lower. No respondents indicated that their parents had earned a college credential.

**Figure B6. Survey Respondents' Parent/Guardian Educational Attainment**



# Appendix C: Data Collection Instruments

## Future Program Interview Protocol Leadership and Partners

1. Could you please introduce yourself with your title, background, and how long you've been involved with the Future program.
2. Could you describe your involvement with the Future program?
  - a. Probe: Which program activities have you been involved with?
3. Can you share how the partnership with the Future program was established?
4. Could you please provide a description of the structure and curriculum for Future program participants at Allan Hancock College?
5. In your own words, what is the mission or goal of Future?
6. What do you see as the key strengths of the Future program?
  - a. Probe: Related to the Future program activities you've supported, is there anything that you're especially proud of that you'd like to share?
7. What challenges have you experienced with implementing the Future program?
8. In your opinion, what do you see as the benefits of the Future program for students who participate?
9. What is different in Lompoc now that the Future program exists?
  - a. Probe: How has the program changed the knowledge, skills, and behaviors for students who participate? What new services exist for students in Lompoc?
10. Are there opportunities for sustaining the Future program? What challenges does the Future program face to sustainability?
11. Does Allan Hancock have plans to partner with the Future program on other efforts?

## Future Program Interview Protocol Counselors

1. Could you please introduce yourself with your title, background, and how long you've worked at [Lompoc or Maple High School]?
2. What is your role in working with the Future program?
3. In your own words, could you describe the Future program?
  - a. Probe: What is the mission or goal of Future?
4. How do you identify students to participate in Future? What is your process for identifying eligible students?
  - a. Probe: what criteria do you use to identify program participants? Do you use student data (demographic or educational characteristics) to identify students? Are students ever recommended to the program by teachers or other staff?
  - b. What time of year do you identify eligible students?
  - c. Who do you communicate with about the process? Do you work with anyone else to identify students?
  - d. What existing school processes/systems are in place to identify students?
    - i. Are you utilizing existing processes/systems? Or are you screening separately from existing protocol(s)?
5. After you identify eligible students, what is your process for selecting students to participate in Future? What steps do you follow to select students to participate?
6. How do you communicate with students to inform them about the program?
  - a. Probe: do you use email, phone? Do you communicate with parents or directly with students?
7. Have you faced any challenges in identifying and selecting students to participate in Future?
8. Do you have any suggestions for how to improve the process of identifying students?
9. Is there anything else that you would like us to know about your experience with the Future program?

## Future Program Interview Protocol Alumni Students

1. Can you please introduce yourself with your first name and share a bit about what you are up to right now (work, school, taking care of family, etc.)?
2. How was it that you first learned about Future for Lompoc Youth?
  - a. Probe: Where did you first hear about the program?
3. Were you involved in any extracurricular activities at school? Which activities?
  - a. Probe: Clubs? Sports? Band/Choir? Cheer? Drama? Other school-related activities?
  - b. Probe: Have you participated in other college and career readiness programs outside of school? (Example: Upward Bound, TRIO, EAOP)
4. Why did you want to sign up for Future? What or who motivated you to join? Did anyone give you advice about whether to join the program?
5. What is your understanding of what the Future program is about? What do you see as the goal of Future?
6. What Future programs or activities did you participate in? How long were you a part of the program?
  - a. Probe: What do you remember about the activities?
7. Can you describe your general experience with Future?
  - a. Probe: What was your favorite Future program that you participated in? What did you like most about it?
8. What was the most helpful or valuable part of Future for you? What benefits did you get from participating?
  - a. Probe: How did Future benefit you academically? How did Future benefit you in terms of work or your future career? How did future affect you personally?
9. What were the most important skills you learned from participating in Future?
10. Did you learn about or receive any new resources or supports? If so, what?
  - a. Probe: Have you followed up with any resources or connections since graduating from Future? If you have not, what would motivate you to?
  - b. Examples: letter of rec, job opportunities, connection to community events
11. Did you experience any challenges with participating in Future?
12. Is there anything you would want to change about the Future program? If you could change one thing about Future, what would it be?
13. Is there anything else you'd like us to know about your experience with Future?

# Future Graduates Survey

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## Start of Block: Introduction and Consent

Q1 Lompoc Unified School District is partnering with WestEd to survey Future Program graduates about their experiences in the Future Program. Your participation will help us understand how to better serve youth in Lompoc.

A few things you should know: The survey will take about 10 minutes to complete. There are no right or wrong answers. We will keep your information confidential. All survey results will be reported in aggregate (as a group); we never report anything that is directly identifying you. Your participation in the survey is voluntary. You have the right to change your mind and leave the survey at any time without giving any reason and without penalty. You can use the forward and reverse arrows at the bottom of the page to navigate the survey.

If you want more information or have questions about this survey, please contact Beth Hart at [bhart@wested.org](mailto:bhart@wested.org).

- I am at least 18 years of age and I consent to participating in this survey. I understand that by selecting this box, I will proceed to the survey. (1)
- I am under 18 years of age or I DO NOT consent to participating in this survey (2)

*Skip To: End of Survey If Lompoc Unified School District is partnering with WestEd to survey Future Program graduates about... = I am under 18 years of age or I DO NOT consent to participating in this survey*

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## End of Block: Introduction and Consent

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## Start of Block: Participation in Future

**Q8 First, we'd like to ask about your participation in the Future program.**

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Q6 What Future programs or activities have you participated in? Please select all that apply.

- Career Readiness Academy (1)
  - Customer Service Academy (2)
  - California Freedom Summer Participatory Action Research Project (3)
  - Teens Love Cooking (4)
  - The Science of Food (5)
  - Other, please state: (6)
- 

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Q2 When did you participate in Future program activities? Please select all that apply.

- Fall 2021 (1)
- Spring 2022 (2)
- Summer 2022 (3)
- Fall 2022 (4)
- Spring 2023 (5)
- Summer 2023 (6)
- Fall 2023 (7)
- Not sure (8)

Q3 How did you first hear about the Future program? Please select all that apply.

- Through a friend (1)
  - Through a counselor (2)
  - Through a relative (3)
  - Other, please state: (4)
- 

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Q4 Has your high school counselor ever talked with you about the Future program?

- Yes (1)
  - No (2)
  - Not sure (3)
- 

*Display This Question:*

*If Has your high school counselor ever talked with you about the Future program? = Yes*

Q5 What do you remember your counselor sharing with you about the Future program?

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Q23 In addition to Future, were you involved in any other extracurricular activities in high school? Please select all that apply.

- I was not involved in other extracurricular activities (1)
  - Choir, band, or drama (2)
  - Sports (3)
  - Clubs (e.g., Wake Up Crew, Black Student Union) (4)
  - Destination College Advising Corps (DCAC) or other college advising (5)
  - Church (6)
  - Future Farmers of America (FFA) (7)
  - National Honors Society (NHS) or another honors society (8)
  - Community service/volunteering (9)
  - Other, please specify: (10)
- 

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Q27 Did you work while you were participating in Future?

- No (1)
- Yes, 0-9 hours per week (2)
- Yes, 10-20 hours per week (3)
- Yes, more than 20 hours per week (4)

**End of Block: Participation in Future**

Q7 To what extent do you agree or disagree with the following statements about the influence of Future on your **high school experiences**?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
<b>I was more engaged in my high school classes because of Future. (1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I missed fewer days at school because of Future. (2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I enrolled in more challenging classes in high school because of Future. (3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my likelihood of graduating from high school. (4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future helped me form stronger relationships with other students. (5)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future helped me form stronger relationships with adults. (6)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q25 To what extent do you agree or disagree with the following statements about the influence of Future on your **academic goals**?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
<b>Future helped me achieve my academic goals. (1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my likelihood of attending college. (2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future helped me navigate the college application process. (3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future eased my transition from high school to college. (4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future helped me identify a college and/or career goal. (5)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 To what extent do you agree or disagree with the following statements about the influence of Future on your **career/job goals**?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
<b>Future helped me achieve my career/job goals. (1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my knowledge of job opportunities in Lompoc. (2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my exposure to potential job paths. (3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my understanding workplace expectations. (4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future helped me form connections with potential employers. (5)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Display This Question:*

*If What Future programs or activities have you participated in? Please select all that apply. = California Freedom Summer Participatory Action Research Project*

Q10 To what extent do you agree or disagree with the following statements about the influence of Future on your **research skills and political engagement**?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
<b>Future increased my understanding of the legislative process. (1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my political engagement. (2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved my ability to advocate for others or myself. (3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved public speaking skills. (4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved my data collection and research skills. (5)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved my ability to write a ballot measure. (6)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 To what extent do you agree or disagree with the following statements about the influence of Future on you **as a person**?

	Strongly agree (1)	Somewhat agree (2)	Neither agree nor disagree (3)	Somewhat disagree (4)	Strongly disagree (5)
<b>Future helped me grow as a person. (1)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my confidence in life skills. (2)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future increased my awareness of resources in Lompoc. (3)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved my communication skills. (4)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Future improved my ability to adapt and problem solve. (5)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Program Benefits

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Start of Block: Open-Ended Questions

Q22 We have just a few questions left!

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Q12 What did you like most about your experience with Future?

\_\_\_\_\_

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Q13 If you could change one thing about Future, what would it be?

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Q14 Is there anything else you would like to share about your experience with the Future program?

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End of Block: Open-Ended Questions

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Start of Block: Demographics

Q18 **Finally, just a few questions about yourself.**

Q19 Which of the following best describes your current education status?

- I am enrolled in high school (1)
- I am enrolled in community college (2)
- I am enrolled in a four-year college (3)
- I am not enrolled in school right now (4)

Q20 Which of the following best describes your employment status?

- I am working full time (1)
- I am working part time (2)
- I am not working right now (3)

Q15 How do you usually describe your gender?

- Female (1)
  - Male (2)
  - Non-binary (3)
  - Other, please specify: (4)
- 

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Q16 How do you usually describe your race and/or ethnicity? Select all that apply.

- American Indian or Alaska Native (1)
  - Asian American (2)
  - Black or African American (3)
  - Native Hawaiian or Pacific Islander (4)
  - White (5)
  - Hispanic or Latino/a/x (6)
  - Other, please specify: (7)
- 

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Q17 As of today, how old are you?

▼ 18 (1) ... 24 or older (7)



Q21 What is the highest level of education completed by either of your parents or guardians?

- Eighth grade or lower (1)
- Between 9th and 12 grade (but no high school diploma) (2)
- High school diploma (3)
- GED (4)
- Some college (5)
- College certificate (6)
- Associate degree (7)
- Bachelor's degree (8)
- Graduate degree (9)
- Not sure (10)

**End of Block: Demographics**

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