



LEAP Leadership Program

2018 Evaluation Summary

October 2018



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I. Executive Summary

The Program

The LEAP Leadership Program is focused on helping young people from around the world to realize professional and personal achievement by teaching them real-life keys to success such as goal-setting, mentorship, self-motivation, professionalism, and effective communication skills.

Through the LEAP program, participants learn to determine their optimal career path, improve relationships and communication skills, how to study effectively and increase academic performance, identify strengths and accelerate potential, establish oneself as a leader, develop an action plan to achieve one's goals, network and meet influential contacts, strive for financial independence, perform impressively in interview situations, maintain motivation to seek one's biggest and boldest dreams, establish lifelong friendships with people from around the country and the world, and create a positive self-image with confident self-talk.

LEAP proactively works with a variety of community-based organizations to help identify candidates who would most benefit from the program and be most likely to take the skills learned through the LEAP experience into their communities and serve as catalysts for change.

"LEAP helped me realize that college was more than academics, and that it was a time to network, find and excel in my abilities and passions, and make meaningful friendships with people who were like minded."
- LEAP participant

The Evaluation

The purpose of the evaluation is to determine whether the program activities are effectively leading to participants achieving the anticipated outcomes and goals identified by LEAP program leaders. The primary determinant of the program's success lies in the feedback of the participants regarding what they learned from the program, their beliefs about how the program benefitted them, and how they have applied the skills they have learned directly.

Major Findings

Major findings from the 2018 LEAP Leadership program evaluation which reflects the impact made on attitudes, perspectives, and behaviors of LEAP participants include:

- Respondents of the online survey indicated strong agreement that LEAP better prepared them to understand the necessity of taking action to achieve success, set personal and professional goals, develop confidence in their interview skills, and hold themselves to a higher standard of excellence.
- LEAP made its greatest impact on the belief of participants that they are responsible for their own success.

- All of the participants who started with a GPA below 3.0 saw an improvement in their GPA after LEAP, and over half of the participants who started with a GPA between 3.0 and 4.0 saw an improvement in their GPA after LEAP.
- LEAP had greater impact on future career and college goals of high school participants than young adult participants.
- As illustrated by the figure below depicting the frequency with which themes emerged in participants responses, LEAP made a positive impact in participants' lives by building their networking skills, communication skills, time management skills, and their goal setting behaviors.

Areas of Impact of LEAP Program on Survey Participants



II. About LEAP

LEAP is a non-profit education foundation that annually organizes a youth leadership program held at UCLA. Each year, hundreds of students travel from across the globe to attend LEAP's weeklong program dedicated to helping young adults uncover the "real-life" skills needed to achieve great success. In particular, LEAP hosts two programs that run concurrently during the weeklong LEAP Leadership Seminar: The LEAP High School Program (grades 9–12) and The LEAP Young Adult Program (18-24 year olds). Upon successfully completing the weeklong program, high school students and young adults will have learned:

- The necessary social and business etiquette for success.
- How to navigate through and prepare for the increasingly competitive college admissions process.
- How to communicate efficiently, make an unforgettable impression and speak with impact.
- How to find the perfect mentor, who will show you the way to achieving success.
- How to acquire the confidence and skills to approach even the most powerful and intimidating people with ease.
- How to make the most of your high school and college years.
- What it takes to position yourself as an influential leader wherever you go.
- Study skills and presentation skills to improve classroom performance.
- How to be someone your peers look up to with respect and admiration.
- How to build the most powerful portfolio for college applications, internships and scholarships.
- Goal setting for accomplishing success.
- How to maintain a healthy body and mind.

LEAP's goal is to help young people from around the world find professional and personal success by teaching them real-life keys to success such goal-setting, mentorship, self-motivation, professionalism, and effective communication skills. The program curriculum is comprised of engaging and interactive workshops and seminars, which teach participants:

- The 4 secret questions
- Time management
- What do I want to do when I grow up?
- Financial success
- Effective communication
- 100 year lifestyle
- Etiquette for success
- Mentor roundtable
- Study skills
- First impressions
- Ace the interview
- Get ahead of the game

What makes LEAP impactful is not just the curriculum, but the way in which it is presented. LEAP teaches these skills with the help of the nation's top success and motivational speakers. Speakers share their life experiences, which are woven into the curriculum. By having exciting and high-profile speakers, LEAP teaches Systems for Success, a unique way that gives life to otherwise "dull" topics.

Community Partners

LEAP Foundation works with a variety of community-based organizations to help identify candidates who would most benefit from the program and be most likely to take the skills learned through the program back into their communities and serve as catalysts for change. LEAP Foundation works with organizations ranging in size and scope. For a list of community partners, please see Appendix B.

III. About the Evaluation

The Center for Nonprofit Management (CNM) was retained by the LEAP Foundation to conduct an online survey to assist in the evaluation of their weeklong Leadership Program that involves individuals who have participated as far back as 2008. The primary purpose of the 2018 evaluation was to examine the long-term impact of the LEAP foundation Leadership Program on participants and whether the program activities were leading to the intended outcomes and goals identified by program implementers. The evaluation consisted of two components: review of historical databases and program documents and a follow-up online survey distributed to past LEAP participants.

The follow-up survey conducted in 2017 sought to gain insight into longer-term post-program impact on participants since 2008 by inquiring about academic progress, professional outlook, and the ability to apply the skills learned through the LEAP Leadership Program to their own lives and their communities.

Methodology

The evaluation team utilized quantitative and qualitative data obtained from the online survey conducted in 2018 (See Appendix A). Data were exported into the Excel then recoded and cleaned in preparation for analysis. Statistical analyses included descriptive statistics, where appropriate.

IV. Survey Findings

Overall, LEAPs goal is to help young people find professional and personal success by teaching them skills not readily available in the educational system. In pursuit of this goal, LEAP works to identify and recruit young people who display leadership skills by performing well academically and have active involvement in extracurricular activities in school and/or in their community.

A. Characteristics of 2018 Survey Participants:

In 2018, 57 program participants who have participated in LEAP Leadership Program at one point between 2008 and 2018 completed the survey describing their experience. Participants were able to input up to three years of LEAP attendance, and whether or not they received a scholarship each year. Forty-six of the survey participants (81%) recorded receiving a scholarship for at least one year during the course of their participation.

The following discussion compares the characteristics of all survey participants to the characteristics of survey participants who received a scholarship at least once.

A majority of the survey respondents are from the U.S. (72%), while about one quarter (28%) of the participants are from another country. Table 1 outlines the comparison characteristics of the 2018 LEAP survey participants for both all students and for specifically scholarship recipients.

With respect to additional descriptive characteristics, including gender, age, and ethnicity, all survey participants and the subset of participants who received a scholarship were very similar. More than half (58%) of all survey participants were female, similar to scholarship recipients (61%). The mean age of participants and the subset who received a scholarship was 21 years. Both groups—all survey participants and participants who received a scholarship—were majority White (65%) followed by African American (17%). Across income levels, there were no significant differences in the family income of all survey participants and those participants who had received a scholarship, with one exception: one quarter (25%) of all survey participants came from families making over \$150,000; only one fifth (20%) of survey participants receiving a scholarship came from families making over \$150,000 a year.

A majority of LEAP survey participants indicated that they had attended LEAP while in high school (65%). These are similar results for participants who had received a scholarship (63%). Four fifths of survey participants indicated that they attended LEAP as a student (80%) versus one fifth who attended as a Coach (20%).

Table 1. Characteristics of the 2018 All Survey Participants & Survey Participants Who Received a Scholarship

	All Survey Participants (N=57)		Survey Participants who Received a Scholarship (N=46)	
	Percent	Number	Percent	Number
Gender				
Male	40.35%	23	36.96%	17

	All Survey Participants (N=57)		Survey Participants who Received a Scholarship (N=46)	
	Percent	Number	Percent	Number
Female	57.89%	33	60.87%	28
Prefer Not to Say	1.75%	1	2.17%	1
Total	100.0%	57	100.0%	46
Age				
15-18	40.38%	21	38.64%	17
19-22	28.85%	15	27.27%	12
23-26	21.15%	11	22.73%	10
27-30	7.69%	4	9.09%	4
31+	1.92%	1	2.27%	1
Total	100.0%	52	100.0%	44
Mean Age	-	20.6	-	20.95
Median Age	-	19.5	-	20
Ethnicity				
Asian/Pacific Islander	7.02%	4	6.52%	3
Black/African-American	17.54%	10	17.39%	8
Caucasian/White	64.91%	37	65.22%	30
Hispanic/Latino	10.53%	6	10.87%	5
Other/Multi-Racial	3.51%	2	4.35%	2
Total	100.0%	57	100.0%	46
Place of Birth				
United States	71.93%	41	71.74%	33
Foreign Born	28.07%	16	28.26%	13
Total	100.0%	57	100.0%	46
Household Income				
Less than \$25,000	10.53%	6	10.87%	5
\$25,000 to \$34,999	5.26%	3	6.52%	3
\$35,000 to \$49,999	10.53%	6	13.04%	6
\$50,000 to \$74,999	21.05%	12	21.74%	10
\$75,000 to \$99,999	7.02%	4	8.70%	4
\$100,000 to \$124,999	14.04%	8	15.22%	7
\$125,000 to \$149,999	5.26%	3	4.35%	2
\$150,000 or more	26.32%	15	19.57%	9
Total	100.0%	57	100.0%	46
LEAP Survey Participant				
Attended LEAP in High School	65%	37	63%	29
Attended LEAP after High School	35%	20	37%	17
Total	100%	57	100%	46
% of Participants who ever received scholarship when attending LEAP	81%	46	-	-
% of Participants who attended LEAP on Tuition	19%	11	-	-
Total	100%	57	-	-

	All Survey Participants (N=57)		Survey Participants who Received a Scholarship (N=46)	
	Percent	Number	Percent	Number
Attended LEAP as a Student	80%	44	80%	35
Attended LEAP as a both a Coach & Student	20%	11	20%	9
Total	100%	55	100%	44

Source: ¹ LEAP Pre Assessment; ² LEAP Post Assessment
 -- indicate no data available.

B. Current LEAP Survey Respondent Status

In 2018, survey respondents indicated their current education status. Two out of five survey participants reported being currently a high school graduate attending college (39%) and one third (30%) reported being a college graduate. Similarly, about one third (37%) of participants who received a scholarship reported being a high school graduate attending college and about one third (35%) stated they were a college graduate. When asked regarding current college enrollment status (2 or 4 Year college), approximately the same number of survey participants and participants who received a scholarship (42% and 39%) reported currently attending or being enrolled in college.

Table 2. Current Status of the 2018 All Survey Participants & Survey Scholarship Recipients

	All Survey Participants (N=57)		Scholarship Participants (N=46)	
	Percent	Number	Percent	Number
Current Status				
High School Student	28.07%	16	23.91%	11
High school graduate attending college	38.60%	22	36.96%	17
High school graduate not attending college	3.51%	2	4.35%	2
College graduate	29.82%	17	34.78%	16
Total	100.0%	57	100.0%	46
Current College Enrollment Status (2 or 4 Year college)				
Yes, currently attending or enrolled	42.86%	24	39.13%	18
No, but plan on attending or enrolling	17.86%	10	19.57%	9
No and don't plan on attending college	1.79%	1	2.17%	1
Not applicable	37.50%	21	36.96%	17
Total	100.0%	56	100.0%	46

Employment status (If not currently attending college)				
Yes, Full Time	42.11%	8	-	-
Yes, Part Time	31.58%	6	-	-
Currently seeking employment	26.32%	5	-	-
Total	100%	19	-	-

Survey participants who were not attending college were asked if they were currently employed. In total, out of fourteen LEAP Leadership survey participants indicated they were currently employed. Most survey participants currently working (42%) were working full time, 32% were working part-time, while others were either currently seeking employment (26%). Survey participants reported working in a law firm, running own business (self-employed), Army Reserves, as a life guard, daycare caregiver, tutor, at Alpha Motivation, Publix, Center for Student Involvement and Israel Defense Forces.

High School Attended

Survey participants were asked what school they attended while participating in LEAP. In total, 57 survey participants represented 25 different schools from around the world. Students reported attending the following high schools:

- Agassi Prep
- Beaver Brae Secondary School
- Calabasas High School
- Compton High School
- Concord High School
- Country Day School
- Dakota Collegiate
- Del Sol Academy
- Edina High School
- El Segundo High School
- Granada Hills Charter High School
- Iowa City West High School
- John C. Fremont High School
- LA Salle High School
- Marathon Middle High school
- Martin Luther King High School
- Mercedes College
- Palisades Charter High School
- Phillip and Salta Burton Academic High School
- Saint Ignatius College Prep
- Santa Barbara High School

- Spring Valley High School
- St. Mary's High School
- Timpanogos High School
- Walton High School

College for LEAP Participants

In total, 93% of the total LEAP survey participants indicated where they were planning to attend college prior to their enrollment in LEAP. Most students indicated they wanted to go to school in the United States (67%) and 36% reported they were interested in going to school in California. Almost one in five participants (18%) indicated they were planning on attending college outside of the United States and 15% reported they were undecided on which college to attend. In terms of specific colleges/universities of interest, most students indicated they were interested in attending UCLA (n = 5), UCSB (n=3), and four participants stated that the University of Western Australia was the college outside of the U.S. they were most interested in attending. In total, 33 participants provided a desired school, with the following schools being mentioned more than once:

- UCLA
- UCSB
- University of Georgia
- University of Western Australia

Of the 24 (42%) students currently attending college, 33% were attending college in California, half (50%) were attending college in another state, and 17% were attending college outside of the United States. UCLA was again the most popular choice, with three students currently attending the university. University of Western Australia was the most popular choice outside the United States with more than one LEAP participant. The following schools were shown to be attended by more than one LEAP participant according to the 2018 survey:

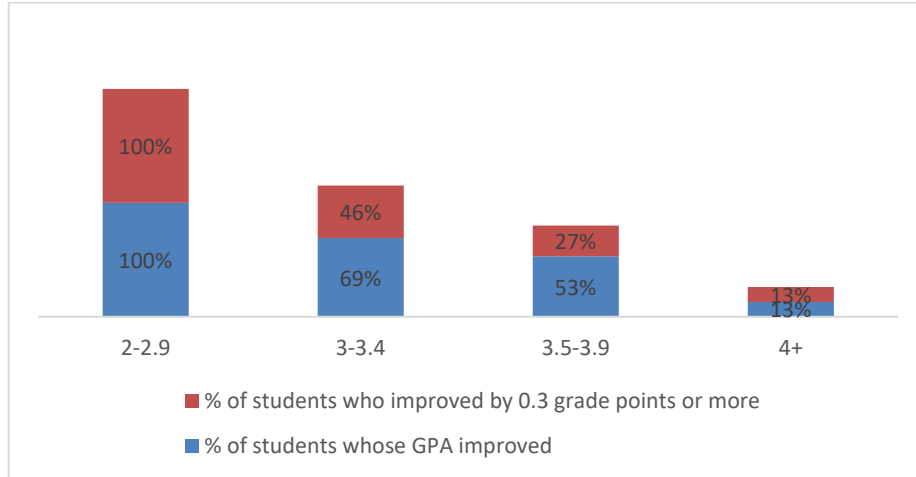
- UCLA
- UCSB
- University of Western Australia

C. Program Impact on Students GPA

Survey participants were asked to report their grade point average before and after participating in LEAP. All students who started with a GPA of 2-2.9 not only saw an improvement in overall GPA, but saw their GPA increase by at least 0.3 grade points or more. Almost half (46%) of the participants who started with a GPA ranging from 3-3.4 improved their GPA's by one-third (.3) of a grand point, and 69% saw some level of improvement. About one quarter (27%) of the participants who started with GPAs ranging from 3.5 to 3.9 improved their GPAs by one-third (.3) of a grade point. Importantly, one fifth of the students with a GPA ranging from 3.5-3.9 saw a slight decrease in their GPA (between .4 and .05 a grade point) and about one quarter of the sample's GPA stayed steady. Half of the students who started

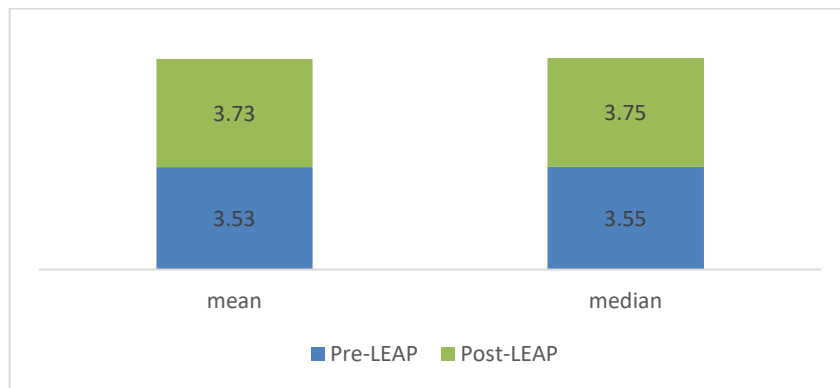
with a GPA of 4.0 or more reported their GPAs remaining steady with no change, one student indicated an increase in GPA by .3 (13%) and 38% of this group saw a decrease in their GPA.

Figure 1. Pre & Post LEAP GPA Improvement



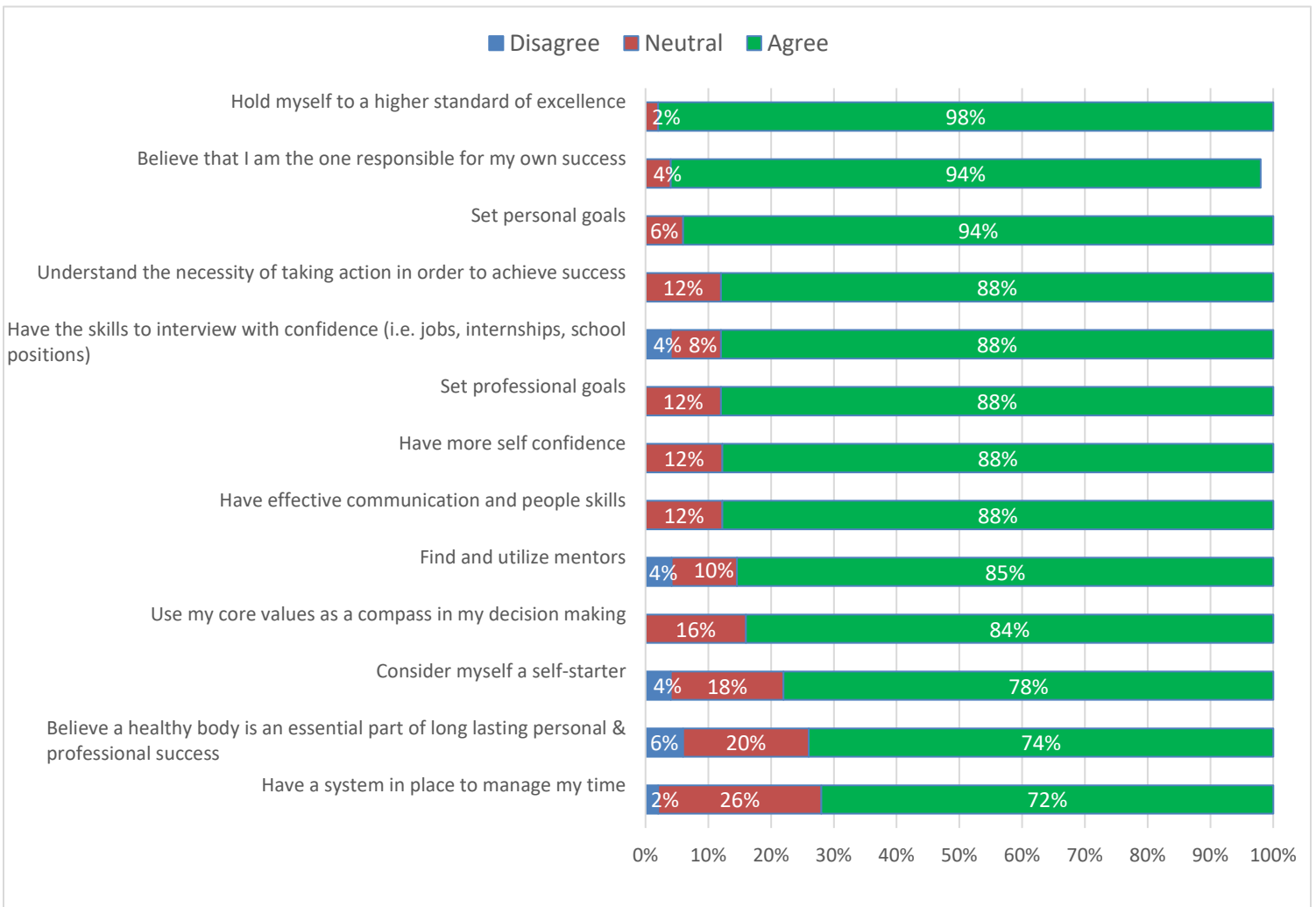
In addition to survey participants experiencing individual changes in GPA reflected in the figure above, the collective GPA of all survey respondents participating in LEAP showed an increase from pre-LEAP to Post-LEAP measures. Pre-LEAP mean GPA (3.53) improved following the conclusion of the program, as indicated by Post-LEAP mean GPA (3.73). Similarly, pre-LEAP median GPA (3.55) improved to 3.75 following the completion of LEAP.

Figure 2. Pre/Post LEAP Mean & Median GPAs



D. Program Impact on Students Ability to Succeed in Life

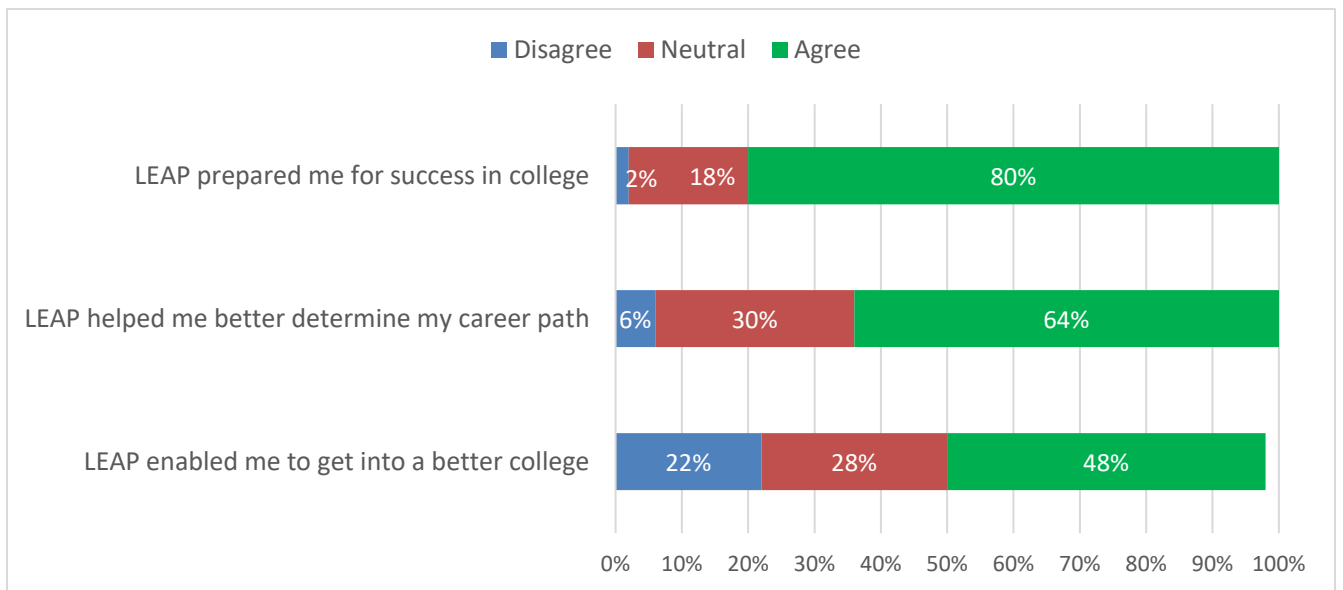
To determine long-term impact of the LEAP program (using a three-item rating scale: 1 = Disagree; 2= Neutral; 3 = Agree), survey participants were asked to what extent they agree or disagree with the statements concerning the impact that LEAP had on their ability to succeed in life and their capacity to improve as leaders. According to survey participants, LEAP had the greatest impact on their ability to hold themselves to a higher standard of excellence (98%). Similarly, LEAP had a tremendous impact in improving survey participants' belief that they are responsible for their own success (94%) and ability to set personal goals (94%). Other areas of high impact include an increase in ability to set professional goals (88%), have effective communication skills and people skills (88%), have more self-confidence, have the skills to interview with confidence, and to understand the necessity of taking action in order to achieve success (88%).



E. Program Impact on Career and Academic Future

LEAP survey participants were asked a series of questions regarding LEAP’s impact on their career and college goals through use of a three-item rating scale (1= Disagree; 2= Neutral; 3= Agree). Overall, survey participants indicated that LEAP had a positive impact on future career and college goals. Of the three survey items relating to career and academic future, participants indicated that LEAP had the greatest impact on their preparation for success in college (80%). The impact LEAP had on helping participants determine their career path was rated second highest of the three items (64%) and 48% reported that LEAP enabled them to get into a better college. Participants who were already attending college indicated that they disagree or remained neutral.

Table 4. Program impact on future career and college goals



LEAP’s dedication to helping young adults uncover the “real-life” skills needed to achieve great success is evident by survey participant’s responses on program value. LEAP survey participants reported that LEAP helped them with the following:

- Increase skills in: Time management, business, professional development, interviewing, and those needed to be successful in college.
- Gain confidence in self
- Increase relationships/networking

F. Program Value & Useful Skills

Most Useful Skills Learned

In 2018, LEAP survey participants indicated an overall positive response to the open-ended question asked regarding useful skills gained throughout the program. One participant stated that goal-setting was the most useful skill they learned, because it helped set a foundation to make them successful in whatever they wanted to achieve in life. Another participant stated that time management and interviewing skills were the most useful, as it helped them get the most out of their time and the resourceful people around them. Various students reported how the many useful skills helped them academically, with their self-confidence, in their career, with relationship building and in many other ways.

When identifying common themes regarding what LEAP survey participants believed to be most useful skills they learned in the program, the following were commonly identified:

- Time Management
- Networking/Relationship Building
- Mentorship
- Communication/Public Speaking
- Interviewing
- Holding themselves to a higher standard of excellence
- Goal setting
- Asking for help when needed
- Core Values
- Organization

Survey participants mentioned that the program helped them:

- Improve their self-confidence which allowed them to take action
- Improve their ability to network and build relationships with peers
- Goal setting and an increased effectiveness in time management
- Improve their communication skills

“Effective communication skills and utilizing mentors. I had not used mentors in the past and having these skills helped me to be in the career I am in now.”

- LEAP participant

“I learned how to use my network, which helped me break away from the notion that I had to do everything by myself”

- LEAP participant

How Skills Have Benefitted Friends and Family

Many survey participants highlighted the impact that LEAP has had beyond their own lives, explaining that participation in the LEAP program led to positive impacts on those around them. One participant

“I have been able to teach my friends how to network and I encouraged them to seek out mentors. This has had an amazing impact on not only my life, but on the lives of my family and friends too.”

- LEAP Participant

reported “My friends/family and I communicate more effectively, and our relationships are easier to maintain and are more fulfilling.” LEAP helped another survey participant learn about communication and gratitude, which had a big impact on their relationship with family and friends. This student stated, “Learning and personally experiencing the profound impact that gratitude can have on your self-confidence, I now try to be aware and appreciating all that is around me.” Another participant stated, “I have passed on a lot of skills and knowledge to my friends and many have attended LEAP themselves.”

Other participants stated that the communication skills and gratitude has helped them develop stronger relationships, build a support network and communicate more effectively. Many students reported having a

stronger drive and motivation to do better, which has helped them with providing guidance to family and friends. Furthermore, it seems that this ability to help their family and friends in turn have also further increased their sense of self-motivation.

When identifying common themes, the following benefits for friends and family were found:

- Ability to provide guidance and teach skills learned (organization, networking, interviewing, seeking mentors, etc.)
- Improved communication with family/friends
- Stronger relationships

How Skills Learned Have Benefitted the Community

Many students indicated that their participation in LEAP was instrumental in how they approached community engagement and betterment. From volunteer work to starting an organization that better their community, LEAP participants have shown that the impact of the program extends beyond that of

“LEAP undoubtedly improved my self-confidence and consequently has given me the self-belief to go out into the community and engage in a number of service initiatives that I may have otherwise been too shy to pursue. My hope is that my engagement has contributed to and benefitted those in my local community.”

- LEAP Participant

just its participants, close relationships, but also throughout the community. One LEAP participant stated that every week they tutor middle school children from lower income backgrounds as part of a service club. During, they provide these children with the LEAP confidence and validation that changed their mindset about work and school. Another LEAP participant stated, “The skills learned at LEAP has benefitted the community by allowing me to mentor others. Since returning from LEAP, I have mentored many younger students with scholarship applications, job interviews, and I have also founded a nonprofit called Agents of Change.”

Going further, one participant stated, “I started an organization at UCLA that trains students in personal and professional growth as well as the building of authentic and powerful relationships”. Upon identifying key themes for students who responded to the open-ended question about how the skills learned in LEAP have benefitted their community. Students reported that they have benefitted the community through:

- Community engagement
- Involvement in leadership opportunities
- Mentorship
- Sharing skills learned with others
- Starting an organization
- Volunteering/nonprofit work

“Through LEAP I learned how to be a self-starter. I realized that if I want to see change, then I am responsible for making it.”

- LEAP Participant

APPENDICES

Appendix A.

Table 1. Characteristics of the 2018 All Survey Participants & Survey Scholarship Recipients

	All Survey Participants (N=57)		Scholarship Recipients (N=46)	
	Percent	Number	Percent	Number
Gender				
Male	40.35%	23	36.96%	17
Female	57.89%	33	60.87%	28
Prefer Not to Say	1.75%	1	2.17%	1
Total	100.0%	57	100.0%	46
Age				
15-18	40.38%	21	38.64%	17
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23-26	21.15%	11	22.73%	10
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31+	1.92%	1	2.27%	1
Total	100.0%	52	100.0%	44
Mean Age	-	20.6	-	20.95
Median Age	-	19.5	-	20
Ethnicity				
Asian/Pacific Islander	7.02%	4	6.52%	3
Black/African-American	17.54%	10	17.39%	8
Caucasian/White	64.91%	37	65.22%	30
Hispanic/Latino	10.53%	6	10.87%	5
Other/Multi-Racial	3.51%	2	4.35%	2
Total	100.0%	57	100.0%	46
Place of Birth				
United States	71.93%	41	71.74%	33
Foreign Born	28.07%	16	28.26%	13
Total	100.0%	57	100.0%	46
Household Income				
Less than \$25,000	10.53%	6	10.87%	5
\$25,000 to \$34,999	5.26%	3	6.52%	3
\$35,000 to \$49,999	10.53%	6	13.04%	6
\$50,000 to \$74,999	21.05%	12	21.74%	10
\$75,000 to \$99,999	7.02%	4	8.70%	4
\$100,000 to \$124,999	14.04%	8	15.22%	7
\$125,000 to \$149,999	5.26%	3	4.35%	2
\$150,000 or more	26.32%	15	19.57%	9
Total	100.0%	57	100.0%	46
LEAP Survey Participant				
Attended LEAP in High School	65%	37	63%	29
Attended LEAP after High School	35%	20	37%	17

	All Survey Participants (N=57)		Scholarship Recipients (N=46)	
	Percent	Number	Percent	Number
Total	100%	57	100%	46
% of Participants who ever received scholarship when attending LEAP	81%	46	-	-
% of Participants who attended LEAP on Tuition	19%	11	-	-
Total	100%	57	-	-
Attended LEAP as a Student	80%	44	80%	35
Attended LEAP as a both a Coach & Student	20%	11	20%	9
Total	100%	55	100%	44

Source: ¹ LEAP Pre Assessment; ² LEAP Post Assessment
-- indicate no data available.

Appendix B.

Table 2. Current Status of the 2018 All Survey Participants & Survey Scholarship Recipients

	All Survey Participants (N=57)		Scholarship Participants (N=46)	
	Percent	Number	Percent	Number
Current Status				
High School Student	28.07%	16	23.91%	11
High school graduate attending college	38.60%	22	36.96%	17
High school graduate not attending college	3.51%	2	4.35%	2
College graduate	29.82%	17	34.78%	16
Total	100.0%	57	100.0%	46
Current College Enrollment Status (2 or 4 Year college)				
Yes, currently attending or enrolled	42.86%	24	39.13%	18
No, but plan on attending or enrolling	17.86%	10	19.57%	9
No and don't plan on attending college	1.79%	1	2.17%	1
Not applicable	37.50%	21	36.96%	17
Total	100.0%	56	100.0%	46
Employment status (If not currently attending college)				
Yes, Full Time	42.11%	8	-	-
Yes, Part Time	31.58%	6	-	-

Currently seeking employment	26.32%	5	-	-
Total	100%	19	-	-

Appendix C. Online Follow-up Survey

LEAP Survey 2018

1. Tell us about yourself

Name:

ZIP:

Email Address:

* 2. Date of Birth

MM/DD/YYYY

* 3. Gender

- Male
 Female
 Prefer not to say

* 4. Ethnicity

- African-American
 Asian/Pacific Islander
 Caucasian/White
 Hispanic/Latino

Other (please specify)

* 5. Household Income

- | | |
|--|--|
| <input type="radio"/> Less than \$25,000 | <input type="radio"/> \$75,000 to \$99,999 |
| <input type="radio"/> \$25,000 to \$34,999 | <input type="radio"/> \$100,000 to \$124,999 |
| <input type="radio"/> \$35,000 to \$49,999 | <input type="radio"/> \$125,000 to \$149,999 |
| <input type="radio"/> \$50,000 to \$74,999 | <input type="radio"/> \$150,000 or more |

* 6. Place of birth

	Foreign born (not born in the US)	Native born (born in the US)
Where were you born?	<input type="radio"/>	<input type="radio"/>
Where was your mother born?	<input type="radio"/>	<input type="radio"/>
Where was your father born?	<input type="radio"/>	<input type="radio"/>

7. If born outside of the US, in what country were you born?

* 8. Year(s) completed the LEAP program

	Year	As a	On
I attended LEAP	<input type="text"/>	<input type="text"/>	<input type="text"/>
I attended LEAP	<input type="text"/>	<input type="text"/>	<input type="text"/>
I attended LEAP	<input type="text"/>	<input type="text"/>	<input type="text"/>

* 9. Are you currently a:

- High school student
- High school graduate attending college
- High school graduate not attending college
- College graduate

* 10. Did you attend LEAP while in high school?

- Yes
- No

11. Prior to attending LEAP, what was your overall GPA?

12. After your participation in LEAP, what was your overall GPA?

13. If you did attend LEAP in high school,

What was/is the name of your high school?

What grade were you in?

* 14. Are you currently enrolled in a 2 or 4-year college?

- Yes, currently attending or enrolled
- No, but plan on attending or enrolling
- No and don't plan on attending college
- Not applicable

* 15. What colleges did you get accepted to?

* 16. What college are you attending?

17. If you are not attending college, are you employed?

- Yes, full-time
- Yes, part-time
- Currently seeking employment

LEAP Survey 2018

18. What is your current place of employment?

LEAP Survey 2018

19. Before participating in the LEAP program, were you planning on going to college?

- Yes, I planned on attending college
- No, I did not plan on attending college

LEAP Survey 2018

20. What college did you plan on attending?

21. If you did not plan on attending college, why?

* 22. Are you the first in your family to attend or plan to attend college?

- Yes
- No

* 23. How much did LEAP help you with the following.

	Not at all		Somewhat		A great deal
LEAP helped me better determine my career path	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEAP enabled me to get into a better college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LEAP prepared me for success in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain

* 24. LEAP better prepared me to...

	Strongly Disagree		Neutral		Strongly Agree
Set personal goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set professional goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a system in place to manage my time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find and utilize mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have effective communication and people skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use my core values as a compass in my decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold myself to a higher standard of excellence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consider myself a self-starter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have more self confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have the skills to interview with confidence (i.e. jobs, internships, school positions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe a healthy body is an essential part of long lasting personal & professional success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understand the necessity of taking action in order to achieve success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believe that I am the one responsible for my own success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Of the skills you gained through the program, which have been the most useful to you? And why?

26. How have the skills you learned benefited your family and/or friends?

27. How have the skills you learned benefited your community?

Appendix C. Partner Community-Based Organizations

A Place Called Home
AACD
AVID
Big Brother Big Sister LA, Catholic
Big Brother Big Sister, LA County
Big Brother Big Sister, Orange County
Big Brother Big Sister, Ventura County
Boys & Girls Clubs of East LA
Bresee
Brooklyn School of Collective Studies
Cain Watters
Collective Voices Foundation
Compton Jr. Posse
Concerned Black Men of LA
Den Mat
Fulfillment Fund
Heart of Los Angeles (HOLA)
Junior Achievement Atlanta
Junior Achievement Southern California
Miss USA Organization
MLK Magnet HS, Nashville
National Society of Leadership and Success
Network for Teaching Entrepreneurship (NFTE)
Nevada School of the Arts
Philadelphia Young Playwrights
Project Grad Los Angeles
Salvation Army
Skills Enrichment Program (SEP)
STAR Prep Academy
Steve & Marjorie Harvey Foundation
Take Stock in Children
The Fellowship Initiative
UCLA Alumni Association
UCLA Spirit Squad
University Lake Schools
United Friends of the Children, Los Angeles
Upward Bound, Los Angeles
Vanguard School
WO Smith School, Nashville