Evaluating the
THEORY OF CHANGE
for Youth Entrepreneurs

Final Report
January 2020
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This study sought to investigate the theory of change adopted by Youth Entrepreneurs (YE), an education program that emphasizes a combination of values and skills in order to create and encourage the next generation of entrepreneurial leaders. Through recruitment of both YE alumni and a general population sample who had no experience with YE, the theory of change constructs of locus of control, emotional intelligence, and goal orientation were measured and analyzed. Significant differences in these metrics as well as others (after balancing the sample for age, gender, race, and education) suggest YE impacts those who participate. Specifically, YE participants’ scores indicated a more internal locus of control, greater emotional intelligence, and more entrepreneurial goal orientation than non-participants. Additionally, two of the three constructs significantly explained how confident respondents felt with respect to their abilities to improve their own lives. Taken together, the data triangulate to imply the YE curriculum is influential in the ways it intends to be influential. Limitations to the study include the convenience sampling of YE alumni and the self-report nature of the instrument. Additionally, each of the theory of change constructs has extensive literature and multiple instruments associated with it. Many of these instruments alone are substantially longer than allowable by this study, let alone combined. As a result, items were adapted to create a new instrument that assessed the domains as concisely as possible to maximize response completion and remain within budget. Discussion of results includes consideration of the limitations while also providing interpretations that may be used for program implementation/promotion and to direct future study.
Youth Entrepreneurs (YE) is a program built on the concept that providing the right guidance to educators and students allows them to develop in adaptive and entrepreneurial ways. The Core Field Guide (Youth Entrepreneurs, 2019) describes this framework as “[cultivating] an entrepreneurial mindset through its experiential learning model and opportunities to apply those learnings, fostering personal transformation and self-actualization, empowering educators and students to overcome barriers and positively impact their communities.” The theory of change behind this ambitious work is a framework that centralizes the importance of psychological constructs, namely locus of control, emotional intelligence (included in soft skills), and goal orientation (included in entrepreneurial mindset) (see Figure 1).

Figure 1: Youth Entrepreneurs Theory of Change

In Figure 1, the intersection of the three constructs leads to a kind of self-actualization that indicates the ability to lead and succeed. The curriculum created to realize this theory of change includes four “Core Pillars,” each of which has overlap with the constructs summarized in the theory of change:

- Foundational Values (listed in gray in Fig. 1) underscore each of the constructs and might be said to be a necessary trait for some (Davis, Hall, and Mayer, 2015).
- Soft Skills include those listed in the model as well as enumerating contributing skills to the larger categories of emotional intelligence, collaboration, and future orientation.
- Currency & Auctions reinforces the Foundational Values and helps contextualize concepts encompassed in entrepreneurial mindset.
• Transformational Mindset seeks to encourage growth mindset (another psychological construct) which is also a function of the other three constructs (Dweck and Leggett, 1988).

Together, the theory of change and its operationalization in the YE curriculum suggest several possible avenues for investigating whether YE participants grow in the intended ways and are influenced in the intended direction. Importantly, no specific set of outcomes exist, although there are indirect assumptions YE participants will achieve higher education and income, will have a better sense of themselves, and will generally be more successful than non-participants.

Two challenges existed in seeking to review the theory of change for Youth Entrepreneurs. The first and most substantial of these was distilling the three primary components into testable constructs. The second was to ensure testing of the constructs was not so onerous that it would be logistically impossible to find respondents or budgetarily impossible to recruit them. Each of these challenges will be considered in turn.

The literature examining the ideas and concepts presented in the theory of change have varying representation in the research cannon. Importantly, not all of them are well represented in terms of published and validated instruments that could be replicated in whole or in part to measure the constructs as they engage in this particular theory of change. Through literature review and discussion with program staff, the constructs of locus of control, emotional intelligence, and goal orientation were determined to have the greatest promise of reflecting the intentions of the theory of change. The intersection of goal orientation and self-efficacy proved particularly challenging in terms of determining how to measure an “entrepreneurial mindset” (Culbertson, Smith, and Leiva, 2011; Vandewalle, 1997). However, work in the last decade has helped popularize entrepreneurship as a desirable skill (or trait) to examine, and the goal orientation questions included in this study were adapted from the work of Haynie and Shepherd (2009) as well as Davis, Hall, and Mayer (2015).

Emotional intelligence is also difficult to measure due primarily to proprietary instruments or to emerging recognition that approach matters. Since first conceptualized in the early 1990s, emotional intelligence and its measurement have been categorized as either innate traits, acquired skills, or some combination of both (O’Connor, Hill, Kaya, & Martin, 2019). The Assessing Emotions Scale (Schutte, Malouff, & Bhullar, 2009) is based on the original model proposed by Salovey and Mayer (1990), and integrates both trait-like and skill-like concepts. Items utilized for this study incorporated or adapted items from this scale to include trait and skill domains as well as some of the “soft skills” indicated in the Core Field Guide as important to the curriculum.

Finally, locus of control has been an important construct in multiple domains, from videogaming to the labor market, since first described by Rotter in 1966. Since then, entire programs of study have evolved to examine the various ways locus of control functions in the lives of people and even whether it is a stable construct over time or specifically related to context or events (Cobb-Clark and Schurer, 2013). Special attention in this study was given to how locus of control is exhibited within the entrepreneurial domain, which tends to
be complicated by sampling difficulties. Schjoedt and Shaver (2012) discuss these difficulties as well as the development and validation of a scale for locus of control, specifically for the entrepreneurial domain. With only three items, it was a perfect fit for this study and therefore was the only scale used in its entirety.

The resulting instrument (which may be found in Appendix A) consisted of 34 items for non-YE respondents and 44 for YE alumni respondents. Both instruments were less than 10 minutes in length, which addressed the challenge of creating a measure that would not unduly burden respondents or increase drop rates. Based on the needs of the Youth Entrepreneurs organization, the instrument derived from the literature was determined to be a useful tool to begin to examine how the theory of change did or did not explain the experience of YE participants.
Results

Each of the constructs included in the theory of change described in the introduction (namely locus of control, emotional intelligence, and goal orientation) has a research history and literature unto itself. There are many psychology labs and some business research labs investigating how humans interact with the world, each other, and their achievements. Consequently, there are innumerable ways to measure these constructs.

For the work in partnership with Youth Entrepreneurs, a survey was created using the briefest, most valid, no-cost measure or select items from the same and respondents recruited in two groups: those who had been in Youth Entrepreneurs classes at some point, and those who had not. Both sets of respondents would answer the same questions about locus of control, emotional intelligence, and goal orientation as well as several questions often fielded nationally by Gallup about goals. The purpose in doing this was to examine whether those who have experienced the Youth Entrepreneurs curriculum scored differently on these metrics than those who have not, implying a connection between the program and the theory of change domains. This executive summary highlights the findings from that examination.

The key findings from the survey work with Youth Entrepreneurs alumni and non-alumni are below with brief explanations following:

- Youth Entrepreneurs alumni tend to have more internal locus of control, higher levels of emotional intelligence, and more entrepreneurial goal orientation than their non-alumni counterparts, and this difference is statistically significant.
- While not directly attributable to programming, Youth Entrepreneur alumni tend to have greater levels of education and employment, as well as higher incomes than non-alumni. These differences are statistically significant, indicating they are unlikely due to chance.
- While generally reported as rare, social or school problems for participants in Youth Entrepreneurs were lower after classes compared to before classes.
- Reported confidence in participants’ abilities to achieve goals (as defined by the Gallup questions) were higher for Youth Entrepreneurs than their non-alumni counterparts; however, their sense of their own strengths and talents was lower.
- Additionally, confidence in the ability to improve one’s life was significantly explained by two of the theory of change domains: locus of control and emotional intelligence.

Each of the following sections will provide more detail for each of these findings.

Theory of Change Domains

The theory of change domain questions (which can be found in Appendix A) asked the respondents to...
identify how true each statement was of them as individuals. The separate items were then rolled up into a composite score for each respondent by taking a mean of their scaled responses for the items associated with each domain. The averages of these composite scores were then calculated separately for Youth Entrepreneurs alumni and non-alumni; the averages were statistically compared to determine whether the differences were likely due to chance. In each case, the difference in composite score was statistically significant, indicating higher performance on these domains for Youth Entrepreneurs alumni than non-alumni. The chart below illustrates this difference.

<table>
<thead>
<tr>
<th></th>
<th>Youth Entrepreneurs Alumni</th>
<th>Non-Youth Entrepreneurs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composite Score for Locus of Control</td>
<td>4.13</td>
<td>3.73</td>
</tr>
<tr>
<td>Composite Score for Emotional Intelligence</td>
<td>3.73</td>
<td>3.37</td>
</tr>
<tr>
<td>Composite Score for Goal Orientation</td>
<td>3.87</td>
<td>3.57</td>
</tr>
</tbody>
</table>

Important considerations include that these are self-reported measures rather than observable behaviors, so while the items were worded in such a way to minimize desirability bias, this type of respondent error cannot be entirely ruled out. That said, the same bias should have existed in both sample populations such that its influence on the difference in means might be minimal. Also, as the data collection for these items was not a true experiment where all covariates could be controlled, the difference in means cannot be said to be caused by participation in Youth Entrepreneurs. Participation in the program is one of many possible causes for this difference in results. Interestingly, there also seems to be a larger degree of variance (as measured by standard deviation) in the non-alumni sample on these domain measures. While not conclusive, this might suggest a more consistent answering pattern among Youth Entrepreneurs alumni relative to non-alumni, potentially due to exposure to curricula designed to address these skills and attributes.

**Education, Income, and Employment**

All demographic questions were asked in a manner so answers fell into specifically defined categories rather than continuous numeric values. As such, only broad comparisons across groups may be analyzed. There are three specific trends that emerged in the data collected from these sample groups: Youth Entrepreneurs alumni scored higher on education, income, and employment outcomes compared to non-alumni.
neurs alumni tended to have higher overall educational attainment and income (which are highly correlated), and they tended to be employed full time more often. Specifically, 17% more YE alumni achieved a Bachelor's degree or higher, and 28% more YE alumni had an income of $70K+ per year compared to their non YE counterparts. When compared broadly on these demographics, the differences in the frequency of higher education/income and more full-time employment, the observed frequencies were significantly different from the expected frequencies if those differences were due to chance. Therefore, one can conclude the differences between these sample groups are due to something other than random chance in the population. The specific reason is not knowable from this particular study, but the existence of this trend is in evidence. The charts below illustrate these trends.

![Education Chart](image1)

\[ X^2 = 7.93, p = 0.019 \] (NOTE: Categories for this statistic were compressed to High School or Less, Some College + Associate Degree, Bachelor's Degree or Higher)

![Income Chart](image2)

\[ X^2 = 26.54, p < 0.001 \] (Note: Categories for this statistic were compressed to Less than $40K, $40K to $70K, $70K to $100K, and $100K and Over)
Self-Reported Effects for Youth Entrepreneurs

Only alumni of the Youth Entrepreneurs Program were asked about their experience with the program. Initially, respondents were asked whether they remembered attending the classes. If they responded affirmatively to that question, they were asked what they remembered most for verification (some of those responses are highlighted in callouts throughout this report). They were then asked to think about the time before classes and respond to the prompts as well as after the classes with the same prompts presented; the total number of respondents to this section was 112 (only 15 fewer respondents than the total alumni sample). Overall, most alumni reported low rates of problem behavior, but they did tend to report even lower rates when considering the time after taking the Youth Entrepreneurs class. When the means on these scales were tested, the differences were statistically significant. The chart below illustrates these differences.

\[ X^2=14.34, \ p=0.0063 \] (NOTE: Categories for this statistic were compressed to Employed Full Time, Employed Part Time, Seeking Employment, Not Working and Not Seeking Employment, and Other)

\[ t=4.89, \ p<0.001, \ \text{effect size is moderate (Cohen’s } d=0.48) \]

\[ t=4.53, \ p<0.001, \ \text{effect size is moderate (Cohen’s } d=0.42) \]

\[ t=3.43, \ p=0.001, \ \text{effect size is small to moderate (Cohen’s } d=0.33) \]

\[ t=2.74, \ p=0.007, \ \text{effect size is small (Cohen’s } d=0.24) \]
Important considerations for these results are 1) retrospective self-report tends to be less reliable than other forms of data, and 2) there is a strong social desirability bias that may be included in reported reductions in problems. Given these considerations, one might conclude those who sign up to participate in Youth Entrepreneurs tend to be young people who rarely get in trouble in or out of school, but they also moderate their behavior after learning YE principles in order to reduce any problem behavior that might exist. To investigate the hypothesis that the theory of change constructs might explain the degree to which each contribute to this reduction in reported trouble, a regression analysis was run with the composite scores as independent variables predicting the overall mean difference in trouble before and after YE. The model was not significant, indicating a participant's scores on the theory of change constructs were not significantly related to an overall reduction in reported trouble. In this case, some other factor(s) was more influential to the change in mean trouble. As this was not a primary metric of success nor a stated goal of the program (it does not target youth with high levels of trouble), it would be premature to conclude that this lack of relationship is a failure of the program. A more likely interpretation would be that there would need to be an adjustment to the curriculum, logic model, and even the theory of change itself if youth who experience more trouble in and out of school were targeted as participants with the goal of reducing that trouble.

Gallup Question Results

Included in these surveys were standard questions developed by Gallup in partnership with the Center for Advancing Opportunity; these questions offer the opportunity to understand how results from targeted communities or samples compare to national results because the questions are the same across all Gallup's fielding opportunities. While this study did not delve into comparisons to a national sample, it did utilize these questions to understand how they might differ between Youth Entrepreneurs alumni and their non-alumni counterparts. In general, Youth Entrepreneurs alumni reported feeling greater confidence on all the goal types listed and in improving their lives than non-alumni. Interestingly, however, alumni reported less agreement with the statement that they felt they had "a good sense of my strengths and talents" than did non-alumni. Possible interpretations of this could be Youth Entrepreneurs classes emphasize humility and deep self-reflection about what is true and what might be confirmation bias. While far from conclusive, one might infer this focus in the curricula allows Youth Entrepreneurs alumni to "know what they don't know" to a greater degree than non-alumni. A regression analysis to determine the degree to which the theory of change domain composite scores explained the variation in this strengths and talents question yielded non-significant results, meaning those composite scores did not explain what was happening in the data for this question. Further study would be needed to explore the potential reasons for this result.

Alternatively, the theory of change domain composite results did have a statistically significant relationship to the item regarding confidence in improving one's life, such that the composite scores account for approximately 27% of the variation in that rating of confidence. This is a relatively high percentage for social science research and the research suggests that the theory of change domain scores can predict performance on this item to some degree. The most heavily influential predictor was locus of control with emotional intelli-
gence about half as predictive; goal orientation was not a significant predictor in this case. Importantly, examining the theory of change model in this way does not necessarily present conclusive results about its overall validity; it only suggests two of the three constructs are influential in predicting how confident respondents reported they felt in their abilities to improve their own lives. Potentially, all three constructs would be predictive of some other measure of success. Additional research would be required to determine the domain composite scores’ predictive power for that measure of success. In this particular case, the data suggests one’s goal orientation is not substantially influential in her/his confidence about improving her/his own life. Since this metric is not identified as a primary success metric, the overall validation of the model remains unmeasured.

R=0.131, R²=0.017; locus of control b=0.102, p<0.364, β =0.100; emotional intelligence b=0.080, p=0.480, β =0.075; goal orientation b=0.096, p= 0.409, β =0.089

R=0.522, R²=0.272; locus of control b=1.14, p<0.001, β =0.397; emotional intelligence b=0.562, p=0.013, β =0.166; goal orientation b=0.086, p=.72, β =0.026

The charts below illustrate the results on the Gallup questions. For simplicity, “Top 2 Box” refers to the highest possible answers, “Neutral 3 Box” refers to the middle answers, and “Bottom 2 Box” refers to the lowest possible answers as they relate to confidence levels in the following arenas.
**Discussion**

Overall, this study supports the claim Youth Entrepreneurs is having an effect on those who come into contact with the program, and that the growth appears to be consistent with the proposed theory of change domains on which the curriculum focuses: locus of control, emotional intelligence, and goal orientation. Limitations of the study include the convenience sample who took the surveys (it is impossible to disentangle any self-selection bias that might exist for those alumni who chose to take the survey), and the self-report nature of the survey instrument. Taking these limitations into consideration, however, the research suggests some effect is occurring, and additional study may have the opportunity to explore those effects more fully. It would also be useful to explore the degree to which those students who self-select into the program itself (no specific audience is targeted for recruitment into classes) influence its effectiveness. Would, for example, students with disciplinary issues benefit to a greater degree than students with a natural inclination toward entrepreneurship? This study cannot answer that question, but future work might explore the social good this program could accomplish. While inconclusive, there is a cumulative indication through the multiple data results described here to suggest Youth Entrepreneurs alumni benefit from the program in the ways the program intends.

*This study supports the claim Youth Entrepreneurs is having an effect on those who come into contact with the program.*
The Center for Applied Research and Evaluation (CARE) at Wichita State University’s Community Engagement Institute (CEI) was contracted by Youth Entrepreneurs to conduct an evaluation of the theory of change associated with the organization’s programming. This report contains results from two surveys fielded online between October 23, 2019, and November 26, 2019. The first survey was created by CARE research staff based on existing literature and published measures/items for the domains of interest identified by the theory of change: Locus of Control, Emotional Intelligence, and Goal Orientation. This survey was then fielded by Youth Entrepreneurs to alumni of the program. The second survey was a near duplicate of the alumni survey, but eliminated questions specific to the experience of participating in the program because the intended respondents were not Youth Entrepreneurs alumni. The survey to Youth Entrepreneurs alumni may be found in Appendix A with the questions that were eliminated for the comparison group survey noted.

Sampling

Sampling for the alumni survey came from the alumni database. Initially, a random sample was pulled based on maximizing diversity across age groups (there were substantially more alumni in the 24-29-year-old age group than the 30-years+ age group). Lower than expected response rates (high non-response error) and outdated email addresses ultimately required a census approach to sampling commence with a resulting convenience sample of 127 alumni respondents. While this was not the initial plan, it did provide an opportunity to evaluate database maintenance and recordkeeping for the future.

Sampling for the non-alumni comparison group was recruited through an external panel provider, matching on specific demographic variables as they organically emerged in the alumni data. These variables included age, gender, race, and education; the panel supplier matched their respondent invitations in Kansas and Kansas-like states as closely as possible to the alumni respondents on these variables. Kansas-like states (Iowa and Nebraska) were chosen to try to broaden a geographic response area without substantially changing the dominant social or cultural norms that would be found in Kansas. In total, 130 completed surveys were obtained by this sample group.

Analysis

Data for the alumni respondents was downloaded from Qualtrics online survey platform into spreadsheet form. Data were cleaned to eliminate abandoned surveys and recode scaled answer text to numeric values. The alumni data was then matched and combined with the data provided by the panel provider for the surveys they fielded, ensuring the questions asked of both samples were properly aligned. The dataset was then exported to IBM SPSS v23 for analysis. Demographic data were examined and split into groups, and items that were negatively worded were reverse coded and checked. An average score was calculated for each mea-
sured domain of the theory of change: Locus of Control, Emotional Intelligence, and Goal Orientation. T-tests for independent samples were run to compare the average score for Youth Entrepreneurs alumni relative to non-alumni. As there was only one comparison per procedure, no correction for Type I error was required. Effect sizes (the magnitude of difference between the averages) were calculated to understand how substantially the different groups performed. Additionally, regression analyses were performed to understand how much the average score on each domain contributes to the variability in responses to questions from Gallup about perceptions of personal strengths/talents and confidence about improving lives. All statistical results are reported in the narrative above and in footnotes where necessary.
References


Appendix A: Surveys

Thank you for your time and attention today! The purpose of this survey is to understand your overall experience as someone who has participated in Youth Entrepreneurs. The survey should take approximately 10 minutes to complete. Confidentiality of responses will be maintained and only combined responses will be reported. If there are any questions you do not feel comfortable answering, you will not be forced to do so.

If you have questions or comments about this survey, you can contact Dr. Nicole Freund (nicole.freund@wichita.edu; 316-978-5088).

Q1. Do you agree to contribute to this study of Youth Entrepreneurs by participating in the survey?
   - Yes
   - No

Q2. The following questions ask you to identify the degree to which you believe each statement describes you. If you feel the statement describes you very well, select “Completely True.” If the statement does not describe you at all, select “Completely Untrue,” and use the middle options as you need to.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Completely Untrue</th>
<th>Mostly Untrue</th>
<th>It Depends</th>
<th>Mostly True</th>
<th>Completely True</th>
</tr>
</thead>
<tbody>
<tr>
<td>When I make plans, I am almost certain to make them work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>When I get what I want, it is usually because I worked hard for it.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can do anything I set my mind to doing.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Improvements in my life usually happen because of luck rather than any particular thing I do.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>I am the primary reason I have the quality of life I have.</td>
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<td></td>
<td></td>
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<tr>
<td>I know what other people are feeling just by looking at them.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other people find it easy to confide in me.</td>
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<td></td>
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<tr>
<td>I have control over my emotions.</td>
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<tr>
<td>Events for which the primary purpose is networking or meeting new people make me anxious.</td>
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</tbody>
</table>
I am aware of the non-verbal messages I send to others.

I find it hard to understand the non-verbal messages of other people.

It is difficult for me to understand why people feel the way they do.

When my mood changes, I see new possibilities.

When I start a new project, I'm excited by working with people I've never worked with before.

I avoid activities or functions where I am unlikely to know many of the people involved/attending.

I understand how accomplishment of a task relates to my goals.

When performing a task, I frequently assess my progress.

I'm willing to take a certain amount of risk to achieve real success.

I'm likely to pursue my goals even if the risk of failure is higher than I would like.

I'm most focused on doing the task in front of me well and let the long term take care of itself.

Q3. These next questions ask you to rate your level of confidence or agreement with specific aspects of your life. Please review each statement and answer based on how you feel about your abilities.

Q4. How confident are you in your ability to achieve goals that you set for yourself in each of the following:

<table>
<thead>
<tr>
<th></th>
<th>1-Very Confident</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7-Not At All Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career or work goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Goals for your relationships with family members and/or friends</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Financial Goals</td>
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<tr>
<td>Education Goals</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Q5. How confident are you that you can improve your own life?

<table>
<thead>
<tr>
<th>1-Very Confident</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7-Not At All Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve your life</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q6. Please indicate your level of agreement or disagreement with the following statement:

<table>
<thead>
<tr>
<th>1-Very Confident</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7-Not At All Confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have a good sense of my strengths and talents.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Q7. This section of questions is about experiences with Youth Entrepreneurs. Please answer as honestly as possible and to the best of your ability based on your memory.

*Q7. Not asked in comparison group survey

Q8. Do you remember your Youth Entrepreneurs class from when you were a teen?
- Yes
- I’m not sure
- No

Q9. In one sentence, describe the most lasting message you remember from Youth Entrepreneurs.

*Q9. Not asked in comparison group survey

Q10. Understanding that you attended Youth Entrepreneurs some time ago, which best describes your perceptions about how your life was going BEFORE taking a Youth Entrepreneurs class?

<table>
<thead>
<tr>
<th>In class</th>
<th>I never had problems</th>
<th>I rarely had problems</th>
<th>I sometimes had problems</th>
<th>I often had problems</th>
<th>I always had problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school, but not in class (passing periods, lunch, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>At home</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Outside of home (with friends, neighbors, law enforcement, etc.)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

*Q10. Not asked in comparison group survey
**Q11.** How would you describe your perceptions about how your life was going AFTER taking the Youth Entrepreneurs class(es)?

<table>
<thead>
<tr>
<th></th>
<th>I never had problems</th>
<th>I rarely had problems</th>
<th>I sometimes had problems</th>
<th>I often had problems</th>
<th>I always had problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>In class</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In school, but not in class (passing periods, lunch, etc.)</td>
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<tr>
<td>At home</td>
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<td>Outside of home (with friends, neighbors, law enforcement, etc.)</td>
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</table>

*Not asked in comparison group survey

**Q12.** This final section of the survey simply asks some categorization questions so that analysts can determine if there are patterns between different groups. Nothing you share will be connected to you personally, and all answers will be pooled together in analysis and reporting.

**Q13.** In which state do you currently reside?

- [x] Alabama ... I do not reside in the United States

**Q14.** Which of the following best describes your age?
- 24-29 years old
- 30-35 years old
- 36-40 years old
- 41-45 years old
- 46-50 years old
- 51-55 years old
- 56 years and older

**Q15.** What is the highest level of school you have completed or the highest degree you have received?
- Less than high school degree
- High school graduate (high school diploma or equivalent including GED)
- Some college by no degree
- Associate degree in college (2-year)
- Bachelor’s degree in college (4-year)
- Master’s degree
- Doctoral degree
- Professional degree (JD, MD)
Q16. Which of the following best describes your gender identity?
- Male
- Female
- Non-binary/non-conforming
- Other
- Prefer not to say

Q17. What is the highest level of school you have completed or the highest degree you have received?
- Less than high school degree
- High school graduate (high school diploma or equivalent including GED)
- Some college by no degree
- Associate degree in college (2-year)
- Bachelor’s degree in college (4-year)
- Master’s degree
- Doctoral degree
- Professional degree (JD, MD)

Q18. Understanding that you may have many different ethnicities and cultures in your identity, for demographic purposes, please indicate the race or ethnicity that you believe has the greatest influence on your experience.
- Black/African American
- Hispanic
- Latino/Latina
- White/Caucasian
- Asian
- Native American
- Pacific Islander
- Mixed (no majority race/ethnicity)
- Other
- Prefer not to say

Q19. Which of the following best describes your current employment status?
- Employed full time in an organization owned/run by others
- Employed full time in an organization owned/run by me
- Employed part time in an organization owned/run by others
- Employed part time in an organization owned/run by others
- Seeking employment
- Not working outside my home and not seeking employment
Q20. Which of the following best describes your total annual household income?

- Less than $10,000
- $10,000 - $19,999
- $20,000 - $29,000
- $30,000 - $39,000
- $40,000 - $49,999
- $50,000 - $59,999
- $60,000 - $69,999
- $70,000 - $79,999
- $80,000 - $89,999
- $90,000 - $99,999
- $100,000 - $149,999
- $150,000 - $199,999
- $200,000 or more

About the Community Engagement Institute

Wichita State University's Community Engagement Institute is dedicated to improving the health of Kansans through leadership development, research and evaluation, organizational capacity building, community collaboration, and public health and behavioral health initiatives. The Community Engagement Institute maintains six Centers with skilled staff that work directly with community coalitions, nonprofits, government entities, health and human services organizations, and support groups. The Centers are:

- Center for Applied Research and Evaluation
- Center for Behavioral Health Initiatives
- Center for Leadership Development
- Center for Organizational Development and Collaboration
- Center for Public Health Initiatives
- IMPact Center

Want to know more about this report? Contact Nicole Freund at nicole.freund@wichita.edu.