

SF PEERRESOURCES

Peer Resources and The Balanced Score Card-How Our Work Aligns

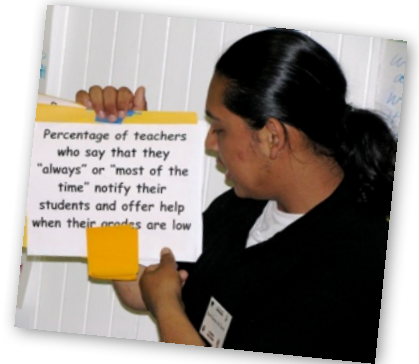
In 2007 the District undertook the development of the Balanced Scorecard (BSC) that would serve as the blueprint for strengthening teaching and learning for students throughout San Francisco. Peer Resources has identified the following areas where the greatest alignment exists between core program operation and BSC objectives and measures. Because Peer Resources programs are highly customized at the site level, it is likely that more linkages exist between BSC and a given program.

BSC Goal Area 1: Access and Equity – Making social justice a reality

Core Activities for Goal Area 1: Peer Tutoring, Peer Mentoring, Peer Education (especially training's on achievement gap and anti-racism), Peer Support Groups, Gear-Up, CPASS, some Make-A-Change projects

Objective 1.1: Diminish the historic power of demographics.

Aligned Peer Resources Measures: *Percentage of students (both Peer Leaders and Student Clients) reporting increased school connectedness and engagement, and leadership skills; number of students participating in (as Peer Leaders) and served by direct service activities (tutoring, mentoring, support groups); “Make-a-Change” projects that (a) focus on improving local and/or district-wide policy or (b) focus on improving teaching and learning across for students; activities that focus on (a) violence prevention (i.e. conflict mediation) or (b) outreach and support for students from disconnected and under-resourced communities (i.e. support groups and tutoring).*



Objective 1.2: Increase in student engagement, self-efficacy and effort optimism:

Aligned Peer Resources Measures: *Percentage of students (both Peer Leaders and Student Clients) who after participating in Peer Resources report increased school engagement, connectedness, self-efficacy (effort optimism), belief in their ability to make a difference in their own community.*

Objective 1.3: Create a safe affirming, and enriched environment for participatory and inclusive learning for every group of students:

Aligned Peer Resources Measures: *Percentage of students (both Peer Leaders and Student Clients) reporting increased school connectedness and engagement, and leadership skills; number of students participating in (as Peer Leaders) and served by direct service activities (tutoring, mentoring, support groups); “Make-a-Change” projects that (a) focus on improving local and/or district-wide policy or (b) focus on improving teaching and learning across for students; activities that focus on (a) violence prevention (i.e. conflict mediation) or (b) outreach and support for students from disconnected and under-resourced communities (i.e. support groups and tutoring).*



About San Francisco Peer Resources

San Francisco Peer Resources is a comprehensive youth leadership program based in San Francisco public schools. We believe that youth are capable leaders who can be effective allies for their peers. Peer Resources develops youth leaders in San Francisco using an interactive curriculum that builds safety, connection, awareness, skills, and confidence. These youth leaders identify the critical issues facing their peers, and then design programs and build awareness and momentum for positive change around these issues in their school communities. Over the past 30 years of existence, Peer Resources has helped over 50,000 San Francisco develop the leadership, thinking, and communication skills necessary for success in life.

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BSC Goal Area 2: Student Achievement – Engage high achieving and joyful learners

Core Activities for Goal Area 2: Peer Tutoring, Peer Mentoring, Peer Education, Peer Support Groups, Gear-Up, CPASS, Some Make-A-Change projects.

Balanced Scorecard Objective 2.2: Graduate all students college and career path ready and prepared with the skills/capacities required for successful 21st century citizenship (academic competence; technological fluency; creative/critical/innovative thinking, reasoning, and solution seeking; high level multimodal communication skills; environmental, civic, and social responsibility; strength of character, high level multilingual/multicultural skills; aesthetic sensibility; collaborative/team orientations).

Aligned Peer Resources Measures: Percentage of students (both Peer Leaders and Student Clients) who after participating in Peer Resources report increased leadership skills, self-efficacy (effort optimism), belief in their ability to make a difference in their own community, confidence in likelihood of graduation from current high school and likelihood of enrollment in post-secondary credentialing program post-high school graduation.



Balanced Scorecard Objective 2.3: Students are provided opportunities to engage in their school, community and larger world in ways that would support maximum identity investment and cognitive emotional engagement.

Aligned Peer Resources Measures: Percentage of students (both Peer Leaders and Student Clients) who after participating in Peer Resources report increased leadership skills, school engagement, connectedness, self-efficacy (effort optimism), belief in their ability to make a difference in their own community.

Measure 1: Students are regularly engaged in defining, describing, and shaping an empowering and joyful school experience.

Aligned Peer Resources Measures: Number of: students trained at Peer Leaders, number of services provides in each program core component (tutoring, mentoring, peer education, conflict mediation, and support groups); percentage of students reporting increased school connectedness and engagement.

BSC Goal Area 3: Accountability – Keep our promises to students and families.

Core Activities for Goal Area 3: Make-A-Change and Peer Education projects that focus on building the capacity of school staff to better understand, communicate with and relate to this generation of students.

Balanced Scorecard Objective 3.2: Create a culture of Service and Support.

Aligned Peer Resources Measures: Percentage of students (both Peer Leaders and Student Clients) reporting increased school connectedness, engagement, and/or the number of caring adult relationships; “Make-a-Change” projects that (a) focus on improving local and/or district-wide policy or (b) focus on improving teaching and learning across the curriculum for students; activities that focus on outreach and support for students from disconnected and under-resourced communities (i.e. support groups and tutoring).



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Peer Resources and the Balanced Scorecard-Evidence of Impact on Students

As part of our continual program evaluation, students in Peer Resources take a pre and post survey before and after they completed their participation in Peer Resources for a given academic year. Results from analysis of the 2007/2008 surveys are presented below with the related objective from the BSC.

Research on positive academic outcomes suggests “comprehensive, asset-based approaches to education and youth development have tremendous potential to contribute to the academic success of students from all backgrounds and in a wide range of communities.¹” Assets include support, empowerment, and social competencies which Peer Leaders and Mentees report experiencing through Peer Resource programs. Evaluation of Peer Resources found that among our 782 Peer Leaders students increased from baseline to follow-up on the following measures:



- **Improved leadership skill (aligns with Balanced Scorecard 2.2, 2.3, and 2.3.1):** Components of the leadership composite include: the ability to organize and lead group activities, comfort in talking with people who are different, speaking in front of a group, tolerance for different opinions and ideas, helping others, and receiving and accepting feedback. Over one-half (51%) of Peer Leaders improved their leadership score from baseline to follow-up.
- **Increased self-efficacy (aligns with Balanced Scorecard 1.2, 2.2, and 2.3):** Items in this composite include: perception of own ability to solve difficult problems, willingness to seek help, and confidence in ability to help others. Over two-fifths (47%) of Peer Leaders increased their sense of self-efficacy score.
- **Increased school engagement (aligns with Balanced Scorecard 1.1, 1.2, 1.3.4, 2.2, 2.3, 2.3.1):** Items in this composite include: orientation toward and enjoyment of learning, participation in activities, and future orientation. Three-fifths (70%) of Peer Leaders increased their school engagement score from baseline to follow-up.
- **Increased sense of school connectedness (aligns with Balanced Scorecard 1.1, 1.2, 1.3.4, 2.3, 2.3.1 and 3.2):** Items in this composite include peers assisting each other in class, respect among peers, sense of connectedness to school community, and sense of belonging. Two-thirds (66%) of Peer Leaders increased their school connectedness score from baseline to follow-up.
- **Increased belief in their ability to make a difference in their community (aligns with Balanced Scorecard 1.2, 1.3.4, 2.2, 2.3, and 2.3.1):** Over two-fifths (45%) of Peer Leaders reported an increased belief in their ability to make a difference in their community.



Among the 2,120 students that participated consistently in our mentoring, tutoring, and support groups, we found that after participation in Peer Resources that:

- Three-fifths (70%) of students agreed or strongly agreed that if students work together they can make change at their school (**aligns with Balanced Scorecard 1.1, 1.2, 2.2, and 2.3**).
- Three-fifths (70%) of students agreed or strongly their school was a good place for them to learn (**aligns with Balanced Scorecard 1.1, 1.2, 1.3, 2.3 and 3.1**).
- Two-thirds (66%) of students agreed or strongly agreed they could make positive changes in their lives (**aligns with Balanced Scorecard 1.2, 1.3.4, 2.2, 2.3, and 2.3.1**).

¹ U.S. Department of Health & Human Services, Administration of Children and Families, “Towards a Blueprint for Youth: Making Positive Youth Development a National Priority,” www.acf.dhhs.gov/programs/fysb/youthinfor/blueprint.htm.

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Core Program Components

While not every program engages in all of these activities, the Peer Leaders in every program will intensively engage their peers in one or more of the following core activities.

Peer Mentoring and Tutoring: Peer Leaders serve as one-on-one mentors and tutors, helping other students to develop decision-making skills, establish and keep personal goals, stay in school, plan for college and careers, and developing study habits and test taking strategies. They meet weekly and monitor progress reports, advocate with teachers, connect their peers with resources, and offer emotional support and guidance. During 2007-2008, Peer Mentors and Tutors provided 551 mentoring and/or tutoring opportunities that served 1,222 students.

Peer Education: Peer Leaders develop classroom and/or school assembly workshops focusing on issues of concern to young people. They research the issue and design interactive activities to raise awareness and change behavior among their peers around the topic. During 2008-2009, Peer Educators made 847 presentations that reached 20,244 students.

Peer Conflict Mediation: Peer Leaders mediate peaceful conflict resolution between students, helping them to negotiate their disputes without adults and without resorting to physical violence. During 2007-2008, Peer Conflict Mediators facilitated 335 conflict mediations serving 1,115 students.

Peer Support Groups: Peer Leaders co-facilitate constituency (e.g. African American males, girls, 9th graders) or topic-based (anger management) groups with an adult support group coordinator. These support groups provide safe and confidential places for students served to address underlying issues preventing them from succeeding in school and life. During 2007-2008, Peer Resources lead 384 support groups that served 2,726 students.



Focal Program Activities

San Francisco Unified School District Gear-Up Collaborative: GEAR-UP (Gaining Early Awareness and Readiness for Undergraduate Programs) was enacted as part of the 1998 Higher Education Act to give more low-income students the skills, encouragement, and preparation to enter and succeed in post-secondary education. The GEAR-UP model is designed to create a self-sustaining college-going culture by working with whole schools through the adults that have the greatest impact in student life and experience: the principals, teachers, counselors, families and community leaders. The Peer Resources component of this work has included site staff collaborating with site based Gear-Up coordinator to develop college knowledge events; supporting family information nights, providing supplemental tutoring and support to students in the target grades. We currently are in all Gear-Up Schools in San Francisco. In 2008, Peer Resources is providing services in all GEAR-UP middle schools.

Citibank Post Secondary Access and Success Initiative (CPASS): Funded by the national Public Education Network and the Citi Foundation is a five-year action research project to study what it takes to help urban low-income and first generation students succeed in college or career. This project will place 3,500 students in three cities, Miami, Philadelphia, and San Francisco (1,500 students in each city) in the pipeline to college or career and then track them for four years through the completion of year one or two of college or career studies. The emphasis of this action research project is not just on the pipeline to higher education but also on success. Peer Resources contribution to this work will include the development of a college access focused curriculum that will be delivered to students in our high school programs, digital story telling projects where students can share their post-secondary anticipations with their peers, and youth-led research into what it takes for low-income and first-generation youth to succeed in college. This initiative will not begin until July of 2009.



Make-A-Change: Youth-Led Research: The Make-A-Change component asks each school's Peer Resources program to identify a key issue (e.g. designing teaching strategies for students) to focus on throughout the year. Four Peer Resources programs worked in collaboration with a professor and graduate students from the University of California, Berkeley School of Public Health to include youth-led research as part of their Make-A-Change program. During 2007-2008, Peer education in four Make-A-Change high school reached over 5,000 of their peers.