

***The Development of Performance Measures for a Small  
After-school program serving South Asian Youth in  
New York City***  
**A Case Study**

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## ***Abstract***

### ***Development of Performance Measures for a small After-school program serving South Asian Youth in New York City, A case study***

There is an on-going discussion in the literature of the not-for-profit field about the accountability and the rate of return on investment (ROI). This discussion leads inevitably to a discussion of performance metrics. Some large funders, foundations, and the government, require that service organizations achieve certain measurable results; some results could be related to outputs and some could focus on outcomes. But seldom have these funders required that these performance measures should be utilized in managing the service delivery system of the organizations they are funding. These measures should be related to the mission and goals of the organization and indicators should measure the results of the services the organization provides in terms of how well these services meet the mission and goals of the organization. This paper is a study of the development of a performance management system for small not-for-profit in New York City. It shows how indicators were developed, how they are used to evaluate and influence of the program.

Most not-for-profit organizations provide human services such as education, youth development, child welfare, homelessness, welfare-to-work programs, etc. A large number of these organizations run on the passion of the founder and funders, and are small (NCCS 2012). They operate with a small full time staff, but mostly rely on volunteers and part-time staff. These organizations are funded by government, and/or foundations. But also a significant portion of their funding comes from individual donors. Most of this funding is for specific services and activities and does not target funds to develop performance measurements. Yet it is difficult for these organizations to develop the performance measurements for both accountability and management on their own with their limited funding.

SAYA! (South Asian Youth Action!) serves low income South Asian youth from families originally from India, Pakistan, Nepal, Bhutan, Bangladesh and Sri Lanka, Caribbean and Guyana. The organization, is located in Queens, and serves youth in Queens and Brooklyn, two boroughs of New York City. The South Asian community is generally known as a model minority, whose members are well-educated, employed in white collar professionals with high median income. But this perception hides a group of South Asians who work as taxi drivers, fruit sellers and in other low-income jobs with their income below the poverty level (\$22,000 for a family of four). Children of these parents often feel alienated from the mainstream culture and might be blocked from achieving success.

SAYA! provides academic, leadership, sports, arts and counseling programs to help these youth achieve success. Specifically, SAYA!'s after-school program focuses on impacting the personal development of students in five key areas: College preparedness, Physical Wellness, Cultural Engagement, Social and Emotional Wellbeing, and Leadership Development. SAYA provides these services in schools in Queens and Brooklyn with high concentration of children of South Asians and families from the South Asian diaspora and at their center in Elmhurst, Queens.

Last year, under new leadership, SAYA! went through a strategic planning exercise. As a result of this

workshop with staff and the board members, SAYA! developed a more defined mission statement; developed short term, medium term and long term outcomes; and refined their program model. Using the desired outcomes developed in strategic planning workshop, the computerized performance measurement system SAYA! Has developed is expected to serve the following functions as SAYA! Moves forward:

- Provide a method for tracking the individual progress of students
- Provide a method for tracking the overall success/impact of each program
- Serve as an empowerment tool for students to be more actively engaged in their own personal development and academic success
- Create a greater degree of institutional accountability
- Provide more accurate information on populations that SAYA! is serving
- Facilitate grant writing and donor reporting

The five outcome indicators listed below correspond with five key service areas mentioned in the fourth paragraph above (and in also in parentheses):

- Improved Grades (College Preparedness)
- Improved Self Esteem (Social and Emotional Wellbeing)
- Improved/increased behaviors demonstrating a healthy lifestyle (Physical Wellness)
- Increased/Maintained engagement in cultural activities (Cultural engagement)
- Increased civic engagement (Leadership Development)

Some components of the performance management system are already implemented; others will be rolled out in the coming year. It will take two to three years to fully develop the performance measurement and management system.

### **Keys to Success and Barriers to Implementation**

In order for the performance measurement system to succeed, the buy-in of SAYA! Leadership, staff and youth is necessary. For a small organization like SAYA!, day-to-day operational and funding issues take a significant time of administrators and staff. So collecting data for performance measures takes a lower priority unless outcomes are required by the funder. Despite these barriers, the organization has committed to the performance management system and has started collecting data in addition to anecdotal information and success stories. But a fully developed performance measurement system will allow the organization to have systematic data to measure the impact of its program and make program corrections as necessary.

Stepping back from this one organizational instance and taking a broader view, if we could collect outcomes for all not-for-profits, especially those that provide human services, it would allow evaluation of the larger rate return on investments in these programs. It would allow more informed discussion of the efficacy of these programs and might lead to increasingly efficient management to achieve successful outcomes. A modest first step in this development would be to urge that funding organizations require outcome reports and provide targeted financial support to gather outcomes.

There is an on-going discussion about accountability in the field of not –for- profit organizations. This discussion is not only about accountability to funders, but also accountability to the recipients of service. This discussion leads inevitably to a discussion of performance metrics. Some large funders, foundations, and governments, require that service organizations develop performance metrics to achieve certain measurable results. Some of these results explain the impact of the programs. Some results . But seldom have funder organizations required that performance measures be used in actually managing the service delivery system of the organizations they are funding. When they do make such a requirement, these measures have to be related to the mission and goals of the organization and the indicators should measure the results of the services the organization provides in terms of how well these services meet the mission and goals of the organization. This paper is about “how to” develop performance measurement systems in a small not –for-profit organization. It is a study of the development of a performance management system for small not-for –profit organization, South Asian Youth Action (SAYA!) in New York City that serves South Asian youth from low income families. It describes the need for service for this population, shows how indicators were developed to measure these services, and how these indicators are used to evaluate and influence the program. The paper is in four parts; the first part looks into the literature that describes the importance of performance measurement system in not-for profit organizations and steps that needs to be taken to get there. The second part discusses how two other youth organizations have successfully used performance measures to manage and expand their organization. The third discusses the use of data to discover and describe the need for services that the target group, SAYA!, serves. The fourth part describes the mission of the organization, Saya’s theory-of-change and the targeted short term, medium term and long term outcomes they would like to achieve. The fifth part

describes SAYA!' perform measurement system and how they set about to create it. Then there is discussion of the preliminary results and the lessons learned.

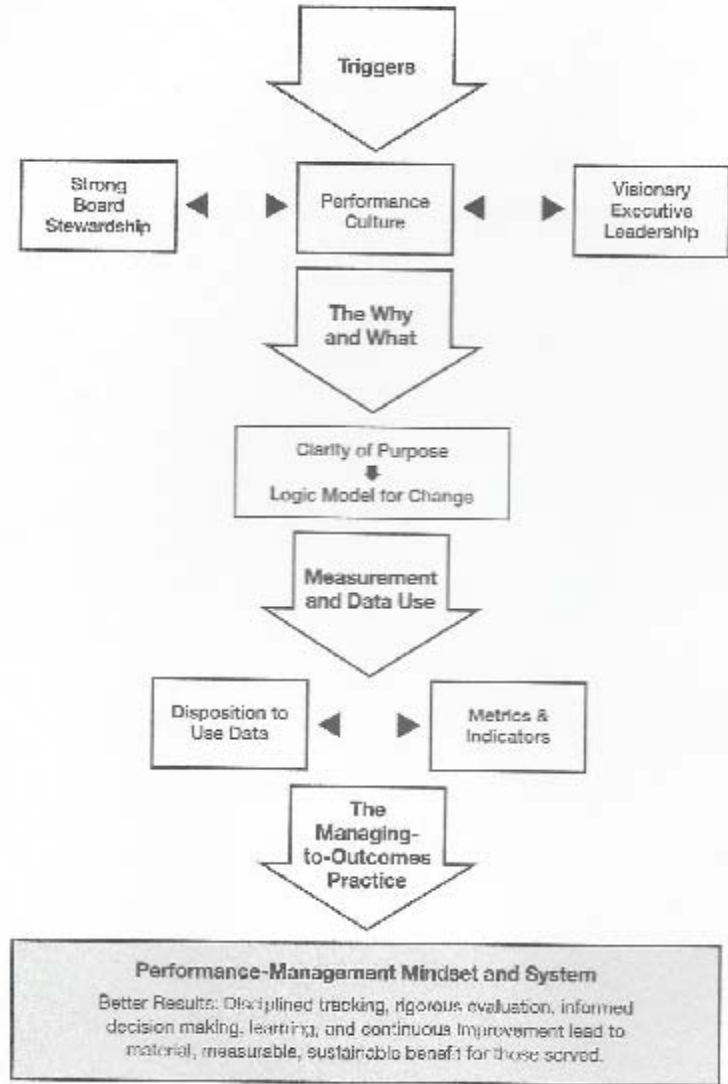
### Importance of Performance Measurement System

Much Performance Measure literature ( Hatry, Forty and Yazbak, Marino, Penna to name a few) strongly recommends that a performance measurement system should be utilized to provide better services, innovate more rapidly and manage costs more responsibly. In doing so, this literature suggests, the organization eventually demonstrates its successful impact and attracts additional resources to increase the breadth and depth of its programs. Development of performance measures helps an organization to better understand the needs of clients. It also allows an organization to learn better how their programs work and how they can work more effectively. In the beginning, a performance measurement system does not have to be rigorous or comprehensive. <sup>1</sup>The organization can start with a few indicators that focus on one or two outcomes. These results will help an organization improve, perhaps redesign the program, develop new programs, and, most importantly, will help them get additional funding. The Framework for managing to outcome chart shown by Mario Marino (P. 84) explains the importance of performance measurement system very succinctly.

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<sup>1</sup> Morino, Mario, (2011), Introduction

**Framework for Managing to Outcomes**



Thus, the primary purpose of performance measurement is to learn and to improve. Forti and Yazbak (2012) describe five important steps that are utilized by organizations that have been successful in developing successful performance measures and management:

1) Have Leadership commit to make measurement a priority and make sure that the staff understands and accepts the importance of data and its impact. Leaders who move organizations in this direction understand that while measurements are necessary to report results to funders, it is a most important tool to meet the organization's missions and to provide greater value for their clients. The attempt to develop a successful performance measurement system fails when the leader or a CEO does not clearly articulate the reasons for it or delegates it to others in the organization. In these instances, staff in the organization will not take data collection and performance measures seriously. Once leadership makes commitment, the organization finds creative ways to manage the costs of getting started. This might mean gathering information on one or two mission driven indicators or on one or two programs or even one or two program sites.

2) Create a data-driven decision making culture within the organization that incentivizes and promotes learning and improvement. Every organization has its own unique culture. So the performance measure system should be appropriate to the organization's culture. The staff only will commit to managing with data if they find that it helps them in their work and they don't get penalized for mistakes. Sometimes it is useful to provide incentives to staff also. But all of the stakeholders- staff, clients, partners, board members, funders and others, should contribute in developing the indicators for the performance measure system. If the stakeholders don't have buy-in to the measurement system and if they don't see its direct value to them, in the long run

the performance measurement system could fall apart. Once again to develop and foster performance culture, the leader needs to “walk the talk”.

3) Use outside expertise to support internal capacity. Most smaller service delivery organizations have neither the time nor internal capacity to look at the whole picture and develop measures that meet program goals. Thus, it can be helpful to get external help. Sometime funders are willing to fund outside consultants. Sometimes experts are willing to provide pro-bono services.

4) To successfully develop and implement the performance measurement system, create a designated position to manage performance measures. A designated position serves multiple purposes; it sends a message to staff that this is an important part of organization’s work and everybody needs to cooperate. Often not having a designated person undermines the performance measurement system. A designated person that directly reports to the leader can provide support to programs by checking the quality of data, and conducting specific analyses at the request of Leadership or people in the programs.

5) Make the system dynamic, change the indicators and the system as the organization changes and grows.

Most not-for-profit organizations provide human services such as education, youth development, child welfare, homelessness, welfare-to-work programs, etc. A large number of these organizations run on the passion of the founder and funders, and are small (NCCS 2012). They operate with a small full time staff, but mostly rely on volunteers and part-time staff. These organizations are funded by government, and/or foundations. But also a significant portion of their funding comes from individual donors. Most of this funding is for specific services and activities and does not target funds to develop performance measurements. Yet it is difficult for



these organizations to develop the performance measurements for both accountability and management on their own with their limited funding.

### Performance Measurements in Youth Organizations:

As stated above, a large number of youth organizations receive their funding from government, foundations and individual donors.<sup>2</sup> Most of these funders require minimal outcome reporting and accountability measures. In New York City, the City's Department of Youth and Community Development provides funding for after-school programs. But the only reporting requirement fundees have to meet is targeted enrollment and attendance. No reporting of outcome indicators is required.

But a number of youth service delivery organizations have created their own performance measurement system. Two well-known examples of focus on the performance measures are the Harlem Children's Zone in New York and Citizen Schools in Boston.

The mission of the Harlem Children's Zone, Inc. (HCZ) is to improve the lives of poor children in America's most devastated communities. Harlem Children's Zone's objective is to equip the greatest possible number of the children in the HCZ Project to make a successful transition to an independent, healthy adulthood, reflected in demographic and achievement profiles consistent with those in an average middle-class community.<sup>3</sup> Geoffrey Canada founder, CEO and the president of HCZ was clear in the outcome he wanted to achieve when he started the organization. The goal according to Canada was to get the maximum number of kids into college from Harlem and get them through the college. In order to achieve this final outcome, he also

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<sup>2</sup> In 2011-2012, 41% of SAYA! funding came from individual donors.

<sup>3</sup> ([www.hcz.org](http://www.hcz.org)).

recognized that the organization needs interim indicators such as literacy and numeracy, high school graduation and others. But “making it through college is what leads to lifelong results for the young people HCZ serves”.<sup>4</sup> In 2010-11, 90% of children who have fully participated in Harlem Children’s Zone programs have been accepted to a college. HCZ has used its data to recognize the community’s need and impediments to success and to expand the range of programs. It originally served 24 blocks of Harlem. It currently serves 100 blocks of Central Harlem in New York City. The HCZ shows that a clear vision and articulation of goals by the founder, and development and use of necessary indicators to measure the progress towards these goals, has made this organization a shining example of outcome-driven management.

Since its founding in Boston in 1995, Citizen Schools has been re-imagining the learning day to bring more time, more talented adults, and more relevant learning experiences, to middle-school students in low-income neighborhoods. Citizen Schools provide:

- Extended learning time for middle-school students in 21 cities coast to coast
- Hands-on learning taught by AmeriCorps educators and volunteer experts from all fields, from science to law to finance and community service
- Deep partnerships to help transform schools

Early on, Citizen Schools set up Program Scorecard that defines key outcomes and indicators and enables Citizen Schools to track progress toward goals. These online databases track dosage and outcomes, allowing staff to identify areas of strength and concern in real time and to adjust their practice. Using the data driven management, Citizen Schools has succeeded in serving low

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<sup>4</sup> Morino, Mario, *Leap of Reason: Managing to Outcomes in an Era of Scarcity* (2011), Venture Philanthropy Partners, P. 15.

income schools effectively. The results of data tracking and evaluation show that nine out of 10 Citizen School alumni in 2010 passed the state exit exams in math and English. In 2011-2012, they had 31 school partnership sites across the country, served 4500 children, and engaged 4200 volunteers.<sup>5</sup>

### SAYA!

South Asian Youth Action (SAYA!) provides comprehensive youth development programs for low-income South Asian youth in New York City. Through academic, leadership, sports, arts, and counseling programs, SAYA! presents youth with the possibility to expand their horizons and realize their dreams.

### South Asian<sup>6</sup>Youth in NYC

Over 3.4 million South Asians live in the United States. Of all metropolitan areas New York has the largest South Asian population. Demographic data of South Asian youth residing in New York is interesting and revealing.

### **In New York City one out of every 20 youth is South Asian.**

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<sup>5</sup> [www.citizenschools.org](http://www.citizenschools.org)

<sup>6</sup> youth from the South Asian diasporas, including those who trace their ancestries to Afghanistan, Bangladesh, Bhutan, Guyana, India, Nepal, Pakistan, Sri Lanka, Tibet and Trinidad and Tobago).

Definitions of South Asian vary, and are rendered complicated by issues in the methodology and reporting categories of the Census and other demographic instruments. The key issue involves the inclusion of Indo-Caribbeans. Indo-Caribbeans often, but not always, self-identify as “Indian” or “Asian Indian” when given the opportunity to do so. But data that identify only national origin do not differentiate between Indo-Caribbeans and Guyanese and Trinidadians of non-Indian origin. As a result, some analyses exclude Indo-Caribbeans from the South Asian realm. This is a mistake, as “Indian” self-identification and other ties (e.g. Hindu or Muslim faith, and cultural practices and associations) connect Indo-Caribbeans with other South Asians in daily life, and residential patterns overlap (e.g. Indo-Guyanese and Punjabis in Richmond Hill, Queens).

In order to provide the most complete picture of NYC South Asian youth and the one that most closely captures actual community dynamics, while remaining methodologically rigorous; we employ here a method that combines national origin and racial self-identification in the 2008-10 ACS survey. This definition embraces a variety of ethnic, religious, language and cultural ties that exist among the global South Asian diaspora. In New York, these ties are seen in the mixtures of South Asian sub-communities in particular neighborhoods of the city.

New York City’s population includes over 100,000 South Asian youth (youth from the South Asian diasporas, including those who trace their ancestries to Afghanistan, Bangladesh, Bhutan, Guyana, India, Nepal, Pakistan, Sri Lanka, Tibet and Trinidad and Tobago) under the age of twenty. This means that out of the city total of close to two million inhabitants between ages 0 and 19—the city’s infants, preschoolers, elementary, middle and high school-age youth—over one in twenty is South Asian.

**TABLE 1: SOUTH ASIAN YOUTH IN NYC 2000-2010: A GROWING POPULATION**

|                                    | <b>2000</b> | <b>2010</b> | <b>Growth (%)</b> |
|------------------------------------|-------------|-------------|-------------------|
| South Asian youth (0-19), citywide | 82967       | 102224      | 23.2              |
| Non-SA youth (0–19), citywide      | 2051645     | 1892963     | -7.7              |
| All youth (0-19 years), citywide   | 2134612     | 1995187     | -6.5              |
| South Asian youth, Queens          | 51969       | 64446       | 24.0              |
| South Asian youth, Brooklyn        | 16856       | 19354       | 14.8              |
| South Asian youth, Bronx           | 7511        | 8294        | 10.4              |
| South Asian youth, Manhattan       | 3565        | 5890        | 65.2              |
| South Asian youth, Staten Island   | 3066        | 4240        | 38.3              |

**While the city’s youth population declines, its South Asian youth population is growing fast.**

There are more and more South Asian youth in the city at the same time that the overall youth population is decreasing. Between 2000 and 2010<sup>7</sup> the city’s total youth population went down by 7.7 percent. But the number of South Asian youth grew from 82,967 to 102,224—an increase of 23.2 percent. The already large number and growing prominence of South Asian youth in the city population highlights the social needs of these youth. South Asian youth in New York City face poverty, language and cultural adaptation issues, stigma and discrimination. Taken together,

<sup>7</sup> 2008-10, American Community Survey. Unpublished tables prepared for SAYA!

South Asian youth face a combination of challenges common to all city youth, particularly low-income youth, and challenges particular to the South Asian community in the quest for opportunities and preparation for decent jobs and economic betterment.

**Over one South Asian youth in 4 is foreign-born and most of them have foreign-born parents.**

In 2008-10 a large share of the South Asian youth population, or 27.2 percent, were foreign-born. The proportion was highest among Bangladeshi youth (31.3 percent), reflecting the fact that Bangladesh is the origin of one of the city’s fastest-growing immigrant communities. But there is a large share of foreign-born youth in all South Asian sub-communities in the city. Even in the Indian community, which is relatively speaking the longest-established, 23.1 percent of youth are foreign-born.

**TABLE 2: NYC SOUTH ASIAN YOUTH: A DEMOGRAPHICALLY YOUNG COMMUNITY**

| Origin          | Youth 0-19 | % foreign-born |
|-----------------|------------|----------------|
| All South Asian | 102224     | 27.2           |
| Bangladesh      | 27596      | 31.3           |
| India           | 23972      | 23.1           |
| Pakistan        | 19565      | 30.1           |
| Indo-Caribbean  | 21421      | 23.7           |
| Other           | 9670       | 27.2           |

The high proportion of foreign-born South Asian youth means that issues of linguistic and cultural adaptation affect both youth and their families, and have an impact on their education

outcomes and workforce preparation. These issues warrant special attention in assessing and addressing the needs of South Asian youth in the city.

### **III. DIVERSE AND DISPERSED**

The city's population of South Asian youth is not only diverse by country of origin; it is also dispersed across much of the city. The historically high concentration of South Asians in Queens is accompanied by growing populations in Brooklyn and the Bronx. Of the city's 55 community districts (CDs), 25 CDs are home to at least 1,000 South Asian youth, and 13 CDs are home to over 3,000 South Asian youth.

#### **In Queens, one youth in 8 is South Asian.**

The share of South Asian youth is particularly high in Queens, historically the borough with the largest South Asian community and the most numerous South Asian-identified neighborhoods and commercial areas. In Queens, where there are 64,446 South Asian youth, this number makes up 12.5 percent of the borough's total youth population.

Of the city's 13 community districts (CDs) in which more than 3,000 South Asian youth reside, 10 are in Queens. Together they encompass major South Asian-identified areas: Jackson Heights, Astoria, Richmond Hill, Ozone Park, Flushing, Jamaica, Hillside, Fresh Meadows, Queens Village and adjoining neighborhoods.

**TABLE 3: NYC SOUTH ASIAN YOUTH: ORIGIN AND BOROUGH, 2008-10**

|               | Total   | Bangladesh | India  | Pakistan | Indo-Caribbean | Other | All 0-19  |
|---------------|---------|------------|--------|----------|----------------|-------|-----------|
| Total         | 102,224 | 27,596     | 23,972 | 19,565   | 21,421         | 9,670 | 1,995,187 |
| Bronx         | 8,294   | 4,529      | 1,055  | 1,189    | 1,125          | 396   | 417,266   |
| Brooklyn      | 19,354  | 6,731      | 1,825  | 7,788    | 1,783          | 1,227 | 662,949   |
| Manhattan     | 5,890   | 1,386      | 2,006  | 843      | 219            | 1,436 | 276,711   |
| Queens        | 64,446  | 14,839     | 17,838 | 7,846    | 17,895         | 6,028 | 516,480   |
| Staten Island | 4,240   | 111        | 1,248  | 1,899    | 399            | 583   | 121,781   |

### **Queens remains the center of gravity of New York South Asian youth...**

The Queens South Asian youth population is also highly balanced and diverse among national origins, with large numbers of Indian, Indo-Caribbean and Bangladeshi youth, a smaller but still sizeable share (12.2 percent) of Pakistani youth, and also the city’s main hubs for Nepali and other smaller communities. Most Queens Neighborhoods where South Asians are a large presence include sizeable numbers of youth from multiple South Asian sub-communities.

**TABLE 4: SOUTH ASIAN YOUTH BY BOROUGH, 2008-10 (%)**

|               | Total | Bangladesh | India | Pakistan | Indo-Caribbean | Other |
|---------------|-------|------------|-------|----------|----------------|-------|
| Total         | 100   | 100        | 100   | 100      | 100            | 100   |
| Bronx         | 8.1   | 16.4       | 4.4   | 6.1      | 5.3            | 4.1   |
| Brooklyn      | 18.9  | 24.4       | 7.6   | 39.8     | 8.3            | 12.7  |
| Manhattan     | 5.8   | 5.0        | 8.4   | 4.3      | 1.0            | 14.9  |
| Queens        | 63.0  | 53.8       | 74.4  | 40.1     | 83.5           | 62.3  |
| Staten Island | 4.1   | 0.4        | 5.2   | 9.7      | 1.9            | 6.0   |

In keeping with this, Queens is the home of the largest percentage of each national sub-group, although only slightly ahead of Brooklyn with respect to the Pakistani population. In this sense, Queens remains the epicenter of South Asian New York, and this is reflected in its youth population—but it would be a mistake to limit the focus to Queens.

**... But Brooklyn and the Bronx are major, growing South Asian youth hubs as well.**

Brooklyn is home to 19 percent of NYC South Asian youth, the majority of them Pakistani and Bangladeshi. In total 39.8 percent of NYC Pakistani youth and 24.4 percent of NYC Bangladeshi youth live in the borough. This corresponds in particular to the Midwood and Kensington areas in Community Districts 12 and 14. Each of these CDs is home to over 3,000 South Asian youth.

Another area where there is a significant but sometimes overlooked South Asian youth population is in central and north Bronx. Bronx Community District 9, which includes Parkchester and Castle Hill, is home to over 3,000 South Asian youth. In the Bronx, most South Asian youth are Bangladeshi (54.6 percent), although the other three main origins are all significant, at over 10 percent each.



**Both poverty and low-income status are major issues for South Asian youth in New York City.**

The South Asian community is generally known as a model minority, whose members are well-educated, employed as white collar professionals with high median income. But this perception hides a group of South Asians who work as taxi drivers, fruit sellers and in other low-income jobs with their income below the poverty level. Children of these parents often feel alienated from the mainstream culture and might be blocked from achieving success. As such, poverty and low-income status are major, central obstacles to achievement for South Asian youth in the city, and to their ability to access opportunities, prepare for good jobs and make successful lives.

The majority of South Asian youth in New York City live in low-income families. And over a quarter of South Asian youth in the city live in poverty.<sup>8</sup>

**TABLE 5: SOUTH ASIAN YOUTH POVERTY AND LOW-INCOME STATUS IN NYC**

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<sup>8</sup> The poverty threshold is a level of income below which a family is counted poor. The poverty threshold is the same across the country, race and ethnicity. It varies by the family size and is updated every year based on the cost-of-living index. For example, for a four-person family unit with two children, the 2010 poverty threshold is \$22,213.

|   | SA Youth | All Youth |
|---|----------|-----------|
| Citywide, poor (below FPL), %             | 26.7     | 28.1      |
| Citywide, low-income (below 200 % FPL), % | 54.8     | 51.3      |
| Queens, poor                              | 23.1     | 18.9      |
| Queens, low-income                        | 50.5     | 42.1      |
| Brooklyn, poor                            | 34.8     | 31.3      |
| Brooklyn, low-income                      | 68.9     | 55.2      |
| Bronx, poor                               | 37.5     | 40.3      |
| Bronx, low-income                         | 70.2     | 66.7      |
| Manhattan, poor                           | 33.4     | 24.5      |
| Manhattan, low-income                     | 43.1     | 44.8      |
| Staten Island, poor                       | 14.2     | 16.5      |
| Staten Island, low-income                 | 42.0     | 31.7      |

**Over one-quarter of NYC South Asian youth are poor and more than half of NYC South Asian youth are low-income.**

Youth poverty is a chronic and worsening in New York City. South Asian youth are not immune to this crisis: 26.7 percent of South Asian youth live in poverty.

When considering youth who live in households under 200 percent of the federal poverty level (FPL), South Asian youth are generally more likely to be low-income than the city average.

While 51 percent of city youth live below 200 percent of FPL, this is the case for 55 percent of South Asian youth. The numbers are higher for Pakistani (72 percent) and Bangladeshi (70 percent) youth.

The disparity in poverty by this measure between South Asian youth and the general youth population is especially high in Brooklyn, where 69 percent of South Asian youth are low-income, compared to the 55 percent borough average. In Queens, 50 percent of South Asian youth are low-income, compared to the 42 percent borough average. In the other boroughs, South Asian youth poverty by this measure is close to the borough average (within 3 percentage points).

**Where the most South Asian youth live, they are poorer than the general youth population.**

In Queens and Brooklyn, where the vast majority of South Asian youth live, they are more likely to be poor than the general population. In Queens, 23.1 percent of South Asian youth are poor, compared to 18.9 percent of all youth. In Brooklyn, 34.8 percent of youth are poor, compared to 31.3 percent of all youth. In the Bronx, 37 percent of South Asian youth are poor, which is lower than the borough-wide average; but the borough's youth poverty level is so high (40.3 percent) that the relatively better performance of South Asian youth still reflects a crisis situation.

**South Asian youth are consistently low-income at higher rates than the general youth population.**

Across the city, the levels of low-income status among South Asian youth are consistently higher than for the city or borough youth population as a whole. The only exception in Manhattan, with its relatively small population of South Asian youth (under 6,000 individuals), 43 percent of whom are low-income, just under the borough average.

Everywhere else, South Asian youth are low-income in greater proportion than borough average, with particularly high gaps in Brooklyn (69 percent low-income South Asian youth, 55 percent all youth) and Queens (50 percent low-income South Asian youth, 42 percent all youth). The

highest levels are again in the Bronx, where 70 percent of South Asian youth are low-income, compared to 67 percent of borough youth overall.

**South Asian youth poverty is generalized... and also concentrated.**

South Asian youth poverty is a general phenomenon, with over 23 percent of South Asian youth living in poverty in every borough except Staten Island, where the population is very small. At the same time there are some significant patterns or points of acute crisis that are important to highlight:

- Poverty is particularly acute among New York City Bangladeshi youth (38.5 percent) and Pakistani youth (32.9 percent).
- Indians are not immune. Although Indians are the oldest and most established of the South Asian sub-groups in New York City, they are also affected by youth poverty, particularly in Queens, where the vast majority of youth live. Of the close to 24,000 Indian youth in New York City, nearly 18,000 live in Queens and of these, 19.6 percent live in poverty.
- There are pockets of particularly acute South Asian youth poverty that correspond to particular areas and neighborhoods, of the city. Among combinations of origin and borough that include more than 4,000 youth, and where the rate of youth poverty is over 35 percent, we find Brooklyn Bangladeshi (50.8 percent), Bronx Bangladeshi (45.1 percent), and Brooklyn Pakistani (36.0 percent). Note also that in Queens, the “Other” category, which includes approximately 6,000 youth, features a very high poverty rate of 45.6 percent. This most likely reflects high levels of poverty among Nepali and other groups that are concentrated in Queens and include a large share of recent arrivals. It is

important to include these smaller but growing communities when planning interventions to tackle youth poverty.

SAYA's target population is low-income youth. Most are first-generation immigrants or children of immigrants who live in areas of concentrated poverty. They attend overcrowded public schools which rank among the lowest performing in New York City, where language and cultural barriers present major obstacles towards their achieving success. SAYA! caters to the sons and daughters of taxi workers, restaurant workers, domestic workers, street vendors and other low-wage workers.

The logic model for SAYA!, its mission, program and the outcomes it would like to achieve, are shown below.

| SAYA! Logic Model   |                                 |                                       |  |   |  |  |
|---|---------------------------------|---------------------------------------|--|---|--|--|
| Mission: Support South Asian youth in becoming self-sufficient individuals engaged in positive relationships in family and community. |                                 |                                       |  |   |  |  |
| Inputs  | Activities                      | Output                                | Short-term outcomes/indicators                     | Intermediate outcomes                               | Long-term outcomes                                       |  |
|   | <b>Provide Services</b>         |                                       |  |   |  |  |
| Staff   | Academic Support                | No. of Youth served at the Center     | Literacy and numeracy<br>?? Have the literacy and  | Engaged in postsecondary<br>education or            | SAYA youth become<br>young adults who are—               |  |
| Board and Committees  | Leadership Development          | No. Of youths served at school        | Academic self-efficacy**<br>Self-awareness         | specialized training<br>program leading to          | ?? In a career lattice***<br>?? Assets to their families |  |
| SAY Youth   | Sports and Wellness             | Units of services delivered per youth | Effective interaction                              | certification<br>Demonstrates skills                | ?? Engaged in their<br>communities                       |  |
| Volunteers  | Artistic Expression             | Youth Turnover rate                   | Responsible decisionmaking<br>Increase in positive | necessary for success in<br>work, in family, and in |  |  |
| Funding (Public, Foundation, Individuals)   | Social and Emotional Support    |                                       | behaviors  | community   |  |  |
| Facilities ( Center, Schools, Religious Center)   | Develop programs and facilities |                                       |  |   |  |  |
|   |                                 | Staffing Level                        |  |   |  |  |
| Supplies and Equipment  | Recruit Hire and Retain Staff   | Staff Turnover rate                   |  |   |  |  |
|   |                                 | Improved staff proficiency            |  |   |  |  |
| Partnerships (External, between schools, between schools and Center)  | Raise public and private funds  | Funds raised                          |  |   |  |  |
|   | Manage finances                 | Budget Balanced                       |  |   |  |  |

## Mission Statement

The purpose of SAYA! Is to support South Asian youth in becoming self-sufficient individuals engaged in positive relationships in family and community.

## PROGRAMS

SAYA! levels the playing field by taking a comprehensive approach to youth development. The model is based on the fundamental belief that youth thrive when they have safe spaces to learn, lead and contribute to their communities – and each other. The five core program areas are designed to improve the chances of youth having successful careers, contributing to their families and serving their community.

**Academic Support** -- Enables youth to aspire to and achieve educational excellence through Chalo College (College Access Program), including SAT prep course and personalized counseling for college application and financial aid; Specialized High Schools Admission Test prep course; one-on-one tutoring and mentoring; High Chai and Power Lunches, career awareness and job workshops.

**Leadership Development** -- Builds self-confidence, sense of purpose and decision-making skills through ARISE (co-ed), Young Men's Empowerment Group, and Desi Girls.

**Sports and Wellness** -- Develops goal-setting, team work and conflict negotiation skills through organized sports including basketball, cricket, flag football, and volleyball.

**Artistic Expression** -- Increases self-esteem and deepens technique through classes including Bhangra, Bharatanatyam, Bollywood dance, Garba Raas, West Indian dance, hip-hop, breakdance, graphic design, photography, video, spoken word, and art gallery trips.

**Social and Emotional Support** -- Increases self-awareness and strengthens relationships with family and peers through culturally-competent, confidential one-on-one, and group support.

SAYA! Believes demography should not dictate a child's future. SAYA! aims to reach out to the youth in their community. Thus SAYA! runs its program in selected Queens and Brooklyn middle schools and high schools, at Elmhurst Center in Queens, SAYA's home base and at religious organizations (a Gurudwara). In the last school year (2011-2012), SAYA! Served approximately 650 youth who were enrolled in one or more SAYA! Programs. But over 15 years of SAYA!'S history, SAYA! Has opened the door to over 7,000 youth who are often the first in their families to attend high school and pursue college in the U.S.

Last year, under new leadership, SAYA! went through a strategic planning exercise. As a result of this workshop with staff and the board members, SAYA! developed a more defined mission statement and developed short term, medium term and long term outcomes. Since then, the staff has developed a performance measurement system (**SISTA**) which is expected to serve the following functions as SAYA! moves forward:

- Provide a method for tracking the individual progress of students
- Provide a method for tracking the overall success/impact of each program
- Serve as an empowerment tool for students to be more actively engaged in their own personal development and academic success
- Receive feedback from youth on staff performance
- Create a greater degree of institutional accountability
- Provide more accurate information on populations that SAYA! is serving
- Facilitate grant writing and donor reporting

The five indicators that **SISTA** (SAYA Information System for Technical Assistance) focuses on should show the short term outcomes listed in the logic model above and the Outcome chart below ( also in parentheses):

- Improved Literacy and Numeracy (College Preparedness)
- Improved Self Esteem (Social and Emotional Wellbeing)
- Improved/increased behaviors demonstrating a healthy lifestyle (Physical Wellness)
- Increased/Maintained engagement in cultural activities (Cultural engagement)
- Increased civic engagement (Leadership Development)

**SISTA** will also help facilitators get feedback on their curriculum and program and will help the SAYA! Leadership manage and improve programs.

The information obtained from **SISTA** is being entered into a Google-based SAYA! database that can be shared across different programs and several sites.





The purpose of SAYA! is to support South Asian youth in becoming self-sufficient individuals engaged in positive relationships in family and community.

| Short-term outcomes/indicators   | Intermediate outcomes  | Long-term outcomes  |
|--|--|---|
| <p><b>Literacy and numeracy</b></p> <ul style="list-style-type: none"> <li>Have the literacy and numeracy skills necessary to succeed (in school, work, family, and community)*</li> <li>Demonstrate knowledge and skills needed to advance from middle school to high school and from high school to post secondary education</li> </ul> <p><b>Academic self-efficacy**</b></p> <ul style="list-style-type: none"> <li>Aspires to educational excellence</li> <li>Demonstrates critical thinking</li> <li>Demonstrates effective study skills</li> <li>Time management</li> <li>Completes homework</li> <li>On-time promotion</li> </ul> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>Aware of emotions</li> <li>Understand what triggers stress</li> <li>Understands impact of emotions on others</li> </ul> <p><b>Effective interaction</b></p> <ul style="list-style-type: none"> <li>Identifies social cues</li> <li>Effective communication</li> <li>Prevent, manage and resolve interpersonal conflicts in productive ways</li> <li>Works with adults and peers to accomplish goals</li> <li>Knows, rather than assumes, facts about people and communities outside their own experience</li> </ul> <p><b>Responsible decision-making</b></p> <ul style="list-style-type: none"> <li>Demonstrates sense of purpose</li> <li>Demonstrates realistic goal-setting</li> <li>Uses ethical and safety factors in decision-making</li> <li>Deals responsibly with daily academic and social situations</li> <li>Monitors own progress toward achieving goals</li> </ul> <p><b>Increase in positive behaviors</b></p> <ul style="list-style-type: none"> <li>Exercises sexual responsibility</li> <li>Avoids drugs and alcohol</li> <li>Reduced or no incidence of illegal behavior</li> <li>Increase in non-violent or peaceful responses to conflict</li> </ul> | <p>Engaged in post-secondary education or specialized training program leading to certification</p> <p>Demonstrates skills necessary for success in work, in family, and in community</p>  | <p>SAYA youth become young adults who are—</p> <ul style="list-style-type: none"> <li>In a career lattice***</li> <li>Assets to their families</li> <li>Engaged in their communities</li> </ul> |
|  | <p><b>Definitions</b></p> <p><i>*Literacy and numeracy is defined by the following skills:</i></p> <ul style="list-style-type: none"> <li>Knows career options.</li> <li>Knows how what they do and don't in middle/high school do impacts their options.</li> <li>Knows the requirements for graduation from middle/high school.</li> <li>Knows what they need to know to pass the Regents exams.</li> <li>Has skills and knowledge to apply successfully for the high school/college or other post-secondary school of his/her choice.</li> <li>Has mastered content knowledge necessary to graduate from high school.</li> <li>Is successfully engaged in community service.</li> <li>Has access to financial aid.</li> <li>Is prepared to succeed on the SHSAT/SAT.</li> <li>The young person's parents have the knowledge about the system, its requirements and its process that are necessary for them to support their child's advancement.</li> </ul> |   |
|  | <p><b>Definitions</b></p> <p><i>**Academic self-efficacy refers to a young person's conviction that they can be successful and achieve in school. Students with a strong sense of efficacy are more likely to challenge themselves, to be self-motivated, to be resilient when facing set-backs. Self-efficacy is gained through experiences of mastery and support from teachers and peers.</i></p> <p><i>***Career lattice is a metaphor used to characterized career success whereby where progress may be sideways or lateral moves as much as by moves upward in an organizational hierarchy. This kind of career success requires resourcefulness, flexibility, and transferrable skills.</i></p>  |   |

**SISTA** is based on the **S.A.G.E. Cohort Program Model**. It consists of the following four component principles--

SUPPORT: Support means first and foremost providing youth the foundation in knowledge they need to understand and overcome academic challenges. Students will participate in one-on-one tutoring and homework help, SAT, SHSAT and Regents prep courses and writing courses with a focus on critical thinking and literacy.

ACTION: Action is a two-fold principle that increases self-confidence, sense of purpose and decision-making skills. First, *action based learning* places youth in a setting beyond the traditional classroom. Through gender based – Desi Girls and Desi Men’s Society – and co-ed programs – ARISE and SAYA! Institute for Public Service (SIPS) – youth grow intellectually as well as learn the importance of achieving results through hands-on service based learning projects. Second, by *taking action* they will demystify what is needed for them to achieve success. Through Power Lunches and High Chais (career awareness workshops), spoken word poetry competitions as well as college trips, students will develop relationships with otherwise foreign places, people and practices.

GUIDANCE: Upholding the first two principles means providing our youth guidance in managing their time and planning for the future. To achieve this, students will be guided academically through SAYA!'s college and career readiness program – Chalo College ("Chalo" is Hindi for “Let’s go to...”). Activities include developing plans to: 1) accumulate credits to matriculate through each high school grade and graduate, and 2) apply to, select and enroll in college, including identifying sources of financial support.

ENRICHMENT: The principle of enrichment is to insure that our youth receive a well-

rounded education. Through opportunities for artistic expression, sports and wellness that don't often occur in schools, students will develop goal-setting, team work and conflict negotiation skills as well as increase self-esteem and deepen technique.

A targeted and scalable model, S.A.G.E. (Support, Action, Guidance and Enrichment) is designed to work in small groups of 15-20 youth over multiple years. In this way, young people develop healthy relationships with staff that serve as role models and provide individualized support in order to help youth thrive academically.

S.A.G.E. is being tested via SISTA at nine of SAYA!'s 12 locations: the Elmhurst Center, William Cullen Bryant HS (Astoria), M.S. 137 (Ozone Park), Irwin Altman MS 172 (Floral Park), P.S. 124 (South Ozone Park), Richmond Hill HS, Queens Satellite High School for Opportunity (Jamaica), and our first Brooklyn-school-based program at Edward R. Murrow HS (Midwood). It is also being tested at the program located at a Gurdwara, Sikh Temple (Richmond Hill).

To measure the effectiveness of the program in achieving these principles, the program will see how many, and to what extent, participants will:

- Engage in post-secondary education upon graduating high school.
- Demonstrate the skills necessary – with the support of their parents – for success in work, to be assets to their families and be engaged in their communities.
- Enter a career lattice where progress may be sideways or lateral and require resourcefulness flexibility and transferrable skills.

The elements (documents, forms, interviews) of the program that will be used are:

- Class rosters – List of students enrolled in program (enter in SAYA! Database)
- Attendance sheet – Used for each program activity (enter in SAYA! Database weekly)
- Program Mid-Point Individual Youth Check-in (enter in SAYA! Database biweekly)
- Weekly Facilitator Program Debrief

- Youth Survey Overview + Youth Survey (enter in SAYA! Database)
- Facilitator Feedback Form Overview + Facilitator Feedback Form (enter in SAYA! Database)

*Program Mid-Point Individual Youth Check-in:*

Goal: Provide feedback for instructors and create space outside the group setting for youth to share any personal/private issues that they might need help with. The detailed instrument is attached in Appendix 1.

*Weekly Facilitator Program Debrief:*

Goal: Collect weekly feedback for continuous program improvement. The detailed instrument is attached in Appendix 2.

*Youth Survey Overview:*

Goal: Measure impact of SAYA! programs on the youth's development and wellbeing.

These surveys are distributed to youth during both the first and last weeks of programs.

- Questions 1-5: Impact on their academic performance.
- Questions 6-10: Impact on their leadership skills.
- Questions 11-15: Impact on their academic and career path planning skills.
- Questions 16- 20: Impact on their overall social and emotional development

The detailed questionnaire is attached in Appendix 3.

*Facilitator Feedback Form Overview:*

Goal: Facilitators receive feedback on their performance.

These surveys are distributed to youth during the last week of programs.

- Question 1: Impact on youth academic performance.
- Questions 2&3: Impact on youth leadership skills.
- Questions 4: Impact on youth academic and career path planning skills.
- Questions 5: Impact on the youth's overall social and emotional development.

- Three qualitative questions: Provide specific feedback on facilitation skills.

The detailed survey is attached in Appendix4.

### **Preliminary Results:**

In 2011- 12 school year SAYA! served 183 youth who participated in more than one activity at the Center. 361 youth participated in the school-based programs and 103 youth participated in the Targeted Cohort model in schools. Currently the performance measurement system is applied to the Target Cohort Model. Early results indicate that the average SAT score increased by 168 points. All 47 youth who participated in “College Readiness 1:1” were accepted into college.

The initial testing of SISTA in the summer 2012 cohort model at the Elmhurst Center indicated that survey instruments, especially pre and post program surveys, provided results that verified what SAYA! has intuitively known for many years, that during the 7 week program, participating youth increased their average SAT by 220 points. These youth have a better understanding of their high school graduation requirements. They have learned to manage their stress better. They have learned to relate with adults and their peers better and they gave a very high mark to their facilitators. Grateful that results affirmed their confidence in their present programs, SYAY! Expects that continued use of the SAGE model will provide information about their program that will allow them to manage and improve their programs even better than before.

### **Keys to Success and Barriers to Implementation**

Again, In order for the performance measurement system to succeed, the buy-in of SAYA! Leadership, staff and youth has been crucial. In order to develop the performance measurement system, SAYA! has followed most of the steps described in the Bridgespan report. They are in

the process of identifying a staff person who can focus on information described above, do the data and program quality control, and coordinate with facilitators and SAYA! management. Since, for a small organization like SAYA!, day-to-day operational and funding issues take a significant time of administrators and staff, collecting data for performance measures takes a lower priority unless outcomes are required by the funder. Despite these barriers, the organization has committed to the performance management system and has started collecting data in addition to anecdotal information and success stories. A fully developed performance measurement system will allow the organization to have systematic data to measure the impact of its program and make program corrections as necessary.

Stepping back from this one organizational instance and taking a broader view, if we could collect outcomes for all not-for-profits, especially those that provide human services, it would allow more informed discussion of the efficacy of these programs. It might lead to increasingly efficient management to achieve successful outcomes. A modest first step in this development would be to urge that funding organizations require outcome reports and provide targeted financial support to gather outcomes.

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## **Appendix 1**

### **Program Mid-Point Individual Youth Check-in**

**Instructions:** Facilitators conduct one-on-one check-ins with each youth in their program during the fourth week of summer programs. Questions to guide check-ins:

1. How are you doing? What has been going well for you over the past two weeks?
2. What, if any, are the challenges you have faced in the past two weeks?
3. What have you enjoyed about the program you are currently enrolled in? What have you found helpful? Why?
4. How can the program be more helpful to you?



## Appendix 2

### **Weekly Facilitator Program Debrief**

Instructions: Facilitators reflect on sessions during past week and enter weekly program debriefs into SID. Questions to address in debrief:

1. What went particularly well this class? (what activity/lesson topic/ teaching style worked)
2. What, if any, challenges did you face during this class session? (what activity/lesson topic/ teaching style didn't work)
3. Did you cover more or less than what you had planned for during the week?
4. Did you see improvement in any particular youth, if so who and what?
5. Is there additional support you need from SAYA! to help you better facilitate?

Appendix 3

**Youth Survey Overview**

**Youth Survey**

Name \_\_\_\_\_

Name of Facilitator \_\_\_\_\_

List all SAYA! programs you are currently enrolled in-

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Please indicate how strongly you agree or disagree with each.  
(1 indicates you strongly disagree and 5 indicates you strongly agree with the statement- circle your response)

Since Coming to SAYA!...

1. 1 2 3 4 5 - I have become more interested in and understood my lessons more clearly in English, Math, Science, or Social studies
2. 1 2 3 4 5 - I have improved my grades at school.
3. 1 2 3 4 5 - I have improved my ability to prepare for school exams.
4. 1 2 3 4 5 - I complete my homework more often.
5. 1 2 3 4 5 - I have improved my standardized test scores. (SHSAT, SAT, or Regents)
6. 1 2 3 4 5 - I can better balance my school work, family, and time with friends.
7. 1 2 3 4 5 - I can establish realistic goals and a plan to achieve them.
8. 1 2 3 4 5 - I know of healthy ways to relax when I'm stressed out.
9. 1 2 3 4 5 - I am confident in my abilities to accomplish my goals.
10. 1 2 3 4 5 - I have a resume and know how to look for jobs and internships
11. 1 2 3 4 5 - I have developed a four year plan to both graduate high school and apply to college.
12. 1 2 3 4 5 - I know all the requirements to graduate from high school.

(Credit accumulation, subject requirements, and Regents exams)

13. 1 2 3 4 5 - I have established a method of selecting high schools and colleges that represents my academic values.
14. 1 2 3 4 5 - I know about the requirements I need to apply for the college of my choice. (Personal statements, official transcripts, letters of recommendation)
15. 1 2 3 4 5 - I have met and received useful advice from someone in the career I want to pursue.
16. 1 2 3 4 5 - I have developed relationships with adults and other youth that have had a positive influence on my social life and help me achieve my goals
17. 1 2 3 4 5 -I can be myself at SAYA!
18. 1 2 3 4 5 -I have discovered or developed new talents.
19. 1 2 3 4 5 -I feel comfortable as a South Asian Youth in NYC.
20. 1 2 3 4 5 -I am emotionally stable and overcome my challenges in a mature way.

**Appendix 4**

**Facilitator Feedback Form**

Name \_\_\_\_\_

Name of Facilitator \_\_\_\_\_

Name of Program \_\_\_\_\_

Please indicate how strongly you agree or disagree with each.  
(1 indicates you strongly disagree and 5 indicates you strongly agree with the statement- circle your response)

**Your SAYA! program instructor.....**

1. 1 2 3 4 5      -Effectively and clearly taught you knew information.
  
2. 1 2 3 4 5      -Assigned creative hands-on learning projects.
  
3. 1 2 3 4 5      - Took you to places where you experienced something new.
  
4. 1 2 3 4 5      -Was able to give you advise and guidance about college or any of your academic interests.
  
5. 1 2 3 4 5      -Showed you a new way to have fun and express yourself.

-What did your instructor do particularly well?

-What could your instructor improve on?

-Describe your instructor in one word