



# LYRIK'S INSTITUTION PROGRAM EVALUATION

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# Executive Summary

Lyrik's Institution looks to reduce crime and violence within communities by targeting criminal and destructive behaviors among adolescents. To that end, the organization has conducted several programs to counteract the trauma experienced by today's youth through motivational seminars, coaching sessions, guided meditation, and professional development of staff. Lyrik's Institution provides programs and services to at-risk youth, ages 14 to 25, residing or attending school in neighborhoods with extremely high levels of community trauma in Kansas City, Missouri (KCMO) and Kansas City, Kansas (KCK).

To meet this important outcome, Lyrik's offers internships, classroom interventions, and in-school suspension (ISS) interventions to its high school partners. Each program fulfills an important role in identifying and

redirecting the cognitive process which can lead to violent or disruptive behaviors among students and within classrooms. To monitor the progress and participation students and teachers make, program facilitators collect data either in the form of participant feedback, pre-test and post-test surveys, or self-reported in school suspension data.

This program evaluation focuses on how 4 Lyrik's programs work in conjunction with one another to meet the needs of the student participants and teachers. These programs are: Power Moves, Interventions in the Now (i.e. Classroom Resets, In-School Suspension (ISS) Intervention, Fight Interventions, and Teacher's Personal Development), Intervention and Internships in the Now. This evaluation found that participating in Lyrik's programs led students to strengthen coping skills and increase in critical thinking around accountability.

# Introduction

## EVALUATION PROJECT GOALS


In the Spring and Fall of 2022 Lyrik's Institute had students participate in Power Moves, an 8-hour seminar where they learned key emotional intelligence and critical thinking skills to curv the impact of trauma faced in the high crime areas in which they reside. For the purposes of this evaluation, these data included the most complete self-reported student demographics and survey feedback.

This evaluation project has two primary goals:



**GOAL 1**

To assess whether Lyrik's Institution programming led to changes in student's critical thinking skills.



**GOAL 2**

To describe how each program in the Lyrik's portfolio connects to accomplish the organization's outcome of reducing violence among adolescents.

## PURPOSE OF EVALUATION

This project aims to investigate how the Lyrik's Institution effects change in student's thinking and behavior. Project data were collected using a 5-question pre-test given prior to participating in the 8-hour seminar and a post-test given after the seminar was completed. Measures for emotional intelligence included asking students if they understand the concepts 'self-perception', 'self-talk', and what it means to be 'mindful'.



## DESIGN OF EVALUATION

Per the objectives of Lyrik's Institution, the evaluation was designed to measure changes in thinking which ultimately impact participation in criminal behavior. These data included two areas of evaluation:

### 1 Critical thinking      2 Emotional intelligence

Rating scales for the evaluation include yes or no questions, open-ended questions, and Likert responses on a scale of 1 to 10. A rating of 1 indicated limited knowledge of the subject and a rating of 10 indicated mastery of the subject. Questions from the survey provide feedback on vocabulary that students have learned throughout the seminar and questions related to their personal growth in critically thinking about their place in their community. Student's self-reported data includes whether they have been in in-school suspension, why they were in ISS, and their thoughts surrounding others in their placement in ISS.

Validated scales were used to measure emotional intelligence, childhood adversity, and resilience. Adverse childhood experiences (ACEs) are contributors to poor outcomes for adolescents. The more adverse childhood experiences a youth has such as exposure to alcoholism, untreated mental illness, or negative interactions with caregivers lead to poorer future outcomes such as engaging in violent behaviors. The ACEs assessment is a useful tool for the program to establish information about the experiences of at-risk youth.

An adapted version of the Emotional Intelligence Scale developed by Peter Salovey and John Mayer (1990)<sup>2</sup> was used to ask questions related to important behaviors that are reflective of emotional intelligence such as empathy, verbal and nonverbal communications, control, using emotions to pursue goals, etc. Lyrik's programming looks to curb violent behaviors by providing lessons for students to grow in emotional intelligence. High emotional intelligence is key in helping teens establish and maintain positive relationships with others that are free of violence and help the individual demonstrate less overall aggression<sup>3</sup>.

Similarly, the Child and Youth Resilience Measure – Revised (CYRM-R)<sup>4</sup> was used as an indicator of how well adolescents can face issues. Statements on the questionnaire range from asking about whether the youth feels they belong to how they perceive their place in their community. These are important factors that are addressed in Lyrik's programs, specifically giving students the opportunity to connect to their peers, their school, and community, thereby creating avenues to build more resilient behaviors and thinking skills.

Table 1 displays the evaluation planning matrix, which aligns logic model information (Appendix A), indicators, and analysis of critical analytic report findings.

Table 1. Evaluation Planning Matrix

<b>Evaluation Question: Does participating in Lyrik’s interventions improve critical thinking skills and emotional intelligence?</b>				
<b>Indicator</b>	<b>Data Source and Methods</b>	<b>Responsible Party</b>	<b>Timing</b>	<b>Analysis</b>
Student self-reported pre-test/post-test	Summer in the City Survey	Facilitator	8-Hour Seminar	<ul style="list-style-type: none"> <li>• Demographics</li> <li>• Counts</li> <li>• Response averages</li> </ul>
Student self-reported data	ISS Intervention Survey	Student	Before and after ISS encounter	<ul style="list-style-type: none"> <li>• ISS infraction</li> <li>• Lessons learned</li> </ul>
Participation in after school activities	Internships in the Now	Student	2022 Academic Year	<ul style="list-style-type: none"> <li>• Counts</li> </ul>
Teacher professional development hours	Classroom Interventions	Teacher	2022 Academic Year	<ul style="list-style-type: none"> <li>• Survey feedback</li> </ul>

## PROGRAM PARTNERS

Those who participate in Lyrik’s programming include students, volunteers, and contracted support. To ensure programmatic and organization sustainability at our current capacity staffing and participants for Lyrik’s Institution the partners involved includes the following positions:

### **Chief Executive Officer**

The Chief Executive Officer (CEO) has overall responsibility for creating, planning, implementing, and integrating the strategic direction of an organization. This includes responsibility for all components and departments of a business. It is also the responsibility of the CEO to ensure that the organization’s leadership maintains a constant awareness of both the external and internal competitive landscape, opportunities for expansion, customer base, markets, new industry developments and standards, and so forth.

### **Director of Operations**

Manages the daily activities of a company by overseeing several departments. They are responsible for directing actions across an organization and directing managers to improve efficiency and reduce costs as needed.

### ***Executive Director of Education and Program Innovation***

The Executive Director of Education and Program Innovation is responsible for the delivery and overall success of each Lyrik's Institution program. Their duties include setting the scope of the program, setting deadlines and delegating tasks to staff members. The development of program curriculum and content, lectures, and educational materials falls under the purview of this position as well.

### ***Culture Coach***

A culture coach is responsible for developing, motivating, and guiding students through the facilitation and usage of the Lyrik's Institution Curriculum using a culturally relevant pedagogy.

### ***Licensed Clinical Social Worker***

The role of the LCSW includes performing and electronically documenting mental health evaluations, progress notes, individual and group counseling notes and risk assessments. This social worker helps serve our program by assisting in dealing with issues outside of the classroom which impact students such as neglect, abuse, domestic violence, mental health, and parental substance abuse. They are in charge of assessing students and gathering relevant information in order to provide crisis intervention and contacting and making referrals to helpful youth-centered agencies and services.

### ***Data Scientist and Program Evaluator***

Our Data Scientist and Program Evaluator is responsible for overseeing the collection, storage and interpretation of data for all Lyrik's Institution programs and services. Their duties include sifting through data points to create organized categories, comparing data points to current processes and writing reports. Under minimal supervision and with extensive latitude for the use of initiative and independent judgment, the Program Evaluator works with the CEO and Executive Director of Education and Program Innovation to develop comprehensive evaluation plans for programs. In addition, the Evaluator oversees the implementation of different evaluation plans, ensuring that program activities and services further the goals and objectives of the programs. Ensures that evaluation activities are complementary to program operations and activities and consistent with the evaluation plans.



### **Parent and Student Relations Coordinator**

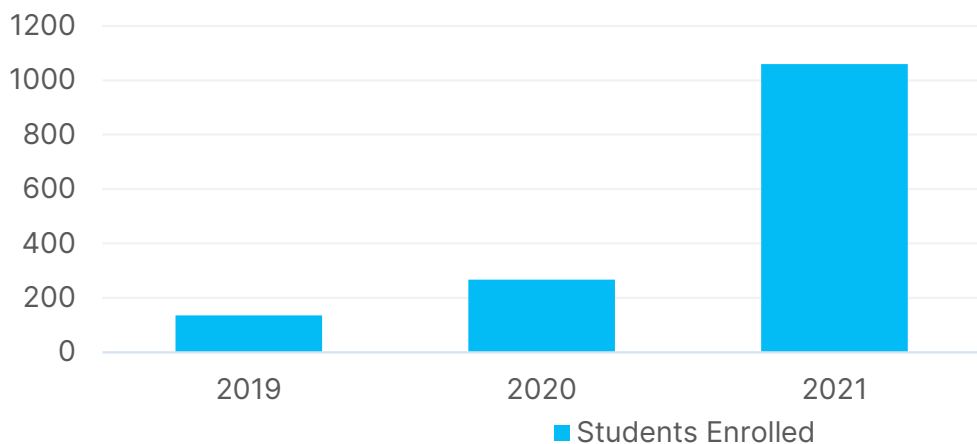
Under the direction of the Lyrik’s Institution Administration or another assigned supervisor, serve as a liaison between teachers, parents, students, support staff and the community regarding educational programs, services, and student issues in areas such as attendance, academics, behavior and health; provide related outreach, support and guidance services.

### **Students**

The students who participate in Power Moves are teens between the ages of 13-18 years old who attend Northeast High School. These students are either referred to Lyrik’s program or they can ask to participate in the program in addition to their regular school activities. These students are considered to be high risk to engage in violent behavior based on a number of evidence-based criteria. Lyrik’s also has internship opportunities which serve students ages 18-25.

The primary goal for 2022 was to maintain the upward trajectory of participant recruitment. In 2019, Lyrik’s Institution started with 136 participants and in 2020 there were 267. As of 2021, the Institution far exceeded expectations by recruiting 1,060 participants across all programs—an increase of 163% compared to the last 2 years (Figure 2).

*Figure 1. Lyrik’s Institution Student Enrollment, 2019-2021*



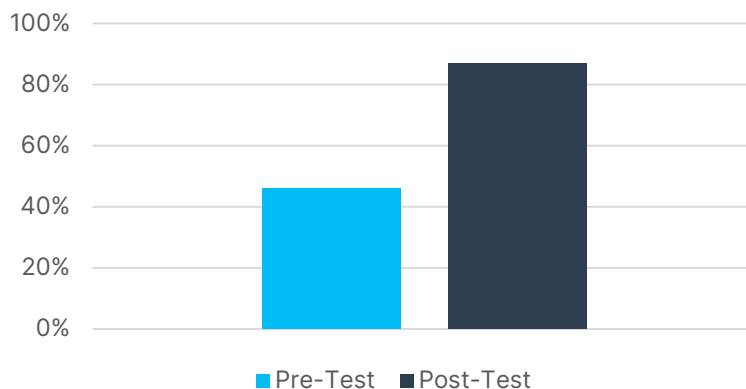
# Data and Results

## 2022 SUMMER IN THE CITY

Pre-tests that were disseminated to students at the beginning of Summer in the City measures knowledge of key concepts of behavior and thought change introduced in the program. Students received the CYRM-R at the beginning and the end of the program. The students scored an average of 46 out of 100 points on the Summer in the City pre-test which will be used as a baseline of comparison to the post-test distributed at the end of the school year; a significant score increase is expected among the students.

Students who participated in Summer in the City made significant gains in knowledge as it pertains to self-awareness, managing emotions, empathy, and social skills in their post-tests. Pre-test scores ranged from 12% to 78%; while the lowest post-test score was 73% and the highest was 100%. The average post-test score was 87% while the average score for the pre-test was 46% (Figure 2). Students made significant gains in emotional intelligence after participating in Summer in the City.

*Figure 2. Summer in the City Pre-test/Post-test Average Scores, 2022*



## 2022 ISS INTERVENTION

The ISS intervention is an important aspect of Lyrik's programs because it directly identifies students who meet the criteria for an at-risk youth—the main target of Lyrik's programs. ISS interventions have 3 components: Thinking About Your Thinking, The Box, and Cultural Design. Although we have identified 3 programs within this intervention, we did not expressly discuss data from each individually. We do, however, recognize how they fit within the overall programming model to provide support and reinforce important lessons in critical thinking skills and emotional intelligence.

Facilitators distributed the pre-test to 35 students who had been sent to in-school suspension. 34% of these students were in the 9th grade, 28% were in the 10th and 11th



grades, while 12th graders made up the smallest proportion (8%) (Figure 4). Many of the students who had been sent to ISS were caught during a hall freeze or skipping class entirely. In discussing accountability, 60% of the students believed that they did not understand the rule they were accused of breaking and 57% believed they did nothing wrong (Figure 5).

Figure 3. Student Grade Level at Pre-Test of ISS Intervention

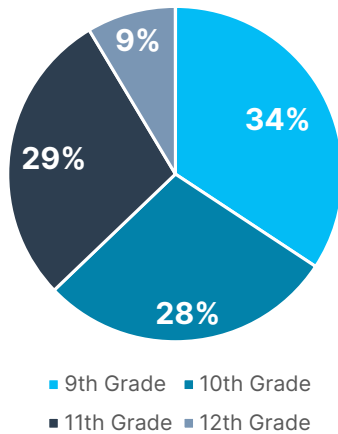
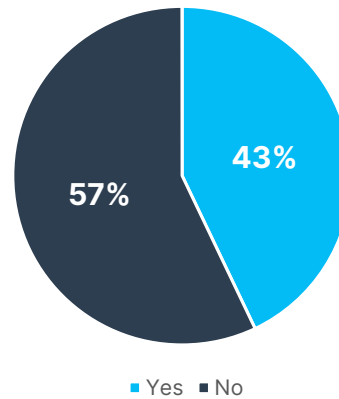


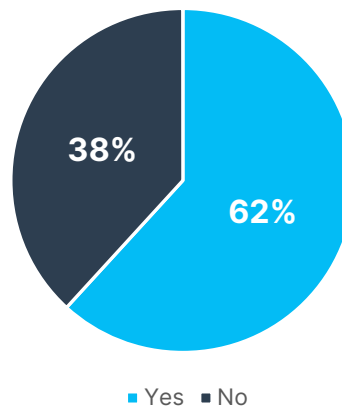
Figure 4. Student’s Response to “Do You Think You Did Anything Wrong”, Pre-Test



Further when students were asked to elaborate on why they were wrong, answers ranged from “not being on time to class” to “I’m not in the wrong”. Some students noted they were having a direct conflict with another student that was not resolved before class began. Lastly, when asked whether the person that sent the student to ISS was “for them” or “against them”, students fell into one of two lines of thought: 28% believed they were “for them” while 20% believe they were “against them”.

After students participated in the interventions “Thinking About Your Thinking”, “The Box”, and “Cultural Design” they were asked to take a post-test. When asked if the rule they were accused of breaking made sense to them 70% replied “yes”, while 30% replied “no”. 60% of students believe that they had done something wrong and 40% believed they did not do anything wrong in the situation that led to being sent to ISS. Lastly, 45% of students believed that the person who sent them to ISS was “for them”—a significant increase from the pre-test data.

Figure 5. Student’s Response to “Do You Think You Did Anything Wrong”, Post-Test



## CLASSROOM RESETS

This program gave the opportunity for teachers to learn how to reestablish an effective learning environment to their classrooms after a disruption has taken place. These trainings also include Diversity, Inclusion, and Equity components for teachers to develop a deeper understand of the student population they serve. Lyrik's has conducted 5 classroom resets which addressed issues such as using inappropriate language, multiple disruptions, and throwing things in the classroom. These resets are meant to meet teachers where they are and provide real-time discourse on how to deescalate and interact with students after a disruption happens.

Facilitators who participated in these resets gave critical feedback in essay form. One facilitator describes how the program helped establish safety in the classroom:

*“Being able to take the control in the room will make the students feel a level of safety. If you do not make them feel safe then they will assume that role as they do when they are at home or in their communities.”*

The facilitator also went on to mention how she utilized her DEI training to create dialogue with disruptive students:

*“I turn the lesson of respect on him and demonstrated how his behavior was disrespectful. Again the student wants to know why, I explain that I'm here to help him and teach him something that is valuable for his life and he isn't giving me his attention. He felt my information wasn't important then I walked him back through the poverty examples and answered yes to them proving he was in a place he needed to get out of and I had the keys to get [him] out but he didn't want to listen.... He did get in contact with me later and dapped me up. That is a way to say I rock with you, I feel where you are coming from.”*

The program proved to be an invaluable resource in reaching disruptive students and helping quieter student be seen and heard.

## INTERNSHIPS IN THE NOW

Lyrik's offers adolescents the opportunity to learn and incorporate soft skills that are used in a real-world workforce setting. Such skills include job etiquette, critical thinking, conflict resolution and accountability, perception, effective communication, vulnerability, solarization, solution focused behaviors, emotional intelligence, and goal and process setting. Lyrik's Institution partnered with and facilitated 2 internships at businesses within the KCMO community. At Custom Truck One Source where 19 students registered to participated in the obligatory 3 sessions. The flexibility provided by the internship offered the students the ability to learn practical work skills while also considering their obligations as high school students. The second opportunity was with the Home Builders Association (HBA). Students were given the opportunity to participate in 3 sessions at the HBA as well.

# Recommendations

- 1** Data from freshman year to senior year will be collected from participants within the next 2 years. This presents a unique opportunity for Lyrik's institution to understand the impact of their programming over the course of a student's high school tenure. Further, post-graduation follow-up interviews is another avenue for collecting data on reflective of the program's longevity among students who have graduated and participated in Lyrik's interventions.
- 2** Each component of the Lyrik's programming provides outreach at critical stages: inside the classroom, outside the classroom, and during penalties faced by breaking rules (e.g. in-school suspension). The holistic nature of the program is an important component that needs to be maintained through the continuation of all Lyrik's programs. What makes Lyrik's unique is that students are able to learn valuable skills across an array of settings (e.g. work, school, outings) because the program has identified that change in behavior does not happen in a vacuum. These data reflect that students have found value in participating in internships, in-school suspension activities, and in-class resets.
- 3** Lyrik's Institution should continue to provide programming for students who enter ISS. The survey data collected shows that students are engaging in the intervention in ways that change their views on their behavior and personal accountability. This is critical to the mission of the organization in countering negative thoughts and violent behaviors.
- 4** Lyrik's Institution should integrate demographic information into each survey so that future iterations of the programs can tease out whether considering gender identity, race, etc is necessary.

# References

1. Salovey , P. & Mayer, J.D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185-211.
2. Schutte, N.S., Malouff, J.M., L.E., Haggerty, D.J., Cooper, J.T., Golden, C.J. & Dornheim, L. (1998). Development and validation of a measure of emotional intelligence. *Personality and Individual Differences*, 25, 167-177.
3. Garcia-Sancho, E., J.M. Salguero, & Fernàndez-Berrocal, P. (2014). Aggression and Violent Behavior, 19, 584-591.
4. Jefferies, P., McGarrigle, L., & Ungar, M. (2018). The CYRM-R: a Rasch-validated revision of the Child and Youth Resilience Measure. *Journal of Evidence-Informed Social Work*, 1-24.
5. National Center for Injury Prevention and Control, Division of Violence Prevention. (2022). Fast Facts: Preventing Adverse Childhood Experiences. <https://www.cdc.gov/violenceprevention/aces/fastfact.html>



# Appendix

## APPENDIX A. LYRIK'S INSTITUTION LOGIC MODEL

**Mission:** To reduce crime and violence by targeting destructive thinking errors and reworking them into productive behaviors.

Needs/ Population	Inputs	Programs (Activities)	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>Lyrik's Institution targets at-risk youth ages 13-19 living or attending school in Kansas City, MO and Kansas City, KS who are at-risk for substance abuse, violence, criminal lifestyles, teen pregnancy, and dropping out of high school.</p> <p>These youth are often from families with histories of unaddressed generational problems including poverty and food insecurity; incarceration; domestic violence; alcohol or narcotics addiction; teen pregnancy; and bad debt and financial insecurity.</p>	<p>4 Lyrik's Institution culture coaches</p> <p>Partnering organizations &amp; schools</p>	<p><b>The Workshops/Seminars Program</b> are 1-hour workshops to multiple-day long seminars delivered to at-risk youth ages 13-19 through the lens of Cognitive Behavioral Modification covering the following topics: critical thinking, emotional intelligence, communication, financial literacy, anger management, public speaking, diversity, family incarceration impact, business/ entrepreneurship, and social media influence.</p>	<p>Deliver 20 workshops annually</p> <p>Reach 500 at-risk youth ages 13 to 19 annually</p>	<p>70% of students will have increased understanding of thinking strategies</p> <p>70% of students will have increased awareness of thinking barriers and thinking errors</p> <p>70% of students will have increased understanding of negative emotions and how they affect the body and behavior</p>	<p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p> <p>Substance abuse prevention/ intervention</p> <p>Criminal lifestyle prevention/ intervention</p>	<p>Improved mental health and wellness among youth at-risk for criminal and violent lifestyles.</p> <p>Improved community health and decreased crime and violence rates in Kansas City, MO and Kansas City, KS.</p> <p>At-risk youth will break the cycle of generational poverty, addiction, violence, incarceration, substance abuse and teen pregnancy for their families.</p>
	<p>4 Lyrik's Institution culture coaches</p> <p>Kansas City Public Schools</p> <p>Seminar presenters</p>	<p><b>The Power Moves Course</b> is an academic-year elective course for students in the Kansas City Public Schools (KCPS) District. The course is 36 weeks and is offered in both the fall and spring semesters. There are two classes that each meet 2 days per week and are 90 minutes in length. Power Moves offers at-risk youth enrolled in 9th to 12th grade a life transforming learning environment to enhance their mental health by teaching new thinking skills and positive coping strategies to navigate and process trauma, family conflict, negative emotions, social upheaval, and relationship conflicts. The course covers the following topics: goal setting and management, leadership, public speaking, relationship building, thinking errors (thinking about our thinking), self-talk, financial management, victims impact, emotional intelligence, life skills, communication, social skills, and knowing the brain.</p>	<p>40 unduplicated at-risk youth ages 13-19 will enroll and complete the course (40 students for the duration of the school year - 2 semesters, 2 classes of 20 students each).</p>	<p>70% of students will have increased understanding of thinking strategies</p> <p>70% of students will have increased awareness of thinking barriers and thinking errors</p> <p>70% of students will have increased understanding of negative emotions and how they affect the body and behavior</p>	<p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p> <p>Substance abuse prevention/ intervention</p> <p>Criminal lifestyle prevention/ intervention</p>	<p>At-risk youth become self-sufficient adults who are engaged and positively contributing to their neighborhoods and community.</p> <p>Increased high school graduation rates in Kansas City, MO and Kansas City, KS.</p> <p>Increased in first-generation college student enrollments in Kansas City, MO and Kansas City, KS.</p>

**Mission: To reduce crime and violence by targeting destructive thinking errors and reworking them into productive behaviors.**

Needs/ Population	Inputs	Programs (Activities)	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
<p>These youth often reside in neighborhoods with high levels of violent crime, and low levels of trust and social cohesion.</p> <p>Recognizing the role and impact of community trauma on at-risk youth, Lyrik's Institution has designed its Cognitive Behavioral Modification-based programs to address the trauma that youth experience individually and at a community level.</p> <p>All of the programs offered involve a culturally competent and trauma-informed approach.</p>	<p>4 Lyrik's Institution culture coaches</p> <p>Partnering organizations to host the event</p> <p>Seminar presenters</p>	<p><b>The Power Moves Tour</b> is a condensed version of the Power Moves Course and is offered as a "Tour" during the weekends for at-risk youth who may or may not be enrolled in school. The "Tour" consists of 6 full-day monthly Saturday seminars providing at-risk youth an engaging weekend activity designed to enhance their mental health, wellness, and resiliency against violence perpetration and victimization. Each seminar is designed to reach between 30 to 40 youth and includes 4 workshops, interactive activities, and CBM group debriefs immediately following the workshops. The 4 workshop topics are: community involvement, emotional intelligence, victims/criminal justice impact, and critical thinking.</p>	<p>Reach 120 at-risk youth ages 13 to 18 annually</p>	<p>70% of students will have increased understanding of thinking strategies</p> <p>70% of students will have increased awareness of thinking barriers and thinking errors</p> <p>70% of students will have increased understanding of negative emotions and how they affect the body and behavior</p>	<p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p> <p>Substance abuse prevention/ intervention</p> <p>Criminal lifestyle prevention/ intervention</p>	
	<p>4 Lyrik's Institution culture coaches</p> <p>Partnering schools</p>	<p><b>Interventions: Level Up</b> is a school-based program that attacks the root of thinking errors and the thoughts that manifest them into destructive behaviors. Once the scholars reach a level of awareness of their current thought process, we then apply additional thinking strategies to combat the negative thinking that sends youth down the road of drug use, poverty, violence, crime, and worst of all death. The behavioral interventions are used in schools to foster an equitable and positive school climate and culture by focusing on strengthening relationships between students, teachers, parents, and the community at large. Activities include staff-to-student mediation and student-to-student mediation facilitated by trained Lyrik's culture coaches.</p>	<p>Reach 120 at-risk youth ages 13 to 18 annually</p>	<p>70% of students will have increased understanding of thinking strategies</p> <p>70% of students will have increased awareness of thinking barriers and thinking errors</p> <p>70% of students will have increased understanding of negative emotions and how they affect the body and behavior</p>	<p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p> <p>Substance abuse prevention/ intervention</p> <p>Criminal lifestyle prevention/ intervention</p>	

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Needs/ Population	Inputs	Programs (Activities)	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
	<p>CEO</p> <p>Director of Education and Programs</p> <p>Partnering businesses and organizations</p>	<p><b>Internships In The Now</b> is a year-long 12-month Cognitive Behavior Modification-based workforce development program that provides at-risk youth on-the-job training opportunities in career fields that provide living wages.</p> <p>2022 partnering organizations include Custom Truck One Source and Home Builders Association.</p>	<p>Reach 52 at-risk youth ages 14 to 25 annually</p>	<p>70% of students will have increased understanding of thinking strategies</p> <p>70% of students will have increased awareness of thinking barriers and thinking errors</p> <p>70% of students will have increased understanding of negative emotions and how they affect the body and behavior</p>	<p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p> <p>Substance abuse prevention/ intervention</p> <p>Criminal lifestyle prevention/ intervention</p>	
	<p>4 Lyrik's Institution culture coaches</p> <p>Partnering</p>	<p><b>Summer In The City</b> is a 5-week program that runs Monday through Friday 8:00 a.m. – 2:15 p.m. in June and July. The program is designed to keep at-risk youth engaged in creative arts learning and/or workforce development opportunities based on Cognitive Behavioral Modification. Each day, scholars will participate in 2 hours of Cognitive Behavioral Modification-based curriculum from 8:00 a.m. – 10:00 a.m. followed with 2 hours of creative arts learning experiences or on-the-job training from 11:30 p.m. – 1:30 p.m. with partnering organizations. Lunch and transportation are provided to all students.</p> <p>For summer 2022, partnering organizations are the Kansas City Art Institute (sculpting/3D design, illustration, painting), Kids Growing Community Prosperity (Digital Marketing), Custom Truck One Source (welding), Meyer Attorney Services, and Kansas City Public Schools (school administration). The creative arts classes teach students art skills which can lead to future entrepreneurial opportunities. The workforce development internships provide students exposure to different career fields that provide living wages.</p>	<p>Reach 60 students annually</p>	<p>80% of students will successfully complete The Summer In The City program.</p> <p>Of those who complete, 90% will gain knowledge and skills in following areas: emotional intelligence, financial management, critical thinking, creative arts, business management, corporate operations, leadership skills, effective communication, substance abuse prevention, and knowing the brain.</p>	<p>Of those who graduate the program, 90% will be placed in a part-time paid internship/prior to high school graduation</p> <p>Youth will practice a new way of thinking utilizing new skills and coping mechanisms and tools to deal with trauma, family conflict, negative emotions, social upheaval, and relationship conflicts.</p>	

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Needs/ Population	Inputs	Programs (Activities)	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
	<p>Venue partners</p> <p>Partnering community</p>	<p><b>The Hang Outs Program</b> consists of year-long Saturday evening experiences that provides at-risk youth ages 13-19 a safe space to socialize and safe activities to engage while connecting them with community (e.g., police officers), civic (e.g., fraternities/sororities), family, academic (e.g., college recruiters) and health resources. The program takes place Saturday evenings from 7:00 – 10:00 p.m. at safe local venues.</p> <p>Past Hang Out programs have included a Movie Night at Union Station, 3:3 Basketball, <b>GAME OR DIE</b> (Interactive Gaming), <b>DANCE BATTLE</b> (Dance Off), and <b>THE HANG OUT</b> (Casual Dance).</p>	<p>200 teens will attend per event</p>	<p>100% of youth will have a safe space to socialize and safe activities to engage</p> <p>100% of youth in attendance will be connected to community, civic, family, academic, and health resources.</p>	<p>Youth who participate in the program will have an increased interest in academic achievement and pursuing college.</p> <p>Youth who participate in the program will experience improved relationships with city representatives, authority figures and police officers.</p> <p>intervention</p>	
	<p>CEO</p> <p>Director of Education and Programs</p> <p>Venue partner</p> <p>Partnering community</p>	<p><b>Fall In The Park</b> is a one-day Back To School Field Day that provides at-risk youth a safe space to socialize, safe activities in which to engage, and connects them to community, civic, family, academic, and health resources.</p> <p>The program also provides tangible resources and experiences to help students prepare for the upcoming academic year. Resources and experiences include backpacks, school supplies, groceries, health screenings, and vaccinations.</p> <p>Activities include soccer, flag football, obstacle courses, kick ball, etc. Food, drinks and snacks such as hotdogs and ice cream are provided to students.</p>	<p>200 students will attend</p>	<p>100% of youth will have a safe space to socialize and safe activities to engage</p> <p>100% of youth in attendance will be connected to community, civic, family, academic, and health resources.</p>	<p>Youth who participate in the program will have an increased interest in academic achievement and pursuing college.</p> <p>Youth who participate in the program will experience improved relationships with city representatives, authority figures and police officers</p>	



**Mission: To reduce crime and violence by targeting destructive thinking errors and reworking them into productive behaviors.**

Needs/ Population	Inputs	Programs (Activities)	Outputs	Initial Outcomes	Intermediate Outcomes	Long-Term Outcomes
	<p>2 Lyrik's Institution culture coaches</p> <p>Partnering organizations &amp; employers to provide hands-on learning/ training in creative arts organizations to host resource tables</p>	<p><b>The Ambassadors Program</b> is a year-long 12-month Cognitive Behavior Modification-based leadership and workforce development program designed to keep at-risk youth ages 13-18 engaged in school, committed to successfully graduating high school, and prepared for life after high school whether that involves enrolling into college to pursue a creative arts degree or securing a living-wage job.</p> <p>Students complete the Ambassadors program in a cohort of no less than 5 and no more than 10 individuals. As a group, they participate in 2-hours of daily curriculum and instruction.</p>	<p>Reach 15 at-risk youth ages 13 to 18 annually</p> <p>Graduate 3 cohorts annually</p>	<p>80% of youth will successfully complete the Ambassadors program.</p> <p>Of those who complete, 90% will gain knowledge and skills in following areas: emotional intelligence, financial management, critical thinking, creative arts, business management, corporate operations, and leadership skills.</p>	<p>Of those who graduate the program, 90% will be placed in a part-time paid internship/ prior to high school graduation</p> <p>Of those who complete the program, 90% become ambassadors for the organization to recruit other youth including the opportunity to serve on the Board of Directors</p>	

