



Leadership Collective Outcomes and Facilitators of Change for Learners:

An Evaluative Report for Cohorts 2016 – 2018

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Executive Summary

Background

The current project endeavors to illuminate program outcomes for youth and young adults participating in the 360Plus Leadership Collective (LC). Given enormous discrepancies in wellbeing and education and career outcomes for youth, along the lines of ethnicity, race, socioeconomic status, gender, nationality, etc., interventions that foster the development of protective factors for marginalized youth are essential. To this end, the current evaluation seeks to assess if the LC contributes to this pressing need.

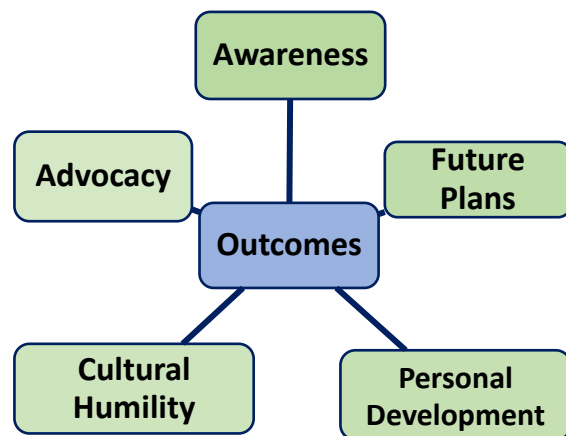
Evaluation Scope and Methodology

The present evaluation is based on survey data collected by 360Plus staff for cohorts 2016 – 2018 and focuses primarily on programmatic outcomes for learners. All data was collected through self-report and therefore represents learners’ perceptions, which should not be conflated as direct effects of the LC program. Along with identifying reported outcomes, researchers inferred some potential facilitators of the outcomes from learners’ reports.

Findings

The evaluation suggests that learners experience increased awareness of issues and culture embedded in Indian society, meaningful integration of experiences in their future plans, adaptive personal development capabilities, cultural sensitivity, and motivation to engage in advocacy. These outcomes are likely facilitated by cross-cultural interactions, the group process among learners, and the need to adapt to an unfamiliar environment, and discomfort in general.

Facilitators		
Cross-cultural interactions	Group Process	Unfamiliar environment



Discussion

Within the context of theoretical models and empirical findings on youth development, these outcomes relate to the development of protective factors such as critical consciousness, a sense of purpose, and resiliency, all which function to positively impact underserved youths’ life trajectories.

Background

Amidst growing economic inequality and increasing globalization, today's youth face great uncertainty as they transition to adulthood, with those from low income and ethnic minority backgrounds susceptible to experiencing further marginalization as they encounter structural barriers, placing them at-risk for developing negative mental health outcomes and barring them from opportunity. Adolescence represents a critical phase for the development of a sense of identity and self-concept (Erikson, 1968) and contextual theories of development have highlighted the need to attend to risk and protective factors shaped by social position variables for marginalized youth, such as discrimination, financial constraints, and other structural barriers (Garcia Coll et al., 1996; Bronfenbrenner & Morris, 2006). The 360Plus Foundation seeks to engage adolescents from some of the most marginalized backgrounds in the US, and across the globe, in an intervention to promote positive outcomes, and thus offers an opportunity for this population to potentially develop protective factors. To this end, the present evaluation aims to assess program outcomes experienced by participants.

The 360Plus Leadership Collective (LC) is run by the 360Plus Foundation, a US-based 501(c)3 dedicated to promoting meaningful, cross-cultural engagement through travel and education. Beginning in 2015 and initially focusing on marginalized youth from low-income communities in the US, the LC recruits high school students and recent graduates (ages 16 – 19) with limited opportunities, to participate in immersive travel experiences in India involving experiential and service learning, leadership development, and community advocacy training, as well as cross cultural exchange. Now entering its sixth year (2020), the LC also engages Indian youth from marginalized communities in India and students from other countries, including South Africa, Syria, and Bulgaria, with US students, creating one international cohort of youth discussing and engaging in collective learning. The current project focuses on the refinement and assessment of the existing LC program for high school students and recent graduates, referred to as learners by 360Plus.

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Sample

Responses for the current sample came from cohorts 2016, 2017, and 2018. In 2016, 15 learners from the US participated in the intervention (12 female, 3 male), while 12 total students participated in the post-intervention surveys. In 2017, 25 learners from the US and India participated (16 female, 9 male; 20 US, 5 Indian), and 24 total responses to the post-intervention survey were received. In 2018, 33 learners from the US, India, and South Africa participated (21 female, 11 male; 20 US, 7 Indian, 5 South African, 1 Nepali). Twenty-seven total responses to the post-intervention survey were received. Given response rates, it is important to note that respondents may not be completely representative of all learners and there may be some bias in the data with regard to who chose to respond. For a more detailed breakdown of learners by race and ethnicity, please see Appendix D.

<i>Demographics</i>			
	2016	2017	2018
US	15	20	20
India	X	5	7
South Africa	X	X	5
Total # of learners	15	25	32

*1 Nepali student in cohort 2018

Data

The evaluation is based on archival data from surveys developed and administered by 360Plus. Staff sent an electronic Google survey to all participants within a few weeks following the trip. The survey included both forced-choice and open-ended questions to gather programmatic feedback. Researchers chose to analyze data from a subset of these questions based on consistency of questions across cohorts, as well as questions expected to yield the most informative data related to learner outcomes.

Our research examined eight open-ended questions, which can be found in Appendix B (along with response-rates for individual questions). We also analyzed 10 forced-choice questions, five of which were measured on a 3-point Likert scale (1 *being not confident* to 3 *being confident*) and the other five of which were measured on a 5-point Likert scale (1 *being strongly disagree* to 5 *being strongly agree*). For a list of forced-choice questions, see Appendix A. Please note that some survey questions (both open-ended and forced-choice) were administered to all cohorts and some were only administered to one or two of the cohorts. This information can be found in Appendix C.

Open-ended questions were examined by a team of four researchers for general themes. In total, 441 responses across cohorts and questions were assessed. Researchers individually analyzed the data and then compared their themes with at least one other researcher for corroboration. Researchers then counted the frequency that themes appeared per and across cohorts to determine how representative findings were. After interpreting the top few themes elicited from each question, the team of researchers discussed which findings clustered together across questions and consolidated results into only the most major outcomes for the program, which appear in this report.

Findings

Learner Outcomes

The following section outlines major themes related to program outcomes reported by learners in open-ended questions. Descriptions of themes and subthemes are accompanied by quotations to demonstrate their meaning. Furthermore, relevant graphs created from quantitative questions are dispersed throughout findings to present additional evidence. More information related to response rates and frequencies for quantitative questions can be found in Appendix C.

Awareness

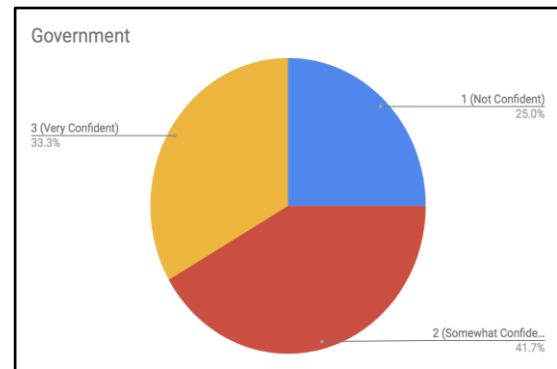
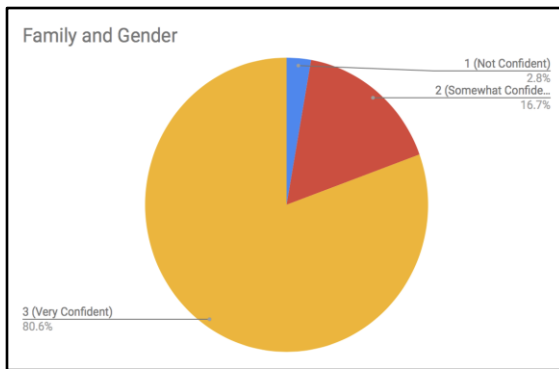
The theme of awareness encompasses learner reports related to aspects of Indian culture, global connectivity, strengths and challenges embedded in Indian society, and climate change.

Culture. Across all cohorts, learners most commonly mentioned knowledge of religions in India and the caste system when discussing aspects of culture.

“The difference from the caste system, the poverty, the economy, climate change, and the religions.” (2017)

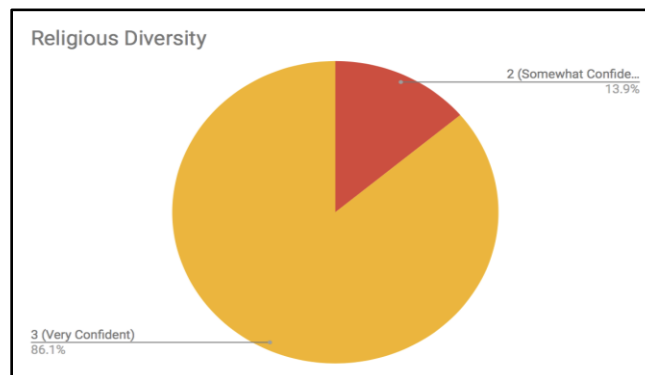
“I will remember the little bits about each religion that we have learned that have made me want to learn more and compare them with my own ideologies.” (2016)

“I thought I understood Gandhi and his beliefs but going to the museum confirmed that I was not that informed on him.”



Additionally, many learners spoke about the **diversity** of cultures across India. This theme appears more in cohorts 2017 and 2018, with the theme most commonly emerging in 2018. Furthermore, it appears as one of the most common take-aways for Indian learners.

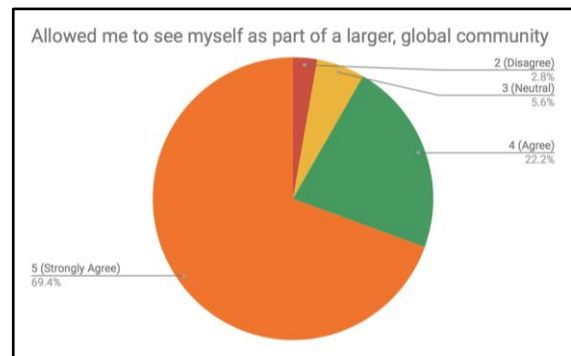
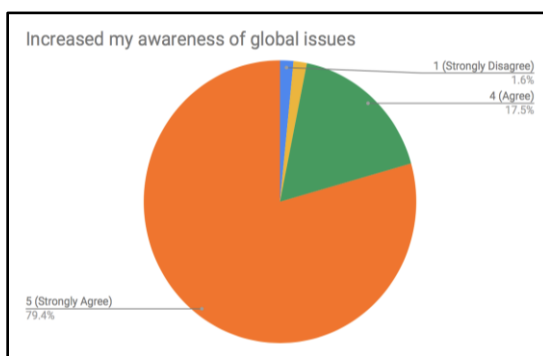
“It was much more diverse than I think most of us (at least me) in the US think/thought, in terms of what the different areas were like, the different languages, religions, and landscape. I think we have a tendency to think of all of India being like old Delhi, which is so far from reality.” (2018)



Global connectivity. Notably, several learners discussed increased understanding of human similarity and therefore global connectivity.

“[...] What comes to mind is that really, people are fundamentally similar, and if we could all just be considerate and open our minds to one another the world might be a better place to live in. Seeing economic and cultural struggles here has made that even more prevalent on my mind.” (2016)

“I definitely feel more urgency about the state of the world and my ability to interact with it. I feel way more connected to the world because I met so many awesome and similar people to me here in India, which makes me believe that people are the same everywhere, for better and for worse. [...]” (2018)



Challenges and strengths. Many learners discussed challenges facing Indian society, such as poverty, population density, and caste discrimination.

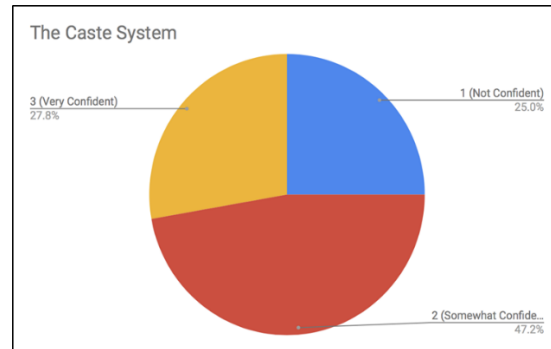
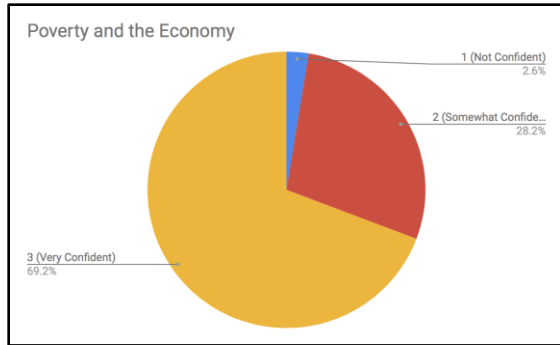
“The poverty is serious India and that there is no in between. You either work your way up towards being rich or live the life as a poor civilian. The population is insane!!! So many people.” (2018)

“I didn't completely understand how the caste system was still so deeply rooted in Indian society and how many different levels are within castes now. This was an eye opener and it hurts my soul to hear and see the treatment of these people in such a beautiful and friendly country such as India.”

“[...] There are tons of people who have no way to get out of being in this caste system due to the fact that they are so poor and can't afford to change what they do for a living. I was not aware that this was occurring and this affected the way I view India in a huge way.”

“I did realize that India had much poverty but when getting there I realized it was a lot different than I thought it was. When we explored the small villages you really indeed see the poverty in the homes, streets and even the people.”

“This trip has really opened my eyes to the complexity of so many issues like environmental justice and women's rights and modern feminism and industrialization in a much more concrete sense than the abstract way I thought about those things before.”



While many learners discussed challenges facing India and instances of injustice, they more often mentioned strengths of the communities they encountered, when asked what they would remember most about India. Notably, they often described communities they visited as resilient, welcoming, cooperative, and generous. While the community as “welcoming” emerged in all cohorts, descriptions of people as happy and generous began to emerge more in 2017, and resiliency was most prevalent in 2018.

“The resilience that is built into the culture and how every organization we visited gave me hope for the future.” (2018)

“The homestays were particularly meaningful in that I learned the most about community dynamics and resilience throughout them. We had visited so many beautiful cities and touristy spots by the time we reached Dharamsala, and I was interested in learning how regular life was for most Indians living in rural India. The homestays not only granted me with that experience, but they also gave me a new family.” (2018)

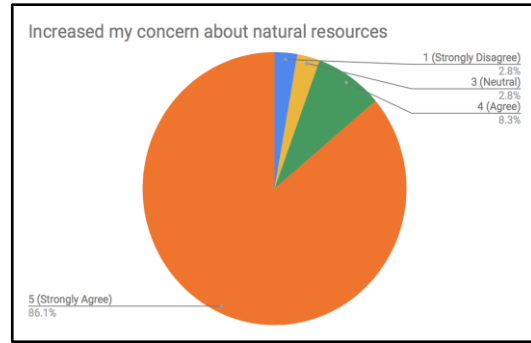
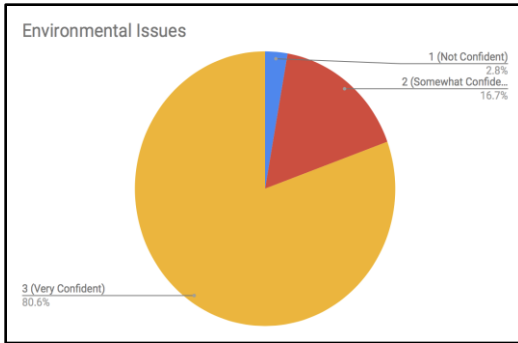
“Agastya site visit to evening school center was meaningful to me because it showed how resilient those children were in a crucial learning environment.” (2018)

Climate change. After exposure to some of the realities of climate change in India, learners talked about an increased appreciation for the natural world. This issue appears to have been an important aspect of the LC 2017 pre-trip preparations, as most of the responses were localized to the 2017 cohort but also appeared minimally in 2016 and 2018.

“I had an interesting conversation with one of the members of the family at homestays in Nubra valley, he was explaining about the differences in the environment and the sustainable way of living, He said all the ill's that happen to Nubra, and also the rapid change of Himalayas.” (2017)

“A moment in India when I empathized with another perspective on something I thought I previously understood was when I listened to Orijit Sen's lecture on his concern for the Dodo bird and its connection to human beings. I was able to empathize more with this situation by understanding how a higher power can not only impact humans, but also impact animals and nature negatively. It created a greater awareness within me about climate change and organisms.”

“I thought I had understood the complexity of environmental change until I went to Ladakh and seen how the changing environment affected their livelihoods. Climate change directly hits them the hardest when there is too much sun and floods.”



Future plans

Findings suggest that learners clarified their future paths, including plans to travel, study abroad, attend college, and/or pursue a certain career path. Notably, these plans often related to prosocial goals and inclination to engage globally.

Prosocial goals. Almost half of learners asserted certain values that they had come to recognize throughout the trip. For many of these learners, this had to do with prioritizing prosocial motives/altruism over lucrative pay when it came to a career path. They had come to realize their genuine desire to help others, no matter what others thought. For some learners, the reason behind attending college became more concrete - while they may have been planning on attending college to please their parents or to attain a lucrative job, many learners realized college could give them the stepping-stones to help many people and communities.

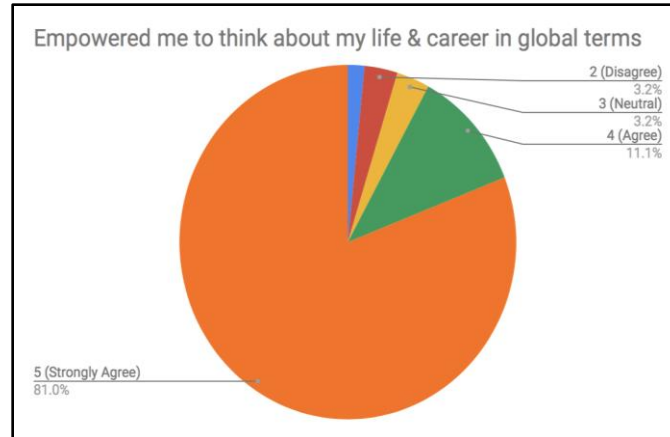
“This trip contributed my desire to help people. Give back to communities and culture. That is why I am attending college. It will give me stepping stones to do so in the future.” (2018)

“I’ve realized that I genuinely do want to help people and I shouldn’t care what others think about that or the paycheck of it.” (2016)

Global pursuits. For many learners, the trip inspired them to think about many global issues/concepts including climate change, history, cultures, and their ability to interact with these issues in a productive and prosocial way. These reflections appear to have motivated learners to engage in activities to connect with the world around them. For example, some learners sought to continue traveling to learn more about other cultures, histories, and issues around the globe. Many learners specifically noted their intentions to study abroad in college as a means of studying politics, environment, and cultures in varying regions.

“I also definitely want to travel more now, and whatever I do, I want to make sure that what I’m doing is helping the world and the people who live in it. I think before this trip I wanted to get a job I would like and could live well on and assumed it would also be one that could make positive change, but now I’m thinking I want to seek that out.” (2016)

“I never considered or dreamed to be a traveler but it gives me a kind of mindset to study abroad and learn more about other cultures, politics and the environment.” (2018)



Personal Development

This theme refers to the development of personal characteristics. The most commonly reported attributes include, leadership, increased confidence, interpersonal skills and emotional intelligence, and resilience. These qualities are not mutually exclusive and the latter three may be viewed as contributing to leadership.

Leadership. This theme refers to learners’ conceptualizations of leadership, including what it means to be a leader and how they have grown as a leader.

“In the way I used to take a challenge and while getting it done gaining lots of experiences made me feel like am a leader who knows how to handle the demand of situation.” (2018)

“[...] I learnt that a good leader listens more than talking and needs to consider advice from the team members. a leader isn’t a leader if he/she doesn’t have anyone to work with. sometimes I wouldn’t be in the mood to work but [name of another learner] would be working and that motivated me.” (2018)

Confidence. Increased confidence was often reported in the context of public speaking, competency interacting in groups, advocating for others, and growing independence. This theme overlaps with leadership, given that many learners named confidence as a key attribute of a leader.

“I grew more and more as a leader because I was no longer afraid to talk openly in front of strangers, I was comfortable with sharing my ideas, and I learned to develop mutual trust with a group of people very quickly.” (2018)

“I became more confident upon speaking among a large group. My communication skills have been clearer and also my outlook on life to appreciate what you have is something I learned!” (2018)

Resilience. Resilience is defined as adaptive coping in the face of adversity (Masten, 2014). Hence, resilience often emerged in the context of physical challenges, lack of usual supports and comforts, and other challenges associated with adapting to a foreign environment.

"I found myself as a complainer but with an open mind. I've learned that I'm now ready for anything out of my comfort zone. And I know how to better handle situations where things don't go my way."

"I will always remember when we were hiking and that experience made me feel stronger and think about that you don't have to give up and you always have to try your best." (2017)

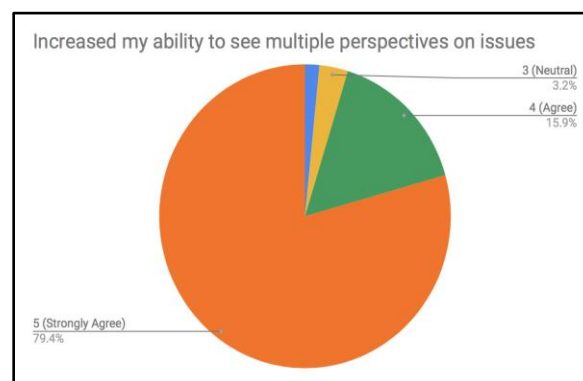
"I found strength in myself when I was sitting on the bench outside the school in Sherisha village. I had previously been having stomach problems, and I was hot, and I was very uncomfortable with all the eyes of the children on as well as the men behind us and the ones taking pictures of us. I did have a moment where I almost had a panic attack, but I was able to reign it in and calm myself down."

Interpersonal competency. This theme encapsulates references to enhanced skills interacting, communicating, and relating to others. It also may encompass demonstration of emotional intelligence, such as empathy and perspective taking.

"In the very beginning, I was a bit petrified of talking to the overwhelming amount of people on the trip but as I started conversations more, I learned to love everyone. Normally I would have kept to myself and waited for others to talk to me."

"When I first came on this trip I thought that I wouldn't be able to interact with the people on this trip and I wouldn't be able to talk about my fears but I have done both of those things this whole trip and I'm proud of myself."

"When we were at SECMOL, I realized that I'm actually really good at putting myself in other's shoes. During conversation class, I often times found myself being able to connect with some students on a deeper level about personal experiences and understanding their situations even if I couldn't relate."



Cultural humility

Cultural humility refers to an appreciation of other cultures and the belief that cultural diversity adds value to society and one's life. Learners expressed increased openness to other cultures, the importance of not making assumptions about another culture, and/or ascribing one's own cultural values on to another. Ultimately not only accepting difference, cultural humility entails embracing and seeking out opportunities to engage with people from different cultural backgrounds.

Appreciation for diversity. This subtheme includes reports of increased openness to others, appreciation for cultural diversity, and motivation to engage with different cultures.

"I think this experience led me to be more open and want to learn more about the people in my community. I am always amazed when people tell me about their cultures and where they are from." (2017)

"With anyone who is different than you or has a different culture, don't judge just because they're different. Embrace and respect every difference you come across, and learn from it!" (2018)

"It's given me a greater understanding into the ways in which fear of the unknown shapes our actions as humans, because I know there was some hesitancy at first to open up to everyone, and the tendency was to group up and "other" people that weren't like us. [...] I want to keep that open-mindedness and patience I've had to use in this trip in my life back home [...]" (2016)

Values attribution. Many learners reported gaining the insight that they had assumed that others had the same values and standards as they did. Additionally, some learners admitted that they had assumed that others' experiences were similar to their own. In recognizing that others have their own values, standards and unique experiences, they were able to see and hear a different perspective. Learners reported that their initial perspective had been shaped by their limited knowledge and projection of personal values and standards based on their own experiences onto the Indian communities. These assumptions may have related to living in poverty, arranged marriage, colonization, and gender dynamics, among other topics.

"I always thought that people who lived in poorer areas wanted to get out of their community, or go to the US. But, when we asked them if they wanted to come to the USA, they said no and that they were content with where they were. I learned that just because they don't have what I have, doesn't mean they aren't content."

*"I had never thought about arranged marriage seriously before, as it's not something I've come into contact with in real life. I always regarded it from my western-centric position of 'oh that's so sad and oppressive and they never get the chance to experience real love or passion,' but then talking about it to this young teen I met at MGIS whose whole family has had arranged marriages and expects to have one herself, I realized what the [***k] do I know about what the 'right way' is to settle down or have relationships as a human."*

"Originally, I thought I understood what education meant to everyone, but in reality, I didn't. Education is such a sacred thing for so many families. It could mean them being the first child out of their agricultural background or first girl in the family to get a real education. It's not easy for them to get good education all the time, like it is for me, but they are resilient in their trials and don't give up."

"When we were playing the agree or disagree game [...], we were asked [if] the colonizers did good for the colonies. I answered about how they build all the infrastructure. globalization that brought the world closer, science and new technology. then Mr. Sridar [...] said that we don't really [know] that all the infrastructure and facilities they provided made them live happily. they could have been living in the small houses and with basic life necessities more happily not being tortured or enslaved and lead their lives as before."

Advocacy

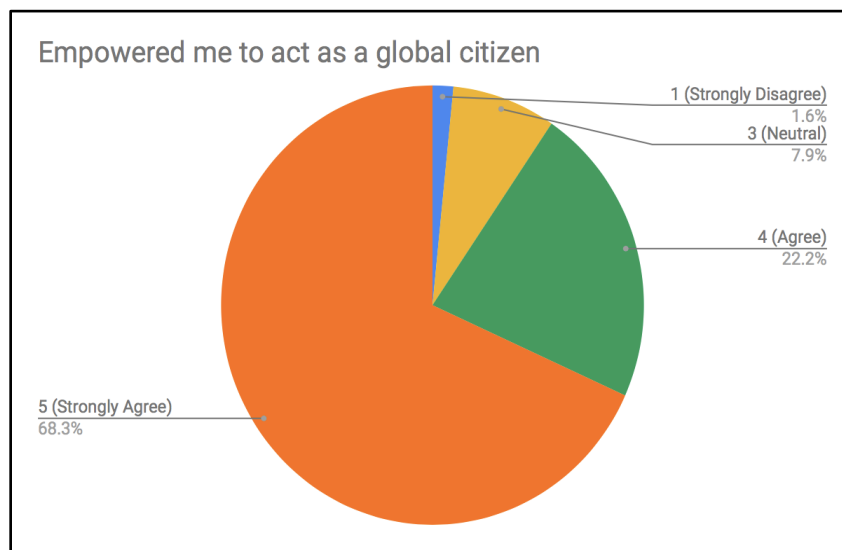
Several learners reported increased motivation to engage in social justice and climate change initiatives. Coupled with this motivation, learners reported increased self-efficacy, or confidence, in their capacity to enact change.

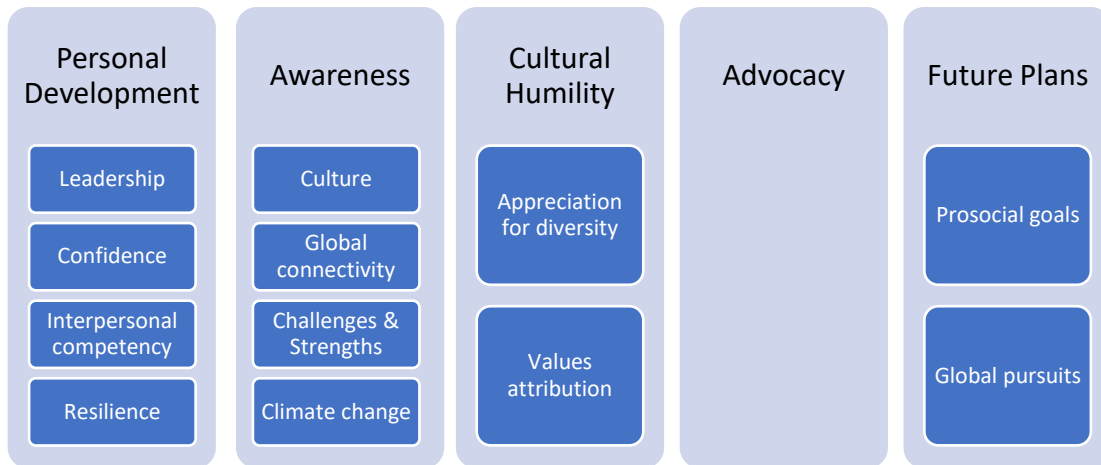
“When (Tenzin Tsunde) spoke to us and showed us the documentary I found that extremely inspiring to do more to explore activism and social justice issues, which is something I’ve already been trying to learn as much as I can about.” (2018)

“The experience of the program has taught me to speak up. In class, I am more open and outspoken. I finally realized that when I share my voice, I encourage other to do the same. My interaction with others in my community is now stronger. People in my community know I will speak up and not be put down. The trip has helped me to have a voice, especially in times of injustice.” (2018)

“I feel way more confident after this trip. I want to be able to inspire my family and community to learn and grow and work to live in a more sustainable way.” (2017)

“Talking with N-squared had a pretty big impact on me [...]He seemed hopeful and that really stuck with me because there were times when I would think that things weren’t going to get better but I know that I just have to keep working hard and believing that there will be change.” (2017)





Facilitators of Change

The previous section described learners' outcomes as a result of participating in the LC. Many of the quotations presented above include references to the specific elements of the program that facilitated the outcomes, some more explicitly than others. While difficult to ascertain cause and effect in an evaluation based on self-report, the following section attempts to identify some common catalysts of change that emerged in responses. Additionally, with a complex program that undoubtedly changes year to year, including program activities, destinations, and unique compositions of learners, there are numerous factors that interact to produce change at the individual level and will vary from learner to learner. Therefore, the following findings are greatly influenced by learners' self-report and this evaluator's judgment, the latter which is informed by scholarly literature on youth development.

Cross Cultural Interactions

Inherent in an immersive travel experience, like the LC, are opportunities for cross-cultural exchanges. For the LC learners, cross cultural interactions were discussed in the context of growing awareness, personal development, motivation to take action, and cultural humility. Learners reported interactions and observations during homestays, navigating a community, and with invited speakers, as meaningful. Of note, learners across all three cohorts cited the experience of staying with a host family as a meaningful encounter.

"When I was serving at Lanagar, a woman stopped me and began to ask me about the trip and what I was doing in India. She then took my face in her hands and blessed me for the work that I was doing. It meant a lot to me because two people from absolutely different cultures with some language barriers came together and bonded over service." (2016)

"Me and my Homestay mother (In Nubra Valley) had a great time bonding over making roti. Even though we barely spoke enough of each other's language to have a fully functioning conversation, it still felt amazing. It was so great just being there hanging out and preparing food." (2017)

"The home stay in Dharamshala was one of the most meaningful. The home stay taught me the appreciation toward my mother and all the hardships she faces for my sister and I. The mother of my home stay, despite her husband's death, continued to work hard for her children. I will never forget her or the family." (2018)

Speakers. The guest speakers and experts also appear instrumental in re-shaping learners' views on important issues such as global climate change and social justice for all three cohorts. Learners claimed the lectures and discussions "encouraged," "inspired," and "motivated" them. While undoubtedly impacting all outcomes, these opportunities appear particularly helpful with increasing awareness in various domains of Indian culture, and with acting as exemplars/role models in enacting change, for learners.

"A moment where I empathized with another perspective is at first I thought that there was no longer a caste system. After speaking with Harmony my eyes were opened up and I empathized when I heard that the caste system still exist."

"During the trip, we had discussed with environmental activist Vandana Shiva on her views. Throughout the conversation I disagreed with her numerous times, but I did agree with her that climate change is biased in that it affects the poor and those in poverty first and way before it reaches those in more privileged spots. That really made me think about all those who don't like in a first world country and how my life is so much more privileged than I had thought it out to be."

"(Srikanth bolla's) speech was more impacted because he is a blind although he was succeed in his life. His self confidence is very great. His speech was too motivating to me." (2018)

"The trip to the Meenakshi temple kind of interrupted my mental state on the trip because of [name of another learner] being discriminated. However, after that we had a talk with Mr. Henri which gave me some encouragement to stand up for what I believe in and next time we should take a stand with [name of learner] rather than making it seem like what happen was appropriate." (2016)

Group Process

Group process, as a mechanism of change, encapsulates learning and interactions of the learners. These experiences include spending time in a group, the collective process of navigating adversity, learning to communicate and work as a team, all while sharing experiences and accommodations. Of note, the outcome of **confidence** was often attributed to the experience of presenting in front of the group. While likely contributing to all outcomes embedded in this report, the group process has the strongest link to **interpersonal competency**.

"I could remember the time when I was sharing my rooms and thoughts with multiple numbers of room partners it was a very rare experience. I have gone so far which made me realize the ability to be kind with others."

"I was sort of an introvert and the 2nd was kind of rough as we didn't really know each other so after getting to know everyone's name and just in a couple of days we all were good friends and then I reflected and got to know that making friends wasn't even that tough, that moment was when my confidence boosted and I found out that I was good at making friends."

"When I gave my presentation a strength I didn't know I had was the confidence to speak in front of those kids but as soon as I got up there everything poured out smoothly, I said everything I wanted to say and I said them so smoothly I shocked myself."

Unfamiliar Environment

All learners were positioned in an unfamiliar setting. This facilitator theme includes, mentioning traveling alone, being away from family and friends, and in general, lacking the comforts of home, such as familiar foods and accommodations, as well as the experience of being an outsider in a foreign environment, and engaging in new experiences. This theme appears strongly linked to the outcomes of resiliency and cultural humility. Notably, aspects of an unfamiliar environment may represent forms of adversity to be overcome/adapt to, which in turn fosters resiliency. Physical challenges overlap with this theme but are listed as a subtheme below.

“I had been sick at that point in the trip and was missing my family and my dad’s chicken noodle soup and wondering how I could get through the next weeks. And then I did a headstand. I had been afraid to do it, and I almost let my anxiety take control of me, but as I try to do in life, I forced myself to try and I got up and did it.”

“To be honest, when I first got to the room at the hostel in Delhi, I was like we have to stay here for 4 days? No way I can’t do that. But I ended up having some of my favorite moments right there in those rooms, and I had a great stay.”

“From even the beginning of the trip, I had to things on my own away from my family and with all the traveling and the activities, we did from sunrise to dark.”

Physical Challenges. Similar to experiencing discomfort associated with an unfamiliar environment, encountering physical challenges refers to exercise (e.g. hiking, walking), coping with heat, and becoming ill. Considering that years 2016-2018 activities involved hiking, this was most often cited as an experience during which learners realized a “strength”. Coping with physical discomfort most often was discussed in the context of examples of resiliency.

“Hiking in the Himalayas because it was a wonderful opportunity to challenge ourselves and to appreciate the beautiful side of nature around us that India has to Offer.” (2018)

“At the time of hiking it proved my strength that I am able to climb at that time just don’t want to give up and I tried and tried finally I reach my aim that is rumbok.”

“My ability to hike up the Himalayas oh my gosh. I wasn’t ready, but I still managed to do it.”

Facilitators		
Cross-cultural interactions	Group Process	Unfamiliar environment

Discussion

The present evaluation suggests that learners experience increased awareness of issues and culture embedded in Indian society, meaningful integration of experiences in their future plans, adaptive personal development capabilities, cultural sensitivity, and motivation to engage in advocacy. These outcomes are likely facilitated by cross-cultural interactions, the group process among learners, and the need to adapt to an unfamiliar environment and discomfort in general.

Along with conveying probable facilitators and programmatic outcomes for learners, the present evaluation aims to contextualize these outcomes within a developmental framework for youth from ethnic minority and low-income backgrounds (Garcia Coll et al., 1996). Contextual developmental frameworks allow for exploration of risk and protective factors. Risk factors are those relationships, events, or environments experienced by the individual that increase the likelihood of their developing negative outcomes, such as a mental health disorder or dropping out of high school. Protective factors, in contrast, decrease the likelihood of such negative outcomes (Bronfenbrenner & Morris, 2006). The LC undoubtedly recruits adolescents experiencing a breadth of risk factors, such as discrimination, poverty, trauma, and under-resourced communities and schools, both in fiscal and relational resources. According to contextual theories of development (Dearing et al., 2016), one point of intervention is to focus on the promotion and development of protective factors for youth combatting numerous oppressive forces. To this end, the discussion will consider the protective function of the evaluation outcomes for learners.

Several learner outcomes contribute to the development of critical consciousness. Critical consciousness (CC) is defined as awareness of one's social position, as well as a sense of agency enabling action to challenge and change injustices (Freire, 1973). Studies have found that possession of CC has potential benefits for marginalized youth by highlighting its positive association with adaptive education and career outcomes (Diemer, 2009; Diemer et al., 2010). Today, CC has been described as an "antidote to oppression" (Watts, Griffith & Abdul-Adil, 1999) for marginalized youth, and scholars posit that the construct consists of three major components: *critical reflection*, *critical motivation*, and *critical action* (Watts, Diemer, & Voight, 2011; Diemer et al., 2016). *Critical reflection* entails the process of analyzing one's social position and the structures that maintain inequalities within society. *Critical motivation* refers to a sense of agency and commitment to enact change. Finally, *critical action* represents the action an individual actually takes to enact change.

Awareness

The outcome of *awareness* relates to critical reflection within a CC model. Following the LC trip, learners shared examples of injustice in India and globally. These injustices included poverty, the caste system, and gender discrimination, among other issues, as well as an acknowledgement of global connectivity. While global power dynamics were typically not explicitly named, awareness of global connections sets the stage for understanding international relationships, as well as the necessity of addressing injustice and climate change on a global, as opposed to national, level. Critical reflection is essential for motivating change-related behaviors and is also adaptive for promoting a healthy sense of self and mental well-being. For instance, youth that are aware of the existence of structural inequities and barriers to opportunity are more likely to view individual challenges as existing within broader

systems of oppression instead of the result of personal inadequacies, which is a possible manifestation of internalized discrimination (Diemer et al., 2015).

Cultural Humility

Notably, CC is not only particularly protective for marginalized youth, but is also important for understanding one's own privilege and role in injustice. While US learners come from oppressed backgrounds, they may still possess relative privilege in comparison to Indian learners. Relatedly, *cultural humility* is an important form of critical reflection in that learners acknowledged their biases and in turn expressed motivation to change these biases, such as assumptions of values and appreciation for diversity instead of judgment. This reflection is necessary for instigating motivation to create change.

Advocacy and Personal Development

Several outcomes are implicated in the development of critical motivation. Examples include expressed intentions to encourage others to live more sustainably and to advocate for others and themselves in response to injustice, housed within the *advocacy* outcome. These sentiments reflect both motivation and confidence for enacting change. This confidence relates to self-efficacy for engaging in action and can be found in several of the qualities in the *personal development* domain. Namely, increased confidence, interpersonal competency, resiliency, and leadership, are likely representations of self-efficacy to engage in change. Resiliency will both aid in taking action and generally, in pursuing future education and career goals in the midst of adversity (Masten, 2014). Critical motivation is protective in both combatting potential feelings of helplessness amid oppression, and as a precursor for enacting change (i.e. critical action).

The current evaluation examined learner outcomes immediately after engaging in the LC program and consequently, it is unclear if learners actually engaged in behavioral change. However, evidence of the ingredients necessary for enacting change behaviors is present. Future investigations should examine potential long-term actions taken by learners.

Future Plans

Along with critical consciousness, research suggests that youth purpose – “the stable intention to pursue a goal that is personally meaningful and also beneficial to the world outside the self”—can foster academic engagement, achievement, and well-being among adolescents (Liang et al., 2017). Purpose may serve the important function of enhancing youth motivation and engagement for pursuing individual and social goals in the face of systemic barriers, such as discrimination and poverty, and providing them with individual psychological resources to cope with and navigate stress. Examinations of purpose reveal that goals containing meaning beyond oneself are more protective than those focused on individual benefits, such as acquiring wealth. In the present evaluation, learners describe shifts in their *future plans* to encompass prosocial goals, such as a desire to help others. Youth purpose is informed by relational influences, including role models, supports, and encouragement of one's goals. With regard to the LC, learners described speakers as inspiring and motivating them, which ultimately contribute to the development of a sense of purpose.

Through an evaluation of archival data collected by 360Plus staff for three cohorts of the LC (2016 – 2018), results suggest that the LC is a promising intervention for the promotion of adaptive outcomes for youth from some of the most marginalized backgrounds in the US and across the globe. Inherent elements of the LC, including cross-cultural interactions, the group process, and the unfamiliar setting, appear to facilitate these positive outcomes. Although these facilitators have been identified, the LC should continue to assess how programming can build upon these elements to best foster growth for learners. Moreover, these facilitators are by no means exhaustive and the LC should further explore potential facilitators, including increasing understanding of which learners benefit from particular facilitators. While the current report conceptualizes program outcomes of increased awareness, impacts on future plans, personal development, cultural humility, and advocacy, the LC would benefit from considering which intended program outcomes may not have been achieved. In close, the LC appears to foster promising program outcomes capable of instigating powerful changes for learners.

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Appendices

Appendix A: Forced-Choice Questions and Response Rates

How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident)	2016	2017	2018	Total
Poverty and the economy	12	24	-	36
The caste system	12	24	-	36
Environmental issues	12	24	-	36
Religious diversity	12	24	-	36
Family and gender	12	24	-	36
Government	12	24	-	36

On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has...	2016	2017	2018	Total
Increased my commitment to peaceful conflict resolution	12	24	-	36
Increased my awareness of global issues	12	24	27	63
Allowed me to see myself as part of a larger global community	12	24	-	36
Increased my ability to accept that there are multiple perspectives on issues and problems in our world	12	24	27	63
Increased my concern about our natural resources	12	24	-	36
Empowered me to act as a global citizen	12	24	27	63
Empowered me to think about my life and career in global terms	12	24	27	63
Increased my sensitivity to the way language can include or exclude people	12	24	-	36

Appendix B: Open-Ended Questions and Response Rates

	2016	2017	2018	Total
Was there enough opportunity for students to have a voice on this trip? How might we have done things differently?	12	24	-	36
Talk about a meaningful encounter you had with someone in India (not in this group).	12	24	27	63
In a sentence or two, what is the one thing you will most remember learning about India?	12	24	27	63
How has your experience on this journey led you to think differently about your college and career plans?	12	24	27	63
How has your experience on this journey led you to think differently about how you would like to interact with others in your own family and/or community?	12	24	27	63
Describe a moment on this trip where you found a strength in yourself that you didn't know you had before.	12	24	27	63
Throughout this trip, we have talked about "alternative narratives". Discuss a moment in India when you empathized with another perspective on something you thought you had previously understood.	12	24	27	63
In what ways did you grow as a leader on this trip?	-	-	27	27

Appendix C: Demographic Breakdown of Learners

The demographic breakdown for cohort 2016 was as follows:

- 5 Latinx
- 4 Black (3 African American, 1 Somali-American)
- 5 white (1 Jewish)
- 1 mixed-race (Latina/white)

The demographic breakdown for cohort 2017 was as follows:

- 4 Latinx (1 El Salvadorian)
- 9 Black (4 African American, 2 Haitian-American, 1 Ghanaian-American, 1 Somali-American, and 1 Sudanese-American)
- 5 Indian (2 Manipuri, 2 Kanada/Telugu, 1 Rajasthani/Gujarati)
- 3 Asian American (2 Bangladeshi-American, 1 Nepali-American)
- 2 Native American
- 2 White

The demographic breakdown for cohort 2018 was as follows:

- 7 Latinx/Hispanic
- 6 Black/African American
- 1 Asian American
- 4 Native American
- 1 White
- 1 Multi-racial
- 11 Indian (unknown ethnicity)
- 5 South African (unknown ethnicity)
- 1 Nepali (unknown ethnicity)

Appendix D: Response Frequency for Selected Forced-Choice Questions

1. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) Poverty and the economy

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Confident (3): 27
 - 2016: 8
 - 2017: 19
- Somewhat Confident (2): 11
 - 2016: 3
 - 2017: 8
- Not Confident (1): 1
 - 2016: 1
 - 2017: 0

2. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) The caste system

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Confident (3): 10
 - 2016: 2
 - 2017: 8
- Somewhat Confident (2): 17
 - 2016: 8
 - 2017: 9
- Not Confident (1): 9
 - 2016: 2
 - 2017: 7

3. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) Environmental issues

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Confident (3): 29
 - 2016: 8
 - 2017: 21
- Somewhat Confident (2): 6
 - 2016: 3
 - 2017: 3
- Not Confident (1): 1
 - 2016: 1
 - 2017: 0

4. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) Religious diversity

- Total Responses: 36

- 2016: 12
- 2017: 24
- Confident (3): 31
 - 2016: 9
 - 2017: 22
- Somewhat Confident (2): 5
 - 2016: 3
 - 2017: 2
- Not Confident (1): 0
 - 2016: 0
 - 2017: 0

5. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) Family and gender

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Confident (3): 29
 - 2016: 10
 - 2017: 19
- Somewhat Confident (2): 6
 - 2016: 2
 - 2017: 4
- Not Confident (1): 1
 - 2016: 0
 - 2017: 1

6. How confident are you that you are now able to talk about each of the following aspects of India to people in America? (1 = Not confident; 3 = confident) Government

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Confident (3): 12
 - 2016: 4
 - 2017: 8
- Somewhat Confident (2): 15
 - 2016: 4
 - 2017: 11
- Not Confident (1): 9
 - 2016: 4
 - 2017: 5

7. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Increased my commitment to peaceful conflict resolution

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Strongly Agree (5): 23
 - 2016: 8
 - 2017: 15

- Agree (4): 8
 - 2016: 3
 - 2017: 5
- Neutral (3): 3
 - 2016: 1
 - 2017: 2
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1

8. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Increased my awareness of global issues

- Total Responses: 63
 - 2016: 12
 - 2017: 24
 - 2018: 27
- Strongly Agree (5): 50
 - 2016: 11
 - 2017: 19
 - 2018: 20
- Agree (4): 11
 - 2016: 1
 - 2017: 3
 - 2018: 7
- Neutral (3): 1
 - 2016: 0
 - 2017: 1
 - 2018: 0
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
 - 2018: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1
 - 2018: 0

9. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Allowed me to see myself as part of a larger, global community

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Strongly Agree (5): 26
 - 2016: 7
 - 2017: 18
- Agree (4): 8
 - 2016: 4

- 2017: 4
- Neutral (3): 2
 - 2016: 1
 - 2017: 1
- Disagree (2): 1
 - 2016: 0
 - 2017: 1
- Strongly Disagree (1): 0
 - 2016: 0
 - 2017: 0

10. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Increased my ability to accept that there are multiple perspectives on issues and problems in our world

- Total Responses: 63
 - 2016: 12
 - 2017: 24
 - 2018: 27
- Strongly Agree (5): 50
 - 2016: 11
 - 2017: 18
 - 2018: 21
- Agree (4): 10
 - 2016: 1
 - 2017: 3
 - 2018: 6
- Neutral (3): 2
 - 2016: 0
 - 2017: 2
 - 2018: 0
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
 - 2018: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1
 - 2018: 0

11. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Increased my concern about our natural resources

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Strongly Agree (5): 31
 - 2016: 10
 - 2017: 21
- Agree (4): 2
 - 2016: 2
 - 2017: 1

- Neutral (3): 1
 - 2016: 0
 - 2017: 1
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1

12. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Empowered me to act as a global citizen

- Total Responses: 63
 - 2016: 12
 - 2017: 24
 - 2018: 27
- Strongly Agree (5): 43
 - 2016: 8
 - 2017: 16
 - 2018: 19
- Agree (4): 14
 - 2016: 2
 - 2017: 6
 - 2018: 6
- Neutral (3): 5
 - 2016: 2
 - 2017: 1
 - 2018: 2
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
 - 2018: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1
 - 2018: 0

13. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Empowered me to think about my life and career in global terms

- Total Responses: 63
 - 2016: 12
 - 2017: 24
 - 2018: 27
- Strongly Agree (5): 51
 - 2016: 11
 - 2017: 17
 - 2018: 23
- Agree (4): 7
 - 2016: 1
 - 2017: 4

- 2018: 2
- Neutral (3): 2
 - 2016: 0
 - 2017: 1
 - 2018: 1
- Disagree (2): 2
 - 2016: 0
 - 2017: 1
 - 2018: 1
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1
 - 2018: 0

14. On a scale from 1 to 5 (1 = strongly disagree; 5 = strongly agree), the Leadership Collective has... Increased my sensitivity to the way language can include or exclude people

- Total Responses: 36
 - 2016: 12
 - 2017: 24
- Strongly Agree (5): 27
 - 2016: 10
 - 2017: 17
- Agree (4): 5
 - 2016: 2
 - 2017: 3
- Neutral (3): 3
 - 2016: 0
 - 2017: 3
- Disagree (2): 0
 - 2016: 0
 - 2017: 0
- Strongly Disagree (1): 1
 - 2016: 0
 - 2017: 1

