OK AS TO FORM
F m   5-12-16

JEFFERSON COUNTY PUBLIC SCHOOLS
CONTRACT FOR THE PROCUREMENT OF PROFESSIONAL SERVICES

THIS CONTRACT FOR PROCUREMENT OF PROFESSIONAL SERVICES (hereinafter "Contract") is entered into between the JEFFERSON COUNTY BOARD OF EDUCATION (hereinafter "Board"), a political subdivision of the Commonwealth of Kentucky, with its principal place of business at 3332 Newburg Road, Louisville, Kentucky 40218 and Lincoln Foundation, (hereinafter "Contractor"), with its principal place of business at 200 W. Broadway, Louisville, KY.

WITNESSETH:

WHEREAS, the Board desires to procure the particular services of Contractor, which are more fully defined below; and

WHEREAS, Contractor has held itself out to be competent and capable of performing the services contracted for herein;

NOW, THEREFORE, in consideration of the mutual promises and agreements hereinafter set forth, the Board and Contractor (hereinafter "Parties") agree as follows:

ARTICLE I
Entire Agreement; Amendments

This Contract is the entire agreement between the Parties and supersedes any and all agreements, representations and negotiations, either oral or written, between the Parties before the effective date of this Contract. This Contract may not be amended or modified except in writing as provided in Article VIII. This Contract is supplemented by the Board's Procurement Regulations currently in effect (hereinafter "Regulations") that are incorporated by reference into and made a part of this Contract. In the event of a conflict between any provision of this Contract and any provisions of the Regulations, the Regulations shall prevail.

ARTICLE II
Services

Contractor agrees to perform the following services (hereinafter "Services") of a quality and in a manner that is within the highest standards of Contractor's profession or business. The Services are as follows:

The contractor will provide an educational enrichment experience for 75 to 100 JCPS high school students in mathematics and science with technology integration. The 2016 Math & Science Summer Program will run from June 6, 2016 - June 24, 2016 at the University of Louisville College of Arts and Sciences. The program time will be held Monday - Friday from 1:00 p.m. to 5:00 p.m. This program is partnered with UPS, LG&E, GE, U of L, and JCPS, as an interdisciplinary, inquiry-based, rigorous curriculum that engages students in laboratory and field-based learning. This program is designed to help students apply mathematics and science as they study the global issues of biodiversity, water quality, and energy in their community. The curriculum will prepare students for their next math and science courses in school and for college readiness with a focus on research skills,

critical thinking, problem-solving, project design and presenting sustaining solutions. A Math & Science Advisory Committee will be established to facilitate professional development, field experiences, and quality program implementation. The institute's impact on student participants will be evaluated by the JCPS Department of Accountability, Research, and Planning. Lincoln Foundation will follow all JCPS guidelines for field experiences and field trips.

ARTICLE III
Compensation

The Board shall pay Contractor the total amount stated below (hereinafter "Contract Amount"). The Contract Amount shall be paid in a lump sum upon completion of the Services, unless a schedule of progress payments is stated below. The Contract Amount shall be for total performance of this Contract and includes all fees, costs and expenses incurred by Contractor including but not limited to labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs and other costs, unless otherwise stated below. To receive payment, Contractor must submit an itemized invoice or invoices. If progress payments are authorized, each invoice must specify the actual work performed. If payment of costs or expenses is authorized, receipts must be attached to the invoice.

Contract Amount: $18,000.00

Progress Payments (if not applicable, insert N/A): at halfway point in the program and upon completion of the program.

Costs/Expenses (if not applicable insert N/A): N/A

Fund Source: General Fund

ARTICLE IV
Term of Contract

Contractor shall begin performance of the Services on May 25, 2016 and shall complete the Services no later than December 5, 2016, unless this Contract is modified as provided in Article VIII.

ARTICLE V
Performance of Services by Contractor

The Services shall be performed by Contractor, and in no event shall Contractor subcontract with any other person to aid in the completion of the Services without the prior written approval of the Contract Administrator defined below.

Contractor shall appoint one person who shall be responsible for reporting to the Board on all Services performed under the terms of this Contract and who shall be available for consultation with the Contract Administrator.

Contractor is an independent contractor, not an employee. Contractor is responsible for the payment of all federal, state and local payroll taxes and providing unemployment insurance and workers compensation coverage to Contractor's employees. Contractor shall provide all equipment, materials and supplies necessary for the performance of the Services.

Contractor shall at all times during the term of this Contract comply with all applicable laws, regulations, rules and policies. Contractor shall obtain and keep in force all licenses, permits and certificates necessary for the performance of the Services.

Contractor agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation, including the Contractor himself, in connection with the performance of this Contract. Contractor also agrees to hold harmless, indemnify, and defend the Board and its members, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to Contractor in connection with the performance of this Contract. This provision survives termination of this Contract.

Unless waived in writing by the Contract Administrator, Contractor shall maintain during the term of this Contract policies of primary insurance covering the following risks and in at least the following amounts: commercial general liability, including bodily injury, property damage, personal injury, products and completed operations, and contractual, $1,000,000; and automobile liability, $1,000,000. Contractor shall furnish to the Contract Administrator certificates of insurance evidencing this coverage and naming the Board as an additional insured. Additionally, Contractor shall maintain workers compensation coverage with limits required by law; and professional errors and omissions coverage with minimum limits of $1,000,000. Contractor shall furnish certificates of insurance evidencing this coverage to the Contract Administrator.

ARTICLE VI
Equal Opportunity

During the performance of this Contract, Contractor agrees that Contractor shall not discriminate against any employee, applicant or subcontractor because of race, color, national origin, age, religion, marital or parental status, political affiliations or beliefs, sex, sexual orientation, gender identity, gender expression, veteran status, genetic information, or disability. If the Contract Amount is paid from federal funds, this Contract is subject to Executive Order 11246 of September 24, 1965 and in such event the Equal Opportunity Clause set forth in 41 Code of Federal Regulations 60-1.4 is hereby incorporated by reference into this Contract as if set forth in full herein.

ARTICLE VII
Prohibition of Conflicts of Interest

It shall be a breach of this Contract for Contractor to commit any act which is a violation of the provisions of Article XI of the Regulations entitled "Ethics and Standards of Conduct," or to assist or participate in or knowingly benefit from any act by any employee of the Board which is a violation of such provisions.

ARTICLE VIII
Changes

The Board and Contractor may at any time, by mutual agreement set forth in a written addendum, make changes in the definition of the Services; the scope of the Services; and the Contract Amount. The Contract Administrator and Contractor may, at any time, by mutual agreement set forth in a written addendum, make changes in the time within which the Services are to be performed; the schedule of Progress Payments; and mutual Termination of the Contract.

ARTICLE IX
Termination for Convenience of the Board

The Board may terminate this Contract in whole or in part at any time by giving written notice to Contractor of such termination and specifying the effective date thereof, at least thirty (30) days before the specified effective date. The Board shall compensate Contractor for Services satisfactorily performed through the effective date of termination.

ARTICLE X
Termination for Default

The Board may, by written notice of default to Contractor, terminate the whole or any part of this Contract, if Contractor breaches any provision of this Contract, or so fails to make progress as to endanger performance of this Contract, and in either of these circumstances, does not cure the breach or failure within a period of five (5) days after receipt of notice specifying the breach or failure. In the event of termination for default, the Board may secure the required services from another contractor. If the cost to the Board exceeds the cost of obtaining the Services under this Contract, Contractor shall pay the additional cost. The rights and remedies of the Board provided in this Article shall not be exclusive and are in addition to any other rights and remedies provided by law or under this Contract.

ARTICLE XI
Disputes

Any differences or disagreements arising between the Parties concerning the rights or liabilities under this Contract, or any modifying instrument entered into under Article VIII of this Contract, shall be resolved through the procedures set out in the Regulations.

ARTICLE XII
Contractor's Work Product

Unless waived in writing by the Contract Administrator, the Board shall retain ownership in and the rights to any reports, research data, creative works, designs, recordings, graphical representations or other works of a similar nature (hereinafter "Works") produced or delivered by Contractor under this Contract. Contractor agrees that the Works are "works for hire" and Contractor assigns all right, title and interest in the Works to the Board.

Any reports, information, data, etc. given to or prepared or assembled by Contractor under this Contract shall not be made available to any individual or organization by Contractor without the prior written approval of the Board. Provided, nothing in this Article may be used to violate the provisions of any Kentucky or Federal statute or regulation which requires reporting of information.

ARTICLE XIII
Contract Administrator

The Board shall appoint a Contract Administrator for the purposes of daily administrative decision-making pertaining to the Contract. If Contractor and the Contract Administrator disagree on any circumstance or set of facts pertaining to the administration or execution of this Contract, the Board shall resolve the matter after notification by either the Contract Administrator or the Contractor in the manner prescribed by the Regulations. If the Board fails to give notice to Contractor of the

appointment of a Contract Administrator, the Contract Administrator shall be the Board's Chief Financial Officer.

ARTICLE XIV
Right to Audit

The Board shall have the right to inspect and audit all accounting reports, books or records which concern the performance of the Services. Inspection shall take place during normal business hours at Contractor's place of business. Contractor shall retain all records relating to the performance of this Contract for five (5) years after the end of the term of this Contract.

ARTICLE XV
Miscellaneous

A.   All Articles shall be construed as read, and no limitation shall be placed on any Article by virtue of its descriptive heading.

B.   Any notices or reports by one Party to the other Party under this Contract shall be made in writing, to the address shown in the first paragraph of this Contract, or to such other address as may be designated in writing by one Party to the other. Notices shall be effective when received if personally delivered, or three days after mailing if mailed.

C.   If any part of this Contract is held to be void, against public policy or illegal, the balance of this Contract shall continue to be valid and binding.

D.   This Contract shall be governed and construed in accordance with the laws of the Commonwealth of Kentucky.

E.   No delay or omission by either Party in exercising any right under this Contract shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of this Contract.

F.   At all times during the term of this Contract, Contractor shall comply with the Family Educational Rights and Privacy Act of 1974. If Contractor has access to student records, Contractor shall limit its employees' access to those records to persons for whom access is essential to perform this Contract.

G.   Contractor shall be in continuous compliance with the provisions of KRS Chapters 136, 139, 141, 337, 338, 341 and 342 that apply to the Contractor or subcontractor for the duration of this Contract and shall reveal any final determination of a violation by the Contractor or subcontractor of the preceding KRS Chapters.

IN WITNESS WHEREOF, the Parties hereto have executed this Contract to be effective as of <u>May 25, 2016</u>.

Contractor's Social Security Number or Federal Tax ID Number: <u>61-0449631</u>

JEFFERSON COUNTY BOARD OF EDUCATION

LINCOLN FOUNDATION CONTRACTOR

By: _____

By: _*Larry M. McDonald*_

      <u>Donna M. Hargens, Ed.D.</u>

      <u>Larry McDonald</u>

Title: <u>Superintendent</u>

Title: <u>President</u>

Cabinet Member: <u>John D. Marshall</u>	_JDM_
	(Initials)

NONCOMPETITIVE NEGOTIATION
DETERMINATION AND FINDING

1. An emergency exists which will cause public harm as a result of the delay in competitive procedures (Only the Superintendent shall declare an emergency.) —

    State the date the emergency was declared by the superintendent: _____

2. There is a single source for the items within a reasonable geographic area —

    Explain why the vendor is a single source: _____

3. The contract is for the services of a licensed professional, education specialist, technician, or an artist —

    State the type of service: <u>I determine that the Lincoln Foundation exclusively provides these educational services that are not provided elsewhere in Jefferson County</u>

4. The contract is for the purchase of perishable items purchased on a weekly or more frequent basis —

    State the item(s): _____

5. The contract is for proprietary item(s) for resale: This can include the buying or selling of item(s) by students when it is part of the educational experience —

    State the type(s) of item(s): _____

6. The contract is for replacement parts when the need cannot be reasonably anticipated and stockpiling is not feasible —

    State the item(s): _____

7. The contract or purchase is for expenditures made on authorized trips outside the boundaries of Jefferson County Public Schools —

    State the location: _____

8. The contract is for a sale of supplies at reduced prices that will afford Jefferson County Public Schools a savings (Purchase must be approved by Director of Purchasing) —

    Explain the logic: _____

9. The contract is for the purchase of supplies which are sold at public auction or by receiving sealed bids —

    State the items: _____

I have determined that, pursuant to K.R.S. 45A. 380, the above item(s) should be obtained by the Noncompetitive Negotiation Methods since competition is not feasible.

<u>John D. Marshall</u>
Print name of person making Determination

<u>Diversity, Equity and Poverty Programs</u>
School or Department

Signature of person making Determination   Date   5/5/2016

<u>Lincoln Foundation</u>
Name of Contractor (**Contractor Signature Not Required**)

_____
Requisition Number

Explanation of Noncompetitive Negotiation Methods can be found under K.R.S. 45A.380 and on page 15 in the Procurement Regulations

F-471-1   Revised 05/2011

Program Evaluation Reports

for the

Lincoln Foundation Programs

Program Description

The Math & Science Program has been in place since 1978. A description of the Lincoln Foundation's purpose and curriculum are clearly articulated on their website.

> Lincoln Foundation's Math & Science Program is a three-week summer program held at the University of Louisville. The program provides an educational enrichment experience for high school students in mathematics and science with technology integration.
>
> Its interdisciplinary, hands-on, inquiry-based curriculum engages students in laboratory and field-based learning. Students apply mathematics and science skills as they study the global issues of biodiversity, water quality, and energy in their community.
>
> The goal of the program is to prepare students for their next mathematics and science courses in school and for college readiness with a focus on research skills, critical thinking, problem-solving, project design and presenting sustainable solutions. http://www.lincolnfdn.org/educational-programs/math-science/

The Math & Science curriculum includes:

- Aligning with Core Content standards for mathematics, science, and technology
- Investigating and exploring global issues and sustainability by applying mathematics and science
- Integrating the use of technology to investigate and present solutions for biodiversity, water quality, and energy
- Problem-solving, project design and sustainable solutions
- Field experiences and studies
- Independent science research proposals for science fair projects
- Follow-up mentoring support through fall semester

The primary intended targets/outcomes are:

1. Of all students who attend, at least 75% will indicate an increase on the post-test as compared to the pre-test, and
2. 70% of students will indicate knowledge growth in Math & Science concepts as measured by a retrospective survey.

Participation and Attendance

Eighty-two students participated in the Math and Science Program in summer 2015. This enrollment is a 32% increase from last year (2014 n=62). Thirty students also were enrolled in the Whitney M. YOUNG Scholars Program®.

Of 82 students, 53 participants (60%) were present 14 days (of 15 days possible). Table 1 below shows the number of days in attendance for the participants.

Table 1 Attendance in 2013-14 Compared to 2014-15

# of Days Present	2014 Number of ALL Participants	2014 Percent of ALL Participants	2015 Number of ALL Participants	2015 Percent of ALL Participants
0-5 Days	4	5.3%	8	9.0%
6-10 Days	11	14.4%	15	16.8%
11 Days	3	4%	3	3.4%
12 Days	7	9.2%	10	11.2%
13 Days	9	11.8%	0	0
14 Days	9	11.8%	53	59.6%
15 Days	33	43.4%	0	0

Table 2 presents demographic characteristics of the students. The proportion of male to female students varied slightly than in 2013-14 with an increase of 10% more male students in 2014-15 compared to 2013-14.

TABLE 2 Demographics

Demographic Characteristics	Number	Percent
Gender		
Female	40	45%
Male	49	55%
Race/Ethnicity		
African-American	66	74.1%
White	10	11.2%
Hispanic	2	2.3%
Asian	4	4.5%
Other/Blank	7	7.9%
[a] **Lunch Status**		
Free/Reduced Lunch	40	56%
Paid Lunch	31	44%
Grade (2013-2014)		
8th	49	53.9%
9th	24	27.0%
10th	12	13.5%
11th	4	4.5%
WYSP Scholar		
Yes	30	33.7%
No	59	66.3%

[a] Lunch Status is only available for JCPS students (n=71).

Students from a variety of schools in the Louisville area participated in the Math & Science program. A summary of participation by schools is listed below. Table 3 below lists all of the schools attended with the number of participants.

- Highest overall student participation:
  - Central HS = 7
  - Louisville Male HS = 6
  - Highland MS = 6
  - Ballard HS = 5
  - Brown School = 5

- Highest gains (2+ students) in participation:
  - Central HS = +5
  - Western MS = +5
  - Louisville Male HS = +3
  - Ballard HS = +3
  - Brown School = +3
  - Farnsley MS = +2
  - Highland MS = +2
  - Newburg MS = +2

- Losses in (-2 students) participants:
  - Meyzeek MS = -3
  - Jefferson County Traditional MS = -2
  - Johnson Traditional MS = -2

- New schools in 2015:
  - Doss HS = 1

- No participants in 2015 (but participants in previous years):

JCPS	Other
Butler HS	Collegiate
Fairdale HS	Henderson MS
Fern Creek HS	Jeffersonville HS
Waggener HS	Louisville Adventist
Western HS	Nativity
Barret MS	Presentation
Conway MS	River Valley MS
Crosby MS	St. Francis HS
Olmsted North MS	
Ramsey MS	
Thomas Jefferson MS	
Westport MS	
ESL Newcomer Academy	
Moore Traditional (MS/HS)	

Table 3 School Attended

High School	2012	2013	2014	2015	Middle School	2012	2013	2014	2015	Other JCPS	2012	2013	2014	2015
Atherton HS	3	2	1	2	Barret TMS	3	3	0	0	Brown School	1	2	2	5
Ballard HS	2	2	2	5	Carrithers	0	1	1	1	ESL Newcomer Academy	1	0	2	0
Butler HS	2	2	1	0	Conway	0	3	0	0	Holding School	2	0	0	0
Central HS	5	3	2	7	Crosby	0	0	1	0	Kennedy Metro	1	0	0	0
Doss HS	0	0	0	1	Farnsley MS	2	2	1	3	Moore TS	1	1	1	2
Manual HS	5	0	3	2	Olmsted North MS	3	1	0	0	Phoenix School	1	0	0	0
Eastern HS	2	2	0	1	Olmsted South MS	0	1	1	1					
Fairdale HS	0	1	0	0	Highland MS	3	3	4	6					
Fern Creek HS	1	0	0	0	Jefferson County TMS	2	2	5	3	**TOTAL**	**7**	**3**	**5**	**7**
Iroquois HS	0	1	1	1	Johnson TMS	1	6	4	2	**Other/Private**				
Jeffersontown HS	2	1	0	1	Kammerer MS	1	2	1	3	Berkmar HS (Atlanta, GA)	0	1	0	0
Louisville Male HS	3	9	3	6	Lassiter MS	3	0	0	1	Christian Academy	1	1	1	1
PRP	0	0	1	1	Meyzeek MS	8	5	4	1	Collegiate	1	1	1	0
Seneca HS	1	0	1	2	Myers MS	2	1	1	2	Henderson MS	0	1	0	0
Southern HS	0	0	1	0	Newburg MS	6	3	2	4	Jeffersonville HS	0	0	1	0
Waggener HS	0	0	0	0	Noe MS	2	4	2	2	Louisville Adventist	1	0	0	0
Western HS	0	1	0	0	Ramsey MS	1	0	2	0	Nativity	1	1	1	0
					Thomas Jefferson MS	1	0	1	0	Parkview	1	5	1	2
					Western MS	0	0	1	6	Presentation	0	1	0	0
					Westport MS	0	1	1	0	River Valley MS	0	1	1	0
										St. Francis HS	0	0	1	0
										Trinity	2	0	1	1
										Unknown	2	0	0	1
TOTAL	**26**	**24**	**16**	**29**	**TOTAL**	**38**	**38**	**32**	**35**	**TOTAL**	**9**	**12**	**8**	**5**

Evaluation Results

Pre-test vs. Post Test

Students took a pre-test at the beginning of the program and a post-test at the completion of the three-week program. The assessment included three sections: math, science, and research. Of the 89 participants, 73 completed the pre- and the post-tests in all three areas. Paired t-tests comparing students' scores on pre- vs. post-tests showed that , students performed statistically higher in math ($t_{(72)}$ = 5.77, p<.001) and science ($t_{(72)}$ = 3.59, p<.01). Post-test research scores were not significantly higher than pre-tests on average (p=.09), although there was a positive trend for improvement at post-test by many students. Over half of students made gains on the post-test in each area:

- Math = 77% of students
- Science = 68% of students
- Research = 63% of students

If we look at absolute student gains across math, science, or research overall, *84%* (61 of the 73) students made some growth. Thus, combined student gains surpassed the goal of 75% of students. Table 4 shows pre- and post-test results as well as average gains.

Table 4 Average Pre-Test vs Post-Test Results on Math, Science, and Research Skills

	Math	Science	Research
Pre-Test Average	53.9%	44.9%	52.6%
Post-Test Average	58.8%	48.4%	50.5%
Average Gain	[a] 4.9%	[b] 3.5%	2.1%
Percent of students showing gains per content area	77%	68%	63%
Combined student gains across content areas	84%		

[a] p>.001
[b] p>.01

Student Perception Survey Results

The survey was composed of three parts: (1) demographic data, (2) self-perception ratings of Math & Science program impact on student learning and planning, and 3) self-perception ratings of student growth in specific areas of math, science, and research skills as a result of program participation.

Only six of 89 students completed the survey in 2015.

Program Impact. The first section of the survey included 10 items asking students to rate their own perceptions of how the program affected their math and science learning, confidence, and academic planning choices based on a 4-point scale (1 – strongly disagree, 2 – disagree, 3 – agree, and 4 – strongly agree) [1]. Table 5 displays students' responses for each survey statement. Almost every student agreed that the program had a positive impact on their skills.

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[1] The 2015 survey results do not include five items used in previous survey administration years.

Table 5. Number of Students in Agreement with Math and Science Survey Items on Program Impact.

Survey Items	Number of Students per Response Category			
	Strongly Agree	Agree	Disagree	Strongly Agree
I believe my participating in the Math & Science program will help me in my math classes this upcoming school year.	2	4	0	0
I would recommend this program to other high school students.	5	0	0	0
I believe my participating in the Math & Science program will help me in my science classes this upcoming school year.	2	4	0	0
I believe that I can make a difference in my team.	3	2	0	0
This program contributed to my understanding of the connection between the math & science skills learned and their use in the "real world".	4	2	0	0
I feel a sense of belonging to my team.	3	3	0	0
The Math & Science program helped me improve my ability to work cooperatively in a group.	4	2	0	0
The Math & Science program contributed to my understanding of how our decisions impact the environment.	4	2	0	0
The Math & Science program contributed to my awareness and understanding of environmental issues.	3	3	0	0
This program motivated me to consider taking more math and science courses.	3	3	0	0

Math, Science, and Research Knowledge Growth. The second part of the survey included retrospective items asking students to estimate their own math, science, and research abilities *before* the program began and *after* the program ended using separate 5-point scales (1 – No improvement to 5 – Very much improved). Table 6 shows the number of students who showed an increase in their ratings per knowledge statement.

Table 6. Student Ratings of Knowledge Growth by Content Area

Topic per Survey Item	Improvement Combined	Very Much Improved	Much Improved	Improved	Small Improvement	No Improvement
Math	6	2	1	3	0	0
Science	6	1	2	3	0	0
Independent Science Research	6	1	2	3	0	0
Critical Thinking	6	1	2	3	0	0
Independent Work	6	1	2	3	0	0
Development of an Essential (research) Question	5	1	2	2	1	0
Use of the library and internet to gather relevant information	6	1	4	1	0	0

Conclusions and Recommendations

The results of the 2014-15 evaluation of the Lincoln Foundation's Math & Science Program suggest that students benefitted from their participation based on post-test results.

Outcomes per Program Goal

The Lincoln Foundation puts forth two primary goals for students in this program as measures of success. The outcomes compared to the program goals are presented in Table 7.

Table 7. 2014-15 Math & Science Program Results by Goal Area.

Program Goals	Results for 2014-15
Goal 1: Of all students who attend at least 75% will indicate an increase on the post-test as compared to the pre-test.	Yes: Combined across content areas, 84% of students showed growth in their skills based on post-test results.
Goal 2: 70% of students will indicate knowledge growth in Math & Science concepts as measured by a retrospective survey.	Positive but limited: Data were available for six students. All six students indicated improvement in math, science, and research skills.

Overall, most students showed improved performance at the end of the course. It is difficult to gauge their perceived impact of having taken the course with so few surveys administered; however, perception data in this case is less critical compared to actual academic performance data.

Commendations

1. Enrollment was substantially higher in 2015 than in previous years.
2. The majority of students attended 75% of the sessions.

Recommendations

1. Increase survey completion rates.

PROGRAM DESCRIPTION

The Portland and Western Library Reading Program is an after-school program designed to provide remedial and developmental reading instruction for at-risk students from Portland Elementary School and Coleridge-Taylor Elementary School. In addition to students from these schools, students who live in the Portland or Russell neighborhoods may also attend the tutoring program in their neighborhoods. Students receive tutoring in reading, homework assistance, and a daily snack and beverage. The primary goal of this program is improve the students' reading skills.

STUDENTS PARTICIPANTS

In this section, we describe student demographic characteristics along with enrollment and attendance rates for each library program.

Demographic Characteristics

Forty-six students participated in 2014-2015 library programs compared to 44 students in 2013-14 and 51 students in 2012-13. Table 1 presents characteristics of library program participants.

Table 1. Demographics of Library Program Participants

	Totals			Portland Library			Western Library	
	Number	**Percent**		**Number**	**Percent**		**Number**	**Percent**
Gender								
Female	24	52%		13	54%		11	50%
Male	21	46%		10	42%		11	50%
Race/Ethnicity								
Black	24	52%		13	54%		21	95%
White	10	22%		9	38%		1	5%
Hispanic	0	0		0	0		0	0
Other	2	4%		2	8%		0	0
Lunch Status								
Free/Reduced	39	85%		19	80%		20	91%
Paid	2	4%		0	0		2	9%
Unknown	5	11%		5	20%		0	0
Grade								
First	13	28%		7	29%		6	27%
Second	19	41%		11	46%		8	36%
Third	14	30%		6	25%		8	36%
Totals				24			22	

School affiliation

Most students who participated in the Portland and Western Library programs in 2014-15 attended either Portland Elementary or Coleridge-Taylor Elementary schools. However, several students from three other elementary schools participated as well.

Portland Library
- 23 – Portland Elementary
- 1 – Young Elementary

Western Library
- 19– Coleridge-Taylor
- 2– Roosevelt-Perry
- 1– Norton Elementary

Enrollment and Attendance

The Portland Library program lasted a maximum of 59 days, and the Western Library program lasted 61 days (five additional days were cancelled for each program due to school closures). Figure 1 displays the rate of student enrollment for each library site.
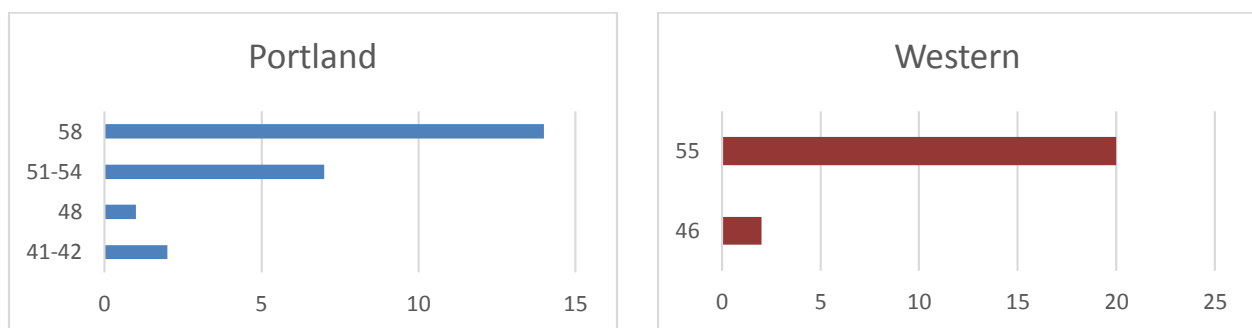

Figure 1. Enrollment by days and number of students per library site.

Attendance rates differed by library site with students at the Portland Library showing greatest variability in attendance. Several overall facts about attendance include:

Portland Library
- 54 days – highest attendance
- 11 days – lowest attendance
- 39.5 days – median attendance (67%)

Western Library
- 55 days – highest attendance
- 37 days – lowest attendance
- 51 days – median attendance (84%)

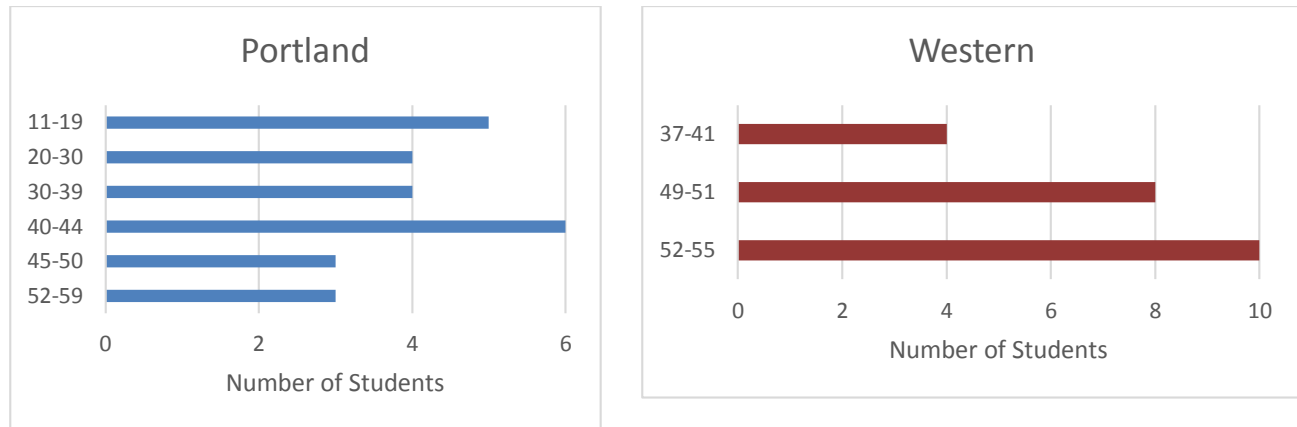Figure 2 shows attendance by number of students.

Figure 3: Attendance by days and number of students for each library

PROGRAM EVALUATION ASSESSMENT

We used achievement data and perception of program satisfaction to assess program impact.

Pre-Test vs. Post-Test

Students completed pre- and post- tests measuring reading fluency, reading comprehension, and word study at the two library sites. Of 46 students enrolled in the library programs, 37 students (80%) completed both a pre-test and a post-test allowing for direct comparison (Portland = 15; Western = 17). Due to a small number of students per grade, analysis of reading improvement was conducted across grades by library site as well as across sites (combining all students). Overall, 78% of these students (across library sites) showed improved reading ability based on post-test scores.

Figure 3 shows the mean pre-test and post-test total reading scores for students at each library site. The total percentage score combines fluency, comprehension, and word study components.
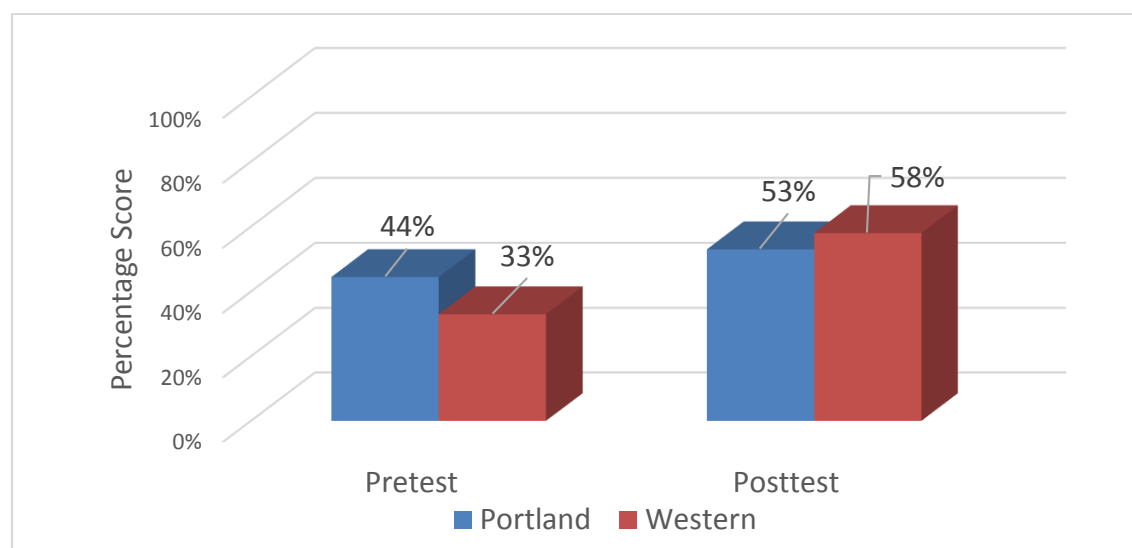

Figure 3. Mean pre- and post-test total scores for each library program

On average, students enrolled in both library programs did show improvement in post-test scores with students in the Western Library program showing the most significant gains (Western $t_{(14)}$ = 5.21, p <.01). Every Western Library program students who took the pre- and post-tests showed gains in reading. In comparison, 12 of 15 students (80%) enrolled in the Portland Library program increased reading scores at post-test, but these gains were not significant. Scores for one Portland Library student did not change, and scores for two students decreased at post-test.

When examining the extent of reading gains for students at the Portland Library and the Western Library, students at the Western Library program showed more substantial gains for each reading subtest. Students at the Portland Library site had more variable <u>attendance rates</u>, which may have contributed to the slightly lower reading outcomes at post-test.

Survey Data

Students, teachers, and tutors completed surveys to provide their perspectives on the library program. Data were collected for the Western library program only in 2014-15.

Students

At the conclusion of their participation in the library program, students in the Western Library program completed an end-of-year survey. Twenty-one students completed the 12-item survey. Some questions requested simple yes/no responses, while two questions allowed students to provide open-ended responses. Seven items asked students whether they liked specific aspects of the program as well whether they enjoy reading. The majority of students (76% to 100%) responded positively to these questions. Table 2 displays summaries of student responses to yes/no questions for the Western Library program students.

Table 2. Western Library Program student responses to survey items.

	Yes (☺)		No (☹)	
	Number of students	Percentage of students	Number of students	Percentage of students
I like to read.	21	100%	0	0
I like the after-school reading program.	19	90%	2	10%
The teacher and tutors helped me a lot.	20	95%	1	5%
I read better because of coming to this program.	19	90%	2	10%
I like working with the tutors.	21	100%	0	0
I like acting out the stories I have read.	16	76%	5	24%
I have a library card.	15	71%	5	29%
I use my library card.	15	71%	6	29%
My grades have improved.	19	90%	1	10%
I like the Family Read-Ins.	20	95%	1	5%

The student survey included two open-ended questions. These questions, along with the replies given by students, are presented in Table 3. Student responses between the two libraries were combined; however, the numbers of student responses per library are listed in column 1 under the question.

Table 3. Student responses to open-ended survey items.

Questions	Types of Responses per student	
I like _____ the best. Total responses = 20	• Reading (n = 9) • "Flat Stanley" (n = 4) • Basketball (n = 2)	• Playing with Ms. B (n = 1)
Your suggestions to make the program better? Total responses = 4	• Do better (n = 2) • I love it (n = 1)	• Put games in there, not play puzzles (n = 1)

Teachers and Tutors

The teacher for the Western Library program and three tutors completed an 8-item survey describing their experience teaching in the program. Staff provided agree or disagree responses on a 5-point scale (5-strongly agree, 4-agree, 3-neutral, 2-disagree, 1-strongly disagree). The teacher responded positively to each item (strongly agree = 6; agree = 2).

Three tutors also responded to the survey. No tutors disagreed with statements. Their responses are presented in Table 4.

Table 4. Tutor responses to survey items (n=3).

	Agree	Strongly Agree	Not Sure
I understand the program design.	2	1	0
The program allowed me to adjust the program/activities to meet the needs of the students.	1	0	2
I felt comfortable coordinating the program.	2	1	0
The use of tutors was effective.	2	1	0
The staff at the Lincoln Foundation was cooperative.	0	3	0
The time and site was ideal for the students.	0	3	0
Materials and supplies were available.	0	3	0

Staff provided the following two comments on the survey:

- I feel that some of the children, especially those that are not behind in their reading do not need to be in the program, because they distract from the teaching process. I also think that some of the kids with behavior problems don't need to be in the program. Some of the tutors didn't know how to tutor the students, nor did they have control of thieir particular reading groups. We need to have all tutors go through a traning and orientation before they have to take over a group. I feel that tutors should be hired before the program begins.

- The program is being run exceptionally well. There is always room for improvement/advancements to further encourage the youth.

Summary of Results

As an overview across the results presented per library site, Table 5 includes rates of participation, completion, and reading gains.

Table 5. Summary of program participation and assessment completion rates.

Library program	Total Enrolled	Median Attendance Rate	Post-Tests Reading Gains	Student Surveys Completed	Staff Surveys Completed	Parent Surveys Completed
Portland	24	67%	20% (n=15)	0	0	0
Western	22	84%	76% (n=17)	21 (95%)	4 (100%)	0

CONCLUSIONS AND RECOMMENDATIONS

The results of the evaluation on the Lincoln Foundation's Reading Programs at the Portland and Western Libraries suggest that these programs do provide a valuable service to the young students enrolled. Students at both sites did show gains in reading ability, and these students indicated a positive experience based on their survey results. In addition, more students completed pre- and post-tests in 2014-15 compared to 2013-14.

Outcomes per Program Goal

A more detailed look at the outcomes compared to the program goals is presented in Table 6.

Table 6. 2014-15 results per program goal.

Program Goals	Results for 2014-15
Goal 1: Provide remedial and developmental reading to at-risk students from the surrounding schools and neighborhoods.	The majority (95%) of students attended schools within one mile of each library site. At least 85% qualified for the free/reduced lunch program.
Goal 2: Have students in regular attendance.	The overall attendance rate was 75%, but attendance differed by site (Western = 84% of students attended consistently; Portland = 67% of students attended consistently).
Goal 3: Improve reading skills.	The majority of students (93% of 46) showed gains in reading scores at post-test. Students enrolled in the Western Library program showed the most significant gains with a 76% increase in scores (Mean pre-test = 33%; Mean post-test = 58%).

Recommendations

Based on these results relative to the program goals, two suggestions for improvement are recommended.

1. ***Greater Consistency in Program Offerings between Library Sites***. For a second year, the Western Library program showed more consistent attendance rates, a greater number of students to complete a pre-test and post-test, and higher staff completion of surveys relative to the Portland Library site. This circumstance may not be under the control of the Lincoln Foundation, and most students in the Portland Library program did show some improvement in reading ability.

PROGRAM DESCRIPTION

The primary goal of the Technology & Study Skills Program is "*to provide activities that will reinforce and instill skills in the areas of technology and general study skills*." This program is a two week, three hours a day, program geared toward eighth graders. Some of this year's technology activities included designing blogs, using digital resources, and creating presentations using technology.   In the area of study skills, students practiced note taking and problem-solving strategies.

STUDENTS PARTICIPANTS

In this section, we describe student demographic characteristics along with enrollment and attendance rates for each library program.

Demographic Characteristics

Thirty-four 8th grade students participated in the program in 2015. As in previous years, the majority of participants served by the program were black students also enrolled in the WYSP program. Nearly twice as many male students participated in 2015 than female. Table 1 presents characteristics of the Technology & Study Skills Program participants for the 2015 program year compared to the last three years.

Table 1: Demographics of Technology & Study Skills Program Participants

	2012		2013		2014		2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Race/Ethnicity								
Black	20	71%	21	81%	17	68%	23	68%
White	3	11%	3	12%	2	8%	1	3%
Hispanic	3	11%	1	4%	1	4%	6	18%
Asian/Pacific Islander	1	4%	1	4%	1	4%	1	3%
Other	1	4%	0	0	4	16%	3	9%
Free/Reduced Lunch								
Free/Reduced	16	57%	18	69%	17	68%	23	68%
Paid	8	29%	8	31%	7	28%	8	24%
ᵃ Unknown	4	14%	0	0	1	4%	3	9%
Gender								
Male	10	36%	5	19%	15	60%	21	62%
Female	18	64%	21	81%	10	40%	13	38%

[a] Lunch status can only be obtained for JCPS students. Three non-JCPS students participated in the 2015 Project BUILD program.

Attendance

The 2015 program was shorter compared to previous years with a maximum of five sessions. Table 2 presents attendance rates for program participants in 2015 and in the three years prior. Seventy-one percent of students attended all five sessions in 2015.

Table 2: Number of students in attendance by number of sessions per participation year.

Session attendance	Program Years							
	2011-12		2012-13		2013-14		2014-15	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
10 Sessions	15	54%	14	54%	9	36%	NA	NA
9 Sessions	6	21%	7	27%	8	32%	NA	NA
8 Sessions	NA	0%	1	4%	4	16%	NA	NA
7 Sessions	2	7%	1	4%	1	4%	NA	NA
6 Sessions	1	4%	2	8%	NA	NA	NA	NA
5 Sessions	2	7%	1	4%	2	8%	24	71%
4 Sessions	1	4%	NA	0%	2	8%	9	26%
3 Sessions	1	4%	NA	0%	NA	NA	1	3%

In 2015, students from 22 different schools participated in the program. Table 3 displays the number of students enrolled in the Technology & Study Skills Program by school affiliation and program year. Students from three new schools enrolled this year (St. Stephen Martyr, Stuart Middle School, and The Academy @ Shawnee). Johnson Traditional Middle School contributed the greatest number of students (n=5).

Table 3: Number of student participants by school enrollment per participation year.

| School Participation | Program Year | | | | | | | |
| | 2011-12 | | 2012-13 | | 2013-14 | | 2014-15 | |
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Barrett TMS	2	7%	1	4%	0	0	0	0
Brown	1	4%	2	8%	1	4%	2	6%
Carrithers MS	0	0	1	4%	0	0	1	3%
Conway MS	3	11%	0	0	0	0	1	3%
Crosby MS	1	4%	0	0	1	4%	2	6%
Farnsley MS	0	0	1	4%	2	8%	0	0
Highland MS	1	4%	0	0	0	0	2	6%
Jefferson County TMS	3	11%	3	12%	3	12%	1	3%
Johnson TMS	3	11%	1	4%	2	8%	5	15%
Kammerer MS	2	7%	2	8%	0	0	1	3%
Knight MS	0	0%	0	0%	1	4%	1	3%
Lassiter MS	0	0	3	12%	0	0	0	0
Meyzeek MS	1	4%	2	8%	1	4%	2	6%
Myers MS	0	0	1	4%	0	0	0	0
Newburg MS	3	11%	4	15%	3	12%	2	6%
Noe MS	3	11%	0	0	1	4%	1	3%
Olmsted North							2	6%
Olmsted South	1	4%	1	4%	2	8%	1	3%
Parkview MS	4	14%	0	0	0	0	0	0
Ramsey MS	0	0	1	4%	0	0	1	3%
St. Stephen Martyr	--	--	--	--	--	--	1	3%
Stuart MS	--	--	--	--	--	--	3	9%
The Academy @ Shawnee	--	--	--	--	--	--	2	6%
Thomas Jefferson MS	0	0	0	0	0	0	1	3%
Western MS	0	0	1	4%	3	12%	0	0
Westport MS	1	4%	1	4%	0	0	0	0

EVALUATION

Pre-Test and Post-Test Comparisons

Students took a pre-test at the beginning of the program and a post-test at the completion of the five sessions. Thirty-three (of 34) students took both a pre-test and post-test. All students (100%) showed gains in their scores, which indicates that their skills improved significantly ($t_{(33)}$ = 15.11, p<.0001). Three students scored 100% on the post-test. Table 4 shows average pre-test and post-test scores .

Table 4. Pre-Test and Post-Test Results

	Pre-Test	Post-Test
Average score	42%	88%
Highest score	60%	100%
Lowest score	33%	57%

Average Percent Skill Increase → **109%**

Figure 1 displays paired pre-test and post-test results for each student (percentage points correct out of 100%). Post-test scores (red bars) clearly are substantially higher than pre-test scores (blue bars) for every student.
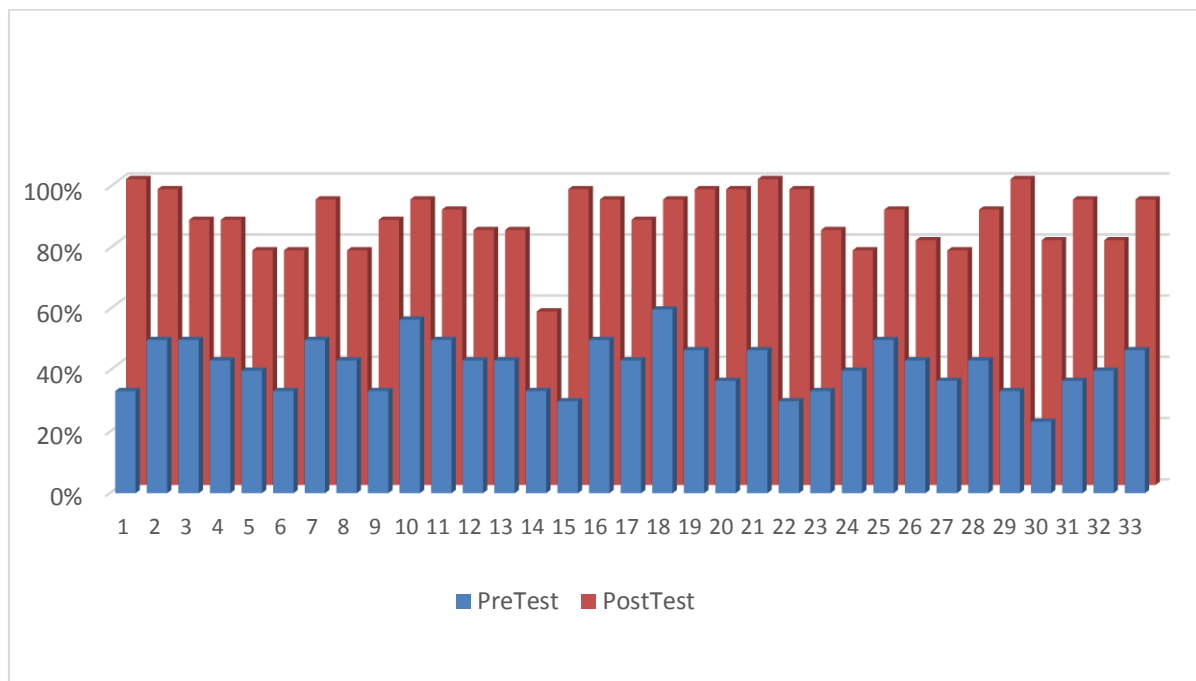

Figure 1. Pretest and Posttest Results on Technology & Study Skills Assessment

Survey Results

At the end of the program, students also completed a survey asking them to estimate their skill growth as a result of participation. The 3-part survey included (1) agree-disagree statements using a 5-point scale (strongly disagree, disagree, neutral, agree, strongly agree), (2) before-after statements on skill growth using a different 5-point scale (1-no knowledge or ability to 5-high knowledge or ability), and (3) open-ended items for comments. Thirty-two of 34 participants completed the survey.

Program Impact Survey Items (Agree-Disagree)

Overall, most students (66-100%) were positive about the impact of the program based on their responses to agreement statements on the survey. Table 5 presents these survey statements along with proportions of students in agreement. As shown in the table, students expressed the *highest agreement* (91-100% of students) to statements about confidence in study skills, amount of learning, confidence in technology abilities, and instructors. Fewer students expressed agreement about the video creation than in 2014 (72% vs 94%), and two students disagreed.

Table 5. Number and percentage of student responses to agree-disagree survey statements.

Agree-Disagree Statements	Overall agreement (strongly agree/agree combined)	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
I am more confident in my study skills and class preparation abilities.	100%	15	47%	17	53%	0	0%	0	0%	0	0%
I learned a lot during this program.	97%	23	72%	8	25%	1	3%	0	0%	0	0%
I am more confident in my technology abilities.	94%	21	66%	9	28%	1	3%	1	3%	0	0%
My instructors were helpful.	91%	20	63%	9	28%	3	9%	0	0%	0	0%
I would recommend this camp to other students my age.	84%	19	59%	8	25%	5	16%	0	0%	0	0%
I feel better prepared for the next school year.	81%	16	50%	10	31%	6	19%	0	0%	0	0%
I am proud of the video my group created.	72%	16	50%	7	22%	7	22%	1	3%	1	3%
Time was well spent.	66%	12	38%	9	28%	9	28%	1	3%	0	0%

Skill Growth Survey Items

Survey statements on skill growth assessed students' perceived proficiency in their technical, communication, and critical thinking skills at the end of the program. Students selected from five response options (No improvement, Some Improvement, Improved, Much improved, Very much improved). Summing across statements, 85% of responses were in agreement with skill growth. Figure 2 presents the number of students who chose each response option corresponding with survey statements.
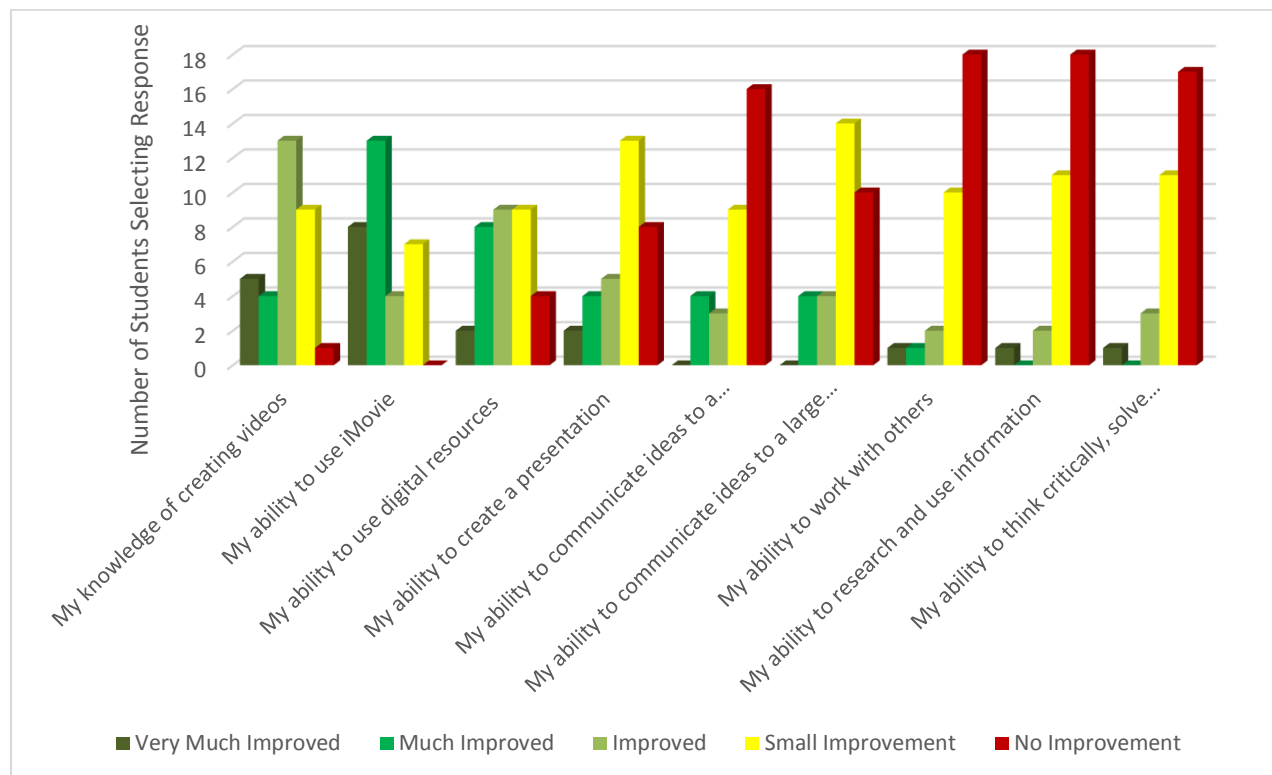

Figure 2. Student survey responses to statements of skill growth

Student Feedback Items (Open-ended Comments)

The final part of the survey included three open-ended items allowing students to provide written feedback on their likes, dislikes, and general comments about the program. Thirty-two students provided comments. Table 6 displays student responses along with response frequency.

> *"The thing that I liked most about the program is how much my instructors helped me. I also appreciated the fact that they gave up time to help us."*
>
> *-Student Comment*

Table 6. Student comments on survey.

Liked Most	Number	Liked Least	Number	Other Comments	Number
iPad use	10	Food	12	Better food	6
Making movies	9	Making movie	4	Great program	4
Learning new things	8			Thanks for all your hard and dedicated work. Keep it up!	1
Using green screen	7				
Working with partners/groups	4				
Fun experience	4				
Creating videos	2				

To further illustrate the themes in student responses, the Figure 3 displays a word frequency chart. The larger the word, the more often that word was mentioned.

Figure 3. Word frequency chart.

CONCLUSIONS AND RECOMMENDATIONS

The Lincoln Foundation's Technology & Study Skills Program showed positive results for the 2015 students, many of whom doubled their skill growth based on post-test scores.

Outcomes per Program Goal

- **Primary Goal:** At least 80% of scholars will show an increase on the post-test compared to the pre-test.
- **Outcome:** 100% of students increased their post-test scores showing significant skill improvement.

A summary of other outcomes include:

School Participation	22	Number of area schools in which program participants were enrolled.
Attendance	71%	Number of students with perfect attendance (5 sessions).
Perceived Skill Growth	85%	Responses in agreement with skill growth statements.
Program Impact Survey	100%	I am more confident in my study skills and class preparation abilities.
	97%	I learned a lot during this program.
	94%	I am more confident in my technology abilities.
	91%	My instructors were helpful.

Recommendations

While program results were positive overall, we offer several suggestions to strengthen the program in upcoming years.

1. *Review type and depth of skills covered*. Most students reported an increase in skills targeted for focus during the program. However, as in 2013-14, a large proportion of students reported little to no growth in at least three areas (e.g., critical thinking; research skills). This outcome may be due to lack of interest by students, but it could also point to a mismatch targeting information that meets students' needs.

Appendix

What did you like MOST about the Technology & Study Skills Program?	What did you like LEAST about the Technology & Study Skills Program?	Comments, observations or suggestions for improvement of the Technology & Study Skills Program.
Getting to make the videos and trailers	Nothing. I liked the program.	It was a really great experience.
What I liked most about the program was the study skills class because we did a lot of group activities and things to interact with others to get to know them.	What I liked least about the program was making the movie. I had fun but what made it least to like was my partner. He didn't care about the movie or anything.	I thought it was a useful and fun program.
About learning new things about technology and more. It's a nice and fun experience.	I like everything about the program.	This program was fun.
The thing that I liked most about the program is how much my instructors helped me. I also appreciated the fact that they gave up time to help us.	The thing I liked least about this program is the fact that we have to do so much in so little time. I wished we had more time but the same time, I thought it was very long. That and the food. I didn't like the food.	Nope.
The thing that I really like about this program is that we get to use our phones, hang out with our friends and also work with them.	The thing I didn't like about this program was the food. It was cold and not good. Sorry, but that's the only thing I didn't like. Everything was good.	I feel we could've gotten better food. Last year they fed us breakfast and we didn't get any breakfast.
I liked making the videos and using the green screen.	I didn't like having people get in the way when you are filming.	Nope.
I liked that they were nice and showed me things I didn't know.	That the lunch on some days wasn't good.	No.
I liked the technology and enjoy that the most.	I liked the lunch the least.	Thanks for all your hard and dedicated work. Keep it up!
I liked that we had i Pads and that we learned how to edit and add music to the movie we made and I liked the green screen.	I didn't like that we had to get in the movie.	I have no comments.
That I got to learn more about i Pads, programs and technology programs.	The food. It was those cold sack lunches. Last camp they had better food. This year would have been nice to have the same.	As Mr. Shelter said before, some of the Scholars think of this just as work. They think it's like you just have to complete an assignment. The Scholars had a great time but some of them didn't like what they were doing but it seemed they didn't want to be in the camp.
That I got to use i Pads and green screens and filming.	The food was cold and nasty. People had to bring lunches from home. Last year we got Mark's Feed store, Papa John's and Q doba. Compared to this year, it sucked. It was a down grade. Last year we had a lot more things. I didn't like the vibe the teacher gave me. She seemed like she had an attitude all day and didn't wanna be here.	I had a great time and I hope that the 9th grade summer program will be just as fun or maybe even better.

What did you like MOST about the Technology & Study Skills Program?	What did you like LEAST about the Technology & Study Skills Program?	Comments, observations or suggestions for improvement of the Technology & Study Skills Program.
They helped me with the things I didn't know about. They gave me extra education. They were nice. I got to talk to my friends. I get a scholarship.	I had to wake up at 8:30 a.m. and be here at 9 a.m. The food was nasty and cold. Also, snacks. Other people got extra so now we don't have snacks and that was all I ate here. So now, I am hungry all day until I left.	It was very exciting.
I liked that we got to use i Pads and that we learned how to make movies with the correct shot.	I didn't like the food. I think they should have different food and not them box lunches.	It was fun and it helped me to speak out a little bit more and not be shy and I learned how to manage time and set goals to become successful in life.
The thing I enjoyed the most about this program was being able to work with editing apps I had never used before. I learned a lot of video tips along the way!	The thing I liked least about this program was how long it lasted. Some days seemed to drag, even though we always had an activity to do.	It is really fun.
I liked that we got to make a movie ad it was really fun. The teachers explained a lot about making a movie and it helped. I also liked that we got to use iPads.	I enjoyed this program.	The food they served us for lunch was not good at all.
I really enjoyed working with my group. It was fun to experience new things on an iPad and with apps. I really enjoyed spending time filming, especially when we can work through with what we need. Lots of laughs when we were filming.	Everything was great, so I had no problems with the program.	None
I liked that we got to interact with green screens, make movies and get to work with technology. I got to learn about apps that I didn't even know existed. I can't wait to teach my friends and family how to do this stuff.	There was nothing that I didn't like during the program. Everything was great and I had no worries at all.	Naw
The summer learning	The Saturdays at the Science Center	Better food.
Making my character on Tellagami. Also, making our own video and acting in the video.	The food and whenever we had to listen to the teacher talking for a long time watching videos.	Better food throughout the whole week. Better drinks.
We got to make movies using iPads.	We talked about school skills.	Need better food.
I liked using the different types of video production apps.	What I liked least about the program was making the movie.	No comments
Making movies	It was very time consuming.	No, not really.
WE used iPads.	It was kinda boring and when we were done, we had nothing to do. Food was bad.	Better food
To be able to use iPads and working in a group to make a movie.	The start of the movie because that's the hardest part.	No
Using the iPads and using different video apps. Snacks.	I didn't like the food they gave us.	It's a really great program.
Making my video with my group.	The food	I am glad that I was able to be a part of this program.
The technology, my group and the ideas.	The lunch	
That it is fun and hope we have it again.	I would say the lunch.	

What did you like MOST about the Technology & Study Skills Program?	What did you like LEAST about the Technology & Study Skills Program?	Comments, observations or suggestions for improvement of the Technology & Study Skills Program.
working with others	FOOD	
Working with peers to create a movie	I least liked the food.	
I liked using the iPads and learning how to make movies.	The lunches, but everything else was great.	
I liked getting to meet and learn about new people and making new friends. I also liked learning more about technology.	I did not like the lunches during the week.	

Program Background

Description

Project BUILD (Business United in Leadership Development) began in 1986. It is a three-week, mini-MBA summer program, held in partnership with the University of Louisville - College of Business, designed for high school junior and seniors. Students are introduced to collegiate level business courses and the world of business. Course study includes accounting, economics, finance, management, and marketing.

Goals

The primary mission of Project Build is to generate interest in the world of business and business related career fields among promising high school students of color. By immersing students in a college environment, providing them with challenging, rigorous instruction, activities, and guest speakers coupled with providing experiences in the real world of business through educational field trips to local businesses, Project BUILD strives to accomplish the following objectives:

- increase student interest in pursuing business education and related careers,
- increase student knowledge of concepts related to the world of business (i.e. computer information systems, finance, marketing, etc.), and
- expose students to various business career opportunities.

Evaluation Results

In this section, we present an overview of 2014-15 student participants, their performance outcomes (pre- and post-test results), and their perspectives on program participation based on survey results.

Table 1 presents demographic characteristics of students who participated in the 2015 Project BUILD program (numbers of students and percentages).

Table 1. Demographic Characteristics of 2014-15 Project BUILD Participants

	2012 Number	*2012 Percent*	*2013 Number*	*2013 Percent*	*2014 Number*	*2014 Percent*	*2015 Number*	*2015 Percent*
Gender								
Female	12	54.5%	9	45%	10	71.4%	9	39.1%
Male	10	45.5%	11	55%	4	28.6%	14	60.9%
Race/Ethnicity								
African-American	21	95.5%	17	85%	11	78.6%	18	78.3%
White	1	4.5%	0	0%	1	7.1%	3	13.0%
Asian	0	0%	2	10%	0	0%	1	4.3%
Hispanic	0	0%	1	5%	2	14.3%	0	0
Other	--	--	--	--	--	--	1	4.3%
Free/Reduced Lunch								
Free/Reduced	18	81.8%	8	40%	8	57.1%	5	33%
Paid	3	13.6%	10	50%	6	42.9%	10	67%
[a] Unknown	1	4.5%	2	10%	0	0%	8	na
Grade (2013-2014)								
9th	1	4.5%	3	15%	1	7.1%	2	8.6%
10th	13	59.1%	8	40%	11	78.6%	15	65.2%
11th	6	27.3%	7	35%	2	14.3%	6	26.1%
12th	1	4.5%	0	0%	0	0%	0	0
Unknown	1	4.5%	2	10%	0	0%	0	0

[a] Lunch status can only be obtained for JCPS students. Eight non-JCPS students participated in the 2015 Project BUILD program.

Twenty-three students participated in the 2014-15 Project BUILD program, which is nine more students than participated in 2013-14. Two other changes in student characteristics in 2015 include an increase in male participants over female and an increase in students with paid lunch status over free/reduced lunch status. Table 1 presents all demographic characteristics of 2015 participants.

The participants came from nine JCPS high schools and four other regional high schools.

- 3 = Atherton
- 2 = Eastern
- 2 = Seneca
- 1 = Butler
- 1 = Jeffersonville
- 3 = Central
- 2 = Iroquois
- 2 = Trinity
- 1 = St. Xavier
- 2 = DuPont Manual
- 2 = Pleasure Ridge Park
- 1 = Ballard
- 1 = Clarksville

Table 2 compares student participants by school compared to previous years.

Table 2. Number and percentage of program participants by school enrollment.

Schools	2012 Number	2012 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent	2015 Number	2015 Percent
Atherton	3	13.6%	2	10%	0	0%	3	13%
Ballard	0	0%	0	0%	2	14.3%	1	4%
Brown School	0	0%	0	0%	1	7.1%	0	0%
Butler	2	9.1%	1	5%	0	0%	1	4%
Central	3	13.6%	7	35%	1	7.1%	3	13%
Doss	0	0%	0	0%	0	0%	0	0%
Clarksville	--	--	--	--	--	--	1	4%
Dupont Manual	3	13.6%	2	10%	4	28.6%	2	9%
Eastern	2	9.1%	1	5%	0	0%	2	9%
Henderson MS	0	0%	1	5%	0	0%	0	0%
Iroquois	3	13.6%	1	5%	3	21.4%	2	9%
Jeffersontown	0	0%	0	0%	1	7.1%	0	0%
Jeffersonville							1	4%
Liberty	1	4.5%	0	0%	0	0%	0	0%
Louisville Adventist	1	4.5%	0	0%	0	0%	0	0%
Louisville Male	1	4.5%	3	15%	2	14.3%	0	0%
Pleasure Ridge Park	1	4.5%	0	0%	0	0%	2	9%
Presentation	0	0%	1	5%	0	0%	0	0%
Seneca	--	--	--	--	--	--	2	9%
Southern	1	4.5%	0	0%	0	0%	0	0%
St. Xavier	--	--	--	--	--	--	1	4%
Trinity	0	0%	1	5%	0	0%	2	9%
Valley	1	4.5%	0	0%	0	0%	0	0%

Attendance Rates

Students showed good attendance overall in 2015. The program lasted 19 days.

- 48% of participants attended all 19 days
- 17.86 (94%) average attendance days per participant
- 30% of students were absent one day
- No student missed more than 4 days

Table 3 shows the number, and percentage, of students by program attendance days (maximum = 19 days in 2015). Previous years are included for comparison. Program length has varied over the years (14 days minimum in 2014 to 20 days maximum in 2012), which is noted in the table as NA.

Table 3: Attendance Rates for Student Participants by Program Year

Days in Attendance*	2012 Number	2012 Percent	2013 Number	2013 Percent	2014 Number	2014 Percent	2015 Number	2015 Percent
20	3	13.6%	NA [a]	NA	NA	NA	NA	NA
19	10	45.5%	NA	NA	NA	NA	11	47.8%
18	3	13.6%	NA	NA	NA	NA	6	26.1%
17	2	9.1%	NA	NA	NA	NA	1	4.3%
16	0	0	NA	NA	NA	NA	3	13.0%
15	0	0	8	40	NA	NA	1	4.3%
14	1	4.5%	6	30	8	57.1%	1	4.3%
13	0	0	0	0	4	28.6%	0	0
12	1	4.5%	2	10	0	0	0	0
11	0	0	2	10	2	14.3%	0	0
10	0	0	2	10	0	0	0	0
9	1	4.5%	0	0	0	0	0	0
8	0	0	0	0	0	0	0	0
7	1	4.5%	0	0	0	0	0	0

Student Academic and Survey Results

In this section, we present the 2014-15 student test results (pre-test and post-test) and survey results on their perception of the program.

Academic Gains

The participants completed a pre- and post-assessment to test their knowledge of the program concepts at the beginning (pre-test) and conclusion (post-test) of the program. All 23 students (100%) completed the pre- and post-test. The mean pre-test score was 40% (minimum score = 8% and maximum score = 72%). The mean post-test score was 64% (minimum score = 30% and maximum score = 85%). All of the students made a gain between the pre-test and the post-test with a mean gain of 24%, ranging from a gain of 7% to 66%. A paired t-test comparing the mean growth was statistically significant ($t_{(22)}$ = 8.68, p<.0001). Figure 1 shows the exact percentages on the pre-test and the post-test for each participant.
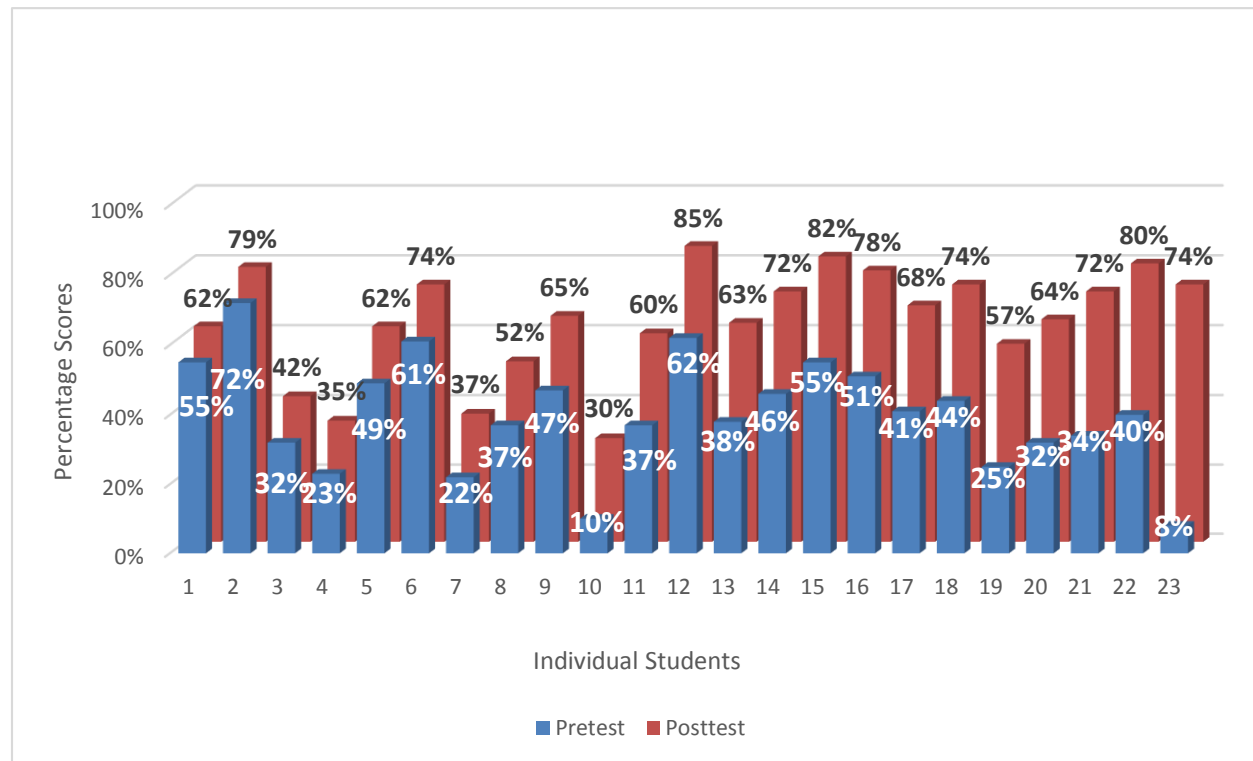
Figure 1: Pre- and Post-Test Results for 2015 Project BUILD Participants

Student Survey Outcomes

At the end of the program, students completed a survey to assess the extent to which Project BUILD shaped their college and career intentions. The survey is divided in four parts: overall rating of different program features, a student's self-perceived growth, general questions ("yes" or "no" and simple response), and open response questions[1]. On the first part of the survey, students were asked to rate different aspects of the program and its impact. The ratings were on a scale of 1-4 representing "strongly disagree", "disagree", "agree", and "strongly agree". All 23 students (100%) completed the survey.

Perception of Program Impact. Students responded to the items listed in Table 4 about how they felt the program impacted them. At least 90% of students agreed with 10 of 13 survey items on program impact. In comparison to previous years, at least half (52%) of students disagreed that the program helped them to identify a college major. Across items, 43% of responses corresponded with "strongly agree" and 47% of responses corresponded with "agree" (total agreement = 90%).

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[1] This survey was developed by Dr. Jay T. Brandi in 2010 for use by the Lincoln Foundation.

Table 4. Number of Students in Agreement with Project BUILD Survey Items on Program Impact.

Percent of Students in Agreement	Focus Area	Item Statement
100%	College/Career Readiness	I believe my participation in Project BUILD will help prepare me for my college career.
48%	College/Career Readiness	Project BUILD helped me identify my college major.
96%	College/Career Readiness	Project BUILD helped me identify different types of business majors available in college.
96%	College/Career Readiness	Project BUILD helped me clarify the different types of business careers available.
96%	College/Career Readiness	Project BUILD contributed to my preparation for further education.
100%	Critical Thinking	Project BUILD contributed to my ability to understand and use concepts/principles from several broad areas of learning.
96%	Personal Development	Project BUILD contributed to my understanding of other people and their views.
91%	Personal Development	Project BUILD contributed to my experience relating to others.
78%	Personal Development	Project BUILD contributed to my development of attitudes, values, beliefs and particular philosophy in life.
65%	Personal Development	Project BUILD contributed to my understanding and acceptance of me as a person.
91%	Personal Development	Project BUILD contributed to my ability to be realistic and to make decisions about my own future.
96%	Program quality	I am satisfied with the overall quality of instruction in Project Build.
96%	Program quality	Project BUILD is a high quality program.

Knowledge Growth. The second part of the survey included retrospective items asking students to estimate what they knew about program topics before participating in Project BUILD and then after the program ended using separate 5-point scales (1 – No Knowledge to 5 – Highly Knowledgeable). Counts of the number of students with each response option were tabulated and compared.

Figure 2 presents before and after ratings of students' perceived knowledge growth by content area. Red bars show numbers of students who selected each response category BEFORE participating in the program, while green bars reflect students' response selections AFTER participating in Project BUILD. As shown in Figure 2, most students' knowledge ratings increased for every content area (green bars increased, red bars decreased), and 100% of students perceived themselves as more knowledgeable (somewhat to highly) at the end of Project BUILD in seven of nine content areas. All students (100%) reported to be more knowledgeable about Paying for College/Scholarships after the program, while students reported the least amount of knowledge gain in the area Computer Information.
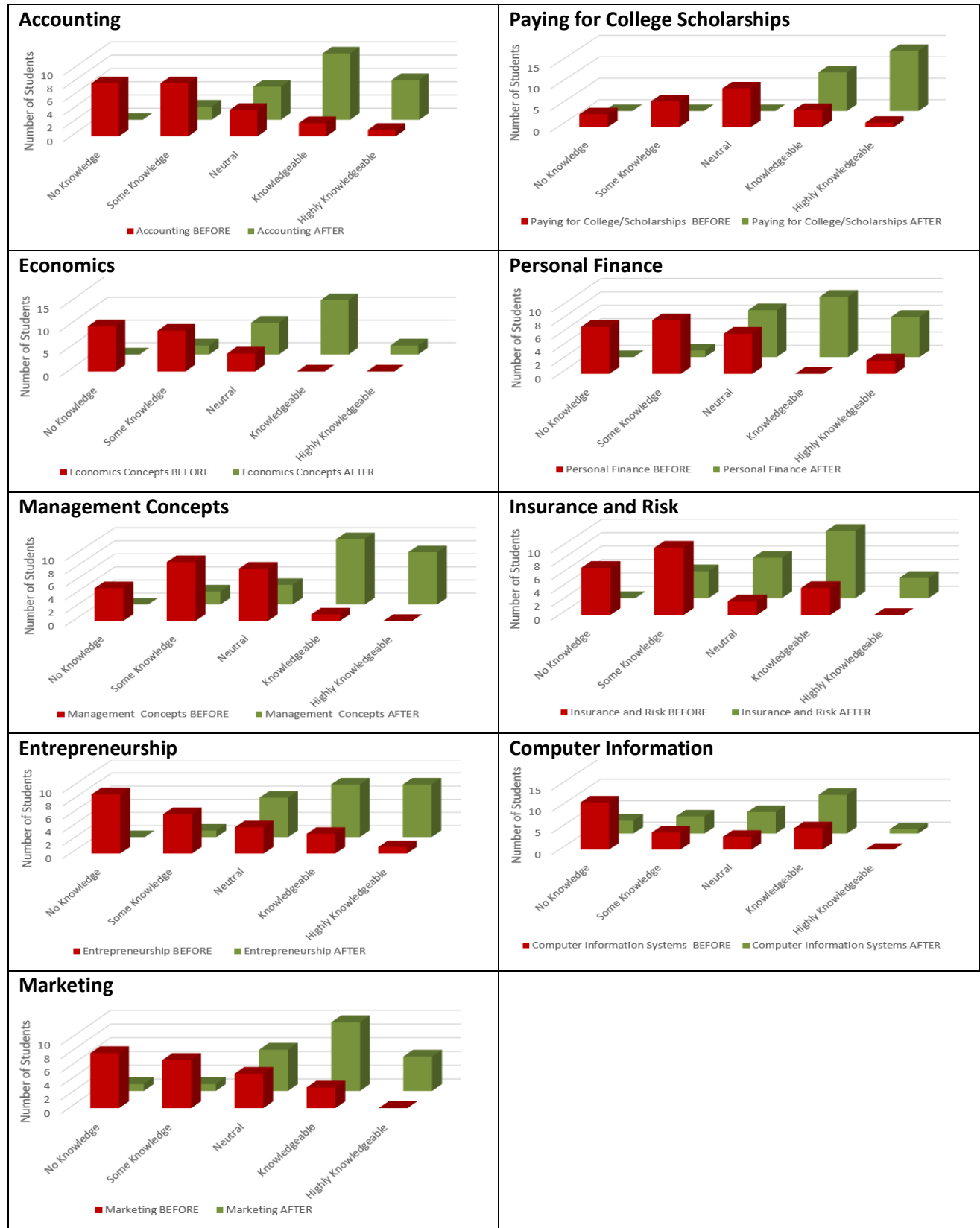
Accounting

Accounting BEFORE   Accounting AFTER

Paying for College Scholarships

Paying for College/Scholarships BEFORE   Paying for College/Scholarships AFTER

Economics

Economics Concepts BEFORE   Economics Concepts AFTER

Personal Finance

Personal Finance BEFORE   Personal Finance AFTER

Management Concepts

Management Concepts BEFORE   Management Concepts AFTER

Insurance and Risk

Insurance and Risk BEFORE   Insurance and Risk AFTER

Entrepreneurship

Entrepreneurship BEFORE   Entrepreneurship AFTER

Computer Information

Computer Information Systems BEFORE   Computer Information Systems AFTER

Marketing

Marketing BEFORE   Marketing AFTER

FIgure 2. Student Ratings of Knowledge Growth by Content Area

Program Participation. The third part of the survey included items inquiring about students' participation in Project BUILD, other majors of interest if not business, and parts of Project BUILD in which they would participate again. Table 6 presents these items and student responses.

Table 6. Program Participation Responses to Yes-No Survey Items on Program Impact

Survey Item	Number of Students			
	Yes	No	No Response	
Do you expect to major in business or a business-related area? If not, what do you think your major will be?_____	10	13	0	**Other majors if not a business major** • Pre-Med • Education • Coding • Medicine • Pediatrics • Physics • Pharmacy • Dance • Engineering • Aviation • Sports medicine • Undecided
If yes, did Project BUILD contribute, in part, to your selection of or interest in business as a college major?	11	3	10	
If you had the opportunity again, would you participate in Project BUILD?	19	4	0	

Student Comments. Three final questions solicited open feedback from participants concerning what they liked most and least, as well as general comments about the program. All students who completed the survey provided comments on various topics. Table 7 presents response themes per item along with the number of students who provided similar comments. The full set of comments by students can be found in the Appendix.

Table 7. Responses to Open-Ended Items on Program Likes and Dislikes

Survey Item	Number of Students	Theme
What did you like most about Project BUILD?	6- 5- 4- 4- 3- 2- 2-	Field trips Variety of students in program, relationships built Variety of business topics covered Speakers Scholarship/college discussions Taught by college professors Learned a lot
What did you like least about Project BUILD?	6- 3- 2- 2- 2-	Early in the morning Too short Humana field trip More active learning, not just lectures Insurance and risks
Additional comments or recommendations	7- 2- 2- 1-	Great program Make days and program longer More field trips Didn't do much on Humana field trip

Conclusions and Recommendations

The results of the 2015 evaluation Lincoln Foundation's Project BUILD suggest that students received strong benefits from, and enjoyed, their participation.

Outcomes per Goal

The Lincoln Foundation has three primary goals for students in Project BUILD as measures of program success. The outcomes compared to the program goals are presented in Table 8.

Table 8. 2015 Outcomes by Program Goal.

Program Goals	Results for 2015
Goal 1: Increase student interest in pursuing business education and related careers.	**90%** of students agreed with 10 of 13 survey statements on program impact, such as "I believe my participation in Project BUILD will help prepare me for my college career" and "Project BUILD helped me identify different types of business majors available in college".
Goal 2: Increase (75%) in student knowledge of concepts related to the world of business (i.e. computer information systems, finance, marketing, etc.).	**100%** of students showed gains on the post-test. ✓ **24%** - average gains (33% in 2014) ✓ **40%** - average pre-test score (43% average in 2014) ✓ **64%** - average post-test score (76% average in 2014) **100%** of students perceived themselves as more knowledgeable at the end of Project BUILD in 7 of 9 content areas, and the majority (87% and 95%) perceived increased gains in the remaining two content areas.
Goal 3: Expose students to various business career opportunities.	**At least 70%** of students reported growth on survey responses in each business career area. Furthermore, 11 comments from students pointed to interest in the variety of business topics covered and field trips to businesses.

Commendations

Additional specific positive outcomes were noted as well.

1. *Assessment*. All 23 students took the pre-test and post-test, which made more clear results on program impact. This was a recommendation in 2014.
2. *Program Impact*. The majority of students showed clear benefit from participating based on their actual performance (pre-post tests) and perceptions of the program.
3. *Field trips*. Students continue to enjoy the field trips as a positive feature of the program.

Recommendations for Improvement

While results were strong overall, several recommendations may be considered to continue program improvement over the years.

1. *Computer Information Systems.* Only 43% of students felt much more knowledgeable about their skills in this area at the end of the program. It's not clear whether this was due to the level of rigor or simple lack of interest. Consider reviewing this course content.

Appendix

Table. Student survey comments

What did you like MOST about Project BUILD?	What did you like LEAST about Project BUILD?	Please provide us with any additional comments, observations or recommendations that you have regarding Project BUILD.
What I like most about Project BUILD is you have students to talk to and the professors are great teachers and are a lot of fun.	What I like least about Project BUILD is that there are little breaks between classes.	The program was enjoyable.
The participation	When snacks were nothing but bananas	More get to know you. Make the days longer and the program longer. More field trips! But I loved it!
The people participating and the speakers	How short it was each day. Make it a couple of hours longer.	Regular breaks
I liked meeting the new professors.	The 3 hour lectures	I had a great time. Thank you.
The guest speakers and their stories. The field trips.	Nothing really	Professor Myers and Captain Mills and Dr. Irvin are great teachers. Edwin Fox taught me the rest. Wish we learned about the stock market and running a business more.
The relationships that we have built with the students and teachers	How short it is	Awesome!
Getting to know each of my classmates and learning from each teacher	Getting up in the morning	Everything was really well. Humana was the least because we didn't get to do anything.
The students in the camp w/me.	Not getting a tour on the field trips.	I really enjoyed Project BUILD and I hope I can come back next year.
The World of 2045. Challenging our Imagination.	Insurance and Risks	Some teachers aren't teaching me all the information I need on the subject. There should be more field trips.
The speakers are all great.	The Humana field trip	It was a great program.
Humana field trip and Scholarship/College discussions	Professors who didn't have very many interactive activities	It's a great program but add one more field trip please.
Humana field trip and Scholarship/College discussions	Waking up early	Nothing needed. Project BUILD is amazing.
I liked learning and discussing stocks.	Insurance and Risk	I really appreciate the fun and hospitality.
The amount of important information we got on how to be successful.	It's really early in the morning.	What a wonderful, motivational and inspirational program!
The field trips	The class hours	I was glad to come and might attend next year!
It's a unit of students wanting to achieve something in life.	Waking up early	

What did you like **MOST** about Project BUILD?	What did you like **LEAST** about Project BUILD?	Please provide us with any additional comments, observations or recommendations that you have regarding Project BUILD.
The field trips are the best.	Some days were better than others in terms of excitement and involvement.	
The scholarships, the field trips. I also liked the helpful tips about business.	I didn't like waking up early.	
Learning about colleges and the funds	Having to speak in front of the class	
Everything. How it was set up, the field trips, the guest speakers w/their important information.	It should be an hour or two longer.	
The professors really make you and your interests a priority.	I live far so I spent a fortune on gas. But it was worth it.	
There was a lot of knowledge that was shared throughout the course. A lot of topics, especially about business were covered.	Must be 3 days a week instead of 5. I am sure that a lot of students did not participate in the program because of the days and hours.	
I liked all the information they taught me throughout the course.	The long sessions before breaks	

Whitney M. YOUNG Scholars Program®

2014-15 Evaluation Report

Presented to the Lincoln Foundation

By

JCPS: Accountability, Research, & Planning

DRAFT – November 16, 2015

PROGRAM DESCRIPTION

The Whitney M. YOUNG Scholars Program® (WYSP) has completed their 25th year of operation. The description of the Whitney M. YOUNG Scholars Program® (WYSP), as stated on their website, is:

> Lincoln Foundation's signature educational program was created in 1990 by Dr. Samuel Robinson, President Emeritus. The educational enrichment program serves the needs of academically talented, economically disadvantaged students in grades 7-12.

> The Whitney M. YOUNG Scholars Program® was named for Dr. Whitney M. Young, Sr., graduate and first African American President of the Lincoln Institute, and his son Dr. Whitney M. Young, Jr. noted educator, statesman, and human rights advocate. The acronym YOUNG stands for Youth Organized to Understand New Goals.

> The Whitney M. YOUNG Scholars Program® annually recruits academically motivated seventh grade students in the Louisville Metro area and over a six-year period prepares them for high school graduation and a successful transition into college. Eligible students must have a minimum grade point average of 3.0 and qualify for the free or reduced lunch program. The ultimate goal of our educational enrichment programs is academic achievement and college graduation.

> Lincoln Foundation assists the Scholar and their family in identifying and obtaining a financial assistance package for post-secondary education. As an incentive for continued academic achievement, Scholars receive scholarships each semester throughout college. Lincoln Foundation has awarded an average of $62,500 per year in scholarships to Whitney M. YOUNG Scholars over the past five years.

The program components, as stated on the Lincoln Foundation website, are:

> **Gheens Foundation Educational Clinics** are designed to develop and enhance the Scholar's skills in science, mathematics, writing and language development, conflict resolution, Shakespeare, oration and presentation, ACT preparation, and college readiness. Clinics are held at local area colleges on the first and third Saturday of the month during the academic year.

> **Parental Institutes** are seminars designed to help parents become better advocates for their Scholars. Topics address financial literacy and planning, adolescent behavior, conflict resolution, stress management, leadership development, understanding test scores, and how to select the best school. Meetings are held on the third Saturday of the month during the academic year.

> **Summer Educational Programs** for grades 7-9 prepare Scholars for future courses in math, science, and technology. Summer Institutes for grades 10-12 allow Scholars to spend two weeks on a college/university campus. This academic and residential experience prepares them for their upcoming school year and future college life.

STUDENT AND SCHOOL PARTICIPATION

Participants

The 2014-15 Whitney M. YOUNG Scholars Program® included 257 participants across grades 7 through 12. Table 1 presents the number of participants in each grade (Phase) and their membership (JCPS vs other school systems).

Table 1. Number of WYSP Participants by Grade/Phase

Grade (Phase/Graduating Class)	Total Students per Phase	JCPS	Other
12th (Phase 20/2015)	30	28	2
11th (Phase 21/2016)	38	30	8
10th (Phase 22/2017)	42	33	9
9th (Phase 23/2018)	52	43	9
8th (Phase 24/2019)	44	36	8
7th (Phase 25/2020)	51	51	0
Total	257	221	36

Table 2 shows the gender and ethnicity of students per grade. As in previous years, the largest proportion of students in 2014-15 included Black females. Over time, cohorts have increased in ethnic diversity slightly.

Table 2. WYSP Participants by Grade, Race/Ethnicity, and Gender

Grade (Phase/ Graduating Class)	Total per Grade	Total Black	F	M	Total Hispanic	F	M	Total White	F	M	Total Asian	F	M	Total Other	F	M
12th (Phase 20/2015)	30	22	11	11	1	0	1	4	2	2	1	0	1	2	1	1
11th (Phase 21/2016)	38	26	17	9	7	5	2	3	1	2	2	2	0	0	0	0
10th (Phase 22/2017)	42	32	20	12	4	4	0	4	2	2	0	0	0	2	2	0
9th (Phase 23/2018)	52	37	25	12	5	3	2	4	2	2	2	2	0	4	4	0
8th (Phase 24/2019)	44	29	13	16	6	3	3	4	1	3	2	0	2	3	3	0
7th (Phase 25/2020)	51	28	15	13	9	2	7	4	2	2	5	3	2	5	2	3
	257	174	101	73	32	17	15	23	10	13	12	7	5	16	12	4

Free/Reduced Price Lunch (FRPL) participation status in JCPS was used to gauge socioeconomic background of Scholars participating in the 2014-15 programs. Table 3 shows the distribution of

students by lunch status: (1) number of students who participate in the free school lunch program and reduced lunch price program combined, and (2) number of students who pay regular price for school lunch. These results only reflect FRPL participation for JCPS students (N=221). The majority of these students in each Phase participate in the free/reduced lunch program, which is consistent with previous program years (2009-2010=81%; 2010-2011=78%; 2011-2012=78%; 2012-13=78%; 2013-14=75%).

Table 3. 2014-15 WYSP Lunch Status

Grade (Phase/Class of)	Free/Reduced		Paid	
	Number	Percent	Number	Percent
12th (Phase 20/2015)	20	71%	8	29%
11th (Phase 21/2016)	19	63%	11	37%
10th (Phase 22/2017)	21	64%	12	36%
9th (Phase 23/2018)	32	74%	11	26%
8th (Phase 24/2019)	25	69%	11	31%
7th (Phase 25/2020)	42	82%	9	18%
Total	159	72%	62	28%

NOTE: Results reflect 221 JCPS student participants only.

Participant School Locations

The Whitney M. YOUNG Scholars Program® participants attend a wide array of schools. Of the 257 participants, 221 attended Jefferson County Public Schools, 13 attended private/parochial, and 23 attended public schools outside of Jefferson County.

Tables 4 through 7 contain listings of all the schools attended by WYSP Scholars based on JCPS or non-JCPS affiliation. Of 49 schools with participant Scholars, the following schools showed the highest participation rates in 2014-15:

- 23 – DuPont Manual High School
- 20 – Male High School
- 15 – Central High School
- 14 – Jeffersonville High School
- 12 – Johnson Traditional Middle School
- 11 – Brown School
- 11 – Ballard High School
- 11 – Butler Traditional High School
- 10 – North Oldham High School

T*able 4. JCPS Middle Schools Attended*

Middle School	2008	2009	2010	2011	2012	2013	2014	2015	Change (2014-2015)
Barret	7	8	3	7	5	5	2	0	-2
Carrithers	3	0	0	0	1	5	4	3	-1
Conway	2	2	0	0	3	5	1	1	0
Crosby	0	2	2	6	2	3	2	3	1
Farnsley	0	0	1	2	1	1	6	3	-3
Highland	4	3	2	0	2	6	4	4	0
Jefferson Co. Traditional Middle	7	7	1	0	0	6	4	5	1
Johnson Middle	17	14	12	9	7	10	11	12	1
Kammerer	4	0	2	4	5	7	5	4	-1
Knight	5	2	0	0	0	0	3	3	0
Lassiter	2	1	0	0	0	5	3	0	-3
Meyzeek	14	2	11	15	9	9	6	6	0
Myers	12	7	6	8	7	4	6	3	-3
Newburg	4	10	10	9	11	10	8	8	0
Noe	4	11	12	9	8	4	1	3	2
Olmsted North	0	0	0	0	1	1	0	3	3
Olmsted South	1	1	2	0	1	1	3	2	-1
Ramsey	0	2	0	3	4	5	2	3	1
Stuart	2	3	2	0	1	0	1	3	2
Thomas Jefferson	0	2	0	2	3	0	0	2	2
Western Middle	1	0	0	0	2	4	5	7	2
Westport Middle	1	0	0	0	2	2	2	1	-1

Table 5. JCPS High Schools Attended

High School	2008	2009	2010	2011	2012	2013	2014	2015	Change (2014-2015)
Atherton	4	4	3	3	4	7	6	8	2
Ballard	15	5	4	3	7	9	9	11	2
Butler	15	16	19	20	17	16	10	11	1
Central	25	24	22	22	18	19	12	15	3
Doss	5	5	5	5	6	4	1	1	0
Eastern	7	10	12	8	4	4	3	8	5
Fairdale	4	1	1	0	0	0	0	2	2
Fern Creek	4	3	4	5	6	4	3	4	1
Iroquois	0	0	1	2	3	2	0	0	0
Jeffersontown	5	5	4	5	6	9	7	7	0
Male	24	21	29	27	25	23	12	20	8
Manual	21	13	11	13	19	22	16	23	7
PRP	19	8	4	2	1	1	4	4	0
Seneca	4	7	7	3	4	7	5	8	3
Shawnee	1	1	2	1	0	1	0	2	2
Southern	4	1	1	1	1	0	0	0	0
Valley	0	0	0	1	0	0	0	0	0
Waggener	4	3	2	3	2	1	0	2	2
Western	2	2	2	1	1	2	3	2	-1

Table 6. Other JCPS/State Schools Attended

Other JCPS/State Schools	2008	2009	2010	2011	2012	2013	2014	2015	Change (2014-2015)
Brown	2	2	2	0	1	3	0	11	11
JCPS e-School	0	0	0	0	0	1	0	0	0
Jefferson County Virtual	0	1	0	0	0	0	0	0	0
Kennedy Metro	0	0	1	3	1	0	0	0	0
Mary Ryan	0	0	0	0	1	0	0	0	0
Moore Traditional School	3	5	5	3	3	8	2	4	2
Peace Academy	0	0	1	0	0	1	0	0	0
Phoenix School	0	0	1	0	0	0	0	0	0
Stuart Virtual	0	1	0	0	0	0	0	0	0

Table 7. Non-JCPS Schools Attended

Non-JCPS Schools	2008	2009	2010	2011	2012	2013	2014	2015	Change (2014-2015)
Assumption	1	1	2	1	3	2	1	1	0
Christian Academy	0	0	0	0	1	1	2	2	0
Evangel	0	0	1	1	1	1	0	0	0
Jeffersonville High	0	1	1	0	1	2	3	14	11
Kentucky Country Day	0	0	0	1	1	1	1	0	-1
Louisville Collegiate	1	1	1	2	2	2	2	0	-2
Nativity	0	0	0	0	1	2	2	1	-1
Nelson County High	3	2	0	0	0	1	0	0	0
Nicholas Academy	0	0	1	1	1	1	0	0	0
North Oldham HS	0	0	0	0	1	1	1	10	9
North Oldham MS	0	0	1	1	0	0	0	0	0
Old Kentucky Home	0	1	1	0	0	0	0	6	6
Oldham County High	1	1	1	1	0	0	0	1	1
Parkview MS	0	0	1	6	9	18	13	7	-6
Presentation	1	2	2	1	0	0	0	0	0
River Valley Middle	2	1	0	0	0	0	0	0	0
Sacred Heart	0	0	0	0	0	1	1	2	1
St. Francis	0	1	1	2	2	2	1	1	0
St. Xavier	0	1	1	0	0	0	0	0	0
Trinity	0	1	1	0	0	0	0	1	1

Table 8 presents a list of schools that WYSP had a recruiter visit. It is important to note that all JCPS Middle schools were visited by a recruiter.

Table 8. 2014-15 WYSP Recruitment Schools in JCPS

WYSP Recruitment Schools		
Academy at Shawnee	Johnson TMS	Noe MS
Barret MS	Jefferson County TMS	Olmsted North MS
Brown	Kammerer MS	Olmsted South MS
Carrithers MS	Knight MS	Ramsey MS
Conway MS	Lassiter MS	Stuart MS
Crosby MS	Meyzeek MS	Thomas Jefferson MS
Farnsley MS	Moore	Western MS
Frost MS	Myers MS	Westport MS
Highland MS	Newburg MS	

Participant Residential Locations

The students who participated in the Whitney M. YOUNG Scholars Program® in 2014-15 live all across Jefferson County. As shown in Figure 1, the areas that have the highest participation rates are in downtown Louisville, Newburg, and Pleasure Ridge Park neighborhoods.
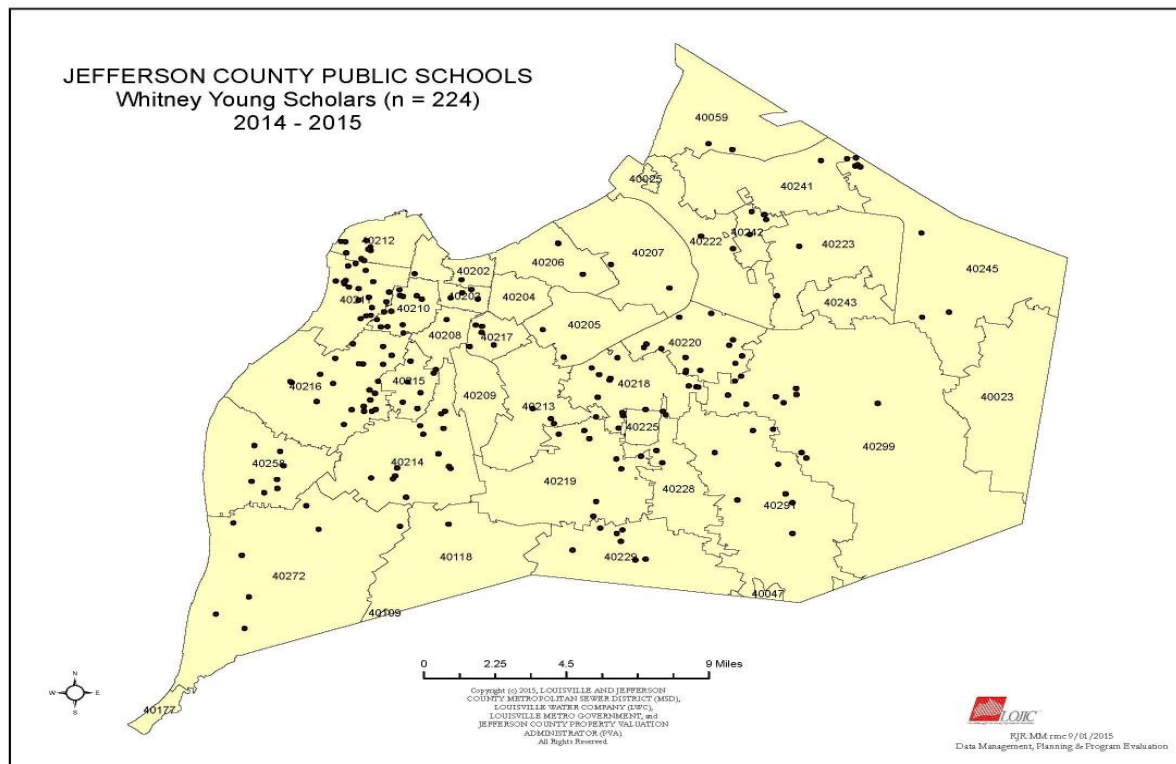

Figure 1. Residential Locations of 2014-15 WYSP Student Participants.

PROGRAM ATTENDANCE AND RETENTION

Student Attendance per Phase

The program maintained attendance records on 257 participants across 17 clinic dates. However, eight students were recorded as absent on all clinic days; thus, these students were removed from the attendance calculations. As shown in Table 9, the average number of days in attendance was 10.38 days (with a median of 10).

Table 9. Education Clinic Attendance Rate

Grade (Phase/Class of)	Average Clinics Attended 2009/2010	Average Clinics Attended 2010/2011	Average Clinics Attended 2011/2012	Average Clinics Attended 2012/2013	Average Clinics Attended 2013/2014	Average Clinics Attended 2014/2015
Phase 15/2010	13	NA	NA	NA	NA	NA
Phase 16/2011	12	12	NA	NA	NA	NA
Phase 17/2012	12	12	12	NA	NA	NA
Phase 18/2013	12	13	13	11	NA	NA
Phase 19/2014	12	13	13	10	11	NA
12th Phase 20/2015	13	13	12	8	10	10.1
11th Phase 21/2016	-----	14	12	8	11	10.3
10th Phase 22/2017	-----	-----	13	10	10	9.6
9th Phase 23/2018	-----	-----	-----	9	10	9.7
8th Phase 24/2019	-----	-----	-----	-----	12	11.3
7th Phase 25/2020	-----	-----	-----	-----	-----	11.3
Total	**12**	**13**	**13**	**9**	**10.67**	**10.38**

Overall summary statistics of students in attendance include:

- 8 (3%)   – held perfect attendance
- 37 (14%)   – attended 15 to 16 dates
- 84 (33%)   – attended 12 to 14 dates
- 51 (19%)   – attended 9 to 11 dates
- 51 (19%)   – attended 4 to 8 dates
- 18 (7%)   – attended 1 to 3 dates
- 8 (3%)   – did not attend any clinics

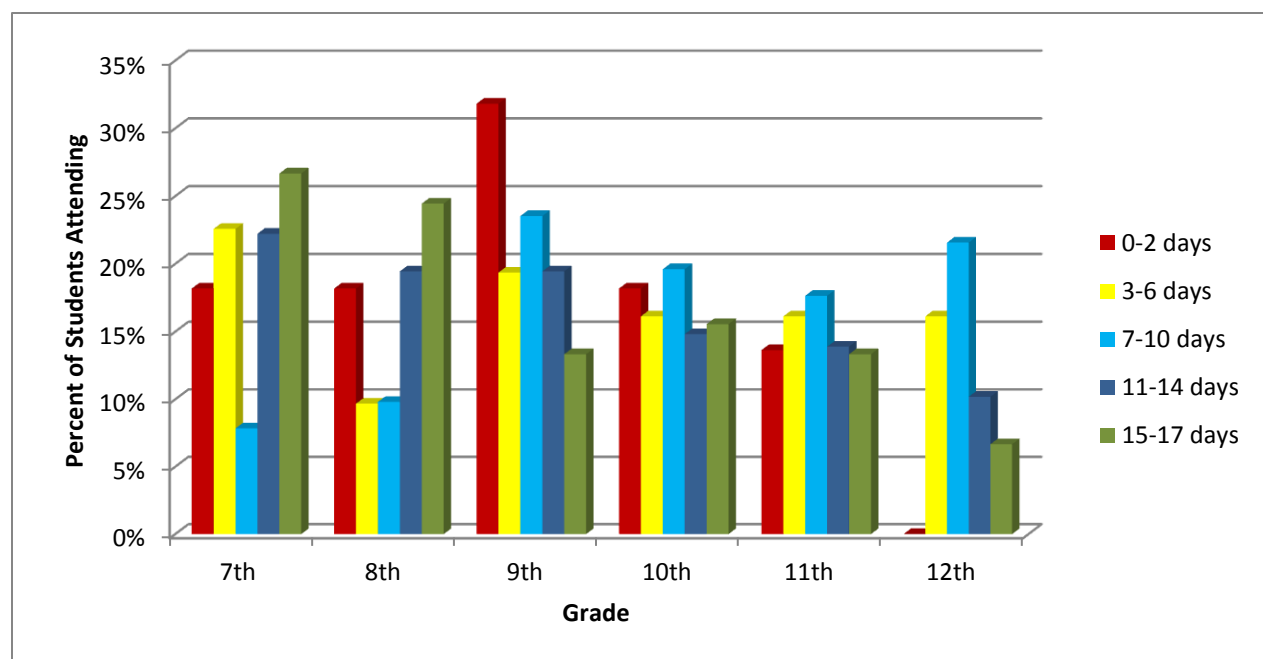Figure 2 displays attendance percentages by each phase.

Figure 2. Attendance Rates by Phase (Number of Educational Clinics Attended)

Program Retention per Phase

The number of students who stay in the Whitney M. YOUNG Scholars Program® for multiple years is relatively high. A single-year comparison from 2013-14 to 2014-15 shows that the majority of Scholars enrolled in the program last year continued through this year.

- 93% - average retention rate across Phases from 2013-14 to 2014-15
- 98% - highest retention rate occurred for Phase 23 (9th graders)
- 90% - lowest retention rate occurred for Phase 21 (11th graders)

Table 10 looks at one-year retention for 2013-14 to 2014-15 in more detail.

Table 10. Program Retention in 2013-14 to 2014-15

Grade (Phase/Class of)	Retention Rate from 2013-2014 to 2014-2015	Total 2013-2014 Scholars	Total 2014-2015 Scholars	Did not continue/ dismissed	New Students in 2014-15
12th (Phase 20/2015)	94%	32	30	2	0
11th (Phase 21/2016)	90%	42	38	4	7
10th (Phase 22/2017)	89%	46	41	5	6
9th (Phase 23/2018)	98%	53	52	1	21
8th (Phase 24/2019)	93%	46	43	3	17
7th Phase 25/2020)	NA	NA	51	NA	51
TOTAL	**NA**	219	204	15	51

Table 11 shows long-term retention of Scholars in each program Phase, except for Phase 25 (2014-15 7th graders in first year of program enrollment). Specifically, Table 11 presents the number of students per Phase who persisted in the program for consecutive years (up to six consecutive years maximum). For example, the top row displays Phase 20 students (current 12th graders). Going across the row with Phase 20 students, column 2 displays the number of students (N=41) who were enrolled in 2009-10). Column 8 (last column) indicates that 24 Phase 20 students persisted in the program for all six years, which is 58% of the original 41 students. In comparison, 26 of the original Phase 20 students stayed in the program for five years. Only six students in Phase 20 dropped out the program after their first year.

Table 11. Long-term Program Retention by Phase

Grade (Phase/Class of)	Initial Enrollment by Phase	Discontinued after first year	2 Years	3 Years	4 Years	5 Years	All 6 Years (2010, 2011, 2012, 2013, 2014, 2015)
12th (Phase 20/2015)	41	6	35	31	30	26	24 (58%)
11th (Phase 21/2016)	46	7	39	32	29	25 (54%)	NA
10th (Phase 22/2017)	45	2	43	36	30 (67%)	NA	NA
9th (Phase 23/2018)	59	18	41	38 (63%)	NA	NA	NA
8th (Phase 24/2019)	46	8	38 (78%)	NA	NA	NA	NA

MEASURES OF PROGRAM IMPACT

In this section, we present results from analyses on various measures of program impact for each Phase of the WYSP program. These include non-academic measures of success (e.g., number of school suspensions and absenteeism; survey results) and academic measures (e.g., test scores on state assessments, course specific content). Additional results specific to the *Senior Scholars* program are presented at the end of this section.

Non-Academic Measures

The primary non-academic measures of Scholars' success included out-of-school suspensions and absenteeism for each Phase.

Out of School Suspension

The number of Scholar suspensions decreased overall in 2014-15 previous year. Based on students matched within the JCPS data systems, a total of 6 Scholars (2%) were suspended during the 2014-2015

school year with a maximum of two students per phase[1]. Table 12shows the number of Scholars suspended for each phase by program year.

Table 12. Number of Scholars Enrolled in JCPS Suspended by Phase per Program Year

Grade (Phase/ Graduating Class)	2009-10 Scholars Suspended	2010-11 Scholars Suspended	2011-12 Scholars Suspended	2012-13 Scholars Suspended	2013-14 Scholars Suspended	2014-15 Scholars Suspended	Change in Suspended Scholars 2013-14 to 2014-15
Phase 16/2011	2	2	*	*	*	*	*
Phase 17/2012	2	2	2	*	*	*	*
Phase 18/2013	2	3	2	3	*	*	*
Phase 19/2014	3	0	2	2	2	*	*
12th (Phase 20/2015)	0	3	1	5	0	1	+1
11th (Phase 21/2016)	*	4	3	2	1	1	0
10th (Phase 22/2017)	*	*	3	0	1	0	-1
9th (Phase 23/2018)	*	*	*	4	2	0	-2
8th (Phase 24/2019)	*	*	*	*	1	2	+1
7th (Phase 25/2020)	*	*	*	*	*	2	*
TOTAL	9	14	13	16	7	6	-1

* Not relevant to those years or phases.

The suspension data reported here reflect the number of students with suspension incidents, not the number of suspensions per student or the number of days per suspension per student. Most students received 1-day suspensions, while one student received a 3-day suspension.

School Absenteeism

As in previous years, Whitney M. YOUNG Scholar® showed significantly lower rates of absenteeism compared to JCPS district averages per grade. The overall average days absent (mean=5.00) across WYSP scholars was slightly lower than in previous years and significantly lower than general JCPS students. Several summary statistics on school attendance and absences by Scholars include:

- 31 (12%)   – perfect attendance across the year
- 119 (46%)   – 1 to 5 days absent
- 27 (11%)   – 10 to 20 days absent
- 3 (1%)   – 21 to 27 days absent
- 3 (1%)   – 32 to 38 days absent

Table 13 (next page) presents rates of absence for WYSP scholars per grade across several program years compared to the JCPS general student population.

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[1] Thirty-five scholars attended private schools and are not included in these counts.

Whitney M. YOUNG Scholars Program®

Table 13. *Number of Days Absent by WYSP Phase Compared to JCPS District Average per Year*

Grade (Phase/ Class of)	WYSP 2009/ 2010 Days Absent	WYSP 2010/ 2011 Days Absent	WYSP 2011/ 2012 Days Absent	WYSP 2012/ 2013 Days Absent	WYSP 2013/ 2014 Days Absent	WYSP 2014/ 2015 Days Absent	*WYSP Change in # of Days Absent 2013-2014/ 2014-15*	JCPS 2009/ 2010 Days Absent	JCPS 2010/ 2011 Days Absent	JCPS 2011/ 2012 Days Absent	JCPS 2012/ 2013 Days Absent	JCPS 2013/ 2014 Days Absent	JCPS 2014-2015 Days Absent	*JCPS Change in # of Days Absent 2013-14/ 2014-15*
Phase 16/2011	7.1	8.4	*	*	*	*	*	10.5	15.3	*	*	*	*	*
Phase 17/2012	7.0	8.3	9.7	*	*	*	*	10.5	12.4	14.4	*	*	*	*
Phase 18/2013	2.9	5.3	3.8	7.4	*	*	*	12.2	12.1	11.4	15.8	*	*	*
Phase 19/2014	6.4	4.6	4.9	5.5	8.97	*	*	10.1	12.2	11.4	12.2	11.78	*	*
12th Phase 20/2015	4.1	4.1	3.3	5.3	5.08	7.93	+2.85	9.3	10.3	12.2	12.0	11.45	10.08	-1.4
11th Phase 21/2016	*	5.0	3.3	4.4	4.58	6.13	+1.55	*	9.4	9.7	12.2	12.1	10.55	-1.6
10th Phase 22/2017	*	*	3.8	4.1	3.82	3.91	+0.09	*	*	9.2	10.4	11.2	12.20	+1.0
9th Phase 23/2018	*	*	*	4.4	4.18	4.79	+0.61	*	*	*	9.2	10.4	13.19	+2.8
8th Phase 24/2019	*	*	*	*	3.74	3.89	+0.15	*	*	*	*	9.3	14.01	+4.7
7th Phase 25/2020	*	*	*	*	*	4.94	*	*	*	*	*	*	17.21	*
TOTAL	5.5	5.95	4.8	5.183	5.06	5	+1.1	10.5	12	11	12	11	12.75	+1.8

Senior Scholars Overview (Graduates of 2014-15)

Phase 20: Senior Scholars Compared to a Control Group

The Scholars programs are intended to improve general academic achievement in addition to program-specific performance for Senior Scholars. Senior Scholars were compared to a control group to measure outcome achievement as a result of multiple years of participation in the WYSP program. The control group was a one-to-one match. The characteristics used to match students were school attended, grade (all 12th), race, gender, free/reduced lunch eligibility, and previous attainment on the 10th grade End of Course (EOC) Test.

The senior Scholars and the control group were compared on 2014-15 absences, suspensions, and number of graduates as well as highest ACT scores (spring 2013-14 or fall 2014-15). Table 14 presents the results of this comparison. Senior Scholars experienced fewer suspensions and slightly higher attendance and graduation rates relative to the district control group; however, these differences were not signifcant. Senior Scholars did outperform the control group at a significant level in almost every academic area and benchmark attainment of the ACT.

Table 14. 2014-15 Senior WYSP Scholars vs. JCPS Matched Control Group

	Senior Scholars	Control Group	Significance
Number of Students per Group	28	28	**
Number of Students Suspended	1	3	NS
% Days Present (Mean)	95.5%	93.5%	NS
% Graduates	28 (100%)	26 (93%)	NS
Highest Score (medians)			
ACT Composite	22	19	.010
ACT English	20.5	17	.004
ACT Mathematics	22	24	.011
ACT Reading	21	17	.073
ACT Science	22	19	NS
% Meeting College Ready Benchmark			
ACT English (CPE 18+)	75%	41%	.001
ACT Mathematics (CPE 19+)	68%	33%	.001
ACT Reading (CPE 20+)	64%	44%	.010
ACT Science (ACT 23+)	43%	22%	.010
Met All Three (EN, MA, RD)	54%	15%	.001

Academic Measures – Phases 21 through 25

Pre- and Post-Test Phase 21: ACT Test

The Phase 21 (11th grade) students completed a pre-ACT practice test and an official ACT as part of the state requirements for the Kentucky accountability testing system. Pre- and post-test (official ACT) scores were available for 26 (of 32) 11th grades students[2]. Results for these students comparing their practice test and official ACT scores are presented in Figure 3.

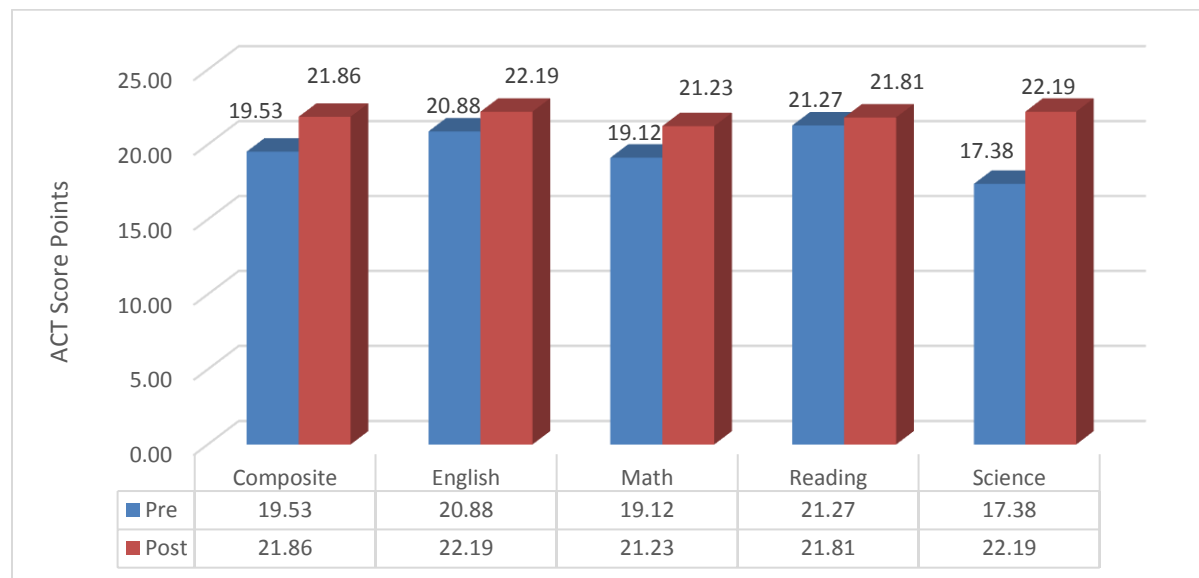|	Composite	English	Math	Reading	Science
Pre	19.53	20.88	19.12	21.27	17.38
Post	21.86	22.19	21.23	21.81	22.19

Figure 3. Phase 21 –ACT Comparison

ACT composite scores increased by an average of 11% from pre- to post-test. T-test comparisons on the practice and official ACT subscales (English, Mathematics, Reading, and Science) and composite scores revealed that mean scores on three of four subscales increased significantly (English $p<.02$, Math $p<.0001$, and Science $p<.0001$), which contributed to an overall increase in composite scores on the official ACT ($p<.0001$). Reading scores did not increase significantly ($p=.158$).

To further examine the point differences between practice and official ACT scores, Figure 4 presents a gain-loss distribution to reflect how many students improved or lost points on their official ACT compared with the practice test. Of 26 students, 22 (85%) increased their ACT score. Specifically, 14 students made up to a 3-point gain, 7 students made 5- to 6.75 point gains, and one student made a 7-point gain.

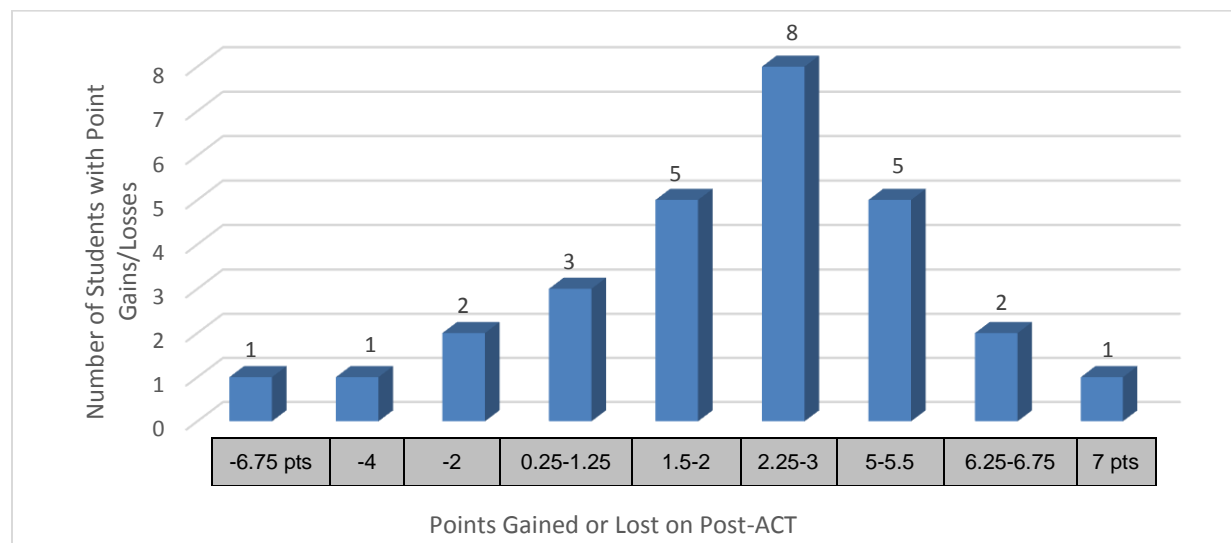[2] Official ACT scores cannot be obtained for non-JCPS students.

Figure 4. Number of Students with Point Gains/Losses on Official ACT Compared to Practice Test

Additionally, Kentucky uses the ACT assessment as one measure of college readiness. The state uses benchmarks for English (score of 18 or higher), mathematics (score of 19 or higher), and reading (score of 20 or higher) established by the Council of Post-Secondary Education (CPE) instead of those set by ACT. CPE did not set benchmarks for science, but the ACT college readiness benchmark is a score of 23 or higher. Using these benchmarks:

- 81% met the English benchmark,
- 58% met the mathematics benchmark,
- 58%met the reading benchmark,
- 50% met the science benchmark

The Kentucky Department of Education (KDE) and CPE also track those students who meet three benchmarks collectively (English, reading, and math). The following numbers of WYSP 11th grade Scholars met this criterion:

- 6 Scholars met all three benchmarks,
- 6 Scholars met 2 of 3 benchmarks,
- 6 Scholars met 1 of 3 benchmarks,
- 3 Scholar did not meet any of the benchmarks, and
- 6 scholars did not have scores for comparison.

Pre- and Post-Test Phase 22: Shakespeare

Phase 22 (10th grade) students read and analyzed Shakespeare's work. Thirty-two participants completed both a pre-test and a post-test (increase of 7 students from 2013-14). Twenty-nine students

scored higher on the post-test compared to the pre-test. As illustrated in Figure 5, post-test scores were significantly higher (t $_{(28)}$ = , p<0.001) with an average 46% increase in scores at post-test.
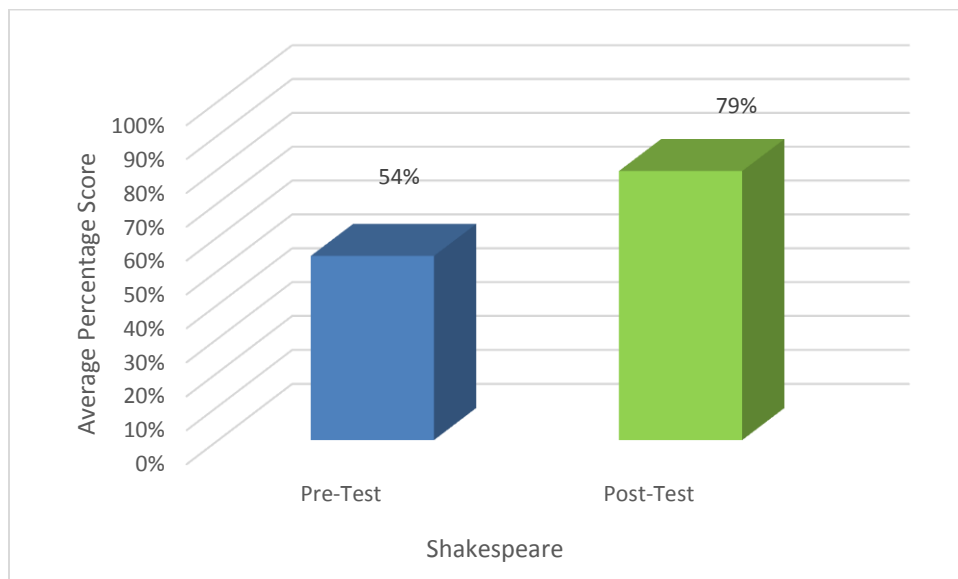

Figure 5. Phase 22 Comparison of Shakespeare Pre-Test to Post-Test

Pre- and Post-Test Phase 23: Writing and Language Development

Phase 23 students (9th grade) focused on writing and language development. Twenty-eight participants completed a pre-test and a post-test. Figure 6 shows the comparison of pre-test to post-test scores.
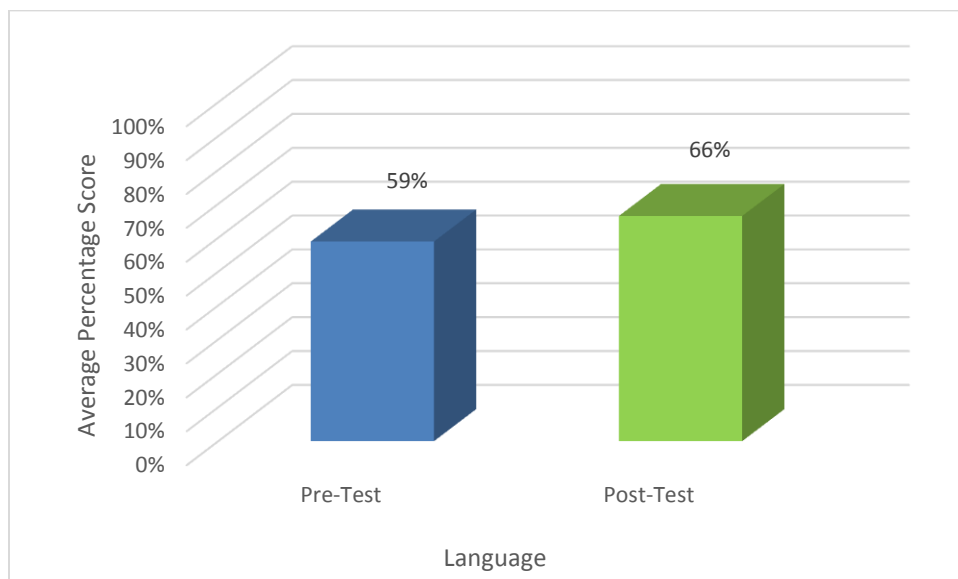

Figure 6. Phase 23 Comparison of Writing and Language Development Pre-Test to Post-Test

Of the 28 participants, 20 (71%) showed growth on the post-test at an increase of 12%, which is lower than post-tests growth for 2013-14 students (45%). A paired-samples t-test indicates that this post-test increase is not significant, $t_{(27)} = 6.23$, p=10.

Pre- and Post-Test Phase 24: Mathematics

Grade 8 students (Phase 24 in 2014-15) focus on mathematics. Thirty-seven participants completed the pre-test and post-test. Figure 7 displays the mean pre- and post-test scores in percentages for 2014-15 students with a 19% average gain in math post-test scores.
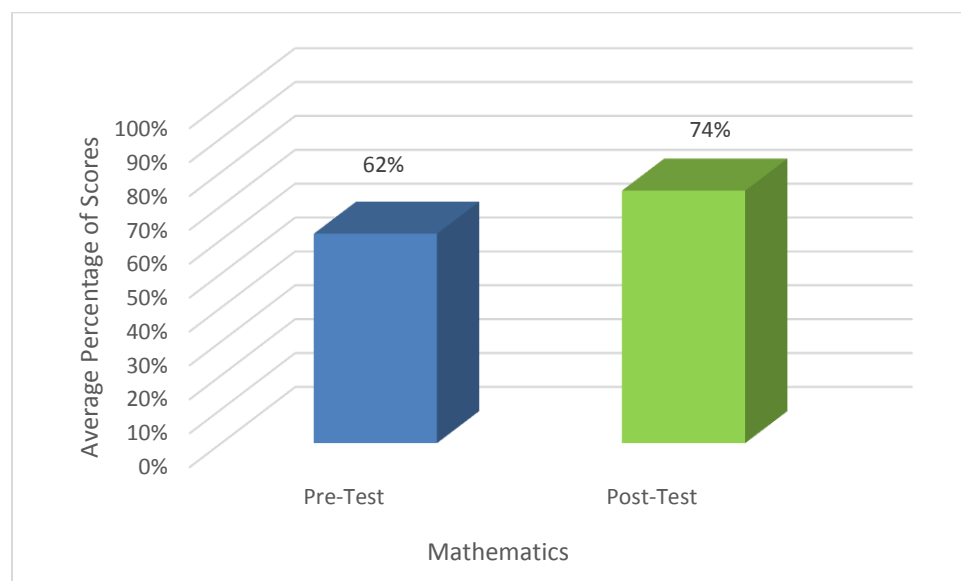
Figure 7. Phase 24 Comparison of Mathematics Pre-Test to Post-Test

Of the 37 participants from Phase 24, 27 (73%) showed an increase on the post-test, 5 (14%) showed no gains (equal pre- and post-test scores), and 5 (14%) showed a loss on the post-test. In comparison to 2013-14 outcomes, many more students showed gains overall (2012-13 gains = 44% of students). As a result, the percent increase between pre- and post-test scores for 2014-15 students was statistically significant based on a t-test comparison, $t_{(36)} = 4.42$, p=.05.

Pre- and Post-Test Phase 25: Science

The primary focus of Phase 25 (7th grade) was science. Thirty-nine participants completed both the pre-test and the post-test. Figure 8 presents the mean pre- and post-test scores in percentages for 2014-15 students showing a little over 3% score increase on average at post-test.
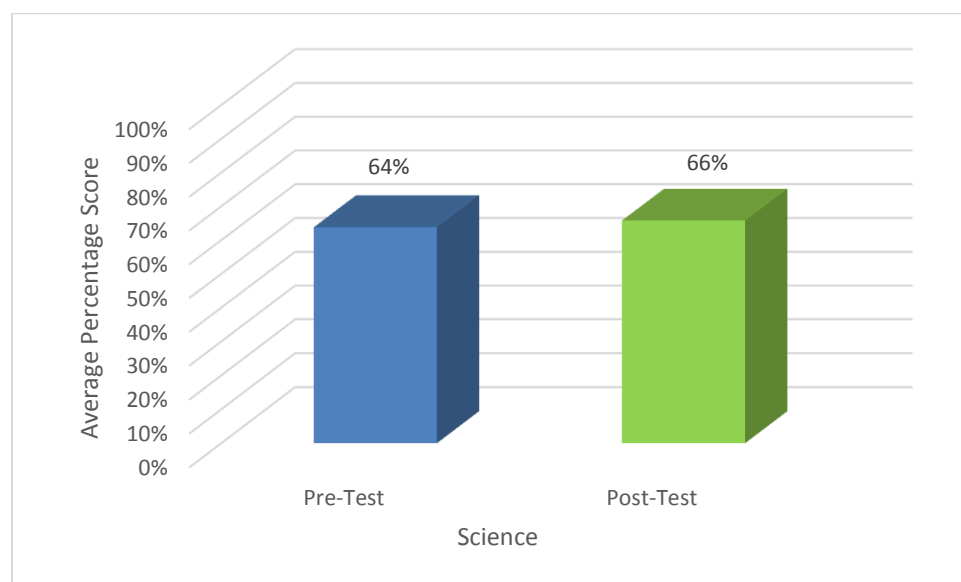

Figure 8. Phase 24 Comparison of Science Pre-Test to Post-Test

Of the 39 participants, 18 (46%) increased their score on the post-test. This gain was considerably smaller than in 2013-14 (Mean gain = 19%). The increase from pre- to post-test scores was not statistically significant.

Whitney M. YOUNG Scholars® vs District on Accountability Model

The Scholars programs are intended to improve general academic achievement in addition to program-specific performance for students in each Phase. We evaluated overall academic achievement with the statewide Kentucky Performance Rating for Educational Progress (KPREP) assessment, which is administered to students in grades 3 through 8 and as end-of-course assessments in grades 10 and 11 (KPREP End-of-Course). We analyzed 2014-15 KPREP proficiency outcomes of WYSP Scholars compared to all JCPS students in each tested area on the Proficient and Distinguished achievement categories.

Phase 25 (7th graders)

Figure 9 shows the percentage of Grade 7 Scholars compared to the district average who scored at the Proficient and Distinguished levels (combined) in reading and math.
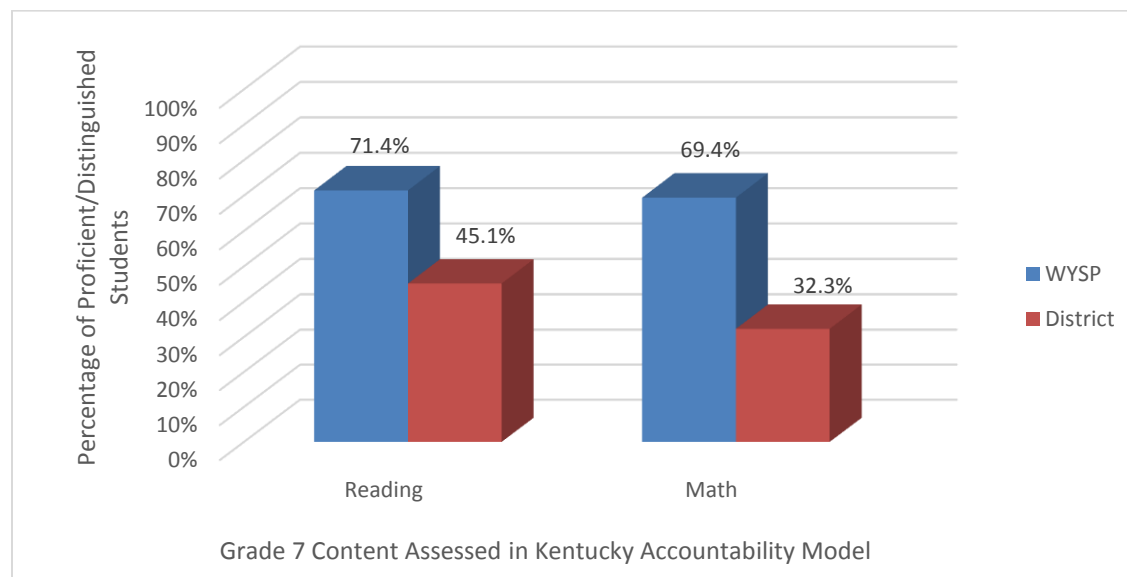
Figure 9. Grade 7: Comparison of Percent Proficient/Distinguished WYSP vs District Students

In science, KDE decided to use the SAT 10 science assessment for elementary and middle schools in 2014-15 instead of the contracted vendor's science assessment. As a result, no state cut scores for proficiency were set for elementary and middle school science, and the science assessment was not included in the 2014-15 accountability model for grades 3 - 8. The SAT 10 is a national, norm-referenced assessment, and students' performance is reported as percentile rankings. Based on the SAT 10 science assessment, the average percentile ranking for Scholars was 66.7 percentile, while the district average student percentile ranking was 53.3 percentile. Scholars' percentile rankings ranged from 10th to 98th percentiles in performance relative to other U.S. students who took the assessment in 2014-15.

Phase 24 (8th graders)

Figure 10 shows the percentage of Grade 8 Scholars compared to the overall district who scored at the Proficient and Distinguished levels (combined). The Scholars outperformed the district in all four content areas assessed.
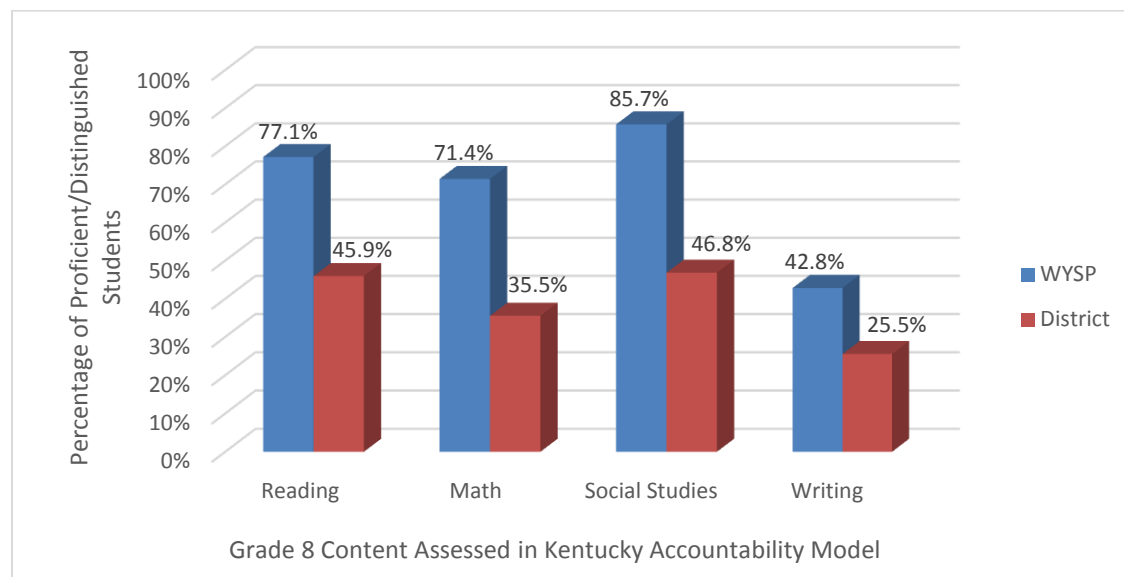
Figure 10. Grade 8: Comparison of Percent Proficient/Distinguished WYSP vs District Students

Phases 20 through 23: KPREP End-of-Course Assessments

Kentucky public school high school students take the KPREP end-of-course (EOC) assessments as part of the yearly state KPREP assessments. At some point in high school, students take state standardized assessments in English II, Algebra II, Biology, and United States History. In addition, 10th and 11th grade students take a writing exam (KPREP On-Demand Writing), and 10th grade students also take a Language Mechanics exam (part of the ACT PLAN test).

Figures 11 presents the 2014-15 high school assessment results of WYSP Scholars relative to the district average by content area. In each case, a higher percentage of Scholars performed at the proficient or distinguished level than their district counterparts.
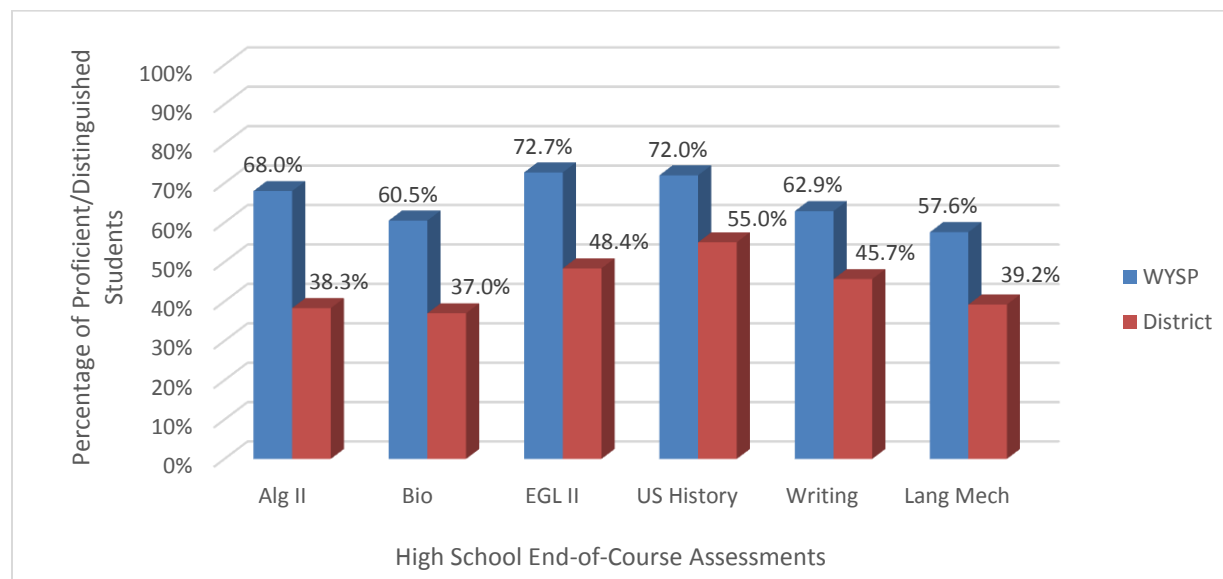
Figure 11. Percent Proficient/Distinguished WYSP vs District Students on EOC Assessments

Reading and Math Growth in Grades 7, 8, and 11

Kentucky's Accountability Model includes student growth percentiles to measure growth in reading and math skills in the same student groups between years. Thus, student growth percentiles represent a year-to-year comparison between students who scored in similar ranges (e.g., 2012-13 to 2014-15) on the KPREP assessments to estimate how much students improve in their reading and math skills from one grade to the next. Growth scores are calculated for grades 4 through 8 and grade 11 based on KPREP reading and math results.

The growth percentile scores of 7th, 8th, and 11th grade Whitney M. YOUNG Scholars Program® students were compared to the overall district growth scores in reading and in math. Figure 12 presents 2014-15 growth percentiles. The WYSP Scholars consistently outperformed the district at each grade in reading and in math.
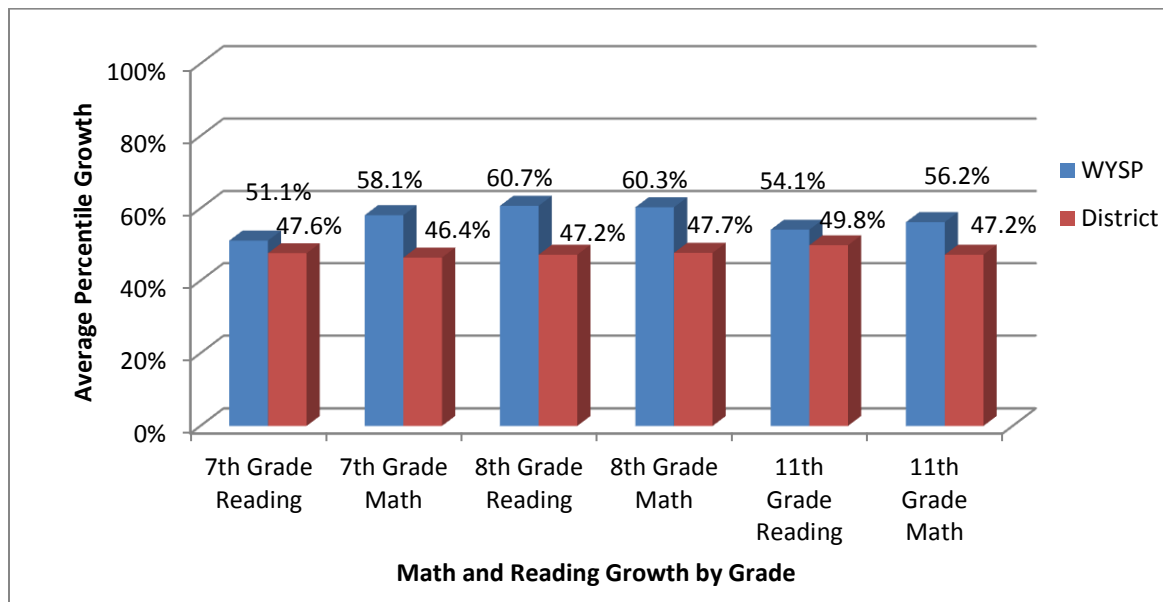
Figure 12. KPREP Student Growth Percentiles for Whitney M. YOUNG Scholars® Compared to District

Growth outcomes for 2014-15 are comparable to those in 2013-14. Current 8th graders (Phase 24) did show improvement in growth this year relative to their growth in 7th grade.

<u>Phase 24</u>

- 7th-to-8th grade mean Reading growth = 54.89 to 60.7 percentile
- 7th-to-8th grade mean Math growth = 53.45 to 60.3 percentile

Student and Parent Surveys

Program participants and their parents were surveyed on their perceptions of the WYSP program.

Senior Scholar Survey

Senior Scholars completed a survey about their postsecondary plans. Fourteen seniors completed the survey. All but one senior who completed the survey indicated the intent to attend college in Fall 2015 (one senior did not respond). All seniors made applications to college, and 100% of seniors indicated that they had been accepted by multiple colleges.

Table 15 provides a summary of seniors' responses. Comments in response to open-ended questions can be found in Appendix A.

Table 15. Senior Scholars: Summary of Survey Responses

Do you plan to attend college in the Fall?	
Yes	13
No	0
Not sure	0
No response	1

If you do NOT plan to attend college in the Fall of 2015, what are your planning to do?	
No Responses	

How many college applications did you complete and send out this year?	
2-3	4
4-6	8
7+	2

How many colleges accepted you this year?	
2-3	7
4-6	5
7+	2

What area of your college application(s) needed the most improvement?	
A. High school grades (GPA)	5
B. ACT/SAT score	8
C. Teacher recommendations	0
D. Essay/writing skills	0
E. None	1
F. Other, Specify:	0
No response	0

Check how you are planning to pay for college:	
A. Scholarships	13
B. Student Loans	6
C. Grants	8
D. Parents/Family will pay	4
E. With part-time job	9
F. With full-time job	0
G. Other	1
Specify:	Work study if needed

How well-prepared do you feel you are for taking college coursework?	
Very Unprepared	0
Unprepared	1
Prepared	6
Very Prepared	4

Would you recommend the Whitney M. YOUNG Scholars Program® to other high school students?	
Yes	12
No	0
Not Sure	0
No response	2

WYSP Student Surveys per Phase

Scholars in Phases 21 through 25 also completed an end-of-year survey to evaluate their academic engagement, post-secondary plans, and perspectives on their WYSP participation. Table 16 presents the number of survey respondents and their years of program participation by Phase for 7th through 11th graders.

Table 16. Number of Student Survey Respondents and Years of Participation Phases 21 through 25

	Phase 25	Phase 24	Phase 23	Phase 22	Phase 21
Number of Respondents	36	34	34	22	24
0 (first year)	35	4	1	0	0
2nd	0	24	8	3	3
3rd	0	1	19	6	0
4th	0	0	3	10	2
5th	0	0	0	1	16

Scholars reported on their academic experience and post-secondary plans. Results for these items across Phases are presented in Table 17. However, the full set of results by grade and student comments can be found in Appendix A. Overall across Phases, almost all Scholars indicated intentions to attend college as well as an expectation by their parents/family that they will attend college. In addition, most Scholars indicated knowing steps needed to get to (prepared/prepared) as well as feeling prepared for the ACT.

Table 17. Scholar Postsecondary Plans and Academic Preparation

Do you plan to attend college?	Number of students
Yes	146
No	1
Not sure	2
How well-prepared do you feel to take the ACT or SAT?	**Number of students**
Very Prepared	13
Prepared	86
Unprepared	48
Very Unprepared	3
How prepared do you feel you are in knowing the steps you need to take to apply for college?	
Very Prepared	22
Prepared	79
Unprepared	45
Very Unprepared	4
How well-prepared do you feel you are for paying for college?	
Very Prepared	12
Prepared	64
Unprepared	60
Very Unprepared	13
Did at least one of your parents/guardians go to college?	
Yes	120
No	21
Not sure	9
Did at least one of your parents/guardians receive a Bachelor's degree?	
Yes	81
No	33
Not sure	36
Do your parents/guardians expect you to graduate from college?	
Yes	143
No	3
Not sure	4

One other item serving as a measure of Scholars' planning and success focused their self-perceptions. Table 18 shows that the majority of Scholars feel satisfied with themselves.

Table 18. Scholar Postsecondary Plans and Academic Preparation

Below is a statement dealing with your general feelings about yourself: On the whole, I am satisfied with myself.	Number of students
Strongly Agree	76
Agree	66
Disagree	7
Strongly Disagree	1

Scholar Parents

Parental Institutes

Parents of scholars participated in a series of seminars "…to help parents become better advocates for their Scholars" by covering topics such as financial literacy, conflict resolution, and how to select colleges. Parents completed a short survey at the completion of each Parental Institute seminar. This survey asked parents to respond to the following four main questions using a 5-point rating scale (1-"strongly disagree" to 5-"strongly agree"):

- "Today's meeting was effective",
- "The speakers were helpful",
- "The material presented was useful", and
- "I felt comfortable asking questions during today's session".

Parents consistently provided high ratings across items. Table 19 presents mean ratings on these items for each Parental Institute listed by date.

Table 19. Parental Institute Ratings

Dates	Number of Parent Attendees	Number of Survey Respondents	Today's meeting was effective.	The speakers were helpful.	The material presented was useful.	I felt comfortable asking questions during today's session.
August 16, 2014	147	59	4.56	4.60	4.66	4.59
September 20, 2014	120	62	4.63	4.65	4.65	4.56
October 18, 2014	94	39	4.54	4.59	4.49	4.47
November 15, 2014	97	25	4.92	5.00	4.96	4.83
December 20, 2014	143	--	--	--	--	--
January 17, 2015	90	55	4.40	4.44	4.45	4.31
2-15-15 Cancelled	0	--	--	--	--	--
March 21, 2015	63	27	4.38	4.38	4.38	4.52
April 18, 2015	67	32	4.50	4.52	4.48	4.32
Total Average	**102.6**		**4.56**	**4.59**	**4.58**	**4.51**

NOTE: Not all in attendance completed a survey.

Many parents also provided comments on the surveys per session. A full list of comments by each seminar date can be found in the Appendix.

Parent Survey

Parents/guardians completed a 27-item survey at the PRESS activity in April 2015. The survey included a variety of items with questions inquiring about parent satisfaction with the parent institutes and offerings, their own learning as a result of participating, communication with the Lincoln Foundation, and expectations for their own students' graduation and post-graduation opportunities.

Fifty-eigh`t (22%) of parents/guardians responded to the PRESS activity survey compared to 66 parents in 2014-15. Several summary statistics from the parent survey are presented in Table 20.

Table 20. Summary Characteristics of Parent/Guardian Survey Responses

Parent/Guardian Characteristics and Satisfaction Rates	Parent Expectations for Scholars
• 60% - mothers • 67% - parents with college and graduate school • 71% - overall satisfaction with Parental Institutes (based on positive ratings across items) • 87% - overall satisfaction with Lincoln Foundation Interactions (based on positive ratings across items) • 67% - parents with college and graduate school	• 96% - expect student to graduate high school • 97% - expect student to graduate from 4-year school • 88% - expect student to pursue graduate education • 85% - parents who feel prepared for college application process • 85% - parents who feel UNPREPARED to pay for college

Detailed outcomes from the survey by item are presented across Tables 21 through 24.

Table 21. Parent/Guardian Characteristics

What is your relationship to the student(s)?									
Mother	35	Father	14	Grandparent 1		Foster parent 1		Other 3	
What is your highest level of education?									
Less than high school	1	High school/GED	3	Some education	13	Two years of college 13	Four years of college 18	Graduate school	10
Do you attend PTA meetings, parent/teacher conferences or other meetings at your child's school?									
Yes	46			No	12				

Parents were largely satisfied with the Parental Institute programs, although a greater number of parents responded as 'Neutral' on the extent to which institutes helped and covered appropriate topics in 2014-15 relative to 2013-14.

Table 22. Satisfaction with Parental Institutes

Has attending the Parental Institute encouraged or motivated you to continue your education?							
Yes	34	No	21				

If you have missed Parental Institutes, what is the main reason that kept you from attending?							
Not interested in topic	0	No transportation	2	Time was inconvenient	10	Location was inconvenient	0	Other	42

The Parental Institute helped me improve communication with my child.							
Strongly agree	10	Agree	21	Neutral	22	Disagree	3	Strongly disagree	1

The presented topics were appropriate for the Parental Institute.							
Strongly agree	19	Agree	33	Neutral	4	Disagree	0	Strongly disagree	1

I have a better understanding of banking procedures (i.e., investments, retirement funds, and credit).							
Strongly agree	7	Agree	21	Neutral	21	Disagree	6	Strongly disagree	0

Please rate the speakers at the Parental Institute activities.							
Extremely favorable	29	Somewhat favorable	25	Neutral	3	Somewhat unfavorable	1	Extremely unfavorable	0

Please rate the Parental Institute activities (evaluations, group discussions, monthly challenges, etc.).							
Extremely favorable	23	Somewhat favorable	25	Neutral	9	Somewhat unfavorable	0	Extremely unfavorable	0

Table 23. Parent/Guardian Expectations for Scholar Post-Secondary Plans

How likely is it that your child will graduate from high school?							
Highly likely	56	Likely	0	Unlikely	0	Very unlikely	2

How likely is it that your child will graduate from a 4-year college/university?							
Highly likely	41	Likely	13	Unlikely	0	Very unlikely	2

How likely is it that your child will attend a post-secondary training program other than college (e.g., construction, cosmetology)?							
Highly likely	8	Likely	15	Unlikely	24	Very unlikely	10

How likely is it that your child will pursue a graduate degree (i.e., master's, doctorate)?							
Highly likely	27	Likely	24	Unlikely	6	Very unlikely	1

How prepared do you feel you are in knowing the steps you need to take to help your Whitney M. YOUNG Scholar apply for college?							
Very prepared	19	Prepared	30	Unprepared	8	Very unprepared	1

How well-prepared do you feel you are for paying for college?							
Very prepared	2	Prepared	6	Unprepared	23	Very unprepared	26

Table 24. Parent/Guardian Interactions with the Lincoln Foundation

How is the clarity of communication between you and the Lincoln Foundation staff?									
Very confused	1	Somewhat confused	1	Somewhat clear	6	Very clear	48	Don't know	2
What method of communication do you prefer?									
Telephone	3	Text Message	22	E-mail	30	Letter	1	In person	1
What method of communication is most effective with your Scholar?									
Telephone	1	Text Message	43	E-mail	7	Educational Clinic	5	Letter	1
How would you describe your level of satisfaction with the interactions between you and the Lincoln Foundation Staff?									
Very dissatisfied	1	Somewhat dissatisfied	1	Neither	0	Somewhat satisfied	11	Very satisfied Don't know	42 2
Would you recommend the Whitney M. YOUNG Scholars Program to parents of other middle or high school students?									
Yes	55	No	1	Not sure	1				
Are you interested in being a volunteer for the Whitney M. YOUNG Scholars Program?									
Yes	38	No	20						
Have you visited the Lincoln Foundation website?									
Yes	46	No	11						

Summary of Results

Table 25 summarizes the major findings for students enrolled in the Whitney M. YOUNG Scholars Program® in 2014-15. Arrows next to program retention, suspensions, and school absentee columns indicate whether results increased or declined compared to 2013-14 results. Red and green highlighting denotes change in a positive or negative direction. Arrows next to assessment results (pre-post comparison and KPREP/EOC comparisons) indicate whether academic performance for Scholars was higher at post-test and relative to district performance.

Table 25. Summary of Major Findings for 2014-15 Whitney M. YOUNG Scholars by Phase

Grade/ Phase	Program Retention Rate	# Scholars Suspended	School Absenteeism	Pre-Post Test Comparison	KPREP/EOC Comparisons
12th grade Phase 20	⬆ 94%	⬇ 1	⬇ 7.93	NA	NA
11th grade Phase 21	⬆ 90%	⬆ 1	⬆ 6.13	⬆ 11%	⬆ Outperformed District in Writing, Algebra II, Biology
10th grade Phase 22	⬇ 89%	⬇ 0	⬇ 3.91	⬆ 46%	⬆ Outperformed District in English II, Writing, Language Mechanics, Algebra II, Biology
9th grade Phase 23	⬆ 98%	⬇ 0	⬆ 4.79	⬆ 12%	NA
8th grade Phase 24	⬆ 93%	2 (No change)	⬇ 3.89	⬆ 19%	⬆ Outperformed District in all content areas tested
7th grade Phase 25	NA	⬆ 2	⬆ 4.94	⬆ 3% (Not significant)	⬆ Outperformed District in all content areas tested
TOTAL	⬆ 93%	⬇ 6	⬇ 5.00	⬆ Increased	*****

NOTE: Arrows compare 2014-15 performance to 2013-14. Up and down arrows indicate whether outcomes increased or decreased relative to 2013-14. Red indicates an increase or decrease is worse compared to 2013-14, while green indicates an increase or decrease shows improvement relative to 2013-14.

Overall Program Outcomes: Target vs. Actual

In this section, we summarize the results for the WYSP program participants by targets and goals for each Phase. The Foundation staff reviews these goals annually based on program outcomes. Tables 26 through 28 present program targets and goals, along with actual outcomes of each group for performance measures listed, per Phase across program years. Goals for: (1) Phases 21 through 25 include specific academic enrichments and improvements (Table 26), (2) Phases 20 and 21 include college preparation and readiness measures (Table 27), and (3) Senior Scholars (Phase 20) also include targets for scholar recognition and parent advocacy (Table 28). Highlighting within tables indicates whether targets were met.

Table 26. Phases 21 through 25: Academic Goals, Indicators, Targets, and Outcomes

Educational Clinics Objectives	Performance Indicators and Measures	Target	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
(7th grade) **Science** – To provide academic enrichment experiences that will increase Scholars science aptitude and prepare them for higher level science courses through practical application of science concepts.	10% increase between pre- to post-test science scores.	*10%	16%	4%	39%	42%	20%	3%
(8th grade) **Mathematics** – To provide academic enrichment experiences that will increase Scholars mathematical aptitude and prepare Scholars for high school algebra through practical application of mathematical concepts.	10% increase between pre- to post-test math scores.	10%	13%	6%	7%	10%	4%	19%
(9th grade) **Writing and Language Development** – To improve the writing expression of students by following the writing process, developing a writing rubric, enhancing computer applications and grammar.	10% increase between pre- to post-test writing expression scores.	10%	15% (Writing) / 2% (English)	9%	20%	5%	45%[a]	12%
(10th grade) **Oration and Presentation** – To improve knowledge about Shakespeare's works, with emphasis on Romeo and Juliet, practice using tolerance and conflict strategies. Scholars will develop oration and presentation skills.	80% of 10th graders increase Shakespeare pre- to post-test scores.	* 80%	79%	70%	95%	100%	96%	71%

* Targets *increased* in 2012-13 from 5% and 70% respectively per recommendation of Lincoln Foundation educational leadership and staff.

[a] Overall post-test increase.

Legend

🟩	Met target
🟨	Did not meet but within 1-2 percentage points
🟥	Did not meet target

Table 27. Phases 20 and 21: College Preparation/Readiness Goals, Indicators, Targets, and Outcomes

Educational Clinics Objectives	Performance Indicators and Measures	Target % of Students	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
(11th grade) **ACT Test** – To prepare Scholars for the ACT test and develop college/career readiness skills	100% of 11th grade Scholars will take the ACT test.	100%	100%	100%	100%	100%	100% [b]	84%
	Increase 11th grade Scholars with median ACT of 21 or higher.	70% [a]	29%	27%	51%	50%	39%	53%
(12th grade) **College Prep** – To introduce senior Scholars and their parents to college admission officers for the purpose of increasing their understanding of the admission, application, scholarship, and financial aid processes.	100% of 12th graders will present letters of acceptance to accredited post-secondary institution. College enrollment is enabled by financial aid and/or scholarships.	100%	100%	100%	100%	100%	100%	100%
	100% of Scholars will graduate from high school.	100%	100%	100%	100%	100%	100%	100%
	100% of Scholars will complete WYSP Senior Survey.	100%	Not Reported	Not Reported	Not Reported	43%	100% [c]	46%

[a] Targets *decreased* in 2012-13 from 75% per recommendation of Lincoln Foundation educational leadership and staff.

[b] Several students could not be identified in Infinite Campus.

[c] These results reflect the WYSP Student Survey administered to all students in each Phase. The separate Senior Survey was not administered in 2013-14.

Legend

🟩	Met target
🟨	Did not meet but within 1-2 percentage points
🟥	Did not meet target

Table 28. Senior Scholars: Recognition and Advocacy Goals, Indicators, Targets, and Outcomes

Educational Clinics Objectives	Performance Indicators and Measures	Target %	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Parental Institute – To help parents/ guardians to become advocates for their Scholars.	100 WYSP *parents/ guardians* will attend each Parental Institute.	100	92	92	100	89	90%	37%
	75% of total WYSP *parents/guardians* will complete the annual parent's survey.	* 75%	25%	22%	21%	NA	24%	22%
Senior Banquet – To celebrate the completion of the WYSP, Scholar achievements, and presentation of scholarship awards from Lincoln Foundation and key constituents/partners.	90% of graduating Scholars will attend the Senior Banquet to celebrate their completion of WYSP.	90%	100%	93%	90%	95%	100%	97%
Closing – To provide a culminating activity "Closing Auction" for Scholars and to award prizes for perfect attendance and academic achievements.	80% of Scholars will participate in the Closing Auction activity.	80%	60%	50%	50%	29%	39%	50%

* Targets *increased* in 2012-13 from 50% and 75% respectively per recommendation of Lincoln Foundation educational leadership and staff.

Legend

- 🟩 Met target
- 🟨 Did not meet but within 1-2 percentage points
- 🟥 Did not meet target

COMMENDATIONS AND RECOMMENDATIONS

Based on the 2014-15 results for the Whitney M. Young Scholars, we highlight program successes and suggest actions for improvement.

Commendations

Across Phases, most Scholars made good choices resulting in low suspension and an increase in academic performance compared to 2013-14 outcomes, especially on state KPREP assessments and ACT. In addition, the majority of parents who participated in institutes and responded to the Parent Survey reported high levels of satisfaction with the program. The following outcomes exemplify the most positive program results for 2014-15.

- *Higher numbers of students with pre-tests and post-tests in most Phases than in previous years.*
- *Broad regional school participation.* Students from 88% of JCPS middle schools, 84% of JCPS high schools, and 11 other regional schools participated in the program in 2014-15.
- *Scholars outperformed district.* Across grades, scholars significantly outperformed the district on every KPREP assessment and ACT.
- *Retention improved from 2013-14 to 2014-15.* Student retention from 2013-14 to 2014-15 was significantly higher for four of five Phases.
- *All Phases showed post-test growth.* Majority of Scholars in each phase assessed with a post-test showed gains, and post-test gains for Scholars in grades 8, 9, 10 and 11 were significantly higher.
- *Parental Institutes*. Survey results suggest that most parents enjoy Parental Institute speakers and they are satisfied with communication from the Lincoln Foundation.
- *Seven program goals met or even exceeded targets.*
  - ✓ **Phase 20 -** (1) 100% of students graduated, (2) received college acceptance letters, and (3) attended the Senior Banquet.
  - ✓ **Phase 21 -** 100% of 11th grade Scholars took the ACT.
  - ✓ **Phase 22 -** 90% of 10th graders increased oration and presentation skills at post-test with an average 46% increase in scores.
  - ✓ **Phase 23 -** 12% average increase in 9th grade writing/language development performance compared to previous years.
  - ✓ **Phase 24 -** 19% average increase in math scores with 73% of students showing increase on post-test.

Recommendations

We offer the following suggestions that may strengthen the program for future Scholars.

1. *Review program goals and targets.* This recommendation was made last year as well, and it is offered again with the recognition that the Board may wish to retain the current targets to ensure high expectations are in place for students. The rate of goal attainment (54% in 2014-15 and 60% in 2013-14) has remained relatively constant across the last six years. Some programs goals rarely have been met, which may indicate that these goals do not match student capacity well; alternatively, outcomes may be attributable to student factors beyond the control of program staff.

APPENDIX A: WYSP STUDENT SURVEY COMMENTS

The following tables include counts of student responses by item per grade level. Table titles list the item statement to which students responded.

Table A1. Below is a statement dealing with your general feelings about yourself: On the whole, I am satisfied with myself

	7th	8th	9th	10th	11th	12th
Strongly Agree	26	16	16	9	9	
Agree	10	14	16	12	14	
Disagree	0	3	2	1	1	
Strongly Disagree	0	1	0	0	0	
Do you plan to attend college?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	34	34	34	21	13	13
No	0	0	0	0	1	0
Not sure	1	0	0	1	0	0

Table A2. If yes, what do you plan to major in when you attend college? (enter undecided if you are unsure)

7th	Num	8th	Num	9th	Num	10th	Num	11th	Num	12th	Num
Undecided	13	Undecided	17	Medical field	5	Medical field	3	Computer science	1	Medical field	2
Medical field/Health	4	Medical field	4	Undecided	9	Science/Engineering	3	Medical field	8	Engineering	2
Arts/Music	3	Business/Technology	5	Psychology/therapy	3	Business	1	Arts	1	Communications/ Journalism	2
Science/Math/ Engineering	4	Arts/Music/Film	4	Law	2	Entrepreneur	1	Undecided	2	Special Ed./International studies	2
Law	2	Psychology/Sociology	1	Education	1	Social Work	1	Engineering	2	Exercise science	1
Entrepreneur/Business	3	Science/engineering/Architecture	3	Science/Math/Engineering	5	Education	1	Science	3	Studio Arts/Illustration	2
Pilot	1	Law	4	Arts/Music	4	Undecided	11	Communications	1	Sports or Business Management	2
Basketball	1	Business	1	Technology	2	Sports management	1	Business/Pre-Law	1	Undecided	1

Table A3. College Preparation.

How well-prepared do you feel to take the ACT or SAT?	7th	8th	9th	10th	11th	12th
Very Prepared	5	2	1	1	4	na
Prepared	23	17	18	14	14	na
Unprepared	8	13	15	7	5	na
Very Unprepared	0	2	0	0	1	na
How prepared do you feel you are in knowing the steps you need to take to apply for college?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Very Prepared	7	1	5	3	6	na
Prepared	22	18	17	8	14	na
Unprepared	7	12	12	10	4	na
Very Unprepared	0	3	0	1	0	na
How well-prepared do you feel you are for paying for college?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Very Prepared	5	2	1	2	2	na
Prepared	18	16	14	9	7	na
Unprepared	11	13	13	10	13	na
Very Unprepared	2	3	6	1	1	na
Did at least one of your parents/guardians go to college?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	27	25	28	19	21	na
No	5	6	5	2	3	na
Not sure	4	3	1	1	0	na
Did at least one of your parents/guardians receive a Bachelor's degree?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	15	17	17	15	17	na
No	7	6	8	5	7	na
Not sure	14	11	9	2	0	na
Do your parents/guardians expect you to graduate from college?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	33	31	34	21	24	na
No	2	1	0	0	0	na
Not sure	1	2	0	1	0	na
Do you feel comfortable speaking in front of large groups?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	17	16	20	15	11	na
No	13	12	11	5	11	na
Not sure	6	6	3	2	2	na
Would you recommend the Whitney M YOUNG Scholars Program® to other high school students?	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**
Yes	31	30	27	30	24	12
No	0	0	0	2	0	0
Not sure	4	4	4	0	0	0

Whitney M. YOUNG Scholars Program®

Table A4. The following statements are about your study habits. Choose the response that best describes how well each statement fits your study habits.

	7th				8th				9th				10th				11th				12th			
	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree	Strongly Agree	Agree	Disagree	Strongly Disagree
I set aside a regular time for studying every day.	2	26	7	1	2	7	17	3	3	13	17	1	3	12	5	2	3	18	3	0	na	na	na	na
I enjoy learning.	12	23	1	0	8	23	3	0	7	26	1	0	3	18	0	0	13	11	0	0	na	na	na	na
Good grades are important to me.	30	3	0	0	0	14	15	2	26	8	0	0	16	6	0	0	23	1	0	0	na	na	na	na
I have trouble finding enough time to study.	3	9	16	8	3	14	15	2	3	20	10	1	4	7	9	1	3	10	11	0	na	na	na	na
Tests make me so nervous I can't do my best.	2	8	16	10	3	6	20	5	6	9	16	3	1	6	13	2	4	9	8	3	na	na	na	na
I understand the importance of reading and following directions.	27	7	0	0	11	20	1	0	15	16	0	0	6	16	0	0	17	6	0	0	na	na	na	na

Table A5. Please choose the number that best indicates your likelihood that you will do the following:

	7th				8th				9th				10th				11th				12th			
	Highly Likely	Likely	Unlikely	Very Unlikely	Highly Likely	Likely	Unlikely	Very Unlikely	Highly Likely	Likely	Unlikely	Very Unlikely	Highly Likely	Likely	Unlikely	Very Unlikely	Highly Likely	Likely	Unlikely	Very Unlikely	Highly Likely	Likely	Unlikely	Very Unlikely
Pursue a non-traditional career	1	6	20	9	5	13	13	3	6	11	12	2	3	5	12	1	2	8	11	2	na	na	na	na
Graduate from a 4-year college/university	29	6	0	0	23	8	0	0	26	7	0	0	15	6	1	0	18	2	1	0	na	na	na	na
Attend a post-secondary training program other than college (e.g., construction, cosmetology)	4	21	11	0	4	14	14	2	6	8	12	7	4	6	11	1	5	5	7	6	na	na	na	na

APPENDIX B: PARENTAL INSTITUTE SESSION SURVEY COMMENTS

8/16/2014
does tips working hard
effective and helpful especially the time on "social media" presentation
everyone speaking gave very interesting information. I look forward to the next meetings
excellent
good info on social media
Great job! Thank you Mrs. Heuter
great start for a phase 25 parent! Thanks
Great topic! I learned some new things
I found out so much about social medial that I did not know. I was writing so fast and hard during Mr. Hills presentation that a parent gave me a hand out of his presentation. I was/am so thankful. The session was so informative for me for I had no idea what KID was. I'd heard it and thought it was Kick. Oh my I am so far behind but I feel that I'm updated as of Aug 2014. Thank you so very much
I found the phase II presentations very informational.
It was good.
It was very good and meaningful, great job!
Looking forward to many more meetings, very comfortable and inviting.
n/a
None at this time, thank you
Scholars and Presenter were GREAT!
Social media info was highly enlightening
Social media is an issue that we need to deal with as a village
student did awesome job in presentation
today's session was very enlightening as I hope that we can see more about the good and bad of social media so that we can become more family friendly
very enlightening and informative
very good topic on social media. Can we repeat this in six months?
Very Good!!! :) Glad to be back….
very important information in these current times. Thank you!
Very informative and speaker gave a lot of good insight on social media.
Very informative. The material was very useful and presented
9/20/2014
Awesome sauce

Awesome!! Have her talk with the students!!
Excellent subject matter and presentations.
great
great info at this meeting
Great practical info!
Helpful. I have a high school freshman and a senior.
I really appreciated the last speaker. She was very personable and well informed about what she knew. It was a joy to listen to her.
I would have liked more time with Ashli McLean. She had great information.
loved every minute of it
most informative
Need a class on programs for children who are wards of the state - kinship care, foster care etc.
nope not really
Please work on others learning to respect everyone around them. (outside conversation)
Thank a lot for all your help! Kudos to you
The Cooper's info. was very useful.
The last speaker was very helpful and cute!!
The meet was very helpful to me and my family. I really enjoy every topic that each parent discuss.
This has to be the absolute best meeting I've attended thus far and so very timely!
This meeting was really good cuz it help me to have ideas for my son future, like source in the internet, how important is for my son to read good books, volunteer work and pray reach out and help others, and be a role model parent.
Very helpful for not only my Scholar but for my other child. Great info.
Very helpful!
Very informational for my boys future. I just want to thank you for providing the information!
Very informative Thank you
Very informative. Thanks!!
Was insightful and helpful. Have a senior so this was definitely right on time.
You guys are doing a great job in organizing programs that are benefiting and helpful. This is one of those.
10/18/2014
As a single mom of 4 children, having the time to feed and provide for them could be exhausting. I think it would be good to have a speaker on how a parent takes care of themselves.

Excellent presentation about the school options
Good.
I did not get text about today's meeting. Went to my husband's cell: Please text: 741-4902 - Barbara Bauer
I have girls
I liked hearing from other schooling options for high school and will pass the information along if I know of other parents interested in this.
I never walk out of these meetings w/o being given different ways to better my scholar. I am always able to pass all I learned to others.
Include all private/independent schools. Maybe have a non-public school "fair" for parents/scholars
Kudos to WMY & Lincoln Found
My son is not ready for high school, but I like Trinity.
summer leadership opportunities for Caucasian kids like the one in MA
The speakers today were very good and helpful about their schools
Very good info.
11/15/2014
Do a budgeting session w/educational scholars of all ages.
I am going to take home the ten traits of a positive thinker to my family because this is something everyone needs to know.
I am very thankful for the group of children. Tell them that. I always enjoy Financial information.
I commend the students and their presentation. I enjoyed hearing from the parents and getting to know them. I wish we could spend more time or have the opportunity to get to know more parents on a personal level. Let's create an event at least once a year, early in the program year to have a get-together. The financial session was very helpful! Captain Mills - Great presentation!
I needed this big time! Thanks
I wish that this presentation CPNC can be given to our older scholars who are getting ready for college as this is information that is not being presented to them in school.
Making the kids more aware financially. Our scholars need this knowledge as well.
Mr. Mills was amazing. Would have liked to hear more from him.
Powerful presentation of the scholars! I am a very proud parent. Thanks to the Lincoln Foundation and all the supporting team for your amazing job: changing lives. All presentations were great!
Thank you Phase 21.

The kids did an excellent job! Would like a continuation on budgeting and how to help ourselves and our kids w/maybe even homework assignments. P.S. The kids can market their presentation!

The students did an amazing job.

The students who spoke presented a powerful message and set the stage for the other speakers. The financial literacy presentation was very appropriate. Finally, the inspirational presentation by Capt. Mills was the icing on the cake.

The young people from Georgetown Summer Institute were wonderful. They make me hopeful for our next generation. You can see how Whitney Young has impacted them in such a positive manner. I already understand budgeting, etc., but could see it was helpful to the audience. Last part best. Can he stay longer next time?

This session made me feel very involved and I felt much more comfortable sharing my personal successes and hearing from the other parents, youth and speakers! I strongly agree our youth need financial literacy courses at an early age! Captain Mills rocked it of for us w/his level of enthusiasm and positivity in his delivery!

Thoroughly enjoyed the scholars and the PNC team. Always enjoy Captain Wilson!

Very helpful today. Thank you.

Very relevant topic. Please expose the students to this information! Loved Sgt. Mills!

Was awesome. Really enjoyed the speakers and the testimonies.

Would like to see the student have a budget class. This is hard to get across to your children. Loved the presentation and sharing today. Inspiring. People were very informative. Thank you.

Youth group was very touching and informative as far as education goes. Hunger in America is worse than we know and kids can't focus w/an empty stomach. They can't succeed hungry!

1/17/2015

Every trip is okay.   The lecture, illustrations and short dramatization to buttress the lecture is so fantastic.

Excellent presentation and great topic.

Excellent!

good.

Grandiose!!!!! Very interesting.

Great information.

Great information, great energy, needed that insight. We have 13, 14, 19 year olds.

Great job!

Great speaker, very helpful and interesting.

It has give and takes. Make sure someone who teaches this class has kids or a kid. Just because you have a degree helps, but hands on experience is so much more real. Clyde James

- 502-807-1411. If you have any questions.
It was very helpful because I am having some difficulties with my son's behavior in school and home. Trying to figure out how to handle the situation.
Karen was awesome. I am a better parent now than I was at 9:00 a.m. Thank you.
Knowledgeable and Important
More time for questions.
Mrs. Sheets-Mosley was wonderful. So helpful.
Need to insure proper microphones available to ensure all can hear.
No comments!
No matter what, I walk out of the meetings with a great knowledge that I can use at home.
Ok
Thanks for providing these services. Always informative.
This was for me!!
Very helpful, Thanks!
Very helpful. Wonderful presenter. Impressed with creativity and variety of topics we're presented by this program. Very grateful.
Very informative.
Very informative. Brought reality to life.
Very informative. The parenting tools I will pass along to all my friends. Thanks
Very interesting presentation - giving us different ways to speak with our children.
2/15/2015 - CANCELLED
3/21/2015
Great Job!
Great session! Can't wait to start my farm.
I always enjoy the sessions.
I am so very thankful for this organization and what it does for youth. Thank you for all the work you put in. I am thankful for the Parental Institute.
I wasn't interested.
Kentucky Proud very informative
Sessions are always great. We appreciate the work you all do. Thanks.
Very good.
Very informative panel
Very informative session!

We should have a scholarship Parent Institute EVERY year! Also have a session on applying for grade applicable scholarships yearly. Session for parents to help them with what a good resume or essay looks like. Hold a session and make 9th-12th, all students write a resume or essay to build on and make better as they continue to apply for jobs/awards & scholarships. Session on the strategies for college-cost vs. debt & the realities of what a college degree means in the job market; a degree from a NO name college is just as good as an Ivy League college in the job market; it only impacts salary but not so much hiring. Lets hold a conference style Parental Institute with varying concurrent classes on different topics on a Saturday for 5 hours at JCTC or Bellarmine while the scholars are in session also on parent suggested topics. Hold a park cook-out to provide an opportunity for parents to interact & build rapport w/each other and our scholars. This helps both parents & Scholars to build a wider networking circle & to be able to help & know each other when we encounter each other in other circles. Can we start to archive files on the website for each Parental Institute monthly? And a syllabus of what our scholars are learning?

Would like to see more of this.

4/18/2015

"Health is Wealth" presentation was excellent.

Enjoyed health and wellness presentation.

Great Day! Great Presenters!

Great day. Thanks for all you guys do.

Great!

Health is Wealth was good. I did not see how the songs relates to the program.

I really enjoyed the Health is Well segment.

It's always a delight and honor to hear Mr. John Gage.

John Gage is great. The other info. given is very helpful, from Mrs. Nicole Dean.

Loved the visit from John Gage as usual. Always an inspiration!

Ms. Nicole Dean was very informative. She has brought a lot of knowledge about our health and wealth (stress free) mind, body and soul spirit.

PERFECT!

Really enjoyed the music of John Gage- Very inspiring. Also enjoyed presentation by Nicole Dean. Gave me ways to focus on balance of life.

Satisfactory!

Self-esteem of children (students) with alternative lifestyle. How do the schools help? Do schools prepare staff and student with sensitivity sessions? Accommodations in schools and colleges to keep students safe?

Thanks!

The music was inspirational. The speaker was helpful about the health of the family.

Wellness presentation was very useful and should be included as a topic every year. Well needed. Thank you for this session.

Wonderful!