

Evaluation of the Future Leaders Program: 2015-2016

Department of Evaluation and Assessment

*Dr. Michael Hinojosa
Superintendent of Schools*



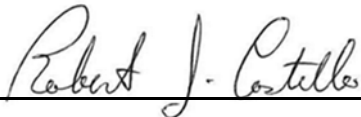
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Evaluation of the Future Leaders Program 2015-2016

Approved Report of the Department of Evaluation and Assessment

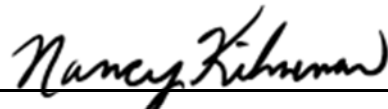
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Nicholas Z. Grimberg, M.A.



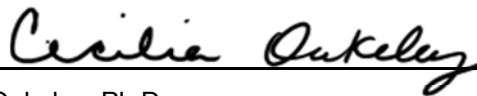
Robert Costello, Ph.D.

Manager – Program Evaluation



Nancy Kihneman, Ph.D.

Director – Program Evaluation



Cecilia Oakeley, Ph.D.

Assistant Superintendent – Evaluation and Assessment

Dr. Michael Hinojosa
Superintendent of Schools



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EVALUATION OF THE FUTURE LEADERS PROGRAM: 2015-2016

Project Evaluator: Nicholas Z. Grimberg, M.A.

ABSTRACT

The Future Leaders Program (FLP) provided mentoring, tutoring, leadership training, and post-secondary support to 273 Dallas ISD students in the 2015-2016 school year. Founded in 2001 by the Brewer Foundation (formerly the Bickel & Brewer Foundation), Dallas ISD students spent two afternoons each week in the classrooms of private school partners. The program was made possible through a unique partnership between the Dallas Independent School District (Dallas ISD) and a number of private educational institutions. The purpose of this evaluation was to analyze the academic performance of Future Leaders Program students and understand how the program has influenced the plans and aspirations of its students.

- Comparison groups were created utilizing propensity score matching by matching FLP students on SY 2014-15 *STAAR* mathematics and reading exam scores and a number of sociodemographic variables. Eleven independent-samples t-tests were conducted to determine whether there were differences between the average scale scores of FLP students and their matched comparison groups on the SY 2015-16 *STAAR* mathematics and reading, *STAAR* Algebra EOC, *STAAR* English I EOC, and *STAAR* English II EOC exams. Results indicated there were no statistically significant differences between the two groups; both groups demonstrated high levels of achievement with scores that were at or above the 88th percentile on all observed *STAAR* exams.
- A survey was conducted to understand FLP student educational and career plans, student confidence in fulfilling these plans, and whether the activities/resources of the Future Leaders Program were an influence. Almost every FLP student (96.5%) expected their highest level of education to be a bachelor's degree or graduate/professional degree.
- Eighty percent (80.4%) of FLP students either strongly agreed or agreed to the statement: "The Future Leaders Program staff have influenced my career and/or college plans." Ninety-four percent (93.8%) of FLP students selected strongly agree or agree to the statement: "Being in the Future Leaders Program has increased my expectations for success."
- Three survey questions asked FLP students to indicate their primary source of information and support when seeking assistance with career advice, college opportunities/admissions, and college financial aid. While the primary source of information and support when seeking career advice was parents and family (43.0%), when seeking information and support about college opportunities/admissions and financial aid, the single greatest source of information and support was Future Leaders Program staff (43.0% and 39.0% respectively).

PROGRAM DESCRIPTION

The Future Leaders Program (FLP) was founded in 2001 by the Brewer Foundation (formerly, the Bickel & Brewer Foundation), a 501(c)(3) nonprofit organization, to provide academic resources and leadership training to selected students without charge. Beginning with only 30 students, the program involved 273 students in the 2015-2016 academic year. The program has provided intensive academic training, tutoring, and mentoring for students in grades five through twelve. The Future Leaders Program was made possible through a unique partnership between the Dallas Independent School District (Dallas ISD) and a number of private educational institutions. Future leaders spent two afternoons each week in classrooms on the campuses of private school partners, where they were tutored in subjects that complemented their public school curriculums. These private school partners included Greenhill School, St. Mark's School of Texas, the Hockaday School, and Episcopal School of Dallas.

Students were selected into the program by teachers, administrators, and liaisons at their schools of origin. FLP students were tutored by teachers of both Dallas ISD schools and the private school partners. Fifth through eighth grade FLP students participated in classes that focused on writing, mathematics, science, technology, leadership, and debate. High school FLP students took courses in college readiness, the humanities, advanced mathematics, and leadership development. Future Leaders Program classes benefited from an 8:1 student-teacher ratio. Additionally, FLP provides a one-week college readiness "boot camp" in the summer for ninth through twelfth graders.

Three counselors met with senior FLP students every Tuesday and Thursday throughout the year and summer providing one-on-one college counseling. Students took part in specialized classes that assisted them with the college admissions and enrollment processes. In addition, FLP provided a financial aid workshop utilizing the financial aid office of the University of Dallas at Texas to walk students and parents through filling out the Free Application for Federal Student Aid (FAFSA). A partnership with The Princeton Review prepared FLP students for college entrance exams. In previous years Future Leaders high school students were provided cultural exploration opportunities to travel to various U.S. cities to learn more about college opportunities and experience different cities across the nation.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this evaluation was to describe the context and outcomes of the Future Leaders Program during the 2015-2016 school year. A description of the Future Leaders Program student population and analysis of academic performance was provided. Another focus of this evaluation was to understand the role that the Future Leaders Program played on the aspirations/plans of its participants.

MAJOR EVALUATION QUESTIONS AND RESULTS

What were the characteristics of Future Leaders Program students?

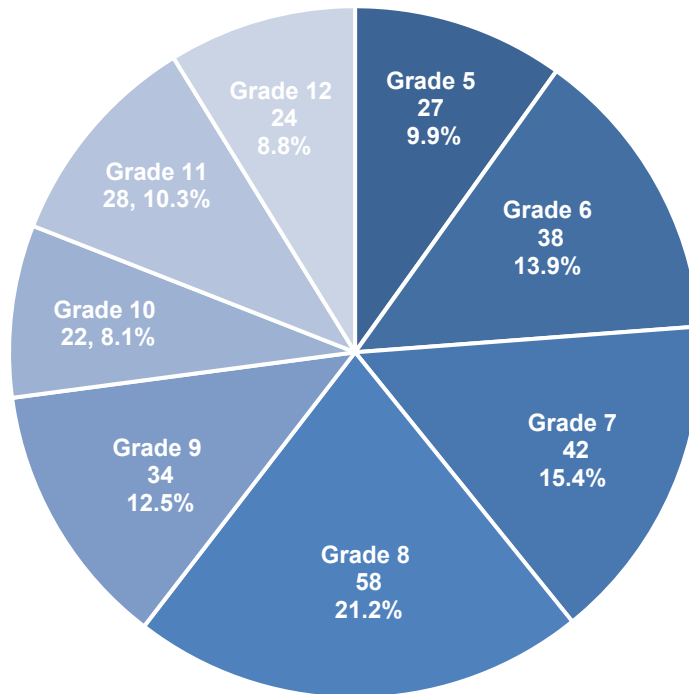
Methodology

Sociodemographic data were extracted from the district's student database, specifically the fall 2015 Public Education Information Management System (PEIMS) snapshot (last Friday in October 2015). Descriptive statistics for Future Leaders Program students are presented by grade, campus, race/ethnicity, gender, limited English proficiency, talented and gifted status, special education status, and economically disadvantaged status.

Results

In the 2015-2016 school year, 273 Dallas ISD students in grades five through twelve were enrolled in the FLP program (Figure 1). Half (50.5) of all students were in middle school and 39.6 percent were enrolled at the high school level.

Figure 1: Grade Levels of Future Leaders Students



As shown in Table 1, FLP students were enrolled in 31 Dallas ISD schools during the 2015-2016 school year. The schools with the highest levels of representation in FLP were Dallas Environmental Science Academy (15.8%), Barack Obama Male Leadership Academy (middle school) (9.9%), W.E. Greiner Middle School (8.1%), Judge B. Sanders Magnet Center for Public Service (7.0%), Barack Obama Male Leadership Academy (high school) (7.0%), and Irma Rangel Young Women's Leadership School (5.1%). These six schools cumulatively enrolled 144 students into the FLP, more than half of all participants (52.9%). One reason for the frequency of magnet school students in the program is a result of the selective nature of FLP eligibility. Fifth grade is a primary entry point for FLP membership and students who are eligible to enter the program are often accepted into selective magnet schools at the middle school level.

Table 1: School Origin of FLP Students

School	N	%
Dallas Environmental Science Academy (DESA)	43	15.8
Barack Obama Male Leadership Academy (middle school)	27	9.9
W.E. Greiner Exploratory Arts Academy	22	8.1
Judge B. Sanders Law Center for Public Service	19	7.0
Barack Obama Male Leadership Academy (high school)	19	7.0
Irma Lerma Rangel (middle school)	14	5.1
Townview Business	12	4.4
Billy Earl Dade Middle School	12	4.4
Sunset High School	10	3.7
Skyline High School	10	3.7
James Madison High School	9	3.3
Oliver W. Holmes Humanities/Communications Academy	8	2.9
J.P. Starks Math, Science and Technology Vanguard	8	2.9
Townview Education	7	2.6
Raul Quintanilla Sr. Middle School	7	2.6
Townview Science & Engineering	6	2.2
Lincoln High School	5	1.8
Townview Health Professions	5	1.8
George Peabody Elementary School	5	1.8
John Neely Bryan Elementary School	4	1.5
Charles Rice Elementary School	4	1.5
Townview School for the Talented and Gifted	3	1.1
Arcadia Park Elementary School	3	1.1
Paul L. Dunbar Learning Center	3	1.1
Irma Lerma Rangel (high school)	2	0.7
L.G. Pinkston High School	1	0.4
William Hawley Atwell Law Academy	1	0.4
E.B. Comstock Middle School	1	0.4
Alex W. Spence Middle School	1	0.4
Henry W. Longfellow Career Exploratory Academy	1	0.4
STEAM Middle School	1	0.4

The sociodemographic characteristics of FLP students are presented in Table 2. Fifty-eight percent (57.5%) of FLP students were Hispanic and 39.2 percent were African American. Slightly more than half of all FLP students were female (53.8%). Eighty-eight percent (87.9%) of FLP students were considered economically disadvantaged. There was a lower proportion of FLP students with limited English proficiency, 10.6 percent, than the district average, 42.9 percent. Unsurprisingly, students enrolled in talented and gifted programs were well represented in the future leaders program at 69.6 percent.

Table 2: Frequency and Percent of Future Leaders Students by Race/Ethnicity, Gender, LEP Status, Gifted/Talented, Special Ed, and Economically Disadvantaged Status

		FLP		DISD	
		N	%	N	%
Race/Ethnicity	Hispanic	157	57.5	111,451	70.2
	African American	107	39.2	35,791	22.6
	White	4	1.5	7,594	4.8
	Other	5	1.9	3,824	2.2
Gender	Female	147	53.8	77,595	48.9
	Male	126	46.2	81,065	51.1
Limited English Proficiency		29	10.6	68,025	42.9
Talented and Gifted		190	69.6	20,807	13.1
Special Education		1	0.4	11,797	7.4
Economically Disadvantaged		240	87.9	140,804	89.4

What was the academic performance of Future Leaders Program students?

Methodology

Due to the unique and highly selective nature of FLP membership, a comparison of FLP student achievement data to district or school averages was unlikely to yield noteworthy insights. Consequently, matched comparison groups were created using propensity score matching to match students on the following variables: grade, SY 2014-15 STAAR reading and mathematics scaled scores, SY 2014-15 STAAR reading and mathematics exam satisfactory and advanced scores, campus, ethnicity, gender, limited English proficiency (LEP), special education, talented and gifted, economically disadvantaged, and at-risk. Appendix A shows the characteristics and STAAR exam performances of FLP students and the matched comparison groups. The performances of FLP students on the SY 2015-16 STAAR reading and mathematics exams were compared to the matched comparison groups to determine whether there were notable differences.

Results

Comparisons of student performance on *STAAR* reading and mathematics exams are shown in Table 3. There are three levels of designating performance on *STAAR* exams: Level I: Unsatisfactory Academic Progress, Level II: Met Satisfactory Standard, and Level III Advanced. Level II is used for accountability purposes and is the indicator used to determine whether or not a student's performance has reached a level determined to be proficient. Level III: Advanced is the highest level achievable and indicates that a student's performance was at a level well above the Level II standard.

A higher percentage of FLP students reached both the satisfactory standard and the advanced standard on the *STAAR* 3-8 reading and mathematics exams. Ninety-three percent (92.6%) of eighth grade FLP students took the Algebra I EOC in eighth grade, rather than in ninth grade, skipping the grade eight *STAAR* mathematics exam. In contrast, 57.4 percent of the eighth grade matched comparison group students took the Algebra I EOC, resulting in a lower number of matched comparison group students for the Algebra I EOC. A higher percentage of FLP students reached the satisfactory and advanced levels on all exams except the Algebra I EOC. The differences between the percentages of students who reached the satisfactory and advanced levels were relatively small.

Table 3: Future Leaders Students and Match Group Performance on *STAAR* Exams: SY 2015-16

	FLP Students		Match Group		Difference
	N	%	N	%	
Reading					
Met Satisfactory Standard	151	98.1	147	95.5	2.6
Advanced	70	45.5	68	44.2	1.3
Mathematics*					
Met Satisfactory Standard	104	99.0	124	96.9	2.1
Advanced	36	34.3	38	29.7	4.6
Algebra I EOC					
Met Satisfactory Standard	56	100.0	34	94.4	5.6
Advanced	31	55.4	22	61.1	-5.7
English I EOC					
Met Satisfactory Standard	28	100.0	27	100.0	0.0
Advanced	8	28.6	6	22.2	6.4
English II EOC					
Met Satisfactory Standard	19	95.0	17	85.0	10.0
Advanced	5	25.0	2	10.0	15.0

Eleven independent-samples t-tests were conducted to evaluate whether there were differences between the average scale scores of FLP students and their matched comparison groups on the following exams: grades five, six, seven, and eight of the 2015-16 *STAAR* 3-8 reading and mathematics exams, the 2015-16 *STAAR* Algebra EOC, English I EOC, and English II EOC exams (Table 4). There were no statistically significant differences between the means of FLP students and their matched comparison groups on any of the tests.

Table 4: Independent-samples t-test results between FLP and Match Group Student STAAR Scale Scores

	FLP Scale Score	Match Scale Score	Mean Difference	t	df	p
STAAR Reading						
Grade 5	1682.9	1674.4	8.5	.349	58	.73
Grade 6	1688.1	1684.3	3.8	.145	62	.89
Grade 7	1723.6	1734.1	-10.5	.464	81	.64
Grade 8	1765.0	1760.8	4.2	.250	99	.80
STAAR Mathematics						
Grade 5	1735.4	1705.0	30.4	.981	58	.33
Grade 6	1744.1	1751.6	-7.5	.281	62	.78
Grade 7	1738.6	1742.0	-3.5	.149	81	.88
Grade 8	1696.2	1724.1	-27.9	.565	24	.58
STAAR EOC						
Algebra	4,398.6	4,472.7	-74.1	.703	90	.48
English I	4,393.0	4,426.1	-33.0	.309	53	.76
English II	4,345.1	4,190.4	154.7	1.357	38	.18

What were the post-secondary and career aspirations of FLP students and what role, if any, did the Future Leaders Program play in these decisions?

Methodology

A survey was designed to understand student educational and career plans, student confidence in fulfilling these plans, and whether the activities/resources of the Future Leaders Program were an influence. To minimize classroom disruption, an online questionnaire was utilized. The survey was administered to FLP students on the following dates: March 3rd for sixth and seventh graders, March 8th for fifth, eighth, and tenth graders, and March 10th for ninth, eleventh, and twelfth graders. In addition, a makeup was held on April 5th for any students that might have been absent during the initial administration of the survey. Altogether, 82.4 percent of currently enrolled FLP students completed the survey. Refer to appendix B for a breakdown of all survey responses by grade levels.

Results

College and Career Plans

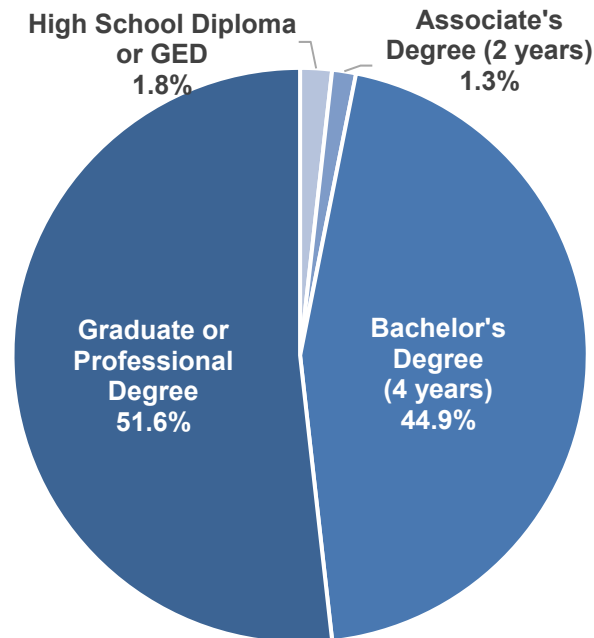
Ninety-two percent (92.0%) of FLP students across all grade levels had plans to enter a four year college or two year college/specialized training program immediately after graduating high school (Table 5). Four percent (4.4%) of students answered, "I don't know". All tenth and eleventh grade students indicated that they plan to enter a four year college immediately after graduation. Fifth and sixth grade students were the least likely to have plans to enter a four year college immediately after graduation (72.0% and 78.1%). A relatively large percentage of fifth and sixth grade students indicated that they did not know what they would do after graduating high school (4.0% and 15.6%).

Table 5: The Immediate Plans of Future Leaders Program Students after Graduating High School

Grade	Take a break longer than four months		Find a full-time job immediately		Enter specialized training program or two year college		Enter a four year college		I don't know	
	N	%	N	%	N	%	N	%	N	%
5	1	4.0	2	8.0	3	12.0	18	72.0	1	4.0
6	1	3.1	1	3.1	0	0.0	25	78.1	5	15.6
7	2	5.9	0	0.0	0	0.0	31	91.2	1	2.9
8	0	0.0	0	0.0	2	4.3	43	91.5	2	4.3
9	0	0.0	1	3.2	4	12.9	26	83.9	0	0.0
10	0	0.0	0	0.0	0	0.0	19	100.0	0	0.0
11	0	0.0	0	0.0	0	0.0	21	100.0	0	0.0
12	0	0.0	0	0.0	2	12.5	13	81.3	1	6.3
All Grades	4	1.8	4	1.8	11	4.9	196	87.1	10	4.4

Ninety-seven percent (96.5%) of FLP students expected their highest level of education to be a bachelor's degree or graduate/professional degree (Figure 2). A little over half of all students selected graduate or professional degree as their highest expected levels of education (51.6%). Less than four percent of students (3.5%) expected their highest levels of education to be an associate's degree, business or technical school certificate, or high school diploma/GED.

Figure 2: Highest Expected Level of Education



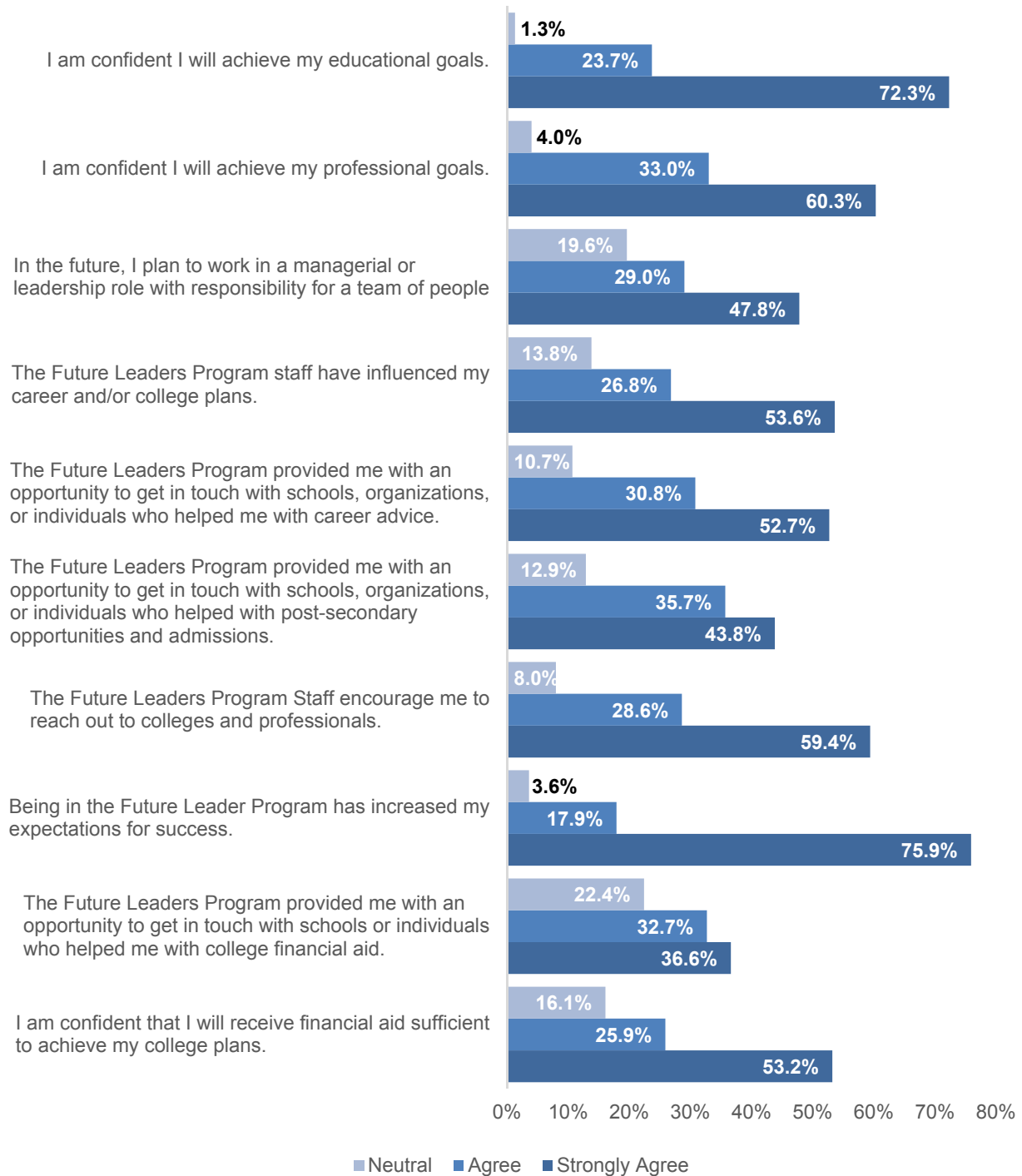
Future Leaders Program Influence

FLP students were asked to indicate whether they strongly agreed, agreed, neither agreed nor disagreed, disagreed, or strongly disagreed with ten statements regarding their plans and what role, if any, the Future Leaders Program played in influencing these plans (refer to Appendix B for a detailed breakdown of survey responses). As shown in Figure 3, responses were generally positive signifying that respondents mostly agreed with the statements. Almost all respondents were confident in their ability to achieve their educational and professional goals. Ninety-six percent (96.0%) of respondents selected strongly agree or agree to the statement: "I am confident I will achieve my educational goals." Similarly, 93.3 percent of respondents selected strongly agree or agree to the statement: "I am confident I will achieve my professional goals."

More than three quarters (76.8%) FLP students strongly agreed or agreed with the statement: "In the future, I plan to work in a managerial or leadership role with responsibility for a team of people." Approximately eighty percent (80.4%) of respondents either agreed or strongly agreed to the statement: "The Future Leaders Program staff have influenced my career and/or college plans." Eighty-eight percent (88.0%) of respondents strongly agreed (59.4%) or agreed (28.6%) with the statement: "The Future Leaders Program staff encourages me to reach out to colleges and professionals". Three quarters of FLP students (75.9%) strongly agreed with the statement: "Being in the Future Leaders Program has increased my expectations for success."

Approximately eighty percent (79.5%) of FLP students strongly agreed or agreed with the statement: "The Future Leaders Program provided me with an opportunity to get in touch with schools, organizations, or individuals who helped with post-secondary opportunities and admissions." Likewise, 83.5 percent of FLP students strongly agreed or agreed with the statement: "The Future Leaders Program has provided me with an opportunity to get in touch with schools, organizations, or individuals who helped me with career advice." Ninety-two percent (91.5%) of FLP students had college plans (see Appendix B). When these students were asked to indicate the level to which they agreed or disagreed with the statement: "The Future Leaders Program provided me with an opportunity to get in touch with schools or individuals who helped me with college financial aid", more than two-thirds (69.3%) answered strongly agree or agree. Three quarters of FLP students with college plans were confident that they will receive financial aid sufficient to achieve their college plans (53.2% strongly agreed, 25.9% agreed). Eighty-two percent (81.5%) of respondents strongly agreed or agreed with the statement: "A Future Leaders cultural enrichment activity has influenced my college plans."

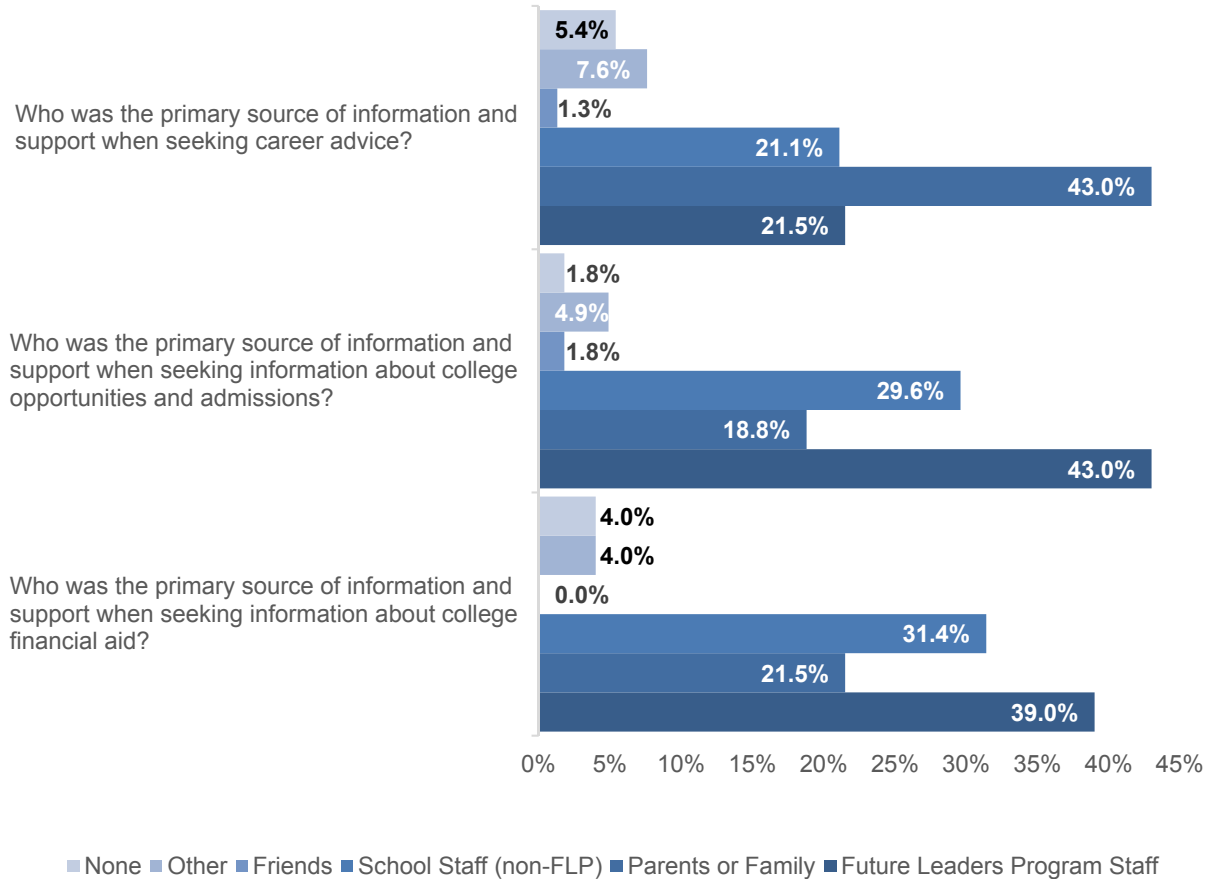
Figure 3: Future Leaders Aspirational Survey Responses



Note: Survey responses to answer choices “strongly disagree” and “disagree” have been omitted from this chart due to low prevalence. Answer choices “Strongly disagree” and “disagree” combined were selected by less than 10% of respondents on every question. Please refer to appendix B for all responses.

FLP students were asked to indicate their primary source of information and support when seeking assistance with career advice, college opportunities/admissions, and college financial aid (Figure 4). While the most common primary source of information and support when seeking career advice was parents and family (43.0%), when seeking information about college opportunities/admissions and financial aid, Future Leaders Program staff were the single greatest source of information and support (43.0% and 39.0% respectively).

Figure 4: Primary Source of Information and Support for Future Leaders Students



SUMMARY AND RECOMMENDATIONS

Summary

The average *STAAR* scores of FLP students were compared to matched comparison groups that were created by matching FLP students on a variety of sociodemographic variables and *STAAR* test scores from the 2014-15 school year. While FLP students generally did outperform their matched comparison groups in the percentage of students meeting the satisfactory and advanced levels of achievement, there was not a statistically significant difference in the levels of performance between the two groups. However, it should be noted that students in both groups demonstrated remarkably high levels of achievement. The average scale scores of FLP students were at or above the 88th percentile on all observed *STAAR* exams.

A survey was conducted to understand FLP student educational and career plans, student confidence in fulfilling these plans, and whether the activities/resources of the Future Leaders Program were an influence. Ninety-two percent (92.0%) of FLP students had plans to enter a four year college or two year college/specialized training program immediately after graduating high school. The next highest answer choice selected for this question was, "I don't know" (4.4%). Similarly, almost every FLP student (96.5%) expected their highest level of education to be a bachelor's degree or graduate/professional degree.

Future Leaders students were asked to indicate the level to which they agreed or disagreed with ten statements regarding their plans and the influence the Future Leaders Program played in influencing these plans. FLP students primarily selected "strongly agree" or "agree" on all questions indicating that participants responded positively regarding their capacity to achieve their plans. Over 90.0 percent of respondents selected strongly agree or agree with the statements: "I am confident I will achieve my educational goals," and, "I am confident I will achieve my professional goals." More than three quarters (76.8%) of FLP students strongly agreed or agreed with the statement: "in the future, I plan to work in a managerial or leadership role with responsibility for a team of people."

Eighty percent (80.4%) of FLP students selected either strongly agree or agree to the statement: "The Future Leaders Program staff have influenced my career and/or college plans." Eighty-eight percent (88.0%) of respondents strongly agreed or agreed with the statement: "The Future Leaders Program staff encourage me to reach out to colleges and professionals." Eighty-two percent (81.5%) of respondents with college plans strongly agreed or agreed with the statement: "A future leaders cultural enrichment activity has influenced my college plans." Moreover, 93.8 percent of FLP students strongly agreed or agreed to the statement: "Being in the Future Leaders Program has increased my expectations for success." Lastly, there were three questions in the survey asking FLP students to indicate their primary source of information and support when seeking assistance with career advice, college opportunities/admissions, and college financial aid. While the most common primary source of information and support when seeking career advice was parents and family (43.0%), when seeking information and support about college opportunities/admissions and financial aid, the single greatest source of information and support was Future Leaders Program staff (43.0% and 39.0% respectively).

The purpose of this evaluation was to understand how the Future Leaders Program affects the lives of its participants. While there were no differences between the performances of FLP students and closely matched comparison groups on the 2015-2016 *STAAR* exams, it should be noted that both groups demonstrated notably high levels of achievement. Furthermore, performance on *STAAR* exams represent only a single snapshot of student achievement and is not a reflection on the thoughts and plans of FLP students which serve as a more meaningful barometer of future leadership ambitions. It is clear from the survey that the Future Leaders Program has played a positive role on the self-perceptions and aspirations of its students.

Recommendations

Follow up on the college attendance and scholarship/financial aid award information of Future Leaders Program students. Finalized information for the FLP graduating class of 2016 concerning their post-secondary decisions and the scholarship/financial aid awards received for the 2016-2017 academic year was not available at the time of this report. There is typically a lag in receiving this information as some students receive these offers in late summer and classes do not start until September. It would be interesting to report this information for the senior FLP students in this report.

APPENDICES

Appendix A

Appendix A Table 1: Demographic and Student Characteristics of FLP and Match Group Students

		FLP Students		Match Group	
		N	%	N	%
Grade	5	27	13.4	33	16.4
	6	34	16.9	30	14.9
	7	39	19.4	44	21.9
	8	54	26.9	47	23.4
	9	27	13.4	27	13.4
	10	20	10.0	20	10.0
Race	Hispanic	117	58.2	115	57.2
	African American	76	37.8	77	38.3
	White	4	2.0	7	3.5
	Asian	2	1.0	2	1.0
	Hawaiian/Pacific Islander	1	0.5	0	0.0
	American Indian	1	0.5	0	0.0
Gender	Female	105	52.2	107	53.2
	Male	96	47.8	94	46.8
Limited English Proficiency		29	14.4	29	14.4
Talented and Gifted		139	69.2	144	71.6
Econ disadvantaged		181	90.0	179	89.1
At risk		46	22.9	43	21.4

Appendix A Table 2: 2014-2015 STAAR Reading and Math Scale Scores of FLP and Match Group Students in Grades 5-9

Subject		Mean Scale Score	Standard Deviation
Reading	FLP Students	1703.7	116.2
	Match Group	1693.1	123.0
Mathematics	FLP Students	1704.6	107.6
	Match Group	1703.5	121.9

Appendix B

Appendix B Table 1: Question 1: What is your Grade Level?

Grade	N	%
5	25	11.1
6	32	14.2
7	34	15.1
8	47	20.9
9	31	13.8
10	19	8.4
11	21	9.3
12	16	7.1
Total	225	100.0

Appendix B Table 2: Question 2: What is your school's name?

School	N	%
DESA	41	18.2
Barack Obama Middle School	26	11.6
Barack Obama High School	20	8.9
Greiner Middle School	17	7.6
Townview Business	11	4.9
Skyline High School	10	4.4
Rangel All Girls Middle School	9	4.0
Townview Public Svc	9	4.0
James Madison High School	7	3.1
Dade Middle School	6	2.7
Holmes Middle School	6	2.7
Quintanilla Middle School	6	2.7
Starks Elementary	6	2.7
Peabody Elementary	5	2.2
Sunset High School	5	2.2
Townview Health	5	2.2
Townview Sci & Eng	5	2.2
Bryan Elementary	4	1.8
Rice Elementary	4	1.8
Arcadia Park Elementary	3	1.3
Dunbar Elementary	3	1.3
Townview Education	3	1.3
Townview Law	3	1.3
Lincoln High School	2	0.9
Townview TAG	2	0.9
Atwell Middle School	1	0.4
Longfellow Middle School	1	0.4
Pinkston High School	1	0.4
Rangel All Girls High School	1	0.4
Seagoville Middle School	1	0.4
Townview law	1	0.4
Woodrow Wilson High School	1	0.4
Total	225	100.0

Appendix B Table 3: Question 3: What are your immediate plans after graduating high school?

Grade	Take a break longer than four months		Stay at home as a parent or caretaker		Find a full-time job immediately		Enter specialized training program or two year college		Enter a four year college		I don't know	
	N	%	N	%	N	%	N	%	N	%	N	%
5	1	4.0	0	0.0	2	8.0	3	12.0	18	72.0	1	4.0
6	1	3.1	0	0.0	1	3.1	0	0.0	25	78.1	5	15.6
7	2	5.9	0	0.0	0	0.0	0	0.0	31	91.2	1	2.9
8	0	0.0	0	0.0	0	0.0	2	4.3	43	91.5	2	4.3
9	0	0.0	0	0.0	1	3.2	4	12.9	26	83.9	0	0.0
10	0	0.0	0	0.0	0	0.0	0	0.0	19	100.0	0	0.0
11	0	0.0	0	0.0	0	0.0	0	0.0	21	100.0	0	0.0
12	0	0.0	0	0.0	0	0.0	2	12.5	13	81.3	1	6.3
All Grades	4	1.8	0	0.0	4	1.8	11	4.9	196	87.1	10	4.4

Appendix B Table 4: Question 4: What is the highest level of education that you expect to obtain?

Grade	High school diploma or GED		Certificate from business or technical school		Associate's Degree (2 years)		Bachelor's Degree (4 years)		Graduate or professional degree	
	N	%	N	%	N	%	N	%	N	%
5	1	4.0	0	0.0	1	4.0	8	32.0	15	60.0
6	3	9.4	0	0.0	0	0.0	15	46.9	14	43.8
7	0	0.0	0	0.0	0	0.0	16	47.1	18	52.9
8	0	0.0	1	2.1	1	2.1	19	40.4	26	55.3
9	0	0.0	0	0.0	0	0.0	13	41.9	18	58.1
10	0	0.0	0	0.0	0	0.0	12	63.2	7	36.8
11	0	0.0	0	0.0	0	0.0	9	42.9	12	57.1
12	0	0.0	0	0.0	1	6.3	9	56.3	6	37.5
All Grades	4	1.8	1	0.4	3	1.3	101	44.9	116	51.6

Appendix B Table 5: Question 5: Do you have a career plan?

Grade	Yes		No	
	N	%	N	%
5	23	92.0	2	8.0
6	25	78.1	7	21.9
7	27	79.4	7	20.6
8	35	74.5	12	25.5
9	22	71.0	9	29.0
10	17	89.5	2	10.5
11	19	90.5	2	9.5
12	15	93.8	1	6.3
Total	183	81.3	42	18.7

Appendix B Table 6: Question 6: What are the minimum educational requirements of your chosen career?

Grade	High school Diploma or GED		2 Year Certificate or license		Two year degree		Four year degree		Graduate or professional degree		I don't know the minimum educational requirements	
	N	%	N	%	N	%	N	%	N	%	N	%
5	0	0.0	1	4.3	2	8.7	8	34.8	7	30.4	5	21.7
6	0	0.0	1	4.0	1	4.0	8	32.0	10	40.0	5	20.0
7	0	0.0	1	3.7	3	11.1	10	37.0	9	33.3	4	14.8
8	1	2.9	2	5.7	3	8.6	15	42.9	5	14.3	9	25.7
9	2	9.1	1	4.5	2	9.1	11	50.0	5	22.7	1	4.5
10	1	5.9	0	0.0	2	11.8	10	58.8	2	11.8	2	11.8
11	1	5.3	0	0.0	1	5.3	12	63.2	2	10.5	3	15.8
12	0	0.0	0	0.0	2	13.3	7	46.7	2	13.3	4	26.7
All Grades	5	2.7	6	3.3	16	8.7	81	44.3	42	23.0	33	18.0

Appendix B Table 7: Question 7: I am confident I will achieve my educational goals.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	0	0.0	1	4.0	24	96.0
6	1	3.1	0	0.0	2	6.3	6	18.8	23	71.9
7	1	2.9	0	0.0	1	2.9	5	14.7	27	79.4
8	0	0.0	0	0.0	0	0.0	14	29.8	33	70.2
9	1	3.3	2	6.7	0	0.0	7	23.3	20	66.7
10	0	0.0	0	0.0	0	0.0	8	42.1	11	57.9
11	1	4.8	0	0.0	0	0.0	6	28.6	14	66.7
12	0	0.0	0	0.0	0	0.0	6	37.5	10	62.5
All Grades	4	1.8	2	0.9	3	1.3	53	23.7	162	72.3

Appendix B Table 8: Question 8: I am confident I will achieve my professional goals.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	0	0.0	9	36.0	16	64.0
6	1	3.1	0	0.0	2	6.3	12	37.5	17	53.1
7	1	2.9	0	0.0	2	5.9	8	23.5	23	67.6
8	0	0.0	0	0.0	1	2.1	12	25.5	34	72.3
9	1	3.3	2	6.7	0	3.3	9	30.0	17	56.7
10	0	0.0	0	0.0	3	15.8	10	52.6	6	31.6
11	1	4.8	0	0.0	0	0.0	9	42.9	11	52.4
12	0	0.0	0	0.0	0	0.0	5	31.3	11	68.8
All Grades	4	1.8	2	0.9	9	4.0	74	33.0	135	60.3

Appendix B Table 9: Question 9: In the future, I plan to work in a managerial or leadership role with responsibility for a team of people

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	2	8.0	8	32.0	15	60.0
6	1	3.1	0	0.0	9	28.1	7	21.9	15	46.9
7	1	2.9	0	0.0	8	23.5	11	32.4	14	41.2
8	0	0.0	1	2.1	9	19.1	10	21.3	27	57.4
9	1	3.3	2	6.7	4	13.3	7	23.3	16	53.3
10	0	0.0	1	5.3	4	21.1	9	47.4	5	26.3
11	1	4.8	0	0.0	5	23.8	7	33.3	8	38.1
12	0	0.0	0	0.0	3	18.8	6	37.5	7	43.8
All Grades	4	1.8	4	1.8	44	19.6	65	29.0	107	47.8

Appendix B Table 10: Question 10: The Future Leaders Program staff have influenced my career and/or college plans.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	4	16.0	6	24.0	15	60.0
6	1	3.1	1	3.1	2	6.3	8	25.0	20	62.5
7	1	2.9	2	5.9	9	26.5	4	11.8	18	52.9
8	0	0.0	2	4.3	7	14.9	17	36.2	21	44.7
9	2	6.7	1	3.3	3	10.0	7	23.3	17	56.7
10	0	0.0	1	5.3	1	5.3	8	42.1	9	47.4
11	2	9.5	0	0.0	2	9.5	4	19.0	13	61.9
12	0	0.0	0	0.0	3	18.8	6	37.5	7	43.8
All Grades	6	2.7	7	3.1	31	13.8	60	26.8	120	53.6

Appendix B Table 11: Question 11: The Future Leaders Program provided me with an opportunity to get in touch with schools, organizations, or individuals who helped me with career advice.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	1	4.0	5	20.0	19	76.0
6	2	6.3	1	3.1	5	15.6	10	31.3	14	43.8
7	1	2.9	1	2.9	8	23.5	7	20.6	17	50.0
8	0	0.0	2	4.3	4	8.5	24	51.1	17	36.2
9	1	3.3	2	6.7	1	3.3	8	26.7	18	60.0
10	0	0.0	1	5.3	1	5.3	4	21.1	13	68.4
11	1	4.8	1	4.8	4	19.0	4	19.0	11	52.4
12	0	0.0	0	0.0	0	0.0	7	43.8	9	56.3
All Grades	5	2.2	8	3.6	24	10.7	69	30.8	118	52.7

Appendix B Table 12: Question 12: The Future Leaders Program provided me with an opportunity to get in touch with schools, organizations, or individuals who helped with post-secondary opportunities and admissions.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	3	12.0	8	32.0	14	56.0
6	2	6.3	2	6.3	3	9.4	12	37.5	13	40.6
7	1	2.9	3	8.8	11	32.4	6	17.6	13	38.2
8	0	0.0	3	6.4	5	10.6	22	46.8	17	36.2
9	1	3.3	2	6.7	0	0.0	13	43.3	14	46.7
10	0	0.0	1	5.3	1	5.3	7	36.8	10	52.6
11	1	4.8	1	4.8	2	9.5	7	33.3	10	47.6
12	0	0.0	0	0.0	4	25.0	5	31.3	7	43.8
All Grades	5	2.2	12	5.4	29	12.9	80	35.7	98	43.8

Appendix B Table 13: Question 13: The Future Leaders Program Staff encourage me to reach out to colleges and professionals.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	2	8.0	5	20.0	18	72.0
6	1	3.1	0	0.0	3	9.4	12	37.5	16	50.0
7	1	2.9	1	2.9	5	14.7	8	23.5	19	55.9
8	0	0.0	2	4.3	5	10.6	13	27.7	27	57.4
9	2	6.7	1	3.3	1	3.3	7	23.3	19	63.3
10	0	0.0	0	0.0	1	5.3	7	36.8	11	57.9
11	1	4.8	0	0.0	1	4.8	5	23.8	14	66.7
12	0	0.0	0	0.0	0	0.0	7	43.8	9	56.3
All Grades	5	2.2	4	1.8	18	8.0	64	28.6	133	59.4

Appendix B Table 14: Question 14: Being in the Future Leader Program has increased my expectations for success.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	0	0.0	3	12.0	22	88.0
6	1	3.1	0	0.0	2	6.3	3	9.4	26	81.3
7	1	2.9	1	2.9	1	2.9	3	8.8	28	82.4
8	0	0.0	0	0.0	2	4.3	10	21.3	35	74.5
9	2	6.7	0	0.0	1	3.3	4	13.3	23	76.7
10	0	0.0	0	0.0	2	10.5	6	31.6	11	57.9
11	1	4.8	0	0.0	0	0.0	6	28.6	14	66.7
12	0	0.0	0	0.0	0	0.0	5	31.3	11	68.8
Total	5	2.2	1	0.4	8	3.6	40	17.9	170	75.9

Appendix B Table 15: Question 15: Do you have college plans?

Grade	Yes		No	
	N	%	N	%
5	25	100.0	0	0.0
6	28	87.5	4	12.5
7	31	91.2	3	8.8
8	41	87.2	6	12.8
9	25	83.3	5	16.7
10	19	100.0	0	0.0
11	21	100.0	0	0.0
12	15	93.8	1	6.3
Total	205	91.5	19	8.5

Appendix B Table 16: Question 16: The Future Leaders Program provided me with an opportunity to get in touch with schools or individuals who helped me with college financial aid.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	13	52.0	7	28.0	5	20.0
6	2	7.1	2	7.1	3	10.7	10	35.7	11	39.3
7	1	3.2	3	9.7	9	29.0	9	29.0	9	29.0
8	0	0.0	6	14.6	9	22.0	15	36.6	11	26.8
9	0	0.0	1	4.0	7	28.0	6	24.0	11	44.0
10	0	0.0	1	5.3	2	10.5	9	47.4	7	36.8
11	1	4.8	0	0.0	2	9.5	6	28.6	12	57.1
12	0	0.0	0	0.0	1	6.7	5	33.3	9	60.0
Total	4	2.0	13	6.3	46	22.4	67	32.7	75	36.6

Appendix B Table 17: Question 17: I am confident that I will receive financial aid sufficient to achieve my college plans.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	0	0.0	8	32.0	4	16.0	13	52.0
6	2	7.1	0	0.0	4	14.3	6	21.4	16	57.1
7	1	3.2	0	0.0	4	12.9	7	22.6	19	61.3
8	0	0.0	3	7.3	4	9.8	11	26.8	23	56.1
9	0	0.0	1	4.0	5	20.0	6	24.0	13	52.0
10	0	0.0	0	0.0	5	26.3	7	36.8	7	36.8
11	1	4.8	1	4.8	1	4.8	6	28.6	12	57.1
12	0	0.0	1	6.7	2	13.3	6	40.0	6	40.0
Total	4	2.0	6	2.9	33	16.1	53	25.9	109	53.2

Appendix B Table 18: Question 18: A Future Leaders cultural enrichment activity has influenced my college plans.

Grade	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
5	0	0.0	1	4.0	4	16.0	13	52.0	7	28.0
6	1	3.6	0	0.0	4	14.3	13	46.4	10	35.7
7	1	3.2	1	3.2	6	19.4	9	29.0	14	45.2
8	0	0.0	2	4.9	7	17.1	17	41.5	15	36.6
9	0	0.0	1	4.0	4	16.0	8	32.0	12	48.0
10	0	0.0	0	0.0	1	5.3	13	68.4	5	26.3
11	1	4.8	0	0.0	3	14.3	4	19.0	13	61.9
12	0	0.0	0	0.0	1	6.7	7	46.7	7	46.7
Total	3	1.5	5	2.4	30	14.6	84	41.0	83	40.5

Appendix B Table19: Question 19: Who was the primary source of information and support when seeking career advice?

Grade	Parents or Family		Friends		School Staff (non- Future Leaders Program)		Future Leaders Program Staff		Other		None	
	N	%	N	%	N	%	N	%	N	%	N	%
5	17	68.0	0	0.0	2	8.0	3	12.0	1	4.0	2	8.0
6	17	53.1	0	0.0	5	15.6	8	25.0	1	3.1	1	3.1
7	18	52.9	0	0.0	5	14.7	6	17.6	5	14.7	0	0.0
8	20	42.6	0	0.0	12	25.5	6	12.8	5	10.6	4	8.5
9	12	41.4	1	3.4	8	27.6	2	6.9	2	6.9	4	13.8
10	7	36.8	0	0.0	6	31.6	6	31.6	0	0.0	0	0.0
11	4	19.0	1	4.8	5	23.8	8	38.1	2	9.5	1	4.8
12	1	6.3	1	6.3	4	25.0	9	56.3	1	6.3	0	0.0
Total	96	43.0	3	1.3	47	21.1	48	21.5	17	7.6	12	5.4

Appendix B Table 20: Question 20: Who was the primary source of information and support when seeking information about college opportunities and admissions?

Grade	Parents or Family		Friends		School Staff (non- Future Leaders Program)		Future Leaders Program Staff		Other		None	
	N	%	N	%	N	%	N	%	N	%	N	%
5	2	8.0	1	4.0	4	16.0	15	60.0	3	12.0	0	0.0
6	7	21.9	0	0.0	10	31.3	11	34.4	2	6.3	2	6.3
7	12	35.3	0	0.0	9	26.5	11	32.4	2	5.9	0	0.0
8	11	23.4	1	2.1	19	40.4	12	25.5	3	6.4	1	2.1
9	5	17.2	1	3.4	10	34.5	11	37.9	1	3.4	1	3.4
10	0	0.0	1	5.3	7	36.8	11	57.9	0	0.0	0	0.0
11	3	14.3	0	0.0	4	19.0	14	66.7	0	0.0	0	0.0
12	2	12.5	0	0.0	3	18.8	11	68.8	0	0.0	0	0.0
Total	42	18.8	4	1.8	66	29.6	96	43.0	11	4.9	4	1.8

Appendix B Table 21: Question 21: Who was the primary source of information and support when seeking information about college financial aid?

Grade	Parents or Family		Friends		School Staff (non- Future Leaders Program)		Future Leaders Program Staff		Other		None	
	N	%	N	%	N	%	N	%	N	%	N	%
5	10	40.0	0	0.0	1	4.0	10	40.0	2	8.0	2	8.0
6	6	18.8	0	0.0	12	37.5	11	34.4	1	3.1	2	6.3
7	12	35.3	0	0.0	11	32.4	10	29.4	1	2.9	0	0.0
8	10	21.3	0	0.0	22	46.8	9	19.1	3	6.4	3	6.4
9	7	24.1	0	0.0	9	31.0	11	37.9	1	3.4	1	3.4
10	1	5.3	0	0.0	7	36.8	10	52.6	1	5.3	0	0.0
11	1	4.8	0	0.0	5	23.8	14	66.7	0	0.0	1	4.8
12	1	6.3	0	0.0	3	18.8	12	75.0	0	0.0	0	0.0
Total	48	21.5	0	0.0	70	31.4	87	39.0	9	4.0	9	4.0