2012 Program Evaluation Summary

Celebrating 22 years helping Dreamers become Achievers

As the “I Have a Dream” Foundation of Boulder County celebrates 22 years of empowering and motivating low-income youth (Dreamers) in Boulder County in pursuit of their academic and career goals, the organization is pleased to present the following evaluation summary which incorporates multiple sources of evaluation methods and data (online surveys designed for Dreamers, mentors and tutors, written surveys for parents, school grades, test scores, attendance rates). The Boulder Valley School District and St. Vrain Valley School District provide the grade, test scores and attendance data. The National Research Center developed the surveys and collected and tallied all of the results.

DEMOGRAPHICS

In 2012, “I Have a Dream” provided services to 341 Dreamers and Dreamer guests, with services reaching Dreamer family members as well. The annual surveys were passed out to 237 eligible Dreamers of who 148 responded (62%). Surveys were also collected from 104 Dreamer parents as well. Boulder Valley and St. Vrain Valley School districts supplied academic and school data on 100% of the Dreamers. All of the Dreamers come from low-income households and 85% identified as Hispanic/Latino, 10% Caucasian, 2% African-American, 2% Other, & 1% Asian-American. *Eligible is defined as local Dreamers who participated in “I Have a Dream” programming.

Academic Achievement

Dreamers continue to demonstrate academic success

• 96% of Dreamers reported that being a Dreamer helped them try harder and 99% want to do better in school.
• 100% of Dreamers responded that they realize getting good grades in school will help them get into college
• 98% of Dreamers believe they will graduate high school and 99% plan to go on to post-secondary education.
• 97% of Dreamers reported that being a Dreamer has helped them improve their grades, including 91% in reading and writing, 92% in math, and 93% on their study skills.
Psychological Well-Being

Dreamers are learning life skills to make positive life choices and resist negative behaviors

- 72% of Dreamers report they are making positive life choices and 68% report they are learning positive life skills
- 96% of Dreamers responded that programming provides a supportive and caring environment
- 97% of Dreamers feel good about their future
- 99% report that staff care about them and make them feel important
- 95% of Dreamers report that there is an adult at programming who they can trust
- 92% report they are better able to say “No” to things they know are wrong

Dreamers are preparing for post-secondary success and meaningful employment

- 92% of Dreamers report that they have been exposed to a variety of career options
- 98% report they are learning the skills needed for employment
- 100% report they realize the connection between getting good grades and both getting into college and having a successful career
- 92% of Dreamers know what classes to take in high school for college entrance requirements
- 95% understand the college entrance process and 98% have visited a college campus
- 81% have practiced their interview skills and 87% have a resume
- 65% of Dreamers report they plan to take Advanced Placement (AP) classes and 70% already have taken AP classes

Dreamers are engaging with their communities

- 88% of Dreamers report that they are volunteering in their community
- 91% reported that they feel better about themselves because they help others
- 92% reported programming has helped them believe they can make more of a difference in the world
- 98% participated in at least one extracurricular activity

PARENTAL INVOLVEMENT IS IMPORTANT

Parents are actively involved in their child’s life and have high educational expectations of their child.

- 93% of Dreamer parents reported that they attend “I Have a Dream” activities
- 91% are trying to save money for their child’s college education
- 83% of parents with high school-aged Dreamers have discussed entrance, academic, and financial requirements for college; nearly 40% of parents with elementary and middle school Dreamers have already discussed these requirements as well
- 99% of parents believe their child will graduate high school and attend college

DEVELOPING PERSONAL RELATIONSHIPS

The personal relationships that Dreamers share with the program directors, mentors, tutors, and staff are what helps set the “I Have a Dream” program apart from other organizations that offer similar services. The long-term aspect of the program provides the opportunities for these unique relationships to develop, creating academic, social, and emotional support systems that vow to not give up on these youth.

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<thead>
<tr>
<th>Satisfaction with Mentors and Tutors</th>
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<tbody>
<tr>
<td>• 88% of Dreamers report that they do better in school because they have a mentor</td>
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<td>• 92% report that if they had a problem, then they could go to their mentor for advice</td>
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<tr>
<td>• 93% report that their mentor helps them set goals for their future</td>
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<tr>
<td>• 98% report that their mentor and staff care about them</td>
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<th>Satisfaction with “I Have a Dream” Program and Staff</th>
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<td>• 94% of Dreamers report that they have an adult they can trust at “I Have a Dream”</td>
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<td>• 99% of Dreamers report that their program director cares about them and expects them to try hard and do their best in school</td>
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<tr>
<td>• 97% report that they are satisfied with “I Have a Dream” programming</td>
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