

# "I HAVE A DREAM" FOUNDATION® NEW YORK METRO AREA

In the fall of 2009, The "I Have A Dream" Foundation – New York Metro Area worked with Arête Consulting to officially evaluate the effects of participation in IHDF-NY programs.

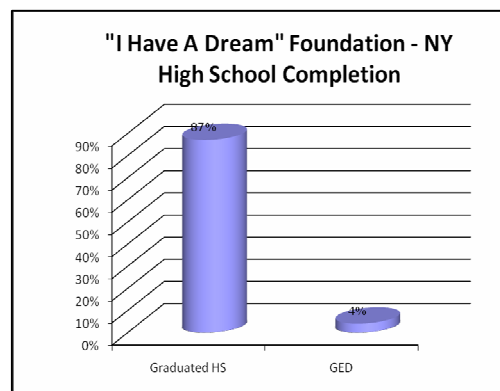
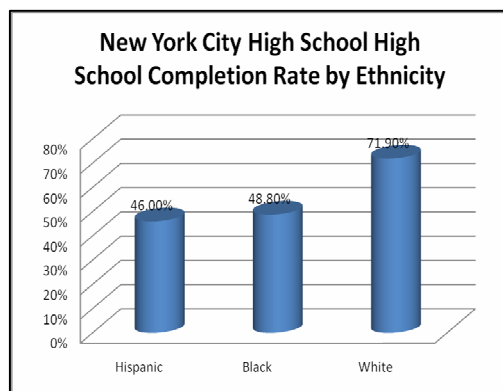
## METHODS:

- An online survey targeting Dreamers from the three most recently graduated programs: Melrose I, Chelsea Elliott I and Ravenswood I.
  - 78% of contacted Dreamer Alumni responded to the survey
- An analysis of the earliest available (baseline) report cards of current Dreamers compared to their most recent report cards (2008-2009 academic year).
  - Adequate report cards were analyzed for 89% of current Dreamers

## MEASURABLE EFFECTS:

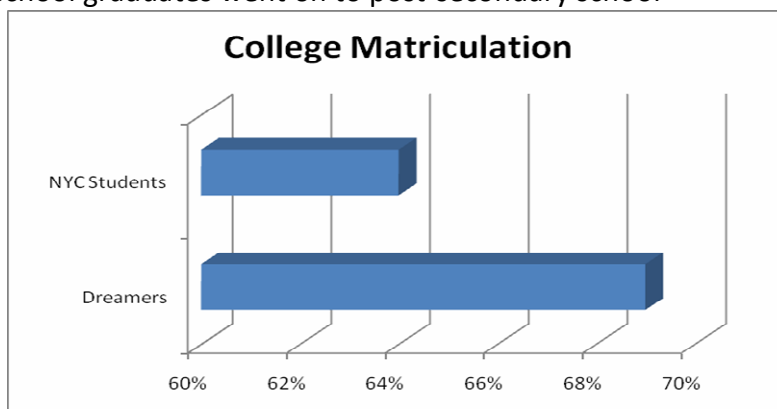
### *Graduation Rates*

Nearly 90% of Dreamers completed high school (87% graduated from high school; 4% received a GED). Almost 100% of Dreamers are from minority populations.

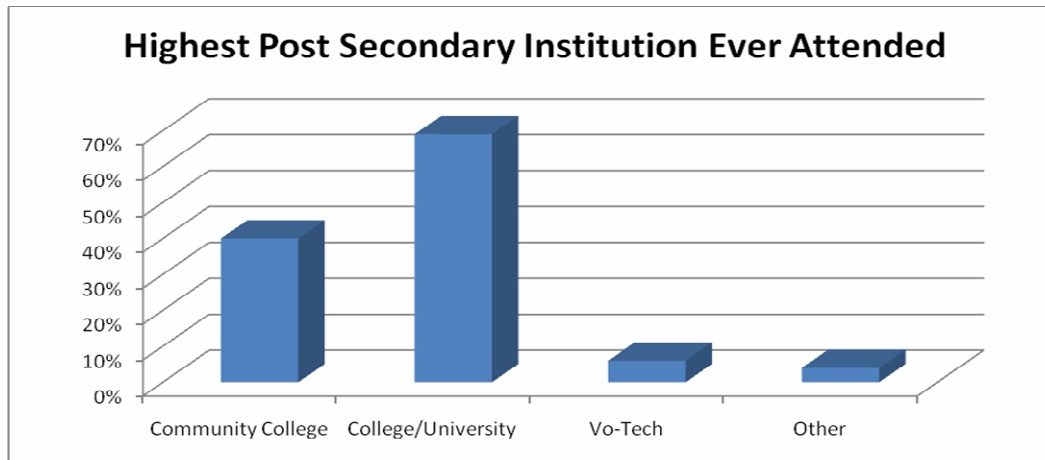


### *College Attendance*

87% of high school graduates went on to post-secondary school



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- Top majors include Business Management, Psychology, Accounting, Criminal Justice, Liberal Arts and Social Work
- On a scale from “very negative” (1) to “very positive” (7), surveys show that Dreamers rate IHDF-NY influence in their decision to obtain post secondary education as a 6.5 on average.

*Academic Performance*

Average grades increased significantly in each of the four tracked subject areas over the time period examined:

**Average Math Grade**  
Increase of .67 points  
(2.33 – 2.94)

**Average English Grade**  
Increase of .23 points  
(2.45-2.68)

**Average Science Grade**  
Increase of .2 points  
(2.45-2.68)

**Average Social Studies Grade**  
Increase of .5 points  
(2.39-2.97)

- New York State standardized math scores increased by an average of 14% from baseline to the most recent test scores.
- New York State standardized English Language Arts scores increased by an average of 8%.

Dreamers in these four programs studied attended 30 different schools. The fact that their scores show improvement over a fairly short time span also suggests that the IHDF-NY program intervention is effective regardless of host school.