



**Quick Facts about “The Formula”
21st Century Community Learning Center Program
Hempstead Union Free School District
Round 5 Hempstead FRIENDS 2010-2013**

Executive Summary

Snap shot of our community

The Village of Hempstead in Nassau County, New York has a population of over 56,000 and is one of the largest incorporated villages within New York State. The Village’s population density exceeds 13,000 per square mile. The median family income in the Village of Hempstead is \$55,641, more than 17% lower than New York State’s average of \$67,040 and just over half of the Nassau County median of \$107,890. Approximately 55% of the housing units in the Village are rented compared to 16.9% throughout Nassau County.

Recent crime reports indicate that while the property crime rate for Hempstead is nearly identical to the statewide average, violent crime, at 8.39 per thousand residents, is more than double the statewide average of 3.92. At 352, a crime per square mile is 23 times higher than the statewide average of 27.

Nassau County’s unemployment rate, at 7.2%, is just over one full percentage point lower than the unemployment rate in the Downstate, New York area (NYS DoL statistics for October 2012). Census data indicates the median household income in this community is \$2,300 below the statewide average. However, the per capita income of \$20,713 is only two-thirds that of the New York State Average, indicating that while household income is close to the average, there are more persons per household in the community sharing those resources. Thirty-nine percent of residents were born in a country other than the United States. Census data indicates that 43% of households speak a language other than English at home, of which the majority speaks Spanish. Further, Village of Hempstead residents and the school district are experiencing crisis conditions regarding youth in areas outside of academics. Hempstead ranks first in Nassau County’s Youth Needs Index in population density, poverty, dropout rate and youth offense rate.

Today, residents cope with problems more common to inner cities: poverty, the loss of jobs, homelessness, and a rise in crime, drugs and gangs. Its distressed

neighborhoods and schools are negatively impacted by a scarcity of affordable housing, disparities in income and an eroded local property tax base that cannot adequately support its schools.

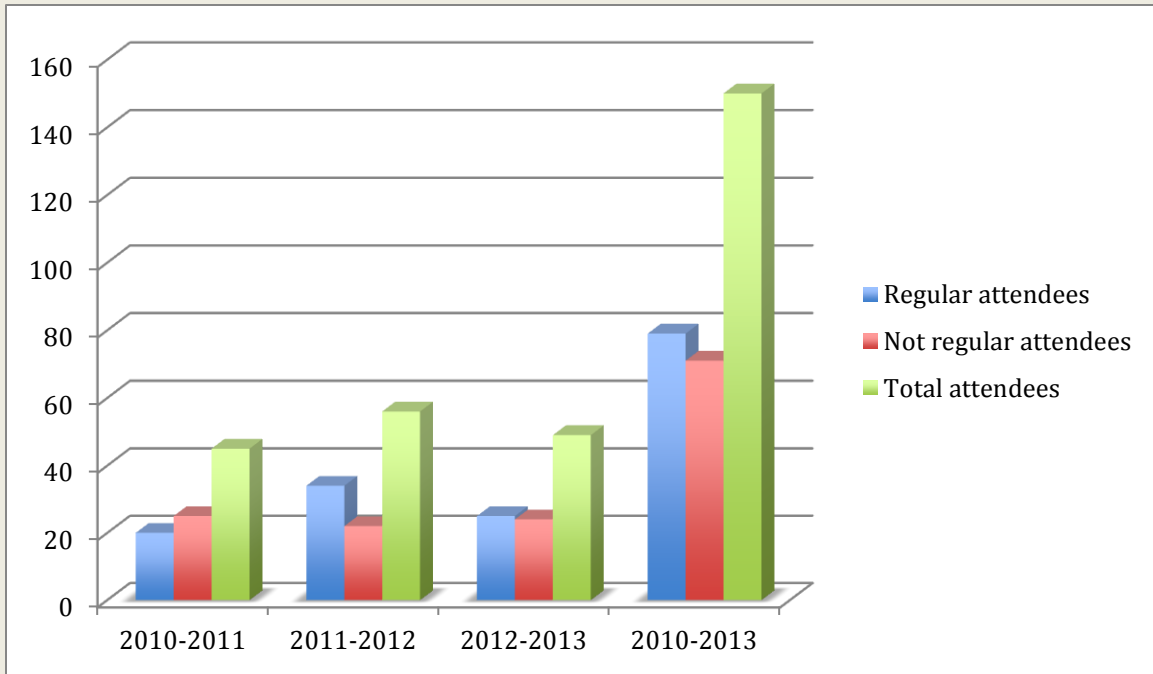
District profile

Hempstead Union Free School District (HUFSD) is reflective of New York suburban communities with a history of changing demographics due to shifts in local immigration patterns, thus resulting in a district with rich cultural and linguistic diversity. The district seeks to increase the opportunities available to its students in order to raise student engagement and critical thinking with relation to the common core learning standards, therefore decreasing the educational gap between Hempstead and higher performing school districts. The 2013-2014 data reveal that only 8% of our 3rd through 8th grade students achieve at or above grade level on the NYS ELA assessments, and 9% on the NYS Grade 3rd through 8th Math assessments.

The District graduation rate is 37% with 39% of Black students and 35% Hispanic students graduating from Hempstead High School in 2014. Of the total graduates, 11% were Limited English Proficient (LEP). HUFSD has recently undertaken a number of initiatives to improve student performance and graduation rates, including providing summer enrichment programs, engaging new directors in ELA, social studies and science, and providing professional development to teachers in common core, mathematics, English language arts and instructional leadership.

Attendance

Hempstead's Round 5 21st Century Community Learning Centers (CCLC) Program, partnered with Bandit Publishing to implement the Formula at Hempstead High School. The Formula served 45 students in the first year (2010-2011), 56 students in (2011-2012) and 49 students in the 2012-2013 school year. The number and percent of participants who were "regular attendees" (attended 30 or more days) increased from 45% (n=20) in 2010-2011 to 62% (n=34) in the 2011-2012 school year. While the number of student participants decreased in the third year of the program, the number and percent of participants who were "regular attendees" (attended 30 or more days) reveals that 52% (n=25) of students attended on a regular basis. The figure below shows the total number of regular, not regular and total attendees from 2010-2013.



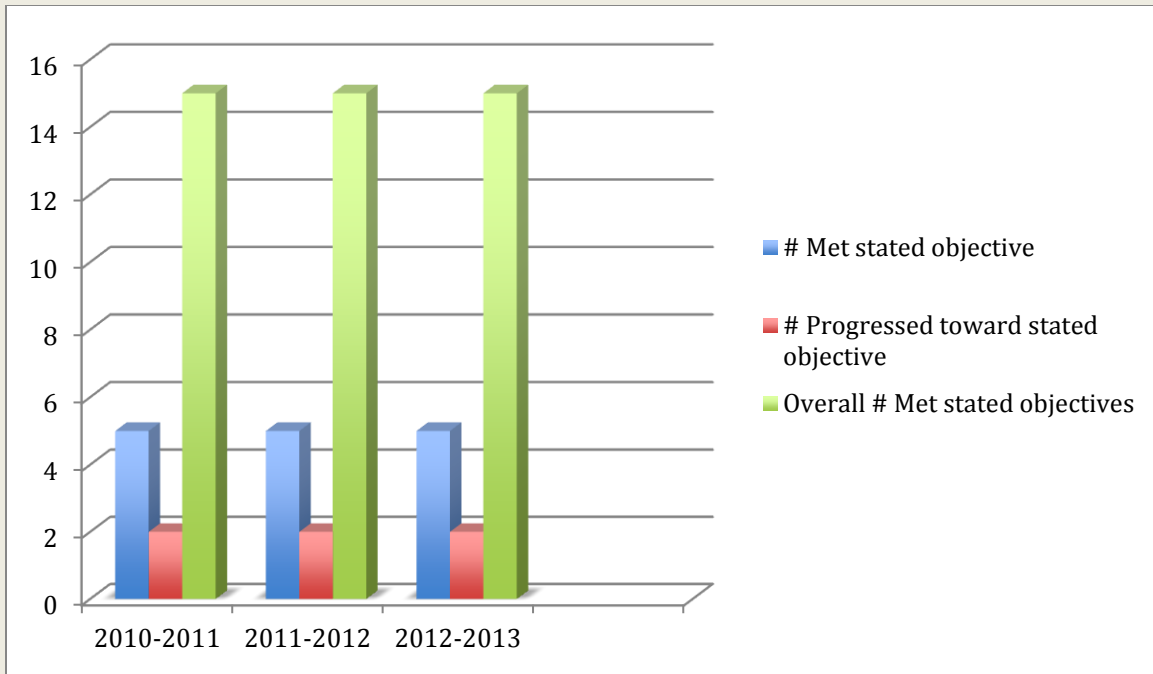
Recommendations

Below are some recommendations to improve the programs performance on its objectives. The objectives and the status of achievement for each school year 2010-2011 and 2011-2012 are located below. As a result of budgetary restrictions, there are no recommendations included in this evaluation report for the 2012-2013 school year.

- Create action plans for objectives that “did not meet but progressed toward stated objective”.
- Develop strategies to increase regular attendance participants.
- Continue to work with the evaluator to ensure that all data are available.
- Continue to challenge students to be more financial literate.
- Continue to provide students diverse opportunities to improve personal skills.
- Provide multiple research-based activities that are targeted at maintaining ELA and Math content knowledge.
- Continue incentivize participants to exhibit positive behavior.

Objectives

OBJECTIVE	Status in 2010-2011	Status in 2011-2012	Status in 2012-2013
Each year, 50% of regular student attendees (i.e. students with 30 or more days of program attendance) will show an improvement in their English class grades from 10 th week to the 40 th week.	Met the stated objective	Did not meet but progressed toward stated objective	Met the stated objective
Each year, 50% of regular attendees will show improvement in their Mathematics class grades from 10 th week to the 40 th week.	Met the stated objective	Met the stated objective	Met the stated objective
Each year, 75% of all regular student attendees will show an improvement in school attendance from the previous school year to the current school year.	Met the stated objective	Did not meet but progressed toward stated objective	Did not meet but progressed toward stated objective
Each year, 75% of all students regularly participating in program will show maintenance of good conduct (no suspensions) or improvement in numbers of suspensions over their performance in the previous year.	Met the stated objective	Met the stated objective	Met the stated objective
Eighty percent (80%) of regularly attending students will log an average of 10 hours each school year in volunteer service projects.	Did not meet but progressed toward stated objective	Met the stated objective	Did not meet but progressed toward stated objective
Each year, a great percentage of AIS eligible students with 30 or more days in the program (regular attendees) than AIS eligible students from the same school who don't participate in the program (non-attendees) will pass the NYS ELA assessment	Did not meet but progressed toward stated objective	Met the stated objective	Met the stated objective
Each year, a great percentage of AIS eligible students with 30 or more days in the program (regular attendees) than AIS eligible students from the same school who don't participate in the program (non-attendees) will pass the NYS Math assessment	Met the stated objective	Met the stated objective	Met the stated objective



Focus Group Results

Students reported fairly high educational and career aspirations. Among respondents, 72% think they will probably start their own business as a result of this program, with the other 29% indicating they are unclear if they want to start their own business. Students showed particular interest in technology app start-ups, fashion design and opening their own music production company.

Over 50% of those surveyed in 2011-2012 note a significant increase in their skills needed to make beneficial financial decisions. In addition, 75% of all student respondents concluded they feel more confident in making future financial decisions than prior to participating in this program. Nearly, 60% of respondents showed reduced discipline referrals over the two year period and revealed that their desire to become more financially literate motivated their decision to exhibit positive behavior.

Overall, 67% of students who participated think they will probably get a 4-year college degree, while 20% plan to attend a 2-year program. The remaining 13% are still undecided about the college aspirations. There were no focus group sessions conducted during the 2012-2013 school year, however it is important to note that the Formula **“met the stated objective”** on four out of the seven objectives. As indicated above, this represents 71% grant compliance in the 2012-2013 school year.

Results by Money Management

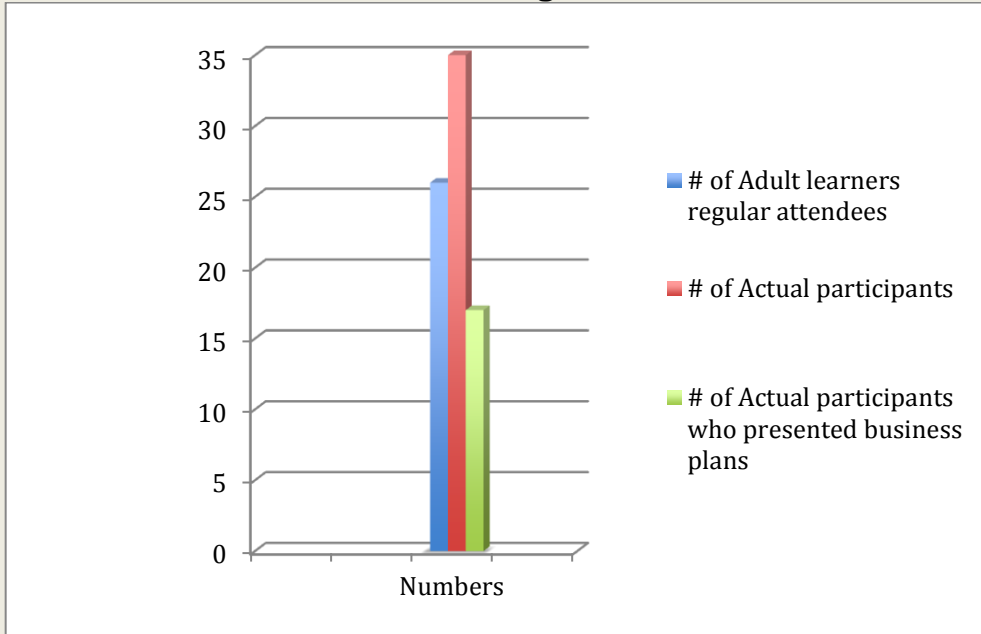
Students reported a better understanding of the processes needed to create capital. In addition over 56% of students revealed they have a better understanding of liability vs. asset. In activities regarding how to manage a corporate balance sheet as a Chief Financial Officer (CFO), students showed a high understanding. In the area of corporate earnings, actual and projected over Q1, Q2, Q3, Q4 (Q=quarter) our focus group reveals that over 61% show a better understanding since the beginning of the program. Lastly, over 52% of students interviewed reveal they understand how to acquire investment from angel investors. Of those surveyed, 100% of them completed a business plan at the end of the program.

The Unexpected

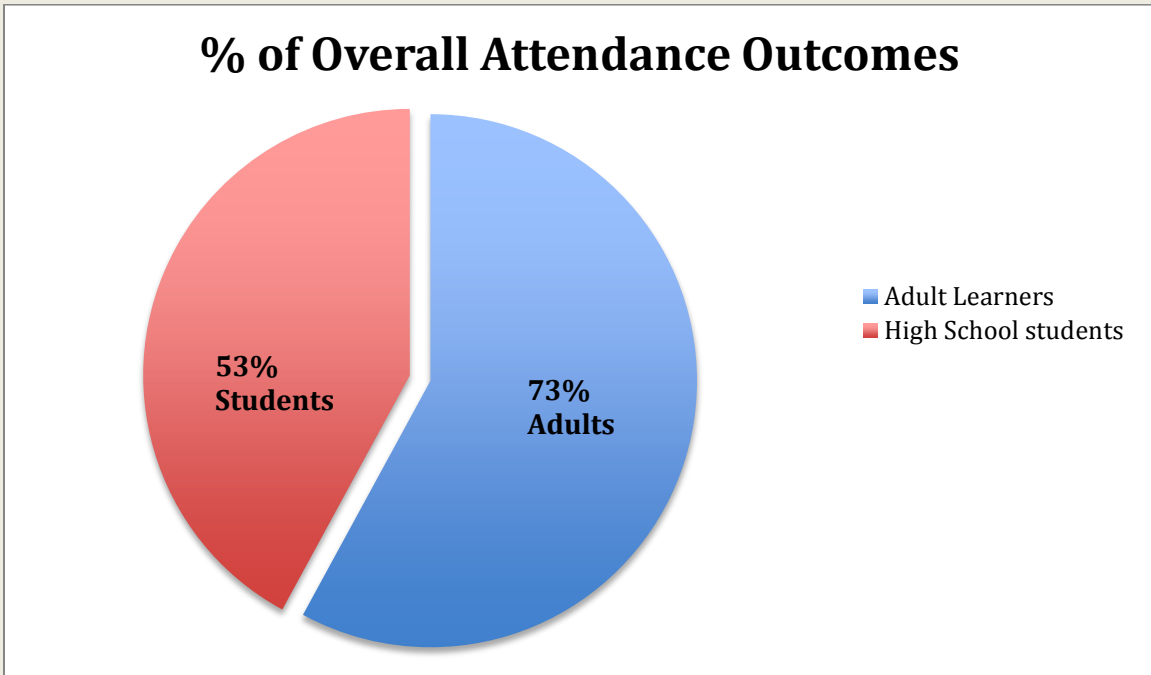
As a result of the excitement and success our students and staff experienced from the Formula, something we didn't quite anticipate occurred. The parents of these students took their books and began to engage them in conversation. They began to explore their own capacity and dreams of becoming a business owner and *"for the first time, I thought they could actually do it."* (An actual quote from a community member). After fielding request after request for the book, the district decided to host a series of free seminars for our parents, and community members.

In our community, we are plagued with a number of significant variables, so it was fascinating to see the intrinsic motivation that was unfolding before our very eyes. While there is no data similar to the pre and post surveys we conducted with students, we did track actual attendance (*for every session*), and completed projects (business plans). As an incentive, only adult learners who participated in 100% of the sessions (attended all 8 sessions) were allowed to present their business plan to the Chamber of Commerce.

of Adult Learner regular attendees



Adult Learner attendance outcomes vs. High School student attendance outcomes



It was beneficial for the district to partner with our Adult Education program to reach a broader audience of participants. As demonstrated in the above charts, we reported 35 adult learner participants. The percentage of “regular attendees” (attended all 8 sessions) was 73% (n=26), higher than any attendance results for our high school students. In fact, the overall three year average attendance for our high school students is 53%. The business plan project data reveals that 100% (n=35) of the adult learners completed the project. With the guidance from Mr. Powell and his team, we were able to provide the necessary support and resources to our adult learners. In addition, the data shows that only 49% (n=17) presented their business plans to the Chamber of Commerce. It was revealed that while a total of 26 (73%) adult learners were eligible to present, fear and other areas outside of our control prevented the remaining 9 adult learners from presenting to the Chamber of Commerce.

Benefits to HS and Adult Learners

As the data has revealed, the benefits to financial literacy and entrepreneurial education can and will positively impact learners at all levels. Our data set showcases the following benefits of this program to our students and adult learners:

- Improved academic performance
- Increased attendance
- Decreased discipline referrals
- Job and career readiness
- Enhanced self-esteem
- Teamwork
- Money management
- Public speaking skills
- Time management

Conclusion

Despite the gap in data from 2013 to present, what we know for certain is that “The Formula” has had significant impact on the students and community of the Hempstead Union Free School District. We wholeheartedly, feel that entrepreneurial education/financial literacy enhances the abilities of our students’ and adult learners to compete in today’s job market, in addition this skill set will make them stronger and more successful business leaders. The New York State Regents Reform agenda agrees with our assessment, and has allotted additional funding to support financial literacy across the state of New York as one of their top priorities.