

**Resources for Inner City Children Evaluation:  
The Effect of the “Keep Up” Tutoring Program and the  
Math and English “Saturday Academies” on High School Graduation Rates**

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## **I. Executive Summary**

### ***Purpose***

Between February and May 2010, Niki Davila and Courtney Lerch, graduate students at The George Washington University, worked with the Washington, D.C.-based non-profit organization Resources for Inner City Children (RICH) to complete an evaluation project. The evaluation project focused on RICH's tutoring programs, specifically its "Keep Up" after-school remedial tutoring program and its "Saturday Academies" weekend English and Math tutoring program. These programs provide one-on-one and small group tutoring to approximately thirty high school students per week at Cesar Chavez Public Charter School and Maya Angelou Public Charter School in D.C.

### ***Background***

After meeting with RICH Director Paul Penniman, the researchers identified two key foci for the evaluation: to determine to what degree (if at all) RICH positively affected its students' likelihood of graduating from high school, and to then determine the social return on investment for the students served by RICH who graduated from high school. It was very important to RICH to have its tutoring programs evaluated so Director Penniman and other RICH staff could gauge the programs' effectiveness in encouraging completion of high school and the resulting societal value of students' completion. In addition to providing internal information to RICH, the evaluation findings can potentially be presented to key stakeholders and funders, as well. There have been numerous studies completed on tutoring programs and dropout rates which show the need for programs such as RICH to try to decrease high school dropout rates (Woods, 1995; Harlow, 2003; Wald & Martinez, 2003; Thorstensen, 2004).

### ***Scope and Methods***

Over the course of three months, the researchers designed and implemented an evaluation that entailed a comparison of the dropout rates of students served by RICH at Cesar Chavez Public Charter School ("the Chavez school") to students at the Chavez school not served by RICH, as well as a comparison of the dropout rates of students served by RICH at the Chavez school to the dropout rates for students in demographically similar areas across the United States. Additionally, the researchers calculated the social return on investment for the students served by RICH who graduated from high school. The following evaluation questions were developed by the researchers and Director Penniman to address the effectiveness of RICH's tutoring programs:

### *Evaluation Questions:*

1. How many of the students served by RICH dropped out?
2. How does the number of RICH-served students who dropped out compare to dropout rates of students not served by RICH at the Chavez school?
3. How does the number of RICH-served students who dropped out compare to dropout statistics from demographically similar populations across the country?
4. Based on research data on the societal cost of high school dropouts, what is the social return on investment for RICH-served students who did not drop out (if RICH is shown to have a positive effect on dropout rates)?

Potential limitations of the evaluation include the incomplete nature of the data on dropouts from both RICH and the Chavez school; discrepancies in data provided on enrollment and dropouts from the Chavez school; and the lack of true comparability between data on RICH students and data on students from demographically similar school districts across the country.

### *Key Findings*

1. The students served by Resources for Inner City Children (RICH) at the Chavez school had a 17.8% lower dropout rate than those at the Chavez school not served by RICH (with a 95% confidence level between 3.2% - 32.2% lower).
2. Comparison school districts throughout the country had lower dropout rates than students served by RICH at the Chavez school.
3. The social return on investment for RICH-served students over the 2005-2006 to 2008-2009 school years may have been over \$4.5 million (between \$876,000 and \$8,176,000 using best and worse case scenarios based on confidence intervals around the two dropout rates).

### *Recommendations*

1. Track students served by RICH who leave their respective schools.
2. Administer surveys of students at the beginning and end of their participation in RICH programs to ask about expectations, experiences with RICH, and why participation is ending.
3. Administer surveys of students' parents/guardians at the beginning and end of students' participation in RICH programs to ask about expectations, experiences with RICH, and why their students' participation is ending.

## **II. Introduction and Background**

### ***Introduction***

Between February and May 2010, researchers Niki Davila and Courtney Lerch worked with Resources for Inner City Children (RICH) to evaluate RICH's tutoring programs. The researchers, Master of Public Administration students at The George Washington University, chose to work with RICH based on the researchers' interest in academic and social development programs for at-risk youth. RICH is a non-profit organization formed in 2003 by Director Paul Penniman that provides after-school remedial tutoring, weekend tutoring for math and English, summer enrichment classes, SAT preparation courses, teacher mentoring, and research development skills at Cesar Chavez Public Charter School and Maya Angelou Public Charter school, both located in Washington, D.C. Through these programs, RICH seeks to improve students' academic performance, and thereby increase their likelihood of the students graduating from high school, attending college, and becoming assets to society as a whole.

### ***Background***

With the assistance of RICH Director Paul Penniman, the researchers determined that the evaluation's focus would be on RICH's after-school remedial tutoring "Keep Up" program and its Math and English "Saturday Academies" at Cesar Chavez Public Charter School ("the Chavez school"). The goals of the evaluation were twofold: first, to ascertain to what degree the Keep Up and Saturday Academies programs positively affect participating students' tendency to finish high school; and second, to determine the social return on investment for the students RICH has served who finished high school. It was very important to RICH to have its tutoring programs evaluated so Director Penniman and other RICH staff could learn the programs' effectiveness in encouraging completion of high school and the resulting societal value of students' completion. In addition to providing internal information to RICH, the evaluation findings can potentially be presented to key stakeholders and funders, as well. As the literature shows, dropout prevention is of utmost importance to society, and tutoring programs like RICH can be instrumental in lowering dropout rates.

### ***Why is dropout prevention important?***

The societal problems presented by dropouts are varied and widespread. These issues include increased levels of involvement in criminal activity, increased unemployment rates, and increased reliance on public assistance (Harlow, 2003; Wald & Martinez, 2003). The societal cost incurred by dropouts is great: welfare and crime costs for dropouts cost the public approximately \$24 billion annually (Thorstensen, 2004).

*Why do students drop out?*

Some main factors which correlate with higher dropout rates include poor academic performance, coming from a socioeconomically disadvantaged background, speaking English as a second language, repeating one or more grades, and becoming pregnant. Of these, poor academic performance is the leading reason students drop out (Hess, Wells, Prindle, Liffman, & Kaplan, 1987). Additionally, a report released in 2006 revealed that students also may drop out due to feeling disinterested in or unchallenged by course work (Bridgeland, DiIulio, Jr., & Morison, 2006)

*How can prevention/tutoring programs lower dropout rates?*

In a nutshell, the best way programs may prevent dropouts is by proactively addressing the reasons students might drop out. These programs should be characterized by “an effective administration and program design, a safe and orderly climate, a student-centered and flexible approach, a diverse and real-world-relevant curriculum, and a committed staff” (Woods, 1995). Additionally, the National Dropout Prevention Center has identified 15 strategies that have been the most effective in preventing dropouts; these include Mentoring/Tutoring and After-School Opportunities (“Effective Strategies for Dropout Prevention”).

*How does RICH align with the literature on dropout prevention programs?*

The population RICH serves correlates greatly with what the literature shows to be populations at risk for dropping out. Students receive RICH’s services due to their history of poor academic performance, and they generally come from socioeconomically disadvantaged backgrounds. English is a secondary language for many of RICH’s students, as well. This knowledge combined with the literature on the cost to society incurred by high school dropouts provides legitimacy for the need to evaluate RICH’s tutoring programs.

### **III. Scope and Methods**

Resources for Inner City Children (RICH) and the researchers examined the effectiveness of RICH’s after-school remedial tutoring “Keep Up” program and its Math and English “Saturday Academies.” Below is an overview of the evaluation questions, the evaluation design, and the data collection methods.

#### ***Evaluation Questions***

The overall question that RICH and the researchers addressed was *How effective are RICH’s tutoring programs?* This question was complemented with four subsidiary questions:

1. How many students served by RICH dropped out?
2. How does the number of RICH-served students who dropped out compare to dropout rates of students not served by RICH at the Chavez school?
3. How does the number of RICH-served students who dropped out compare to dropout statistics from demographically similar populations across the country?
4. Based on research data on the societal cost of high school dropouts, what is the social return on investment for RICH-served students who did not drop out (if RICH is shown to have a positive effect on dropout rates)?

### ***Evaluation Design***

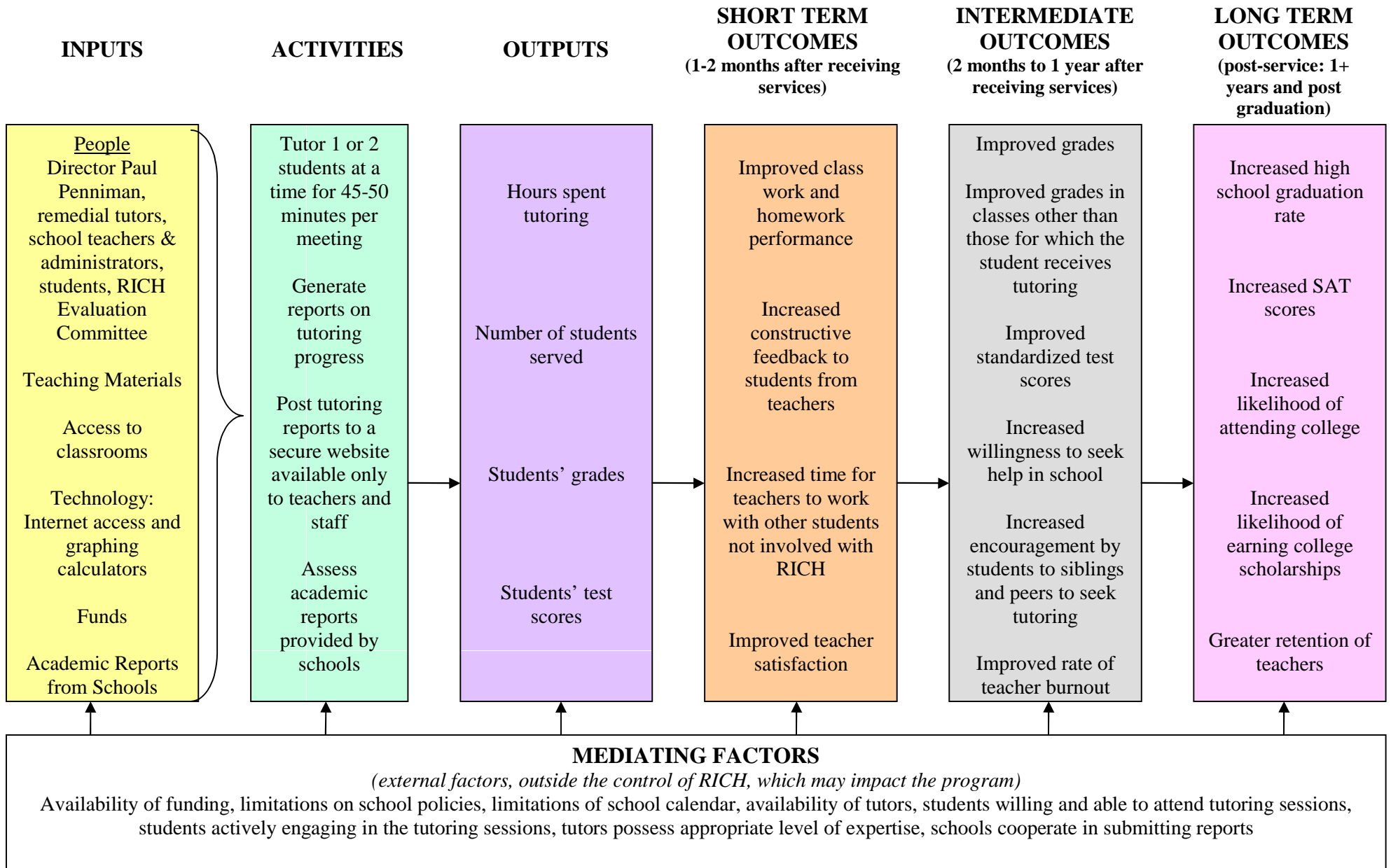
In order to address the research questions, the researchers designed an evaluation that compared relevant dropout data. The researchers used data provided by RICH about the students it has served, as well as student population enrollment, withdrawal, and dropout data from the Chavez school. In addition, the researchers gathered dropout data of demographically similar school districts across the United States for comparative purposes. Information about the cost of high school dropouts to society was gathered from previous research to address the question of the social return on investment for the RICH-served students who did not drop out.

The evaluation questions and design took into account the theories underlying Keep Up and the Saturday Academies. Specifically, the researchers examined the effect of the programs' inputs and activities on the aspired long term outcome of increased high school graduation rates. Figures 1 and 2 show the logic models for the two programs. Logic models are graphic representations of how a program will work under certain conditions to address its goals (Bickman, 1987). Logic models can help show where evaluation issues exist and show key performance measuring points, which can improve data collection (McLaughlin & Jordan, 2004). The logic models were developed by the researchers in conjunction with information provided by Director Penniman. The logic models show how Keep Up and the Saturday Academies are designed to work under normal conditions to solve problems identified by RICH. Multiple parts of RICH's structure and the overall goals to be accomplished are shown, as well as mediating factors that are out of the control of RICH but which may impact the program.

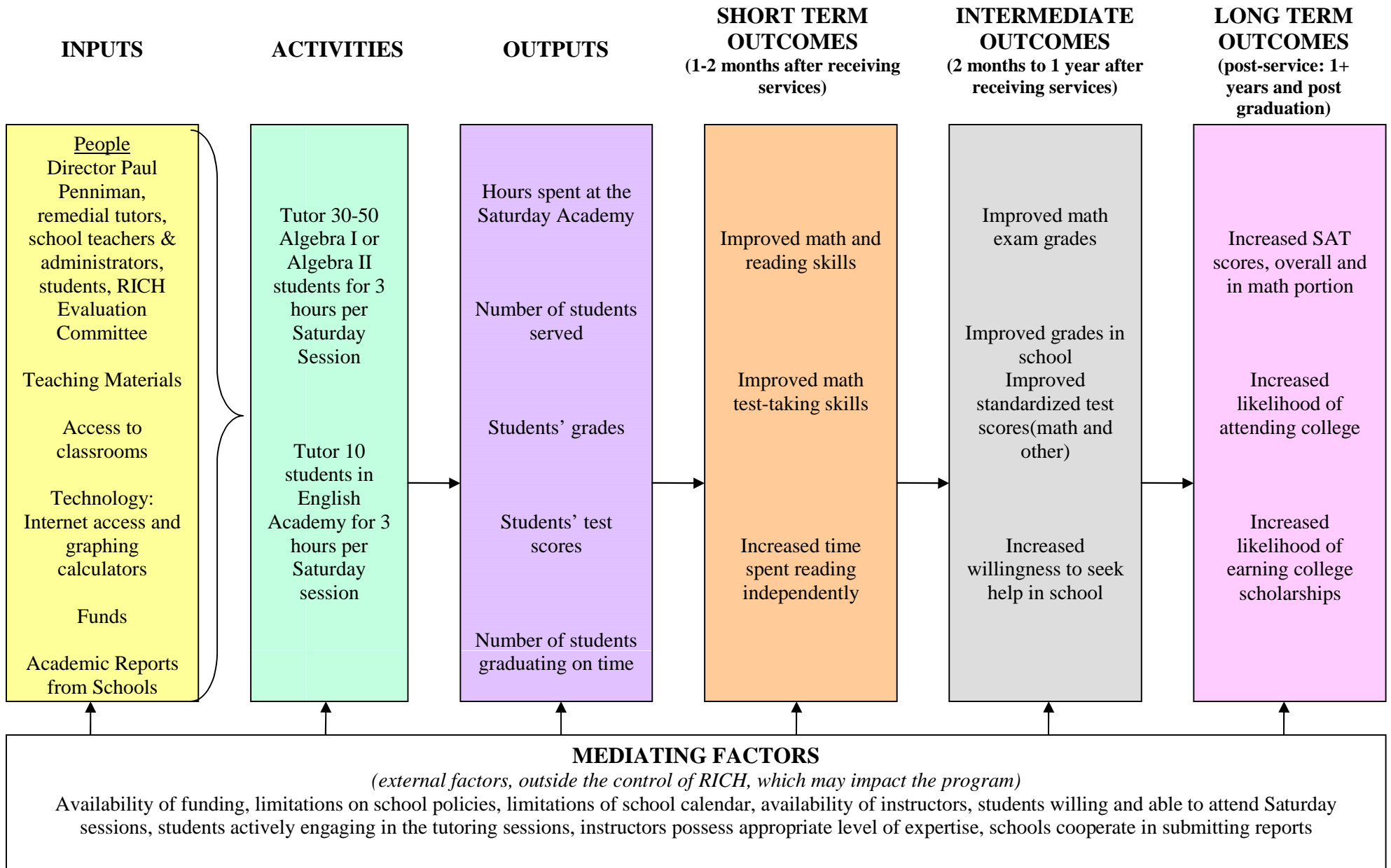
### ***Data Collection***

The researchers collected and analyzed data from three different sources: 1) data provided by RICH and the Chavez school about enrolled and withdrawn students, 2) comparative school data from demographically similar areas across the country, and 3) data about the societal costs of high school dropouts.

**Figure 1: Logic Model - Resources for Inner City Children (RICH)  
“Keep Up” Remedial Tutoring Program**



**Figure 2: Logic Model - Resources for Inner City Children (RICH)  
Saturday Math and English Academies**



1. **RICH and Chavez School Data:** The researchers were provided spreadsheets with data on students involved in Keep Up and the Saturday Academies. In order for a student to have been counted as being involved in one of the RICH programs, the student had to meet certain requirements; for the Keep Up program, students had to attend four or more Keep Up tutoring sessions in a 2-month period, and for the Saturday Academies, students had to attend at least two Saturday Academies sessions (four hours) in a 1-month period. In addition, the researchers were given enrollment and withdrawal spreadsheets for all students in the Chavez school from the 2005-2006 school year up to February of the 2009-2010 school year.

To utilize the information obtained from these multiple sources, the researchers combined the RICH student data and the Chavez school data into one spreadsheet. This master list contained all of the students who were enrolled at any point in the Chavez school during the 2005-2006 to 2008-2009 school years who were set to graduate with one of the 2006-2009 classes (i.e. if a student was a sophomore during the 2006-2007 school year, he or she would have been considered as part of the class of 2009). The master list also documented whether or not the students were served by one of the RICH programs, and whether or not they had been withdrawn from the Chavez school during the observed years, regardless of the reasons for withdrawal. Since it was impossible to tell whether the students who were designated as withdrawals actually dropped out of high school for good, or ended up leaving the Chavez school and graduating elsewhere, all of these students were considered “dropouts” for the purpose of this study. The researchers used this master list to assess and compare dropout rates of RICH students and of the students at the Chavez school who did not participate in RICH programs.

2. **Comparative School Data:** To compare the dropout rates of RICH students to the dropout rates of demographically similar populations across the country, the researchers used data from the National Center for Education Statistics (NCES), the primary federal entity for collecting and analyzing data related to education. For comparison school districts, the researchers examined 16 school districts with similar racial demographics to the District of Columbia, which in turn resembled the racial make-up of the Chavez school. These 16 districts were chosen for comparison based on the percentage of African-American students being greater than 75 percent. The demographic information used for comparison was from the fall of 2006, and the dropout data were from the 2005-2006 school year, the most recent data that could be obtained for various school districts from NCES.

3. **Societal Costs of Dropouts Data:** The researchers chose to use data on the societal costs of dropouts from an October 2009 Northeastern University report due to its recentness and the methodical way the authors of the report determined the costs high school dropouts incur on society. According to the report, the average high school dropout will have a negative net fiscal contribution to society of nearly -\$5,200 over his or her lifetime, while the average high school graduate generates a positive lifetime net fiscal contribution of \$287,000. Thus, the lifetime cost of the average high school dropout to taxpayers is about \$292,000. This cost results from a

combination of factors: lower tax revenues are received from high school dropouts; higher cash and in-kind transfer costs are imposed by them; and they incur much greater incarceration costs than high school graduates (Sum, Khatiwada, McLaughlin, & Palma, 2009). Because \$292,000 was determined to be the average lifetime cost to society of the average high school dropout, the researchers decided to use \$292,000 as the amount of social return on investment per student if the effects of RICH on dropout rates were found to be positive.

### ***Potential Limitations***

A number of potential limitations regarding the data used in this study may possibly decrease the reliability of its findings:

1. **Incompleteness of Dropout Data:** One of the main limitations is the way in which the dropout rates for the Chavez school students (both RICH and non-RICH students) were calculated. Since it was impossible to tell which students who withdrew during the observed time period actually dropped out of high school, the resulting number of students who were counted as dropouts was artificially high. Thus, the potential positive effect of RICH on the students it served was likely dwarfed.

Additionally, data were only provided for students at the Chavez School, not for both Chavez and Maya Angelou Public Charter School (where RICH's programs are also provided). Because of this, the results reached by the researchers concerning RICH's effect on its students can only be applied to the Chavez School.

2. **Discrepancies in Chavez School Data:** When combining the data from multiple spreadsheets into a master list, the researchers found that some of the data did not match up. For example, some students who were shown to have withdrawn from the Chavez school were nowhere to be found on the enrollment lists. This may be due to when enrollment data are actually gathered; if enrollment is not documented until many weeks into the school year (which is likely the case), those students who never showed up for school would be listed on the withdrawal list but not the enrolled students list. Nevertheless, the data may be somewhat incomplete.

3. **Lack of True Comparability between Data on RICH Students and Data on the Comparison School Districts:** Another limitation exists in regards to the data from comparison school districts. In the dropout statistics obtained from NCES, dropout data for the District of Columbia (D.C.) was not available. All other dropout data found by the researchers for D.C. appeared to be very different from the data from NCES. Also, it is likely that states and school districts calculate dropout and graduation statistics differently. Thus, there does not seem to be a uniform way to calculate dropout and graduation rates, which makes it difficult to compare one school district to another.

Also regarding the comparison school districts, the researchers chose the schools to compare to the Chavez school and D.C. based solely on demographic similarities. Therefore, the students in comparison districts could be quite different from students in RICH, at the Chavez school, and even in D.C. It is also important to note that the dropout rate obtained for D.C. and all of the comparison districts did not include data from charter schools; thus comparisons made to the Chavez school are tenuous at best. However, all of the comparison districts except one (Dougherty County, Georgia) were in urban, well-populated areas, so racial similarities were not the only similarity between the Chavez school, D.C., and the comparison school districts.

**4. Inability to Attribute Outcomes to Participation in RICH:** While the purpose of this study was to address the question of RICH's effectiveness of its Keep Up program and the Saturday Academies, it was not possible to definitively attribute the cause of any potential improvements in dropout rates to the work of RICH. However, since dropout rates of the students served by RICH were compared to those of other students in the same school who were likely similar to them in many ways, there is reason to believe that the results could at least partially be explained by students' involvement in RICH.

**5. Variance in Attendance among Participating Students:** The minimum attendance requirements to be considered a RICH student for the purposes of this evaluation (four Keep Up sessions in a 2-month period or two Saturday Academies sessions in a 1-month period) set the RICH students apart from the general Chavez population. However, no distinction was made for RICH students beyond the minimum attendance requirements. It is possible that some of the RICH students in the study only met the minimum requirements, while others may have participated quite frequently and attended a much greater number of sessions. Such variances in participation, then, may have impacted dropout rates.

**6. RICH's Short Amount of Time since Inception:** As noted previously, RICH was implemented in 2003. The first dropout rates considered were for those students who were set to graduate in 2006, only three years after RICH began its programs. It is possible that graduation rates for these first observed years may have artificially been lifted due to novelty effects and potentially higher enthusiasm for the programs by the staff. Also, it is not known how long RICH needed to be in existence for its full effects to take place, and that amount of time may or may not have already passed.

## IV. Key Findings

1. *The students served by Resources for Inner City Children (RICH) at the Chavez school had a 17.8% lower dropout rate than those at the Chavez school not served by RICH (with a 95% confidence level between 3.2% - 32.2% lower).*

Over the 2005-2006 to 2008-2009 school years, the dropout rate for students at the Chavez school who had been involved with RICH’s “Keep Up” program or the “Saturday Academies” was 29.5%. The researchers concluded with 95% confidence that the dropout rate for the RICH students would fall between 20% and 39%. The dropout rate for those students not involved with RICH at the Chavez school during that same time period was 47.3%, and the researchers concluded with 95% confidence that the dropout rate for these students would fall between 42.2% and 52.4%. Table 1 shows the dropout information for both RICH and non-RICH students at the Chavez school during the time period examined by the researchers.

<b>Table 1: Chavez School Dropout Rates for Students Enrolled 2005-2006 to 2008-2009 who Were Set to Graduate During that Time</b>		
	<b>RICH</b> (N=88)	<b>NON-RICH</b> (N=368)
<b>Dropout Rate</b>	29.5%	47.3%
<b>Graduation Rate</b>	70.5%	52.7%

2. *Comparison school districts throughout the country had lower dropout rates than students served by RICH at the Chavez school.*

Through data from the National Center for Education Statistics (NCES), the researchers found dropout information on 16 demographically similar school districts to compare to RICH students at the Chavez school. Dropout information for the District of Columbia was unavailable from NCES, but demographic information was, which showed that the District of Columbia’s demographics were also similar to the make-up of the Chavez school. The researchers found a separate dropout statistic for the District of Columbia, but it was much higher than any rate from any school districted provided by NCES. Thus, it seems likely that the dropout statistics found for the District of Columbia, the comparison school districts across the country, and for both RICH and non-RICH students at the Chavez school were calculated in different ways. Therefore, it does not make sense to compare the dropout rates of RICH-served students calculated by the researchers to dropout rates found across the nation, since the data collection

methods were very different. However, the dropout information for the comparison school districts is given in Table 2 for informational purposes.

3. ***The social return on investment for RICH-served students over the 2005-2006 to 2008-2009 school years may have been approximately \$4.5 million (between \$876,000 and \$8,176,000 using best and worse case scenarios based on confidence intervals around the two dropout rates).***

Using the statistic described in the data collection section of this report of \$292,000 (the amount the average high school dropout will cost taxpayers over his or her lifetime), the researchers found that RICH may have had a total social return on investment for the specified years of over \$4.5 million. This figure was reached by following these steps:

- a) The researchers determined that RICH helped in lowering dropout rates from 47.3% to 29.5%.
- b) Of the 88 students who were served by RICH, the dropout rate without RICH's involvement of 47.3% would have translated to approximately 42 of the 88 students dropping out, up from 26 as the researchers found. Thus, approximately 16 students were "saved" from dropping out by being involved in RICH's program(s).
- c) The 16 students "saved" multiplied by the \$292,000 they potentially would have cost taxpayers by dropping out of high school over their lifetime equaled \$4,672,000.

Using the dropout rates from the 95% confidence intervals expressed in Key Finding #1, RICH may have, at best, had a social return on investment of approximately \$8,176,000. In the worst case scenario using the confidence intervals, RICH would have had a social return on investment of approximately \$876,000. In any case, the social return on investment calculated by the researchers was positive.

While it is impossible to conclusively attribute RICH's involvement to the lower dropout rate observed of the students it served, it is very possible that RICH was at least partially responsible. Also, since the dropout rates of both RICH and non-RICH students at the Chavez school were calculated in the same way, discrepancies between the rates should not exist due to calculation differences.

**Table 2: Demographic and Dropout Data for the Chavez School,  
District of Columbia, and Comparison School Districts**

	<b>African-American %</b>	<b>Latino %</b>	<b>White %</b>	<b>Asian/Pacific Islander %</b>	<b>Dropout Rate %</b>	<b>Minority Population %</b>
<b>Cesar Chavez Charter School*</b>	80	19	0.5	0.5	43.9**	99
<b>District of Columbia***</b>	82.1	10.3	5.7	1.8	51.2	92.4
<b><i>Comparison School Districts****</i></b>						
<b>Richmond City, VA</b>	88.4	3.7	7.1	0.7	5.3	92.1
<b>Baltimore City, MD</b>	89.2	2.1	7.7	0.7	13.1	91.3
<b>Prince George's County, MD</b>	75.4	15.7	5.5	2.9	4.0	91.1
<b>Memphis City, TN</b>	86.1	4.9	7.7	1.2	3.9	91
<b>Atlanta City, GA</b>	86	4.4	9	0.6	6.3	90.4
<b>Clayton County, GA</b>	76.1	13.3	6.2	4.4	3.6	89.4
<b>Detroit City, MI</b>	90	6.4	2.4	0.8	9.6	96.4
<b>Dougherty County, GA</b>	86.8	1.1	11.6	0.4	10.0	87.9
<b>Jackson, MS</b>	97.5	0.4	1.8	0.2	1.9	97.9
<b>DeKalb County, GA</b>	77.6	8.7	10.4	3.3	4.8	86.3
<b>Birmingham City, AL</b>	96.8	1.8	1.2	0.2	2.2	98.6
<b>St. Louis City, MO</b>	82.1	2.5	13.3	1.8	16.0	84.6
<b>Flint City, MI</b>	81.1	2.4	15.7	0.3	2.9	83.5
<b>East Baton Rouge Parish School Board, LA</b>	79.5	2	16.1	2.3	7.1	81.5
<b>Richland 01 County, SC</b>	78.8	2.4	17.9	0.8	4.4	81.2
<b>Montgomery County, AL</b>	78.2	1.9	17.5	2.2	4.8	80.1

\* Demographic data from Fall 2009, retrieved Spring 2010 from the Cesar Chavez Public Charter School website: <http://www.chavezschools.org/school/about/demographics/>

\*\* According to the researchers' calculations, for 2005-2006 to 2008-2009 school years

\*\*\* Demographic data from Fall 2006, retrieved Spring 2010 from the National Center for Education Statistics; Dropout rate data from 2005-2006 school year, retrieved Spring 2010 from an August 2009 Alliance for Excellent Education Issue Brief: <http://www.all4ed.org/files/HighCost.pdf>

\*\*\*\*Demographic data from Fall 2006; Dropout data from 2005-2006 school year; Data retrieved Spring 2010 from the National Center for Education Statistics

## **V. Recommendations**

### **1. Track students served by RICH who leave their respective schools.**

One of the most pronounced potential limitations of the evaluation was the lack of knowledge of what happened to RICH-served students who left the Chavez school before their slated graduation date. Neither the researchers nor RICH had any way of knowing if these students dropped out of school permanently, graduated elsewhere, or passed a General Education Development (GED) test.

If RICH could develop some sort of tracking strategy, such as through a social networking website like Facebook or through routine phone/house calls, this potential limitation could be improved, thereby providing more accurate data for use in future evaluations. One staff member at RICH could devote an allotted amount of time each day or week, for example, to try to follow-up with students RICH served who left school. This could be easier if RICH could collect as much contact information as possible (like home, cell, and work phone numbers, multiple addresses, and email addresses) for students, their families, and maybe even neighbors. This could occur when the students first begin utilizing RICH's services, and RICH could then periodically verify that the information on file is accurate. If this were undertaken, perhaps even a future team of George Washington University graduate students could conduct an evaluation of the success of the tracking system.

### **2. Administer surveys of students at the beginning and end of their participation in RICH programs.**

Since this evaluation did not assess the degree to which RICH's actual programmatic components (such as teacher to student ratio, length of tutoring sessions, and supplies provided) affected students' likelihood to stay in school or continue with the program, it may be valuable for RICH to measure students' perceptions of RICH programs.

The first survey could be administered when students initially begin participating in one of more of RICH's programs. Students' needs as well as their thoughts on what they hope to achieve from participating could be assessed through this initial survey. The second survey could be administered when students end their participation in RICH. Students' perceptions on how adequately RICH served them, and recommendations on improving RICH could be collected, as well as the reason(s) students' involvement with RICH was ending. The two surveys could not only help RICH discover components of its programs in need of improvement, but could also provide a basis upon which to discover whether students, through being involved in RICH, felt more encouraged to graduate.

### **3. Administer surveys of students' parents/guardians at the beginning and end of students' participation in RICH programs.**

Two surveys could also be generated to ascertain parents' perceptions of their students' involvement in RICH programs. One could be given to parents when their student(s) first begin participating in RICH programs to assess what their expectations are of RICH. Potential limitations to parents' support of their student(s) could also be discovered through administration of this initial survey.

The second survey, administered to parents when their students end participation in RICH programs, could assess parents' impression of RICH and the degree to which they feel RICH affected their student(s), as well as determine why, from the parents' viewpoint, their student(s) participation in RICH programs was ending.

## **V. Conclusion**

The researchers' evaluation of the "Keep Up" after-school remedial tutoring program and the Math and English "Saturday Academies" provided to high school students by Resources for Inner City Children (RICH) found that students who participated in Keep Up or the Saturday Academies had a greater likelihood of graduating from high school than students at the same school who did not participate in the program(s). Additionally, the researchers found that the students who participated in Keep Up or the Saturday Academies between the 2005-2006 and 2008-2009 school years who graduated from high school may have led to a RICH social return on investment of over \$4.5 million.

The researchers did not find, though, that students' involvement in Keep Up or the Saturday Academies led to lower dropout rates than those found for demographically comparable populations. However, it is important to note that the method of determining dropout rates for the comparable populations versus the methods the researchers used to determine the dropout rates for RICH may be quite different, thus rendering comparison unreliable.

Furthermore, the potential limitations of the data available minimized the researchers' ability to accurately assess the true effect RICH has on its students' tendency to graduate. By improving methods of collecting and recording data on its students at the beginning and end of their participation as well as after participation ends, Resources for Inner City Children may be better able to have its effect on students' likelihood of finishing high school more accurately evaluated in the future.

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