

COLORADO UPLIFT

The need for a program dedicated to building aspiration and character in youth attending inner city schools in Denver is acute. Without intervention, many of today's youth will neither reach nor exceed the education of the previous generation. Students enrolled in the Colorado UpLift program demonstrated an understanding of the character components taught through the UpLift curriculum. While UpLift students indicate a strong desire to attend college –more so than their peers –they also show a diminished preference for classes in the math and sciences.

Evaluation

2009-2010

Academic Year

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Executive Summary

Overall students in the UpLift program demonstrated understanding and application of the UpLift constructs over the course of the 2009-2010 academic year. The factors comprising the Internal Compass and Keys for Success increased over the year. On the other hand, the factors relating to the Future Mapping component decreased over the course of the year; however this is likely the result of when certain factors of the curriculum are delivered to the students.

The need for character-building and future-planning programs like UpLift has never been stronger. Data from the Current Population Survey and recent research on educational attainment indicate that a large number of youth living in inner city environments will not be as educated as the previous generation. Comparing students at UpLift schools to that of the surrounding areas in Denver, it is clear that students in local schools are not meeting the standard of the previous generation, and that left alone, students will be hard-pressed to find educated role models. Furthermore, as young twenty and thirty-something's (Generation X) are considered to be the best-educated generation of workers, without an adequate education, current students will be at a critical disadvantage and will not be able to compete for jobs.

For the most part, this year's students performed better than last year's students. The 2010 cohorts exhibit a stronger, more positive relationship to the UpLift constructs than did the 2009 cohort –again, except in the Future Mapping component. Comparing 2009 to 2010 academic years, 2010 students performed better on the Internal Compass and Keys for Success components than the 2009 cohort. On the Internal Compass component, students in the 2010 cohort demonstrated an overall gain between fall and spring sessions at a rate of nearly 4 times that of the 2009 cohort. Likewise, there were significant differences in students' performance on the Keys for Success component. In 2009, students made significant gains between the fall and spring terms; however only modest gains were realized in the 2010 cohort. The differences on the Future Mapping component were not large. While the 2009 cohort demonstrated greater gains than the 2010 cohort, those gains were not statistically significant.

Gender differences were not as pronounced as they were in 2009, with main differences being tied to academic indicators and not to performance on UpLift tests. For girls in the program, absences from school have a slightly weaker impact on grades than they do for boys. Not so coincidentally perhaps, as girls demonstrate a weakening interest in the STEM disciplines at school, they simultaneously indicate a higher number of hours dedicated to chores and fewer hours spent on homework.

Additionally, a clear majority of high school students are interested in going to college; however most of the UpLift schools are not preparing their students academically, nor were they preparing them equally. Not surprisingly, girls in elementary school have a stronger interest in math and sciences, yet by the time they enter middle school, girls' interest has slipped significantly. By the time both boys and girls enter high school, slightly more than 16% of the youth are interested in math and science.

Recommendations to the program include both instructional and administrative improvements. For instruction:

- **Pay Attention to Larger Trends:** Observing and retooling curriculum to accommodate emerging trends that occur across all grade levels and locations will keep UpLift programming relevant to students' situation.
- **Develop a Curricula-Delivery Time Line:** Most grade levels experience the "winter-dip" on the Future Mapping component. Developing a time-line as to when factors are delivered to students will help determine which components work together to optimize student understanding.
- **Stabilize Curriculum:** Continue redesign and realignment of curriculum to eliminate erratic results. Stabilizing the curriculum so that all instructors use the best possible pedagogies will go a long way to both improving the lives of students here in Denver.

For administration:

- **Continue to Complete the Test Bank:** While most of the test bank is complete, there are still two grade levels that need a few additions.
- **Expedite Data Transfer:** So that Colorado UpLift can ascertain the full impact of programming on student success, timely access to student data needs to be addressed.
- **Tighten Survey Administration:** One of the largest problems with obtaining accurate results is often the most easily solved. Tighter administration of the survey is necessary to maintain the integrity of the evaluation design and ensure that impacts of missing data on the evaluation is minimized.
- **Build-in Alumni Factors:** So that UpLift can assess impact on the individual, it is now necessary to begin to add in any information available from UpLift alumni.
- **Track Long-Term Trends:** UpLift now has access to data for two consecutive years. Data from the next two years will enable us to gauge the long-range impacts of programming by grade level, and any individual who remains with the program. This information will be invaluable in building predictive models against which UpLift can measure its true impact.

Introduction

The Colorado UpLift program was founded in 1982 and has worked to empower more than 25,000 youth and impact up to 3,600 Denver area students each year, focusing on character trait development, career preparation and leadership. The concept behind Colorado UpLift is to provide a team of teacher mentors, who are available to develop relationships with children over multiple years, beginning in elementary school through high school. Colorado UpLift is registered with the IRS as a tax-exempt 501(c)(3) not-for-profit organization.

Mission

“Building long-term, life-changing relationships with urban youth. “

History

Colorado UpLift was founded in 1982 as a summer jobs program for urban, high school-aged, at-risk youth. After several years, UpLift suspected that these high school students were already at a disadvantage and changed its strategy to build character qualities and life skills as early as elementary school. By using the “pipeline of influence” model in which UpLift staff members provide consistent instruction to students from 4th grade through college age, the current program structure now provides a comprehensive, four-area approach to empowering inner-city youth.

Program Area Description

- In-School: Colorado UpLift staff teaches curriculum focused on **seven character qualities** (Vision, Courage, Respect, Caring, Responsibility, Positive Work Ethic and Integrity) and **six life skills** (Career Mindedness, Communication, Leadership, Problem-Solving, Decision-Making and Goal-Setting).
- After-School: Colorado UpLift staff builds relationships and mentors students in a variety of after school activities and events.
- Adventure: Colorado UpLift students participate in outdoor and physical challenge-centered activities to develop resiliency, leadership, and teamwork.
- Post-secondary: Students are taught the value of college, instructed in the admissions and financial aid process, and provided information necessary to pursue their dreams.

Taken together –the focus on character qualities, teaching of life skills, out of school experiences and future planning –the program provides a comprehensive approach toward developing hope in youth.

Evaluation Methodology

The evaluation combined data from Colorado UpLift student surveys, Denver Public Schools, National Center of Education Statistics, US Census Bureau, the Current Population Survey, and the American Community Survey. Data were analyzed using SPSS V.18, Microsoft, and LISREL software packages.

This evaluation is part of a multiyear examination of the overall impacts and effectiveness of the Colorado UpLift program. A special thanks goes to the Daniels Fund for its generosity in allowing this evaluation to be conducted as part of the duties assigned to the Director of Research and Evaluation.

Test-bank items from the 2008-09 were applied in the 2009-10 academic year. Over the 2007-08 academic year a bank of test items was constructed with assistance from the UpLift instructional staff. Internal validity tests found the resulting instruments to be well above the acceptable social science level of tolerance (Krippendorff's Alpha > .78) and confirmed through face validity checks with age-similar students.

	Future Mapping	Keys for Success	Internal Compass
UpLift Constructs	Vision Responsibility Career Courage	Work Ethic Leadership Communication Problem Solving	Integrity Decision Making Caring Goals Respect
Measure	Guttman Scale Survey	Paired Comparison	Scenario Analyses
Complement Measures	Social Interest Survey Job Duties Preference Career-Type Preference	Hero Identification Corporate Understanding School Discipline Record	Literary/Film Character Identification Extra-Curricular Participation Volunteerism
Interval	3 months	Pre/Post Test MS/HS	Pre/Post-Test
Grade Level	Elementary → HS	Elementary tested using complement measures	Elementary → HS
Aggregate Mark	Change Over Time	Program Effect Effect Size (η^2)	Annual Growth Change Developmental Index
Time Series Design	O O X ₁ O O X ₂ O O X ₃	X O X	X O X
Unit of Study	Student/Class	Student/UpLift Group	Student/Cohort

The chart (above) shows how students cluster their understanding and learning of the UpLift constructs around three primary components.

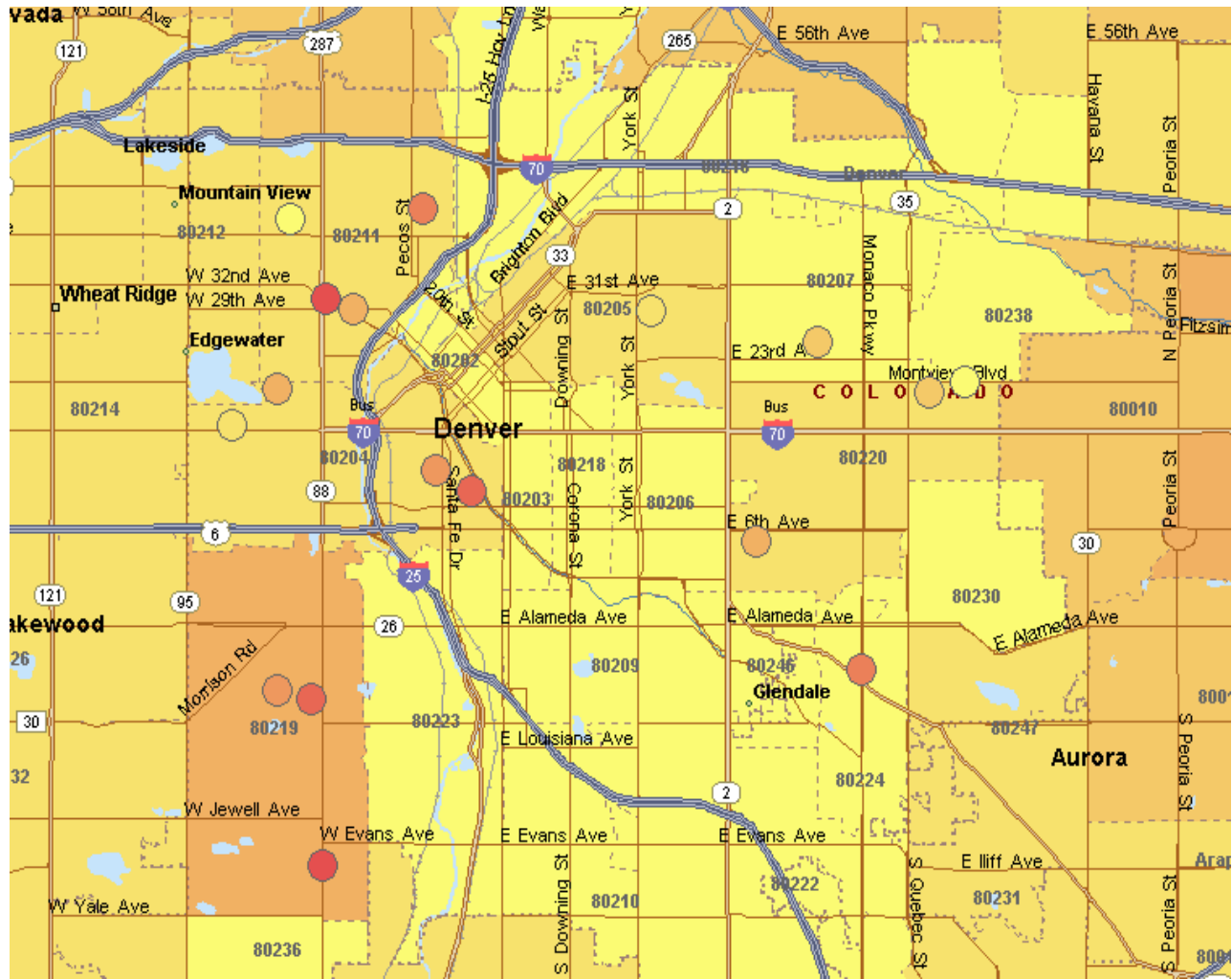
- Future Mapping – Individuals' willingness to exhibit character traits present in many successful personalities,
- Keys for Success – Soft skills necessary for individual and career success, and
- Internal Compass – Qualities reflecting individual's character and how that character translates to behavior.

As each cluster presents a different viewpoint of behavior, three separate types of tests were developed for each of the constructs. Because the individual constructs take time to emerge, the Future Mapping component is tested at three different times over the year, and works to identify students' tolerance for certain types of behavior. Students are tested twice a year –in the fall and again in the spring on Keys for Success and Internal Compass. These two constructs are measured in a value-added paradigm (testing the growth of student understanding).

Tests were administered within one week's time as part of the regularly scheduled classes with UpLift students. In the fall, the constructs for Future Mapping and Internal Compass were administered to all students. Internal Compass scenario scores were not recorded for high school students. The previous years' tests indicated that a scoring bias existed. To control that bias, a series of questions were developed and tested against UpLift students. These questions were not available until the spring, so high school students do not have a fall score for Internal Compass.

Test results were recorded at the UpLift offices and analyzed at the Daniels Fund using Microsoft Excel, Microsoft Map, SPSS V.18 and LISREL statistical software. School and neighborhood data came from the National Center on Educational Statistics (2008) and from the American Community Survey (2008). Dropout projections were calculated using formula available from the US Census website on population projections.

Findings - Dropout Projection Map



This map of the Denver metropolitan area shows the density and location of individuals without a high school diploma (darker/redder zip codes). The dots represent the schools where the UpLift program is housed¹. Taking a projection from the latest available test scores, it is possible to project the dropout rate for students attending each school. Again, the redder the dot in comparison to the surrounding area, the more likely students from that school will not finish high school. The map shows how each of the 19 UpLift schools compare with their communities. The lighter the color, the fewer the number of Latinos living below the poverty line. Conversely, the darker the color, the greater the number of Latinos living below the median income line.²

¹ Data from an NCES 2010 study relating grade level proficiency to likelihood of failing to graduate from high school.

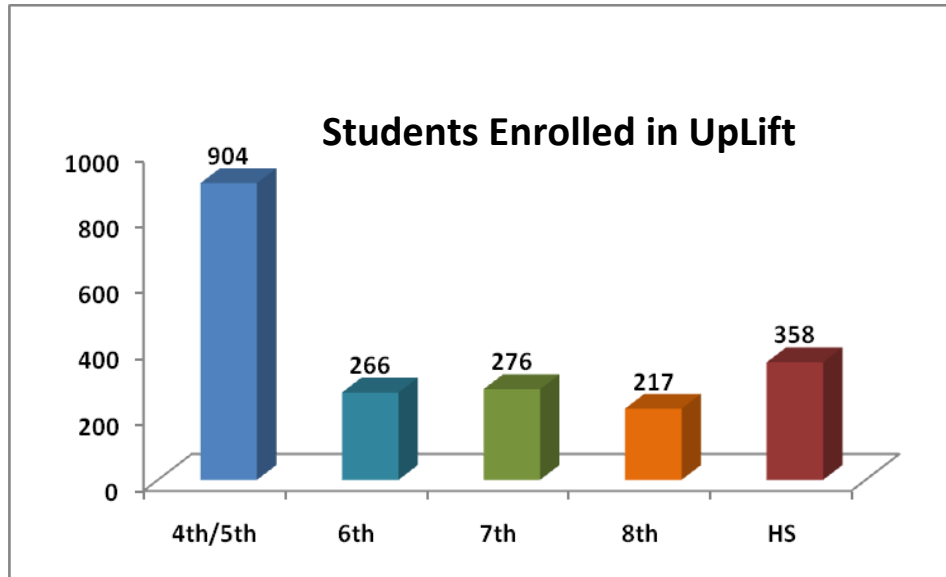
² Ideal situation would be an exact color match between the school "dot" and the surrounding zip code.

Youth not performing at grade-level or under-achieving are at risk of failing to graduate from high school, the need for UpLift is acute. Because students enrolled in Colorado UpLift attend school more often –41% in 2010³, and attendance is key predictor for student success in Denver Public Schools (Iver, Balfanz & Byrnes, 2009), the UpLift program is a necessary component at area schools.

Furthermore, today's students will not achieve at the same level as previous generations. Looking at the map (previous page) and comparing students at UpLift schools to that of the surrounding area, it is clear that at once, students in local schools are not meeting the standard of the previous generation, and that left alone, students will be hard-pressed to find educated role models. As young twenty-and thirty-somethings (Generation X) are the best-educated generation in America, (Isaacs, Sawhill & Haskins, 2007) current students without an education are at a critical disadvantage.

³ Last year, students in UpLift attended school 43% more days than non-UpLift students (Fahey, 2009).

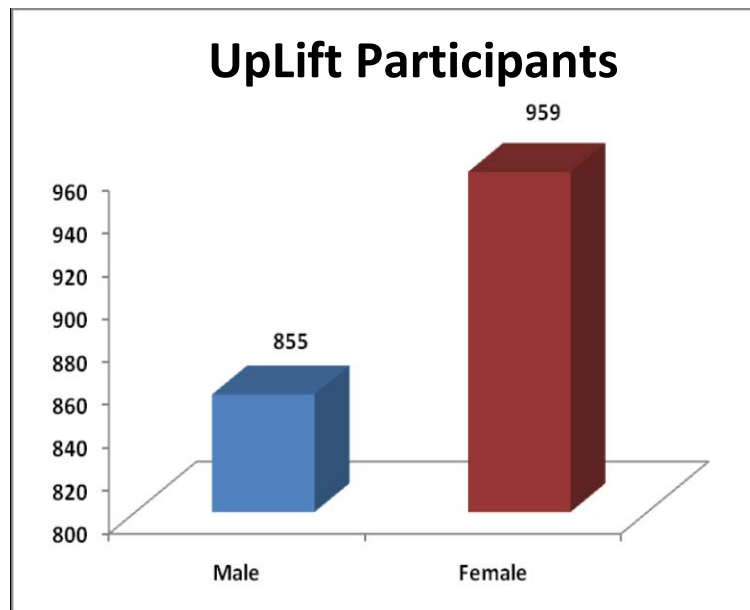
Findings - Student Demographics



The above chart shows the numbers of students enrolled in UpLift programming for the 2009-2010 academic year. The bulk of participants are in the 4th and 5th grades (44.7%), with middle school students comprising slightly over one-third of students (37.6%) and high school students at 17.7%.

- Students in the elementary schools received approximately 30 minutes of instruction each week, for a total contribution of approximately 19.6 hours of programming each year/student
- Middle school students received 50 minutes of programming each week for over 33 hours of programming every year/student
- High school students received 50 minutes of instruction per day for a total of just over 153 hours of instruction for students.

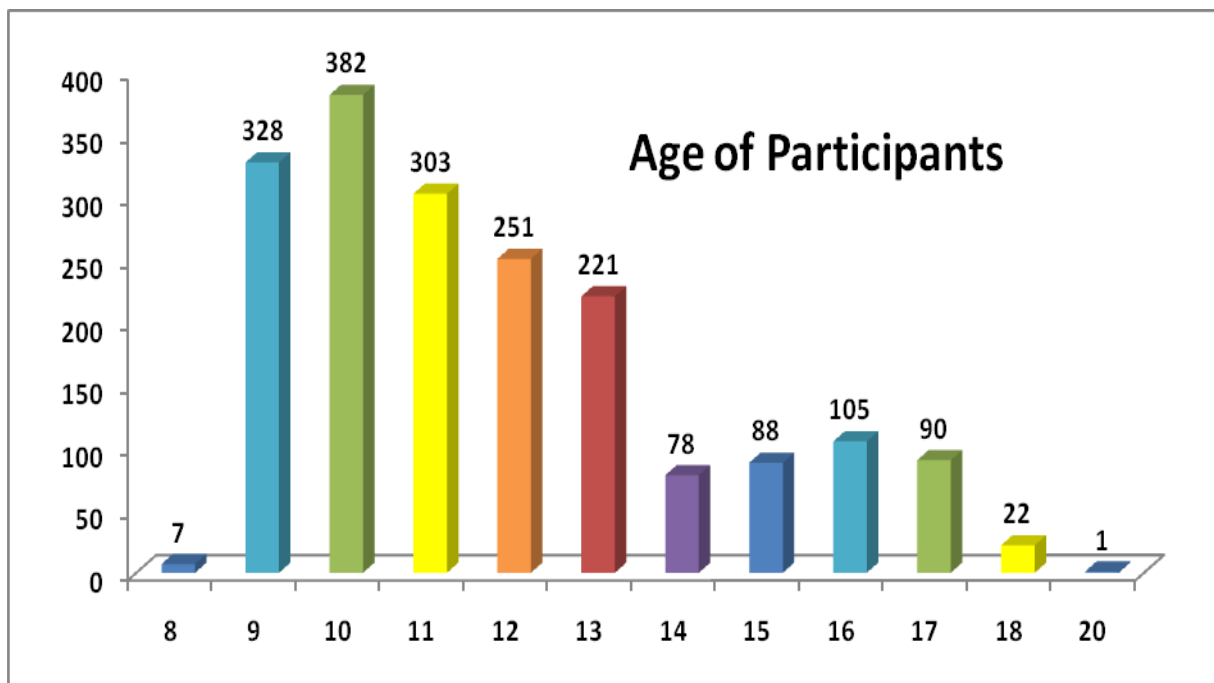
Girls outnumber the boys in the program (47.1% Male and 52.8% Female), representing an imbalance greater than last year (48.5% Male and 51.4% Female).



Additionally, gender disparities increase with grade level --matching that of the dropout rates as girls tend to remain in school longer than boys (Stearns & Glennie, 2006). Breaking down the classes:

- 4th/5th = 48.8 % Female
- 6th = 53.9% Female
- 7th = 57.5% Female
- 8th = 55.2% Female
- HS = 57.6% Female

For high school youth, the data do not mirror that of reported attendance. For the schools participating in the UpLift program, 49.5% are boys and 50.5% are girls.



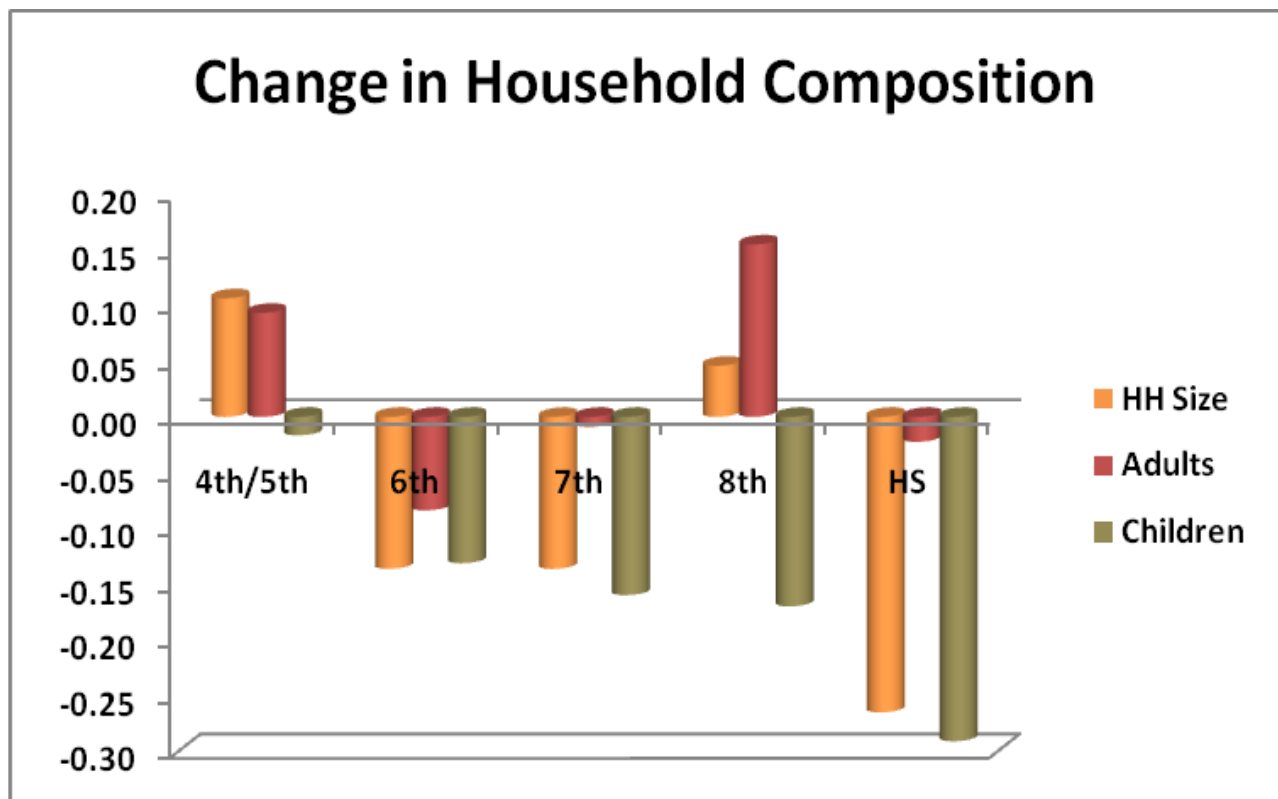
Average age of UpLift participants is 11.77 years old. The breakdown by grade is as follows:

- 4th/5th Grade = 9.77, with a range of 6 years → mode being 10
- 6th grade = 11.32, with a range of 3 years → mode being 11
- 7th grade = 12.28, with a range of 3 years → mode being 12
- 8th grade = 13.37, with a range of 3 years → mode being 13
- HS = 16.05, with a range of 7 years → mode being 16

The same as last year, the age-spread of students in the UpLift classrooms is large. Comparing 2009 with 2010, the students at the start of the UpLift year are slightly younger (average of 3.6 months). The 2010 cohorts exhibit a stronger, more positive relationship to the UpLift constructs than did the 2009 cohort. In other words, the younger the cohort, the more the students relate to the UpLift curriculum.

Findings – Household Composition

Household composition barely changed from the beginning of the year to the end. Most children in UpLift programming saw a drop in household size, with the largest drop occurring at the high school level. This could be the result of household instability and peer interactions as youth enter high school. Gender differences are pronounced, however. On average, girls report living in larger households with more adults present. Boys, on the other hand report living in smaller households with fewer adults. Instead of being an accurate portrayal of household composition, it is likely to reflect the different ways in which boys and girls view their households. Boys tend to discount traditional household relationships in favor of cliques and sub-cliques (Xie & Shi, 2009; Rubin, Bukowski & Parker, 1998), and report living in more instable households.



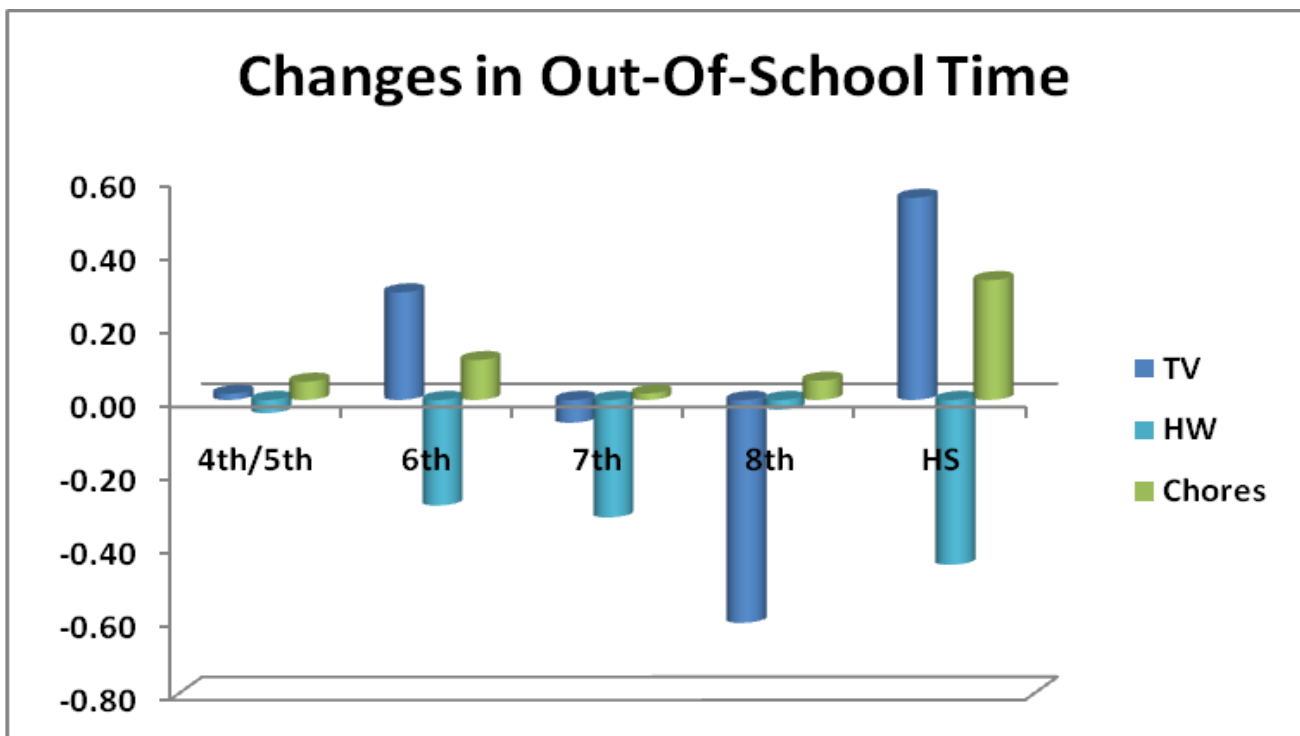
Additionally, research indicates that the older the child living in households of single parents and single parents plus step-parents, the greater the chance of being in trouble with the law, substance abuse, and strong peer-identification (Kierkus & Hewitt, 2009). UpLift may want to consider asking if youth live with single parents/step parents on future surveys.

Findings – Out of School Time

From the beginning of the school year to the end, students changed how they spent their out-of-school hours. Trends between grade levels indicate that the higher the grade level, the more pronounced the change in behavior from fall to spring semesters.

Overall, the average amount of time spent viewing television changed only slightly from 2.02 hours in the Fall to 2.06 hours in the Spring. These numbers are mitigated by the fact that elementary, 7th and 8th grade students watched considerably less television. High school students increased their TV viewing by 34%, and 6th graders watched 15% more television in the spring than in the fall (See Chart).

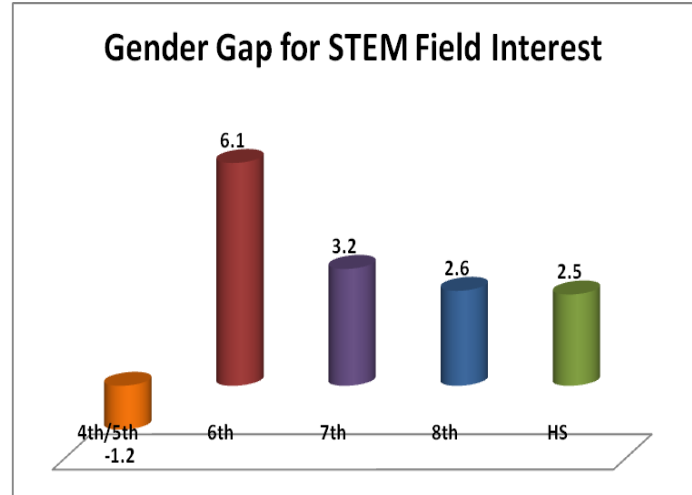
For all youth, time spent on homework dropped significantly as UpLift students spend 19.2% less time doing homework in the spring than they did in the fall, with HS students seeing the largest decline (33%). That said, HS students indicated a growing demand on their time at home. The amount of time high school students spent on chores increased significantly. However, when asked whether or not they had a summer job in place, only 28% of high school students indicated that they had a job.



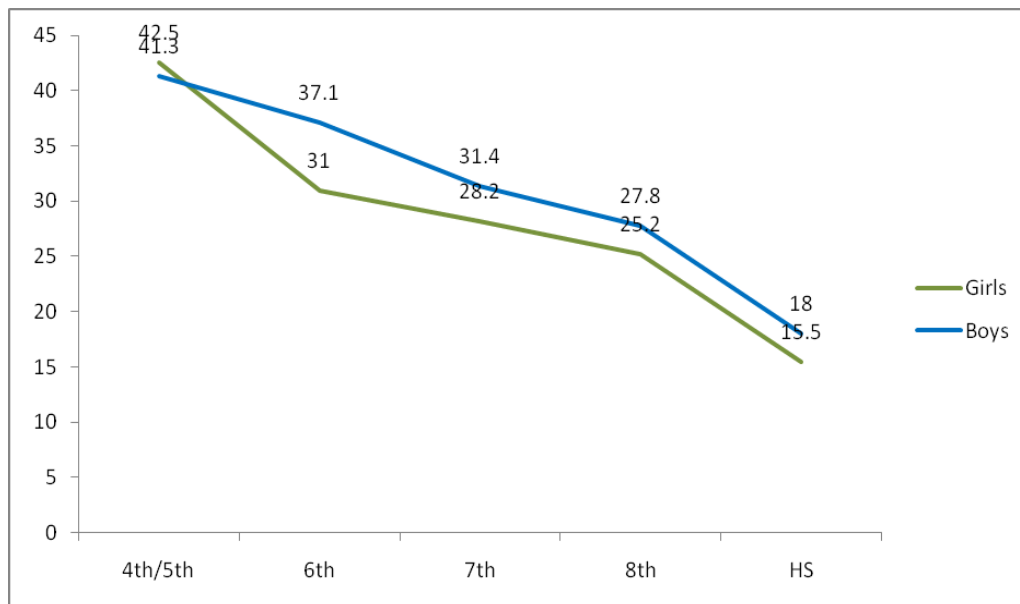
Taking a closer look, girls enrolled in the program stated that they lived in larger households than boys and that they spend considerably more time on household chores, as well. It is important to note that because youth are living in households with more people existing on an income level beneath the poverty line, students are likely to spend less time on school work (Martin, et. al., 1997)

Findings – Career Planning

Just as girls and boys do not share similar home experiences, they also present different --and widely changing -- expectations from the education/career pipeline. Examination of the data on interest in course type shows that girls have a higher interest in the STEM⁴ disciplines in elementary school; however, as they progress through the grades, that interest wanes. Not so coincidentally perhaps, as girls demonstrate a weakening interest in the STEM disciplines at school, they simultaneously indicate a higher number of hours dedicated to chores and fewer hours spent on homework.



The chart below shows how interest in STEM courses change over the years. In elementary school nearly half of the students state that they prefer classes in the STEM disciplines over all other types of classes. By the time students reach high school however, few students remain interested in math and science classes. Concurrently, the preference gap is smallest in the 4th and 5th grades and largest in the 6th grade, and shrinks steadily throughout middle and high school years. It may serve UpLift students well to add a discussion around women in the sciences at the elementary level, extending this approach to all students as they move through the middle school years.



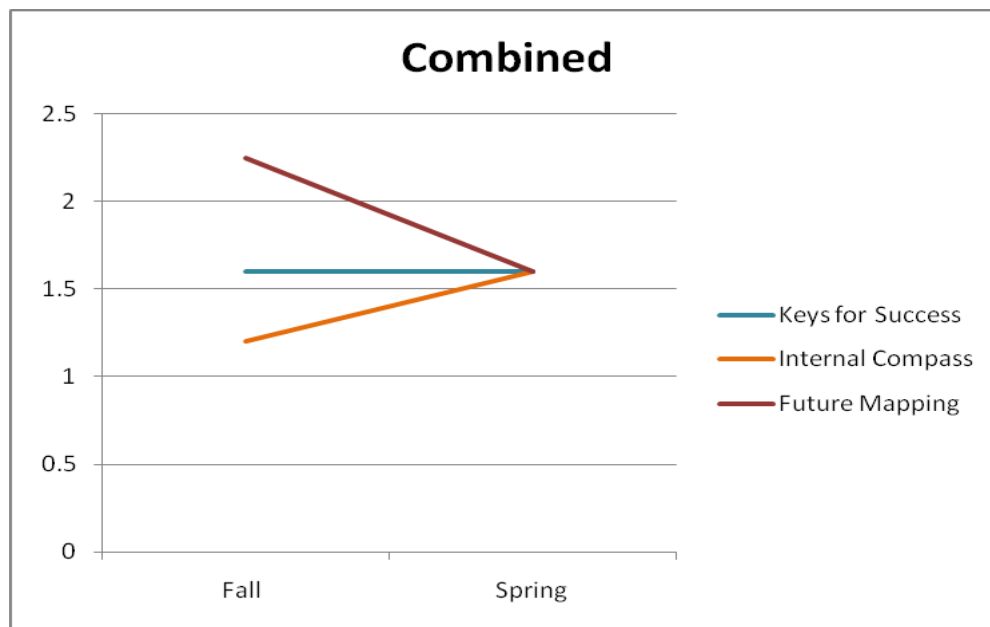
⁴ STEM Fields are those disciplines associated with Science, Technology, Engineering and Math.

Findings – Combined, Main Effects

Overall students in the UpLift program demonstrated a mixed understanding and application of the UpLift constructs over the course of the 2009-2010 academic year.⁵

Total	Internal Compass	Keys for Success	Future Mapping
Fall	1.20	1.60	2.15
Spring	1.59	1.59	1.69

The net gain for the Internal Compass shows significant improvement between the beginning and the end of the year. On average, students scored .3 points higher in the Spring⁶. Conversely, there is relatively little movement on the Keys for Success construct (.11), and significant decreases on the Future Mapping construct.



Coincidentally, after standardizing all scores, UpLift students demonstrate similar application and understanding of all three constructs. Score convergence is a strong indicator for standardizing curriculum and/or pedagogy.⁷ While additional data are needed to determine clear trends, this is a very good sign that instruction is stabilizing.

⁵ All scores were standardized against each other –with a mean of zero and 1 standard deviation away representing 34% of the students' score. Standardized scores utilize mean-substitution for all missing data

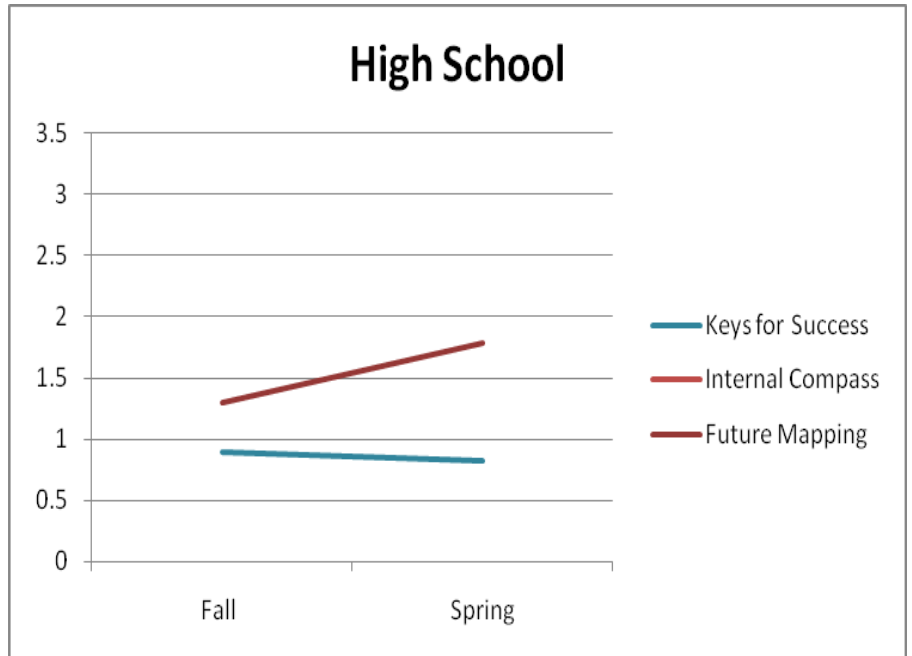
⁶ High school scores were not included in the grand mean for the Internal Compass construct.

⁷ Slow convergence of a non-parametric estimator on single-index models is shown to correct bias inherent in traditionally tested instrumentation (Chen, Lin & Zhu, 2008).

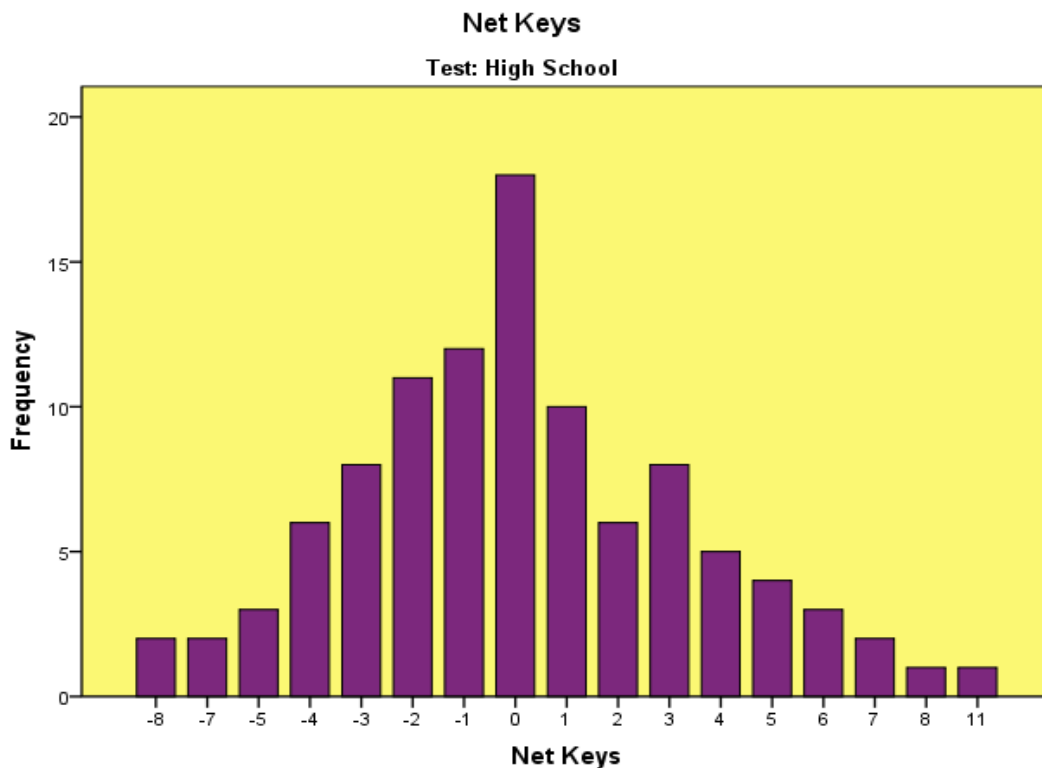
Findings – High School

As previously stated, fall semester (pre-test) scores for the Internal Compass were not recorded for high school students. This was the result of a change in scoring procedures between the 2008-09 and 2009-10 academic years.

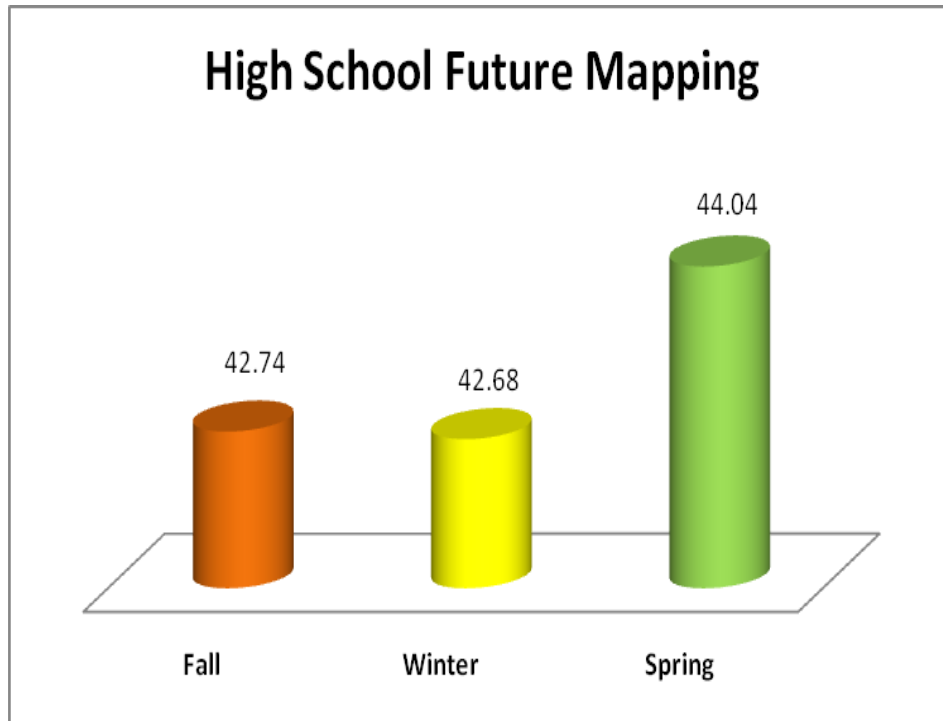
Examining the overall standardized scores, high school students improved on the Future Mapping component, and showed a slight decline on Keys for Success.



The distribution of how much better or worse students scored from fall to spring can be seen in the graph below. The bulk (mode) of the students either showed no change or very slight change (positive or negative). While the average score indicated a very slight drop between fall and spring semester (-.25), this was non-significant and should not be read as a “real” drop in scores.



High school students did show growth in the Future Mapping component. For the constructs of Vision, Responsibility, Career, and Courage, students demonstrated an increased understanding between fall and spring semesters. In addition to gains, and reflecting when curriculum is presented, students demonstrated a slight decrease from fall to winter months, followed by a strong showing in the spring.

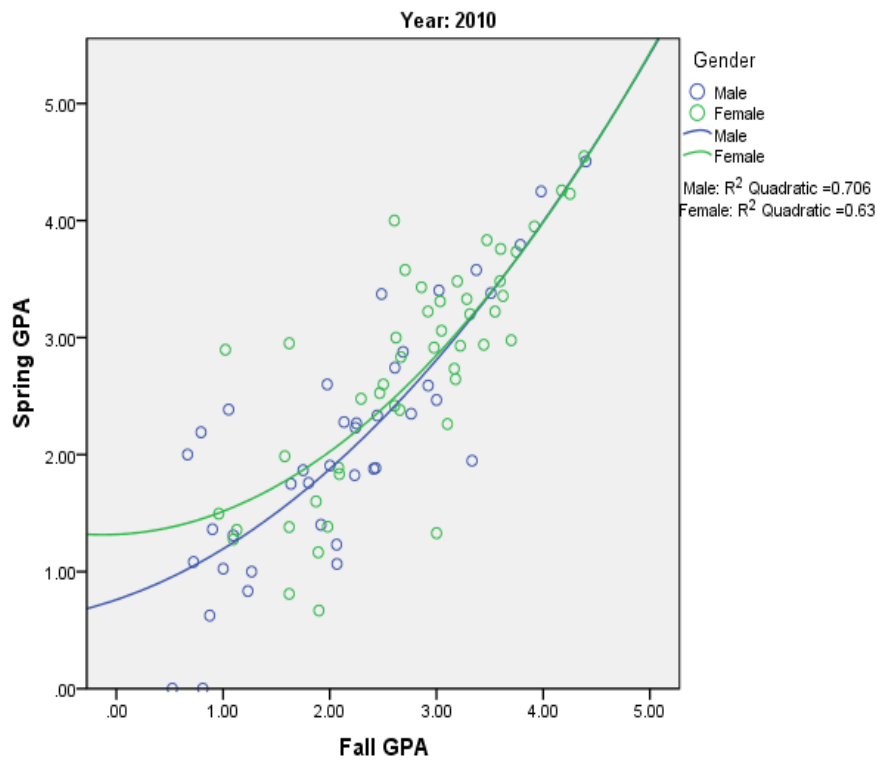
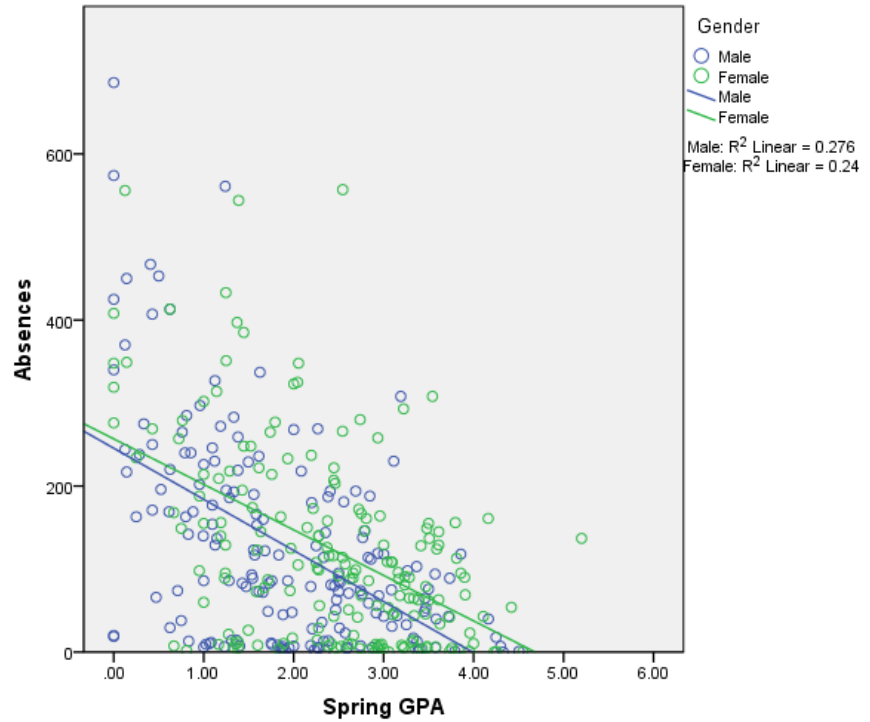


Because students in the UpLift program attend school more often than their non-UpLift peers, we examined the degree to which performance on UpLift constructs contributed to overall school performance. Running regression analyses with high school GPA as the determinant, both Keys for Success and Future Mapping components make weak, but statistically significant contributions to GPA. Simply put, both components' contributions are positive and better than chance would afford; yet could not be considered strong predictors for increased GPA.⁸

Additionally, the number of hours watching television, performing household chores, or (incredibly) doing homework fall into the same category –weak, significant predictors –as UpLift components. Data from additional years – as well as the Internal Compass component are necessary before any true predictive equations can be realized.

⁸ While statistically significant ($p < .05$), small effect size shows that this is not practically significant. Furthermore, even though the model is a good fit ($p < .001$) there are large error variances indicating that more variables and interaction effects should be considered.

Absences from school remain a leading indicator of students' success. This is no different for UpLift students. For girls in the program, absences have a slightly weaker correlation than for boys. For each 100 minutes of absence per graded term, girls' GPA's drop almost one-quarter of a point. For boys, one hundred minutes of absences translates into a GPA loss of almost .28 of a point. The chart (right) shows how boys' and girls' GPAs differ when correlated with absenteeism.⁹



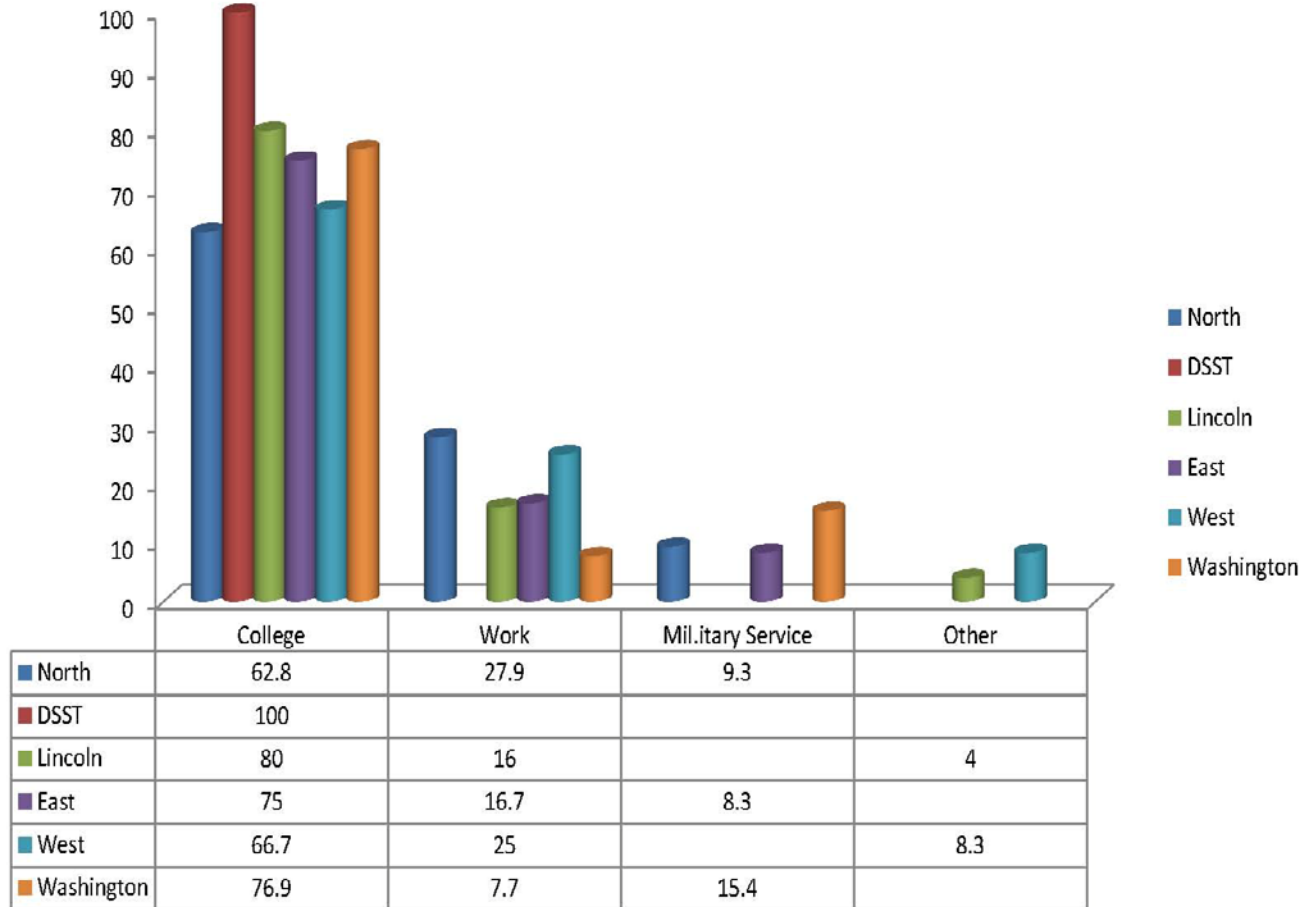
The data also show a gender-difference between students' fall and spring GPAs. For those students carrying low GPAs in both terms, girls out-perform boys only slightly.

For "B" students and above, there are no differences between boys and girls. For all students, Fall GPA is a strong predictor (girls = .63 and boys = .71) for Spring GPA.

⁹ Significant correlation $p < .05$

Controlling for attendance, Fall GPA, and gender, Keys for Success and Future Mapping components show as much stronger influences on students' Spring GPA. Moreover, the UpLift components show promise as being key contributors for student success. Comparing 2009 results, data from 2010 show a much tighter correlation between constructs and grades, with less remaining error, or slop.¹⁰

Students' Post HS Plans

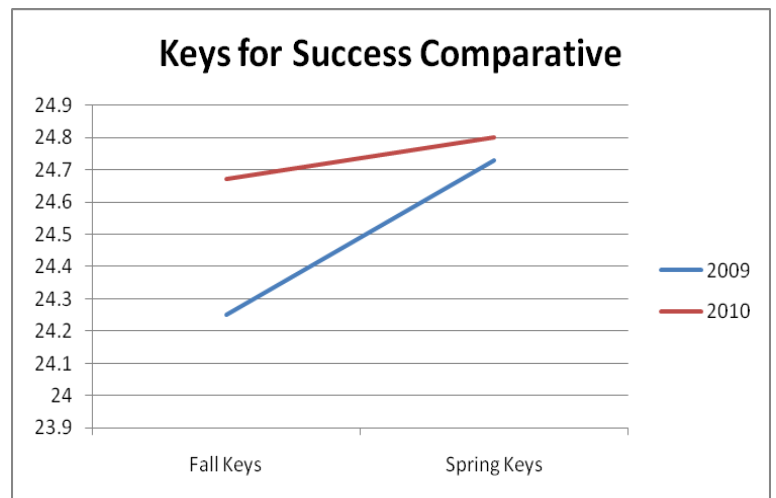
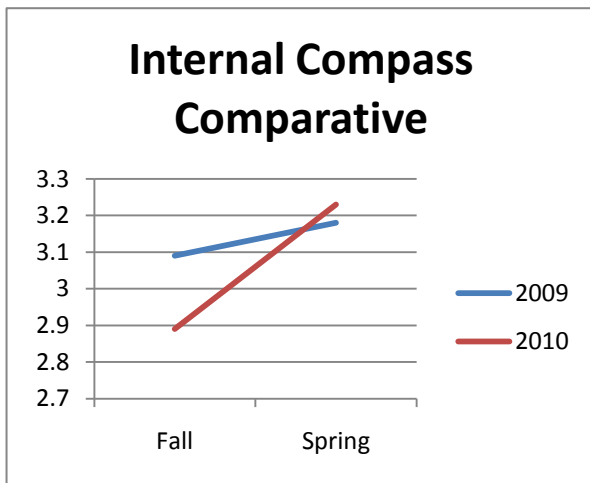


Examining another form of success, students enrolled in Colorado UpLift show a greater interest in attending college¹¹. Leading the way, of course, is DSST with 100% of UpLift students stating that they are college-bound following high school.¹²

¹⁰ 2009 r-squared = .392 (standard error/estimates = .679); 2010 r-squared = .435 (SE/estimates = .593) Both years show UpLift components as being significant (.000), but weak (effect size < .23) predictors of grades.

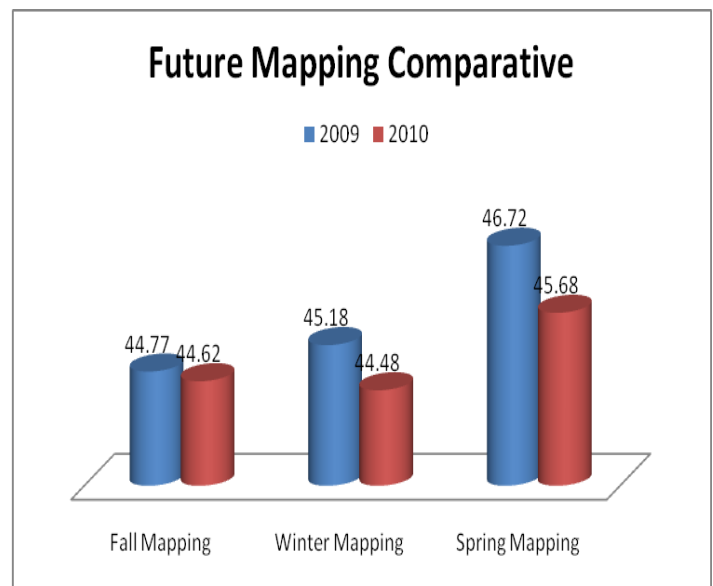
¹¹ Comfort scale (Jones & Chenery 1980) measures students' comfort with decision-making against measurable behaviors. For UpLift students, the overall metric is low (<.3) when measuring fall to spring post high school plans against stated favorite classes.

Findings – 2009/2010 Comparisons



Comparing 2009 to 2010 academic years, 2010 students performed better on the Internal Compass and Keys for Success components than the 2009 cohort. On the Internal Compass component, students in the 2010 cohort demonstrated an overall gain between fall and spring sessions at a rate of nearly 4 times that of the 2009 cohort. It must be noted that Fall scores for students in the 2010 cohort were considerably lower than those of 2009 students. Likewise, there were significant differences in students' performance on the Keys for Success component. In 2009, students made significant gains between the fall and spring terms; however only modest gains were realized in the 2010 cohort.

The differences on the Future Mapping component are not as pronounced. In 2009, students demonstrated a clean, linear progression from fall to winter and from winter to spring. In both years students posted the largest gains between the winter and spring sessions, when most of the curriculum is delivered to the students. That said, students in the 2010 cohort began the year with similar scores as the previous years' students, but were unable to overcome the "Winter-Dip" that prevails in the 4th/5th, 7th, and High School grade levels. (See Appendices)

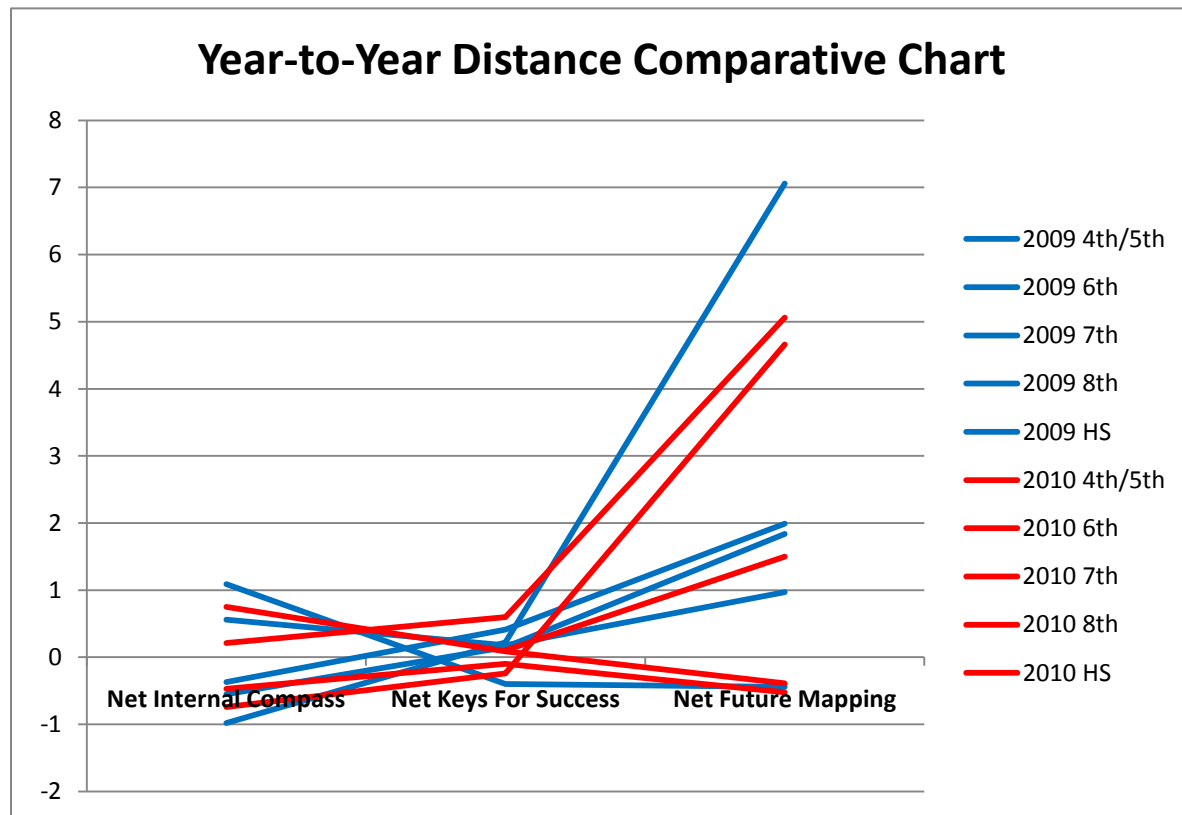


¹² It is important to note that most schools show a high need for remediation –73% of North High School graduates require remediation at the post-secondary level (CDE, 2009)

Year	Test	Net Internal Compass	Net Keys For Success	Net Future Mapping
2009	4th/5th	-0.37	0.41	1.99
	6th	-0.55	0.15	1.84
	7th	1.09	-0.4	-0.44
	8th	-0.98	0.22	7.06
	HS	0.56	0.18	0.97
2010	4th/5th	0.75	0.09	-0.39
	6th	0.21	0.6	5.06
	7th	-0.47	-0.1	-0.52
	8th	-0.74	-0.24	4.66
	HS		0.1	1.5

Taken separately, the differences between fall and spring testing on all components for both years, reveal the largest differences are found on the Future Mapping component, and the smallest for the Keys for Success component.

It is likely that the tight distance on Keys for Success reflect UpLift’s traditional job-centered curriculum, while the larger distances on Future Mapping may be an indicator of the diverse reaction to building and establishing hope in UpLift youth.



Recommendations for Improvement

Program improvements fall into two main categories. Instructional improvements focus on how the program is delivered to area youth, while administrative improvements are centered on the operational supports needed to operate the program itself.

Instruction Improvements

Pay Attention to Larger Trends: Observing and retooling curriculum to accommodate emerging trends that occur across all grade levels and locations, will keep UpLift programming relevant to students' situation.

1. The link between attendance and GPA holds true for all students, yet girls grades are not as tightly correlated with absences as are boys.
2. A clear majority of high school students are interested in going to college; however most of the UpLift schools are not preparing their students academically. It may become necessary to build contingency planning into the curriculum so that all students who want to attend college understand the academic challenges.
3. While program-delivery went far in 2010 to minimize gender differences on UpLift components, there are still large disparities between boys and girls –especially in the area of career development. In the 4th grade more girls are interested in STEM classes, but that diminishes significantly by the time they reach the 6th grade.
4. Moreover, there is a marked and disturbing negative trend with students interested in STEM courses. While this reflects national trends, UpLift curriculum could be retooled to encourage students' interest in STEM fields and work to develop the work ethic and problem solving skills necessary to sustain that interest through high school.

Develop a Curricula-Delivery Time Line: Most grade levels experience the “winter-dip” on the Future Mapping component. Developing a time-line as to when factors are delivered to students will help determine which components work together to optimize student understanding. While it would be desirable to have this time-line available for all components at all grade levels, beginning with the high school students will afford an opportunity see how components work together.

Stabilize Curriculum: Continue redesign and realignment of curriculum to eliminate erratic results. Data show that UpLift programming is sound and that instructors play a large role in the lives of students. Being able to stabilize the curriculum so that all instructors use the best possible pedagogies will go a long way to both improving the lives of students here in Denver, and affording an opportunity for similar programming to occur throughout the country.

Administrative Improvements

Complete the Test Bank: While most of the test bank is complete, there are still two grade levels that need a few additions. At the high school level, students are able to remain with the program for a full four years, three more years' worth of test items will need to be developed so that students will never encounter the same scenarios and questions twice. Likewise, since students in the 4th and 5th grades are able to remain with the program for two years, UpLift will need one additional year's worth of test items to be developed for the elementary students.

Expedite Data Transfer: So that Colorado UpLift can ascertain the full impact of programming on student success, timely access to student data needs to be addressed. In 2009, data were not available until mid-September, and in 2010 data were not available until later in October. This presents many hour challenges to UpLift and limits the capacity to refine programming before the school year begins.

Tighten Survey Administration: One of the largest problems with obtaining accurate results is often the most easily solved. Missing data –data that should be there but is not –can be attributed to instructors' not administering the test. Many reasons were offered such as snow days, school-wide assemblies, fire drills, etc. These types of events occur at great frequency in our schools, most of which are pre-scheduled so that instructors are able to plan accordingly. Without much of these data, analyses are rendered weak and instructors' efforts cannot be measured. Tighter administration of the survey is necessary to maintain the integrity of the evaluation design.

Build-in Alumni Factors: So that UpLift can assess impact on the individual, it is now necessary to begin to add in any information available from UpLift alumni. Furthermore, it becomes necessary to develop a viable tracking method so that more information from a greater number of alumni will be available for analysis.

Track Long-Term Trends: UpLift now has access to data for two years in a row. Data from the next two years will enable us to gauge the long-range impacts of programming by grade level, and any individual who remains with the program. This information will be invaluable in building predictive models against which UpLift can measure its true impact.