



**LTYC**

**LEADERS OF TOMORROW  
YOUTH CENTER**

# Evaluation Report 2015

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“The Future is Now”



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## Introduction & Methodology

Leaders of Tomorrow Youth Center, Inc. is a non-profit organization that supports youth by encouraging excellence in academics, the arts, and social development. Our organization is very interested in further partnering with the department of Juvenile Services to provide quality and affordable programs, workshops and mentor opportunities to the youth in the program as well as ARTS CORE (Achieving Results by Transforming Students through Creative, Open, Reflective Expression) programs. LTYC has successfully rendered services to youth by providing stable programs that both stimulate innate talents and reinforce academic

Our organization offers a variety of flexible programs. We are currently partnering with over 20 schools and organizations, providing quality arts and life skill programs with superior outcomes. We have been an active community partner in Baltimore city and the surround areas for over 10 years. LTYC has facilitated workshops since 2003 in the areas of theater, visual arts, dance, music, song writing, with an enriched life skills component that includes literacy, college and career readiness, financial literacy, leadership development, health and nutrition, education on drugs, sex, violence, prevention, mediation and gangs. We have captured the bigger picture of what today's youth need and what young people are capable of achieving.

In addition, we offer a Parent Empowerment Team Program (PET). Utilizing a Clinical approach, the P.E.T Program seeks to bridge the gap of communication between parents and youth and encourage parents to stay involve in every aspect of their child's learning and development. As well as "1-1 arts Support" to youth providing exposure and skills training in the arts to demonstrate to youth the therapeutic component of the arts.

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**“Over the years, we have seen an increase in the academic progress of those students who participate in our program”**

*-Dana Carr Executive Director*

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In many U.S. schools a comprehensive education inclusive of the arts is denied to underprivileged students in the public school systems. A plethora of credible research examines and identifies the benefits associated with a high-quality arts education, especially for disadvantaged students. In many classrooms, arts education has been cut. Therefore, these students are denied the opportunity to experience arts learning. As a result the achievement gap between socioeconomic classes is perpetuated. Consequently, lower income students are not performing on the same level as their wealthy peers and ultimately, they do not contribute to society or the economy at the same rate. Research recognizes the arts as core subject matter and a requisite for the future success of all students.

Arts education can be an effective and powerful tool to enhance students' overall experience, motivate students, and enable students to perform more efficiently. The research establishes that arts-rich curricula is necessary in order to prepare students for higher education and the global economy, regardless their socioeconomic class.

Since 2011 Leaders of Tomorrow Youth Center has provided quality arts education to over 50 schools and over 150,000 students. Each year

there is an increased demand for arts-integration and enrichment programs. Many factors have contributed to the increased demand of arts enrichment programs. These factors include: (1) new curriculum implementation for grade school; (2) required standardized testing; (3) an increase in the number of students with special care needs; (4) rapid restructuring of the school day and programs (5) family structure; (6) demand for higher education (7) rise in bullying and violence among children; and (8) closing of recreation centers and after school program.

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**“We accuse our youth of being at their best and to continue a spirit of learning while performing at a level of excellence. We are a voice for social and system focus to keep the performing and creative arts as a major component in the developmental and educational curriculums in both private and public schools” .**

*-Dr. Dermell Brunson Founder/President*

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## Methodology

“Every child deserves a complete and competitive education that includes the arts” (Preparing Students). Arts education is multidimensional. Arts’ learning improves student accomplishments in other subjects, equips students to think critically, motivates them to complete school, and makes learning outcomes more attainable for diverse learning styles (Windsor). “Arts educators conceive of high quality arts education as complex in its outcomes, serving multiple purposes for each student” (Seidel, Tishman, Winner, Hetland, Palmer). Despite substantial evidence of the benefits of arts education, in the United States, opportunities in the arts are unevenly offered

in the public education sector particularly to disadvantaged students. “The arts are part of a balanced education, providing America’s learners with essential skills and knowledge they need to be productive, college and career ready citizens” (Arts Education for...). The arts are core academic subject matter, supported by specific standards that vary based on the specific state (Arts Education for...). Quality arts education is a pertinent part of a well-rounded education. “The study of the arts can significantly boost student achievement, reduce discipline problems, and increase the odds that students will go on to graduate from college” (U.S. Secretary of Education).



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## Executive Director Letter

I am honored to serve as the new Executive Director for Leaders of Tomorrow Youth Center. When I initially heard Dr. Brunson's and Mr. Fitzgerald's vision, now over ten years ago, I was immediately smitten with the hugeness of their ideas and the commitment that they had to ensure that every student has equitable access to the arts. We were all products of a Baltimore School for the Arts education; one that was intense, conservatory-style structured, and arts driven.

One of the aspects I have always enjoyed about LTYC are the relationships that we are able to form with teacher and students, and the organization with its partners. Our instructors work tirelessly to not only make sure that the lessons they craft are interactive and rigorous, but also that they build connections with students every day, helping to make the learning more meaningful. Students are excited to attend class, be in school, and be touched in some way by the arts; it is amazing to witness and be a part of. I am grateful to be on this journey and thank LTYC, its founders, school and arts partners, and the communities it serves to trust me with leading this organization.

We all knew the powerful benefits that giving a child an education richly integrated with the arts could have in their lives. I have worked closely with the organization since that time, serving in many capacities, and am humbled and honored to step into this new role to take LTYC to the next level; reaching more students, involving parents, training teachers, and making sure that arts education is deeply valued and a part of every student's day.

In the 2014-2015 school year, LTYC was able to provide services to over 25,000 students. As we look forward, LTYC will be expanding and reaching even more youth, teachers, parents, and communities. We will be expanding our services by offering professional development in Arts Integration, the Common Core, and other arts education related topics. We will also re-introduce our program of learning under its new name, the ARTS CORE (Achieving Results by Transforming Students through Creative, Open, Reflective Expression). Our new and improved practices have a focus on instruction that is data driven and uses performance-based assessments to track students' progress in the respective disciplines. Over the years, we have seen an increase in the academic progress of those students who participate in our program.

Research has confirmed that the arts make a significant contribution to helping all students achieve success in school, work and life; LTYC strives to ensure that through its programs and services, a quality arts education is realized in classrooms around Maryland and DC every day...for all students.

**I look forward to continued growth and development of this amazing organization.**

**With your wholehearted commitment, we are looking forward to increasing our impact in 2015-2016 and beyond.**

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# Key Findings

The following are key findings that have emerged from the latest Leaders of Tomorrow Youth Center's data collection and survey:

## 1. Demonstrable Results

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Data-Driven Evidence has delivered demonstrable results in terms of programmatic achievements and results. School Leaders have reported high levels of satisfaction noted increased attendance, student achievement, and decreased disciplinary issues.

## 2. Commitment to Data

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Commitment to data-driven evidence is pertinent to the growth and development of LTYC programs. Collecting demographic and physical data monitors areas of great successes and areas that require improvement

## 3. Recommendations

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Leaders of Tomorrow Youth Center, Inc. has been highly recommended by schools based on the level of services provided. LTYC continues to strive to enable all youth specifically in urban school districts to experience high quality and rigorous arts experiences.



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## Demonstrable Results

### 2014-2015 Academic School Year (Snapshot)

- ❖ 15 Schools
  - ❖ 100% of schools served at-risk and low socioeconomic population
  - ❖ The organization served 90% or more low socioeconomic students in each school
  - ❖ Over 20,000 Students Served
  - ❖ Each school had an average of 2 programs during the school year
  - ❖ At the conclusion of the school year 76% of school principals were satisfied with the programs the organization offered
  - ❖ 66% of Administrators noticed a decline in behavior management issues
  - ❖ 94% of participating students received preparation for the next grade level from their arts related resource program.
  - ❖ 100% of instructors wrote lesson plans pertaining to their content area
  - ❖ 100% of Staff received over 4 hours a month of professional development
  - ❖ 93.3% of schools served had positive results in areas including but not limited to student mobility, school enrollment, attendance, MSA Scores, and absentee rates
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### Student Demographics

In the 2014-2015, school year 93% of the population that LTYC program served were African American students. Latino and Hispanic students made up 8% of the served population. In this academic school year over 20,000 students participated in the LTYC Programs, of that 62% were female and 48% were males.

### School Survey Activity

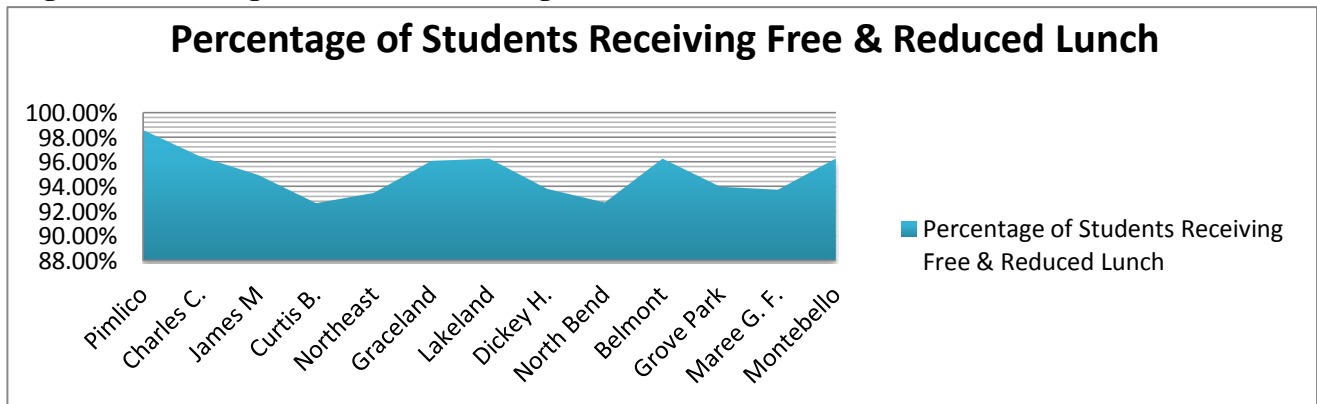
The primary goal of this data collection is to monitor the current status of the LTYC programs. The collected data will assess the current position of programs in order to improve and enhance the infrastructure and quality of programs offered to schools by the organization. Towards the end of the school year, instructors, administrators and program participants were requested to report their experience in the various programs over the year. This data recorded by phone conferences, in person interviews, online, and paper surveys.

## Commitment to Data

Across the board, socioeconomic status has a noticeable influence of the quality of education students receives. Schools located in impoverished communities are likely to have a larger population of disadvantaged students. These schools require more resources to focus on classroom learning as well as remediation, social services and in many cases mental and physical health issues. Disadvantaged students that do not receive the attention and resources they need are at a higher risk than their peers of not successfully completing school. “Educators across the country understand that low-income students need extra support and resources to succeed” (U.S. Department of Education). Inequitable distributions of funds from local and state appropriations are adversely affecting poorer students across the country (U.S. Department of Education).

“...School-level expenditures show that many high-poverty schools receive less than their fair share of state and local funding, leaving students in high-poverty schools with fewer resources than schools attended by their wealthier peers” (U.S. Department of Education). In the 2014-2015 academic school year, Leaders of Tomorrow Youth Center, Inc. served populations with highly disadvantaged youth that have come from low socioeconomic backgrounds. “The law uses the percent of students on free-and-reduced-price lunch as the primary indicator of school poverty” (What is the Poverty). “The free-and-reduced-price lunch (FRPL) program is a federal initiative that provides free or inexpensive lunches to children from low-income families” (What is the Poverty).

**Figure 1. Percentage of Students Receiving Free & Reduced Lunch**



Learning in the arts provides a comprehensive experience for all students. “The benefits associated with study of the arts are inclusive of all students, although they can be greatest for those who are educationally or economically disadvantaged” (Ruppert). A learning environment inclusive of art-rich curriculum has an influential presence that reaches throughout the school and community. “The arts help create the kind of learning environment conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance, effective instructional practice and school identity” (Ruppert). There is a substantial amount of evidence supporting the notion that arts education is an important part of a comprehensive education.



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Many schools [that LTYC serves (prior to a partnership with our organization)] offer less than 3 hours a week in one arts education discipline, which is not enough to provide the educational tools needed for student achievement (Green). Access to arts education in city schools has been inconsistent and mediocre for many schools (Green). “Advocates say the arts — which include music, art, theater and dance — have fallen to the bottom of the district's budgets and priority lists, leaving many children with sparse access to such classes” (Green). Leaders of Tomorrow Youth Center, Inc. is committed to contributing to the entire school climate. Through high quality lessons, increasing parental and community involvement, and providing tools needed to achieve healthy and sustainable social outlets, intrapersonal and interpersonal skills, and positive student, family and school interaction. LTYC, in addition to other school factors has played a major role in the positive results each school achieved.

## **Maryland State Assessment (MSA)**

Each year, Maryland students, in grades three through eight, are tested on their abilities in reading and mathematics. This form of standardized testing is called the Maryland School Assessment (Maryland School Assessments). This assessment is a state requirement of the No Child Left Behind Act of 2001 (Maryland School Assessments).

## **Enrollment**

Enrollment reflects the number of students enrolled in school as of September 30. The number includes ungraded special education and pre-kindergarten students.

## **Attendance Rate**

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a School Progress measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the state, schools, school systems will achieve an attendance rate of at least 94%.

## **Absentee Rate**

Absentee Rate is percentage of students absent from school. This site reports rates for fewer than 5 days (i.e. 4.5 or fewer days) and more than 20 days (i.e., 20.5) during the September to June school year. Summer school attendance is excluded

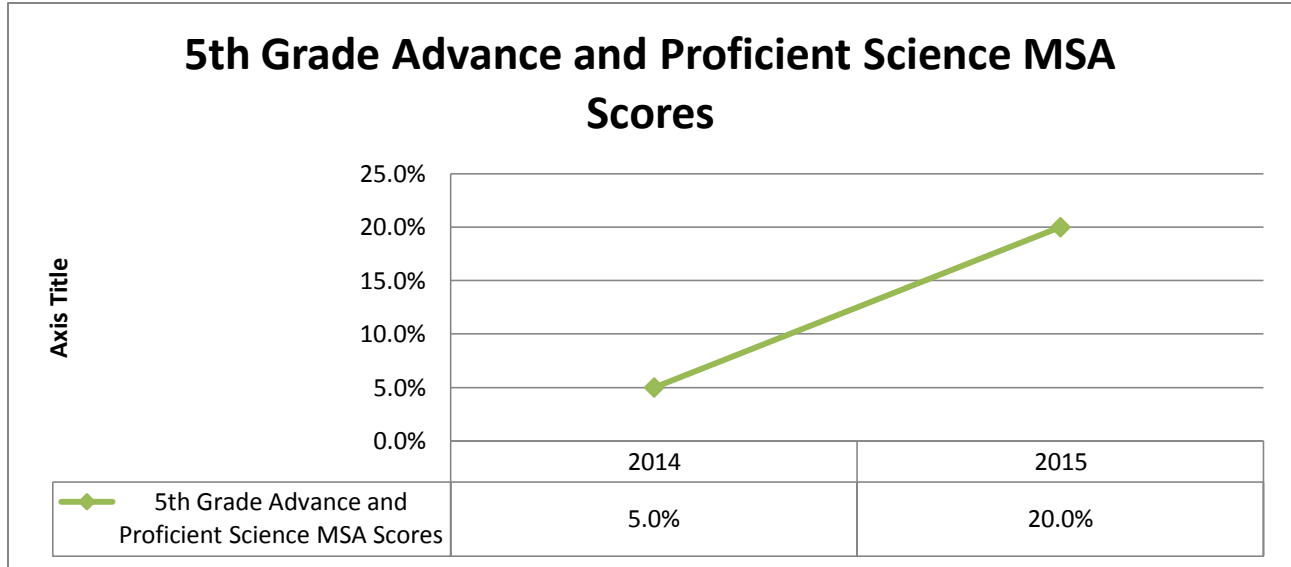
## **Student Mobility**

Student mobility refers to the phenomenon of students changing schools for reasons other than grade promotion. Students who transfer frequently are at a greater risk for academic and behavior problems (Hartman, 2002).

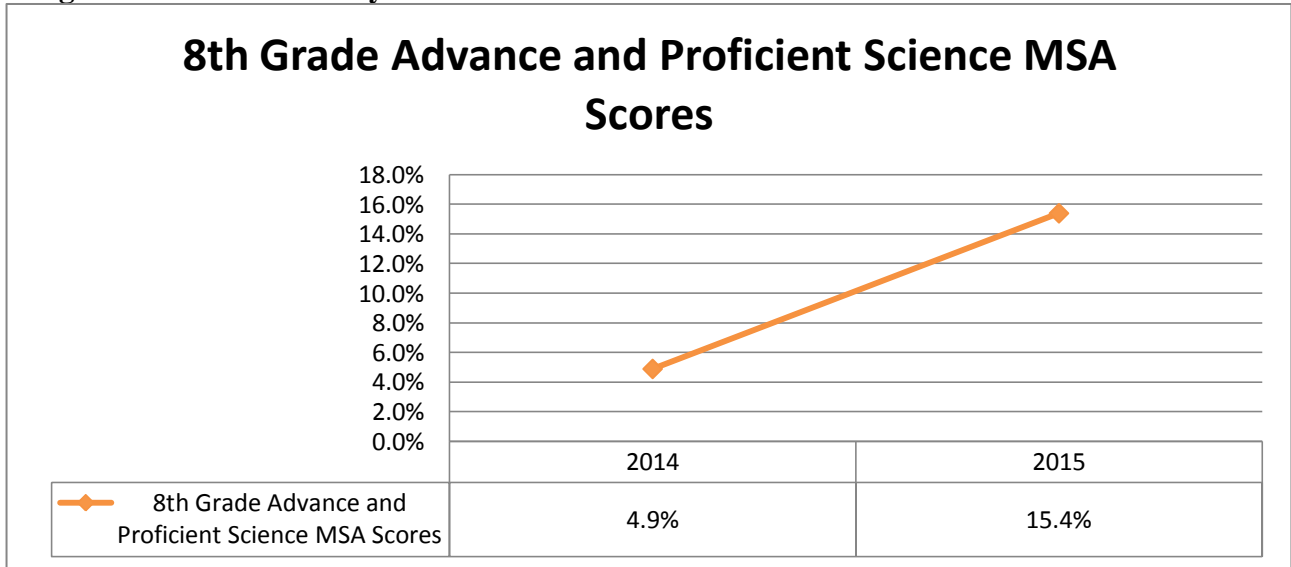


## Maryland State Assessment (MSA)

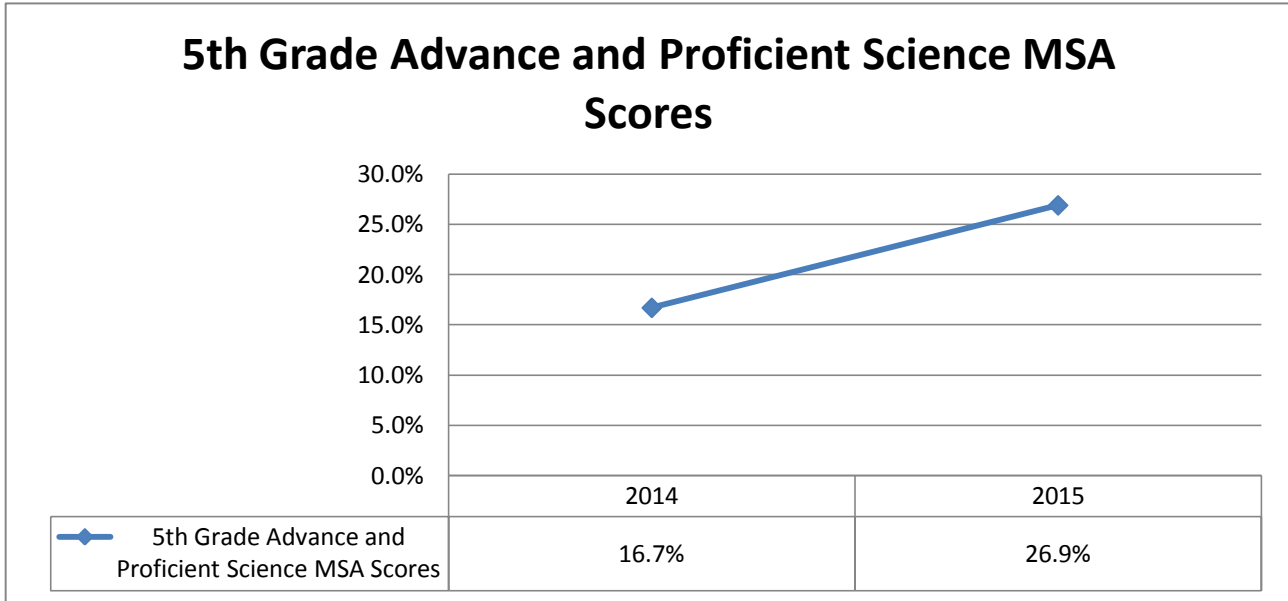
**Figure 2. James McHenry 5<sup>th</sup> Grade MSA Science Scores**



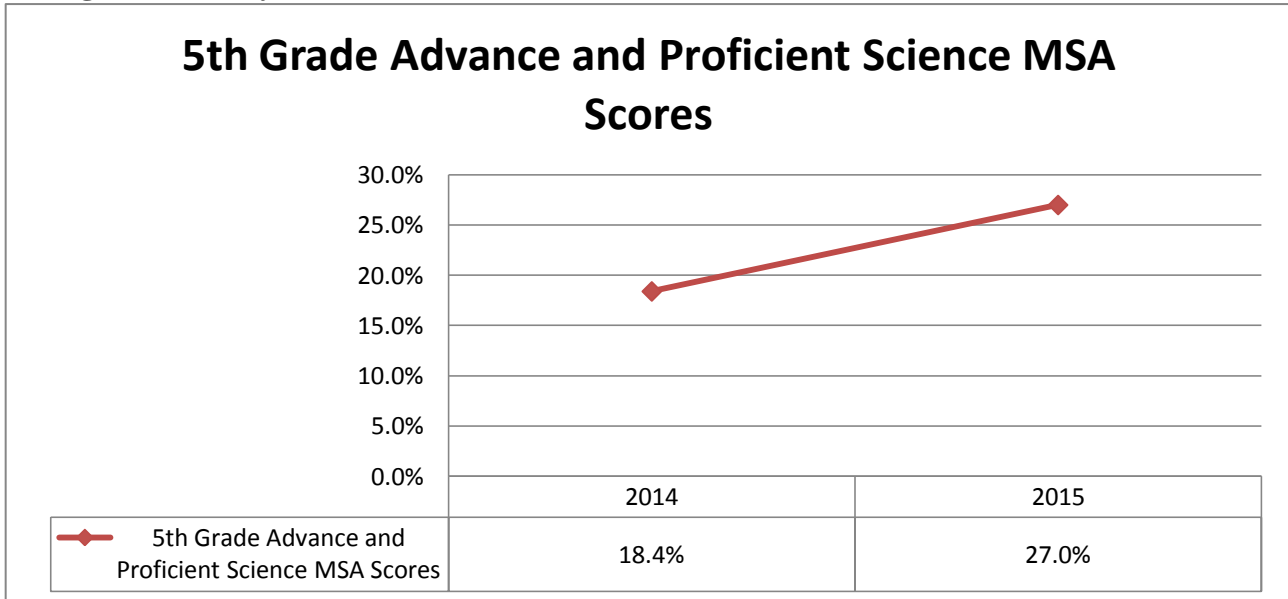
**Figure 3. James McHenry 8<sup>th</sup> Grade MSA Science Scores**



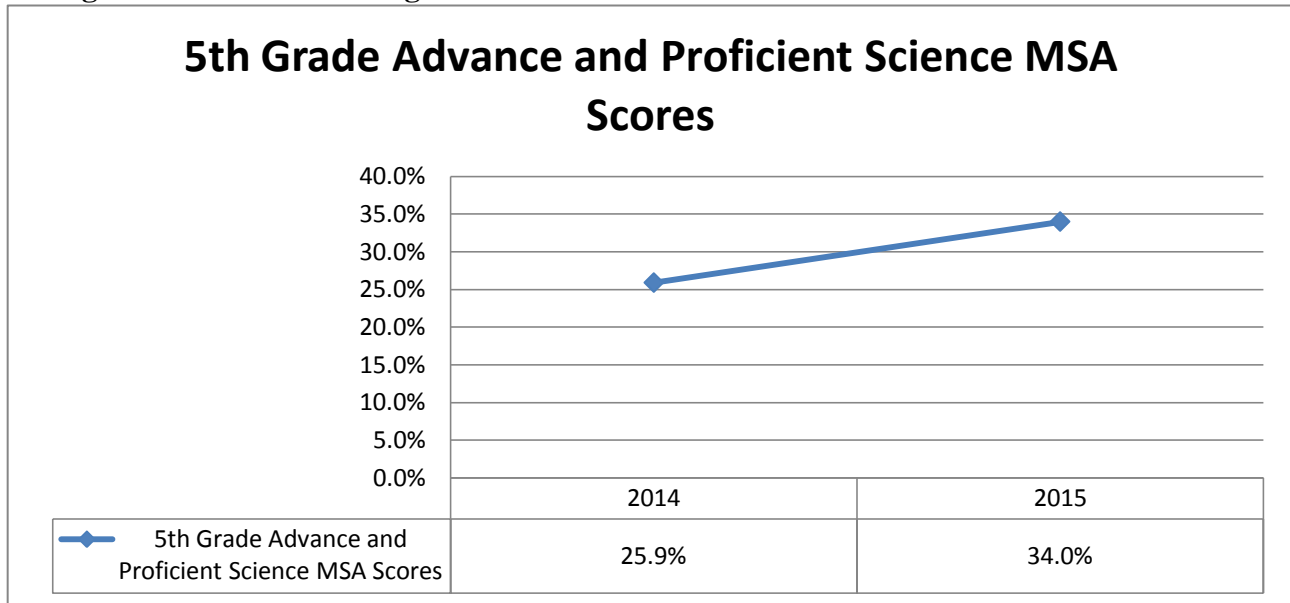
**Figure 4. Curtis Bay 5<sup>th</sup> Grade MSA Science Scores**



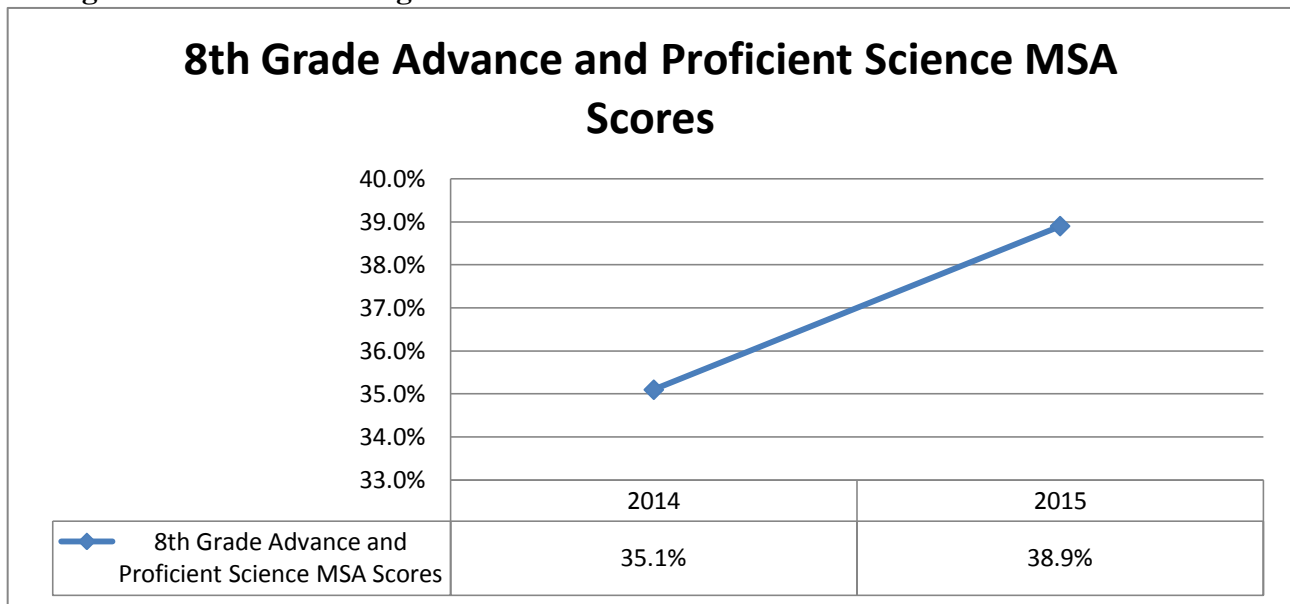
**Figure 5. Dickey Hill 5<sup>th</sup> Grade MSA Science Scores**



**Figure 6. Maree G Farring 5<sup>th</sup> Grade MSA Science Scores**



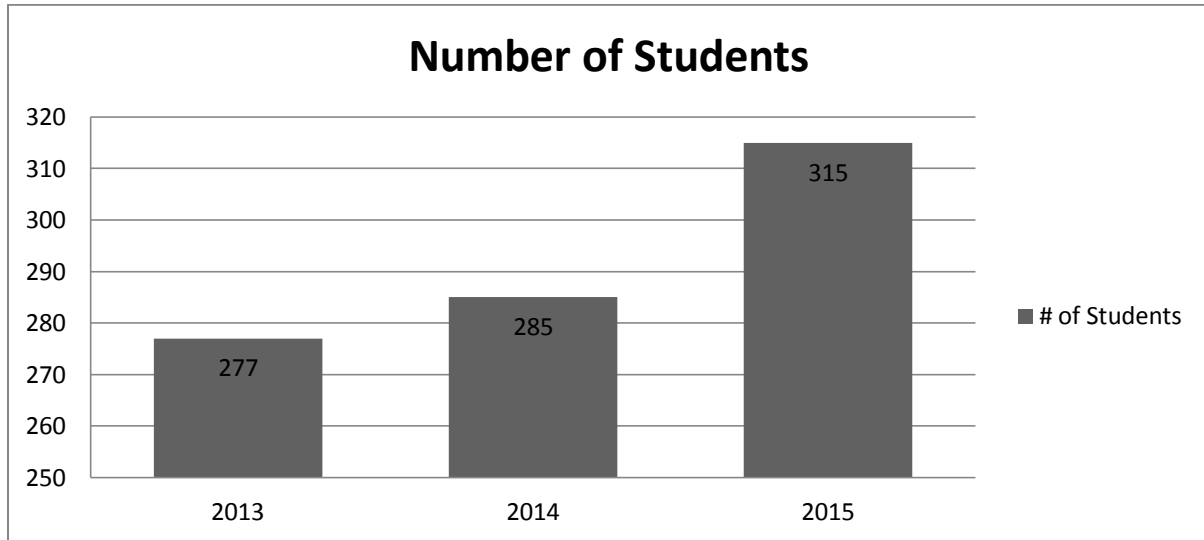
**Figure7. Maree G Farring 8<sup>th</sup> Grade MSA Science Scores**



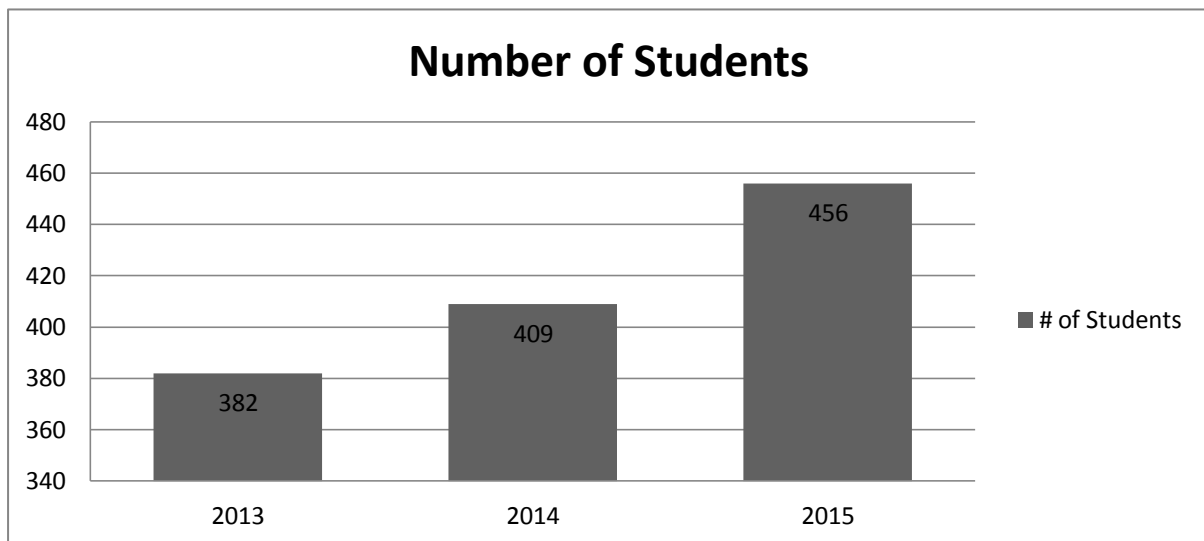
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# Enrollment

**Figure 8. Charles Carroll Barrister Enrollment**

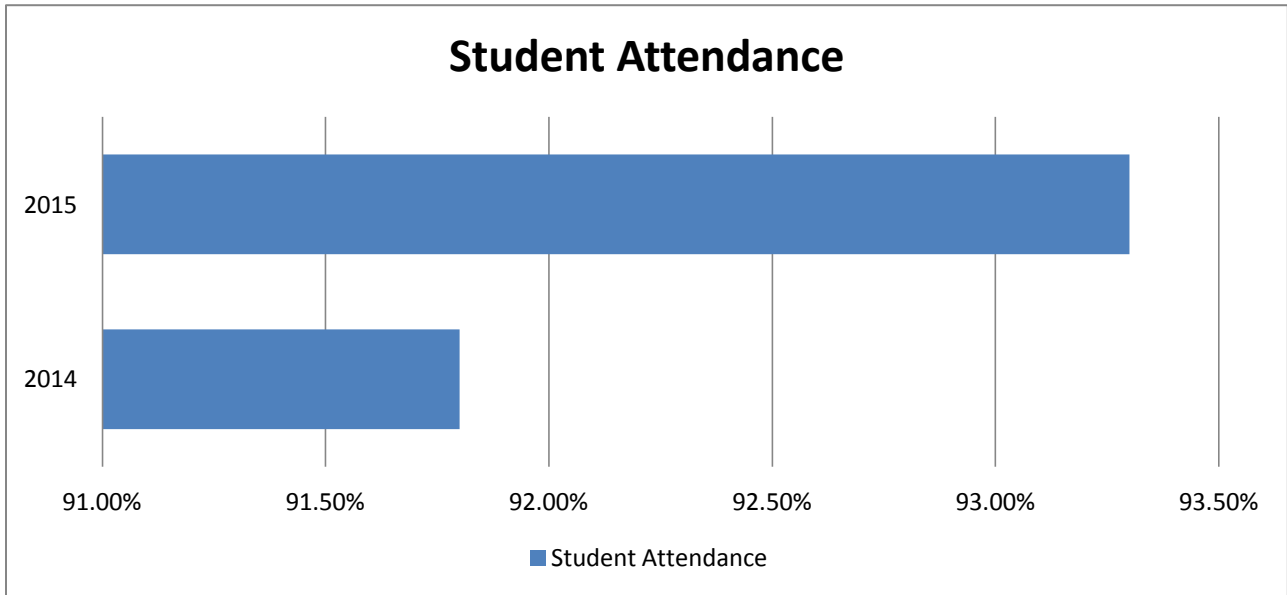


**Figure 9. Graceland O'Donnell Heights Enrollment**

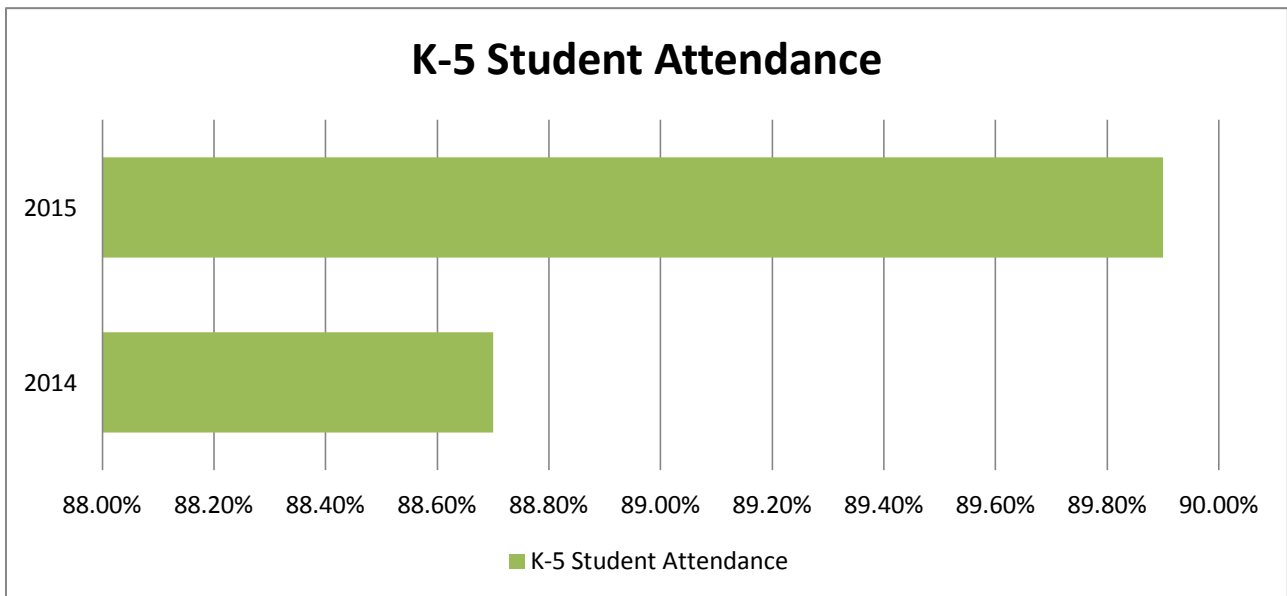


## Attendance Rate

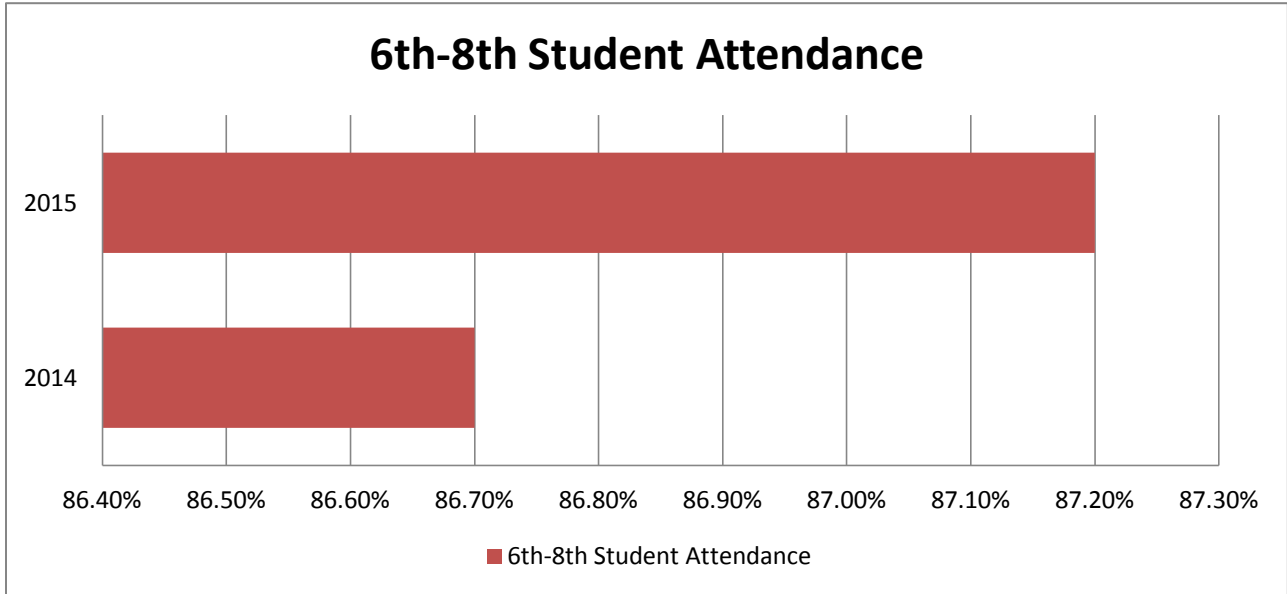
**Figure 10. Charles Carroll Barrister Attendance Increase**



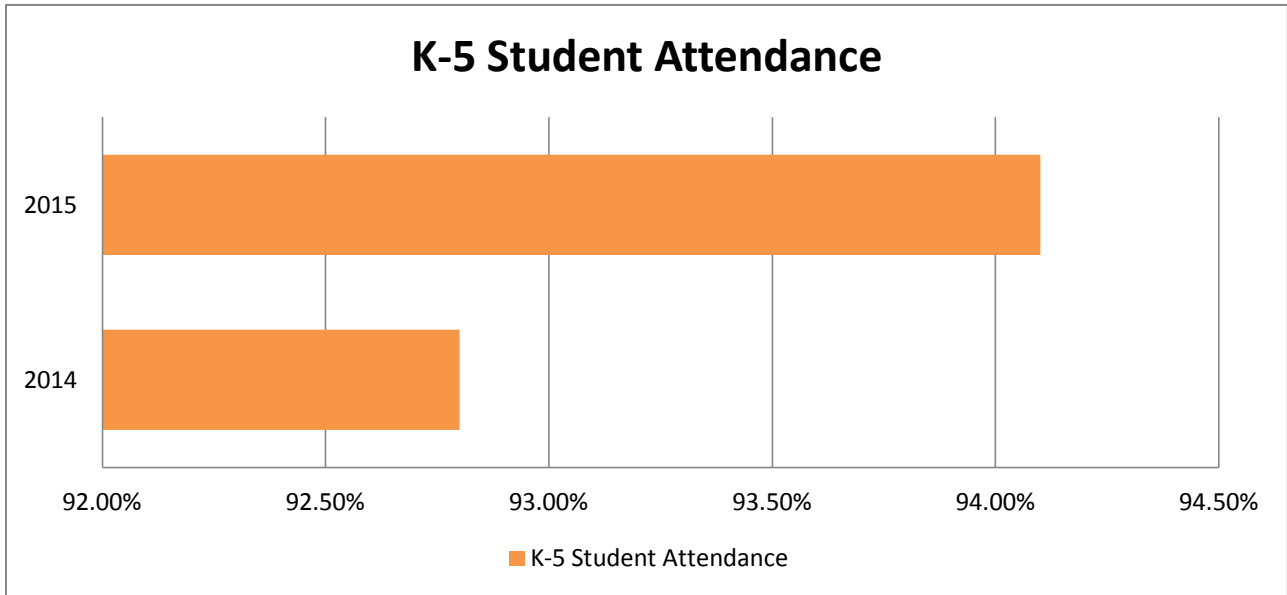
**Figure 11. Curtis Bay Attendance Increase**



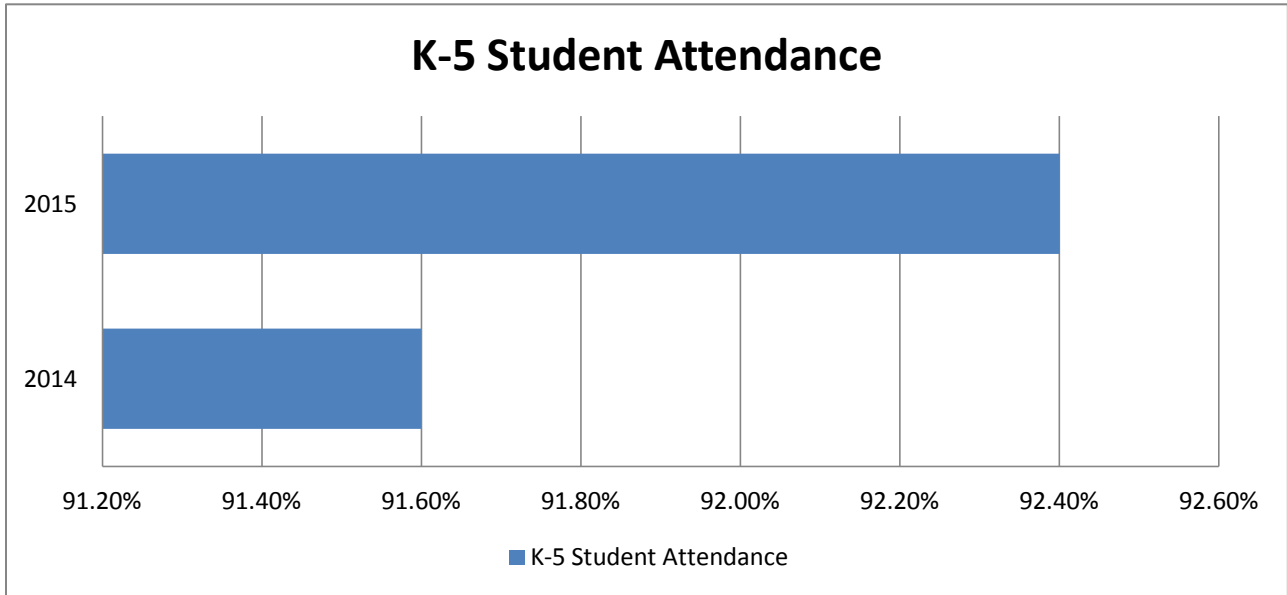
**Figure 12. Curtis Bay 6<sup>th</sup> – 8<sup>th</sup> Grade Attendance Increase**



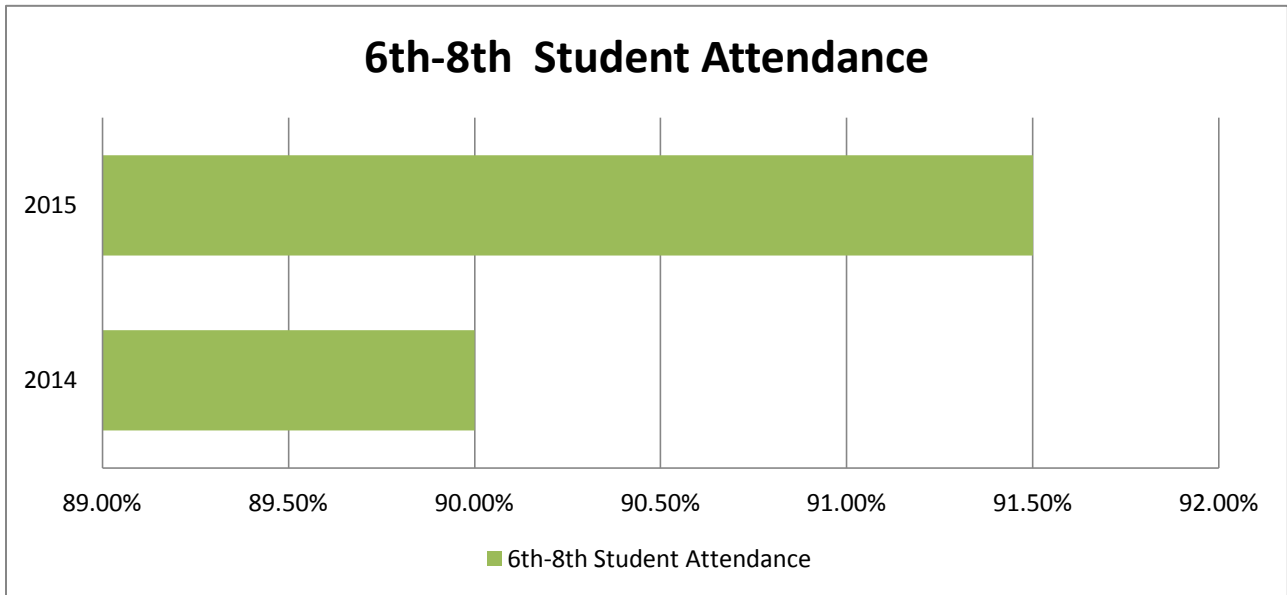
**Figure 13. North Bend K – 5 Grade Attendance Increase**



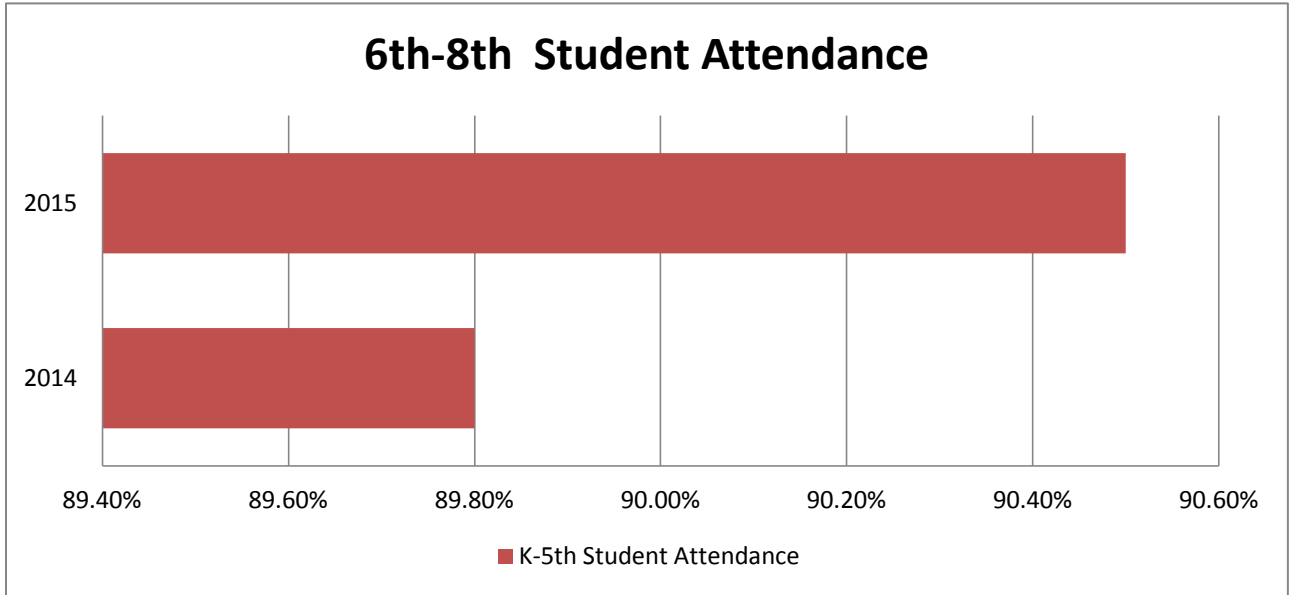
**Figure 14. Maree G Farring K – 5 Grade Attendance Increase**



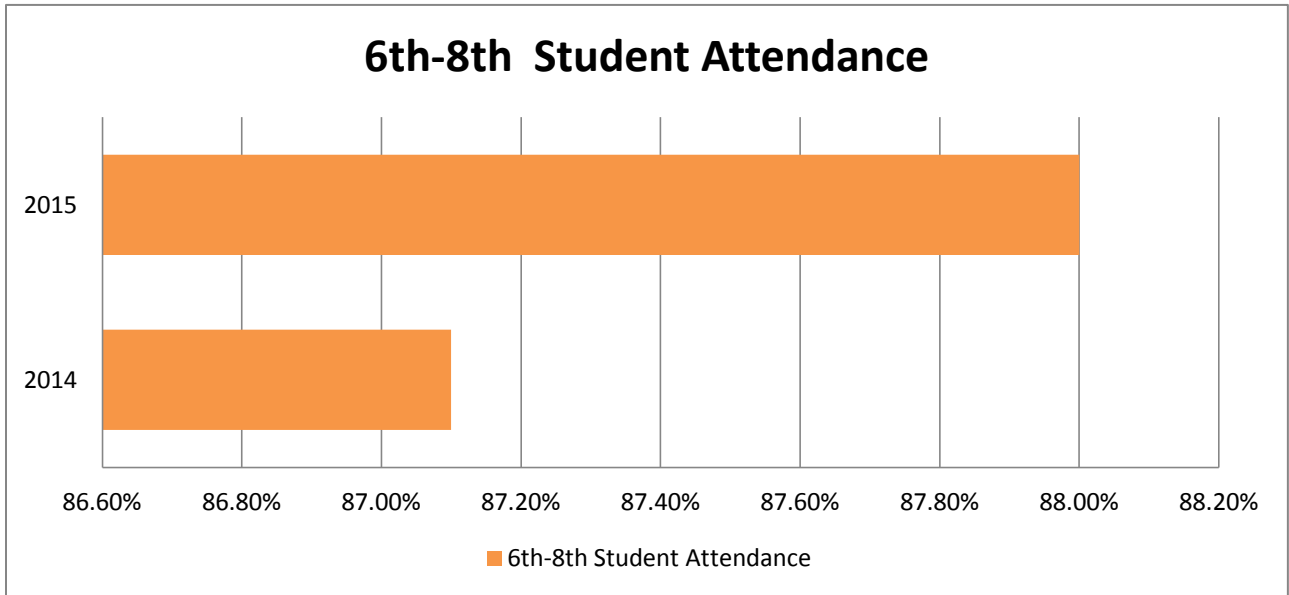
**Figure 15. Maree G Farring 6th – 8th Grade Attendance Increase**



**Figure 15. James McHenry K – 5th Grade Attendance Increase**



**Figure 15. James McHenry 6th – 8th Grade Attendance Increase**





## Absentee Rate

Figure 16. Pimlico 1st – 5th Grade Decreased Absentee Rate

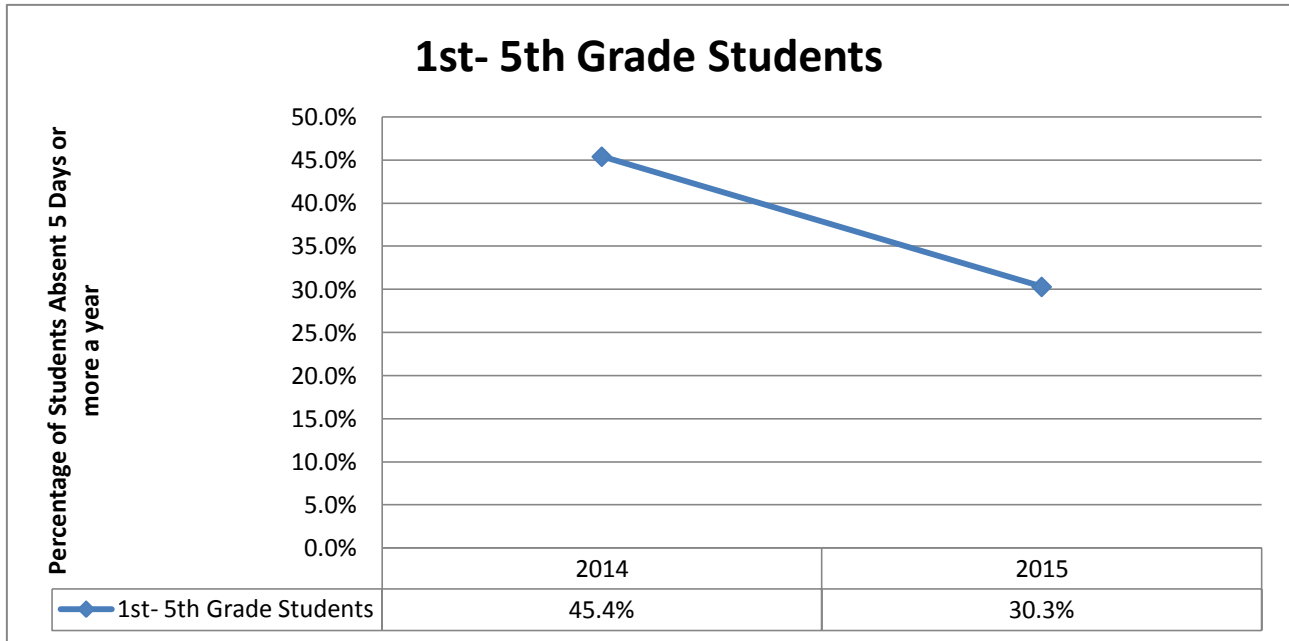
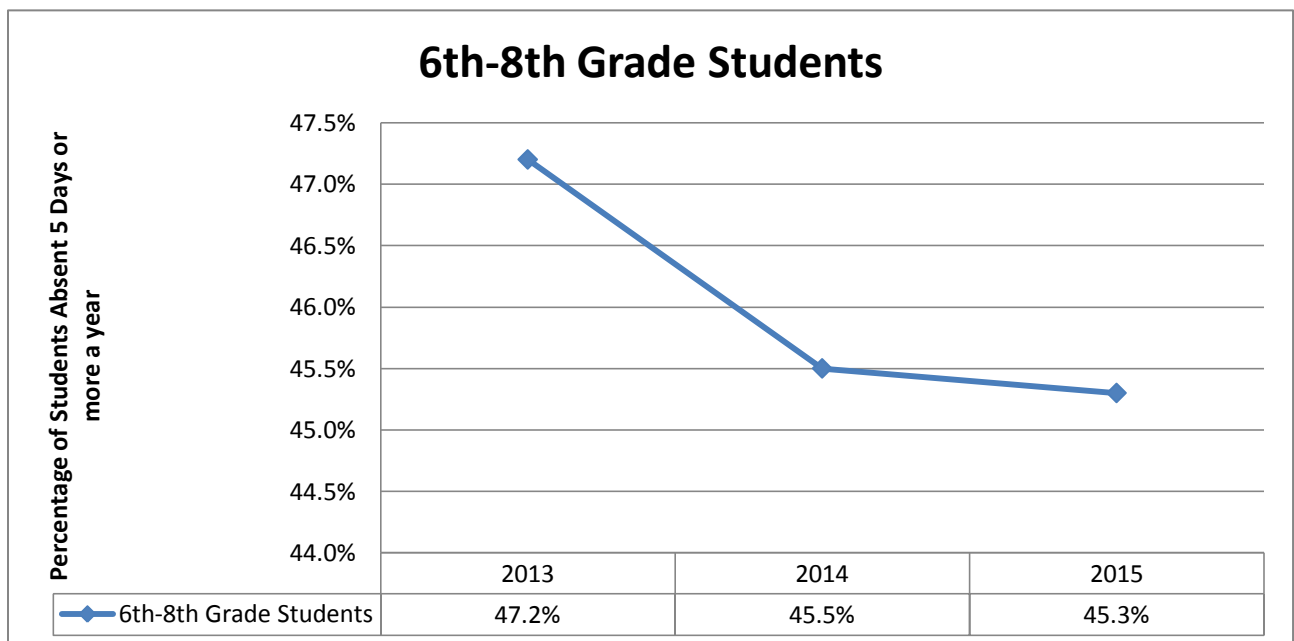
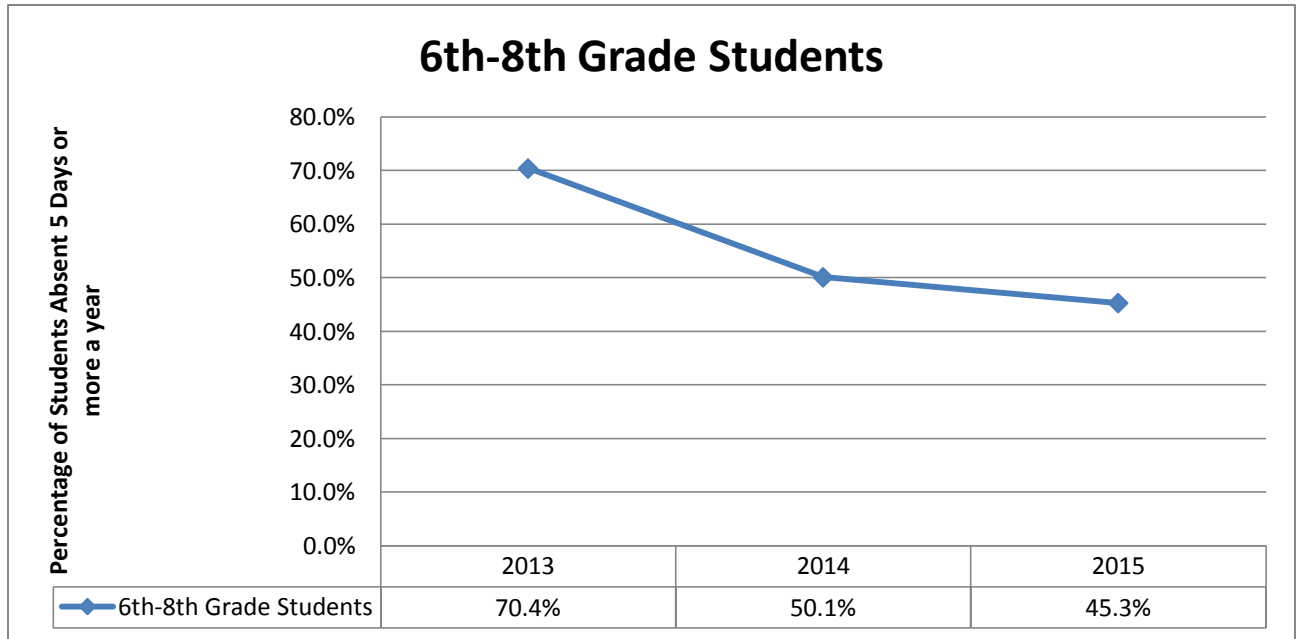


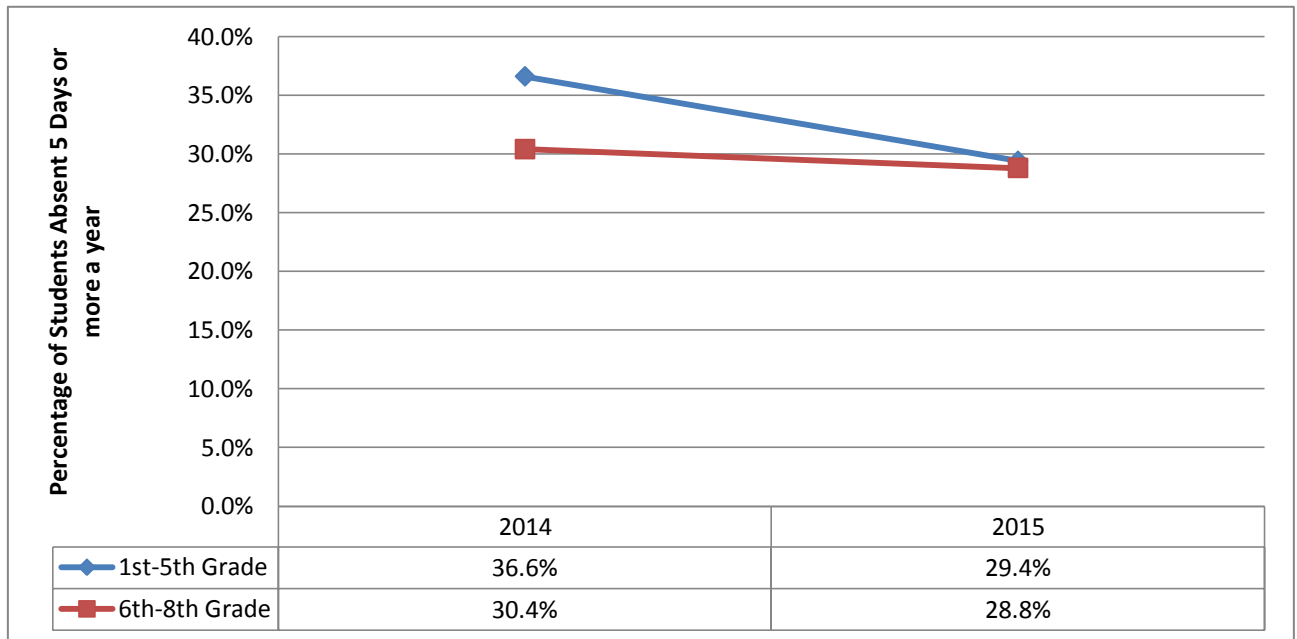
Figure 17. Pimlico 6th – 8th Grade Decreased Absentee Rate



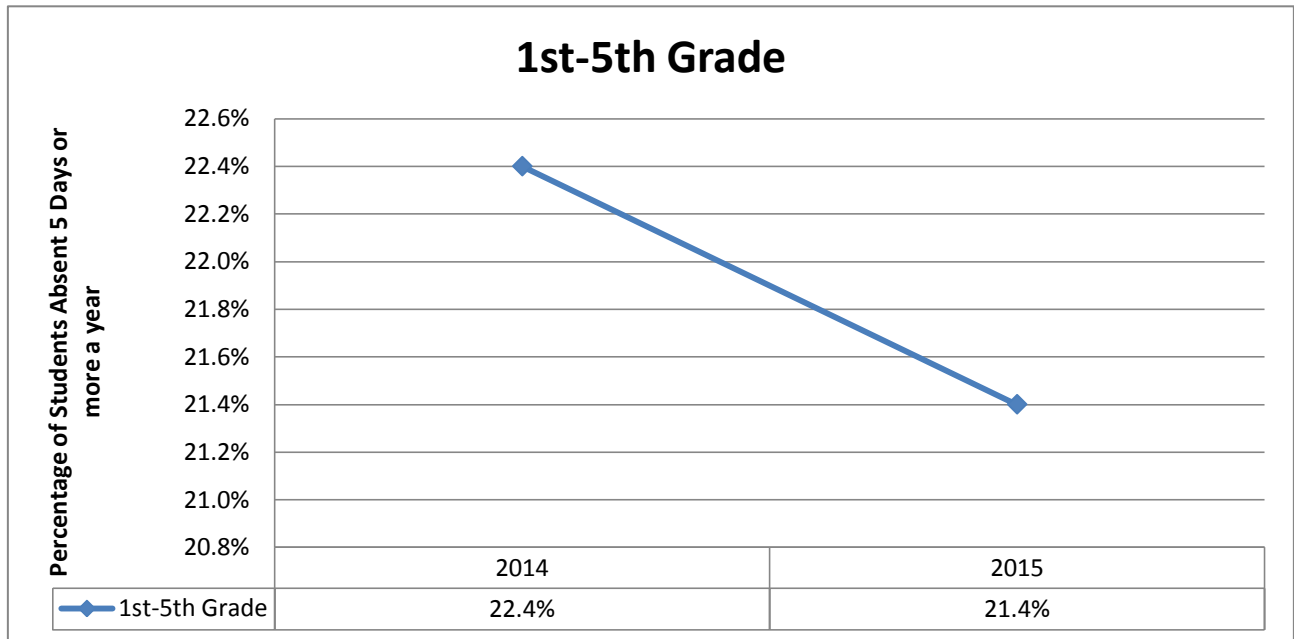
**Figure 18. Northeast 6th – 8th Grade Decreased Absentee Rate**



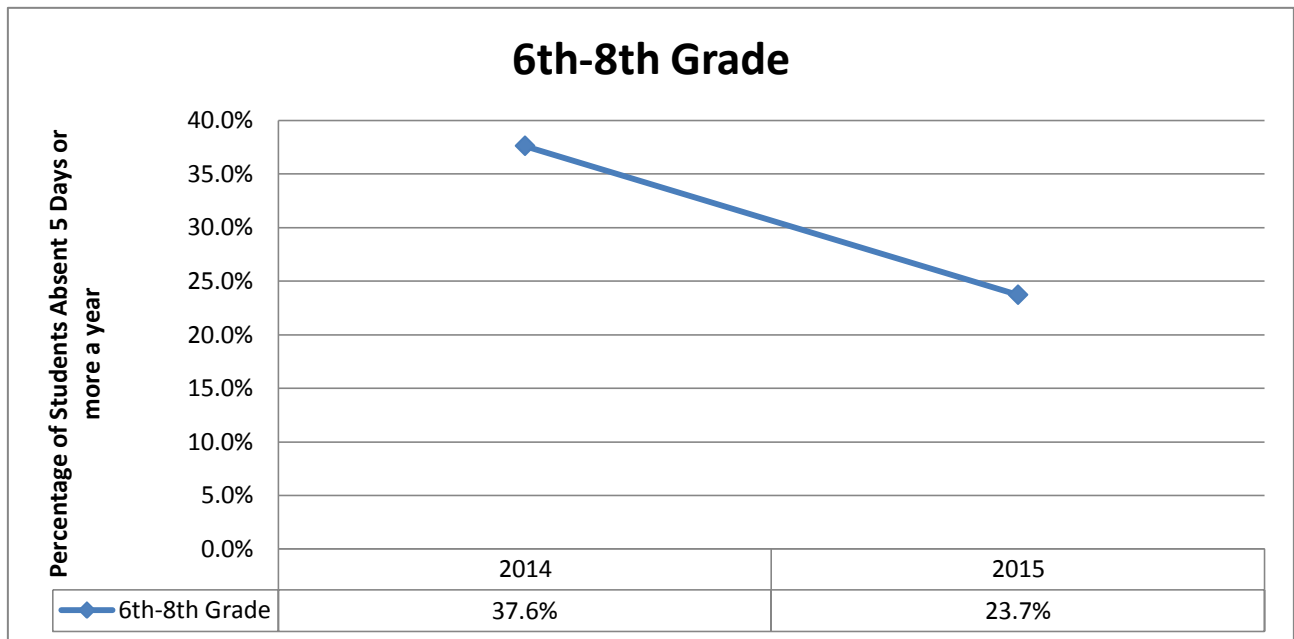
**Figure 19. Lakeland 1st – 8th Grade Decreased Absentee Rate**



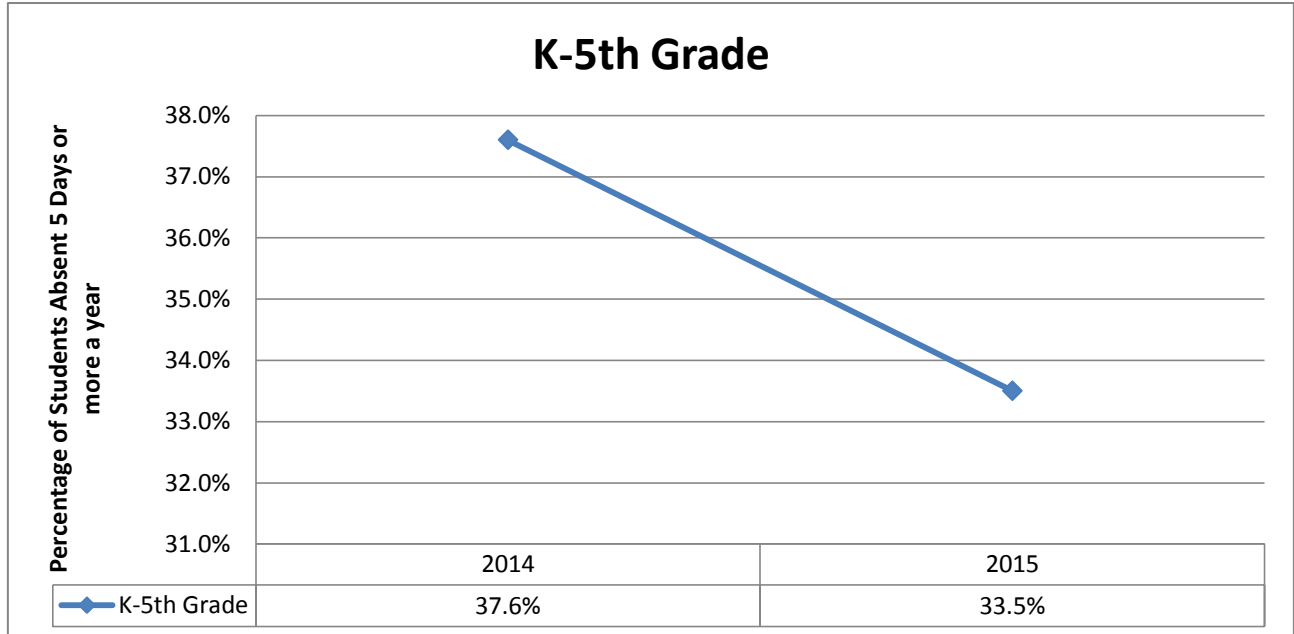
**Figure 20. Dickey Hill 1st – 5th Grade Decreased Absentee Rate**



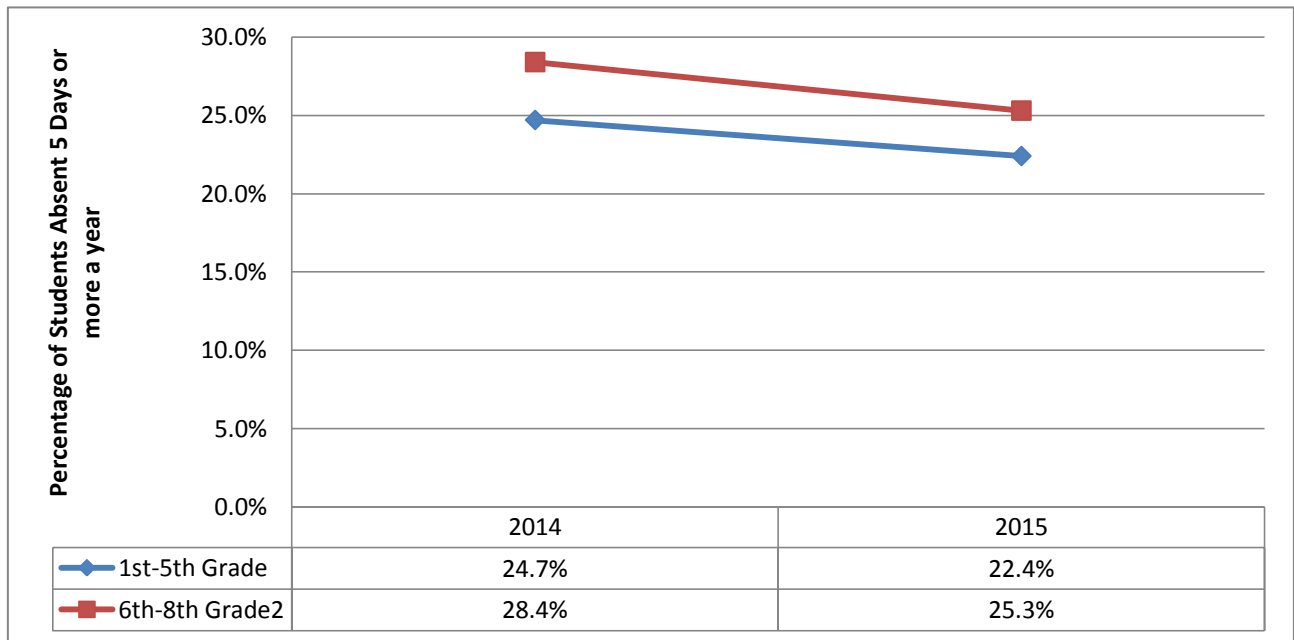
**Figure 21. Dickey Hill 6th – 8th Grade Decreased Absentee Rate**



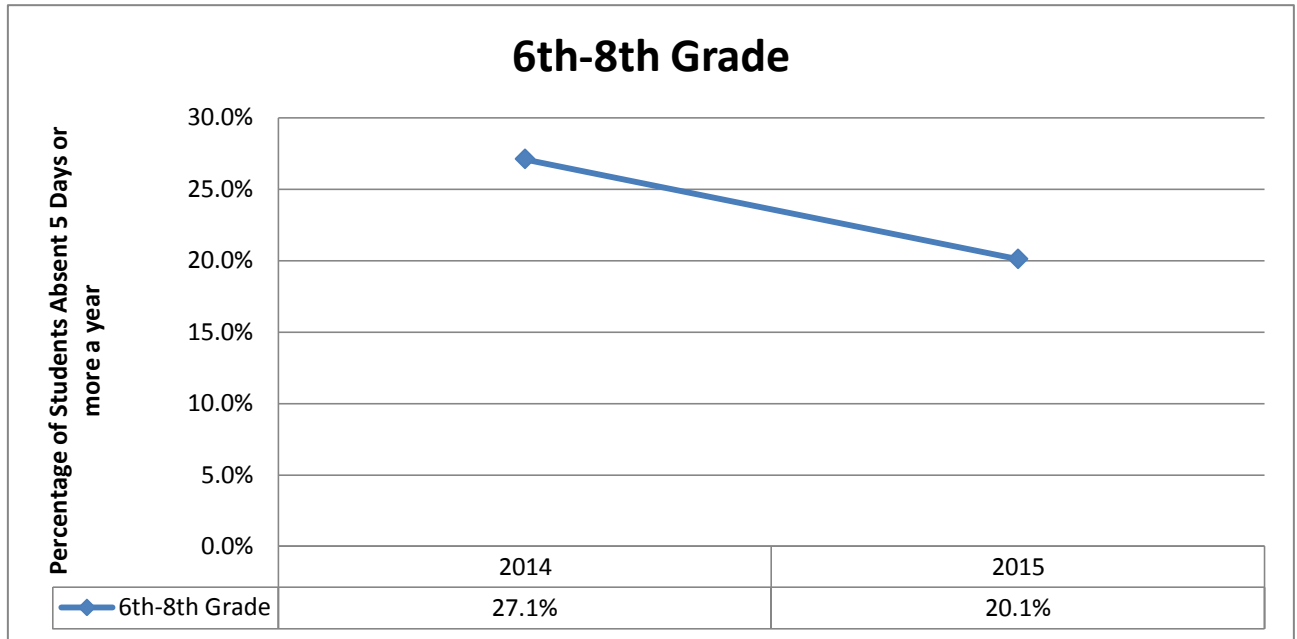
**Figure 22. North Bend K – 5th Grade Decreased Absentee Rate**



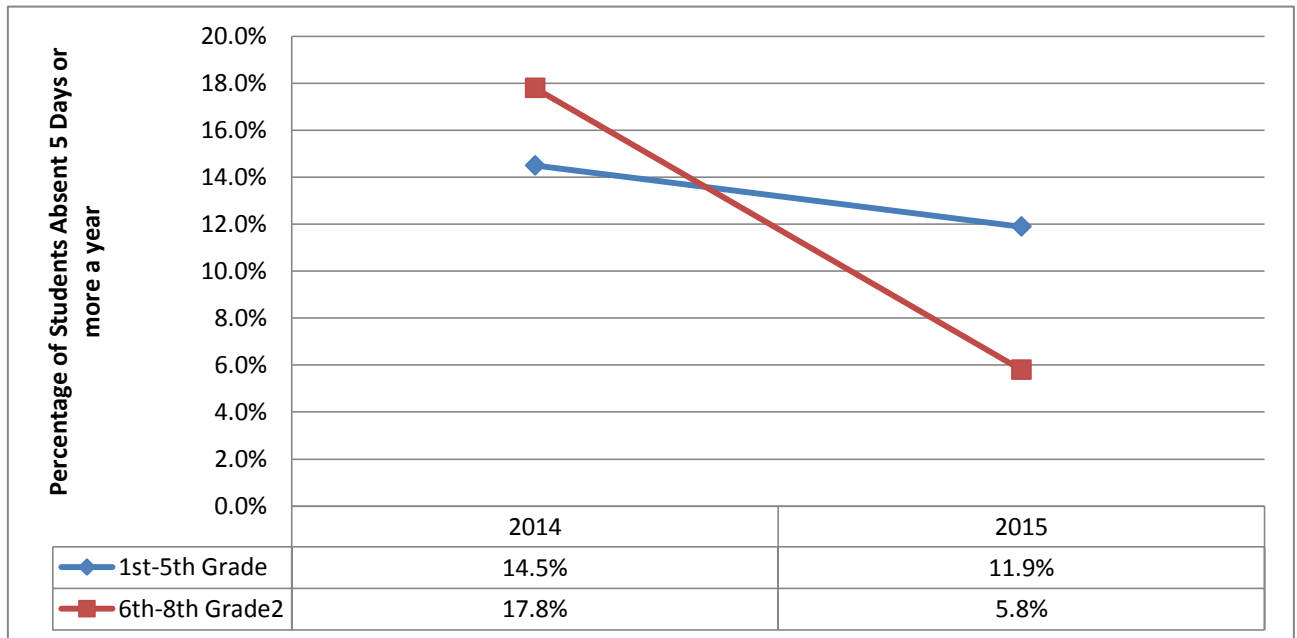
**Figure 23. Grove Park 1st – 8th Grade Decreased Absentee Rate**



**Figure 24. Maree G, Farring 6th– 8th Grade Decreased Absentee Rate**



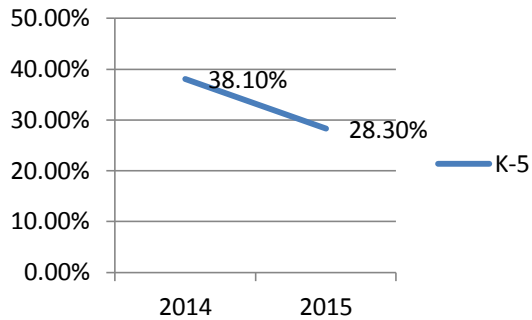
**Figure 25. Montebello 1st – 8th Grade Decreased Absentee Rate**



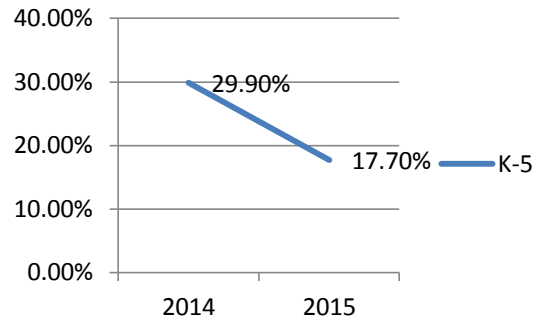
## Student Mobility

The percentage of entrants is calculated by dividing the number of entrants by the average daily membership. The percentage of withdrawals is calculated by dividing the number of withdrawals by the average daily membership. The student mobility percentage is calculated by dividing the sum of entrants and withdrawals by the average daily membership.

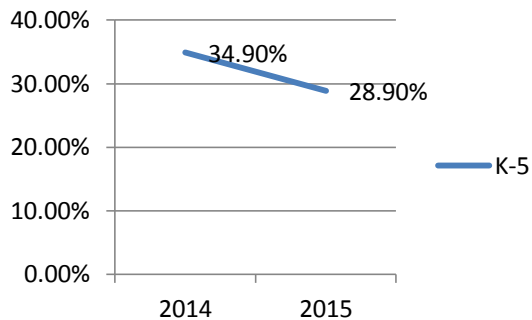
### Montebello K-5



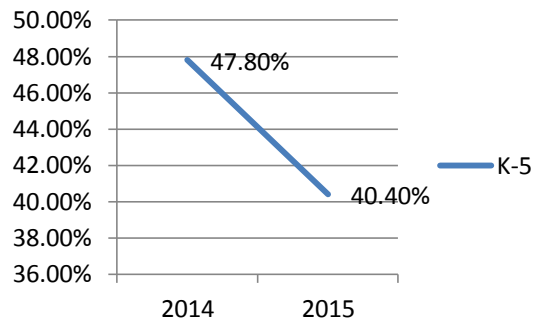
### Montebello 6-8



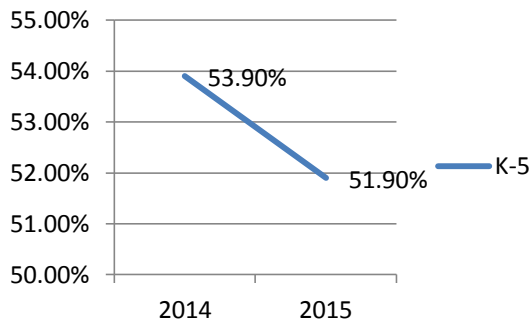
### North Bend K-5



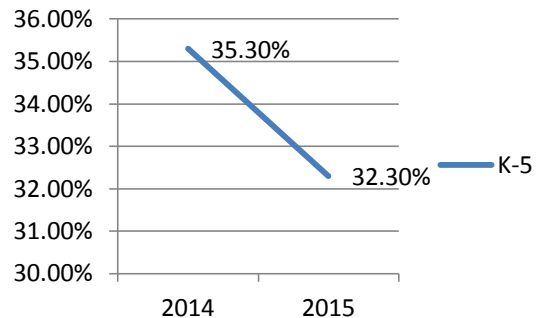
### Maree G Farring K-5



### Pimlico K-5



### Lakeland K-5



BALTIMORE SCHOOL  
*for the* **ARTS** / **Twigs**  
TO WORK IN GAINING SKILLS

July 7, 2014

Dear Sir or Madame,

I am writing today to praise the work of Leaders of Tomorrow Youth Center and in an effort to help them continue to have opportunities to further their mission in our community. As an administrator and educator at the Baltimore School for the Arts, I know very well how important it is to give children in the Baltimore Community opportunities within the arts. Research shows that arts education improves brain development, develops a child's confidence, as well as the ability to communicate effectively. Arts education also supports academic development and achievement.

The founders of LTYC, graduates of the Baltimore School for the Arts, understand how the arts can develop innate talent and, more importantly, help children express themselves in a way that will improve their lives tremendously. More than that, they know how the arts can help our children become leaders. In our community, this ability to lead in a positive way is vital. LTYC is dedicated to training their faculty to be effective teachers and mentors so children have the best experiences possible. Their mission is to help Baltimore's children develop their skills and express themselves in a safe, constructive, and creative environment so they can lead us to a more positive future.

LTYC's dedication to and education of our youth is extremely important for our community. Schools and community based programs would do well to use their services. Their dedication to our youth is inspiring and most importantly, our children are incredibly fortunate to have the opportunity for the arts education LTYC offers. Baltimore is lucky to have them.

Sincerely,

Becky Mossing

Director of TWIGS and Community Outreach  
Theatre Faculty  
Baltimore School for the Arts  
712 Cathedral Street  
Baltimore, MD 21201  
443-642-5167  
bmossing@bsfa.org

**Edgecombe Circle Elementary/Middle-Title I School**  
**Ms. Sharone Brinkley-Parker, Principal**  
**Ms. Alzata Spencer, Assistant Principal**  
**“Perseverance in Education Makes Dreams a Reality”**  
**2835 Virginia Avenue Baltimore, MD 21215 Phone #: (410) 396-0550 Fax #: (410) 545-7867**



May 27, 2014

Edgecombe Circle EMS  
2835 Virginia Avenue  
Baltimore, Maryland 21215

To Whom It May Concern:

This letter is being written to reference the positive and professional services the staff of Leaders of Tomorrow Youth Center, Inc. have provided for the students at Edgecombe Circle. Since beginning the work here, our students have been able to showcase their talents and learn how to work together infusing the arts into school. The instructor is knowledgeable and seeks to support the growth and development of students through practice and commitment to the program. This instructor also works well with other arts staff to incorporate a cross functionality of supports within the various disciplines. In addition, whenever needed, the administrative team is responsive to school concerns and provides an open line of communication to understand how the services can best support and align with the needs of the school. It has been a great privilege working with the instructors provided and we look forward to a continued partnership.

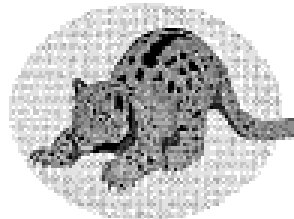
Sincerely,

*Sharone Brinkley-Parker*  
Sharone Brinkley-Parker  
Parker



Lyndhurst Elementary School

621 Wildwood Parkway  
Baltimore, MD 21229



*"Nurturing, Engaging, and Empowering the Whole Child"*

**Dr. Sherelle Lowe, Principal**

May 29, 2014

To Whom It May Concern;

This letter is to certify the partnership between Leaders of Tomorrow Youth Center and Lyndhurst Elementary School. LTYC has been a partner of Lyndhurst's for the past three years. In that time they have provided many services and supports to our school community. Services provided include parent empowerment workshops, mentoring support, acquiring donations for parent giveaways, and supporting our annual Fun Day (paying for various items). Lyndhurst has allowed LTYC to hold their training meetings for their staff in the school media center monthly.

Lyndhurst has truly found benefits to the existing partnership and looks forward to its continuance in the years to come.

Sincerely,

A handwritten signature in cursive script that reads "Sherelle Lowe".

Dr. Sherelle Lowe

Principal, Lyndhurst Elementary



**LIGHT**  
HEALTH • WELLNESS

Comprehensive Services, Inc.

PO Box 25535 | Baltimore MD 21217

443-524-0220 Main

443-914-0505 Fax

[www.lighthhealth.org](http://www.lighthhealth.org)

June 2, 2014

To Whom It May Concern:

This reference of service is for Dr. Dermell Brunson & Leaders of Tomorrow Youth Center, Inc. (LTYC) for his exceptional leadership in the community. Soon after being introduced to LTYC through a mutual colleague, I was impressed by the vision of the program and the display of professionalism as well as drive to implement arts education in the lives of children that may not have received the exposure in such a trained and professional manner. Our relationship was then built through a request from Dermell for my assistance in shaping and forming criteria in LTYC's search for its first Executive Director.

Leaders of Tomorrow Youth Center, Inc. and LIGHT have explored partnerships and we look forward to future collaborations and partnerships with their organization. It is also my experience to LTYC's vision through one of its founders, Dr. Dermell Brunson, as a member of the Rotary Club International- whom I've witnessed on two consecutive yearly occasions present LTYC with a check donation for programming services from Rotary's Youth Services Committee. I have experienced Dermell as a community activist as well as a pioneer in initiatives to improve the educational system as well as the cultural exploration of youth and their families in urban communities. Dermell and I have already begun collaborating ideas on how to better improve the lives of individuals in the mental health and health care sector. LTYC's intention, knowledge and history on these matters are evident.

In likeness with our mission, LTYC embraces the importance of providing comprehensive information, guidance and treatment. Dr. Brunson is compassionate in meeting the service needs of the unique population of clients that LTYC serves and LIGHT is, again, looking forward to expanding services to our clients through utilizing an ongoing partnership.

Respectfully Submitted,

Debbie Rock, MSW  
Executive Director  
LIGHT Health and Wellness Inc.