



Hustle University's Evidence-Based Programs

Hustle University's Make A Way consulting firm specializes in providing high relevancy Comprehensive and Targeted Support and Interventions to underperforming schools. Our goal is to empower and improve the climate, culture and academic success of Local Education Agencies (LEAs) by positively impacting at-risk youth and traditionally underserved schools. We provide year-long, wrap around activities and programs consisting of teacher and LEA staff professional development, student motivational and educational achievement presentations, parent workshops and an impactful curriculum.

Extensive data and research demonstrate the evidence-based effectiveness of Hustle University's services, unique strategies and products. Below are examples of how the Make A Way services are eligible and a direct nexus to several Federal Title programs and other grant funding sources. Some examples are offered below.

Title I: Improving the Academic Achievement of the Disadvantaged. This program provides supplemental Federal funds to LEA's to assist schools with high student concentrations of poverty to meet LEA's educational goals, including:

- 1) Ensuring high-quality academic assessments, accountability systems, teacher preparation and training, and curriculum.
- 2) Meeting the educational needs of low achieving children in the Nation's highest-poverty schools.
- 3) Closing the achievement gap between high and low performing children.

Title II, Part A: Building Systems of Support for Excellent Teaching and Leading. Title II, Part A is a federally funded program that increases student academic achievement through strategies such as improving teacher and principal quality, including:

- 1) Evidence-based professional development designed to improve classroom instruction, student learning and achievement and increase the retention of effective teachers, principals, and other school leaders.
- 2) Providing teachers the opportunity to exercise increased responsibility and to grow professionally.
- 3) Providing ongoing professional learning for principals and other school leaders.

Title IV, Part A: Student Support and Academic Enrichment (ESSA) is a federally funded program with the goal of preparing every child for high school graduation, ready to thrive in college and careers. ESSA promotes equitable access to education, high academic standards, improvement of the lowest-performing schools and schools with underperforming student groups, and access including:

- 1) Provide all students with access to a *well-rounded education*.
- 2) Provide *safe and healthy* classroom conditions to improve student learning environments.
- 3) Improve student's *effective use of technology*.

Our Mission & Methodology

Mission: Hustle University's mission is to empower and improve the climate, culture and academic achievement of School Districts by positively impacting at-risk youth and traditionally underserved schools.

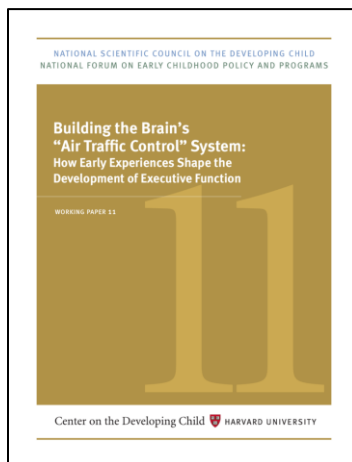
Hustle University is a self-help organization. We *Make the WAY* to teach students and LEA teachers and staffs help themselves. Using a personal development approach to education, we help our partners navigate through challenges that result in sustained student success. Our school-wide SEL programs shift mindsets, empowering students and LEA staff to take personal responsibility and accountability. Our strategies and tools help them effectively problem-solve and thrive in the face of adversity.

Our school year-long wrap-around consulting service is provided to all school stakeholders by providing:

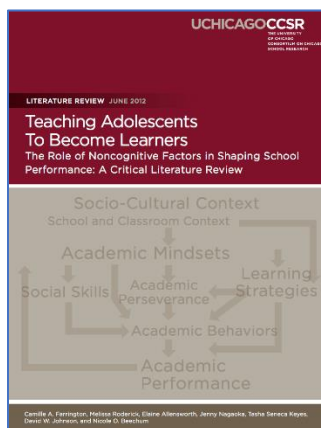
1. Strategic Planning and Consulting for Administrators
2. Professional Development and coaching for educators
3. Motivation, Prevention & Intervention strategies for students
4. Parent Engagement and Involvement workshops



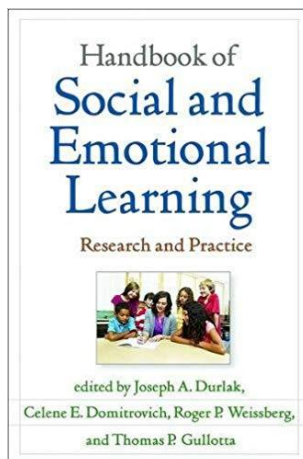
Evidence-Based Research Supporting Our Social Emotional Learning Curriculum



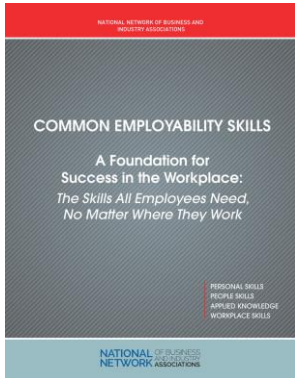
A longitudinal study following more than 1,000 children found that early self-control predicted a range of long-term outcomes, including better physical health and personal finances, and lower substance dependence and criminal activity. (Moffitt et al., 2011; Duckworth & Seligman, 2005). Likewise, the inability to cope effectively with stress or regulate one's emotions is associated with numerous diseases that influence the physiological response system. (Greenberg et al., 2015) This is particularly relevant for children exposed to chronic stress often associated with poverty, violence, and substance abuse, conditions that have long-lasting consequences for learning, behavior, and general physical and mental well-being. (Center on the Developing Child, 2007; Thompson, 2014)



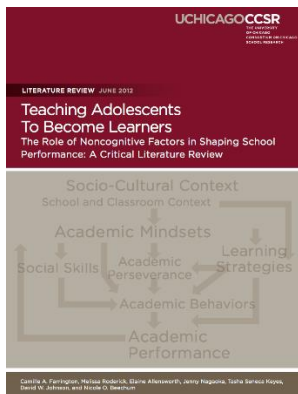
Classroom instruction and academic activities that connect rigorous cognitive challenges with social interaction or that spark students' emotions result in deeper, longer-term learning. (Farrington et al., 2012)



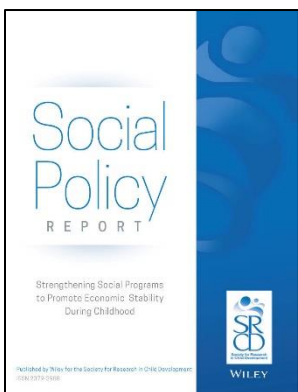
By facilitating the development of skills such as how to manage emotions, such interventions can serve as important protective factors and change the way individuals adapt to their environment and respond to stress. (Greenberg, Katz, & Klein, 2015; Buckner, Mezzacappa, & Beardslee, 2003, 2009)



Employers recognize that social and emotional development, along with content knowledge, is crucial to preparing the future workforce with the life skills employers increasingly need and value. (National Network of Business, 2014; National Association of Colleges and Employers, 2016)



Children with stronger social and emotional competencies are also more likely to enter and graduate from college, succeed in their careers, have positive work and family relationships, better mental and physical health, reduced criminal behavior, and to become engaged citizens.ix (Moffit et al., 2010; Greenberg et al., 2017; Weissberg et al., 2015)



For effective implementation, social and emotional learning should be developmentally and culturally aligned to the needs of students and integrated across settings, including the school, home, and community.xliii (Jones & Bouffard, 2012)

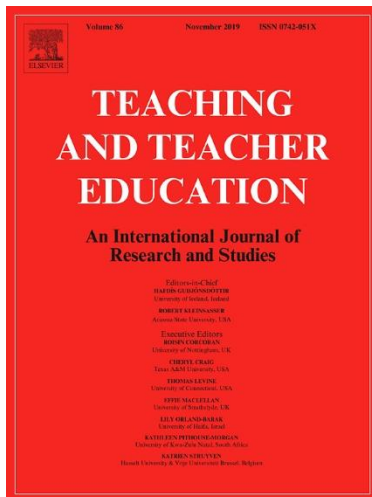
About Our Evidence-Based SEL Curriculum

Aligned with the evidence-based research supporting the effectiveness of SEL interventions, Hustle University published several books that address the needs of both students and educators. These books are the groundwork of our academic achievement based comprehensive curriculum.



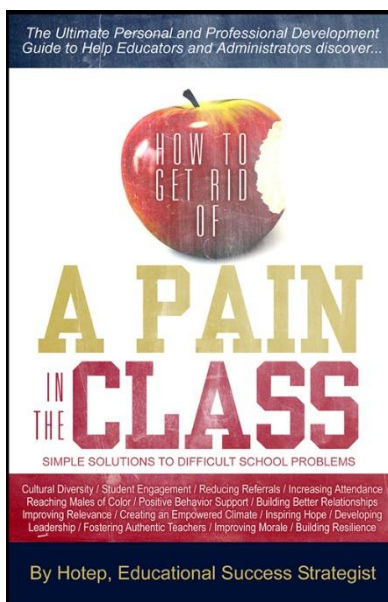
Our SEL curriculum and proven educational interventions apply rigorous cognitive activities, foster long-term learning, manage student emotions and stress, provide life skills employers value, and increase students' likelihood of graduating college and enjoying successful careers. All the while, the curriculum adapts developmentally and culturally to always be relevant to the student.

Our Professional Development & Handbook



When teachers receive training in specific evidence-based programs or strategies that impact teaching and learning in the classroom, they feel better equipped to propose and implement positive, active classroom management strategies that deter students' aggressive behaviors and promote a positive classroom learning climate. Xlix (Alvarez, 2007)

Research indicates that teachers with stronger social and emotional skills have more positive relationships with students, engage in more effective classroom management, and implement their students' social and emotional programming more effectively. li (Jones & Bouffard, 2012)



How to Get Rid of a Pain in the CLASS is our professional development handbook. It is based off our two-day training and is written from a personal development perspective and designed to be used as a book study for educators.

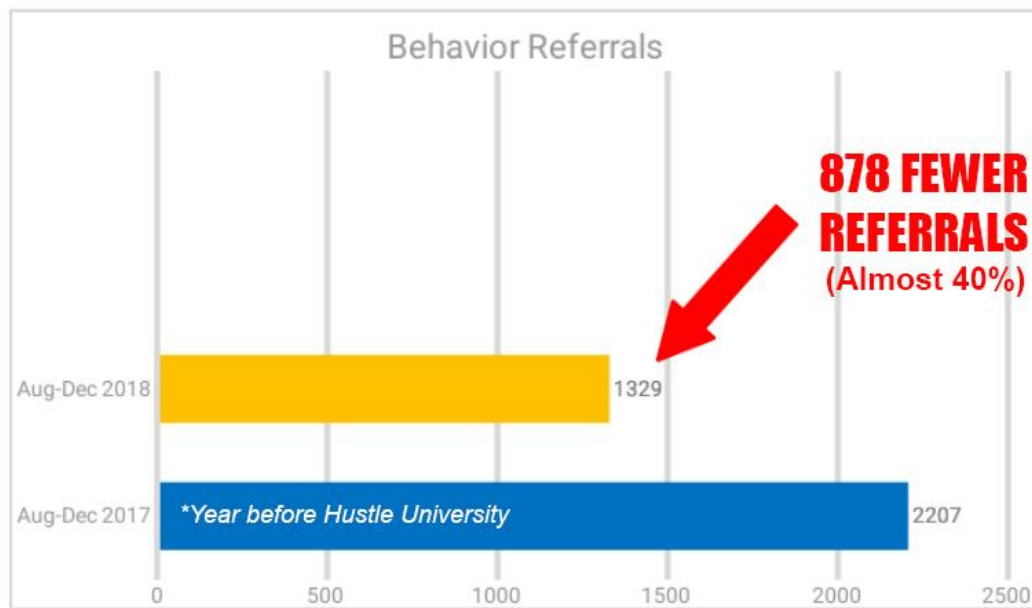
How to Get Rid of a Pain in the CLASS provides simple, practical and evidence-based strategies for educators at all levels to reduce, overcome or eliminate the most common problems in schools by placing the power in their hands. This book helps educators “break the proverbial handcuffs” by placing their daily experiences and outcomes within their own control. How to Get Rid of a Pain in the CLASS: challenges beliefs and assumptions about youth and education, forces educators to reflect on their own actions, and analyze daily classroom issues by seeing themselves as the biggest part of the solution.

Objectives help educators: Improve Staff Morale, Increase Student Performance, Establish Authentic Relationships, Eliminate Common Stressors, Reduce Behavior Referrals

The Measurable Effectiveness of Hustle University Activities

Case Study #1

Hattiesburg High School



“Hustle University helped me bring my vision for my school to life, and put it into action.” Dr. Boney, School Principal

School Demographics: Mississippi Public High School/ High Poverty Area/ 94% African-American

Problem: Excessive fighting and behavior referrals, poor school climate.

Goal: Reduce school violence, decrease student disciplinary incidents and improve school learning environment.

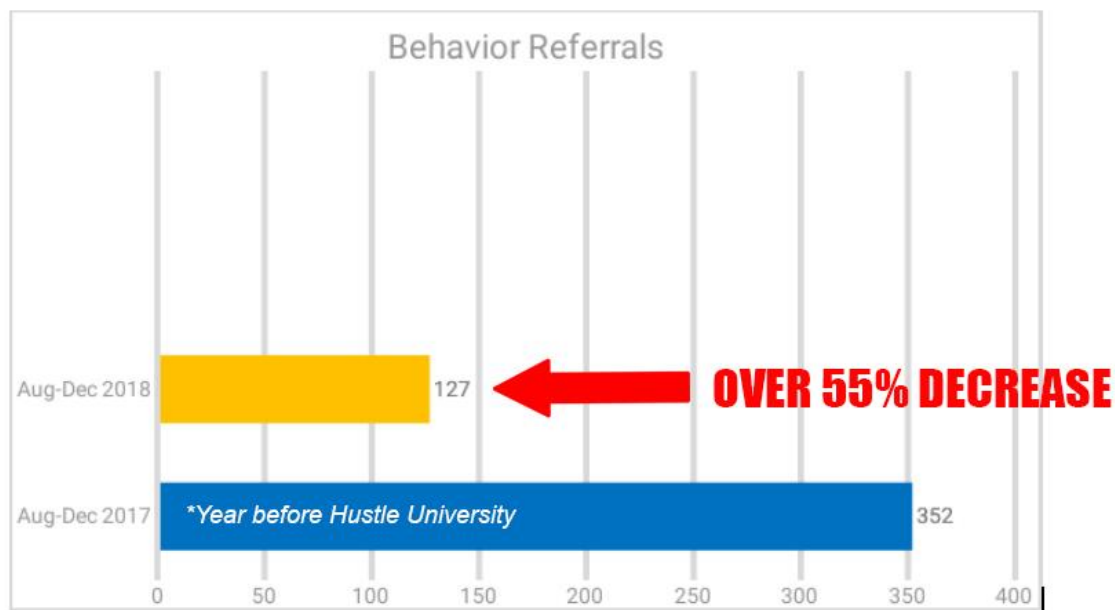
Solution: Trained teachers on class management techniques to build better relationships and teach with relevance. Built student leadership group and implemented student interventions via motivational presentation series.

Results: Student behavior referrals reduced by 40% after one year of school support.

The Measurable Effectiveness of Hustle University Activities

Case Study #2

Dillard Middle School of Excellence



“Hustle University’s customized approach gave my school exactly what it needed! They expanded my vision school-wide and distributed leadership so my entire staff felt excited and empowered!” Dr. Cox, School Principal

School Demographics: North Carolina Public Middle School/ High Poverty Area/ 98% African-American

Problem: Failing school has negative climate, low morale, poor student behavior and academic performance.

Goal: Turn school around by increasing student performance and improving teacher efficacy.

Solution: Develop and implement Climate & Culture action plan based on new school vision/ mission and core values.

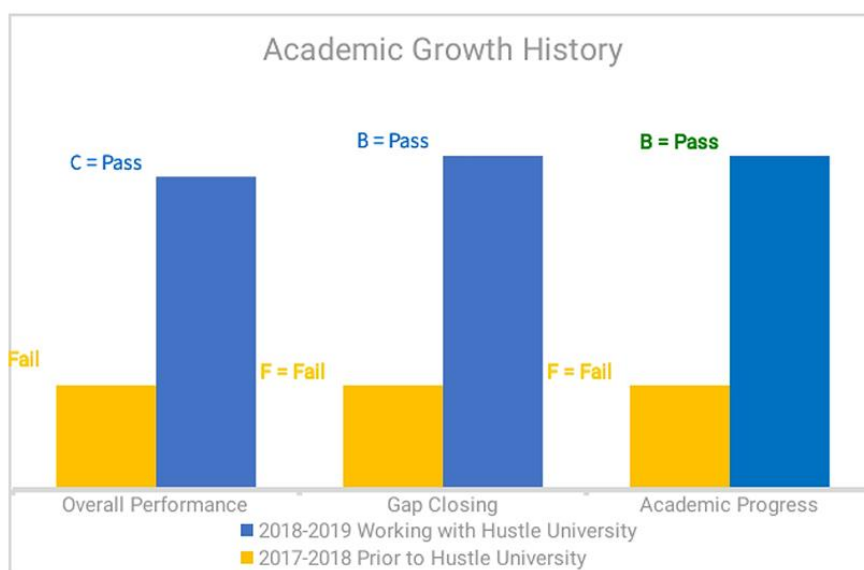
Results: Student behavior referrals reduced by 55% in year one of action plan implementation.

The Measurable Effectiveness of Hustle University Activities

Case Study #3

Richard Allen Academy

ALMOST COMPLETE TURNAROUND IN 1 YEAR



“The mindset training for my staff, book study and the rebranding strategies Hustle University taught at their leadership training made a major difference for my school!” Dr. Cooper, School Principal

School Demographics: Ohio Public Charter School K-6/ High Poverty Area/ 60% African-American/ 40% Latino

Problem: Failing school has scored all Fs on report card

Goal: Improve student academic achievement and school grade

Solution: Improve school climate via rebranding program and train teachers on understanding Poverty Mindset and addressing their own bias.

Results: Overall school rating moved up to a C from F, and several other areas moved to B including Academic Progress after one year of intervention services were implemented.

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