

Snapshot: Passport to the World ... Explorers Summer Program

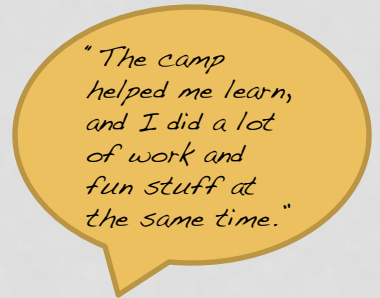
Beginning in the summer of 2014, Executive Coaching Enterprises (ECE) launched the Passport to the World ... Explorers summer program in Winston-Salem, North Carolina. During this three-week long program, students investigated diverse cultures and focused on improving literacy, math, and leadership skills. This snapshot will present the impact of the program, recruitment strategies used by ECE to gather participants, program components, and a brief description on how this program is aligned to a research theory known as culturally responsive pedagogy.

Impact

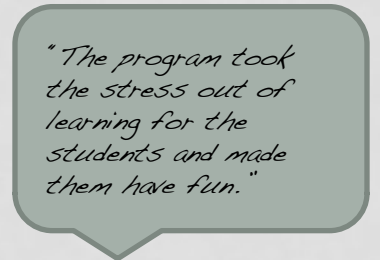
Below are some highlights on the *impact* of the summer program.



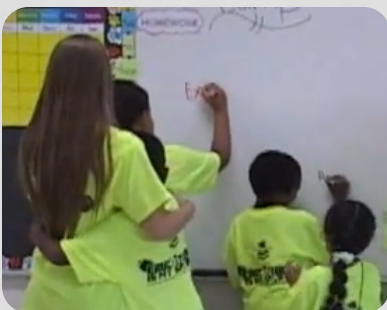
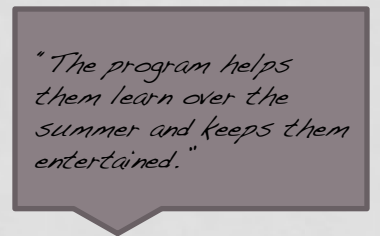
- 88% of students agree that the camp taught them about another culture in a fun way
- 80% of students stated they felt *prepared* to start school next month
- Students noted having an **increase in their self-confidence** when completing academic work



- 98% of district teachers articulated that students were more aware of diverse cultures
- 94% of district teachers stated that their students were **more prepared to start school** in the fall
- Teachers planned to incorporate ECE activities into their classrooms when they returned to school



- Parents noticed their child's love for school and learning improved
- Parents noted a **reduction in summer reading loss**
- Parents recognized an improvement in their child's behavior



Recruitment Strategies

ECE administrators used intense recruitment strategies to advertise the Passport to the World ... Explorers summer program to Title I schools and local Forsyth County communities. The premise of these recruitment strategies was to gain student and parent interest across the district.



ECE hosted motivational assemblies in 18 of 22 elementary Title I schools (90%).



Thirty members from ECE's community marketing team collected **2,658** applications from parents. The "Street Team" went door-to-door to advertise the new summer program.

Due to ECE's marketing strategies, over 1 600 students attended the summer program. The summer camp's demographics included 65% identified as Latino/Latina, 32% as Black, and 2% as Other. In addition, 100% of participating students received free and reduced-priced lunch.

Program Components

ECE's Passport to the World ... Explorers summer program is made up of five components: 1) academic acceleration, 2) character development, 3) T.E.A.M.S, 4) professional development, and 5) parent empowerment. This section will give a brief description of each component.

1. Academic Acceleration

In the first component, academic acceleration, ECE administrators use a Common Core-aligned curriculum that teaches students strategies that improve their Lexile levels, reading comprehension, and writing proficiency. In addition, students are taught foundational numerical skills through instruction, activities, and *Banking on My Future*, an initiative where students track their progress through quantitative means.

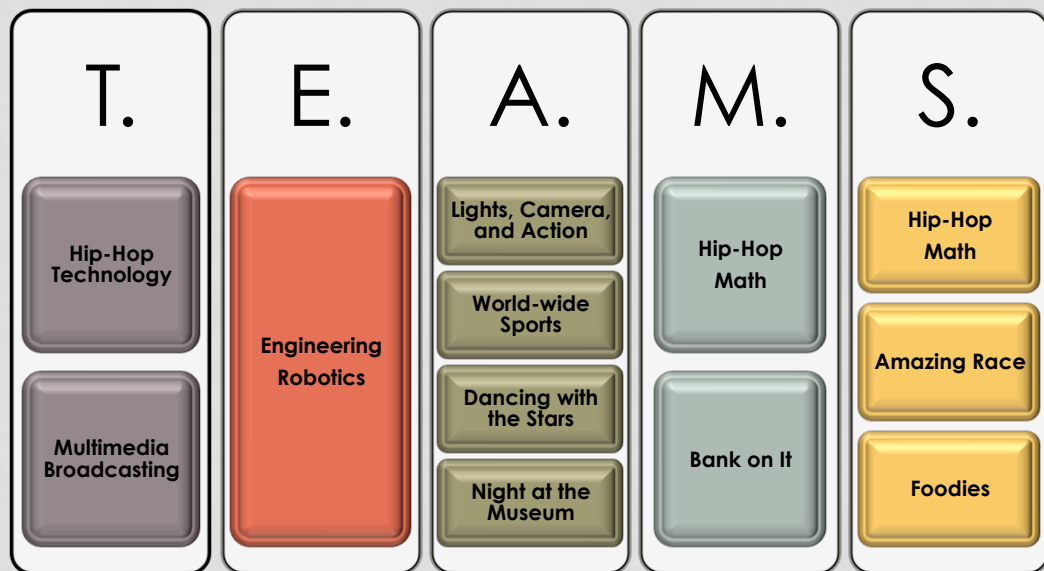
2. Character Development, Banking on My Future

Through the second component, character development, teachers work to support and improve students' feelings of self-worth and identity. Again, the initiative *Banking on My Future* is applied, in this case to help students develop a sense of accountability and accomplishment. This initiative **aligns with Positive Behavior Intervention Support (PBIS)**, giving students the opportunity to earn *Destiny Dollars* when they exhibit good behavior and a positive attitude.

Students receive one *Destiny Dollar* for each positive action. These actions include attending school, having a positive attitude, participating in the classroom, exhibiting good character, maintaining good behavior, and displaying other positive behaviors noted as "overtime." Students have the potential to earn \$6 in one day and \$24 per week. They have the option to either save or spend their *Destiny Dollars* on small prizes from the ECE store, providing an impetus for good behavior. Simply attending school is not enough - students are called to participate, to have a positive attitude, and to exhibit characteristics that create a positive classroom environment.

3. T.E.A.M.S.

The next program component, abbreviated as T.E.A.M.S., is designed to introduce students to **T**echnology, **E**ngineering, **A**rts/**A**thletics, **M**athematics, and **S**cience. The image below illustrates the electives offered to students as part of this component.



4. Professional Development, Coaching Clinics

Through the next program component, professional development, ECE combines instructional strategies with an athletic coaching model, in order to support school- and district-level educators. During ECE's *Coaching Clinics*, teachers and administrators are trained in fundamental principles that are geared toward **improving school culture, adult performance, and student outcomes**. Sessions are facilitated by knowledgeable educators and ECE coaches.

5. Parent Empowerment Session

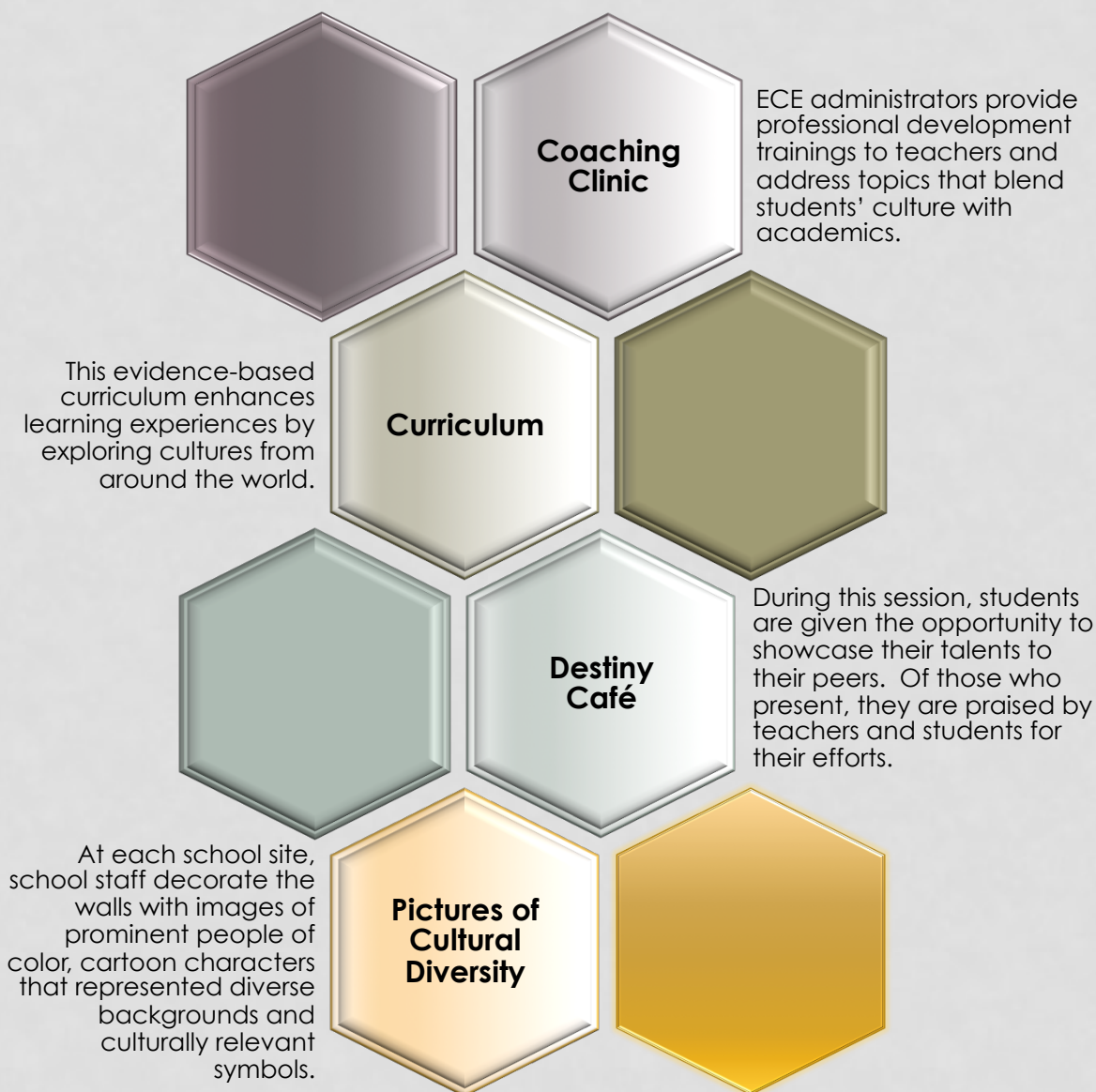
The final component of the Passport to the World ... Explorers summer program is parent empowerment. Approximately **458 parents and/or guardians attended** a parent empowerment session on July 29, 2014, from 9:00 a.m. to 10:30 a.m. During the session, ECE administrators held parenting workshops focused on improving family relations and building bridges between the school and the home. They also provided parents with resources to help support students away from the classroom and in the home. Parent sessions focused on the following topics:

- Improving communication between parent and child, as well as parent and school;
- Understanding how to transition from stress to success;
- Fostering cooperation and positive attitudes;
- Defining parental involvement; and
- Becoming more active in their child's school.

Culturally Responsive Pedagogy

The ECE philosophy and curriculum strongly aligns with the theory of **culturally responsive pedagogy** (CRP). Educator Geneva Gay introduced CRP as a means to improve student achievement amongst students of color by improving their curriculum through targeting teacher training.¹ Through these trainings, teachers learn about cultural differences between educators and students and examine how to embed students' cultures within their curriculum.

Research supports that embedding CRP practices within the curriculum improves student achievement. Through this method, students will be more likely to achieve and excel if they can see themselves in their school work. Based on the body of literature demonstrating the effectiveness of CRP, the alignment between ECE and CRP, and findings from ECE's summer program components, educators should expect to see an improvement in student achievement from students who participated in the Passport to the World summer program. Below are ECE's program components that align with CRP:



¹Gay, Geneva. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), pp.106-116.

Beginning in the summer of 2014, Executive Coaching Enterprises (ECE) launched the Passport to the World ... Explorers summer program in Winston-Salem, North Carolina. During this three-week long program, students investigated diverse cultures and focused on improving literacy, math, and leadership skills. This one page summary will present the impact of the program by focusing on the program's components; a) academic acceleration, b) character development, c) T.E.A.M.S, d) professional development and e) parent empowerment.

1. Prevented Summer Learning Loss

In the first component, academic acceleration, ECE administrators used a Common Core aligned curriculum that taught students strategies that improved their Lexile levels, reading comprehension, and writing proficiency. In addition, teacher taught students foundational numerical skills through instruction, activities, and *Banking on My Future*, an initiative where students track their progress through quantitative means. Results, which align with this form of impact, can be found below.

- Given that students attended the summer program for a maximum of 12 days, the probability of students' experiencing a significant reduction in their summer learning is highly unlikely. In contrast to the report assembled by the Winston-Salem /Forsyth County Schools Research and Evaluation Team, findings from the edAdvisor, LLC report revealed that parents observed a reduction in summer reading loss based on their daily interactions with their children. It is possible with a longer intervention; students may show a decrease in their summer learning loss and gains in their literacy scores. It is also important to note that evidence of zero gains and loss equate to a positive outcome since students did not lose learning.

2. Improved Students Confidence in School

One purpose of the program components character development and T.E.A.M.S was to help students develop their identity and feelings of self-worth. Results, which align with this form of impact, can be found below.

- 80% of students stated they felt prepared to start school next month
- Students noted having an increase in their self-confidence when competing academic work
- 94% of district teachers stated that their students were more prepared to start school in the fall
- Parents noticed their child's love for school and learning improved

3. Utilized Research-aligned Professional Development Training to Support Teachers

Through another program component, professional development, ECE combined instructional strategies with an athletic coaching model, in order to support school- and district-level educators. During ECE's *Coaching Clinics*, teachers and administrators are trained in fundamental principles that are geared toward improving school culture, adult performance, and student outcomes. Knowledgeable educators and ECE coaches facilitate sessions. The training strongly aligns with the theory of *culturally responsive pedagogy* (CRP). Educator Geneva Gay

introduced CRP as a means to improve student achievement amongst students of color by improving their curriculum through targeting teacher training.¹

4. Engaged Parents and the Winston-Salem Community

Lastly, following the program component, parent empowerment, the ECE's "Street Team" went door-to-door to advertise the new summer program to members of the community. Thirty members from ECE's community marketing team collect 2,658 applications from parents. In addition, ECE held a parent empowerment session on July 29, 2014, from 9:00 a.m. to 10:30 a.m. where approximately 458 parents and/or guardians attended. During the session, ECE administrators held parenting workshops focused on improving family relations and building bridges between the school and the home. They also provided parents with resources to help support students away from the classroom and in the home.

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